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**DEVELOPMENT OF EDUCATION  
1995 TO 1996**

**NATIONAL REPORT FROM  
KENYA  
BY**

**THE MINISTRY OF EDUCATION  
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## **1.0 ECONOMIC, SOCIAL AND POLITICAL CONTEXTS**

### **1.1 Geography**

Kenya lies across the equator in the East African region. The country is bordered by the Republic of Somalia and the Indian Ocean in the East and South-East, Ethiopia in the North, Sudan in the North-West, Uganda and Lake Victoria in the West and the United Republic of Tanzania in the South. The landscape rises from the sea level in the East to the peak of Mount Kenya which is about 5,200 meters above sea level. It slopes westwards gently through the great Rift Valley to the Lake Victoria Basin.

The country covers an area of approximately 582,366 square kilometers, ranging from high potential land on the slopes of Mount Kenya, Mount Elgon and the Aberdares to the Savannah grasslands. Three quarters of the country lies in the Arid and Semi Arid Lands and Wastelands in the North and North Eastern regions. The arid and semi arid regions experience dry spells, often leading to prolonged drought.

### **1.2 Population**

Kenya's population is currently estimated to be about 25 million. The female population is over 51%, and over 50% of the country's population is composed of dependent youth under 15 years of age, thus raising the dependency ratio and putting considerable pressure on social and welfare services. There is, for instance, high demand for education and training to which the available resources cannot adequately respond. However, since 1990, there has been evidence of declining annual population growth from 3.8% to 3.4%.

The majority of Kenya's population lives in the rural areas. But there is an upsurge in the urban population, the result of rural-urban migration, especially by school leavers who come to the cities to look for employment opportunities. Currently the population of the capital city of Nairobi is estimated to be over 2 million while Mombasa, the main sea-port has over 1 million inhabitants. Again the implication of this development to the provision of social services, including education, can never be overstated.

### **1.3 Economic Situation**

The geographical and climatic variations cited above have significant influence on the socio-economic activities of the people in different parts of the country. In the high potential regions people are able to engage in productive agricultural and commercial activities. In the arid and semi-arid lands, however, the major economic pre-occupation is nomadic pastoralism which has very little returns.

The backbone of Kenya's economy is agriculture, which produces both for domestic consumption and export. The major export crops are tea and coffee, while horticultural products are gaining ground. Tourism has taken the second position to agriculture in foreign exchange earning. The industrial sector has been picking up slowly and is expected to benefit from recent policy changes aimed at promoting the entire national economy.

There have been recent policy changes in the context of the Structural Adjustment Programme aimed at revitalizing the economy in the long-term. However, in the short-term the effect of these changes has been the reduction of public expenditure on



basic needs services through the institution of cost-sharing in such services as health and education. Thus the new changes have accentuated the plight of the poor who form 46% of the rural population of Kenya. This has had adverse effect on the educational participation by children from poor families, especially in the arid and semi-arid areas, and in the urban slums.

## **2.0 BRIEF DESCRIPTION OF THE NATIONAL EDUCATION SYSTEM:**

### **FORMAL AND NON-FORMAL EDUCATION**

#### **2.1 Structure of National Education System**

Kenya has a highly developed educational infrastructure both in terms of coverage and organization. Its structure is shown in Appendix I at the end of this report. It is based on an 8:4:4 structure which provides 8 years in primary education, 4 year of secondary and a minimum of 4 years of university education. Such professional university courses like Medicine and Architecture take longer than four years.

The formal education system is the most widespread in the country, both in terms of resources devoted to it and the proportion of Kenyans involved. The current enrolment in the entire formal education programmes is over 6 million, which is about a quarter of the total population.

The primary school is the first level of formal education in Kenya. However, for some children, mainly those in the large urban centres, the primary schooling is preceded by pre-primary education which though not compulsory, serves as a useful preparatory stage to children from 3 to 5 years. Primary education starts at six years of age and at the end of the eight years of schooling the children sit for the highly

competitive national Kenya Certificate of Primary Education examination (KCPE).

Secondary education constitutes a consolidation and transition between primary education and higher education and training, and world of work. The four years of secondary education are an important stage of physical, intellectual and psychological development when the youth mature into readiness for adult roles. At the end of the four years the students sit for the Kenya Certificate of Secondary Education.

University education is the apex of Kenya's formal education and training. Apart from preparing high level manpower for national development, the universities are also charged with undertaking research, development, storage and dissemination of knowledge. Other than the universities, post-school education and training is also provided by middle colleges such as the National Polytechnics, Teacher Training Colleges, Institutes of Technology and the more specialized institutions run by some technical Ministries.

Non-formal education is provided by several Government departments through extension services and the literacy programme for adults. Notable among the Government agencies are the Board of Adult Education and the Department of Adult Education in the Ministry of Culture and Social Services which co-ordinate non-formal education activities. There are also Non-Governmental agencies which collaborate with the Government agencies in the provision of non-formal education. Their educational programmes are aimed at enhancing the participation of target communities in projects for the income generating activities, among others.

## 2.2 Management Structure of Formal Education

Kenya's formal education system is managed through a network that extends from the headquarters through the Provinces, Districts, Divisions and Zones. The Minister for education carries the political portfolio for education while the Permanent Secretary, assisted by the Director of Education, the Chief Inspector of Schools and team of other senior officers, is the executive head and accounting officer. There is a Provincial Director of Education for each of the eight administrative provinces. District Education Officers take charge of educational administration in their respective districts, supervising the divisional and zonal officers.

At the institutional level head teachers are appointed to be in charge of the day-to-day administration of their schools, assisted by School Committees and Boards of Governors. <sup>primary schools</sup> Since late 1970's <sup>secondary schools</sup> Parents Teachers Associations have <sup>been</sup> evolved to play a role in the management of educational institutions, assisting particularly with raising funds to construct physical facilities and to purchase needed equipment and materials.

The universities are parastatal organizations, each of them established by an Act of Parliament. Each university is administered by its own internal structures under the umbrella of a University Council. The Head of State in Kenya is the Chancellor of all the public universities, and in that capacity he has appointed a Vice-Chancellor for each university.

### 2.2.1 The role of other Ministries in Education and Training

There are other Ministries concerned with aspects of education and training. The Ministry of Culture and Social Services, through the Department of Adult Education,

promotes adult education and literacy. The Ministry of Research Technical Training and Technology is responsible for technical education. Under its portfolio are the various research institutions, National Polytechnics, a Technical Teachers College and Youth Polytechnics. The Ministry of Health, through the Medical Training Centre, provides training for paramedical personnel. The Ministry of Agriculture trains agricultural extension workers. So far there is no single co-ordinating body, though the idea has been discussed in various forums. However, the absence of a coordinating mechanism has not hindered co-operation between the Ministries and departments. Very often some of them collaborate in the development and production of educational materials to be used by target communities when specific projects of common interest are being implemented.

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### 2.2.2 Educational Support Services

The government has put in place various structures that provide support services to the education system. They include the following:

(a) Kenya Institute of Education

The Kenya Institute of Education is the national curriculum development centre for all levels of education, except the university. Along with this, it co-ordinates the development of curriculum support materials, including basic text books. It also carries out research and evaluation studies at all levels of education. In response to demand by various interested groups and departments, the institute has been able to assist in the development of curricula for non-formal basic education and training.

(b) Inspectorate

The Inspectorate of Education ensures the maintenance of acceptable educational standards through inspection and counselling of teachers on proper teaching methods. It organizes in-service training for servicing teachers to keep them updated with new methodologies. The Chief Inspector of Schools is the Chairperson of the Academic Board of the Kenya Institute of Education. It is this Board which approves all Curricula developed by institute.

(c) Jomo Kenyatta Foundation and the Kenya Literature Bureau.

The two publishing houses produce books and other educational materials developed by KIE. They also publish works by individual authors for both specialized and general readership.

(d) Kenya National Examinations Council

The Council was established in 1980 to administer national schools and teacher training examinations. It does not, however, administer University examinations.

(e) Teachers Service Commission (TSC)

The TSC is the employer of teachers for primary and secondary education, teachers training colleges, middle level colleges and institutes. It ensures the maintenance of professional ethics and discipline in accordance with established code of regulations.

(f) **Kenya Education Staff Institute (KESI)**

Based at Kenyatta University but run by the Ministry of Education, KESI provides management training aimed at improving performance and efficiency of educational personnel. Its training programme includes: Education Management, Financial Management for Education, Legal Matters Affecting Education, Personnel Management, Guidance and Counselling.

### **3.0 EDUCATIONAL POLICIES AND REFORMS**

#### **3.1 Principles and General Objectives of Education**

Kenya's national philosophy is grounded on the Universal principles of political equality; national unity; human dignity; freedom of religion and conscience; social justice; freedom from want, ignorance and disease; equal opportunities for all citizens, irrespective of race, religion, sex or colour; equitable distribution of the national income and the promotion and preservation of the cultural heritage. These form the pillars around which the country's educational objectives are built.

The fundamental goal of Kenya's education is that it should prepare and equip the citizens to function effectively in their environment and be useful members of the society. Education is therefore expected to:

- \* foster national unity based on adaption of the rich cultural heritage of the people of Kenya;
- \* foster, develop and communicate the rich and varied cultures of Kenya;
- \* serve the needs of national development through production of skilled manpower, dissemination of knowledge and the inculcation of the right attitudes

- and relating attributes of learning to the real problems of the society;
- \* prepare and equip the youth of Kenya with the knowledge, skills and expertise necessary to enable them collectively and individually to play an effective role in the life of the nation and to enable them to engage in activities that enhance the quality of life, while ensuring that opportunities are provided for the full development of the individual talents and personality;
  - \* promote social justice and morality by instilling the right attitudes necessary for training in social obligation and responsibilities;
  - \* foster attitudes and consciousness towards other nations since Kenya is a member of the international community

### **3.2 The legal framework of Kenya's Education System.**

The Following Policy and Statutory Documents have Constituted the Legal Framework of the Country's Education

- \* The 1963 Kenya African National Union (KANU) manifesto by which the government committed itself to eventual provision of universal free education and spelt out other socio-economic aspirations to be met through education.
- \* The Sessional Paper No.10 of 1965 on African Socialism and its Application for Planning in Kenya, set out the strategies for social-economic development and underlined the role of Education as the principal means of producing domestic skilled manpower and equalizing economic opportunities among all citizens.
- \* The Board of Adult Education Act of 1966 established a Board which coordinates Adult Education Activities
- \* The Jomo Kenyatta Foundation (Agreement of 1966) established Jomo

**Kenyatta foundation to print and publish educational materials.**

- \* The Teachers Service Commission Act of 1967, established a single employer service and unified terms of service for teachers.**
- \* The Education Act of 1968 (Revised in 1980) put the responsibility for education in the hands of the Minister responsible for Education and instituted various organs for the organization and management of education at all levels.**
- \* The University of Nairobi Act of 1970 established the first National University. This was repealed by the University of Nairobi Act of 1985, to provide the establishment of Constituent Colleges of the University to enhance management within the university.**
- \* The National Council for Science and Technology Act( 1978) established a body to co-ordinate research in science and technology and to advise the government on relevant policy matters.**
- \* The Kenya National Examination Council Act (1980) established a National body to administer National Examinations.**
- \* The Kenya Literature Bureau Act of 1980 established a Bureau to print and publish books and other educational materials.**
- \* The Moi University Act of 1984 established the second National University.**
- \* The Universities act of 1985 created the Commission for Higher Education which regulates University education in Kenya.**
- \* Kenyatta University Act of 1985 established the third National University.**
- \* The Egerton University Act of 1987 established the fourth National University.**
- \* The Sessional Paper No.6 of 1988 mapped out policy changes on Education and manpower Training for the last decade of the 20th Century and beyond.**



- \* The Jomo Kenyatta University of Agriculture and Technology (JKUCAT) Act of 1994 established the fifth National University.

