

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



REPUBLIC OF KENYA

**Report of the National Conference on
Education and Training**

Held at

Kenyatta International Conference Center

November 27th to 29th 2003

Table of Contents

Table of Contents	ii
Abbreviations and Acronyms	iii
Acknowledgements	1
Executive Summary	2
Section One: Background	4
Organization of the Report	5
Policy Background	5
Objective of the Conference	10
Expected Outputs of the Conference	10
Organization of the Conference	11
Opening and Closing of the Conference	12
Section Two: Conference Recommendations	14
Early Childhood Care, Development and Education	14
Primary Education	16
Secondary Education	19
Technical, Industrial, Vocational and Entrepreneurship Training	23
University Education and Training	28
Special Education	30
Adult, Continuing and Non-Formal Education	34
Gender Issues and Concerns in Education and Training	37
Information and Communications Technology	39
Teacher Quality and Management	45
Partnerships and Collaboration	47
Section Three: Presentations, Discussions and Open Plenaries	50
Plenary Session One	50
Plenary Session Two	65
Plenary Session Three	67
Plenary Session Five	71
Plenary Session Seven	74
Plenary Session Eight	80
Plenary Session Ten	86
Section Four: Communiqué on Education and Training	94
Section Five: The Way Forward	97
Section Six: Annexes	99
The President's Speech	99
The Conference Program	102

ABBREVIATIONS AND ACRONYMS

ACE	Adult and Continuing Education
AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi Arid Lands
AUSI	Australian Studies Institute
CBE	Curriculum Based Establishment
CBO	Community Based Organizations
CHE	Commission for Higher Education
DAE	Department of Adult Education
DEB	District Education Board
DEO	District Education Officer
DFID	Department for International Development
DICECE	District Center for Early Childhood Education
DIT	Directorate of Industrial Training
ECD	Early Childhood Development
ECCD&E	Early Childhood Care Development Education
EDSAC	Education Sector Adjustment Credit
EFA	Education For All
EMIS	Education Management Information Systems
ESR	Education Sector Review
ESSP	Education Sector Strategic Plan
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrollment Rate
GOK	Government of Kenya
GTI	Government Training Institute
HELB	Higher Education Loans Board
HIV	Human Immune-Deficiency Virus
ICT	Information Communication Technology
IT	Institute of Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MEO	Municipal Education Officer
MOE	Ministry of Education
MOEST	Ministry of Education, Science and Technology
MOH	Ministry of Health
MTEF	Medium Term Expenditure Framework
NFE	Non Formal Education
NGO	Non Governmental Organization
NIC	Newly Industrialized Country
NISCC	Nairobi Informal Settlement Coordination Committee
NP	National Polytechnic

NPB	National Primary Baseline
NYS	National Youth Service
OPEC	Organization of Petroleum Exporting Countries
PDE	Provincial Director of Education
PRSP	Poverty Reduction Strategy Paper
PTA	Parents Teachers Association
PTE	Primary Teacher Education
RPED	Regional Programme on Enterprise Development
SAGA	Semi-Autonomous Government Agency
SAQMEQ	South African Quality Monitoring and Evaluation Consortium
SFP	School Feeding Programme
SIDA	Sweden International Development Agency
TAC	Teachers Advisory Center
TRC	Teachers' Resource Center
TSC	Teachers Service Commission
TTI	Technical Training Institute
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
TWG	Technical Working Group
UN	United Nations
UNDP	United Nations Development Programme
UPE	Universal Primary Education
UT	Untrained Teacher
WFP	World Food Programme
WMS	Welfare Monitoring Survey
YP	Youth Polytechnic

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- Chairman Steering Committee, Prof. Justin Irina,
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- The conference participants.

EXECUTIVE SUMMARY

Human resource development provides opportunities for all Kenyans to productively participate in national growth. With respect to human resource development, education and training plays a critical role. However, education and training in Kenya is today facing various challenges that have negatively impacted on the economic development. Unless addressed immediately, these challenges are likely to affect unfavorably the current and future development in Kenya.

It is against the above background that the Ministry of Education, Science and Technology (MOES&T) organized a National Conference on Education and Training between 27th -29th November 2003. The theme of the conference was **'Meeting the Challenges of Education and Training in Kenya in the 21st Century'**. The objective of the conference was to build consensus on policies and strategies in education and training for improved performance in the sector.

This report is as a result of the participation of over 800 delegates in the national conference. In addition, the report has incorporated the contributions of several stakeholders who validated the conference proceedings on February 19th 2004. Through the validation process, the various stakeholders in education and training have provided a framework, indeed a road map, on the policies and strategies in education and training that the sector should follow for improved performance. Moreover, the validation meeting provided the way forward as indicated in Section Six of this report.

The conference was organized into presentations, discussions, open plenary sessions and syndicate discussion groups under the specific thematic themes. Section One of this report provides the background with respect to policy background, objective, expected outputs, organization and opening of the conference. Section Two captures the recommendations made by the syndicate

discussion groups. These recommendations address the challenges the education sector is facing today and certainly likely to face in future. Section Three is the presentations, discussions and open plenaries. Section Four provides the joint communiqué on education and training. Section Five is the way forward whereas Section Six contains the annexes.

SECTION ONE

BACKGROUND

1.1 This report is the outcome of the National Conference on Education and Training, which was held between 27th and 29th November 2003 at the Kenyatta International Conference Centre, Nairobi Kenya.

1.2 The conference was organized by the MOES&T in partnership with various stakeholders. These included, the Department for International Development (DfID), United Nation Children's Fund (UNICEF), United States Agency for International Development (USAID), Swedish International Development Agency (SIDA), United Nations Education Science and Cultural Organization (UNESCO), Japan International Co-operation Agency (JICA) Oxfam Kenya, The World Bank, The National Newspapers, Government Ministries and Related Agencies.

1.3 The report is a summary of the proceedings of the conference and reflects the various presentations, views and opinions expressed by the delegates on the strategies to be adopted in meeting the challenges that face the education sector. The theme of the conference **Meeting the Challenges for Education and Training in Kenya in the 21st Century** was adopted in order to reflect the fact that educational development in Kenya was now at the crossroads, requiring a concerted reflection by all the stakeholders on the many challenges that now constrain the growth of the sector. These include issues of access, equity, quality and relevance. Other issues relate to the current structure of education and training, the delivery systems for education services, mechanism for enhancing partnerships and for mobilizing resources as well as the need to develop an appropriate legal framework for improved performance. These formed the various thematic areas that were deliberated upon both in the plenary and in the syndicate groups.

1.4 The report reflects various views as expressed by the participants on the above issues. The report does, not, therefore represent an endorsement of the Government nor that of the MOES&T, but rather, as a record that will form the basis for further work in developing the Education Sector Strategic Plan and a policy blueprint for the sector.

Organization of the Report

1.5 Section One of the report provides the background to the National Conference on Education and Training. This incorporates the policy background, the conference objectives and expected outputs, the organization of the Conference; and the opening and closing ceremonies. Section Two contains the recommendations of the conference. These recommendations are presented under the specific sub-sector under which they were discussed in the respective syndicate group. Section Three contains the presentations by resource persons and the plenary discussions that ensued. Section Four contains the communiqué on Education and Training as issued during the conference. Section Five presents the Way Forward; while section six contains the Annexes to the Conference Report.

Policy Background

1.6 The overall policy goal of the Government is to achieve Education For All (EFA). The priority is, to ensure equitable access and improvements in quality and efficiency at all levels of education. The ultimate goal is to develop an all inclusive and quality education that is accessible and relevant to all Kenyans. This is guided by the understanding that good education can contribute significantly to economic growth, improved employment prospects and income generating opportunities.

1.7 Government policy also entails allowing a broad-based participation in the provision of education with all stakeholders taking responsibility for planning and implementation. In tandem with this policy direction is the decentralization of decision-making and resource management to lower level

structures with the MOES&T maintaining general oversight and overall superintendence. It is against this policy background that the National Conference on Education and Training involved all stakeholders.

1.8 Early Childhood Care, Development and Education (ECCD&E) involves household, community and Government efforts to provide for the integrated development of children from the time of conception to eight years of age. The MOES&T's policy is that ECCD&E programmes should be holistic and integrated to meet the child's cognitive, social, moral, spiritual, emotional and physical needs. However, this sub-sector is constrained by various challenges, which include, low access, low participation rates, inadequate funding especially from the moral Government and lack of clear policy on coordination and regulation in the provision of ECCD&E services. To address these challenges, a multi-faceted approach is proposed which includes improving the quality of ECCD&E through training, provision of teaching and learning materials and strengthening advocacy and collaboration with communities and other Government Ministries, departments, local authorities, NGOs and the private sector and religious organizations.

1.9 The overall policy for primary education is to achieve Universal Primary Education (UPE) by the year 2005. This entails improvements in enrolments, access, participation and quality. It is within this policy framework that the Government is implementing the Free Primary Education (FPE) programme. The policy priorities for primary education seek to address the declining enrolment rates, high dropouts, low completion and transition rates.

1.10 The Government in a major policy shift has reviewed the cost-sharing policy, which required households to contribute towards the cost of educating their children in primary schools. It is envisaged that this new policy, which is deliberate in promoting universal primary schooling, will result in the attainment of UPE. Following this action, primary education Gross Enrolment

Rate (GER) rose to 104 percent with 1.3 million new enrolments. This has brought the total primary enrolment to 7.2 million in 2003.

1.11 The expansion of the primary sub-sector has implications on the other levels. This essentially implies that other sub-sectors must be prepared to absorb the pressure resulting from this upsurge in enrolments. The response by the Government is contained in draft sector wide strategic plan, which was submitted for discussion by all the stakeholders during the Conference.

1.12 The policy for the secondary school level is to expand the opportunities available in order to improve access and enrolments. The major policy concern for secondary education is, therefore, to address the issue of low participation, with the GER being as low as 22.2 % in 2002. This poor performance by the sub-sector is part attributable to the high cost of secondary education and increased household poverty. Strategies for realizing this policy desire include, providing targeted bursary schemes to benefit particularly those in the poorest quintile. It will also involve learning materials to schools.

1.13 Enrolment in Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) institutions has generally increased. However, enrolment to these tertiary institutions has not matched the growing demand for places. Some of the challenges facing this sub-sector include, inadequate and absolute teaching and learning facilities/equipment, curriculum that is not rationalized and mismatch between TIVET institutions, other educational institutions and the needs of the industry and livelihoods. Related to these, teachers are inadequately trained and there exist weak mechanisms for quality assurance, inspection and supervision. To address these challenges, the Government's policy is to play a major role in quality assurance and the establishment of complementary public and private sector partnership and collaborations.

1.14 Government's policy for TIVET provision is to establish a complementary private and public sector partnership. The role of the MOES&T will be to

formulate policies that are facilitative to the private sector participation in TIVET provision. Policy for this sub-sector also entails enhancing access and equity; and to reduce the high cost of training.

1.15 University education is expected to contribute to the building of the nation's human resource. Since independence, university education in Kenya has expanded tremendously both in student numbers and the physical facilities. Since 1970 when University of Nairobi was established as the first public university, another five have been established. In addition, there has been rapid growth in private universities. Consequently, student numbers stood at 48,436 in 2001/2002 as compared to 3,443 in 1970 a growth of 1,300 percent. Over the years, however, the number of students transiting from secondary schools to university has been very low. An added challenge relates to the mismatch between type of the graduates and the skills demand of the industry. The Government policy priority is, therefore, to expand opportunities in this sub-sector in order cater for all deserving Kenyans. Besides, the policy will focus on internal efficiency and enhancement, sustainability and assurance of quality and relevant training. Regarding university education, Government policy is to expand access, improve quality and relevance of university education.

1.16 Kenya's education management system is highly centralized with the MOES&T playing the key role. However, this arrangement has resulted in major weaknesses in management and delivery of services particularly at the school level. In addition, an outdated legal framework, poor co-ordination, weak policy planning inadequate evaluation and monitoring among others, have led to poor services in the entire sector. Mechanisms to co-ordinate the various state agencies involved in the management of education are lacking and capacities of district and school level structures that manage education services are inadequate particularly at the district and school-level planning and reporting, inspection and monitoring of resource management.

1.17 Policy relating to institutional management entails devolving decision-making and resources management to lower levels through decentralization. The Government recognizes that decision-making is highly centralized at the MOES&T headquarters. Decentralization will relate to school registration services, administration, finance and accounting services, teacher management and inspection. A policy priority is to strengthen the management at this level and to make them ready for the added roles.

1.18 The teacher resource is one of the most important inputs into the education system. Being the locus of classroom instructional activity and curriculum delivery, they are a critical determinant of the quality of education offered. The distribution and utilization of the teacher resource in the Kenyan educational system therefore, has major equity implications. However, there is a wide variation in the number of teachers relative to the number of pupils across the provinces and districts, which may imply that teacher distribution is not in line with needs. Other issues relate to teacher qualifications, their training and effectiveness at all levels of education.

1.19 Regarding education financing, the long term policy goal of the Government is to ensure that no potential student will be denied access to education or training for reasons of inability to afford. Under this policy framework, mechanisms will be established which will ensure equitability and which will take into account affordability by Government, households and other contributions to the sector.

1.20 In the medium term, the policy is to increase overall spending volumes on education and to reduce the cost burden on the poorest families especially with regard to primary education. Regarding secondary education, the policy priority is to enhance the proportion of poor students benefiting from targeted selective and merit-driven scholarships. It also entails establishing day-schools as a deliberate strategy to reduce costs.

1.21 It was against this background that various views about the direction our education and training should take were propagated. It was found critical that the Government provides a forum for the various stakeholders to discuss these issues and arrive at a consensus. It was envisaged that through the conference, stakeholders would give proposals and ideas for improving the education system. Thus outcomes of the conference are expected to be representative of the views, needs and aspirations of Kenyans. As such, the conference was expected to provide a forum for consensus building and give the direction our education system should take in order to meet the needs of the 21st Century.

Objectives of the Conference

1.22 The Objectives of the National Conference on Education and Training were:

- (i) To develop a consensus on the national philosophy, values, goals, policies, priorities and a system of education that would enable the country realize its national development goals;
- (ii) To build consensus on an education framework that addresses the various sub-sectors of education and which responds to new demands such as good governance, technological advancements, HIV/AIDS, drug and substances abuse and globalization;
- (iii) To renew commitments and mobilization of resources for the development of education and training; and
- (iv) To strengthen partnerships and collaboration in the management and provision of education and training.

Expected Outputs of the Conference

1.23 The following were the expected outcomes of the conference:

- (i) Build a consensus on the national education system and structure;
- (ii) Obtain the mandate to finalize the national philosophy, values, goals and policies;

- (iii) Obtain the mandate to finalize and implement the Education Sector Strategic Plan 2003-2007;
- (iv) Firm-up the commitments on the provision of quality education and training and strengthen partnership for education financing, management and monitoring; and
- (v) Strengthen partnership and networks for effective resource mobilization for education and training.

Organization of the Conference

1.24 The National Conference on Education and Training was held between 27th and 29th November 2003 at Kenyatta International Conference Centre, Nairobi Kenya. The conference was organized by the MOES&T in collaboration with development partners, Government Ministries and related agencies. The conference was organized under plenary sessions and syndicate group discussions. The logistics included presentations by identified specialists and the open plenary discussion sessions that were organized along six themes, namely:

- (i) Education Sector Review: How Far We Have Come Since Independence and What Still Needs to be Done to Meet the Education Needs of All Kenyans?;
- (ii) How Can the National Education and Training Structure Lead to the Attainment of National Goals?
- (iii) Enhancing Efficiency, Improving Quality and Relevance in Education and Training;
- (iv) Provision of Education and Training Services: Delivery Systems;
- (v) Cost and Financing of Education, Building Partnerships and Mobilizing Resources and
- (vi) The Legal Framework, Review and Harmonization of Various Acts, for Example, Education Act vis-à-vis the Children's Act; Governance and Management of Education.

At the end of the conference a joint communiqué endorsed by the delegates was issued.

1.25 The programme of the conference including the names of the plenary session chairpersons, presenters, discussants and rapporteurs are shown in Annex II.

1.26 The conclusions and recommendations of the conference were presented and adopted after plenary review during session eleven on November 29th 2003. A panel chaired by the MOES&T Hon. Prof. George Saitoti issued a joint communiqué, which is Section Four in this report. Prof. Karega Mutahi, Permanent Secretary MOES&T, read the communiqué to the conference participants, see Section Four of the report.

