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REPUBLIC OF KENYA

MINISTRY OF EDUCATION

SESSIONAL PAPER No. 6 OF 1988

ON

EDUCATION AND
MANPOWER TRAINING FOR
THE NEXT DECADE AND
BEYOND

SESSIONAL PAPER

ON

EDUCATION AND MANPOWER TRAINING FOR THE NEXT DECADE AND BEYOND

TABLE OF CONTENTS

	<i>Section</i>	<i>Page</i>
Chapter I	INTRODUCTION	1
Chapter II	THE CULTURAL, SOCIAL, ECONOMIC AND POLITICAL CONTEXT OF EDUCATION IN KENYA	3
	Education and the Environment	5
	Education and Social and Cultural Life ..	9
	Education and Population Growth ..	10
	Education and Economic Development ..	11
	Education and National Philosophy ..	12
Chapter III	PHILOSOPHY, OBJECTIVES AND POLICIES OF EDUCATION	7
	Philosophy and Objectives of Education ..	13
	Education and National Unity	14
	Education and National Development ..	15
	Education, Social Ethics and Values ..	16
	Education and Training for Self-Reliance and Management of Time	17
Chapter IV	PRE-PRIMARY EDUCATION	10
	Introduction	18
	Growth and Development of Pre- Primary Education	19
	Management of Pre-Primary Education ..	20

TABLE OF CONTENTS—(Contd.)

	<i>Section</i>	<i>Page</i>
Chapter V PRIMARY EDUCATION		12
Introduction	21	
Growth and Development of Primary Education	22	
Primary Education Curriculum	23	
Supervision of Primary Education	24	
Chapter VI SECONDARY EDUCATION		14
Introduction	25	
Growth and Development of Secondary Education	26	
Secondary Education Curriculum	30	
Supervision of Secondary Education	31	
Chapter VII VOCATIONAL AND TECHNICAL EDUCATION		36
Introduction	32	
Growth and Development of Vocational and Technical Education	33	
Vocational and Technical Education Curriculum	34	
Supervision of Vocational and Technical Education	36	
Chapter VIII SPECIAL EDUCATION		21
Introduction	37	
Growth and Development of Special Education	38	
Educational Assessment and Resource Centres	39	
Vocational Training and Rehabilitation	40	

TABLE OF CONTENTS—(Contd.)

	<i>Section</i>	<i>Page</i>
Public Education and Awareness	41	
Teachers and Support Staff	42	
Management and Supervision of Special Education	43	
Chapter IX TEACHER EDUCATION		26
Introduction	44	
Pre-Primary Teacher Education	45	
Primary Teacher Education	46	
Secondary Teacher Education	47	
Technical Teacher Education	48	
Special Teacher Education	49	
Training of Teacher Trainers	50	
Teachers Advisory Centres	51	
Chapter X UNIVERSITY EDUCATION		30
Introduction	52	
Growth and Development of University Education	53	
University Teaching and Research	54	
University Students	55	
University Staff Development	57	
Chapter XI ADULT, CONTINUING AND DISTA- NCE EDUCATION		34
Introduction	58	
Adult Literacy	59	
Continuing Education for Adults	60	
Chapter XII CO-ORDINATION OF MANPOWER TRAINING	61	36

TABLE OF CONTENTS—(Contd.)

	<i>Section</i>	<i>Page</i>
Chapter XIII CENTRES OF EXCELLENCE IN EDUCATION, TRAINING AND RESEARCH		38
Introduction	67	
Development of Centres Of Excellence ..	69	
Development of Specially Gifted and Talented Persons	73	
Chapter XIV CO-ORDINATION AND HARMONISATION OF CURRICULUM, EXAMINATIONS AND CERTIFICATION		41
Introduction	74	
Curriculum	75	
Examinations and Certification	76	
Programmes Linkages	78	
Chapter XV MANAGEMENT OF EDUCATION ..		44
Administrative and Professional Services	79	
Management of Educational Institutions ..	84	
School Equipment and Books	88	
Training of Education Managers	90	
National Advisory Council on Education and Training	91	
Chapter XVI FINANCING OF EDUCATION AND TRAINING		50
Introduction	92	
General Administration and Professional Services	95	
Educational Facilities and Equipment ..	96	
Boarding and Feeding	98	
Students' Allowances	100	
Students' Loan Scheme	101	

1. The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond, appointed by His Excellency, President Daniel T. arap Moi under the Chairmanship of Mr. James Mwangi Kamunge was presented to His Excellency the President on 14th April, 1988. The Cabinet has discussed the Report and expressed Government appreciation for the good work done by the Presidential Working Party. The Government also directed that the Report be made public and debated by Parliament through a Sessional Paper and the recommendations contained in the Report be implemented on a phased programme. This Sessional Paper constitutes the Government policy statement based on the proposals and recommendations of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond.

2. Kenya's very rapid development and expansion of education and training, since independence, is attributed to factors such as peace and stability in the country, the increasing demand for more educational opportunities for a fast growing population and the Government's commitment to make education accessible to all Kenyans and to train adequate manpower to meet the needs of a growing economy. In addition, the communities, parents, religious and private organisations have contributed greatly towards the provision of education facilities. The Government realises, that it will be mainly through education, training and research that the nation will be able to meet the many challenges of socio-economic development and industrialisation, utilise modern technology and enhance the quality of life for all Kenyans. The policies on education and training so far adopted by the Government have provided the necessary guidance in the growth of education and the establishment of good infrastructure in various areas of education and training. The Government will continue to plan and encourage the expansion of education and training and to ensure the maintenance of quality and relevance in order to contribute to accelerated growth and effective management of the economy including the development of skills and attitudes that lead to self-reliance, self-employment and proper management of time at work or leisure.

3. The Government is concerned about the rising costs in the financing of education and training and will adopt strategies to expand cost-sharing between the Government and communities, parents and beneficiaries in the provision of education and training. Such cost-sharing will be aimed at accelerating the expansion of education and training opportunities and thereby increasing accessibility to education and training by more Kenyans, the maintenance of quality and relevance in their growth and development.

4. The Report contains short term, medium term and long term proposals and recommendations for the provision and expansion of education, training and research, their effective management and supervision, co-ordination and harmonisation, financing and maintenance of quality and relevance for the next decade and beyond. The relevant

Government Ministries will be required to prepare their education and training projections in light of the recommendations contained in the Report. An Inter- Ministerial Committee will also be formed and composed of Ministries of Education; Technical Training and Applied Technology; Culture and Social Services; Research, Science and Technology; Manpower Development and Employment; Labour; Finance; Agriculture; Energy and Environment and Natural Resources to co-ordinate and harmonize the implementation of the proposals and recommendations of the Report.

Education and the Environment (Para 2.2–2.7)

5. The Government places great emphasis on the central role of education and training in the national endeavour to conserve, develop and enhance the environment for posterity. In this regard, it has established a Ministry of Environment and Natural Resources, and the Permanent Commission on Soil Conservation, Water and Afforestation. It has also encouraged the establishment and operations of organisations such as UNEP and HABITAT whose efforts are also directed towards the conservation and improvement of environment. Environmental education is also taught as a separate course in secondary teachers colleges and at Moi University, while schools teach it as part of some subjects in the curriculum. The Government, however, sees the need to intensify environmental studies in education and training institutions in order to educate young people about the conservation and enhancement of the environment. It will also ensure that there is concerted efforts to use education and training to get all Kenyans to understand their environment, the methods of their individual and collective role in environmental conservation and enhancement. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) environmental studies be made part and parcel of the education and training curricula and be taught at all levels of the education system;
- (b) concerted efforts be made to educate members of the public on methods of, and their specific role in the conservation and enhancement of the environment.

6. The Government recognizes that agriculture will continue to be the mainstay of Kenya's economy and agricultural land the country's most important resource. The Government will therefore utilise education, training, research and appropriate technology to develop available land in order to intensify food production to feed the nation, create employment, and for the conservation of the environment and the earning of foreign exchange. The Government is, however, concerned about the current practices of land sub-division which has resulted in sizes of land below even one acre which adversely affects agricultural productivity. Arid and semi-arid regions of Kenya require a much bigger land for agriculture in order to avoid environmental degradation. The Government will, therefore, provide guidance on the most economically viable parcel of agricultural land and intensify the education of Kenyans on the most economic way of utilisation of agricultural land. In view of this, the Government agrees with the Working Party that:

- (a) education, training and research should provide skills and appropriate technology for effective development of crops, livestock, forestry, minerals and industries in agricultural areas;
- (b) the sub-division of agricultural land be guided by prescribing the most economically viable parcel of land and farmers to be educated in

the most economic way of utilising agricultural land while at the same time protecting the environment.

7. The majority of primary and secondary school leavers live and work in rural areas. Education and training, under the 3-4-4 system of education, therefore, will be utilised to equip such school leavers with skills that enable them to live and positively contribute towards the development of their society and environment. The Government also sees the need to create, in the rural areas, various employment opportunities through rural industrialisation and an accelerated development of infrastructure and public amenities in order to attract and retain the majority of school leavers in rural areas. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) education and training should equip students with appropriate skills and attitudes for life and employment in rural areas;
- (b) the district development strategy should aim at providing employment opportunities, infrastructure and social amenities to attract and retain the majority of school leavers in rural areas.

8. The Government policy is to encourage proper utilisation of land in urban areas in order to provide effective services, and to improve and conserve the urban environment. With the present urban population of about three million estimated to reach nine million people by the year 2000, the development of public amenities such as health, education, recreation, transport and housing should grow at a commensurate rate with population in order to enhance urban environment, quality and safety of life. The Government will utilise education, training and research to provide skills for proper and effective management of urban areas, as well as the development of positive attitudes and habits towards the maintenance of a clean environment. The Government, therefore, agrees with the Working Party that:

- (a) education and training be used to develop positive attitudes and habits towards maintaining a clean and hygienic environment;
- (b) study and research be done to provide for the most effective ways of urban planning development and management to enhance urban environment.

Education and Social and Cultural Life (Para 2.8)

9. The Government has established a Ministry of Culture and Social Services and also encourages various cultural activities in order to promote cultural development. Kenya has dynamic cultures which need to be fully developed in order to enhance their healthy adaptation and the strengthening of the various positive aspects of cultural practices. The Government sees the need to establish the relevant cultural institutions and to intensify programmes and activities geared towards development and promotion of Kenyan culture and, therefore, accepts the recommendations of the Working Party that:

- (a) a national council for creative and performing arts be established to promote national culture and to co-ordinate cultural programmes

and activities;

- (b) a national institution be established to train artistes and other personnel to develop Kenyan culture;
- (c) local artistes be encouraged to develop cultural industries to produce indigenous cultural instruments;
- (d) adequate finances be provided for the promotion of culture.

Education and Population Growth (Para 2.9)

10. The Government has already established a vigorous campaign to control rapid population growth to promote family planning and to maintain reasonable rate of population growth that can be sustained by available resources in order to reduce the increasing strain on Government expenditure, welfare services, food, land, housing and employment. The Government, therefore, agrees with the Working Party that there is need to intensify population and family life education to create people's awareness about the values of planned families. The Government, therefore, accepts the recommendation of the Working Party that:

—education on population and family life be intensified at all levels of education system and among the members of the public.