### 3.3 Recent policy developments

There have not been major policy changes since 1994 when the last report was made. However, some adjustments have been made to accommodate the following issues:

(a) Concerns for Girls' Education

Girls who have dropped out due to pregnancy are now to be readmitted to continue their education after giving birth, if they make adequate arrangements for the care of their babies. Early pregnancy has been one of the major causes of wastage in the education of girls and this policy adjustment is intended to deal with reality and to ensure that the girl child is not unduly disadvantaged by this social malaise. In the interest of equity of access to education, the government plans to introduce a bursary programme directed to girls in especially difficult circumstances in primary schools. The bursary scheme is to benefit especially those at the upper primary level in the rural and slum areas.

(b) Education for the Out-of-school children

The plight of the out-of-school children is a matter of growing concern. In the past it has been the NGOs that have taken initiative to provide non-formal education to the out-of-school children, usually as part of their community development programmes, and mainly in the urban slum settlements. But with the declining enrolments in primary schools, suggesting that more children are missing educational opportunities, the Ministry of Education is seeing the need

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to encourage the provision of non-formal education to out-of-school children.

This alternative avenue would ensure that as many Kenyans as possible receive at least basic education - the minimum package of educational experiences that one needs for survival in a changing environment.

For this reason, the Ministry has in 1995 established a Non-Formal Education Unit at its headquarters to facilitate liaison with organizations and departments providing this kind of education. The increasing interest is bringing together the Ministry of Education, through the Kenya Institute of Education, and the Department of Adult Education to participate in the implementation of a Non-Formal Education Project to be piloted in nine districts of the country, with financial assistance from UNICEF.

(c) Cost-sharing in higher education

One of the policy changes occasioned by the Structural Adjustment Programme is the reduction of Government support to students at the University. As a cost-sharing measure the students will, from 1994/95 academic year, be required to pay part of the cost of their education at the University. In effect this has removed the allowances that the students have been receiving. Based on the current total costs a student has to meet about 41% of his/her education at the University. However, to ensure that students whose parents may not be able to pay the fees are not denied University education, the Government has established the University Loans Board to give loans to students who want assistance. The loanees are to use the money to pay for accommodation at the University, purchase books and stationery, as

well as pay for their meals and other personal needs.

Part of this change is the priority shift from higher education to basic education. It is now considered that to enhance development in terms of effective participation by all citizens, it is imperative that all should receive at least basic education. More resources will therefore be devoted to this level at the expense of University Education. The objective of this priority shift, as expressed in the Policy Framework Paper, (1996-1998) is to reverse the recent declines in primary and secondary enrolments and to raise the completion rates, particularly of girls from poor households as well as improve the quality of education at all levels.

#### **4.0 THE EDUCATIONAL PROCESS**

##### **4.1 Pre-primary Education**

(a) Objectives:

In terms of objectives the prep-primary education is expected to:

- \* provide an informal education geared towards developing the child's mental, emotional, moral, and spiritual qualities;
- \* enable the child to develop the concept of numbers;
- \* enable the child to develop ability to solve simple problems;
- \* make it possible for the child to enjoy learning through play;
- \* enable the child to build good habits for effective living as an individual and member of a group;
- \* enable the child to be able to express ideas in words and pictures;
- \* enable the child to appreciate his/her cultural background and customs;

- \* enable the child to develop physical skills, a wide vocabulary, language and learn to classify;
- \* develop the child's imagination, self-reliance and thinking skills;
- \* enrich the child's experience so as to enable him/her to come better with primary school life and education.

**(b) Pre-primary School:**

Pre-primary school age is between 3 and 5 years. At age six the children graduate to primary school. Most pre-primary schools are found in the urban centres. In the large cities like Nairobi, it is now almost a tradition to take children to pre-primary school once they attain the right age. However, this may not be the case in the poor urban slums where facilities may be scarce or not available. Pre-primary education is provided by local authorities, NGOs and private entrepreneurs, and the services are paid for.

**(c) Co-ordination and Curriculum Development**

Pre-primary education is coordinated by the National Centre for Early Childhood Education (NACECE) based at the Kenya Institute of Education. At the district level are the District Centres for Early Childhood Education (DICECEB).

NACECE undertakes the development of curriculum for this level of education through a participatory process that involves its own headquarters staff, personnel from districts and other partners from the NGO fraternity and local authorities. To make the implementation of the curriculum relevant to the needs of children in their

own situation NACECE coordinates and facilitates the development and distribution of localized curriculum support materials in collaboration with DICECE. Along with its role in curriculum development NACECE also coordinates research in all aspects of early childhood education and development.

The organization of pre-primary education curriculum is in the form of activities, rather than subjects. The activities are aimed at promoting the total development of the child in terms of cognitive, social physical linguistic, moral, emotional and spiritual development. The following activity areas are covered in the pre-primary education curriculum:

- (i) language development;
- (ii) Environment
- (iii) Number work;
- (iv) Music and movement
- (v) Art and Craft
- (vi) Physical development;
- (vii) Religious/moral education

In assisting the children to meaningfully engage in these activities, the pre-school teacher is expected to understand their needs and to have the skills to meet those needs.

(d) Medium  
Language of Instruction and Contact Hours

The pre-school curriculum is designed to encourage and enable the use of local languages as medium of instruction. In the urban centres the practice is

to use the language of common communication, which is either Kiswahili or English .

The child is exposed to three hours of learning each day, broken into 30 minutes lessons for various learning activities. The average number of children per class is between 25 and 30. But due to pressure of demand in the urban centres the class size could be as large as 40, requiring wider space.

(e) Evaluation

Evaluation is through observation and listening. The pre-school teacher observes the child's characteristics and behaviour, and listens as they talk and play, both in class and in outdoor activities. In this process the teacher is able to notice concepts that are beginning to form in the children, as expressed in their interests, abilities and achievements. The teacher encourages the development of these concepts.

GROWTH IN PRE-SCHOOL EDUCATION								
YEAR	DICECE	NO. OF PRE-SCHOOLS	Enrolment		TOTAL	TEACHERS		TOTAL
			M	F		TRAINED	UNTRAINED	
1994	58	19,083	485,352	466,645	951,997	10,551	17,278	29,829
1995	65	20,086	507,129	481,697	988,826	11,877	17,374	29,251

4.2 Primary Education

(a) Course Duration and Age of Children

Primary education is the first cycle of the national 8:4:4 system of education. The course takes 8 years and ensures the provision of practical oriented education which for the majority of the children is terminal, while catering for

the needs of those who are continuing into the secondary cycle. The entry age for this level is 6 years so that children complete the cycle at 14 years of age.

(b) Objectives

Primary education is expected to:

- \* provide learning opportunities for children in a coordinated primary education programme;
- \* lead to acquisition of literacy, numeracy and manipulative skills;
- \* develop self-expression, self-discipline, self-reliance and full utilization of a child's senses;
- \* develop ability for clear logical thought and critical judgement;
- \* enable the experience of a meaningful course of study which will lead to enjoyable and successful learning and a desire to continue learning;
- \* lead to acquisition of a suitable basic foundation for the world of work in the context of the economic needs of the nation;
- \* lead to appreciation and respect the dignity of labour;
- \* enable the child to develop a sense of awareness and understanding of the immediate environment and foster positive attitudes towards other countries and towards the international community;
- \* enable the development of desirable social standards and attitudes;
- \* enable the child to grow into a strong and healthy person;
- \* lead to development of constructive and adaptive attitudes to life based on moral and religious values and responsibilities to the community and nation;
- \* lead to appreciation of one's and other peoples cultural heritage,

- develop aesthetic values and make good use of leisure time;
- \* enable the child to grow towards maturity and self-fulfilment as useful and well adjusted member of society.

(c) Curriculum

The primary school curriculum is uniform throughout the country. It sufficiently covers the needs of all children at this level of education in all the regions of the country. This curriculum is then arranged in various syllabuses detailing what should be taught and learnt at different classes.

The Approved Subjects for the Primary Curriculum are:-

- (i) Kiswahili
- (ii) English
- (iii) Mathematics
- (iv) Science and Agriculture
- (v) Home Science
- (vi) Art and Crafts
- (vii) Music
- (viii) History and Civics
- (ix) Geography
- (x) Religious Education
- (xi) Physical Education
- (xii) Business Education



(d) Language of Instruction and Contact Hours

For the first three years of primary education the language of the catchment area is the medium of instruction. Meanwhile English is taught as a subject so that in the fourth year it becomes the language of instruction. But in the urban areas English is used from the first year.

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Std I & II are in school for about 6 hours, Monday to Friday, breaking off at mid-day, while Std III to VIII continue in the afternoon to leave at around 4.00 pm. Each learning lesson takes 35 minutes for all classes. Average number of pupils in class is 40, though this may vary depending on demand and places available. The tendency is to have bigger classes with as many as 45 - 50 pupils.

(e) Evaluation and Certification

At the end of the eighth year of education, pupils sit for a national terminal examination whose primary objectives are to:-

- (i) rank candidates according to attainment of knowledge, skills and attitudes as specified in the various syllabuses;
- (ii) improve the learning process in primary schools by providing the schools with constant feed back on candidates performances;
- (iii) provide performance criteria for selecting pupils to secondary schools and to post-primary Technical Training Institutions.

Candidates for the "Kenya Certificate of Primary Education" are tested in the following six subject areas:

- Kiswahili
- English
- Mathematics
- Science and Agriculture
- Art and Craft/Music/Home Science
- History/Civics/Geography/Religious Education

In addition to the certificate which follows successful completion of the examination, pupils also receive a School Leaving Certificate. The Leaving Certificate is issued by individual schools with the authority of the Director of Education. It is based on the character development and achievements of the child in co-curricular activities.

(f) Participation and Drop-out Rates

In 1989 Kenya achieved a Gross Enrolment Rate of 88.6% in primary education. But over the years this has been declining, standing at 84.1% in 1994. (Ref.CESA - Ministry of Education/UNICEF, 1994). Latest reports indicate that this had dropped further to about 82.4% in 1996. The national rates tend to mask regional disparities which show some districts, especially in the arid areas, recording participation rates below 30%, with correspondingly high drop-out rates.

In 1993 the national average for repetition and drop-outs rates were 15.4% and 5.4% respectively. Against this the main urban centres were better off with an average repetition of 8.8% and drop-out rate of 3.4%. But as shown

in the declining national participation rate, the incidence of either dropping out or non-enrolment would appear to be increasing. This situation is attributed, to a large extent, to the Structural Adjustment programme which has greatly eroded the economic capacity of most families thus rendering them unable to meet the education costs of their children.

