REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EDUCATION SECTOR PLAN

Volume Two: Operational Plan

2013 - 2018

2015

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OPERATIONAL PLAN FOR NESP

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FOREWORD

The Government of Kenya is committed to implementing its international, regional and national commitments to education. The Millennium Development Goals (MDGs), Education for All (EFA) goals, post 2015 education targets, the Sessional Paper No. 14 of 2012 on Reforming Education and Training and the Basic Education Act (2013) have all emphasized the need to provide quality basic education. The Kenya Constitution (2010) provides for free and compulsory basic education to all children. Articles 43 (1) (f), 53 (1) (b) and 55 (a) in Chapter 4 of the Kenya Constitution (2010) obligates both the state and the parents to facilitate quality basic education for all children.

The National Education Sector Plan (NESP) 2013-2018 is an all-inclusive, sector-wide programme whose prime goal is: Quality Basic Education for Kenya's Sustainable Development. The sector plan builds on the successes and challenges of the Kenya Education Sector Support Programme (KESSP), 2005-2010. Sector governance, management and accountability in a decentralised setting with devolved responsibilities and diverse partnerships have been emphasized. Clear guidelines for coordination, transparency, and reporting at the national, county, sub-county and institutional levels are paramount. The focus on improvement of education quality specifically targets: improvement of schooling outcomes and impact of the sector investment; development of relevant skills; improved learning outcomes; and improved efficiency and effectiveness in use of available resources. The Education Quality Assurance and Standards Council will develop procedures to enhance the provision of quality education.

A critical aspect of the programme is the improvement of access for hard-to-reach children through a combination of policy and management initiatives with a focus on increasing enrolment and completion rates in basic education. A National Council for Nomadic Education in Kenya (NACONEK) has been established to spearhead education initiatives among the hard to reach marginalized and nomadic communities in Kenya.

The Government of Kenya continues to invest heavily in the education sector, committing about 6.4% of GDP to the sector. This commitment for heavy investment in education will continue to ensure the efficient provision of basic education with guaranteed transition and progression of all children from one grade and level of basic education to another. The high level of expenditure reflects the priorities and commitment of the Government to the education of its citizens. Rapid growth in enrolments at all levels of education and training are the result of this investment.

Social development and economic growth for the 21st century are dependent on the broad base of capable, literate, numerate and motivated citizens. NESP sets out the rationale, goals, objectives, strategies, requirements and an operations plan for a balanced development of the entire education sector to support the national aspirations of Kenya. NESP aligns education planning with the Medium Term Plan 2013-2017, Kenya Vision 2030, Jubilee Manifesto (2012) and the Public Financial Management Act of 2012.

I wish to call upon all stakeholders, Development Partners and Civil Society to support this very innovative Education Sector Plan.

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PREFACE

The provision of quality education and training to all Kenyans is fundamental to the government's overall strategy for socio-economic development. Kenya Vision 2030 has human resource capital as central to the country's realization of sustainable development as an industrialized country that supports provision of high quality life for all citizens.

Reforms in the education sector are necessary to the achievement of Kenya Vision 2030 and meeting the provisions of the Kenya Constitution 2010. The findings of the Taskforce on the Alignment of the Education Sector to the Constitution of Kenya, 2010 resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14, 2012) and the Revision of the Education Act of 1968 leading to the Basic Education Act 2013 and other legislative frameworks. The National Education Sector Plan (NESP) is a sector wide programme of reforms that gives effect to the legislature frameworks developed to actualize the Sessional Paper No.14 of 2014 .

The NESP 2013-2018, has been developed through an all-inclusive stakeholder consultative process. Through NESP, Kenya strives to provide globally competitive quality education and training for development. The purpose is to reduce illiteracy, increase access, realize 100% progression and transition in all levels of basic education and raise the quality and relevance of education with an emphasis on Science, Technology and Innovation. Universal access to Basic Education and Training ensures equity of enrolment opportunity for all children including disadvantaged and vulnerable groups. Education is also important in the protection of human rights and institutional democracy through well informed citizens.

Noteworthy, features of NESP include; an emphasis on the quality of education to address the challenges arising from the introduction of the FPE initiative in 2003 and the subsequent FDSE in 2008 whose focus was increased access that has led to an exponential increase in enrolment at both primary and secondary levels, without commensurate expansion of supportive resources. NESP also emphasizes relevance, equity and sector governance in the provision of compulsory free basic education as provided for by the Constitution of Kenya (2010). There is also greater emphasis on the need to improve efficiency in resource use and link resource mobilization and allocation to the programme-based budget approach.

The NESP is a five year plan that outlines the education sector reform implementation agenda in six priority areas based on challenges affecting the sector and lessons learnt in KESSP. The areas include Sector Governance and Accountability, Access, Equity, Quality, Relevance and Social Competencies and Values. Each of the priority areas is further divided into investment programmes, which are presented in terms of: background information, rationale, emerging issues and constraints, policy frameworks, objectives, strategies, and requirements. The Operational Plan for NESP is presented in this Volume.

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ACKNOWLEDGEMENT

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ABBREVIATIONS, ACRONYMS AND DEFINITIONS

ACE	Adult and Continuing Education
ACU	Aids Control Unit
AEC	Alternative Education Centres
AIDS	Acquired Immune Deficiency Syndrome
APBET	Alternative Provision of Basic Education and Training
APSC	Alternative Primary Schools Centres
ASAL	Arid and Semi-arid Land
BACE	Basic Adult and Continuing Education
BOMs	Board of Management
CBE	Curriculum Based Establishment
CBO	Community Based Organisations
CCT	Conditional Cash Transfer
CDF	Constituency Development Fund
CEB	County Education Boards
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CEO	Chief Executive Officer
CHE	Commission for Higher Education
CPD	Continuous Professional Development
CPU	Central Planning Unit
CRA	Commission for Revenue Allocation
CUE	Commission for University Education
DACE	Directorate of Adult and Continuing Education
DEO	District Education Officer
DFATD	Department of Foreign Affairs, Trade and Development
DfID	(Canada) Department for International Development
DICECE	District Centre for Early Childhood Education
DoE	Department of Education
ESQACO	District Quality Assurance and Standards Officer
DRR	Disaster Risk Reduction
EARS	Early Assessment Research System
ECD	Early Childhood Development
ECDE	Early Childhood Development Education
EFA	Education for All
EFMIS	Education Financial Management Information System
EMACK	Education for Marginalized Children in Kenya
EMCA	Environmental Management Coordination Act
EMIS	Education Management Information System
EPRP	Emergency Preparedness and Response Plan
ERC	Education Resource Centre
ERS	Economic Recovery Strategy
ERSWEC	Economic Recovery Strategy for Wealth and Employment Creation
ESD	Education for Sustainable Development
ESP	Economic Stimulus Programme
ESQAC	Education Standards Quality Assurance Council
ESQAOs	Education Standards Quality Assurance Officers
FBO	Faith Based Organisations
FDSE	Free Day Secondary Education

FPE	Free Primary Education
FSE	Free Secondary Education
GAC	Governance and Accountability
GAAP	Governance and Accountability Action Plan
GDP	Gross Domestic Product
GoK	Government of Kenya
HGSM	Home Grown School Meals
HIV	Human Immuno Deficiency Virus
ICT	Information and Communication
IDP	Technology Internally Displaced Persons
IEC	Information Education Communication
IEP	Inclusive Education Policy
IFMIS	Integrated Financial Management Information System
IMS	Information Management System
INSET	In-Service Education Training
KBC	Kenya Broadcasting Corporation
KBE	Knowledge-Based Economy
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KEMRI	Kenya Medical Research Institute
KESSP	Kenya Education Sector Support Programme
KICD	Kenya Institute of Curriculum Development
KIE	Kenya Institute of Education
KIHBS	Kenya Integrated Budget and Household Survey
KISE	Kenya Education Staff Institute
KNALS	Kenya National Audit Literacy Survey
KNEC	Kenya National Examination Council
KSSHA	Kenya Secondary Schools Heads Association
LAN	Local Area Network
LATF	Local Authority Transfer Funds
LFS	Learner Friendly Schools
M & E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MEAs	Multilateral Environmental Agreements
MEO	Municipal Education Officer
MFI	Micro-Finance Institution
MoEST	Ministry of Education, Science and Technology
MVC	Most Vulnerable Children
NACECE	National Centre for Early Childhood Education
NACONEK	National Council for Nomadic Education
NCPD	National Council for Persons with Disability
NCPF	National Curriculum Policy Framework
NEB	National Education Board
NESP	National Education Sector Plan
NFE	Non-Formal Education
NPTD	National Policy for Teacher Development
NGOs	Non-Governmental Organizations

OVCs	Orphans and Vulnerable Children
PDE	Provincial Director of Education
PETS	Public Expenditure Tracking Surveys
PPPs	Public Private Partnerships
PTE	Primary Teacher Education
PTR	Pupil Teacher Ratio
PWDS	Persons with Disability
QSM	Quality Standards Management
RBA	Retirement Benefits Authority
SACMEQ	Southern African Consortium for Monitoring Education
SAGA	Quality Semi-Autonomous Government Agency
SFPO	School Feeding Programme Officer
SIPs	School Improvement Plans
SMASE	Strengthening Mathematics and Science in Secondary Education
SMC	School Management Committee
SNE	Special Needs Education
SRMS	School Records Management System
STI	Science, Technology and Innovation
SWAp	Sector-Wide Approach to Planning
TIVET	Technical, Industrial, Vocational and Entrepreneurship Training
ToR	Terms of Reference
ToT	Training of Trainers
TPC	Teacher Proficiency Course
TPR	Teacher Pupil Ratio
TSC	Teachers Service Commission
UNDESD	United Nation Decade of Education for Sustainable Development
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nation's International Children Fund
USAID	United States International Development Agency

DEFINITIONS

Accountability:	the extent to which responsibility and liability is given, assigned, or accepted within the context of monitoring and evaluation.
Baseline:	the analytical quantity and or quality description of a situation prior to an intervention and is the measure against which progress can be assessed or comparisons made. It is an essential element of monitoring and evaluation.
Decentralisation:	distribution of decision making powers among local bodies or authorities and may take the form of *devolution* or *deconcentration.* Decentralisation to the school or institutional level is managerial rather than political. Decisions are about the allocation of resources within a framework of national or provincial policies and guidelines. Resources are broadly defined to include; decisions about local curriculum goals, pedagogy to meet local needs, use of materials and equipment, allocation of teachers and time, and
Deconcentration:	delegating bureaucratic authority to regional or local echelons of MoEST, TSC or other central authorities' regional or local presence.
Devolution:	transfer or sharing of political and financial powers of the central government to county governments.
Efficiency:	a measure of how inputs are economically converted to results.
Evaluation:	a systematic and objective assessment of an ongoing or completed policy, programme, or project implementation and results. Assessment may be about relevance, efficiency, effectiveness, impact, sustainability and overall progress against original objectives.
Governance:	the power of an authority to make sure its purpose for education is achieved. The authority sets out to achieve the purpose through: setting policies about *what* should be done; putting in place quality assurance processes about *what* is done; and providing resources to support *how* it is done. Good governance defines: who is in charge; who makes the decisions about what; who sets the performance measures; who monitors progress; and who is accountable to whom about what.

ICT:	information and communication technology and these are tools for enhancing pedagogy and learning opportunities, and information
ICT as a Pedagogical Tool:	as ICT infrastructure, hardware and software become more readily available, schools will use ICT as a pedagogical tool to enhance teaching and learning. ICT provides a mechanism for pedagogical improvement through enhanced data collection on, and analysis of, student learning.
ICT Capability:	includes knowledge and skills to access, use, develop, create, and communicate information using ICT tools.
Impact:	the long term effects of an intervention. The effects may be direct and/or indirect, positive and/or negative, and intended and/or unintended.
Indicator:	a quantitative or qualitative variable that shows a verifiable change resulting from an intervention measured against what was a planned result.
Input:	a resource which may be human, financial or an item that is used to make a product or to produce a service.
Intervention:	a planned action with the intention of making a change to a situation.
Monitoring:	the use of the systematic collection of data and information related to specified indicators to show the extent of progress and achievement of expected results in relation to the deployment of planned resources.
Management:	the day to day running of a programme within the framework of established strategies, policies, processes and procedures.
Outcome:	the short or medium-term effect of the result of an intervention.
Output:	the observable product or service that results from an intervention.
Pedagogy	teaching approaches and practices
Result:	a measurable change in quantity and or quality of a situation caused by an intervention and is often measured by a performance indicator.
Review	an assessment of performance of a single or series of interventions that may refer to the results of monitoring and

School Based Management (SBM):	a decentralised approach to the governance, management and administration of schools by the board of management and principal within a prescribed national framework of policies and
Sustainability:	the continuation of planned benefits after the finish of a program of activities or interventions.
Stakeholders:	the parties who are interested in or affected by a programme of activities or interventions.
Transparency:	the extent to which decision-making, reporting and evaluation processes are open and freely available to stakeholders and the wider public.

OPERATIONAL PLAN

This Plan, referred to as NESP Volume Two, sets out the implementation strategies and activities to support the key goals, objectives and priorities of NESP 2013-2018. The reader is strongly urged to read NESP Volume one for the full background and rationale, and detail of the full range of objectives, strategies and activities recommended to achieve the goals and objectives of the sector plan.

It is expected that the implementing authority for each of the strategies will undertake due diligence of all identified parameters and develop a comprehensive detailed **annual activities' plan** *as a start to its approach to implementation. These Annual Plans will describe how the activities will be* **operationalised on the ground** *to bring about the strategic changes described in the Sector Plan.*

This Operational Plan focuses on those key goals, objectives and associated strategies included within NESP as **critical to effecting the changes** *in the system that will improve learning outcomes. It does not include the day to day operational activities of the system nor the full range of activities described in NESP, Volume One. The day-to-day activities such as the payment of the capitation grant will already be included within a directorate's annual plan.*

Some of the strategies and activities set out in this plan, particularly for 2014, will already be underway. Many of the **2014** *strategies and activities are focused on the development of* **national policy formation and implementation frameworks.** *Having these in place provides the anchors for NESP implementation. Successful implementation will require ongoing extensive consultation with a full range of stakeholders to ensure a collaborative approach by all in the sector.*

Introduction

A template is used to elaborate each of the programmes under the six Priority Sections of NESP. For each key strategy of a programme, the following are briefly described:

- ° *Goal* which refers to the aspect in the National Education Sector Plan (NESP) that is being supported.
- ° *Purpose* which sets out the reason for what and how the system will be strengthened.
- ° *Requirements* to effect the strategy including, capacity building and organisational processes that will need to be put into place.
- ° *Estimated Costs* and likely sources of funds.

A Results Framework is attached as **Annex Two.** The reader is strongly urged to read the Monitoring and Evaluation Section in NESP, Volume One to understand the full context of the Programme performance evaluation. Directorates have already developed draft Log Frames for the strategies and activities described in NESP Volume 1 and these will be reviewed and focused on the priority strategies as part of the development of the directorate's annual work plan.

A summary of the estimated costs is attached as **Annex Three.**

A distinction is made between:
° Costs for on-going delivery of basic education (teachers and grants to schools).
° Costs for central policy reform at MoEST.
° Costs for tertiary education.

The overall cost estimate for NESP is slightly higher than the resources projected in the 2013/2014 Budget (see Table). This includes estimated financing from the Constituency Development Fund (CDF) and county governments. Kenyan households and Development Partners also contribute substantial resources to the education sector but as this spending is off-budget it is not presented alongside NESP costs.

Table 1: NESP Financing Gap (Ksh Million)

	2013/14	2014/15	2015/16	2016/17	2017/18
TSC (2013/14 Budget)	148,613	152,108	157,005	160,967	165,163
MoEST Recurrent (2013/14 Budget)	97,215	107,897	109,499	117,154	123,296
MoEST Development (2013/14 Budget)	30,415	38,205	39,430	45,032	49,540
CDF Budget (estimated education	20,674	22,174	23,674	25,174	26,674
County Budgets (estimated education allocation)	9,948	10,446	10,968	11,517	
Public Resource Allocation to Education Sector	**296,917**	**330,332**	**340,054**	**359,295**	**376,190**
TOTAL NESP Costs	**321,609**	**338,718**	**358,988**	**366,059**	**381,330**
Financing Gap	**-14,744**	**-7,888**	**-18,412**	**-6,215**	**-4,565**
Financing Gap *(%)*	**-5%**	**-2%**	**-5%**	**-2%**	**-1%**

This Operational Plan is about those new strategies and activities that will lift sector performance above baseline levels. This Plan draws on the lessons learned from the Kenya Education Sector Support Programme (KESSP), 2005-2010. The Plan begins with some general comments about the management of the changes described in the Plan.

Parameters for Change

There are a number of important parameters to be agreed on setting a timetable for implementing the programme of change to support NESP. In adopting the Plan in principle, the following matters should be agreed:

° The work of early childhood centres, schools, tertiary institutions and other education providers must continue without interruption.

° Sufficient time must be allowed for;
  • consultation with key stakeholders about details
  • planning at the central, county and institution levels

- staff appointments
- establishing new systems and processes
- capacity building

° The extent of pilots for the establishment and testing of new processes.

With these parameters in mind, transition (from the current to the new) activities should begin in sufficient time to ensure effective planning (design, development and change management) occurs. Determining a transition period for implementation of all the key aspects will be a critical part of the planning process to allow for an orderly handover of devolved authorities, decentralised functions, and roles to new or strengthened structures with appropriately appointed and trained staff.

A suggested timeframe of programme implementation is attached as Annex One.

Personnel

It is expected that most of the people currently working in the education administrative systems will be required in the strengthened and expanded decentralised structure. They will however be required to work in new ways, particularly with an emphasis on collaboration, and with the ultimate focus on lifting the quality of learning. The proposed structure has a focus on expanded and improved implementation, operational and service functions at decentralised levels by the MoEST, the County Education Authorities and other operational agencies such as the Teachers Service Commission (TSC). This implies increased staffing levels at the decentralised levels and at the County levels to undertake devolved, decentralised and delegated authorities and functions.

Change Management

Change management principles of accurate, timely information, fairness and equity in treatment, and realistic opportunities for retraining for new positions are expected to underpin the transition processes affecting people's positions.

Accurately describing new positions and assisting people to make changes, both as employees and as beneficiaries will require a carefully planned transition programme. Managing the change will require leadership that is creative with exceptional communication skills. Managing the change will also be supportive of:
° the Cabinet Secretary in meeting current responsibilities, as well as positioning the Ministry in the new decentralised structure;
° clarifying the role of the TSC and its relationships with the Ministry and the sector;
° strengthening the policy development and oversight role of the various education Semi- autonomous Government Agencies; and
° new County structures of governance and service delivery.

A NESP Co-ordination Unit will be established within MoEST to oversee the range of new activities that will support the implementation of the change programmes of NESP. This NESP coordination unit will be accountable to the PS, Department of Education, who will report regularly to the Cabinet Secretary about progress according to the NESP Results Framework and the Monitoring and Evaluation Framework.

The NESP Co-ordination Unit will:
° Draw up a detailed overview plan to carry out the changes over an agreed time period based on this overall plan.
° Monitor the establishment of new systems and processes against the set of agreed performance targets as the basis for measuring and reporting progress.
° Develop a communications' strategy and well prepared written materials to inform all people in the education sector and the wider community of the changes and their timing.
° Ensure capacity building, including training programmes for people taking new roles within the structure.
° Report to the Cabinet Secretary through the PS, the Department of Education, on a regular basis about progress and risk mitigation strategies as required.

It is important that the key people to the success of the changes are informed quickly of what is to be done and when. Further, the expected results will be included within their performance agreements.

It is expected that implementing authorities will undertake due diligence of all the identified parameters and develop comprehensive operational plans for their units as a start point to the implementation strategies and key activities set out in this operational plan.

Strategic Components and Implementation
This Plan identifies the key strategic components of the education sector critical to NESP implementation. The strategic components are considered within the six priority groupings set out in NESP, Volume One.

Structural Changes
The sector plan sets out far-reaching changes to the schooling structure and sector management in order to achieve the NESP goals. NESP identifies the need for strengthened governance and management at all levels, supported by potentially powerful quality assurance agencies and instruments. NESP, Volume One, includes a comprehensive analysis of institutional structural change. The reader should refer to that section and the relevant Annex to gain a full understanding of the reform context.

