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REPUBLIC OF KENYA

THE NATIONAL ASSEMBLY

TWELFTH PARLIAMENT – THIRD SESSION

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

REPORT ON SESSIONAL PAPER NO. 1 OF 2019 ON POLICY FRAMEWORK FOR REFORMING EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT IN KENYA

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CHAIRPERSON'S FOREWORD

Sessional Paper No. 1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenyawas laid on the Table of the House by the Leader of the Majority Party on Thursday 14th March, 2019 and thereafter stood committed to the Departmental Committee on Education and Research for consideration.

Education and training is critical in promoting political, social and economic development of any country. Education is a human right, as enshrined in international treaties and convections to which Kenya is a signatory. The 4th goal of the Sustainable Development Goals (SDGs) calls for all states to provide equitable and inclusive quality education for all by 2030.

Since independence, the Government has been committed to the provision of quality education to learners. It's against this background that the government has commissioned a number of taskforces and whose reports' valuable recommendations continue to shape the education system in Kenya today. Key among this taskforces include; the Kenya Education Commission, Ominde Report (1964), which sought to reform the education system inherited from the colonial government and recommended education for all; The Mackay report (1981) on the presidential working party on establishment of the second university in Kenya which led to the expansion of other posts secondary training institutions, the establishment of second university and the establishment of the 8:4:4 system.

The Constitution of Kenya (2010) makes education a basic right under the Bill of Rights where basic education is guaranteed for all children and the state is obliged to make its provision possible. Kenya Vision 2030 blueprint also underscores the importance of education in ensuring relevant human and social capital for sustainable development. It further places great emphasis on the link between education and the labour market, the need to create entrepreneurial skills and competences, and strong public and private sector partnerships.

The Government of Kenya has, over the years, demonstrated its commitment to the development of education and training through sustained allocation of resources to the sector. However, despite the substantial allocation of resources and notable achievements attained, the sector still faces major challenges. Some of these challenges relate to drop out rates, transition rates, equity, quality, relevance, efficiency in the management of educational resources, cost and financing of education, gender and regional disparities, and teacher quality and teacher utilization. In addition, children with special needs and disabilities issues have not adequately been addressed.

It is against this backdrop that the Sessional Paper No. 1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya was developed by the Ministry of Education to address these challenges and provide a policy framework for the education and training sector in order to meet the challenges of the 21st Century. It is envisioned that the development of a competence based curricula will provide learners with the opportunity to acquire the pre-requisite knowledge, skills, values and attitudes to drive the country into knowledge –based and middle income industrialized nation.

As a consequence to the Sessional Paper, the Ministry of Education will develop an Education Sector Strategic Plan that will provide a comprehensive framework for programmeimplementation.

Hon. Julius Melly, MP

1.0. PREFACE

The Departmental Committee on Education and Research is established under the National Assembly Standing Order 216.

1.1 Mandate of the Committee

Pursuant to the National Assembly Standing Orders No. 2016, the Committee is mandated, among others, to: -

i) investigate, inquire into, and report on all matters relating to the mandate, management, activities, administration, operations and estimates of the assigned Ministries and departments;

ii) study the programmes and policy objectives of Ministries and departments and the effectiveness of the implementation;

iii) study and review all legislation referred to it;

iv) study, assess and analyze the relative success of the Ministries and Departments as measured by the results obtained as compared with their stated objectives;

v) investigate and inquire into all matters relating to the assigned Ministries and departments as they may deem necessary, and as may be referred to them by the House;

vi) vet and report on all appointments where the Constitution or any law requires the National Assembly to approve, except those under Standing Order 204 (*Committee on Appointments*);

vii) examine treaties, agreements and conventions;

viii) make reports and recommendations to the House as often as possible, including recommendation of proposed legislation;

ix) consider reports of Commissions and Independent Offices submitted to the House pursuant to the provisions of Article 254 of the Constitution; and

x) Examine any questions raised by Members on a matter within its mandate.

1.2 Committee subjects

The Committee is mandated to consider the following subjects:

Education;

Training; and,

Research.

