

ケニアの国教育分野在外プロジェクト形成調査結果資料

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## (概要)

### ケニアの教育の歴史および現状

独立以前のケニアの教育は、ヨーロッパ人および一部のアジア人のためのみに存在していたといえ、ケニア人の教育を受ける機会は非常に限られていた。

このため、独立後のケニアでは、国家の発展のためには、教育制度の強化が急務であるとし、英国教育制度の模倣ではあったが、7-4-2-3制を導入した。

就学者数は、独立以後急速に増え、初等教育レベルで1963年に約90万人であったのが、1992年には、550万人に増大し、中等教育レベルでも1963年の3万人から1994年の60万人以上へと増大している。

しかしながら、経済開発、社会文化の発展の観点から技能教育の重要性が指摘され、それまでの7-4-2-3制から8-4-4制が導入され、現在に至っている。

### 教育上の問題点

#### 初等教育

##### 1. ドロップアウト

###### (1) 制度によるもの

独立以後、学費の無償化、給食ミルクの無償化等により就学者数は増大したが、90年以降、世銀の構造調整政策に基づく、教育セクターへの政府予算の削減提言によって、財源確保のために親への負担が増大している。

###### (2) 地域間格差

乾燥、半乾燥地域では、肥沃な地域に比べて貧しく、経済的に教育を受けさせる余裕があまりない。従って、地域住民の教育に対する認識が低いといえる。

また、スラムをかかえる大都市（特にナイロビ、モンバサ）でも、就学率が低い。これは、スラムの子供たちの就学率が半分以下であることに起因している。

###### (3) ジェンダー

全体的には、94年までの実績によれば、女子の就学率は向上しており、男子生徒に近づいているが、(2)の地域間格差による乾燥、半乾燥地域等貧しい地域では、



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女子の就学率が低く、また、高学年になるにしたがってドロップアウトの率が上がる。

## 2. 教員数の不足および質の問題

小学校教員養成学校は、全国で25校あり、94年度には16,461人在学中である。養成学校では、新卒者だけでなく、無資格教員に対する再訓練も行っている。しかしながら、増大する有資格教員の要望は、満たさきれておらず、生徒対有資格教員の割合は94年において36:1である。また、全小学校の教員のうち18%は、無資格教員である。

## 3. 施設、機材、教材等の不足

教室や実験室の建設、机椅子、実験器具、教材の準備等は、主に、親や地域社会が負担している。しかしながら、貧困のために、資金が思うように集まらず、ほとんどの学校で、施設、機材、教材等が不足しており深刻な問題となっている。

## 4. 不適切なカリキュラム

一般的に、カリキュラムの内容が広範囲すぎる。実験器具等の不足により、理論の説明だけで終わってしまうものもある。また、科目によっては、その内容が高度過ぎて他の科目とのバランスがとれていない部分もある。

カリキュラム開発は、KIEが中心となって、教員、教員養成学校、大学等からなる検討会を行っているが、教員側からの参加者は、必ずしもカリキュラム開発の訓練を受けていない。

## 5. 学校運営能力の欠如および監査官、教育行政官の質や量の問題

学校の監査は、教育省から派遣される監査官によって実施されているが、増大する学校数や変化する教育制度に監査官や教育行政官の質や量がともなわず、また、監査を実施するための車両が不足しているために、学校に対し、十分な運営指導が行われていない。

## 6. 教育関連機関の不十分な活動

代表的な機関としては、次のとおりである。

### \* TSC (Teacher Service Commission)

パブリックスクールへ教員を派遣している教員雇用組織であり、グレード別の教員の俸給原案もここで策定している。しかしながら、慢性的なスタッフ不足により、十分に機能していない。

\* KIE (Kenya Institute of Education)

カリキュラムや教材の開発、教員教育の調整等を行っている組織であり、カリキュラムの開発にあたっては、4. のようにカリキュラム検討会を設立しているが、カリキュラムのレビュー、教科書の改善等人材不足のため、十分に機能していない。

\* TACs (Teacher's Advisory Centers)

学校監査の補完や再訓練等を地域レベルで行っているが、主に初等教育部門に集中している。

しかしながら、機材人材不足により十分に機能していない。

\* SEPU (School Equipment Production Unit)

教材や実験機材等を学校に供給している組織であるが、理科のシラバスの変化にともなうスタッフの再訓練等が不足していることから、適切な機材の供給に支障をきたしている。

上記以外に、国家試験を実施するKNEC (Kenya National Examination Council) や教育省職員の育成を担当するKESI (Kenya Education Staff Institute) 等がある。

## 中等教育

### 1. ドロップアウト

(1) (2) については初等教育と同様の問題を抱えている。

(3) については初等教育より顕著でありその理由としては、妊娠、婚姻等に起因する。

### 2. 教員数の不足および質の問題

質の問題は初等教育より大きく、約半分の教員は無資格である。特に、理数科部門では、数、質共に不十分である。理数科教員養成機関として、KSTC (Kenya Science Teachers College) やKTTC (Kenya Technical Teachers College) 等があるが、KSTCは機材不足、機材維持管理体制の不備等が問題となっており、KTTCでは機材維持管理体制やスタッフの能力向上等が求められている。

### 3. 施設、機材、教材等の不足

以前ハランベースクールと呼ばれるコミュニティーによる学校の施設は貧弱であり、機材、教材も極端に不足している。中には、水道（井戸を含む）の供給設備のない学校もあり、理科実験等に大きな障害となっている。

以前ガバメントスクールと呼ばれていた学校においても、施設機材等はハランベースクールより整備されているが、逆にその維持費が高いために、十分な維持管理が行わ

れていない問題がある。

4. 不適切なカリキュラム

初等教育と同様な問題がある。

5. 学校運営能力の欠如および監査官や教育行政官の質や量の問題

初等教育と同様な問題がある。

6. 教育関連機関の不十分な活動

TSC、KIEについては、初等教育と同様な問題があり、またそれ以外でも、中等教育の2. で述べているKSTC、KTTCにおける、機材およびその維持管理体制、スタッフの質等の問題がある。

**Deloitte &  
Touche**

Management  
Consultants Ltd.



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**JAPAN INTERNATIONAL  
COOPERATION AGENCY (JICA)**

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**BASELINE SURVEY  
IN THE BASIC EDUCATION  
SECTOR**

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**JUNE 1995**

**Deloitte Touche  
Tohmatsu  
International**





7 June, 1995

Japan International Cooperation Agency  
Utumishi Cooperative House  
3rd Floor  
Mamlaka Road  
NAIROBI

Attention: Mr. Shinji Shibata - Assistant Resident Representative

Dear Mr. Shibata,

**RE: BASELINE SURVEY IN THE BASIC EDUCATION SECTOR**

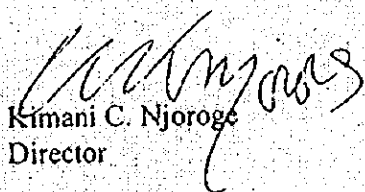
Enclosed please find three copies of our final report on the Baseline Survey in the Basic Education Sector in Kenya.

In this report, we have made comments on several institutions which are involved in the basic education sector. However, our report is not intended to provide detailed analysis of those institutions, but highlights some of their main problems.

The analysis contained in this report is based on responses received from respondents who completed our questionnaire.

If you need any clarification on any issues contained in the report, please do not hesitate to contact me.

Yours sincerely,  
for: DELOITTE & TOUCHE MANAGEMENT CONSULTANTS LTD.

  
Kimani C. Njoroge  
Director

Enclosures

KCN/mng

## LIST OF ABBREVIATIONS

ACEO	Assistant Chief Education Officer
AEO	Assistant Education Officer
AIM	Africa Inland Mission
ASAL	Arid and Semi Arid Lands
ASESP	African Social and Environment Studies Programme
BOG	Board of Governors
CIDA	Canadian International Development Agency
DEO	District Education Officer
D&T	Deloitte & Touche
GTZ	German Technical Cooperation Agency
ILO	International Labour Organisation
JICA	Japan International Cooperation Agency
JOCV	Japan Overseas Cooperation Volunteers
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examination Council
KNUT	Kenya National Union of Teachers
KSES	Kenya School Equipment Scheme
KSTC	Kenya Science Teachers' College
KTTC	Kenya Technical Teachers' College
LNCs	Local Native Councils
MoE	Ministry of Education
NCEOP	National Committee on Educational Objectives and Policies
ODA	Overseas Development Administration
PEO	Provincial Education Officer
PTA	Parents'/Teachers' Association
SAPs	Structural Adjustment Programme
SEPU	School Equipment Production Unit
SPRED	Strengthening Primary Education Project
TAC	Teachers Advisory Services
ToT	Training of Trainers
TSC	Teachers Service Commission
UNICEF	United Nations Children's Education Fund

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# **INTRODUCTION**

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## **1. INTRODUCTION**

### **1.1. Background**

The purpose of this report is to present the results of a Baseline Survey in the Basic Education Sector for the Japan International Cooperation Agency (JICA). It also contains recommendations on the type of activities that could be undertaken by JICA in the primary and secondary education sector.

The survey was conducted by Deloitte & Touche (D&T) Management Consultants Limited, in March 1995 at the request of JICA.

### **1.2. Methodology**

D&T obtained the data and information to compile this report from interviews with educationists, heads of primary and secondary schools and other educational institutions as well as donor representatives. Data was also collected through questionnaires which were sent out to a randomly selected sample of schools and other educational institutions. (Annex I contains a list of persons interviewed). A questionnaire on employment of primary and secondary school leavers was also designed and mailed to a randomly selected sample of employers. In addition, the consultants reviewed and used materials from Government documents and other published sources. (see Bibliography in Annex II).

### **1.3. Administration of Questionnaires**

A total of 709 questionnaires were administered to schools. Out of these, 332 were mailed to heads of primary schools and 266 to heads of secondary schools, while 111 questionnaires were hand delivered to heads of secondary and primary schools in Embu, Isiolo, Kajiado, Kerugoya, Kiambu, Kisii, Kisumu, Machakos, Meru, Murang'a, Nakuru and Nyeri districts. In addition, 20 questionnaires were sent to teacher training institutions and another 30 to employers. A total of 369 completed questionnaires were received. We received 139 completed questionnaires from secondary schools, 207 from primary schools, 12 from training institutions, and 11 from employers. A summary of survey results is contained in Appendix I of this report.



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#### 1.4. Field Interviews

The D&T consultants visited 10 districts covering the Rift Valley, Western, Nairobi, Central and Eastern provinces. The interviewees included provincial and district education officers, heads of primary and secondary schools, teachers, relevant staff in donor organisations and NGOs involved in the education sector. A number of Japan Overseas Cooperation Volunteers (JOCVs) were also interviewed.

**HISTORICAL PERSPECTIVE OF THE  
EDUCATION SYSTEM**

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## 2. HISTORICAL PERSPECTIVE OF THE EDUCATION SYSTEM

### 2.1. Introduction

In this section, we provide a brief historical perspective of the education system and its evolution since independence.

