Republic of Kenya

Education Sector Report

2014/15-2016/17
Medium Term Expenditure Framework

October 2013

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ABBREVIATIONS AND ACRONYMS

ABE	Adult Basic Education
ACE	Adult and Continuing Education
ACUs	AIDS Control Units
ADB	Africa Development Bank
ADEA	Association for the Development of Education in Africa
ADF	African Development Fund
AEO	Area Education Officer
AIA	Appropriations-in-Aid
AIDS	Acquired Immune Deficiency Syndrome
AIE	Authority to Incur Expenditure
AKF	Aga Khan Foundation
ALMRP	Arid Lands Resource Management Project
ASALs	Arid and Semi-Arid Lands
BOGs	Board of Governors
BROP	Budget Review and Outlook Paper
CBD	Community Based Development
CBE	Curriculum Based Establishment
CBOs	Community Based Organizations
CDF	Constituency Development Fund
CDTF	Community Development Trust Fund
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CHE	Commission for Higher Education
CIDA	Canadian International Development Agency
CRT	Centre for Research and Training
DAAD	Deutscher Akademischer Austausch Dienst
DBE	Directorate of Basic Education
DDEO	Deputy District Education Officer
DEBs	District Education Boards
DEOs	District Education Officers
DFID	Department for International Development
DHE	Directorate of Higher Education
DICT	District Infrastructure Committee

DPM	Directorate of Personnel Management
DPP	Directorate of Policy Partnership and East African Community
DQAS	Directorate of Quality Assurance and Standards
DQAS	Directorate of Quality Assurance and Standards
DTE	Directorate of Technical Education
EARC	Educational Assessment and Resource Centre
ECDE	Early Childhood Development and Education
EDF	European Development Fund
EdSim	Education Simulation and Financial Projection Model
EFA	Education for All
EMIS	Education Management Information System
ERS	Economic Recovery Strategy
ERSWEC	Economic Recovery Strategy on Wealth and Employment Creation
FBOs	Faith Based Organizations
FPE	Free Primary Education
FSE	Free Secondary Education
G&C	Guidance and Counseling
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GFS	Government Financial Statistics
GoK	Government of Kenya
GPI	Gender Parity Index
HELB	Higher Education Loans Board
HIV	Human Immune Virus
HRD	Human Resource Development
ICT	Information and Communication Technology
IDA	International Development Association
IED	Institute of Education in Development
IFMIS	Integrated Financial Management Information System
IIEP	International Institute for Educational Planning
IM	Instructional Materials
IMCET	Inter-Ministerial Committee on Education and Training
INSET	In-Servicing of Teachers
JICA	Japanese International Corporation Agency
JKF	Jomo Kenyatta Foundation

JKUAT	Jomo Kenyatta University of Agriculture and Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examinations Council
KRA	Kenya Revenue Authority
KSTC	Kenya Science Teachers College
KU	Kenyatta University
LATF	Local Authority Trust Fund
M&E	Monitoring and Evaluation
MDGs	Millennium Development Goals
MoHEST	Ministry of Higher Education, Science & Technology
MOE	Ministry of Education
MPER	Ministerial Public Expenditure Review
MTP	Medium Term Plan
MTEF	Medium Term Expenditure Frame Work
MVC	Most Vulnerable Children
NCS&T	National Council for Science and Technology
NEPAD	New Partnership for Africa's Development
NER	Net Enrolment Rate
NFE	Non-Formal Education
NFECs	Non-Formal Education Centres
NFS	Non-Formal Schools
NGO	Non-Governmental Organizations
O&M	Operation and Maintenance
ODA	Overseas Development Agency
ODE	Open and Distance Education
ODL	Open and Distance Learning
OVC	Orphans and Venerable Children
PE	Personal Emoluments
PER	Public Expenditure Review
PETS	Public Expenditure Tracking Survey

PSC	Public Service Commission
PTR	Pupil Teacher Ratio
PTTC	Primary Teacher Training College
RBMA	Results Based Management Approach
SACMEQ	Southern Africa Consortium for Monitoring Education Quality
SAGA	Semi-Autonomous Government Agency
SIMC	School Instructional Material Committee
SEPU	School Equipment Production Unit
SFP	School Feeding Programme
SIDA	Swedish International Development Agency
SIIP	School Infrastructure Improvement Programme
SIMMU	Schools Instructional Materials Management Unit
SMASSE	Strengthening Mathematics and Science in Secondary Education
ST&I	Science, Technology and Innovation
TAC	Teachers Advisory Centre
TVET	Technical Vocational and Entrepreneurship Training
TPR	Textbook Pupil Ratio
TSC	Teachers Service Commission
TTC	Teachers Training College
TTI	Technical Training Institute
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children's Educational Funds
UON	University of Nairobi
UPE	Universal Primary Education
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WB	World Bank
WFP	World Food Programme

Executive Summary

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

The sector undertook policy, legal and regulatory reforms aimed at aligning the sector to the Constitution of Kenya 2010 and Vision 2030 as well as international commitments like the Millennium Development Goals (MDGs). These reforms have necessitated increased investment in order to expand access and equity in education; improve quality, transition and relevance; and integrate science and technology in the production sectors of the economy as well as addressing human capital needs of the nation.

During the period under review the sector achievement remained remarkable. The enrolment in the ECDE increased from 1.914 million in 2009 to 2.37 million in 2011. At the primary school level, the Free Primary Education programme saw an increase in enrolment of 8.8 million in 2010 to 9.86 million in 2011. The pupil completion rate remained above 75 per cent during the period with transition from primary to secondary increasing from 66.9 per cent in 2009 to 73.3 per cent in 2011. The number of public secondary schools increased from 7,268 in 2009 to 7,297 in 2011 while enrolment grew from 1.7 million in 2007 to 1.9 million in 2011. On examinations entry, the KCPE examination entry increased from 704,700 in 2007 to 776,214 in 2011 while the KCSE entry increased from 305,015 in 2007 to 410,586 in 2011.

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

Teacher management services registered a total of 35,797 teachers during the period under review and additional 23,060 teachers recruited. However, the teacher shortage continued to be the greatest challenge in provision of quality education with the shortage

increasing from 61,235 in 2010/11 to 75,574 as at June 2012. The teacher requirement has been projected to grow by 17% thus increasing the current teachers' establishment from 263,060 in 2010/2011 to 370,846 in 2015/2016.

In the implementation of the programmes the sector was faced with challenges including limited funding; poor and inadequate infrastructure; shortage of teachers and instructors; slow pace to ICT integration; and legislative and policy limitations.

On resource allocation the sector's budget increased from Kshs. 191,925 million in 2010/11 to Kshs. 198,452 million in 2011/12 and further to Kshs. 234,117 million in 2012/13. The sector expenditure rose from Kshs. 182,580 million in 2010/11 to Kshs. 194,239 million in 2011/12 and Kshs. 225,240 million in 2012/13.

In order to achieve its goals and objectives, the sector will implement ten programmes during the 2014/15-2016/17 MTEF period. The programmes are: General Administration and Planning; Basic Education; Secondary and Tertiary Education; Quality Assurance and Standards; University Education, Teacher Resource Management, Governance and Standards; Technical Vocational Education and Training (TVET); Science Technology and Innovations; and Youth Training.

To achieve its objectives, the Sector will pursue a number of interventions to improve education and training. These include: Integration of Early Childhood Development and Education (ECDE) into Basic Education; provision of physical infrastructure at basic education institutions, tertiary and TVET institutions, and Universities; provision of special facilities to accommodate Special Needs Learners at all levels of education and training. The TSC will implement the recommended staffing norms to allow for equitable distribution of teachers across education and training institutions.

The sector has a total resource requirement of KES 363,174.34M for the 2014/15 financial year comprising KES 306,925.48M and KES 56,248.86M for recurrent and development expenditures respectively. The gross resource ceilings for the sector in the Budget Review and Outlook Paper (BROP) were set at KES 268,538.6M and KES. 34,612.2M (GoK, Loans and Grants) for recurrent and capital expenditures respectively. This translated to a gross increment of KES 26.9B (KES 22.7B in recurrent and KES 4.2B in development) from 2013/14 Financial Year.

The sector has a total resource deficit of KES 60.137 B (KES 38.686B in recurrent and KES 21.451B in development expenditure). The deficit was to be applied towards promotion and recruitment of additional 20,000 teachers, financing of existing and newly created universities, university colleges and TTCs, harmonization of teachers' commuter allowances; procurement of sanitary towels; Curricula review, KICD resource centre

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development and Commission for universities and councils grants.

CHAPTER ONE

1.0   INTRODUCTION

1.1   BACKGROUND

The quest of turning Kenya into a globally competitive and a prosperous nation through building a just and cohesive society is hinged on transformation in the education sector. The government recognizes that Kenya's main potential is in its people; their creativity, education, and entrepreneurial skills.

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

To attain this, the sector is committed to the provision of quality education and training as well as research and innovation to the people of Kenya in line with the Constitution, National objectives and the globalization trends. To realize this, the sector requires clearly defined and supportive policies, institutional and legal frameworks that effectively address citizens' needs and aspirations as well asocial economic dynamics.
The Education Sector comprises two sub sectors which include:

- ❖   Ministry of Education, Science and Technology and its affiliated Institutions
- ❖   Teachers Service Commission (TSC)

1.1.1   Purpose and Aim of Programme Performance Review (PPR)

The overall objective of the 2013 Programme Performance Review (PPR) is to inform the 2014/2015 to 2016/2017 budget process by providing an in-depth analysis of the 2010/11 to 2012/13 performance. The Constitution and the Public Finance Management Act have introduced fundamental changes to public financial management and specifically, the introduction of two levels of government providing different functions to each level.
The PPR process is a critical self-assessment on how the Sector has progressively pursued its strategic objectives; enumerated the successes realized and challenges faced. The review will be the basis for resources allocation within the Education Sector that

comprises State department of Education, State department of Science and Technology and the Teachers Service Commission. This review therefore examines how resources have been utilized in the recent past, ascertains levels of achievement and aligns future resource allocation to the Constitution and Vision 2030.

The Sector's expenditure has been targeted at improving efficiency in core service delivery of providing accessible, equitable and quality education and training. The allocated resources including those from development partners have been efficiently and effectively utilized to realize the Sector's priorities. These include enhanced enrolment, increased transition rate, improved internal efficiency, human resources utilization as well as regional and gender parity. Other priorities include transformation into a knowledge economy through integration of science, technology and innovation in the production processes of the economy as well as supply and ensuring quality of the teaching force.

1.1.2 Linkage between the PPR and National Objectives

During the period 2010/11-2012/13, the Sector implemented programmes addressing the social pillar and the Foundation of the MTP I of the Vision 2030. The social pillar aims to create a just, cohesive and equitable social development in a clean and secure environment while the Science and Technology foundation aims at integrating science, technology in all the productive processes of the economy. The education and training sector's vision is to provide "A globally competitive education, training, and research and innovation system for sustainable development". This goal is in line with the international commitment on education and training such as the EFA and MDGs initiatives.

1.1.3 Structure of the Report

This review report is organized in five chapters.

- ❖ Chapter one focuses on the introduction that includes: Sector background, highlights on the Vision and Mission in relation to the mandate of the Ministry. An in-depth review of the programmes in connection with the Vision and Mission, mandate and the flagship projects is brought out. The strategic goals/objectives of the sector are also outlined. The SAGAs under the Sector and their contribution to the Sector's mandate is also discussed here. The Sector stakeholders and their roles in achieving the overall objectives of the sector is analyzed.
- ❖ The second chapter is dedicated to the analysis of the Sector's performance both in terms of physical and financial progress over the three year period from 2010/11 to 2012/13. Key indicators of performance are reviewed. Concerning the

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financial performance, the chapter reflects a trend analysis reflecting printed, revised and actual expenditures. Pending Bills as well as absorption capacity as reflected by a comparison of approved expenditure with actual expenditure are discussed in the last section of this chapter.

❖ Chapter three reviews the mid-term priorities and financial plan for the MTEF period 2014/15 to 2016/17. Prioritization of programmes and sub-programmes highlighting programme and their objectives, expected outcomes, outputs and key performance indicators for the Sector are outlined in this chapter. The chapter also looks at analysis of resource requirements Vs allocation by sector, sub-sector, programme and sub-programmes, SAGAs, economic classification and resource allocation criteria.

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

❖ Chapter five summarizes the key findings, identifies the major issues prioritized in order of importance.

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

1.2   SECTOR VISION AND MISSION

The sector's programmes/projects are guided by the Sector's vision and mission.

The Education Sector Vision is "*a globally competitive education, training, research and innovation system for sustainable development*" while the mission is "*to provide, promote and coordinate quality education and training; integration of Science, Technology and Innovation in sustainable socio-economic development processes.*"

1.2.1   Strategic Goals and Objectives of the Sector

The overall sector goal is to increase access to education, raise the quality and relevance of education, and ensure equity as well as to exploit knowledge in science, technology and innovation for global competitiveness with a view to achieving Education for All and the Millennium Development Goals (MDGs) in tandem with national objectives as outlined in the MTPII and international conventions or commitments. The Sector goal also includes provision of adequate teaching services and improvement of performance and professional conduct of teachers for increased learning outcomes in public educational institutions.

1.2.2 Strategic Goals

In the MTEF period 2013/14 - 2015/16 the Sector Goals are:

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

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

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

(iv) To create new knowledge and technologies

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

1.2.3 Strategic Objectives of Education Sector

The following are the broad strategic objectives under the sector:

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

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

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

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

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

(vi) To undertake quality assurance and review standards of education and training for the teaching service

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

(viii) To coordinate quality assurance and review standards of education and training at all levels.

(ix) To provide and maintain a Sufficient teaching force in public primary and secondary and tertiary institutions

(x) To enhance quality teaching, professionalism and integrity in all public educational institutions

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1.3   SUB SECTORS AND THEIR MANDATES

1.3.1   Ministry of Education Science and Technology

State Department of Education

Directorates/Departments

There are 6 directorates under the State department of Education that include the following:

(i) **Directorate of Basic Education**: The Directorate is responsible for pre-primary education programmes, primary education, Non-Formal Education (NFE) and primary school teacher training colleges. Under the same directorate, there is the Special Needs Education Division, which focuses on the needs of learners with special needs in general.

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

(iii) **Directorate of Quality Assurance and Standards**: The Directorate provides quality assurance services in education and training institutions. It also establishes, maintains and improves educational standards. It is responsible for the quality assurance and standards assessment at all levels of education except tertiary and university. It is also responsible for feedback to and from all educational institutions (except universities) as a means of ensuring constant improvements in service delivery. The Directorate works closely with KICD in the review and the development of the curriculum and KNEC on curriculum evaluation.

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

(v) **Directorate of Alternative Basic, Adult and Continuing Education:** The directorate coordinates Adult and Continuing Education programmes and provides basic education and training opportunities to adults and out of school youth aged 15 years and above who for whatever reasons either missed their chances in the formal

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education system in their childhood or dropped out of school before attaining sustainable levels of education.

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

State Department of Science and Technology

The former Ministry of Higher Education, Science and Technology (MOHEST) was established through the Presidential Circular No. 1 of May 2008, and assigned the following mandate: Provision of quality assurance services to Technical education Institutions and Universities, Higher Education Policy, Science Technology and Innovation Policy, Registration of Technical Training Institutes and Institutes of Technology, Management of Research, Science and Technology, Research Authorization, Coordination, Inventory and Dissemination, University Education, the Higher Education Loans Board, Commission for Higher Education, Public Universities and Continuing Education and Learning.

The Vision of MoHEST is *"A national culture that prides in and actively promotes Science, technologyandinnovationforsocialandeconomicprosperityandglobalcompetitiveness"*

The Mission is *"To spearhead and enhance the integration of science, technology and innovationintonationalproductionsystemsandprocessesforsustainabledevelopment"*

The overall Science, Technology and Innovation sector's goal is to achieve industrializationby2030inlinewithVision2030. The subsector has the following objectives in line with this;
 (i) Enhance access, equity, quality and relevance at all levels of technical education and training
 (ii) Improve the quality of technical education and training.
 (iii) Provision of bursaries to students in Technical Training Institutions
 (iv) PromotionandpopularizationofInformationandCommunicationTechnology (ICT) as well as science and technology education
 (v) Promotion and popularization of research, technology and innovation at all levels
 (vi) Improvethequalityandrelevanceofteaching,learningandresearchatTechnical, Vocational, Educational and Training (TVET) institutions
 (vii) To ensure gender equity in teaching, administration and research at all levels of higher institutions
 (viii) Introductionofnewmodesofoperationwhichwillprovidelinkagesbetweenall higher education and training institutions with communities
 (ix) PromotionandpopularizationofOpenandDistanceLearning(ODL)atalllevelsof

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education and training

(x) Increasingtransitionfromsecondarytouniversitywithspecialemphasisonbridging   the gender gap in all programmes;

(xi) Promotionoflinkagesandcollaborationsbetweenindustryandinstitutionsofhigher learning;

(xii) Promotion of innovativeness and research in tertiary colleges and universities.

(i) Directorate of Higher education

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

(ii) Directorate of Technical Education

The directorate of Technical education has the overall mandate on matters of technical education and training in the country. This include : Enhancing access, equity, quality and relevance at all levels of technical education and training, Improving the quality of technical education and training and Promotion of linkages and collaborations between industry and TVET institutions and Promotion of innovativeness and research in TVET Institutions. The TVET sector in Kenya currently includes two (2) national polytechnics, one (1) technical teachers college, twenty-six (26) technical training institutes (TTIs) and seventeen (17) institutes of technology (ITs) then under the Ministry of Higher Education Science and Technology (MoHEST).

(iii) The Directorate of Research Management and Development (DRMD)

The mandate of the directorate includes: Policy for research, science, Technology and Innovation, Knowledge management, Research promotion and dissemination, Research commercialization, Technology development Science promotion and International strategic collaborations.

(iv) Directorate of Youth Training

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

The Directorate, towards the realization of her mandate, is implementing various youth training strategies such as:
   i. Development and implementation of the new curriculum for YPs
  ii. Construction and refurbishment of YP infrastructure
 iii. Recruitment of instructors
  iv. Provision of the Subsidized Youth Polytechnic Tuition
   v. Provision of Top-up-Grants to registered public YPs
  vi. Ensuring quality assurance and standards are maintained in YPs
 vii. Establishment of a legal framework for the YPs to operate in
viii. Encourage participation by development partners in the implementation of TVET in the YPs

1.3.2 The Teachers Service Commission

The overall policy goal of TSC is to provide adequate teaching services and improve performance and professional conduct of teachers for increased learning outcomes in public educational institutions.

   i. The policy on teacher registration is to ensure that all professionally qualified persons engaged in teaching are registered. This policy objective seeks to monitor and regulate teaching standards nationally.
  ii. The policy on recruitment and employment is demand-driven and stipulates the requirement for new teachers to be recruited only against existing vacancies in public educational institutions. The policy also seeks to promptly replace teachers who leave service through natural attrition.
 iii. The policy on assignment of teachers to provide teaching services is guided by staffing norms revised from time to time. The objective is to reduce the intra and inter-regional disparities in teacher distribution.
  iv. The policy on promotion and deployment of teachers is guided by existing schemes of service, vacancies and the need to inject effectiveness and efficiency in the

management of educational institutions. The policy is also premised on projected and actual budgetary provisions on teacher career progression.

v. The policy on teacher discipline is to regulate the professional conduct of teachers in and out of the classroom. The rationale is to ensure fairness in justice and to provide an opportunity for teachers with discipline cases to undergo a due process while at the same time injecting efficiency in the administration of disciplinary procedures.

vi. The policy on termination of employment of teachers is premised on the need to fast track the separation process as a result natural attrition. The objective of this function is to ensure employees and dependants of former employees are paid final dues in a timely manner. It also aims at seeking the most attractive and sustainable retirement benefit schemes for TSC employees.

vii. The policy on review of standards of education and training of persons entering the teaching service is to establish and maintain basic requirements on professional qualifications and competencies for the teaching service. It also aims at ensuring that teachers comply with the teaching standards prescribed in accordance with the TSC Act (2012). In addition, the strategic direction establishes a teacher professional development regulation that prompts teachers to progressively acquire additional knowledge and skills in the course of service.

viii. The policy thrust on the review of the demand for and supply of teachers is to enhance the TSC ability to forecast medium and long term manpower situation. This will entail establishing and institutionalizing a teacher projection system that takes into account socio-economic parameters and emerging policy issues to derive the desirable investment options in teacher recruitment.

ix. The national government on matters relating to the teaching profession entails identification of critical teacher management issues the Commission may wish to share with the government and the most cost effective interventions in promoting teaching services in the Country. This mandate may be guided by various public sector policies issued from time to time. These in turn are domesticated by the Commission to address the matter on which to advise the National Government.

1.3.3   Autonomous and Semi-Autonomous Government Agencies

Ministry of Education, science and Technology

To effectively discharge its mandate, the state department has SAGAs which are charged with various responsibilities. The SAGAs include: Institute for Capacity Development of Teachers in Africa (ICDTA); Kenya Institute of Curriculum Development (KICD), Kenya National Examinations Council (KNEC); School Equipment Production Unit (SEPU), Kenya Education Management Institute (KEMI); Kenya Institute of Special Education

(KISE), Jomo Kenyatta Foundation (JKF); Kenya Literature Bureau (KLB) and Commission for University Education (CUE), Higher Education Loans Board (HELB), National Commission for Science Technology and Innovation (NACOSTI), Kenya National Commission for UNESCO. The SAGAs report directly to the Principal Secretary particularly on issues of accountability and the Education Secretary on professional matters. A highlight on the SAGAs and public agencies is discussed in the following section:

Kenya Institute of Curriculum Development (KICD): The Kenya institute of curriculum development (formerly KIE) was established by KICD Act which came into effect from January 25th 2013.It conducts educational research and develops, reviews, vets and approves local and foreign curricular and curricular support materials for use in all levels of education and training in Kenya except the University. It collaborates with other individuals and institutions in conducting professional programmes for stakeholders in education. Through evaluation of instruction materials, KICD ensures that all such materials for these levels are of required quality, relevance and cost effective. In addition KICD collects, documents, catalogues and disseminates information on curricular, curricular support materials and innovations. It develops and ensures equitable dissemination of curriculum and curriculum support materials through radio, TV and e-learning. The institute carries out educational consultancies for income generation. The Institute develops digital content to enhance curriculum interpretation and implementation which is one of the flagship projects in the vision 2030.

Kenya National Examinations Council (KNEC)

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

Kenya Education Management Institute (KEMI)

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

Kenya Institute of Special Education (KISE)

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

Jomo Kenyatta Foundation (JKF)

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

Kenya Literature Bureau (KLB)

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

Institute for Capacity Development of Teachers in Africa (ICDTA)

The Centre is charged with the responsibility of building teachers' capacities to enable them cope with the pedagogy-related challenges they face in the process of curriculum

delivery in the area of mathematics, science and technology education. These subjects are foundational for Science and Technology Innovations (STIs) which supports the social pillar of Vision 2030. ICDTA therefore, co-ordinates in-service education and training (INSET) activities for teachers geared towards Strengthening of Teaching in Mathematics and Science Education (SMASE) in Primary, Secondary, Teacher Training Colleges, and TIVET institutions.

The centre has so far established 108 District INSET Centres for its Secondary INSET programme and 18 Regional INSET Centres for Primary INSET throughout the country. ICDTA is also currently strengthening the existing cluster INSET system consisting of over 3,000 Centres.   Besides, it also conducts INSET management workshops for all secondary school principals, all PTTC Principals and Deans, selected QASOs, all DEOs, all TAC tutors and all primary school head teachers. Moreover, in collaboration with the Association for the Development of Education in Africa (ADEA), the Centre also offers a Japan International Cooperation Agency (JICA) sponsored Third Country Training Programme (TCTP) to educators drawn from 32 countries from Western, Eastern, Central and Southern Africa (WECSA) countries.

Funding for ICDTA activities are done through budget line from MOEST and funds from JICA. JICA funds are, however, used only to purchase training materials for INSET and related activities such as Primary INSET and workshops for secondary principals which are covered by existing bilateral agreement. Nevertheless, for the TCTP, JICA also pays for their meals and accommodation.

Kenya National Commission for UNESCO

Kenya National Commission for UNESCO (KNATCOM-UNESCO) was established vide cabinet memo No.170 of 1964 and placed under the Ministry of Education, Science and Technology. KNATCOM-UNESCO is a liaison office that coordinates the activities of UNESCO in Kenya. The Constitution recognizes the importance of Education, Science, Culture and Communication and information through articles 11, 53 and 55. In tandem with vision 2030, KNATCOM-UNESCO:

- ❖ Coordinates UNESCO organized capacity building of Kenyans in its areas of competence as envisaged in the social pillar
- ❖ Ensures the participation of Kenyans and the global visibility of the country through organizing international workshops and seminars, thus encouraging and promoting tourism
- ❖ coordinates the participation of our intellectuals and researchers in international workshops thereby contributing to the world of knowledge and therefore acting as a clearing house for information

❖ Coordinates the awards of UNESCO sponsored Scholarships and fellowships to Kenyans thereby helping in the building of specialized manpower for the country
❖ Mobilizes resources through UNESCO funded participation programmes, regular programmes and extra budgetary programmes
❖ Participates in the preparation of UNESCO medium term plan(C/4 document) and the programme and budget(C/5 document)

State Department of Science and Technology

Higher Education Loans Board (HELB)

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

Commission for University Education (CUE)

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

The Commission main streams quality assurance practices in higher education and encourages continuous improvement in the management of quality university education. This is mainly accomplished through a peer process of audits and reviews.

