REPUBLIC OF KENYA

MINISTRY OF

EDUCATION

STRATEGIC PLAN

2008-2012

KENYA VISION 2030

Towards a Globally Competitive and Prosperous Kenya

TABLE OF CONTENTS

LIST OF TABLES IV
ACRONYMS V
FOREWORD VII
EXECUTIVE SUMMARY VII
INTRODUCTION 1
1.1 Contextual Background 1
1.2 Kenya's Development Challenges: Global, Regional and National 2
1.3 Kenya's Immediate Development Agenda 4
1.4 Role of the Ministry of Education 4
1.5 Purpose of the Strategic Plan 7
CHAPTER TWO 8
VISION, MISSION, VALUES FUNCTIONS 8
2.1 Introduction 8
2.2 Mandate 8
2.3 The Vision and Mission 8
2.4 Core Values 9
2.5 Core Functions of the Ministry 10
CHAPTER THREE 11
SITUATION ANALYSIS 11
3.2 Swot Analysis 11
3.2.1 Strengths 11
3.2.2 Weaknesses 12
3.2.3 Opportunities 12
3.2.4 Threats 13
3.3 Lessons from Previous Plans 13
3.3.1 Fast Track Initiative (FTI) 14
3.3.2 Access and equity 14
3.3.3 Gender disparity 15
3.3.4 Transition Rates 16
3.3.5 HIV and AIDS Impact 16
3.3.6 Special Needs Education 17
3.3.7 Teacher Management 18
3.3.8 Teacher Training 19
3.3.9 Capacity Building 19
3.3.10 Quality and Relevance of Education 20
3.3.11 Curriculum Development, Review and Delivery 21
3.3.12 Examinations and Certification 21
3.3.13 Adult Basic Education 21
CHAPTER FOUR 23
STRATEGIC ANALYSIS 23
4.1 Introduction 23
4.2 Overall Goal and Strategic Objectives 23
CHAPTER FIVE 33
HUMAN RESOURCES DEVELOPMENT 33
5.1 Introduction 33

5.2 Capacity Assessment 33
5.2.1 Competencies 34
5.2.2 Top Management: 34
5.2.3 Middle Level Management 35
5.2.4 Lower Cadre Staff 36
5.2.5 Staff Shortage 37
5.2.6 Effects of HIV/AIDS 38
5.3 Capacity Strategy 39
5.3.1 Formal training 39
5.3.2 Motivation 40
5.3.3 Performance based management and accountability 41
5.3.4 Training Needs Assessment 41
5.3.5 Technical assistance 41
5.3.6 Implement HIV and AIDS policy 41
5.4 Human Resource Development Resource Requirement 42
CHAPTER SIX 43
COORDINATION FRAMEWORK AND ACCOUNTABILITY MECHANISMS 43
6.1 Introduction 43
6.2 Management Structures 43
6.3 Strategic Plan Coordination Framework 44
6.4 Description of Coordination, Implementation, and Accountability 47
Structures 47
6.5 Strategic Plan Accountability Mechanism 53
6.5.1 Vertical accountability mechanism 53
6.5.2 Horizontal Accountability Mechanism 55
CHAPTER SEVEN 57
RESOURCE REQUIREMENTS 57
7.1 Introduction 57
7.2 Sector Wide Approach to Financing of Education 59
CHAPTER EIGHT 60
SUCCESS FACTORS AND RISKS 60
8.1 Introduction 60
8.2 Political Factors 61
8.2.1 Economic Factors 62
8.2.2 Social Factors 62
8.2.3 Technological Factors 63
8.2.4 Legislative Factors 63
8.2.5 Environmental Factors 63
CHAPTER NINE 64
MONITORING AND EVALUATION 64
9.1 Introduction 64
APPENDIX A: RESULTS MATRIX1 67

LIST OF TABLES

TABLE.5.1 STAFF LEVELS BY DEPARTMENT 2008 37

TABLE 5.2 NUMBER OF HIV POSITIVE TEACHERS BY TYPE OF INSTITUTION AND PROVINCE AS AT OCTOBER 2007 38

TABLE 5.3 CAPACITY BUILDING RESOURCE REQUIREMENT BY CATEGORY 42

TABLE 7.1: INVESTMENT PROGRAMMES INDICATIVE RESOURCE REQUIREMENTS (KSHS.MILLIONS) 58

TABLE 9.1: NATIONAL INDICATORS FOR 2008—2013 65

ACRONYMS

ACE	Adult Continuing Education
ACU	AIDS Control Units
AIDS	Acquired Immune Deficiency Syndrome
ASALs	Arid and Semi-Arid Lands
CBO	Community Based Organizations
CDF	Community Development Fund
CEMASTEA	Centre for Mathematics, Science and Technology in Africa
CPMU	Central Planning and Monitoring Unit
DEB	District Education Boards
DPM	Department of Personnel Management
DQAS	Directorate of Quality Assurance and Standards
ECDE	Early Childhood Development and Education
EFA	Education For All
EMIS	Education Management Information System
ERS	Economic Recovery Strategy
ERSWEC	Economic Recovery Strategy on Wealth and Employment Creation
FPE	Free Primary Education
FSE	Free Secondary Education
FTI	Fast Track Initiative
G&C	Guidance and Counseling
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GoK	Government of Kenya
HIV	Human Immune Virus
ICT	Information and Communication Technology
INSET	In-serving of Teachers
JFA	Joint Financing Agreement
JKF	Jomo Kenyatta Foundation
JRM	Joint Review Missions
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMRI	Kenya Medical Research Institute
KESI	Kenya Education Staff Institute
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KIPPRA	Kenya Institute for Policy Planning and Analysis
KISE	Kenya Institute of Special Education
KLB	Kenya Literature Bureau
KNALS	Kenya National Adult Literacy Survey
KNEC	Kenya National Examinations Council
KPSA	Kenya Private Schools Association
KSSHA	Kenya Secondary School Heads Association
LATF	Local Authority Trust Fund
MDGs	Millennium Development Goals
MHEST	Ministry of Higher Education, Science & Technology

MOE	Ministry of Education
MOH	Ministry of Health
MVC	Most Vulnerable Children
NASMLA	National Assessment System for Monitoring Learning
NER	Net Enrolment Rate
NFE	Non-Formal Education
NFECs	Non-Formal Education Centres
NFS	Non-Formal Schools
NGO	Non-Governmental Organizations
NIMES	National Integrated Monitoring and Evaluation System
ODL	Open and Distance Learning
OVC	Orphans and Venerable Children
PDE	Provincial Director of Education
PESTLE	Political, Economic, Social, Technological and Legislative
PEV	Post Election Violence
PSC	Public Service Commission
PTA	Parents Teachers Association
PTR	Pupil Teacher Ratio
RBMI	Result Based Management Initiatives
SAGA	Semi Autonomous Government Agency
SbTD	School-based Teacher Development
SEP	School Empowerment Programmes
SEPU	School Equipment Production Unit
SMASSE	Strengthening of Teaching Mathematics and Science in Secondary
SNE	Special Needs Education
SWAP	Sector Wide Approach
TAC	Teacher Advisory Centre
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TLWHA	Teachers Living With HIV/AIDS
TOT	Trainers of Trainers
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organizations
VCT	Voluntary Counseling and Testing

FOREWORD

HON. AMB. PROF. SAM K. ONGERI, EGH, MP
MINISTER FOR EDUCATION

PREFACE

PROF. KAREGA MUTAHI, CBS
PERMANENT SECRETARY
MINISTRY OF EDUCATION

EXECUTIVE SUMMARY

This Strategic Plan identifies the key policy actions and reforms as well as programmes and projects that the Ministry intends to implement during the plan period (2008-2012). It will form the foundation for the first phase of implementing the strategies for the social pillar of Kenya Vision 2030, Kenya's new long term policy blueprint. The overall objective of this pillar is to facilitate the building of a just and cohesive society that enjoys equitable social development in a clean and secure environment. To this end, the plan incorporates the policy objectives identified in the Sessional Paper No1 of 2005 on Policy Framework for Education, Training and Research, Kenya Education Sector Support Programme (KESSP), the First Medium Term Plan and the country's one-year Economic and Social Recovery

Plan aimed at quick economic and social recovery following the destructive aftermath of the December 2007 General Elections.

Over the Plan period, the Ministry will pay special attention to access, equity, efficiency, relevance and quality of education and training. It is envisaged that improved quality education and training will produce Kenyans with globally competitive skills, thus providing the requisite manpower required to drive this country to middle income status by 2030.

Among the programmes and projects earmarked for implementation in this plan in the next five years are the construction and fully equipping of 560 secondary schools; the building of at least one boarding primary school in each constituency in the ASAL districts; establishment of a computer supply program to schools and other learning institutions; establishment of a voucher system for the needy to ensure equity in access to education and the recruitment of an additional 28,000 school teachers. Other activities to be implemented are the integration of the Early Childhood Development and Education Programme into basic education; enhancement of Special Needs Education into basic education; Curriculum Development and Review as well as new programmes developed towards the enhancement of ICT education and Adult Basic Education. The target for 2012 is to raise the primary to secondary school transition rate to 91.6 percent and that from secondary to university to 15 percent. All this will help reduce enrolment disparities between regions and across gender while advancing national education indicators close to that of a middle income country.

The Strategic Plan also contains an analysis of the operational environment of the MOE; outlines key issues relating to efficient service delivery and takes these into consideration when formulating the strategic direction the Ministry will take over the next five years. The Plan further refocuses the Vision and Mission of the Ministry, outlines its Core functions and reiterates the philosophy of education and training.

The plan will strengthen the management structures and sustain the reforms being implemented by the sector thus help improve the quality of the delivery of services at all levels. To ensure sustainability, the plan implementation will be mainstreamed within the various Ministry SAGAs and the divisions of the Education Directorates including the field level structures. The implementation processes will be fully integrated into the Ministry's decentralized systems.

The plan has set targets and indicators for measuring the achievements. This will ensure that the strategic plan is linked to the result based management approach.

CHAPTER ONE

INTRODUCTION

1.1 Contextual Background

In the last five years, the country has made remarkable efforts to put the economy back on the path of growth through implementation of the Economic Recovery Strategy for Wealth and Employment Creation (ERSWEC) 2003-07. The thrust for this Plan was the restoration of economic growth within the context of a stable macroeconomic environment, overseeing equity and poverty reduction and improvement of governance.

Since inception of the plan in 2003, there has been annual progress reviews and the various monitoring reports attest to significant progress made over the period. The economy recovered from a low growth of 2.9 per cent in 2003 to 7 per cent in 2007. As a result of the strong growth performance, real per-capita income have increased at an annual average rate of 3 per cent over the recent period recording Kshs.36,000 per annum in 2007, while poverty declined from 56.8 per cent in 2000 to 46 per cent in 2006

The ERS policy priority area in education was the introduction of Free Primary Education (FPE). Following the launching of this policy of FPE, an additional 1 million children enrolled in primary school in 2003. To ensure sustainability of this massive enrollment, the education and training sector, developed the Sessional Paper no 1 of 2005 and its first operationalising plan, the Kenya Education Sector Support Programme (KESSP) in 2005. Like the ERS, the KESSP has been monitored regularly and noted to have significant progress. Enrollment at all levels has continued to increase with the highest being at the primary level. Primary school enrollment increased from 6.1 in 2002 to 8.2 in 2007, 9.34% growth rate over 5 years. This has been supported by the relatively large resources allocated to education and training sector. Currently education consumes about 6.5% of the country's GDP. Further, the percentage of total government expenditure on

education (both recurrent and development) has ranged between 23.7% and 29.6% over the last five years. Other achievements in the sector include: development of education governance and accountability plan, financial management and procurement manuals, MOE and sub-sectoral Strategic Plans (including for secondary, TSC) and Service Charter, various sub-sector policies like Gender, ECDE and ICT, establishment of VCT centre at the headquarters, review of MOE Legal framework which is ongoing, strengthening EMIS and development of Geo-database of educational institutions (School Mapping), restructuring of the MOE into five (5) Directorates, decentralization of functions to district and institutions level to cover the decentralized activities.

1.2 Kenya's Development Challenges: Global, Regional and National

Despite the achievements made in reviving economic growth and meeting many of the ERS targets, the country is still confronted with major developmental challenges. These include global, regional and national challenges. Transforming education and training to a globally competitive one without compromising quality, depends to a large extent on the growth of the economy. Scaling up economic growth to the projected levels of 10% per annum will be a major challenge. Few countries, other than those endowed with substantial natural resources, have been able to scale up growth to such levels. It calls for among other things improved efficiency and effectiveness of resource utilization for example through minimizing institutional risks, especially related to corruption and security.

The escalating world oil prices coupled with the ever rising global food prices have not spared the education and training sector. The purchasing power of the sector has been seriously eroded, negatively affecting crucial education related services.

The country is already one of the largest spenders in education among the sub-saharan countries. The share of education expenditure out of the total Government budget and commitment to education reflected in percentage GDP dedicated to education is comparable to that of middle income countries. However realization of

the sector's development agenda as spelt out in the Vision calls for even more resources devoted to the sector.

The implementation of the National Development programmes has been devolved to lower level administrative structures including districts and constituencies to ensure stakeholder participation and improved accountability. In an effort to consolidate this process, the Government has continued to establish new districts in the recent past. The establishment of the new districts has brought up a number of challenges including lack of infrastructure, personnel and equipment. This is more challenging given that most of the old districts still experience similar challenges.