Plan Design

The following guiding principles for the development of implementation strategies underpin this Plan:

° *Pragmatism:* what is realistic and will work for Kenya

° *Importance of Context:* learn from national and international experience but prioritise Kenyan reality as the prime consideration

° *Continuity-in-Change:* build on existing strengths, address existing weaknesses, and employ evidence-based planning for change

° *Uniformity-in-Diversity:* identify and apply common learning objectives and core standards across different types and streams of schools, securing both vertical and horizontal linkages and mobility

° *Transparency and Accountability:* apply international benchmarks of transparency and accountability across ownership, governance, management, administration processes for decision-making, budgetary allocations, monitoring and evaluation

PRIORITY ONE: SECTOR GOVERNANCE AND ACCOUNTABILITY (PR1)

The following chart shows the programmes and associated strategies that are described below.
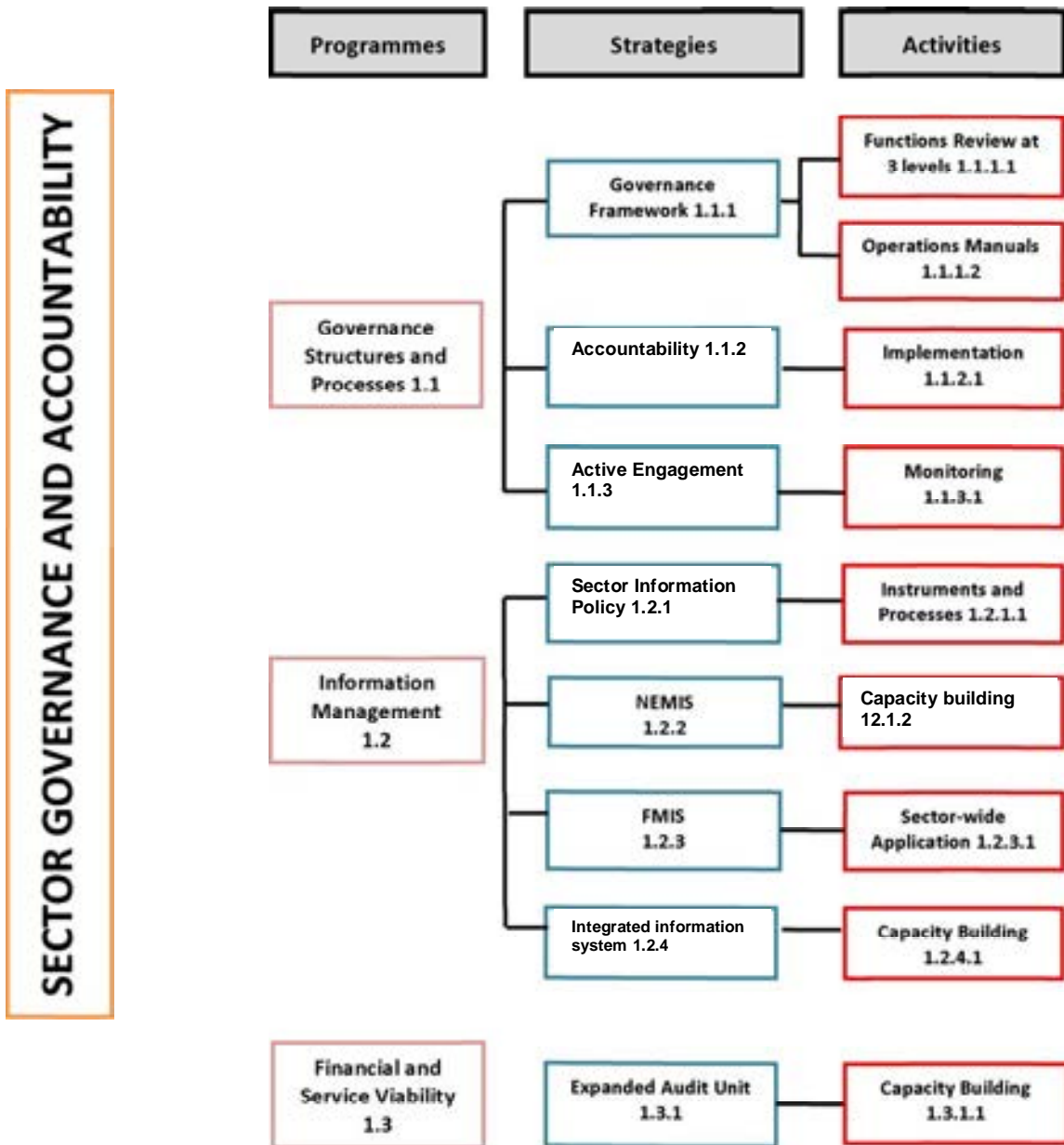
Figure I Sector Governance and Accountability

1.1 Governance Structures and Processes

1.1.1 Governance Framework

A *National Education Sector Governance Framework* is developed and implemented.

Goal:

To have in place a harmonized national governance policy framework spanning from Central, County and institution levels that is unified, integrated and inclusive, that describes the governance principles, functions and accountability procedures that form the policy development and monitoring functions of the Ministry, TSC and all education sector related agencies and institutions (Pre-Primary, Schools and other institutions). The Policy will have at its core a clear focus on providing educational opportunities for all children, young people and adults to achieve identified learning outcomes.

Purpose:

To contribute to the change process from a centralised and segmented education system to one that is characterised by a decentralised structure of consistent delivery across all types and streams of schooling and through Pre-Primary, Primary, Secondary and Tertiary education levels. The Governance Policy Framework will also cover the devolved education sector functions of County Government as well as the place of the NEB and CEBs within the sector.

Requirements:
° Agreement that a National Education Governance Policy Framework is essential for the effective implementation of NESP which is mandated by the three Acts of Parliament: Basic Education Act No 14, 2013; TVET Act No 29, 2013; and the Universities Act, 2012. The Sessional Paper No 14, 2012 guides the Education Sector.
° Recognition that establishment and implementation of an Education Sector Governance Framework requires expert guidance, extensive consultation, capacity building and time.
° Recognition and sponsorship at Cabinet level that having a framework in place is a necessary condition for the coherent development of a unified approach to education sector governance.
° Collaboration between all the education sector actors to understand each other's functions and to build effective working and accountable relationships between policy developers and policy implementers
° Engagement of stakeholders from all education sector levels.

Strategies and Actions:
1.1.1.1

A *National Education Sector Governance Policy Working Group* is established which includes MoEST, TSC, SAGAs, County Governments under the leadership of the MoEST.

1.1.1.2

MoEST will sponsor the development of the framework through an Adhoc Working Group accountable to the Cabinet Secretary and with secretariat services provided by the MoEST. The Ministry of Devolution and Planning (Department of Public Service and Management) will work closely with the MoEST as the Government's lead coordinating agent. The Working Group will undertake a comprehensive review of existing governance arrangements. The group will also review existing legislative mandates, structures and functions as the basis for developing a set of common principles that will guide the development of functions and processes, including accountability, for each of the central governance organisations (MoEST, TSC, NEB, SAGAs), County Government, CEBs, and at the institutional levels (BOMs and PAs). The Working Group develops and monitors an action plan and a timeline for institutionalising the policy framework. A consultation process is undertaken with key stakeholders prior to finalisation of the framework.

1.1.1.3

The Working Group will develop a set of Governance manuals for each level and plan a capacity building programme for all relevant key decision makers. Key decision makers undergo capacity building to ensure deep understanding of their responsibilities and obligations under the policy.

Responsible Authorities:

MoEST, Ministry of Devolution and Planning, TSC, SAGAs, NEB, CEBs, County Governments, BOMs, PAs.

Time Frame:

To commence February 2014 and be completed by the end of June 2014

Financial:

Refer to the summary at the end of this section.

1.1.2

A range of **Accountability Instruments** will be developed to support quality decision making in decentralized settings and for devolved authority.

1.1.2.1

The accountability instruments outlined in the National Education Sector Governance Policy will be developed to operational standards. These will include: (i) the type, format and frequency of reports based on the educational and financial performance indicators set out in the Results Framework and the Monitoring and Evaluation Framework of NESP as well as the standard Government financial and operations reporting requirements; (ii) reviewed and updated Codes of Ethics for personnel in each of the institutions; and (iii) reviewed and strengthened personnel performance management.

1.1.2.2

The systems to support the accountability instruments will be reviewed and upgraded as required. These include: (i) the development of manuals of instruction for recording data and information at all levels; (ii) systems for the capture of data and information and reporting; and (iii) financial management at each level.

1.1.2.3

A national training programme will be developed and provided by each of the relevant organizations for its officers to ensure they have the capability to use the accountability instruments to effectively meet their obligations.

1.1.2.4

All stakeholders will be made aware of the accountability obligations and responsibilities of organizations at each level and will be encouraged to access reports about performance of the system through a nation-wide communication programme.

1.1.2.5

The Governance and Accountability Action Plan (GAAP) is reviewed and revised with specific actions identified for each governance and provider organization with a timetable for implementation.

Responsible Authorities
MoEST, Ministry of Devolution and Planning, TSC, SAGAs, NEB, CEBs, County Governments, BOMs, PAs

Time Frame:

To commence July 2014 and be completed by the end of 2014

Financial:
Refer to the summary at the end of this section.

1.1.3

Active engagement by education stakeholders, particularly at the community level, in the monitoring of the effectiveness of the provision of learning opportunities across the sector will be promoted to support authentic governance in the system.

1.1.3.1

The functions and roles of Boards of Management (BOMs) and their equivalent in other learning institutions to be developed and published in line with the National Education Sector Governance Framework. They should also include the function of oversight of policy implementation at the institution level, by MoEST. Respective sub-sector directorates (pre-primary, primary and secondary education, TVET and university education will each take responsibility for their subsector.

1.1.3.2
A national programme of capacity building for (BOMs) members is planned and delivered by MoEST through each of the relevant sub-sector directorates.

1.1.3.3
The function and roles of County Education Boards (CEBs) is reviewed, developed and published, in line with the National Education Sector Governance Framework including the function of oversight of policy implementation at county level, by MoEST in consultation with the Ministry of Planning.

1.1.3.4
A communication strategy is developed and implemented by MoEST to inform all governance and management organizations, institutions, and other stakeholders including parents and communities of the Monitoring and Evaluation Framework for NESP and how they are expected to engage with the monitoring process.

Responsible Authority:

MoEST
Time Frame:

To commence in July 2014 and to be ongoing through to 2018

Financial:
Refer to the summary at the end of this section.

1.2 Information Management
1.2.1 Sector Information Policy
An integrated national education sector information management and administration policy is developed.

Goal:
A strengthened information system that is responsive in a decentralized system for: data and information management, forecasting, policy analysis, planning and operational decision making and management at all levels is developed.

Purpose:
ICT capability includes: the knowledge and skills to access, use, develop, create, and communicate information using ICT tools. The coordinated strengthening of the information systems in the education sector through support for improved information literacy at the central and institution levels require a policy framework.

The development of a credible information system is at the very heart of a successfully functioning education sector and improvements in access to and quality of education. **Data and information are the lifeblood of an effective education system and one measure of its effectiveness is the efficiency of its information systems.** A viable, reliable and authentic information system is critical for not only monitoring and evaluating progress but also as the basis for policy making and costing, evidence- based planning and informed decision making, and wider financial forecasting. Financial forecasting is an essential element of effective resource management. In its absence, expectations and planning are likely to be disconnected from the realities of available resources.

Educational data and information are critical to an information-based, decision-making culture. A national policy framework will provide a consistent and understandable ICT 'game plan' for information management in the sector.

The aim of the Policy is to guide the development of an integrated system that provides the sector with timely, accurate information to carry out its functions efficiently.

The Policy is an overall guiding policy document for the strengthening of the current system and to coordinate all information management activities within the sector. The Policy outlines the role of ICT in supporting the Education Sector Plan, NESP.

Requirements:
- ° Agreement by the Cabinet Secretary that a National Policy is required.
- ° Agreement that the establishment of a National Policy is a priority and is required to guide the initiatives to strengthen and expand current systems.
- ° The development of an associated viable ICT financing plan over the period of this NESP.

Strategies and Actions

1.2.1.1

A small committee of information management experts with a strong understanding of the education sector needs and policy development is formed to develop a draft policy statement.

1.2.1.1. 1

Cabinet Secretary to identify and appoint a small group of no more than five experts to develop a draft policy based on international best practices.

1.2.1.1. 2

Finalise draft based on consultation feedback from key stakeholders including all current education sector database managers.

1.2.1.1. 3

Officially promulgate National Policy to all sector key stakeholders with guidelines for dealing with the implementation implications.

Responsible Authorities:
MoEST, TSC, KICD, KNEC

Time for Completion:
Six months, completed July 2014

Financial:
Refer to the summary at the end of this section.

1.*2.2* National Education Management Information System (NEMIS)

A strengthened education sector information system (NEMIS,TMIS) that is responsive in a decentralised system for data and information management, forecasting, teacher workforce management and policy analysis at all levels is developed.

Goal:

A viable system of authentic sector-wide information management based on IT-databases that compile, collate and report on relevant information at all levels of the education system, and have at their core a common results framework for NESP, MTEF and the Vision 2030 as an essential focus.

Purpose:

To support the implementation of NESP and all education sector operational activities of MoEST, TSC, SAGAs, and other agencies by providing timely and accurate information for strategic planning, forecasting, policy development and analysis, teacher work force management and operational management.

The anticipated outcome of the strategy is a comprehensive information system in the education sector with high government ownership and high data accessibility for all stakeholders. The system will be capable of providing relevant and timely information for NESP implementation, monitoring and decision making.

The anticipated impacts of these strategies are:
   ° Increased effectiveness of decision making in both planning and managing NESP implementation
   ° Increased MoEST, TSC and sector capacity to provide new and enhanced services to ensure NESP meets its policy goals
   ° Enhanced public perception of education system and trust in its capacity

Requirements:
   ° Reference to GoK's National ICT Policy, and The Education Sector National ICT policy framework and guidelines.
   ° MoEST, KICD, KNEC and TSC oversight and mandate to ensure all ICT within the sector conforms to the National Policy.

Strategies and Actions

1.2.2.1

Strengthen the capacity of the sector information systems for strategic management applications.

> 1.2.2.1.1.
>
> MoEST, KICD, KNEC and TSC will review the Education IT Master Plan based on the National ICT policy and related policy fields such as technology, industry, telecommunications and media. The IT Master Plan will include; specific policies, standards and strategies for developing a coordinated programme of a comprehensive education information infrastructure at national, county and institution levels, including use of emerging technologies such as satellite, fibre optic networks, high-speed gateways and broad band/multimedia technologies. The plan will also define the rights and obligations of IT data and information users and providers, and propose appropriate necessary policies and regulations to guide IT system development and operations. The plan will be phased and costed. It will also include alternative financing options, such as **public private partnership** arrangements.
>
> 1.2.2.1.2
>
> MoEST, TSC, KNEC and KICD jointly to have in place a minimum dedicated hardware platform for the central, county and institutional organisations to operate the education information system, (NEMIS, TMIS). The acquisition of suitable computers with the necessary connectivity will be undertaken within the parameters set in the Education IT Master Plan. A staged approach is planned with the initial focus on the central and county levels, to be followed by the institution level. A goal of 50% coverage of institutions within 2 years has been set with a total coverage within 5 years. The hardware specifications will be included within the ICT Policy and Plan to be approved by the end of 2014.
>
> 1.2.2.1.3
>
> MoEST and TSC to strengthen the existing Decision Support System (DSS) with sophisticated analytical models and tools and user-friendly software with reporting and data drill-down capabilities. The DSS will help the sector to identify opportunities and problems in NESP implementation and present options/solutions to assist in decision making processes.
>
> 1.2.2.1.4
>
> The program of expansion and upgrading is guided by an agreed Results Framework (Matrix) for the IT Implementation Programme to be developed jointly by MoEST, TSC, KNEC and KICD in 2014. Regular monitoring by an external evaluator is undertaken to assess progress, determine risks and develop mitigation strategies. It will also provide advice and guidance over the five years of the programme.

Responsible Authorities;
MoEST, TSC, KICD
Time Schedule
To be fully functional by 2018

Financial:
Refer to the summary at the end of this section.

1.2.3 Financial Management Information System (FMIS)
A strengthened Financial Management Information System (FMIS) is further developed to be responsive in a decentralised system for financial management at all levels.

Goal:
To upgrade and expand the FMIS with sufficient resources and capacity to ensure its efficient operation

Purpose:
To consolidate and deepen sector financial management processes consistent with the Education IT Master Plan and Government (Treasury) financial management regulations and practices and to expand the utilization of FMIS to county and institution levels in support of financial management and administration in devolved decision making.

The anticipated outcome is a strengthened and accountable financial operational planning, implementation and monitoring capacity for NESP implementation, verified by the following indicators:
° Number of FMIS modules implemented at decentralized levels through to the institutional (school) level
° Number of county government units and institutions accessing the education sector network
° Number of county government units adopting an internal transaction-based system for managing (financial) accounting, personnel and asset inventory
° Number and types of monitoring reports produced by MoEST and TSC decentralised units - Timeliness and quality of financial reporting by central and decentralised offices

Requirements:
A policy requirement is an education decentralisation roadmap of financial delegations and accountabilities that will clarify which financial management functions will be delegated to which level and how these policy actions will be phased and sequenced.

Timely and accurate (financial) reporting by schools must be an obligatory function. Clarity of delineation between MoEST, TSC and KICD in information systems' (NEMIS, TMIS, FMIS) management.

Strategies and Actions:

1.2.3.1

Strengthen operational management and financial management information system capacity in all education sector organisations.

> 1.2.3.1.1
>
> The key task is formulation and implementation of a medium term organizational development plan that will deal with issues such as staffing, budgeting, IT hardware, software development, and networking and communication infrastructure. The plan should address capacity development needs at central, county and institutional levels as well as organisational arrangements with MoEST, TSC, SAGAs, and other education agencies including NEB and CEBs and should be developed by a joint FMIS working group.
>
> 1.2.3.1.2
>
> Progressively roll out FMIS modules to all levels consistent with the Government's decentralisation agenda.
>
> 1.2.3.2
>
> Strengthen institutional (school) -level financial and data management and reporting
>
> 1.2.3.2.1
>
> Nationwide introduction of a Unified School Financial Recording-Keeping System by the revision of the unified school record-keeping/administration guidelines consistent with the FMIS; training all school principals and clerks on unified record keeping; and MoEST formulating policy/regulatory guidelines on school financial reporting as an obligatory function through the FMIS.

Responsible Authorities:

The National Treasury, MoEST, TSC

Time Frame:

A phased full implementation of the plan will take up to 3 years.

Financial:

Refer to the summary at the end of this section.

1.2.4 Integrated Information System

A set of functional integrated information systems to serve all the organizations and institutions of the education sector

Goal

To have capacity and capability in each sector organization at each of the three levels of central, county and institutional to effectively and efficiently use an integrated NEMIS and education sector FMIS.

Purpose

A comprehensive multi-staged training programme is required to have stakeholders able to effectively use the tools of the NEMIS and FMIS modules for performance monitoring, resource allocation and financial and service delivery accountability reporting. The first stage of the training will be in the data input and report generation of imbedded performance indicators, followed by training in evidence-based decision making at each of the three levels of the sector.

Requirements

Software development is undertaken with a strong linkage to the training programme to support its implementation which means that the software provider must establish a close working relationship with the trainer's.

1.2.4.1

A series of training programmes at each of the three levels across all organisations.

> **1.2.4.1.1**
> The Joint IT Working Group to develop a comprehensive training programme specifying approach, support material and timing concurrent with the development of software and hardware rollout.
>
> **1.2.4.1.2**
> Organization and institution based training to be undertaken by competent trainers under the overall management (monitoring and evaluation) of the Joint Sector IT Working Group who will be directly answerable to the Cabinet Secretary through the PS.

Responsible Authorities:
MoEST, TSC, County Governments

Time Frame:
Training to commence at least by January 2015 and be rolled out concurrently with the implementation of the integrated information systems, to be completed by 2018.
Financials:
Refer to the summary at the end of this section.

1.3 Quality Assurance - Financial and Service Viability

1.3.1 Expanded Audit Unit Capabilities and Coverage
Service quality assurance audits undertaken in all public educational institutions

Goal:

To have in place a strengthened and expanded monitoring of the financial viability for all schools. The reports of the monitoring will be the basis for providing advice and

guidance to schools and to monitor the veracity and probity of financial aspects of a school's operation. Guidance and wider actions will be undertaken by the MoEST at the county and ward level. The report will also guide the strengthening of the control and equitable and efficient distribution of Government resources, in particular the funding support for free education policies (FPE/FDSE).

Purpose:

The role of the MoEST Audit Unit (AU) is one that takes a partnership approach with the ECDE centres, schools, Adult Education, Correspondence Learning Centres and vocational institutions in quality assurance of management through processes of institution-based management (IBM/SBM). The AU will provide monitoring and reporting of the quality and financial viability of the education sector. The reports of this monitoring unit provide: the basis for a measure of policy impact; the extent to which institutions require additional support to achieve adequate quality standards; and the basis for sanctions that may need to be applied that may affect the registration status of an institution and consequent Government support.

The work of the AU will complement the institution-based/school-based management and governance initiatives drawing on the self-assessment instruments to provide external validation of each institution/school.

The outcome of the work of the AU will be a strong system-wide control of Government funding and support for the education sector.

Requirements:

Clarification of the mandate for auditing as set out in the Basic Education Act 2013. Clarification of the mandate will describe the function of the Audit Unit and expected relationships with other agencies and institutions in the education sector. The functions should be described in a manner that will allow for the AU's function to incorporate on site-monitoring of all institutions/schools at some time in the future.

A communication strategy based on extensive consultation will be needed as a precursor to the expanded and strengthened AU.

Strategies and Actions:

1.3.1.1
An Audit Working Group will be set up to draft the terms of reference for the operation of the AU as a decentralised unit, draft a framework for an operational manual of procedures and processes, draft an operational plan for the expanded role of the AU at the County and institutional levels and draft a transition plan to migrate the inspection functions at decentralised settings. A similar plan will need to be drafted to transfer current inspection functions undertaken directly by the AU to its new role.

1.3.1.2

The Audit Working Group will draft a set of knowledge, experience and skill set criteria for auditors, review the current appointment procedures and make recommendations for changes and greater flexibility to ensure the right people can be appointed to the new positions.

1.3.1.2

The Working group will investigate the feasibility of either engaging or in form of **Public Private Partnership** (PPP) with financial audit specialist organisations as a possible mode of achieving the AU objectives. Recommendations arising from its findings will be considered by the Cabinet Secretary.

1.3.1.3

The Working Group will oversee the establishment of the new structure and monitor its implementation.

Responsible Authorities:

Treasury, MoEST
Time for Completion:
The work of the Working Group should commence by July 2014 with implementation of the expanded AU completed by the end of 2015.

