REPUBLIC OF KENYA

EDUCATION SECTOR REPORT

EXECUTIVE SUMMARY

The Education Sector comprising of the Ministry of Education, Science and Technology (MOEST), the Teachers Service Commission (TSC) and their affiliated agencies and institutions envisions "a globally competitive education, training, research and innovation for sustainable development". In realization of this, the Sector undertakes "to provide, promote and coordinate quality education and training; integration of Science, Technology and Innovation in sustainable national socio-economic development processes." The sector's overall goal is to increase access to education and training; improve quality and relevance of education, reduce inequality as well as exploit knowledge and skills in science, technology, and innovation for global competitiveness.

The Sector goals and objectives have been aligned to the Constitution of Kenya and Vision 2030 as well as to international commitments. The Sector policies, legal and regulatory reforms have in this regard been aimed achieving the objects of the Constitution and national priorities. The reforms demand for more investment to meet objectives of more and quality human capital, expanded access and equity in education; quality and relevance; and application of science and technology in increasing Kenya's national output.

The Sector achievement has been significant in the period under review. Early Childhood Development and Education (ECDE) enrolment in ECDE increased from 1.914 million in 2009 to 2.4 million in 2013. Free Primary Education programme saw an increase in enrolment from 8.8M (4.5 Male; 4.3 Female) in 2011 to 10.1 million (5.1 million and 5 million male and female respectively) in 2013. The pupil completion rate remained above 75 percent during the period with transition from primary to secondary increasing from 66.9 per cent in 2012 to 73.3 per cent in 2013. During the FY 2013/14 FPE coverage expanded from 89,000 beneficiaries in 2011/12 to 142,100 beneficiaries in NFE centres. During the 2013/14 FY the school feeding programme provided midday meals to approximately 1.3 million pre-primary and primary school children in 105 ASAL districts and selected schools in the informal settlements within Nairobi. In the 2013/2014 financial year, the Sector provided sanitary pads to 675,000 girls in 9,000 primary and 167 special needs primary and secondary schools increasing to 1.2 million girls in the 2014/15. An additional 4,000 schools and 525,000 girls benefited from the programme in the same period. Overall enrolment of adult learners increased from 278,090in 2011/12 to 301,707 in 2013/14.

The number of public secondary schools increased from 7,268in 2012 to 7,297 in 2013 while enrolment grew from 1.9 million (1.01 million male and 0.896 million female) in 2012 to 2.1 million (1,127,697 male and 976,565 female) in 2013. On examinations entry, the KCPE examination entry increased from 704,700 in 2012 to 776,214 in 2013

while the KCSE entry increased from 305,015 in 2012 to 410,586 in 2013.

The Sector also developed 23 syllabuses in TVET in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs. Additionally, 43 curriculum support for learner and teachers were developed during this period. 105 prototype materials for ECD, Primary and Secondary Education were also developed as well digital content for 12 Subjects done. 1,500 secondary schools received computers, each benefiting school was funded to procure and set up a laboratory with 11 computers, networking, a printer, an overhead projector and other related accessories.

The number of fully registered TVET institutions rose from 180 in 2009/10 to 411 in 2011/12 then to 571 in 2012/13. Additionally, the number of provisionally registered institutions increased from 200 in 2009/10 to 302 in 2011/12 and further to 958 in 2012/13. The total enrolment in TVET programmes increased from 36,586 in 2009/10 to 79,114 in 2010/11 to 85,240 in 2011/12 and 89,670 in 2013/14. : during the period under review, 76,569 YP trainees received the subsidized Youth Polytechnic Tuition funds; 876 YPs were equipped with training tools and equipment; 14 construction projects in YPs were completed, while 18 YPs were rehabilitated. The enactment of the TVET Act, 2013 has further streamlined the accreditation and registration of TVET institutions and trainers in ensuring quality of TVET graduates

The number of Government sponsored students admitted to public universities per year

increased from 32,648 in 2011/12 to 56,938 in 2014/15. The number of university students that benefitted from loans increased from 105,850 in 2011/2012 to 144,785 in 2013/14 with the number of postgraduate students receiving loans increasing from 2132 in 2011/12 to 2740 in 2012/13 and to 3191 in 2013/14. Bursaries to poor students also decreased from 16,081 in 2011/12 to 10,711 in 2013/2014. The balance of the bursary funds were allocated to students as loans as issue of sustainability is being implemented. TVET loans amounting to Kshs 66 million were given to 2504 students in the 2013/14 FY. The Sector also funded 1,283 research projects in national production priority areas in addition to frameworks on exploitation of technology and coordination of research activities and associated outputs. NACOSTI funded 1,283 research proposals (92 in 2008/09, 115 in 2009/10, 196 in 2010/11, 256 in 2011/12, 316 in 2012/2013 and 308 in 2013/2014)15 international collaborations in science, technology and innovation were also established and attracted funding in the key priority growth areas.

Teacher management services registered a total of 69,033 teachers during the period under review and additional 25,000 teachers recruited. However, the teacher shortage continued to be the greatest challenge in provision of quality education with the shortage increasing from 70,420 in 2011/12 to 85,230 as at June 2013/14. The growth in enrolment has led to an increase in teacher requirement currently projected to grow by 17% annually.   To improve performance of teachers, The Sector is implementing a teacher performance and integrity development programme (TPID) funded by DFID

under the Drivers of Accountability Programme (DAP).TPID is currently being piloted in five selected counties involving 5125 teachers. The Sector plans to roll out the programme to the rest of the country in phases.

The Sector faced a number of challenges in the implementation of the programmes. These included limited funding, shortage of teachers and instructors in primary, secondary and tertiary education and training levels, poor and inadequate infrastructure, slow pace of ICT integration, low level of investment in Science and technology as well as inadequacies of legal, policy and institutional frameworks. The sector has undergone significant legal, policy and institutional reforms which have resulted in establishment of institutions. Operationalizations of these institutions will require considerable resources if they are to deliver on their mandates as expected.

In the 2015/2016 – 2017/2018 Medium Term period, the Education Sector will implement ten programmes under 48 sub-programmes. These programmes are: General Administration and Planning; Basic Education; Secondary and Tertiary Education; Quality Assurance and Standards; University Education, Teacher Resource Management, Governance and Standards; Technical Vocational Education and Training (TVET); Research, Science Technology and Innovations; and Youth Training. To achieve the Sector outcomes, sub-sector outputs with clear performance indicators have been outlined in the medium term plan.

The Sector's budget and resource allocation has increased from Kshs. 198,452 million in 2011/12 to 234,117 million in 2012/13 and Kshs. 277463.5 Million in 2013/14 to Kshs. 308,351.16 Million in 2014/15. The sector expenditure also rose from Kshs. 194,239 million in 2011/12 to Kshs. 225,240 Million in 2012/13, Kshs 244,399 Million in 2013/14.

The total resource requirement of the Sector for the 2015/2016 is KES 344,173.52 comprising of KES 42,907.11M development expenditure and KES 301,266.41m recurrent expenditure while the gross resource ceilings for the sector were set at KES 324,359.15M comprising of KSh.288,373.24m for recurrent budget and KES. 35,985.91M for development budget in the Budget Review and Outlook Paper (BROP). This translated to a gross increment of KES 16,008.00 (KES 14,993.54m and KES 1,014.46m in recurrent and development respectively) from 2014/15 Financial Year.

The Sector resource deficit is significant and stands at KES.19,814.28m. This translates to KES 12,893.08m deficit in recurrent expenditure and KES 6,921.20m for development expenditure. The deficit will impact negatively on Teacher promotions, financing of existing and newly created universities, university colleges, TTCs and TTIs, procurement of sanitary towels; curricula review, Commission for universities and councils grants and integration of science and technology in national production systems.

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ACRONYMS AND ABBREVIATIONS

ACTS   African Centre for Technology Studies

ADEA   Association for the Development of Education in Africa

A-I-A   Appropriation in Aid

CDSCC   Curriculum Development, Assessment and Certification Council

CHE   Commission for Higher Education

CPD   Continuous Professional development

CUE   Commission for University Education

CUE   Commission for University Education

DQAS   Directorate of quality assurance and standards

ECDE   Early Childhood development education

ESQAC   Education Quality Assurance and Standards Council

HELB   Higher Education Loans Board,

HRM&D   Human Resource management and development

ICDTA   Institute for Capacity Development of Teachers in Africa

JICA   Japan International Cooperation Agency

JKF   Jomo Kenyatta Foundation

KEMI   Kenya Education Management Institute

KEMI   Kenya Education Management Institute

KENIA   Kenya National Innovation Agency

KICD   Kenya Institute of Curriculum Development

KISE   Kenya Institute of Special Education

KLB   Kenya Literature Bureau

KNAS   Kenya National Academy of Science

KNATCOM   Kenya National Commission for UNESCO.

KNEC   Kenya National Examinations Council

KUCCPS   Universities and Colleges Central Placement Service

MDGs   Millennium Development Goals

MTEF   Medium term Expenditure Framework

NACOSTI   Technology and Innovation,

NACOSTI   National Commission for Science, Technology and Innovation

NCST   National Council for Science and Technology

NRF   National Research Fund

PPR   Programme Performance Review

SAGAs   Semi-autonomous Government Agencies

SDGs   Sustainable Development Goals

SEPU   School Equipment Production Unit

TM   Teacher Management

TSC   Teachers Service Commission

TTI   Technical Training Institutes

TVET   Technical vocational entrepreneurship training

TVETA   Technical and Vocational education and Training Authority

TVETFB   Technical and Vocational education and Training Funding Board,

WECSA   Western, Eastern, Central and Southern Africa

CHAPTER ONE

1.0 INTRODUCTION

1.1 BACKGROUND

The overarching goal of the Vision 2030 is to turn the Country into a globally competitive and a prosperous nation by the year 2030. Restructuring of the Education sector reaffirms the realization of the crucial role it plays towards making Kenya knowledge based economy. The Sector has a major responsibility of facilitating the process of inculcating knowledge, attitudes and skills in her manpower necessary for catapulting Kenya to a globally competitive country and acquiring new knowledge in a systematic way in order to produce and /or improve products and processes.

The sector is committed to the provision of quality education and training as well as research and innovation to the people of Kenya in line with the Constitution, National objectives and globalization. To realize this, the sector requires clearly defined and supportive policies, institutional and legal frameworks that effectively address citizens' needs and aspirations as well as socio-economic dynamics.

The Education Sector comprises three sub sectors which include:

- ❖ State Department of Education;
- ❖ State Department of Science and Technology; and
- ❖ Teachers Service Commission (TSC).

1.1.1 Purpose and Aim of Programme Performance Review (PPR)

The overall objective of the 2013/2014 Programme Performance Review (PPR) is to inform the 2015/2016 to 2017/2018 budget process by providing an in-depth analysis of the 2011/12 to 2013/14 performance. The Constitution and the Public Finance Management Act 2012 have introduced fundamental changes to Public Financial Management and specifically, the introduction of the National and County governments providing different functions to each level.

The PPR process is a critical self-assessment on how the Sector has progressively pursued its strategic objectives; enumerated the successes realized and challenges faced. The review will be the basis for resources allocation within the Education Sector. Therefore, this review examines how resources have been utilized in the recent past, ascertains levels of achievement and aligns future resource allocation to the Constitution and Vision 2030.

The Sector's expenditure has been targeted at improving efficiency in delivery of core services which entails provision of accessible, equitable and quality education and training. The utilized resources including those from development partners have led to realization of the Sector's Priorities. These include enhanced enrolment, increased transition rate, improved internal efficiency, human resources utilization as well as regional and gender parity. Other priorities include transformation into a knowledge-

based economy through integration of Science, Technology and Innovation in the production processes of the economy as well as supplying and ensuring quality teaching force.

1.1.2 Linkage between the PPR and National Objective

During the period 2011/12-2013/14, the Sector implemented programmes addressing the Social Pillar and the Foundations for National Transformation of the Vision 2030. The Social Pillar aims to create a just, cohesive and equitable social development in a clean and secure environment while the Science and Technology foundation aims at integrating science, technology in all the productive processes of the economy.

1.1.3 Structure of the Report

This review report is organized in six chapters.

- ❖ Chapter One focuses on the introduction that includes: Sector background, highlights on the Vision and Mission in relation to the mandate of the Sector. The strategic goals/objectives of the Sector are also outlined. The sub-Sectors and their Mandates as well as SAGAs under the Sector are also discussed here. The Sector stakeholders and their roles in achieving the overall objectives of the sector are analyzed.

- ❖ Chapter Two is dedicated to the analysis of the Sector's performance both in terms financial and non-financial indicators over the three year period from

2011/12 to 2013/14. In regard to the financial performance, the Chapter presents trend analysis reflecting printed, revised and actual expenditures. Pending Bills as well as absorption capacity as reflected by a comparison of approved expenditure with actual expenditure are discussed in the last section of this chapter.

❖ Chapter Three reviews the mid-term priorities and financial plan for the MTEF period 2015/16 to 2017/18. Prioritization of programmes and sub-programmes highlighting programmes and their objectives, expected outcomes, outputs and key performance indicators for the Sector are outlined in this chapter. The chapter also presents an analysis of resource requirements versus allocation by: sector, sub-sector, programmes and sub-programmes, SAGAs, economic classification and resource allocation criteria.

❖ Chapter Four focuses on cross-sector linkages and emerging issues/challenges experienced in implementation of budget.

❖ Chapter Five summarizes the key findings and identifies the major issues prioritized in order of importance.

❖ Chapter Six is on the key recommendations. These are future actions which should be action oriented and feasible.

1.2 SECTOR VISION AND MISSION

The Education Sector Vision:

A globally competitive education, training, research and innovation system for sustainable development.

The Education Sector Mission:

To provide, promote and coordinate quality education and training; integration of Science, Technology and Innovation in sustainable socio-economic development processes.

1.3 STRATEGIC GOALS/ OBJECTIVES OF THE SECTOR

The overall sector goal is to enhance access to education, raise the quality and relevance of education and ensure equity as well as exploit knowledge in science, technology and innovation for global competitiveness with a view to achieving Education for All and the Millennium Development Goals (MDGs) in tandem with national objectives as outlined in the MTP II and other international conventions or commitments. The Sector goal also includes ensuring learning for all children and youth as one of the Sustainable Development Goals (SDGs) integrated in the MTP II for the post 2015. provision of adequate teaching and training services and improvement of performance and professional conduct of teachers for increased learning outcomes in public educational institutions.

1.3.1 Strategic Goals

In the MTEF period 2015/16 - 2017/18 the Sector Goals are:

(i) To provide access to quality education and training at all levels.

(ii) To establish, maintain and manage professional teaching service for all public primary, secondary and tertiary institutions.

(iii) To formulate, review and implement appropriate policies, legal and institutional frameworks for the Sector.

(iv) To create new knowledge and technologies.

(v) To promote and coordinate the development of Science and Technology.

1.3.2 Strategic Objectives of the Education Sector

The following are the broad strategic objectives under the sector:

(i) To enhance access, equity, quality and relevance of education and training at all levels.

(ii) To promote Open and Distance Learning (ODL) and integrate Information and Communication Technology (ICT) in Curriculum delivery at all levels of education and training.

(iii) To strengthen linkages between higher education and training institutions with communities and industry.

(iv) To promote and integrate research, science, technology and innovation at all levels.

(v) To provide and maintain sufficient teaching and training service for all public institutions and achieve equitable and optimal utilization of teachers in the country.

(vi) To undertake quality assurance and review standards of education and training at all levels.

(vii) To improve the management capacities of education managers and other personnel involved in education and training at all levels.

(viii) To enhance quality teaching, professionalism and integrity in all educational institutions.

1.4 SUB SECTORS AND THEIR MANDATES

1.4.1 The Education Sector

The Education Sector comprises three sub sectors which include: State Department of Education, State Department of Science and Technology and Teachers Service Commission (TSC).The two State Departments were established through the Presidential Circular No. 2 of May 2013 while the TSC is a Constitutional Commission.

1.4.1.1 State Department of Education

The Sub sector is committed to the provision of quality education and training for all Kenyans, in an effort to contribute to the building of a just and cohesive society that enjoys equitable social development in a clean and secure environment. The learners will be equipped with understanding, knowledge and skill that enable them to make informed choices about their lives, those facing the society and the world economy at large.

The Sub-sector's Vision is "**A globally competitive quality education, training and research for Kenya's sustainable development**". The Sub sector's Mission is "**to provide, promote, co-ordinate quality education, training and research for empowerment of individuals to become caring, competent and responsible citizens who value education as a lifelong process**".

The functions and mandates of this sub sector include: Primary and Secondary Education Policy; Quality Assurance and Supervision of Pre-primary, Primary and Secondary Education Institutions; Teacher Education Management; Schools and Teacher Colleges Administration and Programmes; Registration of Basic Education and Training Institutions; Curriculum Development; Examinations and Certification; School

Equipment; University Education Policy; Early Childhood Education and Development; Special Needs Education and Adult Education.

The sub sector has the following objectives:

- ❖ Ensure that all children, especially those in difficult circumstances and those from marginalized/vulnerable groups have access to free and compulsory basic education and achieve a Net Enrolment Rate (NER) of 100 percent;
- ❖ Increase transition from secondary to university with special emphasis on bridging the gender gap in all programmes;
- ❖ Attain a transition rate of 95 percent by 2015 at all levels of basic education;
- ❖ Achieve universal adult literacy, especially for women;
- ❖ Promote and popularize Open and Distance Learning (ODL) at basic levels of education and training by 2015;
- ❖ Ensure quality management capacities amongst education managers and other personnel involved in education management at basic education level;

There are 8 directorates under the State department of Education that include the following:

(i) **Directorate of Basic Education**: The Directorate is responsible for pre-primary education programmes, primary education, Non-Formal Education (NFE) and

primary school teacher training colleges. Under the same directorate, there is the Special Needs Education Division, which focuses on the needs of learners with special needs in general.

(ii) **Directorate of Secondary and Tertiary Education**: This Directorate is mandated with the co-ordination of secondary education and other tertiary institutions of learning. In addition, it coordinates the pre-service teacher training of the diploma teachers training colleges.

(iii) **Directorate of Higher education**: The Directorate of Higher Education functions include formulation and review of policies on Higher Education in collaboration with relevant bodies and agencies, administration of university scholarships offered by foreign countries, disbursement of grants, coordination of admission of students to public universities in liaison with Kenya Universities and Colleges Central Placement Services Board (successor of the Joint Admissions Board) and coordination of students exchange programmes. The university Education sub sector is coordinated by the Ministry through the Directorate of Higher Education. The objectives of University education are outlined in the Universities Act 2012.

(iv) **Directorate of Quality Assurance and Standards**: The Directorate provides quality assurance services in education and training institutions. It also establishes, maintains and improves educational standards. It is responsible for the quality assurance and standards assessment at all levels of education except tertiary and

university. It is also responsible for feedback to and from all educational institutions (except universities) as a means of ensuring constant improvements in service delivery. The Directorate works closely with KICD in the review and the development of the curriculum and KNEC on curriculum evaluation.

(v) **Directorate of Policy, Partnerships and East Africa Community Affairs**: The Directorate is mandated with the coordination of the overall policy formulation and review, programme planning and co-ordination and reviews, and other cross cutting issues such as: HIV/AIDS; Gender and Education; Sector governance and accountability; Peace in Education and Guidance and Counseling.

(vi) **Directorate of Field and Other Services**

The Directorate of Field and Other Services is one of the eight Directorates of the State Department of Education. The Directorate's mandate includes Deployment of Education Officers, Primary and Secondary In-service Education and Training of teachers (INSETs), Capacity Building of Field Officers, Guidance and Counseling Programme, Field Training in ICT, Emergency Response in Education and Voluntary Service Organizations. The Directorate is divided into two (Department of Field Services and Department Other Services) each headed by a Deputy Director of Education.

(vii) **Directorate of Alternative Basic, Adult and Continuing Education:** The directorate coordinates Adult and Continuing Education programmes and provides basic education and training opportunities to adults and out of school youth aged 15

years and above who for whatever reasons either missed their chances in the formal education system in their childhood or dropped out of school before attaining sustainable levels of education.

(viii) **Administration and Planning:**

The State department has other units, which offer support services to the technical directorates. These are: Administration, Human Resource Management and Development, Accounts, Finance, Central Planning and Project Monitoring Unit, Information and Communication Technology and Procurement divisions.

1.4.1.2 State Department of Science and Technology

The sub sector derives its mandate from the Presidential Circular No. 2 of May 2013 and its responsibilities include: Provision of quality assurance services to Technical education Institutions, Science, Coordination, formulation and implementation of the Technology and Innovation Policy, Registration of Technical Training Institutes and Institutes of Technology, Management of Research, Science and Technology, Research Authorization, Coordination, Inventory and Dissemination.

The Science and Technology Subsector Vision is *"a globally competitive education, training, research and innovation system for sustainable development"* while the mission is *"To provide, promote and coordinate the delivery of quality education,*

training and research and enhance integration of Science, Technology and Innovation into national production systems for sustainable development."

The sub sector has the following objectives:

- ❖ Enhance access and ensure equity at all levels of technical education and training.

- ❖ Improve the quality and relevance of teaching, learning and research at Technical, Vocational, Educational and Training (TVET) institutions.

- ❖ Provide of bursaries to students in Technical Training Institutions.

- ❖ Promote and popularize Information and Communication Technology (ICT) as well as science and technology education.

- ❖ Promote and popularize research, technology and innovation.

- ❖ Introduce new modes of operation which will provide linkages between all higher education and training institutions with communities

- ❖ Promote and popularize Open and Distance Learning (ODL) at higher levels of education and training.

- ❖ Promote linkages and collaborations between industry and institutions of higher learning;

- ❖ Promote innovativeness and research in tertiary colleges and Technical universities.

The sub sector has four directorates:

(i) Directorate of Technical Vocational and Training

The Directorate of Technical Education has the overall mandate on matters of Technical Education and Training in the Country. This include : Enhancing access, equity, quality and relevance at all levels of technical education and training, improving the quality of technical education and training and Promotion of linkages and collaborations between industry and TVET institutions and Promotion of innovativeness and research in TVET Institutions. The TVET sector in Kenya currently includes two (2) national polytechnics, one (1) technical teachers college, forty one (41) technical training institutes (TTIs) and ten (10) institutes of technology (ITs) under the State Department of Science and Technology.

The Directorate of Research Management and Development (DRMD)

The mandate of the directorate includes: Policy for Research, Science, Technology and Innovation, Knowledge Management, Research promotion and dissemination, Research commercialization, Technology development Science promotion and International Strategic Collaborations.

Directorate of Technical Accreditation and Quality Assurance

The Directorate provides quality assurance services in TVET institutions. It also establishes, maintains and improves educational standards. It is responsible for the quality assurance and standards assessment at all levels of training except basic and

university. The directorate provided its services based on the Education Act 2011. With the enactment of TVET Act, 2013 the directorate functions have now been transferred to TVET Authority as from 24th June 2013 when the Act was commenced

Directorate of Youth Training

The Directorate was established through Presidential Circular No. 1 of 2005 under the Ministry of Youth Affairs and mandated to revitalize and rehabilitate Youth Polytechnics countrywide. This mandate addresses the constitutional requirement as articulated in Article 53 1(b) regarding provision of free and compulsory basic education and Article 55 (a-c) regarding access to relevant education and training, employment and participation in national development by the youth, as well as the Jubilee Manifesto. Further, Executive Order No.2 of 2013 on Organisation of Government places Youth Polytechnic function under Ministry of Education, Science and Technology (MoEST).

Administration and Planning

The State department has other units, which offer support services to the technical directorates. These are: Administration, Human Resource Management and Development, Accounts, Finance, Central Planning and Project Monitoring Unit, Information and Communication Technology and Procurement divisions.

The Directorate, towards the realization of her mandate, is implementing various youth training strategies such as:

Development and implementation of the new curriculum for YPs

Construction and refurbishment of YP infrastructure

Recruitment of instructors

Provision of the Subsidized Youth Polytechnic Tuition

Provision of Top-up-Grants to registered public YPs

Ensuring quality assurance and standards are maintained in YPs

Establishment of a legal framework for the YPs to operate in

Encourage participation by development partners in the implementation of TVET in the

YPs

1.4.1.3 The Teachers Service Commission

The overall goal of the TSC is to establish and maintain adequate teaching force that is equitably distributed and improve performance and professional conduct of teachers for increased learning outcomes in all public primary, secondary and tertiary institutions under the education sector. The TSC is mandated to perform several teacher management functions which include: registration, recruitment, deployment, promotion, remuneration, discipline and maintenance of teaching standards.

The Vision of TSC is "**to be an institution of excellence in the provision of efficient and effective service for quality teaching**" The Mission is "**to establish and maintain a sufficient, professional teaching service for public education and training Institutions**".

The commission is mandated to carry out the following functions;

Register trained teachers to ensure that all professionally qualified persons engaged in teaching are registered.

Recruit and deploy registered teachers to ensure the provision of adequate teachers to all public basic education and Tertiary institutions.

Promote and transfer teachers as guided by the existing schemes of service, subject to budgetary allocation.

Exercise disciplinary control over teachers to regulate the professional conduct and integrity of teachers in and out of classroom.

Terminate employment of teachers as premised on the need to fast track the separation process as a result of natural attrition to ensure employees and dependants of former employees are paid final dues in a timely manner.

Review the standards of education and training of persons entering the teaching service to establish and maintain basic requirements on professional qualifications and competencies for the teaching service.

Review the demand for and supply of teachers to establish medium and long term teacher requirement of the country.

Advise the national government on matters relating to the teaching profession.

The sub sector has four directorates:

i) DIRECTORATE OF FINANCE

The objective of the finance function is to improve prioritization of expenditure and encourage efficiency and effectiveness in service delivery. In addition the directorate ensures prudent financial management practices in line with the provisions of the Public Finance Management ACT 2012.

This function involves coordination of all aspects of financial management in the commission. These include sourcing for funds (Resource mobilization), Expenditure control, Analyzing   of the Expenditure trends and advising the Commission on all financial matters.

ii) DIRECTORATE OF ACCOUNTS

The accounting function involves verification and processing of payments; Collection of Appropriation in Aid (A-I-A) and accounting for all grants and monies received by the Commission. The accounting services include maintenance of accounting records, accountable documents, and preparation of monthly and annual financial statements. It also involves preparation and submission of final accounts to Kenya National Audit Office for audit and Parliament as required by law.

iii) DIRECTORATE OF INTERNAL AUDIT

The objective of internal audit is to offer independent, objective assurance, consultancy and advisory services that contribute to improvement in risk management, control and governance services in the Commission's operations. The overriding aim is to ensure full compliance with the existing regulations and guidelines.

iii) DIRECTORATE OF INFORMATION AND COMMUNICATION TECHNOLOGY

The main objective of this directorate is to mainstream ICT in all TSC operations. This will be achieved through:-

Enhancing online services in teacher management

Provide adequate ICT infrastructure at Head quarter, County and Sub County levels.

Automate the core teacher management processes.

Establishment of a disaster recovery and appropriate business continuity programs.

Provide the technical support for all the systems deployed by the commission.

To improve productivity and efficiency in service delivery, the Commission has harnessed emerging technologies and remodeled its processes to conform to these new structures

iv) DIRECTORATE OF ADMINISTRATION SERVICES

This function ensures service delivery structures are establishment to support teacher management. The directorate seeks to strengthen the integrated support systems necessary for efficient service delivery in the Commission with the main function of coordinating of all support functions for the commission namely:

Policy development ,research and strategic planning,

Office administrative services and coordination of functions,

Corporate communication, customer care and integrity,

Gender and disability mainstreaming and wellness.

Legal , security and transport services

Records management services

v) DIRECTORATE OF HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT

The Human Resource Management function entails development, review, implementation of various HRM&D policies, guidelines and manuals with a view to enhancing staff performance, motivation and improved service delivery.

This includes the development and implementation of the Schemes of Service and the Codes of Regulations for all TSC employees. The function also entails overseeing activities relating to the remuneration and separation of the TSC employees.

vi) DIRECTORATE OF TEACHER MANAGEMENT.

The directorate of TM is the professional arm of the TSC and is mandated to carry out the following functions;

Teacher Registration,

Teacher Recruitment;

Teacher Deployment;

Promotion of teachers;

Teacher Discipline;

Review the standards of education and training of persons enterimg the teaching service;

Review the demand for and suply of teachers;

Advise the National on matters relating to the teaching profession.

The directorate comprises the following divisions;

Post primary division-which deals with teacher recruitment,deployment and promotion of post primary teachers;

Primary division-which deals with teacher recruitment,deployment and promotion of primary teachers,Tac tutors and Dicece lecturers.

Discipline division- which deals wih issues of integrity and professionalism among teachers;

QAS division-which deals with PAS,teacher registration, and CPD.

1.5 AUTONOMOUS AND SEMI-AUTONOMOUS GOVERNMENT AGENCIES

To effectively discharge its mandate, the Ministry of Education, science and Technology has SAGAs which are charged with various responsibilities. The SAGAs include: Institute for Capacity Development of Teachers in Africa (ICDTA); Kenya Institute of Curriculum Development (KICD), Kenya National Examinations Council (KNEC); School Equipment Production Unit (SEPU), Kenya Education Management Institute (KEMI); Kenya Institute of Special Education (KISE), Jomo Kenyatta Foundation (JKF); Kenya Literature Bureau (KLB); Commission for University Education (CUE), Higher Education Loans Board (HELB), National Commission for Science, Technology and Innovation (NACOSTI), Kenya National Commission for UNESCO. The SAGAs report directly to the Principal Secretary particularly on issues of accountability and the Education Secretary on professional matters. A highlight on the SAGAs and public agencies is discussed in the following section:

1.5.1 State department of education

Kenya Institute of Curriculum Development (KICD):

The Kenya institute of curriculum development (formerly KIE) was established by KICD Act which came into effect from January 25th 2013.It conducts educational research and develops, reviews, vets and approves local and foreign curricular and curricular support materials for use in all levels of education and training in Kenya except the University. It collaborates with other individuals and institutions in conducting professional programmes for stakeholders in education. Through evaluation of instruction materials,

KICD ensures that all such materials for these levels are of required quality, relevance and cost effective. In addition KICD collects, documents, catalogues and disseminates information on curricular, curricular support materials and innovations. It develops and ensures equitable dissemination of curriculum and curriculum support materials through radio, TV and e-learning. The institute carries out educational consultancies for income generation. The Institute develops digital content to enhance curriculum interpretation and implementation which is one of the flagship projects in the vision 2030.

Kenya National Examinations Council (KNEC)

The KNEC performs the administration of primary, secondary and tertiary examination on behalf of the Government. Together with DQAS, KNEC coordinates curriculum development and National Assessment of learning achievements. It also test runs draft curricula and carries out equivalence procedures of certificates and diplomas issued by other examining bodies. The Council conducts eighteen local examinations which include; seven business exams, three ECDE examinations, two technical examinations, a diploma in petroleum studies, and recently MOYA examinations conducted on behalf of Ministry of Youth Affairs, and also primary teachers' examinations. Besides local examinations, KNEC also administers Foreign Examinations on behalf of 16 Foreign Examination Boards.

Higher Education Loans Board (HELB)

The Higher Education Loans Board was established by the Higher Education Loans Board Act, of 1995. It came into existence on the 21st day of July 1995 through Kenya Gazette Supplement (Cap 213A). The Board derives its functions from the Act which is to source for fund and finance Kenyan enrolled in recognized institutions of higher learning. With the enactment of the TVET Act 2013, HELB mandate was expanded to award loans and bursaries to Kenyan students' in public TVET institutions

Commission for University Education

The Commission for University Education (CUE) was established under the Universities Act 2012 to replace the Commission for Higher Education (CHE). The core mandate of the CUE is accreditation and quality assurance of university education in both public and private universities.

The Commission mainstreams quality assurance practices in higher education and encourages continuous improvement in the management of quality university education. This is mainly accomplished through a peer process of audits and reviews. The Commission continues to receive applications from sponsors intending to establish universities in Kenya. Both public and private universities remain autonomous, self-governing institutions responsible for the standards and quality of their academic awards and programmes. Individual universities have institutionalized internal procedures for attainment of appropriate standards for ensuring and enhancing the quality of the education provided. CUE in its functions uses guidelines provided for in University

Regulations on the establishment of University campuses, teaching programmes, collaborations with foreign universities, licensing of student registration agencies and recognition and equation of qualification awarded by foreign universities.

Universities Funding Board, UFB

This Board was established under the Universities Act 2012 to mobilize and manage financial resources for the purposes of university education. The Board is being operationalized at the moment.

Kenya Universities and Colleges Central Placement Service Board,:

The Universities and Colleges Central Placement Service (KUCCPS) Board was established under the Universities Act, 2012 as a body corporate to manage post-secondary student admission in higher education. The Board was inaugurated in February, 2014 and the Secretariat formed in March, 2014. The Placement Service Board was mandated with the major task of coordinating placement of Government sponsored students into universities and colleges; disseminate information on available programmes, their cost and the areas of study prioritized by the government; collect and retain data relating university and college placement; develop career guidance for the benefit of students; and perform any other function assigned to it under this Act. During the period the Government targeted to increase number of student transiting from secondary schools into Colleges and Universities in accordance with vision 2030. This is especially critical

given that those that benefitted with the free basic education have now matured and joining institutions of higher learning and middle level colleges.

Kenya Education Management Institute (KEMI)

Established under a legal notice no.19 of 2010 cap 211, KEMI is the main capacity building agency for the state department of Education. Its functions includes capacity building for Ministry staff, offering management training to heads of learning institutions, research and consultancy services in the education sector. To provide training programs, seminars and workshops, produce, maintain and disseminate documentation and information services and equipment relating to administrative management, technical and educational reforms. In addition, KEMI is mandated to operate as an educational advisory, consultancy and act as a resource centre for the Ministry. It establishes and award diplomas, certificates and other awards to successful candidates.

Kenya Institute of Special Education (KISE)

This is a Government agency mandated to train teachers and other stakeholders in special needs education. Its core functions include conducting teacher training courses at diploma and certificate levels for teachers involved in the provision of education of children with special needs. KISE functions as a resource center for the production, collection and dissemination of information on special needs education to the general public. The Institute produces and sells learning materials and assistive devices for use by persons with special needs e.g. white canes (for the visually impaired) ear moulds (for

the hearing) at subsidized prices. To comply with the new constitution, KISE plans to improve communication for people with special needs through production of Braille and Sign Language reading and writing materials.

Jomo Kenyatta Foundation (JKF)

The Foundation is charged with publishing educational books for all levels of education. In the recent years, JKF has been commercialized with operational and financial autonomy to help the foundation to be more competitive and respond more appropriately to the market demands.

Kenya Literature Bureau (KLB)

This Bureau is charged with publishing learning and teaching materials for educational institutions at all levels. It also enjoys operational and financial autonomy to enable it to respond to market demands. The institution does not get exchequer financing.

Institute for Capacity Development of Teachers in Africa (ICDTA)

The Centre is charged with the responsibility of building teachers' capacities to enable them cope with the pedagogy-related challenges they face in the process of curriculum delivery in the area of mathematics, science and technology education. These subjects are foundational for Science and Technology Innovations (STIs) which supports the social pillar of Vision 2030. ICDTA therefore, co-ordinates in-service education and training (INSET) activities for teachers geared towards Strengthening of Teaching in Mathematics and Science Education (SMASE) in Primary, Secondary, Teacher Training Colleges, and TIVET institutions.

The centre has so far established 108 District INSET Centres for its Secondary INSET programme and 18 Regional INSET Centres for Primary INSET throughout the country. ICDTA is also currently strengthening the existing cluster INSET system consisting of over 3,000 Centres. Besides, it also conducts INSET management workshops for all secondary school principals, all PTTC Principals and Deans, selected QASOs, all DEOs, all TAC tutors and all primary school head teachers. Moreover, in collaboration with the Association for the Development of Education in Africa (ADEA), the Centre also offers a Japan International Cooperation Agency (JICA) sponsored Third Country Training Programme (TCTP) to educators drawn from 32 countries from Western, Eastern, Central and Southern Africa (WECSA) countries. Funding for ICDTA activities are done through budget line from MOEST and funds from JICA. JICA funds are, however, used only to purchase training materials for INSET and related activities such as Primary INSET and workshops for secondary principals which are covered by existing bilateral agreement. Nevertheless, for the TCTP, JICA also pays for their meals and accommodation.

