

MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY



Republic of Kenya

**Kenya Education Sector Support Programme
2005 - 2010**

**Delivering quality education and training
to all Kenyans**

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25th July 2005

FOREWARD

The Ministry of Education, Science and Technology has adopted a Sector Wide Approach to Programme Planning (SWAP). A SWAP is a process of engaging all stakeholders in order to attain national ownership, alignment of objectives, harmonization of procedures, approaches and a coherent financing arrangement. In addition, a SWAP process involves broad stakeholder consultations in designing a coherent and rationalized sector programme at micro, meso and macro levels and the establishment of strong co-ordination mechanisms among donors and between donors and the Government.

Through a SWAP process, the Government and development partners have developed the Kenya Education Sector Support Programme (KESSP). The KESSP comprises twenty three investment programmes focusing on the sector as a whole. The KESSP fits within the broader framework of national policy framework as set out in the Economic Recovery Strategy (ERS) and the Sessional Paper No. 1 of 2005 On a Policy Framework for Education, Training and Research. The implementation of the education sector support programme is designed to be in line with the Medium Term expenditure Framework (MTEF) and annual budget cycle. It is intended to 'operationalize' the budget for prioritized programmes, which when accomplished will ensure that the goals and objectives spelt out in our policy documents are attained.

KESSP is based on the rationale of the overall policy goal of achieving Education For All (EFA) and the Government's commitment to the attainment of Millennium Development goals (MDG). The broad objective is to give every Kenyan the right to quality education and training no matter his/her socio-economic status. This will be achieved through the provision of an all-inclusive quality education that is accessible and relevant to all Kenyans. Our vision is guided by the understanding that quality education and training contribute significantly to economic growth and expansion of employment opportunities. The vision which is in tandem with the Government's plan as articulated in the Economic Recovery Strategy (ERS) therefore provides the rationale for major reforms in the current education system in order to enable all Kenyans to have access to quality life-long education and training.

Key issues in the development and implementation of KESSP will resonate around:

- Attainment of the Millennium Development Goals
- Pursuing appropriate policy and strategies
- Government leadership and national ownership
- Appropriate financing modalities and public expenditure management
- Co-ordination and partnership
- Harmonised procurement system

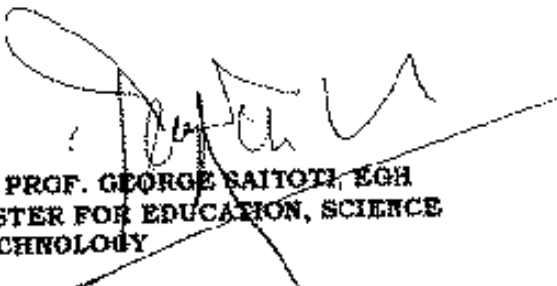
Successful implementation of this programme will lead to the actualisation of the following objectives;

- Attainment of UPE and EFA by 2015;
- Achievement of a transition rate of 70 percent, from primary to secondary school from the current rate of 47 percent, paying special attention to girls' education by 2008;
- Enhancement and sustainability of access, equity and quality in primary and secondary school education.
- Capacity building for 45,000 education managers by the end of 2005;
- Construction/renovation of physical facilities/equipment in public learning institutions in disadvantaged areas, particularly in Arid and Semi-Arid Lands (ASALs) and urban slums by 2008;
- Development of a national training strategy for TIVET in 2005, and ensure that TIVET institutions are appropriately funded and equipped by 2008;
- Achievement of 50 percent improvement of levels of adult literacy by 2010; and
- Expansion of public universities to have a capacity of at least 5,000 students each by 2015 and increased proportion of all students studying science related courses to 50 percent, with at least one third of these being women by the year 2010.

As a sequel to the Sessional Paper No.1 of 2005, KESSP provides a comprehensive framework for programme implementation. It also constitutes the first stage of the implementation of the new policy framework.

The implementation of KESSP will call for strong teamwork and commitments by all MOEST staff and other stakeholders. I, therefore, call upon MOEST staff to prepare themselves for the heavy responsibilities, as we begin the first year of the five-year programme plan.

Finally, on behalf of the Ministry of Education, Science and Technology, I thank all individuals, groups and organizations whose valuable input contributed to the development of this programme. I also request all of them to keep up the commitment they have exhibited during the design period.



**HON. PROF. GEORGE SAITOTI, EGH
MINISTER FOR EDUCATION, SCIENCE
& TECHNOLOGY**

JULY 2005

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ABBREVIATIONS

ADF	African Development Fund
AIA	Appropriations In Aid
AIE	Authority to Incur Expenditure
AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Lands
BOG	Board of Governors
CBD	Community Based Development
CBE	Curriculum Based Establishment
CBO	Community Based Organization
CBS	Central Bureau of Statistics
CEMASTEА	Centre for Mathematics, Science and Technology in Africa
CIDA	Canadian International Development Agency
CHE	Commission for Higher Education
CSO	Civil Society Organization
DEB	District Education Board
DEO	District Education Officer
DfID	Department for International Development
DPM	Directorate of Personnel Management
ECDE	Early Childhood Development and Education
EDF	European Development Fund
EEC	European Economic Commission
EFA	Education For All
EMIS	Education Management Information System
ERS	Economic Recovery Strategy
ERSWEC	Economic Recovery Strategy on Wealth and Employment Creation
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
HELB	Higher Education Loans Board
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDA	International Development Association
IED	Institute of Economic Development
IIEP	International Institute for Educational Planning
INSET	In-servicing of Teachers
IPPD	Integrated Personnel Pay-Roll Data
JICA	Japanese International Corporation Agency
JKF	Jomo Kenyatta Foundation
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KCPE	Kenya Certificate of Primary Education

KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
KRA	Kenya Revenue Authority
Kshs	Kenya shillings
KU	Kenyatta University
M&E	Monitoring and Evaluation
MOHANH&S	Ministry of Home Affairs, National Heritage and Sports
MOL&HRD	Ministry of Labour and Human Resource Development
MOEST	Ministry of Education, Science and Technology
MOH	Ministry of Health
MPER	Ministerial Public Expenditure Review
MTEF	Medium Term Expenditure Frame Work
NCST	National Council for Science and Technology
NEP	North Eastern Province
NER	Net Enrolment Rate
NFE	Non-Formal Education
NFS	Non-Formal Schools
NFEC	Non-Formal Education Centre
NGO	Non-Governmental Organizations
NPER	National Public Expenditure Review
ODA	Overseas Development Agency
ODE	Open and Distance Education
ODL	Open and Distance Learning
O&M	Operation and Maintenance
OPEC	Organization of Petroleum Exporting Countries
PAYE	Pay As You Earn
PDE	Provincial Director of Education
PE	Personal Emoluments
PEM	Public Expenditure Management
PER	Public Expenditure Review
PETS	Public Expenditure Tracking Survey
PIP	Public Investment Programme
PIU	Project Implementation Unit
PTR	Pupil- Teacher Ratio
PTTC	Primary Teacher Training College
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SAGA	Semi Autonomous Government Agency
SBTD	School Based Teacher Development
SEMIS	Strengthening Education Management
SEPU	School Equipment Production Unit
SIDA	Swedish International Development Agency

SEMIC	School Instructional Material Committee
SMASSE	Strengthening of Teaching Mathematics and Science in Secondary Education
SMC	School Management Committee
SPRED	Strengthening of Primary Education
SFP	School Feeding Programme
STD	Sexually Transmitted Disease
SWAP	Sector Wide Approach
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TSC	Teachers' Service Commission
TTC	Teachers' Training College
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations Children's Educational Funds
UON	University of Nairobi
UPE	Universal Primary Education
WB	World Bank
WEUST	Western University College of Science and Technology
WFP	World Food Programme
YP	Youth Polytechnic

PREFACE

The Ministry of Education Science and Technology through the Sector Wide Approach to sector development has developed the Kenya Education Sector Support Programme (KESSP). This is a comprehensive sector programme, focusing on identified priorities developed through extensive consultative process.

KESSP comprises twenty three (23) investment programmes grouped around six (6) thematic areas of Financing, Access, Sector Management, Quality, Retention, Secondary, Tertiary and Higher Education. For the last eight months six thematic groups have been holding regular working sessions, developing and costing investment programmes leading to a pre-appraisal exercise in February, 2005 and a joint appraisal mission in June, 2005. The following are the investment programmes:

1. Early Childhood Development and Education
2. Primary School Infrastructure
3. Primary School Instructional Materials
4. Pre-Service Primary Teacher Education
5. In-Service Primary Teacher Education
6. Expanding Educational Opportunities in Arid and Semi -Arid Lands
7. Non Formal Schools and Non Formal Education
8. Special Needs Education
9. School Health, Nutrition and Feeding
10. HIV/AIDs
11. Adult and Basic Education
12. Capacity Building
13. Education Management Information System
14. Information and Communication Technology in Education
15. Guidance and Counseling
16. Quality Assurance and Standards
17. Secondary Education
18. In-Service of Teachers at Secondary in Mathematics and Science
19. Technical, Industrial, Vocational and Entrepreneurship Education
20. University Education
21. Teacher Management
22. Gender and Education
23. Monitoring and Evaluation

KESSP fits well within the broader framework of the national policy set out in the Economic Recovery Strategy (ERS) and domesticated in the Sessional Paper No. 1 of 2005, on a Policy on Education, Training and Research. KESSP focuses on the attainment of Education For All (EFA) and relevant Millennium

Development Goals (MDGs). In addition, it is based on the belief that quality education and training, contribute to economic growth, enhance equity and lead to the expansion of employment opportunities for all.

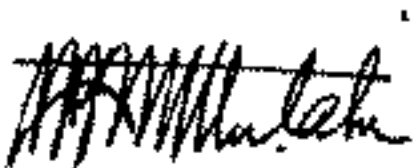
KESSP focuses on all education sub-sectors and the related cross-cutting issues, thus leading to the development of a comprehensive set of strategies to deliver quality education and training to Kenyans. Besides, a coherent and comprehensive set of school level interventions have been developed. These are geared towards the enhancement of quality through capacity building for teachers, management committees, provision of teaching/learning materials and grants for physical facilities rehabilitation and construction, particularly for basic education infrastructure.

KESSP is a five-year plan covering the period 2005-2010 whose investment programmes are prioritized and costed. The areas attracting the highest levels of investment include, In-service Training and Teacher Education, Primary School Infrastructure, Instruction Materials, Capacity Building, School Health and Nutrition, Provision of Education in ASALs and Urban Slums, Non-formal Education, and cross-cutting issues such as HIV/AIDS, gender and guidance and counseling. In essence the focus is on pro-poor programmes whose aim is to enhance access, retention, quality and equity at all levels.

KESSP provides a roadmap for the education sector development in the short and medium terms. By implementing the proposed programmes, we expect effective delivery of services at all levels of education and training.

In the implementation of KESSP, there will be need for a comprehensive monitoring and evaluation plan and capacity particularly for field level officers and management bodies. Further, there will be need to build reform minded teams with a commitment for change towards a result based management, teamwork and strong partnerships.

To achieve the above, I appeal to all stakeholders and service providers in particular to rededicate themselves the goals we have set for our nation.



**PROF. KAREGA MUTAHI, CBS, EBS
PERMANENT SECRETARY**

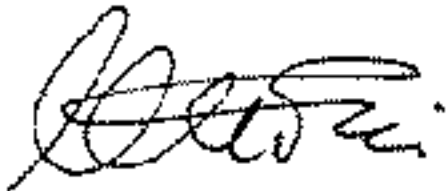
ACKNOWLEDGEMENT

The Ministry of Education, Science and Technology has developed this Kenya Education Support Programme through a collaborative effort. Without the support of each and everyone of all the key stakeholders, KESSP would not be a reality. I take this opportunity to thank our staff, local and external partners for their invaluable contributions, special thanks go to the individuals, departments, organizations, line ministries and development partners who made direct contributions in form of resources and technical assistance. The focused leadership of the Minister for Education, Science & Technology, Hon. Prof. George Saitoti, EGH, MP, deserves special mention. We sincerely appreciated long hours of sitting in meetings and going through KESSP drafts. In addition to the Hon. Minister, we sincerely thank Assistant Ministers, Hon. Beth Mugo and Hon Dr. Kilemi Mwiria for their support in the KESSP process. The dedication of the Permanent Secretary all the Directors, their staff, Heads of Departments and Chief Executives of SAGAS is highly appreciated.

Having accomplished the design and planning stage, we must all move into the implementation stage and commit ourselves in the same manner. The implementation of KESSP which commences in FY2005/2006 calls for greater commitment and dedication of all MOEST staff, stakeholders and development partners. The critical journey has just begun and will not be easy.

It is my expectation and conviction that all Ministry staff will remain focused, committed and selfless in implementing the agreed programmes and activities.

On my part, I have no doubt that we have what it takes to reform the education sector for the sake of our children and nation. Let us all keep our commitment to the Kenyan children at the highest possible level.



PROF. GEORGE I. GODIA
EDUCATION SECRETARY

EXECUTIVE SUMMARY

Introduction

In a time of constant change, complexity and seemingly increasing challenges, an organization must look for ways to remain afloat and chart a course that will help achieve its goals. One process that is used to facilitate sustainability is adopting a sector wide approach. The intention of such an approach is for the organization to reflect, in an organized and systematic way, on its purpose, goals, history, practices, accomplishments, environment, and challenges with the aim of making choices about allocating resources and aligning its constituents toward a desired future.

In pursuit of the Millennium Development Goals (MDGs) and Education For All (EFA) goals, coupled with the task of delivering the policies set out in the Sessional Paper No. 1 of 2005, on Policy Framework for Education, Training and Research, MOEST decided that the most effective mechanism to coordinate and successfully implement such a programme is through a Sector Wide Approach (SWAP). This approach will ensure the delivery of educational services to learners in the most effective and efficient manner. For this reason, since June 2004 the MOEST has been working closely with a wide range of stakeholders in the education sector in the development of a SWAP for the development of the education sector in Kenya for the next five years.

The overall aim of MOEST's SWAP is to develop and secure funding for the Kenya Education Sector Support Programme (KESSP), which will be the basis upon which the Government, individuals, communities, the private sector, Non-Governmental Organizations (NGOs) and development partners, will jointly support the education sector during the period 2005/06 to 2009/10. Through SWAP, duplication and inefficient use of resources, which often occur when many projects and programmes are implemented without adequate co-ordination and a clear long-term and sector-wide development strategy, will be significantly reduced. This will ensure that the scarce resources are invested in programmes that will deliver equitable and quality education and training to all Kenyans.

KESSP has been developed to enable the Government to provide "Quality Education and Training for Development" or 'Elimu Bora kwa Maendeleo' as translated into Kiswahili. In order to fulfill this mission, the MOEST and key stakeholders developed the Sessional Paper No 1 of 2005 that stipulates policies and strategies the Government will undertake and implement in order to address the challenges facing education and training. In order to successfully implement KESSP, the MOES&T will continue to work through strong partnerships with all stakeholders, including communities, civil society,

(Community Based Organizations (CBOs), NGOs, religious organizations) other Government institutions, development partners and the private sector.

The KESSP has also been developed to help the Government achieve the following targets as outlined in the Sessional Paper No. 1 of 2005:

- Attainment of UPE by 2005 and EFA by 2015;
- Achievement of a transition rate of 70 percent from primary to secondary school level from the current rate of 47 percent, paying special attention to girls' education by 2008;
- Enhancement of access, equity and quality in primary and secondary education through capacity building for 45,000 education managers by 2005;
- Construction/renovation of physical facilities/equipment in public learning institutions in disadvantaged areas, particularly in Arid and Semi-Arid Lands (ASALS) and urban slums by 2008;
- Development of a national training strategy for TIVET in 2005, and ensuring that TIVET institutions are appropriately funded and equipped by 2008;
- Achievement of 50 percent improvement of levels of adult literacy by 2010; and
- Expansion of public universities to have a capacity of at least 5,000 students each by 2015 and increase the proportion of all students studying science- related courses to 50 percent, with at least one third of these being women, by the year 2010.

Considerable amount of work has been undertaken to review existing coordination, management and accountability systems in the MOEST. The first phase of management reforms involved the establishment of a new post of Education Secretary and the streamlining of existing divisions into five new directorates: (1) Basic; (2) Technical; (3) Higher Education; (4) Policy and Planning; and, (5) Quality, Assurance and Standards. The MOEST also adopted well known contemporary management practices to implement these reforms, the most important among them being the transparent and competitive recruitment of the Education Secretary and five new directors. The second stage of reforms are being undertaken and have included a comprehensive review of staffing needs and priorities at Ministry headquarters.

To build on these important reforms, the challenge is to mainstream them across the entire education sector. This is especially important in order to establish a professional and accountable management structure that can deliver better quality education services to all Kenyans, paying special attention to the needs of the poor. In our efforts to create positive change, the four central themes of this programme are: (i) transparency; (ii) decentralisation; (iii) team work; (iv) and Performance-based management and accountability. A key coordinating body for the KESSP will be the KESSP Steering Committee which will be chaired by the Education Secretary, and involve all the five Directors,

Directors of Semi-Autonomous Government Agencies, and other senior managers in the MOEST. This Committee will meet monthly and be accountable for KESSP implementation. There will also be the KESSP Reform Secretariat which will comprise of a small team of MOEST staff, under the Policy and Planning Directorate. This team will be responsible for conducting monitoring and impact evaluation, programme documentation and reporting, and advisory support to KESSP Management Units. The secretariat will report to the steering committee.

Background

In the last two years, many reforms in the education sector have been undertaken in order to address the overall goals of the national Economic Recovery Strategy Paper (ERS), as well as international development commitments, including the Millennium Development Goals (MDGs), Education for All (EFA) and delivery of policies set out in the Sessional Paper No 1 of 2005, on Policy Framework for Education, Training and Research. The first major initiative of these reforms was the launch and the implementation of the free primary education (FPE) in January 2003. Through FPE, primary school fees and levies were abolished thus significantly reducing the burden on households in financing primary education.

The Kenya Education Sector Support Programme (KESSP) incorporates all of the work undertaken to date by the MOEST jointly with stakeholders in education and training. It is based on a number of key documents, which the MOEST has developed in order to provide a comprehensive understanding of the issues and reform priorities across the education and training sector, as well as to establish a strong policy framework within which to implement the programme. Key documents include:

- Education Sector Review, September 2003;
- Education Sector Strategic Plan, November 2003;
- Report of the National Conference on Education and Training, March 2004;
- Sessional Paper No. 1 of 2005 – A Policy Framework for Education, Training, and Research, January 2005.

Contextual framework

The Government in collaboration with development partners and other stakeholders has prepared KESSP investment with a view to consolidating the gains accruing from the implementation of FPE, address the main sector issues and to support the Government in strengthening management and delivery of educational services in order to improve access, quality, equity and relevance of education and training. The government is aware that to stay on track, towards meeting the objectives of ERS, EFA and MDGs, further investments in the short and medium terms are necessary. In particular, it is critical to work towards ensuring quality and to improve access especially for about one million

school-aged children in the urban slums and ASAL areas who are still not enrolled. Many children in ASALs are out of school due to lack of schools within walking distance. In addition, many primary school buildings are, generally, in a state of poor maintenance and lack enough classrooms and latrines for the increasing number of children. It is further noted that the school environments is hostile to the growing number of girls in that the necessary sanitation facilities are not in place. In addition, there is need to address the needs of orphans and other vulnerable children. Tertiary and university sub-sectors are also experiencing similar challenges with regard to poor and limited facilities, resulting in unsatisfactory transition rates from secondary to tertiary and higher education.

To address the existing challenges, the Government will continue to provide grants to primary schools, including the non-formal schools in urban slums which serve as the re-entry points for over-age children and also support mobile schools in ASALs. The objective is to further improve the supply of textbooks in order to sustain the ERS goal of 3:1 in the lower primary and 2:1 in the upper primary even when enrolment rises. The government will also mobilize resources for infrastructure development in order to improve existing facilities and to construct new classrooms and new schools especially in poor communities such as in the ASALs and urban slums. However, infrastructure development will be based on school development plans, under an infrastructure strategic plan, manuals and guidelines designed to help schools address their specific needs and contribute effectively towards improving learning outcomes.

The Government will develop a policy based on environmental and social assessments, to ensure that a school infrastructure development plans take into account the local conditions of the target communities. However, the management and accounting of funds for the infrastructure will follow the current arrangements in use for financing FPE. In addition to providing for instructional materials and infrastructure, the Government will continue to in-service teachers and establish mechanisms for regular national assessments in order to improve quality of learning achievements.

There is an urgent need to provide young people with HIV/AIDS education and equip them with survival knowledge and skills within a healthy, clean and secure school environment. The Government will do this by strengthening the teaching of HIV/AIDS education, health and sanitation in all schools and ensuring that these are mainstreamed in school programs. The materials used for HIV/AIDS, school health and sanitation will be included in the school instructional materials' list, the Orange Book, (for approved instructional materials), with appropriate instructions to schools on how to purchase the materials. The implementation of the HIV/AIDS education will benefit from the lessons learnt from the on-going pilots and enhanced guidance and counselling

program in schools. Towards this goal, primary school teachers will continue to receive regular in-service training for professional growth and to empower them to effectively teach the new curriculum, undertake school-based assessment of learning achievements, as well as the use of alternative approaches to curriculum delivery.

The main issues and challenges to be addressed in the ECDE subsector include the need for a comprehensive policy, enhanced access, adequate financing and training of teachers. The Government will continue to address these issues within its policy of promoting the development and management of ECDE through partnership with households, communities and the private sector. On its part, the Government will work with stakeholders to develop an overall ECDE policy that will incorporate a legal and comprehensive national ECDE framework to guide the development and management of all ECDE programs. In addition, the Government will intensify programs for capacity building and resource mobilization to empower communities and other stakeholders to develop ECDE facilities, and to provide efficient management. In particular, the Government will provide, within KESSP investment, support for training of teachers, targeted support grants to poor communities to expand and improve ECDE services, based on agreed criteria and implementation plans in order to ensure that benefits go to the children enrolled in ECDE programs.

The Government will promote a more efficient development of secondary education in order to improve access, equity and quality of education at this level. It will ensure full utilization of the idle capacity in secondary schools by raising class enrolments to between 40-45 students; adding more streams, as appropriate, to existing schools with less than three streams and promoting the establishment of day schools to reduce costs to parents. The Government will review and improve on the current secondary school bursary program to ensure transparency in allocation, management, coordination, appropriate targeting criteria and equity. Special efforts will be made to target orphans and girls from poor households. In addition, the Government will provide targeted support to poor areas with low enrolments, especially in the ASALs, by collaborating with communities, BOGs and other stakeholders to establish new schools and to improve science facilities in existing schools. Other measures to be implemented will include enhancing the quality of teaching, learning and performance, especially (in the KCSE) in science and mathematics. To ensure appropriate outcomes, the teaching of these subjects will be monitored and emerging issues addressed to ascertain that there is cost-effectiveness and achievement of desired results. However, in order to establish a foundation for sustainable development and quality of secondary education, the Government will develop a comprehensive plan for the implementation of secondary education reforms and investment.

In special needs education, the Government will enhance support to persons with disabilities to help them become self reliant and contribute to national development. Some of the sub-sector issues to be addressed include the need for a clear national strategy and updated data on disabilities, support to specialized training and provision of equipment as well as instructional materials for the special education programs in mainstream and special schools and units. The Government will further ensure that the Kenya Institute of Special Education (KISE) has the capacity to offer pre and in-service training courses in special needs education.

The Government recognizes the important role played by adult and continuing education (ACE) as well as non-formal education (NFE) and schools by offering opportunities for those outside the formal school system to benefit from education and training and, thus, helping the Government to achieve EFA and MDGs. To enhance the role of these institutions, the Government will develop a national qualification framework that will provide opportunities for linkage with the formal education and training systems, thus creating opportunities for re-entry into the formal system at all levels. The Government will also collaborate with various providers and stakeholders to mobilize resources to support ACE and NFS, register all ACE and NFS centres, develop and regularly review their curriculum to ensure appropriateness and linkage with the formal system. There will also be regular literacy surveys and registration of all eligible learners for national examinations and provision of training opportunities to instructors.

The higher education sub-sector, including TIVET and universities is in need of a comprehensive review and reform strategies to define, especially, the roles of the public and private sectors in development of education and training at this level. TIVET sub-sector, in particular, lacks effective national co-ordination of the many programs offered by various institutions and providers. The two sub-sectors also suffer from inadequate and obsolete equipment, a mismatch of skills taught and the market demands, limited access due to limited facilities, high cost of education and training, inadequate funding for research and lack of a unified accreditation system and harmonized legal frameworks. With the approval of the new policy framework, the Government will now address the existing weaknesses in the legal framework.

Efficient utilization of available resources is critical to the attainment of the education sector goals and priorities. In order to achieve these, the Government will ensure that there is efficient management and utilization of teachers who form a critical resource in teaching and learning and thus are most important input into the education system and the quality learning outcome. Efficiency is particularly critical for primary and secondary school teachers who are the bulk of the teaching force and whose wage bill accounts for over 80% of MOEST annual budgetary allocation. A major concern

therefore, is how to contain their wage bill from escalating as enrolments in the primary schools increase and the demand for more secondary schools grows as bigger numbers of primary pupils reach standard 8.

The Government will adopt new staffing norms for primary schools based on one teacher per 45 pupils in urban and high potential areas and targeting a minimum of 15 pupils in ASAL areas. In addition to setting these class sizes, as alternative modes of curriculum delivery such multigrade will be introduced to cater for smaller classes (with low enrolments). In line with the new policy of target setting, the Government will examine ways and means of linking teacher promotions to performance.

At secondary school level, the Government will establish new staffing norms and use these to deploy the current stock of teachers to schools based on CBE but aiming at a minimum student/teacher contact load of between 23 and 30 hours per week. The current low PTR ratio of 19:1 will be adjusted as recommended in the recent staffing norms study. In the meantime, the Ministry is carrying out a field survey on teachers' situation in both primary and secondary schools. Once this is completed the report will form the basis for further discussion with our partners, on future teacher recruitment.

Allocation of education resources will also be done more systematically, within the requirements of PER and MTEF, and stringent measures taken to control education expenditures through efficient management and utilisation of available resources. As part of expenditure control the Government will not increase the number of teachers until those in employment are fully utilised to sustain basic education. The Government will also ensure adequate funding for the sector and will allocate at least 50% of the recurrent education budget to primary education, with 15% being allocated to non-salary school level inputs.

The Government will improve the capacity and effectiveness of the MOEST and its institutions, especially at the district and school levels where most education activities and resources will be concentrated. The objective of capacity building will be to ensure effective skills for implementation and monitoring of education activities. An EMIS that is district based and networked between MOEST and its agencies will be established to facilitate the flow of information between schools, district headquarters and MOEST HQs and its agencies especially the TSC, KIE and KNEC. This will enhance timeliness of data flow between key agencies and thus improve monitoring of field implementation and expenditure control.

Conclusion

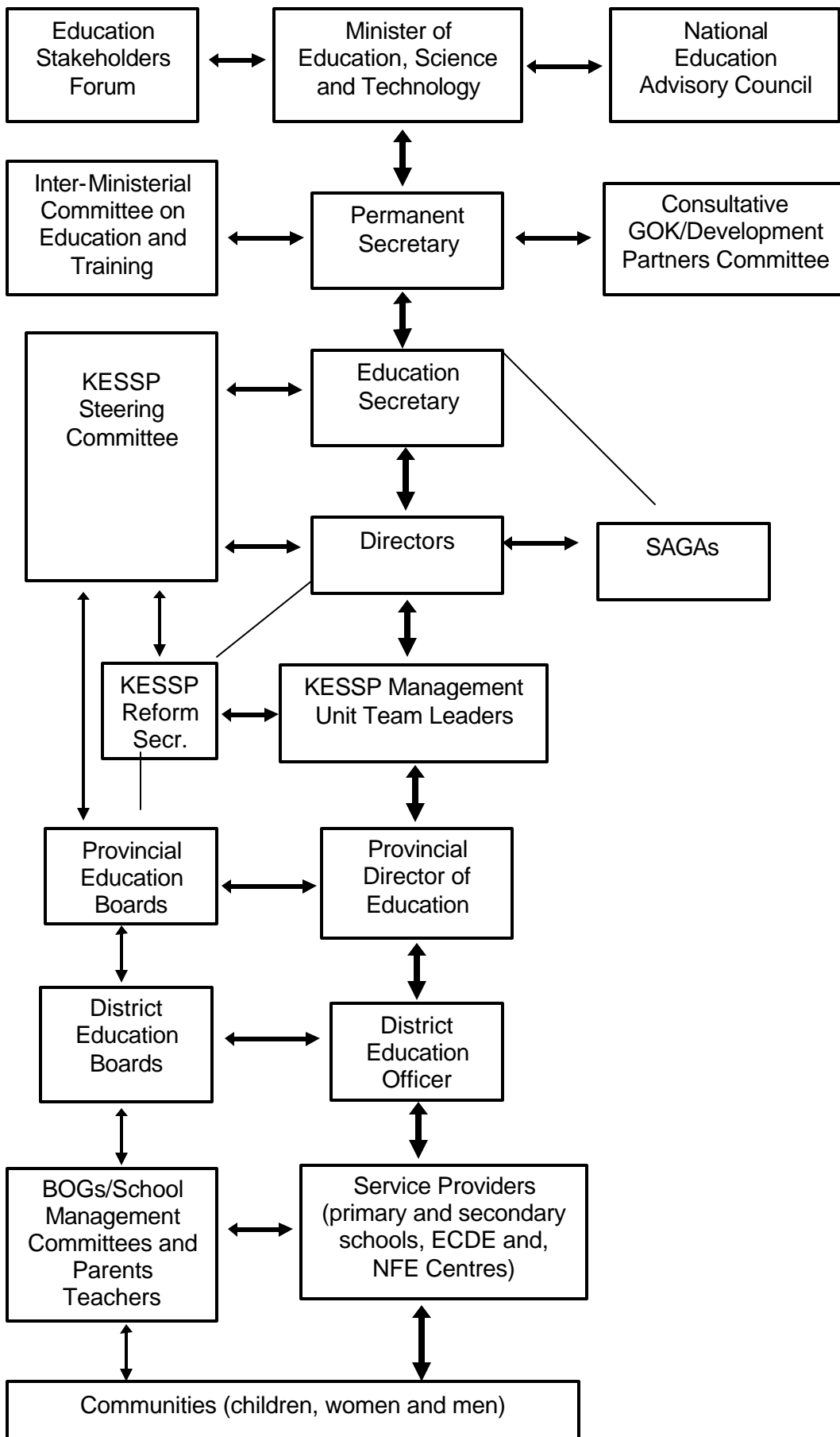
KESSP investment will strengthen the management and sustain reforms being implemented by MOEST in the education sector and help improve the quality of

the delivery of services at all levels. To ensure sustainability, the implementation of KESSP will be mainstreamed within the various divisions of the Education Directorates at the MOEST headquarters and carried out in the field especially at district and school levels. Its processes will also be fully integrated into the MOEST's decentralized systems and accompanied by appropriate strategic plans, guidelines, manuals and targeted capacity building initiatives. Thus, it is hoped that with its implementation, the foundation for the new policy framework will have been firmly laid.

KESSP COORDINATION STRUCTURES

KESSP coordination has been structured in a manner that facilitates: (1) sector-wide stakeholders coordination through an Education Stakeholders Forum and National Education Advisory Council; (2) Government coordination through Inter-Ministerial Committees on Education and Training; (3) development partner coordination through a Consultative GOK/Development Partners Committee; (4) Ministry-wide coordination through a KESSP Steering Committee; and, (5) provincial and district coordination through the Provincial Education Boards and District Education Boards. The diagram below represents the relationship between the proposed organs.

Error! Diagram 1: KESSP coordination, implementation, and accountability structure



KESSP coordination, implementation, and accountability structures

The specific functions of the proposed organs are as discussed below.

1. Education stakeholders forum

Functions

- Foster co-ordination and collaboration between the MOEST and other providers of education services.
- Facilitate information sharing and partnerships between public, private, and non-profit sector education stakeholders.
- Receive progress reports on programme implementation.

Membership

1. Minister, MOEST
2. Permanent Secretary, MOEST.
3. Representatives from non-governmental organizations.
4. Representatives from community-based organizations.
5. Representatives from faith-based organizations
6. Representatives from private sector service providers.
7. Members of parliament.
8. Union representatives.

The Education Stakeholders Forum shall meet at least twice a year or when need arises.

2. National education advisory council

Functions

- Advise the Minister on emerging policy issues affecting education.
- Mobilize resources for the education sector.
- Advocacy on key issues affecting education.

Membership

1. Permanent Secretary- Ministry of Education, Science and Technology.
2. 2 Representatives of the Universities-1Public & 1 Private.
3. Representative of Private Schools (KPSA).
4. Representative of Kenya Secondary Schools Heads Association.
5. Representative of NGOs Council (an educationist).
6. An eminent Industrialist.
7. Representative of National Environment Management Authority (NEMA).
8. Representative of KIPRA.
9. Representative of Kenya National Union of Teachers.
10. Two Eminent Educationists.

11. Representative of National Council of Science (NCS)
12. Representative of Commission for Higher Education (CHE)

The Council shall hold meetings twice a year or when need arises.

3. Consultative Government of Kenya- development partners committee

Functions

- Review programme implementation.
- Discuss resource mobilization and utilization.

The Committee shall hold quarterly meetings chaired by the MOEST.

4. Inter-Ministerial committee on education and training

Function

- Co-ordinate operations of different GOK Ministries, Departments and Agencies involved in delivery and support of education and training services.
- Harmonize operations.

Membership

1. Permanent Secretary- Ministry of Education, Science and Technology- Chair
2. Office of the President
3. Permanent Secretary- Ministry of Local Government
4. Permanent Secretary- Ministry of Health
5. Permanent Secretary- Ministry of Labour and Human Resource Development
6. Permanent Secretary- Ministry of Home Affairs
7. Permanent Secretary- Ministry of Roads and Public Works
8. Permanent Secretary- Ministry of Planning and National Development
9. Permanent Secretary – Ministry of Water Resources and Irrigation
10. Permanent Secretary- Treasury
11. Attorney General
12. Education Secretary - Secretary

The Committee shall hold bi-annual meetings or when need arises.

5. KESSP steering committee

Functions

- Coordinate and oversee KESSP implementation.
- Approve the KESSP workplans from Directorates.
- Monitor the performance of the KESSP Management Units.

- Provide overall guidance and support to KESSP implementation.
- Advise on KESSP resource allocation and utilization.
- Monitor and report on KESSP implementation.
- Review the outputs of ongoing technical work, such as research studies, pilot projects and, consultancies.
- Review KESSP performance indicators to assess overall achievements.

Membership

1. Permanent Secretary (Chairperson)
2. Education Secretary
3. Chairman, TSC
4. Secretary, TSC
5. Director, Policy and Planning
6. Director, Quality Assurance and Standards
7. Director, Basic Education
8. Director, Higher Education
9. Director, Technical Education
10. Coordinator, Reform Secretariat (Secretary)
11. Heads of SAGAs
12. Heads of Support Departments (Central Planning Unit (CPU), Administration, Finance, Accounts, Procurement, and Personnel)

The Steering Committee shall hold monthly structured meetings every first Tuesday of the month.

6. Directorates of education

Functions

6.1 Directorate of Higher Education

Advise on formulation and implementation of government policies on secondary and higher education, including:

- Co-ordination of admissions and transfers of students; and secondary teacher education.
- Guidance and counselling in the higher education sector.
- Advising on financing of secondary and higher education, including bursaries and grants.
- Management of voluntary services in the education sector.
- Facilitating access to local and overseas post-secondary education.
- Advising on the development of post-secondary institutions.
- Initiating and promoting cultural, technical and scientific co-operation agreements.
- Staff development for teaching, research and technology services.

6.2 Directorate of Basic Education

Advising on coordination, formulation and implementation of Policies on:

- Early childhood Development and Education programme.
- Special needs education programme.
- Primary education programme.
- Non formal schools.
- Primary teachers education programme.
- School health and feeding Programme.
- Facilitation of the provision of textbooks to primary schools.
- Advise on appointment of Provincial and District Education Boards.
- Registration of basic education institutions.

6.3 Directorate of Technical Education

Advise on the formulation and implementation of policies and programmes in the technical education sector including:

- Provision of support for development activities in the technical and vocational training.
- Management of technical education programme.
- Career guidance and counselling.
- Liaising on matters relating to relations between technical institutions and the industry.

6.4 Directorate of Planning and Policy

The Directorate will be incharge of:

- Effective planning and development of policies in the education sector and reforms.
- Maintenance of accurate educational statistics.
- Reviewing of education policies.
- Co-ordination of education projects in the country.
- Co-ordination of KESSP Secretariat.

7. Education sector reform secretariat

Functions

- Monitor and evaluate KESSP programmes.
- Provide advisory support to KESSP management units.
- Coordinate programme documentation.

Membership

- One person from each directorate.

8. Provincial Education Boards

Functions

- Co-ordination of all programmes to eliminate duplication of activities.
- Monitoring and evaluation of programme implementation.
- Advising the Minister on pertinent issues arising from the field.
- Supervising district education programmes.

Membership

1. Provincial Commissioner-Chairperson
2. Provincial Director of Education
3. Representative of KSSHA
4. Representative of Sponsors
5. Religious Organizations
6. NGOs
7. Representatives of trade unions in the sector

9. District Education Boards (DEBs)

Functions

- Management of education services.
- Teacher management.
- School audit.
- Supervision of education programmes.
- Accounting for funds.
- Quality assurance.
- Resource mobilisation.

Membership

1. District Commissioner-Chairperson
2. District Education Officer-Secretary
3. Representative of Heads Association
4. Representative of Sponsors
5. Religious Organizations
6. NGOs
7. Representative of trade unions in the sector

10. Institutional Level

10.1 Boards of Governors

1. Ensuring official policies and guidelines are adhered to.
2. Strategic management of the institution.
3. Overseeing on delivery of education programmes.
4. School planning
5. Resource mobilization, utilization and accounting.

6. Monitoring of education standards.
7. Overall teacher management and discipline.
8. Collaboration with the communities in support to education
9. Management of non-teaching staff.

10.2 School Management Committees

1. Receive and account for all FPE resources.
2. Develop and implement school plans.
3. Mobilise additional resources.
4. Implement government policies and guidelines.

10.3 Parents-Teachers Association (PTA)

1. Monitoring implementation of school programmes.
2. Monitoring education services.
3. Mobilising additional resources.

KESSP Management

In order to successfully operationalize KESSP it is essential that effective management systems are put in place prior to Government of Kenya (GOK) and development partners investment under the SWAP. This calls for the replication of the successful management model established under the Primary School Textbook Programme which is supported by the GOK and development partners.

Key to the success of the Primary School Textbook Programme has been the establishment of a small dedicated team of professional staff and support staff with the sole responsibility of implementing all aspects of the programme. Of importance, was the provision of sufficient office space and equipment (computers, printers, office furniture). The Textbook Management Unit (TMU) is a good model to successfully operationalize KESSP for two reasons. Firstly, the TMU fits well within the new management reforms which have been undertaken at the MOEST. Secondly, the TMU has demonstrated that a dedicated unit can manage and account for large amounts of GOK/development partner investments.

However, there are areas where the structure of the TMU can be improved upon. To date effective management at the TMU has been undermined by a lack of decision-making authority for simple management issues such as the purchasing of office supplies. Also impeding effective management is the lack of a committed budgetary allocation to meet the cost of maintenance and upgrading of office equipment.

To address these constraints, it is recommended that the heads of management units under the KESSP be given greater decision-making authority. This will

support the wider adoption of the decentralisation of decision-making mentioned earlier. It is also recommended that the new management units be given annual operation and maintenance budgets, which the unit managers have full authority over and are accountable for their utilisation.

Management restructuring to operationalize the KESSP

Replicating the good lessons from the TMU will entail establishing dedicated management units for the main programmes listed under the KESSP. This would not involve a major restructuring of the Ministry headquarters as many of the required units are already established, albeit not along the same lines as the TMU.

To successfully establish the new units, it is important to assign qualified and competent professional staff, as well as support staff so that each unit has the capacity to successfully implement the investment programme outlined in the KESSP. Staff should also be assigned based on the size of the investment programme, the work load, and the expectations of the GOK/development partners. There is also need to establish competent team of staff to coordinate the Primary School Infrastructure Management Unit (which would be a completely new unit) so that they can take an active role in the preparation of operational guidelines for this programme which is expected to start in mid-2005.

The appointment of an overall unit manager who can be held accountable for the overall success of the programme will be critical to KESSP implementation. In addition, under SWAP, it is likely that there will be a number of development partners supporting one or more investment programmes, thus it is vital that accountability is decentralised to one unit manager who has the sole responsibility of managing a KESSP programme. This will create appropriate conditions for accountability and reporting.

To streamline unit reporting, supervision, and coordination, it is important that unit managers **are authorised to report directly to** their division managers without passing through a number of directors. This arrangement will also reduce delays and thus enhance the rate of implementation. However, the directors need to be kept fully informed.

The establishment of dedicated management units for the main investment programmes listed in the KESSP will play an important role in supporting SWAP because it will ensure that all Government and development partners support is managed by one unit. It will also ensure that **one national programme is funded**, as opposed to the past practice where multiple, often competing programmes, were funded.

To support successful establishment of the above management units a special capacity building training programme has been proposed under the Education Management Investment Programme listed in the KESSP.

Management units for KESSP implementation

Based on the success of the Textbook Management Unit (TMU), the MOEST will establish the management units listed below to manage the KESSP investment programmes.

Basic Education Division

1. Primary School Infrastructure Management Unit
2. Early Childhood Development and Education (ECDE) Management Unit
3. Non-formal Education (NFE) and Non-Formal Schools Management Unit
4. Special Needs Education Management Unit
5. Adult and Basic Education Management Unit (**Ministry of Gender, Sports and Culture**)
6. School Health and Feeding Management Unit
7. Primary School Instructional Materials Management Unit
8. In-service Primary Teacher Training Management and Pre-service Primary Teacher Training Management Unit

Policy and Planning Division

10. Central Planning Unit
11. HIV/AIDS Management Unit
12. Education Capacity Building Coordination Unit
13. Education Management Information Systems Management Unit
14. ICT and Education Management Unit
15. KESSP Reform Secretariat, including Monitoring and Evaluation

Quality Assurance and Standards Division

16. School Performance and Standards Monitoring Unit
17. Learning Achievement Monitoring Unit
18. Alternative curriculum delivery Approaches Management Unit

Higher Education Division

19. Secondary School Bursary and Grants Management Unit
20. Secondary School Infrastructure Management Unit
21. In-service Secondary Teacher Training Management and
22. Pre-service Secondary Teacher Training Management Unit
- University Education Management Unit

TIVET Division

23. TIVET Education Management Unit

Central support services

1. Central Planning Unit
2. Human Resource Management Unit
3. School Audit Unit

4. Finance
5. Administration
6. Accounts
7. Procurement

KESSP performance accountability

In order to successfully implement the KESSP, it is essential that effective (performance) accountability mechanisms are put in place so that MOEST staff working at various levels **can be held to account for the delivery of quality education services** to Kenyans across the country. Also important is the need to share information on a regular basis, both within the MOEST, and with external stakeholders, to ensure that all are fully informed on KESSP implementation progress.

In the diagram presented on page xv, an overall information sharing and performance accountability structure is proposed for the implementation of the KESSP. This structure, which combines both vertical and horizontal accountability mechanisms, builds on international best practices in the delivery of essential basic services, such as education and health, as outlined in the recently published World Development Report, 2004. Furthermore, the proposed mechanisms support the implementation of the policies outlined in the Sessional Paper No. 1 of 2005, including establishing a national mechanism for consultation and coordination of all education service providers. These vertical and horizontal accountability mechanisms are described below.

(1) Vertical accountability mechanisms

(a) Frontline service providers to the Minister for Education, Science and Technology

10.3 This is the traditional accountability mechanism whereby frontline service providers, such as head teachers of primary schools, account to their District Education Office (DEO). The latter then accounts upwards in the organizational hierarchy to the Provincial Education Office, Division Directors, the Education Secretary and lastly to the Permanent Secretary and the Minister. As indicated by the arrows shown in diagram 1 this remains the main accountability mechanism in the proposed coordination and performance accountability structure.

10.4 It is important to highlight the fact that this accountability mechanism has been strengthened by important reforms which have been undertaken at the MOEST. This has involved changing the name of the Inspectorate Division and redefining its mandate so that it is now responsible for Quality Assurance

and Standards among all service providers. This Division will play an important role in providing information and feedback to education managers on the performance of education service providers across the education sector.

(b) District Education Boards to the KESSP Coordinating Committee

10.5 In order to ensure that the traditional vertical accountability mechanism functions effectively, it is essential that an alternative mechanism is in place which can provide complementary and independent information to senior managers at the Ministry headquarters. In diagram 1 the KESSP Secretariat will engage directly with District Education Boards (DEBs) in order to provide alternative sources of information to senior MOEST managers who are members of the KESSP Coordination Committee. This Committee, which will be chaired by the Education Secretary, and will consist of Division Directors and other senior managers, will meet on a monthly basis to review KESSP implementation. It will play an important role in ensuring that senior managers at the headquarters have information on the performance of DEOs and frontline service providers in each district.

(c) Oversight management committees to DEBs

10.6 A third vertical accountability mechanism involves coordination and reporting between Oversight Management Committees and DEBs. In order to successfully implement the KESSP, it is essential that there is a clear link between Oversight Management Committees, such as School Management Committees, Parents' Teachers' Associations, Boards of Governors, and DEBs. This will ensure that DEBs can access independent information as to the performance of frontline service providers within each district. For this reason, these committees will be empowered to interact with DEBs whenever necessary.

(d) KESSP management units to Inter-Agency committees

10.7 A fourth vertical accountability mechanism involves reporting by managers of KESSP management units to their colleagues who are members of Inter-Agency committees, which have been established to support the successful implementation of the KESSP. A good example of such a partnership can be seen in the Inter-Agency coordination committee which has already been established by the MOEST and the Ministry of Health (MOH) to coordinate school health interventions. In order to successfully implement the School Health and Feeding Investment Programme, which has been included in the KESSP, it is essential that there is close coordination between the MOEST and the MOH, as well as other government organizations such as the Kenya Medical Research Institute (KEMRI). Active information sharing and

accountability between MOEST management units and Inter-Agency coordination committees will also be important for the successful implementation of the HIV/AIDS, Adult and Continuing Education, and TIVET investment programmes.

(2) Horizontal accountability mechanisms

10.8 Horizontal accountability mechanisms enable **“local” accountability relationships** to operate between service providers and users of education services, such as parents. The four horizontal accountability mechanisms are discussed below:

(a) Oversight management committees and service providers

10.9 This is one of the most important accountability mechanisms as it enables parents, individuals, and community-based organizations to hold their local service providers accountable for the delivery of quality education services. In the diagram, Oversight Management Committees include Boards of Governors of Secondary Schools, School Management Committees and Parent’s Associations of primary schools, community-based management committees of NFE and ECDE Centres, and Management Boards of Youth Polytechnics.

10.10 With over 18,000 primary schools spread across the country it is clearly impossible for DEO staff to regularly monitor the performance of staff working in primary and secondary schools, as well as ECDE and NFE centres. It is therefore essential that existing Oversight Management Committees are strengthened so that they have the capacity to review proposed projects and budgets and report to DEBs on the performance of frontline service providers. The importance of these Oversight Management Committees is highlighted in the Sessional Paper, which outlines a number of policies that will strengthen the capacity of committees so that they can take a more active role in ensuring that children in their community access quality education.

(b) District Education Boards and District Education Offices

10.11 In the Sessional Paper No. 1 of 2005, special emphasis has been placed on the role of DEBs in monitoring the performance of District Education Officers (DEOs) and more broadly the delivery of education services within each district. These policies aim to build on the success of reforms undertaken by the MOEST in recent years to decentralize oversight and decision-making authority to DEBs whose local knowledge enable them better to manage the provision of education services in their areas of jurisdiction. In order to successfully implement KESSP this accountability mechanism will be extremely important as it will ensure that DEO staff is held accountable for their performance. To achieve this goal, the roles of the DEBs and the DEOs

will be redefined and capacities at district level enhanced.

(c) *The KESSP Secretariat and Directors*

10.12 An important role of the KESSP Secretariat will be to monitor the overall implementation of the KESSP and report, on a regular basis, to the five Division Directors at the MOEST. Where relevant, this information will be shared by Division Directors with their counterparts through the Inter-Agency Coordinating Committees.

(d) *The Permanent Secretary and government and development partners*

10.13 This horizontal accountability has been strengthened since 2003 as both the MOEST and development partners have realized the importance of regular coordination and information sharing in the SWAP and KESSP development process. Following the launch of the KESSP, this accountability mechanism will provide opportunities for development partners, and ideally senior managers from other government ministries, to review the performance of the MOEST in KESSP implementation.

Proposed investment programmes

KESSP has been developed around six thematic areas that were identified by the MOEST as essential in order to improve access to and quality of education in Kenya. Within each of these thematic areas, the MOES&T has developed a number of investment programmes. Table 1, below, shows these programmes over a period of 5 years.

Table 1 Cost Summary of the Investment Programmes (Million KShs)

All data in millions of Kenya Shillings						
B: MIDDLE SCENARIO						
Investment programmes, KSh Million	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Primary construction	857.56	1655.39	1654.87	1237.95	1215.9	6621.67
ECDE	206.05	605.7	609.715	478.965	467.965	2368.395
Non-formal education	368.9	411.1	381.8	366.7	419.7	1948.2
Special needs education	302	265	292.5	317.8	326.1	1503.4
HIV/AIDS	789.98	980	980	800	701.4588	4251.439
Adult basic education	186.5	207	251.2	304.5	418	1367.2
School feeding, health, (De-worming)	1644.05	1733.65	1817.55	1896.05	1997.05	9088.35
Instructional materials, School operations Grants, (public primary and NF schools)	7813.218	6856.669	6899.681	6984.686	7064.441	35618.69
Primary teachers training	310	233.46	257.91	278.37	300.16	1379.9
Primary teachers (IN-SET)	316.4	562.5	607.5	643	623	2752.4
ASAL mobile schools	9	18	30	30	30	117

Capacity building (Training)	157	165.1	155.1	180.4	172.9	830.5
EMIS	160.6	115.8	80.6	80.8	80.9	518.7
ICT	85.45	78.45	112.8	72.7	51.95	401.35
Guidance and counselling	79.7	111.3	111.3	59.4	59.4	421.1
Quality assurance	385.5	355	344.6	470	434.3	1989.4
Secondary education including bursaries	1959.4	2438.6	2575.4	2748.3	2913.01	12634.71
Secondary INSET mathematics and science	243.5	279.1	297.2	317.8	337.7	1475.3
TIVET (Excluding operational costs)	465	405	805	840	855	3370
Universities (including ongoing student loans)	1822	2402.3	2614.6	2904.616	3053.001	12796.52
Teacher management	5.2	5.7	4.4	1.9	1.9	19.1
Gender programme	11	11.4	153.2	168.4	139.7	483.7
Monitoring and evaluation	30	33	36.3	40	44	183.3
Total Investment programmes	18208.01	19929.22	21073.23	21222.34	21707.54	102140.3
Additional costs of operating IPs @ 3% of total cost of IPs	546.2402	597.8766	632.1968	636.6701	651.2261	
Investment programmes including additional operating costs	18754.25	20527.1	21705.4	21859.0	22358.7	105204.5
Teacher salaries	61391	67518.82	73769.2	75244.58	76749.47	
Primary teacher salaries	38264.08	42083.46	45979.22	46898.81	47836.78	221062.4
Secondary teacher salaries	21165.47	23278.13	25433.04	25941.7	26460.53	
TSC Secretariat	2177	2220.54	2264.951	2310.25	2356.455	
Ministry salaries	1595.3	1627.206	1659.75	1692.945	1726.804	
Grants to University education loans	8800.4	9152.3	8800.4	9000	9000	
Settlement university pending bills	460	400	417			
Other MOEST administrative costs (excluding salaries)	2877	2992.08	3111.763	3236.234	3365.683	
Other construction and equipment costs (KNEC, TSC, Directorate Higher Education)	490	900	900	0	0	
Total spending on education	96544.95	105338	112628.5	113343	115557.2	543411.7

Financing of KESSP

The current heavy investment that is borne, to a very large extent, by the government alone calls for a review to ensure collaboration and partnership with other stakeholders. The challenge is therefore to establish partnerships between the government, households and local communities, development partners, private sector providers of educational services, including sector employers, religious organizations and civil society, such as NGOs and foundations. Such a partnership will ensure support for KESSP and eventually the attainment of the overall goal of EFA and MDGs by 2015.

As Table 2 shows, the indicative financing gap for KESSP is KShs.1.9 billion, KShs.6.8 billion, KShs.11.5 billion, KShs.10.6 billion and KShs.9.5 billion in the financial year 2005/06, 2006/07, 2007/08, 2008/09 and 2009/10, respectively. To bridge the gaps a lot of support will be required from all the

stakeholders, especially the development and private sector partners. It is critical to appreciate that without any support from development partners it will be difficult to realize KESSP objectives.

Table 2: Indicative financing gap (Kshs million)

	2005/06	2006/07	2007/08	2008/09	2009/10	TOTAL
Net GOK Recurrent Funding	86,792.00	91,131.60	95,688.20	99,515.70	103,496.40	476,623.90
Net GOK Development Funding	842.00	842.00	842.00	842.00	842.00	4,210.00
Total GOK Funding	87,634.00	91,973.60	96,530.20	100,357.70	104,338.40	480,833.90
Total Donor Funding	6,979.10	6,546.50	4,557.70	2,350.00	1,708.40	22,141.70
Total Funding Available	94,613.10	98,520.10	101,087.90	102,707.70	106,046.70	502,975.50
Total Proposed Investment	96,544.90	105,338.00	112,628.50	113,343.00	115,557.20	543,411.60
Financing Gap	1,931.9	6,817.9	11,540.5	10,635.30	9,510.50	40,436.10

1 PRIMARY SCHOOL INFRASTRUCTURE INVESTMENT PROGRAMME

1.1 Background

Poor primary school infrastructure is one of the major barriers to improving access to primary education in Kenya. Empirical data show that physical facilities are an important factor in both school attendance and achievement. For this reason, improving primary school infrastructure is a high priority among SMCs. Over time, communities and parents have been responsible for and have made substantial investments in school infrastructure. Development partners, churches, Non Governmental Organizations (NGOs) and individuals have also made investments, often in support of community initiatives. Through such efforts, Kenya has over 18,000 public primary schools and a large number of non-formal schools offering primary school curriculum.

However, overtime there has been a major backlog of infrastructure provision and a shortage of permanent classrooms, particularly in poor communities. At the same time, existing infrastructures are generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance. With the significant increases in primary school enrolments, following the introduction of Free Primary Education (FPE) in 2003, additional pressure has been put on existing school infrastructure. The results of the sharp rise in numbers are poor conditions and overcrowding that are not conducive to good learning environment. In addition, there is limited number of primary schools serving populations in isolated rural areas, those living in low-income areas within large urban centres and in other pockets of poverty with large primary school enrolments.

1.2 Issues and constraints

The four critical issues relating to primary school infrastructure, as evidenced through field surveys conducted by the Ministry of Education, Science and Technology (MOEST) and development partners are:

- The lack of adequate infrastructure and a shortage of permanent classrooms, particularly in poor districts¹;
- The poor state of existing school infrastructure due to lack of investment, poor construction standards and inadequate maintenance²;

¹ The exact backlog of school infrastructure is difficult to determine accurately, given existing data. The 2003 School Census estimated that, nationwide, there was a shortfall of 43,000 classrooms although it is not clear what proportion of these are existing semi permanent classrooms. Although the national average classroom/pupil ratio is 1:47, there are substantial spatial variations in provision at the district and sub-district level. It is estimated that to achieve an average pupil/classroom ratio of 1:50 in all districts there is a backlog of 14,700 classrooms (based on 2003 data).

- The limited number of primary schools serving poor populations in isolated rural areas, those living in low-income and in other pockets of poverty³; and
- The huge discrepancies in needs, depending on local conditions.

In order to address these constraints, the Government and other stakeholders will invest in rehabilitation and expansion of existing schools and building of new primary schools.

1.3 On-going programmes/initiatives

There are a number of projects that either wholly or partly support primary school construction, particularly in the Arid and Semi Arid Lands (ASALs). These include the infrastructure support for North Eastern Province primary schools (GoK/USAID, that aims at 215 classrooms in North East Province by Sept 2005), Basic Education Project (GoK/OPEC, that aims to have 1,400 classrooms nationwide by 2007), Arid Lands Resource Management Project (GoK/ World Bank) the Community Development Trust Fund (EU) and KFW support to primary schools in urban areas. Collaboration and coordination with these initiatives, especially in the ASALs is crucial for the smooth implementation of this programme. In addition, Local Authority Trust Fund (LATF) and the Constituency Development Fund (CDF) provide funding to a wide range of community based projects including school construction. All these initiatives require effective coordination through the DEBs.

1.4 Policy Framework

Providing educational opportunities to all Kenyan children is central to the Government's plan for Economic Recovery Strategy (ERS) and Poverty Reduction Strategy Paper (PRSP). These policy documents indicate that one of the Government's highest priority in the medium and long term will be to ensure affordable and equitable access to education through several strategies, including collaborating with private sector, NGO's and development partners in the provision of additional educational facilities. Previous reports and commissions, such as the Kamunge Report (1988) and the Koech Report (1999) have all highlighted the importance of the provision of school infrastructure. The Sessional Paper No 1 of 2005 also recognizes the need for additional school infrastructure to ensure the successful implementation of FPE.