The Commission continues to receive applications from sponsors intending to establish universities in Kenya. Both public and private universities remain autonomous, self-governing institutions responsible for the standards and quality of their academic awards and programmes. Individual universities have institutionalized internal procedures for attainment of appropriate standards for ensuring and enhancing the quality of the education provided.

National Biosafety Authority (NBA)

The National Biosafety Authority (NBA) was established by the Biosafety Act No.2of 2009 to exercise general supervision and control over the transfer, handling and use of Genetically Modified Organisms (GMOs) with a view to ensuring safety of human and animal health and provision of an adequate level of protection of the environment.

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Following the Executive Order No.2/2013, the National Biosafety Authority has been transferred to the Ministry of Agriculture, Livestock and Fisheries.

National Commission for Science, Technology and Innovation (NACOSTI)

The National Council for Science and Technology (NCST) was a Semi- Autonomous Government Agency (SAGA) in the Ministry of Higher Education, Science and Technology. NACOSTI's mandate is to advice, promote, coordinate and regulate issues of science, technology and innovation.

The specific function of the Council was to collaborate with all government ministries and departments, as well as non-governmental organizations (NGOs) on all matters relating to scientific and technological advice and policy. The council became a body corporate on 12thJuly2012 and converted to the National Commission for Science Technology and Innovation (NACOSTI) following the enactment of Science Technology and Innovation Act in February 2013.

Kenya National Innovation Agency

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

National Research Fund

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

Universities and Constituent Colleges

Currently there are 22 public universities and 9 Constituent University Colleges. There are also 35 private universities. The Public Universities are:

Public Universities

1. University of Nairobi (UoN) – established 1970 and chartered 2013
2. Moi University (MU) - established 1984 and chartered 2013
3. Kenyatta University (KU) - established 1985 and chartered 2013

4. Egerton University (EU) - established 1987 and chartered 2013
5. Jomo Kenyatta University of Agriculture and Technology (JKUAT) - established 1994 and chartered 2013
6. Maseno University (MSU) - established 2001 and chartered 2013
7. MasindeMuliro University of Science and Technology (MMUST) - established 2007 and chartered 2013
8. DedanKimathi University of Technology (DKUT) - 2012
9. Chuka University (CU) – 2013
10. Technical University of Kenya (TUK) - 2013
11. Technical University of Mombasa (TUM) - 2013
12. Pwani University (PU) - 2013
13. Kisii University (EU) - 2013
14. University of Eldoret - 2013
15. Maasai Mara University - 2013
16. Jaramogi Oginga Odinga University of Science and Technology - 2013
17. Laikipia University - 2013
18. South Eastern Kenya University – 2013
19. Meru University of Science and Technology – 2013
20. Multimedia University of Kenya - 2013
21. University of Kabianga - 2013
22. Karatina University – 2013

Public Constituent Colleges

1. Murang'a University College (JKUAT) - 2011
2. Machakos University College (UoN) - 2011
3. Cooperative University College of Kenya (JKUAT) - 2011
4. Embu University College (UoN) - 2011
5. Kirinyaga University College (KU) - 2011
6. Rongo University College (MU) - 2011
7. KibabiiUniverstity College (MMUST) - 2011
8. Garissa University College (EU) - 2011
9. TaitaTaveta University College (JKUAT) – 2011

National polytechnics, technical training institutions and teacher training colleges are also institutions under the Ministry.

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

Following the enactment of the Universities, ST&I and TVET Acts, the following SAGA's were also established:

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

Universities and Colleges Placement Board, UCPB: the Board was established under the Universities Act, 2012 as a body corporate to manage post-secondary student admission in higher education. The Board is currently being operationalized.

The TVET Authority, TVETA: The TVETA was established under the TVET Act 2012 as a body corporate to accredit and assure quality in TVET. The Authority is being operationalized at the moment.

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

Curriculum Development, Assessment and Certification Council KCDSCC: The Council was established under the TVET Act, 2012 as a body corporate to develop, assess and certify competence-based curriculum in TVET. The Council is currently being operationalized.

1.4   Role of Sector Stakeholders

The education sector has a wide range of stakeholders with varied interests in the learning process and outcomes; Science, Technology and Innovation as well as technical education. The roles of the education sector stakeholders are shown in table 2

Table 1: Summary of Education Sector Stakeholders

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

Stakeholder	Role
Academic Institutions	Provision of expertise, professionalism, Human capacity building
Faith Based Organizations	
Media	
Research Institutions (private and public)	Collaborative research, collaboration in programme development, policy guidelines, Synergies and capacity building
Industry Regulators and Marketing Agencies.	Marketing and Industry regulation
Private sector and Civil Society	Partnering with the Sector in programme development, implementation and community
Learners at all levels	Participate in learning access and completion of each
Households, parents and communities	Resource mobilization and management of the sector programmes
County Governments	Play a crucial role in augmenting the sector bursary fund and support development of infrastructure.
African Centre for Technology Studies(ACTS)	
Kenya National Academy of Science(KNAS)	
African Academy of Science	
Kenya Institute Public Policy Research and Analysis(KIPPRA)	
Head teachers and Principals Associations	

CHAPTER TWO

2.0   PERFORMANCE EXPENDITURE REVIEW 2010/11-2012/13

This chapter reviews the performance of the past three years i.e. 2010/2011, 2011/12 and 2012/13. The review considers outputs of the various interventions employed by the sector and where possible reports the outcomes of various programmes.

2.1   Performance of Sector Programmes- Delivery Outputs

In the period under review the education sector implemented programmes addressing the social pillar of the MTP I of the Vision 2030 as discussed below:

2.1.1   Programmes of the Ministry of Education, Science and Technology

The priority areas pursued by the Ministry of Education are classified into five programmes namely General Administration and Support Services; Basic Education; Alternative Basic Adult and Continuing Education; Secondary and Tertiary Education; Quality Assurance and Standards; The programmes under the sub-sector encompass the following sub programmes:

- Free primary education;
- Early Childhood Development and Education (ECDE);
- Non Formal Education;
- School Health Nutrition and Meals,
- Special Needs Education,
- Expanding educational opportunities in ASALs;
- Adult and Continuing Education;
- Free Day Secondary Education,
- Secondary schools bursaries;
- Primary Teacher Education
- Secondary Teacher In servicing
- Secondary Teacher Education Services
- University Education
- Higher Education support services
- Technical Industrial and Vocational Entrepreneurship Training
- Promotion and regulation of Science, Technology and Innovation
- Curriculum Development
- Examination and certification
- Quality assurance and standards

2.1.2 Performance of Programmes of the TSC sub sector

During the period under review, the TSC sub sector had one programme namely Teacher Services and four sub-programmes namely:-

- General Administration and Planning;
- Teacher Management;
- Quality Assurance and Standards and;
- Field Services.

However, the Commission has since reviewed its programmes in line with the expanded mandate and the need to ensure efficient and effective service delivery to teachers and stakeholders. The new programmes are as follows:-Teacher resource management; Governance and quality Standards and General administration and planning

2.2 Review of Key Indicators of Sector Performance

2.2.1 Ministry of Education Science and Technology Sub sector

The subsector has been implementing the Vision 2030 flagship projects that address some of the above key areas. These include:

Construction and equipping 560 secondary schools; and expansion/rehabilitation of existing ones
During the period under review, the target was to build/rehabilitate/expand facilities equivalent to 560 new schools. Under the economic stimulus initiative, a total of KShs 6.3 billion was disbursed to 355 secondary schools. Construction/rehabilitation works aimed at transforming the 200 schools into centres of excellence is still ongoing and under the infrastructure programme, funds were disbursed to 371 schools for rehabilitation/expansion and work is ongoing. Cumulatively 60 schools have been upgraded from the former provincial schools to national schools and an additional 27 provincial schools have been earmarked for upgrading to national schools in FY 2013/14.

Establishment of a Computer Supply Programme

Within the period, 20,229 public primary schools, 4,000 public secondary schools, 20 primary teacher training colleges, 2diploma colleges, 10 model e-learning centres for ACE and seven public universities were targeted. In 2010/11, coordination office was strengthened to help coordinate and harmonize Information, Communication and Technology (ICT) in education particularly integration of ICT in teaching and learning, which was successfully undertaken. In regard to ICT champions, a total of 150 ICT champions were trained. Under education support programme initiative, 1,500 secondary schools received computers

The subsector enhanced the supply of ICT to schools by facilitating the equipment of seven public secondary schools in every constituency with fully functional computer laboratories. This complimented the initiative started under the ESP in FY 2010/11. Each

benefiting school was funded to procure and set up a laboratory with 11 computers, networking, a printer, an overhead projector and other related accessories.

The Multimedia Media Project (Televic) designed to equip selected secondary schools with content delivery was implemented in 240 schools. The project was fully actualized with capacity development and M&E to ensure ownership and utilization during FY2012/13.

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

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

Establishment of a Voucher System Programme in Five Poorest Districts: In order to ensure equity in access to education, the Government is enhancing financial assistance targeting vulnerable groups to supplement the already existing initiatives including the school feeding and nutrition programme, bursary, free primary education and free secondary education. However, during the MTP 1 period, the sector registered minimal progress having prepared a concept paper and a tool to be used for identification of beneficiaries.

Other Programme Areas

During the period under review, the sector continued to implement other programmes/projects besides the flagship projects. These programmes are aimed at achieving the broad sector strategic objectives of enhancing access, equity, quality and relevance. The other programmes that were pursued are as indicated below:

Early Childhood Education Development and Education (ECDE): The main aim of the ECDE Sub-Sector is enhancing access and quality education through provision of support to communities and service providers. As part of mainstreaming of ECDE to Basic Education the government provided Ksh.1.6 billion in the 2012/2013 financial year. This is a significant development as the function is being devolved to County governments, in line with the recommendation of Constitution of Kenya. The enrolment in the ECDE sub Sector increased from 2,193,071million children (1,100,890 boys and 1,092,181 girls) in 2011 to 2,370,049 million (1,175,530 boys and 1,194,518 girls) in 2013. The Gross Enrolment Rate (GER) increased from 60.4 percent in 2011 to 66 percent in 2013. The NER increased from 45 percent in 2011 to 50 percent in 2013.

Primary education: The drive in primary education during MTP 1 has been to improve access, quality, and equity and reduce regional disparities. In addition, efforts to improve health and nutrition of marginalized children in primary schools.

During the period under review, a total of Kshs. 8.89 billion was disbursed to facilitate learning in primary schools. The primary enrolment increased from 8.8 million (4.5

million boys and 4.3 million girls) in 2010 to 9.85 million (4.75 boys and 4.62 girls) in 2011 and further to 9.97 million (5.01 boys and 4.96 girls) in 2012.

The gross Enrolment Rate increased from 109.8% in 2010 to 115.0% in 2011 and further to 115.8% in 2012. The Net Enrolment Rate increased from 91.4% in 2010 to 95.7% in 2011 and marginally went down to 95.3% in 2012. Despite the significant national tally the country still faces regional disparities with very low enrolments in the North Eastern region.

The gender disparity has been improving in favour of girls. The Primary Gender Parity Index stood at 0.96 in 2008; 0.98 in 2009; 1.01 in 2011 and 0.99 in 2012. These figures are against the national target of 1.0.

To make schools cater for all children with equity, programmes targeting marginalized children have been implemented through several initiatives including the School Feeding and Gender in Education Programmes. The School Feeding Programme promotes health and hygiene education and improves access to basic education by reducing morbidity among school children. During the period under review, the programme provided mid-day meals to approximately 1.2 million pre-primary and primary school children in 64 ASAL Districts and slums of Nairobi.

As an affirmative action, there exists a gender in education policy which allows girls to join higher institutions with lower grades than boys. Girls are also provided with sanitary towels to enable them to participate in the learning process effectively.

The Textbook-Pupils Ratio for lower primary improved from one textbook for more than 10 pupils before 2003 to 1:2 in 2008. The ratio remained at 1:2 in 2009 and 1:1 in 2010. In upper primary TPR improved from 1:2 in 2007 to 1:1 in 2008 and 1:1 in 2009, 2010 , 2011 and 2012 for both lower primary and upper primary. However, there are challenges in book storage and maintenance facing the primary schools.

The pupil completion rate is the population of standard 8 graduates as a proportion of the 13 year olds. The pupil completion rate dropped from 83.2 percent in 2009 to 76.8 per cent in 2010. This further declined to 74.6 per cent in 2011 before picking to 80.3 in 2012. The declines in completions rates could be attributed to school dropouts and repetitions.

Transition rate from primary to secondary has been increasing over the years, from 72.5 percent (68.9 percent for male and 75.3 percent for female) in 2010 to 73.3 per cent (68.9 per cent for male and 75.3 per cent for female) in 2011 and further to 76.6(71.5 per cent for male and 81.7 per cent for female) in 2012. During the period under review, the Ministry also initiated the Child Friendly Schools programme aimed at making schools more learner friendly through improving teacher's pedagogic skills and enhancing positive attitudes for the creation of safe learning spaces for children.

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

Special Needs Education

The main objective of special needs education is to assist persons with special needs to realize their full potential through full participation in social and economic life in their respective communities. The sub sector will continue to integrate special needs education at all levels of education and training. This calls for enforcement of legal provisions that safeguard the rights of those with special needs, having a special needs education policy in place which is currently awaiting printing, undertaking research in the field of special needs, developing a flexible curriculum and evaluation system appropriate for learners with special needs, utilizing the most appropriate language of communication for learners with special needs, funding and rehabilitation of existing institutions to make them disability friendly.

The absence of reliable data on children with special needs across all levels of education, constrains effective special education service delivery and planning. Special needs education requires appropriate adaptations to curricula, teaching methods, educational resources, medium of communication and the learning environment in order to cater for individual differences in learning.

Provision of educational services has often been skewed towards four traditional categories - hearing impairment, visual impairment, mental retardation and physical handicap leaving out all other areas. Areas left out include learners with Autism, Gifted and Talented, Emotional and Behavioural Difficulties and specific learning disabilities. More recently provision has been extended to such children in regular schools through the policy of inclusivity.

Secondary Education:

The Ministry recognizes secondary education as part of basic education with the aim of enhancing the citizens' access to quality and equitable education so as to achieve the Vision 2030 goals. To achieve this, the Ministry is implementing the secondary education strategy, which ensures expansion of secondary education by construction of new schools of at least three streams and increasing class size from 40 to 45 students. This strategy was further enforced through introduction of Free Day Secondary Education with grants sent to schools at Kshs. 10,265 per student since January 2008. The outcome has been considerable increase in enrolment and also increased availability of teaching and learning materials in secondary schools across the country.

The number of secondary schools increased from a total of 6, 971 in 2009 to 7,268 in 2010 and 7,297 in 2011 and further to 8,197 in 2012. Secondary Enrolment grew from 1.66 million (885,537 boys and 767,847 girls) in 2010 to 1.77 million (948,706 boys and 819,014 girls) in 2011 and further to 1.91 million (1,019,031 boys and 895,792 girls) in 2012 and 2.023 million (1,079,031 boys and 943,969 girls) in 2013.

The GER increased to 47.8 percent (50.9 percent for boys and 46.3 percent for girls) in 2010 to 48.8 per cent (51.0 percent for boys and 46.8 percent for girls) in 2011 and further to 49.3% in 2012. The NER increased from 32.0 percent (32.4 percent for boys and 32.9 percent for girls) in 2010 to 32.7 percent (32.6 percent for boys and 33.1 percent for girls) in 2011 and further to 33.1 percent (32.8 percent for boys and 33.5 percent for girls) in 2012.

The gender parity index improved from 0.85 in 2008 to 0.87 in 2009 before dropping to 0.86 in 2011 and then climbed again to 0.88 in 2012.

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

National Secondary Schools Rehabilitation Initiative: In order to improve the status of National secondary schools, a National Schools' Rehabilitation Fund was established. During the FY 2011/12 a total of 30 secondary schools were upgraded to national status and each school received Kshs. 25 million for upgrading. During the FY 2012/13 an additional 30 secondary schools were upgraded to national status.

Alternative Provision of Basic Education and Training -APBE&T (Non Formal Education Programme): During the MTP I period, the following achievements were realized:-
- Launch and Development of an implementation plan on the Alternative Basic Education & training Policy framework
- Expansion of FPE support grant from 5,785 to 85,000 learners
- Designed and implemented school based PI Certificate Course for untrained teachers teaching in APBE&T Institutions.
- Developed a draft Registration Guidelines specific to schools in urban informal settlement.

Additionally in 2012/13 FY, a total of Ksh.55,252,000.00 was disbursed to 342 non formal schools in 7 municipalities. A total of 178 teachers completed P1 course at Kigari TTC under GOK/ADB Education III project (against a target of 700) were registered and the school management committees trained on financial management and received grants

totaling to Kshs. 63 million. Validation and verification of new NFSs is still ongoing in the Ministry.

Adult Literacy: During the period, access to the illiterate Adults Grants provided for renovation and equipping of 382 Adult Basic Education centres to enable them create and sustain a literate environment. The enrolment increased from 241,685 in 2009 to 300,000 in 2011 and further to 320,000 adult learners in 2012. Additionally, 880 teachers were recruited to support Adult Basic education; however the literacy levels for the period under review could not be established due to lack of data.

Curriculum Review and Quality: During the period under review the Institute was able to develop learner's books and teacher's handbooks in life skills education, 7 ECD diploma training modules, 7 ECD diploma training modules, Dholuo pupils books 1-3 and TGs and evaluated Print materials. The Institute also oriented 3,600 teachers, developed Adult Basic Education Training (ABET) handbook, developed Adult Teacher Education Curriculum (ATEC), learners books in English, Kiswahili, Mathematics and Science along with the teacher's guides, developed mother tongue teacher's handbook, learners books and teacher's guides for NFE in masonry, woodwork, entrepreneurship, art and craft, garment making, home science, and agriculture for levels I and II, adapted the secondary alternative curriculum, developed Kenya sign language text books for std 1,2,5 and 6, and forms 1 and 2, developed Kenya sign language syllabus for certificate and diploma levels, developed vocational syllabus for children with mental handicap, adapted for primary education Kiswahili syllabus to suit learners with hearing impairment, developed 15 modules in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Electrical/Electronics, Chemical Engineering, Maritime & Nautical Science, Computer Science, Agriculture, Textile Technology, Banking & Finance, Business Management), 14 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs

(Areas including-, Mechanical engineering, Electrical/Electronics, Chemical Engineering, Maritime & Nautical Science, Agriculture, Computer Science, Textile Technology, Banking & Finance, Business Management), 24 level I & II syllabuses developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs, 12 artisan (NVCET) instructors guides developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs, 12 artisan (NVCET) trainees manuals developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs, developed 7 Child Caregivers Syllabuses, Developed ECDE certificate course English Resource Book, developed ECDE Mwongozo wa Kiswahili teachers Resource Book, developed 13 ECDE trainers Diploma modules, Orientation of Adult Teachers on ABET Curriculum, Nine (9) ATEC curriculum handbooks developed, Learners books and teachers guides for level developed in CRE,IRE, Arabic, and Social Studies as well as Mathematics and Science level III,   Basic Geometry , Masonry, Entrepreneurship and Agriculture level I and II learners books and teachers guides

developed, Business studies ,Social studies and Life Skills teachers orientated, developed of Life Skills training manual, evaluation of print and digital materials content, amendments in History and Government syllabus, developed of German book1 teachers guide, developed French readers for form 2, development of Music book 2, development of HRE course book for form 1, developed Kitaveta pupils books 1-3 and Teachers Guides ,revision of Social Studies syllabus, development of Braille for Beginners and Certificate Syllabuses, development of Activities for Daily Living skills syllabus for syllabus learners with mental handicap, development of Music syllabus for learners with mental handicap, 21 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs

(Areas including-, Mechanical engineering, Wildlife services, Maritime Transport, Tourism Catering and accommodation, Investment management, Project Management, Banking & Finance, Business Management), 16 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs

(Areas including-, Mechanical engineering, Wildlife services, Maritime Transport, Tourism Catering and accommodation, Investment management, Project Management, Banking & Finance, Business Management), 6 instructors guides developed, 6 instructors trainees manuals developed, developed Transition from ECD to lower primary school trainers guide, developed Pokot pupils books 1-3 and TGs, Development of Pre-School curriculum for learners who are deafblind, development of Pre-Vocational curriculum for learners who are deafblind, Development of Kenyan Sign Language handbook for Primary Teacher Education, review of Kenyan Sign Language resource book 5th edition, developed English, Kiswahili and Arabic learners book and teachers guides for level III , developed 3 teacher training manuals, recording of German text into CD formats, development of French readers for form 4, development of HRE course book for form 3 and 4, recording of listening text for French, and Developed Kiembu pupils books 1-3 and Teacher's Guides. The Institute has also developed 270 prototype materials for ECD, Primary and Secondary Education.

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

Construction of phase one of an Education Resource Centre comprising science and languages laboratories has commenced. The Institute has also developed digital content for
12subjects;English,Mathematics,Kiswahili,Biology,Chemistry,Physics,Geography,History& Government,Agriculture,Business studies, Computer studies and Home science for Form

one, Form two, Form three and four for secondary schools' use. Under the Economic Stimulus Package (ESP) digital content for Form 1 and 2 has been distributed to 1,609 secondary schools. Digital Content for Classes 4 to 7 have also been developed in Mathematics and sciences with other grades and subjects being digitized.

Examination and Certification:

During the period under review the KNEC continued to implement an online registration system for candidates to enhance efficiency and timeliness in its service delivery. It also established a national assessment system for monitoring learner achievements at grade 3, 6 and 10.

The KCPE examination candidatures increased from 776,214(400,814 boys and 375,400 girls) in 2011 to 811,930 (415,620 boys and 396,310 girls) in 2012. Current provisional figures for 2013 KCSE ARE 449,260 candidates.

The KCSE candidature increased from 411,783 (229,171 boys and 182,612 girls) in 2011 to 436, 349 (241,139 boys and 195,210 girls) in 2012. The current provisional figures for 2013 are 449,260 candidates.

The Council also conducts eighteen other local examinations which include; seven business exams, three ECDE examinations, two technical examinations, a diploma in petroleum studies, teacher training examinations and recently National Vocational Certificate in Education and Training (NVCET) examinations conducted on behalf of Ministry of youth affairs. Besides local examinations, KNEC also administers Foreign Examinations on behalf of 16 Foreign Examination Boards. About 15,000 candidates sit for foreign examinations in school, Certificate and Diploma Examinations annually.

2.2.2 Ministry of Higher Education, Science and Technology

During the period under review, the main programmes of the sub sector were:

- General Administration;
- University and Technical Education and
- Research and Innovation

These programmes had the following sub programmes: University Education; Higher Education Support Services; Technical and Vocational Education and Training (TVET); Accreditation, Quality Assurance and Standards; Promotion of Science, Technology and Innovations (ST&I) and Promotion of research development (R&D)

General Administration and Planning: During the period under review, the Ministry aligned the sector with the Constitution by developing three Acts of Parliament namely the Universities Act 2012, Technical Vocational Education and Training Act 2013 and Science Technology and Innovation act 2013.The Universities Act 2012 was commenced by the Minister on 13th December, 2012 and is now being implemented. One of the key

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areas of implementation of the Act involved the award of Charters to 22 public Universities and two private Universities. To enhance efficiency and effectiveness of the sub sector's service delivery, 56% of staff was trained including 10 in PhD and 110 senior managers in public universities who were trained in Governance.

University Education: The number of universities both public and private increased from 58 in 2011/2012 to 65 in 2012/2013 comprising twenty two (22) public chartered universities (including three Technical Universities), nine (9) Public University Constituent colleges, seventeen (17) private chartered universities, twelve (12) universities operating with Letters of Interim Authority (LIA), and five (5) Private University Constituent colleges.

This expansion in universities has led to the steady rise in Gross Enrolment in university education in both public and private universities to stand at 361,388 in 2012. This was as a result of accelerated intake as well as expansion of physical facilities in various public universities. Enrolment and retention at university education was further enhanced through increased provision of bursaries. In 2011/12 a total of 110,218 students were awarded Loans amounting to Kshs 4.59Billion. In 2012/2013 the number of beneficiaries increased to 118,600 with a Loans award of Ksh.5.2Billion. HELB started funding the TVET student through bursaries in 2011/2012 with an initial of allocation of Kshs 100 million from the Exchequer which supported 8,000 students in the TVET Institutions under the ministry of Higher Education Science and Technology.