Opening and Closing of the Conference

1.27 The conference was opened by His Excellency Hon. Mwai Kibaki, the President and Commander in Chief of the Armed Forces of the Republic of Kenya on November 28th 2003. The full text of the President speech is reflected in Annex III.

1.28 The overall conference chairperson was Prof. Bethwell A. Ogot, Chancellor, Moi University, and Professor Emeritus, Maseno University made the welcome remarks. He established the first beacon for the Conference by asking the participants to reflect on the question, “Education For What”; and to strive to define the purpose for education in Kenya.

1.29 His Excellency, Hon. Moody Awori, the Vice President closed the Conference. He thanked the conference participants for taking the time to seriously address the issues meant to enhance the delivery of quality education services to Kenyans. He assured the conference of the Government commitment towards the implementation of the conference recommendations.

1.30 A total of over 800 delegates attended the conference and comprised of officials of Government ministries, departments and corporations, Members of Parliament, officials of the United Nations agencies, development partners, civil society, NGOs, education providers and sponsors, employers' associations, parents' representatives, school committees, student representatives, trade unions, representatives of professional bodies, representatives from the private sector, universities and tertiary institutions representatives and the media. The list of delegates is shown in Annex IV of this report.

SECTION TWO

CONFERENCE RECOMMENDATIONS

Introduction

2.1 The conference recommendations were arrived at by the various syndicate groups, which were charged with the responsibility to deliberate on the various sub-sectoral issues and emerge with recommendations pertaining to their respective sub-sectors. In this report, the recommendations of the various syndicate groups are presented respectively.

Early Childhood Care, Development and Education

2.2 The Early Childhood Care, Development and Education (ECCD&E) involves household, community and Government efforts in the provision of an integrated development of children. The early childhood development is concerned with the child's life from the time of inception to six years of age, while Early Childhood education is concerned with the education of those between 3 - 6 years of age. The main goals of ECCD&E are to facilitate a child's physical development within the social setting, provide an enabling environment for the emotional development of the child, enhance the child's communication, creative and exploratory skills and stimulate the mental development of the child. The following are the conference recommendations on the ECCD&E:

1. The MOES&T should coordinate the development of a comprehensive ECCD&E policy and ensure its incorporation in the overall education sector policy and legal framework. In order to enhance access and equity for children between 0 to 3 years of age, efforts must be made, by the MOES&T and other stakeholders, to intensify community capacity building and mobilization with a special focus on the needs of the various socio-cultural and economic groups. This to be done by first, establishing the status of access to early childhood services and secondly

- by building consensus through dissemination fora on who can do what best to facilitate access to ECCD&E services for this category of children.
2. In order to enhance access and equity for children between 3 to 6 years of age, the MOES&T should as a general policy of the Government ensure communities and sponsors of pre-primary education must be required to build appropriate pre-primary classes and to equip them adequately. However, in Arid and Semi Arid Lands (ASALs) and other marginalized areas, the Government should support community efforts to build and equip ECCD&E facilities adequately.
 3. In order to promote gender equity in participation, the Government and sponsors of ECCD&E services must intensify community mobilization efforts to ensure that girls and boys have equal access to ECCD&E services; and that the learning (and sanitation) environment for ECCD&E is child friendly for both boys and girls.
 4. The MOES&T should develop appropriate programmes at the ECCD&E level for children with special needs and those who have been orphaned by HIV/AIDS.
 5. The Kenya Institute of Education (KIE) should complete an inventory of the existing ECCD&E curriculum in order to facilitate the harmonization of its content and its localization taking into account the need for integration and regional diversity. The localized curriculum should emphasize the language of the catchment area (mother tongue).
 6. The Kenya Institute of Education through National Centre for Early Childhood Education (NACECE) should review existing training curriculum to accommodate the emerging issues such as the integration of the Children's Act, Civil Rights for Children (CRC, 2001), HIV/AIDS prevention, care and support; and the prevention of drug and substance abuse.
 7. The MOES&T should undertake a comprehensive study to establish the adequacy of ECCD&E teacher training in terms of content, duration and

responsiveness to the various needs, and in particular, develop a training programme for caregivers of children between 0 to 3 years.

8. The MOES&T should expand the existing ECCD&E teacher training programmes to include diverse.
9. The MOES&T should develop a continuous programme for in servicing of ECCD&E teachers and further introduce diploma and degree level training.
10. The MOES&T should strengthen inspection and supervision services in order to ensure that schools become safe zones.
11. The MOES&T should establish a unit for monitoring progress in the attainment of the national objectives for ECCD&E.
12. The MOES&T should recruit and pay ECCD&E teachers of the pre-unit classes in feeder centres and primary schools and promote increased participation of the private sector in the provision of services to ECCD&E.
13. The MOES&T should immediately disseminate the findings of the Health and Nutrition pilot undertaken by the World Bank for purposes of informing the development of the ECCD&E sub-sector in Kenya.

Primary Education

2.3 The policy of the Government is to achieve the Universal Primary Education (UPE) goal by 2005, which is being pursued within the overall goal of attaining Education for All (EFA) by 2015. The attainment of UPE will ensure that all Kenyan children eligible for primary schooling have opportunity to enroll and remain in school to learn and acquire quality education. However, various challenges with respect to access, equity, quality and relevance, continue to constrain the provision of quality education services. In order to address these challenges, the conference emerged with the following specific recommendations pertaining to the primary sub-sector:

1. In order to enhance the quality and relevance of primary education, the MOES&T should develop and implement a comprehensive In-service

Programme for all teachers, emphasizing the holistic development of school children.

2. To improve guidance and counseling services in primary schools, the MOES&T through Kenya Education Staff Institute (KESI) should develop a training programme and in-service teachers accordingly. In addition, it should establish guidance and counseling committees comprising of sponsors, teachers and parents as integral structures of school management.
3. The Teachers Service Commission (TSC) working closely with MOES&T should employ more teachers and equitably redistribute and balance teachers of varying competencies nationally; and also ensure that schools in nomadic communities and slum areas are provided with teachers and the extra resources needed to stimulate learning.
4. The TSC should develop and implement mechanisms for enhanced teacher discipline in schools so that they become role models.
5. The MOES&T should develop alternative delivery systems especially in nomadic and other marginalized communities.
6. The MOES&T, through KIE, should rationalize the curriculum for primary education to incorporate health and nutrition learning and to place increased emphasis on physical education and sports.
7. The MOES&T, through KIE, should incorporate management of the maturation process in the curricula for teacher training.
8. The MOES&T should provide appropriate policy guidelines for teaching of mother tongues in primary schools and to provide the necessary resources and skills for this.
9. The MOES&T, in liaison with Ministry of Health, should develop mechanisms for rehabilitating dependants of drugs and harmful substances; and establish rehabilitation centers for drug and substance dependant youths.

10. The Government should ban all advertisements dealing with drugs and cigarettes, reactivate film censorship and ban the packaging of alcoholic drinks in small sachets, which are accessible to school children.
11. In order to ensure compulsory universal primary schooling in Kenya, the Government should enforce the Children's Act of 2001; and the MOES&T should strengthen the role of Parents and Teachers Associations (PTAs) in the enforcement of the Act.
12. To enhance retention particularly of girls in primary schools, the Government and stakeholders should sensitize parents on the need to retain girls in schools.
13. In order to enhance access and participation, the MOES&T should build, rehabilitate schools and provide more funds to boarding schools particularly in ASAL areas and pockets of poverty; and in collaboration with development partners, continue implementing the School Feeding Programme especially in ASALs and slum areas.
14. The MOES&T should emphasize school based continuous assessment of learning achievements at the various levels of the primary school cycle especially the mastery levels in languages for Standards 3 and 6; and encourage the use of structured questions in schools and if possible in KCPE.
15. The MOES&T, in collaboration with Ministry of Health should, establish primary health care programmes for schools through which interventions such the provision of multi-vitamins; de-worming tablets and clean water by communities can be promoted.
16. In order to enhance access, equity and retention, the Government should continue to allocate the highest share of education budget to primary education.
17. To ensure prudent management and utilization of funds allocated to primary schools, the MOES&T should allow the School Committees to employ qualified Accounts Clerks where the schools are able.

18. The TSC should ensure that competent teachers are appointed as head teachers and their performance and promotion including that of other teachers be monitored through an established system.
19. The MOSE&T should revise the guidelines for the appointment of School Committees to strengthen them through the inclusion of educationists.
20. In order to make the learning environment more congenial the PTAs and School Committees should ensure provision of toilets/latrines and classrooms according to the set standards. In addition, sanitary wear for girls should be provided and MOES&T should liaise with the relevant agencies of Government to remove taxes on materials used to make them.
21. In order to reduce the consumption of drugs and other substances, the establishment of kiosks near schools should be discouraged by the Government. In addition, HIV/AIDS control activities must be integrated in the management of primary schools.
22. The MOES&T should ensure that teachers provide a child friendly classroom atmosphere and particularly eliminate all forms of child abuse.
23. The MOES&T should liaise with Kenya Revenue Authority to give tax incentives and rebates for school materials to those who may wish to donate funds for building schools or school improvement.

Secondary Education

2.4 The main policy concern of the Government for the secondary education sub-sector is to address the low participation and transition rates (from primary to secondary and secondary to tertiary education), quality, relevance and school management. In order to improve the performance in the sub-sector, the Government will, among other interventions, explore ways of regulating the teaching and learning costs. These will entail completing the on-going curriculum rationalization, reviewing the staffing norms, direct provision of teaching and learning materials particularly in sciences, upgrading teacher

skills and provision of bursaries to the poorest. The following are the conference recommendations for this sub-sector:

1. In order to enhance access and equity, the MOES&T should build new schools, expand existing schools by increasing the number of streams to a minimum of 2 or 3 where possible, and create more local day secondary schools as away of reducing cost.
2. The Government should promote the establishment of schools by private investors by giving them tax and other incentives designed to reduce the cost of such investments and, in addition, promote the efforts of religious organizations and Non Governmental Organizations (NGOs) to establish new schools.
3. The Government should reinstate grants, which should target procurement of teaching/learning materials in all schools with the view of reducing the cost of secondary education.
4. The current conflict between the MOES&T fees guidelines and the requirements of the school budgets should be resolved by the Ministry, which should also apply checks and balances on the fees charged by private institutions.
5. A new method or system of allocating bursary funds to deserving students should be devised as the current arrangement involving the constituency takes too long to reach the students and their respective schools. The current arrangement may also be prone to political abuse.
6. The Government should establish an education levy, encourage communities to participate in school financing through the Harambee spirit, provide grants to students from marginalized areas and encourage and support income-generating activities within schools.
7. The MOES&T should strengthen the policy of re-entry of teenage mothers to school after weaning-off their babies and, together with other stakeholders, sensitize communities on negative socio-cultural practices that reduce girls' effective participation in secondary education. In addition, the MOES&T should ensure that school facilities are gender

friendly especially in mixed schools and that boy child is not left out in gender advocacy.

8. The MOES&T should undertake school mapping exercise that will inform and guide the development of new schools.
9. The MOES&T should raise the qualifications of a BOG member to a minimum of Form IV level and that politicians be kept out of school management to leave this role to educationalists.
10. The MOES&T should issue guidelines on how students can participate in the running of their schools.
11. The MOES&T should ensure that the operating legal framework provides for the respective roles of various key stakeholders in school management specifically, the BOG, PTA and sponsors.
12. The existing policy of localization of admission to schools should be reviewed and the MOES&T to issue new guidelines regarding the admission of students from other districts.
13. The Government in collaboration with development partners should expand the School Feeding Program to cover day secondary schools.
14. The Government should ensure that the provision of instructional materials such as textbooks and access to learning by students are assured as these have a direct bearing on the quality of secondary education.
15. The MOES&T should enhance the inspection services to cover all schools and to ensure that core-curricular services are strengthened.
16. The MOES&T through KESI should ensure that all teacher managers are trained in the application of management skills and to review teacher-training programmes in order to improve the quality of teachers in secondary schools. In addition, the Ministry should in-service teachers more regularly to enable them keep abreast with changes in the curriculum before such changes are formally introduced in schools.
17. Regarding the rationalization of the curriculum, the objectives which relate to the preparation of the students for training and further

education should be retained while those which emphasize world of work should be dropped; and technical subjects which currently attract a very low number of pupils would be dropped as they are no longer cost effective and they could be best taught in technical institutions.

18. The MOES&T should issue guidelines to schools which require teachers to teach only those subjects in which they are technically competent.
19. In order to improve the quality of assessment and examinations the grading of national examinations should be reviewed by Kenya National Examinations Council (KNEC) to reflect the wide range/category of achievement, for example, Divisions I, II and III; and that continuous assessments tests should account for 30% of KCSE grade.
20. The KNEC should emerge with more practical aspects of setting examinations to take into account regional disparities. In addition, the KNEC should open examinations to out-of-school youth who may not access them through formal institutions.
21. The curriculum should be revised through KIE to incorporate HIV/AIDS and teachers trained in HIV/AIDS, guidance and counseling skills, and in addition, involve HIV/AIDS action groups in the teaching of this subject in schools.
22. In consultation with the sponsors, subjects that touch on morals, for example, Christian and Islamic Religious Education, should be given more time schools; and guidance and counseling services be extended to the parents.
23. Secondary schools and other educational institutions should be declared drug free zones with 'no smoking' signs and slogans openly displayed; and companies that produce cigarettes should not be allowed to sponsor co-curricular activities in schools.
24. All schools should establish HIV/AIDS clubs and more reading materials be availed on HIV/AIDS be provided to both students and parents.
25. The Government should enact a law to bar those under 18 years from handling and taking alcohol.

26. The MOES&T should ensure that inspection services emphasize clean environment in schools and that schools have access to medical services.
27. The MOES&T should ensure that school workers are properly insured against accidents.
28. TSC should ensure that school Heads who misappropriate school funds are not transferred to other schools but are instead surcharged and disciplined; and that Headteachers should not be allowed to serve in one station for more than five years.

Technical, Industrial, Vocational and Entrepreneurship Training

2.5 Some of the challenges facing this sub-sector include, inadequate and absolute teaching and learning facilities/equipment, curriculum that is not rationalized and lack of linkages between TIVET institutions and other educational institutions and the needs of the industry. Related to these, teachers are inadequately trained, weak mechanisms for quality assurance, inspection and supervision. To address these challenges, the Government's policy is to play a major role in ensuring quality and establishing a complementary public and private sector partnership and collaboration. Through policy formulation and partnership with all the stakeholders, the MOES&T will ensure that this sub-sector responds to the demands of the economy. One of the most urgent tasks is to kick-start the reform process through the establishment of a National steering committee comprising of Government and other stakeholders to spearhead the development of a National Skills Training Strategy which is backed with necessary legislation, a clear vision and mission for TIVET system. For this sub-sector, the following recommendations were made:

1. The Government should work with all stakeholders to establish a national and autonomous authority to be responsible for standards, curriculum development, examination and certification and facilitate the co-ordination and development of TIVET in Kenya.

2. The Government should work with other stakeholders to establish, as a matter of urgency, a national steering committee to spearhead the development of a national skills training strategy which will facilitate the development of the necessary legislation and clear vision and mission for the entire TIVET system.
3. The MOES&T should establish a mechanism for the promotion of institutional networking for exchange of information, partnerships and good governance. The same mechanism should provide for dialogue, incentives and legislation to promote linkages between training institutions and industry, especially in the identification of relevant skills and facilitation of attachment of trainees and trainers.
4. The Government in partnership with the industry should create technology diffusion fund.
5. The National TIVET Authority, in collaboration with industry and TIVET institutions, should continuously carry out technology monitoring and forecasting.
6. No training provider should develop a curriculum, teach it, examine and certify unless accredited by the proposed National TIVET Authority.
7. A national skills inventory backed by an efficient labour market information system should be undertaken by the Ministry of Labour and Manpower Development to ensure that training is based on the correct demands from the industry and promotion of self-employment.
8. Through the Commission for Higher Education (CHE) the selection criteria and admission of students to TIVET institutions, universities and other tertiary institutions should be synchronized.
9. TIVET Institutions should focus on offering programmes where they have adequate competitive and comparative advantage. In this regard, CHE should discourage universities collaborating with private training providers and secondary schools to offer certificate courses.
10. The National Industrial Training Council in collaboration with other TIVET institutions should carry out frequent training needs assessment

to meet the changing technological needs and develop appropriate curricula to provide skills for global competitiveness.