The NARC Government's emphasis on improving access came as a result of challenges arising from the cost-sharing policy, which had been in place since the 1980s and which required households to contribute significantly towards the education of their children. As a result of this policy, there was

² The 2003 school census reported that nationally only 32% of permanent and semi permanent classrooms were reported as adequate.

³ The extent of shortfall will be better estimated when school mapping data becomes available.

low enrolment and high drop out rates, particularly in poor and marginalized areas of the country.

1.5 Strategies to address key policy objectives

To address key issues relating to access, equity, quality and relevance, the Government abolished cost sharing as a deliberate policy to promote Universal Primary Education (UPE). Through the FPE, capital grants towards provision of instructional materials and support services were instituted. However, primary education still continues to experience many challenges relating to access and equity, including overstretched facilities, over crowding, poor learning environments and lack of appropriate sanitation. To respond to this challenge, the Government's policy will be to enhance participation of children in special circumstances, including orphans, children in urban slums, ASALs and pockets of poverty.

In order to implement this policy the Ministry will continue to work in partnership with communities, parents, other ministries, development partners and other stakeholders for the improvement of school learning environments and accessibility. In particular, the MOEST will assist schools and communities to construct and renovate physical facilities and equipment in public learning institutions in disadvantaged areas, particularly in ASALs, urban slums, and pockets of poverty. This programme will contribute to addressing the infrastructure backlogs and will be targeted to the areas where the poor have faced challenges in accessing education.

The Government is also committed to the achievement of the Millennium Development Goals (MDGs). As such programmes under KESSP, especially the primary school infrastructure programme, will make a major contribution towards achieving UPE, which is the second goal under the MDGs. In addition, the infrastructure programme when developed and fully implemented in a holistic way, it has the potential to contribute towards the achievement of the other goals. In particular, this will facilitate achieving goal number seven on ensuring environmental sustainability by ensuring proper environmental assessment of the programme and increasing coverage of improved water supplies and sanitation. At the same time, infrastructure interventions will be developed with gender sensitivity in mind, especially in relation to health, hygiene and the promotion of sanitation provision. Infrastructure will also be designed so as to provide access by children with special needs, whom up to now have been largely marginalized.

1.6 Programme summary

In line with the above policy and strategies, the MOEST has developed two primary school infrastructure programmes, which aim to improve access to primary education over the next five years. In order to implement these programmes effectively, capacity building, and monitoring and evaluation

programmes will be put in place. The proposed investment programme consists of the following components:

- School improvement grants
- New primary school construction
- Management and capacity building
- Monitoring and evaluation

Much of the first year of the infrastructure programme will entail design and capacity building which are necessary to ensure smooth implementation of the programme. Appropriate design and adequate capacities will also ensure that resources invested in school infrastructure contribute positively in enhancing learning outcomes. The design process will also include the production of guidelines and procedures, which will be applicable for primary schools construction throughout the country. In addition, these guidelines will also support and be coordinated with other investment programmes under Early Childhood Development and Education (ECDE), Non Formal Schools (NFS), School Health, Nutrition and Feeding investment programmes.

1.6.1 School improvement grants

Objective

- The objective of this component will be to improve access, retention and learning outcomes in primary education for both boys and girls through the provision of grants to schools in the poorest areas of the country.

Investment strategy

The MOEST proposes a 5-year investment programme to provide school improvement grants of amounts between KShs 100,000 and KShs 200,000 per year (depending on the enrollment at the school) to 4,000 primary schools, to allow them upgrade their infrastructure in line with their priorities. In addition, about 970 schools selected through a district based needs assessment will be provided with additional grants to construct approximately 3,880 classrooms, 9,700 toilets, upgrade water supplies, and provide a range of other school infrastructure depending on the local needs.

The overall aims of this investment strategy are to encourage schools to develop their own development plans; support schools financially and technically, to improve their infrastructure; build capacity for implementation; mobilize community support; and to monitor and evaluate both progress and impact. This component will address the needs for infrastructure provision in the most overcrowded schools and the poorest areas of the country.

School improvement grants will be prioritised on district or location basis based on existing pupil-to-classroom ratios and poverty indices. Within the

prioritised areas, all schools will receive the basic school improvement grant. Further work will be undertaken during the programme design stage to develop clear and agreed targeting criteria that are linked to the targets and priorities of the KESSP. Schools with serious backlogs of infrastructure will receive additional funding and will be selected on the basis of need. Across and within districts, disbursement of funds and construction work will be phased to ensure efficient and cost effective rollout of the programme. The programme will take particular care to address the infrastructural needs of ASAL areas, in particular, by providing among other items, dormitory facilities and teachers housing, where appropriate.

Activities

The development of the 5-year development plans by schools will describe individual schools' priority areas for investment. Each plan will be developed and agreed by the School Management Committees (SMCs) and the Parents-Teachers-Associations (PTAs) before being submitted to higher authorities. Some of the items that may be included in the plan are improvement of existing permanent classrooms, toilets, storage facilities, fences, water supply infrastructure, furniture and cooking facilities. In addition, the programme will ensure that adequate routine maintenance of school assets is incorporated into the school planning process.

Mobilizing communities, parents, community-based organizations and other stakeholders to provide support in improving and maintaining existing infrastructure. Community contributions, either in financial resources (depending on the economic level) or in kind will be required to support Government and other partners' contributions.

Training of SMC members and PTAs representatives on how to successfully implement school improvement plans and ensure prudent utilization of grants.

Disbursement of grants to schools and combining these with community contributions to improve school infrastructure.

Management

This programme will build on the lessons learned in the management of both the School Instructional Materials Bank Account (SIMBA) and the General Purposes Account (GPA). School improvement grants will be allocated directly to targeted primary schools either through the GPA, SIMBA or a separate project account. This will be affirmed during the design stage, together with other issues such as accountability, existing capacity at the school, district and headquarter levels, Government's and development partners' tender procedures, contract management, quality and cost control, social and environmental issues.

Detailed guidelines similar to the SIMBA guidelines will be used by SMCs and PTAs in order to utilize their school improvement grants effectively. The guidelines will, among other things, give advice on school development planning and include standard designs and technical specifications/advice on how to contract and monitor local professionals to upgrade existing infrastructure. Further, guidelines for implementers at other levels will also be produced as required. Schools will also be supported through technical assistance and site supervision services as required.

1.6.2 New primary school construction

Objective

The objective here will be to improve access by constructing new primary schools in areas where there is overcrowding in existing schools or where there are no primary schools.

Investment strategy

The MOEST proposes a 5-year investment programme to construct 165 new primary schools. The distribution of new primary schools will be based on priority needs across the country and will be identified primarily on a comprehensive analysis of validated 2004 school mapping data. Districts, locations and municipalities that have most overcrowded classrooms and have the highest demand for new schools will be selected and ranked. At the same time areas where there are schools with the longest distance apart will be identified and ranked.

Activities

To implement this component the following activities will be undertaken::

- Data analysis and planning;
- Construction of new schools; and
- Monitoring and evaluation.

Management

The overall management of the construction programme will be determined from the data analysis and planning stage, which will take place during the 2005/6 financial year. Detailed guidelines will be developed to operationalise this programme, many of which will be the same as those developed for the school improvement grants. Agreed procedures will follow Government's regulations for tendering, construction, contract management and quality control and will support the MOEST ongoing reforms to decentralize decision-making. Alternative methods of service delivery will be developed during the design process. While districts and municipalities will

be selected centrally, need and location of schools will be done at the district level. Functioning SMCs, PTAs and approved development plans will be required prior to construction of new schools.

1.6.3 Capacity building and support

Objective

- The objective of this component will be to build capacity at all levels in order to implement the primary school infrastructure programme effectively.

Investment strategy

The Government proposes a capacity building and support component to enhance programme capacity at all levels from schools, districts, provinces and to the headquarters in the following areas:

At school level we need capacities to; ensure heads, SMCs and PTAs have the right skills and facilities to implement new procedures and guidelines and to effectively manage their financial resources.

At district level capacities are needed to; raise awareness of the construction programme, share and implement new procedures and guidelines, ensure that sufficient capacity to effectively manage and supervise the construction process and to provide support and advice as required.

At MOEST headquarters capacities will be required in school infrastructure implementation unit to; ensure the necessary staff and skills are available to undertake monitoring of the overall construction programme, and to be able to give necessary strategic support and advice as required. Staff from Ministry of Roads and Public Works (MOR&PW), Ministry of Health (MOH), Ministry of Water, NEMA and MOEST, who provide backstopping services will benefit from this capacity building.

The component also includes capacity building support to small and medium sized contractors and material suppliers.

Activities

Activities to implement the component will include:

- Development, printing and distribution of training guidelines.
- Training at all levels.
- Follow up work to ensure application of the skills acquired

Management

The capacity building programme will be managed at the appropriate level and coordinated together with other KESSP capacity building initiatives as appropriate.

1.6.4 Monitoring and evaluation

Objective

For this component the objective will be to ensure that progress, quality, and impact of the school investment programme are adequately monitored and evaluated as well as feedback to the programme planning process.

Investment Strategy

The MOEST proposes a monitoring and evaluation component to enhance monitoring and evaluation of the proposed sub-sector plans both in the field and at the headquarters.

Activities

The following activities are required to achieve the objective:

- At the central level: overall programme coordination, monitoring, providing advice and backstopping to district level management units; reporting project progress against agreed targets; undertaking impact monitoring and commissioning specific studies.
- At the district and school levels; coordination, monitoring of the programme within the district, assisting and advising schools on infrastructure issues and supervising the construction process. Supervision will be undertaken, at least in part, by the private sector in order to ensure adequate capacity and quality standards.

Management

The system of progress monitoring will be developed during programme design stage and will be undertaken by the infrastructure management unit, funded through the primary school investment programme. Impact monitoring will be developed during the programme design stage, and will be coordinated with other KESSP impact monitoring activities as appropriate. Any requirements for studies will be identified during the programme design and subsequent implementation stages.

2 Summary of costs

Table 1 shows the summary of the total cost over the 5 years for the infrastructure investment programme, including ongoing primary school infrastructure projects.

Table 1 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
School improvement grants	475.00	1100.00	1140.00	1000.00	1000.00	4715.00
New primary school construction	00.00	144.70	144.70	133.40	111.35	534.15
Management and capacity building	95.20	55.06	19.67	10.17	10.17	190.27
Monitoring and evaluation	52.36	100.63	95.50	94.38	94.38	437.50
<i>Sub Total</i>	<i>622.83</i>	<i>1400.38</i>	<i>1399.87</i>	<i>1237.95</i>	<i>1215.90</i>	<i>5876.92</i>
Existing Infrastructure programmes (primary) – USAID/OPEC	235.00	255.00	255.00	0.00	0.00	745.00
Total	857.83	1655.38	1654.87	1237.95	1215.90	6621.92

3 Low and high scenarios

The costs above represent a medium cost scenario, which are related to the targets shown in the logical framework. The programme has been designed in a flexible manner and will be able to accommodate changes in budget either upwards or downwards as necessary. A reduction in budget would result in a reduced geographical coverage of the school improvement grant programme, a reduction in new schools to be constructed, and a downward revision of the logframe targets. An increase in budget would entail expanding geographical coverage, increasing the number of new schools constructed, and which would result in an upward revision of the logframe targets.

Table 2 Primary school infrastructure investment programme logframe

Hierarchy of objectives	Indicators of achievement	Means of verification	Critical assumptions
Goal			
Ensure equity of access to basic education	EFA goals (NER and completion rate 100%, gender parity) are close to being achieved by 2010 Illiteracy reduced by 50%	EMIS EFA monitoring	All other components in the sector are fully engaged and operational.
Objectives			
Participation of vulnerable groups in formal programmes improved significantly Quality of learning environment in primary schools improved Improved health for primary school pupils and teachers	Reduced walking distance to primary schools in ASAL areas ⁴ Reduced regional variation in infrastructure provision 95% of children in formal primary schools learning in a permanent facility in areas targeted for SIG programme Enrolment to permanent classroom ratio of 1:50 achieved in all districts Increased pupil retention and attendance, particularly amongst girls in areas targeted for the SIG programme	EMIS/ GIS and school mapping data EMIS and GIS mapping data EMIS and GIS mapping data SIG impact monitoring (in conjunction with school health team)	Political interference does not lead to funds not being targeted to priority areas SIG programme and school health programme are coordinated

⁴Target will be further developed when school mapping data becomes available

Hierarchy of objectives	Indicators of achievement	Means of verification	Critical assumptions
Outputs			
<p>Output 1</p> <p>National standards, guidelines and procedures for provision of primary school infrastructure developed, tested and being effectively used</p>	<p>Guidelines, procedures and standards approved by MOEST by end September 2005</p> <p>75% of schools supported under the SIGs programmes effectively implementing their development plans by end FY 2006/7 and 95% by end FY 2009/10.</p> <p>Community contributions used in 75% of schools by end FY 2006/7 and 95% by end FY 2009/10.</p> <p>Feedback from districts, schools and other stakeholders on new standards, procedures and guidelines received and incorporated into updated guidelines by end FY 2005/6.</p>	<p>SIG progress monitoring</p> <p>SIG progress monitoring</p> <p>SIG progress monitoring</p>	<p>Programme budget remains as planned</p> <p>GoK financial regulations do not hamper release / disbursements to project</p> <p>Adequate staff are available to implement and administer the project</p> <p>Sufficient skills of supervision at all levels</p> <p>Procurement and construction procedures are clear, simple and transparent</p>

Hierarchy of objectives	Indicators of achievement	Means of verification	Critical assumptions
<p>Output 2</p> <p>Primary school infrastructure in existing schools improved in ASAL areas, urban slums and pockets of poverty</p>	<p>4000 new, completed or refurbished classrooms in existing schools by end FY 2007/8 and an additional 4000 by end FY 2009/10 (basic SIG)⁵</p> <p>1940 new classrooms constructed in selected schools by end FY 2007/8 and an additional 1940 by end FY 2009/10 (additional SIG)</p> <p>75% of infrastructure construction completed to an agreed cost and quality standard by end FY 2007/8 and 95% by end FY 2009/10 (additional SIG)</p> <p>Pupil/latrine ratio reduced to 1: 35 for girls and 1:45 for boys in areas prioritised for the SIG programme for both boys and girls by end FY 2007/8 and 1: 25 for girls and 1:35 for boys by end FY 2009/10</p> <p>Effective implementation and coordination of infrastructure and school health programmes by end FY 2005/6</p>	<p>SIG progress monitoring</p> <p>SIG progress monitoring</p> <p>SIG progress monitoring</p> <p>SIG progress monitoring/ EMIS</p> <p>Agreed strategy developed and implemented</p>	<p>Programme implementation guidelines and regulations are acceptable to GoK and donor partners</p> <p>Adequate teachers available to staff new schools</p>

⁵ Target to be reviewed when analysis of spending against SIG is made

Hierarchy of objectives	Indicators of achievement	Means of verification	Critical assumptions
<p>Output 3</p> <p>Primary school infrastructure expanded in ASAL areas, urban slums and pockets of poverty</p> <p>Output 4</p> <p>SIG and new school programmes monitored and evaluated</p>	<p>80 new schools constructed to acceptable quality and cost in urban slums, ASAL and pockets of poverty by 2007/8 and an additional 85 by end FY 2009/10</p> <p>Impact monitoring system developed by September 2005 and implemented during KESSP plan period</p> <p>Progress monitoring and auditing system at each level developed by September 2005 and implemented during KESSP plan period.</p> <p>Outputs from impact and progress monitoring system reviewed and incorporated into programme design at least once per year during KESSP plan period</p>	<p>SIG progress monitoring/ EMIS</p> <p>Monitoring reports</p> <p>Monitoring reports</p> <p>Annual Project Review Reports</p>	
<p>Activities (Output 1)</p> <p>Establishment of Infrastructure Management Unit and District Infrastructure Coordination Units</p> <p>Develop national</p>	<p>ToRs for group agreed by members</p> <p>Standards, guidelines and procedures approved</p>	<p>Audited reports</p>	<p>Procurement of printing services does not delay distribution</p>

Hierarchy of objectives	Indicators of achievement	Means of verification	Critical assumptions
<p>standards guidelines and procedures</p> <p>Print and distribute guidelines and procedures</p> <p>Capacity building at national, district and school level</p> <p>Monitoring and evaluation of use of guidelines</p> <p>Review and update guidelines</p>	<p>Delivery notes</p> <p>Progress made in capacity building plan</p> <p>Report on feedback from users of guidelines prepared</p> <p>Revised guidelines prepared</p>	<p>Monitoring reports</p>	
<p>Activities (Output 2)</p> <p>Prioritisation of districts and locations for SIG programme</p> <p>Implementation of basic SIG schools in selected areas</p> <p>Implementation additional SIGs in selected schools</p> <p>Undertake construction supervision</p>	<p>Report on district prioritisation prepared and agreed by MOEST</p> <p>Progress reporting</p> <p>Progress reporting</p> <p>Supervision reports</p>		<p>Prioritisation criteria agreed in a timely fashion</p>
<p>Activities (Output 3)</p> <p>Plan and implement a new school construction</p>	<p>Project implementation plans and reports</p>		<p>School mapping analysis carried out in timely fashion</p>

Hierarchy of objectives	Indicators of achievement	Means of verification	Critical assumptions
<p>programme</p> <p>Undertake construction supervision</p> <p>Activities (Output 4)</p> <p>Develop progress and impact monitoring strategy</p> <p>Implement progress monitoring system for SIG and new school construction programme</p> <p>Undertake impact monitoring of SIG and new school construction programme</p>	<p>Supervision reports</p> <p>Progress and Impact Monitoring Design Report</p> <p>Progress monitoring reports produced at regular intervals</p> <p>Impact monitoring reports produced annually</p>	<p>Audit reports</p> <p>Monitoring reports</p>	

2 EARLY CHILDHOOD DEVELOPMENT AND EDUCATION INVESTMENT PROGRAMME

2.1 Background

Early childhood development and education interventions are significant to the social and economic development of a country as they provide children with a fairer and better start in life. Children from low-income households who access ECDE services will be more likely to enrol in primary schools at the right age and less likely to drop out of school or repeat grades. There is also a high probability that these children will have improved school performance and cognitive abilities than those who do not attend ECDE.

In recent years, a great deal has been achieved in this sector through Government, development partners, community and parental investments in ECDE. However, despite the achievements made, access to ECDE services remains low in Kenya with 65 percent of the children aged 3-6 years currently not accessing ECDE services. In ASAL areas this situation is much worse with only 9 percent of children aged 3-6 accessing ECDE services.

2.2 Issues and constraints

The number of untrained teachers in ECDE centres is still high at 56 percent in the public ECDE centres. There is also a high turnover rate of 40 percent of trained ECDE teachers annually due to poor remuneration and lack of support. Inadequate supervision has also affected the quality of services. Quality Assurance and Standard Officers are not adequately equipped to handle inspection and assessment of ECDE services, including issues relating to transition. Primary school managements and lower primary teachers are also inadequately prepared to support ECDE services.

The current guidelines on the management of ECDE centres, as well as activity books and resource materials need to be updated. Only 11 percent of School Management Committees (SMCs) have been sensitized on ECDE management. There is also need to expand community awareness on the importance of ECDE. However, the fact that 56 percent of Kenyans are living below the poverty line limits the capacity of parents to support ECDE services. Therefore there is need to provide targeted support to enhance access to, and quality of ECDE services among the poor and disadvantaged communities across Kenya.

2.3 On-going programmes/initiatives

The Government is already implementing measures that seek to improve the performance of the ECDE sub-sector. These include: establishment of a National Centre for Early Childhood Education (NACECE), and District Centres for Early Childhood Education (DICECE) for purposes of in-servicing teachers; mobilizing communities and parents through awareness creation; and providing community support grants to support marginalized/vulnerable communities in collaboration with other partners.

Other measures aimed at enhancing the quality of ECDE services include: implementation of a 2-year in-service training programme for ECDE teachers; mounting a 9-month training course for trainers; developing guidelines and syllabuses for ECDE programmes; enhancing the capacity of supervisors and inspectors to ensure the quality of ECDE programmes; and equipping NACECE and DICECEs.

2.4 Policy framework

The provision of ECDE services involves households, communities and Government in an integrated development of children. The structure of ECDE provision is divided into two parts: 0-3 year-old and 4-5 year-old children. For this sub-sector, the Ministry's policy is to focus on 4 to 5 year-old children with a view to providing a holistic and integrated programme that meets a child's cognitive, social, moral, spiritual, emotional and physical needs.

The ECDE investment programme, in KESSP, has been developed through a combination of analysis of national research and identification of best-practice lessons from ECDE programmes and projects implemented by the MOES&T to date. The programme reflects efforts by the Government to meet the goals of international conventions on children, such as the 1989 Convention on the Rights of the Child (CRC), the 1990 Jomtien Declaration on Education for All (EFA), the Dakar Framework of Action on EFA, and the 1979 Convention on the Elimination of all forms of Discrimination Against Women (CEDAW). The program is also geared towards achieving the MDGs.

In the Sessional Paper the Government has outlined the following policy measures for the ECDE sub-sector:

- (i) Development and implementation of an overall ECDE policy incorporating a legal framework;
- (ii) Working out modalities to mainstream ECDE as part of basic education and therefore integrate 4 to 5 year-old children into the primary cycle by 2010;
- (iii) Intensify capacity building and resource mobilization with a view to empowering stakeholders to manage their ECDE facilities efficiently; and
- (iv) Developing a comprehensive national framework with the necessary guidelines for all ECDE programmes including integrating alternative curriculum delivery programmes, basic ECDE requirements, a national curriculum, teacher training and certification.

2.5 Strategies to address key policies

To address the above policies the Sessional Paper states that the Government will employ the following strategies:

- (i) Work with partners in the development of a legal framework to support the ECDE policy;
- (ii) Design a programme to build community capacities for the development and equipment of ECDE centres in partnership with other stakeholders;

- (iii) Building partnerships with parents, sponsors, private sector and other agencies to promote the development of ECDE;
- (iv) Setting quality standards and publicizing the same among all service providers;
- (v) Developing and implementing appropriate ECDE programmes for children with special needs, including the vulnerable and disadvantaged groups;
- (vi) Undertaking regular review of the curriculum to ensure inclusion of emerging issues and alternative approaches to early childhood education;
- (vii) Standardizing training and certification of ECDE teachers in consultation with other partners;
- (viii) Developing and implementing a monitoring and evaluation system to enhance quality assurance;
- (ix) Revision of pre-service primary teacher training curriculum to prepare teachers on appropriate methodology for teaching ECDE and lower primary classes;
- (x) Developing a scheme of service for ECDE teachers;
- (xi) Liaison with other partners in education, particularly the local authorities, to improve salaries and terms of service for ECDE teachers; and
- (xii) Continuing to network with other service providers who focus on childcare and education for children from conception to 3 years.

2.6 Programme summary

The overall programme goal for the ECDE investment programme is to expand access to and enhance the quality of ECDE services for children aged 4-5 years, especially those living in difficult circumstances such as ASAL areas, urban slums and pockets of poverty in Kenya. To achieve this goal the following components have been proposed for the ECDE investment programme under KESSP.

- ECDE national policy guidelines and service standards
- Community mobilization and capacity building
- Community support grants
- ECDE curriculum review
- ECDE health and nutrition promotion
- Primary school readiness

2.6.1 National policy guidelines and service standards

Objective

The objective of this component will be to develop National ECDE policy guidelines and service standards which can be used to improve the provision of quality services in ECDE centres.

Investment Strategy

The MOEST proposes a 1-year investment programme to develop national ECDE guidelines and service standards that can be used to mobilize individual, community, and private sector support for ECDE centres.

Service standards will also help communities to understand their roles and responsibilities in the provision of ECDE services, provide standards which each centre can aspire to achieve in quality service provision and assist with monitoring the performance of ECDE centres across the country.

Activities

- Consultative fora to develop the national guidelines and service standards
- Printing of the national guidelines and service standards
- Launching of the national guidelines, including newspaper announcements.

Management

The overall management of this component will be under the Directorate of Basic Education’s Early Childhood Development and Education unit.

Summary of costs

The total estimated requirement for the development, printing and launching of the national policy guidelines and service standards will be KShs 27.5 million in the 5-year period of 2005 to 2010 as shown in Table 2.1 below.

Table 2.1 Estimated costs for national policy guidelines and service standards (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Consultative fora to develop national guidelines and service standards	4.5					4.5
Printing of national guidelines and service standards	18.0					18.0
Launching and dissemination of national guidelines, including newspaper announcements	5.0					5.0
Total	27.5					27.5

2.6.2 Community mobilization and capacity building

Objective

The objective for this component will be to improve quality and access to ECDE services in 10,000 ECDE centres through capacity building.

Investment strategy

The MOEST proposes a 5-year investment programme to improve the management in 10,000 ECDE centres through district-based training fora on the national guidelines and service standards. This would involve training of trainers whereby district trainers would be trained and given quality-training materials to enable them train members of the ECDE centre management committees.

Activities

- Reviewing and production of training manuals
- Training of district technical team(TOTs)
- Training of ECDE management committees in 10,000 centres.
- Training and sensitising ECDE parents
- Mounting advocacy meetings
- Monitoring and Evaluation

Management

The overall management of this component will be under the Directorate of Basic Education's ECDE Unit. The MOEST ECDE Division will provide overall management and administration support to the programme.

Summary of costs

The estimated costs for community mobilization and capacity building is KShs 311.5 million in the 5-year period as shown in Table 2.2 below.

Table 2.2 Estimated costs for community mobilization and capacity building (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Review and production of training manuals	8m	-	-	-	-	8m
Training of district (technical) trainers (TOTs)	30m	15m				45m
Training management committees	15.5m	25m	30m	30m	30m	130.5
Training and sensitization of parents		17m	22m	27m	22m	88m
Advocacy meetings	2m	2m	2m	2m	2m	10m
Monitoring and Evaluation	-	5m	10m	5m	10m	30m
Total	55.5m	64m	64m	64m	64m	311.5m

2.6.3 Community support grants

Objective

The objective for this component is to enhance the capacity of parents and communities to improve and sustain the quality of and access to ECDE services in ASAL areas, urban slums, and pockets of poverty across Kenya.

Investment strategy

The MOEST proposes a 5-year investment programme to provide ECDE community support grants to 4,000 ECDE centres in 35 districts with low access and high poverty levels. Each centre will receive a total of KShs 350,000 in four instalments over four years.

Management

The overall management of this component will be under the Directorate of Basic Education. The ECDE community support grants will be provided to registered ECDE Centres following strict conditions. First, the District Education Board (DEB) must approve each ECDE centre's application for an ECDE support grant. Second, the selected ECDE centre will have to achieve the service standards outlined in the national ECDE policy guidelines. Third, the ECDE centre must develop an annual plan on how they will use their community support grant.

The ECDE community support grants can be used to improve existing infrastructure of ECDE centres, such as permanent and semi-permanent classrooms, toilets, school furniture and learning materials. They can also be used to augment teachers' salaries at a maximum of Kshs.2000 per month per centre. To receive the ECDE community support grant the selected ECDE centres must establish a bank account in a recognized local bank. They also must follow detailed community support grant guidelines on how to account for the money provided by the grant. All grant receiving ECDE centres management committees will be trained in basic financial management.

ECDE centers, in the target districts, will be eligible for applying for ECDE community support grants. However, not all centres that apply will automatically receive grants. The DEBs, using agreed guidelines on how to review applications and select ECDE centres for the grant, will decide on which ECDE centres will receive grants under this programme. They will also have the authority to discontinue a grant if an ECDE centre fails to deliver quality education services.

Under the capacity building investment program, district trainers will be trained to provide training courses to managers of ECDE centres who will be applying for grants under this programme.

Activities

- Developing guidelines on training and planning for 4,000 ECDE centres
- Disbursement of grants to ECDE Centres

- Monitoring and evaluation of grants to ECDE centres.

Summary of costs

The estimated value of the grants to be disbursed to ECDE centres will be KShs 1.4 billion in the 5-year period shown in Table 2.3 below.

Table 2.3 Estimated costs of community support grants (Kshs million)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Disbursement of community support grants	-	400m	400m	300m	300m	1.4b
Total	-	400m	400m	300m	300m	1.4b

2.6.4 Curriculum review and teacher training

Objective

The objective for this component is to enhance quality care and holistic development of the child through improved teaching in ECDE centres.

Investment strategy

The MOEST proposes a 5-year investment strategy which involves three components: revision of the ECDE curriculum; training of 120 trainers over five years and in-servicing of 8,000 ECDE teachers (6,000 of these teachers will be trained under the two year in-service training course, while 2,000 will be trained through a five-week short course).

Activities

- Revision of the ECDE curriculum and other support materials;
- Two year in-service training of ECDE teachers;
- Induction of ECDE trainers;
- In-servicing of ECDE teachers on life skills, HIV/AIDS, gender and psychosocial care of orphans and those with special needs;
- Monitoring and evaluation

Management

The overall management of this component will be under the Directorate of Basic Education. In addition, KIE will be responsible for the revision of ECDE curriculum and other support materials while teacher training remains under the management of the ECDE department in MOEST.

Summary of Costs

The total estimated costs for curriculum review and ECDE teacher training is KShs 246.3 million in the 5-year period shown in Table 2.4 below.

Table 2.4 Estimated costs for curriculum review and ECDE teacher training (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Revision of curriculum and other support materials.	15m	15m	-	-	-	30m
Two year in-service training.	24.8m	22.8m	35.8m	28m	17m	130.4m
Induction of trainers.	19m	-	19m	-	-	38m
In-servicing on life skills, HIV/AIDS, gender and psychosocial care of orphans and those with special needs.	4m	4m	7m	5m	5m	19m
Monitoring and evaluation	5m	5m	5m	5m	5m	25m
Total	67.8m	46.8m	66.8m	38m	27m	246.4m

2.6.5 Primary school readiness

Objective

The objective for this component is to enhance school readiness of children aged 4-5 years who are joining primary school with no ECDE experience.

Investment strategy

Many children in ASAL districts fail to attend ECDE centres due to costs and other factors. With the introduction of FPE, many of these children are joining primary school for the first time. The school readiness program is proposed as an alternative approach to ECDE and is aimed at enhancing school readiness for children who are joining primary schools, under FPE initiative without passing through ECDE centres.

This will be done through sensitising and capacity building of communities and orientation of the children to basic school readiness attributes for one term, before they enrol in primary schools. Unemployed ECDE teachers will be inducted into the school readiness module for three months before being engaged to prepare the children. Provision of play and learning materials, food as well as support to the teachers will be core activities. The food provision component will be provided under Health and Nutrition Promotion. The programme will target 26 districts, 300 ECDE centres linked to primary schools in 20 ASAL districts and will particularly target the girl child.

Activities

- Training and induction of district teams
- Teaching and teacher support
- Providing learning materials
- Conducting parent/leaders orientation workshops.

Management

The overall management of this component will be under the Directorate of Basic Education, with actual implementation being carried out by NACECE and the DICECEs.

Summary of costs

The total estimated cost for school readiness is KShs 8.0 million in 3-year period as shown in Table 2.4 below.

Table 2.4 Estimated cost for school readiness (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Training and orientation of district teams	0.3	0.3	0.3			0.9
Teaching and teacher support	2.0	2.0	1.2			5.2
Provision of learning materials	0.6	0.6	0.4			1.6
Parent /leaders orientation workshops	0.1	0.1	0.1			0.3
Total	3.0	3.0	2.0			8.0

2.6.6 ECDE Health and Nutrition

Objective

The objective for this component is to enhance the health and nutrition status of children aged 3-6 years in ECDE centres in 19 districts which are partially covered by the school feeding programme(SFP).

Strategies

- Strengthening community supported centre based feeding programme.
- Building capacity for ECDE teachers to carry out growth monitoring and promotion for children in ECDE centres.
- Establishing Linkage with Ministry of Health to provide health and nutritional interventions.
- Monitoring and evaluation.

In ASAL areas, centre based feeding has been shown to substantially raise enrolments not only in primary schools but also in ECDE centres. MOEST/ECDE will work collaboratively with the School Feeding Programme (SFP), UNICEF and Ministry of Health. High rates of morbidity and hunger are major causes limiting access to ECDE services in the ASAL Districts.

Capacity building of ECDE teachers will ensure sustainability of better health for children. This will entail training teachers on how to do growth monitoring, identify sickness among the children and refer them for health assistance. In districts where this was implemented during the WB/GOK ECD funded Project, the centres have proved important, thus their experiences will be ploughed into this initiative.

Table 2.5 Estimated cost for ECDE health and nutrition promotion

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Uji/Lunch	42m	65m	52m	48m	50m	257m
Teacher induction	2m	2m	-	2m	-	6m
Purchase and supply of GMP equipment	5m	5m	5m	7m	5m	27m
Monitoring and evaluation	3.3m	4m	4m	4m	6m	21.3m
Total	52.3m	76m	61m	61m	61m	311.3m

Table 2.6 shows the summary of the total cost over 5 years for the ECDE investment programme, which is about KShs 2.4 billion.

Table 2.6 Summary of yearly costs: 2005/06 – 2009/10 (Million KShs)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
National policy guidelines and service standards	27.5m					27.5m
Community mobilization and capacity building	55.5m	64m	64m	64m	64m	311.5m
Community support grants	-	400m	400m	300m	300m	1,400m
Curriculum review and teacher training	67.8m	46.8m	66.8m	38m	27.0m	246.4m
School readiness	3m	3m	2m	-	-	8m
Health and nutrition	52.3m	76m	61m	61m	61m	311.3m
Monitoring and evaluation of community support grants	-	16.0 m	16.0m	16.0m	16.0m	64.0m
Total	206.1m	605.8m	609.8m	479m	468m	2,368.7m

Table 2.7 Early childhood development and educations logframe

Narrative summary	Performance indicators	Means of verification	Critical assumption
<p>Goal To enhance access, equity and quality of ECDE services for children aged 4-5 years, especially those from ASAL areas and poor households by 2010.</p>	<ol style="list-style-type: none"> 1. National ECDE NER increased from the current 35 percent to 50 percent by 2010. 2. The proportion of children with age appropriate cognitive socio-emotional, psychomotor, language, spiritual/moral development & Physical skills) increased. 3. No of ECD centres increased from current 29000 to 33000 by 2010 .4000 new centres established by 2010 4. The proportion of ECDE Teachers trained as a proportion of the total number. 	<ol style="list-style-type: none"> 1. KESSP monitoring reports. 2. MOEST data from districts. 3. Report of the survey on educational attainment of children in ECDE. 4. Report on the training of ECDE teachers. 	<p>1.68 million children aged 4-5 years and that 0.7 million are attending ECDE Centres NER will increase by 5 percent a year from 2005 to 2010.</p>
<p>Output 1: National ECDE Policy Guidelines and Service Standards</p>	<p>30000 policy guidelines and 30000 service standards guidelines produced and distributed.</p>	<p>MOEST Inspection reports Monitoring reports</p>	<p>All ECDE providers will adhere to policy and quality standards set by MOEST</p>
<p>Specific Activities. 1.1. Consultative meetings meeting with stakeholders on development of ECDE policy. 1.2. Draft policy on ECDE. 1.3. Develop service standards 1.4. Strengthen data collection and documentation.</p>	<p>Draft policy produced Draft service standard guidelines in place Data collection - on going</p>	<p>Survey report on ECDE services MOEST EMIS output</p>	<p>All stakeholders and partners would have honoured their commitments.</p>
<p>Output 2: Community support and resource mobilization for development of ECDE infrastructure harnessed.</p>	<ol style="list-style-type: none"> 1. New infrastructure for ECDE developed by community as a proportion of the total infrastructure 2. Increased enrolment in ECDE. 3. The proportionate amount of community resource going into development of ECDE centres 	<ol style="list-style-type: none"> 1. Monitoring report on developing ECDE infrastructure 2. Institutional records on ECDE attended. 	<p>Funds available</p>

Narrative summary	Performance indicators	Means of verification	Critical assumption
Specific activities 1. Conduct community mobilization campaign in support of ECDE. 2. Mount advocacy campaign through political and other leaders regarding the need for communities to support ECDE. 3. Establish mechanism for the continued participation of communities in the ECDE services.	as a proportion of the total. 1. Increased community response through resource contribution and participation in the running of ECDE centres. 2. Level of community contribution as proportion of total amount of resource needed. 3. Functional ECDE management committees.	1. Inspection reports from Quality and Standards. 2. ECDE registers. 3. Enrolment registers in primary. 4. List of attendance of community members in mobilization meetings. 5. Minutes of ECDE management committees.	1. Availability of funds 2. Political good will.
Output 3: The capacity of communities to provide ECDE services enhanced.	1. Number of ECDE centres that have improved infrastructure from grants. 2. Retention of trained ECDE teachers in their stations 3. No. of children that have joined the ECDE centre as proportion of those eligible. 4. ECDE management committees that can handle simple accounting of funds.	1. The percent of the number of classrooms and new schools build. 2. Records on ECDE teachers available in districts and MOEST Hqs. 3. Registers in ECDE centres. 4. Financial records available and maintained.	1. Mobilization and capacity building would have been done.
Proposed Activities 5.1. Train ECDE centre management committees in institutional & financial management. 5.2. Provide grants to selected centres. 5.3. Disbursement of grants 5.4. Monitor and follow-up support to grants centres.	1. Reports on training of ECDE management committees. 2. Bank statements from ECDE centres and reports from DICECE. 3. Monitoring reports from Headquarters and DICECE. 4. Mechanism of monitoring	Monitoring reports District data on ECDE centres Quality and standards reports.	Grants will be available

Narrative summary	Performance indicators	Means of verification	Critical assumption
1.6. Establish mechanism of monitoring ECDE community grants.	ECDE community grants in place		
Output 4: Training of 7000 pre-school teachers and the induction of 200 trainers completed	<ol style="list-style-type: none"> 1. ECDE centres have quality teaching & play material for children. 2. Enrolment improved in ECDE centres 3. Availability of trained teachers in most ECDE centres 	ECDE centres. Producing children that are equipped with learning skills	
<p>Proposed Activities</p> <p>4.1 Revise the curriculum and provide support materials for pre-school teacher training.</p> <p>4.2 Training ECDE teachers</p> <p>4.3. In-service teachers.</p> <p>Output 5: The nutritional and health status of 250,000 children attending ECDE enhanced.</p> <p>Proposed activities</p> <p>4.1. Sensitise parents and teachers on growth monitoring.</p> <p>4.2. Establish a Feeding program in 5000 ECDE centres</p>	<ol style="list-style-type: none"> 1. A revised ECDE curriculum available. 2. No. of ECDE centres with trained ECDE teachers. 3. The proportion of ECDE teachers in-serviced. <ol style="list-style-type: none"> 1. No. of children that attended the centres has increased. 2. The percent of the children that are retained in the school 3. Mortality rate improved. <ol style="list-style-type: none"> 1. No. of children attending ECDE centres participating in growth monitoring programme. 2. The reduction in the proportion of malnourished children attending ECDE. 	<p>Inspection and monitoring reports.</p> <ol style="list-style-type: none"> 1. ECDE registers on enrolment 2. Records on growth promotion <ol style="list-style-type: none"> 1. ECDE centre records 2. Monitoring and Inspection 	<p>Availability of funds for training teachers</p> <ol style="list-style-type: none"> 1. Funds <p>Availability of funds.</p>
Output 6: 6,500 children equipped with school readiness skills			
<p>Proposed activities</p> <p>6.1 Develop school readiness package for Training</p> <p>6.2 Train teachers in providing school readiness skills</p> <p>6.3 Provide play/learning materials to ECDE centers</p> <p>6.4 Conduct orientation workshops for</p>	<ol style="list-style-type: none"> 1. The proportion of children graduating from EDCE as school ready 2. The proportion of ECDE teachers with training in school readiness skills. 	<ol style="list-style-type: none"> 1.1 Primary school enrolment register 1.2 Records on ECD teachers 	

Narrative summary	Performance indicators	Means of verification	Critical assumption
parents 6.5 Provide psychological care and support for HIV/AIDS orphans (3-6 yrs)			

3. NON FORMAL SCHOOLS AND NON-FORMAL EDUCATION INVESTMENT PROGRAMME

3.1 Background

The United Nations Declaration of Human Rights (1948), the Jomtien Declaration of Education For All (1990), the Dakar Declaration of Education For All-EFA (2000), MDGs and the Kenya Children Act (2001), all state that every child is entitled to basic rights, including education. The Dakar Forum set 2015 as the year to achieve EFA, acknowledging that the goal could not be achieved through formal education delivery channels alone, the forum advocated for the “third channel ” approaches, that is, informal and non-formal education delivery models. As one of the initiatives to achieve such national and international commitments, the Government introduced FPE in January 2003 bringing more than 1.3 million additional children to primary schools across the country.

The target groups for the NFS and NFE investment programme are school-age children who for any reasons have been unable to join the formal system and are learning in either Non-formal schools (NFSs) or Non-Formal Centres (NFECs). Both categories of non-formal institutions, which may or may not be registered by the MOEST, have been established to provide education and other services (such as shelter, health, nutrition, counselling, and protection) to school-age children. Generally, NFSs target primary school-age children, using formal curriculum with the support of non-governmental providers such as communities. NFECs on the other hand target school-age children and youth below 18 years who cannot attend formal schools, using various curricula including MOEST NFE curriculum. There is an overlap between the Adult Education Act, which makes provision for learners aged 15 years and above to access adult education and the Children’s Act 2001, which defines a child as one below 18 years. Under this Act all children are entitled to free and compulsory basic education.

3.2 Issues and constraints

Despite the FPE initiative, in 2004 there were an estimated 1.7 million children and youth (1.5 million aged 6-14 and 200,000 youth) who for various socio-economic reasons had been unable to access education through formal school delivery channels. This problem is particularly acute in informal urban settlements, ASALs, and pockets of poverty across the country. This affects a number of vulnerable groups including child workers, orphans, nomadic children, street children/youth and adolescent parents. The MOEST capacity to coordinate and support NFSs and NFECs-based service providers has been inadequate. As a result the quality of education provided in NFSs and NFECs varies from very good to poor. Many of the children learning in these schools or centres have not benefited from the Free Primary Education Support Programme (FPESP) due to several challenges, including weak management of the centres. Thus, both types require government support in terms of quality assurance and resources.

3.3 Current programmes/initiatives

The MOEST does not provide direct support to the majority of NFSs and NFECs-based programmes; rather it provides a policy and broad framework for a wide range of non-governmental and community-based education service providers, such as national and international NGOs, Community Based Organizations (CBOs) and Faith Based Organizations (FBOs), entrepreneurs and philanthropists. Many of these service providers are registered under different Government departments, such as the Office of the President, Attorney General Chambers and Social Services. Very few NFSs and NFECs are registered by MOEST⁶.

After Kenya implemented FPE in January 2003, the Government also set up a Street Families Rehabilitation Trust Fund (SFRTF) under the Office of the Vice-President and the Ministry of Home Affairs. The SFRTF, comprising of key ministries, the private sector, and development partners, moved street children and families from Nairobi city streets with a plan to rehabilitate them and re-integrate them back to society. The aim was also to enable school-age children and youth to benefit from FPE. In the past two years, 250 children have joined public schools, while over 1,000 youth, including teenage mothers, have gained vocational and HIV/AIDS life skills training. Under the same Ministry, a national steering committee has been established and is developing a Cabinet Memorandum on Orphans and Vulnerable Children (OVCs). The MOEST is represented in both the SFRTF and the national committee. In addition, the MOEST has piloted FPESP support funding in 59 NFSs and NFECs in Nairobi and plans to expand coverage.

3.4 Policy framework

The Government encourages all school age children to enrol in formal primary schools but due to the various challenges, such as overcrowded informal urban settlements, HIV/AIDS pandemic, child labour, nomadic livelihoods and harmful cultural practices, not all children are able to enrol in formal schools. This calls for the provision of quality complementary education for the un-reached children and youth using both formal and NFE curriculum (currently under finalization by KIE). Thus, the MOEST plans to support community-based NFSs (using formal curriculum) and NFECs (using MOEST NFE curriculum) to provide quality education to disadvantaged and vulnerable children throughout the country. This commitment is articulated in the National Action Plan on Education For All 2003-2015⁷ and in the Sessional Paper.

The MOEST has also developed NFE Policy Guidelines to be finalized, approved and disseminated in the first year of KESSP. The aim is to enhance current efforts with stakeholders so as to guide the sub-sector and ensure

⁶2004 NFE database from MOES&T Planning Section

⁷ Republic of Kenya/Ministry of Education Science and Technology (2004) National Action Plan on Education For All 2003-2015: From commitment to action: expanding opportunities for quality education to all Kenyans, Nairobi: MOES&T

that quality education and training is provided through registered NFSs and NFECs across the country.

3.5 Strategies to address key policy issues

The MOEST plans to put an institutional framework and systems in place to facilitate mainstreaming of quality education in NFSs and NFECs for 1.5 million school-age children and 200,000 youth by addressing the following key issues:

- (i) Finalization, approval and national implementation of the NFE curriculum (pilot testing and evaluation report have been completed);
- (ii) Development, approval and implementation of the proposed alternative curriculum for secondary schools. This includes the development of syllabus and relevant teaching and learning materials, as well as teacher orientation/training on the curriculum;
- (iii) Approval and dissemination of the national NFE policy guidelines;
- (iv) Strengthening the capacity of the MOEST for coordination, monitoring, evaluation and assessment of NFSs and NFECs;
- (v) Mainstreaming and enhancing support, including FPESP, teacher, in-service and pre-service training, curriculum development, supervision and assessment, quality assurance and standards and other professional support for children learning in NFSs and NFECs;
- (vi) Updating and expanding the national NFSs and NFECs database (NFEMIS) and linkages with the mainstream Educational Management Information System (EMIS); and
- (vi) Teachers' support for improved quality and equity

3.6 Programme summary

To address the above strategies, the following NFSs and NFE investment programme has been developed. It consists of five components, which aim to improve access through quality education offered in NFSs and NFECs over the next five years. These components are:

- Finalization, production and national implementation of NFE curriculum and Teaching/Learning (T/L) materials;
- Development of alternative secondary curriculum and T/L materials;
- Mainstreaming/coordination of NFSs /NFECs, approval and publication of NFE policy guidelines;
- Capacity development in NFS and NFECs (costed under Management and Capacity Development Investment Programme);
- FPESP support grants to NFSs and NFECs (costed under Primary Schools Instructional Materials Investment Programme);
- Teachers' support grants to NFSs and NFECs ; and
- Non-Formal Education Management Information System (NFEMIS) (Costed under EMIS/ICT Investment Programmes).

3.6.1 Alternative curriculum and T/L materials for NFECs at primary and secondary education levels

Objective

The objective of this component is to provide a relevant alternative curriculum for primary and secondary education to improve the quality of complementary NFSs and NFECs-based programmes for children and youth who are not able, due to special and difficult circumstances, to follow the 8-4-4 curriculum in formal schools.

Investment strategy

Under this 5-year programme the MOEST, in liaison with KIE and other key actors, will coordinate the development and the implementation of the complementary NFE Curriculum both at primary and secondary levels. The MOEST will, through the Directorate of Quality Assurance and Standards, also regulate and supervise the implementation process to ensure quality curriculum delivery.

The MOEST will, through the Kenya National Examinations Council (KNEC), KIE and DQAS, develop NFE assessment and evaluation capacity.

Activities

1. NFE Curriculum finalization, approval and implementation.
2. Development, approval and implementation of alternative non-science secondary education curriculum.

3.6.1.1. NFE curriculum

Objective

The objective of this component will be to finalize, approve and implement the NFE curriculum, particularly for primary school age learners who enter at different ages including working children, nomadic children, street children, adolescent mothers and others.

Investment strategy

Under this component MOEST will revise the piloted NFE curriculum, develop Syllabus, provide T/L materials, training of trainers, training of teachers, management committees and staff, and develop a national equivalence framework thus creating linkages for learners from both formal and NFE programmes at all levels of education and training

Management

The activities will be implemented by MOEST in liaison with the Kenya Institute of Education (KIE), Kenya National Examinations Council (KNEC), the Directorate of Quality Assurance and standards (DQAS), and the Department of Adult Education. The implementation of the NFE complementary programme will be continuously monitored and evaluated by the Directorate of Quality Assurance and Standards.

Activities (see table 3.1 below)

Table 3.1: NFE curriculum finalisation, approval and implementation estimated cost (Ksh 217.8 million)

Curriculum development and support component		UNIT COST	2005/06	2006/07	2007/08	2008/09	2009/10	TOTAL
Activities	No. of items							
Revision of piloted nfe curriculum:								
Finalization of revised syllabuses	19 Syllabi	1		3	3			6.0
Revision of NFE learners books	46 books	0.5	13	13	2.48			28.48
Revision of teachers guides	46 books	0.5	11	11	6			28.0
Revision of the NFE TOT manual	1 manual	2	2					2.0
*Curriculum approval, monitoring and evaluation & quality assurance	152 (2 centres per district – minimum)	0.06		3	2.12	1.3	2.4	8.82
**Assessment and examinations 10 children per center x 900/= (Unit cost) x 3000	3000 centres		6	6	5.5	5.5	4	27.0
Materials production: (Books, Guides, manual)	500 centres	100,000 per centre		25	25	-	-	50.0
Orientation of trainers of trainers on NFE curriculum	0.20		0.77	0.77				1.54
National teacher orientation on NFE curriculum			23.0	21.0				44.0
Sensitization and management skills upgrading for managers, education officers and school committees for NFE curriculum implementation			11.23	10.73				20.96
TOTAL			67.0	93.5	44.1	6.8	6.4	217.8

* Part of this support funds to be used for quality inspections with DQAS

**Costs to KNEC to assess and develop relevant test, equivalencies for NFECs learners using NFE curriculum.

3.6.1.2. Alternative secondary education curriculum

Objective

The objective for this component will be to provide an alternative secondary education curriculum for learners in NFECs and private candidates who for different reasons are unable to follow the current formal curriculum and sit for KCSE. The key concern is how to ensure that all those who enter through NFS/NFEC have opportunities to access further learning.

Investment strategy

This is a 5-year programme that involves development of the alternative secondary education curriculum for learners in NFECs and private candidates as described above

Management

Once the materials are developed, this activity will be implemented by MOEST through the KIE, KNEC, and DQAS. A National Equivalence

framework will be developed to facilitate improved linkages between NFE and formal programmes. The complementary NFE Curriculum therefore will have equivalences with the formal secondary school curriculum, making it possible for learners from both systems to cross over to either system. NFE learners who wish to sit for KCSE will be allowed to through this arrangement. The implementation of the NFE secondary education programme will be continuously monitored and evaluated by the DQAS .

Table 3.2 Alternative secondary education curriculum estimated cost (Ksh. 151.0 million)

<i>Narrative summary</i>	Unit Cost	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Needs assessment component/ activities							
Proposal development		0.06					0.06
Collection of data		3					3
Data analysis and report writing		1					1
Dissemination of report		0.5					0.5
Curriculum design and development							
Determination of skill areas (subjects)		0.5					0.5
Development and approval of curriculum designs		13.78					13.78
Development of syllabuses		28.78					28.78
Approval of syllabuses		0.5					0.5
Printing & production of yllabuse		5.28	4.53				9.81
Advocacy and mobilization							
Sensitization workshops (teachers and field officers)		8.78	5.23	5.2	5.2	5.6	30.01
Sensitization through media		0.5	0.5				1
Development of handbooks							
Workshop		6.28	5.53				11.81
Print and production		6	4.03				10.03
Disseminate workshop		1					1
Sensitize trainers on curriculum		1					1
Sensitize curriculum implementers		0.5	0.5				1
Development of learner's book							
Writing workshops		6.28	5.53				11.81
Print and production		4.78	4.03				8.81
Disseminate. workshops		0.5	0.5				1
Orient trainers of curriculum		0.5	0.5				1
Orient curriculum		5	5				10

implementers							
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<i>Narrative summary</i>	Unit Cost	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Data analysis & Report writing Report dissemination of report				0.5	0.5 0.5		1 0.5
Assessment (KNEC cost)							
TOTAL		94.6	35.9	6.7	7.2	6.6	151.0

3.6.2 Mainstreaming/coordination of NFSs and NFECs

Objective

The key objective for this component is to improve the quality of education and training provided through NFSs and NFECs by strengthening coordination, regulation and monitoring.

Investment strategy

Under this programme, the MOEST, working with partners, will strengthen the capacity of inter-ministerial and stakeholders technical committee on education in NFSs and NFECs. All NFSs and NFECs will be recorded in the national MOEST database to facilitate monitoring, research and performance assessment both at district and national levels to support the provision of quality services. MOEST will also facilitate policy framework for the registration of NFSs and NFECs.

Activities:

- Establishment of an inter-ministerial technical committee which will hold quarterly meetings to review developments in the sub-sector and provide direction and coordination mechanism for provision of quality education through NFSs and NFECs.
- Registration of NFS and NFECs
- Continuous NFS/NFEC data collection, analysis, publication and dissemination.
- Carrying out assessments, research, monitoring and evaluation to ensure quality.
- Capacity building and training for MOEST and relevant providers.
- Approval, publication and dissemination of NFE policy.

This investment programme will target all NFSs/NFECs providers including mobile and shepherd schools in ASAL areas, rehabilitation and rescue centres countrywide, as well as any other programmes for children living in difficult circumstances particularly those in informal urban settlements, orphans, adolescent mothers and other vulnerable children.

Management

The overall management of this component will be under the NFE management unit at the MOEST headquarters in liaison with MLG, MGC&SS. This unit will also work in close collaboration with department of Adult Education, the Director of Basic Education, Director of Policy and Planning, Director of Quality Assurance, Kenya Institute of Education (KIE), Director of Technical Education, Teachers Service Commission (TSC), Kenya National Examinations Council (KNEC) and the inter-ministerial technical committee on NFE and field officers.

Table 3.3 Mainstreaming/coordination of NFSS/NFECS estimated cost (Ksh million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Mainstreaming, coordination and management of NFE: (including registration)	1.2	3.05	0.77	1.05	1.0	7.07
Capacity building and training	1.8	3.65	1.37	1.65	1.6	10.07
Approval, publication and distribution of NFE policy guidelines	4.3		3.87		4.1	12.27
Total	7.3	6.7	6.01	2.7	6.7	29.41

3.6.3 FPESP Support grants to NFSs/NFECs.

Objective

The objective for this component will be improve the quality of education and training provided by NFSs/NFECs in ASAL areas, informal urban settlements and pockets of poverty through the provision of FPE Support Grants to NFSs/NFECs.

Investment strategy

The MOEST proposes a 5-year investment programme to provide support grants of KShs 1,020 per child per year as FPE support to 300,000 learners per year in NFSs/NFECs which are communityowned and run. These support grants will only be provided to registered NFSs/NFECs which meet the following approved criteria:

- Be officially registered and recorded on the national MOEST database
- Application approved by the respective DEB.
- Operating within approved NFE policy guidelines.
- Have operational management committees.

About 7,500 teachers will be recruited to teach the 300,000 children and youth in NFSs and NFE centres per year. The grant will go directly to the NFS/NFEC for payment of contracted teachers who must be fully registered by the TSC.

In addition, school feeding programme, support to HIV/AIDS orphans and health and nutrition services will be extended to the 300,000 NFE children and youth already factored and costed under the school health, nutrition and feeding investment program.

Activities

- Provision and monitoring of support grants.
- Developing the necessary guidelines eg. for hiring of teachers.

Management

The support grants to NFSs/NFECs will be managed in the same manner as the grants to public primary schools under FPE. DEBs, City and Municipal Education authorities will be issued with guidelines on how to review applications for the support grant. The local authorities will have the authority to ensure accountability and transparency in management of the grants. Under the education capacity building investment programme, detailed guidelines will be developed to explain all aspects of this programme. In addition, district trainers will be trained to induct managers of NFSs/NFECs that are to manage implementation of this programme (factored under management and capacity development investment program)

Table 3.4: FPESP support grants to NFSs/NFECs estimated cost (Ksh 1,550 million)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Support grants	200	275	325	350	400	1,550.0
Total	200	275	325	350	400	1,550.0

3.6.4 NFS/NFECs Investment programme summary

Table 3.5 shows the summary of the total cost over 5 years for the NFSs/NFECs investment programme, which is KSh 1.96 billion. Most of the funding, over KSh 1.5 billion, is FPESP support extended to children learning in the NFSs/NFECs, most of them are in the poorest parts of the country (e.g., informal urban settlements).

Table 3.5: NFSs/NFECs investment programme summary of yearly costs: 2005/06 – 2009/10 (Ksh 1948.2 million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
NFE Curriculum development and support	67.0	93.5	44.1	6.8	6.4	217.8

Development, approval and implementation of alternative secondary education curriculum.	94.6	35.9	6.7	7.2	6.6	151.0
Mainstreaming/Coordination of NFSs/NFECs & NFE policy approval/publication	7.3	6.7	6.0	2.7	6.7	29.4
FPESP Support towards NFSs/NFECs teachers contracts	200.0	275.0	325.0	350.0	400.0	1,550.0
Total	368.9	411.1	381.8	366.7	419.7	1948.2

The non-formal education management information system (NFEMIS) has been factored within the EMIS sector of KESSP. NFS/NFECs instructional materials are factored in Primary School Instructional Materials Investment Program while Primary School Infrastructure Investment Programme captures NFS/NFECs infrastructure improvements.