During the period under review the, Universities and Colleges Placement Board, UCPB formerly JAB (Joint Admissions Board) was established under the Universities Act, 2012 as a body corporate to manage post-secondary student admission in higher education. Joint Admission Board de-linked admissions into universities from bed capacity thereby enhancing the number of students admitted into universities. The table below details the number of students who qualified for university admission against the number admitted over the years.

Table 2: Admission Trends to Public Universities: 2010/11-2012/13

Academic Year	Number Qualified(C+ and above)	Joint Board Admissions	Percent Admitted
2010/2011	81,000	24,216	33.4
2011/2012	97 134	32,648	33.6
2012/13	119658	41,999	35

Source: Joint Admissions Board

Credit Accumulation & Transfer and Quality Assurance

The Commission for University Education (CUE) in the quest for harmonized system considered admission criteria, outcomes and content that ensure competiveness, minimum competences, mobility and transfer of credits. During the period under review, minimum

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standards were developed for the following: Bachelor of Business studies programmes, Bachelor of information technology, Bachelor of computer science, Bachelor of Education (Secondary arts, Secondary sciences, ECD, Primary Education), Bachelor of law and Masters in Business Administration.

CUE continued with quality assurance activities by training quality assurance officers. 17 programmes and 15 universities were assessed at regional level in collaboration with Inter-University Council of East Africa (IUCEA). Institutionalization of assurance is ongoing in all universities through establishment of structures and policy development among others.

Following the enactment of the universities act 2012, the mandate of CUE brought on board public universities widening the scope   for quality assurance.

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

This is a flagship project of the African Union Commission in its efforts to revitalize higher education in Africa. To train a high caliber of human resource in Science and Technology to help Africa exploit her enormous resources. Pan African University has five institutes, each located in one of the five regions of Africa namely; North, West, Eastern, Central and Southern.

The Eastern African Institute- PAUISTI is located in Jomo Kenyatta University of Agriculture and Technology and will train students from all over Africa at Master's and Doctorate level.

PAUISTI is funded jointly by the African Union Commission who provides scholarships to the students, the Kenya Government, African Development Bank and the Government of Japan through Japan International Cooperation Agency (JICA). Funding modalities is still under negotiation with the key partners. Kenya Government support: disbursed Kshs 50 million in 2011/2012 financial year and provided Kshs. 130 million in the current financial year.

Admission of the first cohort of 58 international students from over 10 African Countries was done in November, 2012 and students are undergoing training at masters' level.

Open University

All the necessary documentation is in place including a draft charter. In accordance with the universities Act 2012, The Open University of Kenya is supposed to be established as a specialized university that would need parliamentary approval. A motion will thus need to be developed and tabled in parliament. A technical committee is currently in place to set modalities for operationalization. A budget of 24M was provided in the financial year 2012/13.

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(GOK/ADB) Enhancement of Quality and Relevance in Higher Education, Science and Technology (HEST) Project

The Objective of the project is to improve quality and relevance in target faculties of science, technology and innovation in line with Kenya's vision 2030 priorities in education and training. The project is jointly funded by the African Development Bank (ADB) and the Government of Kenya through a loan of Kshs. 2.8 billion and Kshs.803 million as GOK counterpart funding totaling to Kshs. 3.6 billion.

The project has the following components : supply teaching, training and research equipment in engineering and applied sciences in eight universities; training 750 teaching staff at master's and doctorate level in engineering and applied sciences; training in strategic management for senior university management and university councils; establishment of a comprehensive data base for university education; and construction of teaching and learning block at Wangari Mathai Institute of Peace and Environment.

The tenders for equipment have already been awarded to the winning bidders and Expression of Interest (EOI) and Request for Proposals (RFPs) for training at masters' and Doctorate levels are set to be evaluated in November. Expression of Interest (EOI) and Request for Proposals (RFPs) on construction of teaching and learning block at Wangari Maathai institute of peace and environment already issued.. Expression of Interest (EOI) and Request for Proposals (RFPs) for the training in strategic management for senior university management and university councils have already been submitted to ADB for issuance of a letter of no objection before advertisement.

Technical Vocational Education and Training: Provision of skills and competencies is critical for the development of hands-on workers and a skilled human resource base for national development. Institutions for technical and vocational education and training (TVET) are expected to equip graduates with quality and relevant skills and competencies to meet the needs of the labour markets.

During the period under review, the TVET Act, 2013 was enacted. The legal framework was reviewed rationalizing the erstwhile single education sector into three distinct components; namely: the Basic Education, University Education and TVET components. In that connection, the TVET Act, 2013 has established three key organs namely: TVET Authority, TVET Curriculum Development, Assessment and Certification Council and TVET Fund,

To fulfill DTVET Mandate, the sub programme undertook various activities in order to expand training facilities between 2010/11 and 2012/13. This included development of eight (8) campuses of existing institutions another five (5) new technical training institutes in underserved regions. There was also upgrading of equipment in a number of technical institutions under this sub programme. In addition, procurement for development of workshops and laboratories in 48 TVET institutions was finalized and construction was completed in some sites by 2012/13.

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Centres of Excellence- Over the years 2010 to 2013 there were old and obsolete equipment in many technical institutions and some of the equipment needed rehabilitation and upgrading. Equipment requirements were benchmarked for relevant skills training across all industry sectors and **eleven** (11) institutions were funded to procure state-of-the-art equipment to ensure quality of their training programmes. Rehabilitation of the workshops for these institutions was done and by 2012/13 the Institutions received the. Currently installation of the said equipment is being undertaken in 27 institutions.

Equipment for TVET Institutions: The quality of TVET needs improvement through provision of state-of-the-art facilities and equipment. The upgrading of the equipment is critical and shall be done as a priority for all institutions including

Awareness Creation and Technology Promotion- Science and technology Awareness Creation exhibitions were held in 5 regions and a national event was organized in the year 2012/13. This is intended to spur interest in science, engineering and technology in order to enhance enrollment in these programmes while solving real life problems in the community through outreach initiatives. An Automation workshop was held with experts from JICA.

Expansion of access & equity- Between 2010/2011 and 2012/2013, expansion of technical institutions was undertaken to increase and bring training opportunities closer to the learners across the country. Seven institutions formerly under MLHRD (4) and MOYAS (3) were transferred to MOHEST and upgraded to TTIs. Consultancy was procured for civil works, renovations and improvement of eight identified TTIs for upgrading to National polytechnics. Consultancies were also procured for construction of eight campuses of existing institutions in underserved areas and additional eight TTIs. In 2011/2012, tendering for construction under the economic stimulus programme (ESP) was completed. Some sites were still under construction by the end of FY 2011/2012. Thus the subsector would develop more institutes in at least eight counties that were currently without any public training institute, to promote access to equitable skill development for all Kenyans.

ICT integration- Over the review period, a draft ICT lecturers' competencies framework and e-resource centre were developed. A total of eight (8) technical institutions started offering Cisco Networking Academy Programmes meant to provide trainees with industry-valued certification in skills to repair and maintain computers. A sensitization workshop and training of teachers on the application of ICT to teaching, learning and management were also undertaken. As a way of enhancing greater application of ICTs in TVET, the ministry has developed a strategy for ICT integration in TVET; connected 40 TVET institutions to internet through the fibre optic cable at the cost of Kshs. 239 Million; started e-learning in some programmes and integrated digital literacy course in TVET curricula.

Collaboration and linkages: During the period under review, linkages and collaboration in TVET System increased by signing of agreements/ memoranda of understanding strategic partners and potential collaborators such as Housing Finance Foundation (HFF) for creation of the '**Army of 1 Million Artisan, the Technical System of Georgia for CBET curricula development for TVET.**

New technical training institutions: Over the period under review 13 GoK/ADB funded TVET are under construction at the cost of 2.2Billion.Eight other institutions in initially counties without TVET institutions are also under construction funded by GoK.

ESP 11: Currently there are 56 workshops and laboratories that were under construction and are now complete across all technical training institutions under the Economic Stimulus Programme II. Once completed, these workshops and laboratories will require equipment for them to be used.

Quality Assurance: Over the period under review, the TVET curriculum development standards framework was finalized with the view of modularizing the curriculum to make it more relevant to the market needs. In line with the new framework, curricula for TVET were modularized and made competence based. The quality of TVET needs improvement through provision of state-of-the-art facilities and equipment. The upgrading of the equipment is critical and shall be done as a priority for all institutions including the new institutes now under construction. Such an endeavor should target acquisition of complete laboratories or workshops.

On-going Projects

In sum, 35% of the projects in Technical Training Institutes were completed, while 15% are nearing completion. This means that 50% of the projects have not been completed. 38% of the projects in the Institutes of Technology have been completed while 23% are nearing completion. Therefore, 39% of projects being undertaken in Institutes of Technology are on-going.

During the period under review, an Assessment Survey of Prospective EAC Centres of Excellence was conducted in the region and four Kenyan institutions were identified from education, research, science and technology subsector. These are namely; Kenya Marine and Fisheries Research Institute, Rift Valley TTI, University of Nairobi College of Health Sciences and Kenya Institute of Education. Currently these institutions have been designated as EAC centres of excellence to provide regional services and to raise visibility of the integration in the region as footprints of the EAC. National governments were urged to give these designated centres due support as such. Rift Valley TTI is earmarked to start admitting students from the whole region on a quota basis. Thus the facilities at the institute should be upgraded.

Within the period under review, the Government provided support to upgrade the facilities of Rift Valley TTI among other institutes. Many of its current facilities are capable of delivering quality training even when students from the other EAC Partner States are admitted and the student population has increased. However, the institute requires a more spacious library with necessary capacity, modern equipment and amenities to support a higher student population to undertake ICT-mediated studies and research by Kenyan and EAC students.

Table 3: Enrolment at Technical Institutions Levels: 2010 to 2012

Year	Technical Training Institutes			Institutes of Technology			National Polytechnics			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
2010	16,719	13,225	29,865	10179	8,607	18,774	20,567	9,908	30,475	79,114
2011	19,618	15,331	35,949	13,342	10,342	33,871	5,801	4,230	10,031	85,200
2012	14,300	12,093	26,393	6,682	5,335	12,017	3,630	2,071	5,701	127,691

Higher Education Loans Board

The Higher Education Loans Board (HELB) disburses loans and awards scholarships and bursaries to students in public and private universities and TVET institutions. The total expenditure including operations for HELB was KES 5.56 and KES 6.06 Billion in 2011/2012 and 2012/2013 respectively. Out of this budget the capitation for student loans and bursary has been at KES 2.398 and KES 2.556Billion in 2011/2012 and 2012/2013 respectively. In 2011/2012 the government implemented the accelerated intake to the universities. However HELB was only allocated an additional KES 256 M compared to the required additional amount of KES 1.2B per year to successfully implement the accelerated intake. This leaves a balance of KES 840 Million and continues to accumulate on an annual basis.

At the same time despite the ever rising cost of living in our country and the ever increasing tuition and maintenance fees both for public and private university HELB has continued to award the same amount to student at a minimum of KES 35,000 and a maximum of KES 60,000 per year. This has led to an increased rate of drop out and deferment of studies by the university students. To realize the intended increased access, HELB proposes to increase this amount by 100% to a minimum of KES 70,000 and a maximum of KES 120,000.To implement this HELB will require an additional KES 2Billion per year. In 2012/2013 with the enactment of the Universities Act 2013 the number of universities has increased from Thirty two in 2011/2012 to the current Sixty six (66) in 2012/2013.This has led to an increase in the number of students admitted, with JAB increasing the number from 41,000 students in 2011/2012 to 53,000 in 2012/2013.This has not been supported with additional capitation from the government leading to the challenges of realization of increased access to higher education. If HELB is to adequately take care of the additional students due to the increased universities there is need to have an additional allocation of KES2Billion per year. In 2013/2014 HELB had requested for a capitation allocation of KES 14.4 Billion (This had not taken into consideration the Differentiated Unit Cost (DUC) however only KES 2.37 Billion was allocated for university student loans.

The actual expenditure for the first three months of 2013/2014 for student loans was KES 4.2 Billion. The greatest challenge facing HELB currently is the increased demand for

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loans both for regular and module II students given the recent expansion of universities and University Colleges. If the increase in student numbers will be effective and the envisaged benefits be realized there is need to review the amount allocated to HELB by at least KES 5.2 Billion per year. This does not factor in the implementation of the Differentiated Unit Cost (DUC) by the universities.

It is anticipated that with the ongoing reforms in the Higher Education sector more students will continue to be admitted to the Universities leading to an increased demand for loans and bursaries. In the Universities Act 2012 the Universities are expected to adopt the Differentiated Unit Cost (DUC) in charging the fees. For this to be implemented successfully there is need to award sufficient loan amount to cater for the increased fees. This was not factored in the 2012/2013 budget as expected. If this is to be fully implemented HELB will require KES 27.2 and KES 44.9Billion in 2014/2015 and 2015/2016 for student loans.

In 2012/2013 the TVET Act 2013 expanded the mandate of HELB to disburse bursary to government TVET institutions. In 2011/2012 and 2012/2013 KES 100 million was allocated per year. In 2011/2012 an amount of KES 85 Million was disbursed benefiting 8,000 students while in 2012/2013 KES 115million was disbursed benefiting 10,000 students. The number of beneficiaries is expected to continue increasing in line with the Jubilee Manifesto which lay emphasis on technical education in a bid to achieve of Vision 2030 goal.

HELB has stepped up its activities to increase the loan recovery. It is recommended that mechanism be put in place for university grants currently being advanced per student to be channeled through HELB for easier tracking to ensure the grant benefits the intended beneficiaries. The unspent funds arising from students who do not take up the JAB admission can be advanced as loan to other needy Kenyans through HELB. At the same time HELB has also commenced mobilization of funds from other sources to supplement the amount allocated as capitation and from Loan recovery. The recovered amount has continued to increase were in 2011/2012, KES 1.9 Billion was recovered while in 2012/2013 KES 2.5 Billion was recovered. As at end of 2012/2013 the performing loan portfolio was at 61.5% compared to 59% in 2011/2012.

Table 4: Summary of Loans and Bursaries by HELB: 2010/11– 2012/13 to Universities and TVET Institutions

	Under graduate loan		Post graduate loans		Bursary		Scholarships		TVET	
Year	Beneficiaries	Total KES (M)	Beneficiaries	Total KES (M)	Beneficiaries	Total KES (M)	Beneficiaries	Total KES (M)	Beneficiaries	KES (M)
2010/11	77,143	3,304	976	119.2	17,031	82.3	50	15	-	-

| 2011/12 | 110,218 | 4,590 | 1,126 | 136.4 | 17,031 | 82.3 | 66 | 18.2 | 8,000 | 85 |
| 2012/13 | 118,600 | 5,168 | 1,920 | 205 | 17,031 | 82.3 | 77 | 21 | 10,000 | 115 |

Source: Higher Education Loans Board

Accreditation, Quality Assurance and Standards

Criteria for Assessment of TVET institutions: TVET Accreditation Handbook for use in the assessment of TVET institutions was reviewed in FY 2010/11. The handbook was reviewed to include Open and Distance Learning (ODEL) in FY 2012/13. This handbook is critical in guiding the internal self-assessment and external assessment of TVET institutions both for accreditation and standards compliance.

Curriculum Review and Development Standards: The standard provides minimum standards for TVET curriculum development and review. This will avoid a situation where every curriculum developer adopts their own approach in curriculum development. DTAQA successfully reviewed curriculum for six (6) programmes i.e. (a) Diploma in Cooperative Management, (b) Craft Certificate in Cooperative Management (c) Craft Certificate in Entrepreneurial Agriculture (d) Craft Certificate in Maritime Transport Operations (e) Craft Certificate in Mechanical Technology (Plant Option)(f) Proficiency course in Hair Dressing and Beauty Therapy The Directorate also initiated and developed curricula for short courses in response to market demands in Mobile Telephony and Motor Cycle Repair and Maintenance among others.

Ease of Application for TVET Registration (Accreditation): Directorate of Technical Accreditation and Quality Assurance has also reviewed the application forms in a bid to make them user friendly. The forms have been uploaded on the ministry's website for ease of access. In addition, the directorate designed a data capture form for TVET Institutions seeking registration and posted it on the Ministry's website. The form is filled by institutions in advance of the assessment exercise thus reducing the time taken to assess an institution.

Improvement to Response of Accreditation Applications: In a bid to improve the efficiency of response to applications for registration and Course Approvals, the directorate (DTAQA) in FY 2009/2010 set out to assess TVET institutions that have applied within 60 days from the date the application is received at DTAQA. Registration time of TVET institutions was reduced from 90 days in FY 2010/11 to 80 days in FY 2011/12.

Increase in Registered (Accredited) TVET Institutions: The number of fully registered TVET institution has rose from 288 at the end of the financial year 2007/2008 to 487 institutions with full registration certificates and a further 274 with provisional registration certificates at the end of Financial Year 2010/2011. The number of TVET institutions grew to 509 institutions with full registration certificates and 288 with provisional registration certificates in FY 2012/13.

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Quality Standards Assessment in Registered TVET Institutions: Registered TVET institutions should be assessed at least once every two years for standards compliance as per the Ministerial service charter. All institutions that fell due for standards compliance assessment were assessed. 251 TVET institutions were assessed for standards compliance in FY 2012/ 2013.

Establishment of TVET Authority: The Technical and Vocational Education and Training Act, 2013 commenced in June 2013. As part of its implementation, names of members of the selection panel for the appointment of chairman and members of the TVET Authority were forwarded to Government Printer for gazettement.

Research and Innovation: In 2008/09, 2009/2010, 2010/2012, 2011/2012 and 2012/13 the Ministry made tremendous achievements through implementation of various projects/activities.

During the period under review, the following specific achievements were made through promotion of science, technology and Innovation (ST&I) sub programme

- During the period under review, the Science, technology and innovation Act 2013 was enacted.
- The National Council for Science and Technology (NCST) translated into the National Commission for Science, Technology and Innovation (NACOSTI)
- Funded 975 research proposals (92 in 2008/09, 115 in 2009/10, 196 in 2010/11, 256 in 2011/12 and 316 in 2012/2013)
- Established the National Biosafety Authority
- Increased public awareness, participation in and acceptance of science and technology
- Enhanced more strategic international collaborations in science, technology and innovation areas.
- Held two annual national science, technology and innovation week.
- Initiated the construction of NACOSTI Hqs at Kabete area where 40% of the building is completed.
- Has advised the Government to develop national space policy, national research agenda, biosecurity policy and nanotechnology.

2.2.3 Teachers Service Commission

Teacher Management Sub-Programme

This sub-programmes deals with all teacher management functions that include: Recruitment, Deployment, Promotion, Quality Assurance and Discipline.

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Recruitment: Recruitment fulfills two main objectives; Replacement of teachers who exit service through natural attrition and bringing on board additional teachers to address staffing gaps brought about by increased enrollment and opening of new schools. During the review period, 33,060 additional teachers were employed.

Table 5: Trends in Teacher Recruitment

FY	Number Recruited	Primary	Post Primary
2010/11	18,060	13,860	4,200
2011/2012	5,000		
2012/13	10,000		
TOTAL	**33,060**		

The teacher shortage however continues to be the greatest challenge in provision of quality education. The shortage has increased from 61,235 in 2010/11 to 82,368 as at June 2013. The teacher requirement has been projected to grow by 17% thus increasing the current teachers' establishment from 263,060 in 2010/2011 to 370,846 in 2015/2016.

The introduction of Free Primary Education (FPE), Free Day Secondary Education (FDSE) and other financing mechanisms (CDF, LATF and private-public partnership) has continued to increase access to education. Consequently, it is projected that by 2016/17 more than 154,392 additional teachers will be required in primary and post primary institutions. The government should therefore prioritize investing in this area.

Projected teacher requirement per institutions categories with an assumption that no recruitment is undertaken is presented in table 6

Table 6: Cumulative Projected Teacher Requirement

Categories	Number of institutions with TSC Teachers	Actual Shortage 2010/11	Actual shortage 2011/12	Projection 2012/13	Projection 2013/2014	Projection 2014/2015	Projection 2015/2016	Projection 2016/2017
Primary	19,360	35,930	37,341	43,689	51,116	59,806	69,973	81,868
Post Primary	6,178	25,305	33,079	38,702	45,282	52,980	61,986	72,524
Total	25,538	61,235	70,420	82,391	96,398	112,786	131,959	154,392

Deployment: Teacher deployment refers to the process of assigning teachers duties in institutions with staffing gaps. It aims to ensure that teachers are equitably distributed and optimally utilized and providing qualified and competent administrators to public education institutions. This is done through transfers, teacher re-distribution, postings and deployment of institutional administrators.

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

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as per Curriculum Based Establishment (CBE) where teachers are required to teach a minimum of 27 lessons per week translating to 18 hours per week.

Promotion: The objective of promotion is to ensure that teachers have opportunities for career growth, motivate good performance and for retention. The Commission continues to promote teachers based on the requirements of the various schemes of service. This is based on the approved establishment and the budgetary provision for the same to ensure continuous professional growth. Currently, there are three Schemes of Service in operation, namely, Graduate Scheme, Non-Graduate Scheme and Scheme for Technical Teachers and Lecturers.

During the period under review, 36,419 teachers were promoted to various grades as shown in the table below.

Table 7:Trends in Teacher Promotion

Financial Year	Teacher Proficiency Course	Promotion Through Competitive Selection					
		J.G M	J.G N	J.G P	J.G Q	J.G R	TOTAL
2010/2011	5,000	8,920	452	30	5	3	14,410
2011/2012	5,000	2,074	1,489	162	41	30	8,796
2012/2013	5,000	3,703	4,371	39	76	24	13,213
TOTAL	15,000	14,697	6,312	231	122	57	36,419

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

The current funding for Teacher Proficiency Course (TPC) promotion is pegged on 2.5% of the total number of non- graduate teachers. This percentage is very low given the number of Non-Graduate Teachers in service. The Commission therefore proposes that Teacher Proficiency Course (TPC) promotions be increased to 5% of the total number of non-graduate teachers. Similarly, there is need to provide more funding for promotions for job group (M and N).

Table 8: Teachers due for promotion

S/No	Details	Job Group	Over 5yrs
1	Chief Principal	R	16
2	Senior Principal	Q	11
3	Principal Teachers	P	97
4	Principal Graduate Teacher II	N	3,636
5	Senior Graduate Teacher	M	7,454
6	Graduate Teacher I	L	12,411
7	Graduate Teacher II	K	456
8	UT Graduate Teacher/ S1 Diploma /ATS III	J	133
9	UT Tech Teacher/ATS IV	H	22,629
10	P1 Teacher	G	55,815
Total			102,658

Quality Assurance and Standards Sub-Programme

The Commission as an employer of teachers has the cardinal role to participate in their professional development and to monitor their effectiveness in the classroom. Until recently, TSC's involvement in teacher development was limited to assessing teachers at the point of entry. The TSC Act 2012 empowers the Commission "to keep under review the standards of education, training and fitness to teach for persons entering the teaching service". It is incumbent that the Commission becomes more active in ensuring that those intending to join the profession study subjects that will be relevant in the job market.

The National Education Sector Support Programme has identified several factors, which affect quality in schools. They include: Weaknesses in teacher skills, low subject mastery, and insufficient pedagogical skills are among the factors. The Commission will ensure that those already employed are continuously developed through INSETs and Teacher Professional Development (TPD) modules to cope with changes in the market.

The Commission under its current mandate will carry out institutional based Quality Assurance and standards programmes. Quality Assurance & Standards officers will be employed and deployed at both the County and Sub County levels to carry out the QAS activities in all the public schools in the country. There is therefore need to provide adequate funding to enable these officers carry out their duties as required. Similarly, the Commission intends to conduct continuous professional teacher development through INSET programmes. Adequate funding is also required to accomplish this function.

Registration: Registration of teachers aims at ensuring that professionalism and quality standards are maintained within the teaching profession The objective of registration is to ensure that all teachers teaching in both public and private institutions are qualified and have integrity. The Commission shall in accordance with article 237 of the Constitution be responsible for registration of trained teachers in the teaching service. The TSC Act 2012 Clause 23 (2) provides that no person shall engage in the teaching service unless such person is registered as a teacher.

The Commission has successfully rolled out an online teacher registration to enhance efficiency. Similarly, the Commission is in the process of establishing a nominal roll for all qualified teachers in both public and private institutions. During the period under review, the Commission registered 38,056 teachers as summarized in table 9 below.

Table 9: Trends in Teacher Registration 2010/10-2012/13

Year	Number of Teachers	% Increase/Decrease
2010/11	10,056	-
2011/12	10,000	-0.6
2012/13	18,000	64
Total	38,056	63.4

Source: TSC Quality Assurance and Standards Division

Discipline: The objective of the discipline service is to enhance professionalism and integrity in the teaching service. This is achieved through enforcement of the Codes of Regulations and the Code of Conduct and Ethics for teachers and the Secretariat staff. The discipline function in TSC is mainly performed through established discipline panels comprising TSC Commissioners and Secretariat staff.

