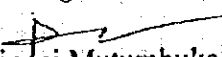


THE WORLD BANK/IFC/M.I.G.A.

OFFICE MEMORANDUM

DATE: November 12, 1997

TO: Harold Wackman, Country Director
Ruth Kagia, Sector Leader, AFTHI

FROM:  Dzingai Mutumbuka, Reema Nayar, Xiaoyan Liang, James Kamunge, Gituro Wainaina, Yasuhiko Matsuda, Lydia Tabi

EXTENSION: 3-4407

SUBJECT: **Back To Office Report - Kenya STEPS Project Preappraisal Mission**

1. In accordance with our statement of mission objectives dated September 22, we pre-appraised the Kenya Basic Education Project now renamed Strengthening Primary and Secondary Education (STEPS) during the period September 29 to October 17, 1997. The team met with various MOE officials and other key stakeholders of education. Activities centered around (1) the use of Adaptable Program Loan; (2) textbook policies; (3) capacity building within MOE on project management; (4) project implementation plan and detailed project costs.

2. The government and the team reached agreement on the use the Adaptable Program Loan (APL) as the lending instrument of choice. STEPS will be implemented in three phases within a 10-year period overlapping with the MOE policy framework MPET. The first phase will lay the foundation and build capacity for the reform program. Subsequent phases will depend on MOE's successful implementation of Phase I activities as measured by agreed milestone indicators.

3. We facilitated a crucial meeting between MOE and private and public publishers. The meeting reached policy agreement that the Kenya Institute of Education (KIE) will now restrict its responsibility to the development of curriculum and supporting teaching/learning materials and vetting and approval of textbooks for use in primary and secondary schools. The textbook publishing industry will be open for competition. Details of the agreement can be found in the aide memoire.

4. The team emphasized the importance of building MOE's capacity in project management. A second workshop on using logical framework for project design and implementation was held at Naivaisha under the facilitation of a consultant. Participants included all MOE officials who will be responsible for implementing the STEPS project. The workshop achieved two important outcomes: First, it improved the logframe developed at Baringo in June. Second, it created ownership for the project amongst a crucial cadre of MOE officials who will drive the reform program.

November 12, 1997

5. Facilitated by an Implementation Specialist, the team worked with relevant units of MOE on a detailed project implementation plan. The plan details the sequencing, scheduling, and costing of all activities for the entire program with special emphasis on Phase I activities. Participants from MOE greatly appreciated the opportunity to learn from the consultant and Bank staff on linkages between good project design, implementation, and impact. The process also helped Bank staff to mingle freely with MOE officials which has greatly benefited the dialogue and collaboration between the Bank and MOE.

6. Subsequently, the various units of MOE undertook a detailed costing of all the activities contained in the implementation plan. While most of the units did a very commendable job a few resorted to wishlisting their financial requirements. Given the time constraints and the need for MOE to consult with Treasury, it was agreed during the wrap-up that further work on (a) total credit amount and (b) costing would be undertaken by MOE and submitted to the Bank by November 30, 1997.

7. During the preappraisal, all public primary and secondary school teachers went on strike and demanded that GOK implement a salary increase of 150-200 percent the teachers had been awarded by the Salary Remuneration Committee. After standing firm for a week the government gave in and agreed to award the package over a five year period. Worried about the fiscal implication of this package, MOE requested (in a letter from the Permanent Secretary Ms. Masiga to the Bank received last week) that a teacher headcount be conducted under the financing of the PHRD grant. The team is willing to respond to such a request and is currently discussing with the government on the best vehicle of doing this.

8. STEPS is a complex reform program whose success will in part depend on quality of the coordinator and the head of the different unit charged with implementation of the various activities. The team was unable to find any one among senior officials with the possible exception of the PS and Director of Education who could fill this important role as the project coordinator. While the team found many very competent middle level officers, it might be very difficult for any of them, given the hierarchical nature of the bureaucracy to step into this role. To smooth the transition and at the same time ensure effective program implementation, the team is currently investigating the possibility of MOE contracting a competent non-MOE Kenyan to (a) implement Phase I activities and (b) train selected middle level MOE officers to take over.

9. The attached Aide Memoire, logframes and implementation plan provides the details cited above.

KENYA: STRENGTHENING PRIMARY AND SECONDARY EDUCATION PROJECT (STEPS)

Aide Memoire

September 29 - October 17 1997

INTRODUCTION

1. A World Bank team consisting of Dzingai Mutumbuka (Task Team Leader), James Kamunge (Co-Task Team Leader), Xiaoyan Liang (Education Specialist), Gituro Wainaina (Economist), and Yasuhiko Matsuda (Political Scientist), John Nyaga (Financial Specialist), Mbuba Mbungu (Procurement Specialist), Moses Thompson (Logframe Consultant), Kym Davis (Implementation Specialist), and Mircea Enache (Management Information Specialist) pre-appraised the Kenya STEPS project from September 29 to October 17. The team met with the Permanent Secretary for Education, Mrs. Elizabeth Masiga, the Director of Education, Mr. Sam Kyungu, and various MOE officials. Activities and discussions centered around using the recently approved Adaptable Lending Program, finalizing the logical framework, initial investigation on nationwide MIS, Project Implementation Plan and costs, flow of funds, and strengthening project coordinating capacity. The team wishes to thank all the people it met for their support and cooperation.

AGREED ACTIONS:

Adaptable Program Loans

2. The use of new Adaptable Program Loan (APL) was accepted by MOE because of its appropriateness for addressing education and reform programs contained in the STEPS. Project implementation plan will be phased to include the first phase essentially comprising of key start-up activities which lay the foundation for the reform program and a period of building implementation capacity. Ensuing phases would depend on MOE's successful implementation of Phase I activities. This approach has a number of advantages. First, it would make long-term planning for reforms easier. Second, MOE would know upfront how much resources IDA is prepared to commit. Third, processing would be simplified in the sense that Board approval would only be required for the overall framework and cost of the 10-year reform and detailed appraisal of the Phase I. For subsequent phases, World Bank management approval would be sufficient.

Curriculum And School Textbooks

3. During a meeting, facilitated by the team, between representatives of Kenya publishers and senior officials of MOE, including the Chief Inspector of Schools and the Director of Kenya Institute of Education, agreement was reached that (a) KIE will now restrict its responsibility to the development of curriculum and supporting teaching/learning materials and vetting and approval of textbooks for use in primary and secondary schools; (b) the revised curriculum and teaching/learning support materials will be released to publishers to develop both core and supplementary books for primary and secondary schools; (c) KIE will review and approve up to six (6) titles per subject to be used by schools; (d) publishers will pay to KIE a reasonable unit

price for the cost of KIE materials and of vetting and approval of textbooks; and (e) KIE will avail to publishers all the comments and feedback from the vetting of textbooks.

4. The Government will provide one book per subject for every three (3) primary pupils in Standard 1 to Standard 6 and one book per subject for every (1) pupil in Standard 7 and Standard 8. The Government will also advance direct grants to schools to purchase books. However, in sparsely populated districts with none or very few bookshops, a district wide procurement might be more efficient. Under such a scenario, firms contracted should supply books directly to schools.

5. In order to rationalize textbook supply and avoid duplication, the MOE will coordinate the several donors involved in the supply of primary textbooks. MOE will also rationalize the extent of coverage under programs financed by DFID grants, the Netherlands Government grant, GOK funds, and IDA credit.

Naivasha Logframe Workshop

6. The Naivasha workshop improved on the project logframe prepared at Baringo and set the stage for the project implementation plan (see Annex 1 for PIP and Annex 2 for logframes). The focus of this second workshop was to build ownership of the project by the people who will implement it and to instill some capacity in project management.

Education Management Information System (EMIS)

7. An Education Management Information System will be designed and implemented as part of the STEPS project, which will be school-based, designed with and for schools, and technically supported with facilities, equipment and trained personnel at district level. School data and information will be processed and analyzed in each district in order to provide ground for action at school level, while at the same time monitoring project disbursements and measuring their impacts on education.

8. The new EMIS will correct the major design and operating problems in connection with the existing EMIS: (a) lack of focus on the ultimate beneficiaries of the education system, i.e. schools and pupils; (b) over-centralized data collection and processing system; (c) costly redundancies and waste in data collection; (d) incomplete, inadequate and outdated information; (e) lack of information sharing and feedback to schools and districts; and (f) little use of data and information for decision making at all levels.

Project Implementation Plan And Costing

9. Using the logframe, MOE officials and the mission developed a comprehensive Project Implementation Plan (PIP) including the phasing of all activities. MOE and the mission agreed on activities to be implemented under Phase I of the program (Annex 2). MOE prepared nominal project costs (Annex 3).

Flow Of Funds

10. Project implementation, especially at the school level will require project funds to reach the beneficiaries in a timely manner. MOE and MOF will therefore need to explore and work

out a mechanism to facilitate the smooth flow of funds from the Special Account through MOE to schools. Grants will be sent directly to school instead of through the existing mechanism of channeling funds through the DEOs to schools. Certain concerns that should be resolved upfront with regard to impediments that are likely to be encountered under the new government case management system that was introduced on July 1 1997 (see Annex 4)

Strengthening Project Coordinating

11. The STEPS is a complex ten-year project that will involve every aspect of MOE. Successful implementation of the program will be a major challenge requiring MOE to establish and assure a most effective and efficient project implementation and coordination mechanism, and coordination and collaboration with all external stakeholders.

NEXT STEPS

12. Actions by the Government:

(1) Finalize project costs (for all phases and for Phase I) and submit data to the Bank by November 30, 1997

(2) Carry out school population projections (primary and secondary) for the next 10 years and submit data by November 30, 1997

(3) Calculate the budgetary implication of the recent salary awards to teachers for the next 5 years and submit information to the Bank by November 30, 1997

(4) Finalize primary textbook policy and communicate to the Bank by November 30, 1997

(5) MOE and MOF work out a mechanism for the smooth flow of funds from the Special Account to schools and communicate to the Bank by January 31, 1998

(6) Finalize the Letter of Sector Development Policy and send it to the Bank by January 31, 1998

(7) Include the project funds (both GOK and IDA) in the current forward budget and budget estimates for the FY98/99 by the time of project appraisal (March 1998)

(8) Identify a local consultant to work on an EMIS by January 1998

Actions by the Bank:

(1) Send a consultant to start the design of an EMIS in January 1998

(2) On the basis of the submitted and agreed costs, prepare project cost tables by appraisal

(3) Prepare Project Appraisal Document before appraisal

ANNEX 2.a: Strengthening Primary and Secondary Education (STEPS) (1998-2008)

All Phases

Logical Framework

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>DEVELOPMENT OBJECTIVE: More and better educated students graduate from equitable primary and secondary education at lower unit cost</p>	<ol style="list-style-type: none"> 1. Primary net enrollment rate increased to 100%; secondary net enrollment increased from 26.5% to at least 50% by 2008 2. Primary completion rate improved from 44% in 1994 to 70% in 2008; secondary completion rate improved from 55% to 70% in 2008 3. Mean grades in KCPE improved from 50% in 1996 to at least 70% by 2008. 4. Mean grades in KCSE improved: mathematics from 18% in 1996 to 30%; sciences from 32% to 50%, and English from 32% to 50% by 2008 5. Cost of producing one graduate reduced at least by X% for primary and at least by Y% for secondary by 2008 		
<p>OUTPUT 1: Revised and streamlined curriculum adopted; teaching and learning materials developed and in use.</p>	<ol style="list-style-type: none"> 1.1 Revised syllabi for primary and secondary schools by 1999 1.2 Policy on # of teaching subjects established for both primary and secondary schools by 1999 1.3 Policy on # of examinable subjects established for both primary and secondary schools by 1999 1.4 Teaching/learning materials developed and in use under the new curriculum by December 2005 (see PIP for details) 1.5 One textbook per subject per 3 PS pupils (S1 to S6), one textbook per PS pupil (S7 & S8), & one teaching package per teacher by 2005 (see PIP for details) 1.6 Science kits for all PS developed and in use by 2001 1.7 One textbook per subject per 3 PS pupils (S1-S6) and one textbook per subject per pupil (S7 and S8) under the current curriculum supplied and in use by Jan. 1999 		<p>From OUTPUTS to D.O.:</p> <ol style="list-style-type: none"> 1. Continued commitment by politicians and key stakeholders 2. Commitment to reforms critical to project (curriculum reform, teacher rationalization, and legal reform) is sustained by key players in spite of pressure from lobbying forces 3. That teachers will be motivated to use the new curriculum and materials effectively. 4. School management and MOE IT officers, upon completion of training will stay for a min. Of 2 yrs and be willing to use new skills 5. Popular and political acceptance of institutions targeted for expansion and upgrading
<p>OUTPUT 2. Testing, examinations and assessment system improved</p>	<ol style="list-style-type: none"> 2.1 KNEC personnel trained in measurement/evaluation and computer by 1999 2.2 Item bank set up by 2001 2.3 Test designers trained by 1999 		

ALL PHASES - Kenya STEPS Logframe

	<p>2.4 Exam regulations and syllabuses revised by 2002</p> <p>2.5 Sample papers designed by April 2003</p> <p>2.6 Examiners trained by 2003</p> <p>2.7 Supervisors and invigilators inducted by 2003</p> <p>2.8 Exam based on new curricula prepared and administered by 2004</p> <p>2.9 Backwash documents prepared and distributed to schools by 2004</p> <p>2.10 Research on performance in PCPE and KCSE undertaken by 2005</p>		
OUTPUT 3: Staffing norms and policies for teachers and administrators introduced and operational	<p>3.1 A study of teacher development, deployment, utilization, and incentives completed by Dec. 2002</p> <p>3.2 A study of administrator development, deployment, utilization, and incentives completed by Aug. 2003</p> <p>3.3 Teacher/administrator staffing norms established and implemented by 2006</p>		
OUTPUT 4: Teachers trained in revised curriculum and a system of teacher support strengthened	<p>4.1 Trainers, inspectors, TAC tutors, school heads trained by 2000</p> <p>4.2 Teachers college tutors trained by 2000</p> <p>4.3 All teachers trained in new curriculum by December 2005 (see PIP)</p> <p>4.4 School-based teacher in-servicing institutionalized by 2003</p> <p>4.5 In-service training for inspectors/TAC tutors institutionalized by 2003</p> <p>4.6 Means of transportation provided to DEOs, inspectors/TAC tutors in two batches by 1999 and by 2004 (see PIP)</p>		
OUTPUT 5: school management strengthened legally and technically	<p>5.1 Members of BOG, PTA, and SC trained in management by 2008</p> <p>5.2 All PS school heads and their deputies trained in management by 2008</p> <p>5.3 All SS school heads and their deputies trained in management by 2008</p> <p>5.4 School bursars, accountants, clerks trained in financial management by 2008</p> <p>5.5 New Education Act gazetted by 1999</p>		
OUTPUT 6: School-based management MIS strengthened	<p>6.1 MIS needs assessment completed by Jan98</p> <p>6.2 MIS initial design completed by Mar 98</p> <p>6.3 Collect data from 1 district by May 98</p> <p>6.4 Process data from the pilot district and pilot MIS initial design by July 98</p> <p>6.5 Baseline data from five districts collected on all relevant indicators by Jan. 99</p>		

ALL PHASES - Kenya STEPS Logframe

	<p>6.6 Final MIS design in five districts by Jan 99</p> <p>6.7 Nationwide implementation by 2001</p> <p>6.8 MOE publishes statistical report base on MIS annually from 2001 on</p> <p>6.9 First hardware and software upgrading by 2004</p> <p>6.10 Final hardware and software upgrading by 2004</p>		
OUTPUT 7: Physical facilities expanded and improved in targetted primary and secondary schools	<p>7.1 Auditing of SS capacities completed by Feb 2000</p> <p>7.2 School mapping exercise completed by April 2002</p> <p>7.3 X number of primary schools constructed in needy areas by 2008</p> <p>7.4 X classrooms and science labs constructed in secondary schools by 2008</p>		
OUTPUT 8: Bursary scheme for the needy improved and expanded	<p>8.1 Review of existing bursary scheme at secondary schools completed by April 99 and scheme improved and expanded by 2008</p> <p>8.2 A needs assessment of bursary scheme at primary completed by 2000 and scheme designed and implemented by 2008</p>		
OUTPUT 9: School health and nutrition programs designed and implemented	<p>9.1 Situation analysis completed by June 2000</p> <p>9.2 Health and nutrition programs designed and implemented in targetted districts by 2008</p>		
OUTPUT 10: Internal and external support built and maintained	<p>10.1 Selected MOE officials trained in reform process by 1999</p> <p>10.2 PCU unit equipped and operational by 1999</p> <p>10.3 PCU personnel trained in project management throughout the project</p> <p>10.4 PCU coordinate with other donors and conduct quarterly review and consultation</p>		