Table 3.6 NFSs & NFECs investment programme log frame

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal Provide basic education to children and youth who, due to special circumstances, are unable to attend formal school.</p> <p>OUTPUT 3.1 Improved quality complementary education in NFSs/NFECs for children and youth who are not able to enroll in formal primary schools.</p> <p>ACTIVITIES 3.3.1 Coordination, regulation management and monitoring of NFSs/NFECs programs.</p>	<p>1.7 Million hard to reach and un-reached children and youth especially girls who are out of school access quality education.</p> <ul style="list-style-type: none"> • Children in NFSs/NFECs perform at a level equivalent to those enrolled informal primary. • Number proceeding to secondary level or joining TIVET by regions- ASAL, Urban informal settlements and pockets of poverty. <ul style="list-style-type: none"> • Inter-ministerial Technical Committee (ITC) meets quarterly. • Providers of education in NFSs/NFECs adhere to policy guidelines. • Institutions inspected regularly. • Annual assessments. 	<p>-Monitoring enrolments (random and planned school census). No. of NFS/NFECs registered in ASAL/Urban informal settlements/other pockets of poverty. Number of children /youth accessing NFS/NFECs by region.</p> <p>Assessment and evaluation results Transition rates to secondary and TIVET Approved and published NFE policy.</p> <p>Reports, Minutes, final policy, registration documents</p>	<p>MOES&T capacity to monitor and review data base. Approval of the NFE policy.</p> <p>Most NFSs learners will follow 8-4-4 curriculum and sit for KCPE. NFECs will follow NFE curriculum and sit for equivalent exam.</p> <p>MOES&T - s strengthen capacity of ITC. NFE co-ordination unit established and resourced.</p> <p>ITC quarterly meets.</p>
<p>3.3.2 Advocacy and community mobilization</p>	<ul style="list-style-type: none"> • Number of gender sensitization workshop for communities • Number of girls/adolescent 	<p>Workshop reports Enrolment and attendance records</p>	<p>Communities receptive to girls participation in NFS/NFECs. Gender sensitive NFS/NFECs</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	parents accessing education		teachers to ensure retention of girls.
3.3.3 FPESP support grants to NFSs/NFECs.	300,000 pupils in NFSs/NFECs to receive the FPES at 1020 per child.	Number of children in NFSs/NFECs receiving Grant FPE Support	Extension of FPE support to NFSs/NFECs. Capacity of management committees in the institutions.
3.3.3 Teacher support grants to NFSs/NFECs ⁸ .	Teacher support included in TSC plan. 1 teacher: average of 45 pupils or agreed norm (cluster schools, multi-grade possible). Total grants given for NFS/NFEC teachers.	Number of teachers recruited. No. of NFS/NFECs that received teachers by region.	300,000 children attending NFSs/NFECs per year. Extension of FPE Support to NFSs/NFECs. Teachers' capacity to teach in NFSs/NFECs.
3.3.4 NFE EMIS and Research	NFEMIS database available and constantly updated. Continuous research and evaluation carried out on out of school children and youth and those in NFS and NFE centers.	Annual data updates in NFS and NFE centres. Research undertaken and findings. Best practice scale up.	- Accuracy of investment tool. - Central planning unit and research capacity
3.3.5 NFE Policy approved.	Policy approved, published and disseminated. Registration of NFS and NFE centres within NFE policy guidelines	National policy guidelines produced and distributed. Number of centres registered under MOES&T.	Policy approved and implemented
3.3.6 NFE curriculum	Implementation of NFE curriculum and support materials	Curriculum available Monitoring reports Copies of printed 19 syllabus, 43 learners books and 43 teachers manuals.	NFE curriculum available for national use KIE has capacity to develop and assess curriculum

⁸ Factored under the Teacher Management sector of KESSP

Narrative summary	Performance indicators	Means of verification	Critical assumptions
3.3.7 Develop capacity for management partnerships and collaboration	(i) NFE centre managers, teachers, education officials, communities trained grant management. (ii) Linkages established between NFS/NFECs and secondary school/TIVET/university to facilitate mainstreaming and transition.	Role of partners defined. Linkages established. Numbers trained No. NFS/Cs receiving support grants.	Partners commitment and goodwill. MOEST NFE unit with adequate capacity. Secondary level and TIVET/university capacity to cater for NFE learners.

4 SPECIAL NEEDS EDUCATION INVESTMENT PROGRAMME

4.1 Background

Special education is important for human capital development as it prepares those who would otherwise be dependents to be self-reliant. For a long time special needs education has been provided in special schools, special units attached to regular schools, and more recently through inclusive settings in regular schools. However, special schools and units only cater for children with special needs in the areas of hearing, visual, mental or physical challenges. This leaves out other areas of special needs such as gifted and talented, psychosocially different, autism, multiply handicapped, those with specific learning difficulties and communication disorders.

The demand for services for children with special needs at all levels in Kenya has increased as a result of the Government's commitment to UPE. The implementation of FPE has created an opportunity for a large number of children to enrol in the already existing 18,000 public primary schools, including those with special learning needs.

4.2 Issues and constraints

The main challenges relating to access, equity and quality in the provision of education and training to children with special needs include; lack of clear guidelines on the implementation of an all inclusive education policy, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment, and curriculum that is not tailored to meet special needs. This means that special education has not been mainstreamed in all education sub-sectors and programmes. The situation is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment, which make it difficult to integrate special education in regular programmes. In addition, inadequate capacity among many teachers to handle children with special needs, lack of co-ordination among service providers, inappropriate placement of children with disabilities, inadequate and expensive teaching and learning materials and inadequate supervision and monitoring of special education programmes exacerbate the situation. Also, low enrolments in special education is influenced by taboos and beliefs associated with disability.

4.3 Current programmes/initiatives

The Government is currently implementing measures aimed at improving the participation of children with special needs. Under the FPE, additional capitation grants are provided to physically challenged children enrolled in special education institutions and units attached to regular primary schools. Initial support has also been provided to each public primary school to begin removing existing barriers that make the school environment not friendly to the physically challenged learners. Each special education unit has been given a grant to facilitate procurement of the necessary teaching/learning materials and equipment. In addition, the Government continues to train primary school teachers in special education as well as training teachers at

university level in order to improve the necessary national capacity to handle special needs education.

4.4 Policy framework

Despite the current initiatives by the Government, access and quality in education for those with special learning needs remains limited. In order to increase access and improve quality, the Government will:

- (i) Strengthen the assessment programme in order to facilitate identification and placement of learners with special needs;
- (ii) Integrate special education programmes in all learning and training institutions and ensure that the institutions are responsive to the education of learners with special needs;
- (iii) Collaborate with and co-ordinate other providers of special education;
- (iv) Provide instructional materials through the waiving of duty on specialised equipment and materials as well as provide incentives for local production of such equipment as a way of reducing the cost of providing special needs education; and
- (v) Develop a national policy that comprehensively defines areas of all special needs, and the specific needs identified.

4.5 Strategies to address key policies

To implement the above policies, the following strategies will be employed:

- (i) Developing a programme to create public awareness on the need to send children with special needs for early assessment and placement;
- (ii) Designing and implementing programmes that enhance inclusive education in all institutions;
- (iii) Strengthening institutions supporting special needs education, for example, Kenya Institute of Special Education (KISE) and KIE;
- (iv) Expanding KISE programmes to offer in-service training to teachers on special education;
- (v) Encouraging research in the field of special needs education;
- (vi) Improving and standardizing diagnostic assessment tools to facilitate proper identification and assessment of learners with special needs;
- (vii) Strengthening the capacity of the MOES&T and the schools to ensure effective management, and implementation of the curriculum in order to meet all the needs of the children;
- (v) Implementing integrated special needs education programmes in pre-service and in-service teacher training;
- (vi) Adopting a flexible curriculum that is responsive to learners with special needs and developing learning materials to support the curriculum; and
- (vii) Providing funds in form of grants to all special boarding primary schools.

4.6 Programme summary

The 5-year special needs education investment programme, under KESSP, will comprise of the following sub-components:-

- Teacher training.
- Supply of equipment to resource centres.
- Advocacy and awareness creation.
- Provision of equipment and teaching/learning materials.
- Provision of equipment to regular schools.

- Provision of grants to schools.
- Providing support to resource centres.

4.6.1 National survey and equipment inventory

Objective

The objective of this component will be to carry out a survey on special needs education in relation to equipment, education and training.

Investment strategy

To carry out a national survey and disseminate the findings within the first year of the investment programme and implement recommendations made in special needs education in the following years.

Activities

- Development of the terms of reference for the national survey and the equipment needs inventory;
- Development of data gathering instruments;
- Procuring consultants to carry out the survey and the equipment needs inventory;
- Conducting the survey and the equipment needs inventory;
- Analysing the data and information;
- Presentation of the findings; and
- Dissemination of the findings.

Management

The overall management responsibility of this programme will be the Directorate of Basic Education. However, KIE will take the leading role in carrying out the tasks, while KNEC will handle examination issues.

Summary of costs

In order to carry out the national survey and equipment needs inventory, approximately KShs 10 million will be required. This activity will be carried within 2005/06 as shown in Table 4.1.

Table 4.1 Estimated cost for national survey on disability and equipment needs inventory (Kshs million)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Carry out survey, and disseminate findings	10	-	-	-	-	10
Total	10					10

4.6.2 Teacher training

Investment strategy

KISE proposes a 5-year investment strategy to in-service teachers from regular and special schools as well as training assessment teachers at a cost of KShs 10 million per year over the programme period

Activities

- In-servicing of teachers
- Training assessment teachers
- Developing a flexible curriculum to cater for special needs

Management

The overall management responsibility of the training programme will be KISE while that of curriculum development will be under KIE. Both KISE and KIE will be responsible for the implementation of this programme.

Summary of costs

Approximately KShs 44 million will be required for in-servicing teachers and developing a flexible curriculum that meets the demands of learners in special education as shown in Table 4.2.

Table 4.2: Estimated cost for in-servicing teachers and curriculum development (Kshs million)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
In-service teachers on SNE and assessment techniques	3.5	10	10	10	10	43.5
Develop flexible curriculum	0.5					5
Total	4	10	10	10	10	44

4.6.3 Resource centres equipment

Objectives

The objective of this component will be to strengthen and improve the capacity of educational assessment and resource centres to enable them carry out early assessment, placement rehabilitation and habilitation of children with special needs.

Investment strategy

The MOEST proposes a 5-year investment programme to strengthen the existing assessment centres and sub-centres through staff development and provision of equipment. The overall aim of this investment strategy is to provide modern and appropriate assessment equipment and improve the assessment tools in all existing assessment centres and sub-centres. This programme will target all the existing assessment centres and sub-centres for material and equipment support.

Activities

Procurement of equipment, other materials and motorcycles

Management

The overall management responsibility of the programme will be District Education Boards (DEBs). They will be held to account for all aspects of the programme implementation as has been in the previous management of the project. All funds for the implementation of this programme will be transferred to DEB bank accounts as part of support to MOEST ongoing reforms to decentralise decision-making and empower frontline officers. To successfully implement the programme DEBs will be required to work closely with stakeholders in their regions, including communities.

Summary of costs

The purchase of equipment and 73 motorcycles for the educational assessment and resource centres will cost about KShs 125.5 million within the 5-year period. In addition, operations and maintenance will cost KShs 15 million for each of the 5 years as shown in Table 4.3.

Table 4.3 Estimated costs for strengthening educational assessment and resource centres (million Kshs)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Equipment	12.25	22.95	10.2	10	6.8	62.2
73 motorcycles	14.75	5.05				19.8
Operations and maintenance	3	10.0	10.0	10.0	10.5	43.5
Total	30	38	20.2	20.5	16.8	125.5

4.6.4 Advocacy and awareness creation programme

Objective

The main objectives of this component will be to create awareness in schools and communities, to advocate for the rights of people with disabilities and also to create awareness.

Investment Strategy

Under this programme, materials for induction and creation of awareness will be developed, 85 field officers and 200 parents/community members will be inducted every year. In the first two years, Training of Trainers (TOTs) will be done. The programme and materials will cost KShs 16 million in the first two years. In the next 3 years the cost will increase to Kshs.23 million.

Activities

- Development and production of training modules and reference materials;
- Training of education officers and TOTs; and
- Induction and creation of awareness among field officers, parents and communities.

Management

The MOEST will coordinate awareness creation and advocacy programmes for the parents and the communities.

Summary of costs

The total estimated cost of these activities will be KShs 39 million over a 5-year period as shown in table 4.4 below.

Table 4.4 Estimated Cost

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Developing training modules and references materials	2					2
Education officers	2	5	4	5	3	19
Parents community	2	5	4	5	2	18
Total	6	10	8	10	5	39

4.6.5 Provision of equipment and learning materials to regular primary schools and special schools

Objective

The objective of this component will be to enhance learning through provision of teaching learning materials.

Investment strategy

The MOEST will provide funds to all special needs schools and regular primary schools that cater for children with special needs in order to purchase equipment and materials.

Activities

- Transferring and monitoring of funds provided to special schools as grants;
- Procurement and provision of equipment, teaching and learning materials; and
- Making the environment in regular primary schools disability friendly.

Management

The funds to be provided for recurrent expenditure as grants will be administered and monitored from MOEST headquarters.

Summary of costs

As shown in Table 5, this activity will cost about KShs 66.5 million over the 5 years. This money will be used to procure equipment, teaching and learning materials for special needs institutions and facilitating regular schools to make their environment friendly to physically challenged children.

Table 4.5 Estimated cost (million Kshs)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Provision of equipment and learning materials.	13.3	13.0	13.3	13.3	13.3	66.2

Provision of grants

Objective

The key objective will be to increase access, retention and transition rates among children with disabilities by removing barriers.

Investment strategy

The MOEST will provide funds in form of grants to all special boarding primary schools in the next 5 years.

Activities

Provision and monitoring of grants to special boarding primary schools.

Management

The funds will be placed under MOEST headquarters from where they will be disbursed to schools on the basis of enrolment.

Summary of costs

The grant will increase from Ksh.148.7 million in the first year to Ksh.240 million in the fifth year as shown in Table 4.6. The total requirement in 5 years will be Ksh 961.7 million.

Table 4.6 Estimated costs (million Kshs)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Provision of boarding funds	148.7	153	200	220	240	961.7

4.6.7 Running costs for assessment and resource centres

Objective

The objective of this component will be to increase access among children with special needs by facilitating prompt and appropriate identification, assessment and placement.

Investment strategy

MOEST will provide grants to all assessment and resource centres (EARCs) to meet the running costs in order to facilitate the process of identification, assessment and placement of children with special needs.

Activities

Provision and monitoring of grants to all EARCs.

Summary of costs

The running costs for assessment and resource centres will increase from Ksh 14 million in the first year to Ksh 18 million in the fourth year and thereafter the allocation will be Ksh 15 million in the fifth year as shown in table 4.7 below

Table 4.7 Estimated costs (million Ksh)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Provision and monitoring of running costs to EARCs	14	15	15	18	15	77

Table 4.8 Summary of yearly costs: 2005/06 – 2009/10 (million Ksh)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
National survey and equipment	10.0					10
Teacher training	4.0	10	10	10	10	44.0
Equipment and motorcycles to assessment and resource centres	30.0	38.0	20.2	20.5	16.8	125.5
Advocacy and awareness creation	6.0	10.0	8.0	10.0	5.0	39.0
Provision of equipment and teaching learning materials	13.3	13.0	13.3	13.3	13.3	66.2
Provision of equipment to regular schools(inclusion)	36.0	36.0	36.0	36.0	36.0	180.0
Grants to schools/Institutions	148.7	153.0	200.0	220.0	240.0	961.7
Running costs for assessment and resource centres	14.0	15.0	15.0	18.0	15.0	77.0
Total	262	275.0	302.5	327.8	336.1	1503.4

Table 4.9 Special needs education logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal: An efficient education system that provides conducive learning environment of children with special needs</p>	<p>Percentage of special needs children displaying knowledge and skills stipulated in the curriculum.</p>	<p>Children with Special Needs given equitable opportunities</p>	<p>- Funds will be available</p>
<p>Development objective To enhance access, equity and quality for children with special needs by 2010.</p>	<p>1. National survey 2. GER raised from 1.4% in 2005 to 10% in 2010 3. Percentage of girls enrolled increased from 0.6 to 5% 4. Percentage of boys increased from 0.8% to 5%</p>	<p>Enrolment Data - Annual school censuses report - Annual returns from the districts</p>	<p>- Specialized equipment and other facilities provided in both regular and special schools - Through awareness creation parents will take their children with disabilities to schools</p>
<p>Outputs Output 1 A national survey and equipment needs inventory report</p>	<p>1.1 No. Of special schools established/units /intergrated 1.2 Proportion of children requiring special needs education established. Number and type of equipment needed established.</p>	<p>Inventory report Census report. Survey report.</p>	<p>- Parents of children with Special needs will avail the children for identification and assessment - Target groups will be reached.</p>
<p>Output 2 Teachers trained and flexible curriculum in place Sign language Develop modules for TTC</p>	<p>2.1 7,500 of teachers trained. 2.2 18,000 of teachers in-serviced. 2. special needs schools using flexible curriculum.</p>	<p>- TSC staff returns -No. of teachers trained - At least one specially trained teachers in every regular school</p>	<p>- TSC will grant teachers study leave</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 3 Assessment and resource centres equipped.	3.1 73 of the assessment and resource centres equipped 3.2 Equipment bought and supplied. 3.3 Assessment tools developed.	Inventory of equipment and assessment tools.	Funds will be availed
Output 4 Advocacy and awareness creation programme.	4.1 Advocacy/ training modules and reference materials developed and in use. 4.2 456 education officers and TOTs trained.	Workshop reports	Funds will be available
Output 5 Special needs and regular primary schools with special needs children equipped and supplied with learning/teaching materials.	5.1 110 special needs schools equipped and provided with learning materials. 5.2 1,100 of regular primary schools with special units equipped and provided with learning materials earmarked for special needs children.	Schools equipment inventory - School annual reports - School inspection reports	Specialized equipment will be available locally
Output 6 Special boarding primary schools provided with grants.	6.1 numbers of special boarding primary schools provided with grants. 6.2 765 million Amount of grants provided each year.	Expenditure returns	Headteacher will be trained on financial management Funds will be available
Activities Activity 1 Carrying out survey and disseminating findings	1.1 TORs developed 1.2 Instruments developed 1.3 Survey and equipment inventory established	Survey reports	Parents of children with Special needs will avail the children for identification and assessment Target groups will be reached.

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Activity 2 2.1 In-servicing of teachers 2.2 Training of teachers on assessment 2.3 Develop a flexible curriculum to suit learners with special needs	2.1 7,500 of teachers trained. 2.2 18,000 of teachers in-serviced. 2.3 100 of special needs schools using flexible curriculum.	Revised curriculum EARC'S centers staffed with trained personnel	- TSC will grant teachers study leave
Activity 3 3.1 Procuring equipment 3.2 Procuring motorcycles 3.3 Providing funds for O&M	Equipment supplied to assessment centres Grants to Assessment Centres 73 motorcycles bought	Annual reports	Funds will be availed
Activity 4 4.1 Developing and producing training modules and reference materials 4.2 Training of education officers and TOTs 4.3 Inducting and creating awareness among field officers, community and parents on special needs children.	DEOS sensitized Education officers trained TOTs trained Parents sensitized	Training materials and reports	Funds will be available
Activity 5 5.1 Procuring and providing equipment, teaching and learning materials. 5.2 Rehabilitating regular primary schools to be disability friendly.	110 Special Schools equipped 18,000 regular Primary schools modified to receive children with special needs	Annual reports Inspectorate reports	Funds will be available
Activity 6 6.1 Sending and monitoring grants to special boarding schools..	Grants given to schools	Schools expenditure returns	Funds will be available

5 HIV/AIDS INVESTMENT PROGRAMME

5.1 Background

The Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) prevalence rate among adults is high in Kenya. After rising to about 14 percent in 2000, it is currently estimated at below 9 percent.⁹ However, increased mortality rate of adults has contributed to slowed down economic growth and increased dependency ratio among the population and continues to adversely affect all sectors of the economy.

School-based HIV spread prevention programmes, starting as early as primary school, have been identified as a necessary step towards protecting the general population from infection. In addition, substantial progress has been made in developing capacity among teachers at primary school level to facilitate behaviour change and the use of available resources to support teaching and learning about HIV/AIDS. The challenge now lies in expanding proven initiatives to national scale and in widening implementation into all sub sectors, particularly secondary schools and other kinds of specialised learning institutions which cater for the needs of primary and secondary school-age children.

Recent reports¹⁰ indicate that families and communities are in the first line of response to the pandemic. By 2001, 1.5 million Kenyans had died of AIDS, leaving over 1 million orphans, (1,700,000¹¹) with a doubling predicted by 2010. Families are struggling under the strain of the effects of HIV/AIDS, which is reducing their capacity to provide and care for children. Households headed by the elderly especially women, who already live below the poverty line, must stretch their meagre resources even further to accommodate the needs of additional children. There is also an increasing number of households that are headed by children who struggle to survive. In the highly affected areas of Nyanza, Western and Central Provinces, the heavy orphan burden is diminishing development prospects, reducing school enrolment and increasing social instability, including rising numbers of working children.

The challenge lies in coordinating a response to the needs of orphans and other vulnerable children. This will require multi-sectoral cooperation and partnerships as the needs stretch across many different areas. Schools can, however, play a key role in identifying orphans, both in and out of school, and liaising with other sectors to mobilize a response to the specific needs of individual or groups of orphans. The overall goal is to enrol and retain all school-age children in appropriate learning institutions.

⁹ Sessional Paper No.5 of 2005. A Policy Framework for Education, Training and Research, p18.

¹⁰ Reports include the: 2003 Kenya Demographic and Health Survey (KDHS); 1999 Population Census; Multiple Indicator Cluster Survey (MICS 2000); Common Country Assessment; and, End Decade Review.

¹¹ Children on the Brink, UNICEF 2004.

The recently launched education sector policy on HIV/AIDS (2004) forms an important basis for addressing the needs of education service providers who need support to be able to respond to emerging challenges. Stakeholders need to develop strategies to enhance prevention and mitigate against the impacts of long-term illness in the work places and meet the changing needs of pupils who are either infected and affected by HIV/AIDS. The challenge here lies in making the sector policy operational at all levels of the education system, from the ECDE upwards.

5.2 Issues and constraints

In the education sector, the HIV/AIDS pandemic affects the sector in several ways. First, most of the children infected with HIV/AIDS at birth do not live to enrol in school. Second, the number of orphans in schools will increase as parents die from HIV/AIDS, thus without appropriate interventions, the orphans will most likely drop out of school. Third, some children will be forced to stay at home to care for sick family members. Fourth, there are teachers dying from HIV/AIDS while others are too sick to work thus denying the sector vital skilled human resources. In summary, the HIV/AIDS pandemic threatens to undermine the achievements of literacy and EFA goals, while at the same time increasing dropout rates, and the number of poorly educated children and the number of working children.

5.3 On-going programmes/initiatives

HIV/AIDS was declared a national disaster in 1999 and the National AIDS Control Council established to coordinate the national response. To date, this response has largely been undertaken through a multi-sectoral approach. Development partners disburse most of their HIV/AIDS funds through NACC, NGOs, CBOs and FBOs. These organizations sponsor a broad spectrum of interventions, including some in learning institutions.

The MOEST has been implementing successful school-based HIV education and behaviour change interventions in its primary schools since 1999 through the Primary School Action for Better Health (PSABH). This intervention reached 2,000 schools during its pilot phases and it is now being extended to 5,000 primary schools during the period between July 2004 and June 2005. This intervention has also involved the Teacher Training Colleges (TTCs) and has also been applied in a small number of secondary schools.

An extensive monitoring, evaluation and research component of this project has shown impact in four key areas:

- PSABH is effective in getting HIV/AIDS programs into schools;
- Schools are receptive to PSABH training and programs;
- Teachers and schools readily accept and teach components of the PSABH program that fit with cultural norms (that is, abstinence and strategies for abstinence) and are developing effective strategies for teaching components concerning condom use, which does not fit well with local cultural norms; and,

- Pupils' knowledge, attitudes, beliefs and behaviours (delayed sexual initiation and increased condom use) related to HIV transmission are positively affected by PSABH.

KIE has developed an AIDS education curriculum and a series of textbooks on HIV/AIDS and life skills, and teachers have been inducted into the use of this curriculum and materials in classrooms.

5.4 Policy framework

The overarching theme in HIV/AIDS is social change to reduce HIV/AIDS and poverty. The HIV/AIDS strategic plan addresses priority areas for the control of HIV/AIDS as well as mechanisms for mitigation of the negative social-economic impacts at individual, family, community, sectoral and national levels.

The MOEST launched the education sector policy on HIV/AIDS in September 2004 and the structure of this HIV/AIDS investment programme follows the four main goals that guide this policy. These are:

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

5.5 Strategies to address key policies

Schools represent one of the longest standing institutions in Kenyan communities and form a widespread network, reaching into some of the least accessible regions. Schools also have particular features - location is known, they are sustained within the community, their hours and mode of operation are known, they have established mechanisms for introduction of new programmes and accessing students, and the size of the target population is known. In addition, schools are linked to communities through families, and other community organizations thus extending their reach and enhancing local ownership of interventions.

During the next five years the MOEST aims to protect the education infrastructure against the negative impact of HIV/AIDS and to maximize its potential to both prevent further infection and mitigate against the most damaging effects of the HIV pandemic. The main strategies are to:

- (i) Maximise the potential strengths of education institutions in all sectors to help prevent new infections;
- (ii) Extend evidence-based initiatives to the widest scale possible, whilst maintaining effectiveness;
- (iii) Utilise existing training capacity and teaching and learning resources strategically and cost-effectively;
- (iv) Protect, care and provide support to the most vulnerable, including orphans, girls, those out of school and those with special needs in education;
- (v) Lead others in developing strong multi-sectoral partnerships;
- (vi) Mobilize education service providers to implement the HIV/AIDS policy to the full and in conjunction with other sectors; and

- (vii) Strengthen and extend the response to the prevention and care-needs of education service providers.

5.6 Programme summary

The overall programme goal of the HIV/AIDS investment programme is to strengthen the MOEST's capacity to provide HIV/AIDS prevention, care, support and mitigation programs. To achieve this goal the following components have been proposed:

- Prevention - in-service of staff in primary and secondary school sub sectors; peer support initiatives in TTCs and technical institutions; orientation on KIE materials; provision of teaching and learning materials in sub sectors and provision of school health club activity kit.
- Care and support - financial support to orphans; extended families support; apprenticeship scheme for child heads of families; big brother/sister mentoring; video shows on abuses, stigma, discrimination, harassment, drug dependency, barriers to inclusion, retention and transition.
- Workplace issues - strengthening establishment of Teachers Living With HIV/AIDS (TLWHA) networks, video on implementing the education sector policy on HIV/AIDS in the workplace and revision and distribution of guide on regulations.
- Management of response - strengthening ACUs and supporting university ACUs in HIV/AIDS and ant-drug dependency initiatives.

5.6.1 Prevention

Objectives

The objectives of this component are to reduce the rate of new HIV/AIDS infections by empowering education service providers and learners in educational institutions as well as to initiate and support the mobilization of communities in their response to the pandemic.

Investment strategy

At the primary school level; the baseline situation in June 2005 will be that approximately 7,000 primary schools have received interventions and of these, approximately 2,250 will have received a peer support component for their pupils. The PSABH model expanded to reach all primary schools over the next three years and a refresher program continued thereafter, with about 1,000 schools receiving the peer support component each year.

At the secondary school level; the baseline situation in June 2005 will be that approximately 250 secondary schools have received the intervention as a peer support component for their students. Similar interventions implemented in 1,000 schools per annum for five years both at the adult and the peer support levels and behaviour change initiative implemented in 1,000 centres of teaching and learning in other sub sectors, as they reach appropriate levels of preparedness.

At the TTCs and technical institutions; the baseline situation by June 2005 will be that each of the 28 TTCs have received some training of two tutors

and some will have responded to this training by incorporating the knowledge in their teacher training and by encouraging peer support groups among the teacher trainees. About 50 tutors in each of 69 institutions trained and their institutions provided with a start-up fund to establish peer support groups. Start up funds fully planned for and implementation monitored in 69 institutions including 28 TTCs, 4 polytechnics, 17 technical institutes and 20 vocational training centres.

Another investment strategy will be induction on and adoption of materials produced by KIE for the use in education and training sector. Teaching notes generated on how best to use existing materials in different teaching institutions will be developed and printed as well as audio versions of existing materials produced to support access by poorly resourced areas and those with special needs in education. In addition, teaching and learning materials will be developed, adapted and printed to support the prevention of HIV/AIDS infection in all sub sectors while at the same time, school health club kits will be printed and distributed to support schools in running clubs that address skills relating to the prevention and the response to HIV/AIDS. Multiple copies will be produced and distributed to all the primary schools.

Activities

- Expansion of the PSABH model to reach all primary schools over the next three years and a refresher program continued;
- Expansion of peer support initiative to include adults and implementation of behaviour change initiative implemented in other sub sectors, as they reach appropriate levels of preparedness.
- Training of tutors in TTCs and technical institutions.
- Provision of a start-up fund to establish peer support groups.
- Teachers inducted in HIV/AIDS and life skills.
- Development and printing of teaching notes.
- Development, printing and adaptation of teaching and learning materials.
- Printing, dissemination and distribution of school health club kits.

Management

Various units and departments within and outside MOEST will manage parts of this component. However, the ACU and KIE will play key roles, especially the development, adaptation, printing, dissemination and distribution of teaching and learning materials. This will ensure that the materials reach the intended targets and thus prevent and reduce the spread of HIV/AIDS in schools and institutions.

Summary of costs

The estimated cost to support the prevention of HIV/AIDS in schools and other institutions will be KShs 1.36 billion within a 5- year period as shown in table 5.1 below.

Table 5.1 Estimated costs for Prevention of HIV/AIDS (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Adult training - primary school	111.6	111.6	111.6	16.9	16.9	368.6
Peer training - primary school	27.9	27.9	27.9	17.9	17.9	119.5
Refresher training - primary school	26.0	34.0	34.0	24.0	24.0	119.5
Adult training - secondary school	25.0	25.0	35.0	25.0	25.0	142.0
Peer training - secondary schools	26.4	34.6	34.6	24.6	24.6	153.0
Refresher training - secondary school	6.0	6.0	6.0	6.0	6.0	30.0
Training of 50 tutors - TTCS	9.7	9.7	9.7	9.7	9.7	48.5
Peer start-up - TTCs	3.6	3.6	3.6	3.6	3.6	18.0
HIV/AIDS orientation	16.9	26.9	26.9	16.9	16.9	104.5
Life skills orientation	12.6	22.6	22.6	12.6	12.6	83.0
Materials adaptation training	3.3	1.0	1.0			5.3
Materials adaptation		2.3	0.9			3.2
Teaching and learning materials	27.0	41.5	32.8	22.8	22.8	146.9
School health club kit	5.8	3.4	3.4			12.6
Total	300	350	350	180	180	1.36

5.6.2 Care and Support Objectives

The objectives of this component will be to secure the economic well-being of orphans and hence reduction of poverty and the associated higher risk of HIV infection, to involve orphans in networks that provide emotional, physical and psychological support as well as to provide continued access to education and training of orphaned youths.

Investment Strategy

Financial support to orphans will be disbursed through the schools using the financial mechanisms established under the FPE programme. A pilot study will be undertaken during 2005 that will determine the scope, support activities and mechanisms.

Alternative social units will be encouraged and supported to take care of orphans among a limited number of often-elderly adults. Features of the model of polygamous households will be imitated in order to broaden the capacity of one adult household to provide parental protection and guidance to a larger number of children. Common compounds will be provided with support in the form of food, loans and materials in order to establish income-generating activities. In return, adults will be expected to ensure that all school-age learners attend school.

Through an apprenticeship scheme for child-heads of families, the Private sector will be involved in the care of orphans by creating a structure of apprenticeships for the child-heads of orphaned families. The MOEST and its partners will support a framework to train one representative from the host organisation on skills such as: mentoring, on-the-job training, forms of appraisal and general management skills such as team-building, communication and delegation. Through the scheme apprentices will be employed full time and provided with a junior level salary by the host organization and an assessment system will be created so that apprentices' progress can be certificated.

Big brother/sister mentoring: Close networks among children at school will be created and supported so that they can provide emotional support to each other. School pupils will be paired with 'pupil families', with family members representing each standard. Selected peer supporters will be trained in the prevention of, and response to, HIV/AIDS as well as training in a range of life and mentoring skills as well as: leadership, team building, collective decision making, planning, listening, guidance, crisis counselling as well as a range of life skills and living values. Parents from within the school community will be invited to become heads of those "pupil families" and to have an agreed amount of contact with the pupil family and provide certain parental inputs, such as celebrating festivals together, forming a family units during school events, receiving academic reports, acknowledging key dates and events within the children's lives, providing guidance and generally helping in the development of social relationships and creating a sense of belonging. Pupil families will be encouraged to undertake community services and, in particular, reaching out to orphans outside school and forming communication channels between children outside the school system.

Two videos to support partnerships and referral will be prepared to support response at provincial, district and zonal levels to those whose needs require a partnership approach. The first video will address responses to cases of abuse, stigma, discrimination, harassment, sexual abuse, drug dependency and exploitation of learners for both girls and boys. It will include discussion of the grievance procedure and will support the operationalisation of the HIV policy. The second video will address best practice responses to barriers to inclusion, tracking retention and transition patterns, crises responses and referral to other services.

Activities

- Provision and monitoring of financial support to orphans.
- Sensitization at district level, training at zonal level and mobilizing schools and communities.
- Support to extended families on income generating activities.
- Creation of a structure for apprenticeships for the child-heads of orphaned families, placement and on-the-job training.
- Training pupils at the primary school level for the big brother/sister initiative.
- Production and dissemination of videos.

Management

The ACU and KIE will play key roles in the implementation of this component. However, other units and departments within and outside the MOEST will be expected to support the implementation of this component.

Summary of costs

The estimated cost for support and care for HIV/AIDS orphans will be Kshs 1.7 billion within a 5-year period as shown in table 5.2 below.

Table 5.2 Estimated costs for care and support for orphans (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	TOTAL
Ovc sub-committees	150	165	165	165	165	810
Provide school items	105	135	135	135	135	645
Extend school feeding programmes	20	22	25	25	25	117
Secondary completion	11	13	15	15	15	69
Accelerated NFE	4	5	5	5	5	24
Monitoring and evaluation	10	10	5	5	5	35
TOTAL	300	350	350	350	350	1700

5.6.3 Workplace issues

Objectives

The main objective of this component is to enhance the financial, moral and spiritual support for infected and affected teachers and implement the HIV/AIDS policy as it relates to the workplace.

Investment strategy

The TLWHA: teachers will be encouraged to form a national network of HIV/AIDS support groups to receive a comprehensive HIV/AIDS education; access Voluntary Counselling and Training (VCT) services; and access Anti-Retrovirals (ARVs) treatment and management services. These groups will be targeted through a special scheme that will provide information and support to members. Members will also be encouraged to save in a special scheme in order to address their health needs.

A video to support implementation of the HIV/AIDS policy, video 3, will be produced and distributed to support responses to HIV/AIDS among education service providers including responding to abuse and stigma in the workplace, implementation of the HIV/AIDS policy and mechanisms for using referral services. In addition, guides on regulations will be revised and copies disseminated to all teachers.

Activities

- Formation of national network of HIV/AIDS support groups.
- Production and distribution of video 3 to support responses to HIV/AIDS among education service providers.
- Revision and distribution of guides on regulations to teachers.

Management

The TSC, ACU and KIE will play key roles in the implementation of this component. However, other units and departments within MOES&T will support the implementation..

Summary of costs

The estimated cost for support to workplace issues on HIV/AIDS will be KShs 809.5 billion within a 5-year period as shown in Table 5.3 below.

Table 5.3 Estimated costs (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Training of teachers	20.0	32.0	35.0	35.0	35.0	157.0
IGAs for TLWHA	30.0	41.0	45.0	45.0	45.0	206.0
Materials provision/advocacy		24.0	30.0	30.0	15.0	99.0
Video production	3.0	103.0	90.0	90.0	6.5	292.5
Video distribution	0.3					0.3
Video training	40.0					40.0
Revision of guides	1.7					1.7
Printing of regulations	13.0					13.0
Total	108.0	200.0	200.0	200.0	101.5	809.5

5.6.4 Management of response and advocacy

Objectives

The key objectives for this component are to ensure that the sector adheres to and implements the HIV/AIDS policy by building the capacity for ACUs to plan, coordinate and offer the necessary leadership to address the impact of HIV/AIDS and drugs and substance abuse, as well as to ensure efficient and effective mobilization and disbursement of HIV/AIDS resources as stipulated in the implementation plans.

Investment strategy

Twelve ACUs (3 fully fledged, 2 upcoming and another 7) will be strengthened and/or established to effectively monitor, evaluate and sustain the HIV/AIDS programmes in the sector. The ACUs will be equipped and unit coordinators trained to deal with issues relating to the programme.

University ACUs will be enabled to carry out community sensitization; access VCT testing centres; increase access to ARVs and mount guidance and counselling courses. University ACUs will also be strengthened in order to empower them handle drug and substance abuse issues.

Activities

- Strengthening of ACUs through provision of equipment and training.
- Mounting of guidance and counselling courses in university ACUs.

Management

The ACU at the Ministry and those in universities will play key roles in the implementation of this component. However, other units and departments within MOEST and the universities will support the implementation of this component.

Summary of costs

The estimated cost for support to management of the response and advocacy will be KShs 382 million within a 5-year period as shown in Table 5.4 below.

Table 5.4 Estimated costs (Kshs million)

Managing the response

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Provision of equipment.	1.5					1.5
Operating costs.	20.0	20.0	20.0	10.0	10.0	80.0
Proposal writing.	0.5					0.5
Community sensitization.	40.0	40.0	40.0	40.0	40.0	200.0
Provision of drugs.	20.0	20.0	20.0	20.0	20.0	100.0
Total	82.0	80.0	80.0	70.0	70.0	382.0

The programmes under HIV/AIDS will require an investment outlay of Kshs 4.3 billion over the 5-year period as shown in Table 4.7 below.

Table 4.7 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Prevention	300.0	350.0	350.0	180.0	180.0	1,360.0
Care and Support	300.0	350.0	350.0	350.0	350.0	1,700.0
Workplace Issues	108.0	200.0	200.0	200.0	101.5	809.5
Management of response	82.0	80.0	80.0	70.0	70.0	382.0
Total	790.0	980.0	980.0	800.0	701.5	4,251.4

Logframe for HIV/AIDS investment programme

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal: Enhanced access, equity, and quality at all levels of education and training (2010)</p> <p>Objective: HIV and AIDS prevention, care, support and mitigation programmes for the education sector (provided to ensure graduates are HIV free and the effects of HIV are mitigated)</p>	EFA and MDG goals		
<p>OUTPUTS:</p> <p>Prevention Outputs</p>	(targets for measurement)		
<p>1.1 Behaviour change and peer support programmes are being delivered in education institutions at all levels.</p>	<p>1.1.1 Prevention and behaviour change programs including life skills and living values introduced in: 100% of all formal primary, (incl refresher) 100% of all formal secondary (incl refresher) 100% of primary TTCs</p> <p>1.1.2 Prevention and behaviour change programs in place for teachers and other education personnel, reaching 100% over 5 years.</p> <p>1.1.3 Training in other sub sectors reflect HIV and AIDS issues. (ECD, SNE, NFE, TIVET, Higher Education, ABE)</p>	MoEST consolidated training records.	
	<p>1.1.4 Ongoing peer-based support groups and behaviour change activities (eg school health clubs, core curriculum activities, music</p>	Records of no. of school with active health clubs.	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	clubs, etc) are evident in 75% of all teaching institutions.		
1.2 Curriculum, materials and training plans in all sub sectors incorporate HIV and AIDS issues in a consistent and effective manner.	1.2.1 Curriculum, materials and training planning in sub sectors reviewed, revised and consolidated.	Records of no. of revised curriculum and materials. Minutes from sub sector meetings.	
1.3 Training materials to support prevention and care interventions developed, revised and disseminated.	1.3.1 Accurate, factual and objective training materials available to support all planned interventions.	Records of training program plans and materials being revised and disseminated.	
Prevention Activities.	Means:		
Implement proven prevention and behaviour change interventions in 12,000 primary schools.	Train 5p in 4,000 primary schools in behaviour change per annum. Provide 5p in 1,000 primary schools with Peer Support training per annum.	No. of schools reached.	
Conduct refresher training for 10,000 schools two years after initial training.	Provide 2p in 2,000 primary schools with refresher training per annum.	No. of training courses completed.	
Implement proven prevention and behaviour change interventions in 4,000 secondary schools.	Train 5p in 1,000 secondary schools in behaviour change per annum. Provide 5p in 1,000 secondary schools with Peer Support training per annum.	No. of schools reached.	
Conduct refresher training for 2,500 schools two years after initial training.	Provide 2p in 500 secondary schools with refresher training per annum.	No. of schools reached.	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Initiate Peer Support programs in 28 TTCs	Train 50 tutors in 14 TTCs in leading HIV and AIDS and behaviour change programmes per annum. Establish Peer Support initiatives in 14 TTCs per annum.	No. of tutors trained. Records of no. of TTCs with Peer Support initiatives.	
Orientate educationists at all levels on existing and emerging teaching and learning materials.	Train 60p per District in the use of HIV and AIDS materials. Train 40p per District in the use of Life Skills and Living Values materials.	Records of orientation forums held.	
Bi annual thematic meetings held with key sub sectors: ECD, Primary, Secondary, SNE,NFE, TIVET, Higher Education, ABE, TTCs.	9 sub sector HIV and AIDS meetings held twice a year.	Minutes of meetings held.	
Provide teaching institutions in the sub sectors with HIV and AIDS teaching and learning materials. Test and revise existing/developing training and teaching and learning support materials for use in key sub sectors and for their response to HIV prevention and mitigation, especially the needs of OVCs.	Provide teaching resources on HIV and AIDS depending on the preparedness of the subsector. Develop teaching notes/appendices for existing materials to adapt their use to key sub-groups of learners' needs.	Records of no. of institutions with HIV/AIDS teaching materials. Appropriate teaching and training materials available.	
Adapt and translate training materials to support teaching and learning of those with special educational needs.	Adapt HIV and AIDS materials for learners and caregivers for those with: Hearing, sight, physical and mental difficulties.	Training materials translated and adapted.	
Develop and produce video of case-studies on effective responses to abuse.	Produce video (1) with notes on effective use of the video. 5 copies per Province (40) 5 copies per District (365) 50 copies for ACUs (50)	Video cassette available and in use.	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Train Provincial and District Officers from Education, Health and Home Affairs, Provincial Administration and one Co-opted Member in appropriate responses to abuse, stigma and discrimination and vulnerability.	Train 405 (81x5) Ministry staff for 5d on planning a response to issues of abuse: -responding to abuse, stigma, discrimination, harassment, sexual abuse, drug dependency and exploitation of all learners (girls and boys) -grievance procedure -realization of HIV policy. - review of relevant documentation and institutional responses.	Provincial and District training reports.	
<i>Mobilise 5 Officers per zone (Educ, Health, Home Affairs, Prov Admin and 1 co-opted member).</i>	Train 5p x 1,500 zones for 3d on implementing the response plan for issues of abuse and vulnerability.	Implementation plans.	
Outputs for care and support			
2.1 Financial support given to orphans and other vulnerable children.	2.1.1 KNEC registration forms revised to include data relevant to socio-economic status, especially parental support.	Records of financial support given.	
	2.1.2 Guidelines on bursary administration developed and disseminated and specify conditions for inclusion of orphans and other vulnerable children. 2.1.3 15% of all bursaries awarded to orphans.	Bursary guidelines available. Bursary records.	Bursaries are budgeted for under secondary, TIVET and higher education.
2.2 Prevention of needs of OVCs	2.2.1 Retention and transition rates of orphans equal the national average each year.		

Narrative summary	Performance indicators	Means of verification	Critical assumptions
2.3 The response of all education institutions to the psychological, health, social and emotional needs of learners are strengthened.	2.2.1 DEMMIS takes account of HIV and AIDS needs, including disaggregated data by gender and family status on school entry, retention and transition.	DEMMIS database.	
	2.2.2 Guidelines for a full range of referral processes between Ministries developed and operationalised.	Operation guidelines available.	
	2.2.3 Health Sector mapping documents include schools to assist planning.	Mapping documents.	
	2.2.4 Reception needs of orphans and other vulnerable children addressed in ECD programs.	Records of ECD training on contemporary reception needs.	ECD training is budgeted for under ECD.
Activities for care and support:	Means:		
Revise KNEC registration forms (KCPE & KCSE) to include presence of parental support.	MoEST and KNEC ACUs and EMIS staff review forms.	Revised registration forms available.	
Review barriers to access for orphans in bursary administration.	Undertake qualitative study and recommend modifications to the system.	Study report.	This should be captured under the research agenda.
Bursaries administered to both -parent orphans.	Bursary awards made with knowledge of orphan status.	Records of orphans assisted.	Bursaries are budgeted for under secondary, TIVET and higher education.
Establish OVC sub-committees in 16 Districts			
Remove barriers to education among OVCs in 16 Districts			

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Develop and produce video of case-studies on effective partnerships in support and referral services.	Produce video (2) with notes on effective use of the video. 5 copies per Province (40) 5 copies per District (365) 50 copies for ACUs (50)	Videos available.	
Train Provincial and District Officers from Education, Health and Home Affairs, Provincial Administration and one Co-opted Member in appropriate responses to referral services to maximize inclusion, retention and transition.	Train 405 (81x5) Ministry staff for 5d on planning a response to inclusion issues. - removing barriers to inclusion, tracking retention/transition, crisis response, referral to other services. - review of relevant documentation and institutional responses.	Training records.	
<i>Mobilise 5 Officers per zone (Educ, Health, Home Affairs, Prov Admin and one co-opted member).</i>	Train 5p x 1,500 zones for 3d on implementing the response plan for support and referral of learners.	Records of implementation.	
<p>Outputs for the workplace:</p> <p>3.1 HIV and AIDS Policy in the workplace operationalised.</p> <p>3.2 The response of all education institutions to the psychological, health, social and emotional needs of education service providers are strengthened.</p>	<p>3.1.1 Education officers able to lead implementation of HIV and AIDS policy at school and office levels.</p> <p>3.1.2 Headteachers leading the operationalisation of the HIV and AIDS policy at school level.</p> <p>3.1.3 Number of resolved grievances increased by 50%.</p> <p>3.2.1 Guidelines for a full range of referral processes between Ministries documented and operationalised.</p>	<p>Records of resolved grievances.</p> <p>Monitoring and evaluation reports.</p>	<p>Assumes that Ministries can work together. Schools and education offices play a key role in identifying needs and facilitating the initial response to needs and subsequent referral.</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
3.3 Locally-based networks for teacher information, counseling, support and care established.	3.3.1 1,250 networks/groups for teachers living with HIV and AIDS established and functioning.	Records of network groups established and functioning.	
Activities for the workplace:	Means:		
Support the implementation of the HIV and AIDS policy.	<i>Revise the Code of Regulations.</i> Produce and distribute 350,000 copies.	Revised Code.	
Develop and produce video of case-studies on effective partnerships in referral services for education service providers.	Produce video (3) with notes on effective use of the video. 5 copies per Province (40) 5 copies per District (365) 50 copies for ACUs (50)	Video available and disseminated.	
Train Provincial and District Officers from Education, Health, KNUT, TSC and one Co-opted Member in appropriate responses to current and emerging needs of education service providers.	Train 405 (81x5) Education Officers for 5d on planning a response to the needs of education service providers. - responding to abuse, grievance procedure, HIV policy, and, referral to other services etc. - review of relevant documentation.	Training reports.	
Train Headteachers at Divisional level, with Divisional representatives from Education and Health on implementation of the HIV policy at school level.	Train 3,600 Headteachers and 730 Divisional staff on implementation of the HIV policy at school level.	Training reports.	
Provide technical and financial support to TLWHA groups in 1,500 zones.	Establish 300 locally-based networks/groups for teachers living with HIV and AIDS and facilitate them to conduct outreach activities at zonal level per annum.	Reports on TLWHA groups.	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Disseminate multiple copies of existing HIV and AIDS materials through the TLWHA networks.	Print and disseminate 75,000 (300 groups with 250 copies) copies of 2 IEC materials per annum.	Distribution records.	
Develop guidelines on referral processes between Ministries.	Develop and print guidelines.	Referral guidelines available.	
Outputs for management of response and advocacy:			
4.1 Human resource policy in place for dealing with education service provider attrition.	4.1.1 Teacher trainee numbers and deployment of all education service providers responds to HIV and AIDS human resource impact.	Records on attrition and deployment.	Assumes Departments responsible for deployment respond to data on HIV and AIDS impact.
4.2 All sub-sector ACUs have operational implementation plans.	4.2.1 80% of sub-sector ACUs have operational implementation plans.	ACU workplans.	
4.3 Resources for HIV and AIDS programmes are mobilized and disbursed.	4.3.1 65% of ACU sub sector plans implemented in full.	Implementation and disbursement records.	
4.4 University ACUs strengthened	4.4.1 80% of University ACUs have operational implementation plans.	ACU workplans.	
4.5 University capacity to handle drug and substance abuse issues.	4.5.2 ACU implementation plans incorporate drug and substance abuse.	ACU implementation plans.	
4.6 Partnerships at school level are actively maximizing the inclusion of all children in FPE.	4.5.3 95% of school-aged children enter Standard 1 (formal and non formal).	EMIS database.	
4.7 Mechanisms to counter abuse and vulnerability in education institutions are in place.	4.5.4 An effective mechanism in place to identify, report and respond to cases of stigma, discrimination, harassment, sexual abuse, drug dependency and exploitation of all learners (girls and boys).	MoEST consolidated training records and reports.	
Activities for Management of the Response:	<i>Means:</i>		

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<i>Collect existing reports and data.</i>	Equip MoEST ACU to house research findings and reports.	Reports and data readily available.	
Facilitate the implementation of a human resource policy for dealing with education service provider attrition, sick leave, absenteeism and maternity leave.	Deploy new and existing teachers to maximize the capacity and effectiveness of the staff body.	Deployment records.	
Facilitate improved collaboration and allocation of tasks between players through sub-sector ACUs.	Revise and adopt terms of reference of sub-sector ACUs. Design and implement coordinating structures. Design and use common reporting formats. Conduct in-house/on-the-job training between ACUs.	Revised TORs available.	
Facilitate all sub-sector ACUs in the finalisation of plans, access to other in-house expertise and common resources and mobilization of no-cost activities.	<i>Hold 4 quarterly meetings with heads of 20 ACUs per annum.</i> Circulate existing plans, guidelines and reports on activities. Agree and use common planning formats.	Revised plans circulated in common format.	
Facilitate improved resource mobilization and disbursements for HIV/AIDS programmes through ACUs.	Train 20 ACUs on proposal writing and resource mobilization mechanisms.	Training reports.	

SUB-SECTORS INCLUDE:

ECD (KESSP Investment Program, Section 2, pg 40 – 45)

Primary

Secondary

Post Secondary Training

TIVET (KESSP Investment Program, Section 21, pg 187 – 195)

Higher Education (KESSP Investment Program, Section 22, pg 200)

University

Teacher Training Colleges

Non Formal Education (KESSP Investment Program, Section 3, pg 47 – 52)

Alternative Nature

Education Development Management

Adult Basic Education (KESSP Investment Program, Section 6, pg 77 – 88)

Special Educational Needs (KESSP Investment Program, Section 4, pg 54 – 57)

SPECIAL AND DISADVANTAGED GROUPS INCLUDE:

Orphans

Children infected with HIV

Children giving care to those living with HIV

Children displaced/traumatized by the impact of HIV and AIDS

Substance-dependant children

Girls and young women

Children living in ASAL areas (incl. Pastoralists, mostly rural)

Children living in slum areas (mostly urban)

Seasonal and intermittent child labourers

Street children

Those with Special Education Needs (hearing, sight, mental and physical impairments)

OTHER SUB-SECTORS:

Management Capacity Building (KESSP Investment Program, Section 12, pg 117 - 122)

EMIS (KESSP Investment Program, Section 13, pg 137)

ECD

SNE

NFE

TIVET

ABE

6 ADULT BASIC EDUCATION INVESTMENT PROGRAMME

6.1 Background:

Adult Basic Education (ABE) is one of the major components of the Adult and Continuing Education (ACE) sub-sector of education. It provides basic education and training opportunities to adults and out of school youth aged 15 years and above who have either missed their chances in the formal education system during their childhood or dropped out of school before attaining sustainable levels of education. The ABE programs target an estimated 4.2 million illiterate adults and another 2.2 million out of school youth (1999 Population and Housing Census) 60% of these adults being women. However, this estimation was based on individual self-reporting of illiteracy status and it is believed that the level of illiteracy is actually much higher. It is well known that many illiterates are too stigmatised and embarrassed to reveal their true literacy status. Further the gender dimension of illiteracy is still unclear and more data is required to ensure that adult education programmes are targeted, gender-sensitive and tailored to needs and expectations.

6.2 Issues and constraints

Low access and participation in adult basic education programmes is attributed to such factors as inadequate number of teachers, lack of teaching/learning materials, inappropriate teaching methods and the cost sharing policy which is too demanding to adult learners in the current hard economic times. Other challenges include regional and gender disparities. Access to ABE programmes needs to be expanded particularly for women and people living in disadvantaged areas including ASALs, low potential and slum areas and learners with special needs. Due to socio-economic and cultural barriers, more women than men have had no access to education. Although a literacy survey is yet to be conducted to establish the exact position, it is estimated that currently 40 percent of women are illiterate compared to about 30 percent men. Also, ABE programmes provide education to the disadvantaged communities and people living in difficult circumstances using non-formal approaches to education.

Adult Basic Education is provided by a wide spectrum of organizations including Government Departments, NGOs, CBOs and FBOs. The large number of providers, however, is not coordinated. The Board of Adult Education (BAE), which is mandated by an Act of Parliament Cap. 223 (1966) to coordinate and regulate ABE programmes, needs to be strengthened to avoid duplication and wastage of resources as the various agencies provide similar services and to the same target groups.

Efforts will be made to improve the participation in the programmes among the general public through appropriate strategies including advocacy seminars, improving linkages between non-formal and formal education programmes,

capacity building of the staff and through development of relevant teaching/learning materials that will promote the reading culture in Kenya.

6.3 On-Going programmes/initiatives

Currently, the Department of Adult Education (DAE) has a number of on-going programmes that include basic literacy, post-literacy, NFE and community training and development. The basic literacy programme aims at imparting basic literacy, numeracy and communication skills to over 5 million illiterate adults and out of school youth. It also assists in appraising adults with knowledge and life skills necessary for improvement of their work performance. The functional literacy approach is adopted in order to integrate acquisition of skills with day-to-day lives of the people. The literacy programme targets the very people who should benefit from poverty reduction programmes. The majority of learners enrolled in the literacy classes come from the poorer section of the society. A study on the impact of literacy carried out in 1989 further confirmed that there is a direct correlation between illiteracy and poverty.

The post-literacy programme is aimed at helping the new literate to engage in productive learning activities in order to retain, improve upon and apply their literacy, numeracy and communication skills. The programme has adopted a multi-disciplinary, multi-sectoral and integrative approach. Many of the post-literacy centres are income-generating groups, which came into existence because of participants' literacy experiences.

The NFE programme targets youth who have had no access to primary education and those who have dropped out of primary school before acquiring sustainable literacy level. It offers them another chance to continue with their education. The Department of Adult Education (DAE) is working on a national qualification framework to develop a programme with equivalencies to the formal education programme. This will give the NFE learners a mechanism for progression.

Another programme is the community training and development programme. DAE runs five multi-purpose development training institutes where local leaders and communities are given tailor-made courses according to their needs. These institutes were created to train local manpower for rural development through integrated approach. The institutes aim at achieving the following objectives:

- i) organize courses and seminars that promote integration in development activities,
- ii) harness and channel resources both material and human for the training of rural communities as well as in expansion of non-formal education in rural areas,
- iii) provide suitable education facilities for adult learning/training for both Government and non-Governmental agencies,
- iv) undertake research and evaluation for education and training for rural development,
- v) provide facilities for promotion of socio-cultural activities and
- vi) strengthen capacities of the communities on HIV/AIDS and promote literacy environment.

6.4 Policy framework

In policy reviews and other related documents, the Government recognizes the importance of ABE programmes in unlocking and maximizing the potential of human resource for individual, community and national development. ABE is therefore seen as prerequisite to poverty alleviation.

Evidence of the commitment of the Government of Kenya (GoK) is demonstrated in various policy papers and pronouncements. Among these include: i) the Kenya Education Commission Report of 1964 that saw Adult and Continuing Education as an important ingredient of any programme for social progress ii) Sessional Paper No. 10 of 1965 which promised a carefully planned attack on poverty, disease and ignorance to achieve social justice, human dignity, and economic welfare for all; iii) the National Conference on Education and Development, 1996 (Kericho Report) that recommended enhancing rural development through strengthening education services to adults; iv) the Presidential Directive of 1978 that called for reinvigoration of the struggle against illiteracy and the creation of a full-fledged Department of Adult Education (DAE) to spearhead the mass Adult Literacy campaign that was launched in 1978; v) Sessional Paper No. 6 of 1988 that enunciated the objectives of Adult and Continuing Education (ACE) and called for renewed commitment to the eradication of illiteracy; vi) the Manifesto of the current National Rainbow Coalition (NARC) government that affirmed the need to strengthen the literacy and adult education programme; vii) the recommendations of the National Conference on Education and Training, 2003; and viii) Sessional Paper No. 1 of 2005 on Education and Training that calls for integration of adult and continuing education into a national qualifications framework.

In its Poverty Reduction Strategy Paper (PRSP), the government has acknowledged the importance of empowering people through education to improve their well-being and contribute towards the realization of a newly industrialized country status.