The growth and development of primary and secondary school education in Kenya is closely linked to the overall education history. A review of the role and place of the sub-sector must therefore reflect on a number of background factors which have influenced the development of education in general.

On gaining independence in 1963, Kenya inherited a socio-economic structure that could not adequately meet the economic needs and social aspirations of a new nation. The new Government was faced with the challenge of setting up new objectives and formulating strategies through which national goals and objectives would be achieved. Attention of the Government focused on establishing the goals of national unity, promoting economic, social and cultural development and establishing international and foreign relations and linkages. The skilled manpower needed to carry out these activities was not in place and the Government therefore turned to education as the means of preparing the manpower needed for national development.

The initial challenge facing the government also centred on creating a harmonious system that would ensure equal opportunities to all Kenyans while addressing the manpower requirements of a new nation.

However, Kenya's development policies concentrated on the development of the formal sector of the economy. The structure and context of formal education were therefore designed to produce a few individuals who were equipped for placement in the modern formal sector. In addition, in the 1960's and 1970's education and training were largely geared towards production of manpower required particularly in the public service.

Over time, shortcomings of the education system were recognised. Successive Government policies and Development Plans have aimed at changing the orientation of the education system from the modern urban sector to the rural sector where the majority of Kenya's population reside.

In summary, the education system has been charged with a number of formidable tasks. These include:

- promotion of national unity;
- production of trained manpower for economic development; and
- expansion of educational opportunities;

In addition, for a long time, education has also been seen as the most accessible route to individual social and economic advancement.

The demands placed on education led to a rapid expansion of the sector at all levels. The system has also undergone several reforms which have attempted to address other issues such as costs, quality, relevance, equity and access to education.

## **2.2. Education Reforms**

The government has reviewed the education sector from time to time. Since independence several Committees and Commissions have been appointed to review the policies, objectives and philosophy of education to ensure that they are in line with the National Philosophy and objectives and to develop strategies for meeting national goals and challenges.

The first Education Commission was appointed in 1963 to survey the educational resources and to advise the Government on the formulation and implementation of national policies for education. The Commission placed priority on the expansion of secondary, commercial, technical and higher education and endorsed the provision of free primary education as a valid objective.

In line with the recommendation of the Commission, the Government through the Kenya Institute of Education (KIE) also embarked on a policy of localising the content of the school curriculum, although English was preferred as a medium of instruction from the early years of primary education. The Education Commission was followed by the National Committee on Education Objectives and Policies (NCEOP) of 1976.

Another important review of the education system was undertaken in 1988 by the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond. The Working Party called for increased access to education and training in the context of the reality of Kenya's economic, financial and social constraints.

However, the Working Party concentrated on setting out the philosophy, objectives and policies of education. The recommendations of the Working Party were accepted and have formed the basis of most of the education policies and plans which are discussed in section 5 of this report.

### 2.3. Enrolment Trends

One of the major characteristics of Kenya's education system has been its rapid expansion since independence.

At the primary level, enrolment increased from 891,533 children in 1963 to 5.5 million children in 1992. The rapid expansion has been as a result of population growth and expansionist education policies. For instance, in 1973 enrolment increased due to a Presidential decree which provided free education for pupils in Standard One to Standard Four.

At the secondary school level, enrolment increased from 30,000 students in 1963 to over 600,000 students in 1994.

There was a remarkable increase in the number of secondary schools after independence. The majority of the schools which were established after independence were harambee schools. The "Harambee" spirit was adopted as a national motto for development at independence and embodied the concept of mutual social responsibility. Under the "Harambee" spirit, the local communities built and equipped secondary schools on a self-help basis. In addition, they paid salaries of teaching and non-teaching staff.

The education system also expanded at the tertiary levels. University enrolment rose from 452 undergraduates in 1963 to 5,454 in 1983. Since 1985, university education has expanded rapidly with the establishment of full-fledged universities at Moi, Kenyatta, Egerton and more recently Jomo Kenyatta University of Agriculture and Technology, in addition to the University of Nairobi. The student population in the five public universities is about 40,000. Table 1 below shows the trends in enrolment at different levels in Kenya's education system.

**Table 1: Enrolment in Primary, Secondary and University Education 1963 - 1993 (Selected Years)**

YEAR	PRIMARY	SECONDARY	UNIVERSITY
1963	891,553	29,261	452
1968	1,209,680	115,246	1,200
1972	1,676,000	161,910	3,250
1976	2,895,000	280,388	5,250
1982	4,120,000	438,400	9,455
1985	4,702,000	437,207	9,147
1989	5,389,000	640,735	27,572
1992	5,530,200	621,443	41,492
1993	5,428,600	531,342	39,571
1994	5,556,800	619,342	39,340

Source: Ministry of Education, Statistics Section

\*Provisional (Central Bureau of Statistics)

# **COST AND FINANCING OF EDUCATION**

### 3. COST AND FINANCING OF EDUCATION

The Government's acknowledgment of the wide ranging contribution of education to the development of the country is reflected in its financial support to the sector. The Government has continuously set aside high budgetary allocations for the Ministry of Education (MoE).

Both the rising costs of education and the sector's relatively high proportion of the total public expenditure have been the focus of attention with the Government acknowledging the need to review the sector's unrelenting pressure on the national budget. The NCEOP (1976), for example, noted that the rapidly rising expenditure on education had begun to give concern from the early 1970's. Early drafts of the education chapter of the National Development Plan for the years 1974-78 highlighted the problem. The NCEOP also noted that even to finance modest programmes, expenditure on education would grow much faster than the growth in Government revenue.

Besides the rapid growth in the enrolment of students, education costs have also been influenced by:

- the introduction of free primary education through the abolition of tuition fees for Standards 1-4, Standards 5-7 and Standard 8 in 1974, 1980 and 1985 respectively;
- introduction of the School Milk and Feeding Programme;
- efforts to improve quality and increase relevance in education through curriculum development and improved teaching facilities, including physical structures, equipment and teaching materials;
- increases in number of teachers and the expansion of Teacher Training Colleges (TTCs);
- the Government's decision, to take over the burden of paying teachers' salaries in the former Harambee schools; and
- periodic increases of teachers' salaries.

The table below shows the government expenditure on education for selected years. A detailed breakdown of the expenditure on education is contained in Appendix II table (I).



Table 2: Education Expenditure For Selected Years

YEAR	TOTAL EDUCATION EXPENDITURE (IN KSH 000'S)	% TOTAL PUBLIC BUDGET (RECURRENT)
1963/64	144,670	25.9
1968/69	216,851	27.1
1973/74	843,136	36.6
1978/79	2,041,040	28.0
1983/84	3,958,882	35.6
1984/85	4,832,484	34.4
1985/86	6,271,503	35.5
1986/87	7,241,313	36.4
1987/88	8,355,282	37.7
1988/89	9,091,600	30.3
1990/91	13,739,000	37.6
1991/92	14,444,400	36.8
1992/93	17,098,400	-
1993/94	22,574,600	37.0

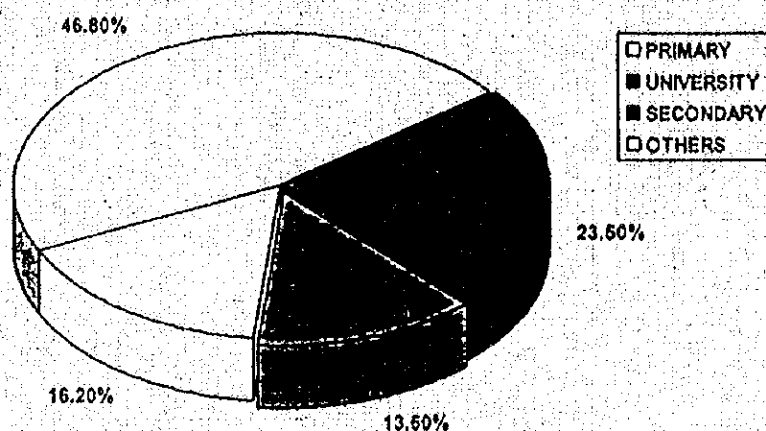
Source: Central Bureau of Statistics

The introduction of the 8:4:4 system and the School Milk and Feeding Programme led to the all time budget highs in the sector at 35.5%, 36.4% and 37.7%, excluding an average of 4% on training programmes managed by other ministries, over the years 1985/86, 1986/87 and 1987/88 respectively.

A further noteworthy feature in the financing of education is the proportionate allocation to the respective sub-sectors.

At 46.8% of the total education expenditure, primary education takes the biggest share followed by university education (23.5%) and secondary education (13.5%).

Fig 1. Education Budget By Sub-Sector: 1992/93



Source: Deloitte & Touche

To reduce the public burden of financing education, the Government intervened through austerity measures and strategies. The most radical measure has been the cost sharing policy described below.

### Cost Sharing

Although the cost of education has for long been borne by both the public and private sectors, the share of public expenditure on education has become an issue of major concern. For example by 1987, over 35% of the total public sector recurrent budget was taken up by education alone, compared to 15% in the 1960s and 30% in 1980.

With the increased financial pressure from the education sector, the Government set out to rationalise expenditure on education at all levels. This was also in line with the Structural Adjustment Programmes (SAPs). Cost sharing has effectively shifted a substantial amount of responsibility for financing education from the Government to individuals and local communities. The Government finances education personnel while the parents and communities provide physical facilities and teaching equipment.

At the secondary school level the principle of cost-sharing was to equally apply, although it was not a new concept. The establishment of new secondary schools has largely been the responsibility of the communities and the private sector, after independence. During the 1989-93 plan period, private spending was estimated to contribute 25%, 70% and 50% of the total expenditure on primary, secondary and higher education respectively.

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Our survey tends to indicate that the proportion of the costs met by parents, especially at the primary school level is higher than these estimates. In our survey:

- 51% of primary school headteachers reported that parents and communities met over 60% of the school budget.
- For secondary schools, in 66% of the cases, parents and communities met over 60% of the costs.

The Government and donor organisations are aware of the negative effects of the cost sharing system which include:

- the effect on students from financially disadvantaged backgrounds. This fact would work against the goal of primary education for all;
- a deterioration in the teaching facilities including buildings and equipment especially in the schools located in poor regions;
- a rise in the drop-out rates especially in the ASAL areas.

During our survey:

- 60.7% of the heads of secondary schools reported that cost sharing had a negative effect on education and only 23% reported that it had a positive effect;
- in primary schools, 74% of the respondents reported that cost sharing had a negative effect while 23% felt that it was positive.

**PURPOSE AND OBJECTIVES OF BASIC  
EDUCATION**

## **4. PURPOSE AND OBJECTIVES OF BASIC EDUCATION**

### **4.1. Introduction**

The educational objectives have been stated in various government documents. They include the Sessional Paper No. 10 of 1965 on African Socialism and its Applications to Planning in Kenya and the Sessional Paper No. 1 of 1986 on Economic Management for Renewed Growth. These and other documents which have been prepared for the purpose of defining education policies have stated the objectives of education to be to:

- promote economic, social and political development;
- foster a sense of nationhood and promote national unity;
- meet the economic and social needs of national development by equipping the youth with the necessary skills to play an effective and productive role in the life of the nation;
- produce citizens with skills, knowledge, expertise and personal qualities required to support the country's growing economy;
- prepare children for those changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy;
- provide opportunities for the fullest development of individual talents and personality;
- promote social equality and bring about a sense of social responsibility which provides equal educational opportunities;
- foster and develop Kenya's rich and varied cultures; and to
- foster positive attitudes towards other countries and towards the international community of which Kenya is part.