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ANNEX 2.b: Strengthening Primary and Secondary Education (STEPS) (1998-2008)

Phase I: August 1998 - December 2001

Logical Framework

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions
<p>DEVELOPMENT OBJECTIVE: More and better educated students graduate from equitable primary and secondary education</p>	<p>1. Primary net enrollment rate increased to at least 86%; secondary net enrollment increased from 27% to at least 35% by December 2001</p> <p>2. Primary completion rate improved from 44% in 1994 to at least 54% in 2001; secondary completion rate improved from 55% to at least 65% by December 2001</p> <p>3. Mean grades in KCPE improved from 50% in 1996 to 60% by December 2001.</p> <p>4. Mean grades in KCSE improved: mathematics from 18% in 1996 to 25%; sciences from 32% to 45%, and English from 32% to 40% by December 2001</p>		
<p>OUTPUT 1: Revised and streamlined curriculum adopted; teaching and learning materials developed and in use.</p>	<p>1.1 Revised syllabi for primary and secondary schools by 1999</p> <p>1.2 Policy on # of teaching subjects established for both primary and secondary schools by 1999</p> <p>1.3 Policy on # of examinable subjects established for both primary and secondary schools by 1999</p> <p>1.4 Teaching/learning materials developed for all grades by 1999 and in use for S1,S4,&F1 by 2001</p> <p>1.5 One textbook per subject per 3 PS pupils (S1 to S6), one textbook per PS pupil (S7 & S8), & one teaching package per teacher provided by 2001</p> <p>1.6 Science kits for all PS developed and in use by 2001</p> <p>1.7 One textbook per subject per 3 PS pupils (S1-S6) and one textbook per subject per pupil (S7 and S8) under the current curriculum supplied and in use by Jan. 1999</p>		<p>From OUTPUTS to D.O.:</p> <p>1. Continued commitment by politicians and key stakeholders</p> <p>2. Commitment to reforms critical to project (curriculum reform, teacher rationalization, and legal reform) is sustained by key players in spite of pressure from lobbying forces</p> <p>3. That teachers will be motivated to use the new curriculum and materials effectively.</p> <p>4. School management and MOE IT officers, upon completion of training will stay for a min. Of 2 yrs and be willing to use new skills</p> <p>5. Popular and political acceptance of institutions targeted for expansion and upgrading</p>
<p>OUTPUT 2: Testing, examinations and assessment system improved [partial completion in Phase 1]</p>	<p>2.1 KNEC personnel trained in measurement/evaluation and computer by 1999</p> <p>2.2 Item bank set up by 2001</p> <p>2.3 Test designers trained by 1999</p>		
<p>OUTPUT 4: Teachers trained in revised curriculum (partial completion in Phase 1)</p>	<p>4.1 Trainers, inspectors, TAC tutors, school heads trained by 2000</p> <p>4.2 Teachers college tutors trained by 2000</p>		

PHASE I - Kenya STEPS Logframe

	<p>4.3 Teachers trained in new curriculum (S1, S4, and F1) by 2001</p> <p>4.4 First batch of transportation provided to DEOs, inspectors/TAC tutors by 1999</p>		
OUTPUT 5: school management strengthened legally and technically (partial completion in Phase I)	<p>5.1 School bursars, accountants, clerks trained in financial management by 2001</p> <p>5.2 New Education Act gazetted by 1999</p>		
OUTPUT 6: School-based management MIS strengthened	<p>6.1 MIS needs assessment completed by Jan 98</p> <p>6.2 MIS initial design completed by Mar 98</p> <p>6.3 Collect data from 1 district by May 98</p> <p>6.4 Process data from the pilot district and pilot MIS initial design by July 98</p> <p>6.5 Baseline data from five districts collected on all relevant indicators by Jan. 99</p> <p>6.6 Final MIS design in five districts by Jan 99</p> <p>6.7 MIS implementation in 32 districts by 2001</p>		
OUTPUT 7: Physical facilities expanded and improved in targetted primary and secondary schools (only SS auditing completed in Phase I)	<p>7.1 Auditing of SS capacities completed by Feb 2000</p>		
OUTPUT 8: Bursary scheme for the needy improved and expanded (partial completion in Phase I)	<p>8.1 Review of existing bursary scheme at secondary schools completed by April 99 and new bursary scheme implemented in 2000 and 2001</p> <p>8.2 A needs assessment of bursary scheme at primary completed by 2000 and implementation start in Phase II</p>		
OUTPUT 10: Internal and external support built and maintained	<p>10.1 Selected MOE officials trained in reform process by 1999</p> <p>10.2 PCU unit equipped and operational by 1999</p> <p>10.3 PCU personnel trained in project management throughout the project</p> <p>10.4 PCU coordinate with other donors and conduct quarterly review and consultation</p>		

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Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	Year																						
				1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008											
5	OUTPUT 1 - Revised & streamlined curricula adopted & teaching & learning	425.8w		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
6	Curriculum revised (prior to project start)	27w																								
10	1.4.1 Teaching & learning mats. developed - new curriculum	316.4w																								
16	Pre-testing of syllabuses/support mats. in PS's & SS's	267w																								
31	1.4.2 Revised curriculum implemented	259.4w																								
37	1.5 One text book per 3 PS pupils & 1 page-per teacher revised curric.	223.4w																								
38	1.5.1 One text per 3 PS pupils & 1 each teacher - Std.1&4	18w																								
43	1.5.2 One text per 3 PS pupils & 1 each teacher - Std.2&5	14w																								
48	1.5.3 One text per 3 PS pupils & 1 each teacher - Std.3&6	18w																								
53	1.5.4 One text per 1 PS pupils & 1 each teacher - Std.7	14w																								
58	1.5.5 One text per 1 PS pupils & 1 each teacher - Std.8	18w																								
63	1.6 Science kits for all PS's	72.4w																								
71	1.7 One text book/subject/3 pupils in PS supplied current curric.	20.4w																								
80	OUTPUT 2 - Testing, examinations & assessment system improved	290.8w																								
81	2.1 Train KNEC personnel in Measurement/Evaluation & Computer skill	8w																								
85	2.2 Setup Item Bank	67w																								
92	2.3 Train Test Designers	18w																								
93	2.3.1 Training of KCSE Test Designers	12w																								
98	2.3.2 Training of KCPE Test Designers	18w																								
103	2.4 Revise Exam regulations & Syllabuses	74w																								
104	2.4.1 Revise KCSE Exam regulations & Syllabuses	24w																								
112	2.4.2 Revise KCPE Exam regulations & Syllabuses	26w																								
120	2.5 Design Sample papers	62w																								
121	2.5.1 Design Sample papers for KCSE	30w																								

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	
129	2.5.2 Design Sample papers for KCPE	3w		3	4	1	2	3	4	1	2	3	4	1	2	3
137	2.6 Train Examiners(Markers)	7w														
138	2.6.1 Train examiners - KCSE	18w														
143	2.6.2 Train examiners - KCPE	18w														
148	2.7 Induct Supervisors & Invigilators	61.2w														
149	2.7.1 Induct Supervisors & invigilators KCSE	9.2w														
153	2.7.2 Induct Supervisors & invigilators KCPE	9.2w														
157	2.8 Exam based on new curricula prepared & administered	113.2w														
158	2.8.1 Exam on new curricula prep. & admin. KCSE - Pre-test	61w														
169	2.8.2 Exam on new curricula prepared & admin. KCPE - Pre-test	61w														
180	2.9 Prepare Backwash documents	90.6w														
181	2.9.1 Prepare Backwash documents KCSE	90.6w														
188	2.9.2 Prepare Backwash documents KCPE	33w														
196	OUTPUT 3 - Staffing norms & policies for teachers & administrators introduced	231w														
197	3.1 Undertake study of teacher & administrator development, deployment	62w														
202	3.2 Undertake Study on administrative norms	33w														
207	3.3 Establish & implement staffing/admin. norms	154w														
214	OUTPUT 4 - Teachers trained in revised curriculum & teacher support system	283.2w														
215	4.1 Training of trainers, inspectors, TAC tutors, heads trained in revise	30.6w														
223	4.2 All Teachers College tutors trained	16w														
227	4.3 All teachers trained in new curriculum	244.8w														
244	4.4 Teacher in-service institutionalised (School Based)	11w														
263	4.5 In-service training for inspectors & TAC tutors established	4w														
266	4.6 Means of transport provided DEO's, inspectors/TAC	222w														

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008			
259	4.6.1 Phase 1 - Provision of transport - DEO's, Inspectors/TAC	63w		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
265	4.6.2 Phase 2 - Provision of transport - DEO's, Inspectors/TAC	60w																
271	OUTPUT 5 - School management strengthened legally and structurally	531.8w																
272	5.1 Training program in School Management for BOG's, PTA's, S.C's I	362.8w																
281	5.2 Training program in Management for PS head teach. Implemented	360.8w																
289	5.3 Training program in Management for SS Head teach. Implemented	360.8w																
297	5.4 Training program in Financial Management for school burzars & a	529.8w																
307	5.5 New Education Act gazetted	39w																
311	OUTPUT 6 - School-based MIS strengthened - policy research & program I	657.6w																
312	6.1 Start-Up Activities - Pilot 1 District (prior to loan approval)	30w																
327	6.2 Undertake pilot MIS in 5 districts	49w																
337	6.3 Develop and install nationwide MIS system	116w																
339	Install MIS - Group 1 - 32 districts	64w																
350	Install MIS - Group 2 - 32 districts	72w																
362	6.4 Collect school level info & transmit to distr	389.4w																
371	6.5 Each District inputs school level info & transmit to schools & nation	371.4w																
380	6.6 Central planning dept analyze & publish annual statistics	373.4w																
389	6.7 First review & upgrade Hardware & software	38w																
393	6.8 Final Review and Upgrade H/ware & s/ware	38w 3925\$+1\$																
397	OUTPUT 7 - Physical facilities expanded & improved in targeted SS & PS	470w																
398	7.1 Start-up Activities - Auditing of Sec.school capacities completed	60w																
404	7.2 School mapping system designed & used for future school	118w																
410	7.3 Construction of Primary classrooms in "1" schools	40w																
411	Conduct needs assessment in needy areas	18w 1,403,40\$																

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
				3	4	1	2	3	4	1	2	3	4	1	2
422	7.4 Construction of Laboratories & Classrooms in SS	302w													
428	7.5 Science Equipment & Library Books for SS	59w													
436	OUTPUT 8 - Bursary scheme for the needy improved and expanded	536.8w													
437	8.1 Bursary scheme for secondary schools	533.8w													
438	8.1.1 A needs assessment of bursary scheme at secondary level	32w													
443	8.1.2 Objective criteria for bursary award approv. & disseminated	12w													
446	8.1.3 Bursary scheme expanded for SS's	493.4w													
447	Draw budget annually	481.4w	445.1												
458	Release grants	469.8w													
473	8.2 Bursary scheme for primary schools	451.8w													
474	8.2.1 A needs assessment of bursary scheme at primary level	32w													
479	8.2.2 Objective criteria for bursary award approv. & disseminated	12w													
483	8.2.3 Bursary scheme expanded for PS's	334w													
484	Draw budget annually	380w													
493	Release Grants	359w													
506	OUTPUT 9 - School health/nutritional program Implemented	462.8w													
507	9.1 Start-Up Activities - Situation analysis	20w													
514	9.2 Establish Health & Nutrition program - initial districts	442.8w													
521	Phase 2 - H&N yearly program procure & supply mat.	206w													
526	Phase 3 - H&N program - procure & supply mats. & services	165w													
530	OUTPUT 10: Internal & External support built & maintained	666.8w													
532	10.2 PCU unit equipped & operational	16.2w													
539	10.3 PCU personnel trained in project management	6w													
543	10.4 Reporting mechanism estab. between PCU & MOE units	0.8w													

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	Year																						
				1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008												
546	10.5 Monthly , semi-annual progress reports completed	613.4w		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
548	PCU submits reports to MOENB on schedule	613.4w																								
669	10.6 Annual audits conducted	507.8w																								
670	Conduct internal audits	507.8w																								
711	Conduct external audit	470.9w																								
722	10.7 External stakeholders consulted and coordinated	507.8w																								
723	Devise comm. mechanism & hold regular consultation meetings	507.8w																								
764	10.8 MPET dialogue continued	507.8w																								
765	Review and discuss MPET policies and strategies	507.8w																								

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
1	Project commences - (loan effectiveness)	0w		3	4	1	2	3	4	1	2	3	4	1	2	3	4
2	PHASE 1 of PROJECT	172.2w	1	8/3													
3	PHASE 2 of PROJECT	208.6w															
4	PHASE 3 of PROJECT	152.2w															
5	OUTPUT 1 - Revised & streamlined curricula adopted & teaching & learning	425.6w															
6	Curriculum revised (prior to project start)	27w															
7	1.1 Report on PS & SS curriculum needs produced	22w															
8	1.2 Policy & Teaching & Exam. subjects in PS, SS estab. [OV1.1.2-1.3]	5w	7	7/15	3/20												
9	1.3 Primary & Secondary schools syllabuses revised [OV1.1.1]	12w	8,1	8/3	10/23												
10	1.4.1 Teaching & learning mats. developed - new curriculum	316.4w															
11	Organize workshop for writing support materials	4w	9	10/26	11/20												
12	Approve support materials	2w	11	11/23	12/4												
13	Produce new support materials for pre-testing	1w	12	12/7	12/11												
14	Distribute syllabuses & mats. & in-service teachers for pre-testing	6w	13	12/14	2/6												
15	Review of syllabuses & support mats. by teachers at school & district	14w	14	2/6	5/14												
16	Pre-testing of syllabuses/support mats. in PS's & SS's	297w															
17	Pre-testing of syllabuses/support mats. Std.1&4, Form 1	50w	15	1/3	12/16												
18	Pre-testing of syllabuses/support mats. Std.2&5, Form 2	50w	17	1/4	12/19												
19	Pre-testing of syllabuses/support mats. Std.3&6, Form 3	50w	18	1/1	12/16												
20	Pre-testing of syllabuses/support mats. Std.7, Form 4	50w	19	1/1	12/16												
21	Pre-testing of syllabuses/support mats. Std.6	50w	20	1/1	12/15												
22	Organize workshops for curriculum feedback	2w	15	5/17	5/28												
23	Organize workshops/subject panels to revise syllabuses/materials	2w	22	5/31	6/11												
24	Approve revised syllabuses & curriculum support mats (by 19.2.98)	2w	23	6/14	6/25												

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Durato	Prodec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
25	Launch & release list of syllabuses to publishers	1d	24	3	4	1	2	3	4	1	2	3	4	1	2	3	4
26	Organize launch of new syllabuses	1d	24	6/28	6/28												
27	Text books prepared by publishers.	28w	25	6/29	1/20												
28	Review and vet new texts.	12w	27	1/21	4/13												
29	Release list of recommended books to schools	2d	26	4/14	4/17												
30	Teach-Learn. mats. develop. completed (OVI 1.4.1)	0w	29	4/17													
31	1.4.2 Revised curriculum implemented	28d	4w														
32	Revised curriculum implemented- Std 1&4 & Form 1 (OVI 1.4.2.1)	50w	17				1/3		12/18								
33	Revised curriculum implemented- Std 2&5 & Form 2 (OVI 1.4.2.2)	50w	18				1/1		12/16								
34	Revised curriculum implemented- Std 3&6 & Form 3 (OVI 1.4.2.3)	50w	19				1/3		12/18								
35	Revised curriculum implemented- Std 7 & Form 4 (OVI 1.4.2.4)	50w	20				1/5		12/17								
36	Revised curriculum implemented- Std 8 (OVI 1.4.2.5)	50w	21				1/3		12/16								
37	1.5 One text book per 3 PS pupils & 1 pkge.per teacher revised curric.	23d	4w														
38	1.5.1 One text per 3 PS pupils & 1 each teacher - Std 1&4	16w					10/2	10/27									
39	Schools submit requirements & budgets	4w	29				10/30	12/22									
40	Review school proposals, approve budgets & send grants to sch	8w	39				1/4	1/31									
41	Schools procure text books	4w	40					1/31									
42	OVI 1.5.1 completed	0w	41					1/31									
43	1.5.2 One text per 3 PS pupils & 1 each teacher - Std 2&5	16w							10/2	10/29							
44	Schools submit requirements & budgets	4w	38SS-13w						10/30	12/24							
45	Review school proposals, approve budgets & send grants to sch	8w	44						12/25	1/21							
46	Schools procure text books	4w	45														
47	OVI 1.5.2 completed	0w	46														
48	1.5.3 One text per 3 PS pupils & 1 each teacher - Std 3&6	16w															