1.3 Oversight

The Committee oversights:

i) The Ministry of Education; and

ii) The Teachers Service Commission

1.4 Committee Membership

The Committee comprises of the following Members: -

	Name	Party	Constituency/County
1.	Hon. Julius Melly, MP - **Chairperson** JP		Tinderet
2.	Hon. Amos Kimunya, EGH, MP- **Vice-Chairperson** JP		Kipipiri
3.	Hon. Moses MaluluInjendi, MP	JP	Malava
4.	Hon. Geoffrey MakokhaOdanga, MP	ODM	Matayos
5.	Hon. (Dr.) Pamela Ochieng, MP	ODM	Migori
6.	Hon. (Eng.) NzambiaThuddeusKithua, MP	WDM-K	Kilome
7.	Hon. (Prof.) Zadoc Abel Ogutu, MP	IND	Bomachonge-Borabu
8.	Hon. Catherine Wambilyanga, MP	Ford-K	Bungoma
9.	Hon. Eric MuchangiNjiru, MP	JP	Runyenjes
10.	Hon. Eve Obara, MBS, MP	ODM	KabondoKasipul
11.	Hon. Jackson Lekumontare, MP	KANU	Samburu East
12.	Hon. JerushaMonginaMomanyi, MP	JP	Nyamira
13.	Hon. John OrooOyioka, MP	PDP	Bonchari
14.	Hon. Joseph KipkosgeiTonui, MP	JP	Kuresoi South
15.	Hon. Lilian CheptooTomitom, MP	JP	West Pokot
16.	Hon. OmbokoMilemba, MP	ANC	Emuhaya
17.	Hon. Peter Lochakapong, MP	JP	West Pokot
18.	Hon. Wilson Sossion, MP	ODM	Nominated
19.	Hon. Wilson KipngetichKogo, MP	JP	Chesumei

1.5 Committee Secretariat

The Committee secretariat comprise the following officers; -

1. Mr. Daniel Mutunga   - Principal Clerk Assistant I

2. Mr. Philip Lekarkar   - Clerk Assistant III

3. Ms. Christine Odhiambo   - Legal Counsel I

4. Mr. Eric Kanyi - Fiscal Analyst III

5. Ms. AnncetaGacheri   - Research Officer III

6. Ms. Winnie Kizia   - Media Relations Officer

7. Ms. Catherine Mukunyi   - Serjeant At Arms

8. Mr.Kibet Mutai   - Audio Officer
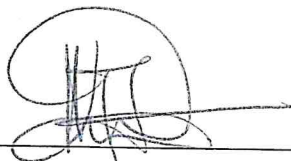
1.6 Acknowledgement

The Committee wishes to thank the offices of the Speaker and the Clerk of the National Assembly for the support accorded to the Members in fulfillment of the Committee's mandate. Further, I wish to express my appreciation to the Honourable Members of the
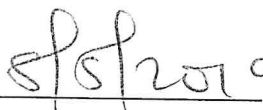
Committee for their commitment and valuable contributions during the sittings to deliberate on the Sessional Paper and writing of this report.

Finally, it is my pleasant duty and privilege, on behalf of the Departmental Committee on Education and Research and pursuant to Standing Order, 199(6) to table the Report on the Sessional Paper No. 1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya.

Sign: _____ Date: 8/5/2019

HON. JULIUS MELLY, MP
CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

2.0 OVERVIEW OF THE SESSIONAL PAPER NO. 1 OF 2019 ON POLICY FRAMEWORK FOR REFORMING EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT IN KENYA

2.1 Background

Education and training in Kenya is offered at four main levels as follows; pre-primary, basic education, TVET and University. The County Governments are responsible for management of pre-primary and Vocational Training Colleges, while the National Government is responsible for policy and the management of other levels.

The Ministry of Education has undertaken a number of reforms in the sector guided by the Sessional No. 1 of 2005 on Education, Training and Research. The sessional paper led to reforms through a Sector Wide Approach to Planning (SWAP). In spite of the paper laying emphasize on access, equity, quality, relevance and the strengthening of governance and management, the expected returns on investment in education in terms of productive and skilled manpower has not been realized to the full. The demands of globalization, Kenya Vision 2030 blueprint, and the new Constitution of Kenya promulgated in 2010 requires reforms in the education and training sector to respond to constitutional requirements and emerging issues to realize the country's goals and aspirations.

Specifically, the Constitution of Kenya (2010) articles 43(1)(f), 53(1)(b) 54 and 55(a) makes education and training a right of every Kenyan. TheConstitution further mandates the Governmenttoensureinclusiveandequitablequality educationandpromotelifelonglearningopportunitiesforall.

Kenya Vision 2030 unveiled in 2007 underscores the importance of Education and Training in making Kenya a prosperous country with a high quality of life by 2030. The Blue print obligates the Government to provide a globally competitive and quality education, training and research. Kenya aims to be a regional centre of research and development in new technologies. This will be achieved through integrating early childhood education into primary education; reforming secondary school curricula; modernizing teacher training; strengthening partnerships with the private sector; developing key programmes for learners with special needs, rejuvenating ongoing adult training programmes; revising the curriculum for university and technical institutes to include more science and technology; and in partnership with the private sector, with the Government increasing funding education in ensuring relevant human and social capital for sustainable development.