The declining participation rates and the wastage that results from dropping out are issues of concern to the government, and every effort is being made to address them. To cushion the poor against the effects of Structural Adjustment, the government has launched the Social Dimension of Development Programme whose aim is to assist communities and families to participate in income-generating activities that would raise their earning levels.

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With this empowerment, it is hoped that in the long-term the families may be able to find the means to significantly contribute to the cost of educating their children. Other measures include the provision of basic text books and the school feeding programme in the disadvantaged arid areas of the country.

(g) Promotion rate of pupils to Secondary Schools

A survey conducted in 1994 revealed a trend which indicated that less than 30% of pupils leaving primary schools have access to secondary education and the trend in the recent years shows a decline.

GROWTH IN PRIMARY EDUCATION						
YEAR	PUPIL Enrolment		TOTAL	NO. OF TEACHERS		
	M	F		TRAINED	UNTRAINED	TOTAL
1994	2,686,699	2,742,000	5,428,699	-	-	173,942
1995	2,802,300	2,742,700	5,545,000	163,915	18,060	181,975

### 4.3 Secondary Education

#### (a) Objectives

Secondary education aims at:

- \* leading to an all round mental, moral and spiritual development of the learner;
- \* enabling the learner to choose with confidence and cope with vocational education after school;
- \* building a firm foundation for further education;
- \* ensuring parity in cognitive, psychomotor and affective skills for all learners at this level;
- \* leading to acquisition of attitudes of national patriotism, self-respect, self-reliance, co-operation, adaptability, sense of purpose, integrity and self discipline, respect and consideration to others, loyalty and service to society and to the world.

(b) The secondary curriculum, like that of primary education, is broad based and vocational oriented. Form I and II study the following 13 subjects:

- English
- Kiswahili
- Mathematics
- Biology/Biological Science

- Physics
- Chemistry
- Geography
- History and Government
- An Applied Subject
- A Cultural Subject or Business Education
- Physical Education
- Social Education and Ethics

In 1991 the number of examinable subjects at the end of the secondary cycle was reduced to eight. Below are the subjects offered in the third and fourth year.

Compulsory or Core Subjects are:

- English
- Kiswahili
- Mathematics

After the core subjects a student must take the following:

- At least two Science subjects
- At least one Social Science subject
- At least one Applied Subject
- At least one Cultural Subject

(c) Duration Course and Age of Students

Secondary education takes four years. The entry age is 15 years, so that the students complete the course at 19 years. There is no repetition at this level.

**(d) Language of Instruction and Contact Hours**

English is the language of instruction in all secondary schools. Kiswahili is taught as a language along with other subjects and may be used freely among students and teachers, especially in areas where it is the common medium of communication.

The average number of students in class is 40 and each lesson takes 40 minutes.

Time allocation to each subject in a week is as follows:

- English	4.7 hours
- Kiswahili	4.0 hours
- Mathematics	4.7 hours
- Biology	3.3 hours
- Biological Science	4.0 hours
- Physics	3.3 hours
- Chemistry	3.3 hours
- Physical Science (Geography, History and Government, CRE, social Education and Ethics)	2.0 hours
- Applied/Practical Skills subjects	3.3 hours
- Cultural Subjects Business Education Accounts, Commerce, Economics)	2.7 hours

**(e) Evaluation and Certification**

At the end of the four year course, the students sit for an examination administered by the Kenya National Examinations Council (KNEC) leading to the award of the Kenya Certificate of Secondary Education. This

examination is used for selection of students for University courses, and for training in other post-secondary institutions.

Meanwhile the students are also evaluated throughout the course through continuous assessment which determines the progress each individual is making. At the end of the course, and in addition to the academic certificate from the KNEC, the school issues each student with a Leaving Certificate which shows observed abilities and character development.

(f) Drop-out rate and rate of promotion to University

In 1993 the drop-out rate for male students was 15.1% and 7.2% for females. The access rate to University is approximately 7%. This may be due to the limited space in the Universities, and also the financial limitations, especially following the cost-sharing policy which is making it difficult for the children from poor families to continue with their education. The government is addressing this problem through the Students Loan Scheme. [Of the 2878 schools in 1995, 2637 were public schools while 241 were private. For teachers information was available only for public schools.]

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GROWTH IN SECONDARY EDUCATION							
YEAR	NO OF SCHOOLS	Enrolment		TOTAL	NO OF TEACHERS (PUBLIC SCHOOLS)		TOTAL
		M	F		TRAINED	UNTRAINED	
1994	2,834	336,437	283,400	619,839	31,593	6,714	38,307
1995	2,878	341,807	290,581	632,388	33,443	8,041	41,484

#### **4.4 Technical and Vocational Education**

Under the current 8-4-4 system of education Kenyan children have the opportunity to get exposed to technical and vocational education from a very early age. Pupils are introduced to technical and business education subjects from mid-primary level until they sit for the Kenya Certificate for Primary Education (KCPE) examination by the end of the eighth year.

Thereafter those who proceed to secondary schools will have a further opportunity to study any of the technical or business education subject options for a further four years. Thus those students who wish to pursue technical and business education options beyond secondary school level will have a fairly good idea of what that kind of training involves. In many cases however, the course electives available to any secondary school student are limited to the number options being offered by the particular institution.

In Kenya, a large proportion of post school education and training is done by private training institutions or potential employers through sponsorship by the private sector, or by the respective government ministries and departments. However, there are a number of technical training institutions which offer general pre-service training to primary and secondary school leavers in the field of technical and vocational education.



#### 4.5 Special Education

##### (a) Enrolments

The special education programmes cater for the needs of children with various types of handicap. The following were the programmes in operation in 1995/96:

Types of Handicap	No. of programmes	Enrolment
Mentally	154	3378
Visually Handicapped	38	1994
Physically Handicapped	16	2356
Hearing Impaired	43	2582
Total	251	10,310

In addition there is a total of 11,702 pupils with various disabilities integrated in regular schools.

##### (b) Curriculum

The programmes offer the national 8:4:4 curriculum, with variations and adaptations to suit the needs of the handicapped children.

##### (c) Rehabilitation and Training

Rehabilitation programmes are provided for the disabled. Training in a variety of skills is offered in five institutions with the aim of making the children self reliant in life. Artisan and Craft courses are offered in masonry,

carpentry, joinery, garment making, motor rewinding and home science. Mentally handicapped children are given vocational training in the course of their education.

#### 4.6 Private Education

(a) Authority to establish private schools

The private sector has participated in the provision of education in Kenya for many years. The legal basis of their participation is the Education Act which vests in the Minister for Education the powers to keep a register of all unaided schools in the country.

Any organization or individual interested in establishing a school applies to the Minister. The applications are processed by the Ministerial Committee for Registration of Schools. Each application is carefully considered, including inspection of proposed site and facilities by the professional staff of the Ministry of Education. The Minister will approve a request upon being advised by the Committee on the suitability of the proposed site, availability of adequate facilities, and whether other necessary arrangements have been made for the provision of education, in keeping with the requirements of the Education Act.

The school may be given "full" registration if the Minister is satisfied that all requirements are fulfilled, or he may give "provisional" registration for a period of up to eighteen months as the management prepares to fulfill the remaining requirements. The number of streams that may be approved will

depend on available tuition and play-ground facilities.

(b) Bodies responsible

Private education is managed by NGOs (mainly church organizations) and individual entrepreneurs. Foreign missions accredited to Kenya and Expatriates who may wish their children to have an education that is relevant to situations in their home countries are also free to open private schools.

(c) Ways of operation

The operation of private schools and institutions must adhere to the Ministry of Education's regulations governing the management of education in the country. These include also the regulations laid down by other related bodies like the Kenya National Examinations Council regarding the administration of both local and foreign examination.

(d) Types of Schools and Curricula

(i) Kindergarten

The curricula offered at this level may be based of the programme of the National Centre for Early Childhood Education (NACECE), the Montessori Approach, or any other programme the Ministry may regard as acceptable. For adequate attention by the teacher, the recommended enrolment is 25 pupils.

(ii) Primary and Secondary Schools

These offer the 8:4:4 education curriculum as public schools. But as

been said above, interested bodies, such as foreign missions, may apply to the Minister for authority to offer foreign curricula based on other grade systems, for example the General Certificate of Education of Britain.

Recommended enrolment is 40 students per class. However, since some private schools prefer to give closer attention to their pupils/students, it is not uncommon to get requests 20-30 learners. In genuine cases such requests are normally allowed.

(iii) Training Institutes

Among these are mainly Teacher Training Colleges which offer the Curriculum approved by the Ministry of Education. The recommended enrolment is 30 students.

#### **4.7 Higher Education**

Higher education in Kenya covers University education, and post secondary education and training. University education has experienced rapid expansion and growth in the last four years.

##### **4.7.1 Public Universities**

As of now, there are five public universities, some of them with constituent colleges. After reaching peak enrolment of over 40,000 in 1991 - 93, the number has come down to 37,950 in 1995/96 academic year, distributed as shown below.

**(a) University of Nairobi**

The University of Nairobi has the largest enrolment at 12,546. These are distributed in the following six campus colleges.

- College of Biological Sciences
- College of Humanities and Social Sciences
- College of Architecture and Engineering
- College of Health Sciences
- College of Agriculture and Veterinary Sciences
- College of Education and External Studies.

The University has the following faculties:

- Medicine
- Science
- Veterinary Medicine
- Agriculture
- Art
- Commerce
- Law
- Education
- External Studies
- Engineering
- Architecture, Design and Development
- Social Sciences

It has a number of institutes, schools and units that supplement its academic faculties and disciplines.

These are:-

- Institutes of Population Studies
- Institute of African Studies
- Institute of Computer Science
- Institute of Development Studies
- Institute of Diplomacy and International Studies
- School of Journalism.

(b) Moi University

The University is a Science and Technology oriented institution. The current student population is 5,645. It has the following faculties:

- Education
- Forest Resources and Wildlife Management
- Health Sciences
- Technology

The Schools include the following:

- School of Environment Studies
- School of Social, Cultural and Development Studies
- School of Graduate Studies

It has two campuses,

- (i) The main campus
- (ii) Chepkoitel.

Maseno University College which is a constituent college of Moi University is specializing in training graduate teachers. It has an enrolment of 1429.

(c) Kenyatta University (KU)

Current enrolment is 8093. It has the following faculties:

- Science
- Arts
- Education
- Commerce
- Environmental Education

The following centres supplement its academic programmes:

- Bureau of Educational Research
- Basic Education Resource Centre

(d) Egerton University is mainly an Agricultural University with students population of 7702. It has two Campus Colleges i.e Laikipia Campus and Kisii Campus. Presently the University operates programmes under the following faculties:

- Arts and Social Sciences
- Agriculture
- Education and Human Resources
- Science

The new constituent College at Kisii undertakes to train untrained graduate teachers in its one year post graduate Diploma in Education besides other University programmes.

(e) Jomo Kenyatta University of Agriculture and Technology (JKUAT)

The institution has been operating as a constituent college of Kenyatta University, but was elevated to full University status on the 9th December 1993. Its current student population is 2935.