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Preced	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
				3	4	1	2	3	4	1	2	3	4	1	2	3	4
49	Schools submit requirements & budgets	4w	34SS-13w						10/4	10/31							
50	Review school proposals, approve budgets & send grants to sch.	6w	49						11/1	12/26							
51	Schools procure text books	4w	50						12/27	1/23							
52	OVI 1.5.3 completed	0w	51							1/23							
53	1.5.4 One text per 1 PS pupils & 1 each teacher - Std.7	16w															
54	Schools submit requirements & budgets	4w	35SS-13w								10/6	10/31					
55	Review school proposals, approve budgets & send grants to sch	6w	54								11/3	12/26					
56	Schools procure text books	4w	55								12/29	1/23					
57	OVI 1.5.4 completed	0w	56									1/23					
58	1.5.5 One text per 1 PS pupils & 1 each teacher - Std.8	16w															
59	Schools submit requirements & budgets	4w	36SS-13w									10/4	10/29				
60	Review school proposals, approve budgets & send grants to sch	6w	59									11/1	12/24				
61	Schools procure text books	4w	60									12/27	1/21				
62	OVI 1.5.5 completed	0w	61														1/21
63	1.6 Science kits for all PS's	72.4w															
64	Issue circular to schools on science kits	2d	30							4/18	4/19						
65	Prepare specs. on science kits	4w	64							4/20	5/17						
66	Schools submit requirements for kits	4w	65							6/18	6/14						
67	Review school proposals & approve budgets	4w	66							6/16	7/12						
68	Send grants to schools	6w	67							7/13	9/6						
69	Schools procure kits	52w	68							9/7							
70	OVI 1.6 completed	0w	69														9/17
71	1.7 One text book/subject/3 pupils in PS supplied current curric.	20.4w															
72	Ratonaise book supply programs	2d	71														
				8/3	8/4												

Strengthening Primary & Secondary Project (STEPS)

		1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008				
ID	Task Name	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
		8/5 8/18															
		8/19 10/27															
		8/19 9/1															
		9/2 9/29															
		9/30 11/24															
		11/25 1/5															
		◆ 1/5															
		2/24 3/1															
		3/2 3/15															
		3/16 3/29															
		3/6															
		11/13 17															
		1/8 3/18															
		3/19 4/1															
		4/2 4/8															
		◆ 4/8															
		4/27 6/21															
		6/22 8/16															
		8/17 8/30															
ID	Task Name	Duration															
73	Prepare circular to schools on book policy	2w 72															
74	Organize awareness meetings among SC's...BOG's,PTA's	10w 73															
75	Obtain info from schools on facilities & book storage	2w 73															
76	Schools submit requirements for books & budgets	4w 75															
77	Review school proposals & budgets & send grants to schools	6w 76															
78	Schools procure textbooks	4w 77															
79	OVI 1.7 completed	0w 78															
80	OUTPUT 2 - Testing, examinations & assessment system improved	290.8w															
81	2.1 Train KNEC personnel in Measurement/Evaluation & Computer skill	6w															
82	Sensitize officers on STEPS	1w 1FS+78w															
83	Train Manuscript & Computer personnel - 30 personnel	2w 82															
84	Training on Measurement & Evaluation - 60 personnel	2w 83															
85	2.2 Setup Item Bank	67w															
86	Procure equipment for Item Bank	36w 1FS+130w															
87	Develop the Items	6w 86															
88	Pretest the Items	10w 87															
89	Analyze the Items	2w 88															
90	Store Items in bank	1w 89															
91	OVI 2. completed	0w 90															
92	2.3 Train Test Designers	18w															
93	2.3.1 Training of KCSE Test Designers	18w															
94	Identify trainers/trainees/venues	6w 84FS+14w															
95	Develop training materials	8w 94															
96	Conduct training program	2w 95															

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008			
97	OVI 2.1.1 completed	0w	96	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
98	2.3.2 Training of KCPE Test Designers	18w																
99	Identify trainers/trainees/venues	6w	94FS-4w															
100	Develop training materials	8w	99															
101	Conduct training program	2w	100															
102	OVI 2.1.2 completed	0w	101															
103	2.4 Revise Exam regulations & Syllabuses	74w																
104	2.4.1 Revise KCSE Exam regulations & Syllabuses	24w																
105	Obtain revised curriculum	2w	85															
106	Hold exam panel meetings (x subjects 4w)	4w	105															
107	Obtain approval of regulations & Syllabuses	2w	106															
108	Typeset & proof-read regs. & syllabuses	4w	107															
109	Print Regs. & Syllabuses (4000)	8w	108															
110	Distribute to schools	4w	109															
111	OVI 2.4.1 completed	0w	110															
112	2.4.2 Revise KCPE Exam regulations & Syllabuses	24w																
113	Obtain revised curriculum	2w	104FS-26															
114	Hold exam panel meetings (x subjects 4w)	4w	110															
115	Obtain approval of regulations & Syllabuses	2w	114															
116	Typeset & proof-read regs. & syllabuses	4w	115															
117	Print Regs. & Syllabuses (20000)	6w	116															
118	Distribute to schools	4w	117															
119	OVI 2.4.2 completed	0w	118															
120	2.5 Design Sample papers	82w																

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Predec	Year																						
				97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008											
121	2.5.1 Design Sample papers for KCSE	3w		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
122	Identify sorters & moderators	8w	111																							
123	Set papers (x subjects @ 3w)	3w	122																							
124	Moderate papers (x subjects@3w)	3w	123																							
125	Typeset & proof read papers	4w	124																							
126	Print sample papers (4000 books)	8w	125																							
127	Distribute to schools	4w	126																							
128	OVI 2.5.1 completed	0w	127																							
129	2.5.2 Design Sample papers for KCPE	3w																								
130	Identify sorters & moderators	8w	118																							
131	Set papers (x subjects @ 3w)	3w	130																							
132	Moderate papers (x subjects@3w)	3w	131																							
133	Typeset & proof read papers	4w	132																							
134	Print sample papers (4000 books)	8w	133																							
135	Distribute to schools	8w	134																							
136	OVI 2.5.2 completed	0w	135																							
137	2.6 Train Examiners(Markers)	70w																								
138	2.6.1 Train examiners - KCSE	18w																								
139	Identify trainers/trainees/venues	8w	127																							
140	Develop training materials	8w	139																							
141	Conduct training program	2w	140																							
142	OVI 2.6.1 completed	0w	141																							
143	2.6.2 Train examiners - KCPE	18w																								
144	Identify trainers/trainees/venues	8w	136																							

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Preced	Year																						
				1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008											
145	Develop training materials	8w 145		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
146	Conduct training program	2w 145																								
147	OVI 2.0.2 completed	0w 145																								
148	2.7 Induct Supervisors & Invigilators	61.2w																								
149	2.7.1 Induct Supervisors & Invigilators KCSE	9.2w																								
150	Identify the Supervisors & Invigilators	8w 135																								
151	Identify training venues	1w 150																								
152	Induct Supervisors & Invigs. (20000)	1d 151																								
153	2.7.2 Induct Supervisors & Invigilators KCPE	9.2w																								
154	Identify the Supervisors & Invigilators	8w 143																								
155	Identify training venues	1w 154																								
156	Induct Supervisors & Invigs. (50000)	1d 155																								
157	2.8 Exam based on new curricula prepared & administered	113.2w																								
158	2.8.1 Exam on new curricula prep. & admin. KCSE - Pre-test	61w																								
159	Identify setters & moderators	4w 20SS-8w																								
160	Set & moderate papers (x subjects @ 7w)	7w 159																								
161	Typeset & proof read papers	8w 160																								
162	Print question papers	21w 161																								
163	Pack/Centre question papers	4w 162																								
164	Distribute to schools [Exams in Oct-Nov]	2w 163																								
165	Receive answer scripts	4w 164																								
166	Mark scripts	5w 165																								
167	Process/analyze results	6w 166																								
168	OVI 2.8.1 completed	0w 167																								

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
169	2.8.2 Exam on new curricula prepared & admin. KCPE - Pre-test	6w		3	4	1	2	3	4	1	2	3	4	1	2	3	4
170	Identify setters & moderators	4w	2155-8w								11/6	12/3					
171	Set & moderate papers (X subjects @ 7w)	7w	170								12/4	1/21					
172	Typeset & proof read papers	8w	171								1/22	3/17					
173	Print question papers	21w	172								3/18	8/11					
174	Pack/centre question papers	4w	173								8/12	9/8					
175	Distribute to schools (Exams in Oct-Nov)	2w	174								9/9	9/22					
176	Receive answer scripts	4w	175								9/23	10/20					
177	Mark scripts	5w	176								10/21	11/24					
178	Process/analyze results	6w	177								11/25	1/5					
179	OVI 2.8.2 completed	0w	178									1/5					
180	2.9 Prepare Backwash documents	90.6w															
181	2.9.1 Prepare Backwash documents KCSE	90.6w															
182	Sample scripts obtained	4w	167								1/7	2/3					
183	Statistics generated & analyzed	5w	162								2/4	3/9					
184	Report prepared and edited	4w	163								3/10	4/6					
185	Reports printed KCSE	8w	164								4/7	6/1					
186	Reports distributed to schools (KCSE 4,000)	4w	165								6/2	6/29					
187	Feedback received from schools	8w	166								8/8	9/30					
188	2.9.2 Prepare Backwash documents KCPE	33w															
189	Sample scripts obtained	4w	176								1/6	2/2					
190	Statistics generated & analyzed	5w	169								2/3	3/9					
191	Report prepared and edited	4w	150								3/10	4/6					
192	Reports printed KCPE	8w	151								4/7	6/1					

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ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
				3	4	1	2	3	4	1	2	3	4	1	2	3	4
193	Repons distributed to schools (KCPE 17000)	4w	192														
194	Feedback received from schools	6w	193														
195	2.10 Research on performance in KCPE & KCSE undertaken in schools	0w	180														
196	OUTPUT 3 - Staffing norms & policies for teachers & administrators introdu	23w															
197	3.1 Undertake study of teacher & administrator development, deploy	82w															
198	Prepare TOR for study	4w	355														
199	Engage/recruit study team	12w	198														
200	Conduct and present report	36w	199														
201	Teachers study completed OVI 3.1	0w	200														
202	3.2 Undertake Study on administrative norms	33w															
203	Prepare TOR's	4w	201														
204	Engage Study teams	12w	203														
205	Conduct study & present report	15w	204														
206	OVI 3.2 completed	2w	205														
207	3.3 Establish & implement staffing/admin. norms	184w															
208	Consult/Sensitise key stakeholders	26w	206														
209	Determine & issue policies of staffing norms PS/SS	4w	208														
210	Appraisal of recommendations by WS	26w	209														
211	Retrain teachers	90w	210														
212	Redeploy teachers/administrators according to vacancies at PS/SS le	90w	211SS+6w														
213	OVI 3.3 completed	0w	212														
214	OUTPUT 4 - Teachers trained in revised curriculum & teacher support stren	243.2w															
215	4.1 Training of trainers, inspectors, TAC Tutors, heads traind in revise	30.6w															
216	Identify TOT (200)	30/	24														

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ID	Task Name	Prodec	Duration	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
217	Train TOTs	1w 216		3	4	1	2	3	4	1	2	3	4	1	2	3	4
218	Develop training packages	3w 217					7/1	7/7									
219	Train TAC tutor & inspectors	13w 218					7/8	7/28									
220	TOT training of head teachers on new curriculum	13w 218					7/29	10/27									
221	Inspectors train HOD's	13w 219					7/29	10/27									
222	OVI 4.1 completed	0w 221					10/28	2/7									
223	4.2 All Teachers College tutors trained	14w					2/7										
224	Design training materials for teachers/tutors	4w 219					10/28	11/24									
225	TOTs train college tutors	12w 224					11/25	2/28									
226	OVI 4.2 completed	0w 225					2/28										
227	4.3 All teachers trained in new curriculum	244.8w					4/3	4/21									
228	Inspectors & H/teachers train Std 1 & 4 & Form 1 teachers - April	3w 220					8/1	8/21									
229	Inspectors & H/teachers train Std 1 & 4 & Form 1 teachers - August	3w 228					12/1	12/21									
230	Inspectors & H/teachers train Std 1 & 4 & Form 1 teachers - Dec	3w 229					4/3	4/23									
231	Inspectors & H/teachers train Std 2 & 5 & Form 2 teachers - April	3w 230					8/1	8/21									
232	Inspectors & H/teachers train Std 2 & 5 & Form 2 teachers - August	3w 231					12/3	12/21									
233	Inspectors & H/teachers train Std 2 & 5 & Form 2 teachers - Dec	3w 232					4/1	4/19									
234	Inspectors & H/teachers train Std 3 & 6 & Form 3 teachers - April	3w 233					8/1	8/21									
235	Inspectors & H/teachers train Std 3 & 6 & Form 3 teachers - Aug	3w 234					12/2	12/20									
236	Inspectors & H/teachers train Std 3 & 6 & Form 3 teachers - Dec	3w 235					4/14	5/2									
237	Inspectors & H/teachers train Std 7 & Form 4 teachers - April	3w 236					8/1	8/21									
238	Inspectors & H/teachers train Std 7 & Form 4 teachers - Aug	3w 237					12/1	12/19									
239	Inspectors & H/teachers train Std 7 & Form 4 teachers - Dec	3w 238					4/1	4/21									
240	Inspectors & H/teachers train Std 6 teachers - April	3w 239															

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ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008						
241	Inspectors & H/teachers train 8 teachers - Avg.	3w	240	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
242	Inspectors & H/teachers train 8 teachers - Doc.	3w	241																		
243	OVI 4.3 completed	0w	242																		
244	4.4 Teacher in-service institutionalized (School Based)	11w																			
245	Develop guidelines for teacher in-service	1w	355-52w																		
245	Establish a teacher-in service committee at district level	1w	201,245																		
247	Identify minimum packages of furniture, books & stationery for TAC's	2w	201,245																		
248	Provide minimum furniture, books & stationery to TAC's	2w	247																		
249	Develop a standard report format to be used for District Tr. in-serv.	1w	248																		
250	In-service committee to prepare report end of each term	1w	249																		
251	Carryout annual evaluation of Inset by TAC tutors	4w	250																		
252	OVI 4.4 completed	0w	251																		
253	4.5 In-service training for inspectors & TAC tutors established	4w																			
254	Identify in-service training needs for all inspectors & TAC's	1w	355-52w																		
255	Design training proems for TAC's & inspectors	2w	254																		
256	Train inspectors /TAC tutors annually	1w	255																		
257	OVI 4.5 completed	0w	256																		
258	4.6 Means of transport provided DEO's, inspectors/TAC	23w																			
259	4.6.1 Phase 1 - Provision of transport - DEO's, inspectors/TAC	63w																			
260	Identify transport needs for all inspectors, DEO's, TAC's	3w	1F3-52w																		
261	Procure/provide vehicles for inspectors & DEO's	52w	260																		
262	Design soft-loan scheme for zonal inspectors & TAC's	4w	201SS-4w																		
263	Implement the soft-loan scheme	52w	262																		
264	OVI 4.6.1 completed	0w	263																		