Education and Economic Development (Para 2.10–2.11)

11. The Government has laid down the long-term frame work for the development of the economy that will enable Kenya to cope with the challenges of economic development to sustain a large population and ensure improvement in the standards of living and quality of life. The Government therefore, concurs with the views of the Working Party that education and training, in the next decade and beyond, should be utilised to provide appropriate skills and trained manpower required by the national economy and also to promote the development of indigenous technology that is appropriately applicable to local environment and needs as a basis for national self-reliance. The challenges of the growth of the economy and industrialisation call for indigenisation of technology as a basis for self-reliance. Research will be intensified on indigenous technology and other technologies and their adaptation, to meet the needs of the national economy including those of the "Jua Kali" industry. The Government will also provide protection to local innovations to ensure that technological and cultural equipment designed and developed locally are promoted and utilised to generate employment. The development of a market economy, which is competitive and attractive both at the local and international levels, will encourage the expansion of small and large scale industries. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) the development of indigenous technology be encouraged through education, training and research as a basis for accelerated growth of the economy and industrialisation;
- (b) local innovations and inventions be protected by patent law.

Education and National Philosophy (Para 2.12-2.16)

12. Kenya's national philosophy is founded on African Socialism, Harambee Spirit and Nyayo Philosophy and defines the nation's political, economic, social and cultural values and also lays down the norms that are pursued for the development and enhancement of the quality of life. The Government, therefore, agrees with the Working Party that the concepts of African Socialism, Harambee Spirit and Nyayo Philosophy be made integral parts of national education and training programmes. In a world becoming closely united under one world economy and technology, national development and survival depend on the ability of a nation to relate to other nations, while at the same time maintaining its national independence and dignity. The Government will use education and training towards the realisation of the national philosophy and to prepare and equip Kenyans to be strongly nationalistic and patriotic towards national independence, integrity and values and to cope with various foreign influences while remaining truly Kenyans. The Government, therefore, accepts the recommendations that:

- (a) the concepts and practices of the Harambee Spirit and the Nyayo Philosophy be incorporated in national curricula and taught at all levels of education and training system;
- (b) education and training should prepare Kenyans to be nationalistic and patriotic towards national independence and values.

Philosophy and Objectives of Education (Para 3.2 – 3.3)

13. The Government has adopted a philosophy of education that is based on the national philosophy as applied to education, in order to create individual awareness and commitment to national, cultural, social, economic and political values as well as the creation of a nation united in purpose. A national education system should always aim at removing social injustice and disparities and also prepare and re-orientate the youth to realise and to practice the norms and values of society. The Government, therefore, accepts the recommendation of the Working Party that the philosophy of education should always be in consonance with the national philosophy in order for education to contribute positively to national development. In view of this, education should always seek to realise the national objectives which are that:

- (a) Education must serve to foster national unity;
- (b) Education must prepare and equip the youth with knowledge, skills and expertise to enable them to play an effective role in the life of the nation;
- (c) Education must serve the needs of national development;
- (d) Education must provide for the full development of talents and personality;
- (e) Education must promote social justice and morality, social obligations and responsibilities and
- (f) Education must foster positive attitudes and consciousness towards other nations.

Education and National Unity (Para 3.4)

14. Since independence, the Government has formulated various policies to achieve the Government objective of fostering national unity. These have included the establishment of a public educational system with national curricula, national teaching service, national examinations and certification, as well as national schools and training institutions to which students are admitted on a national basis. The challenges which Kenya continues to face call for national unity and solidarity. The Government will, therefore, continue to utilise education and training towards the achievement of this unity through the inculcation and development of nationalism, patriotism, positive attitudes towards society, tolerance, accommodation of the views of others and of being mindful of other people's welfare. It is also the policy of the Government to encourage practices which promote national unity and, therefore, accepts the recommendation of the Working Party that:

—educational institutions, families and communities should intensify, through education and training, measures and practices which develop and enhance nationalism and patriotism in young people.

Education and National Development (Para 3.5 - 3.7/9)

15. The Government regards education and training as an investment for national development and has used them to equip and prepare the youth and adults with knowledge, skills and expertise to enable them make positive contribution to society and national development. In this respect the Government has, since independence, adopted various objectives, policies and practices of education and training which have enabled the nation to make great strides in educational development and also in providing trained manpower for the economy. The Government agrees with the Working Party that in order to accelerate national development, education and training should maintain the necessary quality and relevance and aim at the development of programmes which will enable Kenya to cope with the challenges of the 21st century. The Government continues to use the processes of education and training to bring about equity in social and economic development. The Government policy is to provide equal education and training opportunities to all areas of Kenya in an attempt to correct any existing imbalances and disparities in national development. The Government, therefore, accepts the recommendations that:

—future policies in education and training should lay emphasis on and give priority to:

- (a) the maintenance of quality and relevance;
- (b) the eradication of illiteracy;
- (c) the development of science and technology;
- (d) the vocationalisation of education;
- (e) research;
- (f) the management and entrepreneurship training;
- (g) the development of the handicapped;
- (h) the identification and development of the specially gifted and talented persons and
- (i) the development of centres of excellence.

Education, Social Ethics and Values (Para 3.8-3.9)

16. Education and training play a major role in promoting social justice and morality, developing and communicating the rich cultures of Kenya, fostering positive attitudes and consciousness towards society and other nations and training in social obligations and responsibilities. The Government, therefore, agrees with the Working Party that there is need to intensify the development, through education, and training, of national values and social ethics in the lives of individuals and therefore, accepts the recommendations of the Working Party that:

- (a) Social Education and Ethics be taught to all students at all levels of education and training;
- (b) the concepts and practices of co-operative efforts and mutual social responsibility be taught and developed at all levels of education and training.

17. The Government has introduced the vocationalisation of education at all levels of education and training in order to develop vocational skill and also inculcate positive attitudes for self-reliance. In order to achieve this and to fully realise the utilisation of such skills and self-reliance, the Government will strengthen the development of indigenous technology, small scale industries and to provide necessary support to those in the informal sector of the economy to promote self-employment and entrepreneurship. It will also ensure that education and training develop self-discipline and proper management of time at work or leisure in order to enable people to appreciate that hours of work and leisure should be used productively. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) education and training should develop skills which promote self-reliance and self-employment;
- (b) education and training should develop skills and inculcate attitudes and values that lead to productive use and proper management of time at work or leisure.

CHAPTER IV—PRE-PRIMARY EDUCATION

Introduction (Para 4.1 – 4.2)

18. The Government considers pre-primary education important in the growth and development of young children, especially in laying a foundation for a child's life-long education and socialisation process. The Government, therefore, encourages the establishment of pre-primary education whose objectives are to enable children:

- (a) to develop physical skills, a wide vocabulary, language, and learn to classify;
- (b) to be aware of temporal and spatial relationships;
- (c) to develop the concept of numbers;
- (d) to be able to solve simple problems;
- (e) to acquire a general range of knowledge about the physical, biological and social world around them;
- (f) to express ideas in words, in pictures and through a variety of other materials and
- (g) to develop an appreciation of other people's needs and views.

Growth and Development of Pre-Primary Education (Para 4.3)

19. There is a growing demand for pre-primary education for children between the ages of 3 to 5 years old as a basic preparation for primary education. The Government, however, agrees with the Working party that its development, as at present, should continue to be provided by the Local Authorities, communities, parents and private individuals and organisations. The Government also welcomes the development of pre-primary schools within the precincts of existing primary schools as an integral part of primary education to prepare children for entry into formal primary education. In view of this, the pre-primary curriculum will be harmonised with that of primary education. The Government accepts the recommendations of the Working Party that:

- (a) Local Authorities, communities, parents, private organisations and sponsors be encouraged to establish more pre-primary schools to cater for the growing demand for pre-primary education;
- (b) pre-primary education curriculum be harmonised with that of primary education.

Management and Supervision of Pre-Primary Education (Para 4.4 – 4.8)

20. The Government provides policy guidelines, registration, curriculum, teacher training, supervision and inspection to ensure quality and relevance in the growth and provision of pre-primary education. The Ministry of Education has administrative and professional services for pre-primary education, a National Centre at Kenya Institute of Education and 18 District Centres for Early Childhood Education. The Government plans to develop more district centres in order to improve and co-ordinate

more effectively pre-primary education at the district level. The Government, however, agrees with the Working Party that there is need to develop culturally oriented curriculum and to socialise children with their cultures, languages and environment. The Government will endeavour to strengthen the teaching, management and supervision of pre-primary education and therefore, accepts the recommendations of the Working Party that:

- (a) research be undertaken to develop appropriate local teaching and learning materials for children of pre-primary school age;
- (b) research in early childhood education and child psychology be encouraged and intensified;
- (c) pre-primary school children be grouped according to age and ability for purposes of teaching;
- (d) district and zonal primary school inspectors be given training on pre-primary education to enable them provide effective guidance and supervision to these schools;
- (e) all pre-primary schools be registered as a matter of urgency;
- (f) managers of pre-primary schools be encouraged to recruit able teachers and to give them appropriate terms and conditions of service based on their academic and professional qualifications.

CHAPTER V—PRIMARY EDUCATION

Introduction (Para 5.1 – 5.2)

21. The Government recognises primary education as the minimum basic education which should be made available to all Kenyans. As a result of this, KANU in its manifesto at independence made a declaration that the Government would provide universal primary education. In its efforts to fulfil this commitment, the Government abolished direct payment of primary school fees from standards I to IV in 1974, thereafter in Standards V to VII by 1980 and to Standard VIII in 1985, when the duration of primary education was extended from 7 to 8 years with the 8-4-4 system of education. The objectives of primary education are:

- (a) to impart literacy, numeracy and manipulative skills;
- (b) to develop self-expression and utilisation of the senses;
- (c) to develop a measure of logical thought and critical judgement;
- (d) to lay a foundation for further education, training and work;
- (e) to develop awareness and understanding of the environment;
- (f) to develop the whole person including the physical, mental and spiritual capacities;
- (g) to appreciate and respect the dignity of labour and
- (h) to develop positive attitudes and values towards society.

Growth and Development of Primary Education (Para 5.3 – 5.8)

22. Since independence, there has been tremendous growth in primary education in an effort by the Government to provide minimum basic education to all Kenyans. As a result, the primary school enrolment, which has increased over five-folds since 1963, is tending to be at par with the school age population of 6 to 13 years and progressively approaching the population growth rate. However, the Government notes the concern of the Working Party about wastage arising from large numbers of drop-outs and repeaters within the school system thus resulting in poor continuation with primary education and, therefore, accepts the recommendations of the Working Party that:

- (a) all parents with children of primary school going age be required to send such children to school and retain them there for the whole duration of primary education;
- (b) the causes and extent of primary school drop-outs and repeaters be studied with a view to improving the cost-effectiveness in the provision of primary education;
- (c) the Government continues to meet the cost of boarding in arid and semi-arid districts but to review such maintenance periodically.

23. The national curriculum for the 8-year primary education curriculum is vocationally oriented and practical in its approach in order to develop skills for self-reliance, self-employment and to prepare children at this cycle of education for further education, training or employment. The Government, notes the observations of the Working Party regarding the need to ensure proper coverage of this curriculum and to give pupils enough grasp of basic principles and concepts that are necessary to lay adequate foundation for further education, training or employment, and provide adequate facilities equipment and teachers especially for science and vocational subjects. It is the Government policy to provide adequate number of qualified primary school teachers and to ensure the provision of adequate facilities and equipment as a means of maintaining quality, relevance and high standards of primary education. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) the primary school curriculum be reviewed to allow for options in vocational subjects and more time to cover the curriculum content more effectively;
- (b) primary schools be provided with adequate science facilities, equipment and materials for effective teaching of science;
- (c) local communities and parents associations be encouraged to provide primary schools with libraries and adequate reading materials;
- (d) local craftsmen be utilised to teach vocational subjects in the upper primary classes;
- (e) a crash programme be instituted to train teachers for vocational subjects in primary schools;
- (f) teachers of the upper primary classes be assigned to teach only those subjects they studied and passed in the Kenya Certificate of Education or equivalent.