The 2007 post-election crisis has had a negative impact on the nation as a whole. The violence mainly affected Rift Valley, Nyanza, Western, Coast, Nairobi, and Central provinces with massive displacement of people including teachers and learners, burning and looting of homes and public facilities like schools and administrative offices. Though immediate measures were taken to address the critical concerns, it remains a challenge to have the country back on track. Several programs under the education sector like other sectors suffered the setbacks during the PEV and therefore there is need to underscore the role of peace education in the realization of Vision goal.

Education and training of all Kenyans is recognized as fundamental to the success of national development. Education equips citizens with understanding and knowledge that enables them to make informed choices about their lives and those facing Kenyan society. As the education sector endeavor to provide the skills that will be required to steer Kenyans to the projected economic and social goals it will face a number of challenges. The first immediate challenge is how to meet the human resource requirements for a rapidly changing and more diverse economy. The next challenge is to ensure that the education provided meets high quality standards, and that its contents are relevant to the needs of the economy and society. The third challenge is to move rapidly in raising the standards of the regions that lag behind in enrolment to bring them at par with other areas. A fourth

challenge lies in improving the overall transition rates, particularly from secondary to tertiary levels. Lastly is the challenge to create a cohesive society imbued with a culture of hard work and efficiency and one that values transparency and accountability, respects the rule of law, and is concerned about the environment.

1.3 Kenya's Immediate Development Agenda

Following the successful implementation of the ERSWEC, the Government through a consultative process has therefore developed the "The Kenya Vision 2030" to guide the country's development in the long-term. The Vision will be implemented through three pillars namely economic, social and political. The economic pillar seeks to achieve an average economic growth rate of 10% per annum and sustaining the same till 2030 in order to generate resources for meeting MDGs and Vision goals. The social pillar aims to create a just, cohesive and equitable social development in a clean and secure environment. The political pillar seeks to realize an issue-based, people-centered, results-oriented and accountable democratic system.

The Vision has identified a number of flagship projects in every sector to be implemented over the first five years of the Vision period. The identified projects directly address priorities in key sectors such as education, health, agriculture, water, infrastructure and environment.

The successful implementation of these projects and programmes will see the country becoming "globally competitive and prosperous, where every person will enjoy a high quality life". The success for this Vision calls upon the public and private sectors' effective and efficient participation.

1.4 Role of the Ministry of Education

Education has been identified as one of the eight sectors that will contribute to national development goal under the social pillar. The goal seeks to build a just and cohesive society that enjoys equitable social development in a clean and secure environment. The eight sectors involved in making this goal a reality include:

Education and Training; Health Care Delivery; Health and the Economy; Water and Sanitation; Environment Management; Gender, Youth and Vulnerable Groups; Housing and Urbanization and; Social Equity and Poverty Reduction. Education and training sector is to provide "Globally Competitive Quality Education and Training for Sustainable Development". This goal is in line with the International commitment on education and training such as the EFA and MDGs initiatives. Over the plan period, the Ministry will therefore seek to:

- Integrate an expanded and improved ECDE into primary education
- Ensure that all children, particularly girls, have access to and complete quality primary education;
- Ensure that learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- Achieve 50 percent improvement in adult literacy, especially for women and equitable access to basic and continuing education for all adults through rejuvenating ongoing adult training programmes ;
- Eliminate gender disparities in primary and secondary education and achieve gender equity in education, with a focus to ensuring girls' full and equal access to, retention and achievement in basic quality education;
- Improve the quality of education and ensure excellence so that measurable outcomes are achieved by all, especially in literacy, numeracy and essential life skills;
- Reform secondary education curricula;
- Modernize teacher training;
- Strengthen partnership with the private sector; and
- Develop key programmes for learners with special needs

The identified flagship projects to address some of the above key areas include:

- Construction and fully equipping 560 secondary schools and expansion and rehabilitation of existing ones,

- Recruiting 28,000 additional teachers,
- Establishing a computer supply programme,
- Building at least one boarding primary school in each constituency in ASAL districts,
- Establishing a voucher system programme in five poorest districts; and

Within the first year of the plan, priority will be given to the interventions for the effects of the Post Election Violence (PEV) including:

- Conducting an impact assessment to establish the educational needs and subsequent mitigation measures;
- Introducing peace education in primary and secondary schools;
- Providing guidance and counseling of post-election victims including Education Officers and teachers at all levels;
- Building capacity and confidence of teachers who are expected to provide psychological support to affected pupils/students;
- Constructing schools and temporary shelters in affected areas;
- Providing teaching and learning materials in areas affected by post-election violence arson and pockets of poverty; and
- Providing gender sensitive interventions and voucher system to support orphans and vulnerable children affected by the violence.

1.5 Purpose of the Strategic Plan

The development of this second generation Strategic Plan will enable the Ministry to align its mandate, vision and mission, as well as its policy priorities to the Vision 2030. This Strategic Plan is therefore anchored on the first Medium Term Plan (2008-2012) of the Vision and will form the basis for the Ministry's performance contracting over the plan period. The Plan will ensure that the Ministry provides tangible contributions to the dynamism and transformation of the economy towards the envisaged globally competitive and prosperous nation. It will also provide strategic direction for the Ministry with regard to resource targeting and programmes implementation in line with the Sessional Paper No. 1 of 2005 and KESSP. It will ensure that the above role of the Ministry to Kenya's development agenda is effectively and efficiently planned and executed.

CHAPTER TWO

VISION, MISSION, VALUES AND FUNCTIONS

2.1 Introduction

This chapter focuses on the mandate of the Ministry that will facilitate contribution to Vision 2030. The vision, mission, values and functions that will guide the implementation of the plan are also addressed.

2.2 Mandate

The Ministry derives its mandate from the Education Act, which places the delivery, regulation and co-ordination of education services entirely under the Ministry of Education. These functions and mandates are further outlined in the Presidential Circular No.1/2008 and include: Primary and Secondary Education Policy, Quality Assurance and Supervision of Pre-primary, Primary and Secondary Education Institutions, Teacher Education Management, Teacher Colleges, School Administration and Programmes, Registration of Basic Education and Training Institutions, Curriculum Development, Examinations and Certification, School Equipment, Early Childhood Education, Care and Development, Special Needs Education, Adult Education, Centre for Mathematics, Science & Technology in Africa (CEMASTEA) and Kenya National Commission for UNESCO

The Ministry has several SAGAs including: Teachers Service Commission (TSC); Kenya Institute of Education (KIE), Kenya National Examinations Council (KNEC); School Equipment Production Unit (SEPU), Kenya Education Staff Institute (KESI); Kenya Institute of Special Education (KISE) Jomo Kenyatta Foundation (JKF); and Kenya Literature Bureau (KLB).

2.3 The Vision and Mission

As the Ministry responsible for education in the country, we recognize the need to anchor our operations on certain principles and values. Further implementation of

our programme will be guided by our Vision, Mission, Values and Core functions, which are outlined below.

Vision

'To have a globally competitive quality education and training for Kenya's sustainable development.'

Translated to Kiswahili, this is '***"Kuwa na Elimu na mafunzo bora kwa maendeleo endelevu nchini Kenya'***

Mission

'To provide, promote, coordinate quality education and training for empowerment of

Individuals to become caring, competent and responsible citizens who value education as a long-life process

2.4 Core Values

The operational environment is governed by a set of core values, which constitute the desired organizational culture. These values are:

Integrity – Committed to acting in an honest, accountable and transparent manner in all our undertakings.

Professionalism – Committed to the highest levels of achievement obtainable through competence and critical skills.

Teamwork -Embrace teamwork and collaboration both within the Ministry and with all partners in the provision of education services.

Efficiency – Strive to achieve the highest value of benefit from the deployment of resources, particularly to the learner.

Continual Improvement – Committed to setting and maintaining high standards of education and training through continuous improvement of service delivery.

Courtesy – Endeavour to be courteous to all clients at all times.

Confidentiality – Embrace the principle of confidentiality in service delivery.

Fidelity to law – Committed to respecting the rule of law in all our undertakings.

Respect for Individual Differences – Committed to providing education to all learners, including those with special needs.

Upholding cultural diversity- Education seeks to create a cohesive society where all people live together harmoniously regardless of race, tribe, creed, or geographic area of origin

2.5 Core Functions of the Ministry

Emanating from the Ministry's legislative mandate, its core functions are:

- Formulation, dissemination and implementation of primary and secondary education policies;
- Administration and management of education programmes;
- Planning and implementation of education and training investment programmes;
- Curriculum development and implementation;
- Provision of curriculum support materials;
- Quality assurance in and Supervision of Pre-Primary education;
- Quality Assurance and Supervision of Primary and Secondary Education Institutions
- Examination and certification;
- Teacher education and management;
- Teachers Colleges
- Registration of Basic Education and Training Institutions
- Schools Administration and Programs
- Special Needs Education
- Early Childhood Education, Care and Development
- School Equipment
- Adult Education and
- Supervision of the Semi-Autonomous Government Agencies (SAGAs) in the Ministry.

CHAPTER THREE

SITUATION ANALYSIS

3.1 Introduction

This chapter presents an appraisal of the strengths, weakness, opportunities and threats (SWOT) that need to be addressed in formulating the strategic model in the next chapter. The lessons learnt in implementation of the previous plans are also documented.

3.2 Swot Analysis

3.2.1 Strengths

The Strengths of the MOE include its resources and capabilities that enable it to carry out its mandate and achieve its objectives. The specific strengths are detailed below:

(i) An approved policy framework for the provision of education and training;
(ii) Well established institutional structures for the management of education services;
(iii) A pool of qualified and committed staff with expertise in diverse disciplines and experiences;
(iv) Effective specialized agencies (SAGAs) in critical areas of education and training;
(v) Experience in reforms for decentralization of services to lower level structures;
(vi) Experience in viable systems for faster implementation of programmes and disbursement of funds to institutions;
(vii) An existing legal framework for all service providers;
(viii) Well established quality and accountability systems; and
(ix) Excellent political support.

3.2.2 Weaknesses

The Weaknesses of the MOE comprise deficiencies in resources and capabilities. The weaknesses include:

(i) High budgetary expenditure on personal emoluments vis-à-vis operations and maintenance;
(ii) A weak Education Management Information System;
(iii) Weaknesses in co-ordination between the MOE headquarters, field offices and the SAGAs;
(iv) Slow integration of ICT in operations and programmes;
(v) Inadequate human and financial resources in some key service areas to meet the rapidly growing work-related demands; and
(vi) An unharmonised legal framework that inhibits the performance of the Ministry.

3.2.3 Opportunities

The Opportunities available to the MOE are the operational potentials and external factors that the Ministry will exploit in order to enhance its ability to achieve the set objectives. The opportunities include:

(i) The high premium and demand attached to education services by Kenyans;
(ii) Government goodwill and increased budgetary support to education;
(iii) Increased support for the ministry by development partners;
(iv) High potential for increased stakeholder participation in the provision of education services, including parents and communities;
(v) Increased private sector participation in the provision of education services;
(vi) Increasing demand for accountability by society in terms of service delivery and resource utilisation;
(vii) International focus on the attainment of Millennium Development Goals, including education for all; and
(viii) Advances in technologies, especially ICT for e-learning.
(ix) Good will in harmonising the different legal frameworks.

3.2.4 Threats

The Threats to MOE are the external operational challenges that constrain the Ministry's ability to realize its objectives. The threats include:

(i) Inelastic budgetary support to education even as the sector needs expands;
(ii) Prolonged freeze on employment in the public sector, which has led to shortage of experienced senior staff, including teachers;
(iii) Too many senior officers leaving the Ministry on retirement; and
(iv) A predetermined maximum number of teachers irrespective of increased enrolment and access to education.
(v) Inhibitive cultural practices and beliefs.

3.3 Lessons from Previous Plans

Over the last five years, the education sector has undergone accelerated reforms in order to address the overall goals of the national Economic Recovery Strategy for Employment and Wealth Creation as well as meeting the international development commitments, including the Millennium Development Goals (MDGs) and Education for All (EFA).

The major reforms include: launch and implementation of the Free Primary Education (FPE) in January 2003, development of the Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research, adoption of Sector Wide Approach (SWAP) to planning and financing of education and training, development and implementation of the Kenya Education Sector Support Programme (KESSP) (an investment programme that allows different stakeholders to support the sector in the medium term of 2005/06 - 2009/10), and the recently introduced Free Secondary Education. Other achievements in the sector include: development of education governance and accountability plan, financial management and procurement manuals, MOE and sub-sectoral Strategic Plans (university, secondary, TSC) and Service Charter, various sub-sector policies like Gender, ECDE and ICT policies, establishment of VCT centre at the headquarters, review of MOE

Legal framework which is ongoing, strengthening of EMIS and development of Geo-database of educational institutions (School Mapping), restructuring of the MOE into five (5) Directorates, decentralization of functions to district and institutions level to cover the decentralized activities. The implementation of the reforms and other activities has yielded various achievements as well as lessons learnt as highlighted below.

3.3.1 Fast Track Initiative (FTI)

In 2006 the country was evaluated and endorsed for education support from Fast Track Initiative (FTI) on the basis of the credibility of the basic education for all plan as is formulated in the KESSP which was launched in July 2005. The FTI facility that will be coming to an end in December 2008, targeted pro-poor programmes which improved access to quality basic education. Such programmes included SNE, HIV and AIDS, ECDE, Infrastructure and Primary schools instructional materials. A major lesson learnt under this initiative is that properly planned and implemented programmes can earn a country global recognition and support. The Ministry will therefore seek to re-negotiate for extension of the facility. It will also review and re-cost the KESSP Programme.

