Republic of Kenya

Topic: Human Resource Development in Kenya

“Economic Growth and Measures to Reduce Inequality”

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Introduction

- It is now recognised that it is important to improve the quality of human resource through focused education and training programmes.

- Education is critical to the development and protection of democratic institutions and Human Rights.
Introduction (cont)

- Kenya has therefore prioritised investments in human capital development particularly in education and health as key pillars in the overall economic recovery strategies.

“Human history becomes more and more a race between education and catastrophe”

(H. G. Wells)
The overall goal of the Government is to achieve EFA and the MDG by 2015 in line with the national and international conventions, while the short-term goal is to attain UPE.
Education, Training and Economic Growth (cont)

- Education and Training aims at empowering Kenyans to preserve and utilize the environment for productive gain and sustainable livelihoods while at the same time building the critical mass of necessary stock of human skills for national development.
The introduction of FPE in 2003 was a sign of GOK commitment to the achievement of these goals and at the same time an important step towards reduction of the education cost burden to the households in terms of fees and levies.
Education for all
Policies, Objectives and Targets

In order to achieve the sector goals, the Ministry has set the following specific objectives.

✓ Develop and implement an overall ECDE policy;
✓ Enhance access, equity quality and retention at primary and secondary education
Policies, Objectives and Targets (cont)

- Enhance transition rates at all levels of education;
- Achieve gender parity at all levels of education.
Policies, Objectives and Targets (cont)

✓ Improve Adult literacy by 50 percent by 2010

✓ Develop a national skills training strategy for TIVET by 2006,

✓ Adequately fund and equip TIVET institutions by 2008;
Policies, Objectives and Targets (cont)

✓ Expand the capacity of public universities and increase the proportion of students studying science related courses to 50 percent.

✓ Improve research and development at the university level.

✓ To ensure a friendly learning environment for learners with special needs.
Sub Sector Performance

1. Early Childhood Education Development and Education (ECDE).
   - Though enrolment increased from 483,148 children in 1982 to 894,295 children (420,741 girls and 473,554 boys) by 2004 the GER is still low.
   - The enrolments at this level has remained low with many 4-5 year-old children directly joining primary schools.
2. Primary education

- Enrolment in formal public primary schools and Non Formal Schools grew from 891,533 pupils in 1963 to 7.5 million pupils in 2004 (3.7 million girls and 3.8 million boys).

- Since the launch of FPE in 2003 enrolments have increased by 1.5 million. The GER has increased to 104.7 in 2004 as shown in Figure below.
3. Secondary Sub-sector

- Enrolment grew from 30,000 students in 1963 to 862,908 students in 2003 (415,246 girls and 447,662 boys).

- The number of secondary schools increased from 300 in 1963 to over 4000 by 2004

- Figure below shows the GER from 1991 to 2003

- **Boys**
- **Girls**
- **Total**


Percentage: 0.0, 5.0, 10.0, 15.0, 20.0, 25.0, 30.0, 35.0
4. TIVET and Middle Level Colleges

- There are 4 national polytechnics, 17 institutes of technology, 1 technical teacher’s training college and 21 technical training institutes and over 600 youth polytechnics distributed throughout the country.
Enrolment in public TIVET institutions has increased to over 42,869 in 2004. Female students enrolment constituted 42 percent of total.
Enrolment in the TIVET institutions
5. Teacher Training Sub-Sector

- Enrolment has grown from 14,316 in 1999 to 18,996 students by 2003 in the 21 public and the 8 private colleges.

- The Enrolment in the diploma colleges was 935 and 1,185 female and male students respectively in 2003.
Performance of the Education Sector (cont')

6. University Sub-Sector

- From one university in 1970 the number has increased to 6 public universities, one university college and 17 private universities.
Performance of the Education Sector cont’

The total enrolment in both public and private universities has grown from 3,443 students in 1970 to 79,558 students (35,445 females and 44,113 males) in 2003/04. In addition, an estimated 10,000 Kenyan students are attending universities abroad.
The transition rate from secondary level to university still remains low, at around 10%

Figure 4 below shows the growth in enrolment in the universities.
Enrolment in Universities
Financing of Education and Training in Kenya

- Financing of Education and Training has been through partnership between the Government, the private sector, NGOs, Communities and Development Partners.

- The average public spending on education and training has ranged between 5 and 7 percent of the GDP.
Financing of Education and Training (cont)

- Education recurrent budget has risen from 35 percent of the total government recurrent budget in 2000 to 39 percent in 2004,

- Both the recurrent and development budget of the ministry has grown over time as shown in the figure below;
BUDGETARY ALLOCATIONS IN MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY

(in Kshs.millions)

YEAR
2000/01
2001/02
2002/03
2003/04
2004/05*

RECURRENT

DEVELOPMENT

0.00
10,000.00
20,000.00
30,000.00
40,000.00
50,000.00
60,000.00
70,000.00
80,000.00
Share of Education Budget as Percentage of Total

- Education: 30%
- Health: 8%
- Human Resource Development: 1%
- Physical Infrastructure: 17%
- Agriculture & Rural Development: 5%
- National Security: 9%
- Other Recurrent: 6%
- Public Administration: 6%
- Government Transfers - CDF: 2%
- Stalled Projects: 0%
- Public Safety, Law & Order: 14%
- Tourism, Trade & Industry: 2%
- Health: 8%
- Education: 30%
- Public Safety, Law & Order: 14%
Though the ministry gets over 29% of the overall government budget, it is still faced with many challenges at the various levels. In all the sub sectors we have the challenges of Access, quality, equity and HIV/AIDS.
Challenges (cont)