Kenya National Commission for UNESCO

Kenya National Commission for UNESCO (KNATCOM-UNESCO) was established vide cabinet memo No.170 of 1964 and placed under the Ministry of Education, Science and Technology. KNATCOM-UNESCO is a liaison office that coordinates the activities of UNESCO in Kenya. The Constitution recognizes the importance of Education, Science,

Culture and Communication and information through articles 11, 53 and 55. In tandem with vision 2030, KNATCOM-UNESCO:

Coordinates UNESCO organized capacity building of Kenyans in its areas of competence as envisaged in the social pillar

Ensures the participation of Kenyans and the global visibility of the country through organizing international workshops and seminars, thus encouraging and promoting tourism

coordinates the participation of our intellectuals and researchers in international workshops thereby contributing to the world of knowledge and therefore acting as a clearing house for information

Coordinates the awards of UNESCO sponsored Scholarships and fellowships to Kenyans thereby helping in the building of specialized manpower for the country

Mobilizes resources through UNESCO funded participation programmes, regular programmes and extra budgetary programmes

Participates in the preparation of UNESCO medium term plan(C/4 document) and the programme and budget (C/5 document).

The National Education Board

The National Education Board (NEB) is established under article 5 of the Basic Education Act to advise the Cabinet Secretary, the department of education and related departments on policy matters. The Chairman and Members of the NEB were appointed and inaugurated by the Cabinet Secretary in August 2013.

The Education Appeals Tribunal

The Education Appeals Tribunal is established under article 93 of the Basic Education Act of 2013 to resolve complaints from any person aggrieved by the decisions of the County Education Boards. The tribunal was constituted and inaugurated in June 2014 by the Cabinet Secretary.

County Education Boards

The County Education Boards are established under article 17 of the Basic Education Act of 2013 as agents of the National Education Board. The function of the boards is to oversee education management in the counties and provide education assessment and research service in identified clinics in the county. The County Education Boards were appointed by the Cabinet Secretary in 2014. Immediately after appointment, the sub sector set out to induct and sensitize all county Education Boards on the expectation.

Education Quality Assurance and Standards Council (ESQAC)

The ESQAC has been empowered by the Basic Education Act 2013 to ensure quality of basic education. The regulations formally establishing ESQAC were gazette in February 2014. Filing the position of chairperson is underway.

Universities and Constituent Colleges

There are 67 Universities authorized to operate in Kenya. Currently there are 22 Public Chartered Universities, 9 Public University Constituent Colleges, 17 Private Chartered Universities, 5 Private University Constituent Colleges, 13 Universities with Letters of

Interim Authority and KAG-EAST University as a Registered Private University. The Public Universities and Public University Constituent Colleges are:

Public Universities

University of Nairobi (UoN) – established 1970 and chartered 2013

Moi University (MU) - established 1984 and chartered 2013

Kenyatta University (KU) - established 1985 and chartered 2013

Egerton University (EU) - established 1987 and chartered 2013

Jomo Kenyatta University of Agriculture and Technology (JKUAT) - established 1994 and chartered 2013

Maseno University (MSU) - established 2001 and chartered 2013

MasindeMuliro University of Science and Technology (MMUST) - established 2007 and chartered 2013

DedanKimathi University of Technology (DKUT) - 2012

Chuka University (CU) – 2013

Technical University of Kenya (TUK) - 2013

Technical University of Mombasa (TUM) - 2013

Pwani University (PU) - 2013

Kisii University (EU) - 2013

University of Eldoret - 2013

Maasai Mara University - 2013

Jaramogi Oginga Odinga University of Science and Technology - 2013

Laikipia University - 2013

South Eastern Kenya University – 2013

Meru University of Science and Technology – 2013

Multimedia University of Kenya - 2013

University of Kabianga - 2013

Karatina University – 2013

Public University Constituent Colleges

Murang'a University College (JKUAT) - 2011

Machakos University College (UoN) - 2011

Cooperative University College of Kenya (JKUAT) - 2011

Embu University College (UoN) - 2011

Kirinyaga University College (KU) - 2011

Rongo University College (MU) - 2011

Kibabii Universtity College (MMUST) - 2011

Garissa University College (EU) – 2011

TaitaTaveta University College (JKUAT) – 2011

The Pan African University of Science, Technology and Innovation (PAUSTI) was established and is hosted at the Jomo Kenyatta University of Agriculture and Technology.

1.5.2 State Department of Science and Technology

National Commission for Science, Technology and Innovation

The National Council for Science and Technology (NCST) which became a body corporate on 12th July 2012 was converted to the National Commission for Science, Technology and Innovation (NACOSTI) following the enactment of the Science, Technology and Innovation Act in February 2013. NACOSTI's mandate is to advice, promote, coordinate, regulate and assure quality in the science, technology and innovation sector issues of science, technology and innovation.

The Commission has a key role of developing national and county governments' priorities in scientific, technological and innovation activities in Kenya in relation to the economic and social policies of the Government, and the country's international commitments.

Kenya National Innovation Agency

The Kenya National Innovation Agency (KENIA) established pursuant to the provisions of Part VI of the Science, Technology and Innovation Act, 2013 to develop and manage the Kenya National Innovation System. The Agency play a critical role in institutionalizing linkages between universities, research institutions, the private sector, the Government and other actors in the innovation system. Further, the Agency is mandated among others to scout for and nurture innovative ideas from individuals, training institutions, the private sector and similar institutions.

National Research Fund

The National Research Fund (NRF) is established pursuant to the provisions of Part VII of the Science, Technology and Innovation Act, 2013 to facilitate research for advancement of Science, Technology and Innovation. Section 32 (2) (a) and (b) of the Act provide for the Fund to comprise of monies amounting to 2% of the country's GDP provided by the Treasury every financial year and such sums of money as may be specifically designated for the Fund by Parliament. In the financial year (2013/14), a budgetary allocation of Ksh. 398 million was made for the Fund. This is expected to grow to the 2% of the country's GDP, which is the equivalent to Ksh.62 billion. However, in 2014/15 FY only 397 million was allocated.

Technical and Vocational education and Training Authority (TVETA)
The TVET Authority is a State Corporation under the Ministry of Education Science and Technology. It is established under the TVET Act No. 44 of 2013. The general mandate of the Authority is to promote access, equity, and relevant quality in Technical, Vocational Education, and Training by regulating, inspecting, registering, accrediting and licensing institutions and programs

TVET Funding Board, TVETFB: This Board was established under the TVET Act 2012 to mobilize and manage financial resources for the purposes of TVET. The Board is being operationalized at the moment.

Curriculum Development, Assessment and Certification Council KCDSCC: The Council was established under the TVET Act, 2012 as a body corporate to develop, assess and

certify competence-based curriculum in TVET. The Council is currently being operationalized.

The three (3) Technical Universities (Technical University of Kenya, Technical University Mombasa and Kimathi University of Science and Technology) are also institutions under the State Department of Science and Technology.

1.6 ROLE OF SECTOR STAKEHOLDERS

The education sector has a wide range of stakeholders with varied interests in the learning process and outcomes; Science, Technology and Innovation as well as technical education. The roles of the education sector stakeholders are shown in table 1.1

Table 1.1: Summary of Education Sector Stakeholders

Stakeholder	Role
The National Treasury	Programme funding and formulation of financial policies.
Other Government Ministries and Agencies	Formulation and implementation of Government policies.
Development Partners	Provide funds, technical support and capacity building.
The Public	Source of data, tax payers, suppliers and consumers of services.
Workers unions: Kenya National Union of Teachers (KNUT),Kenya Union of Post Primary Education Teachers (KUPPET),University Academic Staff Union (UASU) and other	Have a role in collective bargaining for Employee welfare.

Stakeholder	Role
Academic Institutions	Provision of expertise, professionalism, Human capacity building
Faith Based Organizations	Own institutions, support institutions' infrastructure development and promote good virtues.
Media	Publicize government policies on education.
Research Institutions (private and public)	Collaborative research, collaboration in programme development, policy guidelines, Synergies and capacity building
Industry Regulators and Marketing Agencies.	Marketing and Industry regulation
Private sector (KEPSA) and Civil Society	Partnering with the Sector in programme development, implementation and community advocacy
Learners at all levels	Participate in learning access and
Households, parents and communities	Resource mobilization and management of the sector
County Governments	Play a crucial role in augmenting the sector bursary fund and support development of infrastructure.
African Centre for Technology Studies(ACTS)	Promote capacity building, knowledge sharing and collaboration in the field of policy analysis.
Kenya National Academy of Science(KNAS)	Formulation of policies and programmes designed to encourage
Kenya Academy of Science	Mobilize and build capacity for Research and Innovation for the Science Community in the creation, Maintenance and advancement of

Stakeholder	Role
Kenya Institute Public Policy Research and Analysis(KIPPRA)	Provide Public Policy Research by conducting objective research and through capacity building.
Head teachers and Principals Associations (Primary, Secondary, TTCs and TVET)	Provide linkage between schools and MOEST and TSC
Other Government Ministries and Agencies	Formulation and implementation of Government policies.
Development Partners	Provide funds ,technical support and capacity building.
The Public	Source of data, tax payers, suppliers and consumers of services.
Workers unions: Kenya National Union of Teachers (KNUT),Kenya Union of Post Primary Education Teachers (KUPPET),University Academic Staff Union (UASU) and other trade unions and associations, KUDHEHIA	Have a role in collective bargaining for Employee welfare.
Academic Institutions	Provision of expertise,
	Human capacity building
Faith Based Organizations	Own institutions, support institutions' infrastructure development and promote good
Media	Publicize government policies on education.
Research Institutions (private and public)	Collaborative research, collaboration in programme development, policy guidelines,
	Synergies and capacity building
Industry Regulators and Marketing Agencies.	Marketing and Industry regulation
Private sector and Civil Society	Partnering with the Sector in programme development, implementation and community advocacy

Stakeholder	Role
Learners at all levels	Participate in learning access and completion of each cycle
Households, parents and communities	Resource mobilization and management of the sector programmes
County Governments	Play a crucial role in augmenting the sector bursary fund and support development of infrastructure.
African Centre for Technology Studies(ACTS)	Promote capacity building, knowledge sharing and collaboration in the field of policy analysis.
Kenya National Academy of Science(KNAS)	Formulation of policies and programmes designed to encourage the development and application of Science and technology for National Development.
Kenya Academy of Science	Mobilize and build capacity for Research and Innovation for the Science Community in the creation, Maintenance and advancement of knowledge
Kenya Institute Public Policy Research and Analysis(KIPPRA)	Provide Public Policy Research by conducting objective research and through capacity building.
School Principals	Provide linkage between schools and MOEST and TSC

CHAPTER TWO

2.0 PERFORMANCE EXPENDITURE REVIEW 2011/12-2013/14

This chapter reviews the performance of the past three years i.e. 2011/2012, 2012/13 and 2013/14. The review considers outputs of the various interventions employed by the sector and reports the outcomes of various programmes.

2.1 Performance of sector Programmes- Delivery of Outputs

The review of the sector programmes is presented within the three sub-sectors that constitute the education sector.

2.1.1 State Department of Education

In the period under review the state department of education implemented 5 programmes addressing the social pillar of the MTP I and MTPII of the Vision 2030. The programmes are: General Administration and Support Services; Basic Education; Secondary and Tertiary Education; Adult and Continuing Education and Quality Assurance and Standards. In the 2013/14 financial year the state department was allocated a total budget of Kshs. 53.8 Billion. Out of this amount Kshs 42.4 Billion was voted as recurrent expenditure while Kshs 11.4 Billion was allocated for development expenditure.

These programmes encompass the following sub programmes:

Basic Education Programme

Free primary education;

At the primary school level, the Free Primary Education programme saw an increase in enrolment from 8.8M (4.5 Male; 4.3 Female) in 2011 to 10.1 million (5.1 million and 5 million male and female respectively) in 2013. The pupil completion rate remained above 75 percent during the period with transition from primary to secondary

increasing from 66.9 per cent in 2012 to 73.3 per cent in 2013.

The state department of education used Kshs. 10 Billion to support 9.1 Million pupils in public primary schools in 2013/14 FY. The capitation for free primary education has been proposed to be increased to Kshs 1,420 from Kshs 1020.

Support to Early Childhood Development and Education (ECDE);

The expenditure trend during this period was increased to provide for support for government agencies after which the Pre-Primary school function was devolved to County government, funds were therefore redirected to county to finance Pre-Primary school Education. In the 2011/2012 FY, 320m was used to support   ECD teacher top up while in2012/2013 the allocation was increased to 1.3 billion which was used for per child capitation. In the 2013/14, 26 million was allocated for policy and coordination issues

Alternative Provision of Basic Education and Training (APBET)

The programme targets primary school going age children and out of school youth who due to special circumstances are unable to attend formal schools category of learning provision: learning taKsh place either in complementary schools or Non-formal Education centres. (NFEC) complementary schools use the formal primary curriculum while NFEC use Alternative KICD curricular or Non-Formal curricula targeting out of school youth below 18 years

During the FY 2013/14 FPE coverage expanded from 89,000 beneficiaries in 2011/12 to 142,100 beneficiaries in NFE centres. In 2011/12, 178 teachers underwent P1 training

course at Kigari Teachers Training College. On registration of NFE centres, draft registration guidelines have been developed awaiting approval of the Cabinet Secretary. Digital mapping for APBET schools and centres has been completed in two major urban counties i.e Nairobi and Mombasa. A number of quality improvement interventions is on-going in Nairobi, Mombasa & Kisumu intended to improve learning outcomes.

School feeding programme, health/nutrition and de-worming programmes;

The sub-programme aims at promoting good nutrition, health and hygiene education and improving access to basic education by reducing morbidity among school children. During the 2013/14 FY the programme continued to provide midday meals to approximately 1.3 million pre-primary and primary school children in 105 ASAL districts and selected schools in the informal settlements within Nairobi. This was done through two distinct programmes namely the Regular School Meals Programme (RSMP) and the Home Grown School Meals Programme (HGSMP).

Sanitary Towels Initiative

The government provides sanitary towels to girls in targeted schools in ASALS, Pockets of high poverty and vulnerable areas to support retention. In the 2013/2014 financial year, the ministry allocated Kshs. 200 Million and provided sanitary pads to 675,000 girls in 9,000 primary and 167 special needs primary and secondary schools. The ministry has doubled the budgetary provision to Kshs. 400 million for 2014/15 financial year to provide 1.2 million girls with sanitary pads. An additional 4,000 schools and 525,000 girls will benefit from the programme.

Grants to low cost boarding primary schools;

During the period under review the project was undertaken through the normal primary schools infrastructure programme where primary schools in ASAL areas were allocated grants on an annual basis to rehabilitate existing infrastructure. A total of Kshs. 18,851,400 was disbursed to 21 schools to facilitate construction of low cost boarding infrastructure.

Adult and Continuing Education Programme

The overall objective in ACE sub sector during the period under review was to expand access, enhance equity; improve quality and efficiency of ACE programmes. The following targets were achieved: 745 ACE teachers were inducted on adult education and the Public service operations; Overall enrolment of adult learners increased from 278,090in 2011/12 to 301,707 in 2013/14; Continuous Capacity Building and training of ACE staff at all levels was carried out; 15 primer titles reviewed and printed 4 other titles edited awaiting printing; Learners were sensitised on IGAs and functional literacy programmes; Advocacy and publicity of ACE programmes was carried out in 47 counties through International Literacy Day Celebration and Adult Learners Week activities.; Five (5) MDTIs were refurbished and upgraded; The Members of the Special Board of Adult and Continuing Education were appointed, the Board launched and inaugurated for operationalization . Monitoring and evaluation of ACE programmes at the county level was conducted; The ACE sub sector published quarterly ACE newsletters for awareness

creation and publicity of the programme and 160 secondary classes for out of school youth and adults established.

Secondary & Tertiary Education Programme

Secondary schools bursaries;

The bursaries target the vulnerable groups including orphans, girls and children from poor families in slum areas, pockets of poverty in high potential areas, and ASAL districts. Although the Government has introduced FDSE, the programme continues to assist the poor to meet other secondary education expenses not catered for by the Government. During the FY 2011/12 a total of Kshs. 500million was utilized under the secondary bursaries scheme. During the FY 2012/13 a total of Kshs. 1.03 billion was utilized under bursaries scheme and the amount was increased to 1.17 billion in 2013/14.

Supply of Science laboratory equipment in schools,

To enhance equity in secondary schools as well as the teaching of science subjects, a total of Kshs 165(GOK component) was disbursed to 1187 public secondary schools in 2011/2012; Kshs 165M to 1179 schools in 2012/2013; Kshs 270M to 1324 schools in 2013/2014. During the review period Kshs 277M (ADB project) was disbursed for laboratories in 752 public secondary schools.

 Expansion of infrastructure in secondary schools in ASALs and pockets of poverty

The Ministry disbursed Kshs 14,850,000.00 to 100 public secondary schools in 2011/2012; Kshs, 30M to 152 schools in 2012/2013 and Kshs. 40M to 201 schools in 2013/2014 in ASAL Sub-counties.

The Ministry also disbursed Kshs 21,666,000.00 to 43 public secondary schools in 2011/2012; Kshs, 50M to 156 schools in 2012/2013 and Kshs. 44M to 166 schools in 2013/2014 in pockets of poverty Sub-counties.

Free Secondary Education Programme,

The number of public secondary schools increased from 7,268in 2012 to 7,297 in 2013 while enrolment grew from 1.9 million (1.01 million male and 0.896 million female) in 2012 to 2.1 million (1,127,697 male and 976,565 female) in 2013. On examinations entry, the KCPE examination entry increased from 704,700 in 2012 to 776,214 in 2013 while the KCSE entry increased from 305,015 in 2012 to 410,586 in 2013.

The state department of education used KShs.20, 854,920,000 Billion to cater for 2,057,936 million students in public secondary schools in 2013/14 FY. The capitation for FDSE has been increased to Kshs 12,687 from Kshs 10,265.

National Secondary Schools Rehabilitation Initiative

In order to improve the status of National secondary schools, a National Schools' Rehabilitation Fund was established for general expansion of infrastructure aimed at allowing more students transit to secondary schools. A total of 87 public secondary

county schools have been targeted for upgrading to national status during this period where Kshs.725M and Ksh 775M was disbursed to 60 public secondary county schools and upgraded to national status in 2011/2012 and 2012/2013 FYs respectively. A further Ksh. 600M was disbursed to 26 schools in 2013/2014 with 1 county (Baringo) yet to provide the second school to be upgraded. These national schools have immensely promoted national cohesion and integration

Grants to Special needs secondary schools

In 2013/2014 FY, Kshs 200M was disbursed to 3,128 students and trainees in 25 special secondary schools, 70 integrated secondary schools and 11 trainees in two Diploma Teacher Trainee Colleges. These grants are utilized on provision of assistive technology, special instructional materials, special diet, medical services and SNE support services. The African Development Bank (ADB) provided 04 Thermoforming machines at a cost of KSH. 10 million each, which were distributed to three special secondary schools and the Kenya Institute for the Blind (KIB) to be used for production of braille reading materials. There are plans to upgrade the existing special secondary schools into national school status and to establish two integrated SNE secondary schools in counties which do not have a special school.

Quality assurance Programme

Examination and Certification

During the period under review the KNEC continued to implement an online registration system for candidates to enhance efficiency and timeliness in its service delivery. It also established a national assessment system for monitoring learner achievements at grade 3, 6 and 10. The KCPE examination candidatures increased from 776,214 (400,814 boys and 375,400 girls) in 2011 to 811,930 (415,620 boys and 396,310 girls) in 2012 and to 844,475 ( ) in 2013.

The KCSE candidature increased from 411,783 (229,171 boys and 182,612 girls) in 2011 to 436, 349 (241,139 boys and 195,210 girls) in 2012 and to 449,246 ( ) in 2013. For Technical 33,437 (2011), 39,236 (2012), 42,526 (2013) candidates were examined. For Business 33,259 (2011), 34,309 (2012), 32,867 (2013) candidates were examined. For Teacher Education Examinations 54,889 (2011), 69,193 (2012), 62,831 (2013) candidates were examined and for Foreign Examinations 6,537 (2011), 6,271 (2012), 6,073 (2013) candidates were examined.

Curriculum Review and Quality:

During the period under review the Institute was able to develop 23 syllabuses in TVET as follows: 23 modules in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs. Additionally, 43 curriculum support for learner and teachers were developed during this period.

The Institute developed 21 Assessment tools for Early Childhood Education. In order to enhance quality the institute developed the following syllabuses for special needs

education curriculum for the learners who are Autistic- Foundation Level, Intermediate Level and Pre-vocational Level. In addition 4 curriculum support materials were developed for leaners with special needs in the following areas- Interveners handbook on Community Based Foundation Level Syllabuses for Dead blind, Interveners handbook on Community Based syllabuses for Young Adults who are dead blind, Handbook for learners with Autism, Handbook for learners with Mental Handicap

During this period the institute carried out curriculum based education research in 9 areas as follows Pilot Study of the Implementation of ICT Integration in Primary Schools in Kenya-Baseline Survey on Preparedness of Primary and Secondary Schools for Introduction of Chinese Language in the School Curriculum, Assessment of Efforts made by Learning Institutions in the Implementation of Emerging Issues in the School Curriculum, Evaluation of Levels of Utilization of Adapted and Specialist Syllabi in Special and Integrated Learning Institutions, Evaluation of the Status of Implementation of NFE Curriculum in NFE Centers, Assessment of the Impact of Primary Teacher Education on Teacher Effectiveness in Primary Level Curriculum Delivery, Training Needs Assessment for the Proposed KICD based Curriculum Development Course for Primary School Teachers, A Rapid Appraisal on Decentralization of Curriculum Services: Implications for Partnerships between Counties and KICD, Summative Evaluation of Teacher Education Curriculum. The Institute has also developed 105 prototype materials for ECD, Primary and Secondary Education.

The Institute has established a dedicated educational broadcasting channel (EDU Channel), installed Digital equipment and a micro wave frequency allocated by CCK. Nine hundred (900) Educational radio and TV programmes have been developed for Primary and secondary schools' use in various subjects and others addressing emerging issues in the society targeting the general public. The EDU Channel transmits 2,700 radio programmes annually and others through the Educational Television on the digital platform. Construction of phase one of an Education Resource Centre comprising science and languages laboratories has commenced.

The Institute has also developed digital content for 12 Subjects; English, Mathematics, Kiswahili, Biology, Chemistry, Physics, Geography History& Government, Agriculture, Business studies, Computer studies and Home science for Form one, Form two, Form three and four for secondary schools' use. Under the Economic Stimulus Package (ESP) digital content for Form 1 and 2 has been distributed to 1,609 secondary schools. Digital Content for Classes 1 to 2 has also been developed in 5 Subjects Mathematics, Sciences, social studies, Kiswahili, English with other grades and subjects being digitized. Also mathematics and science for Std 4 to 7 has been digitized.

Additionally, KICD has continued the construction of an Education Resource Centre.

Flagship Programmes

Construction and equipping 560 secondary schools; and expansion/rehabilitation of existing ones

During the period under review, the target was to build/rehabilitate/expand facilities equivalent to 560 new schools. Under the economic stimulus initiative, a total of KShs 6.3 billion was disbursed to 355 secondary schools. Construction/rehabilitation works aimed at transforming the 200 schools into centres of excellence is still ongoing and under the infrastructure programme.

ICT integration in Basic Education

Within the period, 20,229 public primary schools, 4,000 public secondary schools, 20 primary teacher training colleges, 2 diploma colleges, 10 model e-learning centres for ACE and seven public universities were targeted. In 2010/11, coordination office was strengthened to help coordinate and harmonize Information, Communication and Technology (ICT) in education particularly integration of ICT in teaching and learning, which was successfully undertaken. In regard to ICT champions, a total of 150 ICT champions and 300 ToTs were trained. During the 2013/14 period of review, procurement was initiated with tender advertised and evaluation done. Identification of all schools to benefit was done and ICT infrastructure disbursement schedule prepared. The procurement of computer devices for primary schools was delayed by litigation.

Under education support programme initiative, 1,500 secondary schools received computers. Kshs 1.021 B disbursed to 834 public secondary schools from 2011/2012-2013/2014 and 1,609 secondary schools teachers trained. The subsector enhanced the supply of ICT to schools by facilitating the equipment of seven public secondary schools in every constituency with fully functional computer laboratories. This complimented the initiative started under the ESP in FY 2010/11. Each benefiting school was funded to procure and set up a laboratory with 11 computers, networking, a printer, an overhead projector and other related accessories.

In recognition of the unique and significant mandate of the Ministry regarding the integration of ICT in education, an institutional framework has been created to address ICT in education. Two specialized units have been created, namely the ICT for education (ICT4E) to spearhead the pedagogical use of ICT, while National ICT Innovation and Integration Centre (NI3C) is to carry out the testing of technical solution submitted for consideration by firms in order to establish their appropriateness and use in curriculum delivery.

 Construction and Rehabilitation of at least one Boarding Primary School in each Constituency in ASAL Districts

During the period under review the project was undertaken through the normal primary schools infrastructure programme where primary schools in ASAL areas were allocated grants on an annual basis to rehabilitate existing infrastructure. A total of Kshs.

18,851,400 was disbursed to 21 schools to facilitate construction of low cost boarding infrastructure.

 Establishment of EMIS Centres in Each County

EMIS (Education Management Information Systems) aims at facilitating education managers and administrators with accurate and timely data for better and informed decision-making. The components under this include training (Data entry clerks, DEOs, CDE and HQs staff); Installation of LAN &WAN, provision of ICT package; Support data processing, analyses and report dissemination.

During the period under review, preparatory activities were initiated with resources being sought from Global Partnership for Education initiative (GPE). The Ministry also supplied selected District Education Offices with computers, printers and LAN connectivity to roll out the Education Management Information System (EMIS).

2.1.2 State Department of Science and Technology

This state department implemented 5 programmes during the last MTEF period. The programmes are: General Administration and Planning; Technical Vocational Education and Training (TVET); Research, Science Technology and Innovations; and Youth Training and Development. In the 2013/14 financial year the State Department was allocated a total budget of Kshs 52.7 Billion. Out of this amount Kshs 44.1 Billion was voted as recurrent expenditure while Kshs 8.6 Billion was allocated for development

expenditure. The subsector has been implementing the Vision 2030 flagship projects that address some of the above key areas. These achievements are presented below.

Technical Vocational Education and Training (TVET) Programme

Access to Technical Education and Vocational Training

The number of fully registered TVET institutions rose from 180 in 2009/10 to 411 in 2011/12. Additionally, the number of provisionally registered institutions increased from 200 in 2009/10 to 302 in 2011/12. Consequently, the total enrolment in TVET programmes increased from 36,586 in 2009/10 to 79,114 in 2010/11. The number of Government sponsored students admitted to public universities per year increased from 16,134 in 2009/10 to 32,648 in 2011/12 and the beneficiaries if bursaries increased from 71,349 in 2009/10 to 95,198 in 2011/12.

Infrastructure development in TVET

During the period under review 13 GoK/ADB funded technical training institutions were constructed. Contract awarded for five sites for construction of TTIs in counties without. Eight (8) campuses of existing institutions were constructed in addition to five (5) new technical training institutes in underserved regions. There was also upgrading of equipment in a number of technical institutions under this sub programme. In addition, procurement for development of workshops and laboratories in 48 TVET institutions was finalized and construction was completed in some sites. The 48 workshops and laboratories and are now complete across all technical training institutions under the Economic Stimulus Programme II. These workshops and laboratories require equipment

for them to be used.

ICT integration in TVET

The ministry has developed draft ICT lecturers' competencies framework and e-resource centre were developed. A total of eight (8) technical institutions started offering Cisco Networking Academy Programmes meant to provide trainees with industry-valued certification in skills to repair and maintain computers. In addition 40 TVET institutions have been connected to internet through the fibre optic cable.

TVET curriculum

The TVET curriculum development standards framework was finalized with a goal of modularizing the curriculum to make it more relevant to the market needs. The quality of TVET needs improvement through provision of state-of-the-art facilities and equipment. The upgrading of the equipment is critical and shall be done as a priority for all institutions including the new institutes now under construction. Such an endeavor should target acquisition of complete laboratories or workshops.

Youth Training Programme

The major achievements in the delivery of outputs during the period July 2011 – June 2014 included the following

Revitalization of Youth Polytechnics: during the period under review, 76,569 YP trainees received the subsidized Youth Polytechnic Tuition funds; 876 YPs were

equipped with training tools and equipment; 14 construction projects in YPs were completed, while 18 YPs were rehabilitated.

Curriculum Development: during the period under review, piloting of the National Vocational Certificate in Education and Training (NVCET) was completed and its roll-out to YPs commenced; syllabi for four (4) course areas in NVCET curriculum were reviewed namely in Metal Processing Technology, Motor Vehicle Technology, Building Technology and Fashion Design & Garment Making; and revision of the instructional materials in the four areas is on-going.

Quality Assurance and Standards: Youth Polytechnic Quality Assurance and Standards Guidelines were developed; 500 officers were sensitized on Quality Assurance and Standards; and 980 YPs were assessed for quality.

ICT Integration in YPs: YP ICT Guidelines were developed; 150 YPs integrated ICT in their programmes; the YP Management Application System (YPMAS) was developed and disseminated in YPs; and 200 YP Instructors were sensitized on how to use the YPMAS.

Research, Science Technology and Innovations Programme

The National Council for Science and Technology (NCST)

The science, technology and innovation Act 2013 was enacted in 2013 paving way for the The National Council for Science and Technology (NCST) transformation into the National Commission for Science, Technology and Innovation (NACOSTI). The Act further provides for the establishment of the National Research Fund and the Kenya National Innovation Agency. These two agencies will be established by the end of the 2014/2015 Financial Year. This will mean that the Programme which currently has NACOSTI and the Directorate of Research Development (DRMD) as the Delivery Units will beginning in the next financial year have four Delivery Units.

As a Delivery Unit, NACOSTI funded 1,283 research proposals (92 in 2008/09, 115 in 2009/10, 196 in 2010/11, 256 in 2011/12, 316 in 2012/2013 and 308 in 2013/2014). The Commission also initiated the construction of NACOSTI Headquarters at Kabete where 65% of the building is completed. The Commission has also developed regulations, guidelines and codes on registration and accreditation of research institutions, quality assurance and licensing, NACOSTI also awarded 54 DAAD PhD scholarships in specialized areas in science and technology development at Ksh. 78M each financial year.

Research Management and Development

This delivery unit a scheme for awarding outstanding scientists and awarded 5 outstanding scientists in different science schedules. The unit also developed a Science, Technology and Innovation exchange framework, a Science and Technology Parks policy. Three Science and Technology Journals were published, two National Research

and Development surveys were done and an National Innovation survey was also undertaken. Other programme achievements during the period under review included:

Two National training workshops on awareness of the European Research Funding schemes were conducted.

A design for a National ST&I Statistics Observatory was developed

A pilot survey on the impact of publicly funded research was undertaken.

6 strategic international collaborations in science, technology and innovation in the key national priority were signed.

The European Union ST&I Collaborations funded research activities in Kenyan universities at a tune of Ksh. 15m.

Increased public awareness, participation in and acceptance of science, technology and innovation.

Held three annual national science, technology and innovation week.

Has coordinated the development of national space policy, national research agenda, nation biosecurity policy and a policy on exploitation of nanotechnology.

Has developed regulations, guidelines and codes on registration and accreditation of research institutions, quality assurance and licensing.

Developed a national research policy

Has designed a national physical sciences laboratory

University Education Programme

Access to University Education

The number of universities both public and private increased from 58 in 2011/2012 to 65 in 2012/2013 and to 68 in 2013/14 comprising twenty two (22) public chartered universities (including three Technical Universities), nine (9) Public University Constituent colleges, seventeen (17) private chartered universities, twelve (12) universities operating with Letters of Interim Authority (LIA), five (5) Private University Constituent colleges and two (2) registered private universities. This expansion in universities has led to the steady rise in Gross Enrolment in university education in both public and private universities to stand at 361,388 in 2012. During the period under review, the Kenya Universities and Colleges Central Placement Services, (KUCCPS) formerly JAB (Joint Admissions Board) was established under the Universities Act, 2012 as a body corporate to manage post-secondary student admission in higher education.

Student's loans and Bursaries

The number of students receiving loans increased from 105,850 in 2011/12 to 118,530 in 2012/13 and to 144,785 in 2013/14. The total amount disbursed for undergraduate loans also increased from Ksh Million 4,476 in 2011/12 to 6,168 million in 2013/14. The number of postgraduate students receiving loans increased from 2132 in 2011/12 to 2740 in 2012/13 and to 3191 in 2013/14. The total amount disbursed for postgraduate loans also increased from Ksh Million 234 in 2011/12 to 401 million in 2013/14. The number of students receiving bursary decreased from 16,081 in 2011/12 to 10,711 in 2013/14. The amount also reduced from 82 million to 70 million. The number of

students receiving TVET bursary decreased from 6908 in 2011/12 to 4415 in 2013/14. The amount also reduced from 86 million to 32 million. In the 2013/14 FY TVET loans amounting to Kshs 66 million were given to 2504 students. The number of students receiving postgraduate scholarships increased from 66 in 2011/12 to 73 in 2013/14. The amount also increased from Kshs.18 million to Kshs.21.4 million during the same period.

Pan African University Of Basic Science Technology and Innovation (PAUISTI)

PAUISTI is funded jointly by the African Union Commission who provides scholarships to the students, the Kenya Government, African Development Bank and the Government of Japan through Japan International Cooperation Agency (JICA). Funding modalities is still under negotiation with the key partners. Kenya Government support: disbursed Kshs 50 million in 2011/2012 financial year and provided Kshs62 million in the 2012/13 and 2013/14 financial years.

Admission of the first cohort of 58 international students from over 10 African Countries was done in November, 2012 and students have undergone training at masters' level and are expected to graduate this year.

Open University

All the necessary documentation is in place including a draft charter. In accordance with the universities Act 2012, The Open University of Kenya is supposed to be established as a specialized university that would need parliamentary approval. A motion will thus need to be developed and tabled in parliament. A Technical committee has been working to set modalities for operationalization of the university. A budget of 24M was

provided in the financial year 2012/13 and 2013/14.It is expected that more resources will be provided in the next financial year to facilitate the launching of the Open University.

2.1.3 Teachers Service Commission

Teacher Resource Management Programme

This programme deals with teacher management functions that include: Recruitment, Deployment, Promotion, Quality Assurance, Discipline and Teacher Management Information System (TMIS).   The programme comprises three sub-programmes namely: - Primary, secondary and tertiary institutions.

(i)Maintenance of Adequate Staffing Levels

The main objective of this activity is to establish adequate teaching force for all public primary, secondary and tertiary institutions.

In its endeavor to achieve this objective, the Commission undertakes teacher recruitment to address staffing gaps. There are two types of teacher recruitment: - Replacement of teachers who exit service through natural attrition which is meant to maintain authorized establishment and employment of additional teachers to address staffing gaps brought about by increased enrollment and opening of new schools.

Other than primary, secondary and tertiary institutions, the commission is also required to provide teachers to all ECDE centers. Consequently, during MTP11 period, the commission is required to recruit 48,000 ECDE teachers; 24,000 in the first year and

6000 in each of the remaining four years. It should how ever be noted that due to the part decentralization of the Early Childhood Education programmes to the counties, the commission has not been able to employ the first patch of 48,000 ECDE teachers. However, the commission has already rolled out ECDE teachers' registration process and has developed a scheme of service for ECDE teachers.

During the review period, 25,000 additional teachers were employed.

Table 2.1: Trends in Teacher Recruitment

FY	Number Recruited
2011/12	5,000
2012/13	10,000
2013/14	10,000
TOTAL	25,000

The teacher shortage however continues to be the greatest challenge in provision of quality education. The shortage has increased from 70,420 in 2011/12 to 90,230 as at June 2014.

The table below gives trends in teacher shortages over the last six years.

Table 2.2 Trends in teacher shortages over the last six years.

INSTITUITION	2009	2010	2011	2012	2013	2014

Primary	47,171	50,374	47,250	47,592	44,720	44,732
Post primary	23,291	29,505	33,079	37,074	42,950	45,498
Total	70,462	79,879	80,329	84,666	87,670	90,230

From the above data, the average increase in teacher shortage annually is 8%. Using this percentage projection, teacher shortage by 2017/18 will be 113,664 unless the shortage growth is checked through recruitment of adequate number of teachers.

If the noble objectives of Free Primary Education and Free and Affordable Secondary Education has to be realized, they should make teacher recruitment a top priority.

ii) Teacher Distribution and Utilization

One of the top priorities of the commission is to ensure that the teacher resource is equitably distributed and optimally utilized. The current scenario is that high potential regions and urban centers have more teachers compared to ASAL regions and urban slums.

The Commission deploys teachers to all public institutions except universities. The policy on deployment of teachers seeks to achieve equity in teachers' distribution and optimum utilization and providing qualified and competent administrators to public education institutions. This is done through transfers, teacher re-distribution, postings and deployment of institutional administrators.