In 2011, a Task Force on Realignment of the Education Sector to the Constitution 2010 and Vision 2030 was formed. The taskforce recommended the following;

i. A more flexible and comprehensive structure for Kenya Education System and Curriculum Reform to specify the expected competences at every level of learning. The recommended structure was 2 years of Pre-primary, 6 years of Primary (3 years lower and 3 years upper), 6 years Secondary (3 years junior and 3 years senior), 2 years minimum of Middle Level Colleges and 3 years minimum University education

ii. Expand access to education at all levels
    a) Undertake major curriculum reviews.

b) Abolish all school levies which discriminate against poor households.

c) Review capitation grants to be in line with inflationary trends.

d) Establish a National Council for Nomadic Education in Kenya (NACONEK).

iii. Revamp Accreditation and Assessment System at all levels

iv. Set up a National Qualification Framework for determining and assessing the level of achievement and competences of learners who have gone through different learning systems or different education structures. In order to achieve this, a National Qualification Authority (NQA) be established by law.

v. Reduce the cost of education to households through the provision of teachers, teaching and learning materials and grants to cover operational and maintenance expenses.

vi. Fast track the realization of the national skills and competences training programmes at the TVET levels.

vii. Universities to develop their curricula and programmes based on the curricula offeredat the Basic Education cycle.

viii. Commission for University Education (CUE) to quality assures the programmes offered at all Universities in the country.

It's worth noting that a number of the above recommendations are currently being implemented. Other challenges facing the Education sector that needs to be addressed includes;

i. Education not meeting the skill demand of the country and wastage in transition of learners to the next level of education. There is need therefore for an education system, which would ensure learners acquire competences and skills to meet labour demands and one that: offers a choice of subject pathways at the end of the elementary school phase; ensures the attainment of 100 per cent transition rate from primary to secondary school, thereby reducing wastage by introducing automatic progression to the next educational level and a system that promotes acquisition of core skills and competences (literacy, numeracy and communication skills) as opposed to acquisition of theoretical knowledge.

ii. Rapid expansion in the university sub-sector and demand for higher education haswitnessedtremendousgrowthin thelast5years,both private andpublic universities.Alongwith thegrowthin thenumberofuniversitieshascomehugegrowthin enrolments.Thegrowthwaspartiallydrivenbytheincreaseinthenumber of publicuniversitiesandpublicfinancingof studentsin privateuniversitiesby theHigher EducationsLoansBoard.Currently thereare totalof 31 public universitiesand constituentcolleges, 18 private chartered universities, 14 operating under interim letter of authority and 5 private university colleges making a total of 74 institutions. Theestablishmentofnewuniversity collegesandcampuseshas contributed toconsiderablegrowth hence university reforms is necessary to provide accessible, relevant and qualityuniversityeducation.

iii. Meeting the needs of Sustainable Development Goals (SDGs) No. 4 on inclusive and equitable quality education and promote lifelong learning opportunities for all. If this goal is to be realised, it has to be accompanied by policies, strategies and programmes to develop curriculum and teaching resources, relevant teacher education and professional development, school and classroom-based pedagogic initiatives and appropriate learning

environments. Furthermore, assessment of learning outcomes has to reflect changed educational objectives and outcomes.

The abovementioned has therefore informed the need for the development of sessional paper no 1 of 2019 on reforming education and training for sustainable development in Kenya to provide a policy framework to meet the current challenges and needs of the 21st Century.

2.2 Key highlights of the Policy issues in the Sessional PaperNo. 1 of 2019

2.21Structure of the proposed Education System in Kenya

The Session Paper proposes Competence Based Curriculum (CBC) to replace the 8-4-4 system. UnderthenewCompetenceBasedCurriculum system, the Policy document proposes that basicEducationwillbeorganizedintothree levels:EarlyYearsEducation, MiddleSchoolandSeniorSchool.

(i) EarlyYearsEducationincludes Pre- primaryandLowerPrimary.Pre-primaryeducationisfor2 years(Pre-primary1andPre-primary2and willbeforchildren agedbetween 4and 5years).ThelearnersfromPre-primary2will joinLower PrimaryinGrade1atabout6yearsofageandspend3yearsinthispartofEarlyYearsEducation beforejoiningmiddleschool.