Financials Summary:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Governance Structures and	314	115	115	115	115	2,978	67,990	41,399	36	816	497	MOE 1.1 andTSC 1.2 (Boxes marked below also come from here)
Information Management 1.2	348	388	401	370	385							
Q A 1.3	51	90	67	45	58							

Table 2: Priority One Financial Summary

Programme	Strategy	Code	2014	2015	2016	2017	2018
Governance Structures and Processes 1.1	Framework	1.1.1					
	Instruments	1.1.2					
	Engagement	1.1.3					
Information Management 1.2	Policy	1.2.1					
	NEMIS	1.2.3					
	FMIS	1.2.3					
	Integration	1.2.4					
Q A 1.3	AU Expansion	1.3.1					

Figure 2 Priority One Time Frame

PRIORITY TWO: ACCESS TO FREE AND COMPULSORY BASIC EDUCATION (PR2)

The following chart shows the programmes and associated strategies that are described below.
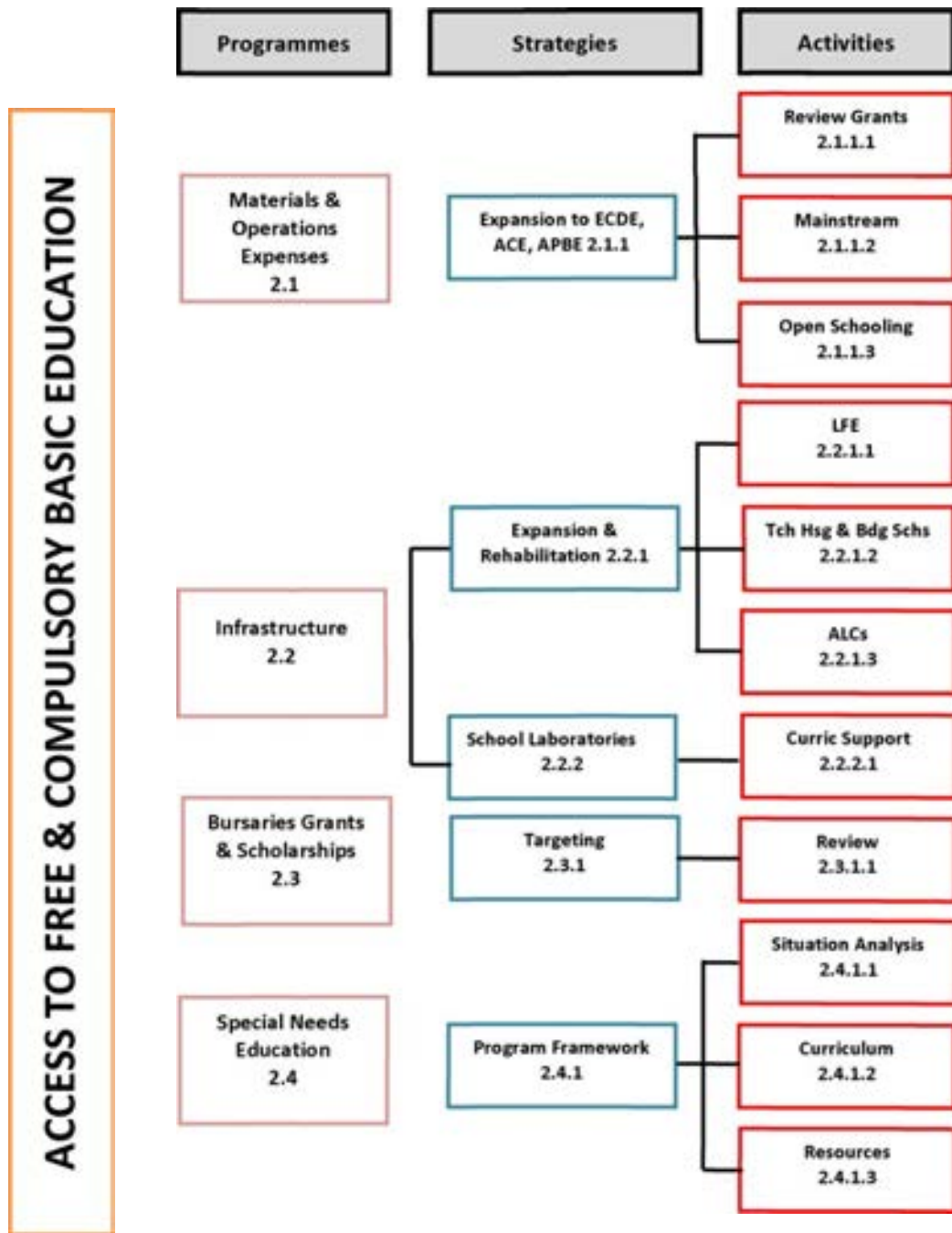
Figure 3 Access to Free and Compulsory Basic Education

ACCESS TO FREE AND COMPULSORY BASIC EDUCATION

The following chart shows the recommendations and associated strategies that are developed below.
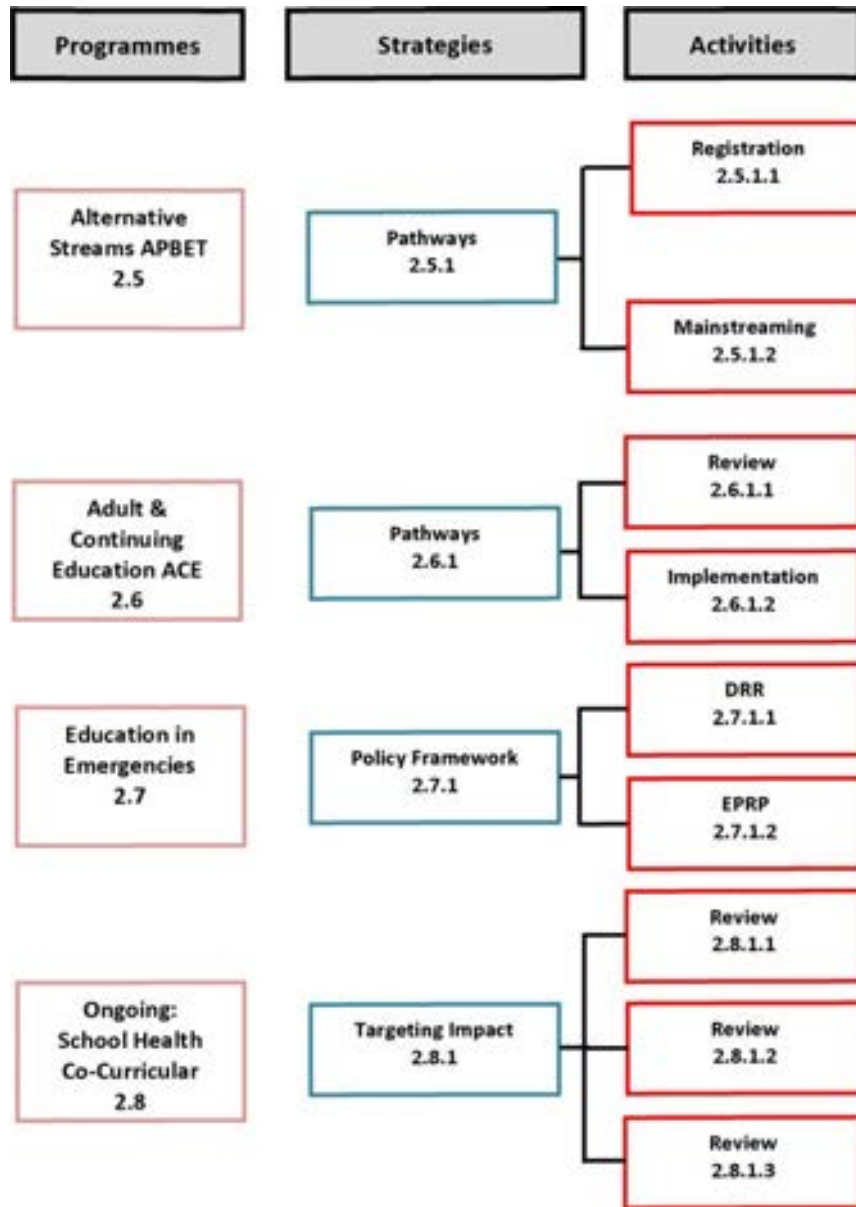
Figure 4 . Access to Free and Compulsory Basic Education Part 2

2.1 Materials and Operational Expenses

2.1.1 Expansion of ECDE, ACE, and APBET

Core FPE and FDSE resourcing covers a wide range of providers.

Goal:

To have in place an expanded coverage of the FPE and FDSE policy to cover the range of education providers consistent with the development of a full range of learning streams to ensure all children and young people have equal opportunities to develop their full potential as contributing citizens of Kenya.

Purpose:

A fundamental right of all children and young people under the Constitution and legal framework is free and compulsory basic education. As the range of learning opportunities provided in a wider range of settings increase, the core learning support processes of disbursement of resources, operational funding and teaching materials, (capitation grants) must expand to ensure equitable access.

Requirements:

° Recognition that the expansion of the coverage of the FPE and FDSE Policies is mandated by the Basic Education Act, 2013 and implementation is guided by The Sessional Paper No 14, 2013.

° Recognition that the expansion of the coverage of these policies requires an additional budget vote.

° Recognition and sponsorship at Cabinet level that implementing the expanded policy coverage will require additional resources of eligibility determination, disbursement, monitoring and assurance (auditing) to ensure efficient use of resources.

Strategies and Actions:

2.1.1.1

The current capitation process is reviewed with recommendations for a strengthened and harmonised efficient system that includes coverage of all registered institutions offering free and compulsory education to children and young people under the age of 18 years. The Review will focus on having in place robust fiscal management policies, credible forecasting processes and capacity, and efficient financial management systems to develop accurate and timely financial statements and reports. The immediate focus of the expanded coverage will be ECDE, SNE, APBET and ACE offering regular curricula for primary and secondary cycles. The Review will be led and undertaken by MoEST through a consultative process and will be expected to report with costed recommendations and a phased implementation plan to the Cabinet Secretary by the end of June 2014.

2.1.1.2

Prioritise the mainstreaming of ECDE and SNE through the development of a robust institution registration system for ECDE and SNE providers. MoEST will establish an

ad hoc Transition Unit to design, develop and manage the establishment of new registration criteria and processes. The Unit will draft new regulations, determine linkages with TSC, monitoring agencies including the Audit Unit, and ensure that the processes specific to the priority institutions can be migrated in a consistent way to cover all institutions offering basic education learning pathways. MoEST will sponsor the Unit which will report to the Cabinet Secretary through the PS. Priority institutions should begin to receive capitation grants by the beginning of the 15/16 financial year.

2.1.1.3

Develop a credible alternative secondary school learning pathway through the establishment of one Open School for Secondary Education institution in each of the 47 counties in collaboration with Commonwealth of Learning (COL). The Pre-Primary, Primary and Secondary Education Directorate of MoEST will lead the development of an implementation plan to begin a phased introduction of these institutions at least from July 2015 (to begin in 2016 academic year) through to 2018.

Responsible Authorities:
MoEST, TSC, COL

Time Frame:

To commence February 2014 and be completed by the end of 2018
Financial:
Refer to the end of this section.

2.2 Infrastructure:

2.2.1 Expansion and Rehabilitation of Basic Education Infrastructure

Goal:
Supportive and equitable learning environment in a unified and integrated range of education pathways.

Purpose:
A fundamental right of all children and young people under the Constitution and legal framework is free and compulsory basic education offered in a learner friendly environment. That environment is characterised by the five dimensions of: inclusiveness, effectiveness, healthiness, safety, and protectiveness.

Requirements:
- ° An infrastructure quality assurance mechanism through registration processes for initial establishment and continued provision of education services.
- ° Recognition that the expansion and rehabilitation of the Basic Education infrastructure requires serious commitment of additional resources through additional Budget Vote and other sources.
- ° Recognition and sponsorship at Cabinet level that implementing the expanded

and rehabilitated infrastructure will require additional resources of planning, construction and registration and may provide opportunities for a PPP approach in certain situations.

Strategies and Actions:

2.2.1.1

A review of the current learning environment standards, such as the School Safety Manual for Schools, Child Friendly Schools Guidelines (UNICEF) and the Comprehensive School Health policy will be undertaken as the basis for the development of a comprehensive National Basic Education Infrastructure Development Policy. This consultative review will be led and sponsored by the MoEST Directorate of Quality Assurance and Standards (ESQAC). The Act created the Education Standards and Quality Assurance Council (ESQAC) to replace this Directorate. The Policy will provide minimum standards as a guide to determining rehabilitation priorities and new construction based on demand for: (i) central forecasting and costing purposes; (ii) county government planning and implementation and for community-based initiatives. ESQAC will provide a comprehensive report on national standards, advice and guidance on planning and construction, and the criteria for determining funding priorities to the cabinet Secretary for approval by the end of 2014.

2.2.1.2

Teacher Housing and Boarding Schools

2.2.1.2.1

TSC will undertake a comprehensive consultative review of all current policies of conditions of service that impact on placement, incentives and promotion with a particular focus on the preparation of a National Teacher Housing Policy. The Review will provide a series of scenario and options, each costed, with a phased implementation plan that will guide central forecasting, county commitments and community initiatives. TSC, in close liaison with MoEST will present the Policy to Cabinet for approval in time for 2015/16 Budget consideration and implementation from 2016 onwards.

2.2.1.2.1

MoEST Directorates for Pre-Primary, Primary and Secondary Education will jointly review current policies about the provision of a range of boarding school options for Basic Education students. The Review will reaffirm the principles of the provision based on access and equity, registration and quality assurance processes. It will also recommend a comprehensive and costed plan of provision for implementation as a framework for central forecasting of demand, county planning and community-based implementation. The revised Policy will be presented to the Cabinet Secretary for approval in time for 2015/16 Budget consideration and implementation from 2016 onwards.

2.2.1.3

Develop a viable implementation policy for the establishment of Adult Literacy Centres (ALCs) to support ACE/APBET adult literacy policies. The implementation policy will describe the construction, staffing and resourcing costs of the plan to establish ALCs near every school. The MoEST Directorate for Secondary Education will lead the development of the plan in close liaison with key stakeholder agencies and organisations for presentation to the Cabinet Secretary for approval at the latest in time for 2016/17 Budget consideration and implementation from 2017onwards.

2..2.2

School science, languages and technical laboratories will be provided in schools to support the delivery of the revised curriculum.

2.2.2.1

MoEST and KICD, in liaison with TSC will jointly develop an implementation plan for a programme of rehabilitation and provision of adequate levels of school laboratories, their resourcing and staffing. The plan will be costed, phased and consistent with the principles of the National Basic Education Infrastructure Development Policy (to be developed), the National Curriculum Framework (to be developed), and specific curriculum subject revisions. The implementation plan will be presented to the Cabinet Secretary for Cabinet approval by at the latest in time for consideration in 2016/17 Budget and implementation from 2017 onwards.

Responsible Authorities:
MoEST, KICD, KISE, TSC

Time Frame:
To commence February 2014 and be completed by the end of 2018

Financial

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	MTEF Funding Source
Grants 2.1	61,939	64,301	65,369	67,776	68,690							
Infrastructure 2.2	19,873	20,196	18,321	12,745	12,959	420,699	172,456	248,243	5,048	2,069	2,979	FPE 2.1 ECDE 2.2 FSE 3.2
	1,639	1,672	1,705	1,739	1,774							

Table 3: Financial Summary for 2.1 and 2.2

2.3 Bursaries, Grants and Scholarships

2.3.1 Efficient and Effective Targeting
Goal:
Equitable access to secondary education through targeted support.

Purpose:
To mitigate the adverse effects of poverty and other barriers to access, demand-side financing initiatives are implemented to enhance access, improve transition and retention rates, and reduce regional disparities. The initiatives target vulnerable children including orphans, and those from marginalised groups, urban slums, displaced groups and poor households. NESP recognises a range of impact constraints that need to be addressed to increase access and equity rates of participation.

Requirements:
° Clearly articulated policies of support levels, targeting, prioritising and eligibility.
° Robust, accountable systems of award, disbursement, tracking and impact evaluation.

Strategies and Actions:
2.3.1.1
MoEST, Directorates for Pre-Primary, Primary and Secondary Education will jointly lead a review of the current Government support policies with a view to reaffirming and if necessary, revising the principles of the schemes. It is against these principles that the Review will consider the implementation of the processes for awarding, disbursing, continuance conditionality, tracking and impact evaluation and make recommendations to improve the efficiency, effectiveness and sustainability of the range of support initiatives. The systems to support the processes at central, county and institution (community) levels will be consistent with and be based on the use of both NEMIS and FMIS. The Lead Directorate will provide a comprehensive report, including a mapping of current initiatives and recipients, to the Cabinet Secretary for approval and at the latest in time for consideration in the 2015/16 Budget. Promulgation of the revised conditions of each of the initiatives will be in time for effect in the 2016 academic year.

Responsible Authorities:
MoEST, the National Treasury

Time Frame:
To commence February 2014 and be completed by the end of 2015

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	MTEF Funding Source
Bursaries 2.3	874	927	982	1,041	1,103	4,927	6,315	1,385	59	76	17	Bursaries 3.1

Table 4: Financial Summary 2.3 Bursaries

2.4 Special Needs Education

2.4.1 Development of a Comprehensive National Programme Framework

Goal:

Equitable access to secondary education through targeted support.

Purpose:

To strengthen the effectiveness and impact of the current special needs education provision through the development of a national, integrated programme of provision that has a focus in inclusivity of the full range of special learning needs. Provision will be in a range of settings consistent with the principles of access, equity, inclusivity and relevance it will be coherent with the relevant National Policy Frameworks of Curriculum Infrastructure, and Resourcing.

Requirements:

° Explicit recognition of the place of special education as one of the formal streams of learning (pathways) available to all Kenyan children and young people, clearly articulated within all National Education Policy Frameworks and evident in County Government and community level planning and implementation.

° Robust, accountable systems of monitoring and reporting on specific special needs policy impact.

Strategies and Actions:

2.4.1.1

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly undertake a comprehensive review of special needs provision taking a situational analysis approach to determine accurate information and data about SNE and to develop National Guidelines for the provision of SNE in a range of settings based on the SNE Policy. The latter task will be undertaken in a consultative manner to ensure full sector buy-in to Government expectations. The Situational Overview and Operating Principles and Guidelines will be presented to the Cabinet Secretary for approval at the latest to be available for dissemination for the 2015 academic year.

2.4.1.2

The KICD in close liaison with KISE will ensure that the curriculum needs of SNE are firmly embedded within the National Curriculum Policy Framework (to be developed)

and that all subsequent curriculum reform and revision explicitly include recognition of the particular requirements of SNE. A Memorandum of Understanding (MoU) will be drawn between the two organisations to define the relationship and expectations by June 2014. All subsequent curriculum and pedagogical policy and guidelines will include provision for SNE. MoEST will ensure that all aspects of SNE are incorporated within all management and administrative systems (NEMIS and FMIS) as these are developed.

2.4.1.3

KISE and KIB will jointly work with MoEST (Pre-Primary and Primary, and Secondary Education Directorates) to develop National Guidelines for the provision of appropriate resources to support the delivery of the curriculum. The Joint Working Group will also identify training needs and draft the framework for a pre- and in-service training programme for SNE teachers and special needs assistants. The Guidelines and Training Framework will be presented to the Cabinet Secretary for approval in time for dissemination and implementation in the 2016 academic year. TSC will ensure that staffing for SNE is identifiable within the wider teacher workforce for reporting and accountability purposes.

Responsible Authorities:

MoEST, KISE, TSC

Time Frame:

To commence February 2014 and be completed by the end of 2015

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	MTEF Funding Source
SNE 2.4	647	768	870	916	874	4,075	8,419	4,344	49	101	52	SNE 3.6

Table 5: Financial Summary 2.4 Special Needs

2.5 Alternative Education Pathways (Streams)

2.5.1 Alternative Provision for Basic Education and Training (APBET)

Goal:

An alternative learning pathway for Basic Education and Training that meets the needs of students who are not currently participating in mainstream education pathways.

Purpose:

To provide an approach to strengthen the implementation and impact of the Policy for Alternative Provision of basic education and Training (APBET) through the development of a national, integrated programme of provision that has a focus on increasing participation rates and learning achievement levels.

Requirements:
- ° Explicit recognition of the place of APBET as one of the streams of learning (pathways), clearly articulated within all National Education Policy Frameworks and evident in County Government and community level planning and implementation.
- ° Robust, accountable systems of registration, monitoring and reporting.

Strategies and Actions:

2.5.1.1

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will develop a robust set of operational guidelines for the registration of institutions offering APBET as a quality assurance instrument for capacity and capability to deliver a curriculum. The registration process will be the precondition for Government funding, staffing and resource allocation. A transition programme for existing institutions to meet the registration criteria will be developed and promulgated in time to take effect in the 2016 academic year. The development of the Guidelines will be undertaken in a consultative manner to ensure full sector buy-in to Government expectations at the central and county levels. The draft Guidelines will be presented to the Cabinet Secretary for approval at the latest to be available for in 2015 for effect in the 2016 academic year.

2.5.1.2

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will develop operational protocols consistent with the Operational Guidelines (above) to ensure that the institutions are incorporated within all management and administrative systems (NEMIS and FMIS) as these institutions are formally registered. The Directorate will assure the Cabinet Secretary through the PS that all the protocols and arrangements are in place to meet the 2016 deadline above.

Responsible Authorities:
MoEST,
Time Frame:
To commence February 2014 and be completed by the end of 2015

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	MTEF Funding Source
APBET 2.5	675	710	750	804	836	3,775	1,917	(1,858)	45	23	(22)	Alt 2.3

Table 6: Financial Summary 2.5 APBET

2.6 Adult and Continuing Education

2.6.1 Development of an Alternative Educational Pathway
Goal:

A learning pathway for out-of-school youth and adults that has a specific focus on enhancing literacy levels.

Purpose:

To provide an operational framework to support the Basic Adult Literacy Programme (BALP), the Post Literacy Programme (PLP) and community education initiatives. The programmes are offered in a range of settings and the framework is expected to assist the development of a consistent and quality approach to lifting literacy levels in the community.

Requirements:
- ° Recognition of the place of community education and empowerment initiatives as legitimate education pathways at the central and county levels.
- ° Robust, accountable systems of registration, resource support, monitoring and reporting.

Strategies and Actions:

2.6.1.1

The MoEST Directorate of Secondary Education will undertake a community literacy assessment as a precursor to a review of the implementation of the current policies. The Review will focus on identifying barriers to effective implementation and make recommendations for institutionalising community education opportunities. The recommendations will be considered by the PS by the end of 2014 and will guide the development of Operational Guidelines.