3.3.2 Access and equity

Despite recent improvements, high disparities in access to education at all levels remain a challenge. There is lack of adequate and quality infrastructure across the country particularly in ASAL districts, urban slums and pockets of poverty. A major lesson learnt is that despite all strategies put in place to increase access and equity such as FPE and FSE, lack of commensurate increase in infrastructure and staff have led to overstretched facilities, overcrowding in learning institutions and high student staff ratios, the quality of education has not improved proportionately. The Ministry will continue implementing the infrastructure programme as well as the recommendations of the staffing norms study.

3.3.3 Access of ECDE

The Government recognizes the importance of ECDE as one of the most important levers for accelerating the attainment of EFA and the MDGs. One of the EFA goals obligates the Government to expand and enhance comprehensive ECDE programmes that are essential for basic education. Though in recent years, a great deal has been achieved, access remains low, with 65 percent of the children aged 3-6 years currently not accessing ECDE services. Poor parents prefer to keep the children at home and take them to primary schools directly. In some regions, parental attitude to ECDE services prevent them from taking children to ECD centres. The Ministry will therefore integrate this level of education into basic education by first taking over the managers of the centres by the plan period.

3.3.4 Gender disparity

In some regions of the country, girls do not have the same opportunities in accessing education at all levels as boys. Some religious and cultural practices inhibit girls from attending and remaining in schools. For instance some communities marry off their girls at a very early age. Other factors that work against the education of the girl child include early pregnancies and poverty in the homes where given a choice parents would prefer to educate a boy than a girl. The effects of HIV and AIDS have also turned many girls into caregivers at the expense of their education. There is also the issue of boys being laborers instead of being at school in some areas and among some communities. The most affected are those in remote rural areas, urban slums, and other marginalized areas. In addition, girls are inclined to arts based subjects as opposed to boys who incline for science based subjects. This puts girls at a disadvantage in the labour market as they cannot compete with their male counterparts. The lesson learnt is that although targeted efforts are in place, existence of retrogressive cultural practices continues to undermine the efforts of the Ministry. The Ministry will continue to encourage

community education to discourage retrogressive cultural practices that are associated with low education achievements.

3.3.5 Transition Rates

In 2007, transition rate from primary to secondary was recorded at 70 per cent as compared to 60 per cent in 2006. This compares favourably with the set target of 75 per cent by the year 2012 more so with the commenced provision of Free Secondary Education (FSE). However, from secondary to university level there is a serious shortage of capacity, both in public and private institutions, as only about 30 per cent of those with minimum entry requirements can be admitted. Moreover, many primary and secondary students who cannot proceed with formal education are expected to be absorbed by TIVET institutions. However, the training at this level has been hindered by inadequate facilities and inappropriate curriculum; hence most graduates at this level lack appropriate skills. This is likely to pose a challenge of the secondary education graduates being de-motivated, hence affecting the transition from primary to secondary. A major lesson learnt is that there is need to have a well coordinated plan to provide opportunities at all levels especially at TIVET level by means of skills training, vocational, technical education and university level.

3.3.6 HIV and AIDS Impact

HIV and AIDS pose a great challenge to demand and supply of education. It leads to increased number of orphans, loss of trained teachers and high absenteeism rates among teachers and pupils/students. It is estimated that 1.8 per cent of teaching force is dying of AIDS related ailments. It is for this reason that school-based HIV spread prevention programmes 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 and AIDS.

A major lesson learnt is that although the initiatives in place have considerably brought down the prevalence rate, the issue of orphans still remains a challenge to the sector. 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 cases of child labour. The Government will continue pursuing both internal and external mainstreaming of HIV and AIDS issues.

3.3.7 Special Needs Education

Special needs education aims at assisting persons with special needs realize their full potential. It is estimated that 26,885 out of 1.8 million school going age population with special needs are enrolled in the few special education schools, units and integrated programmes including 1,130 integrated special units and 8 special schools offering secondary education programmes. This means that close to 1.77 million children with special needs are not receiving any educational support. The problem of integrating students with special needs has not been adequately addressed at post secondary and university level. There is need to provide appropriate educational facilities, materials, equipment and a cadre of trained teachers, professional and support staff to address their needs at all levels.

Special Needs Education is faced with numerous challenges, such as, inadequately trained staff, inadequate funding and lack of statistics on children with special needs. There is also lack of a policy on special needs education, appropriate technical and assistive devices including ICT that enhance teaching and learning and appropriate tools for assessment of the special need.

A major lesson learnt is that despite the already existing efforts, special needs education is faced with the challenges of curriculum inflexibility, examination oriented educational system, as well as negative attitude of the society towards those learners with special needs.

The plan envisions the development of inclusive education which allows more children to integrate into mainstream schools as a means of enhancing access and social recognition of these children.

3.3.8 Teacher Management

Teacher resource is the single most important input into the learning process. Over the years, the number of educational institutions has substantially increased to the current 26,104 primary schools and 6,485 secondary schools. The pupil-teacher ratio in public primary and secondary schools stood at 44:1 to 23:1in 2007, representing a rise from 43:1 to 20:1 in 2006 respectively. This shows that the classes in Primary schools are slightly higher than they were planned to be within the ERS closing period. The secondary schools on the other hand are less than they were planned to be over the same period. The Economic Recovery Strategy (ERS) targeted a PTR of 40:1 for primary education and 35:1 for secondary education.

The TSC has continued to experience operational constraints and challenges in certain areas of teacher management especially provision of adequate number of teachers to schools and tertiary education institutions. This is against the backdrop of an education sector that is rapidly expanding particularly at primary and secondary school levels. The challenge to provide adequate teachers is further compounded by the implementation of FPE, FSE and the uncoordinated establishment of learning institutions through the devolved funds such as CDF and LATF. Upon the registration and expansion of existing institutions, the TSC is obliged to provide teachers. The implementation of the ECDE policy as an integral component of basic education will require provision of 20,229 teachers for the sub sector. Furthermore, the teacher shortage and utilization is compounded by the impact of HIV and AIDS due to sickness and absenteeism. These challenges have led to an acute shortage of teachers which currently stands at 53,000; 42,000 in primary and 11,000 in post primary education institutions. This reveals the need to improve on the coordination of establishments of educational institutions and

consultations among relevant stakeholders to ensure effective planning for teacher supply and utilization.

The TSC is currently faced with challenges in service delivery to its workforce of 245,000 due to the fact that most of its operations are still manual and semi-manual. More funds for modernization and computerization of TSC will need to be allocated.

In addition, inadequate office space in rented premises has constrained the smooth operations of the Commission. Currently the Commission is constructing its headquarters which when complete will significantly reduce rental costs and congestion.

3.3.9 Teacher Training

The Primary Teacher Training curriculum was revised and is in use since 2006. The review of the Diploma Teacher training curriculum is being finalized. There is however need for further regular reviews to reflect the fast changing technologies and delivery methods.

It has also emerged that some teacher trainees drop out due to lack of fees and other requirements. In order to enhance retention and equity of the trainees, the government will continue to provide bursaries to teacher trainees.

3.3.10 Capacity Building

In implementing its capacity building programmes, the sector encounters various challenges. The major ones include: inadequate capacity to train the large number of clientele including pre-service and in-service teachers, inadequate resources to train institutional managers especially in marginalized areas, centralization of training programmes, uncoordinated INSET programmes and challenges related to

limited provision of demand-driven courses to address the changing technological, political, social and cultural issues.

A major lesson learnt is that in order to be able to implement the reforms in the sector, there is need to reach all staff within the required time frame to ensure that all are capable of discharging their duties in line with the reforms. In order to motivate and retain INSET trainees, the Ministry will seek to accredit the certificates from the various courses offered under the INSET programmes e.g. SMASSE, SbTD, SEP.

3.3.11 Quality and Relevance of Education

Quality of education is mainly dependent on availability of school infrastructure, quality teachers, relevant curriculum, teaching/learning materials as well as monitoring and evaluation of learning assessment. Provision of Quality Assurance and Standards services which is crucial in ensuring delivery of quality education is hampered by acute shortage of zonal QASOs compounded by the increased number of districts and institutions that require quality assurance services. More QASOs were recruited and deployed recently and the exercise will continue in the plan period to ensure a balance between demand and supply.

Another major challenge is that the TSC has not been able to fulfill its mandate on quality assurance. In order to enhance professionalism and quality of standards in the teaching force, TSC should actively play its quality assurance role. The Commission will strengthen the institution based quality assurance and implement operational manual on review of standards of education, training, and fitness to teach of persons entering the teaching force.

3.3.12 Curriculum Development, Review and Delivery

The curriculum development and review has been hampered by lack of continuous capacity building in areas like modern curriculum delivery approaches. The mismatch between the level of skills imparted by the education system as a whole and the requirements of the labour market must be realigned in order to meet the demands of the economy and improve students' opportunities to participate effectively in the development process and for globalization. The national curriculum will therefore be regularly reviewed to keep pace with the market demands.

3.3.13 Examinations and Certification

In its endeavour to ensure efficient administration of the examination process the Kenya National Examination Council faces the following challenges: the recurrent grants have remained at the same levels though the candidature has grown at all levels hence inadequate funding, financial constraints caused by the low examination fees which is lower than the realistic cost, large numbers of syllabuses received from KIE and the use of modern communication system by students in cheating in examinations . A major lesson learnt is that despite the advantages that come with new technology, it poses a threat to examination security. For instance use of mobile phones has been a source of examination security concern.

Other challenges include remote examination centers making the transportation cost to escalate and the centralized centre of operation at headquarter level leading to high operation costs. The government will regularly review examination costs and administration procedures and processes.

3.3.14 Adult Basic Education

According to the Kenya National Adult Literacy survey (KNALS) 2007, 61.5 percent of the adult population has attained minimum literacy level. Only 29.6 percent of

the Kenyan adult population has attained desired mastery literacy competency. About 29.9 percent of the youth aged 15-19 years and 49 percent of adults aged 45 to 49 years are illiterate. The survey reveals high regional and gender disparities in literacy achievements with Nairobi recording the highest 87.1 per cent and North Easter province recording the lowest at 8 percent.

The KNALS revealed lack of a clear Adult and Continuing Education (ACE) policy and clear transition mechanisms. The findings of the survey also indicated an acute shortage of teachers, teaching and learning materials and negative attitude towards ABE. The survey further established the existence of limited access to ABE programmes, capacity for quality assurance and standards and ICT capacity for e-learning. Addressing these challenges of increasing adult literacy levels to 80% over the plan period will require concerted efforts from all stakeholders.

CHAPTER FOUR

STRATEGIC ANALYSIS

4.1 Introduction

This chapter presents an analysis of the overall goal and objectives of the Strategic Plan. As intimated earlier, this Strategic Plan provides for accelerated and effective implementation of the Kenya Education Sector Support Programme and the establishment of an effective institutional framework for service delivery. The chapter, therefore, presents the strategies whose implementation, will contribute the national development agenda highlighted in chapter one.

4.2 Overall Goal and Strategic Objectives

The Ministry is committed to the provision of quality education and training for all Kenyans, in an effort to contribute to the building of a just and cohesive society that enjoys equitable social development in a clean and secure environment. The learners will be equipped with understanding, knowledge and skill that enable them to make informed choices about their lives, those facing the society and the world economy at large. This way the country will have a **"***Globally Competitive Quality Education and Training for Sustainable Development".* This will be realized through the implementation of the following strategies for the overall goal of improving access to quality education and mitigation of the post election crisis.

Strategic Objective One:
To enhance institutional framework for effective and efficient delivery of education services.

To achieve this objective, the following strategies will be employed:

(i) Deepen the rationalization of the organizational structure and functions of the MOE at all levels;

(ii) Sustain the decentralization programme and extend it to newly created administrative areas.

(iii) Strengthen co-ordination and collaboration with providers and key stakeholders;
(iv) Resource mobilization;
(v) Build capacities in line with the needs assessment at all levels.
(vi) Strengthen education management bodies at the province, district and institutional levels.
(vii) Finalize and operationalize the proposed legal framework.
(viii) Operationalize all the KESSP Co-ordination, Implementation and accountability structures;
(ix) Rationalize the establishment of new schools;
(x) Complete on-going construction works for the TSC Building, Mitihani House and Kibabii Diploma College.
(xi) Strengthen the operations of the Education Sector Reform Secretariat.
(xii) Advocate for the enactment of the proposed law; and
(xiii) Strengthen communication strategy.

Strategic Objective Two:
To enhance participation in ECDE.

This is a critical objective in view of the mismatch in enrolment levels at ECDE and primary education. In order to realize the objective, the following strategies will be employed:

(i) Mainstream ECDE as part of basic Education by 2010, as projected in the Sessional Paper No. 1 of 2005;
(ii) Train more ECDE teachers;
(iii) Ensure that ECDE programmes are SNE friendly;
(iv) Strengthen the school readiness programme in ECDE;
(v) Promote school health and nutrition programme in ECDE;
(vi) Enhance community mobilization and build their capacity for effective participation;
(vii) Ensure adherence to ECDE service standards guidelines; and
(viii) Offer in-service training to ECDE teachers in SNE.

Strategic Objective Three:
To sustain the implementation of FPE.