(ii) MiddleSchoolEducationwillcomprisethreeyearsofUpperPrimaryand threeyearsofLowerSecondaryeducation. InUpperPrimary,learnerswillbeexposedtoabroad-based curriculumandwillbegivenanopportunityforexplorationandexperimentation.Lowersecond arywill expose the learners to a broad-based curriculumto enable themto explore their own abilities, personality andpotential,asabasisforchoosing subjectsaccording to careerpathsofinterestat the seniorschool.

(iii) SeniorSchoolcomprises threeyearsof education targeted atlearners in the agebracket of15to17years and lays the foundation forfurthereducationandtrainingat thetertiaryleveland the world ofwork. Itwillmarktheend ofBasicEducationasdefinedintheEducation Act, 2013.

Under the proposal, higher education will consist of under graduate and post graduate (Masters and doctoral) programmes as well as TVET diploma. Tertiary andUniversity education will lastforaminimumof3years.

2.22 Current Education Structure in Kenya

The national education system has evolved over time, with major changes having been instituted in the 1980s. In 1984, the 7-4-2-3 structure and system was replaced with the 8-4-4 system, which introduced a broad-based curriculum at all levels.

The 8-4-4 system is intended to make education more relevant to the world of work and thus produce skilled and high-level manpower to meet the demands of the economy. The scope of the 8-4-4 structure and system expanded to incorporate technical skills and pre-primary education (4-5-year-old children). The system consists of 8 years of primary school, 4 years of secondary school and 4 year of higher education. The primary education cycle caters for

learners of between 6-13 years; and secondary education targets learners of 14-17 years, while university education targets learners of 18 years and above. The TVET catchment population includes youth who for some reasons do not enroll in the regular education system either at primary, secondary school or university levels. In addition, the sector offers alternative provision of basic education and training to reduce youth and adult illiteracy.

The current structure generally comprises of the following:

(i) The ECDE, which covers early childhood care for 0-3 year-old children and pre-primary for 4-5 year-old children;

(ii) Primary education which lasts 8 years and caters for 6-13 year-old children, leading to the Kenya Certificate of Primary Education (KCPE);

(iii) Secondary education which lasts 4 years and caters for 14-17 year-olds, leading to the Kenya Certificate of Secondary Education (KCSE);

(iv) TVET, which includes trade test courses in Youth Polytechnics, artisan, craft and diploma courses in technical training institutes and institutes of technology, craft and diploma courses in national polytechnics, leading to trade tests, certificates and diplomas in various disciplines and business education related courses;

(v) Business and professional studies in middle level colleges are also available, leading to certificates and diplomas; and

(vi) University education lasting a minimum of 4 years depending on the degree pursued, leads to a bachelor's degree and post-graduate training programmes leading to masters and doctorate degrees. In the current dispensation of the Constitution 2010, ECDE and village polytechnics is devolved to the county governments.

The implementation of 8-4-4 structureand systemdoes not prepare the primary level graduates well enough to enter the TVET sub-sector. In addition, it does not cater for the disadvantaged, those with special needs and those outside the formal education system. Additionally, the design of the current curriculum does not facilitate accelerated learning and flexibility for diverse needs and characteristics of learners. To contribute effectively towards the industrialization process and to address the challenges, the country is in the process of reforming education and training at all levels.

2.23 Enhancing Access, Equity, Quality and Relevance
Major challenges remains in ensuring and enhancing access, equity, quality and relevance in education and training as well as efficient utilization of education resources. Policies highlighted in the sessional paper to improve access, quality and relevance in the sectorincludes;

a) Pre- Primary Education
(i) Implement the National Pre Primary Education Policy
(ii) Review quality standards and develop a Pre-Primary performance framework
(iii) Mainstream ECDE (ages 4-5 years) into the primary school system

b) Primary Education
(i) Continue to provide free and compulsory primary education

(ii)   Reform the Primary Education Curriculum

(iii)   Implement automatic transition and transfer between grades and across levels of Basic Education.

c) Secondary Education

(i)   Ensure free and compulsory secondary education to all children

(ii)   Ensure 100% transition from primary to secondary education.

(iii)   Reform the secondary education curriculum.

d) Special Needs Education and Training

(i)   Provide quality and inclusive education to all learners with special learning needs.

(ii)   Strengthen assessment for early identification, placement and referrals.

e) Adult and Continuing Education

(i)   Provide quality Adult and Continuing Education (ACE) and APBET services, programmes, and opportunities for lifelong learning.

f) Hard to Reach and Vulnerable Groups

(i)   Make provision for equitable, quality education to Marginalized, hard-to-reach and Vulnerable Groups.

g) Technical and Vocational Education and Training

(i)   Expand TVET programmes at national, county and constituency level.