The objectives of ABE during the plan period will be to:

- (i) Determine the current status of adult literacy and basic education programmes;
- (ii) Increase access and participation in ABE programmes and reduce regional and gender disparities in educational access;
- (iii) Improve the quality of non-formal ABE programs to comparable standards with those of the formal education system;
- (iv) Improve co-ordination of ABE providers and minimize wastages and duplication
- (v) Strengthen the monitoring and evaluation system of ABE programmes

6.5 Strategies to address key policies

Access and participation in ABE programmes will be increased and regional and gender disparities reduced through:

- Establishing data and information required for the planning and implementation of an effective ABE programme through conducting a literacy survey.
- Increased number of adult education personnel especially the adult education teachers;
- Increased number of adult literacy centres especially in ASAL areas, in urban slums and in other areas of high illiteracy.

Quality in ABE programmes will be improved through:

- Capacity building of adult education providers in innovative, up to date and attractive delivery methods;
- Curricula review and harmonization;
- Development of adequate and relevant teaching/learning materials
- Improved monitoring and evaluation system.
- Design a qualification framework that provides alternative pathways for learners and provide examinations that meet learners' needs, in addition to being equivalent to the formal system.
- Improve the quality of ABE programmes through appropriate strategies including training personnel and ensuring relevance of ABE programmes to the peoples needs

At the same time, efforts will be made to improve the ABE programmes through advocacy campaigns for policy makers, opinion leaders and general public through meetings, seminars, publications, and publicity through mass media. Linkages and equivalencies between the formal and non-formal education programmes will be established. In addition, coordination and efficiency in provision of ABE will be improved through increased funding of ABE within the education sector; establishment of clear regulatory framework including a revised BAE Act, ABE policy paper, and harmonized NFE guidelines and strengthened partnerships, collaboration and networking among ABE providers.

6.6 Programme summary

The investment programmes under ABE will include the following components:

- Literacy survey
- Expanded access programme;
- Development of curriculum, support materials and capacity building
- National Qualification Framework;
- Partnership and collaboration support programme; and
- Monitoring and evaluation programme

Table 6.1 shows the summary of the total cost over 5 years for the ABE Investment Programme, which is about Kshs 1.4 billion.

Table 6.1 Summary of yearly costs: 2005/06 – 2009/10 (Kshs mllion)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
National Literacy Survey	60	20	-	-	-	80
Expanded access	46.5	90.2	127.2	188.5	260.0	712.4
Development of curriculum, support materials and capacity building	44.0	50.8	78.0	60.0	83.0	315.8
National Qualification Framework	10.0	20.0	20.0	30.0	50.0	130.0
Partnership and collaboration support	5.0	5.0	5.0	5.0	4.0	24.0
Monitoring and evaluation	21.0	21.0	21.0	21.0	21.0	105.0
Total	186.5	207.0	251.2	304.5	418.0	1,367.2

7 SCHOOL HEALTH NUTRITION AND FEEDING INVESTMENT PROGRAMME

7.1 Background

Health and nutrition have significant impact on the overall educational achievements of school-age children, particularly those in developing countries. Ensuring that children are well fed, healthy and able to learn are essential to the effectiveness an education system. Good health and nutrition increase enrolment and stabilize attendance of the most disadvantaged children, especially girls. At the same time, children are effective change agents and what they learn in school will also positively impact on the health behaviour in their homes and their behaviours as adults. Programmes aimed at promoting good health, hygiene and nutrition among school-age children are therefore an essential component of an education programme. Hence, 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.

7.2 Issues and constraints

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) international reference¹². Morbidity and specific common health conditions are highly prevalent among Kenyan school children, especially in rural areas and urban informal settlements. The high rates of morbidity are associated with multiple intestinal parasitic infections and malaria due to a lack of safe water and inadequate standards of hygiene and environmental health in and around majority of the affected schools. This morbidity and poor nutritional status is associated with children starting school late, retarding at grade one, dropping out, and generally under-achieving in education. Many of these problems may also be associated with a lack of adequate information on proper sanitation and hygiene practices.

7.3 On-going programmes/initiatives

Some of the on-going programmes include: provision of mid-day meal to 1.1 million pre-primary and primary school children in 29 ASAL districts and Nairobi slums; supporting sustainability activities for the school-feeding programme and deworming of school children. Other programmes include collaboration with the Ministry of Health in undertaking supplementary immunization activities, including vaccination of school age girls of child bearing age with Tetanus Toxoid in high risk maternal and Neonatal Tetanus disease districts.

¹² Nkinyangi John A. and S. Van der Vynckt: Child Health, Nutrition and Education Participation: A Technical Support Services Report for the Government. (UNESCO, Paris, 1995)

The MOEST proposes a school health and feeding investment programme that will:

- Develop skills-based health, hygiene and nutrition education to support the development of knowledge, attitudes, values and life skills for establishing enduring health practices, promoting healthy and hygienic behaviours, food nutrition and reducing vulnerability to HIV/AIDS;
- Provide school based health services that are simple, safe and address problems that are prevalent and recognized as important within the community, such as worm infestation, micro-nutrients deficiency, malaria and water bone diseases;
- Reinforce provision of safe water and sanitation with health and hygiene promoting education materials;
- Provision of mid-day meal to socio-economically disadvantaged and nutritionally vulnerable children, especially girls;
- Develop inter-sectoral partnerships between health, education, the community and other stakeholders including children.

In order to have a greater impact in the target communities, it is important that the school health nutrition and feeding investment programme is implemented along with the primary school infrastructure investment programme. These efforts must also be monitored and evaluated.

7.4 Policy framework

There is currently no national school health and nutrition policy. However, existing policies relating to school health are scattered across a variety of ministries, making them extremely difficult to access and implement. The MOH, MOEST and other partners implementing programmes on school health and nutrition have developed a draft policy and guidelines on school health. Through the Inter-agency Coordinating Committee, a study has been undertaken and the final report made recommendations on the outline for a school health policy as well as implementation strategies. From these recommendations, a draft school health policy has been developed and is being finalized. Plans are underway to have stakeholders' workshops to finalize this policy and accompanying guidelines.

Activities proposed in this school health and nutrition investment programme are in line with the current draft school health policy and school feeding programme under World Food Programme (WFP) Country Programme Action Plan (2004-2008). The MOH and MOEST are also in the process of signing a memorandum of understanding on parasite prevention and control among school children.

7.5 Strategies to address key policies

A multi-pronged approach will be adopted and strategies proposed are to be prioritised as follows:

- School feeding programme through provision of mid-day meal and/or mid-morning snack to ECDE centres and supporting a sustainability component of school feeding programme;
- Health promotion, education, immunization and Vitamin A supplementation (EPI) and de-worming;
- Strengthening the national co-coordinating office for the school health programme;
- School competitions through music and drama using themes on health promotion and education and on best maintained sanitation facilities;
- Establishment and strengthening of school health clubs.

7.6 Programme summary

The investment programme under school health, nutrition and feeding will include:

- School feeding programme;
- Health promotion, education, immunization and Vitamin A supplementation (EPI) and parasite prevention;
- School health and feeding programme capacity building;
- Monitoring of school health and feeding programme.

7.6.1 School feeding programme

Objective

- The objective of this component will be to promote UPE for the socio-economically disadvantaged and nutritionally vulnerable children, especially girls in pre-primary and primary schools in ASALs and informal urban settlements as well as enhancing sustainability of the school feeding programme.

Investment strategy

To continue to provide mid-day meal to 1.1 million pre-primary and primary school children in the 29 ASAL districts and Nairobi slums and support activities which will ensure the sustainability of the school-feeding programme. Food aid will also be used in the implementation and development of income generating activities at school level to sustain the school feeding programme.

Activities

- Provision of mid-day meal and mid-morning snack.
- Support to activities that will ensure sustainability.
- Training a team of trainers to conduct trainings at zonal level in each district.
- Training the headteacher and one member of the SMC per school and equipping them with skills to identify and manage viable school based income generating projects that can sustain their school-feeding programme.
- Mobilizing community support towards the sustainability of school feeding programme through the SMCs, PTAs and other organised groups.

Management

The MOEST existing school feeding programme structure will be responsible for the implementation and coordination of the programme at all levels. To enhance sustainability the Ministry proposes to build the capacity of 100 schools in each district per year. The programme will target schools that have already made efforts to sustain school feeding programme. This will build the capacity of schools that have already started sustainability activities. The overall management of this programme at district level is the responsibility of the DEOs. For the successful implementation of this programme, the DEO's will work closely with the school feeding programme section at MOEST headquarters and communities at local level.

Summary of costs

The total cost of school feeding programme will be met according to the already existing agreement between the Government and the WFP under the Country Programme Action Plan (CPAP) 2004-2008. The estimated cost for this programme will be KShs 8,728.2 billion within the 5-year period as shown in table 7.1 below.

Table 7.1 Estimated cost for school feeding programme (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Feeding 1.1 million children	1,537.7	1,616.7	1,699.6	1,786.1	1,878.1	8,469.2
TOT at district level	0.4	0.4	0.4	0.4	0.4	2.0
Training school heads and members of SMCs	1.6	1.6	1.6	1.6	1.6	8.0
Provision of mid-morning snack to EDCE centres	40.0	40.0	40.0	40.0	40.0	200.0
Total	1,579.7	1,658.7	1,741.6	1,828.1	1,920.1	8,728.2

7.6.2 Health promotion, education and parasite prevention

Objective

- The objective for this component is to increase and improve access to basic education by reducing morbidity, and promotion of health and hygiene education.

Investment strategy

The MOEST proposes a 5-year programme targeting 3,500 schools with a population of about 560,000 pupils in disadvantaged areas. Targeting will be based on the prevalence of various common illnesses with data coming from the MOH. The overall aim of this strategy is to equip school children with information and skills that will improve and sustain good health, reduce morbidity and equip school management and teachers with skills and information to sustain good health and sanitation in schools.

Activities

- Introduction of health education and promotion programme through the teachers.
- Administering treatment, in collaboration with the school teachers, to about 560,000 pupils in targeted districts.
- Training 2 teachers and the head teacher per school in 3,500 schools to conduct health education, promotion and referral services. In addition, two SMCs members and two PTAs members will be trained and sensitised on the importance of health promotion at school level.

- Mobilization of community support towards de-worming and health promotion and education through the SMCs, PTAs and other organized groups such as FBOs, CBOs, NGOs, and local leaderships.
- A district team comprising relevant MOH and MOEST to conduct training of teachers at divisional level.

Management

The overall responsibility in management of this programme will be vested on the DEOs and District Medical Officers (DMOs) with support from the two ministry headquarters and Kenya Medical Research Institute (KEMRI) and Eastern and Southern Africa Centre for International Parasite Control (ESACIPAC) and other partners. To successfully implement this programme, district managers will work closely with the school health and nutrition section in MOEST headquarters.

Summary of costs

The total estimated cost for health promotion in, education and parasite prevention will be KShs 249.5 million within a 5-year period as shown in table 7.2 below.

Table 7.2 Estimated cost (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Treatment # 1		23.0	23.0	23.0	23.0	92.0
Treatment # 2		23.0	23.0	23.0	23.0	92.0
Train 2 teachers and 1 headteacher	6.3	6.3	6.3	6.3	6.3	31.5
Training district trainers of Trainers (TOT)	0.7	0.7	0.7	0.7	0.7	3.5
Purchase of growth monitoring promotion equipment and food supplements	5.0	5.0	5.0	5.0	7.0	27.0
Music and drama using themes on health promotion and sanitation	0.7	0.7	0.7	0.7	0.7	3.5
Total	12.7	58.7	58.7	58.7	60.7	249.5

7.6.3 School health, nutrition and feeding communication strategy

Objective

The key objective of this component will be to develop a comprehensive communication strategy to effectively implement the school health program.

Investment Strategy

The MOEST proposes to develop, produce and disseminate IEC materials to create awareness in the target communities.

Activities

- Develop targeted IEC materials.
- Production of IEC materials.
- Dissemination of IEC materials.

Management

The IEC materials will be developed in collaboration with KIE, MOH and partners and distributed through the normal channels in the Ministry.

Summary of costs

The total estimated cost for school health and feeding communication strategy will be Ksh.41.3 million within the 5-year period as shown in Table 7.3 below.

Table 7.3 Estimated cost (Ksh million)

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Developing of IEC Materials and Logistics	12.3	12.3	6.3	5.3	5.3	41.3

7.6.4 School health and feeding programme institutional capacity building programme

Objective

The key objective of this programme is to improve the capacity of the school health programme office at the MOEST headquarters to enable it to effectively co-ordinate the implementation of this programme.

Investment strategy

The overall strategy is to equip the national school health and nutrition section with capacity to co-ordinate the implementation of the programmes, monitor and evaluate them.

Activities

- Purchase of office equipment
- Training of section staff.

Management

The overall management responsibility of the implementation of this strategy is the school health and nutrition section under the Directorate of Basic Education, at the MOEST. However, the management of this programme at

district level is the responsibility of the DEOs who will work closely with the school feeding programme section at MOEST.

Summary of costs

The total estimated cost for school health and feeding programme capacity building programme will be KShs 59 million within the 5-year as shown in Table 7.4 below.

Table 7.4 Estimated cost for school health and feeding programme capacity building programme (million Kshs)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
ToT at district level-school feeding	0.4	0.4	0.4	0.4	0.4	2.0
Train school heads and SMC-school feeding	1.6	1.6	1.6	1.6	1.6	8.0
Train headteacher and teacher- school health	6.3		6.3		6.3	18.9
TOT at district level-school health	0.7		0.7		0.7	2.1
Develop, produce and disseminate policy on School Health & Nutrition	28.0					28.0
Total	37.0	2.0	9.0	2.0	9.0	59.0

7.6.5 Monitoring and evaluation of school health and feeding programme

Objective

The objective here is to ensure that the school health, nutrition and feeding programme is efficiently and effectively implemented.

Investment strategy

The overall strategy is to develop an M & E system that will enhance data management

Activities

- Production of M&E tools
- Regular M&E visits to districts and schools

Management

The school health and nutrition section under the Directorate of Basic Education, in the MOEST.

Summary of Costs

The total estimated cost for monitoring of school health and feeding programme will be Kshs 10.4 million within the 5-year period as shown in Table 7.5 below.

Table 7.5 Estimated cost (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Equipment for school health programme office	0.4					0.4
M&E of school feeding	1.4	1.4	1.4	1.4	1.4	7.0
M&E of school health	0.6	0.6	0.6	0.6	0.6	3.0
Total	2.4	2.0	2.0	2.0	2.0	10.4

Table 7.6 shows the summary of the total cost over 5 years of the school health, nutrition and feeding investment programme, which is Kshs 9,088.4 billion.

Table 7.6 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
School feeding	1,579.7	1,658.7	1,741.6	1,828.1	1,920.1	8,728.2
Health promotion, education and parasite prevention	12.7	58.7	58.7	58.7	60.7	249.5
IEC materials, Logistics etc	12.3	12.3	6.3	5.3	5.3	41.5
School health and feeding capacity building and policy development	37.0	2.0	9.0	2.0	9.0	59.0
Monitoring of school health and feeding	2.4	2.0	2.0	2.0	2.0	10.4
Total	1,644.1	1,733.7	1,817.6	1,896.1	1,997.1	9,088.4

Table 7.6 School health, nutrition and feeding logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>GOAL To contribute to the Government's aim to achieve UPE by 2005, EFA by 2015 and the MDGs</p>	<ul style="list-style-type: none"> • NER in primary schools disaggregated by gender • Percentage reduction in drop outs 	<ul style="list-style-type: none"> • MOEST EMIS Data • DEO data 	<ul style="list-style-type: none"> • No major natural emergency occurs to overtake the planned activities
<p>PURPOSE Improve access to and learning outcomes in primary education by all children especially girls</p>	<ul style="list-style-type: none"> • Increased completion rates for all students especially girls • Ration in class for both boys and girls 	<ul style="list-style-type: none"> • MOEST and district education office data • School attendance records 	
<p>OUTPUTS</p> <ol style="list-style-type: none"> 1. Increase enrolment, reduced dropout and stabilised attendance at assisted pre-primary and primary schools 2. Enhanced school community and parents participation in education, improvement of school facilities and sustaining school feeding programme 3. Public health interventions incorporated in school activities 4. Outreach to under 5 malnourished children through nutritional support at ECD centres 	<ol style="list-style-type: none"> 1.1 Percentage increase in enrolment 1.2 Percentage reduction in drop out 1.3 Percentage increase in attendance by both boys and girls 2.1 Types of school improvements undertaken, including provision of water and sanitation facilities 3.1 Number and type of health and nutrition services extended to schools 3.2 Percentage reduction in worm infestation in school-age children 3.3 Percentage of target school age children receiving the specified immunization plus interventions (vitamin A for under five years, EPI infant target vaccinations, tetanus, toxoid, growth monitoring, and insect residual spraying.) 4.1 Number of children attending the centres. 	<ul style="list-style-type: none"> • MOEST and DEO data • School data and attendance records • Independent Monitoring reports • MOEST EMIS data • Specific intervention target beneficiary summary data(EPI - HMIS, and growth monitoring) 	<ul style="list-style-type: none"> • Other interventions against enrolment drop-out, and attendance other than food security and health services provided • Most of supplies and logistics for specific interventions will be provided by collaborators.

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>ACTIVITIES</p> <ol style="list-style-type: none"> 1. School feeding in ASAL and Nairobi slums 2. Community based and school based income generating activities to sustain school feeding programme 3. Health and hygiene promotion, immunization plus services education and de-worming in schools in poorest or most vulnerable communities undertaken. 4. Development of IEC materials 5. Strengthening National school Health co-ordination office 	<ol style="list-style-type: none"> 1.1 1,068,500 pre-primary and primary school children provided with a daily mid-day meal and optional mid-morning snack 2.1 Number of school that have initiated IGP 2.2 150 trainers and 1500 school heads and SMC members trained 3.1 560,000 pupils in 3500 school located in the poorest areas benefit from treatment and health promotion initiatives 3.2 1.2 million pupils in 7500 schools receive immunization plus interventions. 3.3 Improved water and sanitation facilities in X number of water scarce schools 3.4 Nutritional support to X Malnourished under-5 children at X ECD centres 3.5 6000 teachers and 149 trainers trained 4.1 3,500 health education IEC materials produced 5.1 3,500 schools monitored by head office and DEO's office 5.2 2 computers, 2 printers and 1 photocopier issued to National school health 	<ul style="list-style-type: none"> • MOEST and DEO SFP data • WFP data • Monitoring reports • Training workshop reports • MOEST data • EPI _ HMIS and growth monitoring data. • IEC materials • Monitoring reports • Data reports 	

8 PRIMARY SCHOOLS INSTRUCTIONAL MATERIALS INVESTMENT PROGRAMME

8.0 INTRODUCTION

Primary schools cater for children between the age of 6 to 13 years. . This sub-sector consists of 18,000 public primary schools. Currently the enrolment stands at about 7.2 million in the formal schools and 300,000 in the non-formal schools.

This massive enrolment in Public Primary Schools is as a result of Free Primary Education (FPE) initiated by the NARC Government after the 2002 general elections.

In December 2002 the total enrolment in public primary schools was 5,900,000. This figure shot up to 7,200,000 children by the end of December, 2004 as a result of Free Primary Education. This massive additional enrolment is already putting a lot of pressure on demands for textbooks, other instructional materials as well as on the existing school infrastructure.

The immediate challenge of FPE in primary schools however, is the provision of adequate teaching and learning materials to the primary school pupils and those in non-formal schools. At the same time it is critical that there is capacity in schools to manage and utilize the use of these materials. Given the gross enrolment rate, currently at 104% ,this challenge is bound to increase in the years to come particularly if EFA goals, as articulated in the Jomtien Conference of 1990 and reaffirmed at the world education conference in Dakar Senegal are to be achieved by the year 2015.

Prior to the implementation of Free Primary Education many school-age children were kept out of school because they:

- Could not afford the user charges/levies due to poverty.
- Could not afford textbooks which schools demanded.
- Many children were orphaned as a result of the HIV/AIDS pandemic and other causes and therefore could not afford the school requirements.

As a result of the above the gross enrolment rate (GER) as at December, 2000 was 92% compared to the GER of 104% in the year 2003/2004.

8.2 Objectives

The objectives of this programme are to:

- Enhance quality of education through provision of textbooks and other instructional materials;

- Reduce the burden of education on parents by providing funds to run the schools.
- Improve equity of access through provision of funds equitably countrywide based on enrolment.
- Cater for the needs of children in Non-Formal schools by providing the necessary instructional materials.
- Ensure sustainability of textbooks in schools.
- Improve pupil-textbook ratio.
- Provide funds to purchase textbooks for the revised curriculum.

8.3 Government initiatives

The government has put the following initiatives in place to manage FPE with a view to attaining the above objectives:

- The Primary school curriculum has been revised and implemented to reduce the cost burden, reduce the workload on pupils and improve quality;
- The Government provides primary school teachers to all public primary schools;
- The Government has embarked on training of headteachers on financial management and book-keeping in order to improve accountability and transparency;
- With the assistance of development partners the government is rehabilitating schools in marginalized communities such as ASAL areas, pockets of poverty and urban slums;
- The Government has provided science kits to every public primary school in order to improve the teaching of science; and
- The Government has allowed enrolment of over-age learners into primary schools.

8.4 Policy Framework

In its Manifesto for the November, 2002 general elections, the NARC Government recognized the provision of universal primary education as an important initiative to economic and social development of the society. Consequently, on winning the elections the Government started the implementation of the FPE. It also appointed a Task Force in January 2003 to advise on the implementation process. The Task Force made recommendations on the following aspects:

- Curriculum support,
- Human resource,
- Physical facilities,
- Attention to disadvantaged groups,
- Information and advocacy,

-Funding of FPE.

Apart from the above the MOEST's Report on the Sector Review and Development, September, 2003, points out that according to the survey carried out in Kenya (SACMEQ 1999), there was a critical shortage of textbooks and other learning materials which were the most constraining resource as far as attaining quality education was concerned. The report gives the pupil textbook ratio in some situations as 1:7. The Sessional Paper No. 1 of 2005 clearly articulates the goals and objectives of primary education that would lead to achievement of EFA by 2015. Among the goals and objectives listed is the endeavour to enhance access, equity, quality and relevance of education by 2010.

8.5 Rationale for investment in instructional materials and textbooks

The rationale for the heavy investments in this includes the following:

- To provide textbooks for both pupils and teachers as key tools for attainment of quality education;
- To enable teachers to deliver the curriculum using appropriate reference books for preparation of their lessons;
- To enable pupils to study on their own and to do their homework at home using textbooks;
- To enable children to spend more time in school learning since they will not be sent home to buy textbooks;
- To ensure that all children in public primary schools have textbooks irrespective of their geographical location or parents' economic ability;
- To address issues of poverty alleviation by enabling pupils to acquire knowledge, skills and attitudes in preparation for the world of work;
- To improve pupils' access to education, performance and retention by ensuring adequate and sustained supply of textbooks and instructional materials as well as provision of funds for running schools;

Therefore, through FPE the government will move towards the realization of the Millenium Development Goals (MDG), of having all children throughout Kenya complete the full course of primary schooling by 2015.

8.6 Investment strategy

The strategy here is to ensure that each pupil enrolled in primary school receives, through account I, Ksh.650 per year for the purchase of teaching and learning materials. The justification of allocating Ksh.650.00 for instructional materials per pupil per year includes

- (i) Purchase of new textbooks since not all schools have achieved the ratios of 1:2 and 1:3, taking into account appreciation in prices;
- (ii) Replacement and replenishment of lost and worn out textbooks;

- (iii) Since the life span for a textbook is 3 years for lower primary and 4 years for upper primary, by the end of June 2005 most textbooks purchased using funds in the 1st disbursement will require replacement;
- (iv) Provide textbooks for standard 4 and 8, the curriculum;
- (v) To provide **one textbook for every subject to every child** by the end of year 2010;
- (vi) To provide the necessary support materials such as exercise books, pencils, dusters, chalk, registers, charts & wall maps.

To meet the above commitment disbursement of funds to schools will be done twice in each financial year.

Apart from the teaching and learning materials, schools need to finance their operational costs. For this purpose there is a general purposes account whose objective is to enable schools to meet the following expenditure throughout the year:

- Support staff wages;
- Repair, maintenance and improvement of school buildings and equipment;
- Finance pupils activities at school level;
- Quality assurance expenses that include school based examinations;
- Meet travel expenses for teachers and SMC members traveling on official duties;
- Pay for electricity, water and conservancy;
- Pay for postage/box rental and telephone;
- Meet contingency expenses;
- For all these expenses each enrolled pupil in public school to receive, through Account II, Ksh370.00 per year. The total cost for this investment is expected to be Ksh.14.010billion.

8.7 NFS/NFE

In addition to the above, learners registered in non-formal schools will also receive support. In this case each learner will receive Ksh650 per year for two years and thereafter Ksh500 per year through Account 1.

8.7.1 Justification:

Non-Formal schools were not funded at the beginning of FPE because they had not been registered and most had no appropriate institutional structures for accountability. The disbursement of Ksh.650.00 per pupil during 2005/06 financial year and then Ksh.500 in 2006/07 financial year will bring them at par with other pupils in public primary schools in as far as textbook- pupil- ratio is concerned.

8.7.2 Account II

Each pupil in a registered on-formal school will receive Ksh.370.00 per year for five years for general expenses in school. This amount is intended to help NFS to update the learning environments for appropriate curriculum delivery.

8.8 Reprinting of I.M management documents

There will also be need to invest in the production of manuals and guidelines. This investment will cost Ksh24.3m.

Objective:

The objective for this investment is to update and print FPE management documents, yearly depending on changes in policy and instructions from MOEST. The documents include:FPE management handbook, order forms, Stock/Receipt issue register, list of approved books, textbooks policy document, trainers manuals, and booksellers manual.

8.9 Stationery and equipment

This component is estimated to cost Ksh.1.3 million in 2005/2006 and Ksh.500,000.00 in the following four years as shown below.

Objective:

The objective here is to equip the TMU with adequate computers and materials to manage disbursement of FPE funds, data processing and management.

Item	Unit cost	Number	Total cost Ksh
Computer and Printers	150,000.00	5	750,000.00
Stationery			550,000.00
TOTAL			1,300,000.00

The total cost for 5 years is Ksh3.3 million.

8.10 Capacity building investment programme

The proposed expenditure for this component is Ksh.100,000.00 per financial year. The total cost will be Ksh.0.5 million within the 5-year period.

Objective:

The objective for this component is to train five (5) officers in TMU in ICT to enable them manage FPE related tasks such as processing of payment schedules, data and information management.

Table 8.1 estimated Cost (Ksh.)

Item	Unit cost	Number	Recurrent	2005/06	2006/07	2007/08	2008/09	2009/10	TOTAL KSH.
Training in ICT	20,000.00	5	R	100,000	100,000	100,000	100,000	100,000	500,000
TOTAL									500,000

8.11 Financial tracking investment program of FPE

Justification

Prudent financial management is critical for the realization of the set goals. For this reason we need to invest in this component so as to ensure:

- Appropriate utilization of FPE funds ;
- Effective monitoring of the flow of FPE funds;
- Effective monitoring of the flow expenditures and balances in Textbooks accounts;
- Ascertaining the existence of SIMSC in schools and their participation in textbooks and other instructional materials procurement process;
- Regular updates on the current textbook pupil ratios in the sampled schools;
- Ensuring a tracking level of at least 25% of all schools (4500 schools) during a period of 5 years at the rate of 900 schools per year;
- Ensuring tracking at least two times per year in all 8 provinces.

Projected cost per year (Ksh. 1.8m)

Table 8.2

Item	Narrative	Per diem Ksh.	Fuel Ksh.	Stationery Ksh.	Field officers Ksh.	Total Ksh.
FPE Financial Tracking	▪ Tracking of receipt and Utilization of FPE Funds					
	▪ Monitor expenditures and balances in Textbooks Accounts ▪ Ascertain existing textbook pupil Ratio. Ascertain existence of SIMSC and their participation in Instructional Materials Procurement process	867,968.00	555,843.00	182,846	193,343.00	1,800,000.00

TOTAL	9,000,000
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Table 8.3 Free primary school instructional materials investment programme estimated cost

S/ No	Item	Narrative	Target groups	Recurrent	Unit cost Kshs	FY2005/06 KSHS.	FY2006/07 KSHS.	FY2007/08 KSHS.	FY2008/09 KSHS.	FY2009/10 KSHS.	Total amount Kshs.
1.	Instructional Materials	Gross enrolment rate in 18,000 public primary schools is 7.315m	All children in public primary schools	R	650	4,811.2	3,761.6	3,794.6	3,824.7	3,851.8	20,043.8b
2.	Instructional Materials	Gross enrolment rate for non formal education 237,538children	Centres throughout the republic	R	650/= year 2005/06, 650/= year 2006/ 2007 then 500/=	154.4	195.0	168.8	187.5	206.3	911.9m
3.	General purposes funds	7.315 million children	All children in public primary schools	R	370	2,738.7	2,783.6	2,808.0	2,830.3	2,850.3	14,010.8b
	General purposes funds	Non formal centres 237,538	Children in non formal centres	R	370	87.9	111.0	124.9	138.8	152.6	615.1m
5.	Re-printing of I.M. Management documents	Documents for management of FPE at school level, order forms, stock receipts/issue Register. - List of Approved books - Textbook policy documents - Management Handbook - Trainers manual - Booksellers manual	All the 18,000 primary schools.	R		18.0	3.0	1.1	1.1	1.1	24.3m
6.	Equipment and Stationery	Stationery for printing payment schedules, and acquisition of 8 new computer for TMU officers.	TMU unit	R		1.3	0.5	0.5	0.5	0.5	3.3m

7.	Capacity Building	Train 5 TMU Officers in IT to enhance efficiency in I.M related Task	5 TMU Officer	R	0.1	0.1	0.1	0.1	0.1	0.1	0.5m
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S/ No	Item	Narrative	Target groups	Recur-rent	Unit cost Kshs	FY2005/06 KSHS.	FY2006/07 KSHS.	FY2007/08 KSHS.	FY2008/0 9 KSHS.	FY2009/10 KSHS.	Total amount Kshs.
8.	Financial Tracking	Monitor/Track Receipt and utilization of FPE Funds	5% of schools - 900 schools	R		1.8	1.8	1.8	1.8	1.8	9m
	Grand total					7,813.2	6,856.7	6,899.7	6,984.7	7,064.4	35,618.7b
	Enrolment public					7,315,970	7,487,595	7,559,000	7,619,288	7,679,415	7,727,634
	Unit cost instructional materials formal					650	500	500	500	500	
	Enrolment NFE					237,538	300,000	337,600	375,000	412,000	425,000
	Unit cost instructional materials NFE					650	650	500	500	500	
	Unit capitation operational formal and NFE					370	370	370	370	370	

Instructional materials, operations and maintenance investment programme

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>GOAL: Quality teaching and learning in all public primary schools and Non-Formal Schools</p> <p>Primary schools have resources to procure instructional materials, meet operating costs and improve learning</p>	<ul style="list-style-type: none"> • All schools have adequate operating budget, students have supplies and instructional materials and improved student:textbook ratio in core subjects. • Availability of quality teaching and learning materials in all schools • Number of Textbooks available • Improved Textbook pupil ratio (TPR) from 1:3 and 1:2 in lower and upper primary respectively to 1:1 • All schools are provided with budget of Ksh650 per student for instructional materials and Ksh370 for operating costs and the necessary budget for school improvement. • Student:textbook ratio in core subject improved towards 1:1 • Policy framework on learning assessment established and integrated learning assessment system in place. 	<ul style="list-style-type: none"> • EMIS • Monitoring • School records • EMIS • Monitoring • School records 	<p>Resources availed by GOK & development partners</p> <p>Resources availed by GOK & development partners</p>
<p>Programme development objective: Teaching learning and Funds for general expenditures in Public Primary and Non-Formal schools</p>	<ul style="list-style-type: none"> • Availability of teaching and learning materials as shown by TPR • Availability of support staff, in schools • Availability of basic facilities such as water, telephones, electricity, • Repaired physical facilities 	<ul style="list-style-type: none"> • Monitoring reports by National Teams, Provincial and districts. • Schools records 	<ul style="list-style-type: none"> • Financial Resources availed by GoK, development partners and donors • Regular Monitoring

Narrative summary	Performance indicators	Means of verification	Critical assumptions
OUTPUTS 1. Access to education	<ul style="list-style-type: none"> Enrolment in public primary & non-formal schools. rise in enrolment from 7.5M Number of Textbooks available in schools. Textbook pupil ration 	<ul style="list-style-type: none"> DEO's enrolment returns Monitoring reports 	
ACTIVITIES Acquisition of training & Instructional materials documents	<ul style="list-style-type: none"> Number of schools with training and management documents. All schools to have 7 updated management documents yearly 	Monitoring reports	
2. Disbursement of funds	18,000 Public primary schools received FPE Funds	<ul style="list-style-type: none"> Monitoring reports DEO's monthly reports 	Continuous flow of information from the field
<ul style="list-style-type: none"> Capacity building 	<ul style="list-style-type: none"> No. of computers at TMU increased from 5 to 10 TMU officers & clerks computer literate Availability of stationery 	Spot checking	<ul style="list-style-type: none"> Funds for computers availed Officer are trained on IT
<ul style="list-style-type: none"> Financial tracking of FPE funds 	<ul style="list-style-type: none"> Disbursed FPE funds available in schools. Textbooks purchased available Improved TPR 	National monitoring reports	<ul style="list-style-type: none"> Availability of funds and transport for officers to the districts

Summary of the Middle Scenario

Instructional materials, school operating rants, public primary and NF schools	2005/06	2006/07	2007/08	2008/09	2009/10	Total, 2005/06-09/10

Instructional materials for public primary schools	4,811.2	3,761.6	3,794.6	3,824.7	3,851.8	20,043.8
Instructional materials for NF primary schools	154.4	195.0	168.8	187.5	206.3	911.9
General purposes funds for public primary schools	2,738.7	2,783.6	2,808.0	2,830.3	2,850.3	14,010.8
General purposes funds for NF primary schools	87.9	111.0	124.9	138.8	152.6	615.1
Re-printing of I.M. Management documents, school level	18.0	3.0	1.1	1.1	1.1	24.3

Instructional materials, school operating grants, public primary and NF schools	2005/06	2006/07	2007/08	2008/09	2009/10	Total, 2005/06-09/10
Equipment and stationery for component management	1.3	0.5	0.5	0.5	0.5	3.3
Capacity Building	0.1	0.1	0.1	0.1	0.1	0.5
Monitor/track receipt and utilization of FPE Funds	1.8	1.8	1.8	1.8	1.8	9.0
Total instructional materials, school operating grants, public primary and NF schools	7,813.2	6,856.7	6,899.7	6,984.7	7,064.4	35,618.7

Enrolment in public primary schools	7,315,970	7,487,595	7,559,000	7,619,288	7,679,415	7,727,634
Unit cost inst materials Formal	650	500	500	500	500	
Enrolment NFE	237,538	300,000	337,600	375,000	412,600	
Unit cost instructional materials NFE	650	650	500	500	500	
Unit capitation operational (Formal&NFE)	370	370	370	370	370	

*2006 is fourth year of cycle for new books so must maintain unit cost of 650 in first year. Increased unit cost from low case to meet KESSP objectives.

9. PRE-SERVICE PRIMARY TEACHER EDUCATION INVESTMENT PROGRAMME

9.1 Background

In order to ensure quality the Government is committed to providing qualified, competent and adequate teachers to all learning institutions in the country. Further, provision of quality teachers at primary school level lays the foundation of education in the subsequent subsectors. For these reasons, our teacher education programme aims to produce adequate and qualified teachers for all the primary schools. In addition, given the emerging peace in the region we hope that some of our teachers will be employed in neighbouring countries.

Teachers' training colleges are financed primarily through Government grants and students subsidies. Some of them also engage in income generating activities. However, for them to operate normally, the Government, through TSC, meets the tutors' remuneration and provides grants for tuition supplies, teaching practice and salaries for BOG employees. These grants are supplemented by students' fees particularly for boarding, equipment and supplies, repair and maintenance, local transport and travel and teaching practice, among others. Given the high poverty levels, colleges experience accumulation of fees arrears, which has adverse effects on the quality of training. Inadequate funding also affects colleges' operations. This problem is growing and needs to be contained before it erodes the quality of teachers.

9.2 Issues and constraints

Despite the efforts by the Government to improve quality and relevance, primary teacher education continues to experience serious challenges that arise from a long history of underfunding. These include:

- Inadequate financial provisions;
- Lack of adequate and appropriate tuition equipment and materials, particularly in Learning Resource Centres (LRCs);
- Dilapidated physical facilities;
- Lack of ICT infrastructure, equipment and materials;
- Inadequate, old and poorly maintained transport facilities;

9.3 On-going programmes/initiatives

Currently there are 21 public primary teachers' colleges having an enrolment of about 17,000 students and an annual production rate of about 8,500 teachers. This annual output is almost at par with the annual natural attrition rate which is estimated at 8,000 teachers.

There is also promotion of private sector participation in provision of teacher training and already nine private teacher-training institutions are operational, with a total enrolment of about 2,000 students. These private teachers' colleges

are encouraged to continue training teachers and to target the wider market in Kenya and in the region.

9.4 Policy framework

The Government has, since independence, committed itself to the provision of adequate, properly trained and motivated teachers. In this respect, the Kenya Education Commission Report of 1964 and subsequent education reports and policy documents have all reiterated the importance of matching teacher supply from various training institutions with the demand in educational institutions. The Sessional Paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and Beyond, in particular, put significant emphasis on quality teacher training. The Sessional Paper No 1 of 2005 also paid attention to effective teacher development and utilization.

To ensure quality is maintained, the Government will ensure the provision of adequate and quality facilities. The Government also underscores the importance of in-service programmes for teachers skills upgrading particularly for primary school teachers as well as the application of alternative methods. As part of its commitment to the improvement of Primary Teacher Education (PTE), the Government will continuously review the programme to make it more relevant to the changing needs of the country and to be in tandem with the latest international trends in teacher education. Some of the measures already taken to improve quality include raising the minimum academic entry requirements from mean grade D+(plus) to C (plain) and evaluating and reviewing the PTE curriculum. The revised PTE curriculum has also incorporated Information and Communication Technology (ICT), HIV/AIDS, special education, guidance and counselling, drug and substance abuse prevention, in a bid to improve the quality of training and to take care of emerging issues.

9.5 Strategies to address key policy issues

In order to address the key issues under PTTCs, the Ministry will:

- Continuously review the curriculum for pre-service training to incorporate emerging and contemporary issues;
- Provide adequate and appropriate teaching/learning materials;
- Rehabilitate and upgrade the LRCs in PTTCs;.
- Establish ICT capacity in all PTTCs;
- Provide grants to PTTCs;
- Establish a bursary scheme for the needy teacher trainees;
- Provide adequate transport and learning/teaching materials to students on teaching practice;
- Mobilize communities to support trainees on teaching practice;
- Effectively monitor training the programme.

9.5.1 Grants to primary teacher training colleges

Objectives

The objective of this component will be to enhance the capacity of PTTCs to deliver teacher education more effectively.

Investment strategy

Grants will be paid to PTTCs on quarterly basis, that is, for the 1st quarter July – September, 2nd quarter October – December, 3rd quarter January – March and 4th quarter April – June, of each financial year.

Activity

- Provision, accounting and monitoring of grants paid to PTTCs.

Management

The grants will be provided by Government through MOEST and will be managed by the respective PTT colleges.

Summary of cost

In the first year about Kshs.200 million will be required to meet the operational costs and cater for provision of tuition equipment and needed materials. In the second, third and fourth years, Kshs 165 million will be utilised, while in the fifth year, 195 million will be utilized. These grants will also cater for recruitment expenses and vehicle insurance. The total costs for 5 years will be Kshs 890 million.

9.5.2 Provision of equipment and materials for learning resource centres

Objective

The objective of this component will be to enhance the LRCs to enable colleges to deliver quality teacher training.

Investment strategy

To equip the LRC's for quality training focusing on equipment for teaching practice and reference materials. Twenty-one colleges will be provided with grants, for a period of five years to procure LRC equipment and materials.

Activities

- Disbursement of grants to colleges to procure LRC equipment and materials.
- Developing guidelines on procurement of equipment and materials.

Management

The overall coordination will be done by MOEST through the PTE section. The actual implementation and management responsibility will lie with the individual colleges.

Summary of costs

The estimated cost in the first 4 years is KShs 10.5 million per year, for the 21 colleges, at the rate of KShs.500, 000 per college. In the fourth year the cost will be KShs.25.5 million, giving a total cost of KShs 67.5 million in the 5-year period.

9.5.3 Provision and installation of information communication technology infrastructure, equipment and materials.

Objective

The objective of this component will be to develop ICT capacity in the 21 public primary teachers colleges for quality training.

Investment strategy

PTTCs will be provided with ICT infrastructure, equipment and materials. In addition, tutors/lecturers and technicians will be trained in order to ensure the integration of ICT in teacher training programmes.

Activities

- Provision of grants to the colleges to procure ICT equipment and material.
- Guiding the colleges on procurement of equipment and materials.
- Identification of the required equipment by each college.
- Tendering, purchasing and installation of equipment.
- Training of key staff in each college to build the necessary capacity for programme management.

Management

The overall coordination will be done by MOES&T through the PTE section, while the actual implementation and management responsibility will lie with the individual colleges. For capacity building, ICT consultants from the Ministry will play an important role.

Summary of costs

The estimated cost in the first 4 years is KShs 10.5 million per year, at the rate of Kshs.500, 000 per college. In the fourth year the cost will be Kshs.25.5 million for 21 colleges giving a total cost of KShs 67.5 million in the 5-year period.

9.5.4 Provision of bursary to needy students

Objectives

The objective of this component is to help the poor to access teacher training and improve the financial stability of colleges.

Investment strategy

To assist the needy students to enable them complete P1 teacher training. The target will be 10 percent of the student population, that is about 1,700 students. This will avail adequate funds to the teachers' colleges and thus alleviate problems arising from huge fees arrears.

Activities

- Development and approval of instruments for identifying the needy students.
- Disbursement of funds to colleges.
- Monitoring the bursary funds.

Management

The MOEST, through the PTE section, and BOGs of teachers colleges will manage this component.

Summary of costs

The cost of this component over the 5-year period will be a total of Kshs. 75.9 million.

9.5.5 Provision of buses to each of the primary teachers colleges

Objective

The objective here will be to assist each college acquire a bus to be utilized for teaching practice and co-curricula activities.

Investment strategy

Twenty-one buses will be purchased and distributed among the 21 PTTCs.

Activities

Disbursement of grants to the colleges to procure buses in accordance with established procedures.

During the project period colleges will be facilitated to procure buses as follows; in 2006/7, 3 colleges, in 2007/8, 6 colleges, in year 2008/9, 9 colleges, and in 2009/10, 3 colleges will get a bus each.

Management

The programme will be implemented by the MOEST through the PTE section and the supplies department.

Summary of costs

Estimated cost of 21 buses is Kshs150.2 million at Kshs 7.15 million each.

9.5.6 Capacity building on teacher education

Objective

The objective of this component is to address pertinent issues in teacher education and to formulate a comprehensive forward-looking policy framework on the future of teacher education.

Strategy

The main activity will be to organize a four day workshop for 100 participants, comprising of key stakeholders in teacher education from ECDE to university level to discuss pertinent issues in teacher education and to develop a policy framework on the future of teacher education in Kenya.

Management

Coordination of this activity will be jointly organized by both the Directorate of Basic Education and the Directorate of Higher Education through the constitution of an organizing committee.

Estimate cost

The estimated cost for the component will be Ksh. 2 million.

9.5.7 Monitoring implementation of FPE programme

Objective

The objective of this component will be to make a follow-up in the implementation of PTE investment programmes and activities.

Investment strategy

This will entail regular monitoring of the pre-service PTE investment programmes during the implementation phase as well as conducting annual and end of programme evaluations.

Activities

- Developing the necessary monitoring tools
- Visiting colleges regularly to make follow-up on the implementation of programmes and activities . For this component it is envisaged that 4 visits will be conducted per year.
- Review of progress reports.

Management

This activity will be managed by the PTE section at the MOEST headquarters.

Summary of costs

The estimated cost is presented per year, however actual expenditures will be based on workplans.

The total estimated cost for pre-service PTE investment programme is about KShs 1.318 billion for the 5-year period, as shown in Table 9.1 below.

Table 9.1 Summary of costs (Kshs million)

Component	2005/ 06	2006/ 07	2007/0 8	2008/ 09	2009/ 10	Total
Provision of grants	200	165	165	165	195	890
LRC material & equip.	10.5	10.5	10.5	10.5	25.5	67.5
ICT infrastructure and training	10.5	10.5	10.5	10.5	25.5	67.5
Provision of bursaries	13	12	13	13	24.9	75.9
Procurement of transport		21.46	42.91	64.37	21.46	150.2
Teacher education workshop	2	0	0	0	0	2
Construction PTTC on-going	60	0	0	0	0	60
M&E	1	1	1	1	1	5
Total	297	220.46	242.91	264.37	293.36	1318.1

Table 9.2 Pre-service primary teacher education investment programme logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal:</p> <p>To develop effective teachers for our schools</p>	<ul style="list-style-type: none"> • Improved teacher performance in schools and national examinations • Improved teacher skills in core subjects 	<ul style="list-style-type: none"> • Records of CATS in schools and KCPE results analysis records • Monitoring reports on teacher and pupil performance 	
<p>Programme Development Objective: Improve teaching and learning in primary teachers colleges</p>	<ul style="list-style-type: none"> • Improvement of teaching Skills • Enhanced learning • Completion of Teaching Practice(TP). 	<ul style="list-style-type: none"> • Equipment installed • Teaching records • CATS • Teaching Practice Sessions held. 	<ul style="list-style-type: none"> • Effective usage of the equipment to be provided by tutors
<p>Output 1: Quality of training in TTCs improved through LRCs & ICT</p>	<ul style="list-style-type: none"> • Improvement in teacher trainees performance in the six primary schools subjects • Pedagogical skills of teachers improved. • 42 tutors trained on ICT • Improved teacher performance in both cognitive and non-cognitive tests. 	<ul style="list-style-type: none"> • P.T.E. results analysis records • Monitoring reports • Records of CATS • Tutors trained on ICT 	
<p>Output 2: Teaching Practice improved</p>	<ul style="list-style-type: none"> • 3 T.P. sessions held in 2 years • Supervision by all teachers improved 	<ul style="list-style-type: none"> • Monitoring reports • Number of Teaching Practice Sessions 	<p>Transport will be adequate</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 3: Financing mechanisms of T.T.Cs reviewed and bursaries introduced.	<ul style="list-style-type: none"> Grants disbursed 1700 students awarded bursaries. 	<ul style="list-style-type: none"> Number of students awarded bursaries Amount of grants to each college, 	Number of the needy will not increase
output 4: 21 T.T.C buses procured and distributed	<ul style="list-style-type: none"> Improved means of transport 	<ul style="list-style-type: none"> 21 buses purchased by 2010 	All Colleges will be catered for.
Activities: 1. Provision of Grants to 21 T.T.Cs	<ul style="list-style-type: none"> Colleges receiving grants 	<ul style="list-style-type: none"> Receipts to show money has been received. 	
2. Provision of LRC Infrastructure	<ul style="list-style-type: none"> LRC equipment rehabilitated and materials provided Twenty one (21) LRC per annum in a 4 year period. 	<ul style="list-style-type: none"> College records Monitoring reports 	
3. Provision of ICT Infrastructure and training	<ul style="list-style-type: none"> Equipping 21 T.T.Cs per year in a 5 year period. 	<ul style="list-style-type: none"> College records Monitoring reports 	
4. Provision of bursary to needy Trainees	<ul style="list-style-type: none"> 1700 teacher trainees awarded bursaries. 	<ul style="list-style-type: none"> College records on bursaries Monitoring reports 	
5. Provision of grants to 21 T.T.C. to procure buses	<ul style="list-style-type: none"> 1 bus in each colleges 	<ul style="list-style-type: none"> College records. Monitoring reports. 	
6. Monitoring	<ul style="list-style-type: none"> 4 visits to the colleges per year to monitor and evaluate. 	<ul style="list-style-type: none"> M&E reports 	

PRE-SERVICE TEACHER EDUCATION INVESTMENT PROGRAMME 9.6

Background

Primary teacher education (PTE) curriculum

Curriculum specifies what is to be taught and learnt in any learning institution. It also specifies how the learning should be managed. Primary teacher education (PTE) curriculum was first introduced in 1986 and later revised in 1994. It was recently revised in 2004 after the revision of primary school curriculum, so as to harmonise it with the revised primary school curriculum.

The revised curriculum is already under implementation but teacher trainers lack adequate curriculum support materials. For this reason, there is need for the development of curriculum support materials in order to ensure quality delivery.

The revised curriculum also addresses emerging issues in the society such as:

- HIV and Aids pandemic.
- Drug and substance abuse.
- Environmental education.
- Human rights, including children's rights.
- Gender issues.
- Technology in curriculum delivery.
- Alternative models of curriculum delivery.

The Primary Teacher Education course takes two years, and students study **ten** subjects in the first year and in the second year **nine** subjects. With the recent changes there is need for development of teachers guides in **the new** subjects.

The curriculum delivery also requires continuous monitoring and evaluation to ensure that it is effectively implemented.

9.7 Constraints and issues

- Lack of print and electronic curriculum support materials.
- Inadequate financial provision.
- Weaknesses in addressing contemporary issues in society.
- Lack of smooth transition of children from preschool to lower- primary.
- Inadequate in-servicing of the teacher trainers.

9.8 On going programme initiatives

The PTE curriculum has been reviewed and is being implemented. The college lecturers have been oriented on the revised curriculum. However, they require regular in-servicing to empower them to implement the curriculum effectively.

9.9 Policy framework

The government recognises that quality teachers are key in provision of quality education and training. The Sessional Paper No. 6 of 1988 on Education and Manpower Training for the Next Decade and Beyond, emphasized the need for quality teacher training. In pursuit of this objective the Government established a national curriculum centre with a mandate to address all emerging curriculum issues.

Investment strategy

To address the key PTE curriculum policy issues the Ministry will:

- Continuously review the PTE curriculum to meet the changing needs of the society;
- Develop curriculum support materials;
- Prepare teachers and teacher trainers to facilitate smooth transition of children from pre-school to lower primary school;
- Monitor curriculum implementation;
- Continuously in-service teachers to effectively implement the changing curriculum.

Summary of cost (Kshs million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total Million
Development of Curriculum Support Materials	8	8	10	10	3	39
Transition	3	3	3	3	3	15
Monitoring	1	1	1	.5	.3	3.8
Continuous in servicing of teacher trainers	1	1	1	.5	.5	4
Total	13	13	15	14	6.8	61.8

Table 9.3 Programme log frame

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 1. Development of support material</p> <p>Activity</p> <ul style="list-style-type: none"> • Writing first draft • Content development. • Editing • Developing electronic material 	<p>Curriculum support materials available in all primary teacher colleges</p> <ul style="list-style-type: none"> • Availability of drafts • Content • Edited print material. • Developed electronic material. 	<p>Support materials (print and electronic) in all 14 subjects in the PTE curriculum available in all colleges.</p>	<p>PTE curriculum will be effectively implemented</p>
<p>Output 2. Continuous in-servicing of teacher trainers</p> <p>Activity</p> <ul style="list-style-type: none"> • Hold continuous workshops 	<ul style="list-style-type: none"> • Improvement of teacher trainers pedagogical knowledge and skills • Workshop reports available 	<p>Number of teacher trainers in serviced</p> <ul style="list-style-type: none"> • Records of in-serviced teachers 	<p>Efficient and effective teacher trainers</p>
<p>Output 3. Monitoring</p> <p>Activity</p> <ul style="list-style-type: none"> • Development of monitoring instruments • Carrying out monitoring visits. • Writing monitoring reports. 	<ul style="list-style-type: none"> • Monitoring instruments available 	<ul style="list-style-type: none"> • Monitoring Reports • Monitoring visits made. • Monitoring reports available. 	<ul style="list-style-type: none"> • Sustained PTE curriculum

Programme log frame

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 1. Development of support material</p> <p>Activity</p> <ul style="list-style-type: none"> • Writing first draft • Content development. • Editing • Developing electronic material 	<p>Curriculum support materials available in all primary teacher colleges</p> <ul style="list-style-type: none"> • Drafts available • Content available • Edited print material available • Developed electronic material available 	<p>Support materials (print and electronic) in all 14 subjects in the PTE curriculum available in all colleges</p>	<p>PTE curriculum will be effectively implemented</p>
<p>Output 2. Continuous in-servicing of teacher trainers</p> <p>Activity</p> <ul style="list-style-type: none"> • Hold continuous workshops 	<p>Improvement of teacher trainers pedagogical knowledge and skills</p> <ul style="list-style-type: none"> • Workshop reports available 	<p>Number of teacher trainers in serviced</p> <ul style="list-style-type: none"> • Records of in-serviced teachers 	<p>Efficient and effective teacher trainers</p>
<p>• Output 3. Monitoring</p> <p>Activity</p> <ul style="list-style-type: none"> • Development of monitoring instruments • Carrying out monitoring visits. • Writing monitoring reports. 	<ul style="list-style-type: none"> • Monitoring instruments available 	<ul style="list-style-type: none"> • Monitoring reports • Monitoring visits made. • Monitoring reports available. 	<ul style="list-style-type: none"> • Sustained PTE curriculum

10. PRIMARY TEACHER INSERVICE TRAINING

10.1 Background

The introduction of FPE in January 2003 resulted in a significant increase in enrolment in primary schools, rising from 5.9m in 2002 to 7.2million children in 2003. However, this phenomenal increase has presented primary education some significant challenges particularly to teachers. In some districts, especially those in high potential and urban slums, teachers have to provide education to class sizes of 100 students and more, while in other districts e.g. in the ASAL areas, class sizes may be less than 15 children in a class. Furthermore, the new policy of inclusive education, particularly for vulnerable children and children with special education needs, means many teachers need skills to help them continue to provide a relevant and supportive service to all children.

The success of the FPE initiative and the achievement of EFA will largely depend on having a well trained, well educated and highly motivated teaching force. It is also necessary that teachers are committed to continuous professional development and lifelong learning, in order to be able to face the challenge of new information technologies and emerging issues. All these factors call for a dynamic, responsive, and well coordinated system of in-service training so as to equip the teachers with skills and capacities to deliver the curriculum.

For the Ministry to ensure continuous and sustainable improvement of the quality of education, it is important to establish an effective professional development programme for teachers. In developing such a programme, the Ministry will utilize experiences and lessons that have emerged from past projects. Once developed the programme will require effective co-ordination in order to ensure proper utilization of resources.

10.2 Key issues and constraints

A number of important key issues face in-service teacher education, among them:

- (a) The INSET Unit needs to be strengthened and mandated within the Ministry to coordinate all the in-service training programmes nationally, including ECD and NFS teachers;
- (b) The linkage, role, and coordination between the pre-service and the in-service programmes of education need to be strengthened and made coherent;
- (c) The lessons of previous experiences of in-service teacher training need to be distilled and the various models of practice harmonised to facilitate the achievement of the goals of KESSP;
- (d) The Ministry will carry out a review of existing in-service activities, focusing particularly on the impact of the various INSET programmes at

the school and classroom levels. The review will be used to inform the development of new INSET strategy and model;

- (e) The KESSP prioritises a move to more child-centred learning models as key to quality improvement. All future in-service training will pay special attention to ensuring that the skills acquired through in-service training are learner-centred and reflected in the teacher's practice in the classroom;
- (f) It is important that Kenya's teachers be exposed to contemporary and relevant experiences in using modern methods and media, including ICTs in curriculum delivery;
- (g) The government policy is to continue to decentralise appropriate services to the school level, and to make schools accountable to their communities. The in-service programme needs to play an important role in ensuring the success of this policy. Consequently, it will be important to strengthen linkages between KESI and the MOEST INSET Unit and what happens at school level;
- (h) Kenya has some 5000 small schools (i.e. schools with less than 200 pupils). It is important that more efficient ways of operating these schools are found, for example, the introduction of multi-grade teaching.

10.3 Ongoing programmes/initiatives

The MOEST-INSET Unit has designed, developed and successfully implemented the following programmes over the 1997-2004 period:

(i) School-Based Teacher Development (SbTD). This programme was launched in 2001 and completed in 2004. It aimed at strengthening primary subject specialists in Maths, English and Science in all 18,000 primary schools in the country. The programme resulted in 50,000 teachers being trained as Key Resource Teachers (KRTs) for all schools in the country, one each for Maths, Science and English.

(ii) SbTD Extension: This is an extension of the above SbTD programme but with new specialisations for Kiswahili and Guidance and Counselling. The new phase of the SbTD was launched in early 2005 and aims at training an additional 36,000 teachers (18,000 Guidance and Counselling KRTs and 18,000 Kiswahili KRTs in each of the primary schools in the country). This programme will be completed by mid 2006.

(iii) School-Empowerment Programme (SEP). This programme has been developed in response to the challenges of the new FPE policy and is aimed at helping head teachers, deputy head teachers, senior teachers and graduate KRTs to work together to respond to the new challenges of FPE and improve the management and quality of education in their schools. The programme uses a blended learning approach to strengthen management and leadership capacity, as well as pedagogic effectiveness. It combines print, audio, radio and video

materials along with school-based group workshops and local meetings. The programme targets 18,000 head teachers and the 50,000 graduate KRTs from the first SbTD cycle to better meet the challenges of FPE and further develop the emerging system of school-based in-service training. SEP will be launched in September 2005 and will run for 9 months completing in June 2006.