### **4.2. The Purpose and Objectives of Primary Education**

It has been recognised that primary education is the minimum education that should be provided to all Kenyans. This is the stage at which children acquire basic skills and values, and it forms the basis for further education and training.

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The objectives of the primary education are stipulated in the Report of the Working Party on Education and Manpower Training of 1988. The goals and objectives are to:

- impact literacy, numeracy and manipulative skills;
- develop self-expression and utilisation of senses;
- develop a measure of logical thought and critical judgment;
- lay a foundation for further education, training and work;
- develop an awareness and understanding of the environment;
- develop the whole person including the physical, mental and spiritual capacities;
- establish appreciation and respect of the dignity of labour; and to
- develop positive attitudes and values towards society.

#### **4.3. The Purpose and Objectives of Secondary Education**

Secondary education is seen as a transition stage between elementary education and higher education, training and employment. Its broad objectives are:

- to build the physical, mental and spiritual capacities of the Kenyan youth;
- to develop attitudes of national patriotism, self respect, self-reliance, sense of purpose and integrity;
- to provide relevant skills for positive contribution to the development of the society;
- to lay a foundation for further education, training and work; and
- to foster positive attitudes and values to this vulnerable age group.

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Those pursuing secondary education are normally in the 14 to 18 years age group. In traditional African society, great importance is attached to this age group in preparing them for the responsibilities of adulthood. This stage provides major challenges to the society. Issues such as drug abuse, early pregnancies and AIDS are key areas of concern to the nation and policy makers for this generation of the modern society. Currently there is an on-going debate as to whether sex education should be taught at the basic education level to sensitize the youth on the implications of sex related issues and how they affect the youth.

# **EDUCATION POLICIES AND STRATEGIES**



## 5. EDUCATION POLICIES AND STRATEGIES

### 5.1. Introduction

The national policy on basic education is based on the national philosophy. The translation of national philosophy into educational philosophy is realised through an education and training system which develops society by availing equal educational opportunities to all Kenyans regardless of race, creed, or sex. The philosophy was clearly spelt out in the report by the Working Party on Education and Manpower Training of 1988 which recommended that "the philosophy of education must always be in consonance with the National Philosophy in order to contribute positively to national development".

### 5.2. Policy Objectives

Since independence, various educational policies have been formulated with a view to accelerating national development. In the 1960s and early 1970's the policies aimed at quantitative expansion of education to reach more Kenyans. The main focus was on producing manpower to meet the demands and challenges of Kenyanisation.

In the late 1970's and early 1980's the policies aimed at developing skills and abilities in order to improve the social and economic status of school leavers. This concept was broadened by the Fifth Development Plan (1984-1988) which emphasised the establishment of relevant practical education "that meets and satisfies the social and economic needs of all Kenyans". The policies in the Plan emphasise the relevance of the 8:4:4 system of education for this purpose.

The current education policies reinforce the government's emphasis on activities which will lead to enhanced economic development and aim at contributing to the fulfillment of the objective of industrialisation of the economy. They aim at providing education and training, and give priority to the quality and relevance of education, eradication of illiteracy and development of science and technology. The government has also placed emphasis on vocationalisation of education.

In addition, the government has embarked on a policy of providing equal education to all areas of Kenya in an attempt to correct imbalances and disparities, which existed at and after independence.

### 5.3. Key Policies

Below, we highlight some of the key policies and pronouncements on education. They include:

- the introduction of cost sharing throughout the education system;
- technical and vocational courses at all levels of the formal education system were introduced to make graduates at each of the levels properly oriented to take up jobs in agriculture, small-scale enterprises and other forms of self-employment;
- to make education relevant, the Government introduced the 8:4:4 education system (discussed in the next section);
- to improve the quality of basic education, which had deteriorated with the employment of more untrained teachers following the introduction of the 8:4:4 education system, the Government increased intake in teachers' colleges and training of graduate teachers at the public universities;
- with regard to issues of relevance, the Government planned to review and restructure the primary school curriculum to ensure effective teaching and learning especially of the pre-vocational subjects of agriculture, business education, home science, art and craft as well as music. The restructuring was supposed to allow adequate time for proper coverage and preparation in both academic and vocational subjects. A similar review was to be carried out at the secondary school level with a view to reducing the number of subjects offered to less than 10 and to ensure adequate preparation and development of skills;
- regarding equity to redress the imbalance in the provision of education to all regions, the Government efforts to provide free primary education and establish boarding schools in ASAL districts were to be supplemented with the provision of school facilities to encourage children in these hardship areas to attend school;
- to help parents to keep their children in school, the government planned to introduce a scholarship fund for both primary and secondary pupils to enable them to continue with their education;
- to improve the quality and efficiency of the system, the teacher training programme was to be expanded with the aim of increasing the supply of trained teachers and reducing the proportion of untrained teachers from 30% in 1987 to 20% by 1993 at the primary school level. At the secondary school level, similar measures were undertaken to reduce untrained teaching force; and

- to increase the efficiency of the primary school, parents were to be encouraged to retain their children in school for the whole duration of primary education. The aim was to bring the drop-out and non-enrolment ratio from the 1987 level of 35% to 15% by 1993.

Not all the above policies have been fully implemented in the education system. In addition, key issues such as relevance, quality and financing are still being addressed.

i) Relevance and Quality of Education

Although there is a need for further expansion of education particularly at the secondary school level, current government efforts are focusing more on the quality and relevance of education. There are concerns as to how well the education and manpower training prepares the nation for the challenges of the 21st century. It is generally felt that emphasis should be put on the provision of relevant knowledge and skills especially in science and technology, since these are viewed as likely to lead to the industrialisation of the economy.

There are also concerns about the efficiency of the school system especially at the primary school level where there is a large proportion of repeaters and where over 35% of the children drop-out before they reach Standard Eight.

ii) Equity and Access to Education

To achieve the objectives of national development, equity in education is seen as a prerequisite to equity in social and economic development. However, the education system is characterised by disparities mainly arising from the historical development of the country, different levels of appreciation and understanding of the benefits of education by different communities, as well as other regional disparities. It is generally accepted that Government policies should aim at correcting the existing imbalances.

iii) Financing of Education

As mentioned earlier the growing demand for expansion of education at all levels and corresponding higher costs has made it difficult for the Government to finance education entirely from budgetary provisions without adversely affecting other areas of development.

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iv) **Special Education**

For the disabled, the government was to undertake a comprehensive survey to provide data on the children with various disabilities for effective planning of their education and training. The government also intends to integrate the disabled into regular school system and community based programmes with greater parental involvement. It will also encourage the interest of voluntary and organisations in financing education for the disabled. The government support for this sub-sector is evidenced by the increased budgetary allocations to the sub-sector. The amount increased from Ksh 102.8 million in 1991/92 to Ksh 138.2 million in 1993/94. [See appendix II, table (i)].

5.4. **Policy Studies**

In line with its continuing efforts to develop the education system, the government, through the Ministry of Education, will Commission major studies on costs and financing of education in all sectors of the education system. The studies, will also deal with quality, relevance, equity and access to education. The studies which will be financed by the government of Japan through the World Bank, are expected to provide a basis for future policy changes.

# **THE 8:4:4 SYSTEM OF EDUCATION**

## **6. THE 8:4:4 SYSTEM OF EDUCATION**

### **6.1. Description of the 8-4-4 System**

The 8:4:4 system of education, which is the current system of education, was established in 1985. The previous system ended in 1984 and was based on a 7-4-2-3 system of education providing for a 7 year primary education, a 4 year secondary education, 2 years of advanced secondary education and 3 years of university education. The 8:4:4 system provides for 8 years of primary education, 4 years of secondary and at least 4 years of University education. Chart 1 shows the current structure of the formal education system in Kenya.

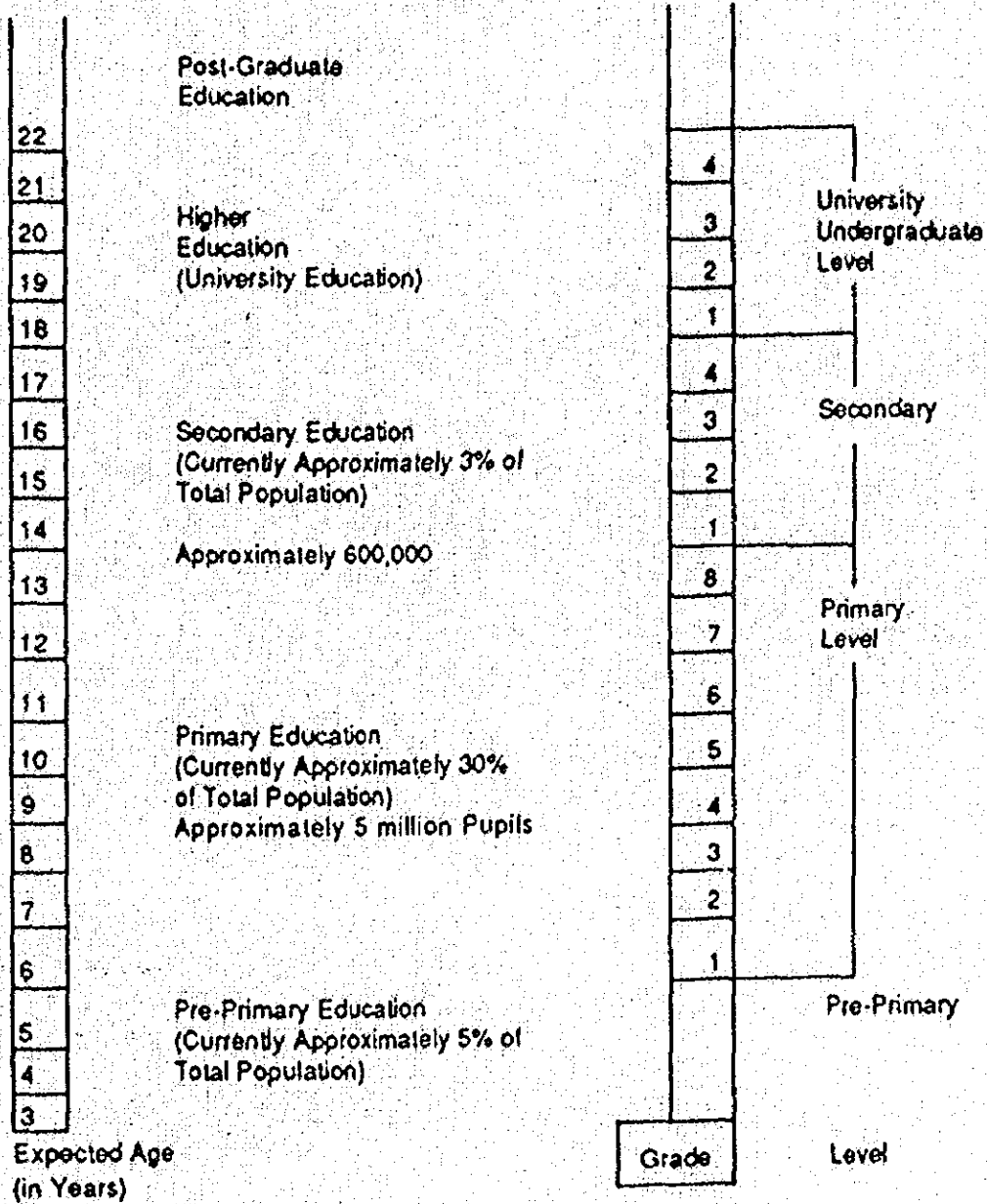
### **6.2. Justification for Change**

For a long time, there was a growing concern that primary schools should tackle the problem of a majority of the pupils who completed the primary school education and had no prospects for further education or paid employment. A conference on Education, Employment and Rural Development held at Kericho in 1966 proposed to add two years to the then existing seven year primary course to eliminate what it called a 'teenage gap', through the teaching of practical skills necessary for the adult world. This proposal was later taken up by the International Labour Organisation (ILO) mission to Kenya. It proposed a restructuring of the system to include teaching of prevocational subjects.