This objective is key to the attainment of EFA and MDGs in Kenya. To achieve this objective, the MOE will employ the following strategies:

(i) Sustain the funding levels proposed for the sub-sector under the KESSP;
(ii) Enhance sustained advocacy for FPE especially in ASAL, pockets of poverty and urban slums areas where participation is still low; and
(iii) Regularly review the capitation grants.

Objective Four:
To expand access and enhance equity in Primary Education.

To achieve this objective, the following strategies will be employed:

(i) Rehabilitation and reconstruction of schools damaged during the post-election violence
(ii) Rehabilitation and expansion of existing facilities;
(iii) Construction of new schools across the country;
(iv) Provision and improvement of water and sanitation facilities in schools;
(v) Enforcement of Gender and Inclusive policies.

Strategic Objective Five:
To sustain the implementation of FSE.

To achieve this objective, the MOE will employ the following strategies:

(i) Sustain the funding levels proposed for the programme;
(ii) Sustained advocacy for FSE;
(iii) Regularly review the capitation grants;

Strategic Objective Six:

To expand access and improve quality in secondary education.

This objective will be attained through the following strategies:

(i) Construction and fully equipping 560 secondary schools and expansion and rehabilitation of existing ones.
(ii) Rehabilitation and reconstruction of schools damaged during the post-election violence
(iii) Increase funding for the secondary sub-sector
(iv) Provide direct incentives to stimulate private sector investment in secondary education;
(v) Provide Open and Distance Learning (ODL);
(vi) Continue implementing the TSC Staffing Norms Study recommendations on teacher deployment;
(vii) Provide additional teachers in core subjects;
(viii) Establishment of a computer supply programme; and
(ix) Continue providing science equipment in targeted schools.

Strategic Objective Seven:

To attain effective inclusion of learners with special needs.

To achieve this objective, the Ministry will implement the following strategies:

(i) Develop a national programme for Assessment of Learners with special needs;
(ii) Continue making schools responsive to the needs of special needs learners;
(iii) Sustain sensitization campaigns on the plight of children with special learning needs;
(iv) Develop adequate curriculum support materials for all areas of special needs;
(v) Regularly in-service teachers on new teaching approaches to meet special needs in inclusive classes;

(vi) Enhance SNE component in Teacher Training Programmes; and

(vii) Enhance the capacity of KISE to implement inclusive education.

Strategic Objective Eight:
To eliminate Adult illiteracy

This objective is important in the light of the fact that about 7.8 million Kenyans are functionally illiterate and that the country is determined to attain the EFA and MDG goals. To achieve this objective, the MOE will employ the following strategies:

(i) Enhance collaboration with other Government Ministries and Agencies involved in ACE provision;

(ii) Regularly review the ABET curriculum;

(iii) Sustain community sensitization campaigns;

(iv) Develop appropriate curriculum support materials; and

(v) Train more ACE teachers;

Strategic Objective Nine:
To enhance a robust national assessment and effective quality assurance programme

To achieve this objective, the Ministry will implement the following strategies:

(i) Retrain existing Quality Assurance Officers as Trainers of Trainers (TOTs);

(ii) Sustain the national training programme for Headteachers, Heads of Department and Subject Heads in school-based quality assurance;

(iii) Empower Quality Assurance Officers to monitor system effectiveness;

(iv) Strengthen the National Assessment System for Monitoring Learning Achievement (NASMLA)

(v) Train school level managers as frontline quality assurance officers;

(vi) Build the capacity of TAC tutors to provide support to primary school teachers in curriculum implementation; and

(vii) Sustain item banking system.

Strategic Objective Ten:
To enhance the curriculum dynamism and attractiveness to the learners.

This objective will be realized by employing the following strategies:

(i) Carry out summative evaluation of the current schools curriculum;
(ii) Continue with digitization of primary and secondary curricula;
(iii) Induction of teachers on the new approach to curriculum delivery; and
(iv) Introduce life-skills subject in schools.

Strategic Objective Eleven:
To enhance leadership, subject mastery and pedagogical skills of teachers at all levels.

Efforts are being made under the KESSP to enhance teacher effectiveness as part of improving quality. In order to strengthen pedagogical skills for curriculum delivery, the following strategies will be employed:

(i) Strengthen leadership, financial and procurement management as well as SbTD programmes;
(ii) Strengthen and sustain subject panels at school level;
(iii) Develop a comprehensive training programme for in-servicing primary and secondary teachers; and
(iv) Carry out regular training of Primary Teacher Training College tutors.

Strategic Objective Twelve:
To equitably deploy and utilize the teacher resource.

To realize this objective, the following strategies will be employed:

(i) Recruitment of 28,000 additional teachers by 2012;
(ii) Implement the recommendations of the TSC study on Staffing Norms for Teachers;

(iii) Continue teacher balancing efforts;

(iv) Development and operationalization of teachers projection model;

(v) Develop the capacity of teachers to adopt alternative approaches to curriculum delivery, for example multi-shift and multi-grade teaching in appropriate areas; and

(vi) Improve the utilization of teachers at school level.

Strategic Objective Thirteen:
To integrate ICT in education.

To achieve this objective, the Ministry will employ the following strategies:

(i) Establishment of a computer supply programme;

(ii) Support the development and delivery of digital content (e-curriculum);

(iii) Support the expansion of the e-learning programme;

(iv) Provide EMIS infrastructure support;

(v) Provide ICT advisory and support services;

(vi) Increase collaboration with other relevant Government ministries to expand network and connectivity infrastructure;

(vii) Develop the capacities of Education managers; and

(viii) Enhance working partnerships in ICT.

(ix) Support the implementation of the Ministry's communication strategy.

Strategic Objective Fourteen:
To strengthen EMIS in education.

The overall goal of EMIS Programme is to facilitate and enhance sharing of data by all Ministry's departments, agencies and stakeholders for effective management of education and training. To achieve this objective, the Ministry will employ the following strategies:

(i) Review and harmonization of instruments;

(ii) Collect data, process and manage;

(iii) Development and strengthening of EMIS infrastructure support;

(iv) Conduct timely analysis and dissemination of data;

(v) Capacity build EMIS human resource.

Strategic Objective Fifteen:
To increase the efficiency and effectiveness of the human resource function.

To achieve this objective, the Ministry will employ the following strategies:

(i) Deepening the Results-Based Management Reforms;

(ii) Provision of appropriate staff training and development plan;

(iii) Intensify staff orientation and induction; and

(iv) Provide advisory and support services on improving working environment and other staff welfare; and

(v) Provide advisory services on succession management.

Strategic Objective Sixteen:
To enhance technical support services in the delivery of education services.

For the Ministry to effectively carry out its mandate, it is supported by other technical support services including Central Planning and Projects Monitoring, Finance, Accounts, Procurement, Administration, ICT and Human Resource Management Departments. To enhance these departments, the Ministry will employ the following strategies:

(i) Intensify negotiations with relevant ministries in addressing the problem of understaffing; and

(ii) Build the capacities of the technical support staff.

Strategic Objective Seventeen:
To. Improve the general management skills and performance of staff across the Ministry

To achieve this objective, the Ministry will employ the following strategies:

(i) Train technical personnel at the Headquarters in procurement procedures;
(ii) Train more officers on Financial Management Reporting (FMR) as well as procurement reporting; and
(iii) Enhance procurement, financial and accounting capacities of district and institutional levels;
(iv) Conduct training in governance and accountability and
(v) Conduct management training courses.

Strategic Objective Eighteen:
To enhance access to education for the hard-to-reach children.

In order to ensure equity in access to education the Government will enhance to education for the hard-to-reach children through programmes such as Non- Formal Education and Expanding Education Opportunities in ASAL areas.

To achieve this objective, the Ministry will employ the following strategies:

(i) Construction and Rehabilitation of at least one Boarding Primary School in each Constituency in ASAL Districts;
(ii) Establishment of a voucher system programme in five poorest districts;
(iii) Expand support to Non Formal Schools (NFS) and Non Formal Education Centres (NFECs).
(iv) Complete and operationalize the NFE policy.
(v) Coordination, regulation, management and monitoring of NFS and NFECs programs.

Strategic Objective Nineteen:
To enhance retention and promote school health and nutrition.

The overall aim is to enhance school participation through promotion of good health, hygiene and nutrition among school children.

To achieve this objective, the Ministry will employ the following strategies:

(i) Expanding de-worming programs in the schools.

(ii) Continue providing mid-day meals to targeted districts and the schools

(iii) Expand the provision of dignity packs to girls

(iv) Enhance health and hygiene promotion in schools.

(v) Complete and operationalize the School Health and Nutrition policy.

Strategic Objective Twenty:

To deepen the mainstreaming of cross-cutting issues in education.

The deepening will entail addressing cross-cutting issues like HIV & AIDS, Guidance and Counseling and Gender. To achieve this objective, the Ministry will employ the following strategies:

(i) Deepen HIV and AIDS prevention activities in the sector;

(ii) Expand care and support to Most Vulnerable Children (MVCs);

(iii) Deepen the campaign for the staff willingness to know their HIV status;

(iv) Encourage the sustainability of Teachers Living With HIV/AIDS (TLWHA) networks;

(v) Enhance management of response through strengthening of institutional ACUs.

(vi) Development of a Guidance an Counselling policy for the education sector;

(vii) Roll out the use of peace modules in schools

(viii) Development and implementation of training programmes in emerging issues for teachers, learners and other stakeholders;

(ix) Regular review and dissemination of careers information booklets and materials;

(x) Sustain psychosocial support for the victims of post-election violence;

(xi) Provide counselling services at the workplace;

(xii) Ensure adherence to affirmative action in allocation of bursaries and re-admission of girl mothers to school;

(xiii) Operationalization of gender policy.

CHAPTER FIVE

HUMAN RESOURCES DEVELOPMENT

5.1 Introduction

A developed human resource is an important part of organizational development as it ensures effective and efficient utilization of other resources for achievement of desired goals. In this Strategic Plan, development and management of this resource is core to the successful implementation of the programmes. This chapter will, therefore, evaluate the adequacy of the staff and their competencies for the implementation of the Plan in an effective and efficient way. It will entail assessment of the staffing levels, skills and knowledge adequacy, proposals on meeting the identified gaps and the cost implication. The proposals will be in line with the KESSP that highlights a well designed capacity development programme. The programme includes various approaches to capacity development like: formal training, institutional strengthening including reforms, research and pilot studies as well as technical assistance. Some of these approaches have been under implementation and have improved the general management skills and performance of staff across the KESSP programmes from headquarters management units down to the school level.

As the Ministry and its SAGAs seek to deepen the human resource development and management reforms and to accommodate the needs of the Vision 2030, it will continue to base the same on the overall Government strategy. For example, in line with the performance oriented culture that was adopted in 2005, the Plan will deepen the performance management as a way of enhancing work productivity.

5.2 Capacity Assessment

Recently the Ministry carried out a training needs assessment to determine the existing human resource skills and the critical training needs in light of the job

requirements. The study revealed existence of competencies and at the same time there are skills inadequacy, stagnation and insufficient succession management, low staffing levels as well as low staff morale.

5.2.1 Competencies

5.2.2 Top Management:

The Ministry's workforce at the top management level was found to have the necessary educational and professional qualifications. However, there are some field officers who do not possess the required qualifications. Officers at this level are expected to demonstrate a high degree of professional competence, administrative and managerial capabilities in planning, organizing and controlling resources. They are also expected to understand national goals and policies and interpret them in their respective departments/divisions. Besides this noble role, the officers are also agents of change and reforms to enable the Ministry staff embrace improved practices in the work place. In view of this, the Ministry has been conducting and supporting training on managerial and leadership as well as ICT skills. Further training is required on:

- Leadership and Management Development
- Financial Management/Budgeting process
- Policy Formulation, Analysis and Implementation
- Project Planning and Management
- ICT training
- Performance Contracting and Evaluation
- Communication/Report Writing and Change Management
- Negotiation skills and Conflict Management
- Fundamentals of Human Resource Management /Development
- Procurement planning and reporting

5.2.3 Middle Level Management

Middle level management comprises all officers between Job Group 'K' and 'N', and in the Ministry mainly includes Education Officers and Quality Assurance and Standards Officers at the Headquarters, Provincial and District, Accountants/Auditor, and Human Resource Management Officers, Senior and Chief Procurement Officers.

The officers at this level implement the Ministry's programmes and strategies within their respective areas. At this middle level, officers are expected to demonstrate professional and technical competence, administrative and managerial capabilities as they are basically being groomed for more challenging managerial positions. A requirement for postgraduate qualifications to qualify for promotion is crucial for Education Officers and Quality Assurance and Standards Officers. Similar requirements also apply to officers deployed in Human Resource management Division who should have a Diploma, Higher Diploma or postgraduate qualification before they are considered for promotion to higher grades. This requirement for career advancement is one of the possible reasons for stagnation of officers in one grade, hence responsible for general apathy and desire to look for promotion opportunities in other Ministries. The other reason is lack of vacant posts at higher levels, coupled with the requirement that such vacancies be declared to PSC for advertisement and filling. The Ministry has been addressing these issues and has made tremendous efforts. Significant efforts has also been made in ICT skills development by providing most of the officers at the Headquarters with computers and in-house training and the gesture will continue to be extended to officers in the field. The Officers at this level will further need to develop skills on:

- ICT
- Communication
- Management/leadership
- Teamwork
- Negotiation

- Counseling
- Financial /Administrative Management
- Further education to acquire postgraduate qualifications in Education fields such as:
    - Curriculum development
    - Education administration/planning
    - Guidance and counseling
    - Education management
    - Policy formulation and planning.