(iv) Cluster programme: This programme started in 2002 and builds on existing government structures of the MOEST. The cluster model consists of 4-6 schools which include ECD and NFE provision. It is, thus an integrated and sustainable teacher support system which promotes child centred, interactive/participatory and gender responsive methodologies with special focus on classroom learning processes in the lower primary level. Teacher capacities for creating child friendly, gender responsive, stimulating learning environments, have been developed with skills to prepare and use low cost quality teaching aids from local resources. 8,000 teachers (including teachers from ECD and NFE) drawn from over 500 primary schools in 8 ASAL districts and Nairobi's informal settlements are undergoing training. The programme uses an inbuilt formative and summative assessment system (MALP - monitoring learning achievement at the lower primary level) to monitor and measure children's learning achievements.

(v) KENSIP: This is a five-year school-based school improvement programme supported by Aga Khan Foundation with funding from Canadian CIDA, which operates in two districts (Kwale and Mombasa) in the Coast Province. It started in 2001 and focuses on developing child-centred teaching methods using locally available resources. The core trainers are the Teacher Advisory Centre tutors (TACs) in collaboration with project staff. The programme will have trained 2048 teachers by 2006 when it will be completed.

(vi) Strengthening Maths and Science in Primary Schools. This programme aims at providing in-service training to lecturers in primary teacher training colleges and primary school teachers (Science KRTs). In future this programme will emphasize on improving the use of the science kit, provided under the FPE programme, in primary schools. As such, the programme will build on the work done under the SbTD programme to strengthen science teaching skills using the science kits for practical work.

10.4 Policy framework

Sessional Paper No 1 of 2005, 'A Policy Framework for Education, Training and Research' has a comprehensive focus on teacher development and utilisation under which the in-service training of teachers is a priority area. The policy articulates the need for continuous improvement in the quality of services through continuous skills upgrading for teachers. The rationale for this is to address past weaknesses of practicing teachers by giving them skills beyond those acquired during their pre-service training. The programme calls for an urgent development of a well integrated and comprehensive in-service approach

to teacher development including the use of alternative modes of delivery such as multi-grade and multi-shift, where applicable.

Investment strategies Prior to the KESSP, the Government has been running innovative models of in-service training programmes for teachers such as SbTD, KENSIP and cluster-based in-service without effective coordination. The MOEST intends to develop an INSET teacher development model which brings together all the good practices gained from past programmes.

The MOEST proposes a five-year investment strategy to continue to run the programmes it has now developed with new cohorts of teachers. The programmes will in-service new groups of teachers to expand the number of teachers empowered through INSET. In addition, in-service programmes will include alternative models such as multi-grade teaching targeting teachers in ASAL areas where small classes exist. At the same time, INSET programmes in Multi-shift and new teaching methodologies targeting large classes in urban slums and high potential areas will be offered. An action research and pilot programme will also be initiated to explore the possibility of in-servicing pre-service teacher trainers through e-learning methodologies. The range of programmes and indicative scale of operation will include:

- (a) School-based teacher development (SbTD) – 60,000 new KRTs (2006-2010);
- (b) School-based empowerment programme (SEP) - 10,000 and 18,000 head and deputy head-teachers respectively;
- (c) Cluster-based in-servicing of teachers (standards 1-4) for 32,000 teachers;
- (d) INSET in multi-grade and other alternative methods;
- (e) Equipping of Learning Resource Centres (LRCs).
- (f) INSET in new teaching and learning methods;
- (g) Research and development of e-learning INSET programmes for appropriate audiences.

The Learning Resource Centres (LRCs) have been established and will link up the clusters of 4-7 primary schools including ECD and NFE, to a better resourced primary school within a geographical area. The aim here will be to facilitate optimal use of available resources to support quality improvements in teaching and learning, and to promote a sustainable teacher support system.

10.5 Programme summary

MOEST proposes to build on and strengthen appropriate aspects of the existing in-service training programmes to meeting growing demands. The Ministry will research, pilot and test the introduction of innovative teaching methodologies, for example, multi-grade, multi-shift, e-learning and other alternative methods. It will also seek to build linkages through its INSET programme with the NFE and ECD systems with the objective of developing opportunities for those

children who transit from ECD to Primary 1 and those who remain outside the formal system.

The financial allocations for the INSET investment programme are based on the Mid-level forecast as shown in the summary table below

10.7 INSET harmonisation

The INSET unit will carry out an INSET programme review and harmonisation process to evolve a new model.

Table: 1.1 Middle forecast

Primary In-Service Teacher Training Middle	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	Total, 2005/06-09/10
Continuing current INSET Programmes		219.4	275.5	248.5	234.0	194.0	1,171.4
INSET in multi-grade and other Alternative Methods		25.0	50.0	50.0	50.0	50.0	225.0
Research and development of E-Learning INSETpProgrammes		5.0	31.0	27.0	25.0	19.0	107.0
Establishment and operating school clusters		32.0	96.0	112.0	144.0	160.0	544.0
Equipping LRCs		20.0	60.0	70.0	90.0	100.0	340.0
INSET in new teaching-learning methods		15.0	50.0	100.0	100.0	100.0	365.0
Total		316.4	562.5	607.5	643.0	623.0	2,752.4

Increasing coverage of clusters and LRCs to 50 districts

10.7.1 Continuing in-service programmes

Objective

The objective for this component will be to continuously improve the quality of education by upgrading teacher skills to promote effective teaching.

Investment strategy

MOEST proposes a five year investment strategy to build on and harmonise existing INSET programmes including SbTD, SEP, cluster based and other child centred initiatives.

Activities

SbTD Social studies

1. Development of the SbTD social studies module specialist curriculum.
2. Curriculum development of social studies module specialisation.
3. Writing, editing and illustration of the social studies module.
4. Production and delivery of social studies and core module materials
5. Training of support cadres and trainers of trainers.
6. Monitoring and evaluation of the social studies SbTD implementation.

SEP Phase 2

1. Implementation of Phase 2 SEP for deputy head-teachers and senior teachers

Management

INSET programmes will be reviewed and where appropriate revised. A decentralised planning and management system for programme implementation will be developed with the district officers. The implementation of these programmes will primarily be the responsibility of the district officers working with the schools and zonal officers.

Summary of costs - Table 1.2

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
SbTD Extension/Social Studies	150.0	150.0	150.0	134.0	104.0	688.0
SEP Phase 1 &2	69.4	125.5	98.5	100.0	90.0	483.4
Total	219.4	275.5	248.5	234.0	194.0	1.171.4

10.7.2 INSET in multi-grade and other alternative methods

Objective

The objective here will be to develop, pilot and implement appropriate multi-grade and multi-shift teaching models focusing particularly on small and large schools located in ASAL and urban slum areas respectively.

Investment strategy

MOEST proposes to develop a programme that will maximise teacher utilisation and to improve school quality especially in small schools in ASAL areas and schools urban informal settlements over the next five years.

Activities

1. Needs analysis and feasibility study.
2. Develop curriculum plan/blueprint.
3. Develop training manuals.
4. Print training manuals.
5. Train trainers.
6. Run training workshops.
7. Implementation of the scheme.
8. Monitoring and evaluation.

Management

INSET multi-grade programme will be developed centrally and piloted in the relevant districts. Training for multi-grade teaching will be provided by qualified trainers at the local levels, using a cascade approach. Regular back stopping will be carried out by the district officers. Monitoring and evaluation of the effectiveness of multi-grade teaching will be the responsibility of the district office, working in collaboration with the schools.

Summary of costs - Table 1.3

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Multi-grade teaching	25.00	50.0	50.0	50.0	50.0	225.0
Total						225.0

10.7.3 Research and development of e-learning INSET programmes

Objective

The objective of this component will be to identify professional needs among teacher educators and other professional groups and to use appropriate technologies in the design and delivery of new INSET programmes.

Investment strategy

MOEST proposes a 5-year strategy to develop an e-learning policy and programming for needy groups e.g. teacher educators and other educational professionals which will be piloted in year 2006/2007 and implemented to scale in subsequent years.

Activities

1. Research work and preparation of project proposals.
2. Plan e-learning interventions (sensitisation of appropriate stakeholders).
3. Development of e-learning platform and courseware.
4. Train support cadre (administrators and tutors).
5. Implementation of the pilot phase.
6. Monitoring and evaluation.

Management

The e-learning INSET programmes will be managed centrally by the INSET unit. The development of the programmes will be preceded by appropriate feasibility work in which the MOEST will explore the potential for establishing public-private-partnerships for the development and implementation of these programmes.

Summary of costs - Table 1.4

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Research and development of e-learning	5.0	31.0	27.0	25.0	19.0	107.00
Total						107.00

10.7.4 Establishment and operationalisation of school clusters

Objective

The main objective of this component will be to establish and operationalise a school cluster system that will maximise the utilisation of available resources among cluster schools and promote teacher collaboration for improved teaching and learning processes in 9 districts.

Investment strategy

The MOEST proposes a five year strategy to set up a mechanism for continuous support to teachers for their professional development in clusters and mobilise local communities to participate in planning and management of primary schools for the delivery of quality education services.

Activities

1. Location planning.
2. Establish school clusters.
3. Training of core trainers (TACs plus appropriate others).
4. Training of teachers (including ECD and NFE facilitators from cluster schools on child centred/interactive methodologies in development and use of low cost quality teaching aids).
5. Training of education officials TAC tutors and members of the SMCs, PTAs on operationalisation of school clusters.
6. Review and printing of relevant manuals for development of teaching.
7. Holding Periodic cluster teacher meetings.
8. Monitoring performance of cluster schools (stimulating classrooms, child centred teaching/learning safe zones etc).
9. Review of children's learning achievements.
10. Social mobilisation/FPE public education.

Management

The school cluster programme will continue to be managed at the district and school levels. The training programme will be coordinated by the District officers and TAC Tutors while monitoring and evaluation will be carried by the QA&S officers located at the district level.

Summary of costs - Table 1.5

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Establishment and operationalisation of school clusters	32.00	96.00	112.00	144.00	160.00	544.00
Total						544.00

10.7.3 Equipping learning resource centres

Objective

The objective of this component will be to establish and equip learning resource centres in each cluster in 9 districts.

Investment strategy

Learning resource centres will be established in clusters of up to 7 schools to be used as centres for in-service training. In addition, the learning resource centres will develop low cost teaching and learning materials from locally available resources which will be used to inform the in-service training programmes

Activities

1. Planning and assessment – centre location mapping, specifications and logistics.
2. Refurbishing and improvement of centres as necessary.
3. Procurement of hardware and software (duplicating machines, typewriters, paper and consumables, furniture, apparatus and equipment, tape recorders etc).
4. Training centre coordinators .
5. Supporting the use of the centre.
6. Monitoring and evaluation.

Management

Each LRC will be managed by a committee composed of members drawn from the cluster schools. The operation and effectiveness of the LRCs will be regularly supervised by the Zonal TAC Tutor.

Summary of costs - Table 1.7

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Equipping Learning Resource Centres	20.00	60.00	70.00	90.00	100.00	340.00
Total						340.00

10.8.0 INSET in alternative teaching and learning methods

Objective

The objective here will be to identify, introduce and evaluate appropriate alternative teaching and learning methods.

Investment strategy

MOEST proposes a five-year strategy to identify, assess and test promising and relevant alternative teaching and learning methods to support more equitable, high quality and/or more efficient practices in the education curriculum delivery.

Activities

1. Review and harmonise existing INSET.
- Research, identification and assessment of alternative teaching and learning methods.
3. Identifying promising applications for use in various situations in Kenya.

4. Setting up pilot phases.
5. Monitoring and evaluation.

Management

Alternative teaching and learning methods' component will be managed centrally through the INSET unit. Research and review studies will be identified by the INSET unit, with appropriate pilot activities being established in collaboration with the district offices.

Summary of costs Table 1.9

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
INSET in new teaching and learning methods	15.00	50.00	100.00	100.00	100.00	365.00
Total						365.00

Investment programme log-frame

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal: Continuous in-service training available to all primary school teachers</p>	<p>INSET programme established and operational in all public primary schools in Kenya</p> <p>In-service training including modules on HIV/AIDS, Special needs education and Guidance and Counselling at least one week every year reaches all teachers</p> <p>All head teachers have participated in leadership training at least 3 days a year</p> <p>School based support and training by head-teachers and external subject specialists re-enforce in-service programme</p>	<p>Quality assurance reports from District EMIS records</p>	<p>Policy on in-service teacher training remains prioritised.</p> <p>Teachers remain willing to participate in the programmes</p> <p>Stakeholder support remains high</p>
<p>Development objective: To improve professional skills among primary teachers</p>	<p>Increased number of teachers whose pedagogic skills improve to ensure that learners take responsibility for their own learning</p> <p>Improved participation of pupils in learning in 50% of classrooms</p>	<p>Quality assurance reports</p>	<p>Teachers willing to undertake training, implement and put into practice the newly acquired skills.</p> <p>INSET programmes are well coordinated and harmonised MOES&T.</p>
<p>Outputs 1: Continuing current in-service teachers programmes running</p>		<p>Curriculum plans for SbTD social studies available</p>	<p>Teacher unions head-teachers and other stakeholders continue to support teachers</p>

<p><i>SbTD Social studies</i></p> <ol style="list-style-type: none"> 1. Development of the SbTD Social studies module specialist curriculum 2. Curriculum development of social studies module specialisation 3. Writing, editing and illustration of the social studies module 4. Production and delivery of social studies and core module materials 5. Training of support cadres and trainers of trainers 6. Monitoring and evaluation of the social studies SbTD implementation <p><i>SEP Phase 2</i></p> <ol style="list-style-type: none"> 1. Implementation of Phase 2 SEP for deputy headteachers and senior teachers 	<p>Teachers implementing the SbTD Social Studies training approaches in schools</p> <p>School management, leadership in curriculum implementation and teamwork processes improved.</p>	<p>Social Studies Modules printed</p> <p>Training workshop evaluation reports</p> <p>M&E reports QA&S reports</p> <p>TAC Tutor reports M&E reports QA&S reports</p>	<p>taking INSET courses</p> <p>INSET Unit staffing levels are strengthened</p>
<p>Output 2: INSET in multi-grade and other alternative methods carried out</p> <ol style="list-style-type: none"> 1. Needs analysis and feasibility study 2. Develop curriculum plan/blueprint 3. Develop training manuals 4. Print training manuals 5. Train trainers 6. Run training workshops 7. Implement scheme 8. Monitoring and evaluation 	<p>Small schools and urban and slum settlements able to effectively implement multi-grade teaching.</p>	<p>M&E reports QA&S reports</p> <p>Curriculum plans and training manuals on multi-grade teaching available</p>	<p>Teacher unions head-teachers and other stakeholders support the introduction of multi-grade teaching</p> <p>Teachers are willing to adopt the new method</p> <p>Small schools continue to remain prevalent in ASAL and other areas</p>

<p>Output 3: Research and development of e-learning INSET programmes undertaken</p> <ol style="list-style-type: none"> 1. Research and prepare project proposals 2. Plan e-learning interventions (sensitisation of appropriate stakeholders) 3. Develop e-learning platform and courseware 4. Train support cadre (administrator and tutors) 5. Implement pilots 6. Monitoring and evaluation system 	<p>Selected target audiences learning effectively through e-learning</p>	<p>E-learning courseware Assessment records Training reports</p>	<p>Technical assistance available</p> <p>Computing and Internet facilities available and affordable to users</p> <p>Target audience and development staff are computer literate</p> <p>Line managers and heads of institutions willing to support the programme.</p>
<p>Output 4: School clusters established and operationalised</p> <ol style="list-style-type: none"> 1. Location planning 2. Establish school clusters 3. Train core trainers (TACs plus appropriate others) 4. Train teachers (including ECD and NFE facilitators from cluster schools on child centred/interactive methodologies in development and use of low cost quality teaching aids) 5. Training of education officials TAC tutors and members of the SMCs, PTAs on operationalisation of school clusters and creating awareness on promoting quality education 	<p>Effective in-service training of teachers taking place in the school cluster system in 80% of the schools in ASAL areas and slum settings</p> <p>More than 50% of teachers in ASAL and urban slums using child centred methodologies effectively</p> <p>Linkage between formal education, NFE & ECD established and strengthened</p>	<p>Inspection reports TAC tutor reports QA&S assessment reports</p>	<p>Head-teachers and other stakeholders support the introduction and use of cluster system</p> <p>Teachers willing and able to attend cluster centre meetings</p>

<p>Output 5: Learning Resource Centres established and equipped</p> <ol style="list-style-type: none"> 1. Planning and assessment – centre location mapping, specifications and logistics 2. Refurbishing and improvement where necessary/appropriate 3. Procurement of hardware and software (Duplicating machines, typewriters, paper and consumables, furniture, apparatus and equipment, tape recorders etc) 4. Training the centre coordinators 5. Supporting the use of the centre 6. Monitoring and evaluation 	<p>Learning resource centres equipped and in operation in 80% of the centres in ASAL and informal settlements</p> <p>Increased and effective use of learning aids and child centred methods</p> <p>Increased number of stimulating classrooms</p>	<p>Visitors records Attendance records Learning aids use levels Teacher lesson plans and schemes of work TAC tutor reports QA&S reports.</p>	<p>Procurement of equipment done to schedule</p> <p>Teachers willing and able to use LRCs</p>
<p>Output 6: INSET in new teaching and learning methods being carried out</p> <ol style="list-style-type: none"> 1. Planning and assessment of new teaching and learning methods. 2. Identification of appropriate application for use in Kenya. 3. Development of manuals for new methods. 4. Setting up pilots and implementation. 5. Monitoring and evaluation. 	<p>Increased number of teachers using new teaching and learning methods</p>	<p>Classroom observation records QA&S reports</p>	<p>Head-teachers and other stakeholders supportive of new methods</p> <p>Teachers willing and able to try out new approaches</p> <p>Children accept and support the introduction of new methods of teaching</p>

11 EXPANDING EDUCATIONAL OPPORTUNITIES FOR CHILDREN IN ARID AND SEMI-ARID LANDS

11.1 Background

Kenya's pastoralist and nomadic communities, who are predominant in ASALs, have not benefited fully from education provision primarily because of their lifestyle that necessitates mobility. This investment program targets alternative, flexible and community based learning approaches that suit the nomadic nature of communities in ASALs. The rationale for this programme is that in spite of the success of the FPE programme, some areas still continue to show poor enrolments particularly in primary schools. The areas also suffer from frequent droughts, pervasive poverty and the increasing number of orphans and vulnerable children.

In addition, the migratory patterns of these communities, provision of education faces many difficulties. To improve access and retention, there will be need to adopt alternative approaches of delivery and community mobilization. These strategies are required because the Gross Enrolment Rate (GER) in these areas at primary school level is around 26% compared to 104% at the national level. To address the current challenges a number of other relevant interventions such school health, nutrition and feeding, school infrastructure, Non-Formal Education- (NFSs/NFECs), in addition to primary school instructional materials need to be put in place.

There are various approaches that may be considered, including mobile schools, Shepherd schools, Dugsi (traditional Quranic schools), madrassa, feeder schools, multi grade schools and other localized innovations that facilitate reaching the unreached and hard-to-reach.

In developing these alternative approaches it must be borne in mind that these are to supplement the regular primary school system that takes care of the majority of children. In this respect it is noted that some of the suggested options have been tried and others are ongoing. The mobile school, for example, has been tried in Wajir district¹³ and has potential to increase access to quality basic education for children of pastoralist and nomadic communities. Through mobile schools learners will attain school preparedness and cover lower primary curriculum or NFE curriculum level one. These learners will then proceed to nearest boarding schools or formal primary schools after completing mobile schools.

11.2 Issues and constraints

There are a number of constraints and issues that need to be addressed in these areas:

¹³ A mobile school project was started in Wajir District in 1995. Its implementation was evaluated in a study commissioned by OXFAM GB in 2002 and the subsequent report could be employed to design an effective mobile schools programme. It is modeled on Duksi - a traditional Islamic institution that has existed for centuries

- Lack of alternative approaches to target the unreached.
- Inadequate capacity at national and district levels to conceptualize alternative approaches and the capacity to target the hard-to-reach children.
- Lack of skilled personnel in the MOEST to develop effective alternative approaches to nomadic education.
- Lack of an explicit policy direction on how to deal with children of nomadic communities.

11.3 On-going programmes/initiatives

There are a number of projects that either wholly or partly support alternative approaches to the provision of education and training services in ASALs. These include the school infrastructure support for North Eastern Province funded by the Government and USAID, basic education project Government/OPEC, Arid Lands Resource Management Project funded by the Government and the World Bank, school cluster approaches and support to strategic boarding schools through UNICEF support to MoEST. In addition, LATF and CDF both provide funding to a wide range of education in North Eastern support programmes and other ASAL areas.

To enable children in these areas, especially girls, to access education the following programmes will be implemented; mobile schools, primary and secondary boarding school improvement grants and provision of merit scholarships.

11.4 Policy framework

The education of ASALs children has been a Government concern for decades, (Report of the Working Party on Education and Manpower Training for the Next Decade and Beyond of 1988, Master Plan on Education & Training of 1998 and Koech Report report 1999). Most recently the ERS 2004 and the Sessional Paper No. 1 of 2005 on education and training have articulated Government policy on this subject.

11.5 Strategies to address key policies

To implement the approved policy direction, the Ministry with other partners will employ the following strategies:

- Whenever necessary utilize alternative modes of provision of education
- Ensure implementation of an all-inclusive education by removing all barriers to disadvantaged groups; and
- Collaborate with other stakeholders in establishing and improving boarding schools in ASAL areas where day schools are inappropriate for most of the places.

11.6 Programme summary

The overall aim of this programme is to increase access to education for children living in ASALs, especially girls and children with special needs, through identification and application of alternative approaches to the provision of education.

11.6.1 Mobile Schools Programme

11.6.2

Objective

- The objective here will be to improve access to quality primary education, for children from nomadic communities in ASALs.

Investment Strategy

The MOEST proposes a 5-year investment programme to establish 100 mobile schools with 30 children each in 10 ASAL districts to be managed by DEOs and communities.

Each year, the management unit at the MOEST will provide grants to communities through DEBs based on the number of mobile schools registered and the number of pupils enrolled.

Activities

- Capacity building.
- Setting up mobile schools.
- Monitoring and quality control (factored in QAS IP).
- Provision of instructional materials (Factored in Provision of Primary school Instructional materials IP).
- Provision of trained teachers.

Management of mobile schools.

The DEBs will play an important role in monitoring the implementation of this programme. Communities working with DEO staff will be required to submit a costed proposal and annual workplans to their DEBs explaining how they will use their annual mobile schools grant to establish and manage mobile schools in their communities.

Summary of costs

The total estimated cost for setting up of mobile schools will be KShs 117 million in a 5-year period as shown in Table 11.1 below.

Table 11.1 Estimated Cost for Mobile Schools (Million KShs)

Mobile Schools		2005/06	2005/07	2007/08	2008/09	2009/10	Total
Target No. of Mobile Schools (10 schools X 10 districts)	Unit cost Ksh.*	Ksh. (3 schools/district X 10 districts)	Ksh. (6 schools/districts X 10 districts)	Ksh.10 schools/district X 10 districts)	Ksh.	Ksh.	Ksh. (US\$ 1.4M @ Ksh.82/\$)
Procurement and provision of mobile education kits* for 10 schools from 10 districts		9	18	30	30	30	117
Community Sensitization							
100	300,000	9m	18m	30m	30m	30m	117m

*(Tents/Traditional huts, Canvas, Solar Lamp, Teaching & Learning resources, Camels/Donkeys/Oxen)

Table 11.2 Mobile schools logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Goal: To make accessible education to children of pastoral communities in ASAL			<ul style="list-style-type: none"> • DEOs will lead the initiative at district level including enrollment and quality monitoring by DIS. • That teachers for mobile schools will be available • That communities will accept mobile schools. • That teachers for mobile schools will be available • That communities will accept mobile schools. • That teachers for mobile schools will be available • That communities will accept mobile schools. • That teachers for mobile schools will be available.
Development Objective: To establish mobile schools to pastoralists in ASAL	<ul style="list-style-type: none"> • Number of mobile schools established. • Number of pupils enrolled 	<ul style="list-style-type: none"> • School records reflected in DEOs master roll. • Teachers' register • Monitoring records • EMIS • DIS inspection reports 	
Output I: Mobile school established and operational in ASAL	<ul style="list-style-type: none"> • 10 mobile schools established. • 30 children in each mobile school. 	<ul style="list-style-type: none"> • School records • Monitoring records • EMIS 	
Activities: 1. Sensitization of the Communities	<ul style="list-style-type: none"> • Number of sensitization workshops meetings 	<ul style="list-style-type: none"> • Attendance register 	
2. Training of mobile and teachers on special skills	<ul style="list-style-type: none"> • Number of workshops and training carried out 	<ul style="list-style-type: none"> • Teachers records • Monitoring reports 	
3. Procurement and provision of resources	<ul style="list-style-type: none"> • Quality and quantity of resources procured 	<ul style="list-style-type: none"> • Monitoring reports 	

12 CAPACITY DEVELOPMENT INVESTMENT PROGRAMME

12.1 Background

Capacity development involves enabling the human resource in an organisation to undertake assigned tasks with confidence. It is an important part of organisational development as it ensures effective and efficient utilisation of resources to achieve desired goals. In the Kenya Education Sector Support Programme (KESSP) capacity development is key in the implementation of all the other investment programmes. It entails formal training, institutional strengthening, research and pilot studies and technical assistance.

Formal training

This is one approach to capacity development that will be used under the KESSP to improve the general management skills and performance of staff across the MOEST, from headquarters management units down to the School level. This would include cross-cutting issues, such as gender, and guidance and counselling.

Under this component, participants will be trained using various methods and at different levels, including;

- (i) In specified environments, to acquire desired knowledge, skills and attitudes.
- (ii) Within their working environments which may be done on demand or on continuous basis.
- (iii) Mentoring.
- (iv) Exchange programmes etc.

Institutional strengthening

In KESSP, the MOEST has proposed a comprehensive coordination, implementation, and accountability structure, which will ensure wide participation of both internal and external education stakeholders in the implementation process. This will also create the opportunity for both vertical and horizontal accountability mechanisms to be established at the frontline of service delivery in order to improve the delivery of quality education services. To further strengthen the proposed structure it is recommended that more work be undertaken to detail the roles and responsibilities of new institutions, such as the National Education Advisory Council and KESSP Steering Committee. Further work is needed to ensure that education stakeholders, from civil society and others are adequately represented in decision making. This may involve establishing an additional forum, which would enable these stakeholders to actively participate in the KESSP.

A key institution in the proposed structure is the KESSP Reform Secretariat. MOEST proposes that this office should consist of five linked management units: (1) Capacity Development Coordination Unit; (2) Monitoring and Evaluation, and

EMIS Unit; (3) ICT Support Services Unit; (4) KESSP Coordination and Advisory Services Unit; and, (5) KESSP Financing and Procurement Unit. This expanded organisational structure signifies the important role the Reform Secretariat will play in supporting the successful implementation of KESSP. In building on this work, the MOEST is encouraged to establish the Reform Secretariat immediately. Some of the ways of institutional strengthening include:

Decentralisation

The focus of this component of the reform programme is on deployment of personnel from the headquarters to the district level where implementation of programme activities will take place. The redeployment results from the decision to strengthen the roles and responsibilities of PDEs, DEOs, DEBs, BOGs, SMCs and PTAs responsibility of policy formulation, coordination, monitoring and evaluation.

Transparency

This involves conscious efforts to encourage information sharing and flow within the MOEST with other stakeholders as a means to enhancing transparency and accountability vertically and horizontally.

Team Work

This is critical to the improvement of productivity and the quality of the working environment. In pursuit of this goal, staff will be encouraged to work in open offices and thus ensure standardization of ways of doing things.

Motivation

With results-based management, promotions are based on productivity. Other incentives will include staff development, recognition, awards, improvement of terms and conditions of service and working environments.

Performance based management and accountability

This is the current thinking which places greater emphasis on measuring the performance of staff at all levels. At the beginning of each year staff will draw work plans specifying the actual targets to be met. The adoption of a performance based approach will require that all staff regardless of their position are accountable for the implementation of the agreed work plans. This is in keeping with the government's decision to institutionalise performance contracts in public service.

Research and pilot studies

MOEST needs to design an appropriate programme or strategy for research /studies to generate information and data to develop a number of KESSP investment programmes, such as non-formal schools and future development of secondary education. In other Investment Programmes there is need to undertake pilots to develop cost-effective approaches prior to scaling up piloted activities. There is also need for the MOEST to identify and describe key research

studies and pilot projects which can support and enhance KESSP implementation.

Technical assistance

To support the implementation of KESSP, MOEST has identified the need for technical assistance. However, following intensive consultations it has been agreed that this support must be provided through a well defined system and with clearly written terms of reference for each case. Consequently it is recommended that technical support required for the various KESSP investment programmes will be requested through a detailed capacity development plan.

12.2 Issues and constraints

The Ministry faces various challenges with respect to the available human resource. The challenges result from past practices of deploying officers without due consideration to their abilities, skills and past performances. As a result some of the staff in senior positions lack the necessary capacities to deliver quality services. For this reason, there is need to design a capacity building programme to address the current challenges.

KESI is charged with the responsibility of training and in-servicing education managers. However, for a long time it has not received adequate human and other necessary resources to enable it to deliver quality and adequate training. For this reason most education managers lack the skills and capacities to perform their duties.

Another challenge is the over centralization of the decision making authority which leaves provincial and district level officers without any role in decision making.

12.3 Current initiatives

Recently the Government has increased financial support to build management capacity through KESI trainings. There are also a number of Government projects which support capacity development in specific areas e.g. the Basic Education Project (Government/OPEC) which supports capacity building in financial management, procurement and the development of work plans. There is also the GOK/DFID support to textbooks disbursement and management, arid lands resources management project (ALRMP), that supports capacity building in project management. Other projects include the GOK/USAID funded project whose objective is to develop primary school infrastructure in the North Eastern Province. Through KESSP, the Government, through support from development partners and from its own resources, will engage in intensive capacity building. Through this programme it is hoped that adequate capacities will be developed to steer sector development towards meeting the challenges facing it.

12.4 Policy framework

Through Sessional Paper No. 1 of 2005, the Government has recognised the need to strengthen existing capacity in order to achieve UPE in 2005 and EFA in 2015. Past reports and commissions such as the Kamunge report of 1988, the Koech report of 1999 as well as the NARC manifesto of 2003 all emphasize the need for capacity development to ensure effective programme implementation.

The Sessional Paper No. 1 of 2005 has emphasized the following policies, among others, for capacity development:

- Decentralization of education services through deployment of senior and experienced managers to lower level structures;
- Expansion of both the capacity and programmes of KESI in order to provide in-service training to all heads of education and training institutions and other personnel;
- Ensuring that all people serving as members of SMCs and BOGs are exposed to focused training on institutional management.

12.5 Strategies to address key policy issues

In order to implement the above policies, the Ministry with other partners will:

- Strengthen and relocate KESI to Highridge TTC so that it can effectively train, inservice and provide training to managers of educational institutions and those involved in the provision of education services;
- Develop a detailed capacity development plan;
- Establish a capacity development coordination unit within KESSP Reform Secretariat;
- Develop and implement a structured and nationwide programme to provide training to members of SMCs and BOGs;
- Develop and implement criteria for appointment and deployment of education managers at all levels of the education system;
- Strengthen the coordination mechanism between MOEST, service providers, other Government agencies, development partners and other stakeholders;
- Provide a planning and implementation framework for district and institutional levels through KESSP;
- Enhance the capacity of education managers and integrate cross cutting issues such as gender, HIV/AIDS, disaster management, drug abuse, guidance and counseling, EMIS and ICT in their management approaches; and
- Enhance the capacity of the education managers in monitoring and evaluating the KESSP activities.

12.6 Programme summary

MOEST has developed a 5-year investment programme that will enhance capacity to improve service delivery in education and training at all levels. The programme is composed of the following components:

- Capacity development and ICT training for senior education managers at the headquarters and Semi Autonomous Government Agencies (SAGAs);
- Capacity development for provincial and district education staff;
- ECDE, NFS, HIV/AIDS, gender, school health and feeding programme guidance and counseling;
- Kenya Education Staff Institute capacity development;
- PEBs, DEBs, BOGs and SMCs management and accountability capacity development.

Table 12.7 Summary of costs over the years (million Kshs)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Training of senior education managers	12.0	2.7	3.0	3.3	3.6	24.6
Capacity development for PEB and PDE staff	4.4	0.7	0.8	0.8	0.9	7.6
Capacity development for DEB and DEO staff	15.0	6.4	7.1	7.7	8.2	44.4
Provincial and district TOT workshops	11.0	6.4	7.0	7.7	8.5	40.6
Capacity development for KESI	20.0	13.0	11.6	1.5	1.8	47.9
Development of training materials and Production	27.0	9.0	7.1	18.7	17.0	78.8
Capacity development for NFS	10.0	10.9	11.4	15.4	10.9	58.6
Capacity development of HIV/AIDS prevention	33.0	25	15	15	20	108
Capacity development HIV/AIDS orphan support	4.0	20.0	20.0	20.0	20.0	84.0
Capacity development on gender	4.0	20.0	20.0	20.0	20.0	84.0
School health & nutrition capacity development	5.0	7.0	7.0		4.2	23.2
Capacity development TIVET	1.6	33.0	33.0	43.0	43.0	153.6
Capacity development guidance & counseling	10.0	11.00	12.1	27.3	14.8	75.2
Total	157.0	165.1	155.0	180.4	172.9	830.5

Table 12.8 Education management capacity development logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal</p> <p>Improved capacity of education managers to enhance access, equity relevance and quality of education and training by 2010.</p>	<p>Programme targets for EFA, MDGs, UPE, quality, equity, transition and retention at all levels met .</p>	<p>1. Monitoring and evaluation reports 2. Annual reports</p>	<p>GOK commitment to education reforms</p> <p>Resources are available</p>
<p>Development Objective:</p> <p>To enhance the capacity of education managers for efficient delivery of education services.</p>	<p>45,000 education managers trained and effectively performing their duties.</p>	<p>1. Lists of participants 2. Training manuals 3. Workshop reports 4. Training reports 5. Appraisal reports 6. Inspection reports 7. Audit reports</p>	<p>1. Government funding committed for KESSP under MTEF 2. Development partners funds committed for KESSP under MTEF 3. District and institutional level resources from other providers harnessed 4. Local level providers willing to participate in and own KESSP</p>
<p>Output 1</p> <p>A new organisational structure for MOEST established</p>	<p>1.1 An organogram developed and implemented 1.2 Staff identified 1.3 Functions rationalized</p>	<p>Minutes of meetings of Management Units</p>	
<p>Output 2</p> <p>Coordination mechanisms between MOEST Service providers, Government Agencies, Development Partners and other stakeholders strengthened.</p>	<p>A structured programme of meetings and activities between MOEST, Govt. Agencies, other stakeholders and DPs developed and implemented.</p>	<p>2.1 Minutes of the inter-ministerial committee meetings 2.2 Reports of inter-agency committees reflecting the programme focus on KESSP 2.3 Agency strategic plans 2.4 Agency reports on</p>	<p>Other ministries and stakeholders are effectively collaborating in implementation of KESSP</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
		KESSP implementation	
Output 3 Implementation of KESSP at all levels effected	3.1 Most interventions within education implemented within KESSP framework.	3.1 KESSP implementation reports	Programme funds are disbursed on time by Treasury
	3.2 Programme targets met	3.2 Annual reports	
	3.3 Resources meant for programme implementation properly applied and accounted for.	3.3 Audit and financial reports	
	3.4 The capacities of the members of the steering committee for programme coordination and monitoring enhanced.	3.4 Monitoring and evaluation reports generated by members of the steering committee.	
	3.5 Progress documentation on activity implementation completed and shared with other units.	3.5 Activity completion reports	
	3.6 Effective structures and mechanisms for programme implementation established.	3.6 Programme implementation reports	
Output 4 Effective coordination of the implementation of KESSP provided at MOEST	4.1 Structured meeting of the Directorates held	4.1 Minutes of meetings of the Directors and other stakeholders	
	4.2 Programme implementation monitored and appropriate steering effected.	4.2 Implementation monitoring reports	
	4.3 Programme progress documentation completed.	4.3 Periodic programme reports	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	4.4 Effective inter-directorate collaboration and sharing of resources and lessons learned under KESSP.	4.4 Joint inter-directorate reports on the implementation of KESSP	
Output 5 The implementation of KESSP programme activities at the District level coordinated	5.1 Mechanisms for coordinating district level KESSP activities established at the Provincial level.	5.1 Provincial reports on KESSP implementation at the district level	
	5.2 The capacities of the PEB enhanced through training on the management of KESSP.	5.2 Management reports of the PEB reflecting improved programme management	
	5.3 Technical backstopping to district level structures provided by the PEB and DEB.	5.3 Provincial programme reports	
	5.4 Teacher management at the secondary and college levels being effectively coordinated.	5.4 provincial level TSC reports on teacher management	
Output 6 A planning framework for all stakeholders for district level interventions in KESSP provided.	6.1 District plans encompassing all components of KESSP developed.	6.1 District work plan	6.1 All providers in the district willing to participate in joint planning
	6.2 The minimum package of education services for the district clearly defined.	6.2 District work plan	6.2 District level providers willing to declare their resources for common deployment and accountability
	6.3 District level stakeholders resources pooled and allocated to support district level priorities under KESSP.	6.3 District work plans and financial reports	
	6.4 Key tasks and responsibilities under KESSP shared among various providers within the district.	6.4 Individual work plans and work plans of the specific providers	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	6.5 The capacities of district teams for programme management enhanced.	6.5 District implementation reports	
Output 7 Effective implementation of district specific priorities under KESSP provided.	7.1 District targets for EFA MDG, UPE, access, retention, equity met.	7.1 District monitoring reports	Decentralization as perceived by MOEST will be acceptable to the other arms of the Government involved in running district level services
	7.2 The minimum package of education for the district effectively delivered.	7.2 Monitoring reports on educational performance	
	7.3 Capacities of district level structures and personnel for the effective implementation of KESSP enhanced.	7.3.1 District level KESSP implementation reports 7.3.2 Training reports for district personnel	
	7.4 A performance based management system/approach institutionalized at district level.	7.4 Performance appraisal reports	
	7.5 Decentralization of education services to the district level completed.	7.5 Performance evaluation reports	
Output 8 KESSP activities at the institutional level (including TIVET) effectively implemented.	8.1 Learning and training institutional work plans developed and implemented.	8.1 Institutional/school work plans	Community participation in KESSP will be realized
	8.2 MTEF and community resources mobilized and properly employed and accounted for.	8.2 Institutional audit reports	
	8.3 Effective learning and training taking place at all levels	8.3 Reports on institutional performance	
	8.4 The capacities of the educational managers at institutional level strengthened and good institutional management practice implemented.	8.4.1 reports on Institutional management training 8.4.2 Annual work plans implemented according to	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
		schedule	
	8.5 A performance based management approach institutionalized	8.5 Performance appraisal reports	
Output 9 Capacity of the education managers in monitoring and evaluating KESSP components enhanced.	9.1 An effective and functioning Education Sector Reform Secretariat established	9.1 KESSP progress reports produced	
	9.2 Budgetary resources, skilled and committed personnel and services availed.	9.2 Steering committee reports	
	9.3 The other committees in MOEST and management units which are subordinate to the Steering Committee fully operational and effective.	9.3 KESSP steering Committee reports	
Output 10 The capacity of KESI to provide quality training for education managers strengthened	10.1 KESI relocated to Highridge TTC for the effective discharge of its functions.	10.1 Handing over / taking over reports containing the assets and the deeds of Highridge	Resources will be availed to KESI for KESSP activities
	10.2 Additional staff with appropriate skills recruited to fully compliment KESI.	10.2 KESI Staff register	
	10.3 A strategic plan developed and implemented.	10.3 Strategic plan implementation reports	
	10.4 The capacity and skills of KESI staff strengthened.	10.4.1 Training reports 10.4.2 Monitoring & Evaluation Reports.	
	10.5 Adequate resources for implementing the strategic plan properly applied and accounted for.	10.5 KESI financial and audit reports	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 11 MOEST capacity to provide HIV and AIDS prevention, care, support and mitigation programmes strengthened.	The capacity of MOEST to provide HIV/AIDS prevention, care, support and mitigation programmes strengthened.	KESSP implementation on HIV/AIDS interventions	
Output 12 Gender and cultural issues in KESSP mainstreamed.	Capacity development on gender & cultural issues reflected at all levels	Training reports on gender & cultural issues at the institutional and community levels	Gender strategy for KESSP developed
Activities		Organization Chart Schedule of Duties Ministerial Reports	That all members of staff will embrace change and adopt accordingly
1. Rationalisation of organizational structure and functions	Changed Structure Changed Functions		
2. Carry out Training Need Assessment for Senior Managers	Needs identified	TNA report	
3. Develop a detailed capacity development plan	Capacity development plan available	Development plan	
4. Establish and effectively run a Capacity Development Coordination Unit			
5. Develop and manage central training database			
6. Senior Education Managers at MOEST Headquarters, and KESSP management unit staff trained	120 Senior Education Managers at MOEST Headquarters, and KESSP management unit staff trained	<ul style="list-style-type: none"> Monitoring reports Training manuals 	
7. P.E.B., D.E.B. members and Education staff trained	384 P.E.B., D.E.B. members and education staff trained	<ul style="list-style-type: none"> EMIS Monitoring reports 	
8. District Trainers for Primary Schools trained	152 District Trainers for Primary Schools trained	<ul style="list-style-type: none"> EMIS Monitoring report 	
9. Hold Provincial and District TOT Workshops	684 Provincial and District Trainers trained for SMCs, BOGs, DEBs	"	
10. KESI relocated to HighRidge and Operational	<ul style="list-style-type: none"> Ongoing Courses monitored by KESI KESI management structured 	<ul style="list-style-type: none"> Handing over /Taking over reports Monitoring reports 	<ul style="list-style-type: none"> That resources will be available. That the T.T.C. will have been relocated
11. KESI staff trained	30 KESI staff trained	<ul style="list-style-type: none"> EMIS 	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
		<ul style="list-style-type: none"> • Monitoring reports • Training reports 	
12. Heads, Deputies, SMCS (new classrooms) trained	23,936 Heads, Deputies, SMCS (new classrooms) trained (High budget scenario)	Develop a detailed capacity development plan.	
13 Heads, Deputies SMCs (School Grants) Trained	28,096 Heads, Deputies SMCs (School Grants) Trained (High budget scenario)	Develop a detailed capacity development plan.	
14. Develop new training manuals, harmonise existing manuals and distribute manuals.	5000 training manuals developed,harmonized and used.	<ul style="list-style-type: none"> • Training reports • Procurement records 	
15. Non formal institution' teachers and management trained.	NFE managers trained.	Training reports	NFE Centres will have been identified and brought on board
16. Capacity development for HIV/AIDS mainstreaming carried out	Number of Activities held	<ul style="list-style-type: none"> • Monitoring reports 	Trainers available.
17. Training on supporting Aids Orphans carried out.	Number of personnel trained.	<ul style="list-style-type: none"> • Monitoring reports 	That only bonafide orphans will be targeted
18. Training on Gender & Culture Issues carried out.	Number of personnel trained.	List of participants: <ul style="list-style-type: none"> • Training reports. • Monitoring reports. 	
19. Staff of School Health & Nutrition Programmes trained.	Number of personnel trained.	List of participants <ul style="list-style-type: none"> • Training reports • Monitoring reports 	That there will be community support
20.Capacity Development on Guidance and Counselling carried out.	Number of personnel trained.	Training Reports <ul style="list-style-type: none"> • List of participants • List of participants 	
21. Management Capacity training for TIVET institutions carried out.	Number of personnel trained.	Training Reports <ul style="list-style-type: none"> • List of participants • List of participants 	

13 EDUCATION MANAGEMENT INFORMATION SYSTEM INVESTMENT PROGRAMME

13.1 Background

The MOEST recognizes the critical role of Education Management Information System (EMIS) in the provision of timely, reliable and accurate education data. Under the FPE support, a needs assessment and design of the EMIS have been carried out and preparatory activities initiated that include the establishment of a facility to support processing of the school data returns to the TSC and Ministry headquarters. The mission of the EMIS component is to establish effective and efficient systems and infrastructure that support harmonized data collection, processing and dissemination data for education planning and management. The envisaged EMIS is required to facilitate and enhance sharing of the data by all the Ministry departments, agencies and stakeholders for effective and efficient management of education and training. In addition, it is envisaged that an effective EMIS will provide the necessary conditions for monitoring and evaluation of the KESSP programmes. EMIS would also facilitate the measurement of achievements made towards meeting the Millennium Development Goals (EFA, UPE). It will also form an important linkage to the Government's National Statistical System (NSS) and thus enhance generation of crucial statistical data for policy formulation and evidence-based decision making.

13.2 Issues and constraints

During the needs assessment, it was observed that the Ministry and its agencies use a wide range of instruments to collect and maintain education data, leading to substantial duplication and repetitions. In addition, as a result of high centralization of data capture, processing and analysis at the headquarters, and the large volume of data, as well as inability to handle such volumes, the processing and analysis are substantially delayed, and/or never carried out, leading to ad-hoc decision-making, planning and resource allocation. Furthermore, despite the high potential in the districts to process and use available data, the capacity for processing and use of the data remains substantially limited, particularly in terms of enabling technology.

With the exception of KNEC, TSC and Higher Education Loans Board (HELB), the staff capacity to use electronic based systems remains low, thus resulting to manual processing and analysis of data at nearly all levels. It has also been noted that the necessary administrative framework is not in place to support effective implementation and coordination of the various EMIS components and resources.

On-going programmes/initiative

Besides the efforts that were carried-out in 1998-2000, considerable progress has been made since 2003 which include: design and implementation of annual school census; development of NFE database framework with a comprehensive Nairobi NFS directory, review and capacity building for the school data returns based at the TSC; development and implementation of electronic based form one selection and admission system; consultancy on EMIS needs assessment, harmonization, design and decentralization of the data collection, processing and use.

13.4 Policy framework

The overall policy objective is to achieve EFA by 2015 given the critical role that education and training play in social and economic development. However, several challenges have been recognized in delivery of education services which include the need to ensure improved: access, equity, quality and relevance that require enhanced planning, management and appropriate interventions. To meet these challenges the recommended strategy is to develop an electronic-based infrastructure to support processing, use, sharing and dissemination of available data and information at all levels. The policy gives emphasis on the establishment of high quality sustainable, secure, easily supportable and flexible infrastructure that meets a wide range of education needs.

13.5 Strategies to address key policies

In order to eliminate duplication and repetition, a core data instrument will be adopted and implemented taking into account the needs of most of the departments and agencies, with supplementary modules to address updates and specialized data requirements. Also, data capture, processing, and use will be decentralized to the district in order to eliminate large and unnecessary volumes of raw data at the headquarters and to facilitate efficient dissemination of information. In view of the limited capacity at the various levels, and particularly at the district, EMIS will be established to support data capture, processing, sharing and use among the various departments and agencies.

A systematic and aggressive capacity building programme will be carried out to equip the staff with skills and competencies necessary to support electronic-based systems particularly at the district and headquarters levels. To strengthen the administrative framework, a coordination unit will be established to support effective implementation and coordination of EMIS.

13.6 Programme summary

The goal of the Government is to use EMIS to obtain timely indicators on enrolment, attendance, relevance and quality of learning, resource mobilization

and allocation in order to reduce inequalities. The overall objective of the EMIS component is to develop an effective and efficient system and infrastructure that supports harmonized and timely collection, processing and dissemination of data for education planning and management.

The EMIS investment programme, therefore, consists of the following components:

1. Review and harmonization of instruments and data collection.
2. Data processing and management.
3. EMIS development and infrastructure support.
4. Analysis and dissemination.
5. EMIS human resource capacity building.

13.6.1 Review and harmonization of instruments and data collection

Objectives

The objective of this component is to eliminate duplication by using procedures that facilitate all inclusive data collection, processing and sharing for optimal utilization of available resources.

Activities and summary of costs

The total estimated cost for the activities in the review and harmonization of instruments for data collection will be KShs 142 million within the 5-year period, as shown in Table 13.1 below.

Table 13.1 Estimated costs for review and harmonization of instruments and data collection (KShs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Development and review of instruments (ECDE, primary, secondary, Non formal schools (NFS), and all tertiary institutions)	1.9	1.9	1.9	1.9	1.9	9.5
Production and distribution of instruments	7.2	7.2	7.2	7.2	7.2	36
Data collection, validation and supervision	19.3	19.3	19.3	19.3	19.3	96.5
Total	28.4	28.4	28.4	28.4	28.4	142

13.6.2 Data processing and management

Objective

The objective here is to enhance data capture and processing at the district and headquarters levels.

Activities and summary of costs

The total estimated cost of the activities for data processing and management will be KShs 121 million for the 5-year period, as shown in Table 13.2 below.

Table 13.2 Estimated costs for data processing and management (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Data capture and processing	12.9	12.9	12.9	12.9	12.9	64.5
Data analysis and use	3.7	3.7	3.7	3.7	3.7	18.5
Data sharing and management	3.7	3.7	3.7	3.7	3.7	18.5
Websites support	3.0	3.0	3.0	3.0	3.0	15.0
Data storage and backup	0.9	0.9	0.9	0.9	0.9	4.5
Total	24.2	24.2	24.2	24.2	24.2	121

13.6.3 EMIS development and infrastructure support

Objective

The objective of this component is to provide the necessary Software and ICT infrastructure to EMIS in the districts, headquarters and agencies.

Activities and summary of costs

The total estimated cost for EMIS software applications and ICT infrastructure will be KShs 217.5 million for the 5-year period, as shown in Table 13.3 below.

Table 13.3 Estimated costs (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Support headquarters, districts and SAGAs,						
1. Procure and customize necessary EMIS software applications	80.8	16.3	13.3	13.3	13.3	137

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
2. Network infrastructure and minor civil works	2	9.6	2	2	2	17.6
3. Desktop computers and related equipment	10.6	16	7.4	7.6	7.7	49.3
Total	93.4	41.9	22.7	22.9	23	203.9

13.6.4 Analysis and dissemination

Objective

The objective here is to enhance access to education data and information for effective intervention, policy formulation and decision-making.

Activity and summary of costs

The total estimated cost for policy and planning will be KShs 21.5 million for the 5-year period, as shown in Table 13.4 below.

Table 13.4 Estimated costs for policy and planning (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Analysis of education data	0.6	0.6	0.6	0.6	0.6	3
Utilization of GIS	0.6	0.6	0.6	0.6	0.6	3
Dissemination of information(workshops, print and electronic)	3.1	3.1	3.1	3.1	3.1	15.5
Total	4.3	4.3	4.3	4.3	4.3	21.5

13.6.5 EMIS human resource capacity building

Objective

The objective of this component is to provide relevant skills and competencies required for processing, use and management of EMIS data.

Activity and summary of costs

The training will address skill needs at basic, functional and technical levels for EMIS managers and users. The total estimated cost for EMIS capacity building will be KShs 30.2 million for the 5-year period as shown in table 13.5 below.

Table 13.5 Estimated costs for capacity building (Kshs million)

Activities	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Training on core and supplementary instruments						
Target instruments respondents	6.7	6.8				13.5
Primary and secondary users	2.5	2.5				5
Data administrators	0.2	0.2				0.4
Management	0.2	0.2				0.4
Training on application systems						0
Primary and secondary users	0.7	1.8	0.7	0.7	0.7	4.6
System administrators and analysts		5.2	0.3	0.3	0.3	6.1
Total	10.3	16.7	1	1	1	30

Summary EMIS investment costs

Table 13.6 shows the summary of the total cost over 5 years for the EMIS investment programme, which amounts to KShs 532.2 million.

Table 13.6 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
1. Review and harmonization of instruments and data collection	28.4	28.4	28.4	28.4	28.4	142
2. Data processing and management	24.2	24.5	24.2	24.2	24.2	121.3
3. EMIS development and infrastructure support	93.4	41.9	22.7	22.9	23	203.9
4. Analysis and dissemination	4.3	4.3	4.3	4.3	4.3	21.5
5. EMIS human resource capacity building	10.3	16.7	1	1	1	30
Total	160.6	115.8	80.6	80.8	80.9	518.7

Table 13.8 Education management information system logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal: To facilitate use of accurate, timely and reliable indicators on enrolment, attendance, relevance and quality of learning and resource distribution in all sectors of education.</p>	<p>Availability of accurate, and timely EMIS data and information for pre-primary, primary, secondary, Non Formal, tertiary and universities.</p>	<p>EMIS reports</p>	
<p>Programme development objective: To develop effective and efficient systems and infrastructure that supports a harmonized and timely collection, processing, analysis, use and dissemination of data for education planning and management.</p>	<ul style="list-style-type: none"> Established EMIS system at the district, headquarter and the agencies 	<p>EMIS reports</p>	<p>13.7 EMIS consultancy will finalize the needs assessment report</p>
<p>Output 1: Harmonized core and supplementary data collection instruments developed and adopted.</p>	<ul style="list-style-type: none"> Developed and institutionalized core and supplementary data collection instrument 	<p>Harmonized data collection instruments</p>	<p>2. Instruments to address the needs of all the users.</p>
<p>Activities: 1. Development and review of core instruments (Workshops and review panels)</p>	<ul style="list-style-type: none"> Core instrument developed and reviewed 	<p>Revised core instrument</p>	
<p>2. Development and review of supplementary instruments (Workshops and review panels)</p>	<ul style="list-style-type: none"> Supplementary Instruments developed and reviewed 	<p>Revised supplementary instrument</p>	
<p>3. Production and distribution of core instruments</p>	<ul style="list-style-type: none"> Instruments printed and distributed 	<p>Printed questionnaires</p>	
<p>3. Production and distribution of supplementary instruments</p>	<ul style="list-style-type: none"> Instruments printed and distributed 	<p>Printed questionnaires</p>	<p>3. Collaboration between Govt. and development partners to support the planned investment.</p>
<p>4. Data collection, validation and supervision</p>	<ul style="list-style-type: none"> Field data completed and validated 	<p>Field Reports and questionnaires</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 2: Procured and customized specialized data processing and analysis software application systems.	<ul style="list-style-type: none"> Application software installed Systems testing and piloting 	User acceptance results	4. Availability of staff for effective implementation. 5. Users will need to make provision for annual maintenance and licensing of application software
Activities: 1. Procurement and customization of relational database management system	<ul style="list-style-type: none"> Relational database Management system installed 	User acceptance results	
2. Procurement and customization of communication and collaboration system	<ul style="list-style-type: none"> Communication and collaboration software installed 	User acceptance results	
3. Procurement and customization of network management system	<ul style="list-style-type: none"> Network management system installed 	User acceptance results	
4. Procurement and customization of security system	<ul style="list-style-type: none"> Security system installed 	User acceptance results	
5. Development and customization of EMIS	<ul style="list-style-type: none"> EMIS installed 	User acceptance results	
6. Development and customization of EMIS supplementary modules	<ul style="list-style-type: none"> EMIS supplementary modules installed 	User acceptance results	
7. Procurement of analysis and reporting systems	<ul style="list-style-type: none"> Analysis and reporting systems 	User acceptance results	
8. Customization of policy indicators database	<ul style="list-style-type: none"> Policy indicators database 	User acceptance results	
Output 3: Established computerized data capture and processing systems at district, headquarters and agencies	<ul style="list-style-type: none"> Processed data 	EMIS data	
Activities: 1. Data capture and processing	<ul style="list-style-type: none"> Processed data 	EMIS data	
2. Data analysis and use	<ul style="list-style-type: none"> Generated information 	EMIS data	
3. Data sharing and management	<ul style="list-style-type: none"> Increased number staff with online access 	Systems access logs report	
4. Data storage and backup	<ul style="list-style-type: none"> Backup facilities available 	Inventory returns	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 4:</p> <p>Improved access to education data for effective planning and intervention.</p>	<ul style="list-style-type: none"> • Number of publications, websites, workshops • Number of education agencies that have access to EMIS data through network 	<p>EMIS reports, updated NFE/NFS directory</p>	
<p>Activities:</p> <p>1. Data dissemination</p>	<ul style="list-style-type: none"> • Feedback of information to the districts • Number of workshops held 	<p>District report cards Workshop proceedings</p>	
<p>2. Websites, print and electronic publications</p>	<ul style="list-style-type: none"> • Availability of website with up to date educational data • Number of publications 	<p>Website access logs, EMIS publications</p>	
<p>Output 5: Availed education indicators for monitoring and evaluation of education goals and programmes</p>	<ul style="list-style-type: none"> ▪ Education Progress trends provided 	<p>EMIS data</p>	
<p>Activities:</p> <p>1. Validation of policy indicators database</p>	<ul style="list-style-type: none"> ▪ Updated policy indicator database 	<p>Policy database</p>	
<p>2. Analysis of education policies</p>	<ul style="list-style-type: none"> ▪ Number of workshops held 	<p>Workshop reports</p>	
<p>3. Upgrading indicators using geographical referenced data(GIS)</p>	<ul style="list-style-type: none"> ▪ Incorporated GIS in EMIS database 	<p>EMIS data</p>	
<p>Output 6: Established EMIS infrastructure at the districts, headquarter and agencies.</p>	<ul style="list-style-type: none"> ▪ EMIS infrastructure establishment 	<p>Project implementation report</p>	
<p>Activities:</p> <p>DISTRICTS</p>			
<p>1. Network infrastructure & minor civil works</p>	<p>Number of LANS established</p>	<p>Project implementation report</p>	
<p>2. Desktop computers and related equipment</p>	<p>Number of computers procured</p>	<p>Project implementation report</p>	
<p>HEADQUARTERS</p>			
<p>3. Network infrastructure & minor civil works</p>	<p>Number of LANS established</p>	<p>Project implementation report</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
4. Desktop computers and related equipment	Number of computers procured	Project implementation report	
5. Storage and backup facility	Number of back up facilities	Project implementation report	
AGENCIES			
6. Network infrastructure & minor civil works	Number of LANS established	Project implementation report	
7. Desktop computers and related equipment	Number of computers procured	Project implementation report	
Output 7: Relevant EMIS data use, processing and management skills imparted.	Skilled personnel	Training assessment reports	
A. Core and supplementary instruments			
1. Target instruments respondents	Number trained	Training assessment reports	
2. Primary users	Number trained		
3. Secondary users	Number trained		
4. Data administrators (workshops)	Number trained		
5. Management	Number trained		
B. Application systems			
6. Primary users	Number trained	Training assessment reports	
7. Secondary users	Number trained		
8. System administrators	Number trained		
8. Data analysts	Number trained		
9. Management	Number trained		

14 INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION INVESTMENT PROGRAMME

14.1 Background

This investment addresses support to ICT for administration and ICT in education (e-learning). The Sessional Paper No. 1 of 2005 emphasizes that information and communication technology skills play a key role in promoting the economic development of a country. The Government appreciates and recognizes that an ICT literate workforce is the foundation on which Kenya can acquire the status of a knowledge economy. The Government will, therefore, make education the avenue for equipping the nation with ICT skills in order to create a vibrant and sustainable economic growth.