Supervision of Primary Education (Para 5.14– 5.15)

24. The Ministry of Education has a fairly elaborate supervisory infrastructure comprising of education officers and primary school inspectors who administer and supervise primary education at the district, divisional and zonal levels. In recent years efforts have been made to strengthen the primary schools supervision and inspection by recruiting school inspectors in the ratio of one inspector to thirty schools. The Government regards effective supervision and inspection of schools central to proper teaching and learning and will therefore endeavour to provide primary school inspectors with necessary facilities to enable them to undertake effective supervision of primary schools and teachers.

Introduction (Para 6.1)

25. The Government has greatly expanded secondary education, since independence, in order to meet the growing demand for this level of education for the large number of primary school leavers. Secondary education which forms the four-year cycle of the 8-4-4 system of education and the transitional stage between primary education and higher education aims at preparing young people for responsibilities of adulthood, higher education, training and world of work. The objectives of secondary education are:

- (a) to provide for an all round mental, moral and spiritual development;
- (b) to provide relevant skills towards positive contribution to the development of society;
- (c) to ensure balanced development in cognitive (knowledge), psychomotor (manipulative and practical) and affective (attitude and value) skills;
- (d) to lay a firm foundation for further education, training and work and
- (e) to lead to the acquisition of positive attitudes and values towards the well being of society.

Growth and Development of Secondary Education (Para 6.2 – 6.12)

26. It is the Government policy to continue to expand secondary education but to undertake such expansion in the most cost-effective way. The Government, therefore, sees the need to enlarge the existing single and double-stream secondary schools with a view to increasing enrolment and to make them more economical to run in terms of optimum use of teachers, facilities and other resources. The Government also regards day schools cheaper to develop and to maintain and will in future encourage communities and parents to develop day secondary schools. The establishment of day schools is a more cost-effective way of providing and expanding secondary education, since they reduce parental and community burden and enable the nation to expand accessibility to secondary education. Such day secondary schools should, however, be provided with adequate facilities and equipment to enable them maintain high standards of teaching and learning. They should also be established within reasonable walking distances and as far as possible on the precincts of existing primary schools in order to share common facilities. The Government notes the current development of co-education in day secondary schools and agrees with the Working Party that proportionate opportunities should be created for girls in secondary education.

27. The Government has established a number of boarding secondary schools throughout the country and sees the need for them to continue to exist as boarding institutions. Some of these schools should continue to be utilised to mix young people from different parts and ethnic groups in Kenya as a means of intensifying the fostering of national unity. The

Government will also pursue its policy of using admissions to strengthen local interest and commitment towards the development and maintenance of boarding secondary schools by ensuring a substantial percentage of admissions from the district in which a boarding school is situated. The Government accepts the recommendations of the Working Party that:

- (a) single and double-stream secondary schools be expanded to minimum of three-stream schools as a more cost-effective way of increasing enrolment;
- (b) future secondary schools be established as day schools as a more cost-effective way of expanding and providing accessibility to secondary education;
- (c) more opportunities be created for girls in secondary education and facilities be provided to enable them to study technical subjects.

28. The Government sees the need to streamline the present categorisation of schools in view of the trend in the development and maintenance of facilities and provision of equipment in the maintained, assisted and harambee secondary schools which is becoming increasingly a partnership between the Government and the communities and parents. It is considered no longer necessary to continue to categorise secondary schools as either harambee, maintained or assisted; high cost or low cost. Since they are developed and maintained by public funds from the Government, parents and communities as opposed to purely private schools, they should be regarded as public schools.

29. The Government will also continue to encourage the development of private schools in order to provide more opportunities for secondary education and thereby increase the index of opportunity for secondary education. The Government will ensure that private schools adhere to the regulations laid down by the Government for provision of physical facilities, equipment and teachers. It is, however, necessary that parents who send children to private schools take greater interest in these schools in order to ensure that they provide quality education. The Government accepts the recommendations of the Working Party that:

- (a) secondary schools which are developed and equipped, and provided with staff from public funds by the Government, parents and communities be designated public schools;
- (b) the categorisation of schools as high or low cost be abolished;
- (c) the Government encourages the establishment of private schools but requires them to adhere to the laid down regulations and to maintain acceptable standards of education.

Secondary Education Curriculum (Para 6.13 – 6.16)

30. The Government has provided a national curriculum for the 4-year secondary education which is vocationally oriented and practical in its approach in order to develop skills for self-reliance, self-employment and to prepare school leavers for further education, training or employment. However, in order to ensure effective implementation of this curriculum,

the Government sees the need to streamline it to ensure its proper coverage within the time available and to provide for adequate preparation and development of skills to strengthen career orientation. The Government will further restructure and strengthen its teachers programmes in order to provide qualified teachers especially for the teaching of science and vocational subjects. The Government will also use all available means to ensure that adequate facilities and equipment are made available for purposes of teaching the secondary education curriculum properly. The Government, therefore, accepts, the recommendations of the Working Party that:

- (a) curriculum for the secondary education be reviewed to ensure effective coverage of its content and to assist in strengthening career orientation;
- (b) secondary schools be provided with adequate facilities and equipment for proper teaching of science subjects;
- (c) teacher education programmes be expanded to produce more professionally qualified university graduate teachers for secondary schools.

Supervision of Secondary Education (Para 6.17 - 6.19)

31. The Government through the Ministry of Education has established inspection, guidance and supervisory services for secondary education with a view to ensure the maintenance of high standards of education and training. It is the intention of the Government to continue to expand and intensify the supervision and guidance for secondary schools and, therefore, agrees with the Working Party about the need to increase the numbers and quality of inspectors and guidance counsellors and to utilise the services of school heads and senior teachers for this purpose. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) there be established criteria to determine the number of secondary school inspectors based on the ratio of inspectors to schools and subjects;
- (b) the training of inspectors aim at upgrading their academic and professional qualifications and to keep them abreast with changes in curriculum teaching and learning;
- (c) senior teachers and heads of schools be utilised to assist with inspection and guidance of other teachers to supplement the work of the inspectorate;
- (d) schools establish guidance and counselling programmes and senior teachers be made responsible;
- (e) guidance and counselling programmes should assist pupils to appreciate their role as workers and to develop right attitudes towards discipline and the management of time;
- (f) guidance and counselling services be decentralised to the district level.

Introduction (Para. 7.1)

32. The Government lays great emphasis on the development and provision of vocational and technical education which broadly includes programmes of study and training in technical and other vocational applied courses that provide both basic and specialised skills related to a career or vocation. Pre-vocational education is offered as part of the 8-year primary and 4-year secondary education to lay the foundation for further training and employment after school. Vocational training, which includes technical courses and other applied courses, is offered in post school training institutions such as youth polytechnics, technical training institutes, institutes of technology, national polytechnics, universities and other skills training centres in public and private sector to provide the trainee with specific vocational skills related to particular trades or professions. The specific objectives of vocational and technical education are:

- (a) to lay a foundation in vocational skills required for socio-economic development;
- (b) to expose students to scientific and technological trends, skills and ideas;
- (c) to develop vocational and entrepreneur skills as a basis for further training and employment;
- (d) to develop appropriate vocational attitudes, initiative, and creative thinking oriented to work;
- (e) to inculcate skills which are applicable to various trades, vocations and professions and
- (f) to develop an appreciation for the dignity of manual work.

Growth and Development of Vocational and Technical Education

(Para. 7.2 –7.10)

33. The Government and communities have established various vocational and technical training institutions which include the technical training institutes, youth polytechnics, institutes of technology, national polytechnics and other vocational and technical training institutions offering various training programmes in Government and State Corporations. There are also some vocational and technical training programmes offered by the private sector. The Government agrees with the Working Party about the need to expand and to streamline vocational and technical training institutions and their training programmes to cater for the training demands of the 8-4-4 system, to provide greater opportunities for the training of primary and secondary school leavers and also to produce more of the various categories of trained manpower for the economy. It is the intention of the Government to ensure that the various categories of public training institutions are provided with adequate and appropriate facilities and equipment to enable them undertake training more effectively and also

to enable their graduates to be operationally effective and to keep abreast with changes in the industry and changing technology. The Government, therefore, accepts the recommendations of the Working Party that for:

(a) Technical Training Institutes:

- (i) the current technical training institutes be used to provide artisan training for primary school leavers only;
- (ii) technical training institutes programmes be diversified and their capacity expanded;
- (iii) additional technical training institutions for the training of primary school leavers be established.

(b) Youth Polytechnics:

- (i) youth polytechnics should use the national curricula prepared by the Kenya Institute of Education for their training programmes;
- (ii) youth polytechnics be formalised within the 8-4-4 system of education and professionally supervised and guided by the Ministry responsible for training;
- (iii) youth polytechnics be used to provide artisan training mainly to primary school leavers;
- (iv) youth polytechnics be provided with basic facilities and equipment to offer improved and relevant training;
- (v) the instructors of youth polytechnics be trained in pedagogy and their terms and conditions of service improved.

(c) Institutes of Technology:

- (i) institutes of technology be provided with adequate facilities, equipment and trained staff;
- (ii) the training programmes of institutes of technology be diversified and some of them developed to offer technician and diploma courses;
- (iii) employers be encouraged to utilise institutes of technology to offer training for local industries.

(d) National Polytechnics:

- (i) national polytechnics should admit self-sponsored students on full-time technical courses;
- (ii) the national polytechnics be provided with adequate and modern equipment to enable them to give quality and relevant training for middle and high level manpower;
- (iii) national polytechnics ultimately be developed into university degree-awarding institutions.

Vocational and Technical Education Curriculum (Para 7.11-7.16)

34. The 8-4-4 system of education introduces vocationalised education through a more practically oriented curriculum at every level of education system. It is the aim of the Government that vocational and technical education curriculum is properly co-ordinated and harmonized in order to

remove duplication of efforts and to provide linkages for entry into training opportunities at each cycle and level of education and training. Training institutions will, therefore, be required to use the national curricula prepared by the Kenya Institute of Education and the national examinations and certification provided by the Kenya National Examinations Council. The Government will ensure that training institutions also equip their trainees with necessary entrepreneurship skills and formalised industrial experience with a view to giving them more relevant training. The Government will also strengthen the training of teachers and instructors for vocational and training institutions to meet the demand for trained teachers and instructors for vocational and technical education at all levels and to ensure that they are provided with appropriate industrial experience and kept abreast with changing technologies. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) modalities be worked out for trainees to gain industrial experience through formalised industrial attachment for both employer-sponsored and self-sponsored students;
- (b) industrial and business organisations be encouraged to provide opportunities for industrial attachment for self-sponsored students;
- (c) vocational and training institutions should include the teaching of entrepreneurship skills in their curriculum as an essential component of their training programmes;
- (d) the graduates of vocational training institutions be assisted through a formalised credit system to establish themselves in self-employment, preferably on co-operative basis.
- (e) technical instructors be trained in pedagogy and be given regular inservice training to keep abreast with changing technologies.