2.6.1.2

The Directorate will develop Operational Guidelines for the registration of institutions offering community education and as a trigger for assistance through both central and county agencies. The development of the Guidelines will be undertaken in a consultative manner to ensure full sector buy into Government expectations at the central and county levels. The draft Guidelines will be presented to the Cabinet Secretary for approval at the latest to be available for dissemination in 2015 for effect in the 2016 academic year.

Responsible Authorities:

MoEST

Time Frame:
To commence February 2014 and be completed by the end of 2015

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
ACE 2.6	36	65	2		2	105	*7,282*	*7,177*	**1**	87	86	ACE 2.8

Table 7: Financial Summary 2.6 ACE

2.7 Education in Emergencies

2.7.1 Policy and Operational Framework

Goal:
Heightened community awareness of the need to be prepared and have in place a viable contingency plan.

Purpose:
To provide a nationally co-ordinated approach to the strengthening of school emergency preparedness, planned responses (EPRP) and to sensitise schools and communities on the need for EPRP through Disaster Risk Reduction (DRR) initiatives.

Requirements:
   °   Recognition of the place of DRR within the curriculum.
   °   Formal relationships between MoEST and the Department of State for Special Programmes (MSSP).
   °   MoEST quick response teams (Education Cluster Teams)

Strategies and Actions:
2.7.1.1
KICD will ensure that DRR is incorporated within the National Curriculum Policy Framework and that a curriculum statement and support teaching materials are produced and disseminated.

2.7.1.2
The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly develop a specific policy framework to guide the conduct and remedial intervention for institutions affected by emergency situations. The Directorate will develop the policy in a consultative manner to ensure that the policy is understood and able to be operationalized at the county and institution levels. The policy will be presented to the Cabinet Secretary through the PS, The Department of Education, for approval and promulgation.

Responsible Authorities:
MoEST, KICD, MSSP

Time Frame:
To commence February 2014 and be completed by the end of 2014
Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Emergency Ed 2.7	200	153	153	153	153	812	*		10	*		*

Table 8: Financial Summary 2.7 Education in Emergencies

2.8 Ongoing Operational Programmes

2.8.1 Effectiveness of Targeting within Programmes
Goal:
Ongoing monitoring and evaluation of the implementation of existing policies to inform policy impact
Purpose:
NESP Volume 1 describes the place of current polices of school health, nutrition and meals, and co- curricular activities. Ongoing monitoring and evaluation of current policies and procedures are necessary to inform policy impact and consequent revision of policy and implementation procedures to ensure effectiveness and efficiency.

Requirements:
- ° Measurable performance measures for each policy.
- ° Effective data and information gathering systems to assist authentic analysis of policy impact.

Strategies and Actions:
2.8.1.1
The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly continue to analyse the effectiveness (impact) of these and other policies of access and report regularly to the Cabinet Secretary through the PS.

Responsible Authorities:
MoEST,

Time Frame:
Ongoing

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/12	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Operational cost *2.8	4,077	3,958	4,150	4,328	4,450	20,963	15,180	(5,783)	252	182	(70)	School Feeding 2.5

Table 9: Financial Summary 2.8 Operational Programmes

* The figures in this table are the sum of respective years under sub-components 2.1 to 2.7

Priority Two Time Frame

Programme	Strategy	Code	2014	2015	2016	2017	2018
Grants 2.1	Expansion	2.1.1					
Infrastructure 2.2	Expansion	2.2.1					
	Laboratories	2.2.2					
Bursaries 2.3	Targeting	2.3.1					
SNE 2.4	Policy Frame	2.4.1					
APBET2.5	Pathways	2.5.1					
ACE 2.6	Pathways	2.6.1					
Emergency Ed	Policy Frame	2.7.1					
Policy Reviews	Impact	2.8.1					

Figure 5 Priority Two Time frame

PRIORITY THREE: EDUCATION QUALITY PART 1 (PR 3)

The following chart shows the recommendations and associated strategies that are developed below.
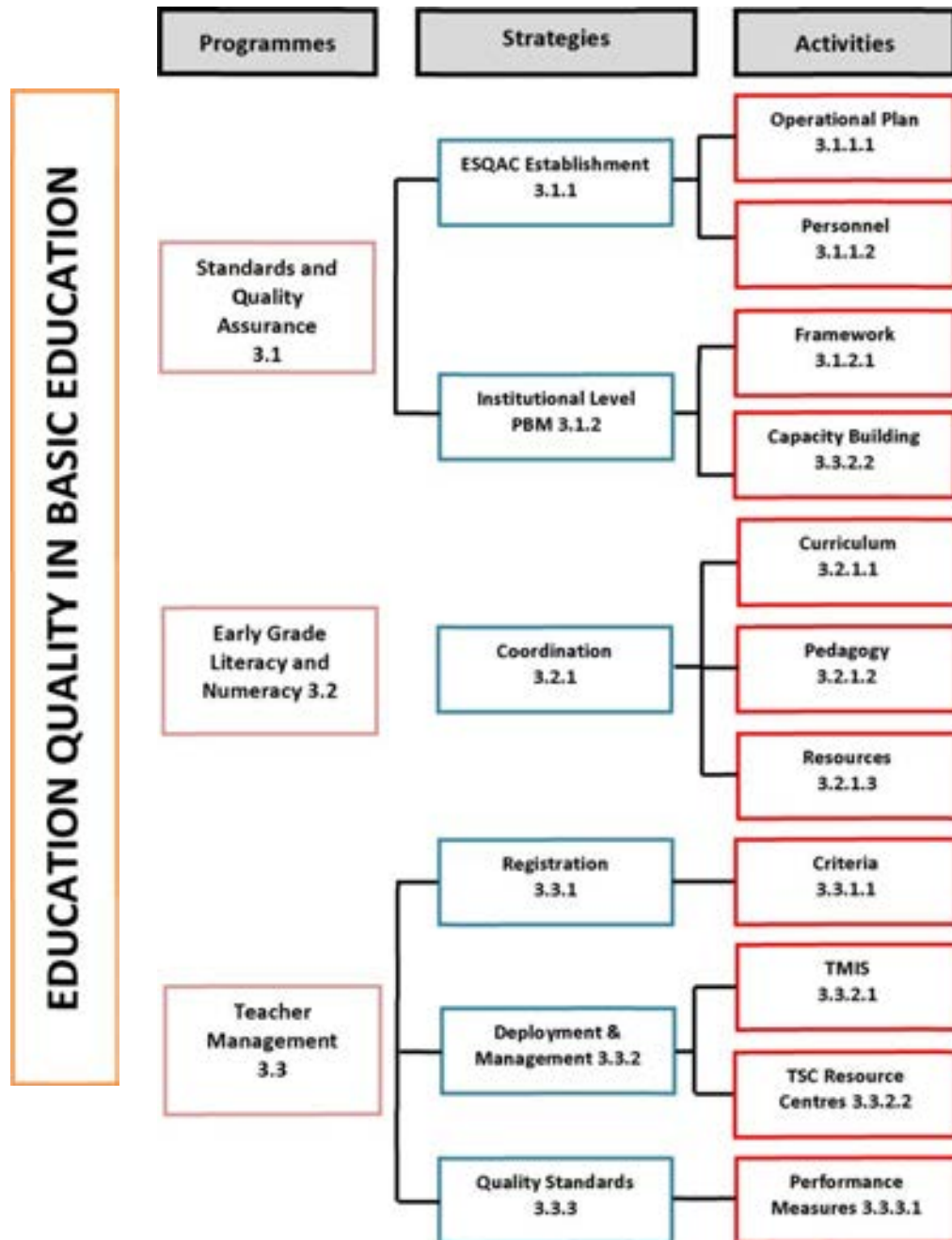
Figure 6 Education Quality in Basic Education Part 1

PRIORITY THREE: EDUCATION QUALITY PART 2 (PR 3)

The following chart shows the recommendations and associated strategies that are developed below.
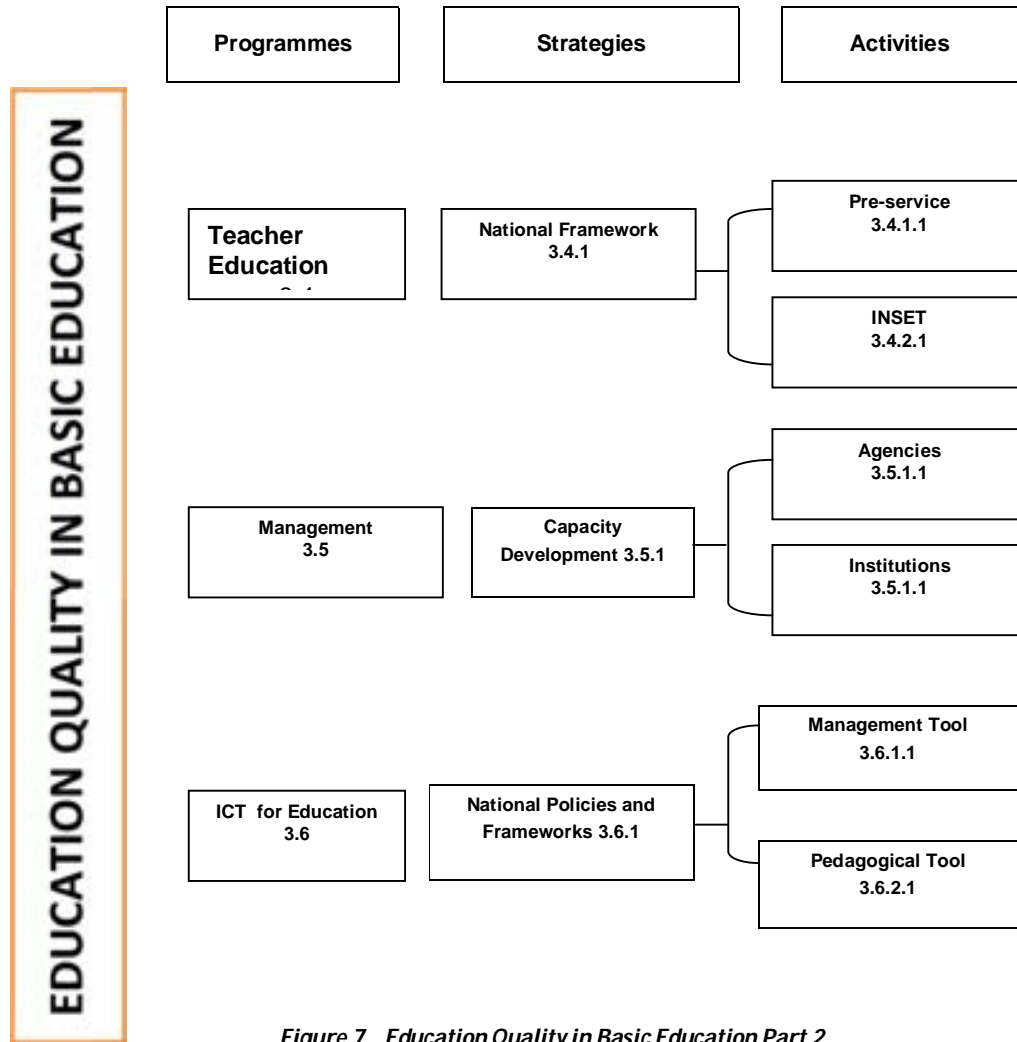
Figure 7   Education Quality in Basic Education Part 2

3.1 Education Standards and Quality Assurance

3.1.1 ESQAC Establishment

Goal:

To have in place a monitoring mechanism for the quality of Basic Education. The reports of the monitor will be the basis for ***providing advice and guidance*** to institutions by the MoEST at the county and ward level. The report will also ***guide the strengthening of the school-based performance initiatives*** to improve the quality of pedagogy and learning.

Purpose:

The role of the **Education Standards and Quality Assurance Council** (ESQAC) is one that takes a partnership approach with the institution in quality assurance of teaching and learning ***(pedagogy).*** The ESQAC along with the Audit Unit (AU) provide the monitoring and reporting of the quality of the basic education. The reports of these two monitoring agencies provide: the basis for a measure of policy impact, the extent to which institutions require additional support to achieve adequate quality standards and the basis for sanctions that may need to be applied concerning the registration status of an institution.

The work of the ESQAC will complement the school-based **Performance Self-Evaluation** (PSE) to provide external validation.

The outcome of the work of the ESQAC will be a system-wide understanding of pedagogy impact and a consequent base for the lifting of the quality of teaching and learning critical to on-going Kenyan social and economic development. ESQAC will use its findings to conduct action research to determine quality gaps as the basis for on-going policy development.

Requirements:

The Basic Education Act 2013 incorporates a specific section for the establishment of the ESQAC.
This mandate will need to be expanded to describe the function of the Commission and expected relationships with other agencies and institutions in the Basic Education sector. The functions should be described in a manner that will allow for the ESQAC's function to incorporate monitoring of all schools at some time in the future.

The prime risk to the integrity of the new monitoring processes is timeliness of the establishment of other decentralised agencies and instruments under the new Act. Coordination of all the new initiatives will need to be closely managed across the sector. A communication strategy based on extensive consultations will be needed as a precursor to the establishment of the ESQAC.

Strategies and Activities

3.1.2

An Implementation Unit is established by the MoEST to manage the process of the establishment of the ESQAC.

> 3.1.2.1
>
> The MoEST will form a small Implementation Unit to directly report to the Cabinet Secretary. The Implementation Unit will draft the terms of reference for the operation of the ESQAC as a decentralised organisation, draft a framework for an operational manual of procedures and processes, and draft an operational plan for the establishment of the ESQAC at the County and Ward levels.
>
> 3.1.2.2
>
> The Implementation Unit will draft a set of knowledge, experience and skill set criteria for Education Standards and Quality Assurance Officers (ESQAOs) and review the current appointment procedures and make recommendations for changes and greater flexibility to ensure the right people can be appointed to the new positions.

Responsible Authorities:

MoEST, ESQAC

Time Frame:

The establishment processes should be undertaken in 2014 for a start date of the ESQAC in 2015.

Financial:

Programme	NESP Cost (Ksh					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Standards & Quality Assurance 3.1	820	698	608	490	473	3,089	*		37	*		*

Table 10: Financial Summary 3.1 SQA

NOTE: The costing provided here are the costs of planning for the establishment of the ESQAC. They do not include the establishment costs of the new agency nor do they include recurring operational costs. It is expected that Implementation Unit will provide the indicative costs for these aspects in its initial planning**.**

3.1.2.3

Institutional Level Performance Self-Evaluation (PSE)

Current Performance Self-Evaluation (PSE) initiatives are expanded to further develop and embed as a culture, school review, evaluation and self-initiated remediation across the whole basic education subsector.

Goal:

Boards of Management (BOMs), principals and other senior teachers will effectively govern, manage and administer schools in a decentralised management and administration environment.

Purpose:

To strengthen the capacity and capability of school decision makers to make decisions and changes that will ultimately lift the quality of education. The current project based initiatives associated with School Based Management (SBM) form a strong base from which to develop positive working relationships with the proposed monitoring agencies (ESQAC and AU) and to focus on improving standards and learning outcomes.

Requirements:

° The Basic Education Act 2013 mandates the role of the BOMs as the school governing body and defines the school-based professional and management roles of the principal. The policies associated with decentralisation of MoEST and County Government sector management need to clearly spell out the relationships and expectations between the schools and the central and county authorities.

• The greatest risk of school based governance and management failure arises from the creation of high expectations of function and operation without providing the necessary capacity building and on-going support. A long-term, on-going programme will need to be put in place that ensures support is provided at the required level and in a timely manner. To maximise the impact of the current project initiatives a programme approach that effectively coordinates these initiatives is also required.

• The PSE instruments will need to be developed by ESQAC in time for inclusion within NEMIS development so that the results of PSE can be reported at the County level and aggregated for national reporting purposes.

Strategies and Activities:

3.1.2.4

A Review Committee is established by MoEST to review the current legislation, regulations and circulars supporting school-based governance and management.

3.1.2.5

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly establish a Review Committee to consider current legislation and regulations affecting the management and administration of the full range of institutions providing Basic Education, and draft the new ***National***

Education Regulations that detail all the educational, management and administrative requirements of Basic Education institutions, including the PSE instruments. The revised draft National Education Regulations will be presented to the Cabinet Secretary through the PS, Department of Education, for approval by November 2014.

3.1.2.6

The Review Committee will draft an implementation plan for the provision of school governance and management capacity building to be incorporated within the next iteration of NESP (2015-2020) and coordinated with any existing SBM initiatives.

Responsible Authorities:

MoEST, ESQAC

Time Frame:

The establishment processes should be undertaken in 2014 for promulgation and training to begin in 2015, continuing through to 2018.

Financial:

Programme	NESP Cost (Ksh					KSH (Million)			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/Deficit	Total	MTEF	Deficit	MTEF Funding Source
S & QA 3.1	820	698	608	490	473	3090						

Table 11: Financial Summary 3.1.2 PSE

3.2 Early Grade Literacy and Numeracy Quality Improvement

Lifting literacy and numeracy learning achievement levels in Grades one, two and three are critical to having a secure foundation to move along education pathways with successful learning outcomes.

Goal:

Quality improvement of early reading and mathematics to ensure all students can read and do mathematics by the end of Grade 2.

Purpose:

Literacy and numeracy assessments in Kenya over the last three years reveal learning outcomes that are lower than expected (NASMLA). The PRIMR initiative was implemented in 2012 to lead the way to informing a nationwide strategy for early grade students to 'acquire literacy, numeracy, creativity and communication skills' necessary to lift Kenya's measurable learning outcomes into the upper quartile on international standardised tests by 2017.

Requirements:
- ° A robust data and information collection and collation system specific to EGR and EGM must be in place to ensure accurate annual national information is available to inform policy and implementation processes. This system should be integrated within NEMIS.
- ° Pedagogical training at both the pre- and in-service levels must reflect revised learning competencies-based curriculum for early grades.
- ° A clearly articulated national policy of language instruction is supported by appropriately qualified teachers and teaching resources.

Strategies and Activities:
3.2.1

A Co-ordination Committee is established by MoEST Pre-Primary and Primary Education Directorate in close liaison with INSET, KICD, KNEC and TSC to review the current language policy, early grade curriculum within the context of the National Curriculum Framework (to be developed), and teaching approaches within the context of lessons learned from current and recent initiatives in EGR and EGM in the basic education subsector. The Co-ordination Committee will produce a strategy for early grade literacy and numeracy for roll-out to commence in 2015.

3.2.1.1

The KICD will lead a Review Sub-committee to consider necessary curriculum reforms within the context of the national Curriculum Framework (to be developed) and provide its recommendations to the Co-ordination Committee at the latest by the end of September 2014.

3.2.1.2

The KICD led review committee (3.2.1.1) will concurrently review the field-based findings of the PRIMR pilot and other EGR and EGM initiatives to develop comprehensive pedagogy guidelines for pre-service and in-service training to support the implementation of a revised early grade curriculum. The Guidelines should be completed and approved for dissemination concurrent with the commencement of a training programme in 2015.

3.2.1.3

The MoEST Co-ordination Committee will develop a comprehensive costed strategy with inputs from the KICD-led committee and its own determinations of the associated teaching personnel and resource implications, including a training programme framework, coordinated with any existing SBM initiatives to be provided to the Cabinet Secretary, through the PS, for approval as a national policy and strategy for commencement in 2015.

Responsible Authorities:
MoEST, TSC, KICD, KNEC, INSET

Time Frame:
The co-ordination and review processes will be undertaken in 2014 for promulgation and training to begin in 2015, continuing through to 2018.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			MTEF Funding Source
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	
EG L&N 3.2	1,608	1,640	1,188	1,247	1,310	6,993	*		84	*		*

Table 12: Financial Summary 3.2 EGL&N

3.3 Teacher Management

3.3.1 Teacher Registration

An improved registration system of all qualified teachers is the basis for a more efficient deployment and tracking of the teacher workforce.

Goal:
To establish personal and professional standards of quality for teachers through a registration process that supports efficient appointment and deployment processes and the capacity development of teachers already recruited and placed.

Purpose:
The purpose of the Teacher Service Commission (TSC) is to undertake management of the teacher workforce through the four prime functions of teacher registration, performance, deployment and
promotion.

An expected outcome of the work of the TSC is an assured quality lift in the academic, professional and personal qualities of teachers recruited and efficiently appointed to schools maximizing this limited resource in its focus on lifting the quality of teaching and learning.

Requirements:
- ° To clearly articulate the implications for service delivery by the TSC of the section in the new Teachers Service Commission Act 2013 mandating the enhancement of professionalism and quality standards through effective and efficient teacher workforce management activities. The clarification of functions and approach should be described in a manner that will allow for all current teachers, registered, unregistered, and qualified to meet minimum standards at some time in the future.
- ° The integrity of strengthened processes will rely on: academic standards

being set in arigorous, transparent, consistent and verifiable manner by the universities; and professional pre-service standards being set with similar criteria by the teachers training colleges. Robust accreditation systems for universities need to be assured. A well monitored registration of TTCs is required to assure the quality of the curriculum and delivery of the TTCs.

Strategies and Activities
3.3.1.1
The current registration criteria and processes will be reviewed and upgraded to enhance academic and professional qualification standards at entry and career pathway levels.

3.3.1.2
The TSC will establish a Registration Review and Implementation Unit to be responsible for the review of current criteria and processes, design and draft of an enhanced registration process consistent with the academic and professional expectations of the Basic Education Act 2013 and the Teachers Service Commission Act 2013. The design of the strengthened registration process will include consideration of; provisional registration, progress to full registration, and a registration review process every five years. The Review findings and consequent design recommendations will be presented to the Commissioner for approval and implementation by the end of June 2014.

3.3.1.3.
The Unit will consult fully with all key stakeholders, and develop the details of operation, including details of capacity training at central and county levels, based on its approved design recommendations for improvement.

3.3.1.4
The Unit will oversee the implementation of a strengthened, dynamic electronic register within TMIS, and able to cross reference in real-time with NEMIS, of all eligible teachers which maintains a record of all academic and professional qualifications and teacher development undertaken. The strengthened design, including revised fields, algorithms and modules, will be fully operational at the latest by the 2016 academic year.