In the e-Government strategy and national ICT policy, considerable attention is given to education, particularly schools as agents with the greatest potential to address challenges of the digital divide, expansion of learning opportunities and e-Government. The proposed investment is intended to put in place the policy and strategy for ICT in education, development of e-learning delivery systems, build the necessary capacity, development of required ICT infrastructure, and institutional management systems.

Already, the ministry is implementing the wider government systems aimed at improving efficient management of personnel and financial records. These systems need support for ensured business continuity and recovery. As the government finalises the national ICT policy and implements e-Government strategy, more systems are envisaged to be rolled out to improve service delivery.

14.2 Issues and constraints

This investment programme emphasizes on the administrative support needed to ensure appropriate use of ICT to support and improve the current systems in Government (IFMIS, IPPD, Communication, LANs and WAN management). In addition, there are many initiatives towards e-learning that require coordination and integration in order to achieve sustainable service delivery.

14.3 On-going programmes/initiatives

Current initiatives towards ICT in education have been carried out largely by individual institutions with occasional support from the private sector. Of the existing schools, about 2 percent have a computer laboratory, some desktop computers, and/or limited connectivity to the internet.

This ICT investment in education is expected to take advantage of the on-going initiatives for the implementation of e-Government and the national ICT policy. While the objective of the e-Government and the national ICT policy is to mainstream ICT in service delivery and processes, the objective of ICT in education is to expand learning opportunities, facilities, and channels of delivery.

14.4 Policy framework

This investment programme will be implemented under the framework of the Sessional Paper No.1 of 2005, National ICT Policy and e-Government Strategy. The Ministry's policy on ICT is to integrate ICT education and training into education and training systems in order to prepare the learners and staff of today for the Kenyan economy of tomorrow through the enhancement of the ICT skills. In terms of operational framework, the policy envisages establishment of a coordination unit under ICT division. It is also expected that the investment will be able to harmonize ICT in education and the implementation of e-Government strategy.

14.5 Objectives

The objectives here are:

- (i) To develop and implement ICT policy and strategy for education sector;
- (ii) To establish the necessary infrastructure and systems to facilitate communication and information exchange between the departments and agencies in the Ministry;
- (iii) To provide ICT advisory services to educational institutions;
- (iv) To develop a strategy, standards and a quality control system for e-learning;
- (v) To support the development and delivery for digital content (e-curriculum);
- (vi) To support ICT teacher development;
- (vii) To support research and development of ICT in education.

14.6 Strategies to address key policy issues

To achieve the above objectives, the following strategies will be employed:

- (i) Facilitating the use of existing government platforms - infrastructure and connectivity (GITS / Directorate of e-Government) to eliminate duplication and reduce costs;
- (ii) The use of opportunities and infrastructure provided by universal access to ICT infrastructure to institutions of learning in both the formal and non-formal education sectors, including affirmative action for gender, ASAL areas, rural and urban-poor schools, and those with special needs (Initiative of CCK and TelKom);
- (iii) Establishment of standards and controls at various levels of ICT integration in the education sector to allow for harmonization of various initiatives;
- (iv) Supporting the development of digital content to be provided to educational institutions;
- (v) Supporting teacher training colleges and universities in development and production of ICT teachers; and
- (vi) Developing and implementing a training programme for institutional and human capacity building for use of ICT in the departments and agencies in the Ministry.

14.7 Investment programme

The first sub-component of this investment programme supports ICT for administration with a view to using existing and future systems to strengthen management of education. The second sub-component supports ICT in education (e-learning) with a view to providing guidelines, standards and controls to support implementation of ICT in educational institutions.

The components for the investment programme are:

- Ministerial ICT capacity development.
- ICT advisory services to education institutions.
- Digital content development and delivery.
- ICT teacher development.
- Research and development on ICT in education.
- Capacity Building.

Table 14.6 shows the summary of the total cost over the 5 years of ICT in education investment programme, which is about Ksh.394.3 million, excluding capacity building. It is envisaged that the Capacity building on ICT will cost an extra Ksh. 288 million.

Table 14.6 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

	DESCRIPTION	TOTAL AMOUNT	2005/06	2006/07	2007/08	2008/09	2009/10
1	Ministerial ICT capacity development	192.55	49.84	34.84	63.94	25.59	18.34
2	ICT advisory services to education institutions	63.3	6.3	13.3	19.55	18.3	5.8
3	Digital content development and delivery	35.3	7.26	8.26	7.26	6.76	5.76
4	ICT teachers development	87.75	17.55	17.55	17.55	17.55	17.55
5	Research and development on ICT in education	22.5	4.5	4.5	4.5	4.5	4.5
	TOTAL	401.3	85.45	78.45	112.8	72.7	51.95

The Capacity building costs are summarized as below:

	DESCRIPTION	TOTAL AMOUNT	2005/06	2006/07	2007/08	2008/09	2009/10
6*	CAPACITY BUILDING	287.995	102.5	35.52	35.52	35.52	35.52

* - The component is expected to have been captured under the human resource development sub-sector.

4.7 Information and communication technology in education logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Goal: <ul style="list-style-type: none"> To optimize utilization of ICT in institutions of learning to attain universal literacy 	Progress towards targets set in the national development plan, Sessional Paper No. 12005	<ul style="list-style-type: none"> EMIS data returns 	<ol style="list-style-type: none"> MOEST to obtain technical assistance for development of the ICT in education strategic policy and implementation plan. <i>Already Draft National ICT Policy and e-Government strategy is in place.</i> National ICT policy is the framework for addressing ICT in the education sector. Strong collaboration and support by the private sector Schools are the ideal entry point for ICT investment Government to play critical role in infrastructure support Business continuity will become increasingly necessary
Programme development objective: <ul style="list-style-type: none"> To enhance learning delivery and distance learning To improve school administration. 	<ul style="list-style-type: none"> Enhanced access to ICTs in schools Effective and efficient administrative processes 	<ul style="list-style-type: none"> EMIS data returns 	
Output 1: <ul style="list-style-type: none"> ICT in education policy framework in place and Security and backup Standards developed 	<ul style="list-style-type: none"> ICT in education policy adopted 	<ul style="list-style-type: none"> ICT policy report Number of institutions adopting the policy 	
Activities: <ol style="list-style-type: none"> ICT Policy Review and dissemination workshop 	<ul style="list-style-type: none"> Number of review meetings held 	Meeting reports	
<ol style="list-style-type: none"> Business continuity and disaster recovery Strategies: servers, backup devices 	<ul style="list-style-type: none"> Number of servers and backups in place 	Inventory returns	
<ol style="list-style-type: none"> Development of security policies on data, Information and ICT Equipment 	<ul style="list-style-type: none"> Number of ICT facilities implementing security measures 	Evaluation report	
<ol style="list-style-type: none"> Sensitization of staff on health and safety, privacy, security of ICT equipment, data and information. 	<ul style="list-style-type: none"> Number of staff trained. 	Training report	
Output 2: Monitoring and evaluation systems	Systems to ensure monitoring and evaluation and business continuity is assured.	EMIS	
Activity 1: <ol style="list-style-type: none"> Procurement and customization of Monitoring and evaluation system 	Monitoring and evaluation system put in place	System used	
<ol style="list-style-type: none"> Back-up facilities for EMIS 	Number of servers	Infrastructure report	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
3. Back-up facility for ICT administration Systems	Number of servers	Infrastructure report	<p>with increased use of ICT.</p> <p>7. Business process re-engineering will be conducted for accurate.</p> <p>8. Document management will be adopted for the whole sector.</p>
4. Back-up facility for e-Learning support	Number of servers	Maintenance report	
Output 3: • Document management system	Document management system acquired and implemented	System reports	
Activities: 1. Development and customization of document management system	System developed	System documentation and implementation	
2. Process-re-engineering	BPR Report	BPR Report	
3. Pilot systems	Number of pilot sites	Implementation progress report	
4. Phased implementation	Number of sites with full system implementation	Implementation progress report	
Output 3: • Communication development	<ul style="list-style-type: none"> • Communication system • Increased communication 	<ul style="list-style-type: none"> • Training returns 	<p>9. With adoption of e-Government strategy and later implementation of National ICT policy, communications will be highly dependent on ICT.</p> <p>10. Infrastructure improvement and enhanced connectivity will greatly improve performance on use of modern technologies.</p> <p>11. The development of regulations, guidelines and standards will</p>
Activities: 1. Development and customization of communication system for the sector	<ul style="list-style-type: none"> • Messaging and collaboration system 	<ul style="list-style-type: none"> • Use of messaging and collaboration system 	
2. Expansion of bandwidth	<ul style="list-style-type: none"> • Number of bandwidth connections and capacity increases 	<ul style="list-style-type: none"> • Reports 	
Output 4: • Infrastructure development	<ul style="list-style-type: none"> • Improved infrastructure for information exchange 	<ul style="list-style-type: none"> • LAN and WAN 	
Activities: 1. Improve LAN of the Ministry and agencies	<ul style="list-style-type: none"> • Upgrade of routers and switches 	<ul style="list-style-type: none"> • Delivery and installation 	
2. Improve connectivity to districts	<ul style="list-style-type: none"> • Number of districts with connectivity 	<ul style="list-style-type: none"> • WAN presence at Districts 	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 5: <ul style="list-style-type: none"> Advisory services to education institutions 	<ul style="list-style-type: none"> Guidelines, standards and regulations on ICT utilization by education institutions 	<ul style="list-style-type: none"> Guidelines and standards manual 	facilitate the adoption of e-learning initiatives in the sector.
Activities: <ol style="list-style-type: none"> Development of guidelines, standards and controls for e-learning 	<ul style="list-style-type: none"> Guidelines and standards developed 	<ul style="list-style-type: none"> Manual 	<ol style="list-style-type: none"> It is expected that the regulations and guidelines will protect the education institutions exploitation and dumping of e-wastes.
<ol style="list-style-type: none"> Advisory service with Quality assurance and standards Officers 	<ul style="list-style-type: none"> Trained quality Assurance and Standards officers 	<ul style="list-style-type: none"> Training returns 	
<ol style="list-style-type: none"> Coordination and support of e-learning at teacher training colleges 	<ul style="list-style-type: none"> Panels to develop and review content of e-learning 	<ul style="list-style-type: none"> Panel working 	
Output 6: <ul style="list-style-type: none"> Digital content development and delivery 	<ul style="list-style-type: none"> Availability of e-learning material 	<ul style="list-style-type: none"> Panel, e-learning materials 	<ol style="list-style-type: none"> There is adequate number of experts in the region to facilitate the local digital content development.
Activities: <ol style="list-style-type: none"> Development of digital content to support e-learning initiatives 	<ul style="list-style-type: none"> Panel formed to develop e-curriculum 	<ul style="list-style-type: none"> Panels, e-learning materials 	
<ol style="list-style-type: none"> Development of education portal for distribution of e-learning materials 	<ul style="list-style-type: none"> Education portal 	<ul style="list-style-type: none"> Site and on-line materials 	<ol style="list-style-type: none"> There is favorable climate to attract participation of the private and public sector partnership on ICT in education.
Output 7: <ul style="list-style-type: none"> ICT teacher development 	<ul style="list-style-type: none"> ICT literate workforce 	<ul style="list-style-type: none"> Deployed report on teachers 	
Activities: <ol style="list-style-type: none"> Provision of ICT trained teachers in collaboration with TSC and TTCs 	<ul style="list-style-type: none"> Number of secondary school teachers trained Number of primary school teachers trained 	<ul style="list-style-type: none"> Training reports 	
Output 8: <ul style="list-style-type: none"> Research and development 	<ul style="list-style-type: none"> Innovations and sustainable models identified 	<ul style="list-style-type: none"> Innovation reports Research materials 	
Activities: <ol style="list-style-type: none"> Research on ICT innovation in the sector 	<ul style="list-style-type: none"> Number of documented Innovations Products for showcase or replication 	<ul style="list-style-type: none"> Innovation report 	<ol style="list-style-type: none"> Research and development will help the sector in making informed decisions pertaining to adoption of acquisition of e-learning and ICT tools (sustainability models).
<ol style="list-style-type: none"> Evaluation of programmes used in the sector 	<ul style="list-style-type: none"> Evaluation of sustainability of various initiatives 	<ul style="list-style-type: none"> CBA reports 	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
3. Effectiveness of digital content delivery systems	<ul style="list-style-type: none"> • Assessment criteria to be set 	<ul style="list-style-type: none"> • Learning achievement reports 	

15.1 Background

The Ministry has a Guidance and Counselling (G&C) Unit, which was created in the 1970s. The unit provides services to secondary schools and teacher training colleges as well as conducting in-service courses for primary school teachers. In the past the unit has developed a career guidance booklet for use by secondary school students.

Over the years, the mandate of the unit has been expanded in response to the challenges emerging in the education sector. Currently, the unit is charged with the responsibility of coordinating in-service courses for teachers, pupils, students, head teachers, workers, other stakeholders such as parents/guardians, at all levels. This expansion has been found necessary for the empowerment of key actors to handle growing challenges to sector operations.

15.2 Issues and constraints

There are many challenges in the society that directly impact on educational institutions including the following:

- The HIV/AIDS pandemic, which has substantially increased the number of orphans and has negatively effected learning. There is therefore need to employ G&C approaches to help the infected and affected learners to cope with the challenges of their status;
- Inadequate career opportunities, which have led to the current state of high unemployment rates among school and college leavers. Thus students require critical career guidance yet many teachers lack skills to offer career G&C;
- There are many family problems, which pose serious challenges in the growth and development of the Kenyan child. In addition, the escalating violence against children, and stress in society, demand well co-ordinated and informed counselling interventions so as to provide learners with life skills to enable them face the above challenges.
- Drug and substance abuse in schools is on the increase, with the age of first use steadily dropping to age eight. Most cases of anti-social behaviour are linked to this vice, hence the need to develop and integrate substance abuse prevention education into the curriculum. This in turn demands empowerment of teachers to enable them handle this subject.

15.3 Current government initiatives

The Government is currently implementing several measures aimed at curbing the various cases of indiscipline in the learning institutions and preparing the youth for a better and meaningful livelihood. The measures taken towards this goal include; strengthening the G&C section at the MOEST headquarters, in-servicing of primary school teachers in G&C and ensuring that G&C units in schools work with NACADA and other partners to sensitize teachers and parents on substance abuse prevention.

15.4 Policy framework

The Government supports the provision of G&C services in schools but the policy response in this area remains weak. There are no comprehensive G&C services yet in place. As a result, issues to do with discipline and violence in schools have been handled in an ad-hoc manner. However, Sessional Paper No. 1 of 2005 has provided general guidelines on G&C services in schools. This policy framework, coupled with the implementation of the Children's Act 2001 will provide a strong foundation for the assurance of children's right. However, we need to build a strong institutional framework and capacity among key actors.

It is also noted that the The National Conference on Education and Training (2003), also recommended that a national programme be instituted for professional training of teachers/personnel to handle G&C services and that the latter be offered by professionally trained mature members of staff. In addition, the Wangai Report (2001) on student discipline and unrests in secondary schools also made strong recommendations on the need to strengthen G&C in schools by equipping teacher counsellors with skills and knowledge in this area so that they can perform their duties effectively.

15.5 Strategies to address key policy issues

There is need to strengthen G&C services at all levels of education and in particular train: pre-school, primary, secondary and post-secondary teachers in G&C and its application to their areas. We also need to prepare and disseminate training modules in G&C for primary, secondary and post secondary G&C staff and strengthen G&C in pre-service training. In particular, we need to document and disseminate timely information on coping with the maturation process, and role of peer counselors. In addition, development and dissemination of career information booklets will empower teachers in schools with the necessary skills to be able to guide students. Finally, we need to build capacities in disaster management, conflict resolution, violence prevention and trauma management at all levels. To establish the magnitude and nature of these challenges we need to carry out baseline surveys on specific topics and share the results.

15.6 Summary of the programme

In order to strengthen G&C, the Ministry has proposed a 5-year investment programme, which will include:

- Development of a G&C policy for the education sector.
- Development and implementation of training programmes in emerging issues for teachers, learners and other stakeholders.
- Development and dissemination of information booklets and materials on careers.
- Provide counselling services at the workplace in MOEST.
- Monitoring and evaluation of G&C programmes

Objective

The objective here is to strengthen and institutionalize G&C in all learning institutions and within the Ministry at all levels.

Investment strategy

The Ministry will design and implement an all-embracing G&C programme.

Activities

- Development of a G&C policy framework.
- Monitoring training programmes for teachers and learners.
- Development and dissemination of career information booklets and materials.
- Providing counselling in workplaces in MOEST
- Training teachers and learners in disaster preparedness, management and conflict resolution.

Management

This investment programme will be managed by the G&C unit within MOEST in collaboration with stakeholders, especially from NACADA, schools and other Government agencies. Headteachers in primary, secondary and TT institutions will play vital roles in this programme.

Summary of costs

Table 15.1 shows the summary of the total cost over the 5-year period of investment, which is about KShs 527.5 million.

Table 15.1 Summary of yearly costs: 2005/06 - 2009/10 (Kshs million Kshs)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Develop policy for the education sector	8.9					8.9
Carry out baseline survey, develop, implement and monitor training programmes	56.6	30.0	30.0	30.0	30.0	176.6
Develop and disseminate careers booklets and materials	14.2	14.2	14.2	14.2	14.2	71.0
Train teachers and learners in emerging issues		15.2	15.2	15.2	15.2	60.8
Provide counseling at the workplace in MOEST		51.9	51.9			103.8
Total	79.7	111.3	111.3	59.4	59.4	421.1

Table 15.2 Guidance and counselling logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Overarching Goal:</p> <p>To improve G/C services to learners to ensure equity of access and enhance quality and learning achievements</p>	<ul style="list-style-type: none"> ❖ Improvement in GER ❖ Improvement in completion rates by 30% ❖ Reduction in drop-out rates by 30% ❖ Reduction in staff attrition rates by 50% 	<ul style="list-style-type: none"> ❖ EMIS 	<ul style="list-style-type: none"> a) Top management support b) Availability of adequate resources c) Increasing demand for safe learning institutions d) Parent and community support e) All other investment programmes that impact on learning are in place. f) Capacity to implement programme
<p>Programme development Objective</p> <p>To equip learners with skills that will enable them meet their growth and developmental needs for enhanced physical and psychological health</p>	<ul style="list-style-type: none"> ❖ Increased retention rates by 40% ❖ Reduction in the number of institutional disturbances by 50% ❖ Improvement in exam results by 40 % ❖ Reduction in cases of career indecisiveness by 50 % 	<ul style="list-style-type: none"> ❖ EMIS ❖ JAB admission records ❖ KNEC Data 	
<p>Output 1</p> <p>Policy framework for operations in G/C provided</p>	<p>1.1 Explicit policy for G/C in place</p>	<p>1.1.1 Policy document 1.1.2 Report on launching 1.1.3 Report on dissemination of the policy</p>	
<p>Activities</p> <p>1. Develop the policy</p>	<p>1.1 Explicit policy for G/C in place</p>	<p>1.1.1 Policy document 1.1.2 Reports on drafting workshop</p>	
<p>2. Launch the policy</p>	<p>2.1 Explicit policy for G/C in place</p>	<p>2.1.1 Report on the launching activity Policy document</p>	
<p>3. Launch the policy</p>	<p>3.1 Policy document and launching function</p>	<p>3.1.1 Launch reports</p>	
<p>4. Disseminate the policy</p>	<p>4.1 Explicit policy in place and in use</p>	<p>4.1.1 Policy document 4.1.2 Reports on dissemination workshops 4.1.3 EMIS</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 2 A conducive environment for learning provided</p>	<p>2.1 Reduction in the number of institutional disturbances by 50 %</p> <p>2.2 Improved enrolment rates by 30%</p> <p>2.3 Increased demand for safe and stable schools by 50% for all categories of learners</p> <p>2.4 Reduction in student and teacher discipline cases by 60%</p> <p>2.5 Decline in drop out rates by 30%</p> <p>2.6 Reduced staff turnover by 50%</p>	<p>2.1.1 Records in the school occurrence book documenting disturbances</p> <p>2.1.2 School inspection reports</p> <p>2.1.3 Board of Governors Minutes</p> <p>2.1.4 District statistical returns</p> <p>2.2.1 School admission registers</p> <p>2.2.2. School monthly statistical returns</p> <p>2.3.1 MOEST list of Form 1 application</p> <p>2.4.1 Minutes of Board of Governors meeting on discipline matters</p> <p>2.4.2 T.S.C records on teacher discipline</p> <p>2.4.3 MOEST records of the discipline committees</p> <p>2.5.1 School attendance registers</p> <p>2.5.2 School admission registers</p> <p>2.5.3 School monthly returns</p> <p>2.6.1 TSC records on staff returns</p> <p>2.6.2 School staff files</p> <p>2.8.1 School/student performance records</p> <p>2.8.2 School manual mark sheets/Broad Sheets</p> <p>2.8.3 Co curricular activities records</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	2.7 Improved school/community relations by 10% per year	2.7.1 Records of AGM attendance 2.7.2 Minutes of AGM/BOG/SMC's i. BOG minutes ii. SMC minutes iii. PTA minutes iv. School inspection reports	
	2.8 improved exam performance	2.8.1 Exam results	
Activities 1. Carry out baseline survey 2. Develop training programme	1.1 Baseline survey data in place and in use 1.2 Reports on the various writing workshops	1.1.1 Baseline survey report 1.1.2 Workshop reports 1.1.3 Attendance lists 1.1.4 Work tickets 1.1.5 Check in lists in venues 1.1.5 Copies of training modules	
3. Train TOTs at all levels	2.1 Training team in place	2.1.1 Reports on training workshop 2.1.2 Trainee evaluation 2.1.3 Reports 2.1.3 Attendance lists 2.1.4 Programmes 2.1.5. Check in lists in venues	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
4. Implement the training programme	<p>3.1 Improved delivery of G/C services</p> <p>3.2 Reduced number of learners with problems in schools by 50%</p> <p>3.3 Reduced disturbances in schools by 50%</p>	<p>3.1.1 School G/C records</p> <p>3.1.2 School inspection report</p> <p>3.1.3 Head teachers appraisal form of G/C teachers</p> <p>3.1.1 School discipline records.</p> <p>3.1.2 Learners own reports</p> <p>3.1.3 Number of trained teachers who are implementing the programme</p> <p>3.2.1 School G/C records</p> <p>3.2.2 School inspection reports</p> <p>3.2.3 School discipline records</p> <p>3.2.4 BOG/SMC Minutes</p> <p>3.3.1 Records in the School daily occurrence books</p> <p>3.3.2 School inspection reports</p> <p>3.3.3 BOG/SMC Minutes</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
5. Monitor the implementation of the training programme	<p>4.1 Consistent reduction of disturbances in school by 50% within the 5 years</p> <p>4.2 Increased demand for safe and stable schools by 60%</p> <p>4.3 Decline in drop-out rates by 30%</p> <p>4.4 Reduced staff turnover by 50 %</p>	<p>4.1.1 School daily occurrence book</p> <p>4.1.2 School inspection reports</p> <p>4.1.3 G/C annual reports</p> <p>4.1.4 BOG Minutes</p> <p>4.2.1 List of form one application</p> <p>4.2.2 List of application for transfer to safe schools</p> <p>4.2.3 List of learner applications to safe schools</p> <p>4.3.1 School attendance register</p> <p>4.3.2 School monthly returns</p> <p>4.3.3 School admission registers</p> <p>4.4.1 Staff returns (TSC)</p> <p>4.4.2 School Staff files</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Out put 3 Skills and competencies in disaster preparedness, management and trauma counselling acquired</p>	<p>3.1 The proportion of established disaster response teams; 1 per division by 2010</p> <p>3.2 Improved provision of disaster prevention and management facilities by 50 %</p>	<p>3.1.1 G/C records</p> <p>3.2.1 School procurement records</p> <p>3.2.2 Store ledgers/inventories</p> <p>3.2.3 Minutes of school management committees</p>	
<p>Activities</p> <p>Train teachers and learners in disaster management, conflict resolution, violence prevention and Trauma management</p> <p>Form and train disaster response teams</p> <p>Procure and distribute disaster response equipment</p>	<p>1.1. Reduced cases of indiscipline in schools by 50%</p> <p>1.2. Reduced vandalism by 50 %</p> <p>1.3. Reduced cases of institutional disturbances by 50 %</p> <p>1.4. Established disaster response teams – At least 1 team per division</p> <p>1.5. Improved provision of disaster response equipment – at least 1 in the high risk areas</p> <p>1.6. Trained teams of teachers and planners</p>	<p>1.1.1 Discipline committee records</p> <p>1.1.2 BOG/SMC minutes</p> <p>1.1.3 School daily occurrence book</p> <p>1.1.4 School inspection reports</p> <p>1.2.1 Procurement records</p> <p>1.2.2 Discipline committee records</p> <p>1.2.3 School inspection reports</p> <p>1.3.1 Daily occurrence books</p> <p>1.3.2 BOG/SMC minutes</p> <p>1.3.3 Discipline committee records</p> <p>1.4.1 Reports on drills for response teams</p> <p>1.5.1 Procurement records</p> <p>1.5.2 Inspection reports</p> <p>1.6.1 Procurement records</p> <p>1.6.2 Inspection reports</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Out put 4 Necessary life skills and ability to manipulate the environment provided</p>	<p>4.1 Decline in number of institutional disturbances by 50%</p> <p>4.2 Decline in number of drug abusers among learners by 40%</p> <p>4.3 Increased level of knowledge skills and attitudes towards sex</p> <p>4.4 Increased levels of abstinence</p> <p>4.5 Reduced drop-out due to pregnancy by 60%</p>	<p>4.1.1 School daily occurrence books</p> <p>4.1.2 School inspection reports</p> <p>4.1.3 BOG minutes</p> <p>4.2.1 School discipline records</p> <p>4.2.2 School G/C records</p> <p>4.3.1 School G/C records</p> <p>4.3.2 Ministry of health records on teenage reproductive health</p>	
<p>Activities</p> <p>1. Train teachers and learners on life skills development</p> <p>2. Establish peer educators clubs</p>	<p>1.1 Less cases of disturbances in school by 50 %</p> <p>1.2 Decline in number of drug abusers among learners by 50%</p> <p>1.3 Reduced development due to HIV/AIDS</p> <p>1.4 Established peer educators/counselors clubs</p>	<p>1.2.1 School daily occurrence book</p> <p>1.2.2 School inspection reports</p> <p>1.2.3 BOG/SMC minutes</p> <p>1.2.1 School discipline records</p> <p>1.2.2 School G/C records</p> <p>1.3.1 School G/C records</p> <p>1.3.2 Ministry of health records on teenage sex</p> <p>1.4.1 School G&C records</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 5 Informed and appropriate education career and life goals made</p>	<p>5.1 Less application to change university course choices by 50%</p> <p>5.2 More students seeking career counseling by 40%</p> <p>5.3 Less cases of students changing subject in the course of the school term by 40%</p>	<p>5.1.1 Joint Admission Board records on course transfers</p> <p>5.2.1 G/C records in school</p> <p>5.2.2 Referral records in school</p> <p>5.3.1. Records on subject choice in school.</p>	
<p>Activities</p> <p>1. Develop and disseminate career information booklet</p> <p>2. Train teacher on career G/C</p>	<p>1.1 Less cases of career indecision by students - by 40%</p> <p>2.1 Less cases of career change applications by students by 40%</p> <p>2.2 Proportion of learners with career information books</p> <p>2.3 Proportion of teachers trained in career G&C</p>	<p>1.1.1 Joint Admission Board records on course transfers</p> <p>1.1.2 Referral records in school</p> <p>1.1.3 Records on subject choice in school</p> <p>2.1.1 Course programme</p> <p>2.1.2 Course report</p> <p>2.1.3 Course attendance list</p> <p>2.1.4 Trainee evaluation sheet</p> <p>2.1.5 Venue participant check in list</p> <p>2.2.1 Career information booklets</p> <p>2.3.1 Inspection reports</p> <p>2.3.2 Course reports</p> <p>2.3.3 Course program</p> <p>2.3.4 Trainee evaluation sheets</p>	

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Out put 6 Provide user friendly quality services by MOEST staff enhanced</p>	<p>6.1 Improved staff client relation by 60%</p> <p>6.2 Improved job motivation for MOEST staff by 40%</p> <p>6.3 Reduced absenteeism by 50%</p> <p>6.4 Drop in staff turnover by 50 %</p> <p>6.5 Improved time management by 50%</p> <p>6.6 Less cases of confliction relationships at work place by 50%</p>	<p>6.1.1 Service delivery survey</p> <p>6.2.1 Staff appraisal records</p> <p>6.3..1 Staff attendance registers</p> <p>6.4.1 Staff attendance records</p> <p>6.5.1 personnel records</p> <p>6.6.1 staff appraisal records</p> <p>6.6.2 Discipline records (staff)</p>	
<p>Activities 1. Train MOEST staff on self management and social skills</p>	<p>1.1 Improved job motivation for MOEST staff by 40%</p> <p>1.2 Reduced absenteeism by 50%</p> <p>1.3 Drop in staff turnover by 50%</p> <p>1.4 Improved time management by 50%</p> <p>1.5 Improved relationships by 50%</p> <p>2.1. Guidance on the provision of G/C services</p> <p>3.1 Improved staff motivation</p> <p>3.2 Improved service delivery by MOEST staff by 50%</p>	<p>1.1.1 Staff appraisal records</p> <p>1.1.2 Staff attendance registers</p> <p>1.2.1 Staff attendance records</p> <p>1.3.1 Personnel records</p> <p>1.4.1 Staff attendance records</p> <p>1.5.1 Discipline records (staff)</p> <p>2.1.1 Policy documents</p> <p>2.1.2 Senior management meetings</p> <p>2.1.3 Reports on dissemination workshops</p> <p>2.1.4 Participants attendance list</p> <p>2.1.5 Participants venue check in lists.</p> <p>3.1.1 Staff appraisal records</p> <p>3.1.2 Staff attendance registers</p>	<p>Willingness of staff to use</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
2. Establish and provide counseling services at the workplace in MOEST		3.2.1 Staff appraisal records 3.2.2 Service delivery surveys	G&C services

16 SECONDARY EDUCATION INVESTMENT PROGRAMME

16.1 Background

Formal secondary education in Kenya is the second level in the formal education system, which caters for the age group 14-18 years within the school system. This sub-sector consists of over 4,000 public secondary schools and about 600 private secondary schools with a total student population of over 850,000. However, the massive increase in enrolments in primary schools, following the introduction of FPE is already putting pressure on the secondary school system to expand access. The immediate challenge of secondary education is how to expand access at relatively low cost while improving the quality of education provided. The momentum for rapid and urgent expansion of secondary education will become more crucial as FPE increasingly expands to cover all the school age children.

16.2 Issues and constraints

One of the factors constraining secondary school enrolment is that the growth in the number of secondary schools has not matched that of primary schools. In 2003, there were 3,661 public secondary schools and about 600 registered private secondary schools, compared to 18,081 public primary schools. This imbalance is expected to worsen following implementation and the strengthening of FPE. The demand is already very acute in urban areas, especially urban slums, where over 60 percent of the total urban population is concentrated.

The decline in secondary school enrolment was caused by the following factors:-

- High cost of secondary education, which has led to a 30 percent drop out rate;
- High levels of poverty among many households;
- Extra levies for private tuition; unfriendly school environment especially for children from poor households;
- Negative effects of HIV/AIDS pandemic;
- Rising repetition rates;
- Low expansion of public secondary schools in urban areas, especially in Nairobi.

Secondary education has also been characterized by poor performance in national examinations especially in core subjects such as Mathematics and Sciences. The pupil-textbook ratios have also been high especially in the rural areas and urban slums. The teacher factor is also important in explaining the poor performance; in that although the majority of the teachers are graduates and approved teachers, many are either arts based or lack adequate pedagogical skills to deliver the curricula especially in Mathematics, Sciences, English and Kiswahili. An added dimension relates to secondary school teacher training which combines teaching methodology and subject mastery. Under this system both the academic and methodology suffer from an overburdened university

programme. Furthermore, teacher promotion has not been based on performance, but on qualifications, which contributes to internal inefficiencies.

However, while it is true that the GER for secondary school subsector declined from 29.4% to 22.2% between 1990 and 2000, we must all appreciate that this trend has been reversed since 2003. In the year 2004, transition from primary schools to secondary subsector improved from 47% in 2003 to over 50% of the KCPE candidates, despite a sharp increase in the number of candidates.

Part of this increase in the transition may be credited to growing support for the children from poor households both from the Government and other partners.

16.3 On-going programmes/initiatives

The Government has put the following initiatives in place to improve access to, and quality of, secondary education:

- The curriculum is being rationalised and revised with a view to reducing both the load on students and teachers and the consequent costs to Government and parents;
- The Government continues to provide teachers to all public secondary schools;
- The MOEST, through KESI, is strengthening the capacities of educational managers at this level;
- The Government has also reviewed staffing norms in order to ensure efficient utilization and equitable distribution of teachers;
- Under a targeted programme, the Government is rehabilitating schools in poor communities in order to improve teaching and learning;
- Through SMASSE, a MOEST/JICA INSET programme, and other initiatives the Government is in-servicing teachers in various subjects as a measure to enhance subject mastery levels;
- Government funding to the secondary bursary fund has been increased.

16.4 Policy framework

Despite the above initiatives, the secondary sub-sector continues to face challenges, particularly the low participation rates, unsatisfactory level of transition from primary to secondary and from secondary to tertiary (particularly to universities), as well as serious gender and regional disparities. The quality of secondary education also remains low. Policy documents, including the Sessional Paper No. 1 of 2005, indicate a target transition rate of 70 percent from primary to secondary schools, with a doubling of enrolments by 2010 and a tripling by 2015. Such an ambitious target can only be met through a strong partnership between the Government, private sector, civil society, communities, and parents. Policy reforms and operational plans are, therefore, needed to accompany the expansion of secondary education.

In order to address these challenges, the Government will implement the following policies:

- (i) In the long-term, work towards integrating secondary education as part of basic education;
- (ii) Promote the development of day schools as a means of expanding access and reducing the cost to parents;
- (iii) Provide targeted instructional materials to needy public secondary schools, while encouraging parents and communities to provide infrastructure and operational costs;
- (iv) Provide support for the development of secondary schools in marginalized communities;
- (v) Restructure the secondary school teacher training programme to require that teacher trainees attain basic qualifications in their respective subject areas and subsequently undertake post-graduate training in pedagogy or extend the Bachelor of Education degree programme to be five years like other professions;
- (vi) Establish a National Assessment System to monitor learning competencies in secondary schools in order to enhance the capacity of schools to undertake school-based continuous assessment; and
- (vii) Establish two centres of excellence in each district, one for boys and one for girls, to serve as role models and to increase the number of high quality schools.

16.5 Strategies to address key policy issues

To implement the above policies, the Government will employ the following strategies:

- (i) Provide targeted support for the development of infrastructure in areas where parents are not able to provide such support;
- (ii) Provide targeted support to boarding schools in ASALs, and needy deserving areas, especially for girls;
- (iii) Through DEBs, regularly review and rationalize fees and levies in secondary schools in order to reduce the cost burden on the Government, parents and communities;
- (iv) Support the implementation of affirmative action in secondary education to address the needs of the marginalized and/or those in difficult circumstances;
- (v) Recognize and provide support for children with special talents and abilities;
- (vi) Increase the provision of bursaries and devise better methods of targeting and disbursing funds to the needy;
- (vii) Mobilize additional resources to finance the construction of schools and provide equipment to deserving areas, especially ASALs and urban slums;
- (viii) Promote the development of more day-schools, especially in high population density areas;
- (ix) Mobilize support to ensure establishment of a minimum of 3 streams in each school;
- (x) Regularly review staffing norms to enhance appropriate utilization of teachers;

- (xi) Ensure re-entry of girls who drop out of school due to pregnancy and early/forced marriages;
- (xii) Develop mechanisms for flexible delivery of curriculum to cater for children with special needs;
- (xiii) Provide targeted teaching and learning materials to needy schools;

16.6 Project summary

The 5-year investment programme, under KESSP, will seek to expand access and improve quality and relevance in secondary education through the following sub-components:

1. Development of a strategy for the expansion of the sub-sector.
2. Provision of bursaries and scholarships to the needy.
3. Provision of grants to ASAL secondary schools.
4. Classroom construction in ASAL and Urban slums.
5. Development of open and distance learning (ODL) facilities.
6. Provision of science equipment in targeted secondary schools.
7. Provision of information and communication technology (ICT).

Objective 1

The first objective here will be to enhance access to secondary education for disadvantaged students, including orphans, vulnerable children in urban slums and ASALs, especially the girl-child by 2010.

Investment Strategies

- (i) Increasing the level of bursary allocation to cover more needy students;
- (ii) Targeting the poor and disadvantaged students, particularly the girl-child;
- (iii) Devising better and efficient methods of targeting and disbursing bursary funds;
- (iv) Supporting the implementation of affirmative action in secondary education to address the needs of marginalized and/or those in difficult circumstances.

Objective 2

A second objective for this component is to reduce and contain the cost of secondary education by 2010. For this to be achieved the following strategies will be employed:

- (i) Construction of 4,000 classrooms in ASALs and 1,000 classrooms in urban slums;
- (ii) Provision of targeted teaching and learning materials to the needy schools to enhance access and equity;
- (iii) Continue to provide basic equipment to targeted schools and needy areas in order to expand access and reduce the cost of secondary schooling to the households;
- (iv) Integration of ODL in secondary education;

- (v) Provide targeted support for the development of infrastructure, including water and sanitation in areas where parents are unable to provide such support.

Objective 3

The third objective is to enhance the participation of private providers in secondary education by 2007.

Investment strategy

Promote private sector participation in the development of secondary schools by working with other ministries and partners to create incentives for more investments in the sub-sector.

Objective 4

The fourth objective is to improve the quality of secondary education by 2010.

Investment strategies

- (i) Through in-service training, using the cascade approach, empower 45,000 secondary school teachers interpret, and implement the revised curriculum;
- (ii) Provide post-basic training to secondary school teachers in order to improve their skills;
- (iii) Revise the curriculum for technical and industrial subjects; and supply curriculum support materials;
- (iv) Establishment of a national system for monitoring student learning achievement;

Objective 5

The final objective for this sub-sector is to enhance ICT in secondary education.

Investment strategies

- (i) Integration of ICT in teaching and learning in secondary schools.
- (ii) Building teachers capacity to use ICT in education.
- (iii) Provision of the requisite infrastructure for ICT in secondary schools.

Management

The Directorate of Higher Education, especially the secondary education division will be responsible for the implementation of this component with support from relevant SAGAs.

Summary of costs

Table 16.1 shows the summary of the total cost over the 5 years period of secondary school investment programme, which is about Kshs 12 billion.

Table 16.1 Summary of yearly costs: 2005/06 – 2009/10 (Ksh million)

Secondary education	2005/06	2006/07	2007/08	2008/09	2009/10	Total, 2005/06- 09/10
Develop secondary education expansion strategy.	30.0	10.0	0.0	0.0	0.0	40.0
Provide bursaries and scholarships.	1,013.0	1,013.0	1,121.0	1,233.1	1,356.4	5,736.5
Grants to ASAL secondary schools.	222.5	200.0	250.0	300.0	300.0	1,272.5
Classroom construction in ASAL and urban slums.	150.0	300.0	300.0	300.0	300.0	1,350.0
Open and distancelLearning.	50.0	200.0	130.0	100.0	100.0	580.0
Science equipment in targeted schools.	243.9	315.6	374.4	415.2	456.6	1,805.7
Provision of ICT.	250.0	400.0	400.0	400.0	400.0	1,850.0
Total Secondary education including bursaries.	1,959.4	2,438.6	2,575.4	2,748.3	2,913.0	12,634.7

Table 16.2 Secondary school logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Goal: To expand and improve secondary education	Progress towards relevant targets in the ERS, MDGs, Sessional Paper and KESSP	1. EMIS	
Development objective: To enhance access, equity, quality and relevance of education, especially for disadvantaged and vulnerable students	1. Transition rate increased from 47 percent to 70 percent 2. Increase in KCSE passes 3. Enrolment of disadvantaged students improved	1. EMIS 2. KNEC data	Strategy for secondary expansion completed.
Output 1: The participation of private providers in secondary education enhanced over the plan period.	3.1 Proportion increase in the number of private schools 3.2 Proportion increase in the number of streams in private schools 3.3 Level of incentives accruing to potential private investors in secondary education 3.4 Proportion increase of secondary school students attending private secondary schools	3.1.1 MOEST registration records 3.1.2 Reports of national survey on education 3.3.1 MOES&T financial records 3.4.1 Schools census 3.4.2 School attendance records	-Demand for secondary education sustained. -Collaboration of the private providers.
Activities: 1. Mount a forum between the MOEST and private providers to establish their needs and constraints. 2. Develop a framework within which the Government and private sector can collaborate in the provision of secondary education. 3. Review the current bursary disbursement guidelines and develop better methods of targeting the needy students.	1. Level of private stakeholder's representation and participation 2. % of needy students accessing bursaries in both private and government institutions		
Output 2: Access to secondary education for disadvantaged	2.1 Proportion of pastoralist children accessing secondary education	2.1.1 KESSP monitoring reports	-Demand for secondary education sustained.

Narrative summary	Performance indicators	Means of verification	Critical assumptions
students, including the poor, orphans, vulnerable children in urban slums and ASALs, especially the girl-child enhanced over the plan period.	2.2 Proportion of children from urban slums accessing secondary education 2.3 Proportion of orphaned/poor children accessing secondary education 2.4 Proportion of girls from urban slums/ASALs and from poor households accessing secondary education	2.2.1 MOEST district returns 2.3.1 MOEST district returns 2.4.1 KESSP monitoring reports 2.4.2 Report on MOEST annual schools census	
Activities: 1. Mount a national survey to establish the actual need of bursary. 2. Allocate sufficient funds for bursary needs. 3. Review the current bursary disbursement guidelines and develop better methods of targeting the needy students. 4. Establish guidelines and mechanisms for affirmative action in secondary education.	1. % of needy students identified in slums, ASALs vulnerable, and orphans 2. % of needy children covered by bursary countrywide 3. New guidelines with selection criteria of needy students developed 4. Number of Girls accessing secondary education 5. Number of needy Girls accessing bursaries		
Output 3: Access expanded and cost of secondary schooling reduced over the plan period.	1.1 percent increase in enrolment from the current 22 percent. 1.2 Transition rate for secondary education growing at an average of 5 percent per year from the current 47 percent. 1.3 The number of additional streams established. 1.4 Number of new secondary Schools established in urban slums and ASALs. 1.5 Proportion of children in urban slums accessing secondary education.	1.1.1 Reports of MOEST schools census 1.2.1 Reports of MOEST schools census 1.3.1 Reports of MOEST schools census 1.3.2 Report on national survey on education	-Study on bursary will be affordable and sustainable. -New bursary guidelines implemented. -Deboarding will be appreciated by stakeholders.

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	<p>1.6 Proportion of girls attending sec. education.</p> <p>1.7 Proportion of secondary schools with adequate water and sanitation facilities.</p> <p>1.8 Proportion of children assessing full tuition bursary.</p> <p>1.9 Proportion of students dropping out of school due to fees problems.</p>		
<p>Activities:</p> <ol style="list-style-type: none"> 1. Identify schools and areas for construction of new and additional classrooms in ASAs and urban slums. 2. Disburse grants to BOGs of selected schools for classroom construction in accordance with the established targets. 3. Commission and supervise classroom construction. 4. Assess and identify needy students in secondary schools. 5. Identify schools needing infrastructural support, sanitation facilities and provide the same. 6. Establish the infrastructure for open distance learning in secondary schools. 7. Establish an education media service. 	<ol style="list-style-type: none"> 1. Consultative school development plans (SDPs) available in every school 2. % of schools BOGs able to account for the disbursed funds 3. % schools with classroom construction on-going as per SDP 4. New criteria for identifying needy secondary students available operational 5. Needs assessment records showing quality and quantity of basic physical facilities 6. Number of Open Distance Learning coordination Centres established and Number of staff trained. 		
<p>Output 4. Targeted secondary schools supplied with the adequate science equipment.</p>	<p>Proportion of secondary schools with science equipment increased.</p>	<p>-Quality assurance and standards reports. -Monitoring and evaluation reports.</p>	<p>Guidelines followed.</p>
<p>Activities:</p> <ol style="list-style-type: none"> 1. Develop selection criteria for schools to be 	<ol style="list-style-type: none"> 1. Carry out a need assessment of schools for basic science equipments 		

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>supplied with science equipment.</p> <ol style="list-style-type: none"> 2. Determine equipment needed per school. 3. Disburse the funds as per the identified needs. 4. Monitor and Evaluate the programme. 	<ol style="list-style-type: none"> 2. % of schools with minimum requirements for science equipments 3. % schools with proper record of utilization of funds 		
<p>Output 5: ICT in secondary education enhanced over the plan period.</p>	<ol style="list-style-type: none"> 6.1 Appropriate ICT policy developed and in use. 6.2 Degree of use of ICT in teaching and learning process 6.3 Functional ICT infrastructure established 6.4 ICT implementation plan developed and implemented 6.5 ICT skills of teachers and students enhanced 	<p>-MOEST reports.</p>	<p>Demand for ICT in secondary education sustained.</p>
<p>Activities:</p> <ol style="list-style-type: none"> 1. Develop an ICT policy for secondary education 2. Provide the requisite infrastructure for ICT 3. Develop and a training plan for teachers and students in ICT 	<ol style="list-style-type: none"> 1. MOEST and Relevant stakeholders identify and develop educational policies and guidelines to govern ICT 2. Quality infrastructure for ICT develop 3. % of schools offering ICT and teachers and students trained in basic ICT 		

17 INSET SECONDARY INVESTMENT PROGRAMME

17.1 Background

In an effort to realise quality education for secondary level mathematics and science, MOEST recognises the urgent need to improve teachers capacities. It is for this reason that the Ministry converted the former CRT, Karen to CEMASTEAs as a means to the institutionalisation of INSET activities at the national level. With the assistance of Japanese International Corporation Agency (JICA), INSET centres have been established at district level throughout the country. In addition, INSET training has been expanded to include headteachers, school inspectors, DEOs, tutors of mathematics and science in diploma colleges and TIVET tutors. The CEMASTEAs are also offering INSET courses for educators from other African countries in collaboration with NEPAD and ADEA.

Another aspect of INSET will target curriculum review for Diploma Teacher Training Colleges and technical subjects in secondary school so as to ensure both adequate capacities and relevance of the content.

17.2 Issues and constraints

Cost sharing has not worked well in the past because the poverty levels in the country have continued to get worse. Nonetheless, the Government continues to invest in quality education because that is the only way to transform the country towards sustainable development. It is in this spirit that the in-service education and training for mathematics and science teachers continues to receive high priority. In addition, studies have shown that secondary mathematics and science subjects face problems such as negative attitudes (of teachers, students, parents and education managers), weaknesses in pedagogy/methodology, teacher competencies, administrative guidance, mobilization, prioritization and utilization of resources among others.

Other key issues currently facing CEMASTEAs include: institutional legitimacy, financing and operations. The Ministry has registered CEMASTEAs and is preparing to gazette its legal order and formally appoint a board of management so that it can exercise its functions under the Education Act. In the short term ministry allocation to CEMASTEAs is disbursed through the Kenya Science Teachers College (KSTC). Once the legal order is gazetted, there will be a budget line for CEMASTEAs so that the board can legally control the funds allocated to it. Also, there is need to implement the organisation and administrative structure so that CEMASTEAs can function as an independent institution under the Education Act.

Another issue is harmonization of teacher education curriculum in diploma colleges with revised secondary curriculum, and also revision of technical secondary curriculum. The teachers in both areas will also need to be trained through INSET so as to empower them to deliver the revised curricula.

17.3 Current programmes/initiatives

Current initiatives include transformation of CRT to CEMASTEAs and establishment of INSET centres at the district level. In addition, INSET activities have been extended to include not only teachers but also headteachers, Quality Assurance and Standards Officers, school inspectors, DEOs, tutors of mathematics and science in diploma colleges and TIVET tutors, so as to improve quality through CEMASTEAs and in partnership with NEPAD. Our INSET experience has been expanded to 23 African countries in Sub-Saharan Africa and beyond.

Regarding curriculum revision for both diploma colleges and secondary technical subjects, KIE is already planning an initial workshop to chart the way forward for the exercise.

17.4 Policy framework

Evidence of the relevance of in-service education and training in Kenya can be deduced from policy documents such as National Development policy, Medium-Term Expenditure Framework (MTEF), PRSP and the Sessional Paper No. 1 of 2005. In all these and other documents, improvement of the quality of curriculum delivery through INSET has been well articulated. This is being done so as to ensure that teachers have both the skills and capacity to deliver the curricula at each level.

17.5 Strategies to address key policy issues

Quality secondary schools graduates will contribute to the quality of teachers required within the education sector as well as other sectors. The Government will therefore continue to improve and maintain a well educated and disciplined teaching force fully committed to continuous professional development and life-long learning. In addition, curriculum review will be carried out on regular basis to ensure relevance and harmonization.

The rapid growth of information technology and the recent availability of new and advanced information technologies in the Kenyan society are placing new demands on teachers. All these factors require a dynamic, responsive and well-coordinated system of in-service training to facilitate the achievement of a growth-oriented, equity-sensitive and progressive society. In designing the inservice training it will be born in mind that pre-service training alone cannot prepare teachers for the challenges of lifelong teaching and learning that lie ahead in this rapidly changing society.

17.6 Programme summary

The INSET investment programme will focus on upgrading the teachers' skills and capacities to ensure quality delivery of curriculum in key subjects, particularly mathematics, science and languages. For mathematics and sciences the proposed investment programme will enable CEMASTEAs to

continue to improve the capacity to in-service more education personnel, particularly teachers. This programme will comprise the following components:

1. Teacher INSET.
2. Teacher education curriculum review - Diploma.
3. SMASSE INSET at district level.
4. SMASSE INSET (diploma colleges).
5. Maintenance of current INSET at CEMASTEAs.
6. Curriculum review for secondary technical subjects.
7. M&E.
8. R&D.

Summary of costs

Table 17.1 shows the summary cost over the 5-year period for INSET investment programme, which is about Kshs 15 billion.

Table 17.1 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

Secondary INSET	2005/06	2006/07	2007/08	2008/09	2009/10	Total, 2005/06- 09/10
Teacher orientation and INSET.	101.0	140.6	177.0	199.3	219.2	837.1
Curriculum Revision (Diploma colleges).	16.1	11.0	2.7	1.0	1.0	31.8
SMASSE INSET (Districts).	100.0	100.0	100.0	100.0	100.0	500.0
SMASSE INSET for diplomas colleges.	0.4	0.5	0.5	0.5	0.5	2.4
Curriculum review for secondary technical subjects.	10.0	10.0	0.0	0.0	0.0	20.0
Maintenance of current INSET at CEMASTE.A.	14.0	15.0	15.0	15.0	15.0	74.0
M&E and R&D.	2.0	2.0	2.0	2.0	2.0	10.0
Total Secondary INSET mathematics and Science.	243.5	279.1	297.2	317.8	337.7	1,475.3

SMASSE INSET (DISTRICTS), will be paid by schools directly through the Heads Association to the training centres while JICA will continue (commitment) to provide equipment/chemicals and reference books to the district SMASSE INSET Centres until June 2008.

Inset secondary education logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Goal: To improve Quality of secondary Education	Progress towards relevant targets in the ERS, MDGs, Sessional Paper and KESSP	EMIS	Trained teachers remain in service
Development Objective: To improve quality of secondary education through teacher in-service training			
Output 1: Quality of secondary education improved through in-service training	<ul style="list-style-type: none"> (i) Number of teachers and Headteacher inserviced increase (ii) Proportion of students attaining C+ in Termly examinations, mock and KCSE increase (iii) Timely, qualitative and quantitative Baseline data on needs Assessment (iv) Quality training program developed (v) Proportion of revised subjects taught under the new curriculum (vi) Number of students opting to study science increase (vii) Number of teachers participating in CEMASTEAs increase (viii) Number of participating countries increase 	EMIS District reports School reports KNEC records Records of student performance SMASSE and CEMASTEAs reports	Trained teachers remain in service
Activities: 1. Carry out training needs assessment for all secondary school teachers and headteachers 2. Develop a training programme to orientate and in-service all secondary school teachers 1. Review the curriculum for secondary technical subjects 2. All secondary school teachers are in-serviced in the identified areas	1. List and descriptions of identified training needs for secondary teachers and head teachers 2. A participatory training program showing objective(s), targeted personnel, resource persons, content and duration of the courses 3. Number and scope of technical subjects reviewed and recommendations to KIE 4. % of secondary school teachers in serviced in the identified areas	EMIS, Reports	

Narrative summary	Performance indicators	Means of verification	Critical asumptions
3. SMASSE Insets at district and diploma Colleges conducted as planned 4. Current Inset for CEMASTEAMaintained and functional 5. Insets for other African countries conducted	5. % of secondary school teachers and other education personnel in serviced through SMASSE in districts and diploma colleges 6. % teachers and other education personnel from African countries trained in CEMASTEAMaintained		
Output 2: Curriculum Review for Diploma Secondary School teachers	1. Needs assessment showing qualitative and Quantitive data 2. Number of revised syllabi in place 3. Appropriate curriculum support material	EMIS PTTC reports	Trained teachers and tutors remain in sevice
Activities: 1. Curriculum needs assessment conducted 2. Curriculum designed 3. Syllabus writing completed 4. Teacher orientation and piloting conducted 5. Printing of Revised materials	1. New curriculum improved and Learner Centred 2. Number of subjects with new curriculum 3. MOEST and other stakeholders reports on the new curriculum 4. Gender sensitive curriculum, student and teachers guides printed		

18. QUALITY ASSURANCE AND STANDARDS INVESTMENT PROGRAMMES

18.0 Background

Provision of education opportunities to all Kenyan children is central to the Government's poverty eradication strategy and the Economic Recovery Strategy. To realize this goal and to provide primary pupils with the opportunity to acquire basic education to enable them exploit their potential to the fullest, the MOEST must put in place effective quality assurance mechanisms. This is why the Directorate of Quality Assurance and Standards was recently established.

One of the core functions of the Directorate of Quality Assurance and Standards (DQAS) is 'quality assurance'. This entails effective monitoring of curriculum delivery in schools to ensure effectiveness. To realize effective curriculum delivery, DQAS is expected to provide advisory services to schools on how best to improve their teaching. The advice also goes to stakeholders at school, district and headquarters levels.

With the new policy that emphasizes partnerships, DQAS must increasingly become a team player and not a policing service. As such it needs the capacity to be able to help institutions put in place quality assurance systems and to make use of them.

Issues and constraints

In pursuit of quality assurance and standards the Ministry faces the following challenges:

- Inadequate school level supervisory capacity;
- Lack of tools to measure learning achievements;
- Widespread weaknesses in teacher skills due to lack of INSET services
- Inability of the Directorate of Quality Assurance and Standards to organize sufficient subject-based in-service courses to address short-comings relating to revised curriculum, generic and assessment skills;
- Lack of a national system of teacher INSET accreditation, thus most of the courses have not been coordinated and standardized;
- Lack of capacity to adequately assess special needs and respond to them
- Publishers' over concentration on the production of curriculum materials in main subjects thus leaving some subjects without adequate support materials;
- Lack of adequate capacity and facilities for curriculum support through radio and other channels;
- Inadequate support to quality assurance services at school and zonal levels.

Government initiatives

In its efforts to address the above challenges the Government has instituted the following initiatives:

1. In collaboration with development partners the Ministry is offering pedagogical skills through SbTD project;
2. The Government has recently strengthened DQAS to enable it monitor curriculum delivery in all schools in Kenya;
3. In partnership with UNICEF-KCO, the Ministry has started monitoring learning achievement in lower primary classes 1-4 through MALP Project. The focus of MALP is to ensure learners are assisted to acquire basic competencies in each subject at each grade level through the use of standardized assessment tests. Other initiatives to monitor learner achievements have been undertaken under SACMEQ, MLA and FEMSA. However, these require harmonization and standardization;
4. The Government in partnership with UNICEF has a pilot programme on mobile schools and accelerated learning in North Eastern Province.

Policy framework

In all policy reviews and related documents, the Government has recognized the fact that it is every Kenyan's right to access education and training regardless of one's socio-cultural or economic background or status. This commitment is founded on the understanding that quality education and training contribute significantly to economic growth and increased employment opportunities. The Government's commitment is articulated in the following documents.