35. The Government and communities have provided vocational and training institutions with fairly expensive facilities and equipment to enable them train properly and to maintain quality and relevance in the programmes. The Government is, however, aware of the need by these institutions to be provided with adequate equipment. It will ensure this by utilising local industries and the institutes' production units. Such equipment should also be properly maintained and serviced. The Government, therefore, accepts the recommendations of the working Party that:

- (a) trainers and support personnel be given inservice training on proper servicing and maintenance of technical equipment and tools in their institutions;
- (b) training institutions should provide a programme for the replacement of equipment, tools and machinery to ensure continuity and relevance of training programmes;
- (c) local industries be used to manufacture the necessary equipment and tools required for vocational and technical education and training;
- (d) training institutions be encouraged to establish production units to provide opportunities for industrial attachments and to generate revenue.

Supervision of Vocational and Technical Education (Para 7.17)

36. The Government supervisory and inspection services for vocational and technical education will be strengthened in order to cope with the increased demand for supervision of vocational and technical education of the 8-4-4 system of education. The Government will also ensure their expansion and extension to all public and private training institutions in order to maintain quality and relevance of training. The Government, therefore, accepts the recommendation of the Working Party that:

—the number of vocational and technical inspectors be increased to enable them cope with the demands of the 8-4-4 curriculum.

Introduction (Para 8.1)

37. The Government provides special education to various types of exceptional persons whose educational needs deviate from the norm due to being hearing impaired, visually handicapped, mentally handicapped, physically handicapped and multiple handicapped. The Government has also made special education programmes an integral part of each cycle of formal education. The objectives of special education are:

- (a) to provide skills and attitudes aimed at habilitation, rehabilitation and adjustment to environment;
- (b) to identify, assess and provide early intervention for correction and rehabilitation;
- (c) to promote awareness of the needs of the disabled and the methods of alleviating the effects of the various disabilities;
- (d) to promote integration of the handicapped in formal education and training;
- (e) to promote the provision and use of specialised facilities and equipment and
- (f) to promote measures to prevent impairment in order to limit the incidence of disabilities.

Growth and Development of Special Education (Para 8.2–8.22)

38. The Government manages education and welfare services for the handicapped persons through the Ministries of Education, Health and Culture and Social Services. It is the Government intention to expand and strengthen the education and training of the handicapped persons and also to up-date data and information on the numbers and types of the handicapped persons to enable such education to be offered more effectively. The Government agrees with the Working Party that as far as possible the majority of children who are partially handicapped should be educated through integrated programmes in regular schools while only those who are severely or multiply handicapped should be educated in special schools. This is cost-effective and will also assist with the integration and socialisation of such handicapped persons. The Government will, however, ensure that regular schools attended by handicapped children are provided with adequate and appropriate special facilities and equipment as well as specially trained teachers and support personnel to cater for the needs of the various kinds of handicaps. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) a national survey be undertaken to provide up-to-date data and information on various types of handicapped persons and that this data be regularly up-dated.
- (b) Education for the Visually Handicapped:
 - (i) young visually handicapped children of pre-primary school age be integrated in regular pre-primary schools;

- (ii) the partially sighted children be integrated in regular primary and secondary schools and be provided with the necessary facilities and equipment including low vision aids to enable them to learn effectively;
- (iii) the learning and examination needs of the visually handicapped students in the sciences and applied subjects be catered for in the curricula and examinations;
- (iv) the Kenya National Examinations Council should make adequate provision for qualified transcribers and examiners, to cater for the special needs of the visually handicapped candidates;
- (v) Kenya Institute of Special Education should undertake research to design various equipment and materials that can be produced by the local industry to be used by handicapped persons;
- (vi) Sikri Vocational School be assisted to revive the operation of its braille press;
- (vii) there be increased Government participation and co-ordination in the production and distribution of braille materials.
- (viii) education and training institutions be encouraged to provide appropriate library services for their handicapped students.

(c) Education for the Hearing Impaired:

- (i) an appropriate curriculum be developed for the hearing impaired, aimed at developing balanced academic knowledge and communicative skills;
- (ii) teachers be guided on proper placement of hearing impaired children based on the severity of their hearing loss, the age of onset and their learning needs;
- (iii) research be undertaken to develop the most appropriate sign language for Kenya, taking into account the varied cultures
- (iv) a special secondary school be established for the totally deaf pupils who cannot be integrated in regular secondary schools;
- (v) Kenya Institute of Special Education and Ministry of Health should collaborate in designing and developing ear-moulds for production by local industries.

(d) Education for the Physically Handicapped:

- (i) the training programme for physiotherapists and occupational therapists be expanded;
- (ii) a local training programme for speech therapists be established as a matter of urgency;
- (iii) educational institutions with physically handicapped children should provide facilities which ensure that children move and function safely, conveniently and without obstruction;

(iv) special schools for the physically handicapped children be provided with facilities to make adaptive aids.

(e) Education for the Mentally Handicapped:

(i) mentally handicapped children be identified during early childhood and their education provided in appropriate schools;

(ii) special schools be utilised to cater only for the severe and profound mentally handicapped children.

(f) Education for the Multiple Handicapped:

—more special units for multiple handicapped children be established in existing special schools and be provided with appropriate and adequate staff.

(g) Education for the Maladjusted Children:

—regular teachers be trained in remedial teaching methodology and guidance and counselling to enable them to effectively teach the maladjusted children.

Educational Assessment and Resource Centres (Para 8.23–8.24)

39. The Government has established Educational Assessment and Resource Centres to provide services for the identification of the various types of handicaps in children, to advise on their placement in appropriate programmes and to follow up and assist such handicapped children. These special centres and also the Resource Rooms which have been established in regular schools will be expanded and strengthened to enable them to give the required special services to handicapped children. The Government, therefore, accepts the Working Party recommendations that:

(a) children be assessed early to determine their special education needs prior to admission into special education programmes;

(b) each Educational Assessment and Resource Centre be provided with a full time qualified teacher to co-ordinate its services.

Vocational Training and Rehabilitation (Para 8.25–8.26)

40. The Government has established Vocational Rehabilitation Centres under the Ministry of Culture and Social Services to provide vocational training for the physically handicapped persons. There is, however, need to intensify the vocational training for the handicapped persons. The Government will, therefore, expand and diversify training programmes in these centres and also establish more training opportunities for the handicapped in regular vocational and technical training institutions in order to train more disabled persons and to make them self-reliant. The Government, therefore, accepts the recommendations of the Working Party that:

(a) vocational rehabilitation centres training programmes be diversified to offer training to all the various types of handicapped persons;

- (b) vocational training units for the handicapped persons be established in regular vocational and technical institutions and their instructors be given inservice training on methods of training persons with various handicaps.

Public Education and Awareness (Para 8.29-8.30)

41. The Government has made concerted efforts to educate Kenyans about the needs of the disabled persons. Yet, inspite of this the handicapped continue to face difficulties in society and in getting employment. The Government, therefore, will intensify programmes for purposes of creating of awareness among the public including employers regarding the needs and abilities of the handicapped persons and their utilisation in the society and employment. The Government, therefore, accepts the recommendation of the Working Party that:

- all possible media and national programmes be utilised more intensively to create awareness of the needs of the handicapped persons including their needs for employment.

Teachers and Support Staff (Para 8.27-8.28)

42. The Kenya Institute of Special Education has been established by the Government to provide training of special education teachers in all areas of special education. The Government, however, sees the need to expand the training of more teachers for special education programmes and to utilise the services of district extension staff to assist with educational and training programmes for handicapped persons. Specially trained teachers will also be assigned to teach in various special education programmes where their services are needed most. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) teachers trained in special education be assigned to work in special education programmes;
- (b) special schools be provided with support staff including teachers' aides, technicians and other specialized staff to cater for specific needs of handicapped children;
- (c) district medical staff be assigned to work in schools with handicapped children on part-time basis;
- (d) all extension workers be trained in the methodology of rehabilitation of disabled persons.

Management and Supervision of Special Education (Para. 8.31-8.32)

43. The Government provides for the management, supervision and co-ordination of special education and training programmes through the Ministries of Education and Culture and Social Services. The Government welcomes the support that voluntary agencies give towards the provision of special education and welfare of the handicapped. The Government will encourage this support and also strengthen the management, supervision and the co-ordination of the special education and training programmes for

the handicapped in order to ensure that they cater for all types of disabled persons. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) inspectors for special education be deployed at the district level and other personnel involved in the supervision of education be given inservice training on the needs of handicapped persons;
- (b) the National Rehabilitation Committee be restructured and strengthened to cater for all programmes of the handicapped persons;
- (c) voluntary and donor agencies intensify their participation in provision of facilities and equipment for special education.

CHAPTER IX—TEACHER EDUCATION

Introduction (Para 9.1)

44. The Government programmes for teacher education aim at providing qualified teachers and are, therefore, central to ensuring the provision and expansion and the maintenance of quality and relevance of education. The teacher training programmes cater for the production of teachers for pre-primary, primary, secondary, special, vocational and technical education and trainers. The specific objectives of teacher education are, to:

- (a) develop communicative skills;
- (b) develop professional attitudes and values;
- (c) equip the teacher with knowledge and ability to identify and develop the educational needs of the child;
- (d) create initiative, a sense of professional commitment and excellence in education and
- (e) enable the teacher to adapt to the environment and society.

Pre-Primary Teacher Education (Para 9.2)

45. The Government has established an inservice training programme for pre-primary school teachers with a view to improving the quality of teaching at this level of education. Some sponsors also provide some kind of training for their pre-primary school teachers. The Government will review these programmes for pre-primary education with a view to co-ordinating and harmonising them. It will also encourage the sponsors of pre-primary education to utilise the training programme by the Ministry of Education. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) pre-primary teacher training programmes be reviewed, co-ordinated and harmonised to improve the quality and relevance of training of pre-primary school teachers;
- (b) the national teacher training programme for pre-primary school teachers be expanded and various agencies be encouraged to sponsor and release teachers for training.

Primary Teacher Education (Para 9.3.—9.7)

46. The Government provides a two-year, residential pre-service training of primary school teachers in 15 Primary Teachers Colleges. There are also 2 private primary teachers colleges. In view of the demand for more qualified primary school teachers, the Government has plans to establish more teachers colleges. In the meantime, the Government also offers a three-year inservice training programme of primary school teachers. The Government, however, sees the need to review the current pre-service and inservice training programmes for primary school teachers in order to provide such training in a more cost-effective way, to make training more practical and relevant and also to increase the out-put of primary school teachers. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) students for pre-service primary teacher training programme be recruited from candidates who choose teaching as a career and be admitted to teachers colleges immediately following the completion of secondary education;
- (b) untrained primary school teachers be trained only through the inservice teacher training programme;
- (c) pre-service training programmes for primary school teachers be restructured to include a first year of residential training and a second year of teaching practice under supervision;
- (d) primary teacher trainees be paid salaries as untrained teachers, while on the one year teaching practice;
- (e) untrained primary school teachers be trained for two years through the inservice training programmes and the recruitment for this training be carried out annually.