11. The KIE in collaboration with KIBIT should develop modular competency based curriculum to address inflexibility of existing curriculum and provide for multi-skiling; and at the same time, establish a mechanism to vet and validate foreign curricula and certificates.
12. The Government should build adequate capacity for curriculum development, monitoring, evaluation and implementation; and a mechanism should be put in place to coordinate and harmonize curricula, examination and certification at the various levels of TIVET.
13. There should be a review of the current training delivery mechanisms to include on and off the job training to enhance distance learning, mobile training and life long learning.
14. All TIVET institutions should enhance the study of applied sciences, information and communications technology, entrepreneurship and social skills/values; and a national innovation system should be established and linked to TIVET.
15. The TIVET Authority should accredit all TIVET trainers and institutions.
16. An appropriate TIVET structure, with provisions for upward and horizontal mobility and credit transfer should be established by the TIVET Authority with a mechanism for skills benchmarking to facilitate portability, recognition, accreditation and credit transfer.
17. The Government should develop TIVET institutions in the underserved areas of the country.
18. The Government should promote regional cooperation through staff/student exchange, professional forums, publication and websites.
19. The responsibility of planning the physical, human and financial provision for TIVET institutions should remain under the various sectoral ministries, religious organizations, NGOs and private training providers but with policy and quality control resting in the proposed TIVET Authority.

20. All TIVET institutions should review their original mandates and develop new corporate strategies. All TIVET institutions should be assisted to establish code of conduct, ethical standards, values and social skills (integrity, honesty, teamwork, initiative, creativity, health and safety).
21. The MOES&T and Department of Personnel Management should develop an attractive harmonized schemes of service should be developed for all personnel working in TIVET institutions as well as those managing the TIVET system at national and regional levels in order to attract, motivate and retain qualified and experienced professional officers.
22. Membership of BOGs and Youth Polytechnics (YP) committees should incorporate representation from industry with all BOG members being persons with sound education background and proven integrity.
23. The Teachers Service Commission (TSC) should establish a department responsible for TIVET and manned by an appropriate calibre of technical personnel.
24. There is need to create an environment that rewards for hard work, loyalty, merit, value addition and resourcefulness.
25. Efforts should be made by training institutions to encourage automation, computerization, robotisation in training to enhance efficiency, reliability, and reduction in cost.
26. The Wages Regulation Orders should be amended to include craft grades alongside the artisan grades.
27. Provide skills upgrading, in-service training and attachment schemes for trainers including YP instructors, granting them leave with full pay.
28. A staff development programme should be established by the MOES&T to train senior TIVET personnel in management and maintenance.
29. The Kenya Technical Teachers College should be facilitated to refocus on its original mandate of training of trainers.
30. Sensitization programmes on HIV/AIDS should be internalized in the TIVET institutions.

31. MOES&T should have an annual budgetary provision be set aside for the expansion, rehabilitation of physical facilities and equipment replacement.
32. Government should select strategically placed TIVET institutions and develop them into centres of excellence for nurturing creativity and innovation.
33. Plans should be put in place to enhance the delivery of on-the job apprentice training through master craftsmen.
34. The Government should promote the participation of industrial and commercial enterprises involvement in the development of infrastructure for use by TIVET through provision of incentives.
35. The Higher Education Loans Board (HELB) should review existing loans and bursary schemes to accommodate the needs of TIVET trainees.
36. The Government should set aside resources to support TIVET graduates wishing to invest in sub-sectors with potential for growth.
37. The system of collecting industrial training levies should be reviewed in order to broaden the paying base and to put in place more efficient methods.
38. The Ministry of Labour should strengthen occupational health and safety in all TIVET institutions.
39. All TIVET institutions should rationalize courses to ensure optimal use of available resources.
40. The Kenya Institute of Education (KIE) in collaboration with the Kenya Institute of Special Education (KISE) and other stakeholders should establish a training programme on communication for persons with special needs learning in TIVET institutions.
41. Government should ensure a special admission quarter is guaranteed for people with disabilities in all levels of TIVET programs and install mobility and support equipment for the same.

42. The Government should establish fund for bursaries, scholarships and cost-sharing schemes for persons with disabilities undertaking TIVET programmes.
43. The Government should establish boarding facilities in TIVET institutions for increased enrolment especially in ASALs areas.

University Education and Training

2.6 University education plays a crucial role in national development. Over the years, however, the percentage of students transiting from secondary schools to university has been declining. An ever-growing challenge relates to the mismatch between types of graduates and demands from the industry. In the past, quality of university education has been constrained by inappropriate equipment and technology due to the ever-changing world of work. The Government policy priority is, therefore, to ensure quality in the sub-sector in order to meet the demands of the economy. As such, the policy will focus on internal efficiency enhancement, sustainability and assurance of quality and relevance in training. The following are the conference recommendations relating to this sub-sector:

1. In order to enhance access and equity, the MOES&T through CHE should plan for an expansion programme of public and private universities to cope with the growing and projected numbers of qualified students. Available technology should, for example, be used to provide quality distance and open learning; and the necessary legal and institutional framework requires to be established for the development of distance education in order to enhance equity.
2. CHE and the relevant stakeholders should review the current rules and regulations with a view to enhancing and facilitating the expansion and establishment of universities.
3. The Joint Admissions Board (JAB) should admit students to public universities to available teaching facilities in those institutions.

4. The MOES&T, through HELB, should put in place a comprehensive scholarship and loan systems for all students who meet the admission cut-off points to enable them study in universities of their choice.
5. The CHE should devise a well-defined credit transfer system that would enable students to move and change between universities and, also, be admitted from middle level colleges through credit transfers.
6. CHE should accredit middle level institutions to enable them offer degrees in areas where they have the competence and capacity.
7. To enhance morale and productivity of university staff, CHE together with the universities should develop an objective criterion for recruitment, promotion, evaluation and reward.
8. Universities should institutionalize life-long learning, allow specialization and exchange of staff and sharing of between universities and industry to enhance relevance of and quality of programmes.
9. CHE jointly with universities should develop a mechanism for ranking of universities to foster recognition and competition.
10. In order to reduce over-reliance on terminal examinations, universities should re-evaluate the present mode of examination and assessment.
11. All universities should institutionalize the fight on drug and substance abuses, and HIV/AIDS among other challenges.
12. The Government should strictly enforce the existing laws on drugs so that peddlers are apprehended and punished.
13. To ensure that the needy students get appropriate assistance, HELB should review of current loan system assessment instruments to ensure appropriateness in the identification of those in need.
14. Through the CHE, all universities should prioritize courses/programme and apply the differentiated unit cost approach for funding to ensure that financial assistance meets the needs of the programme.
15. The Government should diversify the financing of universities beyond MOES&T by encouraging other stakeholders (ministries and industry) to

- sponsor students and contribute to programmes, through, for example, tax incentives.
16. The Government should develop HELB into a more efficient and robust financial institution, open to more clients and sources of funds. This will enable HELB to support all learners including those of module Ii (parallel programmes) and thus encourage skills upgrading amongst workers.
 17. All key appointment in the universities should be advertised in both local and international media in order to attract the best managers.
 18. The Commission for Higher Education with individual universities, should facilitate training courses in corporate management for council members, management, deans and other management staff in order to enhance good governance as well as efficient and effective utilization of resources available to the university.
 19. The Government should set a percentage of Gross Domestic Product (GDP) for research in universities and universities be required to ensure that research results are utilized for national development.
 20. The Government, through KRA should tax exempt the cost of books, journals, publications and equipment purchased or donated to universities.
 21. The University Councils should ensure that access to Internet by universities is free and all staff have access to ICT facilities. In addition, CHE should ensure that all universities have and maintain databases, which can be used by other institutions to enhance collaboration and mutual support.

Special Education

2.7 Special education plays an important role in any society because it empowers those who would otherwise be dependents and creating burden to others. The Government has therefore given this sub-sector priority and will continue to design specific strategies to improve the low participation through provision of appropriate facilities/equipment, teaching and learning materials.

After the recent appraisal, the Government will review existing teacher training and rationalize the to respond to the needs of special education learners. The following are the recommendations for this sub-sector:

1. The MOES&T should develop a national policy that comprehensively defines areas of all special needs, their specific needs backed by a legal framework that upholds and protects the rights of people with special needs, and articulates any necessary affirmative action in employment, access to education including higher education and health. The policy should provide for mandatory assessment and guarantee placement of special needs children into regular schools, ensure a periodic census and registration of children/people with special needs and the provision of support.
2. The MOES&T should immediately undertake a national census on Special Needs Education (SNE) to determine the number of those with special education needs.
3. The MOES&T should sensitize parents and all stakeholders to enhance awareness on the needs of SNC so that they can support the Ministry's effort in providing adequate physical facilities and learning teaching/materials, equipment, transport that are adapted, friendly and conducive to learning needs of special needs people at all levels.
4. The MOES&T should ensure that areas that have not been fully recognized, such as dyslexia autism and the specially gifted children are catered for in SNE. In addition, special programmes should be put in place for children who become special needs children due to drug/alcohol dependency or other traumatic events such as divorce or sudden death (HIV/AIDS orphans).
5. The MOES&T should ensure that parents have full knowledge of all SNE institutions, where they are and what they offer.
6. The Government should provide free and compulsory education to all children/people with special needs at all levels and support boarding costs for SNE.

7. The MOES&T should institute a co-ordinated approach to SNE through inter-ministerial planning and consultation.
8. The MOES&T should make all educational institutions and public facilities barrier free to SNE people.
9. The MOES&T should adopt Community Based Organizations (CBOs) approach in all educational assessment and resource centres. In addition, assessment services should be adequately funded, enhanced and decentralized to enable special needs children to be placed appropriately. In addition, itinerant teachers should be posted in each zone to support schools with SNE.
10. KIE should develop an adapted, flexible and liberalized curriculum, related to the specific needs, review subject combinations for special needs children and identify special talents early enough for development.
11. Kenya National Examination Council (KNEC) should, wherever necessary tailor examinations to fit the needs of the children:
12. The MOES&T should ensure that the person in charge of special education programme is senior enough and well skilled to handle the sub-sector.
13. The MOES&T should ensure that teachers handling special education programmes in integrated classes are rewarded for the extra work they do.
14. The MOES&T should ensure that Teacher Training Colleges (TTC) have special education components in their training curriculum.
15. The MOES&T should train adequate teachers and provide in-service to all teachers who handle children with special needs through the expansion of KISE and establish other support institutions catering for SNE.
16. The MOES&T should develop collaborative initiatives with parents through CBOs to support special needs children.
17. The MOES&T should ensure that materials on HIV/AIDS by the AIDS Units and National Aids Control Council (NACC) are in support of those

- with SNE and that the language used in such materials can be easily understood.
18. The MOES&T should ensure that the headteachers who handle SNE stay in one school for a minimum of five years and a maximum of eight years and all headteachers who have been in one special school for more than ten years are transferred immediately. Serious disciplinary actions should be taken against teachers who mismanage special needs schools.
 19. Through the Education Act, the MOES&T should ensure that persons with special needs, parents and teachers are members of BOG and other management committees in SNE institutions.
 20. The Government should set-up National Advisory Council on SNE to advise MOES&T.
 21. The MOES&T, working with other stakeholders, should create and enhance partnerships and special programmes for street children and children with behavioral problems.
 22. JAB should admit special needs students who get minimum qualification for university admission and full funding from HELB be availed.
 23. The MOES&T should devise mechanisms for ensuring accountability and transparency of development partners and local NGOs funding SNE.
 24. The National fund for disabled should publish its accounts every year to show how the money is utilized.
 25. The MOES&T should set a special quota on bursaries for children with special needs in each constituency with enough support for tuition and boarding.
 26. The NGOs should declare their supports to individual institutions and initiate collaborative programmes with the Government so that relevant departments can be aware of how much is given and for what.
 27. The Government should ensure that all children with special needs, who require specialized medical treatment, have access to such treatment. In addition, the Ministry of Health should train the required staff, for example, on speech therapists and physiotherapist.

28. The Government should ensure that every school has a health unit.
29. The MOES&T should provide all adults with special education needs opportunities of continuing education.
30. The KISE should be made autonomous so that it can initiate and offer more programmes and admissions not be pegged to bed space in its compound.
31. The MOES&T should ensure that children with SNE start school from age three depending on the nature of their disabilities.
32. A central body should be established by MOES&T to procure and supply learning-assertive devices.
33. The MOES&T should ensure that girl child is legally protected against sexual abuse and all other forms of abuse - affirmative action for the girl child with special needs at all levels.

Adult, Continuing and Non-Formal Education

2.8 Adult and Continuing Education (ACE) is any organized, systematic, quality education and training programs, outside the formal school system, that are consciously aimed at meeting specific learning needs of children, youth and adults. In spite of the Government's effort to provide education to all, the country lacks the capacity to put all children, youth and adults to school. Those who need adult and continuing education are likely to be deprived of their inalienable right to education if nothing is done. It is against this background that the Government and various NGOs all over the country have instituted the non-formal curriculum and programmes. To address the needs of those in need, the conference made the following recommendations:

1. In consultation with all actors in the field, the MOES&T should urgently review and enact the existing draft document on ACE and Non-Formal Education (NFE) policy guidelines so as to create a sense of ownership.
2. MOES&T with Department of Adult Education (DAE) should review the Education and Board of Adult Education (BAE) Acts to cater for ACE and

- NFE and harmonize all other legal documents concerning the education of children, youth and adults (for example, Children's Acts and BAE Act).
3. The MOES&T and DAE should strengthen coordination of ACE by enacting the revised draft bill for the BAE and provide the Board with Secretariat.
 4. A National Commission for NFE should be established under the auspices of MOES&T by an Act of Parliament to plan, advise, regulate and ensure quality in NFE programs and activities.
 5. The MOES&T with DAE should urgently review registration process and requirements of NFE centres to be friendlier.
 6. The NFE structure in MOES&T should be established effectively to support NFE and take ownership of NFE from the Ministry to the grassroots.
 7. The proposed National Qualification Framework for ACE and NFE be adopted to establish equivalences, linkages, entry and re-entry from non-formal to formal education and vice-versa.
 8. The relevant Ministries offering non-formal approach to education and all Local Authorities should have budget lines for NFE for their own operations. There should also be funds set aside by the Government Ministries and Local Authorities to support NFE providers through grants.
 9. MOES&T, DAE and other providers should conduct a survey and establish a data base on existing ACE and NFE centres nationwide to facilitate planning for resources mobilization and allocation.
 10. The Commission for NFE should document and acknowledge existing financial, human and material resources of all NFE providers.
 11. Delineate roles between different Ministries, Departments and NGOs providing or supporting NFE. The MOES&T should be responsible for out of school children, while the DAE takes care of the older youth and adults through the relevant departments.

12. The relevant mandated bodies within the MOES&T should take the responsibility of developing curricula, ensuring quality control and assessment of non-formal education for children, youth and adults.
13. MOES&T should ensure that certificates that are nationally recognized and are of equal value to those obtained in formal education should be issued to graduates of NFE who meet the prescribed standards.
14. MOES&T and DAE should ensure that all NFE teachers should have the necessary academic and professional qualifications at the relevant levels. They should also be trained and in-serviced regularly to ensure quality.
15. More adult education teachers should be recruited considering gender when recruiting and deploying them in view of cultural factors in different communities.
16. MOES&T and DAE should ensure that partnerships, cooperation and resource mobilization among NFE providers is enhanced.
17. NGOs and civil society should seek national and international donor funding to develop an efficient and effective ACE sub-sector to supplement Government efforts.
18. KIE with DAE should develop out of school curriculum that has the same competencies as the one for formal schools, uses language of catchment area at lower levels of learning, uses support materials that reflect the special circumstances and needs of the learner and reflects the special circumstances in which youth and adults live, for example, urban centres, ASALs and pastoral communities.
19. KIE and DAE should ensure that the basic curriculum have foundation courses in numeracy, literacy and communication skills. Life skills and basic scientific knowledge should also be part of the curriculum.
20. MOES&T and DAE should ensure that the NFE curriculum is flexible enough to allow an accelerated completion, modular arrangements, assessment mechanisms that recognize the nature and needs of the learner, promotes concept of learning and earning and attracts more females learners.