The report of the National Committee on Educational Objectives and Policies (NCEOP) of 1976 endorsed the ILO Report recommendation to restructure the education system and stressed the need to integrate the school and the community through the teaching of such subjects as cultural studies, agricultural sciences and prevocational studies. In 1979 attempts were made to launch the proposed restructuring of the education system by creation of a Ministry of Basic Education to steer its implementation. These developments were stopped in 1981 following a pronouncement that the country was to begin preparations to move from the 7:4:2:3 nomenclature to an 8:4:4 system of education.

Chart I

The Structure of Formal Education In Kenya from 1985



The pronouncement was prompted by the proposal made by the Report of the Presidential Working Party on the Second University in Kenya. The Working Party recommended that primary school leavers should acquire some basic education in addition to numeracy and literacy skills. In order to achieve this, it was considered necessary that the primary school segment should be longer than it was. The underlying factor was that the serious problem of unemployment of primary school leavers was a product of the seven year primary school system. It was felt that children were finishing school when they were too young to become responsible workers. As a result, an extra year was grafted on the primary segment to provide leavers with another year to mature. The eight year primary education was to offer numeracy and literacy skills in the first six years and basic education with a practical orientation in the last two years. In addition, a four year secondary education was to have a prevocational component consisting of subjects such as agriculture, industrial education, wood and metal technology, among others.

A policy document issued in 1984 provided a rationale for the new system. Previous reports on education indicated that the education system did not respond adequately to the needs of the country and its people and hence the 8-4-4 concept was developed.

The 8:4:4 system of education is aimed at:

- responding to the challenge of national development and the participation of the youth in development;
- providing a practical oriented curriculum that offers a wide range of employment opportunities;
- ensuring that there are equal opportunities for all the students, regardless of their place of origin, creed, or race, by providing equitable distribution of educational resources;
- emphasising technical and vocational education, and ensuring that the students graduating at every level have some scientific and practical knowledge that could be utilised for self-employment, salaried employment or further training;
- laying emphasis on continuous assessment as an integral part of evaluating students' abilities and achievements.

The Presidential Working Party on Manpower Training of 1988 endorsed the 8:4:4 system and recognised its broad based vocationalisation curriculum.



### 6.3. Resources for Implementation of the 8:4:4 System

Because of its vocational orientation, the 8:4:4 system required the provision of additional and appropriate physical facilities, equipment, teaching and learning materials, and qualified teachers. In addition, in order to sustain quality and relevance, it was also necessary to co-ordinate and harmonise curriculum and examinations and to have effective management and supervision of schools.

There are five broad categories of resources which were required to implement the 8:4:4 system effectively. These are:

- physical facilities such as buildings, classrooms and laboratories etc.;
- equipment e.g. laboratory and workshop equipment;
- teaching materials and aids;
- appropriate syllabus; and
- well trained teachers.

The 8:4:4 system required:

- an extra classroom in each stream in all primary schools;
- a total of 5,000 extra teachers. Nearly 12,000 teachers needed to be assigned to teach Standard 8 classes alone;
- each school to have a workshop;
- a change in curricula;
- development of teaching methods and syllabus for subjects such as crafts, home science and elementary science which were to feature prominently in the new primary school syllabus;
- a new management system. (a special bureau was to be established by the Ministry of Education to direct and monitor the implementation of the 8:4:4 system).

Based on the survey responses, below we make an assessment of the adequacy of the resources that were available to implement the 8:4:4 system.

#### 6.4. School Facilities and Instructional Resources

##### i) Physical Facilities - Classrooms and Workshops

The rapid expansion of the education system called for an increase in the number of classrooms as well as other facilities. As mentioned above, the 8:4:4 system also increased the demand for classrooms in all primary schools.

The construction of classrooms and workshops was mainly the responsibility of the parents and local communities even before the introduction of the cost sharing policy in the 1970s. With the introduction of the 8:4:4 system of education, parents and local communities were therefore expected to build classrooms for the extra class in each primary school and to construct workshops. These were expensive to finance. Estimates of construction of a modest classroom range from about Ksh 60,000 to over Ksh 200,000 depending on the type of material used and the size of the classroom.

Lack of physical facilities, especially the shortage of classrooms in rural schools is a serious problem. Classes of 80 or more pupils are not uncommon. Some classes are held in dilapidated structures frequently without roofs and under trees, which usually means that teaching is suspended whenever it rains. Many pupils lack chairs and desks, and dark and poorly ventilated rooms are common. During our field visits, we observed one class where pupils sat on the floor and balanced their exercise books on their knees to write.

We were not able to ascertain the total supply and demand for classrooms and workshops. However, the head teachers of primary schools and other educationists who participated in our survey felt that schools did not have adequate time to prepare themselves for the 8:4:4 system and had therefore not built the required number of classrooms and workshops.

- 88.4% of the primary schools surveyed did not have adequate physical facilities.
- 17% of the primary schools did not have permanent classrooms.

The problem of workshops and home science rooms is even more severe. In most of the primary schools visited, there were no workshops while in other cases, the workshops had been converted to classrooms as they did not have the necessary workshop equipment.

- 62% of the primary schools did not have workshops; and
- 73% did not have home science rooms.

At the secondary school level, the situation is similar. From our survey:

- 73% of secondary schools did not have adequate physical facilities;
- 71% did not have workshops; and
- 60% had no home science rooms.

However, only 4% of the secondary schools surveyed had no permanent classrooms.

ii) School Equipment and Teaching Materials

During the introduction of the 8:4:4 system, the MoE provided some skeleton equipment in the practical subjects to a few primary schools. Parents and the communities were supposed to provide the equipment in the other schools. However, apart from the high cost primary schools, many of the workshops and home science rooms built during the launching of the 8:4:4 system have remained without equipment as many communities are too poor to afford the facilities needed to teach practical subjects. School equipment is expensive, for instance, installing basic facilities (work-bench, water, gas and electricity) in a laboratory to accommodate about 10-12 students, costs between Ksh 300,000 - Ksh 500,000. This does not include the costs of constructing the laboratory or buying chemicals and other consumables.

To provide schools with science kits and other equipment, the Government established the School Equipment Production Unit (SEPU) under the Ministry of Education. SEPU was set up in 1975 and it provides science kits, chalkboards, chalkrules, set squares, protractors, compasses, T-squares and drawing boards to primary and secondary schools. It also designs and manufactures some materials for practical science examinations. With the expansion of the science syllabus at both primary and secondary levels, the demand for science equipment and support services has outstripped the supply. SEPU has inadequate capacity to meet the demand and lacks adequate trained personnel. SEPU's production costs are also high and this has made equipping of schools very expensive. This is one area where JICA could assist by providing experts in equipment production to SEPU.

iii) Teaching Materials - Text books and instructional materials

Books and other instructional materials are the basic tools for educational development. They should be available to the learner in adequate quantities and must be affordable and of good quality.

The Kenya School Equipment Scheme (KSES) was established by the Government and given the responsibility to procure and supply equipment and educational materials to public primary schools. It however, became difficult for it to purchase instructional materials because of lack of funds.

With the introduction of the cost-sharing system, the task of purchasing pupils' books was passed on to the parents. Many of the low income parents cannot afford to buy books for most of the subjects in the school curriculum. The pupil/book ratio is estimated at 7:1 in key subjects in the primary school curriculum.

iv) Comments on Former Harambee Schools

From observations, it was quite evident that although most schools suffer from lack of facilities, the problem was more acute in the former Harambee schools, on a region by region comparison.

Harambee schools were established through community efforts in the 1960s. However, most of the local communities were not able to provide sufficient facilities to these schools. They therefore lagged behind government schools in terms of quality of teachers and physical resources. Although the Government has taken over the responsibility of paying teachers' salaries in these schools, the parents and communities have not been able to bridge the gap between Harambee schools and the government schools.

6.5. **School Curriculum**

The objectives of basic education are to prepare the learner to make a positive contribution to the development of the society. School curriculum covers six major areas of study:

- i) Communication which includes: English, Kiswahili and foreign languages.
- ii) Mathematics
- iii) Science: Physical and Biological sciences.
- iv) Humanities: Geography, History and Government, Religious Education, Social Education and Ethics.
- v) Applied Education: Agriculture, Industrial Education, Business Education, Home Science, Art, Woodwork, Metal work, and Music.
- vi) Physical Education.

It is generally felt that the curriculum is far too extensive. This view was also expressed by most of the respondents in the survey, who felt that:

- the lack of equipment for both science and practical subjects has led to a theoretical approach and poor preparation of students;
- even for those schools with reasonably good facilities, it was generally felt that there was there is no adequate time for pupils to be involved in practical work;
- the content, in some of the subjects, is too advanced for the majority of the pupils in both primary and secondary schools.

Continuous assessment method was meant to have been one of the strengths of the 8:4:4 education system. However, very few schools if any use continuous assessment in evaluating their pupils. Except for a few of the practical subjects, the Kenya National Examination Council KNEC has not worked modalities of including continuous assessment scores in its examination score grading system.

Curriculum development and development of teaching methodology is entrusted to the Kenya Institute of Education (KIE). The institute was established in April 1964. Its major roles are preparing new and relevant materials, revising the existing courses' content; coordination of programmes in teacher education, and initiating and promoting innovative practices that can improve the quality and quantity of education.

To facilitate the process of curriculum development, the KIE has set up a system of subject panels which consist of teachers, teacher educators, university teaching staff, the Kenya National Union of Teachers (KNUT) and other bodies interested in education. KIE books are published by the Kenya Literature Bureau (KLB) and Jomo Kenyatta Foundation (JKF). In carrying out curricula activities KIE faces a number of problems:

- It draws curriculum specialists from schools who have not necessarily been trained in the area of curriculum development.
- Due to limited resources it has not produced high quality books which can compete with those produced by commercial publishers.