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	Year																						
				1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008												
265	4.6.2 Phase 2 - Provision of transport - DEO's, inspectors/TAC	9w		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
266	Identify transport needs for all inspectors, DEO's, TAC's	3w	260F S-16											10/22	11/11											
267	Procure/provide vehicles for inspectors & DEO's	52w	266											11/12	11/10											
268	Design soft-loan scheme for zonal inspectors & TAC's	4w	266S-4w											11/19	12/16											
269	Implement the soft-loan scheme	52w	268											12/17	12/15											
270	OVI 4.6.2 completed	0w	269																							
271	OUTPUT 5 - School management strengthened legally and structurally	51.6w																								
272	5.1 Training program in School Management for BOG's, PTA's, S.C's	342.8w																								
273	Develop criteria for appointment/ship to BOG/PTA/SC	6w	355											1/1	2/25											
274	Reconstitute nomination panels for BOG's	6w	273											2/26	4/22											
275	Publicise need for renewal of BOG's/PTA's/SC's in all schools	18w	274											4/23	8/26											
276	Sub-contract training program - (TOR's & contract)	26w	275											9/27	2/24											
277	Delivery of training programs	140w	276											2/25												
278	Monitor & Evaluate program	16w	277F-4w																							
279	BOG's/PTA's/SC's trained in School Mgt - Phase 2 (OVI 5.1.1)	0w	278																							
280	BOG's/PTA's/SC's trained in School Mgt - Phase 3 (OVI 5.1.2)	154w																								
281	5.2 Training program in Management for PS head teach. Implemented	340.8w																								
282	Develop criteria for appointment of PS head teachers	8w	355											1/1	2/25											
283	Conduct baseline study needs assessment	6w	282											2/26	4/22											
284	Sub-contract training	26w	283											4/23	10/21											
285	Deliver training of 4,115 PS headteachers	156w	284											10/22												
286	Monitor & evaluate impact of training	16w	285F-4w																							
287	PS Headteacher/Deputies Trained in Management Ph 2 (OVI 5.2.1)	0w	286																							
288	PS Headteacher/Deputies Trained in Management Ph 3 (OVI 5.2.2)	157w																								

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Predec	Duration	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
289	5.3 Training program in Management for SS Head teach. Implemented	340.8w		3	4	1	2	3	4	1	2	3	4	1	2	3	4
290	Develop criteria for appointment of SS Head teacher.	6w	355					1	2	3	4						
291	Conduct baseline study needs assessment.	6w	200					2	26	4	22						
292	Sub-contract training	26w	291					4	23	10	21						
293	Conduct training of 3000 SS Headteachers	156w	292					10	22	10	31						
294	Monitor & evaluate impact of training	16w	203FF-4w					8	9	11	28						
295	SS Headteachers/deputes Management training- Ph. 2 [OVI 5.3.1]	0w	294														
296	SS Headteachers/deputes Management training - Ph. 3 [OVI 5.3.2]	152w															
297	5.4 Training program in Financial Management for school bursars & a	622.8w															
298	Develop criteria for appointment	6w	1FS-4w					8	31	10	23						
299	Conduct baseline study needs assessment	6w	298					10	26	12	18						
300	Issue policy guidelines on recruitment of school support staff inc. bur	6w	299					1	14	2	26						
301	Sub-contract training	26w	300					3	1	8	27						
302	Delivery of Financial Mgt. training/Conduct training - Phase 1	11w	301					8	30	11	26						
303	Monitor & evaluate impact of training	16w	302FF-4w					9	4	12	24						
304	OVI 5.4.1 completed	0w	303														
305	Bursars & Acc. Clerks trained in Financial Mgt. Ph. 2 [OVI 5.4.2]	206w	355														
306	Bursars & Acc. Clerks trained in Financial Mgt. Ph. 3 [OVI 5.4.3]	152w	455														
307	5.5 New Education Act gazetted	36w															
308	Consult stakeholders on new roles as per draft Act	26w	1FS-4w					8	31	3	12						
309	Incorporate role & resp. of BOG/SPTA/USCs in draft Act	13w	300					3	15	8	11						
310	Education Act gazetted completed [OVI 5.5]	0w	309														
311	OUTPUT 6 - School-based M&S strengthened - policy research & program i	557.6w															
312	6.1 Start-Up Activities - Pilot 1 District (prior to Loan approval)	30w															

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
313	Assess existing MIS & future requirements	5w		3/4	1/2	3/4	1/2	3/4	1/2	3/4	1/2	3/4	1/2	3/4	1/2
314	Print revised survey questionnaire	5w	313	1/5	2/6										
315	Design initial pilot MIS - 1 district	6w	314	2/9	3/13										
316	Procure hardware/software for proto-type data processing	6w	314	3/6	4/24										
317	Rehabilitate existing office - 1 district for MIS storage facilities	4w	314	3/6	4/24										
318	Customise software	5w	316	4/27	5/29										
319	Develop MIS training materials	4w	314	3/6	4/10										
320	Train MOE staff & Head teachers in data collection 1 district	2w	319	4/13	4/24										
321	Data collection - 1 district	6w	320,314	4/27	6/5										
322	Train data entry clerks	1w	321	6/8	6/12										
323	Data entry pilot 1 district	4w	322	6/15	7/10										
324	Pilot initial MIS (processing)	2w	323,315	7/13	7/24										
325	Demonstration workshop to stakeholders	1w	324	7/27	7/31										
326	Pilot MIS completed (OVI 6.1)	0w	325	7/31											
327	6.2 Undertake pilot MIS in 5 districts	49w													
328	Train MOE staff in data collection & analysis	5w	326,1	8/3	9/4										
329	Carry-out data collection in 5 districts	12w	328	9/7	1/27										
330	Rehabilitate existing offices (5 districts) for MIS storage facilities	15w	1,326	9/14	1/8										
331	Procure, supply & install hardware	26w	1,326	8/3	2/12										
332	Install MIS system	5w	331	2/15	3/19										
333	Train MIS staff (data entry analysis)	6w	332	3/22	5/14										
334	Data entry for 5 districts	4w	333	5/17	6/11										
335	Pilot MIS in 5 districts (processing)	5w	334	6/14	7/16										
336	Finalise & demo MIS design incl 1 week workshop (OVI 6.2)	1w	335	7/19	7/23										

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
				3	4	1	2	3	4	1	2	3	4	1	2	3	4
337	6.3 Develop and install nationwide MIS system	11w															
338	Develop implementation plan for nationwide MIS (64 districts)	4w	336														
339	Install MIS - Group 1 - 32 districts	6w															
340	Train MOE staff in data collection & analysis	12w	338														
341	Rehabilitate existing offices	26w	338														
342	Procure, supply & install hardware	36w	338														
343	Install MIS system	12w	341,342														
344	Develop & print training materials & manuals	6w	343														
345	Identify & train MOE staff on MIS	6w	344														
346	Install E-mail facilities HQ & districts	16w	343														
347	Print & distribute questionnaires or data entry forms	6w	340,343														
348	Sub-contract local service for hardware	2w	342														
349	OVI 6.3.1 MIS installation in Group 1 (32 Districts) completed	0w	348,345														
350	Install MIS - Group 2 - 32 districts	72w															
351	Train MOE staff in data collection & analysis	12w	338FS-40														
352	Rehabilitate existing offices	26w	338FS-40														
353	Procure, supply & install hardware	36w	338FS-40														
354	Install MIS system	12w	353,352														
355	Develop & print training materials & manuals	6w	354														
356	Identify & train MOE staff on MIS	6w	355														
357	Install E-mail facilities HQ & districts	16w	354														
358	Print & distribute questionnaires or data entry forms	6w	356,354														
359	Sub-contract local service for hardware	2w	355														
360	OVI 6.3.2 MIS installation in Group 2 (32 Districts) completed	0w	359,356														

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duration	Preced	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008			
361	Nationwide implementation of MIS completed [OVI 6.3]	0w 349,360		3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
362	6.4 Collect school level info & transmit to dist	369.4w																
371	6.5 Each District inputs school level info & transmit to schools & natio	371.4w																
380	6.6 Central planning dept. analyze & publish annual statistics	373.4w																
381	Annual Statistics published year 2001	6w 372																
382	Annual Statistics published year 2002	6w 373																
383	Annual Statistics published year 2003	6w 374																
384	Annual Statistics published year 2004	6w 375																
385	Annual Statistics published year 2005	6w 376																
386	Annual Statistics published year 2006	6w 377																
387	Annual Statistics published year 2007	6w 378																
388	Annual Statistics published year 2008	6w 379																
389	6.7 First review & upgrade Hardware & software	38w																
390	Review h/ware & s/ware requirements	2w 381FS-10																
391	Procure & install MIS system	36w 390																
392	First h/ware & s/ware upgraded completed [OVI 6.4]	0w 391																
393	6.8 Final Review and Upgrade h/ware & s/ware	38w 392FS-16																
394	Review h/ware & s/ware requirements	2w 392FS-15																
395	Procure & install MIS system	36w 394																
396	First h/ware & s/ware upgraded completed [OVI 6.5]	0w 395																
397	OUTPUT 7 - Physical facilities expanded & improved in targeted SS & PS	470w																
398	7.1 Start-up Activities - Auditing of Sec. school capacities completed	50w																
399	Draw TOR	4w 1FS-20w																
400	Recruit & appoint study team	6w 399																

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Ouratio	Predec	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008			
401	Conduct survey on school facilities	3w	400	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
402	Submit reports & recommendations	4w	401															
403	OVI 7.1 completed	0w	402															
404	7.2 School mapping system designed & used for future school	11w																
405	Draw TOR's	4w	403															
406	Recruit study team	6w	405															
407	Conduct school mapping exercise	10w	406															
408	Produce report with recommendations	8w	407															
409	OVI 7.2 completed	0w	408															
410	7.3 Construction of Primary classrooms in "X" schools	40w																
411	Conduct needs assessment in needy areas	16w	1,403,409															
412	Produce TOR's	4w																
413	Recruit Consultant	6w	412															
414	Conduct needs assessment	8w	413															
415	Submit report & recommendations	4w	414															
416	Organize SC's in targeted areas	4w	415															
417	SC's identify available land	4w	416															
418	SC's provide physical plans approved by MC/CC	4w	417															
419	Draw budget by Coord. committee	4w	418															
420	Release grant.	2w	419															
421	OVI 7.3 completed	0w	420															
422	7.4 Construction of Laboratories & Classrooms in SS	302w																
423	Organize SOG/APTA's in targeted schools for expansion	40w	1,403,409															
424	Coordinating team draws up budget	6w	423															

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
425	Identify available land	4w	424	3	4	1	2	3	4	1	2	3	4	1	2	3	4
426	Draw funds and construct facilities throughout project	250w	425	3	4	1	2	3	4	1	2	3	4	1	2	3	4
427	OVI 7.4 completed	0w	426						4/29	5/27							3/10
428	7.5 Science Equipment & Library Books for SS	89w															3/10
429	Identify schools that require science equipment & library books	4w	42355-26						11/26	12/23							
430	Prepare specs. on science equipment & library books	4w	429						12/24	1/20							
431	Schools submit requirements for science equip. & library books	4w	430						1/21	2/17							
432	Review school proposals & approve budgets	4w	431						2/18	3/17							
433	Send grants to schools	8w	432						3/18	5/12							
434	Schools procure science equipments & library books	34w	433						5/13	1/5							
435	OVI 7.5 completed	0w	434														1/5
436	OUTPUT 8 - Bursary scheme for the needy improved and expanded	615.8w															
437	8.1 Bursary scheme for secondary schools	633.8w															
438	8.1.1 A needs assessment of bursary scheme at secondary level	32w															
439	Draw TORs for the study	4w	1FS-4w						8/31	9/25							
440	Appoint study team	8w	439						9/28	11/20							
441	Conduct assessment and submit report	20w	440						11/23	4/23							
442	OVI 8.1.1 completed	0w	441							4/23							
443	8.1.2 Objective criteria for bursary award approv. & disseminated	12w															
444	Establish criteria for bursary award	8w	442						4/26	6/18							
445	Issue guidelines for bursary allocation to schools	4w	444						6/21	7/16							
446	8.1.3 Bursary scheme expanded for SS's	483.4w															
447	Draw budget annually	481.4w	445,1														
448	Release grants	469.8w															

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	97	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008		
469	Monitor implementation & evaluate Phase 1	10w	459	3	4	1	2	3	4	1	2	3	4	1	2	3	4
470	OVI 8.1.2 completed - Phase 1	0w	466														
471	Monitor implementation & evaluate Phase 2	20w	469														
472	Monitor implementation & evaluate Phase 3	15w	471														
473	8.2 Bursary scheme for primary schools	481.8w															
474	8.2.1 A needs assessment of bursary scheme at primary level	3w															
475	Draw TORs for the study	4w	438FS-52														
476	Appoint study team	8w	475														
477	Conduct assessment and submit report	20w	476														
478	OVI 8.2.1 completed	0w	477														
479	8.2.2 Objective criteria for bursary award approv.& disseminated	12w															
480	Establish criteria for bursary award	8w	476														
481	Issue guidelines for bursary allocation to schools	4w	480														
482	OVI 8.2.2 completed	0w	481														
483	8.2.3 Bursary scheme expanded for PS's	30w															
484	Draw budget annually	38w															
493	Release Grants	36w															
502	Monitor implementation & evaluate Phase 1	4w	494														
503	OVI 8.2.3 completed	0w	502														
504	Monitor implementation & evaluate Phase 2	20w	469,355														
505	Monitor implementation & evaluate Phase 3	15w	471,455														
506	OUTPUT 9 - School health/nutritional program implemented	482.8w															
507	9.1 Start-Up Activities - Situation analysis	20w															
508	Draw up TOR's	4w	1FS-7w														

Strengthening Primary & Secondary Project (STEPS)

ID	Task Name	Duratio	Predec	Year																						
				1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008												
540	Train personnel in implementation, monitoring/evaluation	2w	535	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1
541	Train personnel in procurement, financial management, etc.	4w	540	8/31	9/11																					
542	OVI 10.3 completed	0w	541	9/14	10/9																					
543	10.4 Reporting mechanism estab. between PCU & MOE units	0.8w		10/9																						
544	Organize meetings to establish reporting mechanism between coordin	2w	535	8/31	9/1																					
545	Submit reporting process to project steering committee for approval	2w	544	9/2	9/3																					
546	10.5 Monthly, semi-annual, progress reports completed	612.4w																								
547	Establish E-mail to WB	2w	5375-4w	1/4	1/15																					
548	PCU submits reports to MOE/WB on schedule	612.4w																								
569	10.6 Annual audits conducted	607.8w																								
670	Conduct internal audits	607.8w																								
711	Conduct external audit	470.8w																								
722	10.7 External stakeholders consulted and coordinated	607.8w																								
723	Devise comm. mechanism & hold regular consultation meetings	607.8w																								
764	10.8 MPET dialogue continued	607.8w																								
765	Review and discuss MPET policies and strategies	607.8w																								



REPUBLIC OF KENYA

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**MASTER PLAN ON EDUCATION AND TRAINING
1997 - 2010**