21. MOES&T and DAE should promote the concept of lifelong learning by expanding libraries and providing adequate books in community libraries and community learning resource centres to increase access and encourage reading culture for youth and adults.
22. MOES&T and DAE should ensure that multi-grade approach and multi-track system is applied in order to maximize on access, delivery and use of resources.
23. MOES&T and DAE should conduct more mobilization and advocacy campaigns to popularize ACE and NFE, educate the public on the meaning and importance of the programs, remove stigma associated with the programs and ensure that education for adults, out of school children and youth is recognized as basic human right.

Gender Issues and Concerns in Education and Training

2.9 While the primary level participation rates are close to gender parity, there are wide gaps between participation rates at the secondary and university levels. As such, challenges still remain in closing the gap between females and males as well as significant differences between females and males in drop out, repetition, completion and transition rates. Consequently, there is need for the Ministry to pay special attention to gender issues. The following are the conference recommendations:

1. The Planning section of the MOES&T should maintain a data bank on gender disaggregated data for all levels/cycles/sub sectors
2. The MOES&T should review the policy on bursaries to give full bursaries to deserving females students to pursue non-traditional disciplines at the universities and TIVET.
3. The MOES&T should finalize, disseminate and ensure implementation of the draft policy on readmission of girls who fall victim of early and unwanted pregnancies.

4. The MOES&T should strengthen the policy on provision on guidance and counseling in educational and training institutions.
5. The MOES&T should reactivate the National Task Force on Gender, Education and Training and the Ministerial Task Force on Gender, Education and Training by making budgetary allocations.
6. The MOES&T should forge closer links with NGOs that support closing of gender gaps, for example Federation for African Women Educationalists (FAWE).
7. All institutions and communities should ensure that each educational and training establishment has adequate support services, for example, adequate water and sanitation, first aids and hygiene kits.
8. The MOES&T in collaboration with local communities should make district specific packages to address identified gender issues and concerns in local schools.
9. The MOES&T should identify and train female role models to teach in ECCD&E and primary schools in ASAL areas.
10. The MOES&T should mount crash programs on bridging courses to enable females to gain admission in TIVET institutions and other technology based programs in universities.
11. The Government should appoint female Vice Chancellors in public universities.
12. The MOES&T should ensure that both female and male teachers teach in all institutions.
13. The MOES&T should mainstream gender training in teacher/instructors/ECCD&E caregivers training both for pre-service and in-service courses.
14. The MOES&T should ensure that curriculum and curriculum support materials for all levels of education are adequately gender responsive.

Information and Communications Technology

2.9 The importance of widespread dissemination of Information and Communications Technology (ICT) skills for the economic development cannot be overstated. Nearly all the productivity gains in the First World economies over the past two decades can be attributed to the impact of the digital revolution. For this reason, ICT literate workforce is the foundation on which Kenya can acquire the status of a knowledge economy. Against this background, it is clear that the education system is the most natural platform for equipping the nation with the skills to cross the digital divide and create dynamic and sustainable economic growth. The recommendations on this sector were:

1. The MOES&T should review its Mission Statement in order to adopt a statement that clearly mainstreams ICTs in the education system and and thus enhance national development. The rephrased statement should read 'To provide, promote and co-ordinate life-long education, training and research for sustainable development in the emerging Global Information Society. ' (the underlined is the proposed addition to the current Mission Statement).
2. The MOES&T should provide policy guidelines that ensure that ICT is mainstreamed into the curriculum at all levels and that the necessary human resources is developed.
3. The Government should facilitate universal access through ICT infrastructure, that is, power, equipment and connectivity, in all institutions of learning in both the formal and non-formal education sectors.
4. The MOES&T should define and promulgate a strategy on ICT that addresses its use in all educational institutions, incorporating access, content, the training of teachers and supply of ICT to the institutions. The strategy should also include affirmative action for gender, ASALs areas, rural, urban-poor schools, and the concerns of those with special needs.

5. The KIE should coordinate the development of ICT Curricula that center on building competences in commercially relevant skills and emphasize on development of and access to appropriate content.
6. The MOES&T with the support of all stakeholders and development partners should ensure that every school has access to new, low-cost and up-to-date computers. Seeding of primary schools and community telecenters will assure that the important gains resulting from FPE are enhanced through imparting ICT literacy in both the formal and non-formal education sectors. In this regard, it is proposed that the MOES&T mounts a national campaign to equip every school with at least one computer laboratory, managed by ICT technicians, and that such laboratory has a minimum of 21 computers. For non-formal education it is recommended that community telecentres be used as focus of convergence, mobile clinics or other creative delivery systems.
7. The provision of ICT hardware must be accompanied by training of teachers both for their own computer literacy and for transferring this literacy to the pupils and students. Major in-service teacher training in ICT should begin immediately, as well as post -training for teacher students. The TIVET sector must be mobilized to assist in the provision of in-service training.
8. Standardized outcomes of ICT training must be assured through national certification examinations and the performance of institutions purporting to offer computer training should be regularly monitored against pre-determined standards in order to facilitate accreditation or de-accreditation.
9. ICT must be mainstreamed into the curricula of teacher training colleges in order to reach the next generation of teachers and students. For this reason, existing ICT teacher training curricula should be used (to the extent that is relevant and meets quality standards), whilst KIE and universities are encouraged and supported in the development of

appropriate ICT curricula. The latter should address the identified challenges and needs of the education sector.

10. That Digital Information Resource Centres (DIRCs) should be established by the MOES&T in selected schools to generate and disseminate information, and to offer opportunities for information provision appropriate to the communities. The DIRCs should be networked from the grassroots to the national levels, and be accessible to the formal, non-formal and informal educational sectors.
11. That educational broadcasting should be available at affordable costs. Through KIE the education media service, a national education channel, should be created using either the Kenya Broadcasting Corporation (KBC) backbone or new infrastructure. In addition, private broadcasting houses should be encouraged to provide programming time and studio facilities for educational broadcasting as part of their social responsibility.
12. The MOES&T should establish an ICT resource centre at the headquarters, for its own use, and also, open to the public, which would include the outcome of the National Conference on Education and Training, and ongoing progress reports on the implementation of its recommendations.
13. The MOES&T should establish an interactive website; and e-mail communication channels to and within the Ministry.
14. The Ministry of EST should establish a publication of research findings in ICT in education and the related sectors.
15. The policy on ICT development must acknowledge the importance of local content and local languages, and therefore supports the New Partnership for Development (NEPAD) recommendations for development of ICT platforms and content in local languages.
16. The need to build upon what has worked in Kenya in order to strengthen existing institutions and share experiences and resources through the 'centres of convergence' concept. This concept entails a number of

universities pooling together to offer open and distant learning. Further, it is proposed that the Kenya Education Network (KENET) become a National Education Exchange Node for use by public and private educational institutions at all levels.

17. Collaboration, by educational institutions in Kenya with The African Virtual University (AVU), should be identified as a success story of centralizing the development of instruction modules and courses, with a view to distributing them across a large number of campuses and learners.
18. The MOES&T should work with representatives of all stakeholders to insure countrywide implementation of NEPAD and participation in education programmes. This is in line with the work of NEPAD e-School Initiative, under NEPAD e-Africa Commission.
19. The MOES&T should actively participate in the formulation process of the national ICT education policy and strategy as soon as possible; and spearhead the formation of a National ICT Council with Sectoral Committees, one of which should represent the education sector.
20. Establishment of a permanent National ICT in the Education Board. The Board should comprise representatives from both the private and public sector, with the Minister as the Chair; that the Board be tasked with the implementation of the of the ICT syndicate recommendations, become a watchdog for all ICT in education initiatives and yearly report to both the Government and the stakeholders.
21. The recognition of a champion for ICT integration in all sectors of Kenyan economy at the highest possible level.
22. The Government through the establishment and enforcement of intellectual property rights should provide the recognition and protection of local innovations in ICT.
23. The Kenya Publishers Association, with the support of MOES&T and KIE should convene a high level meeting to address packaging of content in

electronic format for use in the educational sector. Intellectual Property Rights will also need to be addressed in this context.

24. The MOES&T working with the Ministry of Energy should ensure that the Rural Electrification Fund targets educational institutions as the primary focus in rural areas. The Fund should support the purchase of generators for institutions that cannot be readily connected to the national grid.
25. To achieve life long learning national goals an Open University is paramount and critical to service life long learners outside the formal education sector.
26. There is an urgent need to review the telecommunication policy to support education, for example, Jambonet could provide services at preferential rates to the education sector.
27. There is need for immediate formation of an Education ICT Standards forum to address, accreditation and national certification, industrial and vocational training skills, ICT curriculum, hardware standards and support, software development and implementation and online content. The proposed National ICT in Education Board should play a key role in this area.
28. The Government, in partnership with other stakeholders should play a strategic role in specific projects that integrate the use of ICT in both pre-service and in-service teacher training.
29. The MOES&T should deliberately promote the expanded use of ICT as a tool for effective management, research and development, at all educational levels and the utilization of digitized local content, other quality a relevant multimedia content, and intense use of Internet for research and education.
30. Establishment of controls at all levels of ICT integration to avoid abuse of schools-based ICT systems, and ICT related crimes. The following should be addressed, incorporation of appropriate security in ICT infrastructure and content within data networks, establishment of standards correctly

balancing user privacy and the protection of community values, for example, deployment of existing technological safeguards against downloading of pornography and recognition of cyber laws within Kenya's legal framework.

31. Promotion of local education content using the full spectrum of ICT, from print media to the Internet, adoption, adaptation and delivery of curricula through the use of ICT as part of curriculum integration projects.
32. Key stakeholders (such as the Kiswahili Council at Kenyatta University, KIE, civil society and the private sector) be tasked with developing ICT-based content for e-education for teaching and learning in local languages with Kiswahili taking prominence.
33. The MOES&T should support the implementation, continuous development, application research and monitoring of open source technologies for use in education.
34. The MOES&T should create a precise point of reference for ICT partners directly through the identification of a technical level ICT implementation office within the Ministry, to act as a clearinghouse for ICT - related concerns, and to interface with the National ICT in Education Board.
35. A substantial portion of the Universal Service Fund (USF) be tapped for provision of educational ICT infrastructure and content development.
36. Incorporation of an e-rate allowing discounted rates for Internet connectivity for education sector. This will ensure preferential approach for educational ICT infrastructure building, which in long time will be sustainability.
37. The Government should develop affordable alternative sources of power in the public educational institutions.
38. The MOES&T, in consultation with the National ICT in Education Board should, form a quadripartite ICT implementation team of Government, civil society, private sector and development partners through which ICT education trust funds can be mobilized for the sector.

39. Educational institutional ICT facilities be accessible to the community around the institutions to enhance ownership and the safe schools zones initiative.

Teacher Quality and Management

2.10 The teacher resource is one of the most important inputs into the education system. Being critical classroom instructional activity and curriculum delivery, they are a critical determinant of educational quality. The distribution and utilization of the teacher resource in the Kenyan educational system therefore, has major equity implications. There is a wide variation in the number of teachers relative to the number of pupils across provinces, districts and zones that may imply that teacher distribution is not in line with school needs. Other issues relate to teacher qualifications, training and effectiveness at all levels of education and were all discussed in the National Conference on Education and Training. Key recommendations were:

1. Entry grade for the candidates entering teacher-training colleges to become ECD teachers should be raised to 'O' level with 'C' plain. However, in areas where recommended qualifications are not available, affirmative action should be applied. They must show also interest/inclination in children and must undergo interviews to ensure commitment.
2. ECD teacher trainees need to be trained for a period of two years to equip them with the skills and content necessary for effectiveness.
3. Because of the language policy in place, ECD teachers should be from the locality.
4. ECD teacher training should be incorporated in the mainstream primary teacher training system and therefore, TTCs should develop sufficient capacity to train all basic education teachers. The DICECE centres will therefore be used for in-service training only.
5. All pre-primary teacher-training curricula should be harmonized nationally.

6. Since it is recommended that ECD be a component of primary/basic education, all training and employment including, ECD teachers should fall under the TSC.
7. Both secular and religious education should be integrated at ECD level; using the experiences of the Aga Khan model which is already working.
8. After the basic TTC training for Primary school teachers, the specialization of a teacher should be done through in-service to improve skills in areas like English (for communication), Mathematics and Sciences. This should be done by the MOES&T as a structured programme of career development.
9. The TTCs should include in-service in their planned programmes and should re-introduce grading.
10. Primary Teacher Education (PTE) curriculum should be expanded to include:
 - Information Communication Technology
 - Special Needs Education
 - Drug abuse, prevention, guidance and counseling
 - HIV/AIDS education
 - Managing the process of growing up.
11. The MOES&T should revamp facilities and equip all TTCs with modern teaching/learning equipments.
12. All TTCs should explore modalities of improving teaching practice as it is the backbone for teacher training.
13. Regarding secondary school teachers, training should be only for those who select teaching as the first choice in their career choices. Physical facilities and equipment in the faculties of education (where teachers are trained) should be improved to admit optimum classes to ensure quality and provide adequate financing for teacher education research and teaching practice.

14. Regarding the development of teachers for technical institutions, there is need to tutor trainers for teachers of TIVET institutions providing academic and pedagogy and in-service of practicing teachers.
15. Regarding teacher development at the university level, funding of teacher education should be given priority. In particular, funding of research and teaching practice needs to be strengthened.
16. Teachers should be trained in dealing with drug and other issues relating to student welfare so as to ensure that they have competences to deal with all issues affecting the youth.
17. The MOES&T need to carry out a teacher distribution study that will lead to a policy on staffing norms in all areas of the country.
18. A mechanism of internal inspection in schools and institutions should be put in place with Headteachers association being utilized in regional inspection of schools. Capacity should be built and facilities provided to strengthen external inspection of schools so as to assure quality at all levels.

Partnerships and Collaborations

2.11 Education development in Kenya has always been through partnerships between the communities, the Government, international bilateral and multilateral donors. More recently, NGOs, civil society and private sector institutions have emerged as part of this partnership. There is need to strengthen the roles these partners play in order to continue to play their roles in the provision of educational services. Provision of education is expensive and hence the Government needs to strengthen partnerships and collaborations with other partners to lessen its burden. The recommendations emerging from the conference were:

1. The MOES&T should form a committee/commission consisting of various stakeholders with a special desk in the MOES&T.

2. The MOES&T should facilitate development of direct partnerships between local institutions and foreign partners through promotional campaigns.
3. The Government should ensure zero tolerance of corruption in the management of the educational institutions and enhance democratization of the management of these institutions.
4. The MOES&T should ensure that the educational institutions are safe and secure for children's learning processes.
5. The Government should provide incentives to private educational service providers to encourage them to venture into areas not well served by Government but the Government should remain the facilitator, the regulator and quality assurer.
6. In order to curb child labour, the MOES&T in partnership with provincial administration and sponsors should enforce free and compulsory education.
7. The MOES&T should establish a revolving fund that can be accessed by private educational providers.
8. The Government should extend supplement funding through FPE to deserving pupils in private schools.
9. The MOES&T should devise a policy framework for partnerships between foreign universities and local institutions to offer their degree programmes locally. In addition, CHE should encourage universities to develop colleges throughout the country in order to make education cheaper and more accessible.
10. HELB should mobilize resources to enable it partner with private universities to facilitate students in these universities access loans, scholarship and bursaries.
11. Through partnership, the Government should encourage communities to build more schools using cheaper and locally available resources, provide special facilities for physically challenged and harness local initiatives of

private sector partnership to build schools in areas where schools are far apart and make use of idle facilities.

12. In order to encourage and enforce accountability and transparency in educational institutions, the MOES&T should provide clear policies on school management, for example, involvement of parents in BOGs/school management.
13. The MOES&T should strengthen guidance and counseling in all schools in order to minimize drug abuse.
14. With support from the MOES&T and partners, communities should avail at least a secondary school for every two primary schools.