A significant number of indiscipline cases arise out of ignorance of the rules and regulations governing the conduct of teachers and Secretariat Staff. Indiscipline in the teaching service also manifests itself in different forms with the most common being desertion, absenteeism, negligence of duty, and professional misconduct. Most problems relating to teacher indiscipline can be attributed to weak management and poor supervision by school managers.

In order to improve professionalism and retain teachers in class, the Commission will intensify sensitization programmes to minimize indiscipline among its employees. The increased awareness among teachers on their rights has also posed some challenges in the handling of discipline cases. To avoid litigation, discipline cases must be professionally drafted and dispensed. Consequently there is need to train staff working in discipline section on Para legal issues.

General Administration and Planning Sub-programme: There are other technical support services that support core functions of the Commission. These services are undertaken within the seven Directorates and form the basis of TSC secretariat operations and maintenance budget provision.

Information and Communication Technology: Information and Communication Technology (ICT) is one of the ways of enhancing efficiency in service delivery as well as reducing the cost of communication to the organization through automation of processes. The Commission has already started the process of digitalization of records initially targeting 5,000 files belonging to teachers recruited in 2011/2012 financial year. In medium term the Commission intends to digitalize all the Commission records totaling to approximately 700,000.

Online services have been enhanced in the Commission notably teachers registration is fully automated. Applications for advertised posts is now fully online where teachers are able to check the status of their applications

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

TSC has developed an ICT Policy and Strategy, expected to guide its transition from the largely manual and stand-alone processes to an integrated automated system. Implementation of the Strategy will provide the roadmap for system integration and decentralization of TSC services in the counties. During the period under review a number of reforms were undertaken.

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The ICT strategy developed in 2010 is currently being implemented. A major development in this area is the online pay-slips that is expected to be rolled within the medium term. The Commission will require equipment and software to manage and maintain the network at the headquarters as well as establishing similar infrastructure at the county offices. The Commission has also gone further and contracted a VPN solution provider (TELKOM) but is yet to fully roll out the service because of lack of equipment and infrastructure.

Field Services sub-programme: The Constitution requires every state organ to ensure reasonable access to its services in all parts of the Republic in so far as it is appropriate to do so having regard to the nature of the service. Teachers Service Commission recognizes that it has obligation to serve teachers who are spread throughout the Republic. In line this requirement the Commission has established county offices in all the 47 counties.During the period under review, the Commission began the process of decentralization by recruiting and posting County Directors to all the Counties. These officers were to perform duties hitherto performed by District Education Officers(DEOs) Provincial Directors of Education(PDEs) on Agency basis.The following functions have since been decentralized:-

Intra-county transfers of teachers;

Identification and deployment of institutional administrators;

  i.   Investigation of discipline cases;
  ii.   Staff balancing which involves movement of teachers from overstaffed to understaffed schools;
  iii. Collation of data on teacher management information systems.

In order to support their operations other officers were deployed to the counties. In addition each county was provided a vehicle to enable them discharge their responsibilities effectively.

In the medium term, the Commission expects to strengthen the operations of the county offices by transferring additional functions, such as discipline, interviews and some Human resource functions. In this regard, there is need to support the operations at this level by providing them with the necessary infrastructure and additional staff to perform Quality assurance functions.

Table 10: Summary of Key Indicators of Sector Performance

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
General Administration and support services			
SP 1.1 Headquarters Administrative Services	Effective & efficient delivery of education services	Improved services delivered	Need to sustain effective & efficient service delivery under the new constitution
	Service delivery charter review	Service delivery charter reviewed	Need to sustain the specialized service delivery
	Customer satisfaction	Baseline recommendation in	Need to sensitize service

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Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	baseline survey	place	providers on the baseline survey recommendation
	Maintain ISO -9001 certification	ISO-9001 recertification	Need to maintain and enhance ISO 9001 certification
	Improved work environment	Adapted open office plan at headquarter	Need to provide more office space at headquarters and field offices
	Adequate transport to programme implementers	New vehicles purchased	More vehicles required
	System to prevent corruption	Staff sensitized	Need to undertake integrity tests, risk assessment and integrity training
SP 1.2 County Administration Services	Effective & efficient delivery of education services	Improved service delivery	Need to sustain effective & efficient service delivery at before the establishment of county gov't
	Setting up of 47 county offices	47 county offices set up	Need to sustain effective & efficient service at county level offices
SP 1.3: District Administration Services	Effective & efficient delivery of education service	Improved service delivery	Need to sustain effective & efficient service delivery at county level
	Putting up of 13 sub county education offices	13 sub county offices at 90 percent completion level	Need to sustain effective & efficient service delivery at county level
	Purchase of 47 vehicles for county directors	Purchase 22 vehicles for county directors	Need to sustain effective & efficient service delivery at county level
S.P 1.4 INSET	Train 6000 primary teachers in social studies, primary school science and maths	6000 primary teachers trained in social studies, primary school science and maths	Need to sustain effective & efficient service delivery at county level
S.P 1.5 Education in Emergencies	Coordination of construction of schools in 3 counties (Nakuru, Uasin Gishu and Laikipia) for children living in IDP camps	Schools in 3 counties (Nakuru, Uasin Gishu and Laikipia) for children living in IDP camps constructed	Need to sustain effective & efficient service delivery
	Disburse Ksh 65 million to cater for rehabilitation of schools destroyed by natural calamities	Responded 90 percent to rehabilitation of schools destroyed by natural calamities	Need to sustain effective & efficient service delivery
S.P 1.6 Gender in Education	Distribute sanitary pads to 568,925 girls in 7141 schools in 142 districts	Distributed sanitary pads to 568,925 girls in 7141 schools in 142 districts	Improve gender parity

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	Conduct baseline survey on gender policy implementation in learning institutions	Baseline survey on gender policy implementation in learning institutions conducted	Implement policy
SP 1.7 HIV/AIDS	Prevention of HIV and AIDs	Awareness creation done	Lack of adequate funds as planned
	Counseling and testing	Counseled and tested 374 persons during drama and music festivals	Scale up counseling and testing
	Offer counseling and testing to 105 education managers	105 education managers counseled and tested	Scale up counseling and testing
	Revise education policy on HIV/AIDs	Revised education policy on HIV	Implement policy
	Hold 1 breakfast meeting at Hilton hotel on HIV for 150 people in conjunction with NACC	Held 1 breakfast meeting at Hilton hotel on HIV for 150 people in conjunction with NACC	Need for more meetings
	Sensitise and test 1000 people on HIV	During world AIDS day sensitised 1000 people on HIV and tested only 110	Scale up sensitisation
	Distribute 15000 condoms	Distributed 14000 condoms	Promote condom use
	Finalization of the Education Sector policy guidelines on HIV and AIDs	Printing of policy and MVC manual not done due to lack of funds	Lack of adequate funds as planned
SP 1.8: EMIS	Further review of data instruments	Data instruments harmonized	Need for continuous review
	EMIS data capture installation	EMIS data capture installed	Need for provision of computers to districts which lack
	Upscale of training for EMIS district teams	EMIS district teams trained	Continue training
	Preparation of Annual statistical report	Data collected	Procurement delays
	Finalize EMIS web construction	WEB based EMIS in place	Further upgrading needed
SP 1.9: Monitoring and Evaluation	Consolidated Monitoring and evaluation reports prepared	Joint Review and Meeting Reports (JRM)	Conducted and continues
SP 1.10 Information and Communication Services	Innovation Centre for ICT in education developed	A centre developed with support of VVOB	There is need for more funding
	Capacity building in ICT	Trainings across the ministry conducted	There is need for more funding
	Training sessions of MOE senior managers on ICT conducted	Senior MOE mangers trained on ICT	There is need for more funding

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	Training of SMCs	Ongoing	Should be a continuous process
SP 1.11: Planning and Coordination	Prepare quarterly progress reports on MTP implementation	QPRs prepared	QPRs to be prepared on a regular basis
	Prepare Ministerial Annual Monitoring and Evaluation Report (MAMER)	MAMER prepared	Need to prepare MAMER on an annual basis
	Monitoring and evaluation of flagship projects	Flagship projects not monitored	Need to develop M&E framework
	Finalize 2nd generation strategic plan	2nd generation strategic plan finalized	Implement policies in 2nd generation strategic plan
	Prepare MTP 2 section on education and training	MTP 2 prepared	Need to implement the relevant sections of MTP II
S.P 1.12 KNATCOM-UNESCO	Change of status from department to commission	UNESCO is now a commission	Need to sustain funding for the Commission
	Review UNESCO draft 37 C/5	Reviewed UNESCO draft 37 C/5	Need to sustain such good planning
	Prepare and participate in ADEA national policy forum on peace education	Prepared and participated in ADEA national policy forum on peace education	Need to sustain such good planning
	Prepare and participate in the EAC EMIS experts validation meeting	Prepared and participated in the EAC EMIS experts validation meeting	Need to sustain such good planning
	Prepare and host the celebration of World teachers day in Kenya	Hosted the celebration of World teachers day in Kenya	Need to sustain such good planning
	Disseminate research findings of the study on impact of Miraa on education in Embu county	Disseminated research findings of the study on impact of Miraa on education in Embu county	Continue research dissemination
	Prepare a dossier for establishment of Geoparks	Prepared a dossier for establishment of Geoparks	Need funding
	Support implementation of the STEP project at Kenyatta university	Supported implementation of the STEP project at Kenyatta university	Need funding
	Prepare and participate in the 57th meeting of the Bureau of the Intergovernmental Council of the International programme for Development Communication (IPDC)	Prepared and participated in the 57th meeting of the Bureau of the Intergovernmental Council of the International programme for Development Communication (IPDC)	Need funding
SP 1.13 Capacity Building	Train 3,000 officers in various courses	2,005 officers trained in various courses	Conduct continuous trainings
	Undertake training needs assessment	training needs assessment undertaken	Implement recommendations

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	Undertake ISO sensitization to 47 county directors	ISO sensitization for 45 county directors, 68 DEOs and 685 support staff	Continuous sensitization
	Training of 20 fire marshals	20 fire marshals trained	Continue sensitization of other Ministry staff
	Audit investigations	25 audit investigations done.	Need to strengthen financial management systems
	Annual National Audit of FPE funds	Phase I of National annual Audit done	Carry out phase II
	Systems Audit	Systems audit done in 200 secondary schools	Scale up to other schools
	FPE funds monitored	Monitoring of FPE funds done in 300 primary schools	Scale up to other schools
S.P 1.14 Schools Audit	47 counties targeted for audit	43 counties audited	Scale up
	Systems audit in 1200 secondary schools	1000 schools visited	Scale up
	Conduct annual audit of educational institutions	15,000 educational institutions audited	Scale up
	Conduct final audit of key national institutions	15 institutions visited	Scale up
Basic Education			
S P 2.1: Free Primary Education	Disburse capitation to every pupil enrolled in public primary schools at Kshs. 1,020 per year	A total of KES 24.8B was disbursed to over 25M pupils over the review period 21 schools facilitated to construct low cost boarding	Enrolment increased
	Launch nomadic education framework	Nomadic framework launched	Need funding
	Construct 4 PTTCs	Construction of 4 PTTCs on going	Need funding
SP 2.2: Early Childhood Development Education	Disburse per capitation to all public ECD Centres	Capitation disbursed and utilized in 19,434 ECD Centres.	Need more funding
	Support ECD teachers through provision of salary top-up in selected schools in each constituency	ECD teachers supported through provision of salary top-up in selected schools in each constituency	Need more funding
	Recruit and select ECD Certificate and Diploma teachers for In-Service Training.	ECD Diploma and Certificate teachers enrolled for In-service training.	Need more funding
SP 2.3: Alternative provision of Basic Education and training	Provide support to 700 NFSs to provide alternative avenues for acquisition of education	A total of KES 55,252,000 was disbursed to 342 schools in 7 urban municipalities	Need to expand the programme

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Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
SP 2.4 Special Needs Education	Disburse funds to special needs schools	Disbursed funds to 1986 special needs schools and 186 boarding schools	Need more funding
	Assess and enroll 1,000 pupils in special schools	680 pupils assessed and enrolled	Need more funding
	Train secondary school teachers on SNE	Trained 310 secondary school teachers	Need more funding
SP 2.5: School Feeding, Nutrition and Health	Provide Midday Meal under regular schools meal programme to 650,000 pupils	600,200 pupils were provided with midday meals	Lack of funding
	Provide Midday Meal under home grown programme to 800,000 pupils	760,000 pupils benefitted from the homegrown programme	Need more funding
	Put 61 districts under school feeding programme	61 districts put on SFP	Need more funding
SP 2.7: Expanding Education Opportunities in ASAL areas	Disburse funds to mobile school in ASAL	Ksh 22,603,250 disbursed funds to mobile school in ASAL	Need more funding
	Disburse funds to Low cost boarding schools	Ksh379,998,928 disbursed to Low cost boarding schools	Need more funding
SP 2.8: Primary Teacher Training and In servicing	Disbursement of normal grants to PTTCs	PTTCs grants disbursed	The PTTCs operate under normal GOK funding with no donor components
	Selection of P1 trainees	Selection of P1 conducted	The PTTCs operate under normal GOK funding with no donor components
	Procurement of ICT materials for PTTCs	Computers for PTTCs procured	The PTTCs operate under normal GOK funding with no donor components
	Scholarships and other educational benefits	Students offered bursaries at PTTCs	The PTTCs operate under normal GOK funding with no donor components
	Infrastructural improvement in PTTCs	Renovation of buildings in PTTCs	The PTTCs operate under normal GOK funding with no donor components
	Monitoring the implementation of PTE programmes	Supervisory visits to PTTCs conducted	The PTTCs operate under normal GOK funding with no donor components

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
SP 3.1: Adult Basic Education	Disburse Community Support Grant to 800 ABE centre	Community Support Grant not disbursed to ABE centres	The CSG had a positive impact on the enrolment due to improved learning environment. Need to build capacity of the CSG management committee for effective and efficient management of grants disbursed.
	Recruit 880 adult education teachers	Recruitment process of 880 teachers on going	Need to Scale up on teacher/learner ratio
	Increase enrolment to 250,000 learners.	Overall enrolment increased from 229,734 to 265,270	Overall learners' enrolment has increased by 15.5 %.
	Train 545 ABE managers	ABE managers not trained	Withdrawal of KESSP funding
SP 3.2 ACE Instructional materials	Review and print four primer titles (Maa, Turkana, Pokomo and Kidawida)	Four primers reviewed but not yet printed.	Review primers need to be intensified to meet the demand of the learners to make meaningful impact.
	Procure 600,000 copies of instructional materials	200,000 teaching / learning materials procured	Additional funds required for procurement of teaching/learning materials
SP 3.3 ACE Staff Capacity-Building	Editing and Printing of Teachers Training Manual	Activity not yet undertaken	Additional funding is required for editing and printing
	1000 teachers trained on subject content mastery and pedagogical skills	1650 teachers trained on subject content mastery and pedagogical skills	More funding required for training the remaining teachers.
	Monitor 1600 ABE centers	4918 centers Monitored	
SP 3.4 Board of Adult Education	Renewal of Board	Ongoing	Need to finalize on Board renewal
			.
SP 3.5 Community Training and Development	M& E of ABE centres supported with CSG in two provinces	M& E of 86 ABE centres supported with Community Support Grants in Eastern and Coast provinces.	More funding for effective M&E of the CSG utilization.
	To upgrade Buildings in 2 MDTIs(Isinya and Mulathankari)	Ongoing construction of buildings in two MDTIs for improved service delivery	Increased support of the MDTIs for efficient and effective service delivery.
		New Community Education and Empowerment courses introduced in the MDTIs.	
	To incorporate emerging issues in the learners/teachers materials and training of teachers.	Gender and HIV/AIDS incorporated in the learners and teachers materials.	
SP 4.1 Secondary Bursary Management Services	Provision of bursary to for disadvantaged students, including the poor, orphans, vulnerable children	bursary provided to disadvantaged students, including the poor, orphans, vulnerable children	Continued funding

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
SP 4.2 : Free Secondary Education	Grants of KShs. 10,265 per student for instructional materials, operating costs & school improvement provided	Grants of KShs. 10,265 per student for instructional materials, operating costs & school improvement provided	Continued funding
	Secondary schools rehabilitated	Secondary schools rehabilitated	Continued funding
	30 Secondary schools to be upgraded to national status	30 Secondary schools Upgraded to national status	Continued funding
	Equip secondary schools with laboratories	Secondary schools equipped with laboratories	
SP 4.3 : Secondary Teacher Education Services	Rehabilitate and construct Diploma Teacher Training Colleges	2 Diploma Teacher Training Colleges Rehabilitated and constructed	Continued funding
SP 4.4: Secondary Teachers In-Service	Improve Quality of secondary education through in-service training	Quality of secondary education improved through in-service training	Continued funding
S.P 4.5 Secondary laboratory equipment	Construction/rehabilitation and purchase of laboratory equipment	Status of laboratory improved	Continued funding
S.P 4.6 Secondary infrastructure	Construction/rehabilitation /expansion of infrastructure in secondary schools	Construction/rehabilitation /expansion of infrastructure in 227 secondary schools undertaken	Need more funding
S.P 4.7 Grants to ASALs and pockets of poverty	Construction/rehabilitation /expansion of infrastructure in secondary schools in ASALs and pockets of poverty	Construction/rehabilitation /expansion of infrastructure in secondary schools in ASALs and pockets of poverty	Need more funding
S.P 4.8 Computer supply to secondary schools	Equip learners with 21st century skills	1,609 secondary schools equipped with basic ICT infrastructure and learners able to get ICT skills	Need more funding
S.P4.9 Grants to Special needs secondary schools	Disburse funds to special needs secondary schools	Disbursed funds to special needs secondary schools	Need more funding
SP 5.1 : Curriculum Development (KICD)	Intended Output	Achieved Output	Remarks
	Life skills story book developed	Life skills story book developed	Achieved on schedule
	Hand book on life skills story book.	Hand book on life skills story book developed.	Achieved on schedule
	7 ECD diploma training modules	7 ECD diploma training modules developed.	Achieved on schedule
	8 ECD activities resource books developed	8 ECD activities resource books developed	Achieved on schedule
	Summative evaluation report	Summative evaluation of primary level done	Achieved on schedule

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Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
		Preparation for curriculum review on going.	
	Develop Dholuo pupils books 1-3 and TGs	Dholuo pupils books 1-3 and TGs developed	Achieved on schedule
	Print materials Materials evaluated	All the submitted evaluated	More funding needed
	3,600 teachers orientated Orientation	3,600 teachers orientated Orientation	Achieved on schedule
	Adult Basic Education Training (ABET) handbooks development	Adult Basic Education Training (ABET)handbooks development	Achieved on schedule
	Adult Teacher Education Curriculum (ATEC) developed	Adult Teacher Education Curriculum (ATEC) developed	Achieved on schedule
	English, Kiswahili, Mathematics and Science developed for levels I and II.	English, Kiswahili, Mathematics and Science for levels I and II.	Achieved on schedule
	Mother tongue teacher's handbook developed	Mother tongue teacher's handbook developed	Achieved on schedule
	Developed learners books and teacher's guides for NFE in masonry, woodwork, entrepreneurship, art and craft, garment making, home science, and agriculture for levels I and II.	Developed learners books and teacher's guides for NFE in masonry, woodwork, entrepreneurship, art and craft, garment making, home science, and agriculture for levels I and II.	Achieved on schedule
	alternative curriculum syllabus adapted	alternative curriculum adapted	Achieved on schedule
	Kenya sign language text books developed for std 1,2,5 and 6, and forms 1 and 2.	Kenya sign language text books developed for std 1,2,5 and 6, and forms 1 and 2.	Achieved on schedule
	Kenya sign language syllabus for certificate and diploma levels	Kenya sign language syllabus for certificate and diploma levels	Achieved on schedule
	Vocational syllabus for children with mental handicap developed	Vocational syllabus for children with mental handicap developed	Achieved on schedule
	Primary education Kiswahili syllabus to suit learners with hearing impairment adapted	Primary education Kiswahili syllabus to suit learners with hearing impairment adapted	Achieved on schedule
	15 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Electrical/Electronics, Chemical Engineering, Maritime & Nautical Science, Computer Science, Agriculture, Textile Technology, Banking & Finance, Business Management)	15 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Electrical/Electronics, Chemical Engineering, Maritime & Nautical Science, Computer Science, Agriculture, Textile Technology, Banking & Finance, Business Management)	Achieved on schedule

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Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	Review and development of craft level syllabus modules	14 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Electrical/Electronics, Chemical Engineering, Maritime & Nautical Science, Agriculture, Computer Science, Textile Technology, Banking & Finance, Business Management)	
	24 level I & II syllabuses developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs	24 level I & II syllabuses developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs	More funding needed
	12 artisan (NVCET) instructors guides developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs	12 artisan (NVCET) instructors guides developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs	More funding needed
	12 artisan (NVCET) trainees manuals developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs	12 artisan (NVCET) trainees manuals developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs	More funding needed
	7 Child Caregivers Syllabuses	7 Child Caregivers Syllabuses	7 Child Caregivers Syllabuses developed
	ECDE certificate course English Resource Book developed	ECDE certificate course English Resource Book developed	ECDE certificate course English Resource Book developed
	ECDE Mwongozo wa Kiswahili teachers Resource Book	ECDE Mwongozo wa Kiswahili teachers Resource Book	ECDE Mwongozo wa Kiswahili teachers Resource Book developed
	13 ECDE trainers Diploma modules	13 ECDE trainers Diploma modules	More funding needed
	Orientation of adult teachers on BET done	Orientation of adult teachers on BET done	Adult Teachers oriented on ABET Curriculum
	Nine (9) ATEC curriculum handbooks developed	Nine (9) ATEC curriculum handbooks developed	More funding needed
	Learners books and teachers guides for level developed in CRE,IRE, Arabic, and Social Studies as well as Mathematics and Science level III	Learners books and teachers guides for level developed in CRE,IRE, Arabic, and Socal Studies as well as Mathematics and Science level III	More funding needed
	Basic Geometry , Masonry, Entrepreneurship and Agriculture level I and II learners books and teachers guides	Basic Geometry , Masonry, Entrepreneurship and Agriculture level I and II learners books and teachers guides developed	Achieved on schedule

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	No of teachers orientated	Business studies , Social studies and Life Skills teachers orientated	Achieved on schedule
	Training manual	Training manual developed	Achieved on schedule
	No of Print and digital materials	No of Print and digital materials	More funding needed
	Syllabus	Amendments	Achieved on schedule
	Teachers guide	Teachers guide	More funding needed
	French readers	French readers	More funding needed
	Course book	Course book	More funding needed
	Course books	Course books	More funding needed
	- Kitaveta pupils books 1-3 and TGs -revised Social Studies syllabus	Kitaveta pupils books 1-3 and TGs Developed Social Studies syllabus revised	More funding needed
	Syllabus in place	Syllabus in place	Syllabus developed
	Syllabus in place	Syllabus in place	Syllabus developed
	Syllabus in place	Syllabus in place	Syllabus developed
	21 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Wildlife services, Maritime Transport, Tourism Catering and accommodation, Investment management, Project Management, Banking & Finance, Business Management)	21 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Wildlife services, Maritime Transport, Tourism Catering and accommodation, Investment management, Project Management, Banking & Finance, Business Management)	More funding needed
	16 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Wildlife services, Maritime Transport, Tourism Catering and accommodation, Investment management, Project Management, Banking & Finance, Business Management)	16 modules developed in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs (Areas including-, Mechanical engineering, Wildlife services, Maritime Transport, Tourism Catering and accommodation, Investment management, Project Management, Banking & Finance, Business Management)	More funding needed
	6 instructors guides developed	6 instructors guides developed	6 instructors guides developed
	6 instructors trainees manuals developed	6 instructors trainees manuals developed	6 instructors trainees manuals developed
	Transition from ECD to lower primary school trainers guide	Transition from ECD to lower primary school trainers guide	Transition from ECD to lower primary school trainers guide developed
	Developed Pokot pupils books 1-3 and TGs	Developed Pokot pupils books 1-3 and TGs	More funding needed
	Syllabus in place	Syllabus in place	Syllabus developed
	Syllabus in place	Syllabus in place	Syllabus developed