We recommend that JICA carries out a review to establish the major constraints to the development of the school curricula and with an aim of assisting in improving the efficiency in the production of school textbooks

## 6.6. Teacher Training and the Quality of Teachers

### (i) Primary School

There are 25 primary teachers' colleges in the country. The enrolment in the Government Primary Teachers' Training Colleges (PTTCs) was 16,421 in 1993/94. It increased marginally to 16,461 in 1994/95. Most of the PTTCs also offer in-service training to untrained teachers. Despite the high number of PTTCs, the annual output from the colleges has been insufficient to meet the growing demand of qualified teachers at the primary school level due to the rapid expansion of the education system. The pupil/teacher ratio is still about 50:1. (1994)

A large proportion of the primary school teachers are untrained. The untrained teachers comprise 18% of the teaching force. At the secondary school level the untrained teachers constitute 27% of the teaching force. [See Appendix II tables iv-ix].

There is little or no specialisation at the primary school level. All the teachers are trained in all subjects of the primary school curriculum. Each of them is also trained to teach at every level of the school, from Standards One to Standard Eight without any form of specialisation. This type of training has adverse effects on the quality of teaching especially in the practical subjects such as Art and Crafts, Agriculture, Home Science and Business Education

With the launching of the 8:4:4 system of education, there were inadequate projections on the number and quality of teachers that were required to teach in the new system. Most teachers, in prevocational subjects at the primary school level in particular, are generalists and are therefore ill-equipped to pass on technical knowledge and skills to their pupils. The teachers have not gone through any special education programmes which are specially geared to teaching of prevocational subjects.

### (ii) Secondary School

The survey indicated that staffing was a major problem in the implementation of the 8:4:4 education system with some schools having more than 50% of their staff as untrained. This is particularly the case in the sciences, languages and technical subjects.

Secondary teacher training institutions include Kenya Science Teachers' College (KSTC), Kenya Technical Teachers' College (KTTC), Kagumo Teachers' College, Kisii College, the four public university faculties of Education in Kenyatta University, Moi University, Egerton University, the University of Nairobi and private Universities which include Daystar, the Catholic University of Eastern Africa and the University of Eastern Africa, at Baraton. Below, we describe KSTC and KTTC which train science and technical teachers

#### Kenya Science Teachers' College (KSTC)

Kenya Science Teachers' College (KSTC) was established in 1966 through a bilateral agreement between the Governments of Kenya and Sweden, and formally handed over to Kenya in 1976. Swedish assistance to the college ended in 1980. The college is now fully maintained by the MoE.

KSTC in many ways symbolised the determination of the Kenya Government to place a strong emphasis on the learning of science and to produce high quality and specialised science teachers for the secondary education system. When it opened, the college offered a 3 year course after which students were awarded an S1 certificate that enabled them to teach two science subjects in secondary schools. However, in 1981, the MoE approved plans to replace the S1 course with a two year course leading to a Diploma in Science Education. The first diploma students graduated from the college in 1983. It should be noted that S1 students were selected from 'O' level graduates while diploma students were 'A' level graduates.

KSTC has a capacity for 600 students, with a male/female ratio of 3:1. It has an annual intake of between 150 to 200 students and graduates about the same number every year. The college had trained 2,125 graduates by 1983 and 2,518 diploma graduates by 1993. However, the shortage of science teachers is still a serious problem in the country

KSTC did not seem to have any major problems with regard to facilities and resources. Their primary problem was in the area of cashflow and funds needed to keep the college running, maintain equipment and purchase consumables such as chemicals. Lack of equipment and poor maintenance of the equipment has been a major constraint in the preparation of science teachers at KSTC. We recommend that JICA considers the possibility of assisting KSTC by providing equipment and support in the maintenance of the existing equipment.

### The Kenya Technical Teachers College (KTTC)

The Kenya Technical Teachers' College (KTTC) opened in 1978, and was established through Canadian assistance and funding channeled through the Kenya Government. KTTC has a capacity for 512 full time residential students and a further 200 day students. It started by training:

- technical and business education teachers for the technical schools;
- instructors for the general post secondary harambee institutes of technology;
- industrial and business education teachers;
- physical education teachers for secondary and primary schools.

It is now fully maintained by the Ministry of Technical Training, Research and Applied Technology. By mid 1992, a total of 2,822 teachers had graduated from the college. At present, the college runs a one year and two year pedagogical oriented courses. It has a student population of about 750. The college recruits students who have already acquired basic skills in business and technical areas, mainly from other technical colleges such as the Technical Training Institutes and Institutes of Technology.

Initially the bulk of teaching staff were Canadians but these have gradually been replaced by Kenyans. Until 1992 KTTC, also received support in form of equipment, equipment maintenance and staff development from CIDA. Lack of funds to maintain equipment and upgrade their staff is a major problem for KTTC. JICA should consider the possibility of providing technical assistance in form of equipment to KTTC. Upgrading of the staff is also necessary and we recommend that JICA organises group training for the teaching staff of KTTC.

#### **6.7. Support By Donors To The 8:4:4 System**

Overall the implementation of the 8-4-4 has not been effective due to lack of resources and facilities to implement the system. Several donors have been supplementing the government's efforts in bridging the resources gap. They have been involved in providing assistance in the form of physical facilities, text books, equipment and other facilities to schools. The donors have also assisted in curriculum development. A major part of NGOs and donors' efforts has been in the ASAL areas. Below, we describe some of the major contributions by the donor and NGO Community.



## World Bank

The World Bank has been providing assistance to the education sector since independence. Until recently, most of the Bank's assistance was directed towards higher education. The Bank is now focusing on pre-school, primary and secondary schools. Below we describe key World Bank projects in the education sector.

### (i) Sixth Education Project

Under the Sixth Education Project, whose initial funding was US\$ 35 million and which was completed in December 1994, the World Bank provided assistance to primary schools located in the ASAL areas. Assistance was provided in the form of equipment for workshops and laboratories, development of facilities and development of infrastructure as well as training of teachers through training workshops. As a result of the project, 7 primary teacher training colleges were established. Three primary schools in ASAL regions were also established under this programme.

### (ii) Education Sector Adjustment Credit Programme (US\$ 100 million)

This is a four year on-going project due to be completed in March 1995. The World Bank has been providing assistance to primary schools through the provision of textbooks and writing materials. These have been provided to 24 districts located in the ASAL areas. The textbooks provided were mainly for mathematics and science subjects.

The Bank plans to implement the following education projects in the next few years for which studies prior to implementation will be undertaken:

### (iii) Cost and Financing of education in Kenya Project -

This project is likely to be implemented during the 1996/97 fiscal year and is aimed at assessing the ability of society's poor to finance education at primary, secondary and university levels. A workshop on the cost of financing education intended for November 1995, will be held and other donor agencies will be invited to participate. This will provide an opportunity for other donors to discuss the existing gaps for investment in basic education and areas for co-financing.

### (iv) Pre-school Education Programme

Project appraisal will be undertaken by July 1995 with project implementation beginning towards the end of 1995. Prior to project implementation, the bank intends to hold workshops that will be open to participation by other donor agencies.

### **Action Aid**

Action Aid was established in 1974 and has since provided assistance to primary schools and to the non-formal education sector. Assistance in the primary school sector has been in the construction of physical facilities mainly classrooms and workshops in schools located in Kitui, Isiolo, Makueni, Mwingi and Mt. Elgon areas.

Despite the implementation of this program, Action Aid felt that academic performance of children had not improved due to the lack of textbooks and equipment required to meet the needs of the curriculum. In addition, some of workshops have been converted into kindergartens and pre-primary education centres due to lack of equipment.

Action Aid plans to provide assistance to improve basic education through the provision of textbooks to students and teacher training, as well as build the capacity of Parents'/Teachers' Associations (PTAs) in these schools.

### **British Overseas Development Administration (ODA)**

The British Overseas Development Administration (ODA) has been providing assistance to the education sector through the SPRED project, a 2 year project which was completed in 1994. This project is aimed at improving primary education through training of teachers, advising tutors and zonal inspectors, establishment of teacher advisory centres and provision of assistance to the MoE in education planning. ODA has also been providing materials for the construction of classrooms in the ASAL areas and has encouraged the participation of the local community by giving them the task of constructing the classrooms after the materials have been provided.

ODA has also been providing teacher reference book packages to schools in the ASAL areas. Each school receives 40 boxes containing reference books in Mathematics, Science and English subjects. Training has been provided by expatriates who are brought in by the organisation and the skills taught to tutors are passed on from the national level to district levels. This in-service training involves one week training in the three subjects mentioned above. There has been no evaluation of the ODA programme. However ODA plans to allocate more funds to the primary education sector.

## **UNICEF**

UNICEF has been providing assistance to the education sector since the establishment of their offices in Nairobi in 1983. This organisation provides minimal assistance to primary and secondary education and places greater emphasis on early education particularly that of young girls. UNICEF is currently focusing on three main components of education:

- Formal education
- AIDS education for children in school and children not attending school
- Non-formal education

UNICEF has a policy that advocates gender education at both national and grassroot levels. It has been discussing with the MoE the idea of establishing a gender education unit/task force that will specifically address the education needs of young girls and women in the country. The results of this advocacy so far have been seen in the appointment of the present Chief Inspector of Schools, who is a woman.

UNICEF is currently implementing a 5 year (1995-2000) education programme aimed at providing assistance to primary schools through teacher training, development of educational materials, research etc. However, greater emphasis will still be placed on assessing the participation rates of girls at these education levels. As the project has just began, it is too early to make an assessment of its impact.

## **GTZ**

GTZ, through the African Social and Environment Studies Programme (ASESP), will undertake a project aimed at supporting environmental education in primary and secondary schools. ASEP's support will include assistance in production of teaching materials, curriculum development and training.

# DROP OUT IN SCHOOLS

## 7. DROP OUT IN SCHOOLS

### 7.1. Causes of Drop-Out

Free education for all Kenyans was a major commitment by the Government on the attainment of the country's independence in 1963. Its objective was to ensure that all Kenyans acquired primary education which was viewed as the minimum level of formal education required for meaningful participation in development activities.

Considerable achievements have been made in the areas of expansion of education and growth in enrolments. However, non-completion of the full primary cycle due to drop-out has all along frustrated efforts to achieve primary education for all. The relative significance of the drop-out issue and its effects are such that MoE officials rank it topmost among the main problems of wastage in primary education. This fact is reinforced by the findings of a recent study in which, out of a sample of 3090 pupils, 323 pupils or 10% dropped out of school for various reasons. Our survey produced similar results. Most of the respondents who were interviewed reported drop out rates of between 5% and 10%. However, in the ASAL regions higher rates were reported. Two out of 207 primary schools reported drop out rates of over 50%.

Given this magnitude and overall negative influence of drop-out and the need to enhance the effectiveness of the education process, various efforts have been made to try and identify its major causes with a view to introducing intervention strategies that minimize the wider effects of the drop-out problem.