SECTION THREE

PRESENTATIONS, DISCUSSIONS AND OPEN PLENARIES

Plenary Session One

- Theme:** Education Sector Review: How Far Have We Come Since Independence and What Still Needs to be Done to Meet the Education Needs of All Kenyans?
- Presenter:** Hon Prof. George Saitoti, Minister for Education, Science and Technology
- Discussants:** Dr. Eddah Gachukia,
Prof. Obonyo Digolo
- Chairperson:** Hon Prof. P. Anyang-Nyong'o

Introduction

1.0 The lead presentation under this theme was made by Hon. Prof. George Saitoti, the Minister for Education Science and Technology. In his paper titled, **“Education Sector Review: How far have we come and what still needs to be done to meet the education needs of al Kenyans”**, the Minister started by thanking and welcoming the delegates to the Conference; and provided the background to the development of the education sector in Kenya. The paper enunciated the various challenges facing the sector at independence as being first the need to harmonize the education and training system to produce the human capital that was urgently required by the newly independent nation; secondly, the need to provide quality education and training by developing appropriate curriculum; thirdly, to develop adequate infrastructure for the provision of education services; and fourthly, the need to develop training facilities for skilled middle and high level manpower requirements.

Key Issues Brought Out by the Presenter

2.0 To address the above challenges, the Government appointed the first post-independence education commission, “The Kenya Education

Commission,1964” – the Ominde Commission, which provided a new and major education and training policy framework for Kenya.

The paper highlighted the goals articulated in the Ominde Report as being:-

- to foster national unity;
- to produce the skilled human resource necessary for national development;
- to promote social justice and morality, social obligations and responsibilities;
- to promote opportunities for self-development and fulfilment;
- to foster and develop respect for the diverse and rich cultural heritage; and
- to foster international consciousness.

The paper also highlighted the importance of education as articulated in the Sessional Paper No.10 of 1965 on, “African Socialism and its Application to Planning in Kenya”, Education was seen as an avenue for empowering the individual to combat poverty, disease and ignorance that were identified as major impediments to national development.

In setting the background to this paper the Minister set values of education to both the individual and the nation. At the individual level, education arms the individuals with literacy and numeracy skills, which enhance their capacity to demand justice and rights, participate in national development, manipulate their environment and attain self-fulfilment. At the national level, education is a catalyst that facilitates the development of appropriate skills, knowledge and attitudes, imparts values and ethics that enhances integrity, and peace, imparts skills for production, and creates capacity for self-employment.

The paper provided a background to other major national initiatives that have shaped the policy direction of education development in Kenya as being:-

- **The National Committee on Education Objectives and Policies 1976 (Gachathi Report)** – which focused on the structure of the education system, the setting up of specialised agencies, (Commission for Higher Education and the Kenya National Examinations Council), for the enhancement of the management capacity of Government in these specialist areas.
- **The Presidential Working Party On the Second University in Kenya 1981 (Mckay Report)** – which resulted into the current structure of education, (8-4-4); and led to the establishment of Moi University.
- **The Presidential Working Party on Education and Training for Next Decade and Beyond 1988 (Kamunge Report)** – which focused on issues of quality, relevance, cost and financing and decentralization of the management of education services to local level structure. The report emphasized the need for cost-sharing policy.
- A Commission of Inquiry into the Education System 1998 (Koech Commission) – which attempted to address issues relating to the structure of education. The paper noted that the Koech Commission in principle found the 8-4-4 structure appropriate and only took issue with the hasty manner of its implementation. The presenter then went on to invite the participants to emerge with appropriate proposals on the structure of education in Kenya.

The paper outlined the various achievements the sector had recorded among which included the growth in the number of primary and secondary schools. Similarly, the number of universities had grown from one college at independence to the current 23. It also highlighted other basic indicators notably, enrolments in both absolute numbers and gross enrolment ratios. The GER at primary level had risen from 50% in 1963 to 105.4% in 1989. The paper however noted that the GER had declined to 87.6% in 2000 before climbing to 104% in 2002 following the implementation of free Primary Education. The enrolment of girls in 2001 represented 50% of total enrolments

implying parity with boys. The total number of Kenyans who were enrolled at various educational levels in 2002 stood at 7.4 million or 25 percent of the total population.

Reflecting on the challenges facing the sector, the paper highlighted, reduced access, low retention, disparities in education, low quality, lack of relevance and financing of education as the major challenges to the growth of the sector. The paper highlighted the key priorities for the sector as:-

- attainment of UPE by 2005 and EFA by the year 2015;
- enhancement of transition from primary to secondary from the current rate of 43% (2003) to 70% by 2010;
- enhanced access, equity and quality in primary and secondary education by building the capacities of the 45,000 education managers; and
- developing a national strategy for technical and vocational training by 2004.

Regarding access and transition, the paper noted with concern the decline in GER from 105.4% in 1989 to 88.8 percent in 1998; while at the secondary level, the GER is 21.7%. Wastage from one level to the other was also high at 44.8% (primary to secondary), 12% (secondary to tertiary) and 7% secondary to university. This poor performance indicator poses a great challenge for UPE and EFA goals the paper noted.

The paper identified high dropout rates, low retention, non-enrolment, the high cost of education, high household poverty levels, HIV/AIDS and other retrogressive socio-cultural practices as among the factors leading to low enrolments.

The paper also highlighted the low retention rates despite efforts by Government to establish bursary schemes and provide instructional materials. It also decried the high wastage rate and cited the case of over 50 percent of primary school graduates being locked out of the secondary school system.

Regarding equity, the paper highlighted the quality of the challenge as comprising geographical and gender inequality. It traced the historical dimension of the problem as partly originating from the neglect to develop infrastructure in ASAL areas, which has resulted in reduced access particularly for girls.

Focusing squarely on gender inequality the paper reiterated the Jointien World Declaration on Education for All of 1990 and the subsequent Dakar Forum on Education For All of 2000. The paper concedes that despite the progress made towards bridging the gender gaps in basic education, disparities still exist in some regions and at the post-primary levels.

The Minister urged the Conference to pay particular attention to the issues relating to education quality. Providing a lead, the paper highlighted the need to shift indicators of quality from merely passing examinations to encompass the discovery of talents, development of analytical, cognitive and creative potentials. Turning to relevance, the paper defined this attribute as the degree to which education addresses national objectives, socio-economic challenges and the needs of the world-of-work. The paper referred to lessons from East Asiatic countries that have invested more prudently in relevant education; where investing relevant education implies putting resources in science and technology. It also drew lessons from Germany, Japan and the UK, where over 60% of the university population are in scientific/engineering disciplines compared to the 20-30% case that obtains in the East African states.

The case of HIV/AIDS, drugs and substance abuse on the performance of the education sector was highlighted in the paper. The rising number of HIV/AIDS orphans in schools was mentioned as a constraint to the realization of national goals. The negative effects of the pandemic are reinforced by the prevalence of drug and substance abuse in schools.

The issues relating to the cost and financing of education were also highlighted by the presenter. The relatively high expenditure proportions on education vis-à-vis other social services was mentioned; with education consuming about 7% of the GDP. The paper went on to indicate that a major proportion of the budgetary allocations for education is consumed by teacher salaries; which prompted the need to utilize the teacher resource optimally. The existing PTR appears adequate. However, there still exist regional disparities implying the need for teacher redistribution.

Other important issues captured in the paper included the need to embrace Information and Communication Technology in education in order to realize accelerated economic growth. Among the key advantages of ICT in education include, e-learning with the potential to reach more learners than any other method of teaching. The challenge is, therefore, to improve the ICT infrastructure; to integrate ICT curricula at all levels.

Finally, the paper outlined some of the achievements the MOES&T had recorded which included the following:-

- (i) Implementation of FPE;
- (ii) Restoration of donor confidence which has resulted in substantial financial support as:-

- UNICEF	USD 2.5 m
- DFID	£ST 1.6 m
- World Bank	USD 50.0 m
- Sweden	Kroner 470.0 m
- Canada	Kshs. 500 m
- USAID	USD 2.0 m
- (iii) Devolution of management authority for FPE to local structures;
- (iv) Development of capacities for the management of FPE;
- (v) Curriculum review;
- (vi) Appraisal of TWET programmes;

- (vii) Appraisal of Special Education needs;
- (viii) Development of Education Sector Strategic Plan (Draft).

Key Issues Brought Out by the Discussants

3.0 The two discussants, Dr. Eddah Gachukia and Prof. Obonyo Digolo provided a response to Prof. Saitoti's presentation prior to the Plenary Discussion.

Prof. Digolo started by stating that efforts by the Government to address the challenges facing the education sector had been addressed in a piecemeal and haphazard manner; and that the implementation of the recommendations of the Commissions, Committees, Working Parties and Taskforces was unsatisfactory. This placed the role of such inquiries into question.

Addressing the substance of Prof. Saitoti's paper, Prof. Digolo brought out the following critical issues:-

- (i) that the presentation did not address the important issue of the national philosophy of education. This is important as it provides the platform for the evolution of a national education policy;
- (ii) that the paper did not provide a working definition of the term education. This was felt necessary in order to determine its formal, non-formal and informal dimensions.
- (iii) That some of the policy practices such as the 85% intake based on the quota system do not conform to the approved objective that education serves to foster national development.

Touching on issues relating to the structure of education, Prof. Digolo emphasized that the relevance and quality of education did not depend on structure; and that education quality related to the curriculum, teaching force, infrastructure, funding, leadership, management, sound policies and time allocation. The structure was neutral in all matters of quality; and that

removing the 8-4-4 would not provide a panacea for the problems constraining education development in Kenya.

The critique also touched on the achievements of the MOES&T as mentioned by the presenter. Whereas the expansion of education services was highlighted, little mention had been made in terms of what education had achieved in terms of national development. The question posed was, “what has been the contribution of education to national development which justifies the continued investment in it?”

Regarding the challenges the critique pointed out the omission of the issues relating to the legal framework, partnerships, human resource development especially for the teaching force, capacity building, leadership and management, pedagogy, medium of instruction, research and development, globalization and liberalization.

With regard to policy, the critique pointed out the lack of a comprehensive and coherent policy on education which is backed by a legal framework. There is a need to develop a comprehensive policy framework for the sector.

Regarding access the Discussant highlighted that despite the implementation of Free Primary Education, the NER still stands at 89%; and action needs to be outlined in terms of actual expansion of schools in order to increase the numbers enrolled. In addition, the factors contributing to high drop-out rate, low progression rate and very low completion rate require to be understood. The discussant outlined various measures to increase access as:-

1. Declare basic education compulsory and enforce through law.
2. Declare child labour illegal.
3. Establish adequate space in schools for every child of school going age.
4. Make the school environment congenial to children.
5. Provide adequate teachers for schools.
6. Provide adequate teaching and learning resources.

7. Implement a school-feeding programme especially for ASAL areas.

Regarding equity, the discussant highlighted the fact that regional imbalances still existed and that gender disparity still persisted at all levels of education. He proposed the need to develop alternative education programmes with channels for re-entry into the formal education system. While posing various questions regarding relevance, the discussant emphasized the need for education to inculcate work ethics in the Kenyan culture; and to equitably place emphasis on all levels of education. Regarding quality, the discussant highlighted the need for establishing good criteria for assessing education quality.

The discussant emphasized the need for the Government to emerge with a clear policy on cost and financing of education. Alongside this requirement, is the need to develop unit costs of education for all levels was highlighted. Overall, the discussant challenged the conference to emerge with proposals for sustainable financing for all levels of education.

Regarding the presentation on Major Developments in Education, the discussant pointed out that the focus on primary education gave the misguided impression that other sub-sectors were not performing. In conclusion, he urged the Conference to look at education from a broader perspective to cover all levels and the three dimensions viz, formal, non-formal and informal.

The second discussant, Dr. Eddah Gachukia started her response by congratulating the MOES&T for a comprehensive review of the education sector since independence, and for the Ministry's courage in convening the conference, which was long overdue. She noted that education, like all other development, could not succeed without regular consultations with key stakeholder, whose ownership is an important step forward. She suggested that there was need to be constantly reminded of the values of education to the individual and society as more resources are invested through curriculum

review, teacher training and deployment, and expansion of facilities at all levels. She pointed out the need for regular evaluations (5-yearly and annually at national and institutional level respectively), to determine whether the benefits indicated among values such as appropriate skills, knowledge and attitudes, ethics, enhancement of peace, expertise for production, enhanced capacity to practices personal hygiene and take care of the environment, were derived. She underscored the fact that the education that was being discussed was one that leads to behaviour change and to influence thinking, not education merely for passing examinations. This called for looking beyond the syllabus to focus more on how it was taught and learnt, the emphasis being on improving learners.

Dr. Gachukia noted that Kenya's education system had a rich history, and what was being called to question was our ability to internalise the recommendations made by the review bodies, prioritise and implement them in a deliberated and well-calculated manner. Instead, we have witnessed piece-meal, haphazard, adhoc responses or none at all. She underscored the importance of the MOES&T to assume its rightful role as the overall coordinator of education and training. The critical elements of education that were missing from the review were early childhood education, non-formal education and adult education, whose inclusion would have demonstrated a broad view of education and advanced government's commitment.

Dr. Gachukia then highlighted the challenges identified in the Minister's presentation, and acknowledged that the government decision to declare FPE in January 2003 reduced the number of children out of school from an estimated 3.1 million to 1.8 million. She outlined the following as among the challenges facing the nation:

- How to sustain the momentum created by the government's declaration;
- How to enrol the 1.8 million children still out of school;
- How to harness all the support promised by well-wishers;

- How to sustain quality education especially in classes exceeding the pupil/teacher ratio of 40:1.

She suggested the establishment of strong grassroots networks of stakeholders, collection of adequate data on all eligible children in each area to establish why some are not enrolled, and eliminating obvious obstacles identified that continue to discourage parents from enrolling their children in school. Among the factors affecting access to education were distance of school from home, child labour, HIV/AIDS, socio-cultural attitudes and practices, famine, drought, floods and insecurity.

The big question was how the conference could pool the knowledge available to put together an effective package of strategies needed to implement in order to ensure that all eligible children enrolled, persisted and completed each cycle. While the conference could provide guidelines, the details would have to be region specific.

Dr. Gachukia noted that the problems experienced at primary level repeated and compounded themselves at secondary level with poverty and high costs of education assuming a larger proportion for the majority of the 45-50% able to find a place in secondary school. Although the bursary funding had been increased, this was still inadequate and it was the poor who suffered most. She cautioned that there was need to ensure that places of poor children were not taken up in the name of 'second intake'. The current inadequacy of secondary schools called for the continuation of the Harambee spirit minus its corruptive tendencies, and she urged the conference to vote for the retention of Harambee for expansion of facilities for education, particularly at the secondary school level.

On TIVET, Dr. Gachukia wondered why this area was so neglected while it was a critical area of economic recovery and employment creation. She called for clear strategies for revival and revitalization, in the absence of which the

country's development goals remained meaningless. Among the strategies were increased levels of resource allocations for equipment and training of teachers, and strong partnerships with the private sector. She also noted the serious gender disparities in this sector, which demanded urgent attention.

With regard to higher education, Dr. Gachukia observed that expansion at this level was more on enrolment of students without complementary growth in staffing, teaching/learning equipment and facilities. She expressed the need for a carefully planned growth that responded to real and future market demands, and a major shift in teaching and learning methodology towards the production of creatively dynamic critical thinkers with practical skills. She expressed concern about the gender issues in higher education, and the need for more role models in management and teaching staff across disciplines, and noted that crash programmes were having significant impact in qualifying weak students for the courses of their choice.

Dr. Gachukia highlighted the role of educational institutions in combating HIV/AIDS as follows:-

- Creating awareness and understanding of the pandemic and empower children, youth and adults for a healthy future and behavioural change;
- Wiping out the stigma and myths associated with HIV/AIDS;
- Providing leadership in the value of VCT in the belief that knowledge is power;
- Creating hope that being HIV positive does not mean immediate automatic death;
- Dissemination of information on what help and support is available and at what cost, e.g. drugs, nutrition supplements, etc.;
- Providing for inculcation of the culture of care, especially home-based care for the sick.

She called for educational institutions to play their role as key agents for raising an HIV/AIDS free generation in Kenya, focusing on the values of abstinence, and fighting against drugs and substance abuse.

Other critical issues raised were data collection and desegregation by gender and geographical region paying particular attention to children in especially difficult circumstances as well as ASALs and urban slums. Special education and training should be highlighted in order to influence policies, planning, budgeting and implementation processes. She recognized the contribution of the private sector in the provision of education at all levels, noting that these need to be included in data collection and analysis. She called for enhancement of capacity for private educational and training institutions to complement the government in achieving education and training for national development.