3.3.1.5
The Unit will concurrently investigate the feasibility of a public-private partnership for the provision and maintenance of hardware and software assurance of the integrity of the database for the register and report its findings to the Commissioner by the end of 2014.

3.3.1.6
The Unit will develop a transition programme for the registration of all unqualified teachers under the strengthened registration criteria. The transition programme

design will include consideration of the length of time of transition (e.g. 5 years) and include a grand parenting scheme for practicing teachers unable to become eligible for registration to retire from the profession.

Responsible Authorities:
TSC

Time Frame:
The review and design processes will be undertaken in 2014 for implementation and training to begin in 2015, continuing through to 2018.

Financial:
See page 51

3.3.2 Deployment and Management of the Teaching Workforce
A well-motivated and qualified teacher workforce providing professional (teaching) services across all basic education streams in Kenya.

Goal:
Have a sufficient, qualified teaching workforce equitably distributed for optimal curriculum delivery across all basic education learning pathways that is effectively managed in a decentralised context at the central county and institution levels.

Purpose:
The purpose of the Teacher Service Commission (TSC) is to undertake management of the teacher workforce through the four prime functions of teacher: registration, performance, deployment and promotion in a decentralized context.

Requirements:
° To clearly articulate the implications for deployment and management of service delivery in a decentralized context recognizing the devolved authorities of the County Governments and expectations of BOMs in teacher management. The clarification of functions in these contexts by TSC and MoEST should be described in a transparent manner for all stakeholders to effectively engage in a timely manner.

Strategies and Activities
3.3.2.1
The current MoEST Curriculum-Based Establishment (CBE), and Pupil-Teacher Ratio (PTR) Policies and related Regulations, criteria and (TSC) implementation processes will be reviewed and revised to effectively operate in the decentralised context of TSC and MoEST, as well as the devolved functions (education) of County Governments.

3.3.2.2
The MoEST Directorates of Pre-Primary, Primary and Secondary Education, in close collaboration with TSC will lead a review of current teacher allocation policies and regulations. The Review will consider all allocation criteria and will make costed recommendations for (Basic Education) policy and regulation changes including: a very clear statement of delegated decision-making authorities and accountability processes from central through to institutional levels; and data and information capture requirements through NEMIS and connectivity to TIMS to ensure single database /multiple department user design. The Review findings and consequent Policy, Regulatory, service delivery, and information management recommendations will be presented to the Cabinet Secretary for approval, promulgation and implementation by the end of 2014.

3.3.2.3
The TSC will establish an Implementation Unit to develop implementation polices and operational plans for Resource Centres at County and Sub-county levels. The policies and operational manuals will describe the workforce management functions expected to be undertaken at County, Sub-county and institutional levels, and the associated support instruments and resources that will be developed and made available to stakeholders at those levels. The support and materials will focus in particular on the Performance Self-Evaluation (PSE) approach and processes to be undertaken in institutions through School Based Management under the mandate of the BOMs and control of principals. The Implementation Unit (TSC) will liaise with the relevant MoEST Directorate - ESQAC and ESQAC to ensure consistency in approach and avoidance of overlap. The Resource Centres will provide ongoing teacher workforce performance management support. The Implementation Unit will provide a comprehensive, costed establishment and operations plan to the Commissioner for approval by the end of 2014 for implementation in 2015 and operational to support institutions in the 2016 academic year.

Responsible Authorities:
TSC, MoEST

Time Frame:
The review and operational planning will be undertaken in 2014 for implementation and training to begin in 2015, operationalized in 2016 and continuing through to 2018.

Financial:
See Table 13 below

3.3.3 Quality Standards
Effective teachers are the key to improving educational outcomes. Defining effectiveness through performance quality measures is at the core of performance management.

Goal:
Have in place a national framework of essential competencies and standards of performance for a classroom teacher, processes of monitoring, evaluation, advice, guidance and training, along with robust central, county and local management systems to assure a proficient teacher workforce.

Purpose:
NESP recognises the strong linkage of teacher qualifications, competency and development to lifting the quality of education. A framework of minimum quality standards in: (i) knowledge and contextual understanding of teaching subjects; (ii) understanding and experience in the art of modern pedagogy; and (iii) professional aptitude and attitude towards the profession will provide the basis for performance management, teacher development and career path development.

Requirements:
   ° Legislative and regulatory mandates to implement a comprehensive teacher performance management system.
   ° Extensive stakeholder consultation and agreement to the objectives of a performance management system that includes national quality standards linked to curriculum, pedagogy and self-management; advice, guidance and training; self-evaluation and external monitoring; and linkages to career path development.
   ° A self-regulating instrument, such as a Code of Ethics, that is binding to all members as a framework for personal and professional behaviour.

Strategies and Activities
3.3.3.1
A **National Teaching Standards Framework** (NTSF) will be developed to provide the basis for the development of a comprehensive performance management set of instruments that will be applied at the central level to determine national priorities; at the county level to support county-wide teacher development initiatives; and particularly at the institution level to support and assure quality classroom teaching.

3.3.3.2
The MoEST Directorate of ESQAC and its follower ESQAC will lead a Standards Development Group that will include TSC, KICD and teacher representative groups to develop a comprehensive framework of standards and measures of teaching performance. The Group will draw on the current (MoEST) Teacher Competency Framework and international best practice to inform the Kenyan context. The Group will consequently develop a set of performance management instruments, identify capacity building required for effective use of the instruments, and draft a comprehensive, costed plan of implementation, including piloting, evaluation, refinement and national rollout. The framework and instruments will be developed and presented for joint approval by the Cabinet Secretary and Commissioners by the end of 2014. The implementation plan will be presented for joint approval by the CS

and Commissioners by June 2015 for piloting in 2016 and national rollout commencing in 2017.

3.3.3.3
TSC will establish and lead a Code of Ethics Working Group in collaboration with teacher representative groups to develop a binding statement of expected standards of personal and professional behaviour for all teachers, to be signed by all teachers as one of the conditions of registration. TSC will consequently develop a plan of implementation over an extended period for all existing teachers eligible for full registration; all teachers to sign the Code of Conduct.

Responsible Authorities:
MoEST, TSC, KICD

Time Frame:
The NTSF and associated instruments development will be undertaken in 2014, an implementation plan developed in 2015 for piloting in 2016 and national rollout in 2017.

Financial Summary

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Teacher Management 3.3	340	247	214	242	241	1,284	2,738	1,454	15	33	17	TSC 7.1

Table 13: Financial Summary 3.3 Teacher Management

3.4 Teacher Education
Teacher development, pre-service and in-service, is at the very heart of establishing, maintaining and improving the quality of Basic Education in Kenyan learning institutions.

3.4.1 National Framework
A ***National Teacher Development Policy*** (NTDP) will provide a framework for a coordinated and relevant approach to teacher development.

Goal:
To have a unified and integrated national teacher development policy that spans pre-service and in- service development.

Purpose:
To establish a centrally coordinated approach to teacher development by a full range of providers who are directed, supported and monitored in the pursuit of improved pedagogy. NESP Volume1 highlights teacher development as essential and to

ensure maximum return from the Government's investment in training, a coordinated approach is required.

Requirements:
- ° Agreement that a National Teacher Development Policy (NTDP) is essential for the effective provision of teacher pre-service and in-service development for a unified and integrated schooling system, mandated within the Basic Education Act 2013, and that its development should be a priority educational reform.
- • Recognition that establishment of an integrated NTDP covering both pre-service and in- service requires a coordinating agency within MoEST, expert guidance, and consultation of providers and participants.
- • Sponsorship of the NTDP, as a major policy initiative by the Cabinet Secretary will provide the necessary impetus and mandate for its development. The policy will then provide a clear framework and definition of functions for the work of the MoEST Coordination Unit. A high level of teacher development expertise, with regard to both international best practice and the Kenyan context, must be made available for guiding the process of NTDP development and implementation. The NTDP will also serve to assist with the coordination of the training initiatives of the various DP projects and programmes within the Basic Education sub-sector.

Strategies and Actions:

3.4.1.2

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly undertake the establishment of the structure and processes for development of a National Teacher Development Policy Framework. The Working Group will determine the NTDP structure and draft the various components of the NTDP such as: teacher development principles and guidelines; management of providers (pre- and in-service), and processes; policies in areas such as accreditation of courses within a qualifications framework, breadth of coverage, monitoring and review, processes for incorporating new pedagogies etc. The NTDP will be developed during 2014 for presentation to the Cabinet Secretary for approval by November 2014.

3.4.1.3

An integrated, costed and time-bound implementation plan for the transition of existing preservice provision to meet the requirements of the NTDP will be developed by the MoEST Lead Directorate following the approval of NTDP. The development of the Implementation Plan will require extensive consultation with providers about capacity and capability. The Implementation Plan will be completed in time for approval by the Cabinet Secretary and for Baseline Budget implications to be included within the 2015/2016 financial year. Transition will be monitored over the 2016/2017 academic years.

3.4.1.4
The MoEST Working Group will develop a revised INSET operational manual consistent with the requirements of the approved NTDP. The operational plan will be characterised by in- service training provision and management in a decentralised context, criteria for determining teacher development needs and consequent training opportunities, and the provision of necessary infrastructural systems and support. The operational plan will incorporate information management about courses, participation and coverage through NEMIS with real-time linkage to TMIS, in particular to record participation and successful completion on individual teacher's files. The approved, costed, time-bound operational plan will be completed in time for implementation in 2016 academic year.

Responsible Authorities:
MoEST

Time Frame:
The NTDP will be developed in 2014, operationalizing the framework within pre-service provision will be undertaken in 2015 with transition of current provision to new quality requirement commencing in 2016 for completion by the end of 2017. INSET operational planning, including infrastructural strengthening will be undertake in 2015 for implementation in 2016.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Teacher Education 3.4	2,9 35	1,598	1,150	1,935	1,187	8,805	5,079	(3,726)	106	61	(45)	Traini ng (27+3.3+3.4)

Table 14: Financial Summary 3.4 Teacher Education

3.5 Education Sector Management
Under the decentralized environment, the prime role of MoEST at the central level will be policy development. At the decentralized levels of the County and sub-county level, MoEST will undertake the necessary operational functions to meet its delegated obligations in supporting the education sector. To mitigate the risk of confusion at all levels of the education system in differentiating between the governance roles and responsibilities of controlling authorities, and their implementation and operational functions, it is critical that the reformed system differentiates between governance and implementation as an underpinning foundation. This differentiation will improve communication, information flow and promote more effective decision-making through clarity of role definition and function. The functions within each of these are interdependent and the success of the management and administration of the education sector will come from the

strength of the relationship between the MoEST and other operational agencies. A high level of collaboration is required.

At the central level, MoEST will continue to focus on the key function of policy development supported by research, analysis, planning, schooling demand and supply, budget forecasting, quality assurance, monitoring and evaluation, and reporting. The MoEST at decentralized levels and other agencies such as TSC and County Government will undertake the prime functions of sector management, operations and policy implementation. Directorates within the MoEST will be responsible for:

° policy development and reporting
- education sector strategic planning, monitoring and reporting
- development of education policies , standards and advice about educational matters
- development of policy for national curriculum frameworks and pedagogical advice and guidelines
- national teacher development programmes
- research to support policy and advise development, including monitoring and reporting the impact of existing policies

° national frameworks for resource allocation
- funding - policies, forecasting and budgets, formula and guidelines for operational (capitation) grants
- teaching resources such as textbooks
- minimum standards for school infrastructure

° quality assurance and standards
- Macro policies for establishing the educational viability and financial viability of learning institutions and including the overall place of the ESQAC and the AU. The results of the fieldwork of the ESQAC and AU including monitoring of learning, and the financial management by schools, will inform the MoEST of the effectiveness of its policies. The MoEST will also have a role in the collation and reporting, at national level, of findings about the quality of learning.
- Policies mandating assessment of learning approaches and formal examinations, setting national examinations, reporting at a national level, setting criteria for the issuing of certificates, and ensuring that a database of results is maintained in an accessible manner to all interested parties, implemented through KNEC.
- auditing MoEST processes and information received from educational institutions
- staffing - policies, teacher: student ratios, implemented through TSC

The key operational functions of MoEST at decentralized levels include:
° collection, coordination and collation of sector information and statistics
° management of all resourcing to Basic Education institutions

- ° oversight and coordination of teacher development programs
- ° all operational matters of the County, and Sub-county offices of the MoEST with a focus on establishing national standards and consistency in service delivery by the directorate at all levels.

The decentralization of administrative and management powers to county and sub-county levels, alongside a policy of growing institution-based responsibility (SBM) for effective teaching requires an ongoing commitment to capacity building at all levels. The recent implementation of the decentralized context means it is possible especially with adequate pool of professional and governance capacity in all agencies and institutions.

3.5.1 Capacity Development

An ongoing management capacity and capability development programme for all officers within education sector agencies, organisations and institutions at both the governance and management levels is implemented.

Goal:

To have a formal management capacity and capability development programme in place to ensure governance functions and interdependencies are well understood and able to be carried out by officers at each of the three levels of the sector, as well as for BOMs,, Governors, principals and head of institutions.

Purpose:

To establish a coordinated and consistent approach to management development by training providers who are directed, and monitored in the pursuit of improved sector management.

Requirements:
- ° Recognition that the development of an integrated and unified national approach to capacity building is needed to have the high level of governance and management understanding needed as the foundation for successful decentralisation and devolved authority reform in the education sector.
- ° The role of KEMI, as a coordinating agency with MoEST, is to provide expert guidance and coordination of a national programme of training at all three levels of the sector.
- ° Will also serve to assist with the coordination of the training initiatives of the various DP projects and programmes within the Basic Education sub-sector.

Strategies and Actions:
3.5.1.1
KEMI, with the MoEST Directorate of Corporate Affairs will undertake the establishment of the structure and processes for development of a **National Management Training Programme** specific to the needs of management in a decentralised context for sector agencies and County Government education officers in a devolved authority context. The Working Group will undertake a needs analysis

to identify the knowledge and skills gaps as the basis for identifying specific training needs. The Working Party will develop a programme structure and draft the various programme components such as: management development principles and guidelines; selection and coordination of providers (agencies and institutions) and processes; policies in areas such as accreditation of courses for career building recognition, breadth of coverage, monitoring and review, processes for incorporating new agency cross-cutting ways of working (collaboration, team work etc). The Training programme will be developed during 2014 for presentation to the Cabinet Secretary for approval by November 2014.

3.5.1.2
An integrated, costed and time-bound management capacity building programme for all personnel in positions of responsibility within MoEST, TSC, SAGAs, NEC and CEBs, and County Government Education Offices, at both the central and county levels will be developed by KEMI in close liaison with the MoEST Directorate. The development of the Training Plan will require extensive consultation with stakeholders about needs, approach and timing. The Plan will be completed in time for approval by the Cabinet Secretary and for Baseline Budget implications to be included within the 2014/2015 financial year. Programme implementation to begin in the second half of 2014 and continue through to the end of 2015.

3.5.1.3
The KEMI Working Group will work with the MoEST Directorate and other agencies such as CEMASTEA involved in SBM to develop comprehensive management and governance capacity building programmes for governance authorities (BOMs) and institute managers (principals) within the framework of an integrated overall framework. The approved, costed, time-bound training operational plan will be completed in time for implementation in 2015 academic year.

Responsible Authorities:
MoEST, KEMI

Time Frame:
The national framework for management capacity building will be developed in 2014, operationalizing the framework for agency and institution provision will be undertaken in 2015 and ongoing.

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Management 3.5	216	379	226	277	337	1,435	*		17			*

Table 15: Financial Summary - Management

3.6 Information Communication Technology (ICT) for Education and Training

The Government, through e-government initiatives continues to develop a common backbone infrastructure for the public sector. These initiatives guide and assist MoEST to strengthen a central, county and school level ICT infrastructure as well as public ICT access to the education sector. A reaffirmed National Policy will ensure that the resources and efforts that are directed towards both improving information literacy through the curriculum and the use of information for effective decision making, are maximised through planned, coordinated and coherent activities and the efficient use of ICTs, both as management and pedagogical tools.

3.6.1 National Policies and Frameworks

MoEST, along with TSC, will continue to govern all aspects of information in the education sector to:
  ° develop and maintain efficient centralised sector support systems of information management; and
  ° Provide advice and guidance about information management to stakeholders at the central, county and institution levels.

This policy addresses the critical importance of a viable, reliable and authentic information system as the basis for not only monitoring progress but also as the basis for strategic planning, policy making, financial forecasting, evidence-based operational planning and trustworthy communication.

MoEST second pillar focus is on a policy for Curriculum Content and Pedagogy, including providing guidelines to support the promotion of **information literacy** as an educational outcome and the *use of ICT tools to enhance pedagogy and learning opportunities.*

Goal:
A national policy and institutional framework for the integration of ICT tools in education administration, management and pedagogy at all levels.

Purpose:
A reaffirmed **National Information Policy** will provide a framework for the development of a coherent set of related education databases accessible at the central, county and institutional levels and across ministries and agencies within the overall umbrella parameters of e-Government. The expected outcome will be an efficiently managed free flow of information between all stakeholders. There are a number of matters that have been identified as requiring consideration in the review, development and implementation of this Policy. These include:
  ° developmental goals, objectives and monitoring and evaluation needs;
  ° planning for the use of ICTs in the context of educational reform;
  ° existing planning processes and institutional capacity, including collaboration between government departments and agencies;
  ° cultural and social contexts related to communication and information sharing;
  ° costs and budgeting;
  ° existing technologies including connectivity;

- ° capacity for training;
- ° decentralisation policies;
- ° legislative and regulatory frameworks; and
- ° Equity and access.

Within the context of the National Curriculum Policy Framework (to be developed) and associated new pedagogies for 21st Century learning, a review of the national policy for the promotion of information literacy as an educational outcome and the use of ICT tools to enhance pedagogy and learning opportunities will be made.

Requirements:
  - ° **Information System Standards** (ISS) based on the National Policy and Education IT Master Plan. **Management Information System** (MIS) Standards for all centralized databases in the education sector that include but not be limited to:
    - common coding protocols;
    - data dictionary (national to facilitate integration across departments);
    - education indicators and formulae;
    - IS communication protocol;
    - data quality assurance mechanisms; and
    - Data base management system (DBMS).
  - ° Approved National Curriculum Policy Framework, as a precursor to curriculum review and reform, to provide the context for defining the application of ICT tools to enhance pedagogy and learning opportunities. The policy will also include the rationale to support the **Laptop for Grade 1** initiative and provide the mandate for the implementation strategies of this initiative.

Strategies and Activities

3.6.1.1

The MoEST ICT Unit for Management will lead, in close liaison with TSC, a review of the current National Policy for Integration of ICT as a tool for information management. The Review will focus on determining the principles, hardware and software specifications that will provide a strengthened information system that is responsive in a decentralised system for data and information management, forecasting, policy analysis, planning and operational decision making and management at all levels. The policy will describe a viable system of authentic sector-wide information management based on e-Government-compliant ICT-databases and systems (NEMIS FMIS and TMIS) that compile, collate and report on relevant information at all levels of the education system. The systems will have at their core the common monitoring and evaluation results framework for NESP, and the Medium Term Expenditure Framework (MTEF).

The National Policy Framework will mandate the current range of developments and initiatives in the education sector with high government ownership and high data accessibility for all stakeholders. The coordinated systems will be capable of

providing relevant and timely information for effective NESP implementation, monitoring and decision making. The Review will further liaise with the KEMI Working Group to coordinate training. The Review will also consider the current IT Master Plan and revise it to include specific policies and strategies for including the use of emerging technologies such as satellite, fibre optic networks, high-speed gateways and broad band/multimedia technologies. The plan will also define the rights and obligations of IT data and information users and providers, and propose appropriate necessary policies and regulations to guide IT system development and operations. The IT plan will be phased and costed and include alternative financing options, such as **public private partnership** arrangements.

The revised national policy will be presented jointly to the Cabinet Secretary and *Commissione*r for approval along with a costed, time-bound implementation plan across all three levels of the sector by the end of June 2014. The implementation plan will include current initiatives along with proposed hardware, software and training components for rollout from 2015 onwards.

3.6.1.2
The MoEST Directorate responsible for Data Management will develop strengthened school-level data management and reporting through the introduction of a **Unified Institution Record-Keeping System** by:

(i) MoEST development of unified Institution (school) record-keeping/administration guidelines;

(ii) Training all school principals and administration staff on unified record keeping; and

(iii) MoEST formulating **regulatory guidelines** on school reporting as an obligatory function.

Timely and accurate reporting by schools as an obligatory function of all schools, mandated within the **National Education Regulations,** is to be supported by detailed guidelines and training at the school level through the SBM initiatives.

The Directorate will produce an **Information Management Handbook** in collaboration with education information stakeholders. The handbook will provide easy to read guidelines for all those involved in education information management processes. The guidelines will cover the following key procedures: data collection, data entry, processing and storage, data analysis, data dissemination, data use, and publications and reports.

The Unified Institution Record-Keeping System and Handbook will be developed during 2014, presented to the Cabinet Secretary through the PS, for approval at the latest by October 2014 ready for implementation in the 2015 academic year.

3.6.1.3
The MoEST Directorate for ICT for Education will lead a review of the current policies for the use of ICT tools to enhance pedagogy and create a wider range of learning

opportunities. The Review team will work with the KICD-led group developing the National Curriculum Framework to ensure that ICT integration is a component of the framework. The Review will then develop a Policy Statement specific to ICT integration and progressively support curriculum and pedagogical reform, publishing guidelines in a timely manner to support the implementation of curriculum reforms. A core aspect of the implementation plan will be logistical support for the Laptop for Grade 1 initiative, within the guidance of the policy framework. The initial work will be undertaken in 2014 and a revised policy framework will be presented to the Cabinet Secretary for approval by the end of 2014. The development and implementation of Guidelines will be continuous through to 2018.