5.2.4 Lower Cadre Staff

In-order to ensure that this cadre is equipped with additional skills that are critical in their discharge of duties, the following skills will be imparted.

- ICT
- Auditing
- Accounting
- Records Management
- Human Resource Management
- Stores Management
- Induction
- Proficiency and Efficiency
- Performance improvement
- Driving
- Public relations/customer care
- Supervisory management
- Telephone operation

5.2.5 Staff Shortage

As shown in Table 5.1 below, there exists a staff shortage of 4,685 personnel. The breakdown indicates that the Ministry and the SAGAS still experience a shortage of personnel at various levels despite the efforts to rationalize the staff against the functions as required within the RBMI framework. The combined shortfall of staff is quite significant and implies a serious gap in service delivery. It also suggests that the existing staff is overworked and could be counterproductive in the long run.

Table.5.1 Staff Levels by Department: 2008

Department	**Approved Establishment**	**In-Post**	**Shortfall**
Directorate of Basic Education	150	21	129
Directorate of Secondary and Tertiary Education(including field staff)	754	418	336
Directorate of Quality Assurance	1687	974	713
Directorate of adult and Continuing Education	2949	1897	1052
Directorate of Policy and Planning	50	29	21
General Administration and School Audit	3508	1583	1925
Kenya Institute of Education	375	454	+79
Kenya Institute of Special Education	281	254	27
Teachers Service Commission (Secretariat)	2,761	2,550	211
Kenya National Examination Council	686	363	323
Total	**13201**	**8543**	**4658**

Source: Ministry of Education

The staff shortage for key professional cadres such as DQAS and Education officers could also impact negatively on the quality of education services delivered at school level as well as inhibiting on the capacity of the ministry to deliver on its key programs. This shortfall has further been compounded by the establishment of new districts to strengthen the decentralization of services and enhance customer satisfaction.

5.2.6 Effects of HIV/AIDS

The number of teachers dying due to HIV and AIDS is increasing rapidly while others are too sick to work thus denying the sector vital skilled human resources. So far, the impact of sickly teachers due to HIV and AIDS pandemic has not been taken into consideration in the analysis of teacher shortages. The effects of HIV and AIDS also affects other members of staff of the Ministry and its SAGAS.

For primary schools, 1,369 teachers have disclosed their status but the number represents a very small percentage (less than one percent). There are cases where more than three teachers from the same school are bedridden at the same time. The HIV and AIDS is weakening the quality of education directly because of teaching time lost due to sickness and death. Sickly teachers lose teaching time and their healthier colleagues will be called upon to compensate thereby increasing the latter's workload and consequently compromising quality. Due to the social stigma associated with the HIV and AIDS condition, accurate data is not readily available as persons in this condition are unwilling to disclose their status.

Table 5.2 provides a breakdown of teachers who have declared HIV positive status broken down by type of institution and province.

Table 5.2 Number of HIV Positive Teachers by Type of Institution and Province as at October 2007

Province	Primary	Secondary	Colleges	Total
Coast	108	10	2	120
Central	133	50	0	183
Eastern	46	6	0	52
Nairobi	53	10	5	68
Rift Valley	384	53	10	447
Western	218	153	20	391
Nyanza	425	210	21	656
North Eastern	2	0	0	2
Total	1,369	492	58	1,919

Source: Teachers Service Commission – AIDS Control Unit

The Ministry has developed the education sector policy on HIV and AIDS, beside the establishment of a Voluntary Counseling and Testing (VCT) centre at the Ministry headquarters. The Ministry, with the support of the Directorate of Personnel Management (DPM), is also overseeing efforts to implement HIV and AIDS workplace policies in the various SAGAs.

Teachers Service Commission conducted a survey on the impact of HIV and AIDS on the teaching force in three pilot districts during the 2006/07 period. The data generated will be useful in projecting more accurately on the magnitude of this pandemic on the Ministry's resources.

5.3 Capacity Strategy

5.3.1 Formal training

This is one approach to capacity development that will improve the general management skills and performance of staff across the MOE, from headquarters management units down to the school level. In accordance with the training policy, all members of staff will undertake a training session of at least five days every year. This will include cross-cutting issues, such as gender, and guidance and counseling. Under this component, participants will be trained as per the identified areas under capacity assessment including:

- Leadership and Management Development
- Financial Management/Budgeting process
- Policy Formulation, Analysis and Implementation
- Project Planning and Management
- ICT training
- Performance Contracting and Evaluation
- Communication/Report Writing and Change Management
- Negotiation skills and Conflict Management
- Fundamentals of Human Resource Management /Development

- Teamwork
- Negotiation
- Guidance and Counseling
- Procurement
- Graduate and postgraduate in fields such as: Curriculum development, Education administration/planning, Guidance and counseling, Education management, Policy formulation and planning.
- Auditing
- Accounting
- Records Management
- Human Resource Management
- Stores Management
- Induction
- Proficiency and Efficiency
- Performance improvement
- Driving
- Public relations/customer care
- Supervisory management
- Telephone operation

5.3.2 Motivation

As a best practice from the corporate sector, the Ministry will explore possibilities of motivating its staff by:

- Establishing a contracted cafeteria within the headquarters;
- Providing tea to all staff;
- Establishing strategic water serving points accessible to staff and visitors
- Holding end of year staff parties;
- Organizing welfare parties for retirees;
- Introducing corporate dressing for specific day(s) of the week; and
- Improving customer care services.

5.3.3 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 have this second generation Strategic Plan being the bases for performance contracts in public service.

5.3.4 Training Needs Assessment

In line with the Government strategy on demand driven training, there will be need for annual training needs assessment at the various levels. This will facilitate effective and efficient implementation of the plan.

5.3.5 Technical assistance

Under the KESSP programme, the sector identifies the need for technical assistance(TA). This support is provided through a well defined system and with clearly written terms of reference for each case. Consequently any technical support required for this Plan that is in line with the KESSP investment programmes will be requested through a detailed capacity development plan. The Ministry will be developing TA plan annually.

5.3.6 Implement HIV and AIDS policy

The overall goal for HIV and AIDS policy is to strengthen MOE capacity to provide HIV and AIDS prevention, care, support and mitigation interventions. To achieve this goal, the following programmes that have been initiated under KESSP will continue to be implemented:

- Prevention - in-service of staff in primary and secondary school sub sectors, peer support initiatives in teacher training colleges and technical institutions, orientation of KIE materials, provision of teaching and learning materials 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. The challenge for the Ministry is to ensure that the estimated1.5 million Orphans and Vulnerable Children (OVCs) have access to basic education.
- Workplace issues – strengthening establishment of administrators and Teachers Living with HIV and AIDS (TLWHA) networks, video on implementing the education sector policy on HIV and AIDS in the workplace and revision and distribution of guide on regulations.

5.4 Human Resource Development Resource Requirement

The Ministry has projected its training needs required for the implementation of the Plan and is projected to cost Kshs. 5,976.26 million over the next five years. It will be important to implement this strategy in order to improve service delivery. The table below shows the break down of resources required by category.

Table 5.3 Capacity Building Resource Requirement by Category

Category	2008/09	2009/10	2010/11	2011/12	2012/13	Total
Technical & Support services staff	400.39	260.76	271.19	282.03	293.31	1,507.68
Teachers-inset	278.37	283.74	292.74	299.48	311.48	1,465.81
Teachers-Pre-service	583.70	444.18	447.65	451.13	453.61	2,380.27
INSET-SMASSE	286.90	83.90	83.90	83.90	83.90	622.50
TOTAL	1,549.36	1,072.58	1,095.48	1,116.54	1,142.30	5,976.26

CHAPTER SIX

COORDINATION FRAMEWORK AND ACCOUNTABILITY MECHANISMS

6.1 Introduction

The implementation of this Strategic Plan should be viewed as continuation of Kenya Education Sector Support Programme (KESSP). Against this background, the Ministry of Education (MOE) will continue to have and 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. This will ensure that scarce resources are invested in programmes that will deliver equitable quality education and training to all Kenyans in an efficient manner.

6.2 Management Structures

The Ministry of Education is responsible for the education sector policy formulation, planning, and development of sector strategies and regulations of the provision of education and training services by other providers. It is therefore crucial that all modalities are put in place to ensure accountability in service delivery. The management structure at the Ministry headquarters includes the Minister, Assistant Ministers, Permanent Secretary who doubles up as the accounting and authorized officer, five directors who report to the Permanent Secretary through Education Secretary; and Administration, Finance, Planning and Accounting divisions who all report to the Permanent Secretary. The structure also includes a number of SAGAs responsible for the development and management of various aspects of education and training who also report to the Permanent Secretary.

At the provincial level, the Provincial Director of Education (PDE) coordinates education activities in their respective provinces. At the district level, education management, planning, registration and monitoring of schools and teacher management fall under the District Education Boards (DEBs) with the District

Education Officer as its secretary. At primary school level, Parents Teachers Association (PTAs) and School Management Committees are responsible for their respective schools while secondary schools and middle level colleges are managed by Board of Governors. These bodies are responsible for management of both human and other resources so as to facilitate smooth operations, infrastructure development and provision of teaching and learning materials.

6.3 Strategic Plan Coordination Framework

Considerable effort has been undertaken to review existing coordination, management and accountability systems at the MOE during the development of KESSP. For implementation of this Strategic Plan, the Ministry will maintain coordination and accountability structures established under KESSP programme which are mainstreamed within the various divisions of the Education Directorates at the MOE headquarters and carried out at field offices especially at district and school levels. The implementation of the plan has been fully integrated into the MOE's decentralized systems. This is especially important in order to establish a professional and accountable management structure that can deliver better quality education services to all Kenyans, especially the poor.

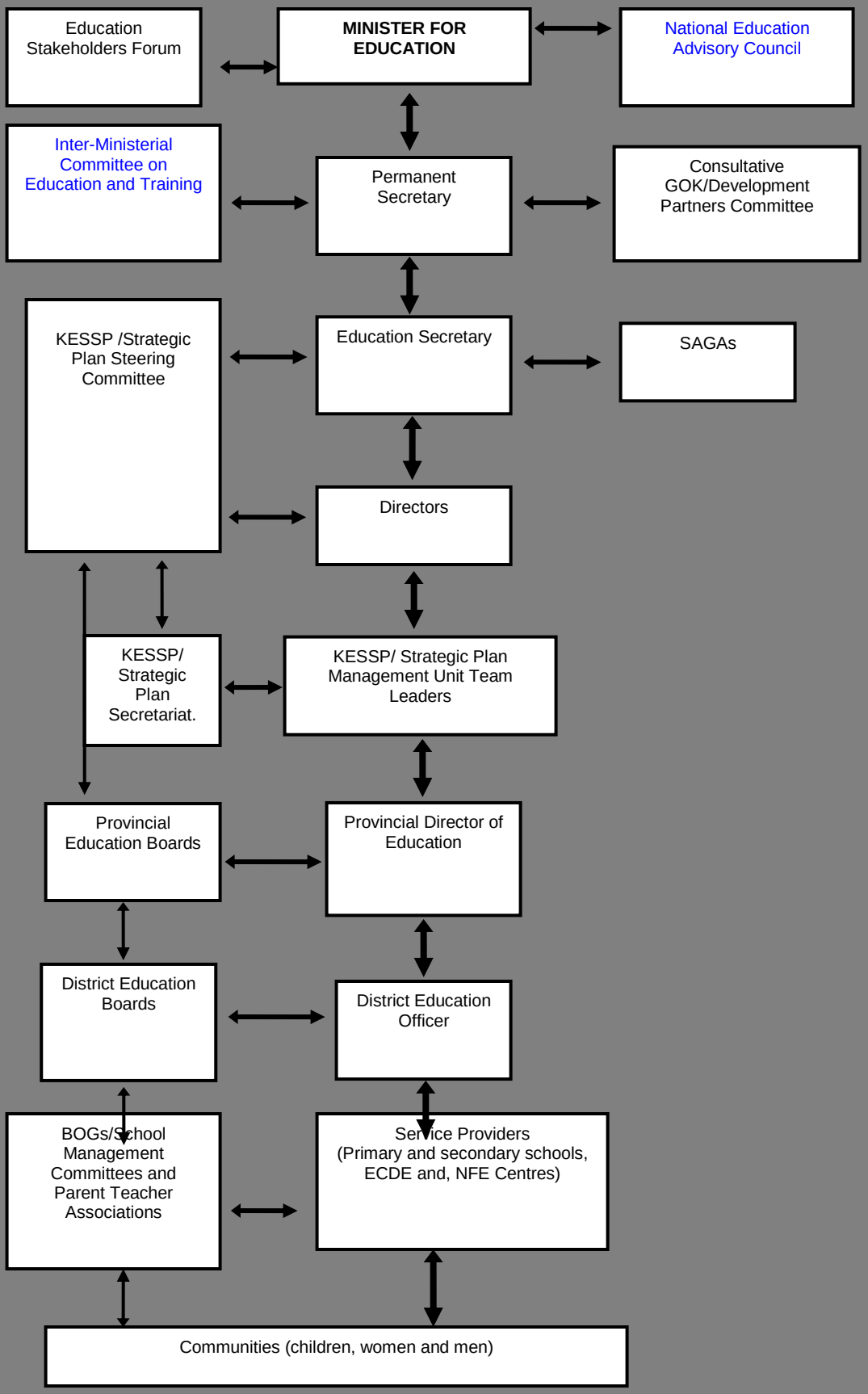
The coordination structure has been developed to include:

- Sector-wide stakeholder coordination through an Education Stakeholders Forum and National Education Advisory Council;
- Government coordination through Inter-Ministerial Committees on Education and Training1;
- Development partner coordination through a Consultative GOK/Development Partners Committee;
- Ministry wide coordination through a KESSP Steering Committee; and,

1 Although this structure is in place, it is not yet operational

- Provincial and District coordination through the Provincial Education Boards and District Education Boards. The following structure illustrates the coordination structures for the strategic plan.