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	hand book in place	hand book in place	handbook disseminated
	resource book in place	resource book in place	More funding needed
	Learners books and teachers guides available	Learners books and teachers guides available	More funding needed
	Teacher training manuals available	Teacher training manuals available	3 teacher training manuals developed
	German text in CD format	Teacher training manuals available	Achieved on schedule
	French text in CD format	French readers for form 4 put in CD format	Achieved on schedule
	Course books for HRE forms 3 and 4	Course books developed for HRE forms 3 and 4	More funding needed
	French text in CD formats	1 French text in CD formats	Achieved on schedule
	Developed Kiembu pupils books 1-3 and TGs	Kiembu pupils books 1-3 and TGs Developed	More funding needed
	270 prototype materials to be developed	270 prototype materials developed	More funding required
SP 5.2: Examination and Certification (KNEC)	Examination item banking system established and operationalized	Developed a data bank of examination s	Need for continuous update of databank
	KNEC printing capacity enhanced	Procurement of printing equipment	Need for proper upgrading & maintenance of printing equipment
	Examinations for ABE & NFS developed & administered	Established an SNE unit	Need for more funding
	Item writers in NFE trained	Regulations for administering NFE exams developed	Need for continuous improvement in examination administration
	All examinations conducted on time as per the planned schedule	All examinations conducted timely as per schedules	
S.P 5.3 Subject content mastery and pedagogical skills upgrading	366 tutors from TTCs upgraded on curriculum implementation	Need to include tutors from private colleges	Need for more funding
	To upgrade skills of 242 tutors in curriculum implementation	366 tutors from TTCs upgraded on curriculum implementation	Need to include tutors from private colleges
	Subject content mastery and pedagogical skills upgrading for 15,730 teachers from ECD, Primary and secondary	A total of 165,713 teachers were in-serviced and upgraded	Collaboration with education partners in the field/districts
	Standards assessment of 11,616 institutions including ECDs, primary, secondary colleges, NFE, ACE	20,611 institutions were standards assessed and reports submitted	The tempo should be sustained
	Carry out Teaching practice Assessment for Trainees in P1, Diploma, Certificate- Secondary, ECD, Special needs	All students presented by the colleges were assessed and results forwarded to KNEC	High increases in numbers of trainees from private colleges
	Quality Assure, monitor and evaluate performance in districts and provincial offices	254 districts monitored and quality assured	Need to scale up monitoring with increase in number of districts

Education Sector 2013/14-2015/16 Medium Term Expenditure Framework

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	To organize and coordinate co-curricular activities from zonal to regional levels for ECD, primary, secondary and colleges	Scheduled co-curricular activities for all institutions carried out from zonal, districts, provincials, national and East Africa	Need to increase funding for co-curricular activities
	To organize and coordinate co-curricular activities from zonal to regional levels for ECD, primary, secondary and colleges	Scheduled co-curricular activities for all institutions carried out from zones, districts, provinces, national and East Africa	Need to increase funding for co-curricular activities
	To organize and coordinate co-curricular activities from zonal to regional levels for ECD, primary, secondary and colleges	Scheduled co-curricular activities for all institutions carried out from zones, districts, provinces, national and East Africa	Need to increase funding for co-curricular activities
S.P 5.4 KEMI: Capacity Building	To train 10500 BOG and School Management Committees Members	7532 both BOG and SMC trained	More funds required
	To train 4500 out of 19000 primary schools head teachers in the phase 1 of the resource management training		Continuing
	To train 2,000 secondary schools head teachers	2,096 trained	Achieved
	Train 400 Education officers and QASOs	307 trained	Target not achieved
	Train 400 school heads on gender mainstreaming	666 trained	Achieved
	Train 160 DEOs on strategic leadership	228 trained	Achieved target
	50 KESI trainers to be trained	95 trained	Achieved target
	Train 20 Accounts clerks/Bursars from all public primary TTCs	64 trained	New curricula required
S.P 5.5CEMASTEA: SMASSE Primary INSET	National stakeholder workshop for DEOs, and PTTC principals	284 participants sensitized during workshop	target achieved
	Hold National workshop for QASOs	285 QASOs attended workshop	target achieved
	Hold a national INSET for District Trainers	A national INSET for District Trainers held	target achieved
	Hold a regional INSET for Cluster Trainers at PTTCs	One regional INSET for Cluster Trainers at PTTCs	target achieved
	Cluster INSET for Mathematics and science teachers at Cluster Centres	A Cluster INSET for Mathematics and science teachers at Cluster done	target achieved
	National workshop for PTTC Principals	National workshop for 18 PTTC Principals held	target achieved

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	National workshop for PTTC Deans of curriculum	National workshop for 19 PTTC Deans of curriculum	target achieved
	Regional workshop for TAC/ZQASOs	Regional workshop for TAC/ZQASOs	target achieved
	Researchers in Primary and Secondary Mathematics, Science Education and ICT integration	8 Researchers in Primary and Secondary Mathematics, Science Education and ICT integration	target achieved
S.P 5.6 SMASSE: Secondary INSET	15,000 secondary school teachers capacity built on effective classroom practices in mathematics and science	2481 teachers trained	Districts continued with mop-ups of those who had not attended certain cycles of INSET. This has made
1. Programme Name: UNIVERSITY AND TERTIARY EDUCATION (UTE)			
Sub- Programme 1 :University Education	1. Increase annual Gov't sponsored students to Public Universities	1. Number of Gov't sponsored students increased from 20,073 in 2009/10 to 32,648 in 2010/11	
Sub- Programme 2: Higher Education Support Services and Bursaries	Provide loans and bursaries to 140,000 University and 30,000 TVET Students.	Loans and bursaries disbursed to 170,000 students	
Sub- Programme 3: Directorate of Quality Assurance and Standards	1. Recruit 90 Technical Accreditation and Quality Assurance Officers 2. Develop curriculum development standards 3. Review the TVET accreditation handbook to include Open and Distance Learning (ODEL) 4. Efficiency in registration of TVET institutions 5. TVET institutions accredited 6. Carry out assessment for accreditation and quality assurance	1. 46 TAQAOs recruited 2. Curriculum development standards developed 3. The TVET accreditation handbook reviewed 4. Registration time of TVET institutions reduced from 90 days in FY 2010/11 to 80 days in FY 2011/12. 5. 855 TVET institutions accredited from July 2010 (both Provisional and Full registration 6. 303 TVET institutions were assessed for accreditation and 251 for standards in FY 2011/2012 Names of members of the	Inadequate vehicles for field activities. Delay in approval of activities and processing of imprests for officers Inadequate funding

Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
	7. Establishment of TVET Authority	selection panel for the appointment of chairman and members of the TVET Authority forwarded to Government Printer for gazettement.	Slow progress of implementation of the TVET Act 2013.
Sub- Programme 4 :Technical and Vocational Education and Training (TVET)	Provide bursaries to 7,500 students in Public Technical Institutions. Increase enrolment in Public Technical Institution by 2,000 in 2010/2011 from the current level of 79,114	1. 18,500 students awarded bursaries 2. Total enrollment increased to 81,114 students, 3. Community outreach and TVET fair programmes implemented. 4 .nine Campuses funded for construction	1.More funds given by development partners for equipment
Sub- Programme 5: Human Resource Management	80% of all employees to undergo short course training	96% of officers trained	
2. Programme Name: RESEARCH AND INNOVATION			
Programme Outcome :To integrate the development and promotion of research and innovation in national development			
Sub- Programme 1:Promotion of Science, Technology and Innovations	1. Development of the legal and regulatory framework for the governance of Science, Technology and Innovations (ST&I) sector. 2. Development of Biosafety regulatory framework. 3 To finance three thousand nine hundred (3900) research proposals in various field of research. 4. Coordinate public awareness on science, technology and innovations by holding national fora. 5. Advise the Government on policies to promote the science, technology and innovation in national development. 6. Infrastructure development of NACOSTI offices.	1. During the period under review, the Science, technology and innovation Act 2013 was enacted. The National Council for Science and Technology (NCST) translated into the National Commission for Science, Technology and Innovation (NACOSTI). 2. Established the National Biosafety Authority under Biosafety Act 2009 3. Funded 975 research proposals (92 in 2008/09, 115 in 2009/10, 196 in 2010/11, 256 in 2011/12 and 316 in 2012/2013)4. Held two annual national science, technology and innovation week. 5. Has advised the Government to develop national space policy, national research agenda, biosecurity policy, National research policy and nanotechnology policy. 6. Initiated the construction of NACOSTI Hqs. at kabete area where 40% of	

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Programme/Sub Programme	Planned Output for 2010/11-2012/13	Output Achieved for 2010/11-2012/13	Reason for variance/Remarks
		the building is completed.	
Programme 3: Youth Training			
S.P 1 Revitalization of YPs	Equip 190 YPs equipped	250 YPs	Target achieved
	Rehabilitate 25 YPs	Nil	Reduced funding
	Complete construction of 45 projects in YPs	40 projects	Reduced funding
	Initiate construction of 38 projects in YPs	37 projects	
	Finalization of the draft National Policy on Youth Polytechnic and the Vocational Training Sector (NPYPVTS)	Target achieved	Target achieved
S.P 2 YP Curriculum	Increased enrollment in YPs to 67,600	78,000 enrolled	Target achieved
	Increase number of trainees graduating from YPs to 27,000 trainees	34,000 trainees	Target achieved
	4,000 YP trainees on industrial attachment	5,188 trainees	Target achieved
	Conduct 1 national YP sports championships	1 championship held	Target achieved
	Finalization of the YP integration guidelines	Done	Target achieved
	ICT integration in 50 YPs	50 YPs	Target achieved
S.P 3 Subsidized Youth Polytechnic Tuition	Registration of 50 new YPs		Target achieved
	Increase the number of YP trainees benefiting from SYPT to 61,800 trainees	65,000	Target achieved
	Finalize manual on management of SYPT funds	Manual finalized	Target achieved
S.P 4 Quality Assurance and Standards	Assessment of 200 YPs	205 YPs	Target achieved

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TSC major achievements for the period

Sub-Programme name	Planned Output 2012/13	Achieved Output 2012/13	Reasons for Variations
SPR1.1: Teacher management	Recruitment of 20,000 teachers	10,000 teachers recruited	Inadequate budgetary provision
	Promotion of 41,000 teachers	13,213 were promoted,	Inadequate budgetary provision
SP2 Quality assurance and standards	Registration of 10,000 Teachers	18,000 teachers registered	Introduction of online registration
	Dispensation of 95% of all registered discipline cases.	85% dispensation achieved.	Failure by witnesses invited to attend cases, inadequate funding to support the process of dispensation, especially those that involve investigations and field visits.
	Build capacity of 10,000 teachers through TPC	5,000 underwent TPC	Inadequate budgetary provision
	Roll out performance appraisal to 3,000 in tertiary institutions	3,000 teachers trained on performance appraisal system	Target fully met
SP3 General Administration and Planning	Scanning of 5,000 files to digital form	774 files were scanned	Delay in procurement of scanning the files
	Implementation of TSC ICT Strategy in the following areas:- Integration of discrete systems Interconnectivity with 5 counties	Consultant on site 12 counties are connected	Leverage achieved by use of internal experts
Sp4 Field services	Decentralize 3 functions to the counties	3 functions decentralized	Target fully met

2.3   Expenditure Analysis

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

2.3.1   Analysis of Programme Expenditure

Table 11: Analysis of Sector Programme Expenditure

	Approved Estimates			Actual Expenditure		
Year	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
RE	174,741	184,062	215,561	267,915	183,122	185,290
DE	17,184	14,390	18,556	14,117	11,117	8,717
Total	191,925	198,452	234,117	282,032	194,239	194,007
RE % of Total	91%	93%	92%	95%	94%	96%
DE % of Total	9%	7%	8%	5%	6%	4%

The Ministry of Education

The Ministry strives to utilize allocated resources efficiently and effectively to realize the set targets including enhanced enrolment, increased transition rate, improved internal efficiency, and human resources utilization, regional and gender parity.

The Total budgetary allocation to Ministry of Education over the period under review has been decreasing downwards despite increase in FPE and FDSE.1. Recurrent expenditure as a percentage of total expenditure decreased from 85.9 % in 2010 to 82% in 2011/12 and further to 78.1% in 2012/13. Development expenditure as a percentage of total expenditure increased from 14.1 % in 2010 to 18% in 2011/12 and further to 21.9% in 2012/13.

The budgetary allocation to the Ministry mainly caters for implementation of free primary and free day secondary education programmes.

Table 12: Analysis of Ministry of Education Total Expenditure 2010/11 – 2012/13

	Approved Estimates			Actual Expenditure		
Year	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
RE	34,363	46,054	45,510	132,169	45,081	44,880
DE	9,552	7,676	10,410	8,156	5,499	8,717
Total	143,286	53,730	55,920	140,325	50,579	53,596
RE % of Total	77.4	79.5	81.6	85.9	82	78.1
DE % of Total	22.6	20.5	18.4	14.1	18	21.9

Table 13:Analysis of Ministry of Higher Education Science and Technology Total Expenditure 2010/11 – 2012/13

Category	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Recurrent	41,037	25,959	29,640	36,305	25,616	-
Development	7,602	6,714	8,146	5,950	5,618	-
Total	33,639	32,673	37,786	42,255	31,234	
RE % of the Total	77%	79%	78%	86%	82%	#DIV/0!
DE % of the Total	23%	21%	22%	14%	18%	#DIV/0!

Table 14: Analysis of TSC Total Expenditure 2010/11-2012/13(Kshs Millions)

	APPROVED EXPENDITURE			ACTUAL EXPENDITURE		
	2010 /2011	2011/2012	2012/2013	2010/ 2011	2011 /2012	2012/ 2013
RECURRENT	99,341	112,049	140,411	99,441	112,425	140,410
DEVELOPMENT	30	0	0	11	0	0
TOTAL	99,371	112,049	140,411	99,452	112,425	140,410
REC AS % OF TOTAL	99.97%	100%	100%	100%	100%	100%
DEV AS % OF TOTAL	0.03%	0%	0%	0%	0%	0%

2.3.2 Analysis of Programme Expenditure (Recurrent and Development Expenditure)

The sub sector's funding has been on an upward trend since 2010/11 running from KShs 41536.7 (out of Ksh141, 207.7 b in 2010/11 Ksh99,671 was allocated to TSC) to Ksh 53,730.1 b in 2011/12 and Ksh 55,919.9 in 2012/13.

The ministry's absorption rates of the voted funds have been considerably high. On average, the ministry has been absorbing over 90% of its budget thus ensuring that it doesn't tie funds that could have been used to fund other vital government activities. The 10 % variance in absorption was due to the following

- Non submission of returns from development partners to reconcile books of accounts
- Lack of exchequer
- A number of officers whose services were terminated resulting in court cases hence a certain amount of PE was set aside for their salaries in case the court rulings favoured them

Table 15: Analysis of expenditure by Programmes and Sub-programmes for MOE (KShs. Million)-MOE

	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Programme 1: Administration						
Sub Programmes						
Programme 1: General Administration & Support Services						
Recurrent Expenditure	5,602.5	3,948.1	3,842.7	4,824.2	3,364.4	3,619.8
Compensation to Employees	2,689.0	2,152.0	1,995.2	2,092.4	1,633.7	1,812.7
Use of goods and services	2,878.5	915.0	1,779.4	2,696.8	904.0	1,739.1
Grants and Transfers	35.0	50.0	68.0	35.0	50.0	68.0
Other Recurrent Expenditure		831.1	-	-	776.7	-
Development Expenditure	2,179.6	1,650.2	3,415.8	4,043.1	1,607.3	3,104.8
Compensation to Employees	2,013.0	-	-	2,013.0	-	-
Use of goods and services	72.0	-	268.0	33.5	43.0	2.5
Grants and Transfers	94.6	33.0	2,263.0	55.6	33.0	2,200.0
Other Development Expenditure		1,617.2	884.8	1,941.0	1,531.3	902.4
Total Expenditures	7,782.1	5,598.3	7,258.5	8,867.3	4,971.7	6,724.6
Programme 2: Basic Education						
Free Primary Education						
Recurrent Expenditure	8,850.2	9,521.8	8,926.6	8,224.9	9,556.5	8,689.7
Compensation to Employees	29.4	30.9	43.7	27.8	23.1	43.5
Use of goods and services	714.0	220.8	110.7	618.9	264.4	102.6

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	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Grants and Transfers	8,106.9	9,270.0	8,772.2	7,578.1	9,269.0	8,543.6
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	410.2	348.3	330.0	408.9	273.2	282.8
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	79.3	-	-	61.7
Grants and Transfers	120.0	26.0		120.0	25.5	
Acquisition of Non-Financial Assets	290.2	322.3	250.7	288.9	247.7	221.0
Total Expenditures	9,260.4	9,870.1	9,256.6	8,633.8	9,829.7	8,972.5
Early Child Development and Education						
Recurrent Expenditure	393.6	1,683.0	1,677.6	380.3	1,678.1	1,675.4
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	73.6	63.0	57.6	72.6	58.1	55.4
Grants and Transfers	320.0	1,620.0	1,620.0	307.8	1,620.0	1,620.0
Acquisition of Non-Financial Assets	-	-	-	-	-	-
Development Expenditure	52.1	25.5	52.3	24.4	8.8	0.3
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	11.3	25.5	52.3	11.3	-	0.3
Grants and Transfers	29.5	-	-	1.8	8.8	-
Other development Expenditure	11.3	-	-	11.3	-	-
Total Expenditures	445.7	1,708.5	1,729.9	404.7	1,686.9	1,675.7
Non-Formal Education						
Recurrent Expenditure	100.0	100.0	100.0	100.0	100.0	100.0
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	100.0	100.0	100.0	100.0	100.0	100.0
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure		-	-	-	-	-

	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	-					
Compensation to Employees		-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Other development Expenditure	-	-	-	-	-	-
Total Expenditures	100.0	100.0	100.0	100.0	100.0	100.0
Special Needs Education						
Recurrent Expenditure	344.0	344.0	676.8	344.0	343.0	676.7
Compensation to Employees	55.4	-	54.8	55.4	-	54.6
Use of goods and services	38.7	-	37.1	38.7	-	37.1
Grants and Transfers	250.0	344.0	585.0	250.0	343.0	585.0
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	-	10.0	9.0	-	-	9.0
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	-	10.0	9.0	-	-	9.0
Total Expenditures	344.0	354.0	685.8	344.0	343.0	685.7
School Feeding, Nutrition and Health						
Recurrent Expenditure	600.0	1,325.2	1,002.0	539.2	1,275.2	984.1
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	600.0	1,325.2	1,002.0	539.2	1,275.2	984.1
Grants and Transfers	-	-	-	-	-	-
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	2,114.6	1,065.0	1,065.0	1,873.2	1,060.0	1,065.0
Compensation to Employees	-	-	-	-	-	-

	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	2,114.6	1,065.0	1,065.0	1,873.2	1,060.0	1,065.0
Other Development Expenditure	-	-	-	-	-	-
Total Expenditures	**2,714.6**	**2,390.2**	**2,067.0**	**2,412.4**	**2,335.2**	**2,049.1**
Expanding Education Opportunities in ASALs						
Recurrent Expenditure	**375.0**	**380.0**	**380.0**	**375.0**	**380.0**	**380.0**
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	375.0	380.0	380.0	375.0	380.0	380.0
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	-	-	-	-	-	-
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	-	-	-	-	-	-
Total Expenditures	**375.0**	**380.0**	**380.0**	**375.0**	**380.0**	**380.0**
Primary Teachers Training and In-Servicing						
Recurrent Expenditure	**210.7**	**194.8**	**252.2**	**203.2**	**194.6**	**253.5**
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	40.7	14.8	52.2	34.7	14.6	53.5
Grants and Transfers	170.0	180.0	200.0	168.5	180.0	200.0
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	**99.4**	**125.4**	**115.0**	**99.2**	**124.9**	**115.0**
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-

	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	99.4	125.4	115.0	99.2	124.9	115.0
Total Expenditures	310.1	320.2	367.2	302.4	319.5	368.5
Programme 3: Adult & Continuing Education						
Recurrent Expenditure	955.4	1,165.9	1,203.3	1,029.1	841.6	1,154.7
Compensation to Employees	807.6	969.2	747.2	656.1	650.6	703.8
Use of goods and services	147.9	196.8	456.0	373.0	191.0	450.8
Grants and Transfers	-	-	-	-	-	-
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	20.0	40.0	20.0	20.0	40.0	20.0
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	20.0	40.0	20.0	20.0	40.0	20.0
Total Expenditures	975.4	1,205.9	1,223.3	1,049.1	881.6	1,174.7
Programme 3: Tertiary & Secondary Education						
Secondary Bursaries Management Service						
Recurrent Expenditure	518.0	1,060.0	1,040.0	500.5	1,049.0	1,033.0
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	518.0	1,060.0	1,040.0	500.5	1,049.0	,033.0
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	-	-	-	-	-	-
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-

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	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	-	-	-	-	-	-
Total Expenditures	518.0	1,060.0	1,040.0	500.5	1,049.0	1,033.0
Free Secondary Education						
Recurrent Expenditure	17,175.6	22,267.3	22,181.6	17,164.7	22,227.1	22,137.1
Compensation to Employees	87.8	93.3	90.1	82.5	58.6	68.9
Use of goods and services	167.8	167.0	171.5	165.2	164.5	169.3
Grants and Transfers	120.0	118.0	114.0	117.0	115.0	93.0
Other Recurrent Expenditure	16,800.0	21,889.0	21,805.9	16,800.0	21,889.0	21,805.9
Development Expenditure	1,894.2	3,458.4	3,814.5	1,026.7	1,706.0	2,698.3
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	180.0	257.0	365.0	180.0	199.0	332.0
Grants and Transfers	1,357.0	2,904.4	3,449.5	489.5	1,117.0	2,366.3
Other Development Expenditure	357.2	297.0	-	357.2	390.0	-
Total Expenditures	19,069.8	25,725.7	25,996.1	18,191.4	23,933.1	24,835.4
Secondary Teacher Education Services						
Recurrent Expenditure	110.0	110.0	105.2	110.0	110.0	92.8
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	110.0	110.0	105.2	110.0	110.0	92.8
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	84.6	40.0	36.0	84.6	53.0	32.0
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	84.6	40.0	36.0	84.6	53.0	32.0
Other Development Expenditure		-	-	-	-	-

Education Sector 2013/14-2015/16 Medium Term Expenditure Framework

	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	-					
Total Expenditures	194.6	150.0	141.2	194.6	163.0	124.8
Secondary Teachers In-Servicing						
Recurrent Expenditure	71.4	71.4	208.4	71.4	71.4	208.2
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	70.0	-	-	69.8
Grants and Transfers	71.4	71.4	138.4	71.4	71.4	138.4
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	317.0	491.0	916.5	299.8	451.0	916.5
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	317.0	491.0	916.5	299.8	451.0	916.5
Other Development Expenditure	-	-	-	-	-	-
Total Expenditures	388.4	562.4	1,124.9	371.3	522.4	1,124.7
Programme 3: Quality Assurance and Standards						
Recurrent Expenditure	-	-	173.7	-	-	134.8
Compensation to Employees	-	-	109.3	-	-	77.9
Use of goods and services	-	-	64.4	-	-	56.9
Grants and Transfers	-	-		-	-	
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	-	111.0	186.0	-	-	
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	111.0	80.0	-	-	0.0
Grants and Transfers	-	-	106.0	-	-	-
Other Development Expenditure	-	-	-	-	-	-
Total Expenditures		111.0	359.7	-	-	134.8

	Approved Estimates			Actual Expenditure		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
	-					
Curriculum Development (KICD)						
Recurrent Expenditure	674.4	873.4	730.4	674.4	880.4	730.4
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	80.0	143.0	136.0	80.0	150.0	136.0
Grants and Transfers	594.4	730.4	594.4	594.4	730.4	594.4
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	171.7	210.9	174.9	119.0	130.5	108.9
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	100.0	130.5	66.0	60.9	50.1	-
Other Development Expenditure	71.7	80.4	108.9	58.1	80.4	108.9
Total Expenditures	846.1	1,084.3	905.3	793.4	1,010.9	839.3
Examination and Certification (KNEC)						
Recurrent Expenditure	300.0	3,009.5	3,009.5	300.0	3,009.5	3,009.5
Grants and Transfers	300.0	3,009.5	3,009.5	300.0	3,009.5	3,009.5
Other Recurrent Expenditure	-	-	-	-	-	-
Development Expenditure	130.0	100.0	400.0	127.3	43.9	364.0
Compensation to Employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants and Transfers	-	-	-	-	-	-
Other Development Expenditure	130.0	100.0	400.0	127.3	43.9	364.0
Total Expenditures	430.0	3,109.5	3,409.5	427.3	3,053.4	3,373.5
Grand Total	43,915.0	53,730.1	55,919.9	40,873.0	50,579.5	53,596.2

Ministry of Higher Education, Science and Technology

Education Sector 2013/14-2015/16 Medium Term Expenditure Framework

The ministry's expenditure by programmes and sub-programmes is as indicated in table 16 below. It is evident from the table 2-23 that University and Technical Education (UTE) programme takes a larger share of the ministry's budget compared to the General administration and Research and Innovation Programmes. This is because all the public universities and Technical Institutions are all covered under the programme. These SAGAS account for over 80% of the ministry's financial resources

Recurrent Expenditure for University and Tertiary Education Programme has an upward trend, increasing from KShs xxx B in FY 2010/11 to xxx B in 2012/13. This is mainly explained by establishment of new university colleges, the recruitment exercise that the ministry has been carrying out to fill most of the vacant posts in the establishment and to a smaller extend by the normal annual salary increase and the increased operations by the technical departments under this programme.