Recent research findings have established the following to be the main causes of drop-out in schools:

- poverty among parents and other members of the community;
- lack of proper guidance for children, particularly girls, by parents;
- teenage pregnancy and or early (child) marriages;
- irregular school attendance by pupils;
- bad peer influence; and
- cultural practices.

Although primary school fees were abolished in 1974 for lower primary and in 1980 for the upper classes, it was observed that the Government did not introduce any alternative sources of funding to replace the revenue formerly obtained from the discontinued fees. In effect, new levies referred to as 'building fund', 'book fund' and 'development fund' came into being.

Children whose parents were unable to pay the above charges and meet other expenses, such as buying of school uniforms have been forced to drop out of school. In other cases, poor parents have removed their children from school and have forced or encouraged them to seek employment as wage earners in order to bring in some extra income for the family.

In impoverished areas where both the parents and the local communities are economically disadvantaged, cost sharing leads to inability to put up such structures as laboratories, workshops and libraries while tools, books and other learning materials remain largely unprovided. Ultimately, this has a snowballing effect. It reduces the quality of education which in turn results in low rates of achievement which discourages both the parents and the students from continuing with the education.

Cultural practices also contribute significantly to the drop-out rates especially in areas with strong traditional and religious habits. In some areas, girls, for example, are frequently subjected to early marriages, a practice that forces them out of school when they are still very young and before they complete the primary cycle of education. The recently compiled ODA Report of the Strengthening Primary Education Project (SPRED) captures the various dimensions of this problem. It states:

*"Marrying off girls at a relatively early age is perceived as a profitable business because of the promise of bride price. Sometimes, in very remote areas, it may even prevent schooling for fear that their market value will depreciate. For the same reason parents would prefer their daughters not to proceed on to secondary school".*

Related to the early marriage problem is the issue of early pregnancies which similarly affects the survival of female children in schools. Early pregnancies have been linked to the general lack of moral guidance as well as a lack of awareness in the functioning of the human body. The SPRED report cites child pregnancy as a major problem and gives examples of cases where girls start getting pregnant at around standard six. This is attributed to lack of sex education both at home and at school.

Harsh physical and environmental conditions also have a negative influence on the survival rate in school. In hot dry areas where the communities lead a nomadic lifestyle, children walk for long distances to reach school. In addition, educating children in these areas is not a priority for some parents who are unable to meet basic needs such as food and shelter.

In some extreme cases, education values contradict traditionally held beliefs. This has led to an increase in the drop-out rates in some ASAL areas where values promoted by the school are seen to challenge indigenous values held by the local communities. For example, in some communities girls are subdued and are seen as inferior to the boys. Promoting education for all is in such cases seen as trying to challenge the status quo and is resisted.

The school curriculum also does not adequately, if at all, address local issues and is in some cases irrelevant to local needs. The curriculum as well as examinations are standardised throughout the country and are not designed to accumulate local differences. The curriculum may need to be re-assessed to address this issue.

## **7.2. Drop-Out Rates**

Table 3 below shows the number of children in the age bracket 6-14 years who were enrolled or had left school. It provides a crude indicator of the drop-out rates in primary schools in different geographical regions. The sample of districts selected comprises; urban based districts (Nairobi, Mombasa and Nakuru), the relatively rich districts (Murang'a, Nyeri, Nyandarua, Kisii, Meru and South Nyanza) and the ASAL districts (Turkana, Marsabit and Kajiado). As shown in the table, the national average drop out rate is 3.6%.

**Table 3: School Attendance At Primary Level Showing Drop-Out Rate For Kenya And Selected Districts**

Region	Number Enrolled At School	Left School	Left School /Enrolled (%)
Kenya	4,315,670	158,772	3.6
Nairobi	164,825	12,388	7.5
Mombasa	60,524	4,104	6.8
Nakuru	181,570	6,475	3.5
Murang'a	213,135	6,525	3.0
Nyandarua	81,118	2,698	3.3
Nyeri	148,246	4,344	2.9
Kisii	278,570	6,389	2.3
Meru	234,886	10,611	4.5
South Nyanza	237,916	6,783	2.8
Marsabit	10,868	759	6.9
Turkana	10,153	952	9.3
Kajiado	33,721	1,745	5.1

*Source: Compiled from data in the Kenya Population Census, 1989. Published in March 1994*

The table illustrates further the drop-out problem. According to the data in the table, the problem is most critical in the ASAL districts with Turkana showing the highest percentage at 9.3%. The next category that is considerably adversely affected is the urban based areas with Nairobi reporting a relatively high drop out rate of 7.5% followed by Mombasa with a drop-out rate of 6.8%. All the relatively rich districts have lower rates than the country's 3.6%, with Kisii having the lowest rate at 2.3%. [See also Appendix II table (ii)]

### 7.3. Non-enrolment trends

Closely related to the drop out rates is the non-enrolment of children who are of school age. The enrolment/non-enrolment ratio in Kenya is 5.6:1. This means that one child out of approximately seven children in the country is not enrolled in school. According to table 4 below, Nairobi shows a marked improvement on the national average with an enrolment/never attended ratio of 12.8:1, while Mombasa's 5.4:1 goes slightly below the country's ratio. Relatively well to do regions have high enrolment and very low non-attendance ratios as may be expected. For example, Kirinyaga and Kiambu have enrolment/non-attendance ratios of 12.6:1 and 23.3:1 respectively.



Table 4: School Enrolment, and Non-Attendance Ratio

Region	Enrolled	Never Attended	Ratio
Kenya	5,806,414	1,030,770	5.6:1
Nairobi	221,981	17,339	12.8:1
Mombasa	82,798	15,318	5.4:1
Kirinyaga	119,962	9,463	12.6:1
Kiambu	265,081	11,350	23.3:1
Siaya	188,470	17,277	10.9:1
Kisii	377,929	31,438	12:1
Kilifi	120,220	64,816	1.8:1
Taita Taveta	60,407	8,712	6.9:1
Machakos	445,486	45,089	9.8:1
Meru	314,702	63,955	4.9:1
Garissa	10,970	35,560	1:3.2
Wajir	9,226	37,560	1:4
Nandi	132,941	12,748	10.4:1
Baringo	98,847	23,724	4.1:1
Bungoma	208,838	19,638	10.6:1
Busia	107,117	22,604	4.7:1

Source: Compiled from data in the Kenya Population Census, 1989.

In the case of Garissa and Wajir districts both in the North Eastern Province, extremely low ratios are recorded. In Garissa, only one out of four children of school going age is enrolled while four out of every five children in Wajir have never attended school. This confirms the serious implications of observations made earlier including such aspects as relevance of education to the people's way of life and hardships both at the economic and environmental on enrolment level. Regional and gender disparities are discussed further in the next section.

**REGIONAL AND GENDER ISSUES IN BASIC  
EDUCATION**

## 8. REGIONAL AND GENDER ISSUES IN BASIC EDUCATION

### 8.1. Regional Disparities

Regional differences in provision of educational opportunities correspond to economic and political developments of the country. Areas of high economic development have achieved phenomenal expansion of educational facilities.

Kenya's educational development also follows a historical pattern set up by the early Christian missionaries who were the first to introduce formal education to Kenya. Since each group identified itself with a geographically designated area, the influence and the development activities of each individual denomination were critical factors in determining the respective areas' future development in education. Thus, the Central Province areas, for example, which came under the influence of the relatively well-to-do Catholic and Protestant missionaries had a head-start that saw the setting up of mission schools in such mission centres as Thogoto, Kiambu, and Tumutumu in Nyeri. On the other hand, the Fundamentalist Churches, among them the African Inland Mission (A.I.M.) were not as well endowed or as keen on education programmes as their Catholic and Protestant counterparts. Fundamental churches were puritanical churches in nature and were concerned more with the religious activities than with other social or development activities. Consequently, they did not encourage formal education in the areas where they were based. This spatial and uncoordinated activity by the church missionaries played a key role in laying the foundation for regional inadequacies in the development of education. These were later to constitute a major constraint in meeting the objective of availing equal education opportunities to all Kenyans.

The colonial government reinforced regional disparities further through the Local Native Councils (LNCs), whose responsibility was to manage the economic and social affairs of the "Native Reserves". As noted in one report, the relatively richer districts of Western Kenya and those of Central Kenya could raise substantial amounts of money through taxation and levies to build schools, and pay teachers salaries, while the poorer ones (Nandi, Kericho, Machakos and Taita Taveta) were more limited in their ability to raise funds. On the other hand, a whole range of districts, specifically ASAL districts, had little or no monetary resources to get their educational programmes off the ground.

The current education system has inherited the above historical background and although the Government has introduced a series of policy interventions, regional differentials are still a prominent feature of the system. In the disadvantaged districts, much as those in the ASAL areas, school participation is characterised by the following problems:

- low achievement rates;
- low enrolment rates;
- high drop-out rates;
- high repetition rates;
- low female participation;
- low or lack of community participation in school programmes.

Government interventions to counteract the above problems have focused on encouraging enrolment in ASAL areas by providing boarding facilities, mobile schools, introduction of a system of preferential selection into secondary schools and school feeding programmes. Despite these efforts, poor economic conditions have continued to re-enforce the regional disparities.

## 8.2. Disparities Related to the Gender Issue

Unequal access to education by gender reveals that females tend to be more disadvantaged than males mainly due to high a drop-out rates for girls caused by early marriages and pregnancies. Girls constitute 49% of primary, 44% of secondary and 30% of university students. However, official statistics in education show that sex differences in enrolment have diminished at the primary school level with increasing expansion of the education system.

In primary education, girls enrolment has grown steadily since the achievement of independence. In 1963, girls accounted for only 34% of primary school enrolment. By 1975 it constituted 45% and in 1979 it increased to 47.2%. In 1989 it was estimated to be 49%, with some districts registering 50% female enrolment. The female enrolment has therefore increased at a faster rate than that of boys, enabling girls to approach some degree of equality in enrolments with the boys.

The university participation rates are affected by the poor retention of women at other levels of the education system. The retention rate on average seems to decrease by about 10% as girls ascend from one level of education to another.