The Coordination, Management and Accountability Structure



6.4 Description of Coordination, Implementation, and Accountability Structures

A. Education Stakeholders Forum

Functions

(i) Foster co-ordination and collaboration between the MOE and other providers of education services; and,

(ii) Foster information sharing and partnerships between public, private, and non-profit sector education stakeholders.

Membership

- Minister, MOE
- Minister, MHEST
- Permanent Secretary, MOE
- Permanent Secretary, MHEST
- Representatives from Non-Governmental Organizations
- Representatives from Community-Based Organizations
- Representatives from Faith-Based Organizations
- Representatives from private sector service providers
- Members of Parliament
- Union representatives

The Education Stakeholders Forum shall meet twice per year and when need arises.

B. National Education Advisory Council

Functions

(i) Advise the Minister on policy issues affecting education.

(ii) Foster co-ordination and collaboration between GOK and other providers of education services.

(iii) Mobilize resources for the education sector.

(iv) Advocate on key issues affecting education.

Membership

- Permanent Secretary- Ministry of Education
- Permanent Secretary-MHEST
- Representative of Private Schools (KPSA)
- Representative of Kenya Secondary Schools Heads Association
- Representative of NGO Council
- Eminent Industrialist
- Representative of National Environment Management Authority (NEMA)
- Representative of KIPPRA
- Representative of Kenya National Union of Teachers
- Two Eminent Educationists
- Chairperson of Parliamentary Education Committee

The Council shall hold meetings once a year and when need arises.

C. Consultative Government of Kenya- Development Partners Committee

Functions

(i) Review programme implementation.

(ii) Discuss resource mobilization and utilization.

Membership

- Ministry officials
- Development Partners
- Civil society

The Committee shall hold quarterly meetings chaired by the MOE.

D. Inter-Ministerial Committee on Education and Training

Functions

(i) Co-ordinate the different GOK Ministries, Departments and Agencies involved in delivery and support of education and training services.

Membership

- Permanent Secretary- Ministry of Education - Chair
- Office of the President – Internal Security and Provincial Administration
- Permanent Secretary- Ministry of Local Government
- Permanent Secretary- Ministry of Higher Education, Science and Technology
- Permanent Secretary- Ministry of Public Health and Sanitation
- Permanent Secretary- Ministry of Water
- Permanent Secretary- Ministry of Youth and Sports
- Permanent Secretary- Ministry of Labour and Human Resource Development
- Permanent Secretary- Ministry of Gender and children Affairs
- Permanent Secretary- Ministry of Public Works
- Permanent Secretary- Ministry of State for Planning, National Development and Vision 2030
- Permanent Secretary to the Treasury
- Attorney General
- Education Secretary - Secretary

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

E. KESSP/ Strategic Plan Steering Committee

Functions

(i) Coordinate and oversee KESSP /Strategic Plan implementation;

(ii) Approve the combined KESSP/ Strategic Plan workplans of each Directorate;

(iii) Monitor the performance of the KESSP/ Strategic Plan Management Units;

(iv) Provide overall guidance and make key decisions to support KESSP/ Strategic Plan implementation;

(v) Advise on KESSP/ Strategic Plan resource allocation and utilization;

(vi) Monitor overall KESSP/ Strategic Plan implementation through qualitative and quantitative performance data;

(vii) Review the outputs of ongoing technical work, such as research studies, pilot projects, and, consultancies;

(viii) Review KESSP/ Strategic Plan performance indicators to assess overall achievements.

Membership

- Education Secretary (Chairperson)
- Secretary TSC
- Director, Policy and Planning
- Director, Quality Assurance and Standards
- Director, Basic Education
- Director, Secondary and Tertiary Education
- Director, TIVET
- Director, Higher Education
- Director, Adult and Continuing Education
- Coordinator, Reform Secretariat (Secretary)
- Heads of SAGAS
- Heads of Support Departments (Central Planning and Monitoring Unit (CPMU), Administration, Finance, Accounts, Procurement, Schools Audit Unit and Human Resource Management Unit)

The Steering Committee shall hold monthly structured meetings.

F. Education Sector Reform Secretariat

Functions

(i) Monitor and evaluate KESSP/Strategic Plan programmes

(ii) Provide advisory support to KESSP/ Strategic Plan management units

(iii) Coordinate Programme documentation

(iv) Coordination of monitoring and evaluation

(v) Coordination of Financial Management report.

Membership

- One person assigned from each directorate.

G. Provincial Education Boards

Functions

(i) Co-ordination of all programmes to eliminate duplication of activities of the district

(ii) Monitoring and evaluation

(iii) Advising the District Education Officer

(iv) Supervising District Education programmes.

Membership

- Provincial Commissioner-Chairperson
- Provincial Director of Education
- Representative of KSSHA
- Representative of Sponsors
- Religious Organizations
- NGOs

H. District Education Boards (DEBs)

Functions

(i) Management of education services

(ii) Teacher management

(iii) Schools audit

(iv) Supervision of education programmes

(v) Accounting for funds

(vi) Quality assurance

(vii) Resource mobilization.

Membership

- District Commissioner-Chairperson
- District Education Officer-Secretary
- Representative of Heads Association
- Representative of Sponsors
- Religious Organizations
- NGOs

I). Institutional Level

- **Boards of Governors**
  - Ensuring official policies and guidelines are adhered to.
  - Strategic management of the institution
  - General oversight on delivery of education programmes
  - Planning
  - Resource mobilization, utilization and accounting
  - Monitoring of education standards
  - Overall teacher management and discipline
  - Collaboration with the communities
  - Management of non-teaching staff.

- **School Management Committees**
  - Receive and account for all resources in FPE
  - Develop and implement school plans
  - Mobilize additional resources
  - Implement government policies and guidelines

- **Parents-Teachers Association (PTA)**
  - Monitoring implementation of school programmes
  - Monitoring education services
  - Mobilizing additional resources

6.5 Strategic Plan Accountability Mechanism

In order to successfully implement the Strategic Plan, it is imperative that the existing governance and accountability plan be institutionalized and monitored regularly to feed into main Monitoring and Evaluation programme of the Ministry. This will ensure that the responsible officers can be held accountable for delivery of quality education services. The above coordination framework presents information sharing and performance accountability structure, which combines both vertical and horizontal accountability mechanisms.

6.5.1 Vertical accountability mechanism

(a) From Frontline Service Providers to the Minister of Education

This is the main accountability mechanism which is proposed for coordination and accountability purposes for the strategic plan. In this accountability mechanism, frontline Service Providers, such as head teachers of primary schools, will be accountable to their District Education Office (DEO) who will then be accountable to upward the Provincial Education Office, Division Directors, the Education Secretary, the Permanent Secretary and lastly the Minister. This will play an important role in providing information to education managers as to the performance of education service providers across the education sector.

(b) From District Education Boards to the KESSP/ Strategic Plan Coordinating Committee

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 independent information to senior managers at the head office in the MOE. In the diagram below the KESSP/ Strategic Plan Secretariat will engage directly with District Education Boards (DEBs) in order to provide alternative sources of information to senior MOE managers who are members of the KESSP/

Strategic Plan Coordination Committee. This Committee, which will be chaired by the Education Secretary, and will consist of Directors and other senior managers, will meet on a monthly basis to review KESSP/ Strategic Plan implementation. This mechanism will play an important role in ensuring that senior managers at the head office have information on the performance of DEOs and frontline service providers in each district.

(c) From Oversight Management Committees to DEBs

The third vertical accountability mechanism involves coordination and reporting between Oversight Management Committees and DEBs. In order to successfully implement the plan, Oversight Management Committees, such as School Management Committees, Parent's Associations, and Boards of Governors will be linked to DEBs. This will ensure that DEBs can access independent information as to the performance of frontline service providers within each district.

(d) From KESSP/ Strategic Plan Management Units to Inter-Agency Committees

A fourth vertical accountability mechanism involves reporting by managers of KESSP/ Strategic Plan management units to their colleagues who are members of Inter-Agency Committees which have been established to support the successful implementation of the KESSP/ Strategic Plan. A good example of such a partnership can be seen in the Inter-Agency Coordination Committee which has already been established by the MOE 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 listed in the KESSP/ Strategic Plan, it is essential that there is close coordination between the MOE and the MOH, as well as other government organizations such as the Kenya Medical Research Institute (KEMRI). Active information sharing and accountability between MOE 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.

6.5.2 Horizontal Accountability Mechanism

This mechanism enables local accountability relationships to operate between service providers and users of education services such as parents. The four horizontal accountability mechanisms will be put in place:

(a) Between Oversight Management Committees and Service Providers

This is an accountability mechanism which will enable parents, individuals, and community-based organizations to hold their local service providers to account for the delivery of quality education services. The Ministry will continue to strengthen the Oversight Management Committees capacity to be able to review projects and report on the performance of frontline service providers to DEBs. This will ensure that the Oversight Management Committees play an active role in ensuring that children in their community access quality education services.

(b) Between District Education Boards and District Education Offices

The District Education Boards (DEBs) are expected to monitor performance of District Education Officers (DEOs) and more broadly education service provision within each district. This accountability mechanism will be extremely important in implementation of Strategic Plan as it will ensure that DEO staffs are held accountable for their performance.

(c) Between the KESSP/ Strategic Plan Secretariat and Directors

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

(d) Between the Permanent Secretary and Government and Development Partners

As a way of sustaining regular coordination and information sharing between the MOE and development partners, the Ministry proposes horizontal accountability for this Strategic Plan. Quarterly meetings will continue to be held between the Ministry and Development Partners. This accountability mechanism will provide an opportunity for Development Partners, and ideally senior managers from other Government ministries, to review the performance of the MOE in Strategic Plan implementation.

CHAPTER SEVEN

RESOURCE REQUIREMENTS

7.1 Introduction

The Ministry's resource requirements in the medium term are guided by the sector policy commitments as broadly articulated in the Vision 2030 and more specifically in the First Medium Term Plan (2008 – 2012) while ensuring alignment to the Kenya Education Sector Support Programme (2005-2010). KESSP provides investment programmes and administrative services. These are in tandem with the national goals of providing "Globally Competitive Quality Education and Training for Sustainable Development", attainment of Education for All (EFA) and Millennium Development (MDGs) by 2015. Policy priorities that the resource requirements target relate to: improving access, quality and relevance, retention and equity in education provision at all levels as well as improving efficiency in resource utilization.

A significant part of the costing of the KESSP Programmes is linked to the number of students enrolled in primary and secondary education. For instance, the required numbers of teachers, school infrastructure, capitation grants for instructional materials and operating costs and secondary bursaries are all enrolment driven. The Ministry therefore has projected enrolment to link national education policy objectives with resource requirements. The following is a table containing indicative figures of the Ministry's resource requirement for the medium term (2008/09 – 2012/13).