It has three faculties, namely:

- Agriculture
- Engineering
- Science

The Institute of Human Resources Development offers service courses to students in all faculties. JKUAT, like Egerton University, offers a wide range of programmes in Agriculture, Animal Science and Agricultural Engineering.

#### 4.7.2 Private universities

Alongside the public universities, there are at the moment private institutions offering degree courses in Kenya. All of them, except the United States International University (USIU), have been sponsored by religious organizations. Their total enrolment in 1995/96 academic year was 5,411. Three of them have been granted a charter by the Commission for Higher Education (CHE). CHE is a body that regulates and coordinates university and post-secondary education and training in Kenya.

(a) Private Universities with a Charter

- (i) University of Eastern Africa, Baraton, is located in Nandi District near Kapsabet town. Though a church (Seventh Day Adventist - SDA)



sponsored institution, it has diversified its curriculum to take care of secular courses. It received its charter on 28th March 1991. Current enrolment is 833 students.

(ii) Catholic University of Eastern Africa (CUEA) is situated at Karen, Nairobi. It is a Catholic sponsored institution, but also offers secular degree programmes besides theological courses. It obtained its Charter on 3rd November 1993. Enrolment is 1200 students.

(iii) Daystar University College at Hurlingham - Nairobi, offers courses in Business Administration and Communication. Currently it has 1124 students.

**(b) Private Universities Without a Charter**

The following are Private Universities without a Charter:-

(i)	East African School of Theology -	56 Students
(ii)	Kenya Highlands Bible College, Kericho -	86 students
(iii)	Pan African Christian College, Kasarani, -	80 Students
(iv)	Scott Theological College, Machakos Town -	58 Students
(v)	St. Paul's United Theological College -	115 Students
(vi)	United States International University, Kasarani, -	1534 students
(vii)	Nairobi International School of Theology, Hurlingham, -	49 students
(viii)	Nairobi Evangelical Graduate School of Theology, Karen, -	97 students
(ix)	African Nazarene University, Ngong -	129 students

The institutions are affiliated to their parent Universities overseas and do not, therefore, award their own degrees. The Commission for Higher Education inspects and visits the institutions to ensure that they offer acceptable degree programmes. It also advises them on curriculum and procedures to follow in order to qualify for a charter.

### 4.7.3 Post Secondary and Vocational Training

#### 4.7.3.1 National Polytechnics

There are four national polytechnics which offer Certificate, Diploma and Higher Diploma Courses in various fields of technical training. These are Kenya Polytechnic in Nairobi, Mombasa Polytechnic and Eldoret Polytechnic. The fourth polytechnic which is Kisumu Polytechnic has just been instituted and is in process of being legally ratified.

In 1994 the three polytechnics named below enrolled a total of 8892. The enrolment for 1995 was 8315 distributed as follows:

	1994	1995
(i) Kenya Polytechnic	6025	5056
(ii) Mombasa Polytechnic	2368	2748
(iii) Eldoret Polytechnic	499	511

#### 4.7.3.2 Institutes of Technology

Among the middle colleges are seventeen (17) Institutes of Technology (ITs) which were started on a self-help basis through the respective local community effort. These institutes offer certificate courses in various technical trades.

In 1994 they had a combined enrolment of about 6000 - 7,000 students who, unlike the national polytechnics, are mostly accommodated within the institution. The teaching force varies between 850 - 950. These institutions mainly offer diploma and craft training programmes to secondary school leavers.

#### **4.7.3.3 Technical Training Institutes**

There are 20 Technical Training Institutes (TTIs) which also offer training at both craft and diploma level. These are generally the oldest technical and vocational institutions, some of which were started as early as 1913. They have been transformed many times to take different roles and names ranging from trade schools to secondary technical schools before being upgraded to TTIs in 1986 with the advent of the 8-4-4 system of education.

The total enrolment in these institutes varies between 8,000-12,000 students. In recent years, the student enrolment in many courses has tended to decline due to steep increases in tuition and boarding fees, thus affecting the majority of students who are boarders. There are about 1,000 teachers in the TTIs who are all employees of the Teachers Service Commission.

#### **4.7.4 Kenya Students Abroad**

Kenya has about 14,000 students studying in foreign Universities. Most of them are studying in India, United States of America and Britain. Smaller numbers are in Russia, several countries in Europe, Canada, Pakistan, Australia and New Zealand, other countries in Africa and the Far East. The majority are under private sponsorship and hence the details of their courses are not well known.

#### **4.7.5 Management of Higher Education System**

##### **4.7.5.1 Public Universities**

The Head of State is the Chancellor of all public Universities. Below the Chancellor is a University Council, for each University, with a chairman and members appointed by the Chancellor. The Council handles all matters of the University with regard to finances, investment and appointment. Below the Council is the Senate whose Chairman is the Vice-Chancellor, Principals of Colleges, Deans of Faculties, Chairmen of Departments and Directors of Institutes and the Registrar. Students are also represented. The Senate of each University is the final authority on academic matters.

The day to day running of the University is in the hands of the Vice-Chancellor, assisted by one, two or three Deputies, depending on the size of the University. Registrars look after academic matters while the Dean of Students is responsible for the students welfare.

The Universities enjoy the freedom to decide what may be taught and who

may teach. They are expected to exercise responsibility commensurate with that freedom.

#### **4.7.5.2 Private Universities**

Private Universities have their own administrative structures. Generally they have a Council whose Chairman is also the Chancellor. The coordination of the Universities is carried out by the Commission for Higher Education. For purposes of general policy direction the Ministry of Education is represented on the Councils of the Universities.

#### **4.7.5.3 Polytechnics and Institutes of Technology**

Under the present arrangements these institutions fall under the Ministry of Research, Technical Training and Technology. Each one of them is managed by a Board of Governors appointed by the Minister.

#### **4.7.6 Evaluating performance in Higher Education**

Each University sets and marks its own examinations. This internal system involves the lecturer who taught the course, head of department, faculty board, academic board (in the case of constituent colleges) and the Senate. The head of department ensures the maintenance of high academic standards in his/her department.

Traditionally every University invites external examiners to assess what has been marked by internal examiners. External examiners from outside the country enable

a comparison of standards with other Universities elsewhere. But in the face of financial constraints, it has become necessary to curtail the use of external examiners from other countries, and instead use those from the sister Universities in the country.

#### **4.7.7 Matching the number of graduates with the needs of the employment market**

Owing to pressure for places, admissions to University has not been based on planning according to the needs of the job market. Students have been admitted on the basis of their performance at the end of the secondary course, so long as they meet the minimum entry requirements which are set from year to year by the Joint Admissions Board. However, admission into the professional scientific courses tend to be restricted by the high grades (both mean and individual subjects) required by the relevant faculties. The result has been the admission of a large number of students into the liberal arts courses. There has been therefore an over production of University graduates into the labour market. Aware of this problem, the Government has commissioned a study on graduate labour market requirement to identify those areas where the economy still needs more graduates. The long-term aim is to have a national skills pattern of one University graduate for 5 technicians and 30 artisans in every technical field.

An emerging trend is also the involvement of practitioners of relevant industry by the University in the development of curricula. The aim is to enable the scholars to be in touch with the needs of industry or the professions concerned so that relevant training can be offered.

#### **4.7.8 Causes of Graduate Unemployment**

Kenya's economy has had rather sluggish growth since late 1980s; hence it has been unable to generate enough employment opportunities to absorb school leavers and University graduates. As mentioned above University education so far has not been based on specific market requirements. This has led to many graduates going without employment for a long time, especially those with general degrees without specific skills to sell.

#### **4.7.9 Brain Drain**

There is no data available on the phenomenon of brain drain. It is however apparent that hundreds of highly trained Kenyans are working abroad, either in Europe, North America, or in other African countries.

#### **4.7.10 Recognition of Studies, Diploma and Degrees in Higher Education**

The government has set up the Commission for Higher Education, one of whose functions is the evaluation of degrees, diplomas and certificates for the purpose of recognition or equation. In addition, through the Ministry of Foreign Affairs, the Government has entered into cultural agreements with other countries which, inter alia, provide for the recognition of each others qualifications in higher education. Although not yet a member of the Regional Convention on the Recognition of Educational Qualifications, the country is regularly represented in meetings of the Convention.

## **5.0 MEANS OF INSTRUCTION, EQUIPMENT AND INFRASTRUCTURE**

### **5.1 Instructional Materials**

The cost-sharing policy in the context of the Structural Adjustment programme remains in force in the supply of educational materials whereby parents buy books and necessary stationery for their children. The recommended books for both primary and secondary education, are authored by the Kenya Institute of Education and these are published by the two publishing houses, Jomo Kenyatta Foundation and the Kenya Literature Bureau. Parents can then buy books from the bookshops at cover prices indicated by the publishers. There are also private publishers producing books for all levels of education. Some books are imported by large booksellers. Most of the books used in higher education are imported although some are produced by local publishers. The University of Nairobi has established a printing press to produce books written by local scholars.

Cost-sharing has proved to be a great burden, especially to the poor in the society who cannot afford to buy books for their children. The Government has however intervened by supplying text books in order to alleviate the problems of the poor in the Arid and Semi Arid Lands and the slum areas in some urban centres.

### **5.2 Equipment and Infrastructure**

Equipment and infrastructure for primary and secondary education is also provided by parents and communities under the cost-sharing arrangement. Each school is expected to raise funds through its Parents-Teachers Association for the construction of classrooms, workshops and purchase of furniture and other equipment. Through this arrangement some schools have been able to buy transport facilities. In addition



parents pay fees prescribed by individual schools. Boarding schools charge fees to maintain their services. This pattern has increased considerably since the Government no longer provides grants to the schools. But the Government provides facilities for higher education where the costs would be prohibitive for parents. However, where residential facilities are provided, the students have to pay for the services.

The 8.4.4 system of education has a vocational and practical orientation, requiring the use of special facilities like workshops and equipment. The provision of these facilities has been rather costly, and there has been insufficient supply. The low potential areas of the country are the most affected by this shortage.

## **6.0 NON-FORMAL EDUCATION**

### **6.1 Literacy Programme:**

The Government agency providing adult literacy education is the Department of Adult Education in the Ministry of Culture and Social Services. The Government effort in adult literacy is supplemented by a number of NGOs of which the following are notable:-

- Bible Translation and Literacy
- Literacy and Evangelism
- Action Aid-Kenya
- Kenya Adult Learners Association
- Plan International
- Kenya Adult Education Association

As we have reported previously, this programme was launched in 1979 with considerable public enthusiasm. But over the years the steam was waned and

participation is rather low. Between 1994 and 1996 enrolments in the literacy classes have been as shown in the table below:

Enrolment in Adult Education Classes			
	Male	Female	Total
1994	27,829	90,026	117,855
1995	30,090	81,882	111,997

Source: Department of Adult Education

The national literacy rate is now estimated to be about 65%, but the average rate for men is 69% while the rate for women is about 40%. However, there are regional disparities. Some districts still have literacy rates below 40% while others have rates above 70%.

## 6.2 Community-Based Development programmes

### (a) Community-based development and educational programmes include:

- Agricultural extension services;
- Health and Nutrition extension services, which also cover Water and Sanitation;
- Environmental education;
- Family planning;
- Co-operatives education;
- Small scale business education;

(b) Providers of these programmes include: Departments in the Ministries of Agriculture and Livestock Development, Health, Environment and Natural Resources, Co-operative Développement, Culture and Social Services,

Commerce and Industry, and Information and Broadcasting.