The deployment process is guided by staffing norms, which is a set of rules and formulae that is used to determine the number of teachers and administrators required to staff an institutions. Such norms are based on factors such as curriculum to be delivered, the organization of a school, class size and the requirements of administrative duties. The

norms also account for teachers absences from duty due to emerging issues such as prolong periods of illness and leaves.

In primary, deployment is based on establishment of one teacher per class plus 2.5% of the total number of classes in a sub county. This is meant to achieve a PTR of 40:1.

In post primary institutions, deployment is as per Curriculum Based Establishment (CBE) where teachers are required to teach a minimum of 27 lessons per week translating to 18 hours per week. However, Institutional administrators are allocated a lower work load to allow them more time for administrative duties.

In 2005 the TSC in collaboration with Ministry of Education has developed new staffing norms which give guidelines for efficient utilization of teachers. This norm has however not been operationalized since it is yet to receive cabinet approval despite the several request by TSC. The TSC therefore recommends that the norm be approved to enable the Commission implement it's recommendations.

iii) Deployment of Institutional Administrators

It is important to identify and deploy right people for headship and by so doing it will enhance good performance and our education institutions and minimize incidents of discontents and unrest. This deployment is guided by a policy on deployment of institutions administrators of primary and post primary institutions.

In an effort to enhance professionalism in the selection and deployment of institutional administrators, the TSC has developed criteria in which such teachers are identified through interviews.

The objective of this criterion is:

Provide guiding standards for competitive selection of heads of institutions
Facilitate succession management in institutional administration

Ensure that the process of identification selection and deployment is done in a clear and transparent manner.

iv) Teacher Career Progression

The extent to which teachers are motivated is a significant factor in influencing the delivery in quality education. The balance between what is required of teachers and what is offered to them has a significant impact on the composition of a teaching force and quality of teaching. Attracting skills individuals and retaining them in the teaching profession it is an essential pre-requisite for insuring high quality education.

The relative level of teachers' salaries and the availability of salaries increases during the course of teachers' careers can affect the decision by teachers to enter and remain in the teaching profession. At the same time the pressure to improve the quality of education is often subject to tight fiscal constraints, and teachers' salaries and allowances are the largest single factor in the cost of providing education.

The TSC aims at motivating and improving retention rate of teachers by providing conducive working environment and competitive salary package. Teaches are paid attractive salaries and allowances including house, medical, commuter, and leave allowances among others. Teachers in administrative cadres are also paid responsibilities allowance.

The Commission has also put in place a defined pathway for career progression and growth through promotions. Such promotions are guided by budgetary provisions, availability of vacancies and the three schemes of service: -

Scheme of Service for Graduate Teachers,
Scheme of Service for Non-Graduate Teachers and
Scheme of Service for Technical Teachers and Lecturers.
In implementing these schemes promotions are effected as follows: -

Promotions under Common cadre establishment

These promotions are effected upon satisfactory performance of duties as per the appraisal systems in place and on completion of three (3) years in one grade. Graduate teachers who enter the service at Job Group 'K' will be promoted to Job group 'L' while trained diploma and approved teachers who enter the service in Job Group 'J' will be promoted to Job Group 'K' and 'L' after serving three (3) successful years in each grade respectively.

Promotion through Teacher Proficiency Course

This is the promotion on Non-Graduate teachers from P2 to AT III after successful completion of appropriate teacher proficiency course.

To qualify for this promotion teachers must have served at least 3 years in one grade and have shown interest by applying for advertised position.

Promotion through Competitive Interviews

Promotion to job Group 'M' to 'R' for all teachers is subject to advertised posts and subsequent interview to qualify a teacher must have served at least 3 years in one grade and shown interest by applying for an advertised post/position.

Promotion on attainment on higher qualification

Teachers who attain higher qualification are awarded incremental credits subject to the provision of the relevant schemes of service. Teachers who acquire entry qualifications for higher grades are upgraded to the respective grades. In addition, the Commission in recognition of quality education encourages teachers to upgrade their skills by granting fully paid study leave.

During the period under review, **30,629** teachers were promoted to various grades as

shown in the table 2,3.

Table 2.3: Trends in Teacher Promotion

Financial Year	Teacher Proficiency Course	Promotion Through Competitive Selection					
		J.G M	J.G N	J.G P	J.G Q	J.G R	TOTAL
2011/2012	5,000	2,074	1,489	162	41	30	8,796
2012/2013	5,000	3,703	4,371	39	76	24	13,213
2013/2014	5,000	3,500	-	33	78	9	8,620
TOTAL	15,000	9,277	5,860	234	122	63	30,629

The Commission has not been adequately funded to undertake this function consequently; there is a lot of stagnation at lower job groups (G, L, M and N) as stipulated in the table .

Table 2.4 Promotion of Teachers

JOB	TOTAL IN POST	STAGNATION FOR 5

GROUP		YEARS AND ABOVE
G	98,528	60,146
H	30,877	20,891
L	50,716	13,426
M	30,424	17,401
N	7,834	6,318
P	378	89
Q	143	13
R	53	10

The current funding for Teacher Proficiency Course (TPC) promotion is pegged on 2.5% of the total number of Non- Graduate teachers. This percentage is very low given the number of Non-Graduate Teachers in service which currently stands at 220,000.

The Commission therefore proposes that Teacher Proficiency Course (TPC) promotions be increased to 5% of the total number of non-graduate teachers. Similarly, there is need to provide more funding for promotions for job group (M and N).

TABLE: 2.5   Teachers due for promotion

S/No	Details	Job Group	Over 5yrs

1	Chief Principal	R	16
2	Senior Principal	Q	11
3	Principal Teachers	P	97
4	Principal Graduate Teacher II	N	3,636
5	Senior Graduate Teacher	M	7,454
6	Graduate Teacher I	L	12,411
7	Graduate Teacher II	K	456
8	UT Graduate Teacher/ S1 Diploma /ATS III	J	133
9	UT Tech Teacher/ATS IV	H	22,629
10	P1 Teacher	G	55,815
Total			102,658

Governance and Standards Programme

Among the functions of the Teachers Service Commission as is currently established by the constitution of Kenya 2010, are to register trained teachers, review the standards of education and training of persons entering the teaching service and undertake disciplinary matters and advice the national government on matters relating to the teaching profession.

From the above mandates, it is clear that the Commission plays a regulatory role in the teaching service, thus ensuring professionalism and integrity in the teaching service.

This programme therefore deals with all matters related to professionalism and integrity, including teacher registration, maintenance of teaching standards, continuous teacher professional development and teacher discipline.

i) Teacher Registration and Maintenance of Teaching Standard

Teacher Registration

It is a legal requirement that all persons providing teaching services in all educational institutions (*public and private*) registered as a school by the Minister for Education, must register with the Teachers service Commission before they can be employed as a teacher. In this regard, it would be illegal for a person to engage in the teaching service without being registered as a teacher with the Teachers Service Commission. It would also be illegal for any employer to engage any unregistered person as teacher. Teacher registration is therefore meant to ensure professionalism in the teaching service and standardization of qualifications.

Teacher registration ensures:

Compliance to the law. This is a legal requirement that for any person to provide teaching service must register with a regulatory authority. Teaching as a profession must be void of quacks hence the need for registration.

Professionalism. Registration ensures only those who comply with the professional Code of Conduct and Ethics are allowed to teach and interact with learners. Teaching involves molding the character of our youth and needs teachers of good moral conduct and high integrity. A teacher should be a role model in the life of the learners.

Standardization of qualifications. To comply with the professionalism in the teaching service, there must standard qualifications for all members of the same profession. All

teachers must possess certain competences and skills for effective curriculum implementation and delivery.

Enhancement of Effective teacher Recruitment. The Teacher's Register will facilitate effective teacher recruitment since it will be a reference document. The teacher's register will contain names of qualified teachers.

In determining the registration of a teacher, the Commission considers qualifications and moral probity of the applicant.

The Commission will strictly enforce the teacher registration requirement and regularly review the teachers' registration status with the aim of maintaining the professionalism in the teaching service. In this regard, the Commission shall only register qualified teachers.

The Teachers Service Commission shall establish a nominal roll of all trained and qualified teachers in the country and publish a register of the same to enhance effective recruitment process in both public and private educational institutions. Upon registration, a teacher is issued with a registration certificate. To further professionalize the teaching service, it is envisaged that in future the Teachers Service Commission shall license teachers. The license will be reviewed from to time to time depending on set requirement.

For efficient management of registration process, the Commission will establish strong linkages and collaboration with Teacher Training Institutions to serve as agents in fast-tracking the registration process. It will vigorously enforce registration for the persons providing teaching service in all educational institutions (public & private) to regularly review teacher registration status.

However, the Commission has powers to refuse to register or deregister teachers. The Commission may refuse to register or deregister a person as a teacher if it is satisfied that he is unsuitable to be a teacher on the grounds that:

In the event that a teacher is deregistered the name of that teacher shall be published in the Kenya Gazette and will also be removed from the Register of Teachers if such a teacher has not made any appeal against such a determination. A teacher who is deregistered is not allowed to practice as a teacher in Kenya.

During the period under review, the Commission registered 38,056 teachers as summarized in table one (6) below.

Table 2.6: Trends in Teacher Registration 2010/10-2012/13

Year	Number of Teachers	% Increase/Decrease
2011/12	10,000	-0.6
2012/13	18,000	64
2013/14	31,033	58
Total	59,033	121.4

Source: TSC Quality Assurance and Standards Division

Maintenance of Teaching Standards

In the Maintenance of Teaching Standards, the academic and professional qualifications are critical. As per the Constitution, the Commission will review the Standards of Education and Training of persons entering the teaching service and also advise the National Government on matters related to the teaching profession as explained below:

Review the Standards of Education and Training. The Commission is mandated to continuously review the Standards of Education and Training of persons entering the teaching service. It will from to time, determine the minimum desirable academic and

professional qualifications for each cadre of teachers to enter into the teaching service and advise the National Government and Teacher Training Institution accordingly. In this regard, the Commission will determine and issue guidelines on the minimum academic & professional qualifications.

Determine the Entry Levels to the Teaching Service. The Teachers Service Commission will determine entry levels for each cadre of teachers. In doing this, it will ensure teacher's trainees have the prerequisite qualifications to undertake a specific teacher training programme.

Continuous Professional Teacher Development Programmes. As an employer, the Commission will undertake and conduct Continuous Professional Teacher Development Programmes for capacity building. This will upgrade the teachers' skills and competences in order to meet the challenges that arise due to the dynamism of the curriculum and to maintain and sustain appropriate reforms in teacher development and management.

Standards Assessment

It is the responsibility of the commission to carry out Standards Assessment specifically in relation to the teacher classroom performance to determine the knowledge gaps and take appropriated steps to address the gaps. The standards assessment will ensure that teachers perform as per the set standards and are able to effectively deliver on the curriculum. This will also act as performance appraisal of teachers. The standards assessment will cover the professional aspect of the teacher (curriculum delivery).

Liaising with curriculum development institution. As a regulator and a major employer of teachers, the commission shall liaise with other institutions that develop Teacher Training curriculum in order to provide the relevant input as need be.

Teacher Integrity and Professionalism

The Commission shall, in accordance with Article 237 of the Constitution and Section 33(1) of the TSC Act 2012, take disciplinary action against any person registered as a teacher.

The Commission sensitizes teachers on the requirements of the Code of Regulation for teachers and the Code of Conduct and Ethics to ensure that teachers maintain high standards of Professional discipline.

Those who flout these requirements are disciplined in accordance with the TSC Act and the Code of Regulation for Teachers.

Dispensation of Cases

Dispensation of cases - 2011/2012

In the year ending 30th June 2012, the Commission registered a total 1268 new cases plus 64 secretariat and appeal cases, giving a total of 1332 of which 1202 were finalized. Desertion of duty constitutes the largest number of discipline cases registered i.e. 781 out of 1268 cases.

Dispensation of cases – 2012/2013

The year ending 30th June, 2013, the Commission registered a total of 1027 cases both ordinary and immoral behavior related cases. A total of 1017 were finalized.

The No. of cases registered has dropped compared to the previous year i.e. from 1268 to 1027. Desertion of duty still constitutes the largest number of discipline cases registered i.e. 733 out of 1027 cases.

Dispensation of cases - 2013/2014

The year ending 30th June, 2014, the Commission registered a total of 1185 discipline cases compared to 1027 cases registered by 30th June, 2013. This reflects an increase of 158 cases. A total of 740 cases were finalized.

Desertion of duty still constitutes the largest number of discipline cases registered i.e. 924 out of 1185 cases.

Immoral behaviour cases registered this year were 106 compared to 92 cases the previous year.

Table 2.6 Discipline cases registered in the last three contract years

YEAR	NO. OF CASES REGISTERED
2011/2012	1268
2012/2013	1027
2013/2014	1185

From the table above it is evidence that the number of discipline cases has been fluctuating over the years.

General Administration and Planning Programme

This program covers all the technical support services which coordinate the core functions of the Commission. These services are undertaken within the seven Directorates as follows-:

Accounting Services

Administrative Services

Finance Services

Teacher management

Human Resource Management and Development

Information and communication Technology

Internal Audit

i) Finance and Accounting Services

The objective of the finance function is to improve prioritization of expenditure and encourage efficiency and effectiveness in service delivery. In addition the directorate ensures prudent financial management practices in line with the provisions of the Public Finance Management ACT 2012.

This function involves coordination of all aspects of financial management in the commission. These include sourcing for funds (Resource mobilization), Expenditure control, Analyzing of the Expenditure trends and advising the Commission on all financial matters.

The accounting function involves verification and processing of payments; Collection of Appropriation in Aid (A-I-A) and accounting for all grants and monies received by the Commission. The accounting services include maintenance of accounting records, accountable documents, and preparation of monthly and annual financial statements. It also involves preparation and submission of final accounts to Kenya National Audit Office for audit and Parliament as required by law.

During the period under review the commission undertook a review of its programs and came up with three (3) programs. They were Teacher Resource Management program, Governance and Standards, and General Administration and Planning programs. This review was aimed at coming up with a rationalized structure for efficiency in service delivery and was in line with the program Based Budgeting Principles.

ii) Internal Audit

The objective of internal audit is to offer independent, objective assurance, consultancy and advisory services that contribute to improvement in risk management, control and governance services in the Commission's operations. The overriding aim is to ensure full

compliance with the existing regulations and guidelines. To ensure efficiency in its processes, the Commission acquired the teammate and IDEA software in a move aimed at automating audit process.

During the period under review the commission initiated a process of developing a risk framework policy that involves identification assessment of risk areas with a view to recommending mitigation measures.

The commission will require funding to build capacity of the staff and operationalize the integrated risk management operational system and automation of its audit processes.

iii) Information and Communication Technology

The main objective of this directorate is to mainstream ICT in all TSC operations. This will be achieved through:-

Enhancing online services in teacher management
Provide adequate ICT infrastructure at Head quarter, County and Sub County levels.
Automate the core teacher management processes.
Establishment of a disaster recovery and appropriate business continuity programs.
Provide the technical support for all the systems deployed by the commission.
To improve productivity and efficiency in service delivery, the Commission has harnessed emerging technologies and remodeled its processes to conform to these new structures. Designs have been developed to support a structured integrated ICT system. The commission developed an ICT policy and strategy and appointed a consultant to provide technical input to the implementation of the recommendations.

In addition the commission has made remarkable progress in the following areas:

iv) Provision of Online Services

During the year under review, the commission operationalized online teacher registration which saw the registration of 21,326 teachers, and over 90,000 teachers being able to access their pay slips online. In addition, online application of the advertised posts and shortlisting of candidates was rolled out and has greatly reduced the cost of advertisement in the print media among others.

v) ICT Integration in Education and Training

This is one of the vision 2030 programs that the government is implementing. As a key stakeholder in the integration program as far as teacher training is concerned, TSC in partnership with the Ministry of Education, Science and Technology (MOEST) was actively involved in the development of teaching materials and training of teachers. Under the programme, an ICT integration Curriculum guide, User guide and Training manual were developed. In addition 145 National Master Trainers (MTs) and 2,340 Trainers of Trainers (TOTs) were trained. Training of teachers for the programme was undertaken in Nairobi County which covered 608 teachers. The remaining counties will be trained in the current Financial Year. In addition, the Commission participated in developing an ICT Integration Teachers' online course by UNESCO.

vi) Customer Relations Management System (CRM)

During the period under review the commission rolled out the Customer Relations Management System (CRM) at the Headquarters to help monitor the flow of customers and the issues touching on customer care. The intention is to roll out the system to all the counties. So far the system has been rolled out to 5 counties namely; Muranga, Kirinyaga, Samburu, Kakamega and Vihiga.

vii) ICT Infrastructure Improvement

To reduce the cost of production of documents, increase efficiency and enhance information processing and storage at the TSC headquarters, high capacity servers were

procured. In order to reduce maintenance costs the commission implemented a policy of outsourcing Photocopying services. The commission has also developed Information Systems maintenance policy that ensures security of information and proper functioning of the entire network infrastructure.

viii) Teacher Management Information System (TMIS)

Teacher Management Information System was developed to assist in efficient management of Teacher data in all public educational institutions. This would be achieved through data capture at source in real time. Sensitization and registration of head teachers using TMIS was done in June 2014. Redesigning of reports and system rights as well as system testing was done in some pilot schools.

The Commission has already started the process of digitalization of records initially targeting 5,000 files belonging to teachers recruited in 2011/2012 financial year. In medium term the Commission intends to digitalize all the Commission records totaling to approximately 700,000.

The Commission has also enhanced interconnectivity through internet and intranet as a crucial input to the realization of Vision 2030 goals.   In order to enable the Commission to fully achieve this, there is need to increase the provision of ICT related infrastructure for both the Headquarters and Field Units.

ix Administration

This function ensures service delivery structures are establishment to support teacher management. The directorate seeks to strengthen the integrated support systems necessary for efficient service delivery in the Commission with the main function of coordinating of all support functions for the commission namely:

Policy development ,research and strategic planning,
Office administrative services and coordination of functions,

Corporate communication, customer care and integrity,

Gender and disability mainstreaming and wellness.

Legal , security and transport services

Records management services

During the period under review the following were achieved:

Review of the code of regulations for Teachers and Code of Ethics to align them with constitution 2010 and the Development of new strategic plan 2013-2017.

Updating of the Commission's asset inventory at the counties and Headquarters.

Sensitization of 6000 head teachers on child protection requirements

Capacity building on HIV/AIDS, drug and substance abuse prevention

Initiated the process of records digitalization.

Procured vehicles for all counties to support the decentralization of functions

x.Human Resource Management and Development

The Human Resource Management function entails development, review, implementation of various HRM&D policies, guidelines and manuals with a view to enhancing staff performance, motivation and improved service delivery.

This includes the development and implementation of the Schemes of Service and the Codes of Regulations for all TSC employees. The function also entails overseeing activities relating to the remuneration and separation of the TSC employees.

 During the period under review the commission harmonized the salaries and commuter allowances for teachers with those of civil servants. In addition readers' allowances special school allowance and responsibility allowance payable to teachers were enhanced. The Commission finalised the revision of the schemes of service for secretariat staff and is in the process of implementing them.

xi Field Services Sub-Programme

The Constitution requires every state organ to ensure reasonable access to its services in all parts of the Republic in so far as it is appropriate to do so having regard to the nature of the service. Teachers Service Commission recognizes that it has obligation to serve teachers who are spread throughout the Republic. In line with this requirement, the Commission has established county offices in all the 47 counties.

During the period under review, the Commission began the process of decentralization by recruiting and posting County Directors to all the Counties. These officers were to perform duties hitherto performed by District Education Officers(DEOs) Provincial Directors of Education(PDEs) on Agency basis.

The following functions have since been decentralized:-

Intra-county transfers of teachers;
Identification and deployment of institutional administrators;
Investigation of discipline cases;
Staff rationalization which involves movement of teachers from overstaffed to understaffed schools;
Collation of data on teacher management information systems.
Curriculum supervision
Management of leaves
Issuance of retirement notices
Performance Appraisal for teachers
Collection and submission of pension documents to TSC Headquarter
In order to support their operations other officers were deployed to the counties. In addition each county was provided with a vehicle to enable them discharge their responsibilities effectively.

In the medium term, the Commission expects to strengthen the operations of the county offices by transferring additional functions, such as discipline, interviews and some Human resource functions.

In this regard, there is need to support the operations at this level by providing them with adequate funds and infrastructural support to enable them perform their duties as required.

2.2 Review of Key Indicators of Sector Performance

Table 2.7 : State Department of Education

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Sub-program 1: Planning and Administration		
Operationalization of the NEB	A fully functioning NEB	NEB established and fully functioning.
Establish and operationalize County Education Boards	Functional County Education Boards	47 County Education Boards established and functional.
Education reforms undertaken	Number of policies and legislation enacted.	Sessional Education Paper no 14, basic education act 2012, KICD and KNEC Acts established.

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Operational Strategic plan.	Ministry's Strategic Plan	The Ministry has developed 2013-2018 Strategic Plan and it is being implemented.
National Education Sector Plan developed	National Education Sector Plan	The Ministry has developed 2012-2017 National Education Sector Plan
Gender mainstreaming in education enhanced	Gender mainstreaming policy in place Number of officers sensitized on gender mainstreaming	The Ministry has developed a gender policy and it is being implemented.
Provision of sanitary towels to school girls	Number of school girls benefiting from sanitary towels programme	Sanitary towels supplied to 9,060 girls in primary and 665,251 in special and secondary schools girls.
Disability mainstreaming in education enhanced	Number of disability friendly facilities acquired/installed	Disability mainstreaming is being implemented at all levels of education and training.
Strengthened Monitoring and evaluation system of education programmes established	M&E framework developed Monitoring reports	M&E framework developed. There was no funding in the last FY budget to carry out M&E. M&E reports prepared and submitted to the relevant government agencies.
Re- engineering EMIS	Effective and reliable education data	A consultant is on board to re-engineer EMIS. The major challenge is funding.

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Effective communication among all education stakeholders enhanced	Education communication strategy developed. Customer satisfaction survey reports	Strategy on communication is in place.
ICT Integrated in education	Operational National ICT Innovation and Integration Center	The Ministry supplied ICT to schools by facilitating the equipment of seven public secondary schools in every constituency with fully functional computer laboratories.
PROGRAMME 2: Basic Education		
Output	Performance Indicator	Progress and Remarks
Sub-program 1: Free Primary Education		
Outcome 1: Improved access, quality, and equity and reduce regional disparities in basic education.	Total capitation grant disbursed. Number of pupils receiving capitation grant.	A total of KSH 24.8B was disbursed to over 25M pupils over the review period The primary enrolment increased from 8.8 million (4.5 million boys and 4.3 million girls) in 2010 to 9.85 million (4.75 boys and 4.62 girls) in 2011 and further to 9.97 million (5.01 boys and 4.96 girls) in 2012.
Outcome 2: Infrastructure in primary schools improved	Number of schools with improved infrastructure	21 schools facilitated to construct low cost boarding.
Sub-program 2: Special Needs Education		
Outcome 1: Capitation provided	Increase in enrolment and	In 2013/14, Ksh 380M

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
per pupil to cater for learning materials, operational costs and specialized teaching learning materials and assistive devices.	retention for special needs children in school	disbursed to SNE 175 primary schools and 2500 integrated primary schools to 103,512 learners.
Outcome 2: to assist persons with special needs to realize their full potential through full participation in social and economic life in their respective communities	Number of SNE learners with assistive devices and specialized learning materials	No funding in the 2011/12-2013/14 period.
Primary schools with special boarding facilities provided with grants	Increased enrolment and retention rates.	In 2013/14, 200M given as top up to SNE boarding schools.
Model and inclusive schools established	Number of model disability friendly schools established	No funding during the review period
Finalize the SNE policy implementation guidelines	SNE guidelines implemented	SNE guidelines being implemented
Establish additional EARCs and strengthen existing 200	Number of EARCs established	No funding allocated during the period of review
Train teachers in special needs education	Number of SNE teachers trained	1618 teachers were trained In 2011/12, 1279 in 2102/13 and 908 were trained and 2013/14
Conduct national SNE baseline survey	SNE baseline survey report	No funds allocated
Sub-program 3: Alternative Provision of Basic Education		
NFS and NFE centers within NFE policy guidelines registered	Number of NFS and NFE centres registered	A total of KSH 55,252,000 was disbursed to 342 schools in 7 urban municipalities
Classrooms for Special Needs Education (SNE) constructed	Number of new SNE friendly classrooms constructed.	Disbursed funds to 1986 special needs schools and 186

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
		boarding schools
Capitation per pupil in NFSs/NFECs allocated under FPE	Number of beneficiaries.	During the FY 2013/14 FPE coverage increased from 89,000 beneficiaries 2011/12 to 142,100 beneficiaries
Sub-program 4: Early Childhood Development and Education		
Reviewed and disseminated ECD policy framework and Service Standards guidelines	Number of copies of reviewed ECD Policy framework Number of stakeholders sensitized	Finalization, printing and dissemination of the National policy on Early Child Development and Education to be undertaken
Sub-program 5: Primary teachers Training and In-servicing		
Support to PTTCs for infrastructure improvement and transport provided	Number of PTTCs with improved infrastructure	No funding to PTTCs for rehabilitation during the period
Construction of new PTTCs	Number of new PTTCs completed	5 new PTTCs constructed and are operational. Construction continues in the 2014/15
Development of teacher education policy	National policy on Teacher education	No funding so far. Its projected for the 2015/16 FY
Sub-program 6: School Health, Nutrition and Meals		
Mid-day meal to pre-primary & primary pupils provided in ASAL and pockets of poverty	Number of children covered under homegrown meals	700,175 pupils benefiting in primary and ECDE during the review period
Conduct a national school health survey	School health survey report	No funds allocated during the 2013/14 FY

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Sub-program 7: Expanding education opportunities in ASALs		
Mobile schools established and operational in ASAL	Number of mobile schools established	33 million used to establish 91 mobile schools
Provide grants to mobile schools	Number of learners receiving funds	10,655 learners receiving grants
Provision of grants to low cost boarding schools	Number of learners receiving funds	400 million to 113,524 learners in 2013/14 FY
Establishment of feeder schools through infrastructure support	Number of feeder schools established	
Sub-program 8: ICT Capacity Development		
Improvement of ICT infrastructure	Number of schools equipped with storage facilities and electricity connection	14,000 schools connected to electricity. No funds disbursed for storage facilities
Provision of Digital devices	Number of laptops provided to learners in primary schools	No laptops provided due to legal constraints in the procurement process
Training of teachers and education sector officers	Number of teachers and education officers trained on ICT integration in education	A total of 150 ICT champions and 300 ToTs were trained.
Project management, monitoring and evaluation	Number of ICT programs monitored and evaluated in schools	3 ICT programmes monitored in the review period
PROGRAMME 3: Secondary and Tertiary Education		
Output	Performance Indicator	Progress and Remarks
Sub-program 1: Secondary Bursaries Management Services		
Provision of bursary funds to the disadvantaged students, including	Amount and number of constituencies benefiting from the	Cumulative Kshs 2.70 billion disbursed to 290

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
the poor, orphans, vulnerable children in 210 constituencies provided to needy students	bursary fund.	constituencies by 2013/2014. Progamme is vision 2030 flagship project but was not funded in 2014/2015FY by treasury; need continued funding.
Sub-program 2: Free Day Secondary Education & Grants		
Output 1: Improvement to enhance access to secondary education	Amount and number of students benefited from FDSE capitation of Kshs 10265.00	Kshs 10265.00 per student disbursed to 1.91 billion students who received a total of Kshs.56.938 from 2011/2012-2013/2014.B million students: ongoing programme and need continued funding
Output 2: Upgrading of 87 Sub-county public Secondary to national status to enhance access, gender parity and improve quality of education.	Amount and number of schools upgraded to national status	Kshs 1.542B disbursed to 86 Sub-county schools upgraded to national status out of targeted 87 school by 2011/12 2013/14 reporting period Baringo County still wrangle on the choice of a school to be upgraded after stakeholders rejected the chosen school. Programme is ongoing and need continued funding. There is a shortfall of 75million in the current budget provision

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Output3: Construction/rehabilitation /expansion/equipment of infrastructure in public secondary schools	Amount and number of schools expanded /equipped/rehabilitated	Kshs 518 M (GOK) disbursed for infrastructure improvement to 508 public secondary schools ; It is vision 2030 flagship project but was not funded by treasury in 2014/2015 and need continued funding Funds (ADB Education III project) disbursed to 355 public secondary schools; most projects completed; some stalled with pending bill of Kshs 170 M due to to failure by GOK to release counterpart funding; ADB project ended in 2013/2014 FY.
Output4: Construction/rehabilitation /expansion/equipment of infrastructure in ASAL and Pockets of poverty Sub-counties	Amount and number of schools receiving funds	Kshs 84.85M (GOK)disbursed for infrastructure to 253 public secondary schools in ASALs Sub-countes ; ongoing programme and need continued funding Kshs 115.666 M (GOK)disbursed infrastructure to 365 public secondary schools in ASALs Sub-countes ; ongoing programme and need continued funding
Output5: Construction/rehabilitation /expansion/equipment of infrastructure of laboratories to	Amount and number of schools that received funds	(a) Kshs 581.56 M (GOK component)disbursed for laboratories 3690 public secondary schools; ongoing

PROGRAMME 1: General Administration and Planning		
Output	**Performance Indicator**	**Progress and Remarks**
improve performance in sciences and Mathematics subject		programme and need continued funding (b). Kshs 277M disbursed(ADB project) for laboratories in 752public secondary schools ; ADB project ended 2013/2014 FY
Output 6: Disbursement of service gratuity grants as retirement benefits to BOM employees	Amount and number of BOM retirees	Kshs 18.36 M disbursed to 294 BOM retirees in 294 public secondary schools from 2011/2012-2013/2014. ; ongoing programme and need continued funding
Sub-program 3: Secondary Teacher Education Services		
Output 1: Rehabilitation/construction/expansion/ equipment of 1 DTTC	Amount and number of DTTC rehabilitated/expanded/equiped	No funding for 1 new DTTC (Moiben). Has been allocated 54M in the 2014/15 FY
Output 2: Constructed 2 DTTC	Amount and number of DTTC constructed	Kangumo and Kibabii DTTCs rehabilitated. Ongoing programme and need more funding
Output 2: Developed Teacher Education Policy	A copy of Teacher Education policy developed and printed	Development started but was converted to Teacher In-service Training policy in 2012/2013; cross cutting issue now Co-ordinate by directorate of policy.

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Sub-program 4: Secondary Teachers In Servicing		
Established System of INSET for National and Regional INSET and Workshop at CEMASTEA and PTTCs	System of INSET for National and Regional INSET and Workshop established 60,000 mathematics and science teachers (grade 6-7) 300 PTTC Tutors (as Regional Trainers) 19 PTTC Principals 19 PTTC Deans and HODs	System of National INSET for Regional established at CEMASTEA. Training materials and programs developed. 286 Regional Trainers trained Quality of National INSET reached the expected level.
Existing system of Cluster INSET strengthened.	Number of selected teachers as Cluster Trainers Number of TAC tutors/ZQASO 20,000 primary school Head teachers	Maximum of 4,420 Cluster Trainers trained Maximum of 1113 TAC Tutors/Zonal QASOs sensitized 47 County QASOs and 278 Sub-county Directors of Education trained
Strengthened role of CEMASTEA as resource Centre for mathematics and science.	Number of guidelines/manuals developed. Number of teachers trained/sensitized KCPE mean score	Guideline/manual on management of M/S INSET for primary school teachers developed 55,393 of primary school teachers trained by the Cluster INSET though the targeted 60,000. 13,725 Primary School Head teachers sensitized The Kenya Certificate in Primary Education (KCPE) mean scores

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
		have been increasing both for mathematics and science.
Quality of secondary education improved through in-service training	Number of teachers in-serviced	A maximum of 1361 District Trainers were trained. Workshops on pedagogical leadership including lesson study for secondary school principals, Deputy Principals and Heads of Departments were conducted and the following were trained: 82% of secondary school principals (5,040 out of targeted 6,125). 115% of targeted Deputy Principals (2315 out of 2000) 278 Sub-county Directors of Education trained.
Subprogram 5: ICT Integration		
Output 7: ICT integration in public secondary schools	Amount and number of secondary schools equipped with ICT infrastructure Number of secondary teachers trained	Kshs 1.021 B disbursed to 834 public secondary schools from 2011/2012-2013/2014; Ongoing programme and need continued funding 1,609 secondary schools teachers' trained. Ongoing programme and need continued funding
Subprogram 6: Special Needs Education		

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Output 1: Disbursement of infrastructure grants to SNE public secondary schools	Amount and number of SNE schools awarded grants	Not funded in 2013/2014 but funded in 2014/2015. Ongoing programme and need continued funding
Output 2: Disbursement of grants to special needs students in SNE public secondary schools and two DTTC	Amount, number of schools and students	Kshs 200M disbursed to t0 3,128 students and trainees in 25 special secondary schools, 70 integrated secondary schools and 11 trainees in two Diploma Teacher Trainee Colleges in 2013/2014 FY
PROGRAMME 4: Quality Assurance and Standards		
Output	Performance Indicator	Progress and Remarks
Sub-program 1: Curriculum Development		
Outcome 1: Curriculum reformed	New reformed curriculum	Content for form2,3&4 in twelve subjects developed. Developed 23 syllabuses in TVET
Outcome 2: Evaluation of curriculum and curriculum support materials carried out	Number of materials vetted and approved	800 curriculum support materials vetted and approved
Outcome 3: Educational Broadcasting channel strengthened	Number of programmes broadcasted.	2,700 programmes broadcasted annually in the review period
Outcome 4: Education Resource Center established	Operational Education Resource Centre	The resource center has been commenced and construction work is still ongoing. A total of 280M has been used although the project will cost 5 Billion thus need more funding.

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Outcome 5: Development of digital content	Number of subjects whose content has been digitized	Digital Content for classes 3- 7 in mathematics and sciences developed
Sub-program 2: Examination and Certification		
Outcome 1: To administer examinations according to its mandate and to the satisfaction of stakeholders	No of candidatures registered on the online registration system	For KCPE 488,341 candidates were registered. For KCSE 889,852 candidates were registered in 214
	No of Papers printed	Security examination printing has been achieved accordingly to the set schedules.
	Establishment of Distribution centres	For KCPE 1,043 centres were established. For KCSE 816 centres were established.
	Supervision/ Invigilation in examination centres	Based on KCPE 2014 estimates no. Of supervisors 24,303, invigilators 45,878 & 24,000 security officer among others for about 4 days. Based on KCSE 2014 estimates no. of supervisors 8,022,invigilators 24,306 & 15,136 security officer among others for about 18 days
	Establishment of Marking centres	Based on KCPE 2014 invited examiners numbering 7,500 . Based on KCSE 2014 invited examiners numbering 15,000
	Processing of Results & Certification	Update of ICT system is being undertaken.

PROGRAMME 1: General Administration and Planning		
Output	**Performance Indicator**	**Progress and Remarks**
Outcome 2: Examinations for ABE & NFS developed & administered	Number of examinations prepared and administered	Examinations for ABE & NFS developed & administered by establishing a SNE unit and developing Regulations for administering NFE exams
Sub-program 3: Co-Curriculum Activities		
Output 1: Co-Curriculum Activities undertaken	Number of co-curriculum activities carried out from zonal to regional level.	Games and Athletics organized up to the regional level.
Output 2: Determination of the Education Quality Index.	Education Quality index	6190 schools and 9970 teachers assessed and reports written. The EQI was determined as 2.394. This was far below the targeted 13,358 schools and 26,716 teachers.
Output 3: Quality assurance of educational institutions	Number of reports on quality assuarance.	178 sub-counties were evaluated and reports written. The performance was far below the target of 285 sub-counties.
Output 4: Establishment of ESQAC	ESQAC established	Members of the council were selected and names forwarded to the Cabinet Secretary awaiting the appointment of the chairman. The establishment of ESQAC has been a bit slow particularly due to the fact that it was not captured in the previous budget. This should be fast tracked.
Output 5: Skills upgrading in curriculum implementation and	Number of lecturers trained	280 lecturers in TTC's were trained on curriculum implementation.