Secondary Teacher Education (Para 9.8-9.10)

47. The Government trains secondary school teachers in 7 Diploma Teachers Colleges and the 4 public universities. Two private university institutions also train secondary school teachers. The Government sees the need to review and to re-structure the training programmes for secondary school teachers and to take into account the demands for better educated and professionally trained teachers for the 4-year secondary education, make such training more practically oriented and relevant and also to increase the output of trained secondary school teachers. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) the diploma teacher training programme be structured to include two years of residential training and one year of teaching practice under supervision;
- (b) diploma teacher trainees be paid salaries as untrained teachers, while on the one year teaching practice;
- (c) the Bachelor of Education degree programme for teachers of secondary schools be extended to five years under the 8-4-4 system of education;
- (d) the Post-Graduate Diploma in Education programme be expanded to train more secondary school teachers.

Technical Teacher Education (Para 9.11-9.13)

48. The Government has established the Kenya Technical Teachers College to train technical, industrial and business education teachers and instructors. There is, however, a great shortage of teachers and instructors for the vocational and technical education and training at all levels of the 8-4-4 system of education. The Government will expand and also diversify the technical teacher training programmes in order to meet the demands for teachers and trainers of vocational and technical subjects at all cycles and levels of education and training. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) vocational and technical teacher training programmes be expanded to cater for the vocationalised 8-4-4 education system;
- (b) some of the existing vocational and technical training institutes be utilised to train vocational and technical education teachers;
- (c) skilled professionals in their trades be recruited and trained in pedagogy to become teachers of vocational and technical education.

Special Teacher Education (Para 9.14-9.17)

49. The Government has established the Kenya Institute of Special Education to train teachers of special education. The Government, however, sees the need to review and re-structure these programmes in order to enable the Institute to train more teachers and support staff for special education. It will also ensure that the regular teacher training institutions also cater for special education needs of the handicapped students undertaking training in them and to provide all other student trainees with skills to help them identify and provide for special education needs of handicapped children. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) the special education diploma training programme at Kenya Institute of Special Education for experienced teachers be restructured to take one year;
- (b) Kenya Institute of Special Education be provided with additional facilities including land to enable it to train more teachers and provide other specialized services effectively;
- (c) teachers colleges which train handicapped students should provide appropriate equipment to enable such students to participate and benefit fully from the training programmes;
- (d) regular teacher training programmes should provide student teacher trainees with knowledge and skills to enable them identify children with special needs and to cater for them.

Training of Teacher Trainers (Para 9.18-9.19)

50. A successful programme of training teachers depends, to a large extent, on the quality of teacher trainers. The Government will ensure the availability of adequate number of teacher trainers for the various training programmes in order to produce qualified number of teachers required for the whole system of education and training. It will, therefore, expand and diversify the training programmes for the training of teacher trainers in order to cater for all the various categories of trainers. The Government, therefore, accepts the recommendations that:

- (a) a programme of training teacher trainers for early childhood education be established;
- (b) post-graduate programmes for teachers trainers be expanded and diversified to include programmes in technical education and special education.

Teachers' Advisory Centres (Para 9.20)

51. The Government established teachers advisory centres to provide primary school teachers with inservice training on curriculum changes, teaching methodology and the generation of professional ideas to improve the quality of teaching. The Government, however, sees the need to review the scope and the structure of these teachers advisory centres in order to make them cater for curriculum, teaching and advisory requirements for all categories of teachers in a district and, therefore, accepts the recommendations of the Working Party that:

- (a) teachers advisory centres be structured and developed as district educational resource centres to cater for all teachers in the districts;
- (b) each district education resource centre be provided with appropriate facilities, equipment, qualified professionals, support personnel and a budget to enable them give essential professional advice to all teachers in the district.

CHAPTER X—UNIVERSITY EDUCATION

Introduction (Para 10.1)

52. The Government provides university education as the apex of the formal system of education in order to educate and train high level manpower required by the economy. Universities are also charged with the rôle to teach, undertake research, develop and advance knowledge, store and disseminate such knowledge. University education and training programmes are also expected to respond to the demands of national development and emerging socio-economic needs and to provide solutions to problems facing society. The specific objectives of university education are:

- (a) to develop, advance, preserve and disseminate knowledge and to stimulate intellectual life;
- (b) to train and prepare high level manpower needed for development;
- (c) to promote cultural development and the highest ideals and values of society;
- (d) to provide, through research and consultancy, knowledge, skills and services to the community by helping solve problems facing the society and
- (e) to assist the Government in achievement its planned development of higher education.

Growth and Development of University Education

(Para 10.2-10.6)

53. The Government has established four public universities to provide increased opportunities for university education and training. However, there continues to be a growing demand for university education as more school leavers, especially from the 4-year secondary education of the 8-4-4 system of education seek to enter universities. The Government plans to continue with the expansion and the development of university education to meet this demand. This will be done in a cost-effective manner through optimum utilisation of current public universities and the development, where necessary, of existing institutions as university institutions. From 1989/90 academic year, university enrolment will be based on specific projections on university admissions, for the next decade and beyond, in line with projected manpower requirements and resources. The Government will, however, encourage the development of good private university institutions while at the same time strengthening the university education supervisory and co-ordinating machinery. It will also ensure proper co-ordination and harmonisation of university development in order to maintain high quality of teaching, research and scholarship in university education. The Government therefore, accepts the recommendations of the Working Party that:

- (a) the growth in university student enrolment be matched with commensurate provision of appropriate resources in order to maintain high standards, quality and relevance of university education,

training, research and scholarship;

- (b) some of the existing training and research institutions be developed as university institutions offering degrees of Kenyan public universities;
- (c) the establishment of private university institutions be encouraged but controlled and guided to ensure they offer courses relevant to the needs of Kenya and maintain acceptable standards;
- (d) the development of public universities be co-ordinated and harmonised to ensure complementarity in the provision of university education.
- (e) the functions of the Commission for Higher Education and the public universities, in university education planning and development, staff development, financing and admission of students, be reviewed with a view to streamlining their responsibilities.

University Teaching and Research (Para 10.7–10.12)

54. The Government regards effective university teaching, research and scholarship to be central to the provision of proper university education and training and for the development of new ideas and the training of high level manpower for national development. The Government will, therefore, ensure that with the growth and expansion of university education, especially in student enrolment, universities are provided with adequate staff, a conducive environment and necessary facilities and equipment to enable universities maintain quality and high standards in their teaching and research. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) universities should ensure that their teaching staff establishments are adequate and vacancies are filled promptly;
- (b) universities should consider recruiting holders of Masters degrees into substantive university teaching posts and to facilitate them to acquire higher qualifications;
- (c) universities should establish ways and means of raising funds from the public and private sectors to strengthen university research;
- (d) university libraries be provided with adequate funds and be equipped with up-to-date books, journals, periodicals and technical services to effectively support teaching, learning and research;
- (e) a university press be established to meet the publishing needs of the universities and to be managed on a commercial basis.

University Students (Para 10.13–10.17)

55. The Government policy of student admission into public universities is governed by the Acts establishing the universities, while the University Councils statutes give additional details on admission requirements. The academic requirements for admission to the university based on Kenya Advanced Certificate of Education after 'A' level education will change when the candidates of the four-year secondary education and holders of the Kenya Certificate of Secondary Education are recruited to the

university from the 1990/91 academic year. The admission of students to university in subsequent years will, therefore, be based on the Kenya Certificate of Secondary Education. Universities will prepare the academic criteria and other requirements for admission to various university courses and provide adequate guidance to those who wish to enter universities. They should also make admissions flexible by giving commensurate credit for relevant work already covered in other post-secondary institutions and to adjust the duration of studies at the university accordingly.

56. The current admission of undergraduates into public universities is limited by the boarding facilities available, thus constraining the ability of universities to increase their enrolment. The Government intends to adopt a policy of admitting university undergraduate students as day students in order to expand access to university education and for the purposes of providing university education in a more cost-effective way. It will also encourage the admission of self-sponsored students in public universities. These measures will enable the Government to utilise available financial resources to expand university education and to provide adequate tuition facilities, equipment and staff to sustain the quality and relevance of university education. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) schools and universities provide necessary guidance and counselling to university applicants to enable them to make the right subject and course choices;
- (b) universities should recognise and give credit for education and training acquired from post-secondary institutions and to institute flexibility in the admission to university programmes;
- (c) the admission of students to public universities, except for special circumstances, should be as day university students;
- (d) the management and administration of the students' boarding and feeding services be streamlined and provided separately from the management and administration of the universities.

University Staff Development (Para 10.18-10.23)

57. The Government is aware of the shortage of qualified and experienced university teachers and trainers especially in professional areas. It will ensure that the university staff development programmes are properly utilised to meet the university staff requirements. The Government also agrees with the Working Party that universities should review their recruitment policy and staff development programmes in order to expand staff training programmes and to equip university staff to be more effective in their teaching and training. The Government will increase its support to the universities to develop capacity and capability to train locally in all specialised areas to meet teaching and research needs of the universities and the high level manpower requirements by the national economy. The Government, therefore, accepts the Working Party recommendations that:

- (a) universities be provided with adequate funds to expand post graduate

programmes to meet the demands for national manpower training and promotion of research;

- (b) universities should ensure that post graduate students, tutorial and research fellows devote adequate time on their studies and research in order to complete their programmes on time;
- (c) universities endeavour to train their academic staff in the basic concepts of university teaching, methodology and in guidance and counselling;
- (d) university academic staff who are involved in the training of teachers should combine both academic or vocational qualifications and professional training in education;
- (e) adequate capacity and capability be developed in Kenyan universities to enable them to train national manpower in all specialised areas.

Introduction (Para 11.1)

58. The Government provides and also encourages the development of various adult education programmes with the aim to enable adults to acquire knowledge, skills, values and attitudes to cope with a rapidly changing world around them. The objectives of adult education are:

- (a) to eradicate illiteracy by providing basic skills of reading, writing and numeracy;
- (b) to sustain literacy through continuing education;
- (c) to provide relevant knowledge, skills and attitudes for work;
- (d) to create self-confidence, positive attitudes and behaviour towards life and society and
- (e) to promote nationalism, patriotism and awareness of the role of the individual in national development.

Adult Literacy (Para 11.2-11.7)

59. The Government Department of Adult Education and the Board of Adult Education in the Ministry of Culture and Social Services have been established to organise and manage the adult literacy programmes aimed at eradicating illiteracy among adults. Although the adult literacy campaign has been fairly successful, the Government agrees with the Working Party that the persistence of adult illiteracy at this stage of Kenya's independence is a matter of great concern. The Government, will therefore, institute strategies to revitalise the campaign for the eradication of adult illiteracy. The Department and the Board of Adult Education will be strengthened and all the available resources utilised to accelerate the eradication of adult illiteracy as soon as possible. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) a survey be done to establish the extent of adult illiteracy in Kenya;
- (b) concerted efforts be made to expand and strengthen the national campaign for the eradication of adult illiteracy;
- (c) the Board of Adult Education and Department of Adult Education should concentrate on the eradication of adult illiteracy and the development of reading materials in the various ethnic languages;
- (d) the number of teachers for adult literacy programmes be increased through the recruitment, on a part-time basis, of school teachers, university students, secondary school leavers and other suitable persons and they be given appropriate inservice training;
- (e) the administrative and supervisory personnel of the Ministry of Education at all levels be used to assist with the management, supervision and promotion of adult literacy programme;
- (f) the Board of Adult Education intensifies its efforts in the promotion and co-ordination of adult education.