Dr. Gachukia urged the Ministry to include ECCD&E, non-formal education and adult education data and create essential linkages between these programmes and formal education. Guidance and counselling was recognized as a critical component of education and training needs and needed greater prominence in policy, planning and implementation of all programmes. While gender mainstreaming was recognized, it needed to permeate all levels of education and training. The presenter expressed the need for a watchdog to monitor sustained implementation of the gender policy, and the need for continued partnership. She underscored the importance of life-long education and its implications for the organization of learning at all other levels, which called for neatly organized units and flexibility to allow re-entry at all cycles of education for those who dropped out.

Key Issues Brought Out in the Plenary

4.0 Government committed itself to UPE by 2005 and Education for All (EFA) by 2015 – this is not accompanied by a feasible plan towards achieving these. Need to consider the diversities in the country and to pose questions as to how the policy had impacted the nation and disadvantaged? While the decision to

achieve education for all was welcome, access in the nomadic pastoral areas was far below the national average. The government of Kenya has never assumed responsibilities for construction of primary schools. All schools were built through harambee efforts and support from missionaries. Facilities are not adequate and community leaders were frightened by the banning of Harambees. Cost burdens were therefore not reduced significantly – parents have had to build schools, dormitories, etc. The cost of boarding was much bigger than the cost of providing books and was not covered in free education. There was need to clarify what FPE really meant. Education is only partially free.

The Minister highlighted the importance of ICT. ICT should be addressed not as a subject matter but as a tool for IT management and dissemination tool for subjects in formal and informal education settings. ICT is not infrastructure, but an administration tool is vital for people to make the correct decisions. There is need to address the education policy in the role of ICT, to have standards.

Education should emphasize the need for character formation – not only to do but to be. Education system does not stress character formation at all levels. People in remote areas especially where girls' education is very low – there was need for special education to parents, who unless they are convinced on the need to educate the girl will never take any action.

Expressed concern on the inability of the MOES&T to explore ways of accessing education to nomadic pastoral groups, and the lack of elaborate strategies. The education sector strategic report only indicates the establishment of day feeder schools, which was not sufficient. Need to hear more from MOES&T with regards to what initiatives there are for nomadic children. There was need for explicit information on what the quarter system of education entails.

Kenya lacks both philosophy and concept of education, and there was need to address these seriously. This is a good opportunity for Kenya to do so. Education should be clear to all people. Have we been educating or training? We have been predominantly training.

We should have started by way of expressing appreciation to Kenyan teachers for accepting to implement FPE. In order to achieve the kind of education we want, change of attitude is going to be crucial. We can put proper policies in place but teachers are the implementers and should be given total recognition, appreciation and support. The government should accord total recognition of education right from preschool to university.

Congratulates the MOES&T for calling for this forum, which was long overdue. Although the Minister talked about the PTR and the quality of teachers appearing to be adequate, this was not so. The MOES&T has to pay a lot of attention to the replacement of teachers lost through death or retirement. There were many young people with certificates in teacher training who had not been recruited e.g. Bungoma was give authority to recruit only 114 while there was a shortage of over 1000 teachers. Most schools were in very poor conditions. FPE would be meaningful only if children were provided with better learning environments. On IT – MOE needs to take up the installation of simple power sources such as solar, so that rural schools could also benefit. Why is ECCD&E not part of FPE? Need to ensure that each primary school has a feeder pre-school. MOES&T to employ pre-school teachers – there were many children who could not benefit from pre-school education.

Appreciated the forum – it provided a good opportunity – there had never been a chance to dialogue after the Jomtiem and Dakar meetings. Challenges: ASALss – only 22% were in school. The status and conditions in schools were not child friendly, 6 – year olds were expected to walk for 2 hours to and from school. In North Eastern Province, only 15 students have been sent to university – great disparities. Teachers play a very important role in education.

Plenary Session Two

Theme: Comparative Analysis of Education Systems Globally – Issues on Quality, Inspection and Performance

Presenter: Dr. Elaine Unterhalter

Discussants: Dr. Okwach Abagi,
Obondo Andiwo

Chairperson: Prof. Francis Gichaga

Introduction

1.0 The key presentation by Dr. Elianne Unterhalter brought to the fore insights from comparative analysis as a contribution to Kenya's reform efforts in education. The presenter considered it prudent on the part of Kenya to learn from the achievements and mistakes of others despite the existence of differences in their histories and societies hence differences in the educational systems. But the links between political struggles, economic processes and cultural formations can be instructive when trying to understand why education systems and institutions look as they do. This is where comparative analysis can be illuminating.

Key Issues Brought by the Presenter

2.0 Giving another perspective of comparative analysis, the Dr. Unterhalter reflected on how comparative education has been wrongly used as a way of one nation showing off to another regarding its achievements in educational indicators such as the GERs. This type of comparative analysis is not useful, as it tends to negate the need to further research into the performance of the education system. High national scores in GER for all levels of education can for example, mask the enormous differences between regions, locations and gender. Thus, comparative league tables cannot be an accurate guide to policy.

Comparative analysis has also been used in policy making to provide a menu from which policies could be borrowed. Unfortunately, such unwary policy borrowers do not care to reflect on the local conditions; and this results in

mixed attainments. On the whole, most countries' experience with policy borrowing ends up as an expensive mistake especially when such policies become inimical to the educational objectives of the country. Citing the example where South Africa underwent a painful experience with borrowing policy of an Integrated National Qualifications Framework (NQF) from New Zealand. Ten years after its introduction, an evaluation of the NQF revealed that it was not appropriate to the context of S. Africa. The lesson here is that over enthusiastic policy borrowing can be expensive both in terms of time, money and people's hopes. A second example was where Britain borrowed policy from Australia in 1990 with regard to student loans. The government did not consider the policy implications on poor students such as their inability to pursue higher education. Whereas this policy worked well to help widen participation and to generate university education in Australia, it did not work well in Britain. Using insights from comparative education can be useful only if the political and historical contexts are considered

Plenary Session Three

- Theme:** How Can the National Education and Training Structure Lead to the Attainment of National Goals?
- Presenter:** Prof. Daniel Sifuna
- Discussants:** Charles Nyang'ute,
Julius B. M. Mburugu
- Chairperson:** Prof. Ruth Oniang'o

Introduction

1.0 Prof. Sifuna presented a paper entitled **The National Education and Training Structure and the Attainment of the National Goals in Kenya**. The paper focused on the national educational goals and objectives; education and training in the 7-4-2-3 education system education and training strategies; education and training in the formal schools; technical training in formal institutions; non-formal education and informal sector training; informal sector training; the MacKay education report; the launching and rationale for the 8-4-4 system; crisis in formal training institutions; the need for new a structure: Commission of Inquiry into the Education System of Kenya, the recommended education and training structure: Totally Integrated Quality Education and Training (TIQET) and the conclusion. The paper discusses the general education goals and objectives as expounded by the various commissions and other official documents on education and training structures under the 7-4-2-3 and the 8-4-4 education systems and proposes a likely structure that could meet the challenges of the 21st Century.

Key Issues Brought Out by the Presenter

2.0 From the presentation by Prof Sifuna, it was clear that the national goals, education and training structure are inextricably intertwined. The purpose of educational training is to prepare young people for employment. However, education must first and foremost help to develop the individual's personality and enable him or her to fit into the society. It should also, as far

as possible, help to provide equality of opportunity. But this does not mean that it leaves the occupational future of young people out of account because this aspect is of prime importance in establishing the direction to be taken by the educational structure and occupational training. In many countries, this has been an increasingly pressing need, and criticism has frequently been leveled at the inadequate matching of training to economic requirements, especially in cases where unemployment among qualified workers coexists with a shortage of skilled human resource. In the presentation, Prof Sifuna brought out the following:

- The national goals in education and training are linked;
- The national goals are stated in broad and general terms;
- The goals reflect the aspirations of the society;
- Goals are developed through consensus and are formulated through various documents either by commissions or other ways;
- Human resources development translates to economic development and this has led to expansion of education institutions in Kenya;
- There has been more rhetoric in national goals than what students do in practice;
- The MacKay Report – was implemented in a hurry;
- The 8-4-4 education system does not let children to be children; and
- The Koech Report emphasized the concept of flexibility.

In conclusion, the paper notes that, while the 7-4-2-3 and 8-4-4 education and training structures, have invariably served the country, amid many challenges, there is a very urgent need to overhaul the system. Current structures are not adaptable to 21st Century, which is characterized by massive technological expansion and development. Kenya as a nation, in response to these challenges, should put into position appropriate systems and mechanisms to deal with them. Such systems should continue to embrace, the national goals and objectives, which include, the cultivation and maintenance of a strong sense of national unity, rekindling of the original and traditional culture of

mutual responsibility, enhancement of lifelong learning and an adaptation in response to changing circumstances, as well as creating, necessary environment for accelerated technological development and consolidation.

Key Issues Brought Out by the Discussants

3.0 Reacting to the presentation by Prof. Sifuna, the two discussants make several comments and the following observations:

- Education and training is judged by how many trained and employable individuals are within an economy;
- Entrepreneurship training is key in economic development.
- There are too many trained graduates at the university levels. However, most of them are presently unemployed;
- There are currently many teachers at both primary and secondary school levels despite the limited resources to meet their salaries;
- There is an urgent need for skills development within the country;
- Need to address quality and relevance in education and training;
- There is need to establish and cement partnerships and collaborations in the provision of education and training;
- There is need to address the current 8-4-4 structure of education to make it more flexible, efficient and effective. At the same time, the current structure puts more emphasis on certificates;
- The current resources allocated to run education and training are limited. There is need therefore for more involvement of the private sector and other stakeholders in the provision of education and training; and
- The real and pressing concerns in education today are really at post-secondary because most students are not trained to fit within the industry. There is need therefore to train need students who can add value within the economy. Linkages, for example, between the industry and university could add value.

Key Issues Brought Out in the Plenary

4.0 In the plenary, the following issues were brought out:

It is importance to include the publishers in the provision of education and training so that they can publish the relevant books and materials;

- The current focus is in primary schools in terms publication of textbooks. However, there is need to develop a proper book policy;
- There is need for a comprehensive education system that focuses programs which are relevant, includes religion in the curriculum, provides every child access to education and recognizes that school is not just the four walls and therefore integrates all other forms of education in education and training;
- There is need to address access to education and training for pastrolists particularly in of North Province which has been marginalized;
- There need to address the challenges facing the physically challenged;
- FPE should also be made compulsory education;
- There has been a conservative attitude in our education system and this calls for change of our attitudes particularly towards work;
- There an urgent need to appreciate major stakeholders in the provision of education and training;
- Need to discuss and plan for secondary education to cope with the FPE;
- Education and training should be demand driven. This calls for the skills development, integration of technology in teaching, ability to dialogue and socialize and character building. Our education and training systems should provide freedom of choice, contextual curriculum and user friendly environment;
- Sporting abilities have/are not given enough opportunity or time and are important for holistic development;
- Koech Report should have been given an opportunity to be discussed with an aim of bringing on board certain useful recommendations; and
- As a country we lack a vision in education and training.

Plenary Session Five

Theme: Enhancing Efficiency, Improving Quality and Relevance in Education and Training

Presenter: Prof. Justinian C. J. Galabawa

Discussants: Prof Douglas Odhiambo,
Dr. Fred Barasa

Chairperson: Prof. Roselynn Mutua

Under this theme, the key presentation was made by Prof. Justinian C. J. Galabawa from the University of Dar es Salaam. The presentation focused on the efficiency of resource use and the relationship between inputs and outputs in the education system. It also addressed the effectiveness of the education system in producing graduates from different levels of education who are fitted for productive, society needs and remunerative work in the economy.

The paper notes that in the case of Kenya, the macro-economic commitment suggest that there has been a positive spending on education relative to GDP and overall government tax-take revenue. However, the education system spending appears to be inefficient and ineffective more so at primary level. Kenya is now getting out less of the school life expectancy in years per unit of GDP spend on primary education.

The critical issue for Kenya is to increase the non-salary share of recurrent budgets, especially the allocation for books and other teaching materials and equipment through an improved an improved teaching service utilization rates and deployment.

Managing recurrent costs: to be able to strike a better balance between salary non-salary spending will be by far the most daunting financial efficiency challenge for Kenya because the average level of teacher salaries (which are already eroded by cost of living) is the most politically sensitive of all the parameters.

There are wide disparities in human-resources allocation and distribution across provinces and schools. There are also urban-rural differentiations. The average PTRs at primary (30:1) and at secondary (16:8:1) could be improved on to attain the EFA targets. The average repetition rates and drop-out rates are high by regional comparisons. This trend of internal inefficiencies makes schooling expensive and lowers the social returns to schooling in general.

The presentation also presents observation on the quality and relevance is that education has not yet been responsive to the needs of society and the economy in general. The education human resources ought to be capable of transforming the economy besides registering high private returns especially at tertiary level where the government subsidy is high relative to private costs.

The paper gives strategic policy recommendations on how to address the issues raised. These recommendations are related to quality improvement (in this case the strategic objective is to raise completion rates at all levels linked to an improvement in student performance for both girls and boys and increasing passing scores at secondary and tertiary. The basic strategy for improving quality is to provide for an efficient and effective teaching force; enhancing education management; creating child-friendly schools; providing for quality, adequate, relevant teaching learning materials and their utilization and enhancing quality control assessment and assurance).

As regards internal efficiency improvement the strategic objective is to raise the system retention rate, decrease the system dropout rate by improving on the supply side factors and reducing large provincial disparities in school retention rate. The recommendations related to internal efficiency improvement are (reducing the monetary costs of schooling especially by cutting irregular levies to the minimal; strengthening student learning process during the primary school cycle by providing school inputs that contribute to student learning and performance; evaluating the current 8-4-4 system and Kenya Primary Certificate Examination design for a better reflection of students' academic performance in literacy and numerical skills; emphasizing provincial effort to minimize provincial differences in school retention rate; promoting advantaged,

early school entry, improving school availability of small scale community schools; increasing availability and thus decreasing the community cost of reaching the secondary schools; improving the supervision and management of private secondary schools, especially fee levels and student learning process; innovating strategies to secure retention of students from disadvantaged areas and girls including designing targeted incentive schemes and selective boarding facilities).

As regards Operational Efficiency Improvement, the paper broad strategic recommendation is to optimize the use of human, physical and financial resources. In particular, the government strategic priority should be to have in place a decentralized and more efficient flow of increased resources to the schools and institutions. The recommendations related to Operational Efficiency Improvement are (improving the deployment and equitable distribution of teachers; establishing standard workload for teachers; improving teacher competence and dedication through rationalized INSERT/PRESET; decentralizing management and effective supervision of teachers; improving teachers welfare and housing for teachers in rural and remote areas; improving sanitation facilities; putting in place school maintenance plans; and defining classroom size and quality standards).

In the current tight financial climate, the main scope for improving education outcomes is through raising spending efficiency and effectiveness. Together with this trend, there will be a need for assured modalities for increasing actual recurrent expenditure on basic education, alongside arresting decline in education share of GDP. The critical strategy in this case will be to increase the non-salary share of recurrent budgets, especially for books and other teaching aids through improved teaching service utilization rates and deployment. The challenge is to put in place a feasible and manageable financing strategy that can secure agreed institutional reforms and efficiency gains, ensuring enrolment growth while not compromising quality.

Plenary Session Seven

Theme: Provision of Education and Training Services: Delivery Systems

Presenters: Prof Paul Ogula, Prof. Peter Kinyanjui

Discussants: Dr. Eng. Harry Kaane,
Prof Lucia Omondi

Chairperson: Prof. Bethwell Ogot

1. The main paper was presented by Prof. Paul Ogula and was an analysis of the current status, challenges and strategies for improving delivery systems. Its objective was to enable the Conference participants understand the current education situation and the main challenges to the delivery of education services.
2. The paper provided an update of the issues facing the various subsectors of education in Kenya, the constraints and possible strategies for improving delivery.
3. At the Early Childhood Development level, it identifies low enrolment and the part that the full burden of developing this sector lies entirely on the parents and communities with little Government participation. The lack of clear policy guidelines on the relationship between primary education and ECD is a major constraint. The main strategies for improving delivery at this level entail, attachment of pre-schools to primary schools; cost-sharing schemes between Government and the communities in the employment of teachers and development of curriculum guidelines that are focused.
4. At the primary level, the main constraints identified include declining enrolment rates and the lack of physical facilities in schools; poor in-servicing of teachers and the unsatisfactory management of the curriculum.
5. The proposed strategies entail, universal primary schooling, reduction of grade repetition and wastage, in-servicing of teachers, improve school inspection and expanding. Plans for primary school especially in ASAL areas.