PROGRAMME 1: General Administration and Planning		
Output	Performance Indicator	Progress and Remarks
Subject based content mastery & communication skills improved		1200 teachers trained on pedagogue and reports written.
Output 6: Meriting of Schools	Number of schools merited	All secondary schools were merited on non-academic criteria and results released.
Output 7: Mainstreaming CFS in primary schools and PTTC's		Done in 9 sub-counties

PROGRAMME 5 : Adult and Continuing Education		
OUTPUTS	Performance Indicator	Progress and Remarks
	No. of adult learners increased	Number of learners increase at an average of 2.77%
	Number of facilitators recruited	880 facilitators recruited
	Number of ACE centres established	1000 new ACE operational
Output 2: Improve quality, relevance and efficiency of ACE/NFE programmes	Operational ACE quality assurance tools	ACE/NFE quality assurance tools developed awaiting printing
	Number of officers and teachers Capacity Build and trained	865 officers and teachers trained and capacity built in various areas for efficient service delivery
	Operational M&E tools	ACE/NFE M&E tools developed.
	Teaching and learning materials developed and procured	Samburu, Turkana, pokomo, Kidawida, olosuba and ekegusiilocal language primers reviewed and printed ,Maa, Kuria, Nduruma and pokot reviewed but awaiting printing
Output 3: Community Education and empowerment	MDTIs refurbished and upgraded	5 MDTIs refurbished and upgraded.
	Number of Courses developed and mounted in the 5 MDTIs.	Short courses and modules on life skills developed and mounted in all MDTIs .

PROGRAMME 5 : Adult and Continuing Education		
	Number of financial Literacy training programmes sessions conducted.	Financial literacy training programmes conducted in all the 47 counties
	Number of providers ACE/NFE sensitized on HIV and AIDS policy	47 county heads sensitized on HIV and AIDS policy
	ACE providers database in place	ACE providers database developed
	Number of Mobilisation and awareness campaigns conducted	Mobilization and awareness activities carried out in 47 counties through International Literacy Day Celebrations and Adult Learners week.
Output 4: Obtain reliable literacy data for improving the planning for ACE/NFE programmes	Reviewed Data collection tools.	ACE/NFE Reviewed and realigned to EMIS tools.
Output 5 : Improve Governance and Efficiency	Operational Special board of Adult and Continuing Education.	Special Board of Adult and Continuing Education Launched and operationalized.
	Number of newsletters published	ACE quarterly newsletter published for advocacy and publicity
PROGRAMME 6: UNIVERSITY EDUCATION		
Output	**Performance Indicator**	**Progress and Remarks**
Subprogram 1: University Education		
Output 1: Increase annual Gov't sponsored students to public universities	No. of Gov't sponsored students	Number of students increased from 42,000 in 2012/13 to 53,000 in 2013/14. This was due to the accelerated admission policy. However, there is a constraint on the Higher Education Loans Board to provide loans to the increased number of students thus the need to increase funding to HELB
Output 2: New University established.	Number of new Universities established.	The number of universities both public and private increased from 58 in 2011/2012 to 65 in 2012/2013 and to 68 in 2013/14 comprising twenty two (22) public chartered universities

PROGRAMME 5 : Adult and Continuing Education		
Output 3: Pan African University of Science Technology and Innovation (PAUSTI) established	PAUSTI established	Kenya Government disbursed Kshs 50 million in 2011/2012 financial year and provided Kshs62 million in the 2012/13 and 2013/14 financial years. Admission of the first cohort of 58 international students from over 10 African Countries was done in November, 2012 and students have undergone training at masters' level and are expected to graduate this year.
Output 4: Operationalized Open university	Open University of Kenya operationalized	All the necessary documentation is in place including a draft charter. A budget of 24M was provided in the financial year 2012/13 and 2013/14. It is expected that more resources will be provided in the next financial year to facilitate the launching of the Open University.
Output 5: Supply of teaching, training and research equipment in engineering and applied sciences in eight universities	Number of Universities supplied with equipment	The tenders for equipment have already been awarded
Output 6: Training of staff at Graduate and PhD levels	Number staff Trained at Graduate and PhD levels	Expression of Interest (EOI) and Request for Proposals (RFPs) for training at masters' and Doctorate levels have been evaluated and awaiting processing by the Ministerial tender Committee
Output 7: Teaching and learning block constructed at Wangari Mathai Institute of Peace and Environment.	Teaching and learning block constructed	Expression of Interest (EOI) and Request for Proposals (RFPs) on construction have already been finalized and the winning consultant is already developing bidding documents for the advertisement for a contractor to start the construction.
Subprogram 2: Quality Assurance and Standards		

PROGRAMME 5 : Adult and Continuing Education		
Output 1: Rating universities and Ranking of programmes	Report on Rating of Kenyan Universities and ranking of programmes	The Commission developed draft criteria for rating universities and discussed with stakeholders. Benchmarking with German rating system done
Output 2: Higher Education information management system	HEMIS established	The Commission established Higher Education Data committee consisting of seven institutions and inaugural meeting held.
Output 3: Credit Accumulation and Transfer System (CATs)and Quality Assurance	Credit Accumulation and Transfer System (CATs) Establish and implement quality assurance at the university	CATs for various CUE has facilitated the establishment of Quality Assurance Mechanisms in universities, where they are required to have: Quality Assurance Policy Quality Assurance Structure Quality Assurance Coordinator Budgetary allocation for Quality Assurance Undertake self-assessment at both programme and institutional level
Output 4: Regulations, standards, guidelines, processes and instruments for university accreditation developed	Published regulations, standards, guidelines, processes and instruments	Universities Regulations (2014), Standards and Guidelines have been published to give effect

PROGRAMME 5 : Adult and Continuing Education		
		the Universities Act No. 42 of 2012
Output 5: Accreditation- institution and programme	Number of institutions accredited	24 institutions awarded Charter 2 institution granted Letter of Interim Authority
	Number of programmes accredited	23 programmes accredited.
Subprogram 3: Higher Education and Support Services		
Output 1: Student financing	Number of undergraduate students receiving loans Amount of funds being disbursed	The number of students receiving loans increased from 105,850 in 2011/12 to 118530 in 2012/13 and to 144785 in 2013/14. The total amount disbursed for undergraduate loans also increased from Ksh Million 4,476 in 2011/12 to 6,168 million in 2013/14
	Number of postgraduate students receiving loans Amount of funds being disbursed	The number of postgraduate students receiving loans increased from 2132 in 2011/12 to 2740 in 2012/13 and to 3191 in 2013/14. The total amount disbursed for postgraduate loans also increased from Ksh Million 234 in 2011/12 to 401 million in 2013/14

PROGRAMME 5 : Adult and Continuing Education		
	Undegraduate bursary awarded	The number of students receiving bursary decreased from 16,081 in 2011/12 to 10,711 in 2013/14. The amount also reduced from 82 million to 70 million.
	TVET bursary and loans awarded	The number of students receiving TVET bursary decreased from 6908 in 2011/12 to 4415 in 2013/14. The amount also reduced from 86 million to 32 million. In the 2013/14 FY TVET loans amounting to 66 million were given to 2504 students.
	Postgraduate scholarships awarded	The number of students receiving scholarship increased from 66 in 2011/12 to 73 in 2013/14. The amount also increased from 18 million to 20 million during the same period
Output 2: Kenya Universities and Colleges Placement Service(KUCCPS) Operationalized	Board appointments Operational KUCCPS	KUCCPS has been established and is fully operational.
Output 3: Universities Funding Board established	Board appointments Operational UFB	The Board has not been established but the process of appointing board members has been initiated

2.2.2 State Department of Science and Technology

Programme 1: Technical Vocational Education and Training (TVET)

PROGRAMME 1 : Technical Vocational Education and Training		
Output	Performance Indicator	Progress and Remarks
Subprogram 1: Technical Accreditation and Quality Assurance		
Output 1: TVET Authority established and operationalized	Appointed Board Members	Board members appointed and gazette
	Fully functioning TVETA	TVETA has not been fully functioning because of budget and staffing constraints
Output 2: Improved Quality and Relevance	Number of institutions installed with the state of art equipments	Equipments procured and installed in 27 institutions
	Accreditation Handbook developed	Accreditation handbook for use in assessment developed.
	Guidelines for Review and Assessment.	Guidelines of standard and review of curriculum developed.
	Number of Reviewed curriculum	Six curriculums reviewed.
	Report on standard compliance	All institution due for compliance review assessed and report done.
Output 3: ICT integration	Draft ICT curricula	Development of draft completed
	Number of Institutions offering ICT skills programmee	Eight TVET institution launched CISCO skills certification programme
	A developed Strategy of Integrating ICT in TVET	Development of strategy completed
	Number of Institutions connected to internet	40 TVET institutions connected to internet via fibre optic.
	Sensitization Workshop	Sensitization workshop for trainers on application of ICT in learning done
Output 4: Curriculum	Competence Based Education and Training (CBET) System	CBET framework structure Developed
Subprogram 2: Technical Trainers and Instructor Services		
Recruitment of TVET trainers	TVET trainers recruited	This has not been done because TVETA is not fully functional

PROGRAMME 1 : Technical Vocational Education and Training		
Subprogram 3: Special Needs in Technical and Vocational Education		
Integrated special needs in education and training	SNE integration	SNE integration intiated but requires funding
Subprogram 4: Infrastructure Development		
Output 1: TVET Infrastructure Developed	Number of new Technical Training Institutes completed	11 GOK/ADB supported TTIs completed construction in 2 others ongoing
	Number of workshops and laboratories completed	Workshops in 48 institutions completed.
	Number of workshops Rehabilitated	Workshops in 27 institutions rehabilitated
	Number of TTIs Constructed in Counties without.	Tenders for construction of five TTIs awarded

Programme 2: Research, Science, Technology and Innovation

Programme 2: Research, Science, Technology and Innovation outputs		
Output	Performance Indicator	Progress and Remarks
Subprogram 1: Research Management and Development	Exchange Framework	Developed, awaiting implementation
Output 1: Science, Technology and Innovation exchange framework.	ST&I Act	NACOSTI established, NRF and KENIA establishment in progress
	Ksh. 15 million funded research activities	Government counterpart funding of Ksh 100 million for the next 2 years required A national survey to be undertaken
Output 2: Science, technology and innovation Act 2013	Pilot survey report	National survey planned in the next financial year
	Policy document	Draft policy document awaiting cabinet approval
	Policy document	Draft policy document awaiting cabinet approval
Ouput 3: European Union ST&I Collaborations funded research	National Research Agenda document	National Research Agenda document is ready awaiting launching and implementation

Programme 2: Research, Science, Technology and Innovation outputs		
Output	Performance Indicator	Progress and Remarks
	Signed Africa Regional Cooperative Agreement for Research Development and training related to Nuclear Science and technology by 39 nine African states	The implementation of the programmes in the agreement is ongoing. Each members state has an annual contribution of $ 8,000
A national survey to be undertaken	Comprehensive Nuclear Ban Treaty (CNBT) agreement document	The implementation of the programmes in the agreement is ongoing. Annual contribution of $ 7,000
Output 4: A Survey on the impact of public funded research.	Completion rate	Completion rate was 40% as June 2014. The construction work has stalled. More funding is needed to complete the building in the next financial year. The building requires Ksh. 600m.
Output 5: National Research and Development Policy	The gazetted regulations and guidelines from ST&I Act 2013	Enforcement of the gazetted regulations has started.
Output 6: A national space science policy	On line application of research permits	On line application of research permits is ongoing.
	ST&I Policy	Implementation on-going at the institutional level. Design for a national S&T Park planned
Output 7: National Research Agenda	Two surveys	R&D surveys to be undertake every 2 years.
Output 8: A national research policy.	One Survey	Innovation survey to be undertaken every 3 years
Output 9: Africa Regional Cooperative Agreement for Research Development and training related to Nuclear Science and technology (AFRA) Coordination	National ST&I Statistics Observatory Design	Negotiations for implementation on-going with the World Bank
Output10: Comprehensive Nuclear Ban Treaty	FP7 collaborations in ICT, Environment, health, agriculture and space.	Several EU funded projects on-going. Kenya Government counterpart funding required-
(CNBT) agreement	Reports of the selected research chairs.	Pilot work has started with two research chairs- Health System and Agriculture Biotechnology. There is a matching fund in the programme where GOK

Programme 2: Research, Science, Technology and Innovation outputs		
Output	Performance Indicator	Progress and Remarks
		contributes Ksh. 15 m. per annum.
(CNBT) agreement document	Reports of the funded 1,283 research proposals	Implementation of the funded research proposals are ongoing and monitoring and evaluation is been conducted under the monitoring and evaluation log frame work
Output 11: Construction of the NACOSTI HQs		
Output 12:	5 scientists awarded. (1 woman and four youth scientists)	Signed an agreement between AU-TWAS and MoEST. Awareness on the awards required. Government financing of the Kenya Science and technology and Innovation (KSHTI) awards scheme
Developed regulations for ST&I Act 2013.	3 Journals published	Publication of Journals should be continuous
Output 13:	Increased awareness attracting 12.3 Million Euros in Research funding from EU	Researchers have been able to access funding. Funds required for awareness on the new funding scheme. Government funding for Horizon 2020 National Contact Point (NCP) network
On line application of Research permits.	Proceedings of held Science, Technology and Innovation awareness weeks held	Impacts of the recommendations of the proceedings are monitored and evaluated. The impacts of the annual event enhance the national social economic development.

Programme 3: Youth Training

Programme 3: Youth Training and Development		
Output	Performance Indicator	Progress and Remarks
Subprogram 1: Revitalization of Youth Polytechnics		
Output 1: Enhanced quality of training equipment in YPs	**Performance Indicator 1:** No. of YPs equipped	876 YPs equipped
Output 2: Improved infrastructure in Yps	**Performance Indicator1:** No. of infrastructure projects rehabilitated in Yps	18 YPs rehabilitated. Target affected by lack of funds

	Performance Indicator 2: No. of new infrastructure projects constructed in YPs	14 projects completed 34 projects initiated and are on-going
Output 3 : Finalization of the draft National Policy on Youth Polytechnic and the Vocational Training Sector (NPYPVT)	Performance Indicator: National Policy on Youth Polytechnic and the Vocational Training Sector (NPYPVT)	Draft Policy in place
Output 4: Disbursement of the SYPT funds to YP trainees	Performance Indicator 1: No. of YP trainees benefitted from SYPT	76,569 trainees
	Performance Indicator 2: Manual on management of SYPT funds	Draft manual in place
	Performance Indicator 3: No. of trainees enrolled in YPs	76,569 trainees
Output 4: Registration of 50 new YPs	Performance Indicator: No. of YPs registered	100 YPs registered. Target affected by the formation of TVET Authority
Subprogram 2: Curriculum Development		
Output 1: Reviewed NVCET curricullum	Performance Indicator 1: Reviewed syllabus in four course areas in NVCET	Reviewed syllabus in Metal Processing Technology, Motor Vehicle Technology, Building Technology and Fashion Design & Garment Making
Output 2: Review of NVCET instructional materials	Performance Indicator: Reviewed instructional materials in four course areas in NVCET	Review of Instructional materials in Metal Processing Technology, Motor Vehicle Technology, Building Technology and Fashion Design & Garment Making is on-going
Output 3: Increased number of YP trainees on industrial attachment	Performance Indicator: No. of trainees that undertook industrial attachment	6,000 YP trainees
Subprogram 3: Quality Assurance and Standards		
Output: Increased number of YPs assessed for quality	Performance Indicator 1: No. of YPs assessed	980 YPs assessed for quality
	Performance Indicator 2: YP QAS Guidelines developed	YP QAS Guidelines developed
	Performance Indicator 3: No. of Youth Training Officers, YP Managers and Instructors sensitised on QAS	500 Officers sensitised
Subprogram 3: ICT Integration in Youth Polytechnics		
Output: Finalization of the YP ICT Integration Guidelines	Performance Indicator: YP ICT Integration Guidelines	YP ICT Guidelines developed

ICT integration in Yps	**Performance Indicator 1:** No. of YPs integrating ICT	150 YPs integrating ICT
	Performance Indicator 2: Directorate of Youth Training Information Management System (DYTIMS)	DYTIMS operational
	Performance Indicator 3: YP Management Application System (YPMAS)	YPMAS operational in YPs
	Performance Indicator 4: No. of officers sensitised on YPMAS	Instructors sensitised

2.2.3 Teachers Service Commission

Programme 1: Teacher resource management		
Output	Performance Indicator	Progress and Remarks
Subprogram 1Teacher Management		
Output 1: (a) Establishment of Adequate teaching force	**Performance Indicator 1:** Reduced pupil teacher ratio	10,000 teachers recruited. PTR reduced to 1:45
Output2 equitably distributed and optimally utilized teaching service	**Performance Indicator1:** Number of counties with a variance of less than 10% from the national percentage shortage	Redistribution through transfers was done.
Programme 2: Governance and standards		
Output	Performance Indicator	Progress and Remarks
Subprogram 1: Quality Assurance		
Output 1: (b) establish effective institutional governance	**Performance Indicator** Percentage of institutional heads, Boards of Management and School Management Committees trained on effective institutional management in each county	10,000 teachers sensitized
Output2 Effective performance monitoring mechanisms established equitably	**Performance Indicator1:** Percentage of institutions inspected	The commission implemented teacher registration on line.
Output3 Performance Appraisal system Institutionalized	**Performance Indicator1:** Number of teachers appraised annually	The commission rolled out Appraisal systems to all tertiary institutions

Subprogram 2: Teacher Professionalism and Integrity		
Output1 enhance Discipline and professionalism of teachers	Reduction of discipline cases	From 1268 in 2011/12 to 1185 cases in 2013/14.
Subprogram 3: Teacher Capacity Development		
Teachers skills developed for effective quality teaching service	Improved performance	The commission trained 5000 teachers on Teacher proficiency Course.
Programme 3: Administration and Planning		
Output	**Performance Indicator**	**Progress and Remarks**
Subprogram 1: Policy Planning		
Output 1: (a) Establishment of Governance and service delivery system through policies and regulations	**Performance Indicator** Number of policies and regulations developed/revised	Code of regulations for teachers and code of conduct for TSC employees revised
Output2 Effective performance monitoring mechanisms established equitably	**Performance Indicator1:** Adequate control mechanisms across all functions established	Development of County finance/Accounting Manual
Output3 Automation of key functions in Teachers service commission(Digitalization of Records)	**Performance Indicator1:** Number of systems automated Number of records digitalized)	The commission rolled out online teacher registration, (16,0000teachers registered online) pay slips online, digitalized 7000 records.
Subprogram 2: Field Services		
Output 1Decentralization of TSC functions	Number of functions devolved to the counties	The commission decentralized aspects of discipline, transfers, and recruitments.

2.3 Expenditure Analysis

This section provides an analysis of the sector's expenditure in the last three years. Specifically, the section looks into expenditure trends in both recurrent and development expenditures and analyses any variance between the budgeted and actual expenditure of the sector. The analysis focuses on economic classification, sub-votes and programmes.

Recurrent expenditure as a percentage of total expenditure decreased from 82 % in 2011/12 to 78.1 % in 2012/13 and then increased 92.2 % in 2013/14. Development expenditure as a percentage of total expenditure increased from 18 % in 2011/12 to 21.9 % in 2012/13 and down to 7.8 % in 2013/14.

This budgetary allocation to this sub-sector mainly caters for implementation of free primary and free day secondary education programmes. The table below gives the expenditure analysis for review period.

Analysis of State Department of Education Total Expenditure 2011/12 – 2013/14 (Ksh. Million)

Year	Approved Estimates			Actual Expenditure		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
RE	46,054	45,510	42,370	45,081	44,880	43,631
DE	7,676	10,410	11,384	5,499	8,717	3,676
Total	53,730	55,920	53,753	50,579	53,596	47,307
RE % of Total	79.5	81.6	78.8	82	78.1	92.2
DE % of Total	20.5	18.4	21.2	18	21.9	7.8

Table 2.8 : Analysis of State Department of Science and Technology Total Expenditure 2011/12 – 2013/14 (Kshs Million)

	Approved Estimates			Actual Expenditure		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Recurrent						

Budget	46,754	34,467.4	44,141.5	46,583	34,301.2	36,793.1
Development	6,368	6,929.5	8,542.7	1,333	5,313.0	6,266.1
Total Expenditure	53,122	41,396.8	52,684.3	47,916	39,614.2	43,059.2
RE % of Total	88	83.3	83.8	97.2	86.6	85.4
DE % of Total	12	16.7	16.2	2.8	13.4	14.6

Table 2.9 Analysis of Teachers Service Commission Total Expenditure 2011/12 – 2013/14 (Ksh. Million)

	APPROVED EXPENDITURE			ACTUAL EXPENDITURE		
Year	2011/12	2012/13	2013/14	2011/2012	2012/13	2013/14
Recurrent	112,049	140,411	154,039	112,425	140,410	154,039
Development	-	-	-	-	-	-
TOTAL	112,049	140,411	154,039	112,425	140,410	154,039
RE AS % OF TOTAL	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
DE AS % OF TOTAL	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

2.3.1 Analysis of Programme Expenditure

In the last three years, the average total approved estimate of the ministry was kshs. 150,791 billion while the average actual expenditure amounted to kshs.139,988 billion. During the period 2011/12-2012/13 the ministry's allocation decreased by 2,190 billion which is a 2% decrease. In the financial 2013/14 the allocation increased due to the merger of the two ministries, ministry of education and ministry of higher education science and technology.

The analysis of expenditure trends for the period 2011/12-2013/14, in terms of the approved estimates and the corresponding actual expenditure, indicate that recurrent

expenditure has been more than development expenditure. On average the development actual expenditure under review was 63% compared to 97% for actual recurrent expenditure. However, the overall actual expenditure was less than the approved estimates indicating that the subsectors expenditure was within the approved expenditure.

The overall absorption capacity of the subsector for the period under review was 92%. The absorption rate of recurrent expenditure was 92% while that of development expenditure was 68%.

The budgetary allocation to the Ministry mainly caters for implementation of free primary and free day secondary education programmes. The sub sector's funding increased in 2011/12 from KShs 53,730.1 Billion to Ksh 55,919.9 Billion in 2012/13 and down to 53, 754 Billion in 2013/14. The absorption rates of the voted funds have been considerably high. On average, the state department absorbed over 90% of its budget thus ensuring that no funds are tied that could have been used to fund other vital government activities. The 10 % variance in absorption was due to the following;

Non submission of returns from development partners to reconcile books of accounts

Lack of exchequer

A number of officers whose services were terminated resulting in court cases hence a certain amount of PE was set aside for their salaries in case the court rulings favoured them

The table ( ) below give the expenditures by programme for the state department of

education for the period under review.

Table 2.10: Analysis of expenditure by Programme for the State department of education 2011/12 -2013/14 (Ksh. Million)

Programme	Approved Estimates			Actual Expenditure		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Programme 1: General Administration & Support Services	5598.3	7258.4	4947.1	4971.7	6724.7	3733.9
Recurrent Expenditure	3948.1	3842.6	3707.0	3364.4	3619.8	2973.8
Development Expenditure	1650.2	3415.8	1240.1	1607.3	3104.9	760.1
Programme 2: Basic Education	15122.9	14586.6	21452.8	14994.3	14231.4	13963.0
Recurrent Expenditure	13548.7	13015.3	12719.4	13527.4	12759.4	12018.4
Development Expenditure	1574.2	1571.3	8733.4	1466.9	1472	1944.6
Programme 3: Adult & Continuing Education	1206	1223.2	904.4	881.6	1174.6	724.0
Recurrent Expenditure	1166	1203.2	872.0	841.6	1154.6	724.0
Development Expenditure	40	20	32.4	40	20	0.0
Programme 4: Secondary Education	27917.7	28302.1	23144.9	25667.5	27118	23374.3
Recurrent Expenditure	23928.3	23535.1	22485.7	23457.5	23471.1	22839.6
Development Expenditure	3989.4	4767	659.2	2210	3646.9	534.7
Programme 5: Quality Assurance and Standards	4304.8	4674.5	5801.6	4064.3	4347.6	5511.8
Recurrent Expenditure	3882.9	3913.6	5083.1	3889.9	3874.7	5075.6
Development Expenditure	421.9	760.9	718.5	174.4	472.9	436.2
Grand Total	54149.7	56044.8	56250.8	50579.4	53596.3	47307.0

Table 2.11 : Analysis of expenditure by Programmes, State department of science & Technology 2011/12-2013/14 (KShs. Million)

	Approved Estimates			Actual Expenditure		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Programme 1: General Administration & Support Services						
Recurrent Expenditure	380.2	668.7	515.5	430.9	674.6	398.1
Development Expenditure	0.0	0.0	0.0	0.0	0.0	0.0
Total Expenditures	380.2	668.7	515.5	430.9	674.6	398.1
Programme 2: University						

Education						
Recurrent Expenditure	164.8	31477.4	40302.9	161.1	31412.1	33375.5
Development Expenditure	0.0	4544.9	3550.6	0.0	3370.2	2616.8
Total Expenditures	**164.8**	**36022.3**	**43853.6**	**161.1**	**34782.2**	**35992.3**
Programme 3: Technical Vocational Education and Training						
Recurrent Expenditure	1190.8	1286.5	1217.1	1164.8	1199.9	1192.1
Development Expenditure	0.0	2122.6	3718.6	0.0	1739.6	3306.5
Total Expenditures	1190.8	3409.0	4935.7	1164.8	2939.6	4498.6
Programme 4: Youth Training						
Recurrent Expenditure	0.0	0.0	1180.5	0.0	0.0	1020.4
Development Expenditure	0.0	0.0	1033.1	0.0	0.0	202.4
Total Expenditures	**0.0**	**0.0**	**2213.6**	**0.0**	**0.0**	**1222.8**
Programme 5: Quality Assurance and Standards						
Recurrent Expenditure	179.3	142.6	124.3	174.1	126.9	63.0
Development Expenditure	0.0	0.0	0.0	0.0	0.0	0.0
Total Expenditures	**179.3**	**142.6**	**124.3**	**174.1**	**126.9**	**63.0**
Programme 6: Research and Development						
Recurrent Expenditure	134.5	892.1	801.2	122.2	887.7	743.9
Development Expenditure	0.0	262.0	240.4	0.0	203.2	140.4
Total Expenditures	**134.5**	**1154.1**	**1041.6**	**122.2**	**1091.0**	**884.3**

Table 2.12 : Teachers Service Commission Analysis of expenditure by Programme 2011/12 -2013/14 (Ksh Million)

	APPROVED ESTIMATES			ACTUAL EXPENDITURE		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Programme: Teacher Services						
Recurrent Budget						
Compensation to employees	111,669	139,505	153,222	111,843	139,505	153,222
Use of goods and services	362	602	779	545	608	779
Grants transfers and subsidies	-	-	-	-		-
Acquisition of non-financial asset	18	304	38	37	297	38
Total recurrent budget	**112,049**	**140,411**	**154,039**	**112,425**	**140,410**	**154,039**
Development budget						

Compensation to employees	-		-	-	-	-
Use of goods and services	30		-	11	-	-
Grants transfers and subsidies	-		-	-	.	-
Acquisition of non-financial asset	-		-	-	-	-
Total recurrent Development	30		-	11	-	-

2.3.2 Analysis of Programme Expenditure by Economic Classification

2.13 State Department of Education

	Approved Estimates			Actual Expenditure		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Programme 1: General Administration & Support Services						
Recurrent Expenditure	3,948.10	3,842.60	3,707.03	3,364.40	3,619.80	2,973.78
Compensation to Employees	2,152.00	1,995.20	2,497.44	1,633.70	1,812.70	2,278.01
Use of goods and services	915.00	1,779.40	957.36	904.00	1,739.10	507.65
Current Grants and Transfers	50.00	68.00	236.50	50.00	68.00	164.43
Other Recurrent Expenditure	831.10	-	15.73	776.70	-	23.69
Development Expenditure	1,650.20	3,415.80	1,240.10	1,607.30	3,104.90	760.13
Acquisition of Non-Financial Assets	-	268.00	924.10	43.00	2.50	750.82
Grants and Transfers	33.00	2,263.00	250.00	33.00	2,200.00	6.29
Other Development Expenditure	1,617.20	884.80	66.00	1,531.30	902.40	3.02
Total Expenditures	5,598.30	7,258.40	4,947.13	4,971.70	6,724.70	3,733.91
Programme 2: Primary Education						
Recurrent Expenditure	13,548.70	13,015.30	12,719.43	13,527.40	12,759.40	12,018.37
Compensation to Employees	30.90	98.50	118.11	23.10	98.10	114.49
Use of goods and services	1,623.80	1,259.60	1,264.34	1,612.30	1,232.70	1,196.56
Grants and Transfers	11,894.00	11,657.20	11,336.99	11,892.00	11,428.60	10,707.33
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	1,574.20	1,571.30	8,733.41	1,466.90	1,472.00	1,944.59

Other Development Expenditure	1,090.50	1,196.60	3,042.61	1,060.00	1,127.00	1,520.58
Grants and Transfers	26.00		-	34.30		21.98
Acquisition of Non-Financial Assets	457.70	374.70	5,690.80	372.60	345.00	402.03
Total Expenditures	**15,122.90**	**14,586.60**	**21,452.84**	**14,994.30**	**14,231.40**	**13,962.96**
Programme 3: Adult & Continuing Education						
Recurrent Expenditure	**1,166.00**	**1,203.20**	**871.96**	**841.60**	**1,154.60**	**723.97**
Compensation to Employees	969.20	747.20	688.32	650.60	703.80	643.51
Use of goods and services	196.80	456.00	183.65	191.00	450.80	80.47
Grants and Transfers	-	-	-	-	-	-
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	**40.00**	**20.00**	**32.40**	**40.00**	**20.00**	**-**
Other Development Expenditure	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Acquisition of Non-Financial Assets	40.00	20.00	32.40	40.00	20.00	-
Total Expenditures	**1,206.00**	**1,223.20**	**904.36**	**881.60**	**1,174.60**	**723.97**
Programme 4: Secondary Education						
Recurrent Expenditure	**23,928.30**	**23,535.10**	**22,485.71**	**23,457.50**	**23,471.10**	**22,839.63**
Compensation to Employees	93.30	90.10	81.31	58.60	68.90	82.51
Use of goods and services	167.00	241.50	169.54	164.50	239.10	75.05
Grants and Transfers	1,779.00	1,397.60	1,379.93	1,345.40	1,357.20	1,911.61
Other Recurrent Expenditure	21,889.00	21,805.90	20,854.92	21,889.00	21,805.90	20,770.46
Development Expenditure	**3,989.40**	**4,767.00**	**659.15**	**2,210.00**	**3,646.90**	**534.71**
Acquisition of Non-Financial Assets	257.00	365.00	172.40	199.00	332.00	283.09
Grants and Transfers	3,435.40	4,402.00	194.75	1,621.00	3,314.90	-
Other Development Expenditure	297.00	-	292.00	390.00	-	251.62

Total Expenditures	27,917.70	28,302.10	23,144.86	25,667.50	27,118.00	23,374.34
Programme 5: Quality Assurance and Standards			-			-
Recurrent Expenditure	3,882.90	3,913.60	5,083.10	3,889.90	3,874.70	5,075.62
Compensation to Employees	-	109.30	106.42	-	77.90	105.38
Use of goods and services	143.00	200.40	76.69	150.00	192.90	70.85
Grants and Transfers	3,739.90	3,603.90	4,884.00	3,739.90	3,603.90	4,883.40
Other Recurrent Expenditure	-	-	16.00	-	-	16.00
Development Expenditure	421.90	760.90	718.50	174.40	472.90	436.18
Acquisition of Non-Financial Assets	211.00	480.00	320.00	43.90	364.00	184.47
Grants and Transfers	130.50	172.00	292.50	50.10	-	104.56
Other Development Expenditure	80.40	108.90	106.00	80.40	108.90	147.15
Total Expenditures	4,304.80	4,674.50	5,801.60	4,064.30	4,347.60	5,511.80
Grand Total	54,149.70	56,044.80	56,250.80	50,579.40	53,596.30	47,306.99

Table 2.14 : Analysis of expenditure by Programmes, State department of science & Technology (KShs. Million)

	Approved Expenditure			Actual Expenditure		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Programme 1: General Administration & Support Services						
Recurrent Expenditure	380.18	668.71	515.55	430.85	674.57	398.06
Compensation to Employees	106.21	122	138.98	98.20	129.57	124.79
Use of goods and services	263.05	312	159.96	243.05	313.59	130.61
Current Grants and Transfers	-	216	160.00		215.68	86.06
Other Recurrent Expenditure	10.92	19	56.60	89.6	15.73	56.60

Development Expenditure	-	-	-	-	-	-
Compensation to Employees	-	-	-	-	-	-
Acquisition of Non-Financial Assets	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	-	-	-	-	-	-
Total Expenditures	380.18	668.71	515.55	430.85	674.57	398.06
Programme 2: University Education						
Recurrent Expenditure	164.80	31,477.38	40,302.95	161.08	31,412.06	33,375.53
Compensation to Employees	26.22	29	52.34	23.1	31.06	52.17
Use of goods and services	131.32	126	100.30	131	96.08	79.32
Grants and Transfers		31,317	34,683.10		31,280.06	33,242.54
Other Recurrent Expenditure	7.25	6	5,467.20	6.98	4.85	1.50
Development Expenditure	-	4,544.90	3,550.63	-	3,370.16	2,616.82
Compensation to Employees			-			
Other Development Expenditure						
Grants and Transfers		4,545	3,550.63		3,370	2,616.82
Acquisition of Non-Financial Assets						
Total Expenditures	164.80	36,022.28	43,853.58	161.08	34,782.23	35,992.35
Programme 3: Technical Vocational Education and Training						
Recurrent Expenditure	1,190.76	1,286.50	1,217.06	1,164.80	1,199.92	1,192.13
Compensation to Employees	62.57	65	31.02	50.2	68.15	49.08

Use of goods and services	91.34	95	49.17	89	59.54	31.19
Grants and Transfers	1,030.00	1,120	1,136.24	1021	1,065.83	1,111.85
Other Recurrent Expenditure	6.85	7	0.64	4.6	6.40	-
Development Expenditure	-	2,122.55	**3,718.64**	-	1,739.64	**3,306.48**
Compensation to Employees			-			-
Use of goods and services		178	1,459.44		360	1,339.45
Grants and Transfers		1,945	1,831.20		1,380	1,539.03
Other Development Expenditure			428.00			428.00
Total Expenditures	1,190.76	3,409.05	4,935.70	1,164.80	2,939.56	4,498.61
Programme 4: Youth Training						
Recurrent Expenditure	-	-	**1,180.50**	-	-	**1,020.45**
Compensation to Employees	-	-	138.79			136.77
Use of goods and services	-	-	215.44			57.40
Grants and Transfers	-	-	826.23			826.23
Other Recurrent Expenditure	-	-	0.05			0.05
Development Expenditure	-	-	**1,033.08**	-	-	**202.37**
Compensation to Employees	-	-	-			
Use of goods and services	-	-	-			
Grants and Transfers	-	-	540.00			-
Other Development Expenditure	-	-	493.08			202.37
Total Expenditures	-	-	**2,213.58**	-	-	**1,222.82**
Programme 5: Quality Assurance and Standards						
Recurrent Expenditure	179.29	142.64	124.26	174.10	126.86	63.00

Compensation to Employees	52.31	57	48.83	49	57.55	47.97
Use of goods and services	117.86	75	74.63	116	60.25	14.85
Grants and Transfers			-			
Other Recurrent Expenditure	9.12	10	0.80	9.1	9.05	0.18
Development Expenditure	-	-	-	-	-	-
Compensation to Employees			-			
Other Development Expenditure			-			
Grants and Transfers			-			
Acquisition of Non-Financial Assets			-			
Total Expenditures	**179.29**	**142.64**	**124.26**	**174.10**	**126.86**	**63.00**
Programme 5: Research and Development						
Recurrent Expenditure	**134.47**	**892.14**	**801.20**	**122.18**	**887.74**	**743.94**
Compensation to Employees	48.27	44	45.23	38.90	47.08	44.60
Use of goods and services	85.91	27	64.21	83	20.10	9.65
Grants and Transfers		820	691.76		819.75	689.69
Other Recurrent Expenditure	0.29	1	-	0.28	0.81	
Development Expenditure	-	**262.00**	**240.40**	-	**203.22**	**140.40**
Compensation to Employees			-			
Other Development Expenditure			-			
Grants and Transfers		262	240.40		203	140.40
Acquisition of Non-Financial Assets			-			
Total Expenditures	**134.47**	**1,154.14**	**1,041.60**	**122.18**	**1,090.96**	**884.34**

2.15 Teachers Service Commission analysis of expenditure by programme and economic classification 2011/12-2013/14 (Ksh. Million)

Programme: Teacher Services	APPROVED EXPENDITURE			ACTUAL EXPENDITURE		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Recurrent Budget						
Compensation to employees	111,669	139,505	153,222	111,843	139,505	153,222
Use of goods and services	362	602	779	545	608	779
Grants transfers and subsidies	-	-	-	-		-
Acquisition of non-financial asset	18	304	38	37	297	38
Total recurrent budget	**112,049**	**140,411**	**154,039**	**112,425**	**140,410**	**154,039**
Development budget						
Compensation to employees	-		-	-	-	-
Use of goods and services	30		-	11	-	-
Grants transfers and subsidies	-		-	-	-	-
Acquisition of non-financial asset	-		-	-	-	-
Total recurrent Development	**30**	**-**	**-**	**11**	**-**	**-**

2.3.3 Analysis of Capital Projects by Programme

State department of Education

Table 2.16 Basic Education Programme

PROJECT 1: PRIMARY INFRASTRUCTURE PROJECT July 2011 **Contract Cost**: 492 M Completion Stage 2011/12- 100%	**Contract completion date**: Completion stage 2012/2013- 100%	Location: Countrywide **Expected Completion date**: Completion stage 2013/2014- 100%
Budget Provision 2011/12: Ksh 152m used for 298 primary schools	Budget Provision 2012/13: Ksh205m for 272 primary schools	Budget Provision 2013/14: Ksh135m for 229 primary schools
Brief overview of the specific needs to be addressed by the project Inadequate infrastructure in primary schools has had an adverse effect on access to education and quality learning over the year's .The government and partners therefore considered t this venture as a priority. These funds were also used to address emergencies in schools and the flagship projects under Vision 2030.Part of the funds have been used to support Low cost boarding Primary schools in the ASALs areas.		
PROJECT 2 :Primary Teacher Education **Bondo Teachers college** **Contract Cost**: <mark>**5,000,000,000**</mark>	**Contract completion date**: N/A	Location: Countrywide **Expected Completion date**: Not determined

Completion Stage 2011/12	Completion stage 2012/2013	Completion stage 2013/2014
Budget Provision 2011/12: **Ksh NIL**	Budget Provision 2012/13: **Ksh NIL**	Budget Provision 2013/14: **Ksh91,000,000**
PROJECT 3:Primary Teacher Education **Kenyenya Teachers college** **Contract Cost**: **(533,000,000)** Completion Stage 2011/12	**Contract completion date**: N/A Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Not determined Completion stage 2013/2014
Budget Provision 2011/12: **Ksh NIL**	Budget Provision 2012/13: **Ksh NIL**	Budget Provision 2013/14: **Ksh51,000,000**
PROJECT 4: **Primary Teacher Education** **Narok Teachers college** **Contract Cost**: **(220,595,400**) Completion Stage 2011/12	**Contract completion date**: N/A Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Not determined Completion stage 2013/2014
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:

Ksh NIL	Ksh NIL	Ksh80,681,470
PROJECT 5: **Primary Teacher Education** **KITUI Teachers college** **Contract Cost**: (3,938330,000) Completion Stage 2011/12	**Contract completion date**: N/A Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Not determined Completion stage 2013/2014
Budget Provision 2011/12: NIL	Budget Provision 2012/13: NIL	Budget Provision 2013/14: **KSH 91,000,000**
PROJECT 6: **Primary Teacher Education** **GarissaTeachers college** **Contract Cost**: (1,318,240,000) Completion Stage 2011/12	**Contract completion date**: N/A Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Not determined Completion stage 2013/2014
Budget Provision 2011/12: NIL	Budget Provision 2012/13: NIL	Budget Provision 2013/14: NIL
PROJECT 7: **Primary Teacher Education** **UGENYA Teachers college** **Contract Cost**: (n/a) Completion Stage 2011/12	**Contract completion date**: N/A Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Not determined Completion stage 2013/2014
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:

NIL	NIL	NIL
PROJECT 8: **Primary Teacher Education** **Chesta Teachers college** **Contract Cost**: (N/A) Completion Stage 2011/12	**Contract completion date**: N/A Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Not determined Completion stage 2013/2014
Budget Provision 2011/12: NIL	Budget Provision NIL 2012/13:NIL	Budget Provision 2013/14:NIL

Brief overview of the specific needs to be addressed by the projects
Five of the Primary Teacher training colleges referred had to be rebuilt anew after their old facilities were taken over by Universities. The colleges are now operational with a student enrolment of 3,666.The total cost of construction of the seven colleges is estimated at **Ksh 3.2 Billion** according to the **BQs**

Table 2.17 Quality Assurance Programme

PROJECT 1: Construct KNEC headquarters		
Contract date: 1985		Location : South C
Contract Cost: Ksh. 2,600,000,000	Contract completion date: 2014	Expected Completion date: 2015
Completion Stage 2011/12 34%	Completion stage 2012/2013 34%	Completion stage 2012/2013 54%
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:
-	Ksh. 358,190,197	Ksh. 144,221,504
Brief overview of the specific needs to be addressed by the project		
To acquire adequate office space to accommodate all KNEC operations and improve co-ordination. To reduce the rental costs in 3 locations & transport operational costs. Enhance the ICT integration in all KNEC operations.		