Responsible Authorities:
MoEST; TSC; KEMI; KICD

Time Frame:
The reviews and National Policy Frameworks will be developed in 2014 for operationalizing in 2015, and continuing through to 2018

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
ICT in Edn 3.6	23,380	27,471	28,570	29,713	30,901	140,035	88,255	(51,770)	1,680	1,059	(621)	ICT 2.8

Table 16 Financial Summary ICT in Education

Priority Three Time Frame

Programme	Strategy	Code	2014	2015	2016	2017	2018
Standards 8iQual Assurance 3.1	ESQAC	3.1.1					
	PBM	3.1.2					
EGL&N 3.2	Coordination	3.2.1					
Teacher Management 3.3	Registration	3.3.1					
	Deployment	3.3.2					
	Quality Stds	3.3.3					
Tch. Education 3.4	Nat. Framework	3.4.1					
Management 3.5	Capacity	3.5.1					
ICT in Edn 3.6	Policies	3.6.1					

Figure 8. Priority Three Time Frame

PRIORITY FOUR: EQUITY AND INCLUSION (PR4)

The following chart shows the recommendations and associated strategies that are developed below.
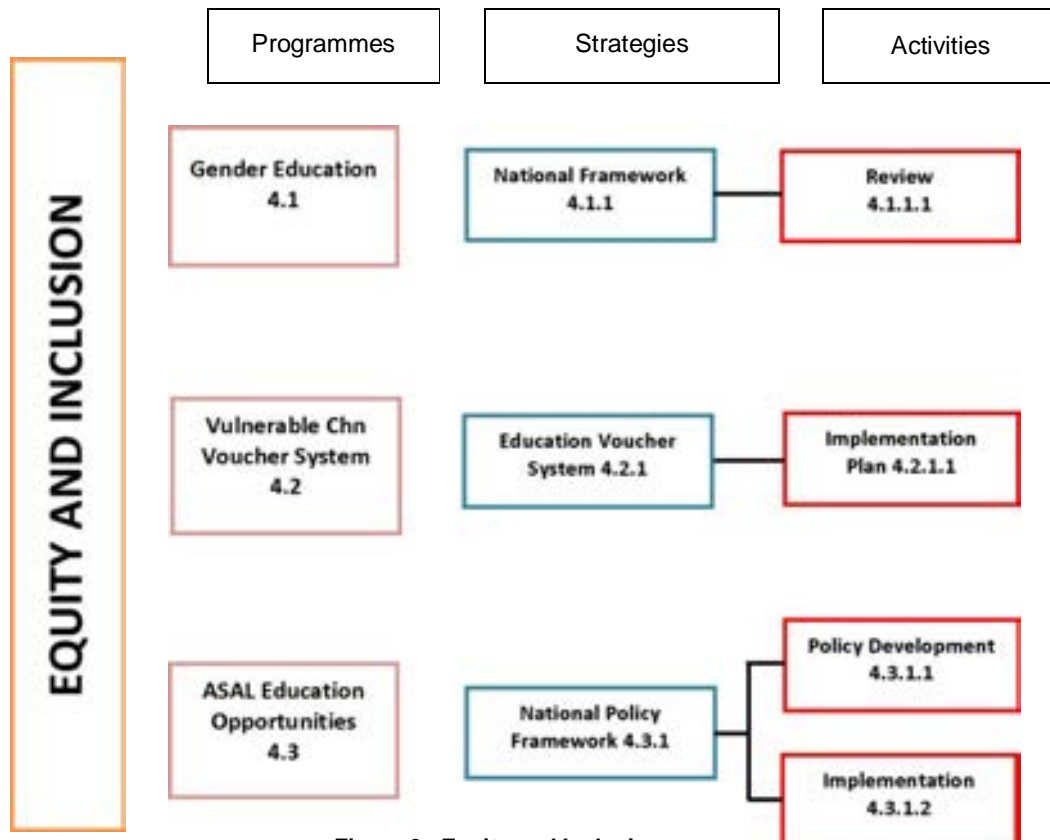
Figure 9   Equity and Inclusion

4.1 Gender in Education
The Department is committed to providing equal access to education for girls, boys, young women and young men irrespective of their socio-economic status. Despite achieving near gender parity nationally at primary and secondary school levels, gender disparities persist in certain regions especially in the Arid and Semi-Arid Areas, and in urban informal settlements. Targeted interventions are in place to improve enrolment and retention rates to meet goals for Universal Primary Education (UPE), and Gender Equality by 2018.

4.1.1 National Framework
The Gender in Education Policy 2007 continues to be the basis for interventions necessary to meet current goals.

Goal:

An up-to-date policy framework of gender education that will guide existing policies, strategies and interventions with the commitment necessary to achieve national goals by 2018.

Purpose:

Gender equity of access is a cross-cutting principle underpinning gender in education initiatives consistent with national legislative and regulatory frameworks as well as international conventions on human rights and goals for education. Having in place robust policy and monitoring frameworks are necessary to assure effectiveness and maximisation of policy impact.

Requirements:

- ° National legislative frameworks to mandate policies and practices to address gender disparities in learning outcomes, environmental influences and behaviours, and socio-cultural attitudes and practices.
- ° Explicit recognition of the place of enabling approaches and strategies within all national education policies to support gender education.

Strategies and Activities

4.1.1.1

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly undertake a review of the Gender in Education Policy 2007. The Review will affirm the relevant principles of the policy, evaluate the impact of the strategies and interventions of that policy, and make recommendations for a revised policy framework which is to include monitoring and evaluation instruments specific to the effectiveness of the gender policy and consistent with the wider monitoring and evaluation framework of NESP.

The Review recommendations will include a costed time-bound implementation framework for current and proposed interventions, priorities and targets and will be presented to the Cabinet Secretary through the PS, Department of Education at the latest by the end of September 2014.

Responsible Authorities:

MoEST

Time Frame:

The reviews and a Revised National Policy Framework will be developed and approved by the end of the third quarter, 2014.

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			MTEF Funding Source
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	
Gender Edn 4.1	671	814	965	1,116	1,267	4,833	*		58			*

Table 17: Financial Summary 4.1 Gender Education

4.2 Most Vulnerable Children's Voucher System

The Most Vulnerable Children's Grants for primary schools introduced under KESSP and wound up in 2010 sought to mitigate the socio-economic impact of the HIV and AIDs pandemic as an enrolment incentive.

4.2.1 Education Voucher System

An equity instrument

Goal:

Increased enrolment and retention rates of Most Vulnerable Children (MVC)

Purpose:

To implement the EVS as a demand-side targeting instrument to enhance participation rates of children who are from poor backgrounds and who are frequently absent from school or drop out due to hunger, lack of uniform and minor health ailments.

Requirements:
  ° National Policy on Social Protection which acts as a guide to MoEST in its policies to support vulnerable children.
  ° Recognition that this instrument is one of a range of ongoing equity targeting interventions of poverty alleviation and has been used and evaluated.

Strategies and Activities

4.2.1.1

Based on the impact analysis of EVS 2010, the MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly review the policy framework for this instrument and along with the revised policy develop a costed time-bound implementation framework for the proposed intervention that clearly identifies the target(s). This should include monitoring and evaluation instruments specific to the effectiveness of the revised policy and be consistent with the wider monitoring and evaluation framework of NESP. The revised policy and implementation plan will be presented to the Cabinet Secretary through the PS, Department of Education at the latest by the end of September 2014, in time for consideration in the 2015/16 financial year Budget estimates.

Responsible Authorities:

MoEST, the National Treasury

Time Frame:

The revised policy framework will be developed and approved by the end of the third quarter, 2014.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Vulnerable Chn 4.2	19	675	666	666	765	2,791	*		33			*

Table 18: Financial Summary 4.2 Vulnerable Children

4.3 Expanding Educational Opportunities in Arid and Semi-Arid Lands

Affirmative action to ensure the minority and marginalised are provided with special opportunities in education.

4.3.1 National Policy Framework

Goal:

Increased enrolment and retention rates of children from nomadic communities.

Purpose:

To address the education challenges among marginalised groups - including those children from nomadic and disadvantaged communities, those with special needs and those from informal settlements through the development of an up-to-date national policy framework and a structure for implementation.

Requirements:

- ° National Policy on Social Protection which acts as a guide to MoEST in its policies to support vulnerable and marginalized children.
- ° Recognition that a range of pedagogies and settings need to be developed and supported to meet the specific needs of these children.

Strategies and Activities

4.3.1.1

The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly review the Nomadic Education Policy Framework 2009 with particular reference to the National Curriculum Policy Framework (to be developed in the first 6 months of 2014), and taking into account the evaluation (impact) of the range of current interventions and initiatives including low cost boarding schools, mobile schools and alternative pedagogies. The Review will expand the revised policy statements to include a full range of approaches to implementation including monitoring and evaluation instruments specific to the effectiveness of the revised policy and is

consistent with the wider monitoring and evaluation framework of NESP. The revised policy framework will be presented to the Cabinet Secretary through the PS, Department of Education (with an implementation plan - see 4.3.1.2) at the latest by the end of September 2014, in time for consideration in the 2015/16 financial year Budget estimates.

4.3.1.2

The Lead MoEST Directorate will develop a business case for the establishment and operationalizing of The National Council for Nomadic Education in Kenya (NACONEK) as the agency responsible for nomadic education programmes. The costed, time-bound business case will describe the governance and management arrangements of the Council, draft an operations plan framework including operational principles. The business case will be presented along with the revised National Policy Framework (see 4.3.1.1) at the latest by the end of September 2014, in time for consideration in the 2015/16 financial year Budget estimates.

Responsible Authorities:
MoEST

Time Frame
The revised policy framework will be developed and approved by the end of the third quarter, 2014.

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	MTEF Funding Source
ASAL4.3	828	829	850	847	893	4,247	2,833	(1,413)	51	34	(17)	ASALs 2.6

Table 19: Financial Summary 4.3 ASAL

Priority Four Time Frame

Programme	Strategy	Code	2014	2015	2016	2017	2018
Gender Edn 4.1	Nat Framework	4.1.1					
Vulnerable Chn 4.2	Vouchers	4.2.1					
ASAL 4.3	Nat Framework	4.3.1					

Figure 10 Priority Four Time Frame

PRIORITY FIVE: RELEVANCE (PR 5)

The following chart shows the recommendations and associated strategies that are developed below.
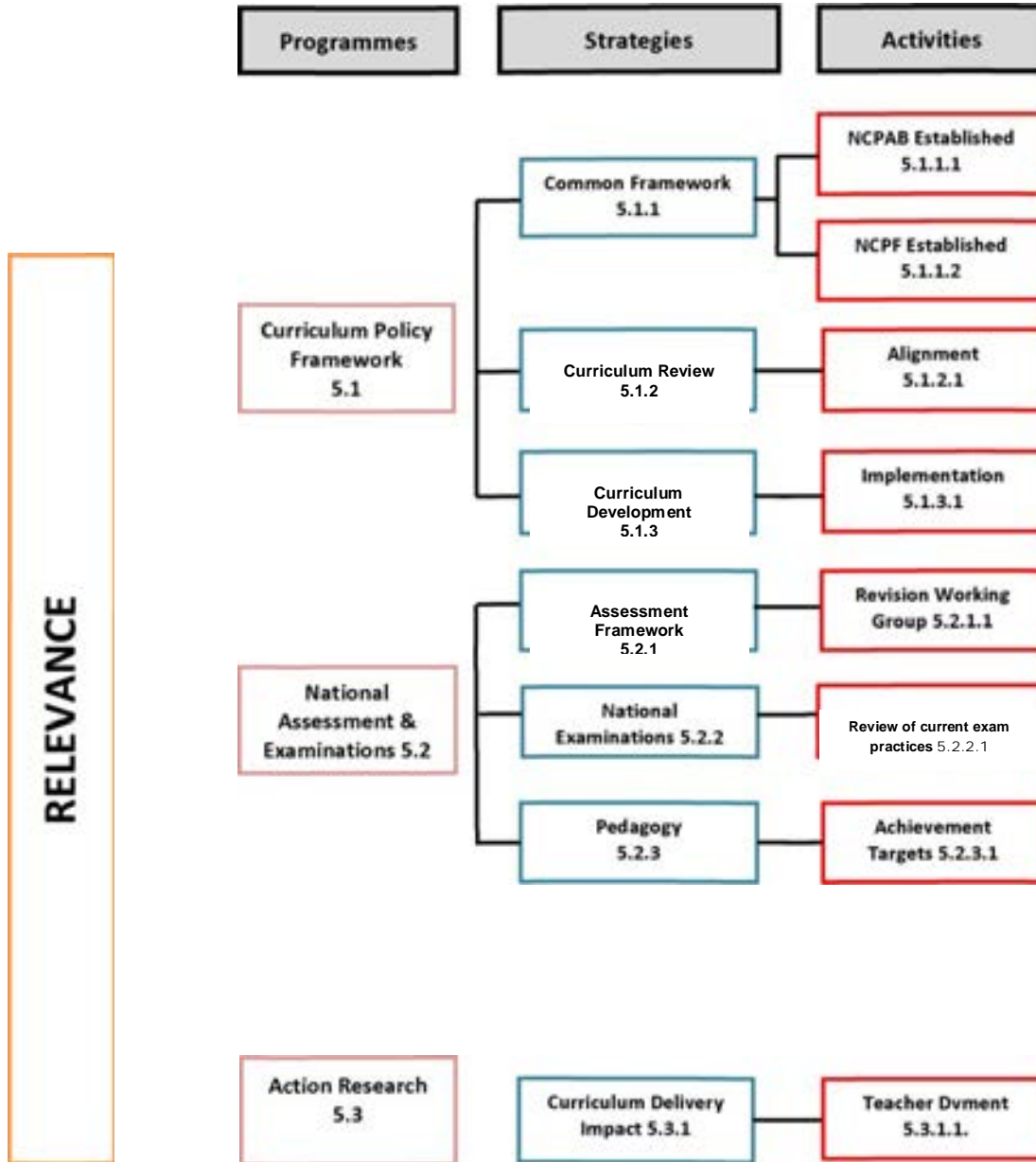
Figure 11
Curriculum

CURRICULUM

A relevant curriculum is critical to the achievement of societal aspirations. Vision 2030 calls for a well-designed, dynamic and responsive curriculum.

5.1 National Curriculum Policy Framework

A National Curriculum Policy Framework (NCPF) is developed.

Goal:

To have in place a harmonized national curriculum policy framework spanning all Basic Education Grades that is unified, integrated and inclusive, that describes the principles and procedures that form the foundation of all teaching and learning at all grade levels, and enhances all young peoples' opportunities to achieve identified learning outcomes.

Purpose:

To contribute to the change process from the current segmented schooling system to one that requires a consistent approach to curriculum development and management and consistent delivery across all types and streams of schooling of Basic Education (Primary and Secondary) levels and through to higher education pathways.

Requirements:

- ° Agreement that a National Curriculum Policy Framework (NCPF) is essential for the development and delivery of a uniform and integrated schooling system, mandated within the Basic Education Act 2013, and that its development should be a priority educational reform.
- ° Recognition that establishment of a NCPF requires expert guidance, extensive consultation and time.
- ° Collaboration between MoEST, KICD, KNEC and practitioners.
- ° Engagement of stakeholders from all levels (Early childhood through to higher education) and institution types.
- ° Sponsorship of the NCPF by both PSs of MoEST to provide the necessary impetus and mandate for its development.
- ° Ensuring a high level of curriculum development expertise, with regard to both international best practice and the Kenyan context, is available for guiding the process of NCPF development and implementation.

Strategies and Actions:

5.1.1

That a ***National Curriculum Policy Advisory Board*** (NCPAB) is established under the sponsorship of KICD with a governance focus and will include KICD, KNEC, MoEST, SNE and APBET officials and on which all types of school systems across all levels are represented. KICD will provide secretariat services to the Board.

5.1.2

The NCPAB steer the establishment of the structure and processes for development of a *National Curriculum Policy Framework (NCPF).*

5.1.3

A secretariat under 'expert' leadership is established to service the NCPAB in their determination of the NCPF structure and drafting of the various components of the NCPF such as: competency-based curriculum principles and guidelines such as learning that is oriented to creativity, practicability and productivity through a strong mother tongue and wider literacy and numeracy base, curriculum is based on 21st Century pedagogies that stimulate the intellectual and practical qualities of learners, a curriculum that fosters an inspired understanding of the history, culture, freedom, sovereignty and integrity of Kenya, the curriculum supports a culture of democracy, tolerance, social and environmental awareness, and understanding the dignity of all levels of human endeavour; management structures and processes; policies in areas such as language of instruction, time allocations for each subject at each year level for all streams, curriculum monitoring and review, assessment, processes for incorporating new subjects, the role of ICT within a curriculum framework, identification and inclusion of cross-cutting learning areas such as peace education; and facilitating a range of learning pathways that each provide for a focus in general, academic, technical and faith- based studies. It is expected that the cross-cutting common curriculum principles of quality, equity and relevance will underpin the policy framework characterised by high academic standards, social behaviours and cultural understandings.

5.1.4

The NCPAB develops and monitors an action plan and timeline for NCPF development in the first six months of 2014.

5.1.5

As each NCPF component is drafted, a consultation process is undertaken with key stakeholders prior to finalisation of the content of the component under NCPAB approval.

5.1.6

The whole of the NCPF is finalised under NCPAB approval ready for Cabinet approval and mandate by the end of June 2014.

Responsible Authorities:
KICD, KNEC, MoEST, SNE and APBET

Time Frame:
The national policy framework will be developed and approved by the end of the second quarter, 2014.

Financial:
See Table 20 below

5.1.2 Curriculum Review
A review of the primary and secondary curriculum is undertaken in order to establish Basic Education outcomes - and a Basic Education curriculum is developed according to NCPF policies and procedures.

Goal:
To have in place a curriculum that will ensure the compulsory Basic Education programme for all students is developed, managed and implemented in line with the National Curriculum Policy Framework.

Purpose:
To review the current primary and secondary curricula in terms of inclusiveness, quality and relevance, and as the means of defining the outcomes to be achieved by all young people at the end of compulsory schooling, or equivalent provision through non-formal programs.

Requirements:
- ° The timely development of the NCPF
- ° Agreement (in the form of a directive related to the Basic Education Act 2013 mandate) that the current ECDE, primary and secondary curricula be integrated into a uniform Basic Education programme to cover the years of compulsory education.
- ° Willingness of ECDE, primary and secondary stakeholders, and all schooling systems, to work together in development of a competency-based Basic Education curriculum.
- ° Recognition that identification of Basic Education competencies, outcomes and the
  development of an integrated curriculum statement for each subject which sets progressive levels of achievement through all grade levels will require expert guidance, extensive consultation and time.

Strategies and Actions:
5.1.2.1
Establish a Basic Education curriculum working group that consists of selected KICD, KNEC, MoEST staff, Madrasa system representatives, teacher educators and stakeholders from non-formal providers involved in current primary/secondary delivery, including key persons involved in NCPF development. The working group is to be chaired by the Director of KICD and will report to the NCPAB in its governance role.

The working group develops and monitors an action plan and timeline for the alignment of the current ECDE, primary and secondary Basic Education curricula (to be followed by extension into senior secondary and higher education curricula).

Working within NCPF principles, guidelines, procedures and policies, the working group draft a generic Basic Education curriculum statement that identifies the Basic Education competencies and outcomes to be achieved by all young people at the end of their compulsory education programme. The Statement will include identification of learning areas as broad categories of knowledge within which related competencies and skills, understandings and values are identified. The focus in each learning area is on the attainment of key learning outcomes that outline;

    °   what students are expected to know,
    °   what students are expected to ableto do, and
    °   what students are expected to value.

This is to be disseminated to all stakeholder groups with feedback provided taken in, and then submitted to the NCPAB for approval before Cabinet approves and mandates implementation.

Responsible Authorities:
MoEST, KICD, KNEC

Time Frame:
The national policy framework will be developed and approved by the end of 2014.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Curriculum Policy Framework 5.1	67	807	821	1,240	1,252	4,187	7,056	2,869	50	85	34	KICD 4.2

Table 20: Financial Summary 5.1 Curriculum Policy

5.1.3 Curriculum Development
Curricula will be reviewed and revised for Basic Education and Higher Education to provide for the necessary skills and competencies to meet the needs of society and industry.

Goal:
To have in place a curriculum that will ensure the compulsory Basic Education programme for all students is developed, managed and implemented in line with the National Curriculum Policy Framework.

Purpose:
The development of a Basic Education curriculum, within the NCPF, should expand opportunities for Kenyan youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural

development of their communities and the nation, and to contribute positively to creating sustainable futures. The Basic Education curriculum will provide a foundation for further education, training, personal development and/or employment activities in the formal or informal sectors.

Requirements:
- ° The timely development of the NCPF and consequent development of the approach to Curriculum Review and Development.
- ° Agreement that the current ECDE, primary and secondary curricula be integrated into a uniform Basic Education programme to cover the years of compulsory education.
- ° Willingness of ECDE, primary and secondary stakeholders, and all schooling systems, to work together in development of a Basic Education curriculum.
- ° Recognition that identification of Basic Education competencies, outcomes and the

  development of an integrated curriculum statement for each subject which sets progressive levels of achievement through all grade levels will require expert guidance, extensive consultation and time.

Strategies and Activities:
5.1.3.1

The development of subject curriculum statements which set progressive levels of achievement leading to the defined Basic Education outcomes at Standard 3, Standard 6 and Form 2 is undertaken by subject-specific committees comprised of selected KICD staff and others (e.g. teacher educators, teachers) known for their subject expertise. The process will be guided by the NESP nine-stage curriculum development process.

As each subject curriculum statement is drafted, a consultation process is undertaken with key stakeholders, including pre-service teacher education and in-service teacher groups, prior to finalisation of the content of the statement under NCPAB approval.

5.1.3.2

The whole of the Basic Education curriculum is finalised under NCPAB approval ready for progressive implementation across subjects/levels.

Responsible Authorities:
MoEST, KICD, KNEC

Time Frame:
The national policy framework will be developed and approved by the end of 2014.