The funds absorption rate for the recurrent expenditure under UTE programme has remained averagely above 99 percent indicating proper utilization of the allocated funds. The same applies to the other two Programmes. The absorption rate for the development expenditure has also been reasonably high.

Table 16: Analysis of Expenditure by Programmes and Sub-programmes

	Approved Estimates			Actual Expenditures		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Programme 1: Human Resource Development						
Current Expenditure						
Compensation to Employees	1,847	2,205		2,016	2,132	
Use of Goods	562	447		433	288	
Grants, Transfers, Subsidies	18,709	35,692		18,503	30,612	
Acquisition of Non-Financial Assets	172,079	2,691		2,050	2,675	
Total Current Budget	**38,197**	**41,035**		**38,002**	**35,707**	
Capital Expenditure						
Compensation to Employees	-	-		-	-	
Use of Goods and Services	181	1,705		3	171	
Grants, Transfers and Subsidies	687	2,730		589	2,403	
Acquisition of Non-Financial Assets	2,840	3,747		2,837	3,376	
Total Development BUDGET	**3,708**	**8,182**		**3,429**	**5,950**	
Total Expenditures	41,905	49,217		39,431	41,657	

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Programme 2: Research and Innovation						
CURRENT BUDGET						
Compensation to Employees	97	45		82	43	
Use of Goods	107	32		96	17	
Grants, Transfers, Subsidies	58	535		56	538	
Acquisition of Non-Financial Assets	10	-		9	-	
Total Current Budget	**272**	**612**		**243**	**598**	
DEVELOPMENT BUDGET						
Compensation to Employees		-		-		
Use of Goods and Services	24	-	3	-	3	
Grants, Transfers and Subsidies		-		-		
Acquisition of Non-Financial Assets	16		-		-	
Total Development BUDGET	**40**	**-**	**3**	**-**	**3**	
Total Expenditures	312	612	246	598	246	

Teachers Service Commission

Table 17: Analysis of Expenditure by Programmes and Sub Programmes

	Approved Estimates			Actual Expenditures		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
SubProgramme1 Name: Teachers management services						
1. Recurrent Budget						
Compensation to employees	96,850	109,163	136,217	96,638	109,337	136,216
Use of goods and services	-	-	-	-	-	-
Grants, transfers and subsidies	-	-	-	-	-	-
Acquisition of non-financial assets	-	-	-	-	-	-
Total recurrent budget	**96,850**	**109,163**	**136,217**	**96,638**	**109,337**	**136,216**
Development budget						
Compensation to employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants, transfers and subsidies	-	-	-	-	-	-
Acquisition of non-financial assets	-	-	-	-	-	-
Total development budget	**-**	**-**	**-**	**-**	**-**	**-**
Total expenditure	**96,850**	**109,163**	**136,217**	**96,638**	**109,337**	**136,216**
SubProgramme2 Name General administration and planning						
1. Recurrent Budget						

Compensation to employees	2,457	2,506	3,288	2,457	2,506	3,288
Use of goods and services	313	362	473	325	545	473
Acquisition of non-financial assets	21	18	304	21	37	304
Grants, transfers and subsidies	-	-	-		-	-
Total recurrent budget	**2,791**	**2,886**	**4,065**	**2,803**	**3,088**	**4,065**
Development budget						
Compensation to employees	-	-	-	-	-	
Use of goods and services	30	-		11	-	
Grants, transfers and subsidies	-	-		-	-	
Acquisition of non-financial assets	-	-	-	-	-	
Total development budget	**30**	**-**	**-**	**11**	**-**	**-**
Total Expenditures	**2,821**	**2,886**	**4,065**	**2,814**	**3,088**	**4,065**
SubProgramme3 Quality assurance and standards						
1. Recurrent Budget						
Compensation to employees	-	-	-	-	-	-
Use of goods and services	-	-	25	-	-	25
Grants, transfers and subsidies	-	-	-	-	-	-
Total recurrent budget	**-**	**-**	**25**	**-**	**-**	**25**
Development budget						
Compensation to employees	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-
Grants, transfers and subsidies	-	-	-	-	-	-
Requisition of non-financial assets	-	-	-		-	-
Total development budget	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenditures	**-**	**-**	**25**	**-**	**-**	**25**
SubProgramme3 field services						
1. Recurrent Budget						
Compensation to employees	-		-	-	-	-
Use of goods and services	-		104	-	-	104
Grants, transfers and subsidies	-		-	-	-	-
Total recurrent budget	**-**	**-**	**104**	**-**	**-**	**104**
Development budget						
Compensation to employees	-		-	-		
Use of goods and services	-		-	-	-	
Grants, transfers and subsidies	-		-	-	-	-
Acquisition of non-financial assets	-		-	-	-	-
Total development budget	**-**	**-**	**-**	**-**	**-**	**-**
Total Expenditures	**-**	**-**	**104**	**-**	**-**	**104**
GRAND TOTALS	99,671	112,049	140,411	99,452	112,425	140,410

2.3.3 Analysis of Programmes Expenditure by Economic Classification

Ministry of Education

Table 18: Analysis of Expenditures by Economic Classification-MOE

		Approved Estimates			Actual Expenditure		
		2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Recurrent Budget							
Compensation to Employees		100,744	3,245	3,040	99,909	2,366	2,761
Use of goods and services		5,089	3,046	3,937	4,952	3,022	3,855
Grants and Transfers		11,071	17,043	16,727	10,508	17,027	16,458
Other Recurrent Expenditure		16,800	22,720	21,806	16,800	22,666	21,806
Total Recurrent Budget		**133,704**	**46,054**	**45,510**	**132,169**	**45,081**	**44,880**
Development Expenditure							
Compensation to Employees		2,013	-	-	2,013	-	-
Use of goods and services		263	394	845	225	242	397
Grants and Transfers		4,217	4,690	7,777	2,985	2,798	6,580
Other Development Expenditure		1,010	2,592	1,788	2,933	2,458	1,740
Total Development Budget		**7,503**	**7,676**	**10,410**	**8,156**	**5,499**	**8,717**
Total Budget expenditure		**141,208**	**53,730**	**55,920**	**140,325**	**50,579**	**53,596**

Ministry of Higher Education Science and Technology Sub Sector

Table 19 presents expenditure data by economic classification for the Ministry for period between 2008/09 and 2010/2011. The data show that during the period under review, between 75 and 77 percent of recurrent expenditure was spent on Compensation to employees, 20 and 21 percent on grants, transfers and subsidies and only between 2 and 4 percent was spent on Use of goods and services. This implies that most of the recurrent expenditure goes towards paying salaries and wages leaving a small allocation to operations and maintenance.

Table 19: Ministry of Higher Education Science and Technology Expenditure by Economic Classification

	Approved Estimates			Actual Expenditures		
	2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
Recurrent Budget						
Compensation to Employees	2,250.00	307	244.6		289	381.5
Use of Goods	479	8,193.00	3,889		8,040.00	
Grants, Transfers, Subsidies	36,227.00	38,250.00	41,524		38,250.00	
Acquisition of Non-Financial Assets	2,691.00	4	-		4	

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Total Recurrent	41,647.00	46,754.00	45,658		46,583.00	
	Development Budget					
Compensation to Employees	-	-	-		-	-
Use of Goods	1,705.00	-			-	-
Grants, Transfers, Subsidies	2,730.00		8,045		-	
Acquisition of Non-Financial Assets	3,747.00	6,368.00	100		1,333.00	
Total Development	8,182.00	6,368.00	8,145		1,333.00	
Total Expenditure	49,829.00	53,122.00	53,803		47,916.00	

As Table 19 shows, the recurrent budget allocation (both actual expenditures and approved estimates) has been over 90 % of the total MOES&T budget, with the highest approved estimates allocation in 2001/02 at over 98.1 % and lowest allocation was in 2005/06 for printed estimates. The allocation to the development budget between 2001/02 and 2005/06 has been less than 10 %of the total MOES&T allocation. The highest allocation (printed) is 8.6 per cent in 2005/06 whereas the lowest allocation in 2001/02 was at 1.9 % of the total MOES&T allocation. The actual spending was 1.5 %t of the total MOES&T actual allocation for the year 2001/02. The increase in development budget was as a result of more development partners coming on board to support the FPE programme.

Table 20: TSC Expenditure by Economic Classification

	APPROVED EXPENDITURE			ACTUAL EXPENDITURE		
	2010/ 2011	2011/ 2012	2012/ 2013	2010/ 2011	2011/ 2012	2012/2013
Recurrent Budget						
Compensation to employees	99,307	111,669	139,505	99,128	111,843	139,505
Use of goods and services	313	362	602	292	545	608
Grants transfers and subsidies	-	-	-	-	-	
Acquisition of non-financial asset	21	18	304	21	37	297
Total recurrent budget	99,641	112,049	140,411	99,441	112,425	140,410
Development budget						
Compensation to employees	-		-	-	-	-
Use of goods and services	30		-	11	-	-
Grants transfers and subsidies	-		-	-	-	-
Acquisition of non-financial asset	-		-	-	-	-
Total recurrent budget	30	-	-	11	-	-

Explanations

The Allocation to the Commission is made up of 98% teachers salary and 2% secretraiat salaries and operation and Maintenance.

Whereas the personnel emolument component has increased significantly the amount for opreations has been on the decline despite the increase in teacher numbers

There has been no allocation for development since 2011/12 financial owing to the completion of the TSC House.

The increase in personnel emoluments is attributable to:

i.   Recruitment of 33,060 new teachers of the period under review,

ii. Harmonization of teachers salaries with Civil service

2.4   Absorption

All the funds allocated to the Commission during 2010/11-2012/13 were fully utilized. The absorption rate for both the recurrent and development expenditure was 100%. There was however serious underfunding in the operation and maintenance budget as some activities could not be undertaken.

2.4.1   Analysis by capital Projects

Table 21: Analysis Capital Expenditure MOE

		Approved Estimates			Approved Expenditure		
		2010/11	2011/12	2012/13	2010/11	2011/12	2012/13
1	**Administartion**						
	Headquarter		22.2	16.1		22.2	16.1
	District Education Services		59	96.2		59	96.2
2	**Basic Education**						
	Infrastructure	105		227.7	105		227.7
	PTTCs	96	115.4	108	96	115.4	108
	Mupeli Primary			69.3			69.3
	KISE		10	9		10	9
	Adult	20	40	27	20	40	27
3	**Secondary Education**						
	Infrastructure		155.5	182.8		155.5	182.8
	ADB infrastructure						
	Lab equipment	165	165	165	165	165	165
	CEMASTEA		43	281.7		43	281.7

	Kibabi	30	25	27	30	25	27
	Kagumo	10	15	9	10	15	9
	National School Infrastructure		750	327		750	327
	National School		150	100		150	100
	KEMI		10	9		10	9
3	**Quality Assurance**						
	KICD	71.73	80.4	108.9	71.73	80.4	108.9
	KNEC	130	100	400	130	100	400
	TOTAL	497.73	1640.5	1763.7	497.73	1640.5	1763.7

Net Development expenditure has been KES 497.73 Million, KES 1640.5 million and Ksh 1763.7 for the FYs 2010/11, 2011/12 and 2012/13 respectively. The development expenditure has been utilized by various institutions to improve their infrastructure facilities to enable them meet the increasing demand for their services.

2.4 Review of Pending Bills

2.4.1 Recurrent and Development Pending Bills

2.4.1.1 MOE

	Printed Estimates		
	2010/11	**2011/12**	**2012/13**
Recurrent	o	1m	6 m
Development	o	2m	112m
Total	**o**	**2m**	**117m**

The recurrent bills have been increasing from 2 million in 2011 to 6 million in 2012/13. The development pending bill has increased from 2 million in 2011/12 to 112 million in 2012/13This has been as result of delay in submission of invoices from suppliers and lack of exchequer.

2.4.1.2 MOHEST
1.5B development and 300M Recurrent

2.4.2 Development Pending Bill
Teachers Service Commission: There was KES 20M in respect of TSC House.

CHAPTER THREE

3.0   MEDIUM TERM PRIORITIES AND FINANCIAL PLAN FOR THE MTEF PERIOD 2014/15-2016/17

The Education Sector medium term priorities are guided by the strategic objectives as articulated in the strategic plans of the various sub sectors, the national development Strategies in the Vision 2030, Medium Term Plan 11 (2013-2017) and the Constitution 2010. The constitution emphasizes on fiscal decentralization to the counties. This process is expected to be actualized during the MTEF period (2014/15-2016/17). In this regard, the sectoral priorities have to be aligned to the Constitutional dispensation and achieving Vision.

3.1   Prioritization of Programmes and Sub-Programmes

During the 2014/15 - 2016/17 MTEF period, the Sector will implement the following programmes that will go a long way in achieving the sector vision.

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

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

Table 22: Programs and Sub-programs

	Programs	Sub Programs
1	General administration and planning	Planning and Administration
2	Basic Education	Free Primary Education
		Special Needs Education
		Alternative provision of Basic education
		Early Child Development and Education

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	Programs	Sub Programs
		Primary teachers Training and In-servicing
		Alternative Basic Adult & Continuing Education
		School health, nutrition and meals
		Expanding Education Opportunities in ASALs
		ICT capacity development
3	Secondary and Tertiary Education	Secondary Bursaries Management Services
		Free Day Secondary Education
		Secondary Teacher Education Services
		Secondary Teachers In service
		Special Needs Education
4	Quality assurance and standards	Curriculum Development
		Examination and Certification
		Co-Curricular Activities
5	University Education	University education
		Higher education support services
6	Teachers Resource Management	Teachers Resource Management
		Teacher recruitment, deployment and remuneration
		Career planning and progression
7	Governance and Standards	Quality assurance and Standards
		Professionalism and integrity
8	Technical and Vocational Education and Training	Technical Accreditation and Quality Assurance
		Technical Vocational Education and Training Development and Expansion
		Technical Trainers and Instructor Services
		Special Needs in Technical and Vocational Education
9	Research, Science, Technology and Innovation	Research Management and Development
		Knowledge and Innovation Management and Commercialization
		Science and Technology Development and Promotion
		Policy, institutional and legal framework for harnessing new and emerging areas of science, technology and innovation
10	Youth Training	Revitalization of YPs
		Curriculum development, implementation and monitoring and evaluation
		Free Youth Polytechnic Training
		Quality assurance and standards
		Youth Polytechnics Innovation and Technology

Programs	Sub Programs
	Special Needs Education

In order to achieve the aspirations set by the sub-sector, implementation of programmes and Sub Programmes will be prioritized using the following criteria:

1. Linkage of the programme/sub programme with the objectives of the Medium Term Development Plan II (2013-2017) of Vision 2030 and Sessional paper No. 14 of 2012.
2. Degree to which a programme addresses core poverty interventions.
3. Degree to which the programme/sub programme is addressing the core mandate of the Ministry/department.
4. Expected outputs and outcomes of a programme/sub programme.
5. Backward and forward linkage of a programme with other programmes.
6. Cost Effectiveness and sustainability of the programme/sub programme.
7. Immediate response to the requirements of the implementation of the Constitution.
8. Ongoing activities of the strategic interventions initiated in the FY 2013/14.

Scoring Method

In order to share the available resources among the programs implemented within the sector, the following criteria has been used for ranking and prioritization the pair wise matrix method was applied to rank the programmes as indicated below.

Table 23: Education Sector Programmes by Priority

Programme	A	B	C	D	E	F	G	H	I	J
A		B	C	A	E	A	G	H	I	J
B			B	B	B	B	B	B	B	B
C				C	C	C	C	C	C	J
D					E	D	G	H	I	J
E						E	E	H	E	J
F							G	H	I	J
G								H	I	J
H									I	H
I										J
J										

Table 24: Summary of pair wise ranking

PROG	PROGRAMME	Frequency	RANK
A	General administration and planning	2	8
B	Basic Education	9	1
C	Secondary and Tertiary Education	7	2
D	Quality Assurance and Standards	1	9

E	Teachers Resource Management	5	5
F	Governance and standards	0	10
G	University Education	3	7
H	Technical Vocational Education and Training	6	4
I	Research, Science, Technology and Innovation	5	5
J	Youth Training	7	2

3.1.1 Programmes and their Objectives

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

Table 25: Programmes and their Objectives

	Programme Name	Objective
1	General administration and planning	To provide effective and efficient linkages between the programs of the sector.
2	Basic Education	To enhance access, quality, equity and relevance of Education at ECD, Primary, Alternative provision of basic Education, Special Needs and Alternative basic adult and continuing education.
3	Secondary and Tertiary Education	To provide, promote and improve Secondary and Tertiary Education.
4	Quality Assurance and Standards	To establish, maintain and improve education quality and standards at ECDE, Primary, Secondary schools and TTCs.
5	University Education	To Develop and promote access and equity; Quality and Relevance through advancement of knowledge in university Education
6	Teachers Resource Management	To enhance quality teaching and sustainable distribution of teachers
7	Governance and Standards	To improve learning outcomes in primary, secondary and Tertiary Institutions
8	Technical Vocational Education and Training	To provide policy direction and oversight on the development, provision and management of technical vocational education and Training
9	Research, Science, Technology and Innovation	To formulate and implement policy, legal, regulatory and institutional framework for the development and harnessing of research, science, technology and innovation
10	Youth Training	To provide access to quality and relevant training to young people in youth polytechnics

3.1.2 Sector Programs/Sub-Programs, Outputs and Key Performance Indicators

As the country enters into the 2014/15-17 Medium Term Expenditure Framework period, the education sector has a commitment through its sub sectors to achieve a globally competitive education, training, research and innovation. In light of this, the sector has come up with key outputs and performance indicators to guide it in the quest for achievement of its vision. Tables 3-4, 3-5 and 3-6 give an overview of what

each subsector will be accountable for.

Table 26: State Department of Education Programs, Sub-programs, outputs and key performance indicators

Code	Delivery Unit	Key Outputs	Key performance Indicators
Programme 1: General Administration and Planning			
Outcome: An enhanced institutional framework for efficient and effective delivery of education and training			
SP 1	**Planning and Administration**		
	Planning and General Administration	Operationalization of the NEB	A fully functioning NEB
		Establish and operationalize County Education Boards	Functional County Education Boards
		Education reforms undertaken	Number of officers sensitized on Basic education act 2012 and regulations Operational Strategic plan. National Education Sector Support Programme operationalized
		Gender mainstreaming in education enhanced	Gender mainstreaming policy in place Number of officers sensitized on gender mainstreaming
		Provision of sanitary towels to school girls	Number of school girls benefiting from sanitary towels programme
		Disability mainstreaming in education enhanced	Number of disability friendly facilities acquired/installed
		Financial Management and Procurement Manuals for basic education institutions revised	Number of manuals developed
		Strengthened Monitoring and evaluation system of education programmes established	M&E framework developed Monitoring reports
		Re- engineering EMIS	Effective and reliable education data
		Public Expenditure Tracking surveys and value for money audits carried out	Number of surveys carried out and Reports generated.
		Effective communication among all education stakeholders enhanced	Education communication strategy developed. Customer satisfaction survey reports

Code	Delivery Unit	Key Outputs	Key performance Indicators
		ICT Integrated in education	Operational National ICT Innovation and Integration Center
		Capacity of education managers Improved	Number of school managers trained in management
		Peace Education, Psychosocial support and Emergency response carried out	Number of peace initiatives supported
		Establish systems and structures to institutionalise INSET implementation and Monitoring	Number of districts and zones with institutionalized INSETs
		ICT integrated in INSET provision/programmes	Number of PTTC using ICT for curriculum delivery. Number of TAC tutors applying ICT to deliver INSETs.
		Mitigate against negative cultural practices	Number of workshops held
		Behaviour change and peer support programme	Number of institutions with prevention and behaviour change/ best practices of interventions
		Capacity building for teachers and learners on prevention and management of drug and substance abuse and related challenges undertaken	Number of workshops carried out.
SP 2	KNATCOM for UNESCO Coordination		
Outcome:			
		Establish the relevance of teacher training curriculum to the education system	The relevance of teacher training curriculum to the education system established
		Supporting priority sub-sectors (literacy, TIVET and higher education)	The effectiveness of alternative basic education policy established
		Strengthen institution capacities on disaster preparedness	Institution capacities on disaster preparedness strengthened
		Promoting health through education	The prevalence of childhood malnutrition in our learning institutions established. Awareness created on effect of alcohol and drugs abuse on schooling enhanced
		Developing bankable project proposals on education	Bankable project proposals on education developed
		Establish the status of Kenya's biosphere reserves	Kenya's biosphere reserve statuses established
		Fostering international science, collaboration for earth	Conservation and protection of geo-parks and Kenya biosphere

Code	Delivery Unit	Key Outputs	Key performance Indicators
		systems, biodiversity and disaster reduction	reserves enhanced
		Quality and inclusive education at all levels promoted to meet National and Internationally Agreed Goals for sustainable development by 2015	Number of Capacity building workshops held Number of researches conducted to inform policy. Education for Sustainable Development unit established
		Adequate support for science, technology and innovation programmes provided	Number of workshops/ report.
Programme 2: Basic Education			
Outcome: Quality Basic Education to All through Improved Access, Quality, Equity and Retention			
SP 1	**Free Primary Education**		
	Directorate of Basic Education	Capitation provided per pupil to cater for learning materials, operational costs and other school improvement activities	Number of pupils receiving FPE capitation.
		Institutional financial Management improved	Number of managers trained
		Infrastructure in primary schools improved	Number of schools with improved infrastructure
SP 2	**Special Needs Education**		
	Directorate of Basic Education	Capitation provided per pupil to cater for learning materials, operational costs and specialized teaching learning materials and assistive devices.	Increase in enrolment and retention for special needs children in school
			Number of SNE learners with assistive devices and specialized learning materials
		Primary schools with special boarding facilities provided with grants	Increased enrolment and retention rates.
		Model and inclusive schools established	Number of model disability friendly schools established
		Finalize the SNE policy implementation guidelines	SNE guidelines implemented
		Establish EARCs	Number of EARCs established
		Train teachers in special needs education	Number of SNE teachers trained
		Conduct national SNE baseline survey	SNE baseline survey report
SP 3	**Alternative Provision of Basic Education**		
	Directorate of Basic Education	Operationalize the policy framework	Number of stakeholders sensitized
		NFS and NFE centers within	Number of NFS and NFE

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Code	Delivery Unit	Key Outputs	Key performance Indicators
		NFE policy guidelines registered	centres registered
		Classrooms for Special Needs Education (SNE) constructed	Number of new SNE friendly classrooms constructed.
		Capitation per pupil in NFSs/NFECs allocated under FPE	Number of beneficiaries.
SP 4	Early Childhood Development and Education		
	Directorate of Basic Education	Reviewed and disseminated ECD policy framework and Service Standards guidelines	Number of copies of reviewed ECD Policy framework Number of stakeholders sensitized
SP 5	Primary teachers Training and In-servicing		
	Primary Teachers In-service Program	Support to PTTCs for infrastructure improvement and transport provided	Number of PTTCs with improved infrastructure
			Number of Vans and Buses bought.
		Construction of new PTTCs	Number of new PTTCs completed
		Development of teacher education policy	National policy on Teacher education
SP 6	School Health, Nutrition and Meals		
	School Health, nutrition and meals	Mid-day meal to pre-primary & primary pupils provided in ASAL and pockets of poverty	Number of children covered under SFP
		Provision of milk to pre-primary and primary school pupils	Number of pupils benefiting under the school milk program
		Provide water and sanitation facilities in schools	Number primary schools supported to build water reservoirs
		Conduct a national school health survey	School health survey report
SP 7	Expanding education opportunities in ASALs		
	Expanding Educational opportunities in ASAL areas	Mobile schools established and operational in ASAL	Number of mobile schools established
		Provide grants to mobile schools	Number of learners receiving funds
		Provision of grants to low cost boarding schools	Number of learners receiving funds
		Establishment of feeder schools through infrastructure support	Number of feeder schools established
SP 8	ICT Capacity Development		
	Policy and educational development coordination services	Improvement of ICT infrastructure	Number of schools equipped with storage facilities and electricity connection
		Provision of Digital devices	Number of laptops provided to learners in primary schools