PROJECT 2: Construction of		Location

Educational resource centre (Phase 1) Contract date: Contract Cost: Completion Stage 2011/12 (%)	Contract completion date: Completion stage 2012/2013	Expected Completion date: Completion stage 2013/14
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:
80,400,000	108,900,000	142,500,000

Brief overview of the specific needs to be addressed by the project

The Education Resource Centre will facilitate regular interaction between curriculum developers and the implementers, thus allowing for a meaningful interplay between curriculum development and implementation. The Centre will also provide opportunities for encouraging curriculum developers and the end users to evaluate their ideas and performance levels. These are necessary for creativity and innovation.

During the financial year 2013/2014, the Ministry of Education ,science and technology provided Kshs.114, 000,000 to finance preliminary works of establishing the Education Resource Centre. The Centre is scheduled to be completed in four (4) phases i.e., 2014/2015, 2015/2016, 2017/2018 and 2017/2018 if adequate provisions are made and funding is availed according to schedule. During the financial year 2015/2016 the funds required for the project are Kshs.1,433,000,000

University Education Programme

Table 2.18 Directorate of Higher Education

PROJECT 1: GOK/ADB HEST- Support to enhancement of quality and relevance in higher education, science & technology **Contract date:** Dec 2012 **Contract Cost:** 3.6 Billion Completion stage 2011/12 N/A	Contract completion date: December 2017 Completion stage 2012/2013 5 %	Location: Nairobi Expected Completion date: December 2017 Completion stage 2013/14 10 %
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:

		NIL
Brief overview of the specific needs to be addressed by the project		
To improve quality and relevance in engineering faculties in line with the Kenyas Vision 2030 priorities for STI and Human resource aspirations in the East African community integration. This will entail provision of training and research equipment to 8 target universities, training of university staff at masters and PHd level, construction and equipping of teaching & block at Wangari Maathai Institute of Peace and environmental studies and enhancement of MOEST capacity for evidence based policy formulation and programme management.		

Table 2.18 Secondary & Tertiary Education Programme

PROJECT 4: Upgrade 87 secondary schools to national status		
Contract date: July 2011		Location : South C
Contract Cost:	Contract completion date: 2015	Expected Completion date: 2015
Completion Stage 2011/12	Completion stage 2012/2013 33.3%	Completion stage 2013/2014 66.6% %
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:
750m	Ksh. 400m	Ksh. 400m
Brief overview of the specific needs to be addressed by the project;		
To enhance access and ease pressure on the demand for Form 1places in already existing national schools. To enhance national cohesion and integration. To stimulate academic excellence and improve education standards in all counties for national development. To improve and expand infrastructural facilities for the provision of quality education. To enhance equity in line with the new constitution The funds required during the financial year 2015/16 are Ksh. 800m to meet the balances brought forward and to continue expanding infrastructure in these schools due to the need to create more vacancies for students in secondary education and provide quality education.		

Table2.19 State department of Science and Technology

PROJECT 1: Construction of NACOSTI HQs **Contract date:** 2/4/2012 **Contract Cost:** Ksh. 990,990,990 **Completion Stage 2011/12 (10%)**		Location
	Contract completion date:22/12/2014	Expected Completion date: 12/12/2015
	Completion stage 2012/2013(20%)	Completion stage 2013/2014(40%)
Budget Provision 2011/12: Ksh.150,000,000	Budget Provision 2012/13: Ksh.180,000,000	Budget Provision 2013/14: Ksh.140,000,000
The Principal Secretary State department of Science and Technology had written a request letter on 3rd[h] September, 2014 to the National Treasury. The request was for funds to support the completion of the NACOSTI HQs under the supplementary budget of 2014/15. In this regard the office of the Principal Secretary/ National Treasury wrote a letter on 8th September, 2014 and advised the Ministry of Education, Science and Technology to prioritize funding of this project within resources availed to the Education Sector in the ensuing MTEF Budget. The Principal Secretary/ National Treasury wrote a letter on 12th September, 2014 regarding the Kenya-DAAD post graduate scholarship programme. It in this view the Ministry of Education, Science and Technology to prioritize funding of this programme within resources availed to the Education Sector in the ensuing MTEF Budget.		

2.20 Youth Training Programme

PROJECT: Infrastructure development in Youth Polytechnics **Contract date:** 2011/2012 **Contract Cost:** 259,894,529.24 **Completion Stage (2011/2012):** 81% **Budget Provision (2011/2012):** 207,044,935	**Contract completion date:** 2012/2013 **Completion Stage (2012/2013):** 100% **Budget Provision (2012/2013):** 57,058,730.70	**Location:** Countrywide **Expected Completion date:** 2012/2013 **Completion Stage (2013/2014):** 100% **Budget Provision (2013/2014):** 0
Brief overview specific needs to be addressed by the projects: These projects in Youth Polytechnics aim at enhancing quality of vocational skills training through Increasing training opportunities by increase in YP capacity		

Enhancing equity through providing accommodation for disadvantaged youth
Enhancing quality of training by provision of quality training facilities

PROJECT: Infrastructure development in Youth Polytechnics **Contract date:** 2012/2013 **Contract Cost:** 294,704,331.42 **Completion Stage (2012/2013):** 44% **Budget Provision (2012/2013) :** 118,500,000	**Contract completion date:** 2012/2013 **Completion Stage (2013/2014):** 86% **Budget Provision (2013/2014):** 67,881,474.44	**Location:** Countrywide **Expected Completion date :** 2014/2015 **Completion Stage (2013/2014) :** On going **Budget Provision (2014/2015) :** 77,964,735.85
Brief overview specific needs to be addressed by the projects: These projects in Youth Polytechnics aim at enhancing quality of vocational skills training through Increasing training opportunities by increase in YP capacity Enhancing equity through providing accommodation for disadvantaged youth Enhancing quality of training by provision of quality training facilities		
PROJECT 2: Economic Stimulus Project: Construction of Workshops and Laboratories in TVET Institutions Contract date: July 2011 Contract Cost:1,988,325,189.30 Completion Stage 2011/12 (100%)	Contract completion date: Completion stage 2012/2013	Location Expected Completion date: Completion stage 2013/14
Budget Provision 2011/12: **1,988,325,189.30**	Budget Provision 2012/13: N/A	Budget Provision 2013/14: N/A
Brief overview of the specific needs to be addressed by the project The project was as imitated as part of governments' intervention to facilitate economic growth by supporting sectors which were to play critical role towards achievement of the nation goal. The main objective of this project was to enhance quality and relevance of TVET programmes by constructing workshops and equipping them with modern facilities which to be used for practical skills acquisition.		
PROJECT 3: GoK/China TVET Equipment Programme Contract date:	Contract completion date:	Location Expected Completion date:

Contract Cost: $22,469,675 Completion Stage 2011/12 (%)	Completion stage 2012/2013	Completion stage 2013/14
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:

Provide a brief overview of the specific needs to be addressed by the project

The facilities in most TVET institution were either old or obsolete which resulted in the skills acquired by graduates from them not being in tandem with what was in the industry both locally and globally hence leading to TVET graduates not being marketable. The projects objective was to provide technological modern equipment which could enable trainees acquire relevant skills which would make be competitive in the economic market

PROJECT 4: GoK/AfDB: Construction of New TVET Institutions Contract date: Contract Cost: Completion Stage 2011/12 (%)	Contract completion date: Completion stage 2012/2013	Location Expected Completion date: Completion stage 2013/14
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:

Brief overview of the specific needs to be addressed by the project

The spread of most TVET institution in the country is mainly within particular regions with most areas being not covered thus creating lack of equity of distribution of this institution. This project was aimed at promoting access and equity of TVET programmes by constructing institution in areas where there were none.

PROJECT 5: GoK/AfDB: Upgrading of TVET Institutions to National Polytechnics Contract date: Contract Cost:1,001,120,805.80 Completion Stage 2011/12 (%)	Contract completion date: Completion stage 2012/2013	Location Expected Completion date: Completion stage 013/14
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:

Brief overview of the specific needs to be addressed by the project

This project was aimed at upgrading the facilities within identified Technical Training Institutes

and Institutes of Technology which were to upgraded to national Polytechnic level.		

PROJECT 6: GoK/Netherlands TVET Equipment Programme Contract date: Contract Cost:996,408,407 Completion Stage 2011/12 (%)	Contract completion date: Completion stage 2012/2013	Location Expected Completion date: Completion stage 2013/14
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:
Brief overview of the specific needs to be addressed by the project		
The project was aimed at establishing identified institutions as centre of excellence in particular TVET programmes by providing them with state of art equipment.		
PROJECT 7: Construction of TVET Institutions in Counties Contract date: July 2013 **Contract Cost:495,000,000.00** Completion Stage 2011/12 (%)	Contract completion date: Completion stage 2012/2013	Location Expected Completion date: Completion stage 2013/14 5 %
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14: NIL
Brief overview of the specific needs to be addressed by the project		
The project was aimed at enhancing access and equity by establishing new Technical Training institutes in counties without any.		
PROJECT 9: Installation of Broadband Connectivity In TVET Institutions Contract date: Contract Cost: Completion Stage 2011/12 (%)	Contract completion date: Completion stage 2012/2013	Location Expected Completion date: Completion stage 2013/14
Budget Provision 2011/12:	Budget Provision 2012/13:	Budget Provision 2013/14:
80,400,000	108,900,000	142,500,000
Brief overview of the specific needs to be addressed by the project		

PROJECT 1: TSC building **Contract date**: July 2011 **Contract Cost**: (Total cost of project) Completion Stage 2011/12 – 100%	**Contract completion date**: Completion stage 2012/2013	Location: Countrywide **Expected Completion date**: Completion stage 2013/2014
Budget Provision 2011/12: 30 Million	Budget Provision	Budget Provision

	2012/13: N/A	2013/14: N/A
Brief overview of the specific needs to be addressed by the project The purpose of this project was to provide office space. With the completion of the building in 2011, the commission staff moved to its new offices in upper hill and this has eased service delivery to the teachers and the general public.		

2.4 Review of Pending Bills

2.4.1 Recurrent Pending Bills

The recurrent bills have been increasing from 1million in 2011/12 to 45 million in

2013/14. The development pending bill has increased from 2 million in 2011/12 to 38

million in 2013/14. This has been as result of delay in submission of invoices from

suppliers and lack of exchequer.

Table2.21 State department of Education

	Pending Bills		
	2011/12	2012/13	2013/14
Recurrent	1m	6m	45m
Development	2m	112m	38m
Total	**3m**	**118m**	**83m**

Table2.22 State department of Science & Technology

NO.	PAYEE	ACCOUNT NUMBER	AMOUNT	REMARKS
1	UTALII HOTEL	0-0065-01-2210302	211,300.00	LACK OF EXCHEQUER
2	PAY AS PER ATTACHED (UNIVERITY CAPITATION)		300,300,095.00	LACK OF EXCHEQUER
	RECURRENT	**TOTAL**	**300,511,395.00**	**PENDING**

2.4.2 Development Pending Bills

State department of Education

Table 2.23 State department of Science & Technology

NO.	PAYEE	ACCOUNT NUMBER	AMOUNT	REMARKS
1	NEWTOOL MART TRADING	0-0114-01-3111109	9,500,000.00	LACK OF EXCHEQUER
2	ELLYCOHNS AUTOMOBILE	0-0114-01-3111109	10,090,000.00	LACK OF EXCHEQUER
3	HIGHVEIW TRADING	0-0114-01-3111109	41,202,140.00	LACK OF EXCHEQUER
4	PAY AS PER ATTACHED (AIEs FOR CDYTs)	799-000001-6780103	450,000.00	LACK OF EXCHEQUER
5	PAY AS PER ATTACHED (AIEs for FOR DYTOs)	799-0000001-6780103	2,050,000.00	LACK OF EXCHEQUER
6	PS - DEVOLUTION AND PLANNING	1-243-0000-6780101	180,717,500.00	LACK OF EXCHEQUER
7	PS - DEVOLUTION AND PLANNING – SPORTS	1-115-001-2110201	171,517,363.60	LACK OF EXCHEQUER
8	M/S KINDE ENGINEERING WORKS LTD	1-074-01-2211310	47,827,148.30	LACK OF EXCHEQUER
9	FIRSTLING SUPPLIERS LTD	1-0114-01-3111109	20,150,000.00	LACK OF EXCHEQUER
10	SWAN SOLUTIONS	1-0017-01-2210502	301,560.00	LACK OF EXCHEQUER
11	INCOME TAX (MARSON INTEGRATED)	1-0069-01-3110202	166,209.70	LACK OF EXCHEQUER
12	MARSON INTERGRATED LTD	1-0069-01-3110202	483,670.25	LACK OF EXCHEQUER
13	TELECOMS INFRASTRUCTURE LTD	1-0069-01-3110202	471,575.60	LACK OF EXCHEQUER
14	M/S EPCO BUILDERS	1-0069-01-3110202	31,743,310.35	LACK OF EXCHEQUER
15	M/S JIPSY CIVIL & BUILDING CONTRACTORS	1-0069-01-3110202	46,748,180.00	LACK OF EXCHEQUER
16	M/S KIHARA WAWERU CONSTRUCTION	1-0069-01-3110202	1,037,234.10	LACK OF EXCHEQUER
17	M/S KIHARA WAWERU CONSTRUCTION	1-0069-01-3110202	973,153.45	LACK OF EXCHEQUER
18	M/S BABUBHAI CONSTRUCTION	1-0069-01-3110202	357,382.55	LACK OF EXCHEQUER

NO.	PAYEE	ACCOUNT NUMBER	AMOUNT	REMARKS
19	M/S INTERTECH-BATINORM	1-0069-01-3110202	407,214.85	LACK OF EXCHEQUER
20	M/S INTERTECH-BATINORM	1-0069-01-3110202	1,086,400.55	LACK OF EXCHEQUER
21	M/S INTERTECH-BATINORM	1-0074-2211310	5,952,851.85	LACK OF EXCHEQUER
22	M/S INTERTECH-BATINORM	1-0069-01-3110202	1,086,400.55	LACK OF EXCHEQUER
23	M/S INTERTECH-BATINORM	1-0069-01-3110202	1,086,400.55	LACK OF EXCHEQUER
24	M/S INTERTECH-BATINORM	1-0069-01-3110202	1,086,400.55	LACK OF EXCHEQUER
25	ARCON WORKS LTD	1-0069-01-3110202	19,719,130.00	LACK OF EXCHEQUER
26	ARCON WORKS LTD	1-0069-01-3110202	40,669,190.00	LACK OF EXCHEQUER
27	ARCON WORKS LTD	1-0069-01-3110202	29,520,010.00	LACK OF EXCHEQUER
28	ARCON WORKS LTD	1-0069-01-3110202	27,630,450.00	LACK OF EXCHEQUER
29	ASBRO INTERNATIONAL LTD	1-0069-01-3110302	306,856.10	LACK OF EXCHEQUER
30	MARSON INTERGRATED LTD	1-0069-01-3110202	383,266.70	LACK OF EXCHEQUER
31	ALFATECH CONSTRUCTION LTD	1-0069-01-3110202	102,263.15	LACK OF EXCHEQUER
32	EPCO BUILDERS	1-0069-01-3110202	39,174,956.90	LACK OF EXCHEQUER
33	INCOME TAX (ARCON WORKS LTD)	1-0069-01-3110202	1,257,810.00	LACK OF EXCHEQUER
34	INCOME TAX (TELECOMS INFRASTRUCTURE)	1-0069-01-3110202	145,848.10	LACK OF EXCHEQUER
35	INCOME TAX (ARCON WORKS LTD)	1-0069-01-3110202	912,990.00	LACK OF EXCHEQUER
36	INCOME TAX (MARSON INTEGRATED)	1-0069-01-3110202	131,706.75	LACK OF EXCHEQUER
37	INCOME TAX (M/S ASHBRO INTERNATIONAL)	1-0069-01-3110202	94,903.95	LACK OF EXCHEQUER

NO.	PAYEE	ACCOUNT NUMBER	AMOUNT	REMARKS
38	INCOME TAX (ARCON WORKS LTD)	1-0069-01-3110202	609,870.00	LACK OF EXCHEQUER
39	INCOME TAX (ARCON WORKS LTD)	1-0069-01-3110202	854,550.00	LACK OF EXCHEQUER
40	INCOME TAX (KIHARA WAWERU CONST. LTD)	1-0069-01-3110202	300,975.30	LACK OF EXCHEQUER
41	INCOME TAX (ALFATECH CONTRACTORS)	1-0009-01-3110202	31,627.75	LACK OF EXCHEQUER
42	INCOME TAX (EPCO BUILDERS LTD)	1-0069-01-3110202	1,040,043.10	LACK OF EXCHEQUER
43	INCOME TAX (EPCO BUILDERS LTD)	1-0069-01-3110202	842,689.65	LACK OF EXCHEQUER
44	INCOME TAX (BABUBHAI CONSTRUCTION)	1-0069-01-3110202	123,235.35	LACK OF EXCHEQUER
45	INCOME TAX (KIHARA WAWERU CONST. LTD)	1-0069-01-3110202	357,666.90	LACK OF EXCHEQUER
46	INCOME TAX (M/S JIPSY & BUILDING CONST.	1-0069-01-3110202	1,445,820.00	LACK OF EXCHEQUER
47	PS - MOEST (RETENTION)	1-0069-01-3110202	119,222.30	LACK OF EXCHEQUER
48	PS - MOEST (RETENTION)	1-0069-01-3110202	41,078.45	LACK OF EXCHEQUER
	DEVELOPMENT	TOTAL	742,308,257.25	PENDING

CHAPTER THREE

3.0 MEDIUM TERM PRIORITIES AND FINANCIAL PLAN FOR THE MTEF PERIOD

2015/16 -2017/18

The Education Sector medium term priorities are guided by the strategic objectives as articulated in the strategic plans of the various sub sectors, the national development Strategies in the Vision 2030, Medium Term Plan 11 (2013-2017) and the Constitution

2010. The constitution emphasizes on fiscal decentralization to the counties. This process is expected to be actualized during the MTEF period (2014/15-2016/17). In this regard, the sectoral priorities have to be aligned to the Constitutional dispensation and achieving Vision.

3.1 Prioritization of Programmes and Sub-Programmes

During the 2015/16 - 2017/18 MTEF period, the Sector will implement the following programmes that will go a long way in achieving the sector vision.

   i.   General Administration and Planning

  ii.   Primary Education

 iii.   Secondary and Tertiary Education

 iv.   Quality Assurance and standards

  v.   University Education

 vi.   Research, Science, Technology and Innovation

 vii.   Technical Vocational Education and Training

viii.   Youth Training and Development

 ix.   Teacher Resource Management,

  x.   Teaching standards and Governance

3.1.1 Programmes and their Objectives

The sector has formulated necessary and sufficient objectives to meet its mandate. The objectives of the programs pursued by the sector are summarized in table 3-3.

Table 3-2: Programmes and their Objectives

Programme Name		Objective
s112	Primary Education	To enhance access, quality, equity and relevance of Education at ECD, primary, alternative provision of basic Education, Special Needs and Alternative basic adult and continuing education.
13	Secondary and Tertiary Education	To enhance access, quality, equity and relevance of Secondary Education and Diploma Teachers
4	Quality Assurance and Standards	To develop, maintain and enhance education quality and standards at ECDE, Primary, Secondary
5	University Education	To enhance access, equity, quality and relevance of university education through training research and
6	General administration and planning	To provide effective and efficient support services and linkages among programme
7	Technical Vocational Education and Training	To enhance access, equity, quality and relevance of technical vocational education and training
8	Research, Science, Technology and Innovation	To develop, harness and integrate research, science, technology and innovation in national production
9	Youth Training and Development	To enhance access, equity, quality and relevance of youth training
10	Teachers Resource Management	To provide and maintain a Sufficient and equitably distributed teaching force in all public primary and post primary institutions.
11	Teaching standards and Governance	To enhance quality teaching, professionalism and integrity in the teaching service.

3.1.2 PROGRAMMES, SUB PROGRAMMES, EXPECTED OUTCOMES, OUTPUTS AND KEY PERFORMANCE INDICATORS FOR THE SUB SECTOR

Programmes and Subprograms

The **10** programs are classified into **44** sub-programs as shown in table 3-1 below.

Table 3.3 : Programmes and Sub-programmes

	Programs	Sub-Programmes
1	Primary Education (9)	Free Primary Education
		Special Needs Education
		Alternative Provision of Basic Education
		Early Child Development and Education
		Primary Teachers Training and In servicing
		Alternative Basic Adult & Continuing Education
		School Health, Nutrition and Meals
		Expanding Education Opportunities in ASALs
		ICT Capacity Development
2	Secondary and Tertiary Education	Free Day Secondary Education
		Secondary Teachers Education Services
		Secondary Teachers In-service
		Special Needs Education
3	Quality Assurance and Standards	Curriculum Development
		Examination and Certification
		Co-Curricular Activities
4	University Education	University services
		Quality Assurance and Standards
		Higher education support services
5	General Administration , Planning and Support Services Education	Headquarter Administrative Services
		County Administrative Services
	General administration and planning(ST&I)	Planning and Administration
		County Administrative Services
	General Administration Planning (TSC)	Policy planning and support
		County services
		ICT Integration

	Programs	Sub-Programmes
6	Technical Vocational Education and Training	Technical Accreditation and Quality Assurance
		Technical Vocational Education and Training Development and Expansion
		Technical Trainers and Instructor Services
		Special Needs in Technical and Vocational Education
7	Research, Science, Technology and Innovation	Research Management and Development
		Knowledge and Innovation Management and Commercialization
		Science and Technology Development and Promotion
8	Youth Training and Development	Revitalization of YPs
		Curriculum development, implementation and monitoring and evaluation
		Quality assurance and standards
		ICT Integration in Youth Polytechnics
		Special Needs Education
9	Teachers Resource Management	Teacher Resource Management- Primary
		Teacher Resource Management- Secondary
		Teacher Resource Management -Tertiary
10	Teaching standards and Governance	Teaching Standards
		Teacher professionalism and Integrity
		Teacher Capacity Development

Table 3.4 SUB-PROGRAMMES, OUTPUTS AND KEY PERFORMANCE INDICATORS

	Programme	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
Programme 1 : Primary Education Outcome: To enhance access, equity, quality and relevance to primary education							
1	SP. 1.1. Free Primary Education	DBE	Enrolment in primary education enhanced	Number of pupils enrolled and receiving FPE capitation.	8,903 ,974,	9,212,3 22	9,568,4 80	9,926,63 8
				Number of documents reviewed and printed	2	2	2	2
				No of FPE monitoring Reports	3	3	3	3
				Number of BOMs and SIMSC members trained	give target BOMs to be traine d each year			
2	SP .1. 2 Special Needs Education	DBE	SNE learners Enrolled in Primary education	number of SNE learners Enrolled in Primary education	87,175	90,632	94,264	97,896
				Number of SNE learners receiving the top ups	87,175	90,632	94,264	97,896
		DBE	SNE institutions in primary education monitored.	Number of monitoring reports	1	1	1	1
		KISE	Education Assessment and Resource Centres (EARCs) upgraded and and strengthened.	Number of EARCs No No. of EARCs upgraded and strengthened.	50	50	50	50
		DBE	National SNE baseline survey Conducted	Report	1	1	1	1
		KISE	Major assistive devices/machinery installed.	Number of devices/machin es procured	44	44	44	44

	Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
				and installed				
		DBE	Sheltered workshops in SNE institutions constructed.	Number of workshops constructed	3	4	4	4
		DBE	Stakeholders in SNE sensitized.	Number of education stakeholders sensitized on SNE issues	400	400	400	400
		DBE	Gifted and talented children and youth in SNE identified.	Number of gifted and talented of SNE children identified and assisted	**60**	60	60	60
3	SP.1.3. Alternative Provision of Basic Education	DBE	Increased enrolment in NFSs/NFECs.	Number of pupils enrolled in NFSs/NFCs.	142,100,	150,000	200,000	300,000
4	SP.1.4 Early Childhood Development and Education	DBE	ECD Policy and Standard service guidelines reviewed and disseminated,	Number of copies of reviewed ECD Standard guidelines	2	-	-	-
				Number of stakeholders sensitized on ECD policy	-	1000	1000	1000
		DBE	ECD Policy and Service Standard guidelines implementation monitored	No of reports		1	1	1
5	SP.1.5 Primary Teachers Training and In Servicing	DBE	Old PTTCs infrastructure rehabilitated.	Number of PTTCs with rehablitated infrastructure	3	3	4	4
		DBE	New PTTCs Constructed	% completion rate of newly constructed TTCs	20%	30%	30%	20%
		DBE	Teacher education policy Developed	No of Policies dev.	1	1	1	1

	Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/ 2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
		DBE	Needy students and no-teaching staff financially supported	Number of needy students assisted with bursaries	4000	4000	4000	4000
				Number of nonteaching staff compensated	44	44	44	44
		DBE	BOMS/Principals trained in management	Number of principals and members of BOMS trained:	331 personnel trained	165	165	165
		DBE	Trainees and personnel in TTC s affected by HIV/AIDS/Gender sensitised and counselled	Number of trainees and TTC personnel sensitized and counselled	9,100 learners and personnel sensitised	9,100 learners and personnel sensitised	9,100 learners and personnel sensitised	9,100 learners and personnel sensitised
		DBE	Curriculum Delivery (Tuition and Teaching Practice materials) improved.	Number of buses and materials procured	6	6	6	6
		DBE	PTE programmes supervised and Monitored	No of supervision and Monitoring report	1	1	1	1
6	SP. 1.6 Alternative Basic Adult and Continuing Education	DBE	Impact Assessment survey on ACE undertaken	Assessment Report	1	-	-	-
				Skills Assessment Report	1	-	-	-
7	SP 1.7: School Health		Learners provided with School Meals (HGSMP)	Number of learners receiving mid	700,175	750,175	800,175	805,175

	Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
	Nutrition and Meals	DBE		day meals.				
				Number of tones reaching schools from warehouses.	18651 metric tones	18694m etric tones	18,737 mt	18,780m t
8	SP 1. 8: Expandin g Educatio n Opportu nities in ASALs	DBE	Enrolment in low cost boarding and mobile primary schools increased.	Number of learners enrolled in low cost primary schools.	113,5 24	114,531	115,47 6	115,989
				Number of learners in mobile schools grant	10,66 5	10,965	11,265	11,565
		DBE	Capacity development of mobile school teachers, BOMs and school communities strengthened	Number of school teachers and BOM trained	100	100	100	100
				Number of community sensitized	100	100	100	100
		DBE	Learning activities in sampled nomadic schools monitored.	Monitoring report on nomadic education.	1	1	1	1
		DBE, DPP&EAC A	NACONEK Established and operational zed	Operational zed NACONEK	1	-	-	-

	Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
9	SP.1.9 ICT CAPACITY DEVELOPMENT	ICT4E	Laptops, printers and projectors Provided to pupils' and teachers in primary schools and teachers trained.	Number of pupils provide with lap top project	400,000	400,000	400,000	400,000
				Number of teachers trained in ICT	60,000	60,000	60,000	60,000
				Number of schools with 1 laptop each	0	21000	21000	21000
				Number of printers per school issued	0	21000	21000	21000
				Number of projectors procured and installed	0	21000	21000	21000
		ICT UNIT	Computer labs in schools constructed	Number of computer labs constructed	0	21100	21200	21300
		ICT UNIT	Digital content Provided	Digital content installed	Std 1& 8	Std 1 to 3	Std 4 to 5	Revise curriculum
		ICT UNIT	National ICT Innovation and Integration Centre operationalized	Operational National ICT Innovation and Integration Center	1	-	-	-
Programme 2: Secondary Education								
Outcome: Enhanced access , equity, quality and relevance in secondary education and Diploma Teacher training								

	Programme	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
	Colleges							
	Total Expenditure				-	1.2B	1.25B	1.3B
2	SP.2.2 Free Day Secondary Education	DSTE	Enrollment in secondary schools enhanced	Number of pupils enrolled and receiving FPE capitation. No of monitoring and evaluation reports	●2,175,534 million students 1	●2,360,455 million students 1	●2,561,094million students 1	●2,778,787 million students 1
		DSTE	●County schools upgraded to national status	No of schools upgraded	●27schools	30	30	27
		DSTE	Secondary schools infrastructure constructed, expanded/rehabilitated/equipped	% completion rate No of schools with improved infrastructure	20% ●220 schools	50% ●242 schools	80% ●266 schools	100% ●290 schools
			●Laboratories in secondary schools constructed, expanded/rehabilitated/equipped	Number of laboratories constructed. expanded/ rehabilitated/equipped	1456	1602	1762	850

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Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
			% completion level	30%	50%	80%	100%
	DSTE	●Secondary schools infrastructure in ASAL/pockets of poverty constructed, expanded/rehabilitated/equipped	●Number of schools with infrastructure constructed/rehabilitated in ASAL/poverty areas % completion level	●144 ASAL and 249 pockets of poverty school 30%	●159 ASAL and 274 pockets of poverty schools 50%	●179 ASAL and 301 pockets of poverty schools 80%	●190 ASAL and 299 pockets of poverty schools 100%
	DSTE	●Service gratuity grants paid to non –teaching staff in secondary schools	●Number of non-teaching staff paid	138	●151	●166	●172
	DSTE & ICT	●Improved ICT integration Infrastructure in secondary schools and teachers trained in ICT skill	●Number of schools provided with ICT infrastructure and teachers trained	●224 schools and 630 teachers trained	●247schools and 700 Teachers trained	●272 schools and 850 teachers trained	●310schools and 1000 Teachers trained
	DFOs &SEPU	●Laboratory equipment and science kits produced	●Number of lab equipment and science kits produced		●5,150	●7,300	●8,200
	DFOs &SEPU	●Science laboratory production unit Expanded rehabilitated/equiped	% level	-	20%	50%	100%

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	Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/ 2015	Target 2015/2 016	Target 2016/20 17	Target 2017/201 8
3	SP.2.3 Secondary Teachers Education Services	DSTE, Kagumo , Kibabaii and Moiben Diploma Teachers Training Colleges (DTTCs)	● 3 Diploma Teachers Training Colleges infrastructure constructed/expanded/reh abilitated/equiped	● % completion rate level in DTTCs Number f DDTCs with improved infrastructure	● 20% 3	● 50% 3	●80% 3	● 100% 3
4	SP.2.4 Secondary Teachers In Service	KEMI	Headteachers and deputies trained in Diploma ICT	Number of head teachers and deputies trained in-serviced	-	1,800	1,800	1,800
		KEMI	Heads of department in secondary schools and senior teachers in primary trained in diploma education management	No of secondary schools and senior teachers in primary trained in diploma education management	-	18,300	18,700	18,700
		KEMI	BOM for primary and secondary schools trained in corporate governance	No of BOM for primary and secondary schools trained	-	12,600	12,600	12,600
		KEMI	Bursars and Clerks trained in public finance	No of Bursars and Clerks trained in public finance	-	9400	9400	9400
		KEMI	County education boards trained on corporate Governance	No County education boards trained on corporate Governance	-	799	-	-
		KEMI	Head of departments/counsellors trained in guidance and counselling	No o Head of departments/co unsellor Trained in guidance and counselling f	-	9400	9400	9400
		KEMI	Student council members trained in leadership and children Governance	No of Student council members trained in leadership and	-	28,000	28,000	28,000

Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
			children Governance				
	KEMI	Educational officers and DQASOs trained in diploma in education management	No of Educational officers and DQASOs trained in diploma in education management	-	650	650	-
	KEMI	MOEST,TSC Directors and executive assistant trained in diploma in education management	No of MOEST,TSC Directors and executive assistant trained in diploma in education management	-	9494	-	-
	KEMI	Clerks and bursars trained in computerised record keeping	No of Clerks and bursars trained in computerised record keeping	-	400	300	300
	KEMI	DICECE officers trained in induction in education	No DICECE officers trained in induction in education	-	235	-	-
	KEMI	TAC Tutors trained in curriculum management	No of TAC Tutors trained in curriculum management	-	0	250	-
	KEMI	Executive assistant (secretaries) trained on customer care	No of Executive assistant (secretaries) trained on customer care	-	400	300	300
	DSTE, CEMASTEA PRIMARY INSET	System of inset for national and regional inset at CEMASTEA and primary teacher training colleges established	Number of teachers	320	700	700	700
			No of functional INSET centres	5600	8000	8000	8000
			No of training	60,00	100,00	100,000	100,000

Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
			materials developed	0	0		
		Ability of students in teacher training colleges, pry headteachers ,TAC tutors/zonal Qasos	No of tutors I TTC	38	38	38	38
			No of Headteacher	20,000	20,000	20,000	20,000
	CEMASTEA,DFOS		NO of TAC tutors and Zonal QASOs	1100	1100	1100	1100
	DSTE, CEMASTEA SECONDARY INSET	System of inset for national and regional inset at CEMASTEA and Secondary teacher training colleges established	Number of teachers	1500	3000	3000	3000
			No of functional INSET centres	-	-	-	-
			No of training materials developed	20,000	40,000	40,000	40,000
		Ability of students in teacher training colleges, sec headteachers ,TAC tutors/zonal Qasos	No of DASO , county director of education, TSC county Directors,Sub County Directors	694	694	694	694
			No of Headteacher	6125	6125	6125	6125
	CEMASTEA,DFOS	Teachers skills on ICT integration in education enhanced	No of teachers and tutors trained	7400	11,700	11,700	11,700
		Researcher conducted	No of researchers	3	7	10	12
		African educators sentised on effective classroom	No of educators trained	100	160	160	160
		practices	No of set of	3	3	3	3

	Programme	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
				materials developed				
				No of countries participating	27	30	40	55
5	SP.2.5 Special Needs Education	DSTE	● SNE enrolment in secondary schools enhanced	●Number of SNE students enrolled in secondary schools	3,184	3,343	3,510	3,686
		DSTE	●SNE infrastructure secondary schools constructed/expanded/rehabilitated/equiped	% completion level	-	20%	50%	100%
		DSTE	●Special national academy for the Gifted and Talented Learner schools identified and established established	●Number of Special national academy for the Gifted and Talented Learner identified and established	-	4	8	12

Programme 3: Teacher Resource Management
Outcome: Quality Education

	Programme	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
	SP1:Teacher Resource Management- Primary	TSC	Adequate teacher supply	Pupil Teacher Ratio	1:45	1:44	1:43	1:42
				No.of teachers recruited	2,479	10,000	7,500	7,500
			Optimal utilization and distribution of teachers.	Average County Variance from the National PTR	9	8	7	6
				Number of teachers transferred to achieve equity	1,500	2,000	2,500	3,000
	SP2:Teacher Resource Management - Secondary	TSC	Adequate teacher supply	Percentage of schools with improved staffing levels	31	50	60	70
				No of teachers recruited	2,430	9,159	7,000	7,000

Program me	Delivery unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/2015	Target 2015/2016	Target 2016/2017	Target 2017/2018
		Optimal utilization and distribution of teachers	Percentage of schools meeting the CBE.	3	20	35	50
			Number of teachers transferred to achieve equity	1,000	1,500	1,800	2,000
SP3:Teacher Resource Management -Tertiary	TSC	Adequate teacher supply	Percentage of colleges meeting Curriculum based Establishment	0	100	100	100
			No of teachers Recruited	91	841	500	500
		Optimal utilization and distribution of teachers	Percentage of colleges meeting CBE	0	100	100	100

Programme	Delivery unit	Key Outputs	Performance Indicator	Target Baseline 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Technical Vocational Education and Training Programme							
Programme 4 : Technical Vocational Education and Training **Outcome: Enhanced access Of TVET programmes.**							
SP. 4.1: Technical Accreditation and Quality Assurance	DTVET	Output 1. SAGAs Operationalized	Percentage operationalization of the Technical Curriculum Development, Accreditation and Certification Council	10	100	-	-

			Percentage operationalization of the Technical Vocational Education Training Fund Board (TVETFB)	5	100	-	-
	DTVET	Output 2. Skills inventory study and Curriculum Developed	Percentage completion of the national skills inventory survey	N/A	100	-	-
			No. of CBET programmes developed	15	10	10	10
	DTVET	Output 3. ICT Integrated in TVET institutions	No. of ODL courses	N/A	3	5	8
	DTVET	Output 4. Training equipment supplied to TTIs	No. of institutions	11	80	100	100
	DTVET	Output 5. Bursaries disbursed	No. of students receiving bursaries	6,919	8,000	10,000	12,000
	DTVET	Output 6. Research and Innovation centres established	No. of incubation centres	N/A	20	20	20
	TVETA	Output 7. TVET institutions assessed, accredited and registered	No. of licences issued	855	1000	1,500	2,000
			Percentage completion of institutional regulations and	100	-	-	-

			Standards				
SP. 4.2: Technical Trainers and Instructor Service	TVETA	Output 1. TVET guidelines for accreditation and registration developed	No. of technical trainers guidelines	N/A	1	-	-
			No. of guidelines for institutions	N/A	1	-	-
	DTVET	Output 3. Training of Trainers In-serviced	No. of trainers in-serviced	N/A	300	300	450
	DTVET	Output 4. Institutional Management Trained	No. of managers trained	N/A	60	60	60
SP. 4.3: Special Needs in Technical Education	DTVET	Output 1. Special Needs policy for Technical Education Developed	% policy developed	N/A	100	-	-
		Output 2. National Baseline Survey of Special Needs in Technical Education Conducted	Percentage completion of the baseline survey	N/A	100	-	-
		Output 3. Special Needs Technical Trainers trained	No. of Special Needs technical trainers	N/A	120	120	120
		Output 4. Workshops constructed and Special Needs TVET institutions equipped	No. of workshops	N/A	4	4	4
			No. of TVET Institutions	N/A	4	4	4
		Output 5. Special needs TVET	No. of trainees	N/A	400	400	400

		trainees Supported	supported				
+SP. 4.4: Infrastructure development and expansion	DTVET	Output 1. TVET Infrastructure developed	% completion of construction of TTIs in Counties without any	5	30	35	30
			No of New departments constructed in 8 TTIs	8	8	8	8
			No. of new TTIs constructed under the GOK funding	7	5	5	-
			No. of TTIs constructed in constituencies without any	60	40	35	-
			No. of existing TTIs funded for infrastructure development	50	50	50	50
	DTVET	Output 2 Infrastructure in National Polytechnics developed	No. of National Polytechnics	3	3	3	3
		Output 3. Upgrade TTIs into National Polytechnics	No. of TTIs upgraded	2	2	2	2
SP.4. 5: Technical Universities	DTVET	Output 1. : Infrastructure Developed	No of Institutions developed	3	3	3	3

		Output 2. Teaching and learning equipment supplied	No. of institutions equiped	3	3	3	3
		Output 3. : Specialized staff trained	No. of staff trained	N/A	30	60	100
		Output 4. National Polytechnics upgraded to Technical Universities	No. of National Polytechnics upgraded	N/A	1	2	1-

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 5: Youth Training and Development							
Outcome: Enhanced access to vocational skills training in VTCs							
SP 5.1: Revitalisation of Youth Polytechnics	DYT	Output 1. Model Vocational Training Centres established in each constituency	No. of workshops constructed	45	10	10	10
			No. of classrooms constructed	15	10	10	10
			No. of hostels constructed	15	5	5	5
			No. of model VTCs rehabilitated	18	25	20	20
			No. of model	876	25	20	20

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
			VTCs equipped				
			No. of trainees enrolled in VTCs	76,569	80,397	84,416	88,636
		Output 2. Improved governance in VTCs	% NPYPVS finalised	40	60	-	-
			No. of VTC Managers trained	N/A	47	200	400
			No. of VTC BOM members trained	N/A	50	200	300
			No. of County staff sensitised on NPYPVS	N/A	94	250	400
			% VTCs Management Guidelines completed	60	40	-	-
SP 5.2: Curriculum Development	DYT	Output 1. NVCET Curriculum Reviewed	% NVCET Curriculum design completed	30	70	-	-
			No. of course areas reviewed	4	4	4	-
			NVCET Curricullum support materials reviewed	4	4	4	-
			No. of tracer studies completed on	N/A	1	-	1

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
			VTC graduates				
		Output 2. Digitized NVCET curriculum	No. of courses digitized	N/A	4	4	4
		Output 3. NVCET curriculum implemented in VTCs	No of VTCs monitored	700	50	50	50
		Output 4. VTC-industry linkages established	No. of industry players supporting vocational skills sector	2	4	7	10
			No. of VTC trainees on industrial attachment	6,000	8,000	12,000	15,000
		Output 5. Mainstream SNE in VTCs	No. of County staff sensitised on SNE	245	94	150	200
			No. of Instructors trained on SNE	120	70	120	200
			No. of VTCs equipped with assistive devices to promote equity in learning	2	3	7	15
SP 5.3: Quality Assurance and Standards	DYT	Output 1. Instructors sensitised on implementation	No. of VTC Instructors sensitised	400	250	350	450

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
		of NVCET					
		Output 2. Policy guidelines and regulation on curriculum implementation in VTCs developed	No. of guidelines developed	2	4	4	1
SP 5.4: ICT Integration in Youth Polytechnics	DYT	Output 1. ICT integrated in VTCs	No. of VTCs integrating ICT	150	10	20	17
		Output 2. VTC Information Management System established	% IMS completed	40	60	-	-

Name of Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 6. University education							
Outcome- Enhanced access ,equity, quality and relevance in University Education							
SP 6.1 University Education	Directorate of Higher Education	Increased enrolment in public Universities	NO. of students enrolled	284,673	384,673	484,000	600,000
		New Universities Established	No. of new Universities established	N/A	4	5	3
		Expansion of Universities	No. of facilities in Universities established	Construct workshops, laboratories and tuition blocks	Construct workshops, laboratories and tuition blocks	Construct workshops, laboratories and tuition blocks	Construct workshops, laboratories and tuition blocks
		Pan African University of Science Technology and Innovation operationalized	Completion of Administration block phase I No. of students admitted	Completion of phase I 58 students admitted	Construction of Phase II 100 students admitted	Completion of Phase II 200 students admitted	300 students admitted
		Operationalized National Open university of Kenya	Open University of Kenya operationalized	Technical working Committee in place Cabinet	Launch of open university and admission of students	open university operational.	Open University operational

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				Memo and Draft Charter in place Academic curriculum developed and accreditation process initiated			
		Supply of teaching, training and research equipment in engineering and applied sciences .	Number of Universities supplied with equipment	8	8	8	7
		University and TTI teaching staff trained at Masters and doctorate levels	Number of teaching staff trained at Masters and PhD levels	2oo staff trained-Masters 50 staff trained-PhD	200 staff trained-Masters 100 staff trained PhD	100 staff trained 100 staff trained PhD	
		Teaching and learning block constructed at Wangari Mathai Institute of Peace and Environmen	Teaching and learning block constructed	Procure consultant to develop designs and bidding documents	Undertake construction of the learning centre	Finalize construction and equip the learning centre	

		t				University Database finalized	
		Establishment of University Database	University Database Established	Preparation of TORs for the establishment of Database	Procurement of consultant to establish database	University Database finalized	
		University Funding Board	University Funding Board operationalized	Process of appointing selection panel has commenced			
SP1.6.2 Accreditation	**CUE**	Regulations, standards, guidelines, processes and instruments for university accreditation developed and implemented	Published regulations, standards, guidelines, processes and instruments	Ksh.100,000	-	-	
			Number of stakeholders forum held on regulations, standards, guidelines, processes and instruments for implementation	2	2	2	
		Inspection of proposed universities	Number of proposed universities inspected	50	110	120	
		Peer Reviewers training	Number of peer reviewers trained	100	120	120	
		Benchmarking undertaken	Number of staff engaged in benchmarking activities globally	4	12	16	
		Programme accreditatio	Number of submitted curricula evaluated	150	200	240	

		n-evaluation and verification of resources	Number of academic programmes for which resources have been verified	100	140	160
SP 6.2.1 **Quality Audits**	**CUE**	Develop and review instruments for quality audits	Number of Self-Assessment and audit Instruments developed	2	2	2
		Identify and induct panellists for institutional and programme audits	List of inducted panelist forinstitutional and programme audits	100	120	120
		Rating universities	Report on Rating of Kenyan Universities	1	1	1
		Credit Accumulation and Transfer Systems	Number of CATs	2	6	8
		Instututional and programme audits	Number of institutional Audits	6	20	21
			Number of academic fields audited	100	140	160
		Internal Quality Assurance	Number IQA conducted/ implemented	67	80	90
SP6.2.2 **Policy Advisory, Research**	**CUE**	Higher Education Information Managemen	Level of HEMIS developed	20%	30%	10%

and Innovation		t System					
		Periodic surveys to establish state of university education in relation to national development	Number of surveys conducted	1	4	6	
SP 6.2.3 **Institutional Capacity**		Recruit additional staff	Number of staff Recruited	70	188	188	
SP 6.3 **Higher Education and Support Services**	Higher Education Loans Board (HELB)	Student financing enhanced	Number of undergraduate students receiving loans	211,330	302,693	456,582	635,722
			Amount of funds being disbursed	8.1Billion	12.1 billion	17.35 billion	22.7 billion
			Number of postgraduate students receiving loans	4,409	5,291	6,349	7,618
			Amount of funds being disbursed	514 million	616 million	740 million	888 million
			Undergraduate bursary awarded	92 million	92 million	92 million	92 million
			Number of students	30,351	33,393	36,732	40,405

			receiving TVET loans				
			TVET loan	400million	668 million	735 million	808 million
			TVET Bursary	10,000	12,000	14,000	15,000
			Postgraduate scholarships awarded	21.4 million	21.4 million	21.4 million	
	Kenya Universities and Colleges Placement Service(KUC CPS)	Students Placed	No of Undergraduate students placed	56,938	72,625	86,439	101,420
			No. of Diploma students placed	15,400	20,000	30,000	50,000
		Data Centre established	Data centre	1			

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards							
Outcome; Improved education quality							
1 + **SP.7.1 Curriculum Development**	KICD	Curriculum Reviewed and reformed	No of policy framework reports	1	N/A	N/A	N/A
	KICD, DQAS		No of needs assessment reports	18 Need assessment Instruments	1	N/A	
			No of Stakeholder analysis forums held;	Needs assessment report	1		
			Number of curriculum Designs,	N/A	11 ECDE, 20 primary 42 secondary curriculum designs		
				N/A			

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards **Outcome; Improved education quality**							
			Number of Syllabuses,	N/A	N/A	11ECDE,20 primary and 42secondary curriculum syllabi	
			Number of support materials developed		N/A		11ECDE,20pry and 42secondary curriculum support materials
			No of Orientation of curriculum implementers				Orientation of 120,000 curriculum implementers 2 bid document(print and digital)

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards							
Outcome; Improved education quality							
			No. of Quality curriculum support materials Instructional materials approved list (orange book)	800 curriculum support materials vetting report	2 bid document(print and digital) Vet all (100%) submitted curriculum support materials	2 bid document(print and digital) Vet all (100%) submitted curriculum support materials	Vet all (100%) submitted curriculum support materials
	KICD	Education Broadcasting channel enhanced	No of Licenses No of Broadcast time tables	Radio and TV equipment Installed	1 Broadcast timetable		
			No of Radio and TV programmes developed	300 radio and TV programmes primary and secondary and general public	300 radio and TV programmes primary and secondary and general public	300 radio and TV programmes primary and secondary and	300 radio and TV programmes primary and secondary and general public

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards **Outcome; Improved education quality**							
						general public	
			No of Radio and TV programmes disseminated	2700 programmes broadcasted to schools thro EDU channel	2700 programmes broadcasted to schools thro EDU channel	2700 programmes broadcasted to schools thro EDU channel	2700 programmes broadcasted to schools thro EDU channel
			No of Broadcast monitoring and evaluation reports	1Broadcast Monitoring and evaluation	1Broadcast Monitoring and evaluation	1Broadcast Monitoring and evaluation	1Broadcast Monitoring and evaluation
	KICD	Digital content for primary and teacher education developed	Digital content packaging software procured and installable content lines operation	Compilation Infrastructure and software installed			

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Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards **Outcome; Improved education quality**							
			alised				
			No of Protection content licenses procured	400,000 Protection content licenses procured	400,000 Protection content licenses procured	400,000 Protection content licenses procured	400,000 Protection content licenses procured
			No of primary and Teacher Education subjects digital content developed	std 1 and 2 digital content in 5 subjects and 2 manuals	std 3 digital content in 5 subjects and 2 manuals	std 4 digital content in 5 subjects and 2 manuals	std 5 digital content in 5 subjects and 2 manuals
				Form 1-4 digital content developed	Year 1 teacher education in 7 subjects	Year 1 teacher education in 7 subjects	Year 2 teacher education in 7 subjects
	KICD	Educational Resource centre(ERC) constructed	% Completion of ERC Construction of phase 1 and 2	PHASE 1A (6%) (Ongoing project)	Construction of ERC (70%)	Construction of ERC (14%)	Construction of ERC (10%)

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards **Outcome; Improved education quality**							
	KNEC	National examinations conducted /administered to eligible candidates	No Examinations and candidates examined KCPE KCSE TECHNICAL BUSINESS ECDE DTE SNE PTE TCAE	889,852 488,341 49,017 33401 40541 1235 1635 17507 166 candidates	925,4461 515,200 49,510 33,735 40,946 1,247 1,651 17682 170	953,209 530,656 50,005 l,34,072 41,355 1259 1668 17858 175 candidates	981,806 546,575 51,010 34,412 417,68 1,272 1,685 1,8036 180 candidates
	KNEC, MoEST, Donors	Digitization item system and training programme established National assessment system for monitoring learner achieveme	No of test items banked Number of monitoring reports	Online administration qualifying test Form 2 assessed	Online writing programme -	Item writers trainings -	- -

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards **Outcome; Improved education quality**							
		nts established					
SP 7.3 SP ESQAC	ESQAC	ESQAC Operationalized	Number of Officers appointed, and working for the council	30	30	30	30
	ESQAC	ESQAC Operationalized	Number of Officers appointed, and working for the council	30	30	30	30
	ESQAC	Capacity of Quality Assurance officers strengthened	Number	0	3000	3700	3700
	ESQAC	Standards of Educational institutions assessed	Number of institutions assessed	0	10,000	10,000	10,000
	ESQAC	Guidelines on institutional based Quality Assurance developed, piloted and	Guidelines developed	2	-	-	-
			Pilot Report		1	1	1

Programmes and Sub-Programmes	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Target 2015/16	Target 2016/17	Target 2017/18
Programme 7. Quality Assurance and Standards **Outcome; Improved education quality**							
		rolled out					
	ESQAC	Education Quality Index reviewed	Number of Reports on review	0	6	-	-
	ESQAC	QAS manuals reviewed and validated	Number of Manuals reviewed and validated	0	6	-	-
	ESQAC	Guidelines for establishment of education standards developed	Number of guidelines developed.	-	2	-	-

	Curriculum activities	ESQAC	Quality Monitoring and advisory(QMA) visits undertaken	Quality monitoring Reports	5	5	5	300
	Curriculum activities	ESQAC	Employees compensated	Number of employees compensated	6381	6381	6381`	6381
	Curriculum activities	ESQAC	Learning competency guides for secondary schools	Competency reports	2	2	2	2

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		developed					
Curriculum activities		Learning competency guides for TTC's developed	Guides	2	2	2	2
Curriculum activities	ESQAC	Handbooks on learning competencies printed and disseminated	No of handbooks	120	120	120	120
Curriculum activities	ESQAC	School-based, cluster and county examination activities supervised	No of visits	2	2	2	750
Curriculum activities	ESQAC	Key resource teachers trained	No of research carried out	100	100	100	100
Curriculum activities	ESQAC	Coordination Vehicles bought	Number of vehicles	-	3	2	2
Curriculum activities	ESQAC	Quality Assurance materials printed and published.	Number of publications	320	320	320	320
Curriculum activities		National Music festival successfully carried out and talent identified	reports,	1	1	1	1
Curriculum activities	ESQAC	Coordination of Drama and Drama festivals finalised	"	1	1	1	1
Curriculum activities	ESQAC	coordination of primary games finalised	"	1	1	1	1
Curriculum activities	ESQAC	coordination of secondary games finalised	"	1	1	1	1
Curriculum activities	ESQAC	coordination of special needs education finalised	"	1	1	1	1
Curriculum activities	ESQAC	coordination of science engineering fair	"	1	1	1	1

			finalised					
Curriculum activities	ESQAC	coordination of college games finalised	"		1	1	1	1

Research Technology and Innovation Programme								
Programme8: Research Technology and Innovation Outcome: Research, science, technology and innovation integrated in national production systems								
SP 1. Research Management and Development	DRMD	Output 1. Priority research, science, technology and innovation institutions and technological needs conducted and established	No. of surveys conducted on priority institutions	Concept Notes and Terms of Reference	4	1	1
			No. of technology assessments in key priority areas	-	3	2	-
	NACOSTI	Output 2. A National Physical Science Research Laboratory established	Percentage completion of the strategy	100	-	-	-
			Percentage construction of the National Physical Science Research Laboratory	-	20	60	100
	DRMD	Output 3. Science, Technology and Innovation Statistics Observatory established	Percentage completion of the national Science, Technology and Innovation Statistics Observatory design	10	30	60	100
			Percentage implementation of the ST&I indicators database	N/A	20	50	100
			No. of R&D and Innovation Surveys	1	1	1	1

				15	17	17	17
	DRMD NACOSTI	Output 4. International collaborations and linkages in Science, Technology and Innovation established	Number of international collaborations and linkages	15	17	17	17
	NACOSTI	Output 5. Research Licensed, accredited and monitored	No. of research licenses issued.	2000	2500	3000	3500
			No. of research projects monitored and evaluated.	200	300	400	500
			No. of research institutions accredited	4	5	6	7
	NACOSTI	Output 6. Research Funded	No. of research projects funded	400	500	600	600
SP 2. Science and Technology Promotion and Dissemination	DRMD/NACOSTI	Output 1. Scientific Award Scheme implemented	Number of Science Awards Schemes in science, technology and innovation	3	3	3	3
	DRMD	Output 2. Kenya Science, Technology and Innovation Journal published	Number of Journal volumes	3	3	3	3
			Percentage establishment of a one-stop shop for publishing and disseminating Government funded research in key priority areas	-	20	50	100
	DRMD	Output 3. Public awareness and engagement in science, technology	No. of national science weeks and ST&I fora	1	1	1	1

		and innovation achieved					
	NACOSTI	Output 4. Thematic Research Chairs Established	No. of Research Chairs	1	2	3	5
	NACOSTI	Output 5. NACOSTI Headquarters constructed	Percentage completion of the construction of NACOSTI Headquarters	60	75	100	-
SP 3. Knowledge and Innovation Development and Commercializatio n	DRMD	Output 1. National Science and Technology Park constructed established	Percentage completion of a National Science and Technology Park needs assessment	N/A	100	-	-
			Percentage construction of the National Science and Technology Park	-	-	20	50
	DRMD	Output 2. Cost effective prototype machines to handle jua kali productions established	No. of assessments on critical higher value Jua Kali products	-	1	-	-
			Percentage establishment of prototype machines	-	10	50	100
	DRMD	Output 3. Part VI and VII of the ST&I Act 2012 operationalize d	Percentage operationalizatio n of the Kenya National Innovation Agency and the National Research Fund	10	100	-	-
			Percentage completion of the National innovation and commercializatio n policy	N/A	40	100	-
	DRMD	Output 4. County technology and innovation delivery	No. of County technology and innovations delivery service centres	9	10	14	14

		service centres established					
	NACOSTI	Output 5.Advisory Policies and guidelines on ST&I developed	No. of policies and guidelines on ST&I	2	1	1	1

Programme 9 Teaching standards and Governance
Outcome: Improved Learner Performance

SP1:Teaching Standards	TSC	Enhanced teaching standards	Percentage of teachers complying with teaching standards	N/A	50	65	75
		Effective performance monitoring	Percentage of schools with good management reports	N/A	70	75	80
			Percentage reduction in teacher absenteeism	31	21	11	5
SP2:Teacher Professionalism and integrity	TSC	Professionalism and Integrity of teachers enhanced	Percentage reduction number discipline cases	12	15	17	20
		Performance Appraisal system Institutionalized	Number of teachers appraised	5125	60,000	120,000	200,000
SP3:Teacher Capacity Development	TSC	Teacher professional development modules developed and rolled out	Percentage of teachers completing TPD programmes	N/A	10	15	20
			Number of teaching completing TPC	5,000	5,000	5,000	5,000

Programme 10. STATE DEPARTMENT OF EDUCATION General Administration and Support Services

Outcome: To enhance accountability and efficient service delivery in the education sector

1	SP 8.1. Headquarters Administrative Services	Planning	Strategic plan developed and reviewed	A reviewed strategic plan	1			1
			Monitoring and Evaluation conducted	Number of monitoring and evaluation report	4	4	4	4
			EMIS strengthened	EMIS system at HQ and all counties	1	47	47	47
			Performance Contracting implementation coordinated	Quarterly reports analysed	4	4	4	4
		Administration	Zero tolerance on Corruption assessed	-Risk mapping Assessment Report; -Percentage levels of corruption.	1 30%	1 20%	1 15%	1 10%
		DFOS	Education employees, Teachers and learners sensitized on prevention and management of drug and substance abuse.	Number of education employees sensitized. -No of teachers and learners sensitized	-	100	100	100
		DFOS	Primary School teachers in-serviced under the WASH program.	Number of Primary School teachers in-serviced	-	235	235	235
		DFOS	Field Education managers trained on legal framework and regulations	Number of education field officers trained.	10	50	50	50
		Administration	Behaviour	Number of	=	25		

			change and peer support interventions developed	institutions with prevention and behaviour change/ best practices of interventions				
		Administration	Psychosocial support and Emergency response carried out					
		Administration	Awareness on Prevention of HIV and AIDs conducted to Ministry's employees	Number of champions and officers trained on prevention of HIV and AIDS	50	50	50	50
		Administration	Disability mainstreaming in education enhanced	% of disability friendly facilities established/installed	30%	45%	60%	70%
		Administration	Effective communication among all staff and education stakeholders enhanced	Education communication strategy developed.and reviewed

Customer satisfaction survey reports | 1

 | -

1 | -

1 |

1 |
| | | Administration | Awareness of officers on Resolution of Public Complaints enhanced | Number of officers trained | 20 | 20 | 20 | 20 |
| | | | ISO -9001 certification maintained | Number of internal external audits conducted for certification process

Number of staff sensitized | 2

- | 2 | 2 | 2 |
| | | Administration | Work Environment improved | Percentage levels of work environment index improved | 68 | 68.5 | 69 | 69.5 |
| | | Administration | Transport to programme | Number of programme | - | 17 | 15 | 15 |

		implementers enhanced	implementers provided with vehicles				
	Administration	Effective & efficient delivery of education services enhanced	-Number of staff and stakeholders sensitized on citizen service delivery charter.	-	40	40	40
			-Increased Percentage levels of customer satisfaction.	-	30%	40%	60%
	Administration	Improved workplace Safety and security	-No. of scanners procured and installed -Number of security officers trained -No. First aids kits purchased -No of safety drills taken and fire extinguisher tested				
	Administration	Improved performance management	No. Of officers trained - Performance management -Target Setting and Appraisal		50 100	50 100	50 100
SP.8.2 County Administrative Services	Administration	Improved field transport services	Number of vehicles/motor cycles purchased		20	17	10

SP 8.1. Headquarters Administrative Services	KNATCOM	Capacity building for managers in Bio-sphere reserve undertaken	Number of Bio-sphere reserve managers trained	50 Bio-sphere reserve managers trained.	50	50	50	
SP 8.1. Headquarters Administrative Services	KNATCOM	Nomination of Geo-parks	Nomination	1	-	-	-	

			finalised	report .					
	SP 8.1. Headquarters Administrative Services	KNATCOM	Periodic review of Kenya's UNESCO designated Biosphere reserves undertaken	Periodic review reports	3 periodic reviews almost complete.	-	2	2	2
	SP 8.1. Headquarters Administrative Services	KNATCOM	Nomination of UNESCO category II Institute finalised	Report	-	1	-	-	
	SP 8.1. Headquarters Administrative Services	KNATCOM	Sustainable management of heritage in Kenya promoted	. Report		6	6	6	
	SP 8-1Administrative Services	KNATCOM	National capacities in development of creative industries Strengthened	Report on industries strengthened	-	2	2	2	

Programme 10: TSC General Administration and planning Outcome: Customer Satisfaction								
SP1:Policy and planning	Administration	policies and subsidiary legislation and Governance structures developed and reviewed	Number of policies developed/reviewed	2	3	2	-
			Number of subsidiary legislation and guidelines developed/reviewed	2	2	2	2
	Human Resources	Pension management system operationalized	Number of users trained on the system	10	30	-	-
			Percentage of pension cases processed using the new system	5	50	100	-

	Wellness	Nutritional supplements distributed to employees living with HIV and AIDS	Number employees receiving nutrition supplements	1,500	2,000	2,000	2,500
		Awareness created on HIV and AIDS ,Alcohol and drug/substance abuse	Number of employees sensitized	3,000	4,000	5,000	6,000
SP2:County Services	TSC	Decentralized functions performed by counties	Number of discipline cases investigated	1,200	1,000	900	800
			Number of teachers transferred at County level to achieve equity	5,000	6,000	7,000	8,000
			Number teachers trained on professionalism and Integrity	2,000	10,000	10,000	10,000
SP3:ICT integration	TSC	Capacity building of teachers on ICT integration in Education	Number of teachers trained on ICT	2,700	61,000	61,000	61,000
		TSC Files Digitalized	Number of Files digititalized	45,000	350,000	350,000	-

3.1.3 Programmes by order of Ranking

PROGRAMME	1	2	3	4	5	6	7	8	9	10
1		2	3	4	5	6	7	8	9	10
2			2	2	2	2	2	2	2	2
3				3	3	3	3	3	3	3
4					5	6	4	8	4	10
5						6	5	8	5	10
6							6	6	6	6
7								8	9	10
8									8	8
9										10
10										

Frequency   RANK

Basic Education	9	1
Secondary and Tertiary Education	8	2
Teacher Resource Management	7	3
Technical Vocational Educational and Training	6	4
Youth Training	5	5
University Education	4	6
Quality Assurance and standards	3	7
Research Science Technology and Innovations	2	8
Teaching Standards and Governance	1	9
General Administration and Planning	0	10

3.2 Analysis of resource requirement versus allocation

3.2.1 Sector (Recurrent and Development)

Expenditure	Printed Est. (Baseline)	Resource Requirements			Resource Allocation			Resource Gap
		Estimates	Projected Estimates		Estimates	Projected Estimates		Estimates
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16
Total recurrent	273,379.70	301,266.41	366,101.70	384,226.79	288,373.24	319,046.39	339,457.00	12,893.08
Total Development	34,971.45	42,907.11	50,076.60	52,962.08	35,985.91	37,881.62	41,114.99	6,921.20
TOTAL VOTE	308,351.15	344,173.52	416,178.30	437,188.87	324,359.15	356,928.01	380,571.99	19,814.28

3.2.2 Sub-Sectors (Recurrent and Development)

3.2.2.1 Teachers Service Commission Subsector

Expenditure	Printed Est. (Baseline)	Resource Requirements			Resource Allocation			Resource Gap
		Estimates	Projected Estimates		Estimates	Projected Estimates		Estimates
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16
Total recurrent	165,478.98	176,317.10	224,599.83	230,371.07	171,041.20	189,233.14	201,338.39	5,275.81
Total Development	135.00	200.00	300.00	250.00	200.00	210.53	228.50	-
TOTAL VOTE	165,613.98	176,517.10	224,899.83	230,621.07	171,241.20	189,443.67	201,566.89	5,275.81

3.2.2.2 State Department for Education Subsector

Expenditure	Printed Est. (Baseline)	Resource Requirements			Resource Allocation			Resource Gap
		Estimates	Projected Estimates		Estimates	Projected Estimates		Estimates
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16
Total recurrent	54,118.03	115,723.11	125,690.67	131,913.77	109,037.46	120,635.68	128,352.96	6,685.65
Total Development	22,138.06	31,173.10	36,545.30	37,896.24	28,364.45	29,859.80	32,408.18	2,808.65
TOTAL VOTE	**76,256.09**	**146,896.21**	**162,235.97**	**169,810.01**	**137,401.90**	**150,495.49**	**160,761.14**	**9,494.31**

3.2.2.3 State Department for Science and Technology Subsector

Expenditure	Printed Est. (Baseline)	Resource Requirements			Resource Allocation			Resource Gap
		Estimates	Projected Estimates		Estimates	Projected Estimates		Estimates
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16
Total recurrent	53,782.69	9,226.20	15,811.20	21,941.95	8,294.58	9,177.57	9,765.65	931.62
Total Development	12,698.39	11,534.01	13,231.30	14,815.84	7,421.46	7,811.29	8,478.31	4,112.55
TOTAL VOTE	**66,481.08**	**20,760.21**	**29,042.50**	**36,757.79**	**15,716.04**	**16,988.86**	**18,243.97**	5,044.17

3.2.3 Programmes and Sub-Programmes and Economic Classification

3.2.3.1 Teachers Service Commission Subsector

Expenditure Classification	Baseline Estimate	Estimates	Projected Estimates		Allocation	Projected allocation	
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Programme 1 Teacher Resource Management	**161,133.40**	**170,738.52**	**216,564.84**	**221,976.65**	**166,067.40**	**183,858.48**	**195,564.65**
SP. 1.1 -Teacher Resource Management-Primary	99,063.59	103,830.40	133,142.43	136,469.57	102,035.50	114,735.15	121,279.88
SP. 1.2-Teacher Resource Management-Secondary	53,988.50	57,851.15	72,561.06	74,374.31	55,708.16	60,137.74	64,628.22
SP. 1.3-Teacher Resource Management-Tertiary	8,081.30	9,056.97	10,861.35	11,132.77	8,323.74	8,985.59	9,656.55
Programme 2 Teaching Standards and Governance	**52.51**	**400**	**440**	**484**	**152.51**	**164.64**	**176.93**
SP. 1.1 -Teaching Standards	17.71	100	110	121	67.71	73.09	78.55
SP. 1.2-Teacher Professionalism and Integrity	21.47	60	66	72.6	71.47	77.15	82.91
SP. 1.3-Teacher capacity development	13.33	240	264	290.4	13.33	14.39	15.46
Programme 3 General Administration, Planning and Support Services	**4,428.07**	**5,378.49**	**7,895.00**	**8,160.42**	**5,021.29**	**5,420.55**	**5,825.31**

SP. 1.1 -Policy , Planning and Support Services	4,169.49	4,980.40	6,670.01	7,037.94	4,580.63	4,944.85	5,314.09
SP. 1.2-County Services	174.03	174.03	1,250.00	1,150.00	174.03	187.87	201.9
SP. 1.3-ICT Integration	84.55	224.06	246.46	271.11	266.63	287.83	309.32
Total	165,613.98	176,517.01	224,899.84	230,621.07	171,241.20	189,443.67	201,566.89

3.2.3.2 State Department for Education Subsector

	Printed Est. (Baseline)	Resource Requirements			Resource Allocation		
		Estimates	Projected Estimates		Estimates		
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Programme 1: Primary Education							
SP. 1.1 Free Primary Education	14,301.27	14,847.77	17,207.99	18,441.45	14,626.27	16,178.70	19,169.08
SP.1.2 Special Needs Education KIB,KISE, SPE PRY	675.98	1,420.58	1,882.45	1,840.21	947.8	1,042.42	1,111.71
SP.1.3 Alternative provision of Basic Education	32.4	32.4	140.2	210.3	32.4	35.85	38.14
SP. 1.4 Early Child Development and Education	90.05	145.32	226.05	235.45	130.05	139.75	150.43
SP. 1.5 Primary Teachers Training and In-Servicing	316.4	959.2	1,348.70	1,593.10	516.4	566.81	604.97
SP 1.6 Alternate Basic Adult & Continuing Education	1,158.33	1,252.23	1,756.88	1,841.09	1,198.33	1,325.80	1,410.61
SP. 1.7 School Health, Nutrition and Meals	2,326.27	2,326.27	2,791.15	2,764.00	2,326.27	2,503.89	2,693.35
SP 1.8 Expanding Education Opportunities in ASALs	-	140	600	650	140	154.89	164.8
SP.1.9 ICT Capacity Development	17,580.00	17,580.00	18,641.35	18,641.35	17,580.00	18,505.75	20,085.58
TOTAL FOR PROGREAMME 1	36,480.71	38,703.77	44,594.77	46,216.95	37,497.53	40,453.86	45,428.67
Programme 2: Secondary Education							
SP. 2.1 Secondary Bursaries Management Services	164.93	-	-	-	-	-	-
SP.2.2 Free Day Secondary Education	28,524.13	31,439.73	37,102.96	39,924.00	31,109.73	34,388.23	34,646.94
SP. 2.3 Secondary Teacher Education Services	334	824.4	1,006.50	971	534	579.84	621.53
SP. 2.4 Secondary Teachers In-Service, CEMASTEA)	418.31	535.75	955.8	1,068.31	418.31	450.73	484.62
SP. 2.5 Special Needs Education	200	242.5	261	271.53	200	221.27	235.43
TOTAL FOR PROGREAMME 2	29,641.37	33,042.38	39,326.26	42,234.83	32,262.04	35,640.07	35,988.53
Programme 3: Quality Assurance & Standards							