**5th August, 1997
(draft)**

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BODIES CHARGED WITH DEVELOPMENT OF THE PLAN

MEMBERS OF THE MPET STEERING COMMITTEE

- | | |
|-------------------------------|--|
| 1. Kamotho J J (Hon), EGH, MP | Minister for Education - Chairperson |
| 2. Kaittany M (Mr) | Permanent Secretary, MoH |
| 3. Lesrima S S (Mr) | Permanent Secretary, MoF |
| 4. Masiga E S (Mrs) | Permanent Secretary, MoE |
| 5. Njoroge W (Mr) | Permanent Secretary, MRTTT |
| 6. Obudo M A (Mr) | Permanent Secretary, MoHA & NH |
| 7. Osundwa E S (Mr) | Permanent Secretary, OVPMPND |
| 8. Owuor F S O (Mr) | Permanent Secretary, MCSS |
| 9. Sabari T (Mr) | Permanent Secretary, MLMD |
| 10. Siele R K (Mr) | Permanent secretary, MoLG |
| 11. Kinyua J (Mr) | Finance Secretary, MoF |
| 12. Kirui D (Mr) | Director of Adult Education, MCSS |
| 13. Kyungu S P M (Mr) | Director of Education, MoE |
| 14. Okaka P O (Mr) | Director of Technical Training, MRTTT |
| 15. Gitu K W (Dr) | Director of Planning, OVPMPND |
| 16. Mungai J M (Prof) | Secretary CHE |
| 17. Eshiwani G S (Prof) | Vice Chancellor, Kenyatta University |
| 18. Gichaga F J (Prof) | Vice Chancellor, University of Nairobi |
| 19. Irina J C (Prof) | Vice Chaucellor, Moi University |
| 20. Kiptoon J C (Prof) | Vice Chancellor, Egerton University |
| 21. Michieka R W (Prof) | Vice Chancellor, JKUAT |
| 22. Karani F (Prof) | Chairperson, Board of Adult Education |
| 23. Chacha-Ogwe C (Mr) | Kenya Commission for UNESCO |
| 24. Wackman H E (Mr) | Country Director, World Bank, Kenya |
| 25. Elliot M (Dr) | Dept for International Dev (British) |
| 26. Lyons F (Mr) | Resident Representative, UNDP |
| 27. Wilson C (Mr) | UNICEF Kenya Country Office |
| 28. Shetty S (Mr) | Chairman, NGO Council |
| 29. Mbato R M (Mr) | Deputy Secretary MoE - Secretary |

MEMBERS OF THE MPET TASK FORCE

- | | |
|------------------------|---|
| 1. Masiga E S (Mrs) | Permanent Secretary, MOE - Chairperson* |
| 2. Mungai J M (Prof) | Secretary CHE |
| 3. Kyungu S M P (Mr) | Director of Education, MOE |
| 4. Okaka P (Mr) | Director of Technical Training, MRTTT |
| 5. Kirui D K (Mr) | Director of Adult Education, MCSS |
| 6. Audo Y O (Mr) | Director of Manpower Planning, MLMD |
| 7. Lodiaga J (Mr) | Director, Kenya Education Staff Institute |
| 8. Oduor O (Mr) | Director of Employment, MLMD |
| 9. Wamanya T (Mr) | Director of Manpower Development MLMD |
| 10. Wambugu R D (Mr) | Director, Kenya Institute of Education |
| 11. Chacha-Ogwe C (Mr) | Kenya Commission for UNESCO |

12. Farah I (Mr)	Deputy Secretary, MOE
13. Kang'ali J (Mr)	Secretary Teachers Service Commission
14. Mukuru E N (Mrs)	Senior Deputy Director of Education, MoE
15. Nyaga B (Mr)	Chief Inspector of Technical Training, MRTTT
16. O'bonyo S J (Mr)	Senior Deputy Director of Education, MoE
17. Ouso T I (Mr)	Deputy Director, Department of Adult Education
18. Rono D K (Mr)	Chief Inspector of Schools, MoE
19. Sang' S K (Mr)	Senior Deputy Director of Education, MoE
20. Yussufu A (Mr)	Secretary Kenya National Examinations Council
21. Mbato R M (Mr)	Deputy Secretary, MoE - Secretary

* Mr S S Lesrinta was Permanent Secretary, MoE and Chairperson until mid January, 1997.

MEMBERS OF THE MPET DRAFTING COMMITTEE*

1. Mbato R M (Mr)	Deputy Secretary, MoE - Coordinator
2. Gachanja B N (Mr)	Assistant Director of Education, MOE
3. Gathenya T W (Mrs)	Assistant Director of Education, MOE
4. Gichura S (Ms)	Senior Education Officer, MoE
5. Guantai L (Mrs)	Principal Examinations Secretary, KNEC
6. Kariuki M R W (Mrs)	Senior Education Officer, MoE
7. Katembu T M (Mr)	Senior Economist/Statistician, MOE
8. Kebathi J (Mrs)	Assistant Director of Education DAE, MCSS
9. Kiriago J (Mr)	Education Officer, MoE (October/November, 1996)
10. Koori A (Mrs)	Senior Economist/Statistician, MoE
11. Maghanga S (Ms)	Senior Economist/Statistician, OVPMPND
12. Mwaura A N (Mr)	Inspector of Technical Training, MRTTT
13. Mwiroti M (Mrs)	ADE, MoE (Sept/Nov 1996)
14. Njine G N (Mr)	Commission for Higher Education
15. Nzomo J (Mrs)	Economist/Statistician, MoE (Sept to Oct 1996)

* Mr B N Gachanja, Mrs T W Gathenya, Mrs M R W Kariuki and Mr A N Mwaura constituted a sub-committee which undertook the editing of the MPET Draft.

Secretariat

1. Onsomu E N (Mrs)	Economist/Statistician, MoE
2. Ruini G (Ms)	Secretary, MoE
3. Shitambasi P (Ms)	Secretary, MoE

CONSULTANTS TO THE MPET PREPARATION PROCESS

1. Makau B M (Mr)	Kenyan
2. Penrose P (Mr)	British

ABBREVIATIONS AND ACRONYMS

ACE	Adult and Continuing Education
AIDS	Acquired Immuno Deficiency Syndrome
ALP	Adult Literacy Programme
ASAL	Arid and Semi-Arid Lands
BAE	Board of Adult Education
BoG	Board of Governors
CBE	Curriculum Based Establishment
CBS	Central Bureau of Statistics
CESA	Comprehensive Education Sector Analysis
CFS	Consolidated Fund Services
CHE	Commission for Higher Education
CPE	Certificate of Primary Education
DAE	Department of Adult Education
DC	District Commissioner
DDC	District Development Committee
DEA	Distance Education Approaches
DEB	District Education Board
DEO	District Education Officer
DETB	District Education and Training Board
DICECE	District Centre for Early Childhood Education
DIT	Directorate of Industrial Training
EFA	Education for All
E&T	Education and Training
EARS	Early Assessment and Rehabilitation Services
ECCDE	Early Childhood Care Development Education
ECDIC	Early Childhood Development Implementation Committee
EET	Extension Education and Training
EO	Education Officer
EPOSY	Education Programme for Out-of -School Youth
ETA	Education and Training Act
FAWE	Forum for African Women Educationalists
GDP	Gross Domestic Product
GER	Gross Enrolment Ratio
GoK	Government of Kenya
GTZ	German Technical Co-operation
HELB	Higher Education Loans Board
IA	Industrial Attachment
IIEP	International Institute for Educational Planning
ITL	Industrial Training Levy
IT	Institute of Technology
JICA	Japanese International Cooperation Agency
KASNEB	Kenya Accountants Secretaries National Examinations Board
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education

KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
KNUT	Kenya National Union of Teachers
KSSHA	Kenya Secondary Schools Heads' Association
KTTC	Kenya Technical Training College
LGA	Local Government Authority
LMIMS	Labour Market Information and Monitoring System
MALDM	Ministry of Agriculture, Livestock Development and Marketing
MCSS	Ministry of Culture and Social Services
MIS	Management Information System
MoCI	Ministry of Commerce and Industry
MoE	Ministry of Education
MoF	Ministry of Finance
MoH	Ministry of Health
MoHA&NH	Ministry of Home Affairs & National Heritage
MoLG	Ministry of Local Government
MPET	Master Plan on Education and Training
MRTTT	Ministry of Research Technical Training and Technology
NACECE	National Centre for Early Childhood Education
NEAB	National Education Advisory Board
NEP	North Eastern Province
NETC	National Education and Training Commission
NGO	Non Governmental Organisation
NIC	Newly Industrialised Country
NIDC	National Industrial Development Council
NP	National Polytechnic
OP	Office of the President
OVP&MPND	Office of the Vice President and Ministry of Planning and National Dev
PC	Provincial Commissioner
PDE	Provincial Director of Education
PEAB	Provincial Education Advisory Board
PRISM	Primary Schools Management Project
PTA	Parents Teachers Association
PTR	Pupils per Teacher Ratio
R&D	Research and Development
SC	School Committee
SPRED	Strengthening of Primary Education
TAC	Teachers Advisory Centre
TEP	Technical Education Programme
TSC	Teachers Service Commission
TTI	Technical Training Institute
UIP	University Investment Project
UNO	United Nations Organization
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Education Fund
VOC-TEC	Vocational and Technical Training
WCEFA	World Conference on Education for All
WFP	World Food Programme
YP	Youth Polytechnic

GENERAL INTRODUCTION

METHODOLOGY IN DEVELOPING THE MPET

(a) **Bodies Charged with Development of the Plan.** With the Ministry of Education (MoE) taking the lead, in September 1996 the Government of Kenya (GoK) set up a hierarchy of the following three bodies to undertake the development of the MPET:

- (i) *The Steering Committee*, chaired by the Minister for Education and with broad representation from other GoK ministries, institutions, donors and NGOs, provided policy and professional advice, as well as linkages with high levels of government and stakeholders.
 - (ii) *The Task Force*, chaired by the Permanent Secretary in MoE, took responsibility for the professional development of the MPET. The Task Force regularly reviewed drafts of the initial plan chapters and eventually considered and sanctioned a final draft of the plan for further action by the Steering Committee.
 - (iii) *Drafting Committee*. Coordinated by the Deputy Secretary (Planning and Development, MoE) had a membership drawn from MoE, Ministry of Research Technical Training and Technology (MRTTT), Ministry of Culture and Social Services (MCSS), and Office of the Vice President and Ministry of Planning and National Development (MPND). Two consultants, one of whom worked with the committee on a continuous basis, assisted in the drafting task. Reporting to the Task Force, the committee undertook the review of relevant literature, analysis of existing policies, collection and analysis of new data and information, and the preparation of the draft MPET.
- (b) **Sources of Data and Information.** In developing the draft plan, the Drafting Committee relied on two major sources as follows:
- (i) *Written Materials*. First, to place the Kenya case in a wider context, a review of literature on the development of E&T in developing countries and elsewhere was carried out. Second, relevant studies (including the 1995 MoE-World Bank cost and financing studies) on Kenya, published and unpublished policy documents, and E&T project proposals and reports were analysed to build a firm evidence-based foundation. Third, analysis of memoranda solicited from a number of organisations and individuals was informative.
 - (ii) *Qualitative Sources*. The Drafting Committee's work was greatly enriched by data and information collected through organised consultations including interaction with the Task Force and Steering Committee; workshops and seminars for various stakeholders in

Nairobi, provinces, districts and institutions; visits to institutions; and discussions with officials in E&T ministries and individuals. The list of key informants is in Appendix I.

OBJECTIVES OF THE MASTER PLAN

The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report) was published in 1988. Most of the report's recommendations were adopted as government policy through Sessional No. 6 (Republic of Kenya, 1988b). Since then, developments requiring major changes in the provision and delivery of education and training (E&T) have taken place both within Kenya and at the international level¹. The Master Plan for the Education and Training (MPET) Sector, 1997-2010, takes stock of recent developments in E&T, as they relate to the economy including fiscal policy, as a base for evolving feasible objectives, policies, strategies, programmes and activities to guide development of the sector in the first years of the twenty-first century. Building on the recommendations of the Kamunge Report and subsequent public policies in national development plans, Sessional Papers, Policy Framework Papers, and other government publications, the MPET identifies improved efficiency and effectiveness in the provision and delivery of E&T as key in evolving sustainable overall development of Kenya society.

While cost and finance are addressed and important areas of development listed, the MPET is not primarily concerned with planning in which projects, largely supported through external funding, are costed in detail and guided by delimited implementation schedules. The MPET has two major orientations. First, with regard to resources, emphasis is placed on the need to develop E&T programmes which (i) rationally fit into the macro fiscal policy; (ii) with clear accountability norms, are managed efficiently and effectively; and (iii) are sustainable in the long run. Second, the Plan pays attention to the fact that lack of resources or under-investment only partly explain poor participation, e.g. with regard to low enrolments and poor quality of learning. Many of the improvements proposed in the MPET do not call for additional financial investments, however, the development of new management approaches is seen as a necessary condition for their realisation. The following management approaches are seen a key to success: (i) improved central coordination of professional and budgetary allocation policies; (ii) streamlined administrative and management infrastructures in ministries with responsibility for E&T; and (iii) decentralisation of responsibility for E&T to institutions and local communities. Decentralisation is visualised as an important way of actively

¹ A significant development was the 1990 World Conference on Education for All (EFA) in Jomtien. With regard to basic education, the conference adopted a definition of EFA that adds a qualitative dimension to quantitative universalisation emphasized in the older notion of universal primary education. In Kenya, in the face of severe resources constraints, need for new policy directions in addressing quantitative growth and relevance of E&T in overall development has become increasingly necessary.

involving all stakeholders - particularly local government authorities (LGAs) and communities - in decision-making over professional issues and financial management, as well as the mobilisation of funds.

The Plan is concerned with the following five interrelated development issues:

- (a) **Industrialisation.** As part of the country's drive to industrialise the economy, the Plan proposes measures to increase participation in E&T and raise their relevance and quality.
- (b) **Improvement In Curricula.** The Plan takes into account shortcomings in the current formal curricula, identified in recent official reviews and research studies, and proposes measures to make curricula more manageable, affordable, and related to the needs of learners and the economy.
- (c) **Addressing EFA Goals.** Towards regaining momentum for the attainment of EFA, the Plan proposes measures to arrest and reverse declining enrolment rates in the schools, and increasing equity in participation. Attention is given to disparity in participation associated with gender, region, household income levels, and the disabled.
- (d) **Financing by Households.** Taking into account recent research findings that since the late 1980s rapid growth of university education and increased cost-sharing in schools have been significant factors in the decline of enrolment rates in schools, the Plan proposes measures towards (i) raising the proportion of public financing at the primary and secondary level; and (ii) at the post-primary level, increasing the contribution of private sector employers and improving the viability of the bursary and loan system.
- (e) **Cognisance of Macro Fiscal Policy.** The Plan is cognisant of macro policies aimed at improvement of the national development infrastructure while securing advance in the social sectors, such as E&T, through increased efficiency in the allocation and utilisation of available resources. In this regard, the Plan proposes two important measures in E&T: (i) through streamlining of the personnel establishment, both within the teaching force and the administrative and management bureaucracy, the proportion of resources devoted to non-salary expenditures (particularly on instructional materials, facilities and equipment in institutions of learning) be raised; and (ii) through planned coordination between the state and its partners (such as donors and NGOs), duplication of effort will be avoided.

SYNOPSIS OF CHAPTERS

MPET is structured into 11 chapters. Chapter 1 is organised into two sections: (i) a brief statement factual information about the geography, people,

government and the economy of Kenya; and (ii) a discussion of the role of education and training including a summary of the socioeconomic challenges that macro and E&T policies are expected to meet, and a summary of the main features of macro-development policy as they impinge on E&T.

Chapter 2 focuses more on E&T as issues in Kenya's development. The chapter is organised into five topics. In topic one, the role of education as a modernising tool is discussed. The assertion is made that during the plan period the provision of E&T will aim at (i) increasing efficiency and effectiveness in the utilisation of resources; (ii) promoting active participation by stakeholders especially local communities; and (iii) developing strategies towards long-term sustainability. Topic two is a statement of the current status, containing a description of providers, courses, growth patterns and enrolments. In topic three, current shortcomings in the provision of E&T are stated. These include inequity in access, declining enrolment ratios, high wastage rates, under-enrolment in key specialist courses, weaknesses in relevance, and low quality. In topic four the underlying causes of the shortcomings are discussed. Anticipating discussion and recommended action in the rest of the chapters, topic five presents a comprehensive summary of approaches towards resolution of the issues raised in topics three and four. In particular, Figure 2i summarises the policy objectives and strategies / activities elaborated in the rest of the chapters.

Chapters 3 - 8 deal with six subsectors, namely early childhood care and development, primary, secondary, university, vocational and technical, and adult and continuing education. With a slight variation in Chapter 8, each sub-sector chapter is organised into the following five sections:

- (i) *Sub-sector Objectives.* A brief introduction is followed by a statement of sub-sector objectives. The objectives are adaptations from the Kamunge Report, rephrased and elaborated to take into account changed circumstances.
- (ii) *Sub-sector Policies.* The sub-sector objectives are used to derive GoK policies to guide development during the plan period and beyond.
- (iii) *Current Status.* In preparation for elaboration of strategies and intervention measures later in the chapter, the main issues and problems are presented.
- (iv) *Strategies.* A set of strategies on which proposed programmes and activities are to be based are stated.
- (v) *Programmes and Activities.* Under several programmes representing broad spheres in which development including change of direction is deemed necessary, specific activities to be carried out during the plan period are presented.