Many NGOs are also involved in community development projects. The major ones in this area are: National Council of Churches of Kenya, Literacy and Evangelism, Bible Translation and Literacy, Catholic Secretariat, Maendeleo ya Wanawake Organization, Kenya Water for Health Organization, Christian Health Association of Kenya, Undugu Society of Kenya, Family Planning Association of Kenya, Action Aid - Kenya, World Vision-Kenya, CARE - Kenya, Planning International, Scouts, Girl Guides and Young Farmers Clubs.

### **6.3 Basic Education for Out-of-School Children**

In the Kenyan situation several factors, including poverty at the family level, either prevent children from enrolling in the formal schools or push them out. As a result there is a growing number of out-of-school children. In the large urban centres like Nairobi, Mombasa, Kisumu, Nakuru, this problem is evidenced by the increasing number of street children.

In response to the needs of these children several NGOs with local communities in the slums and religious organizations have established institutions to provide basic education and other welfare needs. The pioneer in this area is the Undugu Society of Kenya in Nairobi whose basic education programme started way back in 1975.

Most of the non-formal schools tend to follow the normal primary school curriculum. There is an attempt, however, to provide some basic skills training. The Undugu Society provides a three year basic education based on a curriculum developed by the

Kenya Institute of Education. It includes skills training and has helped in rehabilitating many street children.

At the moment there are about 50 non-formal schools in Nairobi alone with over 10,000 children enrolled. The Government has taken a keen interest in these initiatives and a non-formal education unit has been established within the Ministry of Education to facilitate liason and networking among providers. With financial support of UNICEF a non-formal education project is being piloted in the urban centres of Nairobi, Kisumu, Kwale, Garissa, Wajir and Mandera. The last three districts are in the arid northeastern area of the country, inhabited by nomadic pastoral communities whose participation in formal education is still very low. A separate basic education project for herds boys and girls is proving to be successful in Samburu district, one of the arid areas of the country. This project is being implemented jointly by the Department of Adult Education and the Kenya Institute of Education.

#### **6.4 Occupation skill training Outside the formal education System**

There are about 600 Youth Polytechnics in the country, of which 480 are assisted by the Government and around 50 industrial and vocational training centres (IVTCs). The rest are sponsored by communities and NGOs. These institutions provide training in various occupational skills, mainly to school leavers. A total of 30,000 trainees are enrolled for training under some 4,000 instructors.

The City Council of Nairobi has initiated a Proficiency Skills programme to provide training opportunities to young persons out of school, targeting mainly primary school

leavers. Syllabuses for these courses, developed by the Kenya Institute of Education, were approved in October 1995. They include courses in the following occupations:

- Garment Marketing
- House Keeping and Laundry
- Food and Beverage: Production and Service
- Knitting
- Home Craft
- Handicraft
- Hand Spinning, Weaving and Dyeing

## **7.0 THE SITUATION OF THE TEACHING STAFF**

### **7.1 Pre-Primary School Teachers**

As at the end of 1995 there were 29,251 teachers of whom 11,877 were trained and 17,375 untrained. Since pre-primary schools are run either by parents/communities, private organizations or individual entrepreneurs, recruitment of teachers varies from one employer to another. However, the Government tries to regulate the academic qualifications by offering in-service training to only those with at least 15 points in the KCPE examination and KCSE grade 'D'.

For the teachers workload, 35 children per teacher is recommended for the 3 - 6 year old, and 25 for establishments catering for the 0 - 3 year old. This is not the actual situation in all schools. In the rural areas where the parents and communities are not able to employ more teachers the teacher/pupil ratio is generally higher.

An input of 4½ contact daily (or 22½ per week) is recommended by the Ministry of

Education. The children break-off at mid-day but teachers remain in the afternoon to prepare teaching and playing materials.

Professional support is in terms of training and guidelines provided by the DICECE and NACECE. During such training and supervision, the teachers also receive necessary counselling. The terms and conditions of service are set by individual employers. However, the Government is trying to prepare uniform salary structure in an attempt to improve the condition of the pre-primary school teachers. This has not reached a conclusive stage.

## **7.2 Primary School Teachers**

There were 181,975 primary teachers in 1995. Of these 163,915 were trained and 18,060 were untrained. Primary school teachers are recruited directly from the Teachers Training Colleges by the Teachers Service Commission (TSC). They are graded according to their academic qualifications ranging from P4 (the lowest grade now abolished) to Diploma for public primary schools. P4 and P3 are primary school leavers. Some private schools have a number of graduate teachers. Owing to shortage of trained teachers the TSC has been recruiting untrained teachers. But this has been stopped as more trained teachers are coming out of the colleges, or through the in-service training programme. Those who may be too old to train are given the option to retire from service.

The staffing policy at primary level is one teacher per class but the national teacher/pupil ratio is about 1:30. There are however significant regional differences. In areas with low enrolment that ratio can come down to 1:18, while in areas with

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high enrolments, it is not unusual to find a ratio of 1:50. } In the first two years of primary schooling the pupils start classes at 8:00 am and break off at 12:30 pm. Standard III to VIII continue into afternoon session to leave at 3:45 pm. Primary school programme covers 50 periods of 35 minutes each per week. }

It is expected that the teachers should get the first professional support from the head teachers of their respective schools. The head teachers on account of their experience, should give counselling to their teachers. The inspectorate personnel support the teachers through supervisory visits when opportunity is taken to counsel and give professional guidance where necessary. They also organize refresher courses, especially when new programmes are being introduced. The local level Teachers Advisory Centres (TAC), manned by the more experienced teachers, have served as valuable resource centres where teachers meet to update themselves on techniques to prepare teaching materials.

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The terms and conditions of employment are set out in the Teachers' Code of Regulations issued by the TSC. There is no distinction in these regulations between male and female teachers. However, the women get 60 days paid maternity leave. The salary structure is based on that of the Professional Civil Service, but adjustments are made from time to time following industrial bargaining with the Kenya National Union of Teachers (KNUT).

Until 1996 the promotion of primary school teachers was based on merit. Teachers who felt they needed promotion applied, through their head teachers and the local education administration, to the Chief Inspector of Schools, following which they

would be inspected. If found meriting the inspectors would recommend their promotion. This procedure has now been replaced by a new one which requires that for a teacher to move from one grade to another, he/she must pass a proficiency test to be administered by the inspectorate. The new approach is to ensure that teachers keep themselves updated with knowledge and developments in the teaching profession as the old approach was not rigorous enough to maintain high professional standards.

### 7.3 Secondary School Teachers

A total of 41,485 teachers were employed in secondary schools in 1995. Of these 33,443 were trained while 8,041 were untrained. Secondary school teachers for public schools are also recruited by the Teachers Service Commission. The majority are trained graduates from local Universities. Others are Diploma holders, and in a few cases even P1 are recruited by some small private schools. Private schools very often poach already trained teachers from public schools by offering them better salaries.

by The staffing norm in public secondary schools is the curriculum-based establishment which takes into account the subjects taught and the teaching requirement. The teaching load for an ordinary classroom teacher is 25 periods per week. For those with administrative duties considerations are given for a slightly lighter load. The teaching programme covers 45 periods of 40 minutes each per week. The terms and working conditions are covered by the Teachers Code of Regulations, but there is a separate scheme of service for graduate teachers. Promotion is normally through competitive interviews to fill vacancies in higher grades. The Inspectorate provides professional support through inspections and courses targeting subject teachers of



specific subjects.

(KSTC)

The Diploma Colleges are Kagumo and the Kenya Science Teachers College. Their enrolments in 1996 were: Kagumo, 785 and KSTC, 586. As in the B.Ed course, the Diploma trainees take Education as a professional course and two teaching subjects.

## **8.0 PRE-SERVICE AND IN-SERVICE TRAINING OF EDUCATIONAL STAFF**

### **8.1 Training Curriculum Objectives**

In the Kenyan context the objectives of teacher education are to:

- (i) enable the teacher to develop communication skills;
- (ii) develop professional attitudes and values;
- (iii) equip the teacher with knowledge and skills to handle the children and to develop strategies for effective teaching;
- (v) enable the teacher to adapt to the environment and society in which he/she is working.

### **8.2 Teacher Training Programmes**

Below are the training programmes for different levels of education.

#### **8.2.1 Pre-Primary Teacher Education**

- (a) Training for this level of teachers is provided in the District Centres for Early Childhood Education. In 1994 there were 18 centres, but two more have since been opened and there are now 20 in various parts of the country. Since it is an in-service programme, enrolments vary from one lot to another.

- (b) There are two types of courses:
- (i) Two year in-service course offered to servicing teachers, at the end of which they obtain Pre-school Teachers Certificate issued by the Ministry of Education. The minimum requirement for this course is KCPE with at least 30 points. But recent experience shows there is an increasing number of secondary school (KCSE) leavers being taken. This is an indication that employers are raising their standards of recruitment to select those with better academic qualifications.
- (ii) There are also short in-service courses lasting about five months for which the trainees obtain certificate of attendance. In addition are the much shorter courses, often on week-ends, aimed at proficiency development in various areas such as materials development.

The training curriculum includes:

- \* Child Development;
  - \* Materials Development;
  - \* Health and Nutrition;
  - \* Classroom Management and Administration;
  - \* Parents/Community Involvement in pre-school Education;
  - \* Methodology of teaching, e.g. Language, Mathematics, Science, Music and
  - \* Movement, the Environment, etc.
- (c) There is also a Training of Trainers course. This is a nine months induction course conducted by NACECE. Participants are normally at the level of Assistant Lecturers, either graduates or Approved Teachers, employed by the Teachers Service Commission. Their work is to train the pre-school teachers and offer them professional guidance in the schools.

- (d) In 1995 Kenyatta University started a Bachelor of Education (B. Ed) course in Early Childhood Education. At the moment there are about 30 students enrolled for this course. These people are who have been working in the area of early childhood education and want more academic and professional training.

### **8.2.2 Primary Teacher Education**

There are 20 Primary Teacher Training Colleges run by the Government. The number has not changed since 1994. In addition there are 6 private colleges run by a number of religious organizations. The Government plans to open four more colleges in the future in Garissa, Kitui, Voi, and Kibabii. Garissa is scheduled to admit its first students in September 1996, with an initial intake of 254.

In 1994 the twenty Government Colleges enrolled a total of 16,461 students and in 1996 this increased to 16,987. Data on enrolments in the private colleges was not immediately available at the time this report was compiled. The programme covers two years for different grades of teachers from P3 to P1. The curriculum includes:

- \* Professional studies
- \* English
- \* Kiswahili
- \* Mathematics
- \* Sciences
- \* Christian Religious Education/Islamic Studies
- \* Physical and Health Education
- \* Geography, History and Civics

- \* Art and Craft
- \* Music
- \* Agriculture
- \* Home Science
- \* Teaching Practice

### 8.2.3 Secondary Teacher Education

Teachers for secondary schools are trained at the local Universities and at two

Diploma Colleges. Current enrolments (1996) for the B.Ed course are as follows:

*KSTC  
Kakumu*

* Nairobi University	-	1,788
* Kenyatta University	-	3,616
* Egerton University	-	2,048
* Moi University	-	2,016
* Maseno University College	-	<u>1,320</u>
	<b>Total</b>	<b><u>10,788</u></b>

*untrained  
teacher*

The B.Ed Programme offers Education as a professional course and any two teaching subjects. At the moment the majority of the students are following the Arts-based course. But with the new emphasis on Science this is going to change. -Graduate

↓

*PGDE*

Diploma Course at its Kisii Campus. Kenyatta University has also started an in-service Post-Graduate Diploma Programme. The purpose of the programmes is to

↓

*Leaving with  
Dip. Ed.*

reduce the number and eventually phase out untrained graduate teachers in secondary schools.