(ii)   Provide adequate training opportunities for accessible competency-based training.

h) University Education

(i)   Promote expansion to satisfy the demand for university places of the growing population.

(ii)   Provide incentives and create an enabling environment for an increase in the number of private universities;

(iii)   Expand Government student sponsorship to private universities and;

(iv)   Ensure that universities enroll and graduate sufficient PhDs.

2.24 Curriculum and Assessment

The policy will reform curricula in line with relevant provisions of the Constitution 2010, aspirations of Kenya Vision 2030, the East African Community protocol, International Standards and the progressive needs of the society. The reforms shall ensure flexibility and broaden opportunities for all categories of learners. They shall also ensure both Pre-service and In-Service teachers and adequately equipped to implement the new curriculum.

a) Assessment and Examinations

(i)   The Government will implement a policy to standardize assessment of core learning outcomes, transferable skills and subject related knowledge.

b) Quality Assurance and Standards (QAS)

(i) Establish a central system for accreditation and quality assurance in basic education.
(ii) Support research system for education and training. (iii) Promote voluntary compliance to standards.
(iii) Strengthen TVET Authority.
(iv) Strengthen CUE

c) Mentoring, Moulding and Nurturing of National Values
(i) Continue to implement commitment to the UN Convention on the Rights of the Child
(ii) (CRC) (1989) and Convention of the Rights of Persons with Disability (2006).
(iii) Review the guidance and counselling policy to include moulding, nurturing and mentoring.
(iv) Restructure provision of Guidance, Counselling, Moulding and Mentoring to ensure effectiveness across education institutions.
(v) Require schools and teacher training institutions to implement the guidance, counselling, moulding and mentoring policies, and provide materials in support of this.
(vi) Develop with sponsors, parents and faith groups, rules, guidelines and operational principles defining their partnership in this area.
(vii) Develop guidelines and establish implementation mechanisms for peer mentoring.
(viii) Mobilize sustainable funding for the provision of these services.
(ix) Introduce mentoring and moulding programmes in education institutions with a view to inculcating nationalvalues in order to promote national unity and cohesiveness.

d) Re-Branding Technical, Vocational Education and Training
(i) Re-brand TVET to reposition the sector to achieve the utmost contribution to the economy.
(ii) Continue supporting the sub-sector through enhanced budgetary allocation
(iii) Implement CBET framework.

e) University Education
(i) Promote expansion to satisfy the demand for university places of the growing population.
(ii) Provide incentives and create an enabling environment for an increase in the number of private universities;
(iii) Increase funding
(iv) Ensure that universities enroll and graduate sufficient PhDs.

2.25 Information and Communication and Technology
(i) Regard the funding and provision of ICT in education in all respects as a national development priority.
(ii) Strengthen ICT integration to improve teaching and learning while continuing to support ICTs for educational administration and management (e-government) and development of digital literacy relevant to the knowledge economy.
(iii) Link investments in ICTs at all levels in the education sector to key education objectives which will be set to ensure that school leavers and college graduates have

the necessary skills to contribute to the development of a modern competitive knowledge - based economy by 2030.

(iv) Invest in appropriate ICT infrastructure, systems and human capacity development across all County and Sub-County offices to ensure results-based financing and real time information sharing for effective administration and management of the education system.

(v) Incorporate ICT in the education of children with special educational needs.

2.26 Governance and Management of Education and Training

(i) Rationalize education and training management systems and structures at national and county levels.

(ii) Institutionalize research in education and training to inform planning.

2.27 Teacher Education and Development

(i) Establish teacher education and development standards, based on acceptable principles that will ensure optimal delivery of competency-based education and training.

(ii) Modernize pre-service and in-service teacher training.

2.28 Teachers, Trainers and Lecturers Management

(i) Ensure efficient and cost-effective utilization of teachers by regularly reviewing and establishing appropriate staffing norms;

(ii) Review the current teacher training programmes with a view to establishing diploma level as the minimum level qualification for teachers

(iii) Institutionalize teacher performance appraisal system.

2.29 TVET Institutions

(i) Rebrand the management of TVET trainers

2.30 University Education

(i) Introduce Discipline Differentiated Remuneration (DDR) for academic members of staff. Empower public university councils to determine their own individual terms and conditions of service for their staff.

(ii) Introduce a Government-funded teaching assistantships public and private universities for post-graduate students who would transit from undergraduate studies to attaining their PhDs and serve as teaching assistants.