5.2 National Assessment and Examinations

National assessment of learning achievement and public examinations must be placed in the overall context and place of assessment and reporting within the curriculum at the classroom level. Assessment and reporting are key elements of teaching and learning and the capacity of teachers to provide fair and accurate assessments of learners' achievement is central to effective classroom practice and in the reporting on their achievement. Assessment is undertaken in order to gather information from a variety of sources using different assessment tools that together build an accurate picture of each learner's educational progress. Assessment is only meaningful when there is a clear sense of purpose and anticipated outcome and where assessment tasks are explicitly linked to the curriculum and classroom programme. Teachers need to ensure that students receive immediate feedback on areas that need improvement for assessment to achieve its full potential.

The purpose of classroom assessment is to:
- Identify what individual students and groups of students know and what they still need to know to achieve the stated learning outcomes.
- Provide the basis for future teaching plans.
- Inform teachers of areas where additional support is needed.
- Inform parents of their child's progress and develop a sense of partnership between parents, teachers and students.

5.2.1 Assessment Framework

National assessments provide periodic appraisals of the quality of education. These are administered under the National Assessment for Monitoring Learner Achievement (NASMLA) Policy Framework 2007 by KNEC.

Goal:

A reliable, authentic and valid four-year cycle national assessment system at three levels of Basic Education to gauge the quality of education in Kenya.

Purpose:

Establishing national (and eventually at county level) baselines and subsequent iterations of education quality will provide information for national and international comparative purposes. This information will inform curriculum and pedagogical policy and other interventions impact analysis and guide action research for improvement.

Requirements:
- The timely development of the NCPF and consequent development of the approach to Curriculum Review and Development which will identify Basic Education competencies, outcomes for each subject and set progressive levels of achievement through all grade levels as the basis for classroom and national assessment.
- NCPF principles will include assessment.

° Development of a range of assessment instruments and approaches as well as the capacity of teachers, principals and examiners to competently use them.

Strategies and Activities:

5.2.1.1

The NASMLA Policy Framework 2006 is reviewed in the context of the NCPF and revised to reflect learning evaluation principles of NCPF and to include a comprehensive set of guidelines for teachers and principals for the role and use of a full range of assessment instruments as well as for the administrators of the national assessments. The joint KICD and KNEC working group, under KNEC leadership will undertake the review and report its findings to the NCPAB by the end of 2014.

General assessment guidelines will accompany the Review Report. Specific guidelines for assessment associated with subject/level curriculum revisions will be developed concurrently and in close liaison with that curriculum revision.

5.2.1.2

The working group will map out a series of national assessment cycles at the three levels, with a particular focus on numeracy and literacy assessment, in a costed implementation plan for approval by the Cabinet Secretary by September 2014. The working group will also make recommendations regarding the legal mandate of national assessments.

Responsible Authorities:

MoEST, KNEC, KICD

Time Frame:

The national policy framework, guidelines and national assessment implementation plan will be developed and approved by the end of 2014. Specific assessment guidelines will be developed concurrently with subject curriculum revision.

5.2.2 National Examinations

The two public examinations in Kenya are the Kenya Certificate of Primary Education (KCPE) examination and the Kenya Certificate of Secondary Education (KCSE) examination. These examinations are administered by the Kenya National Examinations Council (KNEC). KNEC also has the mandate to administer public examinations at the higher education level in teacher education, technical and business areas.

Purpose:

To continue to strengthen examinations' format, content and feedback with a clear focus on 21st Century competencies such as problem-solving, critical thinking, creative thinking, ethical decision making, and global perspectives within the context of the subject. It is equally important to ensure that examinations reveal levels of learning within the contexts of curriculum principles and course prescriptions without becoming a driver of pedagogy.

Requirements:
- ° A framework of principles and guidelines for the setting of examinations based on the NCPF is developed to guide all examiners in the preparation of examination papers.
- ° To ensure that the course prescriptions, guidelines to teaching, internal assessment, and textbook resources set the basis for the approach and content of the public examinations.

Strategies and Activities:
5.2.2.1

KNEC will undertake a review of current examination practices and processes, including the development of marking schemes, moderation of marking and marks, strengthening of feedback mechanisms to schools and counties, and capacity building of staff within the context of the NCPF (to be developed) to ensure consistency with the curriculum policy, principles and pedagogy introduced to support curriculum reforms. The Review will further consider the role of practical examinations in the KCSE as the technical and non-formal range of schooling streams is expanded.

To assure validity and reliability of practical examinations, guidelines and procedures will be developed, piloted and rolled-out concurrent with subject curriculum and course content revision. The Review will also consider and make recommendations about the role of school based- assessment as a feature of examinations. A time-bound costed plan for implementation of the examination of practical aspects of courses and if recommended, the school-based assessment component, will be included with the final Review Report to be presented for approval by the end of 2014.

Responsible Authorities:
KNEC, KICD

Time Frame:
The Review will be completed and approved by the end of 2014. Specific practical examination guidelines will be developed concurrently with subject curriculum revision.

5.2.3 Pedagogy and Assessment
There is consistent evidence about the kinds of teaching approaches and practices that lead to improved student learning. Interactions between teachers and students, especially the nature and regularity of teacher feedback and assessment of students' work, make a significant difference to education quality at national and school level. Pedagogy at a time of curriculum reform is of particular importance; the new curriculum provides the vehicle for the knowledge the teacher must deliver.

Goal:
Effective pedagogy that goes beyond teachers' knowledge of curriculum content, to an understanding of the teaching/learning philosophy underlying the curriculum reform

and employment of the type of teaching/learning interactions and assessment methods required.

Purpose:

NESP Volume I observes that transformation in teaching and learning practices need to accompany curriculum and assessment, including examination reforms.

A major pedagogical challenge for secondary education is to discover new ways of 'knowing', and of 'learning how to learn'. Students learn most effectively when they understand what they are learning, why they are learning it, and how they will be able to use their new learning and build further learning from it. While knowledge transmission will continue to be of central importance to classroom practice, secondary schools must also provide students with the skill requirements of the fast-changing world - critical thinking, communication, problem solving etc - thus adopting pedagogies that are learner-centred. Know what students have learned through effective assessment instruments is an important aspect of this challenge.

Requirements:

° National Teacher Development Policy (NTDP) is developed

° Effective use of ICT as a pedagogical tool, particularly in the monitoring of learning achievement (assessment).

Strategies and Activities:

5.2.3.1

To integrate the assessment of 21st Century competencies and expected outcomes into classroom assessment and school public examinations in the medium to longer term, KICD will explicitly identify the key competencies and expected learning outcomes for each subject/level as part of its curriculum review activities to inform not only teacher development but also examination practice (KNEC).

Prior to implementation of curriculum (and assessment) reforms, all teachers undergo in-service training to familiarise them with the National Curriculum Policy framework (NCPF) and the Basic Education curriculum. As the implementation proceeds, all teachers of the grade levels/subjects concerned will receive further in-service training (INSET) prior to and during the introduction of the subject-specific curriculum statements.

Responsible Authorities:

MoEST, KICD, KNEC

Time Frame:

The completion of the NCPF and the NTDP will trigger curriculum, including assessment, reform which will influence examination review and reform. It is expected that these activities will be ongoing from 2015.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			MTEF Funding Source
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus / Deficit	Total	MTEF	Deficit	
National Assessment & Examinations 5.2	111	22	16	42	17	208	19,881	19,673	3	239	236	KNEC 4.3

Table 21: Financial Summary 5.2 National Assessment & Examinations

5.3 Action Research

Evidence-based research is a critical input into the impact analysis component of the policy cycle.

5.3.1 Curriculum Delivery Impact

A key goal of NESP is improvement in learning achievement levels. Curriculum reform and improved pedagogy have been identified as important contributors to this goal. Knowing the impact of these policies is essential to sustaining improvement.

Goal:

To have reliable, valid evidence of the impact on learning and achievement levels resulting from changes to the quality and relevance of what is taught and how it is taught.

Purpose:

Following significant inputs into the education sector aimed at improving quality, the rationale for continued interventions needs to be based on research evidence of impact. The establishment of a National Assessment System (NAS) is expected to determine base-line data and to continuously monitor changes in the quality of education.

Requirements:
° KICD and KNEC will develop standardised assessment frameworks to guide classroom-based and national assessments for each subject/level of Basic Education and beyond within the context of the NCPF.
° The NTDP is in place.
° KICD has a fully operational research unit.

Strategies and Activities

5.3.1.1

The KICD Research Unit will undertake evidence-based research to determine, in particular: baseline and consequent changes to the quality of literacy, numeracy and life skills education at all levels; the levels of competencies and learning outcomes in all subjects at all levels; the impact of learning environment and wider social influences on learning; and the impact of school management on achievement. The results will inform policy development and implementation as well as providing information on the quality of Kenyan education for county, national and international comparative purposes. The specific information on interventions and pedagogy will provide a significant input into teacher development programmes - both pre- and in-service. KICD will provide an annual report of its research findings with implications for teacher development and revised or new policy specifically spelled out.

Responsible Authorities:

MoEST, KICD, KNEC

Time Frame:

KICD will develop a time-bound and costed business case for establishing expanded research capability to meet the expectations set out above and will present the case for the Cabinet Secretary's approval by the end of June2014.

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Action Research 5.3	52	52	52	52	52	260	*		3			*

Table 22: Financial Summary 5.3 Action Research

Priority Five Time Frame

Programme	Strategy	Code	2014		2015		2016		2017		2018	
Curriculum Policy Framework 5.1	Framework	5.1.1										
	Review	5.1.2										
	Cur Dev Policy	5.1.3										
National Assessment & Examinations 5.2	Ass Framework	5.2.1										
	Ex Framework	5.2.2										
	Pedagogy	5.2.3										
Action Research	CD Impact	5.3.1										

Figure 12 Priority Five Time Frame

PRIORITY SIX: SOCIAL COMPETENCIES AND VALUES

The following chart shows the programmes and associated strategies that are described below.
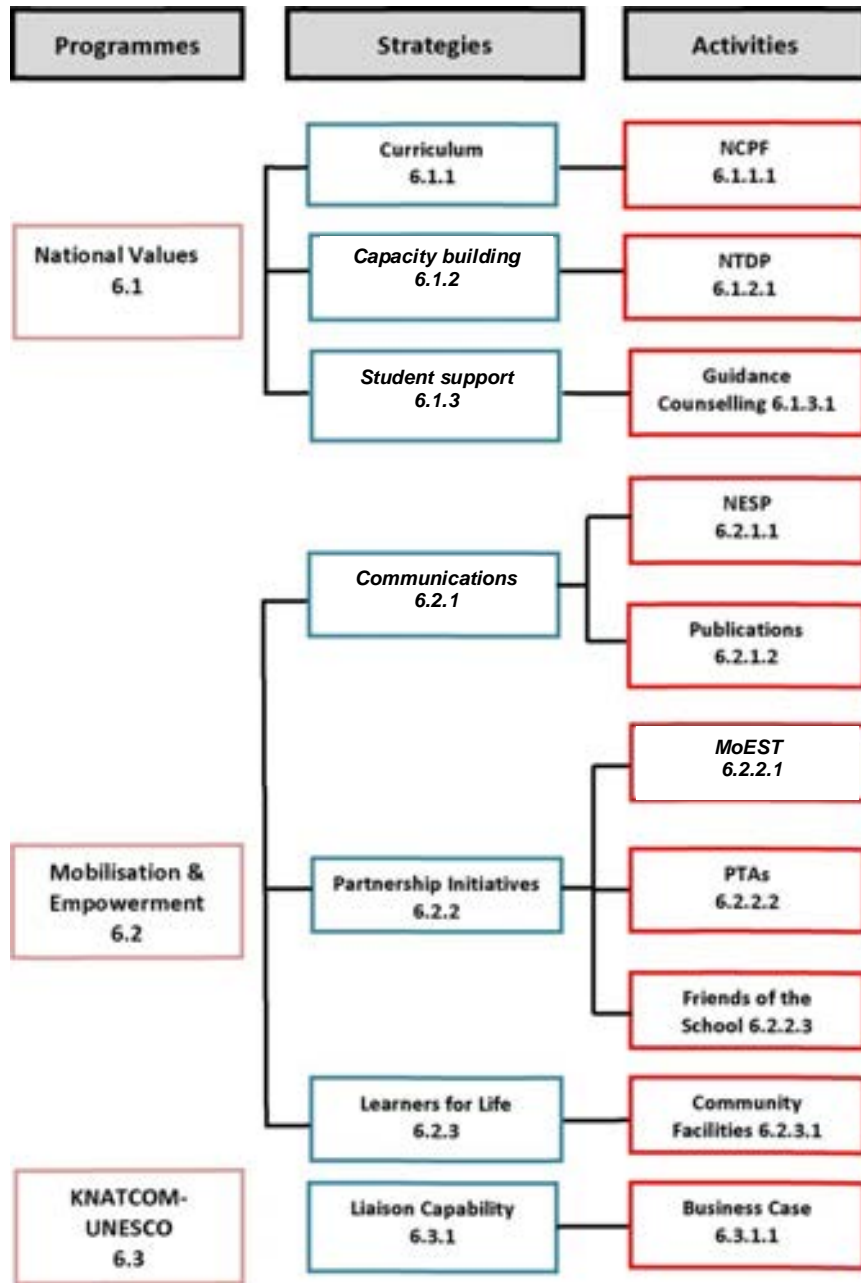
Figure 13 Social Competencies and Values

6.1 National Values

Achieving the *Vision* 2030 social development and economic growth goals is dependent on a broad base of capable, literate, numerate, confident and motivated citizens. These citizens will actively contribute to a knowledge-based society. NESP sets out to shape the education system to complement and support these national aspirations for Kenya.

6.1.1 National Values in the Curriculum

Goal:

Learners will develop knowledge, skills, attitudes and competencies to participate effectively in the Kenyan society and economy.

Purpose:

A well-developed education system is upheld globally as one of the necessary conditions for advancing quality of life and ensuring that all are able to participate as active citizens in society. Education is considered to be an effective mechanism for integrating all social groups, including the most marginalised and vulnerable, into the development process. A re-oriented and expanded curriculum framework, responsive to social needs and relevant to the country's growing formal economy, is therefore essential to Kenya's national development.

Requirements:

° acknowledgement that investment in education yields considerable social and economic returns and has more immediate impact on national development than other sub-sectors ° Promotion of education's essential role in ensuring future social cohesion. A significant area of learning for youth in today's world relates to their preparation for active citizenship in a democratic society, providing them with an understanding of global and national challenges around peace and security, and for dealing with such issues as conflict, climate change and environmental degradation.

Strategies and Activities:

6.1.1.1

KICD will undertake to have in place a harmonized **National Curriculum Policy Framework** spanning all Basic Education grades that is unified, integrated and inclusive. The NCPF will give appropriate weight to the place for the delivery of social competencies and values within the curriculum. These will be delivered through the sub-themes of: (i) Life Skills Education; (ii) Peace Education; (iii) Guidance and Counselling; (iv) HIV and AIDS; and (v) Education for Sustainable Development.

KICD will develop curriculum guidelines for the delivery of social competencies and values within its programme of curriculum revision following the approval of the NCPF. *See #6.1 Above*

Responsible Authorities:

MoEST, KICD

Time Frame:
NCPF will be completed in 2014; consequent curriculum revision will be ongoing.

Financial:
See table 23 below

6.1.2 Pedagogy Capacity Building to Deliver Social Competencies and Values Curriculum
Teacher development, pre-service and in-service, is at the very heart of establishing, maintaining and improving the quality of learning of social competencies and values.

Goal:
An explicit policy statement within the **National Teacher Development Policy** for improved pedagogy to deliver curriculum for social competencies and values consistent with NCPF.

Purpose:
To enable pedagogical processes that support the classroom provision the five social competencies and values sub-themes through an explicit programme of pre- and in-service opportunities for teachers at all levels in the basic Education sector.

Requirements:
- ° NCPF is in place to provide the necessary implementation mandate for the place of the social competencies and values in the Basic Education curriculum framework.
- ° NTDP is in place to provide a framework within which all the teacher development activities and the wide range of providers can be directed, coordinated, supported, and monitored in the pursuit of improved pedagogy.

Strategies and Activities:
6.1.2.1
The MoEST Directorates of Pre-Primary and Primary, and Secondary Education will jointly undertake the establishment of the structure and processes for development of a **National Teacher Development Policy Framework** to be developed during 2014 for presentation to the Cabinet Secretary for approval by November. The Working Group will give appropriate weight to the place for the pedagogies associated with the delivery of social competencies and values within the curriculum. These will be delivered through the sub-themes of: (i) Life Skills Education; (ii) Peace Education; (iii) Guidance and Counselling; (iv) HIV and AIDS; and (v) Education for Sustainable Development. The Lead MoEST Directorate will develop pedagogy guidelines for the delivery of social competencies and values within its programme of professional development for teachers of basic Education. *(See #3.4.1 above)*

Responsible Authorities:
MoEST, KICD

Time Frame:

NTDP will be completed in 2014; consequent professional development programmes will be ongoing.

Financial:

See table 23 below

6.1.3 Student Support Services

Provide assistance for the holistic development of the learner.

Goal:

A system that addresses the individual's needs and academic, professional and technical aspirations across a range of learning pathways, as well as supporting national social and economic goals.

Purpose:

To ensure that the learning environment effectively supports the individual to develop knowledge, skills and competencies to participate in a diverse society and economy through the provision of support services including career, health, and psycho-social guidance and counselling.

Requirements:
- ° Mandated national policy for Guidance and Counselling in learning institutions.
- ° Specific programmes to support the preparation of students for higher education, technical and vocational education and training, and the world of work.

Strategies and Activities:

6.1.3.1

Within the context of the Basic Education Act, 2013, the appropriate MoEST Directorate will undertake a review of existing policies, regulations and directives related to the provision of support services within Basic Education institutions with a focus on identifying gaps, inconsistencies and implementation imperatives. The Working Group will develop a time-bound, costed plan of implementation based on its findings to revise exiting support services. The Working group will ensure that all recommendations of policy revision and implementation enhancement are consistent with the broader curriculum and professional development policy frameworks being developed concurrently throughout the 2014 period. The review findings and consequent implementation plan will be presented to the PS, the Department of Education for the Cabinet Secretary's approval by the end of 2014.

Responsible Authorities:

MoEST

Time Frame:

Review and Implementation Plan to be completed in 2014, with consequent implementation ongoing.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
National Values 6.1	206	190	212	197	202	1,007	*		12			*

Table 23: Financial Summary 6.1 Values

6.2 Mobilisation and Empowerment of the Community

Social development and economic growth for a knowledge-based Kenyan society in which all citizens participate, requires active engagement by parents and the community in education programmes to ensure capable, literate, numerate, confident and motivated citizens.

6.2.1 Communications
Goal:

A well co-ordinated Communications Strategy to inform and engage all levels of society in the education and training sector.

Purpose:

Achievement of the national aspirations of Vision 2030, as well as commitments to the UN Child Rights Convention and the education related goals of the Millennium Development Goals requires engagement of society in consultation, understanding and commitment to Kenya's education programmes. The catalyst for this engagement is effective communication.

Requirements:
° A strengthened communications unit within the Department of Education to coordinate communication at national, county and community levels using a full range of media opportunities.
° Coordination of communication will begin with well-planned strategies based on clearly articulated and understood key messages, identified education (policy) champions and sponsors, and credible, reliable feedback instruments.

Strategies and Activities:
6.2.1.1
The MoEST Directorate of Corporate Affairs, Communication Unit will develop a comprehensive internal (MoEST and Agencies) and public communications strategy to support the release of NESP, beginning in February 2014 and continuing throughout 2014. The emphasis will be on the inclusive vision, comprehensive goals and objectives and implementation plan with a focus on generating and sustaining debate about how these can be supported by the community at large. It is expected that the strategy will exploit all electronic media possibilities including an interactive website, print, radio and TV media.

6.2.1.2
MoEST, TSC, SAGAs and institutions are repositories of a wealth of publications that support the goals, achievements and plans of the education sector. The MoEST Communications Unit will develop a comprehensive system of identification of key sector publications and determine an effective way of making these accessible to the public. The main structure for these processes should be in place by the end of 2014 and should be developed as an adjunct to the wider education sector information management systems utilising existing electronic media structures. Populating the structure will be an ongoing task. The unit will develop a costed business for Cabinet Secretary's approval by June 2014.

Responsible Authorities:
MoEST

Time Frame:
Strategies and implementation plans to be in place by June 2014, with consequent implementation ongoing.

Financial:
See table 24 below

6.2.2 Partnership Initiatives between the Government and Community
Many opportunities exist for both formal and informal partnerships between a local institution (school), parents and the wider community.

Goal:
Strong, effective, supportive formal and informal partnerships between the community and local learning institutions.

Purpose:
Fostering a partnership approach between the local school and the community is a NESP focus in support of a decentralized context with decentralized authorities responsible for education at the county and sub-county levels. The partnership

approach is consistent with the development of greater school-based management (SBM) and accountability directly to the community. The formal partnership is through the Boards of Management (BOMs) as a governance body for the school, formal school support through Parent Associations (PAs), and wider community support through informal ad hoc "Friends of the School" partnerships.

Requirements:
  - ° Explicit ToRs for the BOMs in their governance role and expected relationship between the BOMs and principal, the BOMs and the community, the BOMs and the CEB, and the BOMs and MoEST/TSC. Explanations of delegated authorities and accountabilities.
  - ° Capacity building programme to support BOMs members to undertake their roles effectively.
  - ° NEMIS operational at the institutional level.
  - ° Clear differentiation between the roles of BOMs and PTAs.

Strategies and Activities:
6.2.2.1

The appropriate MoEST Directorate will review existing BOMs establishment, membership, ToRs, relationship expectations, responsibilities and obligations, and accountabilities in the context of the Basic Education Act 2013, (decentralisation of powers to County Governments) and revise protocols between MoEST and BOMs; CEBs and BOMs, BOMs and the principal and BOMs and the community to reflect the new decentralised environment. The Working group will produce a set of updated Guidelines for BOMs in including a generic Operations Manual covering all aspects of the work of a BOMs including matters and functional matters such as meeting procedures. Draft documentation will be provided to the cabinet Secretary for approval before the end of June 2014 for national dissemination before the end of 2014. The Working Group will work with the MoEST Communications Unit to develop a comprehensive communications strategy to accompany the dissemination. One key focus will be to inform the community of the pivotal role of BOMs, their work and encouragement to engage at that level.