Continuing Education for Adults (Para 11.8-11.14)

60. The former College of Adult and Distance Education at the University of Nairobi had been established by the Government to provide opportunities for adults to continue with education and training through residential courses, extra-mural programmes or by distance education. The Government has recently restructured this College and renamed it the College of Education and External Studies of the University of Nairobi to offer courses for Bachelor of Education degree as well as adult and distance education. The Government is aware that there continues to be a growing demand by adults from all walks of life for continuing education and, therefore, agrees with the Working Party about the need to expand and strengthen adult education and distance education programmes. The Government accepts the recommendations of the Working Party that:

- (a) the Institute of Adult Studies be utilised to develop high level manpower and to promote and develop research in adult studies;
- (b) facilities for printing and recording of educational materials at the College of Adult and Distance Education be up-dated and expanded to cope with the growing demand for adult education through distance teaching;
- (c) distance education be expanded and increasingly adopted as a more cost-effective method of offering education;
- (d) more radio and television time be made available for educational programmes;
- (e) the external degree studies programme be reviewed and diversified to take into account the needs of all public universities.

61. The Government regards the quality of education and training given to Kenya's human resource an important determinant of social and economic development of the country and the ability to respond to the challenges of the changing times. It is for this reason that the Government has made manpower training a priority in national development strategy and provided for it in various post-school training institutions and universities, and in private and informal sectors.

62. In the 1960s, the Government training was geared towards the production of manpower required particularly in the public service. Series of crash training programmes to speed up the development of local staff for higher and middle managerial positions previously held by non-Kenyans were organized. By middle 1970s, the public service had been virtually Kenyanised.

63. The main objective of manpower training in the 1970s was to prepare and transform the public service to become an agent for national development. During that period, the Government instituted a number of training programmes aimed at improving management skill and a number of public institutions established to Kenyanise the economy and accelerate development, reshape and adapt the civil service structure with the changing needs of the economy, introduce modern methods of planned staff development programmes, proper manpower planning, utilisation, and effective performance appraisal, job analysis and evaluation and maximum co-operation between public and private sectors to ensure the available Kenya's resources are optimally utilised.

64. The Government emphasis on manpower training in the 1980s has been to redress the imbalance in the training of professionals, technicians, craftsmen and artisans, and the co-ordination of training programmes as well as the provision of appropriate skills to school leavers to make them self-reliant especially in the rural areas. According to the Government Sessional Paper No.1 of 1986 on 'Economic Management for Renewed Growth,' Kenya's population of about 35 million people by the year 2000 will include a workforce of 14 million people. In order to provide gainful employment for this workforce, the Government intends to embark on accelerated training programmes to provide skills which will turn the work-force into a positive asset for national development. To achieve these efforts will be made to expand the type of training being offered in institutions such as the National Youth Service, youth polytechnic, technical training institutes, national industrial training centres, institutes of technology, national polytechnics, Jomo Kenyatta College of Agriculture and Technology and other training institutions. The Government will also encourage organisation such as the trade union movement to provide opportunities for training and employment. The main objective of training will be to ensure a continuous supply of the required professional, technical and managerial skills for the entire national economy and to create the capacity for increased and sustained productivity.

65. One of the major challenges in manpower training is the provision of adequate training opportunities to the large number of school leavers which is expected to continue to rise due to the expansion of primary and secondary education. The Government plans to provide a properly co-ordinated and harmonised system of education and training that will give expanded school leavers opportunities for training in skill development and the upgrading of their level of education and training. The training programmes will also provide entrepreneurship skills to enable school leavers to succeed in their formal and informal employment.

66. The Government co-ordinates and manages personnel through the Office of the President's Directorate of Personnel Management. However, the Ministries of Technical Training and Applied Technology and Manpower Development and Employment have been established to be responsible for the development of human resources, to manage Government training programmes and to co-ordinate and harmonise manpower training and information. In addition, various Ministries and State Corporations organise their tailor-made training programmes. The Government has also established the National Industrial Training Council and the Directorate of Industrial Training to co-ordinate training in the private sector. The Government agrees with the Working Party that in order to expand and accelerate manpower training the Industrial Training Levy and the Hotel and Catering Training Levy funds should be utilised to finance the expansion of manpower training for industry in more public institutions. The Government in the Sessional Paper No. 1 of 1986 on 'Economic Management for Renewed Growth' has already emphasised the importance of the informal sector as a vital source of future employment and economic development. It also supports the Jua Kali artisans and plans to extend this form of assistance to all parts of the Republic. The Government accepts the recommendations of the Working Party that:

- (a) national manpower survey and research be made a continuous exercise to provide up-to-date and correct information and data for the purposes of effective planning, development and utilisation of human resources;
- (b) employers be encouraged to utilise the Industrial Training Levy to train their personnel in various categories of public training institutions;
- (c) the Hotels and Catering Training Levy be extended to train manpower for all types of hotels and catering houses;
- (d) formal training programmes be oriented to take into account the special training needs of the informal sector with particular emphasis on providing entrepreneurship skills;
- (e) skills applicable in the informal sector be studied and developed through the formal training programmes.

CHAPTER XIII—CENTRES OF EXCELLENCE IN EDUCATION, TRAINING AND RESEARCH

Introduction. (Para 13.1–13.2)

67. The Government regards centres of excellence as institutions which are established to achieve excellence in education, training and research as the highest quality of performance and achievement in pursuit of knowledge, the acquisition of the highest skills for quality performance, innovation and development of new knowledge. The centres also educate and train high level specialised manpower and act as pace-makers for the advancement of knowledge and technology to meet the needs of society. The objectives of centres of excellence are:

- (a) to develop new frontiers of knowledge;
- (b) to train high level specialised manpower in education and research;
- (c) to develop and promote long-term research and
- (d) to apply new ideas and knowledge in the solutions of problems of society.

68. The Government agrees with the Working Party that the concept of excellence should not be limited to scholastic achievements and high level research only. The concept and the development of excellence in life and at work including high motivation, critical judgement, perseverance, personal discipline and good workmanship should also be cultivated and nurtured by the entire society as a critical factor in facilitating national development.

Development of Centres of Excellence

(Para 13.3–13.7/13.13)

69. The Government has established a variety of advanced education, training and research institutions to train high level specialised manpower and conduct specialised research in various fields. Such institutions include public universities and local research institutes such as Kenya Medical Research Institute, Kenya Industrial Research Development Institute, Kenya Forestry Research Institute, Kenya Trypanosomiasis Research Institute, Kenya Agricultural Research Institute and Kenya Marine and Fisheries Research Institute. The Government has also encouraged the establishment of regional and international research centres located in Kenya such as International Centre for Insect Physiology and Ecology, International Laboratories for Research in Animal Diseases, International Council for Research in Agroforestry, African Medical Research Foundation; and Regional Centre for Services in Surveying, Mapping and Remote Sensing. The Government expects all these institutions to develop excellence in their areas of expertise and to co-operate in their programmes in order to bring maximum benefits to national development.

70. The Government concurs with the Working Party that centres of excellence should be provided with adequate physical facilities and equipment, books, research materials and specialised staff in order to revitalise them and to enable them develop maximum excellence in their

fields of specialisation. The Ministry of Research, Science and Technology and the National Council for Science and Technology as well as the Kenya National Academy of Sciences have been established to strengthen and to co-ordinate national research. The Government will utilise them to enhance the development of excellence in research and technology in all fields and to encourage those who excel in the development of knowledge. The Government will also encourage existing institutions to periodically review their programmes to ensure their continuous striving for excellence. The centres of excellence should also develop their own capacity and capability by ensuring the supply of qualified professional and technical staff and to provide incentives for their brilliant scholars and researchers to encourage them in their professional and research careers. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) universities and research institutes be provided with adequate facilities, equipment, funds and specialised staff, on a long term basis, in order to develop and maintain excellence in their areas of specialisation,
- (b) the National Council for Science and Technology and the Kenya National Academy of Sciences should intensify the promotion of research and establish national awards for those who excel in the development of knowledge.

71. The Government regards the pace of national development to be largely dependent on a country's ability to develop knowledge and technology, to educate, train and equip its people with appropriate skills for the industrialisation of the economy. The Government will, therefore, enhance development in all sectors of the national economy to meet various challenges of national development and to keep abreast with the changing world economies and technologies. It will also direct study and research, by existing institutions, in areas which have hitherto not been fully developed and which are relevant and necessary for accelerated national development in order to enable the country to up-date and broaden knowledge and technology for industrialisation and self-reliance. The Government, therefore, accepts the recommendation of the Working Party that:

—existing higher education, training and research institutions should expand and diversify their study and research programmes and to develop new areas of knowledge and technology for national development.

72. The Government policy is to ensure that research findings, national discoveries and innovations by national institutions and individuals are carefully guarded and protected by patent law. Research centres, however, should require that people who work in such centres combine specialised qualifications to undertake high level research with qualities of nationalism and patriotism to protect research results for the benefit of the country. In view of this, the Government will encourage and assist national research centres to develop local capacity and capability with a view to being self-reliant. It will also encourage collaborative research in programmes

which are beneficial to Kenya. The Government, therefore, agrees with the Working Party that:

- (a) every effort be made to develop local institutional capacity and capability through the provision of qualified personnel to enable centres of excellence to be self-reliant;
- (b) national research discoveries and innovations be strictly safeguarded and protected by law.

Development of Specially Gifted and Talented Persons. (Para 13.7-13.12)

73. The Kenyan Society has its specially gifted and talented persons who need to be identified early, given encouragement, adequate challenges and facilities for the development of their special gifts and talents and also directed into fields that would enhance the overall development of the nation. The existing institutions have been utilised to develop high achievers identified through national examinations at various level of education and training. However, the Government agrees with the Working Party about the need to develop special programmes for the specially gifted and talented children in specific institutions which have been deliberately established for them. Such Institutions should be provided with the necessary finances, facilities, equipment and personnel in order for them to offer appropriate environment for the development of specially talented and gifted students. The Government will in addition, utilise the selection process for further education and training, based on merit performance in national examinations, for identification and placement of gifted and talented persons to institutions which would develop individual talents to the maximum level possible. It will also encourage the establishment of more award schemes which will enable the specially gifted and talented students to be placed in appropriate institutions of higher learning or specialised research institutes in Kenya or outside Kenya. The Government recognises the need to establish special institutions and programmes for the specially gifted and talented persons and, therefore, accepts recommendations of the Working Party that:

- (a) gifted and talented children be identified early and be provided with special programmes that will accelerate the development of their special gifts and talents;
- (b) some of the existing educational and training institutions be identified and developed to provide education and training for the gifted and talented students;
- (c) national awards be established and other incentives created at all levels of education, training and research to promote the development of excellence.

Introduction. (Para 14.1)

74. The Government has established the Kenya Institute of Education and Kenya National Examinations Council for the purposes of development, co-ordination of curriculum, examinations and certification in order to bring about harmonisation of education and training programmes in the country. The aim of the Government is to ensure that various curricula are in consonance with national educational objectives and policies, meet the needs of society, harmonise the development of skills and maintain comparable standards in similar curricula being offered by different bodies.