2.31 Planning, Implementation, Monitoring and Evaluation

(i) Rationalize education and training management systems and structures at national and county levels.

(ii) Institutionalize research in education and training to inform planning.

(iii) Develop and implement a standard M&E system at the national, county and institutional level.

2.32 Resource Mobilization

a) Pre-Primary

(i) Mainstream Pre-Primary into basic education and ensure automatic transition from Pre-Primary to primary education Encourage communities to continue provision of teaching and learning materials;

(ii) Promote increased private sector financing of Pre-Primary services;

(iii) Promote girls' education through provision of sanitary towels.

b) Primary

(i) Continue to provide teaching and learning resources for free and compulsory primary education for all children;

(ii) Continue to provide resources for infrastructure

(iii) Establish a cost-effective system of sustainable financing of primary education.

(iv) Encourage and mobilize Non State Actors (NSA) to invest in education services.

(v) Invest in more ICT as instructional resource as well as a management tool.

(vi) Continue to fund school meals, health and nutrition programme

(vii)   Support low-cost boarding schools in ASALs

(viii)   Review unit cost after every 5 years in line with MTEF.

c) Special Education

(i) Provide instructional materials and equipment and offer incentives for local production of such materials and equipment.

(ii) Provide infrastructure and facilities.

(iii) Rehabilitate and strengthen education assessment resources centres (EARCs) as well as assessment programme.

d) Secondary education

(i) Enhance resources for free day and compulsory education

(ii) Continue to provide resources for infrastructure

(iii) Establish a cost-effective system of sustainable financing

(iv) Encourage and mobilize Non-State Actors to invest in education services

(v) Invest in ICT as an instructional and a management tool

(vi) Provide resources for equipment, teaching and learning materials as well as infrastructure for 100% transition from primary to secondary

(vii)   Review the unit cost every 3 years.

e) Technical and Vocational Education and Training

(i) Develop creative and innovative ways of mobilizing resources and generating revenue for TVET;

(ii) Establish secure and sustainable funding mechanisms for development of TVET infrastructure and improving equipment.

(iii) Establish a strong Public Private Partnership engagement.

f) University Education

(i) Establish lean and efficient management systems and efficient utilization of resources allocated to universities.

(iii) Provide budgetary support to public universities in direct proportion to the total number of Full-Time Student Equivalent (FTSE) in each institution;

(iv) Determine the amount of budgetary support per programme based on the strategic importance of the programme to national development goals and the programmes Differentiated Unit Cost;

(v) Extend Government sponsorship to students in private universities;

(vi) Diversify sources of funding university education through participation of businesses, industry and donations or endowments from individuals or philanthropic foundations;

(vii) Encourage higher education institutions to be more "entrepreneurial" in providing their services and seeking contracts for research and consultancy;

(viii) Encourage university faculty to incorporate students in consultancies, giving the students exposure and experience that will prove invaluable after graduation and

(ix) Seek consulting teams for major projects through competition among universities and government institutions as a first step, before considering other avenues of undertaking the same.

2.33 Public-Private Partnerships in Education and Training

Progressively adopt and operationalize a Public-Private Partnership (PPP) framework for the Education and training sector.

3.0 OBSERVATIONS OF THE COMMITTEE

A. Policy issues that should be addressed in the Sessional Paper No. 1 of 2019

The Committee observed that the Sessional Paper should have deliberate and clear measures to address the following: -

1. **Competency Based Modular Curriculum Framework:**The last curriculum reform was carried out more than **thirty (30) years** ago, when the school system shifted to the 8-4-4 mode. The current reforms are expected to last for the next decades hence the need to develop a comprehensive policy paper that addresses the learners' holistic needs and anticipated challenges. A Legal Framework will be necessary on which the Competency Based Modular Curriculum Framework will be anchored.

2. **Higher Education Institutions Linkages with Industry:**The link between higher education institutions and the world of work, the economy and national development is indelible. There is need therefore for clear mechanisms to address industry-institution linkages.

3. **Rebranding of TVET Institutions:**Re-engineering TVET including mechanismstoraise the profile and acceptance of TVET among potential youth in addition to scaling up private sector participation in vocational training within the communities is paramount.

4. **Reinforcement of apprenticeship programmes:** Industry–institutional linkages calls for reinforcement mechanisms of apprenticeships programmes to better address unemployment among the youth. This will be further mitigated by addressing skills mismatch in the provision of quality higher education and training in the country.