→ school-based Dip. Ed as an innovation at K.U. and Kikuyu Campus (S.).

#### **8.2.4 Training for Special Education**

Special Education teachers are trained at the Kenya Institute of Special Education (KISE). The two year Diploma course caters for the following types of disability:

- Mentally Handicapped
- Visually Handicapped
- Physically Handicapped
- Hearing Impaired

Along with the specialized curriculum for the different types of handicap, the students also take an interdisciplinary component in the following areas.

- Child Development
- Educational Psychology
- Educational Assessment and Resource Services
- Curriculum Development and Adaption
- Educational Research
- Pre-School Education
- Educational Administration and Supervision
- Vocational Rehabilitation
- Guidance and Counselling
- Teaching and Adaptive Aids.

In 1995/96 there was a total of 93 trainees enrolled for the Diploma course. Running concurrently with the Diploma programme are three-months inservice courses for practicing teachers in different areas of special education.

### **8.2.5 Technical and Vocational Teacher Education**

Kenya Technical Teachers College runs the following pedagogical programmes:

- (i) A one year Diploma Teachers course for those who already have Diploma training in their technical fields but would like to train as teachers.
- (ii) Diploma course for Business Education/Secretarial Teachers is offered to two categories of students. The two year course is for those who have completed Stage II of the Secretarial course or Part I of the accountants certificate, and one year course for those who have completed Stage I.
- (iii) One year Certificate Course for those with Certificate level qualification in their technical training.
- (iv) A one year Instructor Training programme is offered to people working in technical fields, either in Government or in the private firms where they have educational responsibilities.
- (v) A two year up-grading programme is offered to teachers who have already obtained their Diploma in teaching but would like to acquire Higher Technical Education in their various fields of training.

### **8.2.6 Adult Education Teacher Training**

The Department of Adult Education runs an In-service Model training programme for the adult education and literacy teachers. This is a three year course based on a curriculum prepared with the technical assistance of the Kenya Institute of Education.

The curriculum content includes:

- \* Introduction to Adult Education
- \* Policy and Development of Adult Education in Kenya
- \* Psychology of Adult learning
- \* Curriculum Development
- \* Adult Education Methods
- \* Kiswahili
- \* Effective Evaluation for Adult Education

The course is conducted through three strategies, namely: distance learning by correspondence, radio and face-to-face sessions.

At the end of the course the teachers take a professional examination administered by the Kenya National Examination Council for the award of Adult Education Teacher Certificate.

### **8.2.7 Training of Educational Managers**

The Kenya Education Staff Institute, established in 1981, provides training through workshops and seminars to officers at various levels and areas of education management. Between 1994 and 1996 the institute mounted the following training activities:

- \* Education Management for Assistant Directors of Education
- \* Workshop on Strategic Planning of Education Services for Deputy Directors of Education.
- \* Induction course for newly appointed Secondary and Primary School teachers.
- \* Workshop for Principals of Teacher Training Colleges and Deans of Faculties of Education on Teacher Education Management.
- \* Induction course for newly appointed District Education Officers and

Municipal Education Officers.

- \* Induction course for newly appointed Education Officer I & II and Senior Education Officers.
- \* Induction course for newly appointed Inspectors of Schools and Curriculum Developers.
- \* School to School Network Workshop for Peer Trainers for Primary School head-teachers in Nairobi.

From its establishment up to July 1996 KESI had conducted in-service courses in educational management for 11,441 officers out of a possible target of about 45,000.

It has done this with the services of 11 permanent professional staff, 250 network of part-time trainers in the field and over 50 specialist resource persons and facilitators.

-> KSSHA Seminars and servicing programmes.  
-> KNUY Seminars

## 9.0 EDUCATIONAL RESEARCH AND SURVEYS

### 9.1 Objectives

Educational research is carried out by individuals scholars and teams in the local public Universities. The main research institution for education is the Bureau of Educational Research at Kenyatta University. There have also been special surveys commissioned by the Government in certain areas where urgent information is needed to facilitate planning. There are two important objectives of research and surveys in Kenya's education. First, as part of their function, the Universities have a duty to undertake research for the advancement of knowledge and to enhance their teaching capability. Secondly, research is done to address issues of concern and to provide needed information to facilitate decision making in the development and management of education.



## **9.2 Research and Surveys in Education since 1993.**

The following work has been done since 1993. Earlier research work has been included in the previous Country Reports for the ICE.

- (i) 1993: An Evaluation Study of the Pilot Phase of Project on Integrating Family Life Education in Programmes for Men, Women and Youth (BER, Kenyatta University and the Ministry of Culture and Social Services)
- (ii) 1993: Teacher Supply and Demand for Basic Education in Kenya (BER, Kenyatta University)
- (iii) 1993: A Review of Known Studies on Wastage in Primary Education in Kenya (BER, Ministry of Education and ODA)
- (iv) 1993: An Evaluation Report on Advanced Training Programme for Selected Public Service Staff, (BER, GOK/UNDP, Nairobi)
- (v) 1993: Basic Education for All: Three Years After Jomtie (Kenya Country Profile for UNICEF /IIEP Seminar, Kampala, September 1993)
- (vi) 1994: SPRED Research Project: Perceptions and opinion of Selected Staff of the Ministry of Education Regarding Factors Associated with Wastage in Primary Education in Kenya, (BER/MOE, Nairobi)
- (vii) 1994: Comprehensive Education Sector Analysis (GOK/UNICEF)
- (viii) 1994: Survey of Non-Formal Education in Kenya (GOK/UNICEF)
- (ix) 1994: Access, Participation and Performance by Slum Children in Formal Basic Education: A case study of Nairobi, Mombasa and Kisumu, (BER/UNICEF)
- (x) 1995: Evaluation of Case Studies, the SPRED Project (MOE/BER)
- (xi) 1995: Cost and Financing of Various levels of Education and Training,

(MOE/World Bank)

(xii) 1996: Evaluation of the 8:4:4 System of Education at Kenyatta University (Vice-Chancellors Committee on Evaluation of the 8:4:4 System of Education).

(xiii) Articles on Education

- \* Mid-term evaluation of a 3 year Early Childhood Education Project; sponsored by Aga Khan Foundation (Kenyatta University). Evaluation done between late 1994 and early 1995.
- \* The Role of Africa as a Member of the International Family in Building a New Global Civilization: A Reflection - Seminar paper at Kenyatta University submitted to UNESCO PROSPECTS for publication in April, 1996 by DR. F. X. Gichuru of BERC, Kenyatta University.
- \* "Impediments to Educational Research in Africa" by Dr. F. X. Gichuru, BERC, Kenyatta University.
- \* Education for all in Kenya since the World Conference (Review of Initiatives Following the Jomtien Recommendations of March, 1990) by Dr. F. X. Gichuru and Prof. D. N. Sifuna of Kenyatta University.

## 10.0 FINANCING OF EDUCATION

Development of education and training in Kenya is financed mainly through the policy of cost-sharing between the Government and the parents and communities put in place in 1988 as a measure for education sector reform with the aim of containing and sustaining education expenditures without jeopardizing the provision of other basic

social services or raising the overall level of government budget; and through support of donors, non-governmental organizations and private sector, who are our partners in development.

\* *Currently*  
Essentially, the role of the Government is to provide for teachers' salaries, curriculum development, school inspection/supervision services, and bursaries/loans for secondary and University education. Parents provide for teaching/learning materials, textbooks, physical infrastructure at primary and secondary levels of education, and the necessary indirect costs to education at large.

The primary constraint in the implementation of the cost-sharing policy in education and training, as in other social services sectors of the economy, has been lack of sustained economic growth to absorb the short term reform shocks.

Consequently, the level of poverty in the country has gone up and the plight of the poor aggravated to an extent where many Kenyans can no longer get access to this basic needs service because they simply can not cost-share. For example, the number of primary school pupils in absolute need for textbooks and school feeding has gone up from 1.7 million and 53,000 to 4.2 million and 2.1 million respectively; the number of secondary school students in absolute need for bursary assistance has gone up from 155,000 to 400,000; and nearly all the 46,000 university students population require loans.

The table below shows the total public expenditure on education.

1. The national currency KENYA SHILLING (Kshs): 1K£ = 20 Kshs.
2. Monetary unit used in the table is in UNITS of K£.
3. Financial year 1994/95 is from 1st July 1994 to 30th June 1995
4. The contents of the tables are Actual expenditure.

## The total public expenditure

1994/95 FINANCIAL YEAR			
PUBLIC ADMINISTRATION	RECURRENT EXPENDITURE Kc	CAPITAL EXPENDITURE Kc	TOTAL EXPENDITURE Kc
Central Government	7,034,749,294	939,188,376	7,973,937,670
<b>TOTAL</b>	<b>7,034,749,294</b>	<b>939,188,376</b>	<b>7,973,937,670</b>
FINANCING AUTHORITY	RECURRENT EXPENDITURE Kc	CAPITAL EXPENDITURE Kc	TOTAL EXPENDITURE Kc
Ministry of Education	1,283,511,217	53,998,928	1,337,510,145
Ministry of Technical Training	93,514,680	28,948,857	122,463,537
Ministry of Culture and Social Services	25,920,520	3,862,220	29,782,740
Education is also funded centrally			
Municipal and other Local authorities	-	-	-
Other Public authorities	-	-	-
<b>Total</b>	<b>1,377,085,897</b>	<b>82,937,785</b>	<b>1,460,023,682</b>
Of which expenditure for public education	100%	100%	100%
subsidies for private education	-	-	-
LEVEL AND TYPE OF EDUCATION	RECURRENT EXPENDITURE Kc	CAPITAL EXPENDITURE Kc	TOTAL EXPENDITURE Kc
Preceding the first Level (Pre-Primary)	152,198	331,500	483,698
First Level (Primary)	18,619,318	1,602,010	20,221,328
Second Level (secondary)	16,031,682	646,600	16,678,282
General	N/A	N/A	N/A
Teacher Training	5,228,087	19,963,000	25,191,087
Adult Education and Literacy	10,226,846	491,250	10,718,096
University Education only	200,904,663	24,965,828	225,870,491
Distance-Learning university is incorporated in the above university education			
LEVEL AND TYPE OF EDUCATION	RECURRENT EXPENDITURE Kc	CAPITAL EXPENDITURE Kc	TOTAL EXPENDITURE Kc
Special Education(Schools for the handicapped)	1,764,087	290,000	2,054,087
Expenditure not distributed(General Administration and planning)	1,036,831,263	6,189,990	1,043,021,253
<b>TOTAL</b>	<b>1,283,571,217</b>	<b>53,988,928</b>	<b>1,337,560,145</b>
WELFARE SERVICES	TOTAL EXPENDITURE		
Scholarships	600,000		
Bursaries	3,200,000		
School milk country wide	6,500,000		
School food in arid area schools	20,453,910		

## 11.0 BILATERAL, REGIONAL AND INTERNATIONAL CO-OPERATION

### 11.1 Student Exchange Programme

At the moment these programmes are arranged by individual schools and institutions, though the students have to seek clearance from the Ministry of Education to be able to go out. The Ministry therefore has records of those students who have visited foreign countries, but not of visiting students. In the last three years student visits to foreign countries were recorded as shown below. In these visits the students are normally accompanied by at least a teacher, and most of the visits take place during school holidays.