- The Sessional Paper No.10 of 1965, "African Socialism and its Application to Planning" which identified ignorance as one of the greatest enemies of development and also recognizes the provision of education as a vehicle for promoting social justice, human dignity and economic prosperity among Kenyans.
- Education Act Cap 211 (1970) (1980) under section 18 empowers the Inspectorate (now Directorate of Quality Assurance and Standards) "to enter and inspect any school or any place at which it is reasonably suspected that a school is being conducted and report to the Minister with respect to the school or any part thereof".
- Sessional Paper No. 6 (Kamunge Report) of 1988 called for improved quality of education through optimal use of existing human, physical and fiscal resources.
- National Rainbow Coalition's (NARC) Manifesto, section 5.2 commits the Government to the provision of Universal Primary Education (UPE) as an important milestone to economic and social development.

- The 9th National Development Plan (2002-2008) that underwrites the Government's commitment towards attainment of Education For All (EFA) by 2015.
- Sessional Paper No. I of 2005 on a Policy Framework for Education, Training and Research that illustrates the MOEST's determination to improve access, equity, quality and relevance through better management of service delivery to learners by overcoming all odds.
- Poverty Reduction Strategy Paper (2002-2004) and the Economic Recovery Strategy Paper (2003-2007) which state that for enhanced quality assurance and control to be achieved, learning processes must be relevant to the needs of society and achievable with limited resources.

Strategies to address key issues

To address the policy issues and thus ensure provision of quality education, the Government will apply the following strategies:

- Conducting subject-based content mastery improvement and pedagogical skills upgrading training;
- Monitoring school level curriculum delivery to determine existing discrepancies in instruction methodology and areas that need attention;
- Undertaking continuing research to determine the quality of education being offered;
- Establishing a formalized system of inservice training for teachers at all levels;
- Institutionalization of monitoring of learning achievements in lower primary (MALP) and development of standardized tests to monitor learning achievement in upper primary (MLAUP);
- Undertaking a study on the existing systems of monitoring learner achievements (SACMEQ, FEMSA, MLA, and MALP etc) with a view to harmonizing them as a pre-requisite to establishing and operationalizing a national assessment system;
- Establishing a school broadcasting channel and equipment for KIE;
- Establishment and operationalization of item banking at the KNEC;
- To Review examinations for ABE/NFE;
- Development and production of curriculum support materials not currently being published by commercial publishers;
- Developing school capacities to manage their own improvement plans through teacher support initiatives;
- Through KESI, developing the management capacities of school heads;
- Re-activation of subject panels at school level;
- Developing the capacity of DQAS to enable them to ensure quality at all levels.

18.1 Subject-based content mastery improvement and pedagogical skills upgrading investment programme

Objective

The objective of this component is to deepen teachers' subject mastery and upgrade their pedagogical skills.

Investment strategy

The MOEST proposes an investment programme to reverse the declining KCPE standards in 35 poorly performing districts through the organization of upgrade pedagogical skills. It is hoped with adequate inservicing teachers will boost performance of the affected districts from a mean score of below 245.0 to 250.0 out of 500 marks. This subject-based in-service training targets 58,032 class teachers who will be trained in five (5) batches of 11,606 (2005/2006); 11,606 (2006); 11,606 (2007/8); 11,606 (2008/9) and 11,608 (2009/10). In the process each school will nominate at least one subject teacher in the following subject areas: languages, science, mathematics and humanities to benefit from the proposed training. The 21 public primary teacher-training colleges will be used as centres for conducting this phased pedagogical skills upgrading. The Directorate of Quality Assurance and Standards (DQAS), Kenya Institute of Education (KIE) and KNEC will undertake the development of training materials.

Estimated costs (Ksh millions)

Subject-based content improvement and pedagogical skills upgrading	2005/6	2006/7	2007/8	2008/9	2009/10	Total cost
Total	18.0	20.0	55.3	55.3	55.3	203.9

18.2 Quality monitoring and teacher support investment programme

Objective

The objective of this component is to take stock of levels of achievement attained against the set goals or objectives. It also entails ensuring high quality skills and standard of teachers in curriculum delivery.

Investment strategy

The MOEST proposes a five-year investment programme to provide quality monitoring and teacher support in all educational institutions in the country. This will involve formation of inspection teams at the district, provincial and national levels, with the mandate to look at the educational institutions in totality, that is, general external review or audit of the educational institutions

activities and how they impact on the curriculum implementation and performance.

This programme is proposed on the understanding that quality monitoring and teacher support visits will help school managements to understand quality benchmarks and performance. Also, using their wide exposure and experiences on good practices the teams will be expected to advise school heads on how to address issues relating to quality assurance.

Estimated costs (Ksh million)

Quality Monitoring and Teacher Support	2005/6	2006/7	2007/8	2008/9	2009/10	Total cost
Total	80.0	100.0	100.0	150.0	150.0	580.0

18.3 Action research on quality education and retention investment programme

Objective

The objective of this component is to undertake research on teaching and learning methodologies to improve quality education standards and performance.

Investment strategy

The MOEST proposes a five-year research and development programme geared towards providing and improving knowledge, skills and attitudes of school managers and supervisors on classroom management practices so as to ensure that teachers observe and practice:

- use of appropriate teaching methods and techniques;
- correct interpretation of the prescribed syllabus requirements;
- proper planning, preparation and delivery of their lessons;
- adequate mastery of subject matter/content in their respective subject areas;
- provision of attention to all learners in the class.

Targeting strategy

This programme will target carefully sampled primary schools in the country in order to address issues emerging from learning situations especially those relating to grade repetition, participation, retention and completion among others.

Management

The overall management responsibility will be with the Directorate of Quality Assurance and Standards with day-to-day operations being conducted by a research sub-unit to be established under KESSP.

Estimated cost (Ksh. million)

Action research development	2005/6	2006/7	2007/8	2008/9	2009/10	Total Cost
Advocacy and planning		0.79	0.26	0.26	0.27	1.58
Development of required instruments		0.06	0.02	0.02	0.02	0.12
(i) Research activity		10.74	3.58	3.58	3.58	21.48
(ii) Report writing		0.41	0.14	0.14	0.13	0.82
Total		12.00	4.0	4.0	4.0	24.00

18.4 A National accreditation system

Objective

The objective of this component is to establish a national accreditation system for continuous professional development, upgrading and skills.

Investment strategy

The MOEST proposes a two- year (2) research and development programme designed to develop and pilot an efficient and transparent system of professional development. The associated accreditation system should also enhance quality assurance and enhancement of teachers; guarantee inservice training and professional development standards. In addition, the programme will target all government and non government in-service training providers.

Management

The overall management responsibility will lie with the Directorate of Quality Assurance and Standards.

Estimated costs (Ksh million)

Development of accreditation system	2005/6	2006/7	2007/8	2008/9	2009/10	Total
Research, planning and advocacy		3	1	0	0	4
Design development		1	1		0	2
Piloting		4	2	0	0	6
Scaling		2	1	0	0	3
Total		10.0	5.0			15.0

18.5 Monitoring achievement in lower primary (MALP) investment programme

Objective

The objective of this program is to monitor learner achievements in the acquisition of basic and essential competencies in every subject at every grade in the primary education cycle, starting with lower primary (1-4).

Investment strategy

The programme is proposed on the understanding that need exists and for establishing verifiable and quantifiable methods of assessing learner competitions in numeracy and literacy in lower primary (std. 1-3)

Management

The overall management of MALP programme for the year 2005-2006 lies with DQAS in liaison with KIE and KNEC.

Estimated cost (Ksh million)

	2005	2006/6	2007/7	2008/9	2009/10	Total
MALP	20.0	-	-	-	-	20.0
Total	20.0	-	-	-	-	20.0

18.6 Establishing and operationalizing of national assessment

centre investment programme

Objective

National assessments are designed to gather objective and reliable data on educational standards at a national level. They are targeted at specific domains of learner behaviour e.g. numeracy and literacy, and aim at answering the question “what do students at this stage of education know and understand and what can they do?” At the moment Kenya has no effective national system for monitoring learner achievements at other levels except at the end of the school cycle. In designing a national assessment programme, it is appreciated that public examinations are designed for, selection and certification and only provide a small measure of learners achievement of competencies. Unlike national examinations, national assessments have the following advantages:

- They provide a baseline against which changes in educational standards can be judged;
- They help to identify specific strengths and weakness in learner achievements so that curriculum and teaching interventions may be targeted for maximum effect;
- To institutionalize MALP and MLAUP in the primary education cycle in order to ensure acquisition of basic learning competences by all learners in each subject at every level;
- Provide reliable and valid data to inform policy-making processes e.g. in the allocation of resources and monitoring accountability in schools;
- Through such assessments, learners with special learning needs may be identified early enough and a decision made on what to do with them.

Investment strategy

The programme will involve an investment strategy that targets capacity development for KNEC, KIE and quality assurance officers to be able to undertake national assessment. The programme will include local training and attachments as well as the development of capacity to prepare instruments for the national assessments. In pursuit of these goals the programme will entail capacity development for national assessment centre, including the provision of necessary equipment, and research resources. Once instruments are developed there will be need for initial piloting before dissemination of the tools and information.

Management

The Council Secretary/Chief Executive of KNEC will be responsible for day to day administration of the programme in liaison with DQAS and KIE.

Estimated cost (Ksh millions)

Establishing and operationalizing a national assessment centre	2005/6	2006/7	2007/8	2008/9	2009/10	Total
Total	9.0	35.0	35.0	50.0	45.0	174.0

18.7 Harmonization of SACMEQ, MLA, FEMSA and MALP (A study)

Objective

The objective of this programme is to harmonize the various initiatives that seek to monitor learner achievements at the various levels of primary education, with the ultimate aim to provide input towards establishment and operationalization of a National Assessment System.

Investment strategy

The MOEST proposes an investment programme to address weaknesses due to lack of harmonization in the various assessment initiatives. It is proposed on the understanding that co-ordination and cost effectiveness are pre-requisites to the development of a credible and effective assessment system. The study will inform MOEST on the best practices to be adopted in developing a valid and reliable national assessment system that can track learning achievements at every grade/level of primary school education.

To implement this programme a core team to be based at the National Assessment Centre will steer the study under a consultancy firm. Subsequently, the team will provide training to district and zone-based officers through a cascade system.

Management

The overall management of this component will be with the Council Secretary/Chief Executive of the Kenya National examination Council (KNEC) working jointly with key departments (KIE, TSC, Quality Assurance and Standards, Policy and Planning and Basic Education). In carrying out its work, the core team in-charge would benefit from technical support offered by UNESCO-11EP and other institutions/initiatives at regional and international levels.

Estimated cost (Ksh million)

Harmonization of SAQMEC, MLA, FEMSA, and MALP studies	2005/6	2006/7	2007/8	2008/9	2009/10	Total
Total	5.0	-	-	-	-	5.0

18.8 Educational broadcasting investment programme

Objective

The objective of this programme is to support, enrich and complement instruction to learners in the formal and non-formal education. It aims at improving access among out of school youth and adults through an alternative mode of curriculum delivery, with a national coverage. The programme will help KIE move away from hiring broadcasting services while its equipment lie idle.

Investment strategy

- The MOEST proposes a five-year investment programme to produce and transmit quality educational programmes to meet needs of learners in and out of school and the general public in a cost effective manner. The programme will entail the establishment of a modern digital technology broadcasting station. To achieve this goal it is proposed that Kenyan professionals be facilitated to learn from others who are already providing this service. Scripting, editing and recording of the programmes will be done with expertise drawn from specialists in respective disciplines to ensure quality of productions.
- The programme is proposed on the understanding that the educational broadcasts will enhance the delivery of the curriculum by supplementing teachers efforts in some difficult content areas, infusion and integration of emerging issues, and life skills including imparting entrepreneurial skills that will empower out-of-school youths identify options for appropriate livelihoods.
- The officers-in-charge of production of the broadcasts will monitor the effectiveness of the programmes from time to time to revise them with regard to new knowledge and changing needs of the audience.

Management

The programme will be managed jointly by the Director KIE and Director QAS who should also work in collaboration with relevant departments and other stakeholders.

Estimated costs (Ksh million)

Establishment of an educational broadcasting channel	2005/6	2006/7	2007/8	2008/9	2009/10	Total cost
TOTAL	100.0	18.0	12.6	20.0	20.0	170.6

18.9 Establishing and operationalizing an item banking system investment programme

Objective

The objective of this program is to enable KNEC to develop test item banking with pre-tested items as opposed to the current system where test papers are developed and administered without pre-testing.

This programme provides the country with the following advantages:

- It guarantees that poor items do not appear in the actual examination papers;
- Items from the bank can be modified and recycled if they are collected from candidates at the end of the examination;
- Since the statistical properties of the items are known, it is possible to construct papers of comparable degree of difficulty from year to year thus increasing the reliability of examinations;
- In case of need to construct a paper within a short time (e.g. due to leakage), readily available questions can be used;
- Since practicing teachers are used to write items, item writing skills may contribute to improvement of pedagogy.

Investment Strategy

This will be a continuous programme initially to be done for 4 years and to be continued in the next phase of the investment. It is projected that 320 item writers drawn from among teachers in 8 provinces and covering the 8 subject areas being taught in primary schools will be trained. The programme also entails procurement of item banking software/equipment and training KNEC personnel in its operation. The programme will involve setting, moderation, printing, packaging and administration of the test items targeting 5% of all the KCPE candidates in sampled schools.

Management

The Council Secretary/Chief Executive of KNEC, will be responsible for the management of the programme .

Estimated costs (Ksh.million)

Item	2005/6	2006/7	2007/8	2008/9	2009/10	TOTAL
Banking System						
Total	12.5	25.0	27.0	50.0	30.0	144.5

18.10 Procurement of printing equipment for KNEC investment programme

Objective

The objective here is to procure printing equipment for KNEC. This will enable KNEC to localize the printing of most of its examinations in order to cut on

foreign exchange expenses currently being incurred in printing examination papers outside the country.

Investment strategies

The program will be phased over two years and will consist of procurement of equipment costing Ksh.292.4million, with investment covering the provision of a web printing machine and security paper counter. The second phase will consist of the provision of other printing equipment consisting of plate maker, folding machines, hydraulic forklift and trolleys, heavy duty guillotine, stitching machine, heavy duty shredder and a binding machine.

Management

The Chief Executive/Council Secretary KNEC, will be responsible for the procurement and installation of the equipment.

Estimated cost (Ksh.million)

Printing Equipment	2005/6	2006/7	2007/8	2008/9	2009/10	TOTAL
Total	91.0	75.0	15.7	60.7	50.0	292.4

18.11 Examination review for ABE/NFE investment programme

Objective

The objective of this program is to prepare KNEC staff to handle the challenges posed by the desire by a large number of adult learners and those pursuing the non-formal school curriculum for certification in order to provide linkages to the formal system.

Investment strategy

The program is designed to provide training for KNEC staff to enable them design and mount examinations that meet the challenges posed by the ABE/NFE curriculum. It will include local training and attachments to other relevant examination boards. The program will run over two years and will also target training of setters and moderators as well as providing funds for development and pre-testing instruments for the ABE/NFE curriculum both at primary and secondary levels. It will also provide for the training of examiners for ABE/NFE examinations.

Management

The management of this program will be carried out by the Chief Executive/Council Secretary, KNEC.

Estimated costs (Ksh million.)

Exam review for ABE/NFE	2005/6	2006/7	2007/8	2008/9	2009/10	TOTAL

Total	-	-	30.0	20.0	20.0	70.0
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18.12 Production of curriculum support materials investment programme

Objective

The objective of this programme is to enhance the implementation of the revised primary education curriculum.

Investment strategy

KIE proposes an investment programme to address curriculum support materials in primary education that have not been produced by commercial publishers and orientation of 54,000 primary school teachers and all TAC tutors on the delivery of the revised primary education curriculum. The programme will involve organizing subject-based writing and editing workshops with the aim of producing text books in mother-tongue, sign language and Hindu religious education, all totaling 130 titles. The curriculum support materials developed will be printed in four phases.

Management

The overall management of the programme rests with the Director, KIE.

Estimated costs

Activity	2005/06	2006/07	2007/08	2008/09	2009/10	Total
Production of curriculum support materials	50.0	60.0	60.0	60.0	60.0	290.0
Total	50.0	60.0	60.0	60.0	60.0	290.0

Quality assurance and standards: summary of costs-middle scenario (Ksh million)

	2005 (ksh.)	2006 (ksh.)	2007 (ksh.)	2008 (ksh.)	2009 (ksh.)	Total cost (ksh.)
1. Subject- content and skills improvement	18.0	20.0	55.3	55.3	55.3	203.9
2. Quality monitoring and teacher Support	80.0	100.0	100.0	150.0	150.0	580.0
3. Action research	0.0	12.0	4.0	4.0	4.0	24.0

4. Accreditation	0.0	10.0	5.0	0.0	0.0	15.0
5. Monitoring achievement in lower Primary	20.0	-	-	-	-	20.0
6. National assessment centre	9.0	35.0	35.0	50.0	45.0	174.0
7. Harmonization of SACMEQ, MLA and MALP	5.0	-	-	-	-	5.0
8. Educational broadcasting channel	100.0	18.0	12.6	20.0	20.0	170.6
9 Item banking	12.5	25.0	27.0	50.0	30.0	144.5
10. KNEC printing equipment	91.0	75.0	15.7	60.7	50.0	292.4
11. Exam review (ABE/NFE)	0.0	0.0	30.0	20.0	20.0	70.0
12. Curriculum support materials	50.0	60.0	60.0	60.0	60.0	290.0
TOTAL	385.5	355.0	344.6	470.0	434.3	1,989.4

Table 18.17 Quality assurance and standards logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal: All children acquire knowledge, skills and attitudes as specified in the primary education curriculum by 2010.</p>	<p>Percentage of students displaying knowledge and skills stipulated in the curriculum.</p>	<p>National assessment data</p>	<p>Adequate budget available</p>
<p>Development Objective To enhance quality and learning achievement in all primary schools by 2010.</p>	<p>Number of districts with mean scores of less than 250 reduced from 35 to 15 by 2010.</p>	<p>KCPE results</p>	<p>Stakeholder support forthcoming</p>
<p>Output 1 Subject based content mastery and pedagogical skills upgraded.</p>	<p>1.1 Mean score increased from 245 to 250 in 35 selected districts. 1.2 58,000 teachers in serviced from 35 districts.</p>	<p>1.1 KCPE results. 1.2 Records from attendance.</p>	<p>Funds are available Teachers willing to be trained</p>
<p>Output 2 Quality, monitoring and teacher support enhanced.</p>	<p>2.1 Monitoring and teacher support provided to 8,125 schools.</p>	<p>2.1 List of schools receiving support.</p>	<p>Funds are available</p>
<p>Output 3 Action research on quality education undertaken and results disseminated and utilized.</p>	<p>3.1 Research results disseminated and utilized for quality improvement.</p>	<p>Research reports</p>	<p>Funds are available</p>
<p>Output 4 A national accreditation system formulated and implemented.</p>	<p>4.1 Policy framework implemented by end of year. 4.2 # of approved courses assessed. 4.3 # of teachers qualified from approved courses</p>	<p>National accreditation framework standardized guidelines</p>	<p>Stakeholders support</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 5 Monitoring of Learning Achievement in Lower Primary (MALP) for class 1 to 4 undertaken	5.1 Minimum competencies for std 1 to 4 defined and utilized throughout the country and baseline data obtained.	Benchmarks for standard 1-4 achievements	Funds are available Stakeholders cooperation
Output 6 A national assessment system established and operational.	6.1 Centre established and operational 6.2 15 Members of staff trained 6.3 Assessment instrument designed and piloted.	Baseline data	Funds are available 6.4 N.A. conducted and results disseminated.
Output 7 Monitoring of learners achievement studies harmonized and national assessment team trained.	8.1 Single national assessment system established.	National Assessment guidelines	Funds are available
Output 8 An educational school broadcasting system established and operational.	9.1 3780 programs produced and broadcasted each year. 9.2 50% of potential listeners reached.	Number of programmes broadcast Audience survey reports	Funds are available Stakeholders participation
Output 9 Examination item banking system established and operational.	10.1 Item banking system in place. 10.2 400 of test items banked annually. 10.3 320 test writers trained.	KNEC reports	Funds are available Cooperation from schools
Output 10 KNEC printing capacity enhanced	11.1 Contract signed. 11.2 Printing equipment installed.	Inventories KNEC reports	Funds are available
Output 11 Examinations for ABE and NFS developed and administered by 2010.	12.1 Examination regulations and syllabus developed. 12.2 50% of KCPE private candidates students registered for ABE and NFE examinations	KNEC records	ABE/NFE curriculum in place
Output 12 Curriculum support materials developed and in use by teachers as indicated on the revised	14.1 130 titles of curriculum support materials developed. 14.2 54,000 teachers inducted in	Refined manuscripts Inventory of books	Funds are available

Narrative summary	Performance indicators	Means of verification	Critical assumptions
curriculum	the revised curriculum		
ACTIVITIES			
1.1 Run INSET subject based course workshops 1.2 Develop training materials 1.3 Workshops held 1.4 Identify and in-service teachers	- Training materials developed - 58,000 teachers in-serviced on subject based pedagogical skills	- Training guidelines - List of participants - Training reports	- Funds are available - Teacher willing to participate.
2.1 QAS to develop the relevant instruments. 2.2 To carry out quality monitoring of educational institutions.	- Program for monitoring developed. - 8,125 schools visited	- Monitoring schedule - Quality monitoring report	“ “
3.1 To prepare instruments. 3.2 To collect, collate, analyse and use data	Research carried out and results utilized for quality improvement	- Research Report	“ “
4.1 To conduct survey to determine INSET providers courses offered. 4.2 To establish benchmarks for professional recognition and progression. 4.3 To design national accreditation programme. 4.4 To implement National Accreditation Programme. 4.5 To harmonize standardize and approve courses: 4.5.1 To award nationally recognized certificates.	- INSET providers identified - Benchmarks accreditation agreed upon. - Accreditation committee established and operational - Certificates awarded for approved courses.	List of INSET providers. List of committee members. List of those awarded certificates.	Cooperation from providers. Funds are available.
5.1 To establish guidelines for achievement monitoring 5.2 Build capacity for provincial district and municipal teams 5.3 To design standardized programme to monitor minimum competencies at each grade level. 5.4 Develop and pilot monitoring instruments for lower primary 5.5 Report and disseminate findings.	- Guidelines for achievement monitoring for lower primary established. - 1080 officers trained - Monitoring instruments piloted in lower primary - Data obtained and disseminated.	Funds are available List of officers monitoring Report	Funds are available Stakeholders participation

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>6.1 Appoint steering committee 6.2 To establish and equip national assessment centre 6.3 To train assessment officers 6.4 To prepare test items/instruments 6.5 To pilot assessment system 6.6. To set up assessment database 6.7. Disseminate information 6.8 Carry out needs assessment in subsequent years for different levels.</p>	<ul style="list-style-type: none"> - Framework for needs assessment - 15 officers trained in assessment - Instruments for needs assessment piloted - Needs assessment conducted and results disseminated. 	<p>Inventory List of officers trained Needs assessment report.</p>	<p>Funds are available. Stakeholders participation</p>
<p>7.1 To carry out a study on how to harmonize assessment programmes 7.2 To train and capacity build education practitioners</p>	<ul style="list-style-type: none"> - Equipment procured and studio operationalized. 		
<p>8.1 To procure start up equipment for studios, transmission, location, recording, mast and link and utility vehicles. 8.2 To install broadcast equipment and orient technical staff and curriculum specialists on the use of equipment. - out put - Production of educational broadcasts. 8.3 To conduct audience research 8.4 To convene writing workshops to script and edit programmes through paper system. 8.5 To report and edit programmes 8.6 To air broadcast programmes. 8.7 To monitor the effectiveness of educational broadcasts 8.8 To revise programmes to make them more user-friendly.</p>	<ul style="list-style-type: none"> - 3780 Education broadcast programmes produced annually. - Achieve research study report utilized for improvement of broadcasting. - Programmes revised for quality improvement. 	<p>List of programmes broadcast. Research report.</p>	<p>Funds are available Stakeholders participation.</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
9.1 To procure item banking software. 9.2 To train staff in item banking. 9.3 To train item writers trained 9.4 To prepare training manuals. 9.5 To test items developed and administered 9.6 To prepare test items 9.7 To moderate test items 9.8 To pre-test test items 9.9 To analyse pre-tested and banked items.	<ul style="list-style-type: none"> - Item banking system operational - 320 item entries trained - 800 items prepared and protested. - 400 items banked per subject after analysis. 	Inventory KNEC records	Funds are available. Teachers willing to participate.
10.1 To draw up specifications. 10.2 To prepare bid documents 10.3 To advertise through ICB/LCB 10.4 To evaluate bids 10.5 To award contract 10.6 To install and commission equipment	<ul style="list-style-type: none"> - Contract documents signed - Equipment installed and operational - All KCSE printed in Kenya 	Inventory KNEC records	Funds are available
11.1 To hold orientation workshop for rest developers. 11.2 To set KCPE equivalent exam. 11.3 To prepare and produce regulations and syllabus for ABE/NFE. 11.4 To prepare and administer the KCPE equivalent examination.	<ul style="list-style-type: none"> - 100 officers oriented on ABE/NFE curriculum and assessment. - Regulations and syllabus produced - KCPE equipment exams produced. 	<ul style="list-style-type: none"> - List of participants - KNEC records 	Funds are available -Curriculum availed from K.I.E.
12.1 To orientate teachers and TAC tutors. 12.2 To organize writing workshops for mother tongue, sign language and hindu religious education. 12.3 To print curriculum support materials.	<ul style="list-style-type: none"> -130 titles of curriculum support materials produced. - 54,000 teachers in-serviced on revised curriculum. 	K.I.E. records	Funds are available. Cooperation from stakeholders.

19. TECHNICAL, INDUSTRIAL, VOCATIONAL AND ENTREPRENEURSHIP TRAINING INVESTMENT PROGRAMME

19.1 Background

The graduates from the primary level of education have averaged more than 600,000 every year in recent times. Out of these only 55 percent or 350,000 primary school leavers proceed to secondary schools, with the rest (about 300,000) either joining the youth polytechnics or the informal sector, with the majority of the rest left without opportunities for further education. At the end of the secondary education cycle, about 20,000 join universities while the rest, estimated at 200,000, are catered for by the middle level colleges many of which are poorly equipped.

The existing capacity and capability in middle level colleges (both private and public) and youth polytechnics are inadequate to absorb the remaining KCPE and KCSE graduates. These are target groups whose skills development will have to be enhanced through a well harmonised, flexible and demand-driven TIVET system in order to ensure that they are enabled to contribute meaningfully to economic development. At primary school level the implementation of FPE has resulted in a larger number of KCPE graduates moving into the TIVET system thus exerting great pressure on the existing facilities and structures.

In spite of the enormous gains made in the development of TIVET over the last 40 years, the growth of this sub-sector has been rather haphazard and uncoordinated due to lack of a unified policy and legal weaknesses. These have resulted in ineffective co-ordination of training policies, disparities in training standards, and the disproportionate production of personnel without relevant and adequate skills. The situation has also been aggravated by inadequate funding of the sub sector.

19.2 Issues and constraints

Currently, this subsector is faced by many challenges that need to be addressed without delay. These include:

- Inflexible and outdated TIVET curriculum;
- Mismatch between the skills learned and the skills demanded by industries;
- Inadequate mechanism for quality assurance;
- Inadequate physical facilities for training, coupled with lack of sufficient modern equipment;
- Expensive training materials and textbooks;
- Low participation of private sector in curriculum design and development.

19.3 On-going programmes/initiatives

To address the above problems, the Government has initiated TIVET reforms. The reforms started with a rapid appraisal of the national TIVET system, which

was followed by a validation workshop of key stakeholders who adopted the findings and recommendations of the rapid appraisal team. A national symposium was held in November 2003 involving all stakeholders, with the objective to review TIVET status in Kenya and build a consensus amongst stakeholders on the strategies for the reform process. The symposium came up with the following recommendations;

- Establishment of a National Training Authority to oversee the development and co-ordination of TIVET;
- Development of national skills training strategy;
- Establishment of a programme to enhance access and equity for people with special needs at all levels of TIVET;
- Provision of incentives to encourage industry's participation in financing of skills training;
- Identification and development of TIVET centres of excellence for nurturing creativity and innovation.
- Harmonization of the schemes of service for all cadres of trainers in TIVET institutions;
- Establishment of a national technology diffusion and training fund to facilitate generation and dissemination of appropriate technologies and skills.

19.4 Policy framework

The overall Government policy on TIVET as articulated in NARC's manifesto and more recently the draft Sessional Paper No.1 of 2005 is to enhance skills development and critical stock of our human resource. The aim of public investment in this sub-sector is therefore to enhance skills development for increased productivity in order to stimulate economic growth and employment creation.

19.5 Objectives of TIVET in Kenya

The objectives of our national TIVET system are to:

- Provide increased training opportunities for school leavers that will enable them to be self-supporting;
- Develop practical skills and attitudes which will lead to income earning activities in the urban and rural areas;
- Provide technical knowledge, vocational skills and attitudes necessary for manpower development;
- Produce skilled Artisans, Craftsmen, Technicians and Technologies for both formal and informal sectors.

19.6 Strategies to address key policy issues

In order to deliver the above objectives, the Government will:

- (i) Involve relevant stakeholders in the development of a comprehensive national skills training strategy;

- (ii) Devise mechanisms and apply appropriate incentives to promote private sector investment in the development of TIVET through research, training and joint projects;
- (iii) Provide scholarships and other merit awards for staff and students in order to promote excellence in creativity and innovation in the field of science and technology;
- (iv) Provide loans and bursaries to enhance access to TIVET, taking special account of marginalized groups, such as female and, physically handicapped students;
- (v) In the long-term absorb into MOEST and rationalize youth polytechnics in order to make them appropriately staffed and equipped to provide credible TIVET programmes;
- (vi) Rehabilitate facilities in public TIVET institutions to ensure quality training;
- (vii) Provide an alternative path for accessing higher education and training upto degree level;
- (viii) Create opportunities for national polytechnics to offer degree level qualifications while retaining their present mandates;
- (ix) Establish a national TIVET authority to oversee the national skills training system;
- (x) Collaborate with stakeholders to create necessary linkages and credit transfers between tertiary institutions and with universities;
- (xi) Review the current training delivery mechanisms to include mandatory on-job training to enhance quality and relevance of training as part of the academic programme;
- (xii) Continuously take stock of the existing and anticipated demands for skilled labour in the short term and long term so as to ensure the provision relevant training;
- (xiii) Utilize secondary schools with facilities for industrial arts to offer secondary technical education curriculum in order to prepare the form four graduates for careers in TIVET;
- (xiv) Provide mechanisms for linkages and credit transfers to facilitate horizontal and vertical mobility and;
- (xv) Undertake regular labour market skills survey and training needs assessment in collaboration with the industry in order to develop manpower development plans and provide appropriate feedback into curricula design and development.

19.7 Programme summary

The overall goal of TIVET programmes is to improve access, quality and relevance of skills development. To achieve this goal, the following components have been proposed for the TIVET investment programme.

- Development of the National Skills Training Strategy.
- Enhancing transition from primary to TIVET.
- Establishment of TIVET centres of excellence.
- Skills enhancement for automation and computer integration in industry.

- Development of a bursary awards programme.
- Creation of industrial incubators.
- Purchase of equipment for Mombasa and Kenya Polytechnic to enable them offer degree level courses.
- Rehabilitate TIVET training facilities.

Table 19.7 shows the summary of the total cost for the 5 year period for TIVET investment programme, which is about KShs. 2,747.4 billion.

INVESTMENT PROGRAMMES	05/06	06/07	07/08	08/09	09/010	TOTAL
1. Harmonization and Enhancement of TIVET System (Development of National Skills Strategy)	100	85	-	-	-	185
2. Enhancing transition from primary to TIVET: Revitalizing Artisan programmes	20.0	75.0	200.0	200.0	200.0	695.0
3. Enhance access and quality of TIVET: Establishing Centres of Excellence	50.0	50.0	350.0	350.0	350.0	1150.0
4. Skills Enhancement for Automation and Computer Integration in Industry (ICT)	40	45	50.0	50.0	55.0	240.0
5. Bursary Awards Programme	50.0	75.0	100.0	125.0	125.0	475.0
6. Creation of Industrial Incubators (Previously: Technology Development Transfer for Self-Employment)	20.0	75.0	105.0	115.0	125.0	440.0
Equipment for polytechnics (Italian Finance)	185	0.0				185.0
Totals TIVET (Excluding operational costs)	465	405	805	840	855	3370
BUDGET FOR GENERAL CAPACITY BUILDING (MANAGEMENT/ICT) - Not TIVET Specific						
	1.6	33	33	43	43	153.6

Management of TIVET investment programmes

Investment programme 1 - Development of a national training strategy and putting in place the necessary institutional framework.

- The development of national skills training strategy through the participation of all stakeholders in education and training.
- The composition of the steering committee to oversee the development of national skills training strategy composed of people from public and private sector at the policy making level.
- Establishment of a steering committee to manage the reform process.

Investment programmes 2-6

The rest of the investment programmes will be managed by steering committees under the Director of Technical Education.

TIVET logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Goal: Improve access, quality and relevance of TIVET.	<ul style="list-style-type: none"> Improved student learning achievement Improved labour market performance of graduates 	<ul style="list-style-type: none"> Labour market data Tracking survey 	<ul style="list-style-type: none"> Legal framework governing TIVET put in place Education Act revised Availability of adequate funding by GOVERNMENT and development partners
Development objective: To develop a flexible and demand driven TIVET system that provides skill development opportunities to KCPE/KCSE graduates.	<ul style="list-style-type: none"> Employability and labour market performance of TIVET graduates improved Increased enrolment to 90,000 	<ul style="list-style-type: none"> Enrolment data from training institutions Labour market survey 	<ul style="list-style-type: none"> Industry and private sector participation
Outputs Output 1: Harmonized and enhanced TIVET SYSTEM	<ul style="list-style-type: none"> Legal framework developed TIVET authority established Qualification framework and credit transfer system established 	<ul style="list-style-type: none"> TIVET Act National training strategies documented 	<ul style="list-style-type: none"> Timely cabinet approval and parliamentary enactment
Output 2: Transition from primary to TIVET enhanced.	Training opportunities for KCPE graduates increased by 20% per year	<ul style="list-style-type: none"> Enrolment data Survey reports 	<ul style="list-style-type: none"> Harmonized coordination of youth polytechnic programmes
Output 3: Access to relevant and quality TIVET enhanced.	<ul style="list-style-type: none"> Enrolment increased in NPs, TTIs and ITS to over 60,000 students 50 programmes revised/modularized 10 Degree programmes established in National Polytechnics 	<ul style="list-style-type: none"> Evaluation reports Staff returns Progress reports Syllabi documents Accreditation documents for degree 	<ul style="list-style-type: none"> Acceptance by BOG Enabling environment created

Narrative summary	Performance indicators	Means of verification	Critical assumptions
Output 4: Skills for computer automation and interaction enhanced.	<ul style="list-style-type: none"> • Ratio of 15 students per computer attained in TIVET institution • Distance learning programmes established • Management information system established in TIVET institution covered • 200 trainers trained in automation technologies 	<ul style="list-style-type: none"> • Survey reports • Progress reports • Contract documents • Utility bills 	<ul style="list-style-type: none"> • Availability of power and telephone services in TIVET institutions
Output 5: Bursary awards programme started.	<ul style="list-style-type: none"> • 1000 students receiving bursaries per year 	<ul style="list-style-type: none"> • List of recipients • Survey reports • Progress reports 	<ul style="list-style-type: none"> • Positive response by targeted communities • Availability of favourable environment for learners with special needs.
Output 6: Industrial incubators created.	<ul style="list-style-type: none"> • 3 industrial incubators established and equipped • 30 youth benefiting from loan programme in the first year • 6 technology managers trained in the first year • At least one technology congress held every year • 100 merit awards and scholarships allocated to top students in the five years. 	<ul style="list-style-type: none"> • Evaluation reports • Trade licenses • Awards and prizes • Loan records • Merit list 	<ul style="list-style-type: none"> • Support from private sector • Support of BOG
Activities: 1.1 Development of National Training Strategy.	<ul style="list-style-type: none"> • Legal framework developed • TIVET Authority established. • Qualification framework and credit transfer system established. 	<ul style="list-style-type: none"> • TIVET Act • NTS document 	Timely Cabinet approval and parliamentary enactment
2.1 Baseline study on youth polytechnic.	A baseline report	The Baseline report.	Timely release of GOVERNMENT and donor support.

Narrative summary	Performance indicators	Means of verification	Critical assumptions
2.2 Infrastructure improvement for youth polytechnics.	Infrastructure developed in 37 institutions	Survey Reports	Funds will be available
2.3 Upgrading of equipment in the TIVET institutions.	37 institutions equipped.	<ul style="list-style-type: none"> Progress report 	Funds will be available
2.4 Development of teaching and learning resources.	Youth learning and teaching resources developed.	Enrolment data	Funds will be available
2.5 In-servicing of youth polytechnic staff.	250 staff trained each year in the five years.	<ul style="list-style-type: none"> Evaluation reports 	Funds will be available
3.1 Curriculum development for youth polytechnics.	Existing syllabi updated New syllabi developed	Curriculum documents Inspection reports	Funds will be available, Personnel for inspection will be adequate.
3.2 Curriculum development for craft level programmes.	Existing syllabi updated New syllabi developed	Curriculum documents Inspection reports	Funds will be available. Personnel for inspection will be adequate.
3.3 Curriculum Development for implementing all unique programmes.	Existing syllabi updated New syllabi developed	Curriculum documents Inspection reports	Funds will be available. Personnel for inspection will be adequate.
3.4 Upgrading equipment for centers of excellence	Equipment upgraded	Inspection reports	Funds will be available There will be skilled personnel to perform the tasks.
3.5 Staff in-service training and skills upgrading.	In-serviced staff	Certificates	There will be skilled personnel. There will be interest in the updated training programmes.

Narrative summary	Performance indicators	Means of verification	Critical assumptions
4.1 Carry out study to establish the status of training in automation and computer integration in TIVET.	Study completed and report produced.	Study report	Funds are made available
4.2 Purchase training equipment	4 Centres of excellence provided with equipment every year.	<ul style="list-style-type: none"> • Inspection Reports • Procurement reports 	
4.3 Staff in-service training and skills upgrading.	4 Staff trained/insericed for every centre established.	<ul style="list-style-type: none"> • Training reports 	
5.1 Support youths from poor households.	1000 needy students receive bursary per year.	Expenditure returns Disbursement list	<ul style="list-style-type: none"> • Availability of favorable environment for learners with special needs
5.2 Bursary to achieve the MDG on gender parity.	250 female students receive bursary per year.	Gender parity Enrolment data	<ul style="list-style-type: none"> • Resources will be availed from Treasury
5.3 Bursary for youth with special needs.	200 youth with special needs receive bursary per year.	Enrolment data on special Youth institutions.	
6.1 Purchase of pool equipment for incubation.	Equipment purchased for one incubator per year.	Equipment in institutions Invoices and delivery documents for equipment.	
6.2 Purchase of pool equipment for incubation.	Equipment purchased for one incubator per year.	Invoices and delivery documents for equipment.	Funds made available
6.3 Infrastructure Development for incubators	Infrastructure developed for one incubator per year.	Building contracts and handing over reports.	Funds made available

Narrative summary	Performance indicators	Means of verification	Critical assumptions
6.4 Skills upgrading for business creation and technology management	30 trainers trained every year for skills upgrading.	Study leave Enrolment documents	Funds made available
6.5 Technology innovation research fund.	At least 35 research projects undertaken in the five years.	Research proposals and reports Loan disbursement and repayment records	Funds made available
6.6 Tool kit loan fund.	At least 100 tool kit loans disbursed in five years	Loan disbursement and repayment records	Funds made available
6.7 Technology congress and Awards	At least one congress held every year.	Congress reports	Funds made available

20. TEACHER MANAGEMENT INVESTMENT PROGRAMME

20.1 Background

Teacher resource is one of the most important inputs into the education system and, therefore, efficient management and utilization of teachers is critical to the quality of learning outcomes. The Teachers Service Commission (TSC) was established through an Act of Parliament in 1967 and mandated to: register, recruit, transfer, promote, remunerate and discipline teachers. The Commission discharges its mandate through agents in a partially decentralized system at the district and school levels. In most areas the process is well managed and serves well to effectively manage the utilization of teachers. However, there are many weaknesses that need to be addressed.

20.2 Issues and constraints

In the past, the Commission used the supply-driven method of recruiting teachers, which resulted in uneven distribution of teachers. Since June 2003, the Commission has been carrying out a teacher balancing exercise to enhance efficiency in teacher utilization, which has in some instances faced resistance from stakeholders. As a result, there is disparity in the distribution of teachers across different institutions in the country. There is, therefore, need to review and implement appropriate approaches in teacher recruitment and deployment. Decentralized and demand-driven teacher recruitment is one way of redressing the imbalances of the past.

Growth in the quality of education has been hampered by limited skills upgrading for teachers, large class sizes, inadequate teachers and facilities. Other challenges affecting the quality of the teaching service have included, inefficient utilization of teachers, centralized teacher management, continued interference in teacher management and overlaps in the functions of school, district and national level teacher managers.

20.3 Current programmes/initiatives

Recruitment. The current demand-driven recruitment policy was meant to address the uneven distribution of teachers and teacher shortages. However, due to the freeze on employment, the Commission has only been replacing teachers who exit service through natural attrition. There is, however, growing need to recruit more teachers to cope with the demand occasioned by the implementation of free primary education, among other factors. The Commission has so far produced an operational manual and guidelines for teacher management, and decentralized the recruitment of both primary and secondary school teachers, although the process has continued to face some challenges.

Deployment and teacher utilization. The Commission has conducted a teacher balancing exercise in public educational institutions across the country.

The exercise will be undertaken on regular basis in order to achieve equitable distribution and optimal utilization of teachers. It is envisaged that a monitoring and evaluation committee will be set up to ensure adherence to the set guidelines on the teacher balancing exercise. A Task Force set up to carry out a review of staffing norms in the country has completed the exercise and compiled a report. The draft report was presented to key stakeholders on 5th May 2005; and recommendations adopted, subject to some amendments. Once agreed recommendations of the study are implemented, they will form the basis for future teacher utilization and deployment.

Promotion. The Commission continues to review and implement schemes of service for the various categories of teachers to ensure professional growth. There are three schemes of service currently in operation, namely the scheme of service for graduate teachers, scheme of service for non-graduate teachers, and scheme of service for technical teachers and lecturers.

Remuneration. To enhance efficiency in payroll management, the Commission is in the process of implementing an Integrated Payroll and Personnel Database (IPPD) system. The system has been fully operationalized for the secretariat payroll since October, 2004. For teachers, it is anticipated to be operational by December, 2005.

Establishment of the TSC units. To bring services closer to the users, the Commission has created units at the district and educational municipality level. These units are manned by district staffing and human resource officers, including other support staff.

Teacher Discipline. The Commission has established structures and processes to ensure that discipline cases are dispensed within 6 months after registration. There is, however, need to establish arbitration committees at the district level and provide guidance and counselling services to teachers and school level stakeholders.

20.4 Policy framework

Despite the above initiatives, teacher management continues to experience challenges. To address these challenges, the Commission will implement the following policies:

- (i) Delegate more teacher management functions to the Primary School Management Committees (SMC), Boards of Governors (BOGs) and District Education Boards (DEBs), e.g. recruitment, supervision, and payments. In such instances, the Commission will play supervisory and quality assurance roles;
- (ii) Ensure equitable distribution, efficient and cost effective utilization of teachers;
- (iii) Undertake consultation and provide advice on current and future teacher training programmes; and

- (iv) Undertake regular review of staffing norms.

20.5 Strategies to address key policy issues

To implement the above policies, the following strategies will be undertaken:

- (i) Provide clear guidelines for the hiring of teachers and other teacher management services that have been decentralized;
- (ii) Ensure that teachers undertake full teaching loads based on prescribed staffing norms and class size;
- (iii) Work out modalities of hiring/engaging part-time teachers for relief purposes;
- (iv) Consult with the MOEST and universities on teacher requirements and subject areas to ensure better teacher utilization;
- (v) Ensure that relevant legal framework is instituted in order to allow our agents to effectively discharge their functions;
- (vi) Undertake consultation and establish dialogue with teachers' unions to create, understand and support acceptance of reforms in teacher management;
- (vii) Sensitize stakeholders on the current and proposed reforms in teacher management;
- (viii) Sensitize teachers on alternative modes of service delivery;
- (ix) Source for funds for the implementation of proposed reforms on teacher management.

20.6 Programme summary

- (i) **Redefining of TSC agency functions.** This will entail review of the relevant sections of the TSC and Education Acts and the Code of Regulations for teachers in order to provide the legal empowerment of appointed agents to effectively discharge the devolved functions.
- (ii) **Capacity building.** Under this component, adequate capacity to perform devolved functions will need to be developed to facilitate efficient teacher management.
- (v) **Teacher utilization.** This will entail equitable distribution of teachers and implementation of revised staffing norms for primary, secondary and post school training institutions.
- (iv) **Monitoring and evaluation.** The Commission will regularly and closely monitor and evaluate the implementation of the agreed reforms with a view to review and adjust as need arises.

Table 20.1 Summary of yearly costs: 2005/06 – 2009/10 (Kshs million)

Component	2005/6	2006/7	2007/8	2008/9	2009/10	Total
TSC agency functions	0.3	-	-	-	-	0.3
Capacity building	3.0	1.3	-	-	-	4.3
Teacher utilization	-	2.5	2.5	-	-	5.0
M&E	1.9	1.9	1.9	1.9	1.9	9.5
Total	5.2	5.7	4.4	1.9	1.9	19.1

Table 20.2 Teacher management logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 1: Legal empowerment of agencies to perform devolved functions provided by June 2006</p> <p>Activities</p> <p>1 Review the TSC and Education Acts and TSC Code of Regulations for Teachers</p>	<ul style="list-style-type: none"> ▪ Legal recognition of DEBs, PEBs and PTAs ▪ Relevant sections of TSC and Education Act amended by June 2006 ▪ TSC Code of regulations for teachers revised and published by December 2005 ▪ Guidelines on training of DEBs, PSBs and PTAs developed December 2005 	<ul style="list-style-type: none"> ▪ Copies of the revised TSC and Education Acts and Code of Regulation for teacher ▪ Copies of the revised TSC and Education Acts and Code of Regulations for Teachers ▪ Copies of the guidelines 	<ul style="list-style-type: none"> ▪ Stakeholders' commitment to reforms on teacher management ▪ GoK commitment to reforms
<p>Output 2: Capacity of staff at headquarters and provincial, district and school levels to perform devolved functions effectively enhanced by December 2007</p> <p>Activities</p> <p>1 Appoint qualified and competent members</p> <p>2 Review operational guidelines on teacher management functions</p> <p>3 Develop training manuals for TSC, DEBs, PSBs and PTAs</p> <p>4 Procure the necessary equipment for TSC headquarters, provinces and districts</p>	<ul style="list-style-type: none"> ▪ Improved efficiency in teacher management ▪ Reduced complaints from service users and stakeholders ▪ Qualified members of DEBs, PSBs and PTAs appointed by January 2007 ▪ Operational guidelines on teacher management functions revised and in use by January 2007 ▪ Training manuals for TSC, DEBs, PSBs and PTAs developed and in use by September 2006 ▪ The necessary equipment for headquarters, provinces and districts procured by December 2006 	<ul style="list-style-type: none"> ▪ M&E reports ▪ Recruitment records ▪ Copies of revised operational guidelines ▪ Copies of training manuals ▪ Procurement records 	<ul style="list-style-type: none"> ▪ Appointments made based on merit ▪ Personnel at all levels willing to learn new skills ▪ Personnel willing to use new skills and take on redefined responsibilities

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Output 3: Efficiency in teacher utilization enhanced by January 2006</p> <p>Activities</p> <p>1 Deploy teachers in accordance with prescribed staffing norms and class size</p>	<ul style="list-style-type: none"> ▪ Deployment of teachers based on the recommendations of the report on the staffing norms study (2004) ▪ At primary level, teachers assigned duties on the basis of number of classes: High density areas – class size is 45-50 pupils; Rural ASALs – min. class size is 15 pupils ▪ At secondary level, teachers assigned duties on the basis of CBE – with a min. teaching load of 20 hours per week, where class size is 40-45 students in high density areas and 10-15 students in rural ASALs and disadvantaged areas ▪ Multi-grade and multi-shift teaching in practice ▪ Contract and part-time teachers hired for relief purposes ▪ Minimum teaching load at primary and secondary levels – 20 hours per week 	<ul style="list-style-type: none"> ▪ Staff returns ▪ Reports on teacher utilization and deployment in institutions <p style="text-align: center;">-do-</p> <p style="text-align: center;">-do-</p>	<ul style="list-style-type: none"> ▪ Teachers willing to be equitably distributed ▪ Undue interference in the balancing of teachers.
<p>Output 4: Implementation of teacher management reforms monitored and evaluated by June 2010</p> <p>Activities</p> <p>1 Mount regular field visits</p> <p>2. Circulate questionnaires to service users</p> <p>3 Compile monitoring and evaluation reports</p>	<ul style="list-style-type: none"> ▪ Implementation gaps identified and interventions made, where necessary ▪ Provinces, districts and institutions visits ▪ Questionnaires circulated to service users ▪ Monitoring and evaluation reports compiled 	<ul style="list-style-type: none"> ▪ M&E Reports ▪ Reports on field visits ▪ Copies of completed questionnaires ▪ M & E reports 	<ul style="list-style-type: none"> ▪ All stakeholders willingness to cooperate, accept and implement the reforms

21. GENDER AND EDUCATION INVESTMENT PROGRAMME

21.1 Background

Equal access of girls and boys to primary and secondary education has been identified by the international community as a key measure of progress towards gender equality. The Kenya Government, being a signatory to major international conventions and agreements on human rights and gender equality, is expected to pursue policies that lead to the realization of this goal. These conventions include universal declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), the Elimination of the Worst Forms of Child Labour, the Convention on the Rights of the Child, the Beijing Platform of Action, the Dakar World Conference on Education for All and the Millennium Development Goals (MDGs). Kenya has therefore committed herself to pursuing gender equality in all spheres of development and putting in place measures to redress the existing inequalities.

The introduction of Free Primary Education by the NARC government in 2003 has created greater opportunities for boys and girls to enrol in schools. While there have been dramatic increases in enrolment of children, previously not in school, gender disparities are still observed, particularly in rural areas and urban slums, and generally in performance and transition rates. Disparities have also persisted in secondary and higher levels of education.

The realization of the girls and women's empowerment through education has been impeded by a number of factors such as cultural and religious attitudes and practices, infrastructural, inadequate policy guidelines, poverty, HIV/Aids, community awareness as well as lack of adequate female role models especially in the rural areas and male role models in the urban schools.

21.2 Current initiatives

The Ministry of Education, Science & Technology, in partnership with other stakeholders, has put in place several targeted interventions, aimed particularly at promoting girls' education in Kenya. These include:

- Expansion and improvement of classrooms, boarding facilities, and water and sanitation facilities to create conducive and gender responsive environments particularly in the ASALs. These are areas of the lowest enrolments and participation. This is especially true of both girls and boys especially in North Eastern Province where nearly 70% of boys and 80% of girls do not attend school.
- Girls' empowerment through participation in school management, Tuseme "Speak out" program¹, GEM/Child rights Clubs, SARA initiative, mentorship

¹ Initiatives to ensure girls participation in all school activities leading development of high self-esteem.

and capacity building on HIV/AIDS, life skills, sexual maturation and its management.

- Construction of schools for girls, equipping laboratories to improve girls' performance in science and use of school cluster approaches for in-service training of teachers and school managers in child centred and gender responsive teaching, peer education, guidance and counselling and school management.
- Advocacy for girls' education through community social mobilization campaigns, media and role modelling and the establishment of centres of excellence for girls.
- Community empowerment, mobilization and sensitization on inhibitive cultural practices to girls' education for example, child labour, FGM and early marriages.
- Teacher training on peer education and the establishment of boarding and mobile schools for children, and in particular girls, in nomadic communities
- Affirmative action for girls/women to access further training e.g in post-school education and training opportunities, award of bursaries and scholarships etc.

21.3 Policy framework

In 2003, the Ministry of Education Science and Technology (MOEST) developed a Gender and Education Policy to provide a framework for planning and implementation of gender responsive education sector programmes. The policy highlights key gender concerns in education such as disparities in enrolment, retention, and transition rates, negative socio- cultural practices and attitudes, which inhibit girls' access, learning environments that are not conducive to girls, stereotyping in learning materials and in class teaching, drop out of girls due to pregnancy and early marriages, among other issues.

The Policy recognizes gender equality as central to the achievement of EFA and proposes a number of strategies to address gender concerns in education. These include making the learning environment conducive to both boys and girls, promoting gender sensitive curricula, strengthening the capacity of both parents and education personnel at all levels to address gender issues, and making monitoring and evaluation systems more sensitive to gender issues.

Other policy and legal interventions that, in particular, target girls include:

- Engendering the curriculum, including teaching and learning materials;
- Development of a national gender education policy;
- Establishment of the National and MOEST task forces on Gender as well as the Gender Desk at the MOEST and all other government ministries;
- Strengthening legal instruments to check gender violence and child abuse;
- Affirmative action in allocation of bursaries, admission of girls to universities and appointment of qualified female education managers at schools and administrative levels;

- Balancing gender during intake of teacher trainees and in deployment in schools;
- Affirmative policy on admission of girls to post-secondary institutions;
- Re-admission of girls who become pregnant while in school;
- Bursary allocation at secondary level has been enhanced and girls score higher points and receive an additional 5% bursary allocation in every constituency;
- Gender parity-based recruitment and deployment in management/ decision making positions.

21.4 Strategies to address key policy issues

In order to address the gender issues the MOEST, in partnership with related Government Ministries/Departments, development partners, stakeholders and civil society, has made efforts to improve the state of girls and women through the various strategic interventions mentioned above. These strategies have been complemented by the efforts of other agencies, civil society organizations (CSOs) and the private sector, in a partnership approach.

21.5 Programme summary

21.5.1 Gender and education policy:

Objectives

The objective of this component is to complete the development of Gender and Education Policy and the dissemination and popularization of the policy.

Investment strategy

Within the first two years, 2005-2007, forums will be organized to facilitate discussion, development, finalization and dissemination of the policy. Mass media will be used to inform the Kenyan public about the policy and its implications for girls and women's education. The implementation of the policy will be monitored through Gender audits, with a scorecard produced and disseminated each year to provide feedback to the public.

Management

The Directorate of Policy and Planning will manage this component working closely with the other directorates. The Public Relations office within MOEST will organize communication, advocacy and publicity activities.

21.5.2 Increasing enrolment and retention of girls in school (and boys where applicable)

Objectives

The key objective here is to ensure increased enrolment and retention of girls at all levels. The other objective will be to ensure that girls complete each cycle of school. Finally, where applicable, attention will be given to boys who are out of school.

Investment strategy

Within the next five years (2005 – 2010), MOEST proposes to address the social and physical constraint that girls face in accessing education. Investments will be made in mobilizing the support of communities, developing/improving girl-friendly boarding facilities, motivation and empowerment of girls to stay in school and addressing issues of drug abuse, child labour, etc, that reduce participation for both girls and boys. School- feeding will be used as an important strategy for improving girls enrolment in schools.

Management

The Directorates of Basic and Higher Education will be responsible for this component. The Public Relations office will lend support in developing the communication strategy and activities. Coordination of initiatives from other agencies, for example civil societies, will be sought through the United Nations Girls Education Initiative-UNGEI.

21.5.3 Girls participation and performance in education

Objectives

The objectives here will be the creation of gender responsive and child centred learning and teaching environment as well as the improvement of performance in Maths, Science and technical subjects

Investment strategy

MOEST intends to develop a gender-friendly environment where girls, and boys, in some communities, participate and perform well in education with particular focus on Maths, Science and Technical subjects. MOEST will invest in teacher training for gender responsive and child centred and interactive training, operational research and innovative teaching methodologies based on the child's environment and developing and using low cost or no cost teaching materials.

Management

The Directorate of Basic Education will coordinate and manage this component, in collaboration with the Directorate of Quality Assurance and Standards, KIE and KNEC. Links will be established with INSET and the SbTD which focuses on upper primary level to complement cluster-based training which focus on lower primary. Training will be carried out at the District and lower levels.

21.5.4 Water and environmental sanitation in schools

Objectives

The objectives of this component are to ensure gender sensitive sanitation facilities, access to sanitary pads, life skills training, promotion of appropriate hygiene and sanitation practices by school children, as well as provision of water.

Investment strategy

While the MOEST will invest its own resources in this component, additional resources will be leveraged from the MOH, MOW and other partners. As much as possible water supply points will be extended from existing supply systems. At the same time, in some places the water will be used to support sustainable school feeding programmes (see – section 7) to improve on school hygiene.

Management

Within MOEST the Directorate of Basic and Higher Education will be responsible for this component. However MOEST, MOH, OP and MOW will jointly plan and implement this component. The coordinating forum will be the School Sanitation and Hygiene Education Technical Group which will be co-chaired by the MOH and MOEST.

Summary of costs

The table below shows the summary of the total cost for 5 year period for the Gender and Education Investment programme, which is Ksh 483.9 million.