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Code	Delivery Unit	Key Outputs	Key performance Indicators
		Training of teachers and education sector officers	Number of teachers and education officers trained on ICT integration in education
		Project management, monitoring and evaluation	Number of ICT programs monitored and evaluated in schools
SP 9	**Alternative Basic, Adult & Continuing Education**		
	Directorate of Alternative Basic, Adult & Continuing Education	Access in ABACE expanded	Increase in ABACE literacy level
			Number of learners enrolled in ABACE
			Number of ABACE instructors recruited
			Number of new ABACE centres established
		Improved infrastructure	Number of MTDIs and ABACE centres equipped
Programme 3: Secondary and Tertiary Education			
Outcome: Enhanced access & equity of secondary education for all			
SP 1	**Secondary Bursaries Management Services**		
	Directorate of Secondary and Tertiary Education	Bursary disbursement to needy students	Number of students benefiting from the bursary fund
SP 2	**Free Day Secondary Education & Grants**		
	Directorate of Secondary and Tertiary Education	Free day secondary capitation grants	Number of students benefiting under FDSE
		Construction/rehabilitation of Secondary schools	Number of Secondary schools constructed/rehabilitated
		Construction/rehabilitation of Secondary schools in ASAL/pockets of poverty	Number of schools constructed/rehabilitated in ASAL/poverty areas
		Construction, expansion /rehabilitation of Secondary schools for upgrading to National status	Number of Secondary schools upgraded to national status
		Construction/ rehabilitation and equipping of laboratories in Secondary schools	Number of School Labs constructed/ rehabilitated and equipped.
		Production of lab equipment and science kits	Number of lab equipment and science kits produced
SP 3	**Secondary Teacher Education Services**		
	Directorate of	Support to DTTCs for	Number of DTTCs provided

Code	Delivery Unit	Key Outputs	Key performance Indicators
	Secondary and Tertiary Education	transport provided	with buses/vans
		Construction of two DTTCs and Rehabilitation of one DTTC	Number of colleges constructed and rehabilitated.
		Development of teacher education policy	National policy on Teacher education
SP 4	**Secondary Teachers In Servicing**		
	Kenya Education Management Institute	Quality of secondary education improved through in-service training	Number of teachers in-serviced
		Enhanced governance in secondary schools through management training	Number of head teachers and departmental heads trained
	Center for Mathematics Science and Technology Education in Africa (CEMASTEA)	In service science, mathematics and other subject teachers conducted	Number of teachers in-serviced
SP 5	**ICT Integration**		
	Policy and educational development coordination services	ICT integration in secondary schools	Number of schools provided with ICT infrastructure
		Equip learners with 21st century skills	Number of learners equipped with ICT skills
SP 6	**SNE in Secondary Education**		
	Directorate of Secondary and Tertiary Education	Capitation grants to SNE students	Number of SNE students receiving capitation grants
			Number of SNE learners with assistive devices and specialized learning materials
		Infrastructure in SNE secondary schools improved	Number of SNE schools with improved infrastructure
Programme 4: Quality Assurance and Standards			
Outcome: Enhanced quality and standards of education at all levels			
SP1	Directorate of Quality Assurance and Standards	ESQAC established	A fully functional council
		Subject based content mastery & communication skills improved	Number of districts with mean scores of less than 250 reduced
		Quality monitoring and	Number of schools with

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Code	Delivery Unit	Key Outputs	Key performance Indicators
		curriculum support enhanced.	increased mean score
		Quality of education improved through transformation of schools into learner friendly environments	Number of certified child friendly schools Number of schools with Learner councils
		Co-curricular activities carried out	Number of activities carried out from zonal to regional level.
		Action research conducted	Number of researches & reports produced.
		National qualification framework developed	Quality Standards framework
		Develop and print the orange book	Number of approved books
		Baseline survey of learners competencies in Non-formal education and mobile institutions in selected districts	Baseline Survey report
		Upgrade pedagogical skills among teachers	Number of teachers trained
SP 2	**Curriculum Development**		
	Kenya Institute of Curriculum Development	Curriculum reformed	New reformed curriculum
		Evaluation of curriculum and curriculum support materials carried out	Number of materials vetted and approved
		Educational Broadcasting channel strengthened	Number of institutions accessing the educational broadcast
		Education Resource Center established	Operational Education Resource Centre
		Development of digital content	Number of subjects whose content has been digitized
SP 3	**Examination and Certification**		
	Kenya National Examination Council	Examination item banking system established and operational	Number of test items banked
		Examinations for ABE & NFS developed & administered	Number of examinations prepared and administered
Programme 5: University Education			
Outcome: Increased access, equity, quality and relevance of university education			
SP 1	**University Education**		

Code	Delivery Unit	Key Outputs	Key performance Indicators
	Directorate of higher education	Existing universities expanded and new University Colleges established. Implementation of the national strategy	Number of existing universities expanded and new University Colleges established. Percentage of implementation of the national strategy on University education
		Training of staff at Graduate and PhD levels	Number staff Trained at Graduate and PhD levels
		Pan African University of Science Technology and Innovation (PAUSTI) established	Percentage of PAUSTI established
		Establishing universities in counties	Numbers of universities established
		Operationalize the Open university	Open University of Kenya operationalized
SP 2	Higher Education Support Services		
	Higher Education Loans Board	• Provision Loans, scholarships and bursaries provided to university and TVET students. • Increase access to higher education by improving the coverage of C+ and above • Provision of HELB loan to PHD students • Provide loans to TVET students • Commencement of the construction of HELB headquarters in 2014/2015.	• Number of students awarded loans, scholarships and bursaries at the universities, • Number of students with C+ and above admitted • Number of PHD students awarded HELB loan • Number of TVET students awarded loans and bursaries • HELB headquarters commenced
	KUCCPS	Kenya Universities and Colleges Placement Service(KUCCPS) Operationalized	Board appointments Operational KUCAS
	UFB	Universities Funding Board established	Board appointments Operational UFB

Code	Delivery Unit	Key Outputs	Key performance Indicators
	CUE	• Rating universities and Ranking of programmes	Report on Rating of Kenyan Universities and Ranking of programmes
		• Higher Education information management system	HEMIS established
		• Quality Assurance Established University Investment Bond Board	

Programme 1: General Administration and Planning

Outcome: Overall management and central administrative support services to the Ministry

SP 1	General Administration	Effective and efficient management of financial and human capital	Timely budgeting Accurate accounting Monitoring and evaluation of projects Efficiently

Programme 2: Technical Vocational Education and Training

Outcome: Effective and efficient management and execution of ministry's mandate

SP 1	Technical Accreditation and Quality Assurance		
	Directorate of Quality Assurance and Standards	Accreditation and quality standards in TVET	Number of TVET standards developed.
		TVETA operationalized	Percentage of TVETA operationalized
		TVET Assessment and Certification Council established	Percentage established
		TVET Institutions assessed and accredited.	Number of TVET institutions assessed and accredited.
		TVET institutions assessed for standards compliance.	Number of TVET institutions assessed.
SP. 2	Directorate of Technical Education(DTE)	Bursaries to students in TVET Institutions provided.	Number of students awarded bursary. Amount allocated
		Keya Qualifications Authority established	Percentage established
		TVET Funding Board established	Percentage established
		Enrolment in science, engineering and technology in TVET institutions increased.	Percentage of number of students enrolled.
		TVET Centres of Excellence established.	Number of TVET centres of Excellence established.

		New workshops and laboratories equipped.	Number of new workshops/ laboratories fully equipped.
		East African Community Integration Programme implemented: Designated EAC Centers Of Excellence Infrastructure developed TVET curricula	Number of facilities developed Percentage completion of curricula harmonization framework
		TVET programmes re-aligned to occupational skills and competencies.	Number of programmes re-aligned
		New technical institutes in counties constructed.	Number of new technical institutes established in counties.
		ST&I promoted in TVET	Number of innovations, exhibitions, robot contest and TVET fairs conducted.
		Existing workshops, laboratories and training facilities in	Number of workshops, laboratories and training facilities in institutions upgraded.
		ICT mainstreamed	Number of management systems automated and technical institutions connected to broadband fiber optic.
		Technical institutions upgraded	Number of TVET Institutions upgraded
Programme 5: Youth Training			
Outcome : Improved access to competitive skills training in Youth Polytechnics			
SP 1 Revitalization of YPs			
	Directorate of Youth Training	Enhanced access to skills training in YPs	Number of YPs constructed/ rehabilitated
		Enhanced quality of training equipment in YPs	Number of YPs equipped
		Income Generating Activities established in YPs	Number of YPs supported
S.P 2	**Curriculum development, implementation and monitoring and evaluation**		
	Directorate of Youth Training	The Youth Polytechnic Curricullum implemented	Number of artisans graduating from YPs Number of YPs implementing the
		Talent identification and nurturing in YPs	Number of YP trainees benefited
		Mainstreaming SNE in YPs	Number of YP trainees with special needs benefitting
		YPs- industry linkages	Number of employers collaborating with the YPs
S.P 3	**S.P 3 Subsidized Youth Polytechnic Tuition**		

	Directorate of Youth Training	Disbursement of the SYPT funds	Number of YP trainees benefiting
S.P 4	**Quality Assurance and standards**		
	Directorate of Youth Training	In-servicing of YP Instructors	Number of YP Instructors in-serviced
		Recruitment of YP Instructors	Number of Instructors recruited
SP 5	ICT Integration in YPs		
	Directorate of Youth Training	ICT infrastructure in YPs established	Number of YPs with ICT infrastructure
		Promote e-learning in YPs	Number of YPs with e-learning
Programme 3: Research, Science, Technology and Innovation			
Outcome: A vibrant and robust policy, legal and regulatory framework for the development and harnessing of science, technology and innovation			
SP 1	**Research Management and Development**		
	National Commission for Science, Technology and Innovation (NACOSTI)	Specialist research committees established	Number of specialist research committees established
		Research Institutions registered and accredited	Number of research institutions registered and accredited
		Research applications authorized	Number of research applications authorized
	Directorate of Research Management and Development	National research policy and strategy developed	Percentage completion of research policy and strategy developed
		National Research Fund established	Percentage establishment of the National Research Fund
SP2	**Science and Technology Development and Promotion**		
	National Commission for Science, Technology and Innovation (NACOSTI)	Science Technology and Innovation Policies developed	Number of policies in science, technology and innovation developed
		National Priorities for investment in and development of science technology and innovation set	Number of communiqué issued to Government on national priorities for investment in science, technology and innovation

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			Advice on the human, physical and financial resource needs for the development and harnessing of science, technology and innovation	Number of needs assessment documentation published
			Finance 5000 research proposals in various fields of research	Number of research proposals funded in various fields of research
			Public awareness on science, technology and innovation created	Number of annual national science, technology and innovation week held
			Infrastructure development works for the NACOSTI Headquarters completed	Percentage completion of the construction of NACOSTI Headquarters
			County technology and innovation delivery services offered	Percentage coverage of counties technology and innovations surveillance and transfer
	Directorate of Research Management and Development (DRMD)		Strategic international collaborations and partnerships for research, science, technology and innovation established and implemented	Number of collaborations and partnerships established and implemented
			Global commitments and contributions in science, technology and innovation partnerships honored	Amount of money paid out as part of Kenya's commitment and contributions in global partnerships in science, technology and innovation
			Schemes developed and implemented to award, celebrate and recognize outstanding scientists	Number of award schemes developed and implemented
			Annual journal of science, technology and innovation published	Number of journal volumes published
			Kenya Space Science and Technology Institute established	Concept note developed for the establishment of the Kenya Space Science and Technology Institute
			The Kenya Institute of Nanotechnology established	Percentage development of the Kenya Institute of Nanotechnology legal framework

		The National Physical Science Research Laboratory for Engineering and New Production Technologies established	Concept note developed for the establishment of the National Physical Science Research Laboratory for Engineering and New Production Technologies
		Kenya Advanced Institute of Science and Technology established	Concept note developed for the establishment of the Kenya Advanced Institute of Science and Technology
	Directorate of Research Management and Development (DRMD)	Kenya Institute of Oil and Gas (KIOG) and the Kenya Institute of Mining and Geology established	Concept note developed for the establishment of the Kenya Institute of Oil and Gas (KIOG) and the Kenya Institute of Mining and Geology
		Centre for Nuclear Research for Peaceful Applications	Concept note developed for the establishment of the Centre for Nuclear Research for Peaceful Applications
		The Kenya Electronics, Telecommunications and Computing Research Institute	Concept note developed for the establishment of the Kenya Electronics, Telecommunications and Computing Research Institute
		Centers of excellence for Biotechnology research and product development	Concept note developed for the establishment of centers of excellence for Biotechnology research and product development
SP3	**Knowledge and Innovation Management and Commercialization**		
	Directorate of Research Management and Development (DRMD)	Kenya National Innovation Agency established	Percentage establishment of the Kenya National Innovation Agency
		A knowledge management information system developed and maintained	Percentage completion of the establishment of the information management system
		National science, technology and innovation statistics published	Number of survey and data/statistics report published
SP4	**Policy, institutional and legal framework for harnessing new and emerging areas of science, technology and innovation**		
	Directorate of Research Management and Development (DRMD)	Science, technology and innovation draft policy reviewed and published	Sessional paper on Science, technology and innovation published
		National biotechnology draft policy and legal framework reviewed and published	Sessional paper on modern biotechnology development published

		Directorate of Research Management and Development (DRMD)	Kenya Space Science and Technology policy and bill published	Percentage completion of drafting policy and publishing bill
			Atomic Energy Policy and Bill published	Percentage completion of drafting policy and publishing bill
			The Biosciences Policy and Bill published	Percentage completion of drafting policy and publishing bill
			Natural Products policy and bill published	Percentage completion of drafting policy and publishing bill

Programme 1: Teacher Resource Management				
Outcome: Quality Teaching And Sustainable Distribution				
SP1	Teacher Resource Management	Teachers Service Commission	Teachers capacity developed for effective service delivery	Number of teachers who have undergone professional development modules
			Equitably distributed and optimally utilized teaching service	Number of counties whose percentage shortage variance is less than 10% of the national shortage
			Equitably distributed and optimally utilized teaching service	Number of teachers who have been transferred to achieve rationalization
			Adequate teaching force established	Number of additional teachers recruited
			Teacher career progression enhanced	Number of teachers promoted
Programme 2 : Governance and standards				
Outcome: Improved learning outcomes in Primary, Secondary and Tertiary Institutions				

SP1	Governance and standards	Teachers service commission	Teacher registration process enhanced	Number of teachers registered
			Performance Appraisal system Institutionalized	Number of teachers appraised annually
			Discipline of teachers enhanced	Percentage reduction in discipline cases
			Effective performance monitoring mechanisms established	Percentage of institutions inspected
			Effective institutional governance established	Percentage of institutional heads, Boards of Management and School Management Committees trained on effective institutional management in each county

Programme 3: General Administration and planning

Outcome: Well Co-ordinated Service Delivery System

SPI	Policy and planning	Teachers service commission	TSC records and processes automated	Number of records and processes automated
			Commission's operations automated	Number of operations automated
			Governance and service delivery system strengthened across all levels	Number of policies and regulations developed/ revised
			Allocated funds utilized	Percentage of allocated funds utilized

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			Adequate control mechanisms across all functions established	Percentage of processes are compliant with the controls
Sp2	Field Services	Teachers service Commission	TSC functions decentralized	Number of functions devolved to the counties

3.2 Analysis of Resource Requirements versus Allocation

Table 27: Education Sector Resource Requirement (Recurrent and Development)

Expenditure classification	Estimates Kshs Millions)	Requirement	Projected		Allocation	projected	
	2013/14	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Current expenditure	245,827	307,075	325,810	347,846	268,389	293,494	302,399
Capital Expenditure	30,415	56,249	57,369	58,183	34,798	35,124	35,570
Total expenditure	**276,242**	**363,324**	**383,179**	**406,029**	**303,187**	**328,619**	**337,969**

Table 28: Subsector Resource Requirement (Recurrent and Development)

Expenditure classification	Estimates Kshs Millions)	Requirement	Projected		Allocation	projected	
	2013/14	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
MoEST	127,630.	175,695	196,693	213,419	137,814	160,598	163,937
TSC							
Total expenditure	**276,242**	**363,324**	**383,179**	**406,029**	**303,187**	**328,619**	**337,969**

Education Sector 2013/14-2015/16 Medium Term Expenditure Framework

3.2.1 Resource Requirements by Programmes and Sub Programmes

	Baseline	Require ment	Projected		Allocati on	Projected	
	2013/14	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
Programme 1: Administration							
Policy, Planning & Administration	**6,930**	**9,112**	**10,919**	**12,869**	**6,909**	**10,097**	**10,372**
Recurrent Budget	**5,305**	**6,700**	**8,355**	**10,144**	**4,679**	**7,730**	**8,254**
Compensation toEmployees	3,299	2,478	2,713	2,961	2,317	2,713	2,961
Use of goods and services	1,312	3,189	4,201	5,249	1,312	1,968	2,165
Current Transfers to Govt Agencies	596	861	1,184	1,575	796	796	876
Other Reccurent	98	171	257	359	253	2,253	2,253
Development Budget	**1,625**	**2,413**	**2,565**	**2,725**	**2,230**	**2,367**	**2,118**
Acquisition of Non-Financial Assets	1,150	1,904	2,019	2,140	1,630	1,818	1,818
Capital Grants to Govt. Agencies	250	275	303	333	300	249	-
Other Development	225	234	243	253	300	300	300
Programme 2: Basic Education							
Basic Education Programme	**29,434**	**49,367**	**50,822**	**52,319**	**33,336**	**36,237**	**36,347**
Recurrent Budget	**12,384**	**16,810**	**18,113**	**19,693**	**13,570**	**16,214**	**16,263**
Compensation toEmployees	-	1,007	1,047	1,089	1,007	1,047	1,089
Use of goods and services	1,244	1,966	2,313	2,725	1,644	2,374	2,381
Current Transfers to Govt Agencies	11,139	13,837	14,753	15,879	10,919	12,793	12,793
Other Reccurent	-	-	-				
Development Budget	**17,050**	**32,557**	**32,709**	**32,626**	**19,766**	**20,023**	**20,084**
Acquisition of Non-Financial Assets	14,210	30,585	30,585	30,335	17,904	18,303	18,364
Capital Grants to Govt. Agencies	1,595	169	186	204	1,622	1,420	1,420
Other Development	1,245	1,803	1,938	2,087	240	300	300
Free Primary Education	**12,049**	**13,095**	**13,713**	**14,366**	**10,283**	**10,516**	**10,518**
Recurrent Budget	**10,666**	**11,573**	**12,039**	**12,525**	**9,918**	**10,316**	**10,318**
Compensation toEmployees	-	52	54	56	52	54	56
Use of goods and services	17	20	24	29	17	18	18
Current Transfers to Govt Agencies	10,649	11,501	11,961	12,440	9,849	10,243	10,243

Other Reccurent			-				
Development Budget	**1,383**	**1,522**	**1,674**	**1,841**	**365**	**200**	**200**
Acquisition of Non-Financial Assets	-	-	-	-	-	-	-
Capital Transfers to Govt. Agencies	153	169	186	204	180	-	-
Other Development	1,230	1,353	1,488	1,637	185	200	200
ECDE	**26**	**30**	**35**	**40**	**67**	**33**	**37**
Recurrent Budget	**26**	**30**	**35**	**40**	30	33	37
Compensation toEmployees							
Use of goods and services	26	30	35	40	30	33	37
Current Transfers to Govt Agencies			-				
Other Reccurent	**-**	**-**	**-**	**-**			
Development Budget	**37**	**-**	**-**	**-**	**37**	**-**	**-**
Acquisition of Non-Financial Assets	22	-	-	-	22	-	-
Capital Grants to Govt. Agencies	15	-	-	-	15	-	-
Other Development	**-**						
Alternative provision of Basic Education and training		**150**	**225**	**338**	**150**	**500**	**500**
Recurrent Budget	**-**	**150**	**225**	**338**	150	500	500
Compensation toEmployees			-				
Use of goods and services			-				
Current Transfers to Govt Agencies	-	150	225	338	150	500	500
Other Reccurent			-				
Development Budget			-				
Acquisition of Non-Financial Assets			-				
Capital Transfers to Govt. Agencies			-				
Other Development			-				
Special Needs Education	**-**	**1,456**	**1,518**	**1,583**	**356**	**2,302**	**2,305**
Recurrent Budget	**-**	**1,396**	**1,458**	**1,523**	**356**	**1,202**	**1,205**
Compensation toEmployees	-	71	74	77	71	74	77
Use of goods and services	-	25	32	40	25	28	28
Current Transfers to Govt Agencies	-	1,300	1,352	1,406	260	1,100	1,100
Other Reccurent			-				
Development Budget	**-**	**60**	**60**	**60**	**-**	**-**	**-**

Acquisition of Non-Financial Assets	-		-				
Capital Transfers to Govt. Agencies			-				
Other Development	-	60	60	60	-	-	-
School Feeding, Nutrition and Health	**2,830**	**1,416**	**1,699**	**2,039**	**2,600**	**3,190**	**3,190**
Recurrent Budget	**1,410**	**1,416**	**1,699**	**2,039**	**1,180**	**1,770**	**1,770**
Compensation toEmployees			-				
Use of goods and services	1,180	1,416	1,699	2,039	1,180	1,770	1,770
Current Transfers to Govt Agencies	230			-			
Other Reccurent				-			
Development Budget	**1,420**	**-**	**-**	**-**	**1,420**	**1,420**	**1,420**
Acquisition of Non-Financial Assets			-				
Capital Transfers to Govt. Agencies	1,420	-	-	-	1,420	1,420	1,420
Other Development	-	-	-	-			
Expanding Education Opportunities in ASALs	**-**	**890**	**1,190**	**1,640**	**400**	**650**	**650**
Recurrent Budget	-	600	900	1,350	400	650	650
Compensation toEmployees			-				
Use of goods and services			-				
Current Transfers to Govt Agencies	-	600	900	1,350	400	650	650
Other Reccurent			-				
Development Budget	-	290	290	290			
Acquisition of Non-Financial Assets			-				
Capital Grants to Govt. Agencies			-				
Other Development		290	290	290			
Primary Teachers Training and In-Servicing	**369**	**896**	**928**	**714**	**419**	**325**	**329**
Recurrent Budget	282	311	343	379	**282**	**325**	**329**
Compensation toEmployees							
Use of goods and services	22	25	29	33	22	25	29
Current Transfers to Govt Agencies	260	286	315	346	260	300	300
Other Reccurent							
Development Budget	**87**	**585**	**585**	**335**	**137**	**200**	**200**
Acquisition of Non-Financial Assets	87	585	585	335	137	200	200
Capital Transfers to Govt. Agencies			-				

Other Development			-				
ICT Integration	**14,085**	**30,000**	**30,000**	**30,000**	**17,730**	**18,103**	**18,164**
Recurrent Budget	-	-	-	-	-	-	-
Compensation toEmployees							
Use of goods and services	-	-	-	-	-	-	-
Current Transfers to Govt Agencies	-	-	-	-	-	-	-
Other Reccurent							
Development Budget	**14,085**	**30,000**	**30,000**	**30,000**	**17,730**	**18,103**	**18,164**
Acquisition of Non-Financial Assets	14,085	30,000	30,000	30,000	17,730	18,103	18,164
Capital Transfers to Govt. Agencies			-	-	-	-	-
Other Development			-	-	-	-	-
Adult & Continuing Education	**-**	**1,434**	**1,514**	**1,600**	**1,294**	**1,519**	**1,556**
Recurrent Budget	**-**	**1,334**	**1,414**	**1,500**	**1,254**	**1,419**	**1,456**
Compensation toEmployees	-	884	919	956	884	919	956
Use of goods and services	-	450	495	545	370	500	500
Current Transfers to Govt Agencies							
Other Reccurent							
Development Budget	**-**	**100**	**100**	**100**	**40**	**100**	**100**
Acquisition of Non-Financial Assets			-	-	-	-	-
Capital Grants to Govt. Agencies			-	-	-	-	-
Other Development	-	100	100	100	40	100	100
Programme 4: Secondary & Tertiary Education							
Secondary & Tertiary Education Programme	**23,178**	**26,049**	**27,208**	**28,367**	**24,622**	**26,412**	**27,150**
Recurrent Budget	**22,535**	**24,760**	**25,868**	**27,025**	**23,860**	**25,592**	**26,259**
Compensation toEmployees	-	85	95	97	85	95	97
Use of goods and services	71	122	135	150	112	123	136
Current Transfers to Govt. Agencies	1,608	2,030	2,213	2,417	1,808	1,950	1,975
Other Recurrent	20,855	22,523	23,424	24,361	21,855	23,424	24,050
Development Budget	**643**	**1,289**	**1,341**	**1,342**	**762**	**820**	**892**
Acquisition of Non-Financial Assets	179	462	514	515	279	320	372
Capital Transfers to Govt. Agencies	195	313	313	313	195	200	200
Other Development	270	514	514	514	288	300	320
Secondary Bursaries Management Service	**1,180**	**1,274**	**1,402**	**1,542**	**1,180**	**1,298**	**1,298**
Recurrent Budget							