Year	School	Destination	No. Of Students
1993	Kenya High & Starehe	Germany	18
	Moi Education Centre	Finland	2
	State House Primary	Finland	1
	Minor School	Finland	1
	Moi Girls, Nairobi	USA	1
	Visa Oshwal Primary	USA	2
	State House Girls High	UK	7
	Nairobi School	Tanzania	45
	Alliance Boys	USA	4
1994	Nakuru Boy-Scouts	South Africa	17
	Rusinga School	France	11
	Kenya High	UK	10
	Pangani Girls	UK	4
1995	Alliance Boys	USA	4
	Nyabisawa Girls	Australia	6
	Kawangware Primary	USA	6
	Musa Gitau Primary	USA	37
	* Highway School	USA & SA	19
	Alliance Boys & Girls	UK	15
	Nairobi School	UK	4

Moi Forces Academy	UK	10
Tigoni Primary	UK	11
Nairobi Primary	UK	1
St. Georges Girls (Secondary)	South Africa	18
St. Georges Primary	South Africa	2
Loreto Valley Road	South Africa	1
State House Girls(Secondary)	South Africa	10
✱ Highway School	South Africa	6
Lenana School	Re-Union	17
Ngara Girls	Re-union	16

Since the programmes are not co-ordinated by the Ministry of Education there is no comment to be made about their effectiveness. However, there is a move now to formulate a policy for the exchange programme for better co-ordination in future.

## 11.2 International Co-operation

Kenya's education continues to benefit from co-operation with many bilateral and multilateral agencies which include the following:

### World Bank

Through the International Development Agency (IDA) the Bank is supporting several educational projects in the country.

European Economic Community which has given assistance to secondary education, including construction of physical facilities and equipment to science laboratories.

## **UNESCO**

Has continued to provide financial assistance for the organization of important seminars and workshops on education.

## **UNICEF**

Within the framework of the GOK/UNICEF programme of Co-operation (1994-89) the organization is supporting several projects in basic education.

The Japanese International Cooperation Agency (JICA) has been sponsoring school teachers aged 35 years and below on youth programme for culture and professional exchange with their Japanese counterparts.

## **Youth Friendship Programme**

This is another JICA programme in which Japanese government sponsors youth below 29 years of age from developing countries to Japan by ship. They stop at various points on the way to Japan.

The purpose is to give participants opportunity to study and gain more experience in their respective fields. It is also aimed at developing mutual understanding between Japan and the developing nations. These are mainly students from universities and polytechnics between age 21-29. They come back to their countries by air.

Heads of schools in Kenya have been organizing and contributing money to visit their counterparts in other countries to enhance their professional and administrative skills. They have made visits to Australia South Africa, Canada and Israel. Due to scarcity



of funds many heads have not been able to go on these trips or even visit as many countries as they would have liked to.

Foreign aid is needed for an exchange programme in the country. More teachers need funds to travel to other countries for exposure and enhancing of their skills. More students would also benefit from such funds to travel and gain exposure and exchange cultural ideas. Schools would be able to host professionals and students from other countries. Funds would also be needed to sustain the programme, and encourage linkages and networking within the country and outside the country.

#### **United States Agency for International Development (USAID)**

Continues to support training programmes, such as Agricultural Management Project at Egerton University and capacity building through Institutional Development.

#### **UNFPA**

Continues to work in collaboration with the National Council for Population Development to promote family life education.

#### **CIDA**

Has been assisting primary education with supply of paper for text books to disadvantaged areas. Its assistance to Kenya Technical Teachers College in upgrading facilities and equipment is on-going.

#### **Netherlands**

The Royal Dutch Government is supporting basic education programme in West Pokot, Laikipia, Keiyo, Marakwet and Kajiado.

### **Switzerland**

Has been supporting the University of Nairobi in the provision of physical facilities to the School of Journalism. The project is due for completion in 1995/96 financial year.

### **Japan**

The Government of Japan has been a principal supporter of the Jomo Kenyatta University of Agriculture and Technology.

### **Germany**

The Federal Republic of Germany is currently supporting Kenya's post-literacy programme.

REQUESTS

## **11.3 Urgent needs for Foreign Assistance**

The following interventions, for which foreign assistance would be appreciated, are envisaged for each level of education.

### **11.3.1 Early Childhood Care and Education**

Expanding ECCE facilities in order to:

- (i) cover the districts for which centres for ECCE have not been established
- (ii) train more teachers for ECCE
- (iii) enhance community sensitization in support of ECCE, so as to increase participation
- (iv) enhance Islamic Integration Programme to reach more children of the Islamic communities with ECCE.

### 11.3.2 Primary Education

- (i) Provision of essential text books for schools in ASAL and other disadvantaged areas of the country
- (ii) Provision of equipment for Home Science Education in primary schools
- (iii) promotion of National School Health Programme to create an early awareness of health and nutritional needs for healthy development and growth in children. This intervention will give special focus on HIV/AIDS
- (iv) School Feeding Programme for environmentally disadvantaged areas to sustain participation and retention.

### 11.3.3 Secondary Education

- (i) Improvement of teaching and learning of Science and Mathematics. There is a new emphasis in Science and Maths to enhance participation in Science and Technological Education for development. This is particularly important given the country's need for an industrial take off which will call for increased technological manpower.
- (ii) Improving the quality of Teacher Education, involving in-service training of college tutors and provision of training equipment of college tutors and provision of training equipment and materials. The focus on learning achievement must begin with the quality of teacher trainers.
- (iii) Computer Education in Secondary Schools. It is Kenya's intention to introduce computer education to enable the children to adapt to the changing world of information Technology so as to effectively participate in the development process.

*School-based  
Resource  
Centres  
SSN.*

#### **11.3.4 Vocational and Technical Education**

- (i) Enhancing the participation of girls in vocational/technical education. So far the participation of girls in this type of education and training is low. A focus of attention will be to motivate girls in school, and also the out-of-school girls in need of skills to earn their livelihood. In the latter case there will be need for training equipment and materials.
- (ii) Promoting linkage between Technical Education/Training and Industry.
  - Training should be demand driven based on the needs of Industry.
  - Close links with industry are therefore necessary through consultative seminars/workshops; in-service training of trainers on the needs of industry, and attachments for students.
  - It is also necessary to establish an indemnity Fund for students while on industrial attachment.

#### **11.3.5 Non-Formal, Adult and Continuing Education**

- (i) Integrating Functional Literacy in community education and health care programmes. It is aimed at making literacy education more relevant to primary goals of the target communities by creating the need for it. The objective is to involve communities in the management of their primary health care and in other socio-economic activities for improving the quality of their lives. With this involvement they should identify illiteracy as a handicap to their effective participation.
- (ii) Post-literacy and Continuing Education Programme
  - to prevent a relapse into illiteracy for the new literates and
  - to provide opportunity for continuing education for those children who

may have dropped-out of the formal system at an early stage.

A pilot project has been launched in some districts of the country and will need to be expanded.

(iii) Non-Formal Education (NFE) for Out-of-school Adolescent youth has been considered a viable alternative means to provide basic education to less fortunate children who were not able to enrol in formal schools. This includes street children. A survey in 1994 found there was need and demand for NFE. A pilot project is being launched in some areas of the country.

*Catholic &  
CPK Shura  
Schools*

(vi) Basic Education for Nomadic Pastoral Communities is to cater for the needs of the children who have to look after livestock in the day (the economic mainstay) and cannot be in regular schools. Some experiments have shown that it is possible to organize evening classes for these children after they return from the field with their livestock. Another component of this programme is to organize mobile classes for nomadic communities.

### 11.3.6 Special Education

(i) Research and Evaluation for special Education.

A need is seen to provide basic data on the extent of various disabilities in the country to facilitate planning, and promotion of public awareness on the need to provide education facilities for disabled children.

(ii) Human Resources Development for the Kenya Institute of Special Education (KISE)

(iii) Expansion of physical facilities at KISE, made necessary by the increasing need to train more personnel for special education. Existing facilities are inadequate if more trainees were to be brought in.

### **11.3.7 Higher Education**

- (i) The most urgent need here is to complete several projects that were started in each public university in order to expand facilities for increased numbers of students. Present facilities are overstretched, and academic standards are likely to be compromised if the projects are not completed.
- (ii) The Universities also require additional equipment to strengthen their teaching and research needs.

## **12.0 PROBLEMS IN THE DEVELOPMENT OF EDUCATION**

### **12.1 Problem Indicators**

The major problems besetting the development of Kenya's education are reflected in the following phenomena:

- Access and participation;
- Wastage - due to dropping out;
- Equity - evidenced by gender and regional imbalances;
- Growing number of children in especially difficult circumstances.

### **12.2 Problems due to geographical factors**

- (i) Two thirds of the country is arid and semi arid land (ASAL) inhabited by nomadic pastoral communities. Very little agricultural activities are carried on in these areas. In the recent years the problem has been exacerbated by long droughts which decimated the livestock and reduced many families to near destitution. With the cost-sharing policy, and given their reliance on livestock and the nomadic lifestyle, it has been very difficult for these communities in the ASAL areas to provide educational facilities for their children.

(ii) Where schools are provided in the ASAL areas children have to travel long distances to reach them. This can be very insecure, especially for young children, and with the inevitable fatigue that it causes, the long distance is a hindering factor to access and participation. The Government has attempted to solve the access problem in the ASAL areas by building boarding primary schools. But even where these facilities are available participation has remained low, suggesting that there are other militating factors.

### **12.3 Economic Factor**

Kenya's economy has had a sluggish growth in the recent years. This has adversely affected the provision of services and capital development in all sectors. The expansion of educational facilities has been affected in the face of severe economic constraints.

Unemployment is the natural outcome of slow economic growth. This has been compounded by the introduction of the Structural Adjustment Programme with the attendant cost-sharing policy. Effectively this has raised the cost of living and the poverty line for most families. For most rural families and the urban poor, the choice is between survival areas like food security and education. In many instances this hard choice explains the drop-out phenomenon and wastage and even non-enrolment. In the urban areas the product of poverty and related social problems are the children on the street.

### **12.4 Population Pressure**

At about 3.8% Kenya's population growth rate has been one of the highest in the

world. Although the rate has declined in the past three years to about 3.4 % the earlier massive growth is now exerting considerable pressure on the provision of services, such as education and health. It is difficult, in the face of slow economic growth already mentioned, to provide adequate resources for educational services to cope with the increasing demand of a rising population.