SP.3.1 Curriculum Development (KICD)	851.44	1,791.72	2,529.44	2,397.23	1,172.72	1,285.43	1,372.71
SP. 3.2 Examination and Certification (KNEC)	4,520.00	4,620.00	5,501.00	5,481.00	4,520.00	4,978.23	5,306.15
SP. 3.3 Co-Curricular Activities	302.17	1,225.25	1,319.48	1,377.24	442.17	479.53	514.26
TOTAL FOR PROGREAMME 3	5,673.61	7,636.97	9,349.92	9,255.48	6,134.89	6,743.19	7,193.12
University Education							
SP.4.1 University Education	-	51,772.53	50,382.60	52,060.09	48,898.73	53,781.79	57,355.80
SP. 4.2 Higher education Support Services -HELB, KUCCPS,CUE,UFB	-	9,785.42	10,268.83	10,791.82	7,677.86	8,494.55	9,037.96
SP. 4.3 Quality Assurance & Standards	-	258.02	-	-	258.02	285.47	303.73
TOTAL FOR PROGREAMME 4	0	61,815.97	60,651.43	62,851.90	56,834.61	62,561.81	66,697.48
Programme 5: Administration policy&coord, planning,							
SP.5.1Headquarter Administrative Services	4,357.86	3,829.94	5,166.86	5,557.69	2,946.69	3,192.38	3,425.01
SP 5.2 County Administrative Services- CDEs, DEOs, DSAU	102.55	1,867.17	3,146.73	3,693.16	1,726.13	1,904.18	2,028.32
TOTAL PROGRAMME 5	4,460.41	5,697.11	8,313.59	9,250.85	4,672.82	5,096.56	5,453.33
	76,256.09	146,896.21	162,235.97	169,810.01	137,401.90	150,495.49	160,761.14

3.2.3.3 State Department for Science and Technology Subsector

	Printed Est. (Baseline)	Resource Requirements			Resource Allocations		
		Estimates	Projected Estimates		Allocation		
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Programme 1: General Administration Planning and Support Services	**1,776.63**	**2,765.73**	**4,518.22**	**9,034.85**	**2,408.66**	**2,550.43**	**2,599.08**
SP. 1.1 Headquarters and Administrative Services	1,776.63	2,531.49	4,269.22	8,770.17	2,215.86	2,335.56	2,369.68
SP.1.2 County Administrative Services	-	234.24	249.00	264.68	192.80	214.87	229.40
Programme 2: Technical Vocational Education and Training	**5,228.12**	**13,414.99**	**19,294.37**	**21,748.78**	**9,658.01**	**10,621.12**	**11,689.22**
SP. 2.1 Technical Accreditation and Quality assurance	24.12	593.92	858.35	898.49	574.12	603.97	629.98
SP.2.2 Technical Trainers and Instructors	2,900.00	-	-	-	-	-	-
SP. 2.3 Special Needs in Technical and Vocational Education	-	350.00	385.75	412.49	280.00	235.68	329.19

SP. 2.4 Infrastructure Development	2,304.00	8,317.55	12,238.72	13,754.52	5,582.46	6,505.71	7,419.37
SP. 2.5 Technical University Education	-	4,153.52	5,811.55	6,683.28	3,221.43	3,275.76	3,310.69
Programme 3: Research Science Technology and Innovation	**772.16**	**2,001.62**	**2,291.36**	**2,622.32**	**1,292.16**	**1,400.13**	**1,479.16**
SP.3.1 Research Management and Development	437.90	645.00	735.25	837.54	437.90	455.32	474.84
SP. 3.2 Knowledge and Innovation Development and Commercialization	-	60.00	65.00	70.00	60.00	66.36	70.54
SP. 3.3 Science and Technology Development and Promotion	334.25	1,296.62	1,491.11	1,714.78	794.25	878.44	933.78
University Education	**56,626.57**	**-**	**-**	**-**	**-**	**-**	**-**
SP.4.1 University Education	50,449.16	-	-	-	-	-	-
SP.4.2 Quality Assurance and Standards	258.02	-	-	-	-	-	-
SP. 4.2 Higher education Support Services - HELB, KUCCPS,CUE,UFB	5,919.38	-	-	-	-	-	-
Programme 4: Youth Training and Development	**2,077.61**	**2,577.87**	**2,938.55**	**3,351.84**	**2,357.21**	**2,417.18**	**2,476.50**
SP.8.1Revitalization of Youth Polytechnic	2,064.39	2,211.58	2,543.32	2,924.82	2,064.39	2,092.21	2,131.06
SP.8.2Curriclulum Development	6.02	126.29	145.23	167.02	68.02	75.23	79.97
SP: 4.3 Quality Assurance and Standards	5.52	150.00	155.00	160.00	144.12	159.39	169.44
SP: 4.3 ICT Integration in Youth Polytechnics	1.69	90.00	95.00	100.00	80.69	90.34	96.04
Total expenditure for State Dept of Science and technology	**66,481.08**	**20,760.21**	**29,042.50**	**36,757.79**	**15,716.04**	**16,988.86**	**18,243.97**

3.2.4 Semi-Autonomous Government Agencies

Name	Printed Est. (Baseline)	Resource Requirements			Resource Allocation
		Estimates	Projected Estimates		
	2014/15	2015/16	2016/17	2017/18	2015/16

Kenya Institute of Curriculum Development (KICD)	851.44	1,337.62	2,519.44	2,387.23	904.62
Kenya National Examination Council (KNEC)	4,520.00	5,281.00	5,501.00	5,481.00	5,281.00
Kenya Education Management Institute (KEMI)	96.68	196.68	365.00	465.72	96.68
School Education Production Unit (SEPU)	14.86	44.80	68.70	97.68	14.86
Institute for Capacity Development of Teachers in Africa (ICDTA)	262.23	405.88	450.22	461.47	262.23
Kenya Institute of Special Education (KISE)	315.98	631.10	767.14	796.54	465.98
Commission for University Education (CUE)	-	374.00	380.00	385.00	240.86
Higher Education Loans Board (HELB)	-	8,224.36	9,746.50	10,272.50	7,490.06
Kenya National Commission for UNESCO	223.42	258.00	260.00	263.00	223.42
Education Standards & Quality Assurance Council (ESQAC)	-	828.47	904.87	933.50	40.00
University Funding Board		80	100	120	40.00
Kenya University Placement Board	-	68	75	100	37.95
National Research Fund	-	60	80	90	30.0
Kenya National Innovation Agency	-	60	70	80	30.0
TIVET Funding Board	-	60	80	90	30.0
Technical and Vocational Educational Training Authority	15.55	562	570	580	250.0
National Commission for Science, Technology and Innovation	374.2	1,000	1,200	1,300	834.25
Technical Curriculum Development, Assessment and Certification Council	-	50	60	70	30

3.2.5 Economic Classification

3.2.5.1 Teachers Service Commission Subsector

DESCRIPTION	Printed Est. (Baseline)	Resource Requirements			Resource Allocation		
		Estimates	Projected Estimates		Estimates		
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Recurrent Budget	**165,478.98**	**176,317.10**	**224,599.83**	**230,371.07**	**171,041.20**	**189,233.14**	**201,338.39**
Compensation to Employees	164,630.00	174,365.37	222,452.93	228,009.48	169,792.23	187,851.33	199,868.18
Use of goods and services	759.73	1,242.90	1,367.19	1,503.91	959.73	1,061.81	1,129.73
Current Transfers to Govt Agencies	0	0	0	0	-	-	-

Other Recurrent	89.24	708.83	779.71	857.68	289.24	320	340.47
Development Budget	**135**	**200**	**300**	**250**	**200**	**210.53**	**228.5**
Acquisition of Non-Financial Assets	135	200	300	250	200	210.53	228.5
Capital Grants to Govt. Agencies	0	0	0	0	-		
Other Development	0	0	0	0	-		
Total Development	**165,613.98**	**176,517.10**	**224,899.83**	**230,621.07**	**171,241.20**	**189,443.67**	**201,566.89**

3.2.5.2 State Department for Education Subsector

DESCRIPTION	Printed Est. (Baseline)	Resource Requirements			Resource Allocation		
		Estimates	Projected Estimates		Estimates		
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Recurrent Budget							
Compensation to Employees	3,487.54	3,462.07	3,813.18	3,906.46	3,273.33	3,621.51	3,853.19
Use of goods and services	2,523.19	4,517.12	6,235.74	6,750.26	3,281.68	3,630.75	3,863.02
Current Transfers to Govt Agencies	20,201.86	68,122.84	73,163.03	75,632.10	64,961.40	71,871.29	78,423.03
Other Recurrent	27,905.44	39,621.08	42,478.72	45,624.96	37,521.04	41,512.13	42,213.73
Total recurrent	54,118.03	115,723.11	125,690.67	131,913.77	109,037.46	120,635.68	128,352.96
Development Budget							
Acquisition of Non-Financial Assets	18,269.26	25,765.92	30,691.84	31,556.76	23,367.65	24,599.89	26,699.22
Capital Grants to Govt. Agencies	486.80	862.68	2,097.16	1,984.18	586.80	617.70	670.43
Other Development	3,382.00	4,544.50	3,756.30	4,355.30	4,410.00	4,642.22	5,038.53
Total Development	**22,138.06**	**31,173.10**	**36,545.30**	**37,896.24**	**28,364.45**	**29,859.80**	**32,408.18**
	76,256.09	**146,896.21**	**162,235.97**	**169,810.01**	**137,401.90**	**150,495.49**	**160,761.14**

3.2.2.3 State Department for Science and Technology Subsector

DESCRIPTION	Printed Est. (Baseline)	Resource Requirements			Resource Allocation		
		Estimates	Projected Estimates		Estimates		
	2014/15	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Recurrent Budget							
Compensation to Employees	291.58	295.15	550.84	582.99	358.97	377.24	393.31

Use of goods and services	191.24	1,378.01	2,302.69	4,914.46	1,062.03	1,311.49	1,451.84
Current Transfers to Govt Agencies	46,948.85	6,141.99	10,698.82	12,256.14	5,801.60	6,399.22	6,808.20
Other Recurrent	6,351.02	1,411.05	2,258.85	4,188.36	1,071.98	1,089.61	1,112.30
Total recurrent	53,782.69	9,226.20	15,811.20	21,941.95	8,294.58	9,177.57	9,765.65
Development Budget	-	-	-	-	-	-	-
Acquisition of Non-Financial Assets	8,490.29	8,193.26	9,694.44	11,068.44	4,162.90	4,540.55	5,186.70
Capital Grants to Govt. Agencies	3,636.00	2,700.00	2,800.00	2,900.00	2,686.46	2,690.00	2,701.01
Other Development	572.10	640.75	736.86	847.39	572.10	580.74	590.61
Total Development	12,698.39	11,534.01	13,231.30	14,815.84	7,421.46	7,811.29	8,478.31
TOTAL VOTE	**66,481.08**	**20,760.21**	**29,042.50**	**36,757.79**	**15,716.04**	**16,988.86**	**18,243.97**

SECTOR RESOURCE GAPS EXPLANATORY NOTES

Implementation of the following sector activities will be affected due to the tight resource constraint.

Development Budget

Item	Gap Ksh Million
Primary and secondary emergency infrastructure interventions(rehabilitation/renovation)	300
Laboratory equipment allocation to increase from the current allocation of Ksh 270 million to Ksh 400M for improvement of teaching sciences	130
Provision of specialised equipment to KISE for assessment of learners	52.6
Provision of equipment and infrastructure improvement to new Universities and the University Colleges .	807
Provision of infrastructure in 27 Primary Teacher Training Colleges	270
Provision of infrastructure in 3 Diploma Training Colleges(Moiben, Kibabii and Kagumo,)	250
National volunteer programme	300
Construction of the new mitihani house (KNEC)	100
Support of Infrastructure development in Existing TTIs	1,000
Construction of 30 new TTs in constituencies	1,000
Equipment refurbishment for Existing TTs Kshs	1,000

Equipment for NEW TTIs	1,000
Upgrading 8 TTIs to National Polytechnics 0.8B	43.8
Research, development and innovation	1,000

Recurrent Budget

Item	Gap Ksh Million
Special Needs Education in primary schools (to enhance allocation per child from Ksh. 2,200 to Ksh 4,391 for day scholars and from Ksh 12,000 to 20,000 for boarders; and enhance operationalization of EARCs –one centre per county	494.5
Kenya Institute for the blind to cater for special learning materials for lower primary school children as they have been reaching upper classes only.	50
Provision of University student loans (increase number of beneficiaries from 211,330 to 302,693)	2,100
Provision of Sanitary Pads to increase number of beneficiaries from 1.2m to 1.8m	200
Curriculum reform and review to improve quality and relevance of education	400
Operationalization of new bodies and strengthening of SAGAs	320
Co-curricular activities (Music festivals, drama, athletics, special games and sports)	320
Increased allocation for field offices (DEOs, CDEs, Adult offices, school audit) and Headquarters administrative services	435
Operation and Maintenance (to cater for the four new education attaches(New York,	84

Pretoria, Beijing and India)	
Enhancing the grant to the 27 primary teacher training colleges	171
Capitation to new public universities and colleges	2000
Personal emolument deficit to cater for the four new education attaches(New York, Pretoria, Beijing and India)	148
Recruitment of 5,000 teachers	2,992.73
promotion of teachers in various cadres	2,000
Provision of services in the Counties by TSC	283.17
Recruitment of 5,000 teachers	2,992.73

CHAPTER FOUR

4.0 CROSS-SECTOR LINKAGES AND EMERGING ISSUES / CHALLENGES

4.0 Introduction

In implementing its mandate, the Education sector interacts with other sub sectors, sectors and stakeholders. The linkages are aimed at harmonizing the delivery of services and ensuring effective and efficient service delivery. With harmonization there is optimal utilization of resources and avoidance of overlaps and duplications.

4.1 Intra Sector Linkages

The State department of Education sub sector, the Science and Technology sub sector and the Teachers Service Commission which form the education sector interact with one another. These Intra sector linkages aim at ensuring optimal utilization of resources and efficiency in service delivery.

4.2 Cross Sector Linkages

In implementing its mandate, the sector does not work in isolation but it collaborates with other sub sectors, sectors and stakeholders. As illustrated in Figure 4.1, the sector has linkages with other sectors, ministries and stake holders that require to be harmonized for optimal resource utilization and to avoid wasteful overlaps and duplications include:

- Health

- Agriculture Rural Development and Urban Development

- Energy, Infrastructure and ICT

- General, Economic and Commercial Labor Affairs

- Governance, Justice, Law and Order

- Public Administration and International Relations and

- National Security

- Social Protection, Culture and Recreation

- Environmental Protection, Water and Natural Resources

4.2.1 Health Sector

A healthy population provides a country with the needed workforce to contribute to economic development. The level of health services uptake is dependent on the level of awareness of the citizenry. The education sector, in collaboration with the health sector and other stakeholders will continue implementing the School Health and Nutrition Programme which enhances nutritional status of learners and improves retention at pre primary and primary school level. In addition a lot of effort will be devoted under the adolescent reproductive health which the sector is pursuing.

The universities medical training schools collaborate with Referral hospitals in offering medical training. This implies a close linkage between education and health sectors

A healthy nation will lead to less expenditure on preventive health services and the resultant impact will be a more productive population leading to higher economic development. The sector has continued to face challenges related to HIV and AIDS infections which impact negatively on education. This mainly includes school absenteeism by learners, teachers and other staff. The sector will continue to collaborate with other stakeholders to strengthen organizational/ institutional AIDS Control Units, drugs and substance abuse and health and hygiene, and water borne related diseases. The linkages with the health sector are related to the social determinants which contribute to improved lifestyle.

4.2.2 Agriculture, Rural Development and Urban Development

The education sector has prioritized a number of agricultural initiatives as requisite to attain accelerated adoption, adaptation and utilization of agricultural technology to foster Kenya's global competitiveness and innovativeness in agricultural production and processing in order to boost food security. The agricultural sector will be key in enabling the education sector in adoption of value addition, productivity and competitiveness through enhancing technologies, investing, diversify and accelerating adoption of technological application in niche areas, prioritization and support research in niche areas, encouraging and supporting techno-preneurship and commercialization of agricultural research, establishing strategic partnerships and collaborations, integration into the National Innovation System, encouraging and pursuing knowledge transformation.

4.2.3 Energy, Infrastructure and ICT

The education sector will undertake various investments in energy, infrastructure and ICT development at all levels including provision of laptops in primary schools under the ICT Capacity Development programme for the managers and the teachers, ICT integration in education and training including provision of computers to secondary schools and the digitization of the curriculum content, construction, rehabilitation and expansion of education and training facilities and innovation infrastructure. All this will heavily rely on the energy, infrastructure and ICT Sector for technical support.

The education sector will further work together with the Ministry of Energy to ensure that the learning/ training institutions access reliable and adequate sources of energy. These efforts include development of alternative sources of energy where institutions are not connected to the national grid. Under the laptop programme, the Government will fast-track connection of electricity to all educational institutions. For the smooth implementation of these efforts, the education sector will work closely with the Energy, Infrastructure and ICT sector. The energy, Infrastructure and ICT sector should therefore prioritize connectivity at learning institutions and governments to enable them access the digital content of the curriculum that has been developed.

4.2.4 General, Economic and Commercial Affairs

The sector is committed to provision of quality education and training to all Kenyans, in an effort to contribute to the building of a just and cohesive society that enjoys equitable social development. The General, Economic and Commercial Affairs sector is charged with the responsibility of developing a National Skills Inventory. To ensure that industrial training programmes offered remain relevant and responsive to the changing needs of the economy, the sector, through the National Industrial Training Authority (NITA), collaborates with the Kenya Institute of Curriculum Development (KICD) on curriculum related issues with a view to sharing information to enable the sector effectively plan for the demand driven training approach which caters for lifelong education and training, and provides alternative access to education.

The Tourism sub-sector is a key enabler in the attainment of the Education and Training MTPII (2013 -2017) objectives. The sector will enable the education sector realize its objectives through investing, diversifying and accelerating adoption of technological application in niche areas, prioritization and support of research, encouraging and supporting techno-prenuership and commercialization of research, establishment of strategic partnerships, collaborations and integration into the National Innovation System and pursuit of knowledge transformation and use of Intellectual Property Rights (IPRs).

Labour sub-sector ensures absorption and utilization of human resource through manpower planning and development of employment policies. In this regard, the sub

sector is a key enabler in absorption of skilled education and training. The labour sub subsector will continue playing a crucial role in ensuring healthy employee-employer relations for the Kenyans.

4.2.5 Governance, Justice, Law and Order

The Governance Justice, Law and Order sector is instrumental in enabling the education sector enhance institutional capacities for Human Resource management, planning and development, formulate and adopt performance-based compensation and reward system, review public sector human capital needs and enabling legislative environment, create competitive employment environment in public service to attract and retain skilled manpower.

The sector will create and sustain conducive environment and democratic procedures for workers to realize their full potential, facilitate involvement of Kenyans in national governance and public policy making, create and sustain open and transparent communication channels in the management of public affairs, fast track review, enactment and enforcement of enabling legal, institutional and policy framework that reflects current trends in the education sector.

In order to conduct education in a peaceful environment, law and order are required especially where labour relations are involved. The education sector will thus continue linking with Governance, Justice, Law and Order Sector to ensure that there is peace,

law and order.

4.2.6 Public Administration and International Relations

The financial sub-sector will be a key enabler in education sector in investing, diversifying and accelerating adoption of technological application in niche areas. It will facilitate prioritization and support research, establish strategic partnerships and collaborations, and align financial services sector with the education sector policies.

The success of any programme in any sector is dependent on the funding levels and the timely disbursement of the same. In order for the sector to achieve its goals it will provide the necessary data and information to enable the Treasury provide the necessary funding in a timely manner. In collaboration with the National Treasury, the sub sector will develop policies and guidelines to encourage implementation of internally generated income activities. These guidelines will provide mechanisms for control of the application of the funds generated by schools and other learning /training institutions.

4.2.7 National Security

Lack of national security is one of the factors that can hinder access to education. When a population lacks education it is more likely suffer unemployment hence high poverty levels. This population is more likely to commit acts of violence which disturbs the national security. Insecure neighborhoods may have a negative impact on schooling. As

a result the National security sector will work with the education sector to ensure security of all regions of the country so that all learners and teaching staff are safe.

4.2.8 Social Protection, Culture and Recreation

The social sector will play a significant role in empowering communities' access education. The sector will, among other things encourage the outsourcing of non-core and labor-intensive activities to potentially productive groups, including persons with disabilities and the vulnerable and in prioritizing and enabling investment of devolved funds in ST&I investments. Through creating employment and preparing young people in taking up technology-based enterprises this sector will enable education sector to invest, diversify and accelerate adoption of technological application in training institutions run and managed by the gender and youth ministries, contributing to affirmative action for women in science and technology and encouraging pursuit of knowledge transformation and IPRs as well as aligning heath policies with the ST&I strategy and policy.

4.2.9 Environmental Protection, Water and Natural Resources

Provision of a clean, secure and safe environment is critical for development of the education sector. Water and sanitation plays a significant role in permitting establishment of education and training facilities. Provision of a clean learning environment is crucial in delivering educational services as it ensures a healthy learner population. The target for MDG goal No.7 (Environmental Sustainability) is to halve the

proportion of people with sustainable access to a clean environment and safe drinking water and basic sanitation increased by 2015. In line with this goal, the sector has been providing sanitation facilities in learning/training institutions. The education sector will continue to work closely with Environmental Protection, Water and Natural Resource Sector to ensure that water and sanitation facilities provided meet the set standards and the regulatory requirements. In addition the education sector will continue to coordinate UNESCO programmes through KNATCOM on conservation of biodiversity of the targeted ecosystems.

The education sector will work closely with environment sub sector to ensure mainstreaming of environmental issues in the curriculum at all levels of education.

Figure 4.1 : Linkage Between Education Sub Sector With Other Sectors
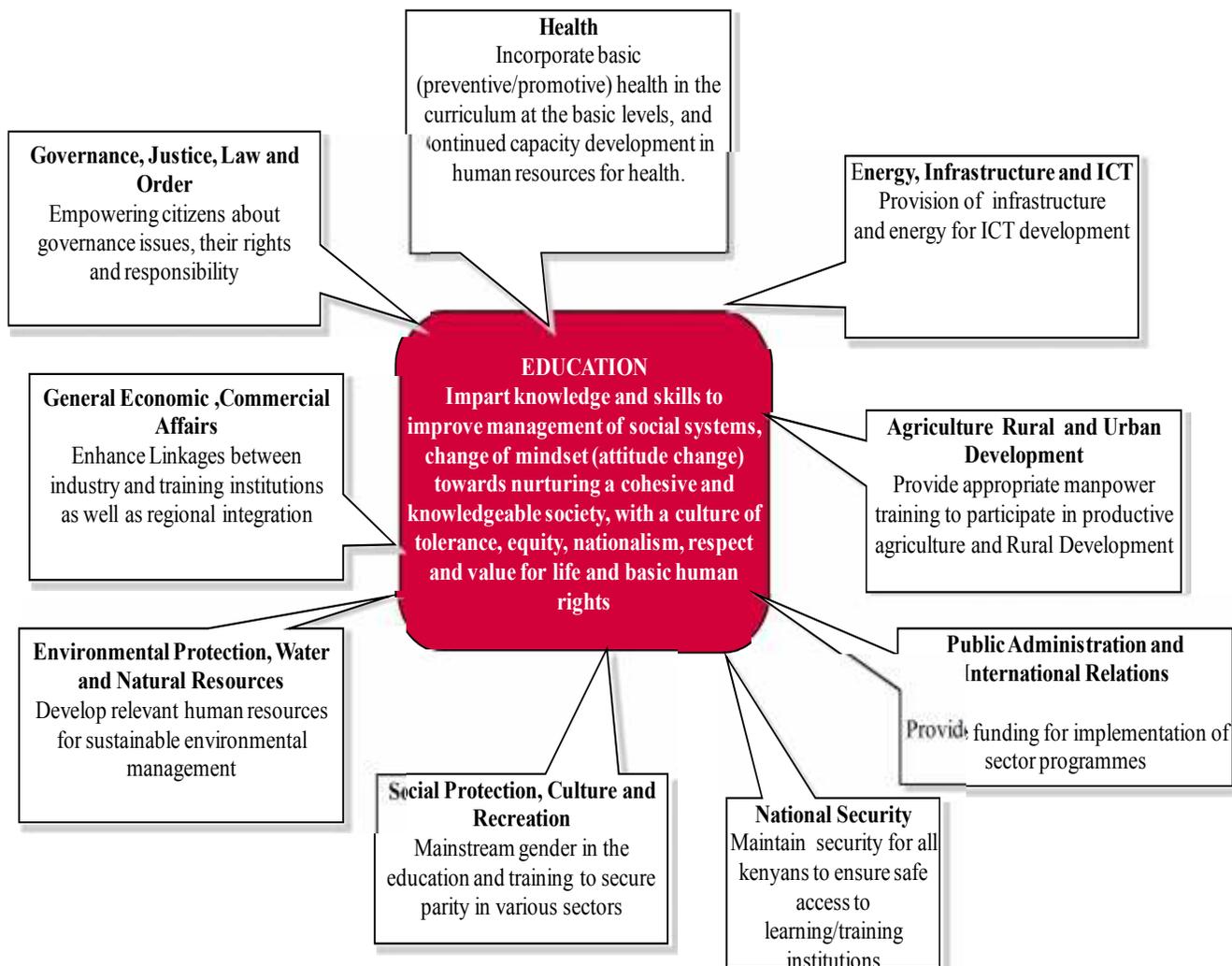
Source: Vision 2030 – The National Economic and Social Council of Kenya

4.3 Emerging Issues/Challenges in Education Sector

4.3.1 Emerging Issues

- Implementation of the Constitution requiring realignment of the sector targets to the constitution especially in relation to devolution/decentralization of services to county and sub-county levels

- Devolved functions of sector activities to the counties increasing both recurrent and capital expenditures.

- Implementation of the TSC Act 2012, Sessional Paper No. 14 of 2012 on Reforming education and Training Sectors in Kenya, Basic Education Act No. 14 of 2013, TVET Act, KICD Act 2013, Universities Act 2012 among others

- Acquiring and conversion of Teacher Training colleges to Universities leading to increased demand for money to establish new TTCs.

- The need to establish universities in counties that do not have any university which will lead to increased budgetary requirements

- Salary adjustments and other terms of employment for the institutions whose status have changed following the promulgation of the constitution 2010 and various acts as well as Board of Management and School Management Committees employees without structured terms and scheme of service.

- Implementation of the differentiated remuneration for University lecturers which will require increased budgetary allocation

- The newly created Kenya Universities and Colleges Central Placement Service (KUCCPS) is charged with placing all students to middle level colleges and both public and private universities. This implies that the students admitted to private universities be accorded similar treatment as those in public universities. The Government will therefore be required to offer subsidy to private universities which will lead to increased budgetary demand.

- KUCCPS which is currently housed by University of Nairobi requires office accommodation and staff. This will lead to increased budgetary demand.

- The Government's commitment to meet national examination fees will lead to increased financial demand.

- Increased demand for university education since the first cohort of Free Primary Education will be joining University in the year 2015.

- The need to train 1000 PhDs which has financial implications

- Establishment and operationalization of a centralized Technical Education Management Information System with Units in all the Counties.

- Adequate budgetary allocation to cater for counterpart commitments and operation of regular recurrent programmes especially for ADB funded projects

- Acute instructor shortage in both YPs and TTIs.

- Increased demand for Technical education

- Rationalisation in Government which has affected Ministry's structure

- Implementation of a realistic unit cost mechanisms for the provision of free and compulsory basic education as provided for in 2010 Constitution which requires increased financing to education sub sector

- Establishment and implementation of a realistic unit cost mechanisms for the provision of University and Technical Education

- Establishment and operationalization of a centralized Education Management Information System with Units in all the Counties.

- The need for adequate budgetary allocation to cater for counterpart commitments and operation of regular recurrent programmes especially Free Primary Education and Free Day Secondary Education against continued annual increase in number of schools enhancing access and increased enrollment of learners.

- Uncoordinated establishment of new secondary schools through provision of CDF, LATF and other stakeholders increasing demand for teachers, support staff and provision of infrastructure and learning materials

- Establishment of an itemized budget allocation for operation and maintenance, and implementation of Quality Management System as required by ISO 9001:2001 International Standards

- Delay in establishment and implementing of National Council for Nomadic Education in Kenya (NACONEK) as provided for in Sessional Paper No. 14 of 2012

- Fully operationalisation of National Education Board, County Education Board and ESQAC which requires additional financing to operate smoothly

- Integration of Madarasa/Duksi system into formal education system predominantly Muslim areas

- Establishment of the office of Director General for education as provided for in Basic Education Act No. 14 0f 2013

- Increased litigation as a result of greater awareness on personal and civil rights

- Implementation of the court award to the 1997-2003 teacher retirees which will require additional budget

4.3.2 Challenges

The education   sector has made great progress towards the realization of the national goals and objectives. The objectives focus on promoting access, gender parity, retention, increased completion and transition rates at all levels. Despite the progress made, there still exist significant variations between the targets set out and achievements made so far. This section discusses some of the key challenges by thematic areas:

4.3.2.1 Access and Equity

- **Early Childhood Development and Education**

The Constitution of Kenya 2010 in the fourth schedule assigned provision of ECDE education as a County Government function, whereas the National Government will be in charge of policy and standards of education and training. The second MTP prioritizes integration of ECDE into basic education so as to improve quality of ECDE in all public schools, increase access, and improve sanitation and health status. This was also a priority in MTP one but the sector did not realise it due to financial constraints.

Access and equity of education services at ECDE level, are constrained by various factors which include: insufficient number of trained teachers and care givers, inadequate number of pre-primary and day care centres, limited availability of teaching and learning and play materials, limited community participation, low morale of

teaching staff due to poor remuneration, poor enforcement of standards of pre-primary institutions, inadequate nutrition and health support services. It is important to note that the government has been providing community support grants to support instructional materials, infrastructure development and top up salaries for teachers in selected public Pre-Primary schools. However, these grants have not been adequate.

- **Primary Education**

The implementation of Free Primary Education (FPE) has achieved a lot of progress in increasing access. Additionally, a lot of investments have been made towards expanding the existing physical facilities. However, many schools still require renovations of the existing facilities and additional classrooms to be able to cope with the increased enrolments that have led to overcrowding in most public schools leading to pressure on the available facilities.

At primary level, despite the introduction of FPE a significant number of children in Non Formal Education, Special Needs Education, Orphans and Vulnerable Children and those in ASAL areas cannot access quality education.

The School Feeding ,Health and Nutrition programme which targets children in ASALs, pockets of poverty and urban slums is still limited in scope. This has been worsened by the prolonged drought which has affected households across the country. This made it necessary to extend the programme to many other areas.

Existence of regional and gender disparity at primary level of education is still a challenge. The information on GER and NER indicates the existence large regional disparities. North Eastern, Upper Eastern, Upper Rift and parts of Coast have recorded low GER and NER compared to the other regions

- **Secondary Education Level**

The Free Day Secondary Education Programme was introduced in 2008 with the objective to increase access and enhance equity at that level. The FDSE programme has over the years attracted increased resource requirement necessitated by increased enrolment and demand for secondary education. Despite the FDSE, schools have continued to impose levies and other fees by schools making education unnecessarily expensive. This level of education is in dire need of basic facilities especially for those schools hived from primary schools. The upgrading of some secondary schools to national status requires additional funding to improve their infrastructure. Additionally, development of the physical facilities has been slow leading to limitation in the number of pupils transiting into secondary education. There are regional disparities with high potential areas enjoying better access compared to ASAL, urban slums and pockets of poverty.

The high number of most vulnerable children occasioned by high HIV and AIDs prevalence has caused financing gaps in the provision of bursaries given that the allocation to bursaries programme has been below the demand levels.

There still exist un coordinated establishment of secondary schools especially under CDF initiative. These schools require posting of teachers which has been a challenge since TSC is not well prepared to cater for un planned for the teacher requests and the salaries.

- **Adult and Continuing Education**

Adult and Continuing Education offers an opportunity for those outside the formal school system to benefit from education. The challenges that continue to afflict Adult and Continuing Education include inadequate trained literacy and adult education teachers; a high turnover of staff and volunteer teachers; limited resource allocations and inappropriate infrastructure; lack of teaching and learning materials; school going

children attending adult classes; gender imbalance; and negative attitudes and perceptions towards adult learning

- **Non Formal Education**

There are a number of challenges currently affecting NFE. These include: Lack of an adequate database to adequately guide the support of NFE ; Lack of an NFE Policy and NFE Service Standard Guidelines to guide NFE; Weak management of NFE institutions for proper transparency and accountability; and Majority of teachers in NFE institutions are untrained hence raising the issue of quality.

- **Special Needs Education**

The Special Needs Education is an issue that cuts across all levels of education. The SNE requires costly equipment, well trained teachers and other enabling facilities. Lack of detailed and reliable data on the actual prevalence of disabilities among school-age going children in the country, negative stereotype, misconceptions and beliefs about the causes and consequences of disability as well as high levels of poverty and gender discrimination are barriers within society that prevent children with special needs from participating in education.

Special needs education is constrained with inadequate number of specialized expertise, teachers and other support staff in related fields. Thus more trained teachers and support staffs are required in all learning institutions. Additionally, there is lack of appropriate facilities for the children and youth with severe special needs. Majority of the Assessment Centres (EARCs) have either obsolete or totally lack specialized equipment and human resource to discharge their services effectively.

There exist limited placement options within the areas of jurisdiction of the EARCs which leads to misplacement of children in special units which cannot cater for the individual needs of the child. The extra costs associated with children with disabilities

such as medical treatment, need of special diets and assistive devices raises the unit cost of education

- **University Education:**

Some of the challenges university education is confronted with include increasing regional, gender and socio-economic differences in the country; inadequate capacity to cater for the growing demand for more places in the universities; mismatch between skills acquired by university graduates and the demands of the industry; an imbalance between the number of students studying science and arts based courses; gender and regional disparities in terms of admissions and in subjects and courses undertaken and inadequate household income as a barrier to students who have qualified and admitted to university.

Technical and Vocational Education and Training

TVET is constrained by limited infrastructure and obsolete equipment. There is also regional and gender inequality at this level. Access for students with special needs is a challenge since the institutions are not able to cater for their needs.

There exists a shortage of trainers coupled with the inadequate professional training to teach at this level. The curriculum for TVET is dated as technology changes there is need for review of the curriculums by persons in the industry rather than incompetent trainers. Access to relevant market driven training is mainly available in commercial colleges offering foreign curricurums. The strict requirements for students to meet certain minimum entry grades for consideration in admission has kept away potential youths and skilled workers from joining the professional training institutions. The competency based training assessment need to be enhanced to include all cadres in access to training and certification.

4.3.2.2 Quality and Relevance

- **Staffing at ECDE, Primary and Secondary level**

Currently, many schools have a Pupil Teacher ratio (PTR) of over 40:1, with as high as 85:1 in the informal settlements. The demand for teachers has been occasioned by the implementation of the Free Primary Education (FPE) and Free Day Secondary Education (FDSE); uncontrolled establishment of new schools under Constituency Development Fund (CDF) and Local Authority Transfer Funds (LATF).On average, the PTR at primary school level moved from 44:1 in 2007 to the current 50:1.

The growth in population inevitably leads to increase in enrolments at all levels. As a result, public educational institutions still experience a massive teacher shortage. The national teacher shortage currently stands at 85, 230 and annual teacher requirement is projected to grow at 17% translating to approximately 14,000 teachers annually.

The Kenya Constitution 2010 protects the right of every child to free and compulsory basic education. In this regard the government has considered the provision of Early Childhood Development Education (ECDE) as an integral component of basic education. As a strategy to implement this policy, every public primary school is expected to establish an Early Childhood Development Education (ECDE) class. Each of these ECDE centers will require at least one teacher further aggravating the Teacher demand.