Curriculum Development. (Para 14.2-14.6)

75. The Kenya Institute of Education has been established by the Government as the national curriculum development centre to prepare national curricula for pre-primary, primary and secondary education, post-school vocational and technical education, special education, teacher education and adult education. Universities, through their senates, prepare their own curricula for university education and training programmes. The Government has ensured that the development of national curricula for educational and training institutions by the Kenya Institute of Education is a participatory process which includes participation by relevant teachers and trainers, subject specialists and professionals in the Institute's Steering Committee, individual subject panels, course panels for the various cycles and areas of education and training, and the Academic Board. This wide participation ensures that curriculum content meets the national objectives and policies of education and addresses itself to the needs of the child, interested organisations and the society. It also ensures curriculum co-ordination and harmonisation within individual subjects and at different levels of education and training. The Government agrees with the Working Party that since the Kenya Institute of Education has the potential to offer this wide participation and harmonisation, it should be made to co-ordinate the development of all national curricula, except for universities, for various national educational and training programmes. The capacity of the Institute will be expanded and strengthened to cope with this development of the various curricula for national education and training programmes. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) the Kenya Institute of Education be utilised to develop all curricula for national education and training programmes and to ensure proper co-ordination and harmonisation in related areas;
- (b) the capacity of the Kenya Institute of Education be expanded and strengthened to cope with its increased responsibilities;
- (c) curriculum development ensures adequate flexibility to allow adaptability in its implementation to meet institutional and environmental needs;

- (d) curriculum development and implementation be co-ordinated and harmonised to ensure sequential development of concepts and skills and to enhance complementarity between subjects;
- (e) training programmes offered by public and private institutions be co-ordinated through the Kenya Institute of Education and development of skills be harmonised with the needs of the economy.

Examinations and Certification. (Para 14.7-14.10)

76. Examinations and certification are central to education and training processes as means of evaluating the level of achievement for purposes of further education, training or employment. While encouraging good performance in national examinations, the Government will ensure the provision of balanced education and training programmes that develop the whole person. It will also ensure the implementation of continuous assessment of students' work as part and parcel of national examinations and an important feature of the 8-4-4 system of education. The Government accepts the recommendations of the Working Party that:

- (a) education and training institutions should provide balanced education and training and to ensure effective implementation of the total curriculum to provide an all round development of students;
- (b) continuous assessment of students' work be incorporated in national examinations and teachers be trained on methods and skills for its effective application.

77. The Kenya National Examinations Council was established by the Government to be responsible for the development and management of examinations and certification for primary and secondary education and for some programmes of post-school training institutions. The Council, operates through various committees comprising of specialists and professionals from relevant bodies in public and private sectors. It has, therefore, a well organised machinery for wide participation, co-ordination and harmonisation of national examinations. Kenya, as a nation, has the capacity to develop appropriate curricula and to offer examinations and certification of high standards for Kenyan professionals in all areas required by the national economy while taking into account Kenyan environment and special needs of the society. The Government intends to ensure that the Kenya National Examinations Council provides, co-ordinates and harmonises the examination and certification of all national examinations for schools and post-school training institutions, except the universities. The capacity of the Kenya National Examinations Council will also be expanded and strengthened in order to cope with its increased responsibilities. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) Kenya National Examinations Council be responsible for all national examinations and certification, except those of the universities, and that its capacity be expanded and strengthened to cope with its increased responsibilities;
- (b) examinations and certification being offered locally by foreign examination bodies be discontinued.

Programme Linkages (Para 14.11-14.12)

78. The Government policy aims at the co-ordination and harmonisation of the national education system by utilising the Kenya Institute of Education for curriculum development and the Kenya National Examinations Council for examinations and certification. It is the intention of the Government to provide flexibility in the system and linkages which will enable students who terminate education at any cycle or level to rejoin formal education or training and to advance to the highest level possible. In this regard, Kenyans should realise that the termination of formal education and training should never be seen as an end to further advancement in education and training. Educational and training institutions will be encouraged to consider qualifications and experience gained at each level and appropriate credit given for purposes of assessing the entry and duration of education and training. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) the development of education and training programmes be co-ordinated to harmonise entry requirements and certificate awards to allow flexibility in students upward mobility throughout the education and training system;
- (b) educational and training institutions give appropriate credit for qualification and experience gained in determining the level of entry and the duration of the course.

CHAPTER XV—MANAGEMENT OF EDUCATION

Administrative and Professional Services

(Para 15.2-15.10)

79. The Government provides management and professional services in the administration, supervision and inspection of education and training programmes, the development and implementation of various curricula and the production of educational materials. The demand for these services has increased as a result of the tremendous growth and expansion of education and training in recent years. In this regard, the Government continues to strengthen the organisational structure and the capacity of the Directorates of Education and Training in order for them to respond to the increasing demands for effective administration and professional services for various cycles and areas of education and training. The Government policy of the district focus strategy for development has resulted in the District Education Offices assuming greater responsibility for the management and administration of all education programmes and services in their respective districts. The bulk of professional and support personnel should, therefore, be assigned to manage the expanded educational services at the districts. The Government will therefore strengthen the districts by assigning them with qualified and experienced professional and support personnel who will be able to guide teachers with competence and confidence. The Provincial Education Offices will continue to co-ordinate the management of education within the provinces. The Government will also endeavour to provide adequate and efficient transport to enable educational administrators and inspectors to visit schools and to be more effective in the administration, inspection and supervision of education.

80. The Government established District Education Boards to provide advice in the development and management of education in their respective districts. In practice, District Education Boards have tended in the past to deal with educational matters pertaining only to primary education. They are however, expected to provide advice on the development and management of all educational programmes in their respective districts as provided in the legal order. In view of this, the composition of their membership will be reviewed and their capacity strengthened in order to enable them to perform their functions more effectively. The Government accepts the recommendations of the Working Party that:

- (a) the Directorate of Education be structured to provide distinct, separate and co-ordinated professional services for various cycles and areas of education and training;
- (b) the Directorate of Education be provided with an adequate number of professional staff with appropriate academic and professional qualifications, experience and competence to enable them effectively provide professional services at all levels of education and training;
- (c) the composition of the membership of the District Education Boards be reviewed and re-constituted to strengthen their capacity to perform their functions effectively.

81. The Government expects efficient management of finances allocated to education and training in order to ensure effective provision of education and maximum benefits and accountability of such finances. The Government has, therefore, issued accounting instructions and guidelines on the management of institutional funds and provided inservice training to school heads and others responsible for financial management through the Kenya Education Staff Institute. The Government is, however, concerned about the delay in auditing of the accounts of educational institutions as such delay constrains the heads of institutions in the management of their finances. The Government will, therefore, expand and strengthen the auditing of school finances and also extend auditing services to harambee educational institutions.

82. The Government administration and professional services are concerned with the generation of policies and strategies to provide educational managers and supervisors with direction in the implementation of educational projects and programmes. The Government will, therefore, ensure an improved process of collection, storage and retrieval of educational information that provides educational planners, managers and administrators and supervisors with up-to-date and accurate data for purposes of efficient provision and management of education. The Government will also expand the training of the various cadres of educators and administrators at all levels in appropriate technology and managerial skills in order to enable them to obtain data and information promptly. The Government accepts the recommendations of the Working Party that:

- (a) all heads of educational institutions and those who administer educational finances be trained on financial management and be up-dated on a regular basis;
- (b) educational institutions' audit services be expanded and strengthened to ensure that institutional accounts are audited promptly;
- (c) educational managers, administrators, supervisors and planners be trained in technological and managerial skills to enable them to utilise existing technology to obtain data and information for effective management and policy decisions.

83. The Government established the Teachers Service Commission in order to create a unified teaching service for teachers and trainers through the registration of all teachers and the recruitment, deployment, remuneration and discipline of teachers in public institutions under the Ministries of Education and Technical Training and Applied Technology. The Government will ensure that in the interests of quality and relevance of education, all teachers in Kenya are registered with the Teachers Service Commission. The Commission will also review its disciplinary machinery in order to minimize its handling of too many minor disciplinary cases of teachers from all over the Republic and to decentralise the hearing of such minor cases to the districts. The Government regards proper and efficient management of teachers essential to good teaching and maintenance of high standards of education and, therefore, accepts the recommendations of the Working Party that:

- (a) action be taken to enforce the legal provision requiring all teachers in Kenya to be registered by the Teachers Service Commission;
- (b) District Education Officers be responsible for the management and supervision of all teachers within their districts while the Provincial Education Officers handle inter-district matters related to teachers;
- (c) the Teachers Service Commission decentralises the hearing of minor disciplinary cases to the districts and an appropriate body be established at each district for this purpose.

Management of Educational Institutions

(Para 15.11–15.19)

84. The Government vests the management of public maintained and assisted schools and training institutions in Boards of Governors and School Committees and expects them to provide the development of their institutions and the management of finances, discipline of pupils and teachers and the employment of non-teaching staff. The establishment of Boards of Governors and School Committees is intended to decentralise the day to day management of institutions to the Boards and their institutional heads. The Government will ensure that Boards of Governors and School Committees are competent to enhance the maintenance of high standards of education and training. In view of the crucial role of the heads of institutions, the Government will also ensure that those who are appointed as heads of educational institutions have appropriate academic and professional qualification, experience, ability, competence, integrity and initiative. The Government has also encouraged the establishment of Parents Associations for primary and secondary schools in order to enable parents to provide funds for institutional development, facilities and equipment to improve the standards and quality of education of their schools. Such Parents Associations should be established in every school. The Government, therefore, accepts the recommendation of the Working Party that:

—members of Boards of Governors and School Committees be appointed from among persons who have qualities of commitment, competence and experience which would enhance the management and development of educational institutions.

85. The Government policy allows religious organisations sponsor many public educational institutions which were initially established by or in collaboration with such religious organisations. The sponsors participate in the management of educational institutions they sponsor through their representatives in the school Committees and Boards of Governors. Since the role of the sponsors in the management of educational institutions is clearly defined in law there should be no problems in determining their participation and contribution towards the development and management of the educational institutions they sponsor. The Government, therefore, accepts the recommendations of the Working Party that:

(a) sponsors of educational institutions be encouraged to increase their

contribution towards the development and improvement of sponsored schools;

- (b) a sponsored institution established on land owned by a sponsor be provided, where possible, with land registered in the name of the institution to facilitate long term development;
- (c) sponsors of harambee institutions should not be registered as managers of such institutions but participate in their management through Boards of Governors and School Committees.

86. The Government encourages the establishment of good private educational institutions because they play an important role in the provision of education and training. It will, however, ensure the maintenance of acceptable standards, quality and relevance in education and training by requiring those who manage private schools to observe and adhere to the laid down legal requirements. The Government also considers that parents with children in private schools should be encouraged to establish Parents Associations for the purpose of ensuring the maintenance of high standards of education. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) private educational institutions be required to comply with the provisions and regulations governing the establishment and management of educational institutions in order to maintain high standards of education and training;
- (b) parents with children in private schools be encouraged to establish Parents Associations to assist with the maintenance of high standards of education.

87. The Government expects that various resources available to education including land, finances, teachers, time, facilities and equipment are managed properly and utilised in the most cost-effective manner to bring about efficient provision of quality and relevance in education. The Boards of Governors, School Committees and managers of educational institutions should plan the most economic way of utilising available institutional land. In particular, land should be planned and utilised to the optimum based on a master-plan and to generate revenue for educational institutions to preserve the environment and to create an atmosphere conducive to good teaching and learning. The Government will also ensure proper management and use of time available to education, especially the time after school, the evenings, weekends and during holidays. This will enhance teaching and learning, improve standards of education and training and increase opportunities for education by utilising the existing educational facilities and equipment optimally. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) adequate land be set aside for future expansion of education;
- (b) institutional land be utilised optimally while conserving and enhancing the environment and where possible to generate revenue for the institutions;
- (c) educational institutions should manage and utilise available time effectively to enhance teaching and learning processes;

- (d) educational institutions be utilised during evenings, weekends and school holidays to increase opportunities for education and training.