Table 5: Primary Enrolment According to Sex by Standard 1989 - 1992

Class	1989		1990		1991		1992		1993		1994	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	482.2	457.3	484.6	457.2	476.2	447.8	479.6	453.1	472.5	446.1	491.0	463.4
2	424.1	297.3	411.4	389.4	409.3	384.9	423.8	399.4	409.9	284.2	424.5	399.8
3	285.3	263.5	382.6	364.2	390.9	369.3	393.0	374.0	387.4	269.0	387.7	378.7
4	351.3	334.0	358.4	344.1	360.9	353.6	376.4	366.8	369.6	364.1	379.3	374.9
5	312.9	305.5	313.5	305.1	322.5	317.8	330.0	329.4	324.4	326.5	330.0	337.0
6	290.6	285.8	292.1	288.5	302.6	302.2	299.1	299.2	288.8	292.5	294.3	296.7
7	295.5	289.4	313.3	305.4	327.4	309.7	309.9	302.7	298.1	299.8	295.5	301.2
8	224.1	190.5	210.4	174.1	207.3	173.7	195.0	198.8	210.4	185.3	212.5	190.3
<b>TOTAL</b>	<b>2,776.0</b>	<b>2,623.3</b>	<b>2,766.3</b>	<b>2,636.0</b>	<b>2,797.1</b>	<b>2,659.0</b>	<b>2,806.8</b>	<b>2,723.4</b>	<b>2,761.1</b>	<b>2,667.5</b>	<b>2,814.8</b>	<b>2,742.0</b>
<b>%</b>	<b>51.4%</b>	<b>48.6%</b>	<b>51.2%</b>	<b>48.8%</b>	<b>51.3%</b>	<b>48.7%</b>	<b>50.8%</b>	<b>49.2%</b>	<b>50.9%</b>	<b>49.1%</b>	<b>50.7%</b>	<b>49.3%</b>

Source: Economic Survey 1993

The above table illustrates some characteristic features of gender disparities in the primary cycle of education. These are summarised as:

- Disparity between male and female enrolments at the primary level is no longer a major problem. Indeed, a national level of 48% primary school enrolment for girls has already been realised. Figures from the table indicate that the enrolment for girls in 1989 was 48.6% and rose to 49.2% in 1992.
- A steep increase in female drop-out rate is noted in the classes in the upper primary levels. This trend confirms the observation that the majority of the female students drop out from the age of 14 years due to various reasons including pregnancies and child marriages.
- Low enrolment rates for both sexes, at the top end of the cycle (i.e. std. 6,7 and 8) would suggest wastage due to repetition.
- Improved enrolment rates for girls at the primary level contrasts with enrolments at the secondary level where the difference between male and female enrolments remains high. [See Appendix II table (iii)].

Although girls' enrolment at the primary level now stands at 49%, this figure is not evenly distributed throughout the country and there are major regional disparities as shown below:

Province	Female Enrolment Percentage (%)
North Eastern	27
Coast	39
Rift Valley	47
Nyanza	47
Eastern	48
Western	48
Nairobi	49
Central	50

Areas which are backward educationally are also backward in terms of female education. This is particularly the case with most districts of the Coast and North Eastern Provinces. In these areas, there has been some resistance in allowing children of both sexes to attend school. Although considerable progress has been made in school attendance for boys in these areas, educating girls has been less acceptable.

The foregoing is further illustrated by the table below which also reflects disparities at the regional/district level. The table shows that 69.7% of the country's school going female population is enrolled in school. However, in the ASAL districts the situation is extremely serious with for example, 75.4% of the females in Turkana having never attended school while only 25.1% of the females are in school in Marsabit. Urban based areas have achieved a reasonable enrolment level for females where Nairobi's 61.9% is enrolled while Mombasa and Nakuru respectively have 60.1% and 54.3% of their school age females enrolled. The highest enrolments are reported in Nyeri (84.1%) followed by Murang'a (80.7%) and Nyandarua (77.4%). The non-attendance percentages for these districts are at a low 3.1% for Nyeri, 4.8% for Murang'a and 5.6% for Nyandarua.

**Table 6: School Enrolment and Non-attendance of Female for Kenya and Selected districts**

Region	At School	Never Attended	Total Female Population
Kenya	2,806,823(69.7%)	543,470 (13.4%)	4,026,644
Nairobi	111,961 (61.9%)	10,379 (5.7%)	180,860
Mombasa	40,113 (60.1%)	8,857 (13.2%)	66,681
Nakuru	115,433 (54.3%)	10,787 (5.0%)	212,470
Murang'a	140,772 (80.7%)	8,411 (4.8%)	174,354
Nyandarua	53,370 (77.4%)	3,872 (5.6%)	68,898
Nyeri	100,537 (84.1%)	3,785 (3.1%)	119,425
Marsabit	5,466 (25.1%)	14,604 (67.1%)	21,747
Turkana	5,492 (16.8%)	24,623 (75.4%)	32,647
Kajiado	19,624 (44.0%)	18,146 (40.7%)	44,520

*Source: Compiled from data in the Kenya Population Census 1989*

### 8.3. Slum Areas

A recent survey has revealed major disparities in the slum areas of urban cities. The survey covered Kisumu, Nairobi and Mombasa. Eighteen schools were sampled comprising 2 affluent, 2 middle income and 2 slum schools from each town. The results showed that out of a sample of 978 primary school age children, only 464 or 47.4% were enrolled in schools. In Nairobi, enrolment rate in slum areas was 44.7%, Mombasa was 48.5% while Kisumu's enrolment rate was 52.3% of the schools surveyed. (For more details see table 7).

Table 7: Results of a Recent Survey on Enrolment in Slum Areas (%)

Slum	Number Of School-Age Children Surveyed	Number Enrolled	Participation Rate*
Mathare	418	187	44.7
Nyalenda	275	152	52.3
Majengo	285	125	47.4
TOTAL	978	464	47.4

\* This is the proportion of children of school-going age who are in school as disclosed by heads of households.

Schools in slum areas recorded the highest drop-out rate at 76.2% compared to 16.7% and 7.1% for the middle income and affluent schools, respectively. For all the three categories of schools surveyed, drop-out occurred mainly in the upper classes (std 5-8). As table 8 shows, over 70% of the drop-outs in all the schools came from the upper classes. Drop-outs were also generally higher among female pupils, with the slum schools recording the highest numbers of female drop-outs.



Table 8: Results from a recent Survey on Drop-outs Rates in Slum Areas, 1990-1993

YEAR	Slum Schools		Middle Social Economic Schools		Affluent Schools	
	Drop-out Cases Reported	%	Drop-out Cases Reported	%	Drop-out Cases Reported	%
1990	55	19.1	8	12.7	6	22.2
1991	64	22.2	13	20.6	7	25.9
1992	73	25.3	19	30.2	6	22.2
1993	96	33.3	23	36.5	8	29.6
<b>TOTAL</b>	<b>288</b>	<b>76.2</b>	<b>63</b>	<b>16.7</b>	<b>27</b>	<b>7.1</b>
Level of Class						
Lower	84	29.2	13	20.6	6	22.2
Upper	204	70.8	50	79.4	21	77.8
<b>TOTAL</b>	<b>288</b>	<b>100.0</b>	<b>63</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>
Gender						
Male	99	34.4	29	46.0	13	48.1
Female	189	65.6	34	54.0	14	51.9
<b>TOTAL</b>	<b>288</b>	<b>100.0</b>	<b>63</b>	<b>100.0</b>	<b>27</b>	<b>100.0</b>

Several factors emerged as key influences of enrolment and drop-out rates in slum areas. They included:

- poverty;
- social problems e.g. single parenthood;
- low commitment of parents - because they are not well educated themselves;
- long distance to school and lack of bus fare;
- crowded classes;
- peer influence
- lack of learning resources and physical facilities such as school libraries, workshops and home science rooms.

THE ADMINISTRATION OF THE  
EDUCATION SYSTEM

## 9. THE ADMINISTRATION OF THE EDUCATION SYSTEM

### 9.1. Administration Structure

The overall administration of education is under the Ministry of Education (MoE) which controls and manages the education system. Its functions include:

- formulation and interpretation of education policies, goals and objectives;
- ensuring that set objectives in the education sector are achieved;
- managing teaching personnel and other resources;
- appraising results.

The MoE which is headed by a Permanent Secretary has two main divisions, the Directorate of Education and the Administration Division. In addition there are two other units, the Development Section and the Planning Unit (see Chart II).

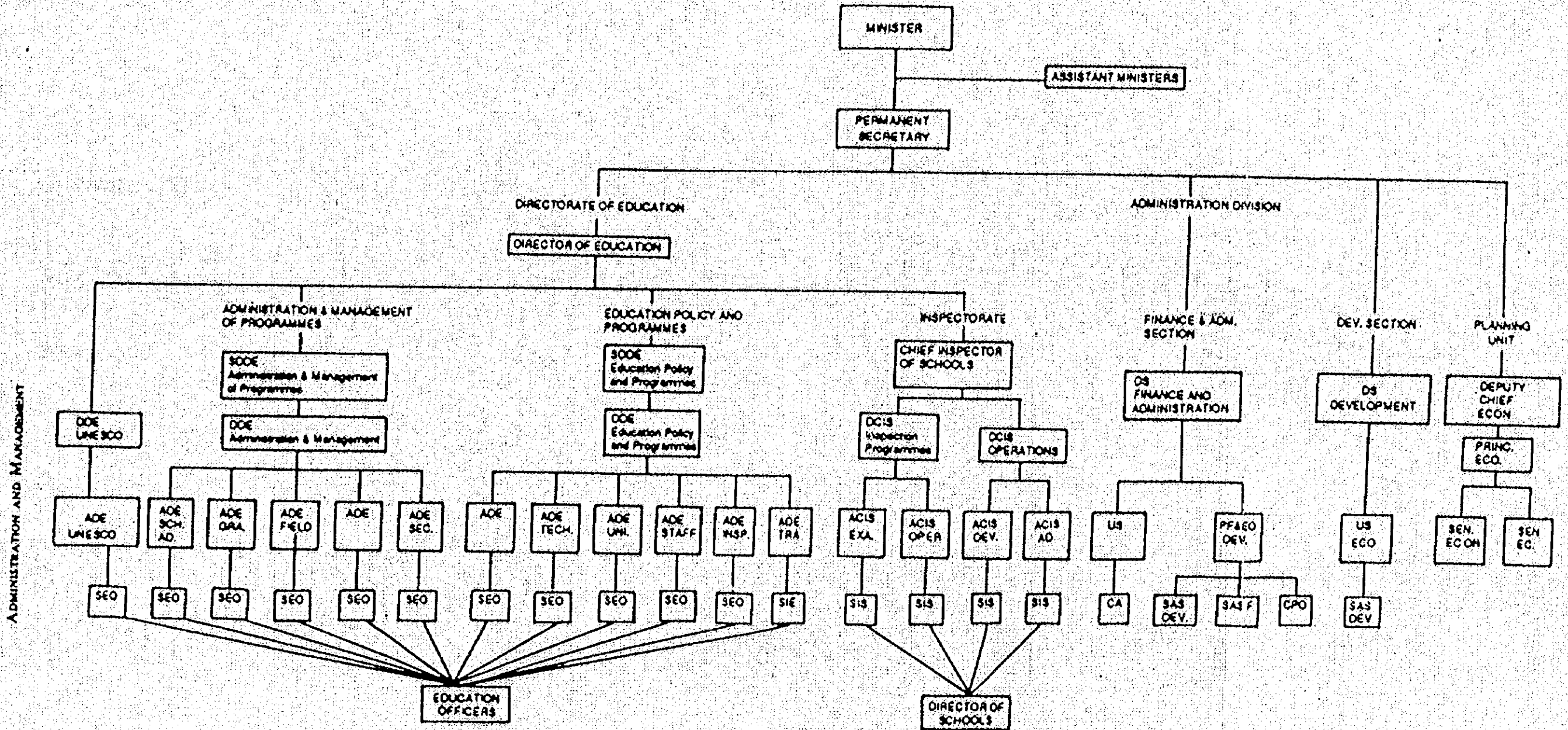
The Administration Division handles financial matters including provision of office support facilities, preparation and control of budget estimates among other functions. The Directorate of Education is responsible for the administration and management of schools, education programmes, inspection of schools and implementation of educational policies. Headed by the Director of Education, the Division is sub-divided into 3 main subdivisions. These are:

- Administration and Management of Programmes;
- Education Policy and Programmes; and
- Inspectorate of Schools.