Chapters 9 - 11 bring together the key content in earlier chapters through discussion and proposals on the overarching spheres of resource allocation, sector management, and a sequenced and paced implementation of the Plan.

Chapter 9 (i) analyses public and non-public expenditures in E&T; (ii) describes the institutional framework of E&T finance, including the budget system; (iii) sets out a general fiscal model giving some indication of the future capacity of the state to finance expanded services, and (iv) considers how the goals of greater efficiency and effectiveness of resource allocation to E&T can be achieved within the constraints imposed.

Chapter 10 discusses the need and makes proposals for the development of better sectoral management. Centred on the need for improved sectoral coordination, a more efficient and effective management at the central government level, and decentralisation of responsibility to the local level and institutions, the measures are grouped into five action programmes: (i) changes in the legal framework; (ii) institutional changes including streamlined roles for central government ministries, new approaches to quality assurance, and sequencing and pacing of decentralisation; (iii) development of resource planning and allocation systems; (iv) development of accountability and control systems; and (v) staff and management infrastructure development.

Chapter 11, which largely takes the form of an itemised implementation schedule, highlights proposals whose implementation is considered key to the attainment of the MPET's objectives. Further, the chapter (i) as opposed to a project approach, recommends a programmatic strategy to the development of E&T; and (ii) suggests ways in which the transition from development of the Plan to its implementation could be undertaken.

CHAPTER 1

THE SOCIOECONOMIC CONTEXT

1.1 THE COUNTRY

1.1.1 Geographical Context

Kenya lies on the east coast of Africa, with the equator nearly dividing it in half. Its surface area is 582,366 square kilometres. Its population, with an annual growth rate of about 3%, is estimated to rise from about 28 million in 1996 to 37 million in 2010. More than 75% of the population is concentrated on the southwestern highlands and plateaux (about a fifth of the total surface area) which have fertile soils, adequate rainfall and a mild temperature. Nairobi (about 500 km from the coast), the capital city lies on the eastern fringe of this fertile region. About 80% of the country lies in the arid and semi-arid lands (ASAL) mainly in the northern and eastern regions.

1.1.2 The People

About 97% of the population consists of more than 40 indigenous communities, each with its own mother tongue. Three percent of the population consists of descendants of immigrants from Asia, Europe and elsewhere. English is the official language and the medium of instruction from grade 4 of primary school. Kiswahili, a hybrid of predominantly Bantu languages with some words from other languages (especially Arabic), is the *lingua franca*, and is a compulsory subject in primary and secondary schools. Christianity is the religion of the majority, but about a third of the population is Muslim. Other religions, including traditional African worship and Hindu, are practised by small proportions of the population.

1.1.3 Government

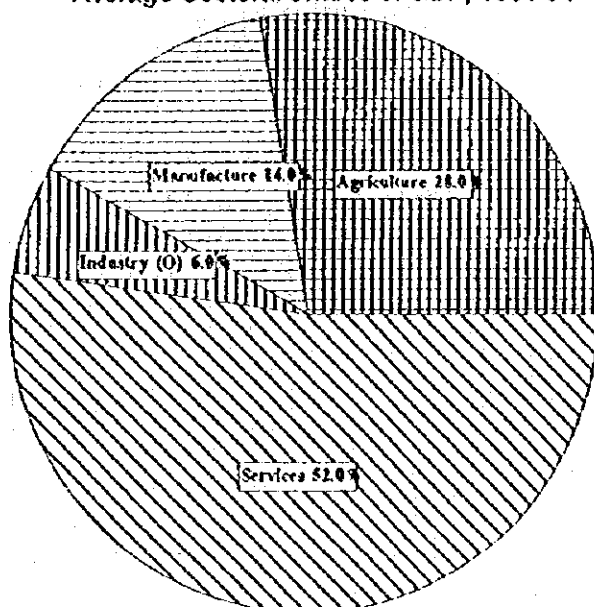
After a protracted struggle, Kenya attained the status of an independent nation in 1963. Kenya has a representative type of government with (a) a legislature (National Assembly) comprising representatives of constituencies, (b) an executive headed by a President elected on a popular national vote, and (c) a judiciary.

1.1.4 The Economy

In 1995 Kenya's Gross Domestic Product (GDP) per capita was estimated to be US \$275 (Republic of Kenya, 1996a). The sectoral composition of GDP in the early 1990s is shown in Figure 1i.

Figure 1

Average Sectoral Shares of GDP, 1991-94



NOTES:

Manufacture = Manufacturing

Industry (O) = Industry other than manufacturing

Source: Republic of Kenya, 1996a

Agriculture, contributing 28% of GDP, plays a dominant role in the economy. Important commodities include maize and pulses (staple foods), cash crops (in particular tea, coffee, and horticultural crops), and livestock products. In 1995 agricultural produce contributed nearly half of Kenya's export earnings. The service sector, which includes tourism, provided over half of GDP. Tourism was the second highest foreign exchange earner after agriculture. Crude petroleum, and industrial machinery and inputs are the leading imports, accounting for about 31% of the total import bill in 1995. Manufacturing contributed 14% of GDP. GoK policy aims at raising this contribution through industrialisation of the economy (Republic of Kenya, 1996a and 1997).

1.2 EDUCATION AND TRAINING FOR DEVELOPMENT

1.2.1 A Definition of Development

Development is the overriding aspiration of Kenya. Since the attainment of independence, public policy (based on the country's constitution and elaborated in Acts of Parliament, national development plans, reports of various commissions and other policy documents) has consistently emphasized the need to foster and enhance the well-being of society at the individual, household, community and national levels. But what is development? Depending on the type of aspirant, the level and the particular context, development is subject to different

conceptualisations. Understandably, a large proportion of Kenyans equate development with increased production of material wealth. However, while economic advance is a key factor in enhancing well-being at all levels, it is an insufficient definition of development. Economic advance should feed into the interrelated processes of (a) provision of basic needs (such as food and nutrition, health, shelter) through equitable distribution of material wealth, (b) conservation of the environment, (c) enhancement of a social fabric based on wholesome ideas, beliefs, values and practices, and (d) evolution of governance which utilises the citizenry's proactive role in duties and rights in efforts to guarantee security and sovereignty, and provide the infrastructure necessary for continued socioeconomic advance.

1.2.2 Role of Education and Training (E&T)

In Kenya, both government and the great majority of the population perceive E&T as factors that influence development in important ways. The experience of developed countries and world-wide research findings bear witness that E&T are positively correlated with development as defined in 2.1 above. However, two issues need clarification: *Besides E&T, what other factors influence development? What roles do E&T play in development?*

As pointed out above, economic advance is the launch pad of development. A key prerequisite of such advance is the presence and/or availability of land and capital. For instance, (a) land and essential inputs (such as tools, seed, fertilisers and pesticides) are needed for economic growth based on agriculture; and (b) advance through manufacturing requires, industrial plant, raw materials and appropriate sources of energy. In addition to capital, economic growth requires an enabling environment. A stable sociopolitical setting capable of systematically adjusting to change, and an infrastructure (*inter alia*, transport and communications, banking and insurance, and a legal framework geared to the promotion of fair trade and commerce) not only enhance production but also should lead to the translation of the resulting wealth into the well-being of a rising proportion of the population.

The role of E&T in development can be summarised as assisting the establishment of the human resource base necessary for the generation of wealth and, more important, its application to the creation of a higher standard of living and improved quality of life. Although E&T play a major role in imparting skills that complement capital in the production of wealth, the human resource base comprises more than the labour force. For instance, an important aspect of the human resource base is its role as part of the market for goods and the beneficiary of the wealth ensuing from economic production.

Distinguishing education from training helps to bring out the difference between the human resource base and a labour force. As it relates to economic activity, such as manufacturing, training means the impartation of the skills needed to perform specified production functions. Thus, training is vital for creating the labour force needed for various production activities. In comparison, education entails more than creating a labour force. In its broadest sense the concept of education can be equated with that of *learning*, defined as *changes in mental processes and in overt behaviour as a result of a person's experiences*. Three aspects of education are pertinent here. First, education is not confined to schooling (organised learning in institutions). In addition to (and often in spite of) the effect of organised curricula, mental and attitudinal changes in the individual are influenced by the family, peers, and events and phenomena in the society (e.g. organised religion, the public audio-visual media, and cultural values and practices). Second, education is a natural process that is characteristic of the evolution of the human species, and is geared to enabling individual members of the species and the societies they live in to secure sustenance and well-being in all their manifestations. In this regard, the outcome of education needs to go beyond acquisition of economic production skills. Third, in recognition of the multifaceted nature of the outcome of education, curricula in learning institutions need to focus on nurture of the abilities and skills which will be of benefit in the future lives of the greatest number of learners. This is particularly important with regard to general (as opposed to specialised) education, especially at the primary and secondary school levels. The most important outcomes of general education should be a population imbued with

- (a) attitudinal and social skills - such as a philosophy of life (values and beliefs), self confidence, ambition, inter-personal relationships in the family and society (including the spirit of service to others), and exercise of civic duties and rights;
- (b) cognitive skills - such as reasoning, problem-solving, precision, initiative and creativity - which engender individuals and various organs of society to operate intelligently and fairly;
- (c) appreciation of economic production factors and the interrelationships between them and social dimensions (such as governance, demographic factors, health and nutrition, and shelter), and the natural environment.

As defined above, general education should equip learners with a foundation for continued learning, both (i) *formally* (in further education and training institutions largely to produce a more qualified labour force), and (ii) *informally* (on-the-job and in the arena of life). Essential tools for continued learning include basic mastery of

- (a) literacy (reading, writing, speaking and listening);
- (b) numeracy (calculating and reasoning in number and related symbols);
- (c) skills based on the physical and natural sciences; and
- (d) knowledge of the underpinnings of society (relevant historical events and civics, aspects of the natural environment, and an understanding of the factors involved in economic production).

1.2.3 Socioeconomic Challenges

A major challenge facing Kenya is that, with a rapidly growing population, agro-based production as currently practised is unlikely to lead to appreciable economic advance (Republic of Kenya, 1996b). Sub-division of individually owned land (both in high- and low-potential areas) is resulting in ever-dwindling pieces which can no longer satisfy household subsistence, let alone production for the market (Narayan and Nyamwaya, 1995). Independent of education and training, there would seem to be a strong case for evolution of a far-reaching national policy aimed at maximising land productivity (Republic of Kenya, 1994a). But E&T have at least two relevant roles. First, E&T need to have an increasing impact in institutionalising scientific agriculture in order to maximise yields from the available arable land and to open up ASAL to more effective production (Republic of Kenya, 1997). Second, education needs to be a key tool in bringing a rising proportion of the population to the realisation that (i) land is not an unlimited resource, and (ii) other approaches to earning a living can be developed such that they are as honourable and satisfying as agriculture.

A related economic challenge is that to date mineral resources - such as carboniferous, metal and other industrial mineral ores - have either not been discovered or have been found in insufficient quantities for large scale exploitation. However, this need not mean that Kenya is permanently confined to primary agricultural production. On the contrary, it is imperative that, even with enhanced scientific farming, as the country reaches the limits of a predominantly agricultural economy, diversification is seen as a prerequisite for continued development. E&T needs to be tailored to complement capital and macro-policies in order to bring out such diversification. E&T need to play their role in providing the technical expertise and attitudinal inclination needed for, among other things:

- (a) continued exploration for mineral deposits and their conversion into industrial goods;
- (b) development of tourism;

- (c) expansion of industries based on known natural resources (such as wildlife including fish; graphite, fluorspar, limestone, soda, and sand deposits; forests; and renewable sources of energy);
- (d) expansion of industrial processing of agricultural produce and output from the informal sector;
- (e) aggressive search for means to expand manufacturing, e.g. the possibilities of recycling metals and other materials, exploitation of locally produced and/or imported raw materials and machine tools, application of information technology to industrial design as well as management; and
- (f) promotion of the marketing of Kenya manufactures and other products.

Considerable advance has been made towards realisation of development as a path to rising social well-being for a growing proportion of the population. With regard to governance, since independence Kenya has successfully maintained political stability, and has guaranteed the security of the populace. In the 1990s the development of pluralism has enhanced proactive participation in governance by the populace. Political stability has facilitated the economic and social advance of a growing number of Kenyans and the nation as a whole.

The following three welfare indicators constitute clear evidence of improvement over the last three decades. (i) Largely because of improvements in nutrition and promotion of health, life expectancy rose from 40 years in 1960 to 58 years in 1994. (ii) The mortality rate of children under 5 years of age declined from 219 out of 1000 births in 1962 to 102 in 1991 (Republic of Kenya, 1994a). (iii) In the crucial area of population control, to a large extent due to rising attainment in education and focused sensitisation of communities, the annual rate of population growth declined from a high 3.9% in 1979 to about 3% in 1996 (Republic of Kenya, 1996b).

However, a lot remains to be done in order for Kenya to achieve sustainable development. In spite of advance on the economic front, poverty among a rising proportion of the population has emerged as a major problem (Republic of Kenya, 1996b, 1996c and 1997). Poverty is associated with population growth, uncertain weather conditions, rising debt, a down turn in the economy in the late 1980s and early 1990s, and inefficiencies in the implementation of development programmes. *Inter alia*, increasing poverty is threatening to undermine the society's confidence that is key to the emergence of a progressive human resource base. In their seminal study of poverty in six Kenya rural districts and slum areas of Nairobi, Narayan and Nyamwaya (1995:iv)

report as follows: ✕

The most striking statistic in the study recorded respondents' vision of the future. Overall 86.7% thought their situation would get worse. In some villages, the figure was 95%. This means that in some areas of Kenya, almost every person thinks the situation is hopeless.

Closely associated with poverty is the problem of unemployment, particularly of graduates of the formal E&T system. Although hard and sufficient research evidence is unavailable, it does not take much reasoning to establish a cause and effect linkage between on one hand perceptions and realities of constrained employment opportunities, and on the other hand, indiscipline in learning institutions, urban squalor, a rising crime rate, and a significant proportion of young people who are disillusioned.

With regard to health, Kenya is being called upon to rise to the challenges posed by diseases - such as AIDS and psychological disorders - and misuse of drugs. Particularly frightening is the prospect that AIDS, which currently has no known cure, could decimate the most productive age group in the country's human resource base.

1.2.4 Thrust of Macro-development Policy

GoK macro-development policy is geared to reducing unemployment and poverty, and increasing social welfare through economic growth based on market forces (Republic of Kenya, 1996c and 1997). Key features of this policy approach, some of which have been implemented and are bearing fruit, include:

- (a) stimulation of investment and production by the private sector through (i) decontrol of prices (including those of key commodities such as maize and petroleum), (ii) removal of import licensing and exchange controls, (iii) state disinvestment from economic ventures (such as parastatals), and (iv) concentration of public resources on the provision of the infrastructure needed for private investment;
- (b) improving equity through increased quantity and quality of social services such as education and health;
- (c) enhancing the proactive participation of all stakeholders in development, in particular households and grass-root communities;
- (d) streamlining the public service and raising its efficiency and effectiveness.

✕ Narayan and
Nyamwaya (1995:iv)
Study of 6 Kenya
rural districts
and slum areas
of NAIROBI

Following definitions of development and E&T and the relationships between them, this chapter has highlighted the socioeconomic challenges facing the country and the state's macro-policy response. Chapter 2 describes the current status of E&T and, more important, outlines a framework for harnessing the sector to the country's overall development.