School Equipment and Books

(Para 15.19 – 15.22)

88. The Government provides funds for the procurement and supply of equipment and teaching material for schools and training institutions. The District Education offices are responsible for the procurement and supply of equipment for public primary schools, while maintained educational institutions receive grants from the Government to procure their own equipment. The Government, concerned about the cost of educational equipment and books, has established a number of institutions to produce equipment and books. The Science Equipment Production Unit produces science kits for primary and secondary schools as well as chalkboards and chalkboard rules, set squares, protractors, compasses, T-squares and drawing boards. The Production Unit also designs and manufactures some of materials required for practical science examinations. The Government utilises the Kenya Institute of Education, Jomo Kenyatta Foundation and the Kenya Literature Bureau to prepare and publish text books. It also uses the Equipment Maintenance Unit to assist with the repair and maintenance of vocational and technical education equipment. The Government regards proper maintenance of school equipment and care of books essential to the provision of quality education and training and therefore expects management bodies and heads of educational institutions to ensure proper usage and care of all school property.

89. With the expansion of education and training at all levels, the demand for the supply of equipment, books and support services have greatly increased. The Government will, therefore, undertake to review and restructure those public institutions which are involved in the production and maintenance services in order to improve their management and production capacity and capability. The Government will also encourage local industries and entrepreneurs to manufacture equipment for schools. It will also encourage the production of supplementary reading materials by Kenyan writers and publishers. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) district education offices be strengthened and provided with adequate funds and transport to be able to procure and supply equipment to schools on time;
- (b) the management capability and production capacity of the Science Equipment Production Unit be expanded and strengthened to effectively produce and distribute school science equipment;
- (c) local industries and entrepreneurs be encouraged to manufacture science, vocational and technical education equipment for education and training institutions;
- (d) the Equipment Maintenance Unit of the Ministry of Education be expanded and strengthened to provide maintenance services and to offer inservice training to teachers and maintenance personnel.

Training of Education Managers

(Para 15.23)

90. The Government has established the Kenya Education Staff Institute to provide management training aimed at improving the performance and efficiency of the educational personnel involved in the management and supervision of education. The use of competent heads of institutions is central to the successful management of educational institutions and the implementation of the total curriculum. The Government will, therefore, strengthen the Kenya Education Staff Institute to offer inservice training for the heads of educational institutions and other personnel involved in institutional management. The Institute has a great potential for the training of education managers and supervisors and will, therefore, be developed as a centre of excellence in this field and established as a body corporate with its board of management. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) Kenya Education Staff Institute training programmes be expanded to provide inservice training to all heads of education and training institutions and other personnel involved in various aspects of institutional management;
- (b) Kenya Education Staff Institute be established as a body corporate with its own board of management;
- (c) Kenya Education Staff Institute be developed as a centre of excellence in educational management, training and research.

National Council on Education and Training

(Para 15.24)

91. The Government has, from time to time, appointed various education commissions and committees to review, examine and make recommendations on various aspects of education and training in the country. These commissions and committees have made very valuable proposals and recommendations which have contributed to the development of education and training in Kenya. The Government, however, sees the need to establish a national advisory council on education and training that would review, on a continuous basis, all aspects of national education and training, their objectives, policies and implementation and to advise the Government from time to time. Such a council should comprise of leading educators, professionals, planners and others with appropriate experience and to constitute a 'think tank' for the nation on matters related to education and manpower training. The Government will establish a national council on education and training and therefore accepts the recommendation of the Working Party that:

—the need for a national advisory council on education be recognised and such a body be established.

CHAPTER XVI—FINANCING OF EDUCATION AND TRAINING

Introduction. (Para 16.1-16.3)

92. There has been a great increase in educational expenditure by the Government, communities and parent to finance the growing demand for more education and training opportunities. The Government has been largely responsible for the financing of education and training. The communities, religious and private organisations and parents have also participated in providing educational facilities and equipment.

93. The Government is concerned about the rising cost of education and training and the constraints it has caused the Government in its ability to provide adequate financing to other sectors of the economy. In view of this, the Government has decided, as stated in the Sessional Paper No.1 of 1986 on 'Economic Management for Renewed Growth', to reduce the expenditure on formal education and training to about 30 per cent of the national recurrent budget. The Government intends to achieve this through increased cost-sharing in the financing of education and training and the use of more cost-effective measures in the utilisation of educational facilities, equipment, materials and personnel, while at the same time maintaining the growth, quality and relevance of education and training.

94. The Government welcomes the current practice of cost-sharing in the financing of education and training between the Government and the communities, parents, religious and private organisations. This practice will be continued and strengthened as one of the strategies to help achieve the stated Government objective in the financing of expansion of education and training and in the maintenance of quality and relevance of education and training. The harambee movement, which has been very useful in enhancing the cost-sharing strategy, will be encouraged in order to continue to assist in the financing of education and training by communities, organisations and individuals.

General Administration and Professional Services. (Para 16.4)

95. A major item of Government expenditure on education and training is the provision of administrative and professional services which include recurrent expenditure on the provision of services by educational administrators and supervisors, teachers and other professional personnel, development of curriculum and management of examinations. These services, which are the most expensive in the education budget are also central to the maintenance of quality and high standards of education and training. In 1986/87 financial year, the Government spent Ksh.5,468,411,060 (81%) on financing administrative and professional services out of Ksh.6,760,134,000 allocated for recurrent expenditure on education and training. With the growth and expansion of education at all levels, it is expected that Government expenditure on these and other administrative and professional services will continue to increase. Since such services are best provided by the Government, the Government accepts the recommendation of the

Working Party that in the cost-sharing of the financing of education and training:

—the Government continues to finance the provision of educational administration and professional services.

Educational Facilities and Equipment

(Para 16.5–16.6)

96. The Government, communities and ~~parents~~ share in the financing of educational facilities, equipment and materials for education and training. The Government expenditure on the provision of facilities and equipment in 1986/87 financial year was Ksh.422,884,520 on facilities and Ksh.570,097,680 on equipment. The extent of cost-sharing, however, varies between levels of education and types of educational institutions. In the case of primary schools the Government provides some equipment and has also built boarding primary schools in arid and semi-arid areas, while the communities and parents finance the provision and maintenance of physical facilities and some equipment in all other primary schools. In maintained secondary schools the Government, communities and parents share in the financing of the provision of physical facilities and equipment, while in harambee secondary schools this is the sole responsibility of the communities. Although the provision of facilities and equipment for the institutes of technology and the youth polytechnics is largely undertaken by communities, the Government provides assistance to such institutions. The Government is, however, responsible for providing facilities in other public post-school training institutions including universities.

97. The Government welcomes the contribution made by communities, religious and private organisations as well as individuals in the provision of facilities and equipment for education and training, and will continue to encourage this kind of cost-sharing with a view to increasing opportunities and accessibility in education and training. The vocationalisation of education under the 8-4-4 system of education has particularly created a great demand for the supply of educational facilities and equipment and hence increased expenditure. In view of this and because of current Government financial constraints, the Government will expect the communities and parents to provide physical facilities for pre-primary, primary and secondary education, and also to continue to participate in cost-sharing in the provision of physical facilities for training. The Government will provide specialised equipment in order to maintain quality and relevance of teaching in subjects such as the sciences and vocational education but the communities and parents should provide other equipment. In particular, parents will be required to meet the cost of text books and supplementary readers, stationery and consumable items for practical subjects. The Government, however, will continue to provide facilities and equipment for other post-schools training institutions including universities. The Government, therefore, accepts the recommendations of the Working Party that:

(a) the Government continues to provide facilities for maintained post-school training institutions, special institutions and the universi-

ties, while communities, parents and sponsors provide physical facilities in all other education and training institutions;

- (b) the Government continues to provide specialised equipment to public institutions, while parents provide books and supplementary readers, stationery and consumable materials;
- (c) the Government encourages the development of private educational and training institutions at all levels.

Boarding and Feeding. (Para. 16.7–16.9)

98. The Government and parents share the cost of providing boarding and feeding of students in educational and training institutions. In 1986/87 financial year, the Government spent Ksh.463,977,535 on boarding and feeding of students in various public educational and training institutions. Such boarding students are usually very few since the students admitted to Government maintained boarding schools, universities and training institutions are only a small proportion of Kenyan students who meet the qualifying requirements for admission to such institutions but are attending mainly day educational institutions or other boarding institutions where they meet boarding and feeding costs. The Government intends to ensure that the financial resources available for education and training are equitably utilised. Some of the public funds which are currently being used for boarding and feeding of only a few students will, therefore, be used to assist the Government to create more educational facilities to increase access to all levels of education and training. The Government will require the beneficiaries of education and training in public boarding institutions, including the universities, to meet the cost of their boarding and feeding. The Government will, however, ensure that boarding costs are rationalised to reasonable levels which students can afford. It will also ensure that students who, for special reasons, must attend boarding institutions but cannot afford the cost involved are assisted through bursaries or loans. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) students in public educational and training institutions, including the universities, should pay the full cost of boarding and feeding;
- (b) needy students, who for special circumstances must attend boarding institutions, be assisted through bursaries or loans.

99. The Government finances the School Milk and Feeding Programmes which were launched in 1978. The Government allocated Ksh.609,051,320 for the School Milk Programme and Ksh.5,000,000 for School Feeding Programme in 1987/88 financial year. The programmes which currently benefit about 5 million primary school children, aim at improving the health and hence the performance of young children in primary schools and will be continued. In view of the nutritional value of the Milk and the Feeding Programmes, the Government accepts the recommendation of the Working Party that:

- parents associations be encouraged to participate in school feeding by providing a mid-day meal.

Students' Allowances. (Para 16.10)

100. The Government sponsored students in training institutions and public universities receive allowances from the Government for personal use. In 1987/88, the Government allocated Ksh.455,378,685 for allowances to students in public training institutions including the universities. The provision of student allowances for personal use is historical and was initially meant to be an inducement. The Government does not consider this to be any longer necessary, nor does it appear to be a reasonable charge to the Exchequer. The Government will, therefore, discontinue providing personal allowances to students in training institutions, including the universities, and to utilise the funds so released to finance programmes which will improve the quality of education and training. The Government, therefore, accepts the recommendation of the Working Party that:

—personal allowances which are given by the Government to students in training institutions, including the universities, be discontinued.

Students' Loan Scheme. (Para 16.11–16.13)

101. The Government established University Students' Loan Scheme in 1974 with a view to assisting needy students who qualify for university education to meet their expenses for boarding and feeding, books, learning materials and personal effects. It was also meant to form a revolving fund out of which the Government would continue to assist such students. In practice, however, loans are made available to all undergraduate students irrespective of their families' financial status. By the 1987/88 financial year the Government had advanced Ksh.1,273,814,580 to 37,262 students. The Government sees the need to continue with the Students Loans Scheme for needy students only. It is, however, concerned about the high rate of loan defaulters and the increasingly large amounts of outstanding loans. It will, therefore, institute measures to administer the scheme more effectively and to recover all outstanding loans accordingly. The Government, therefore, accepts the recommendations of the Working Party that:

- (a) Students' Loan Scheme for needy students be continued but managed by commercial banks;
- (b) appropriate measures be taken to recover all outstanding loans.