Table – Summary of yearly costs 2005/06 – 2009-10 (Ksh million)

Component	2005/06	2006/07	2007/08	2008/09	2009/10	Total
	Kshs	Kshs	Kshs	Kshs	Kshs	
Gender education policy	9 M	9.4 m	-	-	-	18.4m
Improved gender based enrolment and retention	-	-	58.5 M	70 M	41.5m	170.0m
Girls and women participation and performance in education	-	-	64.25m	64.25m	64.25m	192.45 M
Sanitary materials and Sanitation in	-	-	28.5 m	32.2 m	32.0 m	92.75 m

schools						
² Capacity development on gender	-	-	-	-	-	-
Monitoring and evaluation	2 m	2 m	2 m	2. M	2 m	10m
Total	11	11.4	153.2	168.4	139.7	483.9 m

² Costed under Management and Capacity development investment programme.

Logical framework of analysis for gender and education policy

Summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal Eliminate regional gender disparities in primary and secondary by 2010 and achieving gender equality in education at all levels by 2015.</p>	<ul style="list-style-type: none"> • Gender parity in enrolment, retention and performance for girls and boys • Gender parity in education management and governance of education 	<ul style="list-style-type: none"> • MOEST EMIS data 	<ul style="list-style-type: none"> • No major disasters occur • Improved economic growth
<p>Objectives</p> <ol style="list-style-type: none"> 1. Achieve UPE and gender parity at regional level for boys and girls by 2010 2. Promote gender equality and empower women and girls to participate in education 3. Mainstream and close gender gaps at all levels by 2015. 	<ul style="list-style-type: none"> • Increased enrolment rates for girls and boys to 70% in disadvantaged areas by 2010 • Improved learning achievements for girls and boys • Reduced 20% drop out rates for girls and boys • Increased literacy levels for women • Increase by 20% of women accessing higher levels of education • Increase by 30% of girls and women participating in science, maths and technical studies • Increased gross enrolment rates in disadvantaged areas to 50% for girls and boys by 2010 • Increased completion rates from 51% to 70% nationally for both girls and boys by 2010 with special reference to disadvantaged regions • Increase by 30% of women in management and governance at all levels by 50%. 	<ul style="list-style-type: none"> • MOEST - DEO data • Gender Audit reports • National examination results • National survey on literacy 	<ul style="list-style-type: none"> • National Education gender Policy is finalized, approved and implemented

Logical framework of analysis for gender and education policy

Summary	Performance indicators	Means of verification	Critical assumptions
<p>Output:</p> <ol style="list-style-type: none"> 1. National education gender policy document 2. Gender monitoring and evaluation framework from the education sector 3. Gender institutional framework and gender unit established 4. Gender responsive school environment 5. Hygiene and sanitation promotion (<i>cross reference with health</i>) 6. Intensified support to girls education by communities 7. Support to orphans (OVCs) (<i>cross reference with School feeding</i>) 8. Bursary for Secondary school girls (<i>Cross reference with Secondary education</i>) 9. Improved quality of teaching and learning (<i>cross reference with QAS & INSET</i>) 10. Strengthened monitoring and evaluation 11. Gender parity, training, management and governance in education 12. Strengthened networking and partnerships to promote girls education 13. Gender audits 14. Gender disaggregated data (<i>cross reference with M&E</i>) 	<ul style="list-style-type: none"> • Gender policy completed disseminated, implemented and monitored • % of schools with access to hygienic, gender sensitive and adequate toilet facilities • % of schools with water in or around school compound • % of children practicing proper hygiene • % Of girls participating in Tuseme 'Speak Out' empowerment program • No. of Centres of excellence created • % of girls with access to sanitary pads • % increase in girls accessing bursaries • Number of school clusters developed and functioning • % increase in performance of girls in KCPE and KCSE • Number of gender audit carried out and used to inform policy review • Strong and effective networks in place. • Number of children with access to meals in school 	<ul style="list-style-type: none"> • MOEST - Data • Field monitoring reports • National examination results • Hygiene and sanitation surveys and census 	<ul style="list-style-type: none"> • Strong political will and support • No major disaster occurs and funding for mitigation of drought disasters available to support schools. • Pupil to teacher ratio is at most 40

22 UNIVERSITY EDUCATION INVESTMENT PROGRAMME

22.1 Background

University education plays a crucial role in national development. However, despite the rapid expansion of higher education over the past decade, challenges to access and equity remain. These include: inadequate capacity to cater for the growing demand for more places; mismatch between skills acquired by university graduates and the demands from the industry; an imbalance between the number of students studying science and art-based courses; rigid admission criteria that exclude the possibilities for credit transfers amongst universities as well as for graduates from other post-secondary institutions; and gender and regional disparities.

22.2 Issues and constraints

The rapid expansion of access to university education has strained the existing facilities and adversely affected the teaching and learning, the morale of staff, research productivity and the intellectual climate of public universities as a whole.

22.3 On-going programmes/initiatives

University education recorded phenomenal achievement over the last two decades. The number of public universities increased from one at independence to six and one college in 2003. The country has also experienced the growth of private universities due to the increasing demand for university education. The demand for module II university programmes has also substantially increased enrolment. Other reforms include competitive recruitment of senior staff, appointment of a Board of Inspection for public universities to recommend reforms and the introduction of performance contracts.

22.4 Policy framework

In order to address the above issues, the Government's long-term policy is to provide a framework for sustainable, competitive and autonomous national university system. Such a policy objective will take into account the comparative strengths of public and private institutions, and thus reduce wastage. It will also seek to lead to the development of a diversified financial base and provide for operational independence while at the same time paying attention to issues of relevance, and responsiveness to the market and to national priorities. University education and training will, therefore, need to be demand-driven, of high quality, gender sensitive, technologically informed, research supported, democratically managed and globally marketable.

In order to address the challenges that constrain access, equity, quality and relevance in university education, the Government will, through the respective university councils and CHE:

- (i) Promote the expansion of university education and training in tandem with population growth and the demand for university places and research;
- (ii) Promote private sector investment in development of university and training;
- (iii) Enhance quality assurance mechanisms in university education;
- (iv) Provide scholarships based on the needs of the economy; targeted bursaries and loans to the needy taking into account gender parity;
- (v) Ensure relevant training in all professional courses to remove existing skills mismatch;
- (vi) Work with partner institutions to rationalize academic programmes among universities with a view to creating centres of excellence, where each university has comparative advantage;
- (vii) Develop a mechanism for universities to undergo regular peer reviews and evaluation of their programmes;
- (viii) Work with public universities to develop a performance based system of appointments and promotions; and
- (ix) Review all professional programmes to ensure incorporation of internships into the academic programmes.

22.5 Strategies to address key policy issues

To implement the above policies, the Government, through respective councils and CHE, will employ the following strategies:

- (i) Create incentives for increased investments in university education, training and research;
- (ii) Increase Government contribution and improve the existing university loans system to ensure availability of financial support to poor students;
- (iii) Promote open universities, and distance education to increase learning opportunities;
- (iv) Provide adequate support for scholarships and research at university level;
- (v) Ensure integration of attachment internship into the training system to enhance relevance and productivity;
- (vi) Support affirmative action to ensure equitable access to university education;
- (vii) Work with universities to develop and implement capacity building programmes for academics and university managers;
- (viii) Coordinate, through CHE, a national accreditation system for all tertiary institutions and universities as a means of guaranteeing quality education and training;
- (ix) Require each university to maintain a record of academic productivity including publications, awards, funds from third parties, and patents and royalties. Each university should work out a mechanism for this purpose and maintain an inventory of short- and medium-term national skills needed;

- (x) Collaborate with partner institutions to establish internal evaluation mechanisms for academic programmes and management and ensure publication of the results; and
- (xi) Empower HELB to mobilise resources from the private sector to enable it give loans to all categories of students.

22.6 Summary of proposed investment

Under KESSP, it is proposed to invest resources in strategic areas of the university education with the key objective being to expand access and equity, enhance quality and relevance, and improve effectiveness and efficiency in the governance and management of university education. The 5 – year investment in university education component will focus on the following major areas:

- Development and implementation of a national strategy for the development of university education.
- Improvement and expansion of programs in particular areas of high priority to address the issue of quality, including;-
 - Establishing ICT in all universities,
 - Intensifying the re-development, monitoring and evaluation of curriculum,
 - Enhancing training and capacity building for management, lecturers and students,
 - Enhancing research development and utilization by establishing a fund for the same,
 - Establishing centres of excellence in specialized programs through upgrading of equipment and facilities,
 - Completion of high priority infrastructured projects.
- Expansion of access, particularly for disadvantaged students, through:
 - establishing a national open university/open learning and distance education centres,
 - enhancing HELB to enable it give more bursaries and scholarships to qualified disadvantaged students,
 - enhancing HIV/AIDS, prevention of drug and substance abuse and community outreach programs,
 - Upgrading the Kenya and Mombasa Polytechnics to enable them offer two-year technical degree courses.

Objectives and strategies

In order to address the challenges facing university education, the following objectives are proposed:

Objective 1

Examination of access and equity in university education.

Investment strategies

- (i) Establishment of a national centre for OL&DE;
- (ii) Intensifying affirmative action to address gender and regional disparities;

- (iii) Encouraging private sector participation in the provision of university education;
- (iv) Enhancing the capacity of HELB to give more bursaries/scholarships to qualified and disadvantaged students;
- (v) Upgrading the national polytechnics to offer degree programmes;
- (vi) Completing high priority infrastructural projects.

Objective 2

Enhancement of quality and relevance of university education

Investment strategies

- (i) Establishing mechanisms for promoting the linkages between the universities, the private sector and industries in order to enhance the quality and relevance of university education;
- (ii) Upgrading the skills and capacities of faculty through training;
- (iii) Re-evaluating continuously university curriculum to incorporate contemporary demands of development;
- (iv) Establishing centres of excellence in specialized programmes through upgrading of equipment and facilities;
- (v) Intensifying relevant research and development;
- (vi) Reviewing the existing programmes with a view to addressing relevance and market demands;
- (vii) Mandating Commission for Higher Education (CHE) to be the national quality assurance agency for tertiary and research institutions and universities;
- (viii) Establishing a national accreditation system under CHE for all tertiary institutions and universities as a means for guaranteed quality at these levels;
- (x) Enhancing the function and profile of CHE in higher education

Objective 3

Improvement of governance and efficiency in the management of university education.

Investment strategies

- (i) Developing, establishing and implementing a national strategy for university education development;
- (ii) Rationalizing the current organizational structures of public universities to enhance governance, efficiency and management;
- (iii) Reviewing and harmonizing the legal framework and instruments that govern university education;
- (iv) Establishing targeted staff development programmes in administration of academic programmes and general management;
- (v) Developing and implementing a national strategy for the development of university education.

Objective 4:

Enhancement of the use of ICT in public universities.

Investment Strategies

- (i) Integrating ICT in all university programmes;
- (ii) Enhancing the capacities of personnel and faculty in ICT;
- (iii) Providing the requisite infrastructure for ICT.

Activities

- (vi) Curriculum review and development.
- (vii) Establishing ICT capacity.
- (viii) Training for capacity building.
- (ix) Establishing a national centre for OL&DE

Management

Individual public universities, through their respective councils, will be responsible for the management of this component. However, CHE will provide the necessary support.

Summary of costs

Table 20.1 shows the summary of the total for the cost 5-year period for the university investment programme, which is about KShs 13.174 billion.

Middle scenario

	2005/06	2005/07	2007/08	2008/09	2009/10	Total, 2005/06 - 09/10
Universities						
Development of strategic plan for Higher Education	40.0	5.0	0.0	0.0	0.0	45.0
Ongoing investment (Egerton, Western, Maseno, JKUAT, Moi)	382.6	374.7	336.7	0.0	0.0	1,094.0
Completion of other high priority infrastructure projects	0.0	200.0	200.0	250.0	100.0	750.0
Improvement and expansion of programs in particular selected areas of high priority:						
(a) ICT	50.0	100.0	100.0	150.0	150.0	550.0
(b) Curriculum development and monitoring	0.0	140.0	105.0	100.0	125.0	470.0
(c) Training and capacity building	25.0	50.0	75.0	200.0	100.0	450.0
(d) Establishing research development and utilization support	100.0	140.0	140.0	200.0	140.0	720.0
(e) Establishing centres of excellence and specialized programs through upgrading of equipment and facilities	25.0	50.0	140.0	250.0	195.2	660.2
Expansion of access for disadvantaged students:						
Establishment and operating national open university/open learning and distance education centre	0.0	150.0	200.0	300.0	650.0	1,300.0
Ongoing student loans, and enhancing HELB to give more funding to qualified disadvantaged students	967.9	992.6	1,017.9	1,054.6	1,092.8	5,125.8
Upgrading of Kenya and Mombasa Polytechnics to offer degree courses (note: equipment funded by Italy included in TIVET)	231.5	200.0	300.0	400.0	500.0	1,631.5
Total Universities (including ongoing student loans)	1,822.0	2,402.3	2,614.6	2,904.6	3,053.0	12,796.5

22.1 University education logframe

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>Goal: Providing an opportunity for appropriate university education for national development</p>	<p>-University education that produces graduates who are adaptable to challenges to national development.</p>	<p>-Reports on employment of university graduates -Reports on development initiatives generated by university graduates through research and other means.</p>	<p>- Employers will continue to employ university graduates -University graduates will initiate research on new development ideas. -University education is a continuing process (lifelong)</p>
<p>Development objective: Plan and establish university education reform to improve access, quality, relevance, efficiency and governance</p>	<p>-Increased access - Improved quality and relevance -Improved efficiency and governance.</p>	<p>- National strategic plan - Annual quality assurance reports on university education - Annual university Reports - University strategic plans.</p>	<p>- Universities will see value in planning strategically according to their missions and vision statements. - Universities establish clear quality assurance mechanisms.</p>
<p>Output 1: A national strategy for university education reform developed and established.</p>	<p>1.1.National strategic plan document for university education reform by June 2006.</p>	<p>1.1.Approved national strategic plan for university education reform.</p>	<p>1.1 Adequate funding available.</p>
<p>Activities 1. Have a stakeholders sensitization workshop. 2. Workshops of the working groups. 3. Commission for Higher Education collates all the reports of the working groups and prepares draft strategic plan. 4. Commission for Higher Education circulates draft to stakeholders. 5. National workshop to</p>	<p>1.1.1 The working groups formed as a result of the workshop. 1.1.2 Level of participation 1.1.3 Team formed to collate reports. 1.1.4 Level of feedback from stakeholders. 1.1.5 Workshop held. 1.1.6 Strategic plan produced</p>	<p>1.1.1 Reports of workshop. 1.1.2 Reports of the various working groups 1.1.3 A draft strategic plan in place. 1.1.4 Inclusion of feedback into draft. 1.1.5 Workshop report. 1.1.6 Finalized and approved strategic plan.</p>	<p>1.1.1 Stakeholders value a sensitization workshop. 1.1.2 Adequate funding available.</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
evaluate draft. 6. finalization of strategic plan.	2.1 Proportion of qualifying students gaining admission to university education	2.1. Admission reports	
Output 2: Access and equity expanded over the plan period.	2.2. Proportion of female students enrolled in university education 2.3 Proportion of female students enrolled in technical and applied science courses in university education 2.4 Proportion of students from ASAL and other disadvantaged areas enrolled in university education. 2.5 Proportion of students accessing loans from HELB 2.6 Number of stalled projects and new capital investment for learning completed 2.7 Proportion of students admitted in private universities 2.8 Proportion of students studying university education thro' ODL 2.9 Number of programmes offered at the universities 2.10 Proportion of female students receiving bursaries and scholarships 2.11 Proportion of female students enrolled and graduating with technical and science based degrees 2.12 Proportion of students with special education needs (e.g. disabilities admitted to and graduating in university education	2.2 Admission reports 2.3 Admission reports 2.4 Admission reports 2.5 HELB loan disbursement reports 2.6 Completion certificates and reports 2.7 Admission reports 2.8 Admission reports 2.9 Strategic plans 2.10 HELB loan & scholarship disbursement report 2.11 Faculty reports 2.12 Admission reports	2.1. University education continues to be attractive to those who qualify 2.2 More female students desire to have university education 2.3 A greater proportion of female students enroll for technical and science Subjects 2.4 More students from those disadvantaged areas enroll in university education 2.5 Adequate funds available 2.6 Critical stalled projects selected for completion 2.7 Private providers of university education increase their investment 2.8 More students take advantage of open and distance learning 2.9 New rationalized programs attract greater proportion of students 2.10 More female students apply for bursaries and scholarships 2.11 More female students interested in technical and science subjects 2.12 More students with special education needs in education interested in formal, professional courses at university level
Activities: 1. Develop policy on OL & DE in university education 2. Establish infrastructure for	2.1.1 All universities providing OL & DE in accordance with established policies and guidelines	2.1.1 Admission reports 2.2.1 University annual	2.1.1.All universities maximizing use of OL & DE programmes 2.2.1 All universities taking full advantage of OL & DE

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>OL & DE</p> <p>3. Develop policy on affirmative action in university education</p> <p>4. Develop framework and guidelines for enhanced private sector participation in the provision of university education</p> <p>5. Review HELB mechanisms and criteria for assessing student loan needs</p> <p>6. Allocate additional capitation grants to HELB</p> <p>7. Develop mechanisms for the establishment of a viable revolving fund for HELB</p> <p>8. Develop accreditation for the national polytechnics</p> <p>9. Enhance the capacities for staff and facilities of national polytechnics to offer degree programmes</p> <p>10. Allocate additional budgetary resources for the completion of stalled projects</p>	<p>2.2.1 All universities effectively offering OL & DE</p> <p>2.2.2 Proportion of university students enrolled in OL & DE</p> <p>2.3.1 Proportion of students from disadvantaged areas, especially girls enrolled in university education</p> <p>2.3.2 Proportion of female students enrolled in technical and science</p> <p>2.3.3 Proportion of needy, especially female students accessing HELB loans</p> <p>2.4.1 All private providers in university education offering services in accordance with established policies and guidelines</p> <p>2.4.2 Private universities as a proportion of new universities</p> <p>2.5.1 HELB loans disbursed as per established criteria and guidelines</p> <p>2.6.1 Volume of loans disbursed by HELB</p> <p>2.6.2 Increase in the number of students receiving HELB loans</p> <p>2.6.3 Expanded scope of HELB loaning activities to other levels of education</p> <p>2.7.1 A viable revolving fund established under HELB</p> <p>2.8.1 National polytechnics providing quality degrees in technical subjects</p> <p>2.9.1 Capacity of staff and facilities enhance to handle technical degrees in the national polytechnics</p> <p>2.10.1 Learning environment significantly improved in the universities</p> <p>2.10.2 Proportion of students accessing essential services in the university</p> <p>2.10.3 Adequate infrastructural capacity available and in use</p>	<p>reports</p> <p>2.2.2 Admission reports</p> <p>2.3.1 Admission reports</p> <p>2.3.2 Faculty reports</p> <p>2.3.3 HELB loan disbursement reports</p> <p>2.4.1 Increase in private provision of university education</p> <p>2.4.2 Increased private provision of university education</p> <p>2.5.1 HELB loans disbursement reports</p> <p>2.6.1 HELB loans disbursement report</p> <p>2.6.2 HELB loans disbursement reports</p> <p>HELB loan disbursement reports</p> <p>2.7.1 HELB financial reports</p> <p>2.8.1 National polytechnic academic program reports</p> <p>2.9.1 Faculty staff academic reports/records</p> <p>2.10.1 Report of survey on new facilities</p> <p>2.10.2 Annual reports</p> <p>2.10.3 Survey on infrastructure</p>	<p>2.2.2. Students take full advantage of OL & DE</p> <p>2.3.1 Greater number of students from disadvantaged qualifying to one university</p> <p>2.3.2 Greater number of female students interested in technical and science subjects</p> <p>2.3.3 More female students apply for loans</p> <p>2.4.1. Private providers accept policy guidelines</p> <p>2.4.2. Private providers take full advantage of incentives</p> <p>2.5.1. Needy students apply for loans</p> <p>2.6.1.1 Needy students apply for loans</p> <p>2.6.2 Needy students apply for loans</p> <p>2.6.3 Students from other levels apply for HELB loans</p> <p>2.7.1 More students pay back loan</p> <p>2.8.1 Students attracted to enroll for technical degrees</p> <p>2.9.1 Staff take advantage of capacity building and training opportunities</p> <p>2.10.1 Adequate funding</p> <p>2.10.2 Students take full of available services</p> <p>2.10.3 Student and staff maximize use of infrastructure</p>
<p>Output 3: Quality and relevance of</p>	<p>3.1 Proportion of students qualifying</p>	<p>3.1 Graduate records</p>	<p>3.1: Students willingness to complete the course in the stipulated time</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>university education enhanced over the plan period.</p>	<p>within the stipulated course duration 3.2 Proportion of students qualifying with high grades 3.3 Proportion of students qualifying in professional courses 3.4 Proportion of students gainfully employed after graduating 3.5 Proportion of faculty with post graduate qualifications and training 3.6 Level of published research 3.7 Level of consultancy services rendered by faculty 3.8 Number of students on attachment in industry 3.9 Proportion of budget from non – traditional sources 3.10 Ration of learning materials to students 3.11 Degree of improvement in the learning environment 3.12 Establishment of a functional national accreditation system 3.13 CHE empowered to ensure quality education standards in all universities</p>	<p>3.2 Graduation/merit lists 3.3 Graduate records 3.4 Reports of industries on employed graduates 3.5 Faculty academic records 3.6 Published research record 3.7 Reports on consultancy work 3.8 Industries employment records 3.9 Budgetary reports 3.10 Report on the survey on learning materials 3.11 Reports on the survey of learning environment 3.12 Report on accreditation systems 3.13 Report on the CHE status</p>	<p>3.2: Students work hard to qualify for high grades 3.3: More students qualify for professional courses 3.4: Opportunity for employment 3.5: Willingness for the faculty to study 3.6: Challenges in research field 3.7: Ability to handle consultancy 3.8: Willingness of Industries to absorb students for attachment 3.9: Non-traditional sources willingness to invest in the 3.10: Use of learning materials maximized 3.11: Ability to vet the status the environmental 3.12: Co-operation of all universities 3.13: Co-operation of all university education boards.</p>
<p>Activities: 1. Review current university curricula, examinations, delivery approaches, quality assurance mechanisms and processes and selection. 2. Develop a training plan for staff and faculty 3. Provide focused training for staff and faculty.</p>	<p>3.1.1 Proportion of university graduates gaining employment in industry 3.1.2 Quality of university degrees improved 3.1.3 Number of collaborative linkages between universities and industries 3.2.1 Staff training needs and institutions for training identified</p>	<p>3.1.1. Employment records from Industries 3.1.2. Graduation records 3.1.3 University records on collaboration with industries 3.2.1 Training programme</p>	<p>3.1.1 Vacancy available for placement in industry high 3.1.2 Students desire for quality degrees 3.2.1.A thorough Needs Assessment mounted 3.3.2 Courses are relevant to faculty</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
<p>4. Provide adequate funding for research</p> <p>5. Undertake applied research</p> <p>6. Integrate research into the regular university curricula activities as a core component of teaching and learning process</p> <p>7. Provide adequate teaching and learning materials</p> <p>8. Provide adequate faculty staff for improved learner to lecturer ratio</p> <p>8. Upgrade equipment and facilities</p> <p>9. Vest CHE with the mandate to be the national agency for quality assurance for tertiary and research institutions and universities</p> <p>10. Construct CHE headquarters</p>	<p>3.2.2 Resources for training properly programmed</p> <p>3.3.1 Proportion of faculty trained</p> <p>3.3.2 Skills of faculty and staff enhanced</p> <p>3.4.1 Number of sectors of the economy benefiting directly from research</p> <p>3.4.2 Number of collaborative linkages between universities and industries in research</p> <p>3.4.3 Level of incubation activity in universities</p> <p>3.5.1 Amount of funding for research by source</p> <p>3.5.2 Quality level of research activities in the universities</p> <p>3.5.3 Amount of research informing university academic programmes</p> <p>3.6.1 Ratio of students to learning materials</p> <p>3.6.2 Number of publications available in the main and resource centres</p> <p>3.7.1 Ratio of faculty to students</p> <p>3.8.1 Obsolesce of equipment and facilities in universities</p> <p>3.9.1 Standardized accreditation of programmes in universities and institutions of higher learning</p> <p>3.9.2 Improvement in the quality of university degrees</p> <p>3.10.1 University programmes centrally coordinated by CHE</p>	<p>3.3.1. Reports on training</p> <p>3.3.2 Faculty academic reports, or CVs</p> <p>3.4.1. National development reports</p> <p>3.4.2 Reports on collaboration</p> <p>3.4.3 Incubation activities in the universities</p> <p>3.5.1 Financial records</p> <p>3.5.2. Research reports</p> <p>3.5.3 Programmes born out of research</p> <p>3.6.1. Library records</p> <p>3.7.1 Records or student faculty ratio</p> <p>3.8.1 Equipment faculties inventory</p> <p>3.9.1. Accreditation programme</p> <p>3.9.2. Accreditation standard in place</p> <p>3.10.1 Reorganised CHE</p>	<p>3.4.1 Research affects economy</p> <p>3.4.2 Collaboration between universities and industry is beneficial</p> <p>3.4.3. Willingness scholars to undertake research</p> <p>3.5.1. Research is developed</p> <p>3.5.2. Intensive collaboration within faculties and disciplines</p> <p>3.6.1. All publication are put on record</p> <p>3.7.1 There is established student faculty ratio</p> <p>3.8.1. Updated inventory</p> <p>3.9.1. Agreed criteria by all universities</p> <p>3.9.2. Agreed criteria by all universities</p> <p>3.10.1 Agreed criteria by all universities</p>
<p>Output 4: Governance and efficiency in the management of universities enhanced over the plan period.</p>	<p>4.1 Improved communication between administration and students</p> <p>4.2 Increases student participation in decision making</p> <p>4.3 Improved and efficient resource application</p>	<p>4.1 Reduced strife in the universities</p> <p>4.2. No. of participatory decision making for a</p>	<p>4.1. Healthy communication is a tool for harmony</p> <p>4.2 Students participation in decision making will lead to efficiency and good governance</p> <p>4.3. Proper resource application leads to efficiency</p>

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	4.4 Reduced incidences of student unrest 4.5 Improved time management 4.6 Management of university finances streamlined and norms for allocating resources established 4.7 Growth rate in the student loan revolving fund 4.8 Legal framework for university education harmonized 4.9 Degree of collaboration among stakeholders in university education	4.3.Resource application records 4.4.Completion of programs in time 4.5.Programs completed in stipulated time 4.6.Financial records 4.7 HELB financial lending records 4.8. Harmonised legal framework 4.9 Reports on collaborative efforts	4.4.Completion of programs in time is a measure of efficiency 4.5. Programs completed in stipulated time is a measure of efficiency and governance 4.6. Transparency by all players 4.7. Ability of loanees to repay 4.8. Cooperation of all universities and stakeholders 4.9 Collaboration of stakeholders
Activities: 1. Rationalize the organizational structure against functions 2. Rationalize the establishment 3. Develop and implement a training plan for management staff 4. Streamline management and procurement systems	4.1.1 Effective time management of universities 4.1.2 Improved university performance 4.1.3 Improved delivery of programmes 4.1.4 Efficiency in the utilization of university resources 4.2.1 Reduced staff cost 4.2.2 Improved staff work load ratio 4.3.1 Improved university governance	4.1.1.University calendars 4.1.2. Performers reports 4.1.3.Assessment reports on delivery of programs 4.1.4.Resource utilization records 4.2.1University expenditure records 4.2.2.Records on teaching load 4.3.1 Harmony among staff & students	4.1.1.Calendars are adhered to 4.1.2.Relevant programs 4.1.3.Delivery modes affect efficiency 4.1.4. Maximised utilization of resources 4.2.1 Collaboration among the faculty 4.2.2. Teaching load affect efficiency
Output 5: Use of ICT in university education enhanced over the plan period.	5.1 ICT policy developed 5.2 Degree of use of ICT in teaching and learning processes 5.3 Functional ICT infrastructure established 5.4 ICT implementation plan developed and implemented 5.5 ICT skills of staff and faculty	5.1 Policy document on ICT 5.2 Presence in learning and teaching 5.3.ICT infrastructure 5.4. ICT implementation	4.1.1Relevance of policy 4.2 ICT will enhance learning and teaching 4.3 ICT infrastructure will enhance the ICT learning and teaching process 4.4 Plan will be implemented 4.5 ICT trained faculty will be more efficient

Narrative summary	Performance indicators	Means of verification	Critical assumptions
	enhanced	plan 5.5.Faculty performance in ICT	
Activities: 1. Develop an ICT policy for university education 2. Restructure programmes to integrate ICT 3. Provide the infrastructure for ICT 4. Develop and implement a training plan for faculty and staff in ICT	5.1.1 University interventions in accordance with the stipulated guidelines 5.2.1 Widespread use of ICT in all university programmes 5.3.1 ICT integrated into the day-to-day programmes management in the universities 5.4.1 Faculty and staff equipped with ICT skills	5.1.1.University programs 5.2.1 ICT incorporation in other programs 5.3.1 ICT incorporation in program 5.4.1 Faculty & staff performance in ICT	5.1.1 Programs will enhance efficiency 5.2.1 Other programs will benefit from ICT incorporation 5.3.1. Management will improve due to ICT incorporation 5.4.1 Efficient out -put

23 MONITORING AND EVALUATION INVESTMENT PROGRAMME

Background

Monitoring is a continuous or periodic process of collection and analysis of data, in order to measure the performance of an activity or intervention, while evaluation entails impact assessment or outcomes resulting from a series of activities or interventions as well as their direct and indirect effects on resources and people. As such monitoring and evaluation have critical relevance to the implementation of any development programme including those proposed in KESSP.

Monitoring of KESSP will, therefore, be the periodic assessment of the implementation of the programme to establish the extent to which inputs will be, work schedules, targeted outputs and other required actions will be proceeding according to plan. It will seek to identify deficiencies in programme implementation so that timely corrective action is taken.

Under KESSP, monitoring will be undertaken in three forms. The first, will entail the collection of information; and its analysis to report on the progress of the overall performance of the KESSP programme. Secondly, an assessment of the impact KESSP will have on learners. Thirdly, it will entail collecting data and information for the general oversight and management of the programme.

Regarding the overall programme progress, reports will be prepared in the form of periodic reviews and updates based on the of the various workplans of those charged with implementation. It is proposed that such reports be made on a quarterly basis in the initial 2 years; and on an annual basis in the subsequent years of the programme cycle. These reports will also be useful to the MOEST and Development Partners in overseeing the utilization of their funds and for identifying areas where additional resources may be required.

Assessing the impact of the programme on learners, particularly with regard to the quality of education, is a central objective of both the KESSP programme itself and of the Sessional Paper No. 1 of 2005 on Education Training and Research. This level of monitoring will entail selecting key indicators which relate to the objective of all the programme components. The indicators will measure programme outputs, outcomes and impact. The existing EMIS will be strengthened to facilitate the monitoring process.

The monitoring plan of KESSP will rely heavily on the continuous or periodic collection of data by those implementing activities. The programme is structured such that programme activities are implemented around Management Units. Under this arrangement, implementing staff will be deployed on the basis of the workload of the Unit; for example, the Primary School Infrastructure Management Unit. The overall Unit Manager will therefore, hold responsibility for co-ordinating the collection of periodic data, and for preparing periodic reports.

Organization of Monitoring

Monitoring will be employed as a management tool of KESSP and as a result, it will be decentralized such that management decisions are taken as close as possible to the activity. In general, therefore, the level that records the information should be able to use it. This approach will ensure data quality and frequency of reporting. The Unit Managers will be expected to review their respective Plans of Operations and Action Plans; and to refine the objectives of their respective areas. They should also refine their activities, timeframes, resources, baseline data and above all, establish monitoring plan. As a start, all Units should establish baseline data concerning the indicators selected for monitoring. An important activity under monitoring will therefore, entail employing rapid methods for gathering such baseline data.

The design of KESSP has been done such that monitoring is treated as an integral component of the normal programme implementation. The Unit Managers will be expected to complete their annual reviews of their respective areas or components to include, a report on progress over the period, a list of the problems identified during implementation proposed solutions and a revised plan of action for the following year. This may also lead to a revision of some elements in the Plans of Operations of these Units.

It is proposed that various methods be employed in tracking indicators to include, observation, targeted trouble shooting visits, interviews routine reporting etc. In addition, each Unit is expected to establish who will collect information on indicators, when, and who will receive it. Generally, the managers of the Management Units are responsible for completing written progress reports on a regular basis. The monitoring plans should also identify who will be involved in reviewing progress.

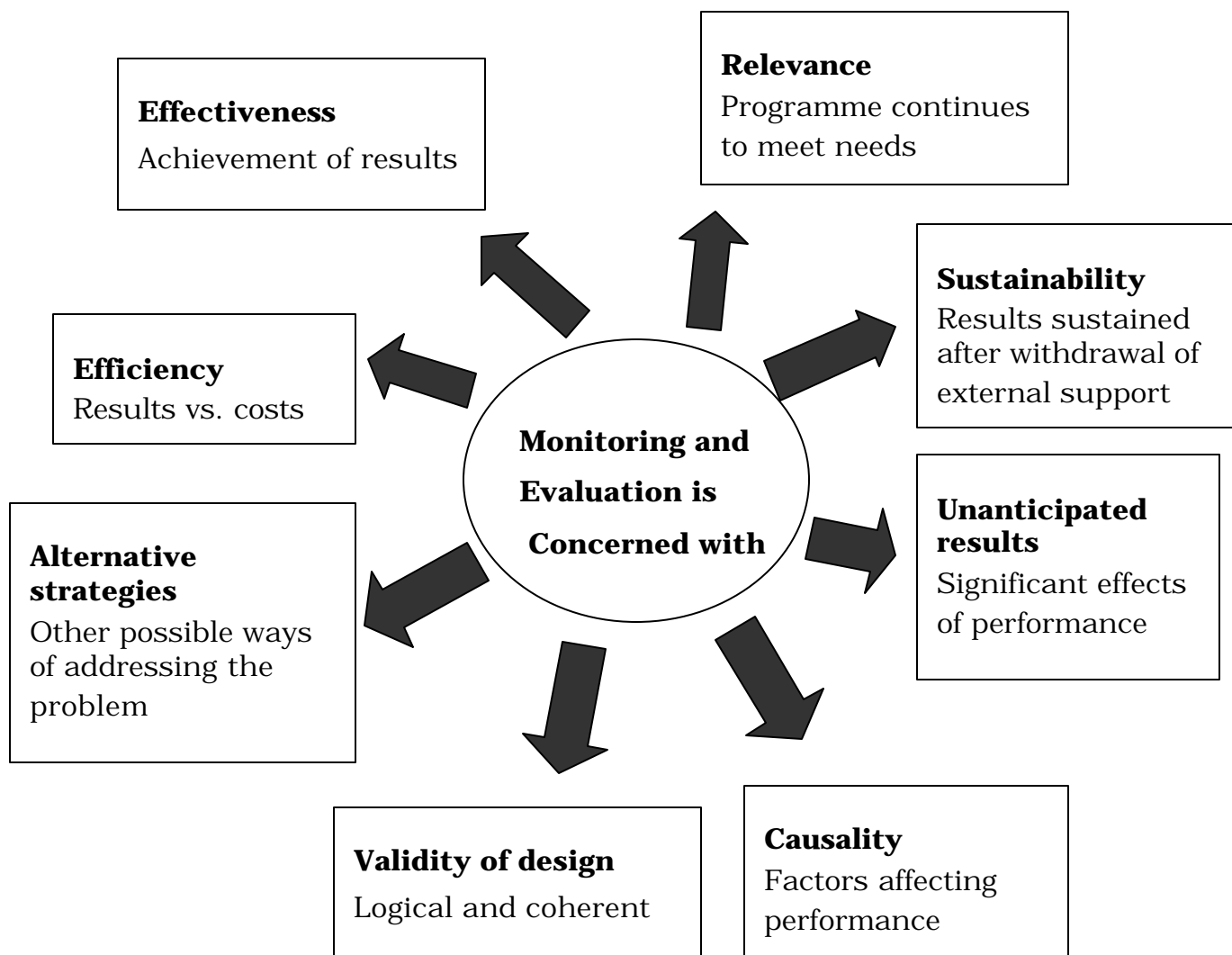
Focus of KESSP Evaluation

Evaluation in KESSP will focus on changes and their significance to one or more of the following issues; relevance, effectiveness, efficiency, impact and sustainability. Process evaluation mainly focusing on organizational or management issues will be conducted during implementation. Reports emanating from this process will then be consolidated as a major input into the Mid-term Evaluation to be conducted in 2008. In addition, some formative evaluations focusing on particular aspects of KESSP and employing specific diagnostic tools and research will also be conducted to provide information to aid decision-making during implementations. Summative evaluations will be conducted in 2010 towards the end of the programme in order to provide information on the achievements, impact and lessons learnt.

It is critical that the capacity and skills of the MOEST for monitoring and evaluation be strengthened under KESSP. As part of the overall capacity building programme, training for ministry staff be undertaken. Further, due to the fact

that KESSP is supported by multiple partners, each with different reporting requirements, their co-ordination in monitoring and evaluation is critical. Multiple partner participation in evaluation is expected to bring about a co-ordinated approach to implementing the results of the evaluations.

In summary the core monitoring and evaluation objectives in KESSP will include;



Current initiatives

In recent years MOEST staff have been actively involved in monitoring the implementation of various projects and programmes funded by both the Government of Kenya and development partners. However, the predominance of the project-based approach within the ministry has meant that monitoring activities have often been planned in isolation, resulting in duplication of efforts and inefficient use of resources. Furthermore, different monitoring requirements for various projects and programmes has undermined coordination. This

situation has also made it difficult to conduct evaluations to assess the overall impact of one or more interventions on the quality of education services provided. The ability of the MOEST to undertake quality monitoring and evaluations have been further undermined by a weak Education Management Information System (EMIS) and, in particular, lack of accurate benchmarks upon which to measure changes in the quality of education services provided.

To address these constraints the MOEST has embarked on a sector-wide approach to investments in the sector. The overall aim of this approach is to establish standardised approaches, such as in the areas of monitoring and evaluation, across the sector. It is hoped that this approach will result in better informed decisions and improved provision of quality education services.

Policy framework

In the Sessional Paper No. 1 of 2005, monitoring and evaluation is emphasized throughout the document as a key cross-cutting issue. For example, under the section on quality assurance, the Paper recommends the development and implementation of a monitoring and evaluation system which can enhance quality assurance, while in the primary sub-sector the recommendation is to develop and utilize monitoring tools to ensure standardization. In summary, monitoring and evaluation need to be well coordinated and structured so as to serve the needs of both the MOEST and other stakeholders.

Strategies to address key policy issues

In pursuit of the above recommendations this investment programme proposes the following strategies:

(1) Establishment of comprehensive baselines prior to KESSP implementation.

Effective monitoring and evaluations cannot be undertaken without accurate baselines of the current situation of the provision of services across the education sector. Therefore, it is imperative that efforts be made to establish suitable baselines upon which future changes can be measured. Equally important is establishment of a suitable Education Management Information (EMIS) system to ensure that the KESSP data are fully captured in the design of the necessary software programme.

(2) Development of a well coordinated process monitoring system.

Based on lessons learnt in the MOEST to date, combined with analysis of lessons from the international experiences, this investment programme proposes a monitoring system which involves: (1) desk-based process monitoring by teams of staff working under each of the management units to be established under the

KESSP; and, (2) field-based process monitoring to verify and/or supplement desk-based process monitoring.

The desk-based process monitoring will focus on tracking quantitative performance data generated from the EMIS, as well as complementary reporting systems within each investment programme. This desk-based process monitoring will be undertaken as part of the regular work requirements of each management unit and, therefore, will not require additional funding.

Field-based process monitoring will involve the verification/cross-checking of EMIS and reporting data, as well as the collection of qualitative data by MOEST staff during visits to the field. In order to maximize the use of resources allocated to field-based process monitoring, a special fund will be established and managed under the Reform Secretariat in the Directorate of Policy and Planning. MOEST staff in each of the management units under the KESSP will be required to submit workplans outlining their planned field-based process monitoring visits for every quarter. This will enable coordination of visits across KESSP management units, leading to more efficient targeting of field sites, as well as data collection.

Summary of components

KESSP baseline;
Process Monitoring System; and,
Impact Evaluation Programme.

Budget estimate

183.3 million/Kshs. over five years; Ksh 30m in first year, 2005/06.

Monitoring and evaluation	2005/06	2006/07	2007/08	2008/09	2009/10	Total, 2005/06-09/10
Proposed M & E Programme	30.0	33.0	36.3	40.0	44.0	183.3

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
Overarching goal: Enhanced access, equity, and quality at all levels of education and training (2010)	Progress towards relevant targets ERS, Sessional Paper and KESSP	EMIS	Top management support and adequate resource are available
Program development objectives			
1. Ensure equity of access to basic education	EFA goals (NER and completion 100%) are close to being achieved by 2010 Reduce illiteracy by 50%	EMIS EFA/MDG reporting	Students can access formal schools but as well as NFE and mobile schools with equivalent programmes
2. Enhance quality and learning achievement	Improved scores on national assessment compared with 2007 baseline survey	Test scores	SACMEQ, MLA, SAMP coordinated in national assessment system
3. Provide opportunities for further education and training	70% of students passing KECPE admitted in secondary education. Expanded opportunities for labor market relevant TIVET and university education	KNEC data Labor market surveys	Structure and content of TIVET and university programs has been revised
4. Strengthen education sector management	Policy reforms enhancing efficiency of resource allocation and effectiveness of service implemented HIV/AIDS and gender programs implemented system wide	Management review Implementation progress reports	Management units adequately staffed and resourced ICT operational
Outputs			
1.1 Primary school infrastructure adequate to accommodate children in classes of no more than 50 (1)	All children have access to a school within walking distance Maximum class size of 50 in achieved in all schools	EMIS	5% in private; 2.5% in NFE; Large scale double shift use of classrooms and/ or continued use of open air classrooms
1.2 Complementary NFE programs of good quality for children who are not able to enroll in formal primary schools (3)	Children in NFE centers perform at level equivalent to those enrolled primary	.Sample tests of students	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
1.3 Education accessible to children of pastoral communities in ASALs (11)	Proportion of pastoralist children enrolled in formal schools, NFSs and mobile schools proportions not specified	Survey data	
1.4 Enhance access of children with special needs (4)	All schools are ready to accommodate children with special needs; a small number with severe handicaps are placed in special institutions	Survey data	
1.5 Adult basic education provides adults with opportunity to complete basic education (6))	1500 training centers provide quality programmes reinforced by 114 community reading centers in ASALs, low potential and slum areas	M&E reports	
2.1 Access to and quality of ECDE services enhanced, in particular in ASAL and other poor districts (2)	Coverage ECD increased from 35%-50%, and in poorest districts from ... to ...%; Instructional objectives attained by 80% of the children	EMIS Sample testing	
2.2 School health, nutrition and feeding (7)	Accelerate progress towards EFA goals through improved access, attendance and learning	M&E reports	
2.3 Primary school students provided with essential instructional materials (8)	All students have access to instructional materials with student: textbook ratio improving towards 1:1	EMIS	
2.4 Pre-service teacher education provides student teachers with foundation skills for effective teaching (9)	Beginning teachers have acquired expected skills	Inspection reports; M&E survey data	
2.5 In service teacher education support teachers in all public schools (10)	Improved instructional practice with students taking increased responsibility for their learning	Inspection reports; M&E survey data; EMIS	
2.6 ICT is used to enhance learning and improve school administration (14)	Enhanced access to ICT in schools More efficient administration	Inspection reports; M&E reports; EMIS;	
2.7 Establish mechanisms for quality assurance and enhance standards of learning (16)	Enhance learning achievement in all primary schools	National assessment system	Baseline survey carried out in 2006
2.8 In-service of teachers at secondary in math and science (18)	Improved student performance in math and science	Examination and assessment data	Baseline data available

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
3.1 Guidance and counseling will equip learners with skills that will enable them to meet their growth and developmental needs(15)	Increased retention in secondary schools Reduction of career indecisiveness Reduction of institutional disturbances	Component M&E reports	
3.2 Enhance access to secondary education for disadvantaged students (17)	Transition rate increased from 47% to 70%; increased proportion of disadvantaged students enrolled; Low cost strategies ensure affordability for MOEST budget; Targeted and transparent bursary scheme promotes equity	EMIS; Household survey data	Community contributions and private sector institutions will increase rapidly to complement public effort
3.3 Plan and implement restructuring of TVET programs to improve quality expand enrolment (19).	Enrollment increased to 180000; employability and labor market performance of graduates improved	EMIS Labor market surveys	Skill development strategy in place by 2006; investments implemented in 2007-09
3.4 Plan and implement university education reform to improve, access, quality, relevance, efficiency and governance (20)	Improvement of quality of university education; expansion in high priority areas in line with national development needs	EMIS Labor market surveys	National strategy in place by 2006; investments implemented in 2007-09
4.1 Strengthen MOEST capacity to provide HIV/AIDS prevention care and mitigation programs(5)	Incidence of HIV/AIDS among students and employees of MOEST reduced; care and support provided to OVCs	HIV/AIDS monitoring reports	Effective collaboration with other ministries and agencies involved in HIV/AIDS programs
4.2 Eliminate gender disparities at all levels	Gender parity in enrollment, retention and performance in primary and secondary education by 2010, at other levels by 2015; increased equity in management and administration	EMIS	
4.3 Improve capacity of education managers to plan, implement, monitor and evaluate programs, allocate resources and account for their use and results (12).	Managers at all levels implement programs on budget and on schedule and accept accountability for results	KESSP progress reports	
4.4 Education management information system (13).	EMIS provides accurate and timely data	EMIS	TSC shares data without delay
4.5 Improve efficiency of teacher management (21).	Teacher management functions decentralized; staffing norm policy revised, minimum teacher qualifications increased	M&E reports	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
4.6 Monitoring and evaluation (23)	Regular reporting on implementation progress, trends in key performance indicators and evaluation of program components' impact	KESSP progress reports	
Activities			
1.1.1 Grants to SMCs for school improvement and new class room construction	3000 classrooms, 6000 toilets constructed ; About 17,000 improvement grants provided to 4000 SMCs	Component M&E and implementation reports	575 classrooms to be constructed by WB/ASAL, USAID and OPEC; KfW??
1.1.2 New Primary school construction	148 schools (444 classrooms) constructed	Ib.	Targeted at districts with (i) overcrowding or (ii) no schools within walking distance
1.1.3 Capacity building	95% of SMCs supported with grants apply use new standards and guidelines	Ib	
1.1.4 Monitoring and evaluation	Regular progress reporting Assistance to schools on infrastructure issues included construction supervision is provided as and when needed	Ib	
1.2.1 Curriculum development	Revised NFE curriculum, materials and policy implemented Alternative secondary science curriculum developed	Ib	
1.2.2 FPESP support grants provided to NFS/NFECs	Grants of Ksh 1020 and school feeding provided for 300,000 students	Ib	7500 teachers included in TSC and included in component 21
1.2.3 Coordination NFS/ NFECs	Inter-ministerial Technical Committee meets quarterly EMIS provides data for performance monitoring NFE center managers and stakeholders trained and adhere to standards of service	Ib	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
1.3.1 Establish and operate mobile schools in ASALs	100 mobile schools operating Communities sensitized Teachers trained	Ib	
1.4.1 National survey and equipment needs report	Survey completed	Ib	
1.4.2 Training teachers	7500 new teachers trained for assessment skills 18,000 teachers provided with in-service training	Ib	
1.4.3 Equipping resource centers	73 resource centers equipped	Ib	
1.4.4 Advocacy and awareness creation program	304 parents and 456 education officers and TOTs trained	Ib	
1.4.4 Equipping schools and special institutions	110 special needs schools and 1100 regular primary schools provided with special needs learning materials and equipment	Ib	
1.4.5 Grants to special primary boarding schools	100 schools provided with grant of Ksh 1 million/year	Ib	
2.1.1 National ECDE policy and Standards monitoring program	Policy and standards and monitoring mechanism implemented	Ib.	
2.1.2 Community resource mobilization program	Management committees of 10,000 centers trained	Ib	
2.1.3 Supporting grants for centers in disadvantaged areas	4000 grants of K.sh 100,000 provided to centers in the 35 poorest districts	Ib	
2.1.4 Revision of ECDE curriculum In-service training teachers	Revised curriculum available; 200 trainers inducted 9000 teachers trained	Ib	
2.1.5 Improving nutritional status of children attending ECDE	Feeding program in 5000 centers covers 250,000 children	Ib	
2.1.6 Testing school readiness programme	6500 children equipped with school readiness skills	Ib	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
2.2.1 School feeding in ASAL and Nairobi slums	1million ECD and primary children provided with mid day meal and optional mid-morning snack	Ib	
2.2.2 School based income generating activities	Number of schools with IGAs	Ib	
2.2.3 Health and hygiene promotion and de-worming in schools in poor communities	560,000 pupils in 3500 schools in poor areas benefit from treatment	Ib	
2.2.4 Strengthen national school health coordination office	Equipment provided 6000 teachers and 149 trainers trained	Ib	
2.3.1 Grants to schools through instructional materials and general purpose accounts	Grant to school of ksh. 430 for instructional materials and ksh 370 for general purposes disbursed twice a year	Ib	
2.4.1 Annual grants to teachers colleges	1158 BOG teachers will be paid; Equipment and materials for teaching practice available	Ib	
2.4.2 Improvement of learning resource centers	20 Learning Resource Centers equipped	Ib	
2.4.3 Provide 21 TTCs with ICT equipment	ICT capacity established	Ib	
2.4.4 Bursaries for needy students	340 students will be supported	Ib	
2.4.5 Buses for 21 colleges	Each TTC has a bus for teaching practice and co curricular activities	Ib	
2.4.6 Program monitoring	4 visits per year to each college	Ib	
2.5.1 School based teacher development, empowerment and luster based in-service training for standard 1-4 teachers	60.000 Key resource Teachers trained;10,000 Head teachers and 18,000 deputies trained; 32,000 standard 1-4 teachers trained; LRCs equipped	Ib	
2.5.2 Develop elearning and face to face training for field based education professionals	Programs developed 24 members of steering group and 310 TOTs trained Action research program implemented	Ib	
2.6.1 Develop ICT policy and	Policy developed	Ib	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives standards	Indicators of achievement	Means of verification	Important risks and assumptions
2.6.2 Integrate ICT in curriculum and introduce e-learning ICT	ICT infrastructure in place in 50% of the districts; 50% of schools have ICT curriculum 40% of schools have adopted e-learning technology Staff responsible for ICT and e-learning has been trained	Ib	
2.6.2 Computerizing school management and financial records	Number of school with computerized records	Ib	
2.7.1 Subject based training in 35 poorly performing districts for 58,000 teachers	Mean scores increased to >250 in 20 out of 35 districts	Ib	To be coordinated with 2.5.1
2.7.2 Improved quality monitoring and teacher support	Inspection panels visit 8125 schools	Ib	
2.7.3 Action research on quality education	Research findings available and disseminated	Ib	
2.7.4 Establish teacher training accreditation system	Policy framework in place; Courses assessed	Ib	
2.7.5 Monitor achievement of learning competencies for std-1-4	Minimum competencies defined and utilized	Ib	
2.7.6 Learning achievement studies harmonized and national assessment system established and operational	Center established; 15 staff trained; instruments tested; single national assessment system in place	Ib	
2.7.7 Examination system strengthened	Item banking system in place KNEC printing equipment installed Examinations for ABE and NFS developed	Ib	
2.7.8 Development curriculum support materials	130 titles developed 54000 teachers trained in use	Ib	
2.7.9 Alternative teaching approaches undertaken by 2006	Multi-grade teaching approach developed and piloted	Ib	
2.7.10 Establish education broadcasting system	3780 programs produced 50% of the potential listeners reached	Ib	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
2.7.11 Co-curricular activities enhanced	Number of children participating	Ib	
2.8.1 Skills Secondary math and science teachers enhanced	90% of math and science teachers, head teachers, inspectors, KSTC, Kagumo and TIVET tutors trained	Ib	Coordinated with 3.2.4 and 4.3.4
3.1.1 Develop policy framework for G&C	Policy in place and used	Ib	
3.1.2 Establish conducive environment for learning	Training program developed and implemented	Ib	
3.1.3 Develop skills and competencies in disaster preparedness and trauma	I disaster response team per division established and improved disaster management facilities	Ib	
3.1.4 Develop life skills, ability to manipulate the environment and make informed and appropriate career decisions	Decline in drug abuse, institutional disturbances and HIV/AIDS and career indecisions by 50%	Ib	
3.2.1 Low cost expansion of secondary education	Grants to BOGs for classroom construction Basic equipment provided to needy schools Double shift piloted ODL program established	Ib	
3.2.2 Increase enrollment of disadvantaged students	Need for bursaries surveyed Bursary disbursement guidelines reviewed to ensure effective targeting and transparency	Ib	
3.2.3 Promote participation of private providers	Framework for collaboration with private providers established	Ib	
3.2.4 Improve quality of secondary education	In service training program for secondary teachers implemented Teaching and learning materials provided Criteria for monitoring student learning established	Ib	
3.2.5 Ensure adequate staffing of schools	Staffing gaps identified and teachers recruited and deployed to deserving schools	Ib	Coordinate with 4.5.3

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
3.2.6 Enhance use of ICT in secondary schools	ICT policy developed, infrastructure provided and teachers trained.	Ib	Coordinated with 2.6.2
3.3.1 Prepare national skill development strategy	Strategy for harmonized and enhanced TIVET system in place	Ib	
3.3.2 Enhance access of primary graduates to youth polytechnics	600 youth polytechnics revitalized and equipped	Ib	
3.3.3 Establish TIVET centers of excellence	8 of centers of excellence equipped every year	Ib	
3.3.4 Skills enhancement for automation and computer integration	# of institutions covered by programmes	Ib	
3.3.4 Bursaries for needy youth	2000 bursaries for needy students, 700 for female S&T students and 200 for special needs students	Ib	
3.3.5 Creation of industrial incubators	5 incubators established	Ib	
3.4. 1 Improve efficiency of university management and prepare national university education strategy	National strategy framework for the development of university education in place; Organizational structure rationalized; legal framework and instruments harmonized; Staff development programs in management and administration implemented	Ib	
3.4.2 Expand access and equity in university education	Proportion of qualifying students admitted increased to %; % of females and disadvantaged students admitted; % of females in S&T # of bursaries for needy students increased ODL programs established Polytechnics upgraded to offer degree programs	Ib	
3.4.3 Enhance quality and relevance of university education	Strengthened linkages with private sector. # of faculty trained. # of curricula revised.	Ib	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
	# centers of excellence established. # R&D projects completed. CHE mandated as national quality assurance agency.		
3.4.5 Enhance use of ICT in public universities	Curricula developed equipment installed; staff trained in ICT	Ib	
4.1.1 promoting prevention of HIV/AIDS and behavior change	PSABH model in all primary schools. Programs including life skills and living values in all schools and institutions.	Ib	
4.1.2 Providing care and support to orphans	Sensitization implemented # of orphans provided with financial support # of extended families provided with support # child heads participating in apprenticeship scheme. # participants in big brother/sister programme. # of videos produced.	Ib	
4.1.3 Support for infected and affected teachers	National network of support groups established Regulations revised and guides distributed. # videos produced.	Ib	
4.1.4 Management and advocacy of response	12 ACUs strengthened to monitor implementation University ACUs provide guidance and counseling, ensure access to VCT testing and ARVs	Ib	
4.2.1 Complete development of gender and education policy	Policy document implemented after public discussion	Ib	
4.2.2 Increasing enrollment and retention in school	Community support mobilized	Ib	School feeding program (7) implemented

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
	Boarding facilities are girl friendly		
4.2.3 Improving girls' performance in school	School environment is gender friendly; INSET includes gender responsiveness Girls performance in math and science improved	Ib	
4.2.4 water and environmental sanitation	Appropriate sanitation and clean water available in schools	Ib	Included in component 1; cooperation with MOH, MOWI and OOP
4.3.1 Capacity building staff Headquarters, SAGAs, provincial and district offices,	# HQ and SAGAs staff trained in management and ICT skills # provincial and district staff trained	Ib	
4.3.2 Capacity building for primary school management and accountability	# Ht, DHTs, SMCs and PTA members trained for school infrastructure improvement and new classroom grants program	Ib	To be coordinated with 1.1.3
4.3.3 Training SMCs and PTAs for local management of KESSP programs	# trained	Ib	Coordinated with NFS, HIV/AIDS, school health and nutrition, and instructional materials component
4.3.4 Training secondary school heads and BOGs	# trained	Ib	Coordinated with secondary education component
4.3.5 Establishing education sector reform secretariat	Secretariat established and operational	Ib	
4.4.2 Harmonization of data	Data collected: Instruments developed	Ib	
4.4.3 Data processing and management	Systems and software application in place for, data processing, management information sharing and tracking of performance indicators	Ib	
4.4.4 Providing infrastructure at district, headquarters and agency level	Infrastructure in place	Ib	
4.4.5 Building capacity for processing, management and utilization of EMIS data	Officers involved trained	Ib	

Summary	Performance indicators	Means of verification	Critical assumptions
Hierarchy of objectives	Indicators of achievement	Means of verification	Important risks and assumptions
4.5.1 TSC functions at school and district level redefined	Acts and regulations amended BOGs and PSBs trained	Ib	
4.5.2 Capacity for teacher management at school, district and headquarters level strengthened	Procedures and manuals for TSC, DEBs, BOGs, and PSBs refined, agents concerned trained and reviewed management structure reviewed; equipment installed	Ib	
4.5.3 Improvement of efficiency of teacher deployment and utilization	Revised staffing norms implemented; reassignment teachers with districts completed; teacher career handbook available	Ib	
4.5.4 Monitor devolved TSC functions	Independent evaluation completed and discussed with agents concerned	Ib	
4.6.1 Monitoring and evaluation	Baseline established Processes for desk based and field based reporting in place Regular progress reporting System for impact evaluation established	Ib	