CHAPTER 2

THE STATUS OF EDUCATION & TRAINING AND FUTURE POTENTIAL

2.1 EDUCATION AND TRAINING AS MODERNISING TOOLS

An overarching socioeconomic issue, that Kenya shares with other countries in Sub-Saharan Africa, is the challenge of modernising society by welding together (a) the indigenous tradition of largely subsistence-based and decentralised politics and (b) the western development model with its reliance on market forces, tempered by the ideas of the welfare state and civil society (voluntarism) to achieve a measure of equity in the populace (Bratton, 1987; Fowler, 1993). Three interrelated aspects of this challenge are particularly important in planning E&T as tools in modernisation. First, the idea of organised curricula, derived from the highly developed and sophisticated economic model of the west, to a considerable extent contradicts the traditional approach in which learning was imperceptibly integrated into a community's socioeconomic activities (Kenyatta, 1938). Second, the colonial authorities, although anxious to nurture the western development model, failed to appreciate fully that its success depended on maintenance of a delicate balance between the desired new economy and an education that relevantly complemented it. This situation, which has continued into the post-colonial era, has contributed to current problems, such as inequity in the provision of education and a mismatch between formal learning and the world of work (Kinyanjui, 1974). Third, although since independence the government has adopted the idea of the welfare state as a way of increasing equity in the provision of opportunities in E&T, a lot remains to be done. Constraints in public and household resources, and a widespread syndrome of dependence on the state (in some ways not relevantly addressed by policy) inhibit full realisation of equity, relevance and quality in E&T (Cooksey, Court and Makau, 1994; Makau, 1995).

The government recognises the importance of enhancing equity as it relates to participation by females, the disabled, as well as other disadvantaged groups. Positive steps have been taken (e.g. special schools for disabled who cannot be integrated into institutions for other children), but a lot more needs to be done.

Through bilateral and multilateral aid and involvement of NGOs, the international community is assisting Kenya in its modernisation effort in general and in particular, development of E&T. The challenge which this master plan addresses is the establishment of a comprehensive approach to E&T development that

- (a) relates priorities to efficient and effective utilisation of resources;

- (b) lays down a sound base for proactive participation of stakeholders, particularly households and communities;
- (c) rationalises continued support by external partners as a way of establishing a Kenya base for sustainable development.

2.2 CURRENT STATUS OF EDUCATION AND TRAINING

2.2.1 Providers and Duration of Courses

Providers of E&T include both the state and the private sector as follows:

- (a) Ministry of Education (MoE): (i) early childhood care and development education (ECCDE) - children under the age of 5 years, (ii) primary school - 8-year course for children aged 6 and above, (c) secondary school - 4-year course, and (d) university education - at least 4 years for a first degree course.
- (b) Ministry of Research, Technical Training and Technology (MRTTT): vocational and technical (VOC-TEC) training courses whose durations range from 2 to 3 years.
- (c) The Office of the President (OP), several specialised ministries undertake VOC-TEC courses and extension education of varying durations.
- (d) The Ministry of Culture and Social Service (MCSS) has general responsibility for adult and continuing education, is involved in education programmes for out-of-school youth, and manages the adult literacy programme.
- (e) Provision through the non-public sector takes two forms. First, NGOs (including religious organisations) and donors collaborate with the state in the management and financing of the public E&T system. Second, private entrepreneurs have set up institutions catering for learners at all levels of E&T.

2.2.2 School Education

Considerable advance, particularly in terms of quantitative growth, has been made in developing the school system. With regard to ECCDE, in 1995 there were 20,186 pre-primary schools with 29,251 teachers and an enrolment of 988,826 (48.7% female) reflecting a gross enrolment ratio (GER) of about 35% and a pupils to teacher ratio (PTR) of 34. Table 2a shows the growth of the number of and enrolments in primary and secondary schools between 1963 and 1995.

Table 2a NUMBER OF SCHOOLS AND ENROLMENTS, 1963-95

YEARS	PRIMARY		SECONDARY	
	Schools	Enrolment	Schools	Enrolment
1963	6,058	891,553	151	30,121
1973	6,932	1,816,017	964	174,767
1983	11,966	4,328,221	2,230	493,710
1993	15,804	5,426,396	2,639	531,342
1995	16,115	5,544,998	2,878	632,388

Source: MoE statistics

As per Table 2a, between 1963 and 1995 primary and secondary school enrolments increased 6-fold and 21-fold respectively. A private school sector has taken root and is playing an important role. By 1995, non-public primary schools constituted 1.5% of the national total and accounted for about 1% of the enrolment. Non-public secondary schools had risen to 284 and accounted for 10% of the enrolment at that level.

The numbers of primary and secondary school teachers are shown in Table 2b.

Table 2b PRIMARY AND SECONDARY SCHOOL TEACHERS IN 1991 AND 1995

(%s in brackets)

YEAR	PRIMARY			SECONDARY		
	Trained	Untrained	Total	Trained	Untrained	Total
1991	129,229 (75)	43,861 (25)	173,090 (100)	24,471 (70)	10,626 (30)	35,097 (100)
1995	163,915 (90)	18060	181,975 (100)	33,443 (81)	8,041 (19)	41,484 (100)

Source: Economic Survey 1995 & 1996

In 1995 among primary school teachers, 122,095 (67%) were professionally qualified holders of academic qualifications at the KCSE level (or equivalent) and above. Among secondary school teachers, 21,081 (51%) were graduates, each with at least one university degree. In 1995 the PTRs were 31 and 15 for primary and secondary schools respectively.

2.2.3 Post-school Education and Training

Table 2c shows enrolments in post-school institutions under MRTTT and MoE.

Table 2c ENROLMENT IN TERTIARY INSTITUTIONS, 1995

TYPE OF INSTITUTION	INSTITUTIONS	ENROLMENT
MRTTT: Youth Polytechnics ^a	600	c.31,000
Institutes of Technology ^b	17	6,244
Technical Training Institutes	20	7,945
National Polytechnics	3	7,927
Technical Teachers College ^c	1	510
MoE: Primary Teachers Colleges	25	16,878
Diploma Teachers Colleges	3	1,362
Public Universities	5	43,038
Private Universities	12	4,845
TOTAL	686	116,776

Source: MoE & MRTTT statistics, and Economic Survey 1995 and 1996.

Notes: ^a figure for 1993-94 (note that GoK grants were extended to 370 youth polytechnics);

^b figure for 1994-95; ^c figure for 1993-94.

In addition to the courses shown in Table 2c, training is undertaken through three other channels. First, a number of government ministries (e.g. OP, agriculture and livestock development, health, cooperative development, information and broadcasting, transport and communications, and water development) undertake training for specialised jobs in the public sector. Second, there are over 200 private institutions which offer training courses, including studies in business, information technology, fashion and dress-making, and catering. Third, a lot of on-the-job training takes place in both the formal and informal sectors of the economy.

2.2.4 Adult and Continuing Education

Kenya recognises the need for developing opportunities for education beyond the formal system. Particularly important in this regard are (a) the view that a functionally literate population is a prerequisite for

development, and (b) belief that the labour force could be greatly enriched through second chance opportunities for education and training to all levels possible. The Department of Adult Education in MCSS and the Board of Adult Education provide a core for the current infrastructure for the provision of ACE. Four areas of activity illustrate the country's success in ACE. First, under MCSS, an adult literacy programme has contributed to the eradication of illiteracy. By 1988 the literacy level for Kenyans aged ten and above had risen to 63% for males and 47% for females. In 1993 there were 81,271 females and 26,027 males enrolled in literacy classes. Currently, moves are under way to develop further the functional aspect of the literacy programme. Second, together with multilateral agencies and NGOs, MCSS is playing an important role in providing non-formal education to youth missing out on formal education. Third, extension education (e.g. in agriculture, cooperatives, small business ventures, health, and family life) under various government ministries (with support from NGOs and agencies) provides a fertile target for functional literacy in the effort to improve community well-being. Fourth, the experience gained through correspondence and extra-mural courses, and an external degree programme at the University of Nairobi provides a base for the expansion ACE.

2.3 SHORTCOMINGS IN EDUCATION AND TRAINING

Although major strides have been made, there are serious shortcomings in Kenya's E&T system. The principal issue in the country's E&T can be summarised as inadequacy in participation. In this sense, participation is conceptualised as encapsulating (i) *access* (enrolment), (ii) *retention* (persistence / attainment) of learners once enrolled, and (iii) *achievement* (performance).

2.3.1 Inequity In Access

Enrolments in various E&T courses is characterised by disparities between (i) different geographical areas, (ii) male and female, and (iii) affluent and poor households. The following features are illustrative:

- (a) According to MoE statistics, in 1995 the national GER) in primary education was 79.2% (M=79.6, F=78.9), but only 19.7% (M=25.9, F=12.7) in North Eastern Province (NEP) as compared to 90.5% (M=89.1, F=91.9) in Central Province. The GER in NEP represented the lowest level of access: other areas, particularly in ASAL, registered enrolment ratios far below the national average.
- (b) In 1995 the primary school GER in Nairobi was 61.4% (M=64.7, F=58.3), a ratio below both the national mean and the ratios registered in high-potential districts. The

relatively low GER for Nairobi reflects the rapidly rising number of urban households (in the capital city and other towns) who are unable to enroll their children in formal primary schools.

- (c) The handicapped are grossly underenrolled in schools. Relying on a commonly used yardstick, that 6-7% of a population is handicapped, the CESA Team (1994) estimated that Kenya had about 750,000 handicapped children in the age group 0 -16. According to Karugu et al. (1995), by 1995 about 75,000 handicapped children had been identified as needing special attention, but less than a third were receiving institutionalised learning.
- (d) Gender disparity manifests itself in declining female representation as learners progress up the education pyramid. In 1996 the female representation in the three levels of general education was: (a) primary - 49%, (b) secondary - 46%, and (c) public university - 28%.
- (e) Females are grossly under-represented in post-school science/math-based and technology courses both at university and other tertiary institutions. For instance, in 1995 only 23.7% of the enrolment in National Polytechnics was female; moreover, the majority of the female students were enrolled in courses traditionally regarded as 'appropriate for women' (Republic of Kenya, 1996a).

2.3.2 Decline in Enrolment Ratios

Enrolment ratios have declined in the following areas:

- (a) The growth rate of school enrolments is not keeping pace with increase of the eligible age group. According to MoE statistics, the primary school GER declined from 95% in 1989 to 79% in 1995, while in the secondary sub-sector the GER declined from 30% in 1990 to 27% in 1995.
- (b) A 1994 comprehensive analysis of the E&T sector cited anecdotal evidence that enrolments in non-university VOC-TEC training courses were declining (CESA Team, 1994). The 1996 Economic Survey indicates that between 1994 and 1995 the enrolment in National Polytechnics declined by 26.8%, while a decline of 2.5% was registered in Technical Training Institutes.

- (c) With regard to the MCSS's adult literacy programme, the enrolment declined by more than 50% from 219,324 in 1984 to 107,298 in 1993. Up to 1989, the rising proportion of the population attending formal school may have contributed to the decline, but there is evidence that other factors were involved, e.g., the 1989 population census found that Kenya had over 3.5 million illiterates yet MCSS statistics for 1990 indicate that only 138,154 adults were enrolled in literacy classes.

2.3.3 High Wastage Rates

High wastage rates associated with dropping out and repetition in schools, low transition between sub-sectors, and unduly lengthy completion periods in higher education render the E&T system inefficient:

- (a) The primary school completion rate has declined. As compared to 91% of the 1964-1970 cohort who survived to sit for the Certificate of Primary Education (CPE) examination, only 44% of the 1987-1994 cohort survived to sit for the Kenya Certificate of Primary Education (KCPE) examination.
- (b) The 1993 primary school census revealed that 15% of the enrolment consisted of repeaters.
- (c) Of the approximately 171,000 students entering the first grade in secondary school in 1990, only about 114,000 (67%) survived to take the Kenya Certificate of Secondary Education (KCSE) examination in 1993.
- (d) Out of a total of 401,649 KCPE examination candidates in 1995 only 189,187 (47%) were selected for secondary school. In the secondary sub-sector, of the 140,506 KCSE candidates only 27,149 (19%) were selected for entry into post-secondary institutions including public universities.
- (e) Anecdotal evidence has it that the dropping out university has increased.
- (f) Since the late 1970s, unscheduled closures of public universities have become frequent and have considerably lengthened the time it takes a student to complete a first degree course.

2.3.4 Under-enrolment In Key Post-school Courses

- (a) Enrolment at the tertiary level, currently estimated to be about 4% of the relevant population, is below the rates which have provided the base for industrialisation in Newly Industrialised Countries (NICs) in South East Asia (Republic of Kenya, 1997).
- (b) With regard to training for industrialisation, Kenya's E&T is skewed in favour of technologists. According to the National Development Plan 1997-2001, the optimal ratio of technologist to technicians to craftsmen should be 1:5:10. The current ratio in Kenya industries is 1:3:12. Thus, there is an under-production of technicians, currently trained at the National Polytechnics' level.
- (c) Although since the late 1980s university enrolments have doubled, most of the growth has been in first general degree courses particularly in the humanities and education. Engineering and practical science courses, which are essential for developing the labour force for industrialisation, are under-enrolled.
- (d) The quantity of post-graduate study and research necessary for building research and development (R&D) capacity, a prerequisite for industrialisation, are unsatisfactory (Republic of Kenya, 1995b).

2.3.5 Problems of Relevance and Quality

Issues of relevance and quality, which have been the target of reform initiatives - including the recommendations of four major public commissions on E&T (Republic of Kenya, 1964, 1976, 1981 and 1988) - have yet to be satisfactorily resolved. Wholly or in part, E&T have been accused of failure to satisfactorily (i) inculcate a modern scientific culture; (ii) imbue learners with desirable social skills and values including patriotism, the spirit of service to others, self-reliance, and a wholesome philosophy of life; and (iii) produce an employable labour force because of a mismatch between what is learned in institutions and the requirements of openings in the economy.

To some extent, perceptions of irrelevance in curricula and low quality stem from the difficulties of defining and regularly redefining these concepts, particularly in a society engaged in developing a new way of life through merger of practices and ethos of traditional Africa and those of immigrant civilisations (see 2.1 above). Nevertheless, given that the E&T system is based on stated objectives and benchmarks, it is possible to address relevance and quality issues in the following concrete

terms.

A comprehensive evaluation of E&T is best done through analysis of data from three interrelated sets of variables: (i) inputs, (ii) process variables, and (iii) outputs and outcomes. There is evidence that the Kenya system has shortcomings in the three spheres (see ARA Sage, 1995; CESA Team, 1994; Karani et al., 1995; Mace, 1996; Mitha et al., 1995; Republic of Kenya 1995b and 1997; Victoria Training Centre, 1995).

With regard to INPUTS, serious problems exist in the following five areas:

- (a) At all levels there are inadequacies in the construction and maintenance of essential physical facilities such as classrooms, science laboratories, workshops and library buildings. Particularly glaring are inadequacies in the younger public secondary schools (especially the former *Harambee* schools) and public universities.
- (b) Inadequacies exist with regard to the quantity and quality of instructional and research materials such as textbooks, reference materials, science equipment and software, resources for conducting research, and up-to-date technology in technical training institutions. A 1995 study by the Directorate of Industrial Training (DIT) found that the majority of technical training institutions *have not kept pace with changing technologies and lack proper and up-to-date equipment* (Republic of Kenya 1997:141).
- (c) Curricula, constituting a key input, are unsatisfactory. First, school curricula are too ambitious in terms of the scope of coverage and the resources needed to achieve the stated objectives. As a consequence, the acquisition of the skills and abilities which constitute the essence of learning at the school level (literacy; numeracy; and a battery of life skills including reasoning, initiative, confidence and an appreciation of the socio-economic and natural environment) is being undermined. Second, some curricula do not set out to prepare learners for a smooth transition from formal learning to the world of work. For instance, (i) some technical training courses continue to be offered even though they are no longer relevant to industry; and (ii) according to the 1997-2001 National Development Plan, though in higher education institutions relative enrolments in science and technical disciplines are in line with other countries, the mix between pure science and engineering is skewed in favour of science students, leading to shortages of engineers and to unemployed science graduates.

- (d) Examinations, a key strategy in evaluating curricula, often largely measure memorisation of facts, thus undermining the development of higher order cognitive skills, such as reasoning and problem-solving.
- (e) The human resource capacity in institutions of learning has weakened. For instance, (i) staff development at the tertiary level (including post-graduate study) is below expectations; (ii) large classes in some university courses have emasculated lecturer-student interaction in tutorials; (iii) in-servicing of school teachers and heads tends to be unsystematic; and (iv) inflation has greatly weakened the purchasing power of salaries and has combined with unsatisfactory conditions in the workplace to lower morale and motivation among professional staff at all levels.