5. **Quality of education:**The100% transition policy has led to overstretching ofclass sizes, teacher ratio, constrained dormitories, dining halls and laboratories. The quality of education may be comprised if the Government does not allocate adequate resources to mitigate the challenges arising from increased transition.

6. **Framework for resource allocation on infrastructure development**
Just like in Australia and other developed countries, the Committee on Education is keen to put in place a framework to providing mechanisms for the distribution of secondary schools infrastructure development resources. This will ensure that resources are not skewedbut distributed equitably in all the categories of secondary schools as far as practicable as enshrined in article 201 of the Constitution on Principles of Public Finance. The framework should provide for an Automated Solutions to track schools infrastructure. Currently most of the schools infrastructure lack basic facilities

7. **Relevance of the Curriculum:** The attention on the sector should be on the desire to align the system with the needs of the labour market and nurturing learners' potentials, comprehensive strategies for teacher development and provision of holistic early childhood care and education.

8. **Quality standards and Assurance Framework:** Ineffective and uncoordinated assessment and monitoring of education educators by TSC Curriculum Support Officers and MoE

Quality Assurance and Standards Officers programs has exacerbated weaknesses in evaluation of education outcomes of the new curriculum. There is need to develop a clear framework on monitoring and evaluation of the curriculum implementation and mechanisms to harmonizethe role of TSC Curriculum Support Officers and MoE Quality Assurance and Standards Officers.

9. Frequent strikes in the Education Sector

Inspite of the milestones achieved in the Education Sector, cases of student, teachers, and lectures unrest in Kenya has become an unfortunate phenomenon witnessed in the country annually. The unrest pose a serious threat to the educational system and to the nation at large and all these translate to low achievement in learning outcomes hence affecting the quality of education provided. The Ministry of Education should address the underlying causes of unrest and the necessary measures that can be implemented to stem out the culture of student, teachers, and lectures unrest. The Ministry of Education should seize the opportunity to address the myriad social unrest incidences in schools in the Sessional Paper.

10. Monitoring &Evaluation systems

Effective and efficient systems to monitor and evaluate performance in terms of the outcomes of all their programmes cannot be overemphasized. The Ministry of Education should develop a high performing, dynamic and sustainable M&E systems for measuring not only the outputs, but also the outcomes of education. Countries such as Chile, Brazil, Mexico and Colombia in Latin America, the Republic of Korea, Singapore, Australia and Malaysia in Asia, and South Africa, can be cited as having such well developed and gradually evolved M&E systems.

b. Gaps in the Sessional Paper No.1 of 2019

The Committee observed that the Sessional Paper was deficient in the following areas: -

1. Arrangement of the policy issues in the Sessional Paper

The Sessional Paper is very repetitive; for instance, pages 83-85 and 112-113 are repeated word for word in relation to strategies on university education.More importantly, the sessional paper should clearly link its objectives with national and international parameters and the Sustainable Development Goals.

The Sessional Paper should systematically provide information in regard to the status of access, quality, relevance, monitoring and evaluation, resource mobilization of education on each of the following level of education; Pre-Primary, Primary, Secondary, TIVET and University education.

2. Pre-Primary Level

(i) There is no overarching or comprehensive framework for the implementation of the National Pre-Primary Education Policy.

(ii) The Policy is not clear on the development and implementation of appropriate Pre-Primary programmes for children with special needs, including the vulnerable and disadvantaged groups.

(iii) The policy is silent on how often the Ministry of Education will undertake regular curriculum review to incorporate emerging issues and alternative approaches to Pre-Primary education.

(iv) Despite the policy outlines on how to develop capacity for Pre-Primary teachers, there is need for an overarching framework on their scheme of service.

2. Primary Level

(i) The Policy should provide basic indicators that include gross enrolment rate, net enrolment rate, retention rate, transition rate, pupil-teacher ratio, student textbook ratio, girl-boy gender parity index at primary school among others as a basis for policy planning.

(ii) The policy needs to establish an institutional framework for strengthening capacity of quality assurance officers

(iii) The Policy should provide elaborate measures to enhance quality education for students in urban slums.

(iv) The Policy is not clear on the resource mobilization framework that will ensure adequate infrastructure including teaching and learning materials for all primary schools.

(v) The policy should indicate the need for affirmative action in particular counties with unique needs to enhance pre-primary to primary transitions, for example nutrition and health services and age entry guidelines.

(vi) The Policy is silent on how often the Ministry of Education will undertake regular curriculum review to incorporate emerging issues and alternative approaches to primary education.