6. The constraints to delivery at the secondary level include, the high cost of secondary education especially those that relate to teaching – learning materials, equipment and other schooling requirements. Poor supervision and the lack of supervision of teachers also contribute to the poor performance of the sub-sector.

7. The strategies for improved delivery at this level include, more extensive use of existing facilities through the establishment of more streams in each school, providing more grants to schools for acquiring basic instructional materials and equipment especially for sciences and practical skills subjects. Improving school inspection and administration; and linking continuous school assessment to final grading should be part of the strategy.

8. The constraints to TIVET include, high fees leading to low participation, the lack of appropriate equipment, the low teacher morale and rigidities in technical courses leading to the failure to respond to changing labour market needs.

9. The strategies proposed in the paper include, reducing the fees levels, linking programmes in technical institutions to local enterprise and implementing programmes that upgrade the skills of technical teachers.

10. At the university level, the constraints to delivery include, the lack of faculty and staff skills for design, creation and delivery of educational materials. This is reinforced by the lack of adequate teaching and learning materials, equipment, journals and reference materials. The instability in the learning environment resulting in constant strikes and the low motivation of the lecturers help to compound the poor environment. Finally, the lack of funding has constrained the development of research and teaching.

11. The strategies proposed in the paper include, the need to establish mechanisms for monitoring performance in the universities; and establishing programmes that are career-based and which are recognized internationally. As a strategy to enhance access, the Government should support private universities; and adequate funding given for research and scholarship.

12. The constraints to adult and continuing education include, the low participation occasioned by the negative attitudes of learners; and the lack of awareness at the community level regarding the importance of literacy and adult education. The strategies for enhancing delivery include, providing basic education to adults suffering educational depreciation and those who want to acquire a formal qualification, including literacy, basic mathematics and life skills in adult literacy programmes.

13. The paper presented the constraints to non-formal education and training as, lack of co-ordination and Government support, poor linkages with the formal system and the lack of adequate facilities for teaching and learning. In order to enhance delivery, the paper proposes various strategies. First, promoting, strengthening and integrating non-formal education with formal; and developing curricular centrally through the Kenya Institute of Education. Secondly, the Government should support the capacities of Non-governmental organizations involved in the provision of non-formal education. Thirdly, the curriculum should allow for vertical and horizontal linkages between the formal and non-formal systems.

14. The paper also presented the factors that constrain delivery in special education as, the lack of effective mechanisms for screening children with special needs and the lack of skills among the teachers responsible for special education. There is also a shortage of the resources needed for special education.

15. Under the same thematic area, a key presentation was made by Professor Peter Kinyanjui. The paper was divided into three parts with the first part dealing with the various education delivery systems and how they are enhanced through the application of Information and Communications Technology (ICT). The second part describes NEPAD's efforts in the use of ICT in education and training; while the third part describes how Kenya can move forward in the improvement of education delivery systems.

16. The paper starts by acknowledging the rapid socio-technological changes that are taking place world-over. As a consequence, these changes will affect education and training in various ways such that:-

- (i) education and training will be a life-long engagement;
- (ii) the need to define some core knowledge and skills that are considered essential for learners will be eminent;
- (iii) teachers and trainers will require to acquire new skills and attitudes in their changed roles as both facilitators of the learning process and learners themselves;
- (iv) independent study and the ability to track down and discover information will become the norm; and
- (v) teamwork and collaborative effort will become the mode of learning.

17. The paper highlighted some of the applications with potential for ICT application in Africa in the areas of teacher development; improvements in the quality of instruction in the areas of Maths, Science and Technology; improvements in the quality of primary education; and access to tertiary education computer-based distance learning tools such as internet and computer-based courses.

18. The paper also highlighted the establishment of e-schools initiative which will ensure that a majority of the people on the continent have the skills required to function in the knowledge economy. Kenya will be one of the countries to benefit from this initiative as it is included in the first phase. The objectives of e-schools initiative will be to:-

- (i) Minimize the effects of the digital divide on young people and provide them with the ICT skills necessary to function in the knowledge economy;
- (ii) Ensure that youth leaving schools have the skills in ICT;
- (iii) Universalize e-access in every institution as a priority;
- (iv) Re-define universal service/access to meet the requirement of the new economy; and

(v) Transform every institution of learning into health literacy center and zone to combat diseases such as malaria, HIV and Aids, and tuberculosis.

19. The presenter also mentioned the potential inherent in the East Coast Submarine Cable. The cable will provide a convenient base upon which to provide connections to the landlocked countries in Africa. It will interconnect a total of 22 countries.

20. As a strategy to build capacity at all levels of Commission, it is proposed to utilize the African Virtual University to rapidly establish learning centres in all African Capital cities. The facilities are to be used for training teachers policy makers and Civil Servants in digital literacy.

21. In proposing the Way Forward for Kenya, the paper presented a roadmap as consisting of:-

- (i) The preparation of national strategies for ICT;
- (ii) Investing in ICT;
- (iii) Supporting national capacity for ICT programme design and management;
- (iv) Creating partnerships both inside and outside the country; and
- (v) Sharing information.

22. Kenya should, therefore, seize on the opportunity provided by Free Primary Education to adopt ICT strategies and e-school network in education delivery system. Finally, the paper articulates the need to develop a policy document on ICT for the establishment of sustainable computer laboratories connectivity and content delivery in all institutions of learning in Kenya. The Issues Raised by Discussants – Dr. Eng. Harry Kaane.

23. Both papers have focused on education and training.

Role of Technology

Perspectives of industry/job market we must focus on knowledge and skills, int. social culture of social responsibility:-

- Curriculum design – must be market driven/be innovative at all levels;

- Technological/monitoring agency;
- KIE strength curriculum design less emphasis on KNEC
- ICT/infrastructure/human resources, equipment – legal and regal framework organization;
- Competitive world – conference strategies; test we can safeguard;
- Policy guide decision-making. Vision has not impacted. 1q

Prof. Lucia Omondi

- Mother tongue should be available throughout the curriculum;
- Global language also necessary;
- Government support e-learning – create ICT centres in the villages;
- We lag behind in open learning – need for an institution e.g. university of open learning;
- Now ethos to guide education;
- Support cultural practices that already exist in all diversity. Emphasis on right value/ethos;
- Universities for market needs – but also necessary to pursue knowledge for knowledge’s sake;
- Adult education – stagnating/not giving – needs streamlining to achieve EFA;
- ECD – let children be children;
- Policy in equity; and
- Each level should produce a competent person.

Plenary Session Eight

Theme: Cost and Financing Education, Building Partnerships and Mobilizing Resources

Presenter: Prof. Samson M. Kimenyi

Discussants: Dr. David Ndi,
Prof. Terry Ryan,
Dr. Gituro Wainaina

Chairperson: Prof. Bethwell Ogot

Introduction

1.0 Prof. Kimenyi presented a paper on ‘**Cost and Financing Education, Building Partnerships and Mobilizing Resources**’. The paper covered the following; background on education and poverty, private rate of return to education, key aspects of cost and financing education and issues and options on education financing and partnerships. In particular, the paper brought out several key issues with regard to cost and financing of education, building partnerships and mobilizing resources.

Key Issues Brought Out by the Presenter

2.0 The presenter brought out the following key issues in respect to cost and financing education, building partnerships and mobilizing resources:

- Provision of education is expensive and therefore requires partnership and collaboration between all the stakeholders.
- Human capital is an important determinant of economic growth.
- There is strong relationship between low educational attainment and the probability of being poor
- Education is an important exit route out of poverty.
- Human capital returns in Kenya show that returns increase with level of education.
- Investment in education has quite high rates of return particularly tertiary education.

- Investments in education have large externalities. Recent studies also show that individuals benefit a great deal from the education of others, thus having more educated people improves returns to all.
- Kenya is characterized by large inequalities in the distribution on income. As such, investment in education is an important strategy to address such inequalities.
- Government involvement is therefore justified on the basis that human capital investments have large social returns and because the market fails to provide socially optimal levels.

Education in Kenya is expensive. Some facts on financing of education indicate that:

- Excluding share by households, the average Government spending on education is between 5.7% of GDP and is 35% of public sector recurrent budget.
- 50% of the resources go to primary education of which 96% of the fiscal resources to primary schools to meet the teacher salaries. In total more than 75% of the education budget goes to salaries and this means that little is left for development.
- Large spending in education has increased as a result of the policy of FPE. This is a good policy but sustaining the programme is a real challenge. There is therefore a need to evaluate alternative financing sources/strategies.

There are various innovative financing approaches to finance higher education. Some of these options include:

- **Income Contingent Loans.** In an Income Contingent Loan (ICL) students borrow the funds from the Government to cover the costs of tuition and (partly) the costs of living while enrolled in education. When graduates start to work they repay fraction of earned incomes to cover the costs of their loan including interest.

- **Graduate Taxes:** The Government finances this through issuing education Government bonds. Graduates pay a fraction of their lifetime incomes to the Government via the graduate tax.
- **Contributions by Employers:** Potential employers can play an important role of supporting specific programs at institutions. This would however require a stronger link between industry and institutions of learning.
- **Commercialization:** Many institutions of higher learning have the potential of generating income through commercialization of services.
- **Earmarked Taxes:** Earmark some tax sources and dedicate to education financing. For example, a specific tax on say property could be dedicated to financing education. Some countries dedicate portions of revenue from sin taxes to education – beer, cigarettes, casinos, etc.
- **Endowments/Grants.** Grants from wealthy private individuals and institutions supporting financing of education.
- **Matching Grants.** Matching grants to communities can be implemented, taking into account a community's ability to pay. Community contribution can include sweat equity.

On partnerships, the discussant brought out the following points:

- Investments in education is an extremely important aspect of a nation's development and it is therefore necessary that its financing be primarily through mobilization of domestic resources.
- Development partners are helpful but such partnerships should be of limited durations. There should be an exit strategy.
- It is necessary to establish partnerships between Government, household and local communities, private sector providers of educational services, private sector employers, religious organizations and NGOs.

- Partnership between Government and the non-public providers of education that can help reduce the public financing burden. Some possible approaches include:
 - ❖ Tax incentives for investors in education projects;
 - ❖ Implementation of voucher schemes accompanied by school choice policy (choice between public schools or even non-public schools);
 - ❖ Subsidies to non-public schools serving low-income areas;
 - ❖ Matching grant schemes to non-public schools serving marginal areas;
 - ❖ Government partnership with religious organizations;
 - ❖ Low interest loans to establish schools; and
 - ❖ Government sponsorship of students to private schools where places available in public institutions is insufficient to meet the demand.

Key Issues Brought Out by the Discussants

3.0 The three discussants brought out several issues, which are summarized below; these were:

- There is a need to justify financing of education through the outcomes and outputs for the whole nation to benefit from the resources invested (education expenditure is about 6% of the GDP and 35% of the total public expenditure).
- There is need to rationalize teacher remuneration in favour of expenditure on teaching/learning materials and physical infrastructure.
- University education has the highest private returns hence the need for resource mobilization for this level from the private sector, financial institutions and other stakeholders other than the government.
- The HELB loan system should be reviewed with a view to rationalizing funding for specific courses, for example, funding for art based discipline should be different from the funding for ICT courses.

- The Government should encourage payment of income tax especially by the self-employed people through introduction of measures such as production of income tax pin card, for example, when one's child is being admitted for FPE.
- There is need for effective and efficient utilization of the current budgetary allocation, optimal utilization of existing facilities, use ICT to reduce costs and enhance access, more internal utilization of students both at school and home,

Key Issues Brought Out in the Plenary

4.0 During the plenary several issues on cost and financing of education were brought out. Some of these issues were:

- The Mungai Report of 1995 should be revisited particularly on the financing of university education.
- The Harambee spirit should be reinstated through proper legislation to avoid abuse.
- The Government should create tax incentives to the private sector supporting education and training.
- The Government should ensure improved quality of graduates with employable skills. Such graduates could be employed outside the country. In this case the government should introduce tracking so that such graduates can pay taxes and support the country.
- Review the FPE funds, a view to increasing unit budgetary allocation and allowing for flexibility in utilization of the funds at the school level.
- There is a need to do unit cost analysis at all levels of education (ECCE&D, primary, secondary, TIVET, middle level colleges and universities).
- Proper guidelines on cost sharing in the education sector should be worked out and enacted.
- All policies in education should have a legal backing. Specifically there is a need to gazette:

- ❖ Secondary school fees guidelines
- ❖ FPE policy
- The Government should create tradeoffs in financing recurrent and development budget; between basic and tertiary education. In view of the social and private returns that accrue in the various levels of education.
- There is need for determining the cost implications of provision of:
 - ❖ Quality special education
 - ❖ Post-secondary (middle level colleges) education.
 - ❖ Safety in school environment.
- Sector wide approach in education financing supported with co-ordinated partnerships in resource mobilization should be developed and institutionalized.
- There is need for enhanced budgetary allocation for research and development particularly at the tertiary level.
- FPE should be extended to special schools where the allocations should be higher than the rest.
- There is a need to address problems of mismanagement in tertiary institutions that have interalia led to strikes.

Plenary Session Ten

- Theme:** The Legal Framework, Review and Harmonization of Various Acts, for Example, Education Act vis-à-vis the Children Act; Governance and Management of Education
- Presenter:** Prof. H. Okoth-Ogendo
- Discussants:** Dr. Ben Sihanya
Dr. Kishore Singh
- Chairperson:** Prof. Bethwell Ogot

Introduction

1.0 On the '**Legal Framework, Review and Harmonization of Various Acts, for Example, Education Act vis-à-vis the Children Act; Governance and Management of Education**' Prof. Okoth-Ogendo brought out several issues. In particular, the paper brought out the challenges facing the current education legal framework (benchmarks and legislation) and the education legal framework for the 21st Century (challenges, design and legislation).

Key Issues Brought Out by the Presenter

2.0 The presenter articulated the need for review and evaluation of the current education policy. Over 1000 recommendations have been made in the past and none has been incorporated into national education policy. On the current education legal framework:

- The current legal framework falls short of expectations.
- The Education Act emphasizes on the basic education.
- There is no overall vision for the education sector.
- The basic infrastructure, both public and private has not been paid attention to.
- There is no development of the resource for sustainable management of education system.
- There are about 14 legislations touching on education.
- Education Act has not been used to generate policy in this sector.

- Commission on Education has been set up under the powers of the president – constitution and not under the Education Act.
- Many decision are made by the Minister using powers not based on the Education Act
- Many schools are set up which are not controlled by the Act
- There is no framework for standard setting in education in this sector

The presenter emphasized that the existing education legal framework needs overhaul to reflect education which is knowledge driven and quality assured, technology informed, research supported, democratically managed and globally marketable. The design of this kind of education legal framework must therefore:

- Establish institution context for formulation, review and evaluation of education policy.
- Define and operationalize appropriate system of education that addresses challenges in the processes of legislation.
- Provide guidelines for establishment of educational institutions.
- Establish mechanism quality control and assurance.
- Democratize educational institutions.
- Engage public and private sector agencies.
- Provide international collaboration.
- Define education in its generic form.
- Implement through central legislation certain aspects of education.
- Set (in the process of legislation) the following; with who must the primary responsibility of education lie, clarity on exact nature of responsibility on various stakeholders, creation of institutions of management of the educational cycles or levels and continuous education, skills development and infrastructure for training.

In conclusion, the presenter recommended that there is need to take a serious look and examination of the Koech report.

Key Issues Brought Out by the Discussants

3.0 In his presentation, Dr. Sihanya observed that:

- There is need to have a strategy on the law reform in the education sector;
- There is a strong linkage between intellectual property and ICT and therefore a law should be enacted to address this;
- The governance policy and legal terrain is not clear.
- Policy statements have constitutional implications.
- Free education, which is made compulsory, contravenes section 75 of the constitution. Unless an Act is passed to make it an offence not to take a child to school, then it is not possible to enforce such a policy directive.
- There is urgent need to democratize the various universities. For example, universities should be autonomous so that they are independent of political interference in appointments.
- The educational institutions have been pegged to politics.
- Legal guidance is needed to protect research and regulate lawful protests by students and teachers.
- There is need for complementary legislation with the main Act as recommended in the Koech Report because there exists a lot of incoherence currently.
- Through ICT, quality education and training at low cost can be delivered. At present, no local content is available for research in the Internet and this needs urgent attention.
- Education policy needs to fit well with our cultural policy. At the same time, importation of education materials from other countries on culture need to be careful scrutinized in respect to their impact on our culture.
- There is no proper linkage between copyright law and other laws within the MOES&T. This has been left entirely to the private sector.