PROCESS VARIABLES are adversely affecting the outputs and outcomes of learning. For instance:

- (a) Authoritarianism, which undermines learning as a natural and individualistic process, is illustrated by (i) centrally-mandated curricula with little room for adaptation to different environments, (ii) top-down administration and professional management (including inspection and supervision), (iii) a management centred around the head of institution as opposed to the collegiality of the whole staff and shared aspirations and expectations of the institution's community (including learners), and (iv) teacher dominance in the teaching-learning situation.
- (b) The E&T system is highly distorted by a tendency to place value on possession of a certificate rather than on the skills required in the economy. Commenting on the issue, the CESA Team (1994) observed, *The significant challenge is how to build-in and assess critical curriculum elements which change characters and personalities in preparation for the world of work and for living in the real world.* Emanating from the first years of independent Kenya, when there was great demand for administrators with only general education qualifications (even at the primary school level), this mentality has continued to be dominant. The only change has been an ever rising level of qualifications demanded of aspirants to jobs in the formal sector.
- (c) To an extent, over-emphasis on certification is responsible for failure to ease transition from formal E&T to work. The 1995 DIT study cited above, found that, partly because the planning and implementation of industrial attachment is haphazard, graduates from technical training institutions *lack hands-on*

experience, have poor work attitudes and are inflexible. As a consequence, industries increasingly prefer training their own staff on-the-job, a major cause of unemployment among formally trained technicians.

- (d) **The assessment and certification system has shortcomings. First, in general education the use of one examination for the purposes of selection for further E&T as well as providing feedback to the processes underpinning learning, has tended to place emphasis on the former, with the latter being neglected. Second, in some university courses, large classes have undermined the internal assessment system at the same time as quality assurance through external examiners has weakened (CESA Team, 1994). Third, outside university, tertiary institutions and students are suffering from a multiplicity of examinations offered by different bodies (both Kenyan and foreign). As a consequence, the establishment of equivalence between certificates issued by different bodies, and more important, systematic classification of the labour force have been rendered more complicated than they should be (Republic of Kenya, 1997).**

The OUTPUT of E&T, particularly at the school level, is unsatisfactory. Performance in examinations such as those for the KCPE and KCSE, provide a measure of the extent to which schools are achieving set objectives. Analysis of performance in the KCPE and KCSE examinations suggests that learning achievement (a) is characterised by gender disparity to the detriment of females, and (b) falls far short of what is prescribed in the curriculum. Performance in key KCPE and KCSE subjects (such as English, math and science), which form the basis for a modern scientific culture is unsatisfactory. Table 2d shows the mean scores as percentages of the total scores in KCSE English, math, physics and chemistry between 1989 and 1995.

Table 2d. KCSE EXAM MEAN SCORES AS PERCENTAGES, 1989-95

YEAR	1989	1990	1991	1992	1993	1994	1995
ENGLISH							
Male	28.5	24.2	25.4	32.4	32.8	28.0	27.8
Female	28.4	24.0	24.9	32.5	32.8	28.3	27.8
MATH							
Male	13.6	15.5	19.3	24.4	17.0	12.9	15.3
Female	9.0	10.3	13.2	9.3	11.3	9.0	10.3
PHYSICS							
Male	34.6	25.3	19.9	26.1	30.9	29.1	35.7
Female	29.4	21.1	15.7	20.0	24.9	25.4	31.1
CHEMISTRY							
Male	32.4	28.5	28.6	33.6	32.4	33.5	32.1
Female	30.0	25.9	25.9	30.5	28.9	29.6	28.3

Source: Kenya National Examinations Council Records

If the mean scores are regarded as measures of the proportion of the syllabuses mastered by the average learner, there should be no doubt that low quality in learning in secondary schools is a serious problem. Performance statistics in the majority of KCPE subjects reveal a similar situation.

2.4 UNDERLYING CAUSES OF CURRENT SHORTCOMINGS IN E&T

While historical factors are to an extent to blame for some of the shortcomings in the E&T system, harping on the 'mistakes of history' is hardly a viable solution for current problems. Three sets of factors, which needs to be acted upon through appropriate policies to solve current E&T problems, are (i) the basic ideas, i.e. philosophy; (ii) the resource base; and (iii) management.

2.4.1 Philosophy

With regard to basic ideas that underpin E&T, there is a tendency to relegate (if not to ignore) the precept that organised education should first and foremost aim at creating the country's human resource base, i.e., an educated society capable of sustaining development in its widest sense. Kenya society needs to internalise the premise that the overall goal of education should be conceptualised as including service to economic production but, equally important, as reaching beyond it.

With regard to institutionalised learning as a tool in economic production, there is a widely held misunderstanding that E&T are in themselves a sufficient condition for expanded economic opportunity. Moves to 'vocalionalise' and 'technicalise' schools (resulting in overly expanded and expensive curricula that undermine essential basic learning) and expansion of university education (mainly through increased enrolments in arts courses), to a large extent stem from this misunderstanding. A similar belief partly explain why formal VOC-TEC training is falling short of the ideal of imparting the skills and attitudes required by employers and the economy at large.

2.4.2 Resource Constraints

A constrained resource base is a major cause of current problems in E&T. A rapidly growing population and a down turn in the economy (accompanied by a high cost of living) have weakened the public and household resource base on which the provision of quality social services, such as education and health, depends. Although in the social services sector cost-sharing between the state and beneficiaries has been practised since colonial times, its intensification from the late 1980s has put heavy pressure on communities and households. Bearing in mind that 46% of Kenya's households live below the poverty line (Republic of Kenya, 1997), it is not difficult to visualise a positive relationship between the decline in school enrolments and low E&T quality on one hand and on the other, inability of households to meet their share of the cost of education.

2.4.3 Management

Some of the current approaches to the management of E&T exacerbate the problems associated with underlying ideas and resource constraints. Among management approaches that need to be rationalised are:

- (a) The mode of policy-making, planning and implementation is not in every case based on considered evaluation of systematic data and information.
- (b) Over the whole E&T sector and within its sub-sectors, a full picture of current status and future needs is not always systematically painted. For instance, it is difficult to realistically plan the future of E&T because (i) clear priorities among sub-sectors (e.g. with regard to general education, adult and continuing education, and vocational and technical training) have not been clearly articulated, and (ii) there is a dearth of systematic data on financing, particularly with regard to the contribution of NGOs, agencies and the private sector.
- (c) Coordination between different GoK ministries and other

institutions is often weak or lacking. *Inter alia*, the outcome is inefficiency arising from duplication of effort. A case in point is the duplication of field management and administration infrastructures in E&T.

- (d) The following inefficiencies characterise the management of financial resources:
- (i) budgeting for teacher salaries by MoE is largely divorced from the establishment of new schools or expansion of existing ones, a function entrusted to District Development Committees (DDCs);
 - (ii) because norms on the facilities and materials that are absolutely essential for learning have not been developed, providers are made to pay for unessential extras;
 - (iii) economies of scale in the provision of learning materials and equipment to institutions have not been exploited;
 - (iv) at 31 for primary and 15 for secondary schools PTRs are too low and contribute to higher costs relative to some NICs;
 - (v) at the tertiary level the provision of staff, facilities and materials does not reflect carefully derived professional norms and, as a consequence, quality in some departments is suffering.
- (e) The management of the human resource is often not characterised by clearly articulated and effectively administered schemes of service that specify both job schedules and channels of professional progression (including in-service training and other criteria for promotion). A case in point is the absence of rationalised terms and conditions of service for teachers and instructors in pre-primary institutions, non-formal schools, and youth polytechnics. Inefficiencies in the management of the human resource is a major contributor to low morale and motivation in the teaching force.
- (f) Sound management of learning institutions is a prerequisite of efficient and effective utilisation of both financial and human resources in the effort to establish and maintain quality. At all levels of learning institutions, a regular and effective way of developing management skills has yet to be developed.

- (g) The E&T system lacks management information systems capable of advising budgeting, day to day administration and management, and planning for the future.
- (h) Important stakeholders in E&T are not fully involved in the planning and management system. Relevant involvement of communities, households, teachers, teachers' associations, religious bodies and other NGOs, the private sector of the economy, and entrepreneurs in education should facilitate (i) mobilisation of resources, (ii) reduction of inequity, and (iii) improvement in the relevance and quality of E&T.

2.5 TOWARDS VIABLE SOLUTIONS

During the plan period, E&T will be geared to the attainment of the twin goals of strengthening the human resource base for overall development and producing the skilled labour force necessary for the transformation of Kenya into a NIC. The assumption will be made that there is a lot in common in the policies, strategies and specific activities needed to achieve the two goals. GoK policy, which is based on the two cardinal concepts in the notion of education for all (WCEFA Inter-Agency Commission, 1990) lays emphasis on (a) quantitative growth through increased initial enrolment in schools, reduction of wastage emanating from repetition and dropping out, and raising continuation rates; and (b) qualitative improvement through increased relevance and higher achievement. Anticipating detailed treatment in the sub-sector chapters, under this policy umbrella, the approaches in Figure 2i will be pursued.

In pursuing the improvements tabulated in Figure 2i, emphasis will be placed on the interrelated spheres of efficiency and effectiveness, and the proactive participation of stakeholders and beneficiaries in management and financing. Action will be taken towards:

- (a) streamlining the E&T legal infrastructure, particularly (i) reviewing and rationalising existing Acts of Parliament that govern E&T and securing new legislation where necessary; (ii) rationalising linkages between GoK ministries and departments; and (iii) working towards devolution of responsibility from central GoK ministries to local government authorities (LGAs) and governing bodies in institutions;
- (b) developing appropriate schemes of service (in the central ministries' bureaucracies, tertiary institutions, and school staff) which articulate (i) job specifications, (ii) appropriate establishment, (iii) delegation channels, (iv) approaches to professional progression (including training and criteria for promotion), and (v) remuneration which is commensurate with the level of responsibility;
- (c) developing effective management information systems in E&T.

Figure 24 APPROACHES TO IMPROVING E&T, 1997 - 2010

POLICY AIM	STRATEGY / PLANNED RESPONSE
* Arrest and reverse decline of GER in primary (P) and secondary (S) schools.	(1) lower cost to households: reduce size of curriculum, establish basic essentials for learning; exploit economies of scale in the provision of materials; raise teacher-pupil ratio; increase GoK contribution to non-salary expenditures; increase GoK grants to disadvantaged areas (e.g. ASAL and urban slums); streamline the administration of bursaries (see 28 and 29 below); (2) sensitise communities particularly with regard to the importance of educating females.
* Reduce repetition and dropout rates in P and S schools.	(same as 1 and 2 above) + (3) make teaching-learning more learner-centred (see 7 and 8 below).
* Raise enrolments of the disabled at all levels.	(same as 1 and 2 above) + (4) strengthen coordination between MoE and its partners (other GoK ministries, households and communities, agencies, NGOs and the private sector).
* Raise the GER in ECCDE, expand delivery to cover care and development of 0-3 year-olds, and make delivery among 3-5 olds less formal.	same as 4 above and in particular (5) both at the national and local, develop / improve coordination between ministries involved - MoE, Health, MCSS, OP, Local Government - and communities, and streamline management and professional development of teachers and other staff; (6) develop a firm financing base which does not increasingly rely on central GoK funding.
* Improve school quality by making the teaching-learning transaction more learner-centred.	(7) improve teacher development: develop regular and focused in-service courses for teachers; introduce gender dimensions in teacher education curricula; make learning materials gender sensitive; localise the development of curricula; develop a teacher-friendly monitoring and supervision system, raise teacher morale and motivation; (8) improve school climate, including participatory management, management of resources and positive formative guidance and counselling by all teachers; (9) provide the disabled with suitable curricula, instructional materials, and special aids.
* Improve achievement in schools: monitor progress in students' learning; raise performance in the KCPE and KCSE exams particularly in languages, Math and science; give special attention to female performance.	(10) carry out R&D in continuous assessment as supplements to certification; (11) for feedback purposes, develop regular national assessment using samples drawn from non-exam classes; (12) fund R&D in exams that measure abilities and skills rather than memorised facts; (13) explore possibilities of a cheap science kit in primary schools and provide equipped science labs in all secondary schools; (14) provide libraries in schools; (15) in recruiting new teachers, give preference to aspirants (particularly females) who are academically qualified in languages, Math and science.

<p>* Make university education more relevant to the needs of the economy.</p>	<p>(16) rationalise university courses so that each public university adheres to its stated mission; (17) relative to humanities, raise enrolments in math / science and technology courses; (18) relate teacher education to demand in user institutions (e.g. see 15 above); (19) establish linkages with the macro-economy, e.g. industry; (20) expand post-graduate studies to enhance R&D for industrialisation; (21) encourage private universities to offer courses that are relevant to the economy.</p>
<p>* Raise the quality of university education.</p>	<p>(22) match expansion to available resources; (23) improve management capacity (CHH & individual universities); (24) provide the necessary infrastructure - complete stalled projects, and find means to institutionalise the improvement programme initiated through UIP; (25) to meet staffing needs, expand research capacity and post-graduate study and explore possibilities of work experience outside university; (26) explore ways of raising staff morale and motivation (e.g. better remuneration, rationalised staffing norms, and criteria for professional progression); (27) develop ways of assuring quality, e.g. use of external examiners and adaptation of universal knowledge through study outside Kenya and international recruitment of staff (28) develop income sources separate from the public budget (e.g. income-generation, and endowment and grants from the private sector).</p>
<p>* Improve equity in the provision of university education.</p>	<p>(29) provide HELB with adequate seed money and management capacity to improve recovery of loans so as to make the loan scheme a viable revolving fund; (30) develop criteria for the allocation of loans and scholarships; (31) develop a means-testing system (e.g. potential needy cases could be identified well in advance of selection to university).</p>
<p>* Make VOC-TEC education and training more relevant to the needs of industry and the economy.</p>	<p>(32) while bearing in mind need to train for entrepreneurship and potential employment openings, relate training to systematically projected demand in the economy; (33) expand training at the technician level to achieve the required ratio in the industrial labour force; (34) liberalise the sub-sector by encouraging industry to play a bigger role in curriculum development and implementation (including delivery modes and industrial attachment), and financing and management of training institutions; (35) make training in YPs demand-driven (e.g. YPs should relate to identifiable openings for self-employment in their communities and/or the informal sector).</p>

<p>* Raise the quality of VOC-TEC training.</p>	<p>(36) speed up revision of existing curricula and development of new syllabuses to reflect changes in the economy; (37) provide and maintain up-to-date technology in institutions; (38) make industrial attachment an effective tool; (39) establish rationalised norms in staffing and equipping training institutions; (40) explore potential for staff to gain practical industrial experience and for workers in industry to spend time teaching in institutions; (41) improve management capacity in institutions; (42) explore ways of raising staff morale and motivation (see 26 above); (43) streamline assessment and certification; (44) work out modalities for further education and training for interested graduates; (45) develop non-public sources of funding (see 27 and 33 above).</p>
<p>* Improve equity in the provision of VOC-TEC education and training.</p>	<p>(46) extend IELB loans and scholarships to students in non-university training institutions (see 28-30 above); (47) develop a system of assistance to needy students from employers (see 33 above); (48) consider instituting scholarships and grants to encourage the participation of females and the handicapped.</p>
<p>* Improve the quantitative and qualitative capacity of ACE in evolving a functionally literate society, and improving social and production skills among adults.</p>	<p>(49) accord a higher priority to ACE in the public budget, but aim at creating a firm non-public funding base; (50) early in the plan period, carry out a study to provide planning data through systematic identification of needs; (51) intensify the sensitisation of communities and policy makers; (52) relate the adult literacy programme to participation in formal school (e.g. adjust investment in the programme in the light of trends in primary school participation); (53) strengthen the functional aspect of the literacy programme (e.g. create linkages between the programme and extension education, for instance, through concerted development of reading materials); (54) revive extramural studies and link them to identified manpower needs related to industrialisation; (55) further develop alternative delivery modes (e.g. various long-distance approaches); (56) create / strengthen linkages between GoK ministries involved, institutions, agencies, NGOs and communities with regard to management and financing (e.g. review the status and role of the Board of Adult Education); (57) harmonise and strengthen the development of curricula and assessments (in particular, conceptualise and implement as different from those used in the formal school system).</p>