Table 7.1: Investment Programmes Indicative Resource Requirements (KSHS.MILLIONS)

IP No.	Investment Programmes	2008/09	2009/10	2010/11	2011/12	2012/13	Total
1	Primary School Infrastructure	9,559.67	9,942.06	10,339.74	10,753.33	11,183.46	51,778.26
2	ECDE	1,544.13	1,427.55	1,491.41	1,652.15	1,611.03	7,726.27
3	NFS	1,114.00	1,144.20	1,179.68	1,216.34	1,257.17	5,911.39
4	Special Needs Education	797.59	844.25	852.96	882.39	914.21	4,291.40
5	HIV/AIDS	691.88	716.52	684.52	667.12	667.12	3,427.16
6	ABE	1,533.06	8,676.99	6,427.32	2,857.69	454.25	19,949.31
7	School Health, Nutrition and Feeding	3,387.70	3,516.88	3,653.57	3,795.72	3,932.31	18,286.18
8	Primary School Instructional Materials	9,078.08	10,161.21	11,364.54	12,554.57	13,855.00	57,013.40
9	Pre-Service Primary Teacher Education	583.7	444.18	447.65	451.13	453.61	2,380.27
10	In-Service Primary Teacher Training	278.37	283.74	292.74	299.48	311.48	1,465.81
11	Expanding Educational Opportunity in ASALs	13.5	46.75	48.59	51.27	53.72	213.83
12	Capacity Building	400.39	260.76	271.19	282.03	293.31	1,507.68
13	EMIS	80.8	80.9	170.38	133.9	105.56	571.54
14	ICT	63.27	48.27	130.02	43.93	59.42	344.91
15	Guidance and Counseling	78.05	62.85	54	54	54	302.90
16	Quality Assurance and Standards	23.79	21.25	22.31	23.42	24.59	115.36
17	Secondary Education	6,869.26	6,639.20	5,748.26	6,002.73	5,546.39	30,805.84
18	INSET at Secondary in Maths and Science	286.9	83.9	83.9	83.9	83.9	622.50
19	Teacher Management	269.78	280.57	291.79	303.47	315.6	1,461.21
20	Gender and Education	626.49	632.8	638.4	686.5	710.9	3,295.09
21	Communication Strategy	59.2	53.21	50.63	52.23	49.46	264.73
22	M&E	19.77	20.56	21.38	22.24	23.13	107.08
23	Curriculum Services	584.88	1,748.21	1,291.14	1,187.51	1,191.58	6,003.32
24	Examinations	231.99	150	705.9	55	45	1,187.89
Sub-Total		38,176.25	47,286.81	46,262.02	44,112.05	43,196.20	219,033.33
O & M	0.04	1,527.05	1,891.47	1,850.48	1,764.48	1,727.85	8,761.33
Grand Total		39,703.30	49,178.28	48,112.50	45,876.53	44,924.05	227,794.66
	Other Costs						
1	Teachers Salaries (Primary)	52,792.40	56,216.60	59,172.50	62,195.30	65,297.30	295,674.10
2	Teachers Salaries (Secondary)	27,260.60	28,078.50	29,201.60	30,369.70	31,584.40	146,494.80
3	Special Institutions Teacher Salaries	1,936.50	1,994.60	2,074.30	2,157.30	2,243.60	10,406.30
4	ECDE Teachers Salaries			2,427.00	2,476.00	2,526.00	7,429.00
5	Adult Education Teachers Salaries	540.78	562.41	584.91	608.30	632.64	2,929.04
7	Administrative Costs	6,240.00	6,489.60	6,749.20	7,019.20	7,299.90	33,797.90
Sub-Total		88,770.28	93,341.71	100,209.51	104,825.80	109,583.84	496,731.14
8. Other Costs	0.1	8,877.03	9,334.17	10,020.95	10,482.58	10,958.38	49,673.11
Grand Total		97,647.31	102,675.88	110,230.46	115,308.38	120,542.22	546,404.25
TOTAL REQUIREMENT		**137,350.61**	**151,854.16**	**158,342.96**	**161,184.91**	**165,466.27**	**774,198.92**

7.2 Sector Wide Approach to Financing of Education

In 2005, the Ministry of Education adopted a Sector Wide Approach to Planning. This was with a view to enhancing ownership, alignment of objectives, harmonization of procedures and ensuring coherent financing arrangements .The SWAP is the basis upon which the Government, MOE, individuals, communities, the private sector, Non-Governmental Organizations (NGOs) and Development Partners jointly support the education sector. Through SWAP, duplication and inefficient use of resources, which often occur when many projects and programmes are implemented without a clear long-term development strategy has been significantly reduced. This ensures that the scarce resources that are invested in programmes deliver equitable quality education and training to all Kenyans.

Under the SWAP arrangement, participating partners are bound by the Joint Financing Agreement (JFA). The JFA provides for two modes of financing namely pooling and parallel financing. The JFA partners review and approve eligible programmes for pool funding annually.

The SWAP arrangement also provides for comprehensive programme review once every year during the Joint Review Missions (JRMs) in October/November. Under the same arrangement, the Ministry jointly with Development Partners holds annual Budget Review Workshops every March. During this workshop, work and procurement plans for the subsequent year are reviewed. The Development Partners also provide indicative levels of budgetary support to the Ministry for the subsequent year. This approach has proved to be very effective in resource mobilization, programme implementation as well as monitoring and evaluation. This best practice has been institutionalized and will be replicated in the implementation of this Strategic Plan.

CHAPTER EIGHT

SUCCESS FACTORS AND RISKS

8.1 Introduction

For the effective implementation of the strategic objectives outlined in chapter four of this plan, the following critical success factors must be addressed:

- Sustained Government Funding: In order to ensure more equitable access to basic education, the strategic priority will be to reduce the direct and indirect costs to parents, which have remained the major access barrier, especially for children from poor families and those with disabilities/special needs. Sustained Government funding will forestall demands on parents, as it will increase school operating budgets. It will also secure pupil attendance, improved progression rates and availability of basic education instructional supplies at both primary and secondary levels.
- Increased Development Partner Support: This Strategic Plan envisages that Development Partner support will be available in accordance with the arrangements agreed under SWAP. It is also expected that civil society and private sector support for education will be harnessed and programmed accordingly.
- Increased Parental and Community Participation: Successful implementation of the KESSP programmes is predicated upon the increased role of parents and communities in resource mobilization, decision-making and resource utilization and demand accountability. This will require that their roles and responsibilities are aligned and specified. Parents are also expected to contribute towards the education of their children, Government participation notwithstanding.
- Building Capacities at all Levels: For effective implementation of the Strategic Plan, it is envisaged that the capacities of the various structures in the MOE's institutional framework will be strengthened. The strategy will be to improve

the capacity of the Ministry in planning and programme management. It will also entail delegating greater responsibilities to districts and schools/institutions for planning, focused training programmes, better information management and strengthening monitoring systems.

- Increased Private Sector/Public Partnerships: It is envisaged that private sector/public partnerships will be forged and strengthened, particularly in the provision of secondary education. This is critical if the Ministry is to meet the transition rates set in the KESSP.
- An Enabling Legal Framework: Underpinning all the above critical success factors will be a programme of legislation and new regulations to improve governance in the education sector.

The MOE's operations are dependant on external environment. The main factors here are Political, Economic, Social, Technological and Legislative (PESTLE).

8.2 Political Factors

The Ministry of Education enjoys considerable political goodwill and support. The current Government came to power on the crest of several pledges. Chief among them was a promise to provide Free Secondary Education (FSE). In addition to the successful implementation of Free Primary Education, the implementation of FSE is another success story of the Government. The development of the Kenya Education Sector Support Programme (KESSP) and its subsequent implementation is founded on the successes of the FPE initiative. Education receives the highest national budgetary allocation, at 27% of the total Government expenditure, which is a clear testimony, attesting to the political goodwill the Ministry enjoys.

The Government is also committed to reforms and, through the MOE, has decentralized the management of education services to lower level structures. Moreover, the increasing participation of communities in education matters is testimony to the importance Kenyans attach to education.

However, there are some concerns in the management of education services, notably in the recruitment and deployment of teachers, and the management of student bursary at the constituency level. The implementation of the Strategic Plan will need to be sensitive to these aspects.

8.2.1 Economic Factors

The high premium and demand for education by Kenyans is a reflection of their expectations of the returns that can accrue from education. As indicated earlier, education consumes 27% of the total Government Spending, or about 6.5% country's GDP. Any significant changes in spending on any of the major sector aggregates (for example, teacher salaries or FPE) will have major ramifications on the entire economy. Hence, the Strategic Plan, therefore, must provide strategies for optimal utilization of the resources allocated to the Ministry.

- The country's high population growth rate of 2.7% has a direct impact on the growth of the education sector in terms of access, enrolment and quality, among other aspects of education. The Plan must appropriately provide for a corresponding growth in education services in response to the demand created by the high population growth rate.
- Taxation and the cost of goods have a direct effect on provision of education services, especially by the private sector. The Strategic Plan needs to be sensitive to this fact, especially considering the important role of private education providers, who are important partners in the development of the sector.

8.2.2 Social Factors

The social factors that have a bearing on the implementation of the MOE Strategic Plan relate to population growth, religion, culture (particularly those practices that are inimical to participation), security and health (especially the effect of HIV and AIDS on both learners and teachers), and attitudes towards children with disabilities or special needs.

During the implementation of the Strategic Plan, there is need to be sensitive to the adverse effects of failure to adhere to policy guidelines in Ministry programmes implementation, for example in award of bursaries, recruitment and deployment of teachers, and admission to institutions of learning and training will be addressed. All Ministry programmes should be implemented in a manner that enhances national unity, equity and accountability. Similarly, the Plan should address the negative effects of alcoholism, drug and substance abuse, gender imbalance, corruption, inimical cultural practices and poverty.

8.2.3 Technological Factors

The fundamental effects in this area relate to advances in ICT and the need to integrate it into the Ministry's operations. Issues relating to capacity building in ICT and its accessibility, transfer and adoption are pertinent to the success of this Strategic Plan.

8.2.4 Legislative Factors

The need to harmonize the various pieces of legislation in the sector is pre-eminent. Thus, the implementation of the Strategic Plan should be sensitive to the current legislative reforms in the sector, which will entrench the changes brought about by the Sessional Paper No. 1 of 2005.

8.2.5 Environmental Factors

There is need to integrate social and environmental concerns in the provision of education and training services. The implementation of the Strategic Plan needs to take cognizance of these aspects if quality is to be achieved.

CHAPTER NINE

MONITORING AND EVALUATION

9.1 Introduction

Monitoring and evaluation of this Plan will be done at the national, Ministry Headquarters', SAGAs as well as lower administrative levels. The monitoring at the national level will be guided by the National Integrated Monitoring and Evaluation System (NIMES) that was established in 2004 and is spearheaded by the Ministry of State for Planning, National Development and Vision 2030. The NIMES has been coordinating the tracking of the implementation of the last national development blueprint the ERS. Like under the ERS, the monitoring reports of the NIMES will be used for evidenced-based policy making in the context of the Vision 2030 at the national level.

The national monitoring of the ERS component of the education sector was done using a set of five core indicators including: Primary School, Net Enrolment Rate (NER), Primary School NER for North Eastern Province, Primary School Completion Rate, Primary School to Secondary School Transition rate and Incidence of Primary School Repetition rate.

In-order to track progress in the current plan, the national monitoring will be done through the following eleven key indicators that have been reviewed from the ERS's to be in line with the set objectives and expected outputs and outcomes: Early Childhood Education and Development Net Enrolment Rate (NER), Early Childhood Education and Development NER for North Eastern Province, Primary Net Enrolment Rate (NER), Primary Net Enrolment Rate (NER) for North Eastern Province, Primary Completion Rate, Primary to Secondary Transition, Secondary Net Enrolment Rate (NER), Secondary Net Enrolment Rate (NER) for North Eastern Province, Secondary Completion Rate, Adult Literacy Rate, Book Pupil Ratio and Pupil Teacher Ratio indicators as presented here below.

Table 9.1: National Indicators for 2008—2013

	Indicator	2007	2008* estimate	2009 Projected	2010 Projected	2011 Projected	2012 Projected	2013 Projected
1	Early Childhood Education and Development Net Enrolment Rate (NER)	42.1(T)	50.7(T)	59.3(T)	68.0(T)	76.6(T)	85.2(T)	93.8(T)
		43.1 (M)	51.6 (M)	60.0 (M)	68.5 (M)	76.9 (M)	85.4 (M)	93.8 (M)
		41.1(F)	49.9(F)	58.7(F)	67.5(F)	76.2(F)	85.0(F)	93.8(F)
2	Early Childhood Education and Development Net Enrolment Rate (NER) for North Eastern Province	11.7(T)	18.1(T)	24.5(T)	30.9(T)	37.2(T)	43.6(T)	50.0(T)
		14.2 (M)	20.2 (M)	26.1 (M)	32.1 (M)	38.1 (M)	44.0 (M)	50.0 (M)
		9.2(F)	16.0 (F)	22.8 (F)	29.6 (F)	36.4 (F)	43.2 (F)	50.0 (F)
3	Primary Net Enrolment Rate (NER)	91.9(T)	92.6(T)	93.7(T)	94.8(T)	95.9(T)	96.9(T)	98.0 (T)
		94.1 (M)	94.8 (M)	95.4 (M)	96.1 (M)	96.7 (M)	97.4 (M)	98.0 (M)
		89.0(F)	90.5(F)	92.0(F)	93.5(F)	95.0(F)	96.5(F)	98.0(F)
4	Primary Net Enrolment Rate (NER) for North Eastern Province	27.0(T)	30.9(T)	34.7(T)	38.6(T)	42.5(T)	46.1(T)	50.0(T)
		33.1(M)	35.9 (M)	38.7 (M)	41.6 (M)	44.4 (M)	47.2 (M)	50.0 (M)
		20.8(F)	25.7(F)	30.5(F)	35.4(F)	40.3(F)	45.1(F)	50.0(F)
5	Primary Completion Rate	81.0(T)	86.4(T)	89.1(T)	91.7(T)	94.4(T)	97.0(T)	98.7(T)
		86.5 (M)	88.8 (M)	91.0 (M)	93.3 (M)	95.5 (M)	97.8 (M)	99.0 (M)
		75.7(F)	84.1(F)	87.1(F)	90.2(F)	93.2(F)	97.3(F)	98.3(F)
6	Primary to Secondary Transition	59.6(T)	68.3(T)	80.0(T)	84.7(T)	89.4(T)	91.6(T)	96.8(T)
		56.5(M)	66.7 (M)	79.9 (M)	84.1 (M)	88.3 (M)	92.5 (M)	97.7 (M)
		63.2(F)	73.4(F)	86.6(F)	88.8(F)	92.0(F)	96.2(F)	99.4(F)
7	Secondary Net Enrolment Rate (NER)	25.2 (M)	36.6 (M)	48.1 (M)	59.5 (M)	70.9 (M)	82.3 (M)	93.8 (M)
		23.2(F)	35.0(F)	46.7(F)	58.5(F)	70.2(F)	82.0(F)	93.8(F)
		24.1(T)	35.8(T)	47.4(T)	59.0(T)	70.6(T)	82.2(T)	93.8(T)
8	Secondary Survival Rate	89.6(T)	91.3T)	93.0(T)	94.8(T)	96.5(T)	98.3(T)	100(T)
		91.5 (M)	92.9 (M)	94.3 (M)	95.8 (M)	97.2 (M)	98.6 (M)	100 (M)
		87.5(F)	89.6(F)	91.7(F)	93.8(F)	95.8(F)	97.9(F)	100(F)
9	Adult Literacy Rate	61.5(T)	64.6(T)	67.7(T)	70.8(T)	73.8(T)	76.9(T)	80(T)
10.	Book pupil ratio	1:2	1:2	1:2	1:1	1:1	1:1	1:1
11.	Pupil Teacher ratio	43:1	44:1	42:1	42:1	40:1	40:1	40:1

T - Total, M – Male, F - Female

The monitoring at the Ministry from headquarter through the lower levels will be done using the full spectrum of indicators including input, output, outcome, and

impact and process indicators as highlighted in the implementation matrix below and will be in line with the KESSP M& E framework.