- There is need for legal guidelines on prices of books for students, which will entail a compulsory license of educational material and production of books locally.

Dr. Singh (the second discussant) emphasized that education is essential for human development and for empowering individual and transforming societies. It is both a human right in itself and an indispensable means of realizing other human rights. It is for this reason that UNESCO recognizes education's fundamental importance for humanity and therefore UNESCO collaborates with United Nations Committee on Economic, Social and Cultural rights (CESCR) in promoting the implementation of Art. 13 of the International Covenant on Economic, Social, and Cultural Right (1976) among member states. It also cooperates with United Nations Committee on the Rights of the Child in the implementation of Arts 28, 29 and 30 of the convention on the right of the child relating to the right to education UNESCO also promotes the right to education as provided in the regional level instruments and UNESCO's medium- term strategy (2002-2007) is to support member states in policy reforms, in the design and implementation of EFA policies and action plans as well as of legal instruments for promoting universal access to basic education.

The presenter noted that the legislation governing education sector has not kept pace with new developments and emerging issues in education. There is need therefore to:

- Review of the Education Laws and develop legal framework;
- Review and harmonize the Education Act and other existing legislation on education;
- Harmonize multiplicity of existing laws that govern the management of education and training in order to provide coordinated management of education and training, and
- Establish clear modalities for coordination, regulation and quality control.

At the same time, the legal framework must provide a comprehensive perspective that:

- Reflects the principles, aims and objectives of education for the right to education;
- Has provision to cover education at all levels and in all forms;
- Improves the technical and vocational education;
- Recognizes the fundamental principle of access to higher education based on merit;
- Provides the Inspectorate Department with the requisite legal powers.
- Links the universities Act and the individual universities' Acts;
- Recognizes the importance of academic freedom; and
- Appreciates the importance of teachers, their status and protects their rights (Joint ILO/UNESCO).
- This kind of a legal framework will enable better management and enforcement of decision on non-adherence to guidelines in educational management.

On equality of opportunity in education, a special policy consideration should be placed on universalizing access to education. Indeed the convention against discrimination in Education (1960) reflects UNESCO's mission of instituting collaboration among nations in order to advance the ideal of equality of educational opportunities without regard to race, sex or any discriminations, economic or social. The basic principles of non-discrimination, equity and equality of opportunity and of national treatment in education are reiterated in the Dakar framework for action. This convention states that the state parties shall:

- Make primary education free and compulsory;
- Make secondary schools available and accessible;
- Make higher education accessible to all on the basis of individual capacity;

- Assure compliance by all with the obligation to attend school prescribed by law;
- Ensure that the standards of education are equivalent in all public educational institutions of the same level, and that the conditions relating to the quality of the education provided are also equivalent;
- Encourage and intensify by appropriate methods the education of persons who have not received any primary education; and
- Provide training for the teaching profession without discrimination.

In conclusion, Dr. Singh talked on the enforcement of rights to education and emphasized that:

- Effective enforcement mechanisms in the field of the right of education are needed to ensure that education is accessible to all, especially in the most vulnerable groups and the poor;
- Legislation should set parameters by which legislation and policies can be measured;
- UNESCO compliments Governments in the recent measures taken for universalizing access to primary education through the FPE Program;
- In the legal framework for financing education, the importance of provisions for operational and maintenance activities and for enabling education institutions to undertake development programme must be reckoned with;
- The national legal framework must also seek to control abusive practices such as experienced in cost-sharing;
- Legal framework for investment in education, in particular primary or basic education deserves special consideration; and
- UNESCO appreciates the Government of Kenya's recognition of the significance of concrete measures that requires to be taken with a view to strengthening the foundations of the right to education in national legal system through the proposed legal framework.

Key Issues Brought Out in the Plenary

4.0 During the plenary session several issues were brought out, some of these issues are:

- There is need to follow the talents that exist in education system and also search for talent that exists out of the system;
- Policies are never implemented or take long to implement;
- The FPE implementation is discriminative. Under the Children Act, every child has the right to education;
- There is need to protect intellectual property;
- Standards should be set for education delivery;
- The legal framework should provide for free expression of ideas and dialogue in the universities, to reduce students' unrest and enhance dialogue
- Legislation with respect to ICT is lacking in the Education Act;
- There is need to establish legislation for highly talented Kenyans in order to enable them finish their degree courses within a shorter period than others;
- Koech Report should be revisited because it may provide a way forward on various issues;
- Roadside policies should be avoided. This can be accomplished by laying down proper legal framework to facilitate education management;
- There is urgent need to address nepotism and demand for experience as relation to employment because fresh graduates need to be employed;
- There is need to involve students in student advisory boards;
- Universities should be self governing and fully autonomous. They should decide on how to teach;
- Legal framework should include a of advocacy;
- Education should not discriminate against students with disability;
- Through CHE, there is need, need to be harmonized, modify and even scrap irrelevant programme in the universities;

- Requirement that for 50 acres of land to be able to start a university need to be revisited in view of ICT;
- There is urgent need to introduce and encourage work programme for students undertaking courses in the universities so that they gain experience and work discipline by the time they qualify;
- There is need to legislate for different levels of post formal education, that is, after class Eight and Form Four;
- There is need to look into language as a form of instruction in educational institutions. In addition, there is need to allow the use of mother tongue because this will enable a better understanding and appreciation of concepts;
- The Draft Education Bill should be looked at comprehensively in order to address the current shortcomings;
- There is need to re-look into ASALs areas to avoid discrimination, religion in schools in view to our diverse religious backgrounds and the quota system – this system worked for a short-time but was abused;
- Other talents such as music academy sports academy etc. need to be explored and legislated; and
- There is need for a legislation which will allow recommendation from such a conference and other fora to tackle down from the grassroot through, for example, use broadcasting station like KBC to advocate education issues and raise awareness.

SECTION FOUR

4.0 COMMUNIQUÉ ON EDUCATION AND TRAINING

Presenters: Brown Makotsi
David Aduda
Gituro Wainaina

Chairperson: Hon. Prof. George Saitoti

We the delegates attending the National Conference on Education and Training; meeting the challenges of education and training in Kenya for the 21st Century, held in Nairobi between 27th and 29th November 2003,

Recognizing:

1. The central role of education and training in national development and, particularly, in the implementation of the Economic Recovery Strategy of the Government,
2. The initiative taken by NARC Government to address the gender, special needs education, regional and social imbalances that have existed in education and training,
3. The efforts the Government is making to provide education and training to the poor and, also, appreciating the current resource limitations,
4. That funding education and training is an expensive undertaking,
5. The need for quality assurance and relevance at all levels of education and training,
6. That there have been major weaknesses in the management of some of our education and training Institutions,
7. That some of our educational and training institutions are no longer safe zones for the provision of quality education and training,
8. That guidance and counseling are essential services in our institutions of learning,
9. That HIV/AIDS scourge has emerged as a major threat to our society and to education and training as a sector,

10. The critical role played by teachers in the provision of quality education and training,
11. The enormous potential of ICT to improve and expand the provision of education and training,
12. The potential of quality skills training to contribute to rapid economic recovery and development, and
13. The Government's commitment to the provision of education and training as a human right for all Kenyans, in accordance to international conventions to which Kenya is a signatory.

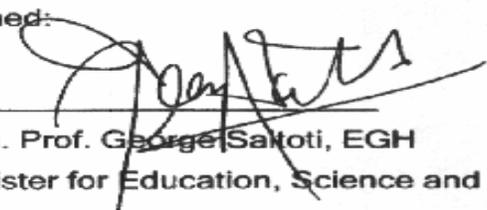
We call upon the Government;

1. To urgently develop a national philosophy and vision for our national education and training sector,
2. To develop a comprehensive legal and regulatory framework for education and training, identifying the roles of all actors in the provision of education and training services at all levels, particularly the community and the private sector,
3. To enhance its efforts to redress existing inequalities, paying special attention to ASALs areas, urban slums, pockets of poverty, groups with special education needs, gender and marginalized groups. Further, we call upon the Government and all other service providers, to embrace affirmative action as a strategy to address existing inequalities,
4. To develop a clear policy on the provision adequate infrastructure at all levels of education and training, bringing together the efforts of all stakeholders,
5. To develop a policy framework that brings together all partners in the financing of education and training,
6. To develop the necessary capacity and institutional framework to meet the needs for quality assurance in all levels and sub-sectors of education and training,

7. To work together with key stakeholders, to develop a comprehensive strategy and programme to address management needs in all our institutions of learning,
8. To play leading role, working closely with key stakeholders, to develop and sustain strategies and programmes that will guarantee that learning institutions are safe zones for our children,
9. To develop, institutionalize and sustain strategies and programmes that bring parents, NGOs, and teachers, among others, in providing guidance and counseling services,
10. To develop, with its key partners, strategies that will bring on board the youth as a major force in the fight against HIV/AIDS pandemic and to mainstream HIV/AIDS education in the learning processes at all levels,
11. To mainstream gender in the education policy and programs.

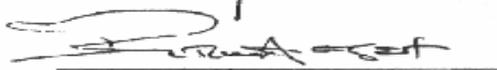
Finally, we recommend that the Ministry of Education, Science and Technology, using these resolutions, the conference recommendations, past commission and committee reports and any other relevant reports and documents, develops the necessary sector policies and implementation strategies that will ensure the provision relevant and quality education and training to all Kenyans.

Signed:



Hon. Prof. George Saitoti, EGH
Minister for Education, Science and Technology

Date 29th November 2003



Prof. Bethwell Ogot
National Conference Chairman

Date 29/11/2003

SECTION FIVE

THE WAY FORWARD

The participants in the national conference and the subsequent validation meeting have provided a framework on the policies and strategies in education and training that the sector should follow in order to face the challenges it is facing now and in the future. Through the joint communiqué, the stakeholders in education and training recommend that the MOES&T, using these resolutions, the conference recommendations, past commission and committee reports and any other relevant reports and documents, develops the necessary sector policies and implementation strategies that will ensure the provision relevant and quality education and training to all Kenyans.

Before embarking on the development and implementation of the sector policies, the MOES&T will develop a policy blueprint for the sector. Through Parliament and all the necessary Government machinery, this blueprint will form the sessional paper for education and training in the next 10 years.

The second important activity will be the development of education and training strategic plan. Through wide consultations with the various stakeholders in education and training, the MOES&T has already developed a draft strategic plan. However, the draft strategic plan has not benefited from the deliberations and recommendations of the national forum. The recommendations by the national conference participants will therefore be utilized in developing the education and training sector strategic plan.

After the development of both the sessional paper and the sector strategic plan, the MOES&T will embark on the development of a Sector-Wide Approach (SWAP) in the education and training sector. The development of the national investment program will be as a result of wide consultations at the district and national levels through the district and national action plans. The developed

national investment program will indicate the resource requirements in order to operationalize the strategic plan.

SECTION SIX

ANNEXES

ANNEX 1: THE PRESIDENT'S SPEECH

SPEECH BY HIS EXCELLENCY HON. MWAI KIBAKI, CGH, M.P PRESIDENT AND COMMANDER IN CHIEF OF THE ARMED FORCES OF THE REPUBLIC OF KENYA DURING THE OFFICIAL OPENING OF THE NATIONAL CONFERENCE ON EDUCATION, KICC, 28TH NOVEMBER 2003

Ladies and Gentlemen,

I am delighted to join you at this national conference on education and training. In the history of this country, this is the first time that all stakeholders in the education and training sector are coming together, to deliberate on issues affecting this key sector. To lay a strong foundation for the future of our children's education, the country requires a consensus. I have no doubt, that, after three days of intensive exchange of ideas, we shall arrive at this consensus.

I commend the Ministry of Education, and sector stakeholders, for their commitment to NARC'S promise to engage our people in consultative processes. In the last ten months, there have been continuous consultations with stakeholders in the education sector. Your participation in the development of education policies and strategies enhances the ownership of the national programmes. This will help us to avoid past mistakes. We encourage you to continue interacting and holding dialogue with your colleagues in Government, so as to add value to our policy development process.

In order to cope with the ever-changing environment, we need a workforce that is highly knowledgeable and adaptable. A workforce, which can only be developed, through relevant and quality education. Kenya needs to develop an education system, that can produce high quality human capital needed for the 21st century. The challenges of the 21st century require that, we place education and training at the center of our development efforts. The challenges

require that we train people, who can fit well, in both the local and international labour market. With an increasingly globalized economy, Kenya requires an education system that will make our graduates marketable across national boundaries.

Mr. Chairman,

Experiences from other parts of the world have shown that countries whose economies are performing well have competitive education systems. This is well demonstrated by the countries of South East Asia, such as Taiwan, South Korea, and Japan. I am informed that, when there was an international maths and science competition, recently, young people from these countries emerged winners. We also have some of the best brains in the world and we need to sharpen their competitive edge, through quality education.

Distinguished Delegates,

I am happy to note that, other stakeholders in our national development are represented here. With your presence in this meeting, I am sure that the questions that have been raised in the past, will be answered. These include the gap between the skills training systems and the world of employment. As part of the agenda for this conference, I expect you to review the history of education and training in Kenya.

This is important, because it gives us the opportunity to identify and avoid the weaknesses of the past. We will also adopt the good practices that add value to our education. Let us also have a system that gives our children, an opportunity to be children. You know that, some of these stages in a person's life are irreversible and come only once, in a lifetime.

I also urge you, to critically examine the relationship between facilities and human resources available, and the quality of education offered in our institutions of learning. This is more so, as we embark on our free primary

education policy. With higher completion rates at primary level, there will also be more demand for places at secondary schools, colleges and universities.

This will increase demands on our resources, which are available for the education sector. I must, therefore, thank all our teachers and university academic staff for their dedication, in their duties. We truly appreciate the role you play, in molding our youth. Where there is disagreement on the way forward on matters at hand, let us engage in dialogue. I have always insisted that it is my intention to have dialogue and consultation as the hallmark of my Government. Such dialogue cannot, however, flourish in an atmosphere of confrontation.

As a country, we must always appreciate that, an educated people, are a great asset, not only to their families, but also to the nation and the global community. Let us come up with an education system that produces the best human capital. In the next few years, our economy, will start enjoying good rates of growth and we will need all the necessary talent, to guide the process of empowering our people economically.

Ladies and Gentlemen,

Matters of education, are very dear to my heart. So, let me wish you very fruitful deliberation. The country is looking up to you, to come up with education solutions that will withstand the test of time. Please rest assured, that, we will continue giving this sector, all the support it deserves.

Thank You and God Bless You All.

ANNEX II CONFERENCE PROGRAMME

Day	Activity	Chairperson
Day One November 26 th 2003	Registration of delegates	Co-ordinators
Day Two November 27 th 2003	<ul style="list-style-type: none"> • Registration of delegates • Welcome remarks by conference chairman • Plenary session one • Open plenary session • Plenary session two • Plenary session three • Plenary session four • Plenary session five • Open plenary discussion session 	Co-ordinators Prof. A. Nyong'o Prof. A. Nyong'o Prof. F. Gichaga Prof R. Oniang'o Prof R. Oniang'o Prof R. Mutua
Day Three November 28 th 2003	<ul style="list-style-type: none"> • Registration of delegates • Plenary session six • Plenary session seven • Official opening of the conference • Introduction to syndicate discussions • Plenary session eight • Syndicate discussion No 1 • Syndicate discussion No 2 	Co-ordinators Prof. B. Ogot Prof. B. Ogot H.E. President Prof B. Ogot Prof. B. Ogot Prof. G Saitoti Prof. G Saitoti
Day Four November 29 th 2003	<ul style="list-style-type: none"> • Registration of delegates • Plenary session nine • Plenary session ten • Open plenary session • Plenary session eleven • Open plenary discussion session • Plenary session twelve • Official closing 	Co-ordinators Prof. B. Ogot Prof. F. Karani Prof. B. Ogot Prof. G. Saitoti H. E. M Awori