6.2.2.2

The appropriate MoEST Directorate will review existing guidelines and regulations about the establishment and workings of PAs to ensure there is: clarity of role/function; a distinct separation in activities from the BOMs; and appropriate instruments and processes to account for the proceeds of fund raising and support activities. The Working Group will work with the MoEST Communications Unit to develop a comprehensive communications strategy to accompany the distribution of the revised guidelines and regulations. One key focus will be to inform the community of the crucial support role of PAs, their work and encouragement to engage at that level.

6.2.2.3

The MoEST Communications Unit will work with County Governments to develop communication strategies and opportunities to engage and motivate a wide range of groups and potential partners to support local education initiatives and institutions. These groups may include private foundations, individual philanthropists, faith-based organisations, community and civil society groups, and businesses. A particular focus will be to mobilise non-formal education initiatives as viable alternatives for providing basic Education opportunities. An overall communications strategy and protocols for working together with County counterparts will be developed by June 2014 with campaigns for community engagement underway by the end of 2014 ready to support local institutions in the 2015 academic year and beyond.

Responsible Authorities:
MoEST, County Governments

Time Frame:
Strategies and implementation plans to be in place by June 2014, with consequent implementation ongoing.

Financial:
See table 24 below

6.2.3 Learners for Life
Learning throughout life is an ongoing process of adding knowledge, skills and capacity. For many, adult education provides learning denied in childhood opening opportunities within the spheres of culture, work and citizenship.

Goal:
To have in place a strong national network of ACE programmes to support lifelong learning.

Purpose:
To provide ongoing learning opportunities for those young people and adults who have been excluded from mainstream educational activities in the past with a particular focus on reducing levels of adult illiteracy and innumeracy.

Requirements:
    ° Affirmation and sponsorship for NFE and informal education programmes

Strategies and Activities:
6.2.3.1
The appropriate MoEST Directorate will initiate discussions with County Governments to develop a nationwide awareness programme of the value of lifelong learning, support and publicise ACE and other education programmes, and in particular develop

a set of generic protocols for local institutions to use as the basis for extending the use of (institutional) facilities for ACE and other informal learning opportunities outside of mainstream classes. The Programme along with the protocols document will be disseminated in the latter half of 2014.

Responsible Authorities:
MoEST, County Governments

Time Frame:
Strategies and implementation plans to be in place by June 2014, with consequent implementation ongoing.

Financial:

| Programme | NESP Cost (Ksh Million) | | | | | Ksh Million | | | USD Million | | | |
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
Mobilisation & Empowerment 6.2	832	721	659	665	669	3,545	*		43			*

Table 24: Financial Summary

6.3 Kenya National Commission for UNESCO (KNATCOM)
KNATCOM was transformed into a State Corporation in January 2013, following the enactment of the KNATCOM Act of 2013. The office of the Cabinet Secretary for Education, Science and Technology is the supreme organ of the KNATCOM Commission. This office is responsible for policy direction and overall oversight on the implementation of UNESCO programmes and activities in Kenya. KNATCOM has a Board of Commission which is responsible for oversight for policy implementation of all UNESCO programmes and activities.

6.3.1 Liaison Capability
KNATCOM-UNESCO works closely with the Permanent Secretaries in other ministries in dealing with the five areas of UNESCO's competencies: Education; Natural Sciences; Social and Human Science; Culture; and Information and Communication. Through these competencies, the Commission facilitates relevant ministries, departments, universities and civil society organisations in UNESCO's (Government led) activities and programmes.

NESP raises a concern about the effectiveness and efficiency of the current arrangements in the Commission discharging its functions.

Strategies and Activities:

6.3.1.1

The Commission in close partnership with MoEST will undertake a comprehensive review of the current operational structure of the Commission. The Review will consider alternative options for its placement and sponsorship including establishment as SAGA. The Review will recommend viable options with rationale for change, each option associated with a fully costed business case for the Cabinet Secretary to present to Cabinet for consideration and decision by the end of September 2014.

Responsible Authorities:

MoEST, KNATCOM

Time Frame:

Review findings with business case details for viable options to be completed by September 2014.

Financial:

Programme	NESP Cost (Ksh Million)					Ksh Million			USD Million			
	2013/14	2014/15	2015/16	2016/17	2017/18	Total NESP	Total MTEF	Surplus/ Deficit	Total	MTEF	Deficit	MTEF Funding Source
KNATCOM 6.3	52	47	53	59	75	287	*		3			*

Table 25: Financial Summary KNATCOM

Priority Six Time Frame

Programme	Strategy	Code	2014		2015		2016		2017		2018	
National Values 6.1	Curriculum	6.1.1										
	Pedagogy	6.1.2										
	SdntSptSvcs	6.1.3										
Mobilisation & Empowerment 6.2	Communication	6.2.1										
	Partnerships	6.2.2										
	Learners for Life	6.2.3										
KNATCOM 6.3	Liaison	6.3.1										

Figure 14 Priority Six Time Frame

ANNEX ONE: IMPLEMENTATION TIME FRAME

Programme	Strategy	Code	2014		2015		2016		2017		2018	
Governance Structures and Processes 1.1	Framework	1.1.1										
	Instruments	1.1.2										
	Engagement	1.1.3										
Information Management 1.2	Policy	1.2.1										
	NEMIS	1.2.3										
	FMIS	1.2.3										
	Integration	1.2.4										
Q A 1.3	A U Expansion	1.3.1										
Grants 2.1	Expansion	2.1.1										
Infrastructure 2.2	Expansion	2.2.1										
	Laboratories	2.2.2										
Bursaries 2.3	Targeting	2.3.1										
SNE 2.4	Policy Frame	2.4.1										
APBET2.5	Pathways	2.5.1										
ACE 2.6	Pathways	2.6.1										
Emergency Ed	Policy Frame	2.7.1										
Policy Reviews	Impact	2.8.1										
Standards &Quality Assurance 3.1	ESQAC	3.1.1										
	PBM	3.1.2										
EGL&N 3.2	Coordination	3.2.1										
Teacher Management 3.3	Registration	3.3.1										
	Deployment	3.3.2										
	Quality Stds	3.3.3										
Tch Education 3.4	Nat Framework	3.4.1										
Management 3.5	Capacity	3.5.1										
ICT in Edn 3.6	Policies	3.6.1										
Gender Edn 4.1	Nat Framework	4.1.1										
Vulnerable Chn 4.2	Vouchers	4.2.1										
ASAL 4.3	Nat Framework	4.3.1										
Curriculum Policy Framework 5.1	Framework	5.1.1										
	Review	5.1.2										
	Cur Dev Policy	5.1.3										
National Assessment & Examinations 5.2	Ass Framework	5.2.1										
	Ex Framework	5.2.2										
	Pedagogy	5.2.3										
Action Research	CD Impact	5.3.1										
National Values 6.1	Curriculum	6.1.1										
	Pedagogy	6.1.2										
	SdntSptSvcs	6.1.3										
Mobilisation & Empowerment 6.2	Communication	6.2.1										
	Partnerships	6.2.2										
	Learners for Life	6.2.3										
KNATCOM 6.3	Liaison	6.3.1										

ANNEX TWO RESULTS FRAMEWORK

Ops Plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variable	2012	2013	2014	2015	2016	2017	2018	Source
Col 1	Col 2	Column 3	Column 4	Column 5	Column 6	Column 7	Col 8	Col 9	Col 10	Col 11	Col 12	Col 13	Col 14	Column 15
1.1	1	Governance Structures and Processes	Governance and Accountability	Administration	Share of primary education as % education expenditure									Budget
1.1	1	Governance Structures and Processes	Monitoring & Evaluation	Administration	Public Expenditure Tracking Survey/Service delivery survey		1			1			1	Reports
1.2	1	Information Management	EMIS and IFMIS Programme	Administration	Statistical yearbook produced and county report cards	County	0	1	1	1	1	1	1	Reports
1.2	1	Information Management	EMIS and IFMIS Programme	Administration	Labour Market Information System (LMIS) for TVET		0	1	1	1	1	1	1	Reports
1.3	1	Quality Assurance - Financial and Service Viability	Governance and Accountability	Administration	Share of non-salary expenditure in primary education									Budget
1.3	1	Quality Assurance - Financial and Service Viability	Governance and Accountability	Administration	% of budget execution									Budget
2.1	2	Materials and Operational Expenses	Pre-service Education and Training	ECDE	PTR (both public and private)		24.1	25	26	27	28	29	30	EMIS
2.1	2	Materials and Operational Expenses	Pre-service Education and Training	Basic Education	PTR (in public school)	County	50.3			45			45	EMIS&TSC
2.1	2	Materials and Operational Expenses		Secondary Education	PTR	Gender/county	32.3			45			45	EMIS
2.2	2	Infrastructure	ECDE Infrastructure	ECDE	GER	Gender/county	66.3			75			90	EMIS
2.2	2	Infrastructure	Primary Infrastructure	Basic Education	Gross intake rate (new entrants/pop 6 years old)	Gender/county								EMIS

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NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
2.2	2	Infrastructure	Primary infrastructure	Basic Education	GER	Gender/county	115.8							EMIS
2.2	2	Infrastructure	Secondary school infrastructure	Secondary Education	GER	Gender/county	49.3			65			81	EMIS
2.3	2	Bursaries, Grants And Scholarships	Secondary school infrastructure	Basic Education	Transition to Secondary education	Gender/county	76.6			88			90	EMIS
2.4	2	Special Needs Education	Disability Mainstreaming	SNE	Number of children Enrolled primary	Gender/county								EMIS/MTP
2.4	2	Special Needs Education	Disability Mainstreaming	SNE	Number of children Enrolled secondary	Gender/county								EMIS
2.4	2	Special Needs Education	Disability Mainstreaming	SNE	Number of Classrooms or institutions	County								EMIS (See recom).
2.5	2	Alternative Education Pathways	Alternative Basic Education	Alternative Basic Education	Non Formal Education enrolment '000	Gender/county	182.1							EMIS (See recom).
2.5	2	Alternative Education Pathways	Alternative Basic Education	Alternative Basic Education	Number of ABE institutions	County								EMIS (See recom).
2.5	2	Alternative Education Pathways	Alternative Basic Education	Alternative Basic Education	Number of low cost Boarding schools	Gender/county								EMIS (See recom).
2.6	2	Adult and Continuing Education	Adult and Continuing Education Infrastructure	Adult Education	Adult education enrolment '000	Gender/county								EMIS (See recom).
2.6	2	Adult and Continuing Education	Adult and Continuing Education Infrastructure	Adult Education	Adult education classrooms	County							4400	EMIS (See recom).
2.6	2	Adult and Continuing Education		Adult Education	Student teacher Ratio (full time equivalent)	County				0.0764			0.0764	EMIS (See recom).
2.6	2	Adult and Continuing Education		Adult Education	Literacy rates 15-24	Gender/county								Surveys

NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
2.7	2	Education in Emergencies	TBD	Miscellaneous	Specific policy Framework for Education in emergencies		0		1					Reports
2.8	2	Ongoing Operational Programmes	TBD	Miscellaneous	Impact evaluation Of school health, Nutrition & meals And co---curricular activities					65				Impact Evaluation
3.1	3	Standards and Quality Assurance	Basic Education Instructional Materials and Operational Expenses	Quality Assurance & Standards/Early Grades	Pupil Textbook Ratio (English)	County/subject	3		2				1	EMIS
3.1	3	Standards and Quality Assurance		Quality Assurance & Standards/Early Grades	Streams per grade (secondary)	County	1		3				4	EMIS
3.1	3	Standards and Quality Assurance		Quality Assurance & Standards/Early Grades	% of Children enrolled attending	County	88.9							UWEZO
3.1	3	Standards and Quality Assurance	Laboratory and Laboratory Equipment	Quality Assurance & Standards/Early Grades	Number of laboratories or %of schools with laboratories	County							1410	EMIS
3.2	3	Early Grade Reading and Mathematics Quality Improvement	Early reading and mathematics improvement	Quality Assurance & Standards/Early Grades	% of pupils able To read with comprehension at grade 2 in Kiswahili	Gender								EGRA
3.2	3	Early Grade Reading and Mathematics Quality Improvement	Early reading and mathematics improvement	Quality Assurance & Standards/Early Grades	% of pupils able To read with comprehension at grade 2 in English	Gender								EGRA
3.2	3	Early Grade Reading And Mathematics Quality Improvement	Early reading and mathematics improvement	Quality Assurance & Standards/Early Grades	%of pupils Able to Perform basic Operations at grade 2	Gender								EGMA

NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
3.3	3	Teacher Management	Pre---service Education and Training	Teacher Resource Management	Teachers (both public and private) in pre---primary	Gender/county	**99889**							TSC
3.3	3	Teacher Management	Pre---service Education and Training	Teacher Resource Management	Teachers in primary education (public)	Gender/county	**176243**							TSC
3.3	3	Teacher Management	Pre---service Education and Training	Teacher Resource Management	% of female in primary education (public)	County	**0.48**			0.5			0.6	TSC
3.3	3	Teacher Management	Teacher Management	Teacher Resource Management	Teachers distribution R² (teachers and pupils At school level)	County								TSC
3.3	3	Teacher Management	Teacher Management	Teacher Resource Management	Teachers absenteeism	Gender/county								Service delivery survey
3.4	3	Teacher Education	Pre---service Education and Training	Teacher Resource Management	% of trained teachers In pre -primary	Gender/county	**0.8035**			1			1	TSC
3.4	3	Teacher Education	In---service Education and Training	Teacher Resource Management	% of trained teachers In primary education (public)	Gender/county								TSC
3.4	3	Teacher Education	Teacher Management	Teacher Resource Management	Teacher mastery Of subject matter And teaching methods For reading, mathematics In primary level, And science at Secondary level	Gender	**0.394**							Service delivery survey
3.5	3	Education Sector Management	Governance and Accountability	Administration	Public expenditure On education as % Of GDP		**12.7%**							GOK, KENAO Audited Appropriation Accounts;

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NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
3.5	3	Education Sector Management	Governance and Accountability	Administration	Share of education as % of government expenditure		**18.9%**	20.0%	20.9%	**20.5%**	20.1%	19.8%		Budget
3.5	3	Education Sector Management		Administration	Joint sector review report Covering all sub sectors Is published each year									
3.6	3	Information Communication Technology (ICT) for Education and Training	Information Communication Technologies (ICTs)	Basic Education/ICT Integration	% of schools Having computers	County	**0.124**							UWEZO
3.6	3	Information Communication Technology (ICT) for Education and Training	Information Communication Technologies (ICTs)	Basic Education/ICT Integration	Pupil laptop ratio In primary education	County	**0.7361**			**0.3889**			**0.0521**	?
4.1	4	Gender education	Monitoring &Evaluation	Basic Education	Dropout rate	Gender/county				**3**			**1**	EMIS/MICS
4.1	4	Gender education		Secondary Education	Completion	Gender/county	**80.3**			90			95	EMIS
4.2	4	Most Vulnerable Children's Voucher System	TBD	Miscellaneous	Number of vulnerable Children receiving voucher	County								EMIS & report
4.3	4	Expanding Educational Opportunities In Arid and Semi---Arid Lands	Expanding Education Opportunities In ASAL Areas	Alternative Basic Education	Non Formal Education Enrolment '000 In ASAL	Gender/county								EMIS
4.3	4	Expanding Educational Opportunities In Arid and Semi---Arid Lands	Alternative Basic Education	Alternative Basic Education	Number of ABE institutions In ASAL	County								EMIS (see recom.)
4.3	4	Arid and Semi-												EMIS (see recom.)

NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
		Arid Lands												
5.1	5	National Curriculum Policy Framework	TBD	Miscellaneous	An integrated curriculum Framework for basic Education is designed									Reports
5.2	5	National Assessment and Examinations	Education Standards Quality Assurance	Quality Assurance & Standards/Early Grades	Learning achievements At grade 6 (% of pupils Reaching minimum level---SACMEQ)	Gender	6.4% (RD),1.4% (NUM)			20			30	NASMLA
5.2	5	National Assessment and Examinations	National Examinations and Assessment	Quality Assurance & Standards/Early Grades	NASMLA Form II (%of Pupils reaching minimum level)	Gender								EMIS
5.3	5	Action Research		Quality Assurance & Standards/Early Grades	Number of hours of Primary education By pupils					850			850	UWEZO
5.3	5	Action Research	Quality Assurance & Standards/Early Grades	Average Teaching Contact hours, assuming:3 (secondary)			18 hours Per week (27 lessons); PTR 1:35			20			22	TBD
6.1	6	National Values	HIV and AIDs In Education	Social Values	% of grade 6 pupils having Minimal knowledge HIV/AIDS	Gender	0.39							school visits
6.1	6	National Values	Life Skills Education	Social Values	% of schools with life Skills in time table	County								EMIS
6.1	6	National Values	Life Skills Education	Social Values	%of Pupil per textbook Life skills	County								EMIS

NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
6.2	6	Mobilisation and Empowerment Of the Community		Miscellaneous	Communication strategy		1		1					Reports
6.3		KNATCOM---UNESCO		Miscellaneous	Review of the current operational structure									Reports
			Tertiary education	University/Tertiary education	Transition from Secondary to tertiary Education (Technical And university)	Gender	6.5							EMIS
			University	University/Tertiary Education	Tertiary GER	Gender	0.03						**see 2022**	Statistical abstract 2012 for baseline, Universities Follow up surveys
				University/Tertiary Education	Enrolment or graduates By field of study									
				University/Tertiary Education	% of Graduates employed In formal sector	Gender								Follow up surveys
				University/Tertiary Education	% of Graduates Employed in informal sector	Gender								Follow up surveys
				University/Tertiary Education	% of Graduates not employed	Gender								Follow up surveys
			TVET	TVET	Enrolment	Gender/county	**127691**							EMIS
			TVET	TVET	Number of registered institutions		**813**							Follow up Surveys
			TVET	TVET	% of Graduates employed In formal sector	Gender								Follow up Surveys

NESP OPERATIONAL PLAN RESULTS FRAMEWORK INDICATORS

Ops plan Ref	Priority	Operational Programme Strategy	NESP Investment Programme	Sub-Sector	Indicator	Disaggregation Variables	2012	2013	2014	2015	2016	2017	2018	Source
			TVET	TVET	% of Graduates employed In informal sector	Gender								Follow up Surveys
			TVET	TVET	% of Graduates not employed	Gender								Follow up Surveys
			TVET	TVET	% of Graduates enrolled In tertiary education	Gender								Follow up Surveys
			Science & technology	Research, Science & Information Technology	Global Competitiveness Ranking of Selected Countries		102							WDR, 2011
			Science & technology	Research, Science & Information Technology	Overall rank		52							WDR, 2011

ANNEX THREE: SUMMARY OF COSTINGS

Programme	NESP Cost (Ksh Million)				
	2013/14	2014/15	2015/16	2016/17	2017/18
Ongoing delivery					
Teacher resource management	**135,055**	**142,061**	**150,149**	**155,052**	**160,123**
Grants	**61,851**	**63,511**	**65,297**	**66,907**	**68,584**
Sub-Total	196,906	205,572	215,446	221,959	228,707
Reform Programmes					
Governance Structures and Processes 1.1	**314**	**116**	**116**	**116**	**116**
Information Management 1.2	**349**	**389**	**402**	**370**	**385**
Q A 1.3	**51**	**90**	**67**	**45**	**58**
Grants 2.1	**90**	**791**	**74**	**871**	**109**
Infrastructure 2.2	**19,873**	**20,196**	**18,321**	**12,745**	**12,959**
Bursaries 2.3	**875**	**927**	**983**	**1,041**	**1,103**
SNE 2.4	**647**	**768**	**870**	**916**	**874**
APBET2.5	**675**	**710**	**750**	**804**	**836**
ACE 2.6	**36**	**65**	**2**	**-**	**2**
Emergency Ed 2.7	**200**	**153**	**153**	**153**	**153**
Policy Reviews 2.8	**4,077**	**3,958**	**4,152**	**4,328**	**4,451**
Standards & Qual Assurance 3.1	**820**	**698**	**608**	**491**	**473**
EG L&N 3.2	**1,608**	**1,641**	**1,188**	**1,248**	**1,311**
Teacher Management 3.3	**340**	**247**	**214**	**242**	**240**
Tch Education 3.4	**2,935**	**1,597**	**1,150**	**1,935**	**1,187**
Management 3.5	**216**	**379**	**226**	**277**	**337**
ICT in Edn 3.6	**28,306**	**32,599**	**33,857**	**35,197**	**36,611**
Gender Edn 4.1	**672**	**814**	**964**	**1,116**	**1,266**
Vulnerable Chn 4.2	**19**	**676**	**667**	**667**	**765**
ASAL4.3	**828**	**829**	**850**	**847**	**892**
Curriculum Policy Framework 5.1	**67**	**807**	**822**	**1,239**	**1,253**
National Assessment & Examinations 5.2	**111**	**22**	**16**	**42**	**17**
Action Research 5.3	**52**	**52**	**52**	**52**	**52**
National Values 6.1	**205**	**190**	**212**	**190**	**202**
Mobilisation & Empowerment 6.2	**832**	**721**	**659**	**665**	**669**
KNATCOM 6.3	**51**	**47**	**53**	**60**	**76**
Sub-Total	65,539	71,154	69,133	67,396	68,171
Tertiary Education					
University/Tertiary	**55,947**	**57,812**	**69,836**	**71,886**	**78,831**
TIVET	**5,620**	**6,959**	**7,539**	**7,726**	**8,686**
Research, Science & Information Technology	**894**	**1,046**	**993**	**1,214**	**1,264**
Youth Training	**1,282**	**1,309**	**1,335**	**1,362**	**1,388**
Sub-Total	63,743	67,126	79,703	82,188	90,169
Total	**321,609**	**343,852**	**364,282**	**371,543**	**387,047**