Despite the efforts made the demand for teachers has not been met largely due to budgetary constraints. These challenges in teacher supply adversely affect curriculum implementation. There is therefore need to put in place strategies that will maintain a reasonable teacher supply in all schools at all times

In terms of teachers support, there has been creation of an INSET unit at the sector. However, there are no accreditation frameworks for INSET services leading to minimal commitment among teachers and not all the diverse needs of the teachers have been addressed so far. The teaching of science subjects especially in recently established

secondary schools continues to be a challenge due to lack of appropriate laboratory facilities.

Inequitable teacher distribution and preference by teachers to work in areas which are relatively well endowed with infrastructure and other social amenities, has negatively affected quality in the disadvantaged regions. Cultural practices, religious beliefs and insecurity also hinder equitable teacher distribution.

- **Staffing at ACE level**

Inadequate number of teachers for adult education has affected quality of learning and hindered the achievement of targeted levels literacy. To effectively deliver quality ACE curriculum, it is necessary to constantly up-grade the skills for those already in service.

The large number of County and sub county education offices without a corresponding growth in the number of quality assurance officers has made it difficult for the sub sector to carry out quality assurance activities effectively, thereby affecting the quality of learning.

- **Staffing at University and TVET level**

University Level: At the university level, there is shortage of staff qualified with PhDs which is likely to compromise quality of education at this level. The limited availability of financing has rendered Universities unable to recruit additional qualified staff.

Inadequate teaching staff for engineering programmes at university level has led to low quality and made some of the engineering courses unable to be accredited by professional bodies

TVET Level: At the Technical and Vocational Education and Training trainers are required to have skill competencies in various professional areas to ensure transfer of the skills to the trainees. Currently majority of training staff have undergone university

training where knowledge based studies are emphasised disregarding the hands on skill training.

There is inadequate staff to handle competency based curriculum that is envisaged at this level. Majority of graduates from enter into world of work with unmatched skills and are unable to meet market demands.

- **Enforcement of training and teaching standards**

Although the Laws of Kenya   TSC ACT 2012 and TVET ACT 2013 provides the mandate to the Commission and TVET Authority to register all trained teachers and trainers respectively the enforcement of this requirement has not been achieved. This is due to lack of a robust enforcement mechanism.

The immediate consequence of teachers and trainers not complying with the registration requirements is that learners may be exposed to teaching and training approaches that are not professionally sound.

There is therefore need to develop a mechanism to enforce the registration of all those involved in teaching and training particularly those in the private institutions

- **Teacher Career Progression**

Despite the existence of the Schemes of service, the progression of teachers has been hampered by budgetary constraints. The promotion of teachers has been based on the available posts as determined by the approved establishment and the budget.

Opportunities for promotion under the Teacher Proficiency Courses (TPCs) are capped at 2.5 per annum of the total number of non-graduate teachers translating to

approximately 5,000 teachers only per annum. Upward mobility among the various cadres of teachers is therefore limited. The slow pace of promotion process has resulted into a demotivated teaching force and has the potential of compromising the quality of education.

As a measure of increasing employee satisfaction levels and hence improved curriculum delivery, budget allocation for promotion needs to be increased.

- **Professionalism in the teaching service**

Professional misconduct is in different forms with the most common being desertion, absenteeism, negligence of duty, insubordination, immoral behavior, and financial impropriety. There has been the rising cases of professional misconduct which is partly attributed to inadequate induction of teachers on the expectations of the profession.

Increased awareness among teachers on their rights has led of more litigations as many teachers are now challenging the decisions of the Commission. In cases where the court rulings are un favourable, the Commission is required to pay the teachers and the costs of such cases.

- **Review of Teaching and Training Standards**

The provision of quality education to Kenyan learners is a central theme in the Kenya Vision 2030 and a pillar in The National Education Sector Support Programme (NESSP). The role of a teacher as a key player in this process has also been recognized. NESSP has identified weaknesses in teacher skills which include low subject mastery and insufficient pedagogical skills as factors which affect quality in schools

Currently the Commission's involvement in the professional development of the teachers is limited. TSC has confined itself only to assessing teachers at the point of entry into service. The Commission provides little input in ensuring persons intending to join the profession study subjects that will be relevant in the teaching service.

Induction of newly recruited teachers is also done on an ad-hoc basis and in most cases left to the heads of institution.

The Commission has not been able to effectively perform the quality assurance function due inadequate technical capacity and lack of a comprehensive performance management system at the institutional level. The Plan therefore recognizes the need for a continuous Teacher Professional Development programme and the development and implementation of a teacher standards assessment framework.

The training standards are very low as they are mainly based on knowledge based curriculum. Training standards needs to be enhanced towards competency based training to ensure matching of market demands to training in institutions. The trainers do not have relevant skills and needs continuous professional linkage with industry.

- **Curriculum Review and Reform:**

Due to dynamism of the world of work, it is important to continuously review the curriculum to retain its relevance. However, the current primary and secondary school curriculum was reviewed in 2002, followed in 2004 by a review of the primary teacher education curriculum and the diploma teacher education curriculum in 2007. More recently in 2008, Kenya Vision 2030 established clear priorities for the curriculum, whilst the Constitution of Kenya (2010) and on-going changes in the broader economic environment following the signing of the East African protocol impact directly on the shape and priorities of the curriculum. Youth polytechnic curriculum was developed in 2007.

- **Assessment and Examinations:**

The current summative assessment at the end of primary cycle does not adequately measure learners' abilities while school based assessment is not standardized. In

addition, there has been widespread malpractice in examinations. Assessment is mainly used as a means of determining who can move to higher education. In essence, the current system of summative assessment at the end of the various cycles together with the limited availability of student places at secondary and higher education level dictates the teaching/learning process towards examinations as opposed to learning. Assessment must inform teaching and learning processes that are in tandem with Vision 2030 and to enhance learner achievement, skills and competences.

- **Weak University- Industry Linkages**

There exist weak university industry linkages. The industry does not link with universities in formulation of curriculum. The universities therefore train graduates who are not relevant to the labour market. This mismatch between demand and supply of labour has led to unemployment and low productivity

4.3.2.3 Inadequate Funding

The financing of education and training is a joint effort of central and local government on one hand and private sector/households/development partners on the other. The government recognizes the need to scale up expenditure to ensure better access of education as well as better implementation of programmes / projects. However, the resource envelope still remains constrained when measured as a share of overall government budget, and as a proportion of the GDP, and in per capita terms.

Also, available funding is largely used to finance recurrent costs; less amounts allocated to the development budget. There is unpredictability in financing the budgetary allocations, thereby affecting implementation of planned activities, projects/Programmes

The sector continues to encounter pending bills. The ADB Education III progamme ended in 2013/2014 with most schools having completed the works but there are pending bills of Kshs 170M due to failure of GOK to release counterpart funding.

Additionally there are other pending bills (1.donor funded projects ksh. 200,000,000 and ksh.40,000,000 anticipated legal action 2. Moi Girls Nairobi). Most of the works have already been executed and contractors are now threatening legal action if not paid promptly. Attempts to factor in these funds in the main and revised budgets for the last two financial years have not been successful.

Agitation by trade unions for increased salaries and allowances for their members has continued to increase recurrent budget.

4.3.2.4 Governance and Management:

A major challenge of the present structures is inefficiency in the management of resources and utilization. Funds disbursed directly to institutions are at times not properly utilized for intended purposes. Other challenges include weak accountability, inefficient monitoring and tracking systems coupled with an over-centralized, hierarchical and bureaucratic decision-making system encourages mismanagement.

4.3.2.5 Information and Communication Technology:

The education sector faces the challenge of inadequate ICT facilities, high cost of development of interactive e-learning content, ICT not embraced as medium of instruction and management tool, inadequate capacity for teachers, absence of ICT Curriculum at ECD and primary levels, dynamic nature of ICT technology, inadequate capacity for maintaining ICT equipment, inadequate use of ICT by the Ministry of Education, and inadequate capacity to monitor utilization of ICT in schools. A key issue affecting ICT provision especially in rural areas is the limited access to electricity and where this exists, frequent power disruptions. Further, it is very expensive and high costs of Internet provision and other costs associated with ICT; equipment, infrastructure and support costs, present severe obstacles to rolling out a national ICT programme in the short to medium term. Resourcing and funding a national ICT

programme is going to require considerable financial resources if it is to be prioritized.

4.3.2.6 Learning Facilities

The following are some of the challenges facing school infrastructure improvement:

- Uncoordinated investment of various funding initiatives leading to duplication of projects, poor construction standards and inadequate maintenance compounded by different independent supervisory and monitoring stakeholders

- In some areas natural calamities such as wind storm, fire and floods destroy the existing infrastructure hence the need for continuous intervention

- Technological advancement requires that the sector provides relevant education by providing relevant infrastructure and equipment in increasing amounts than before.

4.3.2.7 HIV&AIDS

The achievement of EFA target is seriously threatened by the HIV\AIDS pandemic which has devastating and far reaching impacts on education. HIV\AIDS is eroding quality, of education, weakening demand and access, drying up the country's pool of skilled workers and increasing cost which is already high in relation to available public resources. The number of AIDS orphans and other vulnerable children is estimated at 1.2 million. HIV&AIDS pandemic that has robbed the country of trained and experienced teachers and given rise to many additional orphans in school. The sector's effort to mitigate the impact of the HIV&AIDS scourge is hampered by: High prevalence in HIV&AIDS, which has led to increased number of orphans in schools; Absenteeism - many children cannot regularly attend school because they have to offer care and support for the infected leading to poor performance in school; Teacher absenteeism and high mortality and morbidity rates on the part of infected teachers; Stigmatization of the infected; and Limited access to ARVs for the infected.

4.3.2.8 Reaching the un-reached

One of the challenges facing the delivery of educational services is the inability to reach the hard to reach children. This is due to weak implementation structures of the programmes targeting such children and inadequate funding for the same.

The sector is yet to verify data for NFSs and NFECs hence making it difficult to extend Government support to all NFE institutions. Additionally many of the OVCs and NFE service providers are registered under different organizations including Government Departments/Ministry, such as the Office of the Vice President, Attorney General, Social Services and NGOs leading to weak coordination of intervention activities.

4.3.2.9 Human Resource and Capacity Building

- **Office accommodation**- Most of the sub county education offices do not have office space for the DEOs. This, impacts negatively on service delivery.
- **Inadequate resources**- There is inadequate funding to carry out operational activities. In some instances preplanned activities are overtaken by events due to delays in approvals for funding and implementation. This situation is aggravated by inadequate budgetary provision for activities forcing departments to shelf some of their activities.
- **Coordination of activities**- The coordination of activities in the field has posed a challenge because of inadequate staffing, There are various activities that require the attention of the DEO. While delegation would enable the DEO to achieve his targets he may not have the staff to delegate to. There is need for the sector to review its coordination of field operations and improve on information sharing to avoid duplication of activities and resource wastage.
- **Capacity** – Low funding to HRM for training and capacity development. Given the changing work environment and emerging issues, there is need to continuously develop the technical capacity of staff.

- **Slow adoption of ICT driven methods of service delivery**- Despite efforts at the Ministry to equip officers with skills and equipment, there still exist slow embrace of ICT in service delivery.

4.3.2.10 Challenges facing the SAGAs

I. Kenya Institute of Curriculum Development

The Institute faces the following challenges:

- Inadequate funding to support programmes

- Lack of properly trained teachers on issues pertaining to integration of ICT in teaching and learning

- Inadequate financial resources to support the construction of the Education Resource Centre (ERC), enhancement of educational broadcast channel and development of digital content

- Inadequate monitoring and evaluation of curriculum activities

- Inadequate radios, TVs and computer hardware in schools.

- Inadequate training of teachers on e-learning.

- No provision for funds to undertake curriculum reform

II. Kenya National Examination Council

The major challenges facing KNEC in the delivery of outputs include:-

a. The KNEC operations are in six different locations in Nairobi. This makes operations cumbersome and clients /staff suffer as they try to seek KNEC services. In this strategy, KNEC shall seek to acquire more funds to ensure New Mitihani House is completed as per the programme.

b. The KNEC has limited printing capacity and subcontracts over 60% of its printing work abroad. The KNEC is enhancing its capacity by procuring highly automated printing equipment and investing in human resources technical capacity in reprography.

c. Lack of regional offices for effective exams administration. The KNEC operations are centralized at the headquarters level; hence communication and examination administration logistics are expensive since examination administration has to be done in every part of the country. The Council still relies on outsourcing of transport of examination materials in the field.

d. Examination administration in security prone areas has been difficult resulting in loss of lives of examination officials in line of duty. The KNEC is collaborating with the security agencies and the Ministry to ensure all available resources are put in place in case of emergencies.

e. The KNEC uses a lot of contracted professionals who are not under the direct control of the KNEC and their conduct cannot be easily monitored by the KNEC management. These professionals are recruited through a delegated system by using CDEs and DEOs while the KNEC takes all responsibility in case anything goes wrong.

f. The number of syllabuses for examining continues to rise without a commensurate increase in resources to manage the examination administration process.

g. Weak accreditation certification in Clearing and Forwarding, Community Development, Computer Studies.   A few private colleges offer Internal Certificates and Diplomas whose curriculum and quality of examinations are difficult to establish.

h. The KNEC budget is limited by the low fees charged to all examinations and a limited recurrent government grants have remained at the same levels though the candidature has been growing at all examinable levels, hence the inadequate funding has led to financial constraints since the examinations fees levied is much lower than the actual cost of examination management.

III. Kenya Education Management Institute

KEMI faces challenges of lack of the necessary infrastructure such as library, lecture rooms, and hostels.

IV. Kenya Institute of Special Education

KISE is faced with the following challenges:

- The funding channeled towards SNE is still very low. There have not been adequate resources set aside to avail personnel to address children with Special Needs and Disabilities. The numbers that are admitted at KISE are low due to capacity constraints and those on the open program are never funded and hence enrollment has remained low.

- Lack of adequate sponsorship of Teachers to undertake the SNE training has reduced the enrollment to the Institute.

- The Country is currently lagging behind in technologies available for SNE assessment, training, habilitation and rehabilitation. KISE being the leading Institution for SNE has not received in the last 10 years any funding for Development or for purchase of these technologies. Furthers, the programs as per the mandate are meant to be national in implementation. This demands that the Institute should be adequately equipped with an efficient and effective fleet to undertake this, which has not been the case. The Ministry has not provided any vehicles KISE for the last 10 Years.

- As mandated, the Institute has built a National SNE Resource Center. However, there challenge of availing adequate materials has been great given the high cost of SNE books. It is further complicated by the fact that they have to be imported. Since the Institute is not funded for these materials, it has been very difficult to keep the resources up to date.

- The Institute runs an Assessment Centre that has been instrumental in early detection and intervention as well as placement of learners with special needs and disabilities. However, the centre is never funded and now has few and outdated equipment which may not be as effective as would be required.

- The Institute is mandated to carry out research in SNE. The function has not been funded and has greatly hampered growth and collection of data for the SNE Sector.

- The Institute runs a model pre-school unit. Lack of funding for the unit has hampered efforts to upgrade it to a full Comprehensive school to model transition from pre-school, primary, secondary and vocation institutions.

- The Institute has not had a council for the year under review and this has made a lot of management decisions to remain pending. The Institute has also been seeking to rationalize its mandate by achieving body corporate status. This has not yet been realized.

- Lack of a comprehensive national policy with regard to inclusive education.
- Negative attitude towards children with special needs
- Lack of adequate data on special needs cases in the country.

V. Kenya National Commission for UNESCO

The Challenges that face the Commission are both internal and external. Some of the challenges are:

- Inadequate financial resources for the Commission have made it difficult to deliver its mandate and build the capacity of its staff.
- Disharmony in composition and criteria for appointment and tenure for Staff, Commissioners and committee members. This has led to a high rate of turnover of professional staff reducing the stability of the Commission and increasing the need to build the capacity of new staff.

- Lack of continuous participation in committees due to non-facilitation remains a big challenge. The budgetary provision for boards and conferences is inadequate and does not meet the cost of travel, accommodation and subsistence for participants especially from outside Nairobi. This leads to low turnout, lack of quality, participation and low morale giving the Commission a poor image. It also leads to constraints in attending meetings outside Kenya.

VI. Centre of Mathematics, Science and Technology Education in Africa (CEMASTEA)

In its efforts to provide teachers with quality professional development, CEMASTEA faces the following challenges:

- Inadequate training facilities for the Centre which has a bed capacity of 92 yet it caters for Kenyan teachers and educators from other African countries.

- Inadequate funds to mount quality INSET for its clients due to escalating costs of goods and services and under-budgeting for operations during the project formulation of the Primary INSET it is currently implementing. In 2009/2010 GOK counterpart funds for this programme were not provided for.

- Staff shortfall in the face of increasing scope and number of activities the Centre has to implement.

- Lack of clear policy and direction for INSET making stakeholders think that INSET is a creation of the Centre.

- Lack of legal mandate since the existing legal notice only establishes the Centre as a college. The powers stated under the legal notice are also insufficient to enable the institution perform its mandate.

- Lack of a suitable scheme of service to attract and maintain the caliber of staff that the Centre requires for its activities.

- Lack of system of auditing the utilization of SMASSE district funds.

- Inadequate technical training on module preparation, training of trainers, teacher education and teacher professional development, and ICT integration in education.

VII. Schools Equipment Production Unit (SEPU)

SEPU is faced with the following challenges:

- Lack of adequate stock due to financial constraints

- Long procurement procedures which results in delays of customers orders

- The unit purchases both raw and finished products locally making it expensive

- An outdated secondary science kit which was last updated in 1976.

- Delays in production occasioned by power outages.

VIII. Higher Education Loans Board

The HELB is faced by the following challenges:

- Lack of adequate funding leading to many deserving students not being financed or being financed inadequately compared to the rising cost of living and high fees being charged by the universities

- Weak loan compliance leading to low recovery of mature loans and failure to maximize loan recovery of outstanding mature loans. A total of 91,494 accounts are not in repayment. These accounts hold **Kshs.11.16Billion**

- Increasing unemployment level hence retarding loan repayment and recovery efforts;

- Maintaining an accurate information database of the loanees;

- Low financial literacy and product knowledge by the market leading to able Kenyan applying for the loan thus increasing the demand

- Un-supporting legal framework leading to difficulties in managing funds from the other bodies like the counties and constituencies

- Increasing demand for higher education loans thus requiring the Board to identify viable alternative sources of funding which are being hampered by lack of the supporting legal framework

- Transforming the Board into a self-sustaining and autonomous institution with a potential of administering a revolving fund and becoming a DFI(Development Financing Institution for human capital;

- Maintaining and managing credible public relations and image on continuous basis due to failure to fulfill the mandate adequately ;

- Improving service delivery in order to meet customers'/clients' expectations due to lack of physical space ;

- Inadequate human capacity due to resignations and freeze on employments

IX. Commission for University Education

The Commission is charged with the responsibility of managing and planning for higher education, and accreditation of both public and Private Universities. However, the Commission has limited capacity to discharge this mandate. Due to a shortage of personnel, the Commission has not been able to carry out regular inspection of public and Private Universities. The envisaged expanded mandate of the Commission will exacerbate the situation. In addition, the lack of a harmonized university education data management system has hampered planning for this sub sector. Weak ICT infrastructure has inhibited CUE from providing information to stakeholders.

X. TVET Authority

The authority is a young entrant in regulation of training at TVET level. The Authority has a Board of Authority appointed and inaugurated to undertake 17 key functions that will awaken the TVET sector to be a the first choice rather than the last resort of choice due to poor image in TVET skills training.

There is however multiplicity of players in form of professional bodies and associations that have not contributed enough towards competency based, market driven training. TVET authority is expected to take the lead and ensure sanity in quality TVET training

XI.   Kenya Universities and Colleges Placement Service

The KUCCPs is faced with the following challenges:

- Lack of office accommodation for the Secretariat.

- Lack of clear modality on the placement of students into Private Universities and Colleges as well as a funding model Lack of staff as KUCCPS is currently operating with seconded staff from University of Nairobi

Conflict between Universities Act (2012) and other Provisions. During the first Placement exercise by the Kenya Universities and Colleges Placement, some institutions e.g. Kenya Medical Training College (KMTC) and Diploma Teachers Training Colleges (DTTC) were unfamiliar with the provisions of the Universities Act (2012) requiring KUCCPS to place all government sponsored students to universities and colleges. This posed a challenge to the Placement of students causing the TTCs to delay submission of their programmes and KMTC running a parallel process

The universities Act (2012) envisaged that students would be placed into both public and private universities and colleges. This has however faced a challenge as to the cost to the government per student into both public and private institutions undertaking similar courses. Private institutions charge higher fees as compared to public ones. The current model of funding in private institutions seems to discourage courses that require heavy

outlay e.g. engineering and science based compared to those that require lower outlay e.g. social sciences and humanities

XII.   Public Universities

Financial sustainability of university education in Kenya has become a major challenge to the government. The number of students enrolled in both public and private universities has continued to increase at a fast rate without corresponding revenue streams to the universities. The universities have responded by introducing self sponsored programmes (SSPs). However, the SSPs have led to overstretching of physical facilities and decreasing quality of education offered in public universities. To address this, there has been   rapid establishment of new university colleges across the country. These colleges therefore require massive funding to ensure that they are successfully established.

More so, the implementation of the accelerated admission programme through the KUCCPS   has put further strain on the public universities capacity and increased demand for loans from the Higher Education Loans Board. The demand for increased remuneration by teaching staff in public universities is set to compound the weak financial position of public universities.

4.3.2.11 Challenges in Project Implementation

The challenges faced under project implementation include:

- There has been a tendency by institutions to plan and implement projects without adequate financing which leads to stalling of projects;

- Lack of factoring counterpart funds in the budget. The Education III project which is complete has pending bills as some contractors have not been fully paid

- The HEST project experienced challenges in implementation with the passing of the VAT Act which meant the Ministry had to pay for the VAT and RDL yet these were not budgeted for.

- Weak monitoring due to lack of funds for monitoring and evaluation activities

CHAPTER FIVE

5.0 CONCLUSION

Investment in human capital is an important ingredient to the realization of the country's development goals. Quality human resources in the education sector is a key factor not only in terms of resource utilization in the sector but also in the setting of standards to other complementary sectors. The sector requires to undertake comprehensive investment in human capital as an important ingredient to the realization of the country's development goals. Quality human resources in the education sector is a key factor not only in terms of resource utilization in the sector but also in the setting of standards to other complementary sectors.

The analysis in chapter two of this report indicates that the sector is rapidly expanding at all levels. The sector made progress towards enhancing access, quality, retention, completion and gender parity as well as ensuring adequate supply of qualified teachers and other human resources required for the support of competitive education, research and innovation. This expansion is out of concerted efforts by all stakeholders to address the challenges raised during the previous plan period.

However it has emerged that due to limited resources, a number of priority programmes were not fully implemented. The sector therefore has tried to re prioritize its programmes and activities to achieve its objectives with the limited resources. The sector therefore requires enhanced support in terms of policies, continuous reforms and

budgetary allocations. Teacher shortages have been widespread as a result of increased enrolment arising from FPE and FDSE and other government initiative. This is likely to impact negatively on the quality of education. The TSC has developed staffing norms and continues to recruit additional teachers to address the shortages. Quality and relevance of education remained a major challenge to the sector.

In line with the Constitution 2010 the sector will require to play a major role in education delivery at the County and Sub county levels. This will involve establishment of structures at those levels hence the need to increase allocation on infrastructure development as well as deployment of staff.

The first Free Primary Education Cohort will transit to University and tertiary colleges in the year 2015. This initiative contributed to massive increase in enrolments. This implies that the huge numbers of FPE beneficiaries will put a strain on the already overstretched University facilities. To cater for this the sector requires additional funding to expand University facilities and recruit additional teaching staff.

The number of government sponsored students has continued to increase from 16% of C+ and above in 2005/2006 to 43% in 2013/2014, the funding for student loan has been minimal at an average growth of 11% for the last ten years. The amount allocated per student is too low (at an average of Kshs37, 000) compared to the high fees charged by the universities. HELB is expected to increase the average amount from the current Kshs 37,000 to Kshs 50,000 per year. In the year 2014/2015, HELB intends to fund

215,739 students at a total budget of Kshs 8.614billion. This is expected to rise to 307,984 students at a total budget of Ksh 12.716 billion in 2015/2016 financial year.

As per the current Universities Act 2012, the Board is expected to finance students based on Differentiated Unit Cost (DUC) model, but this continues to be challenging given the low capitation and as such this resource requirement is based on uniform costing and not DUC.

The Sector priority areas of expenditure will include:

• Construction and improvement of infrastructure in learning institutions at all levels.

Continued support to FPE, FDSE

• Enhance capitation to Universities and TVET institutions

• Enhance provision of bursaries in secondary schools and Middle level colleges

• Enhance adult Literacy

• Enhance and support education curriculum reform

• Enhance and support examination and Certification

• ICT integration-laptop programme, computer supply programme in secondary schools, automation of records management and installation of ICT infrastructure for decentralized data capture at the national and devolved levels and the intra net connectivity for the decentralized TSC unit

• Enhance funding for Special Needs Education (SNE)

- Expand educational opportunities in marginalized areas

- Fast track ECDE mainstreaming into basic education

- Provide policy direction in ECDE programme that has been devolved to the county governments

- Continue the teacher-training programme to reduce shortage and improve quality of education

- Improve facilities for teacher training colleges by allocating money for development

- Strengthen the Education Management Information System (EMIS) and operationalize it in the Counties to improve planning and management of education programmes.

- Enhanced funding for TSC to recruit more teachers and set up county /sub-county structures, related programmes and policies.

- Promotion and popularization of Research and Development (R&D) and facilitation of the dissemination and application of outcomes of R&D;

- Knowledge management and commercialization for wealth creation and a knowledge driven economy;

- Reforms in the policy, legal and regulatory framework for the effective governance of research development and management.

- Human, infrastructure and institutional capacity building for the research development and management.

- Establishment and implementation of strategic international collaborations and partnerships for the advancement of R&D and science, technology and innovation;

- Development and maintenance of a system for collecting, collating, archival and retrieval of R&D and ST&I statistics for national development planning;

- Promotion of science, technology and innovation activities by development of policies, research licensing, accreditation of research and quality assurance of research institutes.

- Develop strategies to support and enhance research, science, technology and innovations.

- Funding of research proposals in various fields of research in all counties. The Science Technology and Innovation Act, 2013 provides for the establishment of the National Research Fund whose funds will comprise of 2% of the GDP.

- Construction of NACOSTI Hqs.   be completed since it has been done 60% by June 2014 and has stalled due to inadequate funding.

- Increasing provisions for loans, bursaries and scholarships to Universities and TVET to meet the increased demands of accelerated admissions in order to enhance access to higher education.

- Mainstream monitoring and evaluation in all programmes and empower CPPMU to conduct effective monitoring

- The TSC is undertaking a massive automation project. This entails installation of a file tracking system, creating linkages between TSC headquarters,counties and

sub-county offices, and establishing a Human Resource Management Information system (HRMIS).

The education sector has a resource financing gap of Ksh.19,814.28m. It is important that the sector gets additional funding to enable it deliver on its mandate.

CHAPTER SIX

6.0 RECOMMENDATIONS

As a country, Kenya is bound by universal commitments and must work toward their realization. These include, among others, EFA and the Millennium Development Goals (MDGs). The sector must position itself to service all other sectors of the economy by providing skilled human resource and facilitating the development of appropriate as well as cutting edge technologies and innovations for a knowledge driven economy. The following recommendations will help to position the subsector in a way it can effectively deliver services to Kenyans-:

- Continue implementation of initiatives as reflected in commitments made by the government to the people of Kenya. These projects include: the laptop project; Free primary education and Free Day secondary education; The school feeding and meals programme; Establishment of low cost boarding primary and mobile schools in ASAL regions; Establishment of youth polytechnics in every ward and refurbishment of existing ones to target out-of-school youth for training and talent development; Establishment of multi-purpose development training institutes to target adult literacy and provide alternative basic education; The enhancement of student loans, bursaries and scholarship at all levels; Establishment of a university in every county;

- The Kenya constitution 2010 and vision 2013 places critical demands to the sector by making basic education free and compulsory and a right for all Kenyans, while

challenging the sector to transform the country into a Knowledge Based Economy. This can only be done if the sector is able to transform the citizens through education. The Constitution further demands the devolution and decentralization of services to reach the public at the grass root level and commits the State to recognize the role of science and indigenous technologies in the development of the nation. The sector will therefore need to realign its targets demands to respond to the Constitutional demands

- Fast-track the mainstreaming of ECDE into Basic Education by expansion and enhancement of investment in ECDE programmes and employment of ECDE teachers.

- The sector is affected the social dynamics affecting the global family which include HIV/AIDS, Drugs and subsistence abuse among others. These dynamics are affecting the learners' access to education. There is need to increase the recurrent expenditure to address these challenges.

- Although CDF and LATIF are supporting infrastructure development in institutions, Provision for additional infrastructure to meet the rapid increasing enrolment leading to increase demand for education at various levels is apparent. There is need to coordinate and harmonize the CDF and LATIF support in establishment of learning institutions.

- Education and Training programmes have been hampered by lack of data. There is need to strengthen the Education Management Information System (EMIS) and operationalize it in the Counties.

- The acute shortage of teachers calls for recruitment of teachers and other personnel in the sector to meet the demands of acceptable student-to-teacher ratios. At the same time streamline the employment of ECD teachers and address the teacher pupil ratio at all levels of education.

- Establish more technical institutions and teacher training colleges   to cater for the increased demand. Additionally, the Government should mobilize resources from   development partners and other stakeholders to assist in equipping technical institutions and universities.

- Provide funds for development and improvement of Physical Infrastructure at all levels of education.

- There should be expansion of physical facilities in all schools especially in urban slum areas and ASALs.

- Feeder schools for lower primary in the difficult areas/locations should be established to address regional disparity in disadvantaged regions.

- Establish at least one boarding primary school and a mobile school in each constituency in the ASAL Sub- counties to address the infrastructure challenge, reduction of regional and gender disparity and demand for education among migratory pastoralist's communities. The sector requires to provide teachers to these schools.

- In order to expand access and improve Adult and Continuing Education, there is need to construct additional centers and create conducive learning and teaching

environment and provide appropriate furniture and other resources in ACE centers to respond to the needs of youth and adult learners.

- Facilitate the full implementation of existing policies on Special Needs Education

- Implement the rrevised capitation for primary, secondary and university institutions.

- Implement the policy on elimination of national examination fees by providing adequate funds to cater for examination fees

- Expedite approval of the teacher staffing norms (2005). The study had recommended cost effective staffing measures which included implementation of the differentiated staffing norms at primary level allowing for a PTR of 45:1 in high potential areas and 25:1 in rural ASAL areas; raising secondary school average teaching load from 18 hours to 20 hours per week; retraining some of underutilized teachers across schools as appropriate and planning a lower limit on the class size for optional subjects; and considering various options from retraining and redeploying below the cutoff teaching load level

- The government prioritizes recruitment of more teachers with a one off of 20,000 and 15,000 each year in the subsequent five years.

- The sector to be provided with funds to settle the 1997-2003 teacher retirees case

- Build capacity of teachers so as to integrate ICT in the modes of curriculum delivery.

- The investigative capacity for TSC staff and agents therefore needs strengthened to minimize faulty interdiction of teachers. A comprehensive induction

programme for newly recruited teachers should also be prioritized in this budget.

- Affirmative action targetting ASAL areas and the informal settlements during recruitment to adress teacher distribution.

- Adoption of a new model of recruitment that distributes the vacancies to all the Counties but allows teachers to be posted to counties with the greatest need.

- The Quality assurance function of the commission be strengthened to deal with all matters relating to teacher such as Appraisals, schemes of work, Lesson plans and other tools for teaching. Additionall capacity of existing staff be enhanced and hiring more Quality Assurace &Standard (QAS) officers undertaken. This important function requires adequate funding.

- Fast track the automation of the TSC operations and creation of linkages with the counties and sub-county offices

- Treasury to provide adequate funds for discipline funtions. This entails building capacity of staff at all levels (TSC hqs, Counties and Sub-Counties) especially on paralegal issues, investigations, sensitization and reimbursement of witnesses.

- As the number of learners increase and the cost standard of living changes, education is becoming unaffordable for poor Kenyans. The sector will need to put mechanisms In place to sustain FPE and FDSE while ensuring equitable access to education with targeted interventions to children in NFE, Orphans, and children of marginalized communities

- There is a high turnover of adult education teacher, most of whom are untrained. In order to improve quality of education at this levels, provision of adequate trained teachers for adult and continuing and those of NFE is paramount.

- Special needs education has been beset with problems of learners placement and high cost of equipment for the various disabilities. There is need to increase funding for special needs education and strengthen and equip the Education Assessment Resource Centres (EARCs)

- Increased Investment in Human Resource capacity building to ensure high quality service delivery in Education and Training institutions.

- Continuous review of the education curriculum to address the changing needs and demands in education and enhance quality and relevance. This review is a massive but critically important undertaking that require substantial allocation of financial and human resources.

- The sector has embarked on the process of digitalization of the of curriculum in learning and teaching Provision should be made for adequate facilities and fast track electricity connectivity in order to realize ICT usage in education institutions

- There should be allocation of funds to Teacher Training Colleges to improve the dilapidated infrastructure

- Rehabilitate existing institutions to make them disability friendly and creation of capacity to embrace inclusive education practices and innovative methods of teaching, learning and evaluation.

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- Enhance capacity of teachers in curriculum delivery by incorporating ICT in their teaching methods.

- Provide funds to conduct continuous professional development for all employees in the education sector

- Treasury to provide adequate funds to operationalize the county offices.

- Provide 2% of GDP to facilitate Research, Development and Innovation

- Treasury to provide adequate funds for the Discipline Function to enable it to dispense its mandate effectively

- Enhance capacity for school audit and Boards of management to address the inefficiencies in the utilization and management of resources at the facility level.

- Strengthen monitoring and evaluation by allocating adequate resources to CPPMU's to empower them conduct monitoring of programmes and funds released to institutions

- The Government to release initial funding to facilitate proper, coordinated and economical setting up of the secretariat; the government considers and approves the already submitted proposals on the differentiated unit costs. It should further engage all the institutions with a view to promoting them compete favourable for the students with good incentives especially for those otherwise offering unpopular but required courses. The funding model should not discriminate the student and the institutions input into the model too should be sought.

- The sector is undergoing major reforms in the area of policy, legal, regulatory and institutional framework for the effective and efficient governance of the

sector. It is therefore important that all policies, guidelines and other regulatory frameworks are finalized and implemented to guide the sectors governance.

- Although the government capitation for student loans was to be increased from the current Kshs 5.8billion to Kshs 12.716billion in 2015/2016,. This coverage of university students was to ensure that the 30% coverage of all student at the university is maintained and that they are financed adequately (at an average of kshs50, 000) to cover at least fifty (50%) of the annual fees cost. However, this was not feasible given the scarcity of resources. This will require mobilization of alternative resources to cover the gap

- HELB is seeking to be facilitated to mobilize additional resources from other sources among them from the Unclaimed Financial assets Authority. To allow the use of these funds there is need for the current Unclaimed Financial Assets Authority Act be reviewed to allow HELB to utilize at least 60% of the unclaimed assets for student loans repayable after graduation as per the terms and conditions of other loans that are being managed by HELB.
- The 30% of the Constituency Development Funds(CDF) which is set aside for education is given out as bursary . To ensure sustainability the CDF act needs to be reviewed to allow 25% of these funds to be set aside for higher education and be managed by HELB on a sustainable basis
- In view of the macro- and micro-economic planning realities outlined above as well as the demands of existing policy, legal, regulatory and institutional

frameworks it is recommended that the National Treasury and the Planning Ministry need to give special consideration to the education sector by enhancing the sector's financing and elevating the profile and prioritization of its programmes

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5	Chairman	Kenya National Private Technical Training Colleges
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7	Chairman	Association of Professional Societies of East Africa
8	Chairman	Engineers Registration Board Kenya
9	Chairman	Kenya Private Sector Alliance
10	Chairman	Kenya Accountants and Secretaries Examination Board
11	Executive Director	Housing Finance Foundation
12	Chairman	BOG Kabete Technical Training Institute
13	Chairman	BOG Kisumu Polytechnic
14	Chairman	BOG Gusii Institute of Science and Technology
15	Secretary	Kenya Medical Laboratory Technicians Board
16	Secretary	Kenya Pharmacy and Poisons Board
17	Chairman	National Construction Authority
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19	Country Representative	USAID
20	Country Representative	German Chamber of Commerce and Industry
21	Country Representative	AfDB
22	Director General	National Industrial Training Authority
23	Executive Director	Federation of Kenya Employers
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