3. Secondary Education

(i) The Sessional Paper is not clear on how to mitigate secondary schools overstretched facilities due to the 100% transition policy.

(ii) The Session Paper is silent on the development of day schools as a means of expanding access and reducing the cost to parents.

(iii) The Sessional Paper should formulate mechanisms for the development of harmonized bursary kitty (the President's bursary fund; MoE, County and CDF bursary funds; Jomo Kenyatta Foundation, the Equity and other banks programmes) to support needy students in boarding schools.

(iv) The Policy Paper fails to elaborate mechanisms for harmonized funding of projects in infrastructure development of secondary schools.

(v) The Policy Paper needs to establish an institutional framework for strengthening capacity of quality assurance officers.

(vi) The Sessional Paper should put elaborate measures to institutionalize guidance and counselling in secondary schools.

(vii) The Policy should elaborate clear plans to motivate students especially the girls to study STEM subjects

(viii) The policy is silent on how often the Ministry of Education will undertake regular curriculum review to incorporate emerging issues and alternative approaches to secondary education.

4. Special Education
(i) The Policy lacks indicators regarding children with special needs to facilitate policy formulation.
(ii) The Policy should provide elaborate programmes that enhance inclusive education in all institutions of learning.
(iii) Mechanisms for promoting access to secondary, tertiary and university education for learners with special needs through affirmative action should be well laid out in the Policy.
(iv) The Policy should have tools for supervision and monitoring of special education programmes.

5. Adult, Continuing and Non-Formal Education
(i) A strategic framework to anchor comprehensive policy for adult, continuing and non-formal education programmes is necessary.
(ii) There is need to conduct regular literacy surveys to establish literacy status in the country.

6. University Education
(i) Clear mechanisms should be put in place in the Policy to promote rationalization of academic programmes among universities with the aim of creating centres of excellence and making each university to have a comparative advantage.
(ii) The Policy needs to provide mechanisms for reviewing all professional programmes to ensure that they incorporate internships/apprenticeship into the academic programmes.
(iii) There is no clear mechanism for enhancing linkages between industries and Universities.
(iv) The Policy should elaborate clear plans to increase the number of students studying STEM subjects.
(v) The Policy needs to elaborate clearly on how universities can be supported to offer STEM courses.

7. Technical, Industrial, Vocational and Entrepreneurship Training (TIVET)
(i) The Policy should address measures on how to enhance private sector participation in curriculum design and implementation to link skills and knowledge to the requirements of the labour market.
(ii) Clear mechanisms for provision of adequate physical facilities and modern equipment need to be provided for in the Policy.

8. Teacher Management

(i) The Policy does not address how to review staffing norms particularly in the implementation of the CBC which presents a different matrix in the computation of staffing norms.

(ii) There is need for clear tools for monitoring the teachers' performance in the Policy.

(iii) There is no framework guiding continuous capacity development of the Head teachers.

(iv) More resources are required for continuous training of teachers on CBC.

(v) The teachers deficit can be bridged by engaging intern teachers through a formulated internship program;

(vi) Statistics on the data provided on teachers, learners and educational institutions should be timely. The data provided is dated 2017.

9. Curriculum and Assessment

The Policy is not clear on the level of which different types of examinations will be offered in the basic education under the Competency Based Curriculum.

10. Governance and Management ofEducation and Training

The governance and management of education and training from Basic Education, TVET and University Education is not clearly laid out in the Policy.

11. Legal Framework

The Policy has not recommended any legal framework that requires harmonizing and review in line with the requirements of the new Constitution (2010) and vision 2030.

The mandates and roles of all the relevant Semi-Autonomous Government Agencies in the education sector are not captured in the Policy document.

13. Financing of Education

The Sessional Paper should clearly indicate the cost of implementing the CBC, cost for schooling under the current 8-4-4 system, TIVET and university education. The role of financing of education in regard to the parents/guardians and the state should be well spelt out.

14. Integration of ICT in Education

The Policy document is not clear on mechanisms for integration of ICT as a teaching and learning tool. Integration of ICT as a tool in the classroom increases the effectiveness of teaching and improves students' learning.

15. Public participation

Public participation is one of the values of National values and principles of governance. The Sessional paper lacks information in regard to whether the document was subjected to public participation. There is need for evidence on which stakeholders were engaged in the preparation of the Sessional Paper. Involvement of all stakeholders in the M&E process would greatly enhance its ownership by them.

4.0 COMMITTEE RECOMMENDATION

The Committee recommends that the Ministry of Education should revise Sessional Paper No. 1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya to address all the gaps observed by the Committee before the implementation process begins.