The monitoring at the Ministry level will be done within the KESSP Framework of external monitoring of programmes which entail looking at the programmes in totality and having a single M & E report. The individual programmes implementers will also be expected to carry out monitoring of the programmes. The individual programmes monitoring reports will be fed into the main M&E report.

APPENDIX A: RESULTS MATRIX1

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
OUTCOME INDICATOR 1: An Effective Institutional Framework				
A rationalized structure	An official MOE organogram	Chart	2008	Coordination framework
Decentralized KESSP approach	Fully operational district KESSP programmes	Number	2008	Partial implementation
A new enacted Law	Reviewed Education Act	Act of Parliament	2008	Proposed legal framework
Rationalized /Demand driven school establishment	A rationalized Demand driven school establishment	Number	2007	School Mapping
Adequate resources allocated to MOE	A annual growth rate of resources allocated	%	2008/2009	Current funding levels is 117.5 billion
OUTCOME INDICATOR 2: An Enhanced participation in Early Child Development Education				
ECDE mainstreamed as part of Basic Education	- Number of ECDE managers on TSC payroll -No. of ECD centres attached to Primary schools. -Increased enrolment in ECDE.	Rate Number	2010 2008 2007	23,100 ECDE centres and managers
Trained Pre- school teachers and Newly employed ECDE teachers inducted on school readiness module.	-Number of teachers Trained -Number of teachers inducted	Number	2008	Training on going
SNE friendly ECDE programmes and facilities in place	-Number of SNE friendly ECDE centres in place	Number	2008	Policy and guidelines in place
Children 3-5 years equipped with	-Improved retention in	Rate	2008	

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT Target cumulated 5 years	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
school readiness skills.	standard one			
Community support grants enhanced.	- Expanded & enhanced community support grants to ECDE		2008	
Improved School health and nutritional status	-GER and retention in schools under the programme.	Rate	2008	
OUTCOME INDICATOR 3: Sustained Free Primary Education				
Enhanced enrollment particularly in ASAL, pockets of poverty and urban slums	GER, NER and Completion rate	%	2007	
Enhanced capitation grants for FPE	A reviewed capitation grants	KShs	2008/ 2009	1020 of which 350 is for general purpose while 670 is for teaching and learning materials
OUTCOME INDICATOR 4: Enhanced Access and Equity in Primary Education				
Damaged and dilapidated schools rehabilitated and reconstructed	No. of damaged schools rehabilitated/reconstructed	Schools	2008	Emergency report
Dilapidated schools improved	No. of classrooms refurbished and constructed.	Schools	2008	School Mapping
Primary schools infrastructure expanded	-No. of new primary schools constructed countrywide. -NER increased from 91.6% to 95% in 2012	Schools %	2008 2007	School Mapping 91.6%

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
Water and sanitation facilities in primary schools improved	-No. of schools with improved water and sanitation facilities	schools	2008	School Mapping
OUTCOME INDICATOR 5: Enhanced Access, Equity and Retention in Secondary Education				
Teaching/learning materials available in public secondary schools	TPR in public secondary schools.	books	2008	Current TPR
Improved capitation grant	Capitation grants reviewed	KShs.	2008	KShs. 10,264
OUTCOME INDICATOR 6: Access, Equity and Quality in Secondary Education Enhanced				
Secondary schools infrastructure expanded	-560 new secondary schools constructed and equipped. -Transition rate from primary to secondary increased from 70% to 90% in 2012	Schools %	2007 2007	5,127 public secondary schools 70%
Damaged secondary schools rehabilitated/ reconstructed	No. of damaged schools rehabilitated/ reconstructed	Schools	2008	
Participation of private providers in secondary education enhanced	Proportion increase in the number of private secondary schools	Schools	2007	1,305 private secondary schools
OUTCOME INDICATOR 7: An Effective and all Inclusive Education System that Provides a Conducive Learning Environment for children with Special Needs				
National Assessment programme of Learners with special needs established	- Number of Assessment Centres operationalized -Increased enrolment of children with Special needs	Number	2008	5 million shillings to EARCs centres
Special needs learning institutions equipped and supplied with	- Number of special learning institutions	Number	2008	400 million shillings for all SNEs

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
learning/teaching materials.	equipped and supplied with learning/teaching materials.			
SNE advocacy and awareness campaigns programmes mounted.	- Number of advocacy/training modules and reference materials developed and in use.	Number	2008	
Special Needs Education Policy developed and operationalized	- Special needs education policy in place	Policy	2008	Draft policy
OUTCOME INDICATOR 8: Enhanced Adult literacy				
ACE Policy developed and operationalized	- ACE policy in place	Policy	2008	Draft policy
Regulatory framework for collaboration established	Regulatory Framework in place	Framework	2008	Task force on partnership and collaboration formed
ABE curriculum Reviewed and implemented	-ABET 1 and 2 curriculum in place	Curriculum	2008	
Curriculum support materials for ABE developed	- Availability of curriculum support materials.		2008	
National qualification framework for ABE established	National qualification framework in place and in use	Framework	2008	Preparatory work on framework
ABE teachers trained	- Number of ABE teachers trained	Number	2008	Training on going
OUTCOME INDICATOR 9 (a): A robust National Assessment system				
An improved national assessment for monitoring learning Achievement	Proportion of students who are attaining the required competencies	%	DQAS	Harmonized Learning Achievement Test Tools

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
An improved Item banking system	Quality Pre-tested items in bank	Items	2008	
OUTCOME INDICATOR 9 (b): An Improved School Based Quality Assurance Program				
Effective quality Assurance services at the school level	Number of schools practicing peer support and improved pedagogical skills	Number	2008	
OUTCOME INDICATOR 10 (a): A dynamic and attractive curriculum				
Summative evaluation of schools curriculum(primary and secondary)	A summative evaluation report	Report	2009	Summative evaluation data collection tools in place
Curricula revised and Implemented	Relevant, attractive and operational, curricula in place	Curricula		Summative evaluation and Present curriculum
Digitized secondary and primary curriculum	Operational digitized curricula	Digitized curricula	2009	
Life skills subject introduced	Life skills subject as part of the primary and secondary curriculum	Curricula	2008	Life skills teaching support materials
OUTCOME INDICATOR 10 (b): An improved school based quality assurance program				
Effective quality Assurance services at the school level	Peer support and improved pedagogical skills			Practicing teachers TAC Tutors Head teachers
OUTCOME INDICATOR 11 (a) : Improved Leadership Skills for Head Teachers				
Periodic Training and retraining on financial and procurement management	Adherence to financial and procurement guidelines	Number	2008	
OUTCOME INDICATOR 11 (b) Institutionalized INSET In Primary and Secondary Schools				
Continuous INSETS in secondary and primary schools	-Strong subject panels -Improved pedagogical skills -Competitive education	All teachers		SbTD SEP PSABH SMASSE

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT Target cumulated 5 years	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
	qualifications			
OUTCOME INDICATOR 12: Enhanced Quality Education Through Optimal Utilization of Teachers.				
28,000 additional teachers recruited	No of teachers recruited	No	2009	6000 to be recruited in 2008/09
TSC study on Staffing Norms implemented	Number of Recommendation on staffing norms implemented	Number	2008	Cabinet Memo already prepared and forwarded
Balanced teacher deployment	Balanced supply of teachers	Number	2008	
Teacher requirements determined	Teacher projection model developed	Model	2008	
OUTCOME INDICATOR 13: Integrated ICT Into Education and Training Systems				
An established computer supply programme in learning institutions;	No of operational computers in learning institutions	Number	2008/09	A programme under NEPAD e- schools rolled out in 16 pilot district
Ministerial ICT capacity improved	Percentage of human resource that is ICT compliant	%	2008	
OUTCOME INDICATOR 14: An Effectively Running EMIS From Hqs to The District Level				
Operational EMIS units in all the districts	A human capacity and ICT infrastructure build in all districts	Number	2008	Officers Trained from the old districts and five computers and a printer provided in the same areas.
An up to date EMIS database at the district level.	An EMIS data base in place	Number	2007	Database at the Headquarters
Timely disseminated information	An updated website and annual Statistical booklets	Report	2008	Website under development. Current Statistical booklets under preparation

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
OUTCOME INDICATOR 15: Improved Effectiveness of the Human Resource				
Deepened Results Based management system	The RBM systems such as PAS, Performance contracting, Strategic planning, Rapid Results Initiative institutionalized	Number	2008	All systems
Appropriate staff training and development plan implemented	Number trained and developed	No.	2008	The Plan is in place
Improved working environment and staff welfare	-Establishing of cafeteria services, - Provision of tea to all staff, -Establishing strategic water serving points, - End year Staff parties -Welfare parties for retirees -Corporate dressing for specific days	Various	2008	Office renovation on going
Succession management plan in place	Scheme of service for educationists and schools audit officers revised and operationalized	Scheme	2008	Scheme in place
Optimal staffing of technical support departments	Optimally Staffed technical support departments	Number	2008	Staff compliment
Competence on Procurement procedures improved	Number of officers trained	Number	2008	
Competence of all IPTLs in FMR and Procurement Reporting	Number of IPTLs trained in FMR and Procurement Reporting	Number	2008	

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
Enhanced procurement, financial and accounting capacities at District and institutional levels	Number of District and institutional staff trained on procurement ,financial and accounting management	Number	2008	
Governance, accountability and management courses mounted	Number of staff trained on governance, accountability and management	Number	2008	
OUTCOME INDICATOR 16: An Enhanced Access To Education For the Hard-To-Reach Children				
Constructed and rehabilitated Boarding Primary schools at least one per constituency in ASAL districts.	- Number of Boarding primary schools constructed/rehabilitated per constituency in ASAL districts. - Increased enrolment in ASAL districts.	Number	2008	OPEC, USAID, ADB and infrastructure projects in ASAL areas on going
Expanded support to Non-Formal Schools and Non Formal Education centres.	- Number of NFEs and NFECs receiving FPE grants -Increased enrolment in NFEs and NFECs.	Number	2008	300 NFEs and NFECs already receiving capitation grants
NFE policy developed and operationalized	-NFE policy in place.	policy	2008	Draft policy in place
A voucher system programme in 5 poorest districts established.	Increased enrolment and retention in 5 poorest districts	Number	2008	Similar initiatives such as school feeding, FPE,FSE and bursary
OUTCOME INDICATOR 17: Enhanced Retention Through Promotion of School Health , Nutrition and Feeding Programme				
An expanded de-worming programmes in schools.	- No. of ECD centres and Primary schools covered under de-worming programme.	Number	2008	

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT **Target cumulated 5 years**	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
Mid-day meals Provided to targeted districts and schools.	- Number of children/schools receiving Mid-day meals. - Increased enrolment and Improved retention.	Number Rate	2008	
Dignity packs provided to girls.	- Number of girls provided with dignity packs.	Number	2008	Programme on going in some schools
Health and hygiene promoted in schools.	- Number of schools with Health and Hygiene programmes	Number	2008	Programmes on going under school health and feeding programme
School health and hygiene policy developed and operationalized.	- School health and hygiene policy in place.	Policy	2008	Draft policy in place
OUTCOME INDICATOR 18: Cross-cutting Issues Mainstreamed in Education				
G&C Policy developed and operationalized	- Policy framework in G&C in place	Policy	2008	Procurement of consultancy services under way
An expanded MVC support and care programme.	- Number of schools benefiting from MVC support grants - No. of pupils/students covered under MVC.	Number	2008	1,750 primary schools with 500,000 learners currently benefiting
Institutional ACUs strengthened	Number of ACUs fully equipped and functioning effectively	Number	2008	ACUs in existence
Gender policy operationalized	- Full Operationalization of gender policy	Policy	2008	Policy in place

GOAL: To Improve Access To Quality Education for all and Mitigate the Post-Election Crisis Impact on the Sector				
OUTCOME: Globally Competitive Quality Education and Training for Sustainable Development				
OUTPUT Target cumulated 5 years	**OUTPUT INDICATOR**	**UNITS OF MEASURE**	**BASELINE YEAR**	**BASELINE VALUE (2007/2008)**
Peace modules developed and operationalized in schools	Number of schools using peace modules	Number	2008	Modules in place
G&C at work place fully operationalized	Number of staff counseled	Number	2008	G&C Unit in place

[1] This Results Matrix will focus on outcomes and Output. A separate matrix will be prepared under KESSP II showing Activities corresponding to the Output, Activity Indicators, Input and Indicative Budget.