Early Childhood Development

- Financing of ECD education
- Lack of adequate trained ECDE teachers
- Limited community participation
- Lack of a comprehensive curriculum
Challenges (Cont)

Primary sub sector

- Retention and transition especially for children in the urban slums and the ASAL areas
- Overstretched and dilapidated infrastructure
- Inadequate number of teachers
Challenges (Cont)

- In adequate and Inappropriate infrastructures/Equipment for children with special needs
- Socio-cultural issues
- Regional disparities
Challenges (cont)

Secondary

- Retention and transition.
- Inadequate infrastructure
- Inadequate science and ICT equipment
- Gender and regional disparities
- Cost of secondary education
- Rising cases of drug and substance abuse
- Management capacity
Challenges (cont)

TIVET

- Lack of a comprehensive TIVET policy
- Inadequate and obsolete equipments
- Relevance of the curriculum and examination (leading to mismatch of the skills taught and the market demand)
- High cost of education and training
Universities

- In adequate funding especially for research and development
- Quality and Relevance
- ICT
- Lack of a unified accreditation system
- Un harmonized legal frameworks
- Management capacity
POLICY RESPONSES

The Ministry of Education is currently undertaking reforms aimed at improving access, equity, quality and relevance of education through better management and service delivery at all levels.
RESPONSES (cont)

ECDE

- Develop a legal framework for the ECDE
- Standardize training and certification of ECDE teachers.
- Design a programme for community sensitisation and mobilization;
RESPONSES (cont)

- Establish more ECDE resource centres for capacity building.

- Work with the stakeholders and communities to provide infrastructure in marginalised areas
RESPONSES (cont)

Primary education

- Mobilise more resources for infrastructure development;
- Continue to provide Learning and Teaching materials for FPE
- Expand the school feeding programme
RESPONSES (cont)

- Conduct regular in-servicing of teachers
- Strengthen guidance and counselling in schools;
- Ensure implementation of an all-inclusive education.
- Improve learning environment for children with special needs
- Enhance support to the boarding primary schools in ASAL areas.
- Deepen the mainstreaming of HIV/AIDS education in schools.
- Strengthen capacities for quality assurance and standard at all levels;
RESPONSES (cont)

- Complete the ongoing review of curriculum;
- Continue the policy of re-entry of girls who drop out of school due to pregnancy and early/forced marriage;
- Strengthen the partnership among stakeholders.
RESPONSES (cont)

Secondary education

- Strengthen guidance and counselling in all secondary schools;
- Capacity building for quality assurance at all levels;
- Enhance secondary bursary provision and improve on the targeting mechanisms;
RESPONSES (cont)

- Provision of targeted support for the development of infrastructure and learning/teaching materials.

- Provision of targeted support to boarding schools in ASALs, urban slum and other marginalized areas.
RESPONSES (cont)

- Encourage the establishment of more day-schools and expansion of the existing schools
- Continue capacity building for school management;
RESPONSES (cont)

- Guarantee re-entry of girls who drop out of school due to pregnancy and early/forced marriage;
- Promote private sector participation in the development of secondary education.
RESPONSES (cont)

Special Education

- Create public awareness;
- Enhance an inclusive education in all institutions;
- Provide equipment and learning materials for special needs education;
- Enhancing institutional support to special needs education;
RESPONSES (cont)

- Expand KISE programmes to offer pre and in-servicing training;
- Develop and standardize diagnostic assessment tools to facilitate proper identification and assessment of learners with special needs.
TIVET

- Undertake regular review of the technical education curriculum;
- Mobilize resources to rehabilitate TIVET institutions;
- Give the national polytechnics more operational autonomy;
RESPONSES (cont)

- Create the necessary linkages and credit transfers between tertiary institutions and universities;
- Provide incentives to private sector to invest in TIVET;
RESPONSES (cont)

- Undertake regular labour market skills survey to avoid the mismatch between skills acquired and the market demand;
- Retrain and upgrade TIVET teachers;
- Allow national polytechnics to offer degree courses starting with Nairobi and Mombasa.
- Establish a National TIVET Authority.
RESPONSES (cont)

University Education

- Establishment of a national accreditation system;
- Continue support for the affirmative action to ensure equitable access to university education;
- Conduct regular peer review among the universities to evaluate their performances.
RESPONSES (cont)

- Provide adequate support for research and development
- Rationalise academic programmes to create centres of excellency.
- Create incentives for increased private investments in university education;
- Promote open and distance learning;
RESPONSES (cont)

- Harmonise the existing legal frameworks to empower CHE to carry out its functions effectively;

- Give more autonomy to the public universities in order to manage their affair more efficiently and broaden their linkages with the private sectors and other bodies.

- Empower HELB to mobilise more resources;
The Sessional Paper No. 1 of 2005 will be the blueprint for providing policy direction on quality education and training in the 21st century. Its implementation will focus on the development of an individual’s personality, to enable her or him to fit into society as a productive and civil individual.
Conclusion

- The reform Agenda will be implemented in a Sector Wide Approach (SWAP), where KESSP will provide a framework to enhanced investment in education and training.

- Finally, let me take this opportunity to sincerely thank our partners for the invaluable support they have given to us.
End

Thank You All