### 12.5 The cultural factor

Although generally the majority of the Kenyan communities are conscious of the importance of education for their children, there are still certain pockets of cultural conservatism where modern education is not seen as relevant to cherished lifestyle and change is slow. In such areas education of the girl child, in particular, is still a problem. Some parents still prefer to marry off their daughters at an early age instead of sending them to school; or when faced with a choice, they would rather send the boy and not the girl to school. Such practices tend to perpetuate the gender disparity which has traditionally characterized participation in education. Another cultural practice which has not favoured participation in education among certain communities is "moranism". Following their initiation into "moranism", even those young people who were already enrolled in school pull out to live an adventurous life with their peers for many months. Rarely do they come back to school. Negative perception of certain aspects of education has also affected participation. For instance traditionally vocational education has tended to be regarded as low grade education left for those who cannot make it to the next level of learning. This explains the low enrolments in the Youth Polytechnics and in the Technical Training Institutes. However with unemployment problem putting its pressure, positive signs of change are appearing, as young people begin to take whatever alternative chance available



to prepare for the means of livelihood. In some communities the attitude towards disability has made it difficult to bring out disabled children to participate in appropriate education programmes. It still requires concerted community sensitization for people to appreciate that disability is not inability and that rather than hide them away, their disabled children should be given a chance to receive education.

To some extent the cultural attitudes and the paucity of resources account for the regional disparity in educational provision. Most of the communities which still hold conservative attitudes to education are among the nomadic pastoralists, in the ASAL areas with little or no resources to be invested in social development.

#### **12.6 The threat of HIV/AIDS**

A very serious challenge is now posed by the HIV/AIDS pandemic. The disease continues to deprive many children of parental care, thus leaving their education hanging in the balance. By claiming the lives of economically productive citizens the disease is weakening the country's economic strength on which the provision of education must depend. As more resources will be needed to fight against the disease, allocation to other important social services, including education, will no doubt be compromised.

#### **12.7 Scarcity of Financial Resources**

The bottom line of all the problems cited above is the scarcity of financial resources. The country's foreign exchange earning depends largely on its principal agricultural and horticultural products. But the earnings from these products are susceptible to change and dictates of the world market, which have not been favourable in the recent

past. The result is that even where physical facilities are already available, funds have not been available for the purchase of necessary equipment and for other recurrent costs.

## **13.0 FUTURE PROSPECTS**

### **13.1 Broad Policy Objectives**

Recent studies that have been undertaken in the country in general and in the education sector in particular, such as the Poverty Assessment and Welfare Monitoring Surveys, Comprehensive Education Sector Analysis, Cost and Financing of Education and Training, Early Childhood Development, Macro-economic Implications of Demographic Changes, etc. indicate that the critical challenges for education and training hinge on improvement of key factors including access and participation, equity, quality and relevance, and strengthen of educational management at all levels. At the same time one of the central goals of the Kenya Government in the 1990s has been to ensure that key sectoral policies, including those of the education and training sector, do support the effort towards achieving sustainable development. The programme priorities for each sub-sector of education are articulated below.

### **13.2 Programme Priorities for Education and Training**

#### **13.2.1 Pre-Primary Education**

The programme priorities for this sub-sector will include:

- (i) Strengthening the family in child care,
- (ii) Improving the quality of Early Childhood Development centres,
- (ii) Expanding access, particularly to children of the disadvantaged

households and communities, and raising participation rates from 35% to 50%.

**Envisaged strategies will include:**

- Improved budgetary allocation, and improved access of services to the poor;
- Expansion and harmonization of training programmes for teacher trainers and care givers;
- Strengthening management and inter-sectoral co-ordination of ECD services;
- Encouraging close linkage between primary schools and pre-schools through in servicing lower primary teachers on ECD.

### **13.2.2 Primary Education**

In the Kenyan context, primary education is now considered to give the highest social return. Yet recent trends suggest declining participation rates and wastage which may be attributable to unaffordability at the family and community level. There is also observed deterioration of quality across the schools and districts. The policy priorities aimed at reversing these trends include:

- (i) Establishing new schools on the basis of school mapping, and rehabilitating old ones, in order to increase opportunity of access. Particular attention will be given to the education of the girl child. Plans are already in place to enhance participation of girls at primary level through a bursary programme to assist those from poor families;
- (ii) Continuing review of the 8:4:4 curriculum, giving emphasis on moral education and spiritual development;

- (iii) Improving the teaching of Science, Mathematics and practical skills for key subjects - agriculture, home science, woodwork, masonry and leather-work through provision of adequate equipment and learning materials;
- (iv) Improving quality of teachers through more in-service training, while at the same time maintaining the policy against recruitment of untrained teachers;
- (v) Developing programmes for out-of-school youth who may have missed the mainstream of education, in collaboration with other stakeholders;
- (vi) Exploring the viability of flexible timetable and calendar, and marking out modalities of implementation - especially in areas with low enrolment and high drop-out rates;
- (vii) Establishing linkages between schools and health centres nearest to them in the framework of immunization and school health programme;
- (viii) Continuing the school feeding programme and the supply of basic text books to poverty stricken areas;
- (ix) Strengthening and enhancing the capacity of primary schools inspection;
- (x) The long term aim in these measures is to raise the national completion rates for boys and girls from 55% and 35% respectively to at least 70% at the turn of the 21st Century.

### **13.2.3 Special Education**

The major constraints facing special education sub-sector which have militated against the placement of all assessed children include:

- Shortages of finances; lack of trained personnel of all cadres ranging from teachers, technicians, physio-therapists, psychologist, interpreters, speech therapists, braillists, teachers' aids;
- Inadequate supply of specialized equipment and learning/teaching materials;
- Limited physical facilities;
- Lack of programmes in other areas of need for special education, eg the Gifted and Talented, emotionally disturbed and multiple handicapped.

The following are the programme priorities for special education:

- (i) Carrying out a survey to establish the number of handicapped persons by type;
- (ii) Intensifying the training of such personnel in special education as teachers for special schools and integrated programmes, teachers' aides, technicians, braille transcribers, interpreters, inspectors, curriculum developers;
- (iii) Provision of required specialized equipment to all institutions undertaking special education programme;
- (iv) Reviewing the curriculum to cater for all other types of handicap mentioned above.

#### **13.2.4 Secondary Education**

Secondary education has been experiencing a decline in participation in the recent years. Underlying factors for the this pattern include:

- Inadequate supply of schools, teaching/learning materials, equipment and physical facilities;

- Lack of quality management capability;
- Acute shortage of teachers for Mathematics, Science subjects and for special subjects such as languages, business education, art and design.

The following programme priorities and strategies are envisaged to counter the negative trends:

- (i) Provision of adequate physical facilities such as laboratories and equipment for practical subjects;
- (ii) Expansion of existing schools for cost reduction ;
- (iii) Review of the 8:4:4 curriculum with a view to laying emphasis on the teaching of Mathematics, Sciences, English and Vocational and technical related subjects, as well as moral and spiritual education;
- (iv) Subsidizing education of children from poor families through a busary scheme;
- (v) Re-admission of adolescent mothers into school, to enable them complete their education;
- (vi) Provision of professionally qualified teachers to all secondary schools;
- (vii) Strengthening in-service training of school administrators: head-teachers and their deputies, auditors, bursars and accountants, planners and inspectors.

### **13.2.5 Tertiary Education and Training**

The policy of the Government is to provide adequate qualified manpower in all sectors of the economy through both public and private sector education and training institutions. This is a critical need in view of the country's aspirations for rapid industrial transformation. Programme priorities for the tertiary education sub-sector include:

- (i) Strengthening the capitalization of the Higher Education Loans Board and extending students loan facilities to all tertiary institutions including private Universities;
- (ii) Providing adequate teaching and research facilities and equipment to improve working environment in the public institutions; and strengthening mechanism for resource mobilization and utilization;
- (iii) Enhancing comprehensive staff development programmes;
- (iv) Expanding academic programmes to include part-time courses, and distance learning;
- (v) Upgrading some programmes at tertiary institutions to degree status;
- (vi) Carrying out manpower needs assessment on collaboration with industry and involve them in curricula development;
- (vii) Diversifying academic programmes in private Universities to include Science development programmes;
- (viii) Carrying out needs assessment in the labour market and establishment appropriate training programmes to meet the demand;
- (ix) Strengthening the technical training institutions through up-dating of equipment, and the development of national Skills Training Strategy;
- (x) Restructuring some training institutes in order to accommodate additional activities to enable them play a bigger role in industrial transformation;
- (xi) Continue encouraging tertiary institutions to engage in income generating activities to supplement Government grants for their running costs;
- (xii) Encouraging the formation of many small enterprise associations (Jua Kali Associations) to facilitate more effective use of programme assistance.

### **13.2.6 Non-Formal, Adult and Continuing Education**

The Government has continued to lay emphasis on adult education and literacy because in any national plan for development adults are the present actors and producers of national wealth. Their knowledge, skills and level of consciousness of the world around them will significantly determine the level of national productivity.

Programme priorities in this sub-sector will include:

- (i) Provision of in-service training of field officers to enable them cope with new demands in adult education;
- (ii) Recruitment of more teachers;
- (iii) Conducting advocacy seminars for community leaders in the areas with low literacy rates in order to enhance community mobilization efforts;
- (iv) Establishing mobile classes for nomadic pastoral communities;
- (v) Promoting and expanding the post-literacy projects started in 1995 on pilot bases;
- (vi) Continuing to encourage establishment of non-formal schools as a supplement to formal approach toward the achievement of the goal of education for all;
- (vii) Strengthening the Board of Adult education programme;
- (viii) Strengthening the Multipurpose Training Institutes for optimal use of the facilities for the training of frontline officers;
- (ix) Redesigning agricultural extension services to provide directly relevant and accessible information to rural women and recruitment of women extension workers;
- √(x) Use of Women Groups to disseminate technical information for community - development;



- (xi) Providing skills and up-grading training in Jua-kali training programmes.

### 13.3 Enhancing efficiency of educational Institutions

- ✓ (i) Decision-making will be decentralized to increase the capacity, responsibility and accountability of local authorities, boards of governors and committees for funding arrangements and management performance. In this regard, the Government is establishing Provincial Education Boards and strengthening District Education Boards.
- ✓ (ii) Education Act and regulations are being reviewed and a plan of action prepared to decentralize management of educational finances, permitting Councils and Boards of educational institutions to determine fees from the year 1996/97.
- ✓ (iii) The functions and responsibilities of the Teachers Service Commission will be reviewed and decentralized to the local and institutional levels.
- (iv) Private sector participation will be encouraged in the production of materials. The capacity of the Kenya Institute of Education will be strengthened. Policies on publishing educational materials prepared by the institute will be reviewed to enable effective participation by the private sector in co-operation with the parastatal publishing houses, Jomo Kenyatta Foundation and the Kenya literature Bureau.
- (v) Decision-making will be devolved to University Councils to enable them determine the fees to supplement Government grants to meet actual cost of tuition, accommodation and catering, beginning 1996/97 academic year. The higher Education Loans Board will fully utilize its enhanced powers to effectively administer the loans scheme for students i.e paying and collecting.

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# Appendix 1

## STRUCTURE OF EDUCATION SYSTEM IN KENYA