The Administration and Management of Programmes sub-division deals with registration of schools and educational institutions, grants, aid, bursaries and scholarships, and the procurement of institutional equipment and materials. The Education Policy and Programmes sub-division deals with improvement of educational standards, design and development of curricula. In this regard it works closely with the Kenya Institute of Education and the Kenya National Examinations Council. The Inspectorate of Schools deals with the maintenance of education standards and is responsible for the overall supervision of all public primary and secondary schools.

Chart (II)

Ministry of Education, Headquarters Organizational Chart



DE - DIRECTOR OF EDUCATION  
 CIS - CHIEF INSPECTOR OF SCHOOLS  
 SDOE - SENIOR DEPUTY DIRECTOR OF EDUCATION  
 DS - DEPUTY SECRETARY  
 DOE - DEPUTY DIRECTOR OF EDUCATION  
 DCIS - DEPUTY CHIEF INSPECTOR OF SCHOOLS  
 ADE - ASSISTANT DIRECTOR OF EDUCATION  
 US - UNDER SECRETARY  
 PF & EO - PRINCIPAL FINANCE & ESTABLISHMENT OFFICER  
 SEO - SENIOR EDUCATION OFFICER  
 SIS - SENIOR INSPECTOR OF SCHOOLS  
 SASF - SENIOR ASSISTANT SECRETARY/FINANCE  
 CA - CHIEF ACCOUNTANT  
 CPO - CHIEF PERSONNEL OFFICER

### Field Administration

There is the field administration which is headed by an Assistant Chief Education Officer (ACEO). Reporting to the ACEO are the Provincial Education Officers (PEOs) who are responsible for policy and administrative matters at the provincial level. These include planning implementation and coordination of educational policies and supervision of institutions. District Education Officers (DEOs), Assistant Education Officers (AEOs) and school supervisors handle such matters at the district and local levels. (See Chart III).

### Management of Schools

Headteachers, in both primary and secondary schools, are responsible for the organisation, operations and management of their respective schools. This includes supervision of teachers.

Primary schools are established and managed by local communities and parents through their school management committees comprising representatives of parents and the local communities.

The committees have played a major role in organising fund raising drives or "Harambees" for financing the construction of classrooms, buying of school equipment, buses and other facilities.

The role of parents in the management of primary schools, has been strengthened in recent years with the formation of Parents'/Teachers' Associations (PTAs). Heads of schools work in partnership with the communities through the PTAs and Boards of Governors (BOGs).

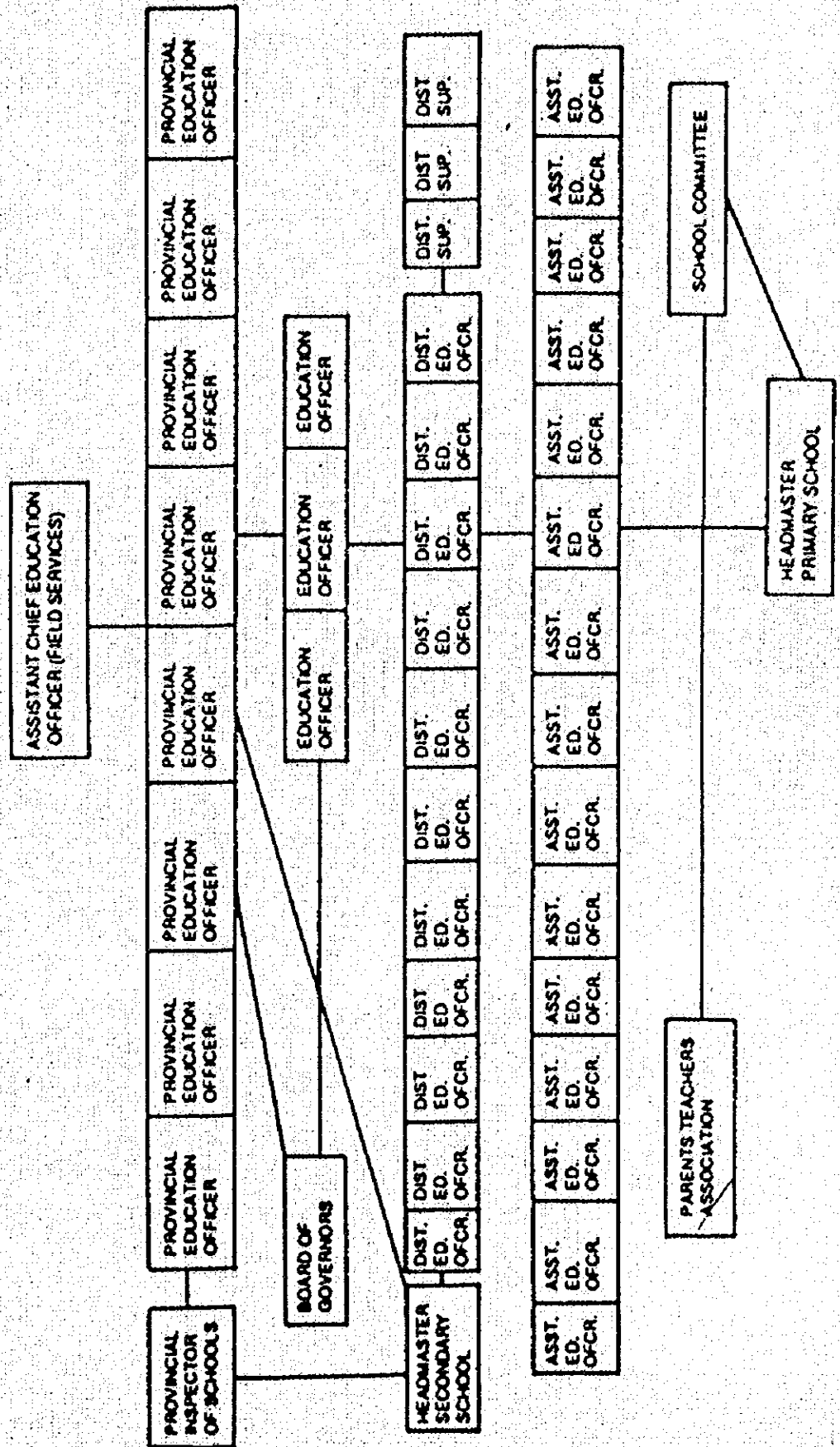
BOGs are appointed by the MoE and have a key role to play in the management of public secondary schools. Their main functions include the control of school budgets, raising of funds and disciplining of pupils and teachers. They also employ and pay salaries of non-teaching staff. The establishment of BOGs was intended to decentralise the day to day management of public schools.

### Inspection of Schools

Although the Government has done its best in providing efficient administrative and supervisory services, the rapid expansion of the education system has out-matched the available personnel and resources to maintain a high standard of education at the primary and secondary school levels. The current number of inspectors cannot effectively inspect all the schools and participate in curriculum development. Inspection services are hampered by lack of transport to schools.

ADMINISTRATION AND MANAGEMENT

∴ The Structure of Educational Administration at Provincial Level



One of the ministry of education officials interviewed for instance, noted that in his district, the inspectors were required to inspect at least 10 schools (primary and secondary) per month. However, they were not able to meet this target, mainly because they lacked transport facilities.

This is an area where JICA, through Grant Aid, could assist by providing motor vehicles or motor cycles, which are more appropriate in some rural areas and in terms of running costs, to school inspectors especially in the ASAL districts. JICA could also assist in the training of school inspectors.

In the absence of an effective inspection system, heads of schools become critical to the successful administration and management of schools. However, many of them are appointed from amongst serving teachers, most of whom have had no prior training in management. There are also instances where head teachers have been known to misappropriate school funds. This is because there are no proper accounting and accountability systems especially in primary schools.

Development of heads of schools to be competent administrators should be given priority. We recommend that JICA considers the possibility of using Group Training facilities to train head teachers in areas of management of education institutions.

There are other institutions which play key roles in the education system. Below, we describe the main ones.

#### The Teachers' Service Commission (TSC)

The Teachers' Service Commission (TSC) which was established in 1967, is the major employment agency for the teaching profession and its functions include registration, employment, deployment, payment, promotion of discipline and dismissal of teachers in all public schools. It also compiles and publishes a code of regulations applicable to all teachers. As an employing body, the TSC determines and specifies the salary structure for different grades of teachers under its employment. Such a salary structure takes into account such things as increment date, promotions, responsibility, allowances and others. TSC has for long experienced problems of shortage of staff and is regarded to be inefficiently managed.

### The Kenya National Union of Teachers (KNUT)

The Kenya National Union of Teachers (KNUT) is a trade union which concerns itself mainly with the improvement of terms of service for teachers, especially primary school teachers. KNUT has a national executive committee headed by the national chairman. Its chief executive officer is the General Secretary. There are branch offices in every district. These branch offices deal with local matters related to teachers' problems. Both the registration of new members and the collection of union dues are done at the district level. Since its establishment in 1958, KNUT has spear-headed the improvement of terms of service for its members. The establishment of the TSC as one employer was done mainly as a result of pressure from the KNUT.

KNUT does not exist solely to fight for better conditions. It also has the positive responsibility of improving morale and efficiency, evolving codes of behaviour, and participating in curriculum development.

### Teachers' Advisory Centres (TACs)

Teachers' Advisory Centres (TACs) were created in 1971 to complement the work of primary school inspectors in the districts and have become an integral part of the inservice teacher education. District centres and divisional centres are utilised for inservice training of teachers on curriculum changes and teaching methodology to improve the quality of their teaching. They provide information for teachers, conduct demonstration lessons and develop teaching aids from local materials. They also conduct studies on local educational needs and disseminate information on curriculum. The major weakness with TACs is that they have concentrated mainly on primary education and local needs. They also lack appropriate facilities, equipment, qualified professionals, support personnel and a budget to enable them give essential professional services to all teachers in the district.

### Kenya National Examination Council (KNEC)

KNEC was established in 1980 to administer national examinations. It administers the Kenya Certificate of Primary Education (KCPE) which is taken at the end of eighth year of primary education, the Kenya Certificate of Secondary Education (KCSE) taken in the fourth grade of secondary education, Primary Teachers' College examinations and examinations for all public technical institutions.



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Kenya Education Staff Institute (KESI)

KESI was established in 1981 to train the administrative staff of the MoE. Its establishment was mainly in response to the fact that many of the personnel in administrative and managerial positions were initially trained as teachers without any form of management skills. The content of KESI courses depends on the perceived needs of the particular group being trained. The training activities centre on identification of training needs, planning and goal setting, preparation of materials, programme implementation, and course evaluation.

# **THE EDUCATION AND EMPLOYMENT**