	1,180	1,274	1,402	1,542	1,180	1,298	1,298
Compensation toEmployees			-	-	-	-	-
Use of goods and services			-	-	-	-	-
Current Transfers to Govt. Agencies	1,180	1,274	1,402	1,542	1,180	1,298	1,298
Other Recurrent			-	-	-	-	-
Development Budget	-	-	-	-	-	-	-
Acquisition of Non-Financial Assets			-	-	-	-	-
Capital Transfers to Govt. Agencies			-	-	-	-	-
Other Development			-	-	-	-	-
Free Secondary Education	**21,364**	**23,415**	**24,334**	**25,282**	**22,567**	**24,164**	**24,820**
Recurrent Budget	**20,986**	**22,745**	**23,664**	**24,612**	**22,071**	**23,656**	**24,292**
Compensation toEmployees	-	85	95	97	85	95	97
Use of goods and services	31	37	45	54	31	37	45
Current Transfers to Govt. Agencies	100	100	100	100	100	100	100
Other Recurrent	20,855	22,523	23,424	24,361	21,855	23,424	24,050
Development Budget	**378**	**670**	**670**	**670**	**496**	**508**	**528**
Acquisition of Non-Financial Assets	108	200	200	200	208	208	208
Capital Transfers to Govt. Agencies	-	-	-	-	-	-	-
Other Development	270	470	470	470	288	300	320
Secondary Teacher Education Services	**241**	**507**	**593**	**635**	**241**	**200**	**220**
Recurrent Budget	**182**	**257**	**293**	**335**	**182**	**200**	**220**
Compensation toEmployees							
Use of goods and services	40	44	48	53	40	44	48
Current Transfers to Govt. Agencies	142	213	245	282	142	156	172
Other Recurrent			-				
Development Budget	**59**	**250**	**300**	**300**	**59**	**100**	**150**
Acquisition of Non-Financial Assets	59	250	300	300	59	100	150
Capital Transfers to Govt. Agencies			-				
Other Development	-	-	-	-	-	-	-
Secondary Teachers In-Servicing	**392**	**609**	**635**	**664**	**433**	**450**	**462**
Recurrent Budget	**186**	**283**	**309**	**336**	**227**	**238**	**249**
Compensation toEmployees							
Use of goods and services	-	41	42	43	41	42	43

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Current Transfers to Govt. Agencies	186	242	267	293	186	196	206
Acquisition of non-financial assets			-	-			
Development Budget	**206**	**325**	**327**	**328**	**206**	**212**	**214**
Acquisition of Non-Financial Assets	11	12	14	15	11	12	14
Capital Grants to Govt. Agencies	195	313	313	313	195	200	200
Other Development	-	-	-	-			
Special Needs Education	**-**	**244**	**244**	**244**	**200**	**200**	**200**
Recurrent Budget	-	200	200	200	200	200	200
Compensation toEmployees	-	-	-	-			
Use of goods and services	-	-	-	-			
Grants, Transfers	-	200	200	200	200	200	200
Acquisition of non-financial assets			-				
Development Budget	**-**	**44**	**44**	**44**			
Acquisition of Non-Financial Assets	-		-	-	-	-	-
Capital Grants to Govt. Agencies	-		-	-	-	-	-
Other Development	-	44	44	44			
Programme 5: Quality Assurance & Standards							
Quality Assurance & Standards Programme	**4,500**	**7,972**	**8,072**	**7,872**	**5,815**	**7,322**	**7,288**
Recurrent Budget	**3,939**	**6,422**	**6,522**	**6,322**	**5,322**	**6,870**	**6,771**
Compensation toEmployees	-	106	106	106	106	106	106
Use of goods and services	39	677	477	277	78	677	477
Current Transfers to Govt. Agencies	3,884	5,638	5,938	5,938	5,138	6,084	6,184
Other Recurrent	16	-	-	-	-	2	3
Development Budget	**561**	**1,550**	**1,550**	**1,550**	**493**	**453**	**518**
Acquisition of Non-Financial Assets	162		-	-	-	-	-
Capital Grants to Govt. Agencies	293	1,550	1,550	1,550	190	150	150
Other Development	106	-	-	-	303	303	368
Curriculum Development (KIE)	**1,138**	**2,723**	**2,523**	**2,323**	**1,066**	**1,626**	**1,491**
Recurrent Budget	**739**	**1,323**	**1,123**	**923**	**723**	**1,323**	**1,123**
Compensation toEmployees			-				
Use of goods and services	39	639	439	239	39	639	439
Current Transfers to Govt. Agencies	684	684	684	684	684	684	684

Education Sector 2013/14-2015/16 Medium Term Expenditure Framework

Other Recurrent	16		-		-	-	-
Development Budget	**399**	**1,400**	**1,400**	**1,400**	**343**	**303**	**368**
Acquisition of Non-Financial Assets	-		-				
Capital Grants to Govt. Agencies	293	1,400	1,400	1,400	40	-	-
Other Development	106	-	-	-	303	303	368
Examination and Certification (KNEC)	**3,362**	**4,000**	**4,200**	**4,200**	**3,600**	**4,400**	**4,000**
Recurrent Budget	**3,200**	**3,800**	**4,000**	**4,000**	**3,200**	**4,000**	**4,000**
Compensation toEmployees			-	-	-	-	-
Use of goods and services			-	-	-	-	-
Current Transfers to Govt. Agencies	3,200	3,800	4,000	4,000	3,200	4,000	4,000
Other Recurrent			-				
Development Budget	**162**	**200**	**200**	**200**	**400**	**400**	**-**
Acquisition of Non-Financial Assets	162	200	200	200	400	400	-
Capital Grants to Govt. Agencies			-	-	-	-	-
Other Development	-	-	-	-	-	-	-
University Tertiary Education							
University/Tertiary Education	**62,694**	**81,907**	**93,007**	**105,962**	**64,772**	**78,195**	**80,196**
Recurrent Budget	**52,261**	**65,559**	**75,882**	**88,141**	**53,664**	**66,988**	**68,906**
Compensation toEmployees	151	157	164	170	154	160	167
Use of goods and services	172	190	209	230	172	222	242
Current Transfers to Govt. Agencies	46,769	55,394	65,593	77,726	46,769	54,776	55,486
Other Recurrent	5,169	9,818	9,916	10,015	6,569	11,829	13,011
Development Budget	**10,432**	**16,348**	**17,126**	**17,821**	**11,107**	**11,207**	**11,290**
Acquisition of Non-Financial Assets	7,136	12,750	13,198	13,532	4,693	4,793	4,876
Capital Grants to Govt. Agencies	570	599	628	660	100	100	100
Other Development	2,727	2,999	3,299	3,629	6,314	6,314	6,314
University Education	**49,945**	**61,999**	**72,506**	**84,825**	**50,410**	**57,107**	**57,940**
Recurrent Budget	**44,996**	**53,545**	**63,719**	**75,825**	**44,996**	**52,414**	**53,064**
Compensation toEmployees	-	-	-	-	-	-	-
Use of goods and services	-	-	-	-	-	-	-
Current Transfers to Govt. Agencies	44,996	53,545	63,719	75,825	44,996	52,414	53,064
Other Recurrent	-	-	-	-			

Development Budget	4,949	8,454	8,787	9,000	5,414	4,693	4,876
Acquisition of Non-Financial Assets	4,949	8,454	8,787	9,000	4,593	4,693	4,876
Capital Grants to Govt. Agencies	-	-	-	-	-	-	-
Other Development	-	-	-	-	821	821	821
Higher education Support Services	**5,908**	**12,630**	**12,751**	**12,873**	**7,308**	**12,621**	**13,831**
Recurrent Budget	**5,908**	**10,630**	**10,751**	**10,873**	**7,308**	**12,621**	**13,831**
Compensation toEmployees	31	32	33	35	31	32	33
Use of goods and services	66	72	80	88	66	99	99
Current Transfers to Govt. Agencies	646	711	725	739	646	672	699
Other Recurrent	5,166	9,815	9,913	10,012	6,566	11,818	13,000
Development Budget	**-**	**2,000**	**2,000**	**2,000**			
Acquisition of Non-Financial Assets	-	2,000	2,000	2,000			
Capital Grants to Govt. Agencies	-	-	-	-	-	-	-
Other Development	-	-	-	-	-	-	-
Quality Assurance & Standards	**94**	**100**	**107**	**114**	**94**	**108**	**115**
Recurrent Budget	**94**	**100**	**107**	**114**	**94**	**108**	**115**
Compensation toEmployees	49	51	53	55	49	51	53
Use of goods and services	44	48	53	59	44	48	53
Current Transfers to Govt. Agencies	-	-	-	-	-	-	-
Other Recurrent	1	1	1	1	1	9	9
Development Budget	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Acquisition of Non-Financial Assets	-	-	-	-	-	-	-
Capital Grants to Govt. Agencies	-	-	-	-	-	-	-
Other Development	-	-	-	-	-	-	-
Technical, Industral, Vocational and Entrepreurship Training(TIVET)	**5,620**	**7,178**	**7,644**	**8,148**	**6,959**	**7,539**	**7,726**
Recurrent Budget	**136**	**1,284**	**1,305**	**1,327**	**1,266**	**1,846**	**2,033**
Compensation toEmployees	72	74	77	80	74	77	80
Use of goods and services	63	69	76	84	63	75	90
Current Transfers to Govt. Agencies	1,127	1,139	1,150	1,161	1,127	1,691	1,860
Other Recurrent	2	2	2	2	2	2	2
Development Budget	**5,484**	**5,894**	**6,339**	**6,821**	**5,693**	**5,693**	**5,693**
Acquisition of Non-Financial Assets	2,187	2,296	2,411	2,532	100	100	100

Capital Grants to Govt. Agencies	570	599	628	660	100	100	100
Other Development	2,727	2,999	3,299	3,629	5,493	5,493	5,493
Reseacrch, Science and Information Technology							
	894	**1,036**	**1,134**	**1,244**	**1,052**	**999**	**1,220**
Recurrent Budget	**754**	**882**	**964**	**1,057**	**762**	**845**	**1,051**
Compensation toEmployees	45	47	49	51	53	55	57
Use of goods and services	17	142	146	150	17	29	157
Current Transfers to Govt. Agencies	692	692	769	857	692	761	837
Other Recurrent	-	-	-	-	-	-	-
Development Budget	**140**	**154**	**170**	**187**	**290**	**154**	**169**
Acquisition of Non-Financial Assets	140	154	170	187	290	154	169
Capital Grants to Govt. Agencies	-	-	-	-	-	-	-
Other Development	-	-	-	-	-	-	-
promotion and regulation of Science, Technologyand Innovations (ST&I)	**894**	**1,036**	**1,134**	**1,244**	**1,046**	**993**	**1,214**
Recurrent Budget	**754**	**882**	**964**	**1,057**	**756**	**839**	**1,045**
Compensation toEmployees	45	47	49	51	47	49	51
Use of goods and services	17	142	146	150	17	29	157
Current Transfers to Govt. Agencies	692	692	769	857	692	761	837
Other Recurrent	-						
Development Budget	**140**	**154**	**170**	**187**	**290**	**154**	**169**
Acquisition of Non-Financial Assets	140	154	170	187	290	154	169
Capital Grants to Govt. Agencies	-	-	-	-	-	-	-
Other Development	-	-	-	-	-	-	-
Youth Training							
	-	**4,251**	**4,530**	**4,857**	**1,309**	**1,335**	**1,362**
Recurrent Budget	**-**	**2,464**	**2,721**	**3,025**	**1,309**	**1,335**	**1,362**
Compensation toEmployees	-	1,309	1,335	1,362	1,309	1,335	1,362
Use of goods and services	-	163	195	234	-	-	-
Current Transfers to Govt. Agencies	-	-	-	-		-	-
Other Recurrent	-	992	1,190	1,428	-	-	-
Development Budget	**-**	**1,788**	**1,809**	**1,832**	**-**	**-**	**-**
Compensation toEmployees	-	540	562	584	-	-	-

Education Sector 2013/14-2015/16 Medium Term Expenditure Framework

Acquisition of Non-Financial Assets	-	623	623	623	-	-	-
Capital Grants to Govt. Agencies	-	-	-	-	-	-	-
Other Development	-	625	625	625	-	-	-
GRAND TOTALS	**127,630**	**179,695**	**195,693**	**213,490**	**137,814**	**160,598**	**163,937**

Table 29: Ministry Education Science and Technology

		Projected	Requirements			Allocations		
		2013/14	2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
1.00	: Administration	6,930	9,112	10,919	12,869	6,909	10,097	10,372
2.00	Basic Education	29,434	49,367	50,822	52,319	33,336	36,237	36,347
3.00	Secondary & Tertiary Education	23,178	26,049	27,208	28,367	24,622	26,412	27,150
4.00	Quality Assurance & Standards	4,500	7,972	8,072	7,872	5,815	7,322	7,288
5.00	University/Tertiary Education	62,694	81,907	93,007	105,962	64,772	78,195	80,196
6.00	Technical, Industrial, Vocational and Entrepreneurship Training(TIVET)	57,074	74,729	85,363	97,813	57,812	70,657	72,470
7.00	Research, Science and Information Technology	894	1,036	1,134	1,244	1,052	999	1,220
8.00	Youth Training	-	4,251	4,530	4,857	1,309	1,335	1,362
	GRAND TOTALS	**127,630**	**179,695**	**195,693**	**213,490**	**137,814**	**160,598**	**163,937**

Table 30: Teachers service Commission Subsector

	Expenditure Classification	Baseline Estimate	Estimates	Projected Estimates	
		2013/14	2014/15	2015/16	2016/17
P1	Teacher Resource Management				
	Current Expenditure	**144,700**	**176,963**	**180,287**	**185,201**
	Compensation Of Employees	144,700	176,015	179,362	184,261

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	Use Of Goods And Services		948	925	940
	current transfers Gov't agencies		-	-	-
	other recurrent				
	Capital Expenditure	-	-	-	-
	Acquisition Of Non-Financial Assets	-	-	-	-
	capital transfers of Gov't agencies	-	-	-	-
	other development expenditures	-	-	-	-
	Total expenditure	**144,700**	**176,963**	**180,287**	**185,201**
P2	**Governance and Quality Standard**				
	Current Expenditure	**25**	**360**	**384**	**379**
	Compensation Of Employees		260	265	270
	Use Of Goods And Services	25	100	120	109
	current transfers Gov't agencies		-	-	-
	other recurrent				
	Capital Expenditure	-	-	-	-
	Acquisition Of Non-Financial Assets	-	-	-	-
	capital transfers of Gov't agencies	-	-	-	-
	other development expenditures	-	-	-	-
	Total expenditure	25	360	384	379
Programme3	**General Administration and planning**		-	-	-
	Current Expenditure	**3,801**	**6,006**	**6,017**	**6,158**
	Compensation Of Employees	3,395	3,275	3,341	3,408
	Use Of Goods And Services	405	2,013	2,097	2,236
	current transfers Gov't agencies	-	200	200	200
	other recurrent	0.50	517	379	314
	Capital Expenditure	-	**150**	**100**	**100**
	Acquisition Of Non-Financial Assets		-	-	-
	capital transfers of Gov't agencies	-	0	0	0

	other development expenditures	-	150	100	100
	Total expenditure	**3,801**	**6,156**	**6,117**	**6,258**
SP1	**Policy and Planning**		-	-	-
	Current Expenditure		**5,131**	**5,990**	**6,128**
	Compensation Of Employees		3,275	3,341	3,408
	Use Of Goods And Services		1,524	2,070	2,207
	current transfers Gov't agencies		200	200	200
	other recurrent		131	379	314
	Capital Expenditure	**-**	**150**	**100**	**100**
	Acquisition Of Non-Financial Assets	-			
	capital transfers of Gov't agencies	-	-	-	-
	other development expenditures	-	150	100	100
	Total expenditure	**-**	**5,281**	**6,090**	**6,228**
SP2	**Field Services**		-	-	-
	Current Expenditure	**86**	**875**	**924**	**978**
	Compensation Of Employees		-	-	-
	Use Of Goods And Services	86	489	538	592
	current transfers Gov't agencies		-	-	-
	other recurrent		386	386	386
	Capital Expenditure	**-**	**-**	**-**	**-**
	Acquisition Of Non-Financial Assets	-	-	-	-
	capital transfers of Gov't agencies	-	-	-	-
	other development expenditures	-	-	-	-
	Total expenditure	**86**	**875**	**924**	**978**

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	GRAND TOTAL	148,612	183,479	187,386	192,439

Summary of Sector Resource Requirements by Economic Classification

Table 31: Teachers Service Commission Resource Requirements by Economic Classification

Expenditure classifications	Baseline Estimates 2013/14	2014/15	2015/16	2016/17
Current Expenditure	148,612	183,329	187,286	192,339
Compensation to Employees	148,095	179,550	183,179	188,154
Use of Goods	517	3,062	3,142	3,285
Grants and Subsidies	-	200	200	200
Other Recurrent	0.5	517	765	700
Capital Expenditure	-	150	100	100
Acquisition of Non-financial Asset	-			
Capital Transfers	-	-	-	-
Other Development	-	150	100	100
Total vote 209	148,612	183,479	187,386	192,439

3.3 RESOURCE REQUIREMENTS BY SEMI AUTONOMOUS GOVERNMENT AGENCIES

Table 32: MOEST Allocation for Recurrent and Development Expenditure

NAME OF SAGA	Printed 2013/14	Resource requirement			Resource allocation		
		2014/15	2015/16	2016/17	2014/15	2015/16	2016/17
KICD	1,138	2,761	2,561	2,361	1,066	1,626	1,491
KNEC	3,362	4,000	4,200	4,200	3,600	4,400	4,000
KNATCOM FOR UNESCO	180	270	750	770	210	330	330
SEPU	30	30	30	30	30	30	30
KEMI	118	128	128	128	118	120	122
KISE	205	215	225	235	255	275	295
CEMASTEA	321	350	350	350	321	350	350
CUE	241	481	529	582	241	481	529
KUCCPS	62	71	81	94	62	71	81
NRF	398	600	870	1,044	398	600	870
TVETA	23	32	45	64	23	32	45
NACOSTI	429	740	814	977	579	579	579
HELB	5,540	9,000	9,900	10,890	6,940	8,000	8,800
GRAND TOTAL	12,047	18,679	20,485	21,725	13,843	16,894	17,523

3.4   RESOURCE GAPS

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

Sanitary Towels

The sector needs 2.4B to procure adequate sanitary towels in order to sustain girl participation in education.

Free Day Secondary School.

The above programme has been allocated KShs.21.8 billion against requirement of KShs.22.8 billion indicating a shortfall of 1B. The requirement is based on projected enrollment of 2,191,914 students by June 2013 at a capitation of KShs. 10,265 per student.

Higher Education Loans Board

To meet the requirements of students loans the HELB required additional KES 6B but was only allocated 1.4B resulting in a shortfall of 4.6B under recurrent and 2B for development of HELB headquarters.

Universities

Against resource requirement of KES 4B in development expenditure the universities got a total allocation of KES 800M. This will slow down the planned growth in access to university education. The sector also requires 1B for university grants under recurrent.

Recruitment of additional 20,000 teachers

The Teachers Service Commission has planned for recruitment of additional 20,000 teachers at a total cost of KES 9B. The Commission has been allocated 3B under the strategic interventions vote resulting in a deficit of KES 6B.

TSC Operations and Maintenance

The Commission requires 3B to enhance its devolved functions. In the resource ceilings the commission was allocated 256M.

School Health Nutrition and Meals

To enhance retention in schools the sector required additional funding of 700M which was not factored in the resource ceilings.

Special Needs Education

Primary: The sector required additional KES 840M to cater for capitation top up of additional enrolment (5,619) in special schools. This requirement would also cater for enhanced capitation.

Low Cost Boarding

Low Cost Boarding Schools (LCBs) strategy has a broad objective of promoting access, retention and quality education to children of marginalized groups and regions. This programme has been underfunded over the years. Currently we have 606 schools and enrolment of 173,725 pupils. Each pupil is supposed to receive Kshs.4000.00 that translates to KShs. 695M a year. The programme is allocated KShs.400M leaving a shortfall of KShs. 295M.

Infrastructure

Secondary Schools: To enhance access to secondary schools the sector required an additional KES 580M to expand infrastructure. The sector has been allocated 100M for this thereby leaving a shortfall of 480M.

Primary Schools: To enhance access to primary schools the sector required an additional KES 580M to expand infrastructure. The sector has been allocated 50M for this thereby leaving a shortfall of 530M.

Adult Education Centers: The sectors required additional KES 170M to expand and rehabilitate 5 centers but was only allocated 10M.

Primary Teachers Training Colleges: The sector requires additional 300M to put up two new colleges and to equip and expand the colleges taken over by universities.

Diploma Teacher training: An additional KES 150M was required for Kibabii reconstruction and 200 for Moiben.

KICD: The sector requires additional KES 1.1B to put up a resource centre at KICD. Under recurrent Budget, 600M is required for curriculum reform

County Field Offices: The sector requires 1.66B for Operation and Maintenance for field officers under recurrent budget and 1.5B to put up offices.

Vehicles: The sector requires 1.2B for purchase of vehicles for field officers.

TVET: The sector required 17.96B but was only allocated 310M leaving a shortfall of 17.65B for development of infrastructure and Competency Based Curriculum development.

Open University: The sector requires 2.189B for Open University.

NACOSTI: The sector required 600M development but was only allocated 150M leaving a shortfall of 450M.

National and County Education Board: The sector requires KES 600M to operationalize the National and County Education Boards which were created under the Basic Education Act No. 14 of 2013.

EMIS

Currently we have all learning institutions as custodians of the records upon which we rely to source the education data that is collected annually. The records include; School Attendance registers, Examination Performance records, Transfer forms, Teachers and other non-staffing records, Income and Expenditure Statements. The records management at the institutions is not well updated and this creates data gaps when submitting the EMIS questionnaires.

The Sessional Paper places great emphasis on data management and use within the sector. The legal framework now provides for penalties and sanctions on those providing false data and gives the County education Boards (CEBs) the responsibility to create County Education Data Banks and supply the ministry with accurate termely school data returns.

The Ministry will undertake the following strategies requiring KShs.130Million to make the EMIS function well and support decision making in the ministry and its agencies;

- Institutionalize the education Management Information Systems within Headquarters and Counties
- Institutionalize EMIS and IFMIS and any other e-governance systems in Headquarters and Counties
- Develop capacity for all relevant education staff in EMIS and IFMIS and any other e-governance systems

Use birth certificates numbers in learning institutions as form of identification for admission, capitation and tracking cohorts

Information, Communication and Technology

Local communities have not exploited the full potential of ICT to access education especially for open and distance education programmes. The ICT has therefore to be tapped to ensure increased access to education for all.

To overcome the above challenges in the financial year 2013/14 the Ministry requires an additional of KShs.300 Million.

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Accelerated university Admissions

The accelerated admissions to public universities was implemented in FY 2011/12 to admit KCSE 2010 cohort of students who previously had to wait for a period of fifteen to twenty one months before joining public Universities as government sponsored. This was driven by the need to regularize the admission of students to prepare for the admission of the 2014 student cohort who will seek admission to universities when the free primary education cohort will be completing form four. The resultant expenditure has not been fully catered for.

Commission for University Education

The Universities act 2012 expanded the mandate of the Commission to include the public universities. The number of universities is 66; 22 chartered public universities, 9 public university colleges, 17 chartered private universities, 18 private universities with LIA and constituent colleges. To support the mandate there is need to increase the number of staff members from 81 to 118 and provide adequate resources to support the establishment.

The act envisages establishment of a public university in each county. 22 counties do not have universities. There is need to provide funds for establishment.

New University Constituent Colleges

To expand the access to University Education the government issued legal orders to the following institutions as university constituent colleges;
1. KibabiiUniversityCollege
2. EmbuUniversityCollege
3. GarissaUniversityCollege
4. MurangaUniversityCollege
5. KirinyagaUniversityCollege
6. TaitaTavetaUniversityCollege
7. RongoUniversityCollege
8. MachakosUniversityCollege
9. Co-operativeuniversityCollege of Kenya

These institutions were not adequately financed in the FY 2012/13.The new university constituent colleges were to be financed at a tune of KES 350 M each for recurrent expenditure and 280M each for development expenditures for purposes of upgrading and development of physical infrastructure

Higher Education Loans Board

Arising from the increased demand for loans by students in TVET, regular and module II public university students, students from private universities and universities within East Africa community, the expansion of universities and creation of constituent colleges

coupled with the rising cost of living being experienced in the country, HELB requires additional KES 5.2B per year to meet the increased demand for loans, bursaries and scholarships.

HELB has continued to operate from rented offices even though they have a plot at Upper hill. To save on rental cost and generate extra rental income HELB will require to be facilitated to develop the upper hill plot at an estimated cost of KES 2Billion over a two year period effective 2014/2015.

Centers of Excellence

The ministry is developing 8 universities and 11 TIVET centres of excellence in diverse disciplines. This requires funding to the tune of KES 3.6 of which KES 2.5B and KES1.1B for the university and TIVET respectively.

New Technical Training Institutes

To enhance access and equity in TIVET and in response to the constitution, the ministry is planning to construct and equip 17 new TTIs in 17 counties without any public TTI. This requires funding to the tune of KES 3.5B for each totaling KES 59.3B to be phase in a 5 year period starting FY 2012/13.The MoHEST therefore requires KEs 11.9B in the FY 2014/15 to be able to undertake this programme fully.

County Operations

Although the Ministry has managed to recruit a number of it is yet to decentralize its services to the Counties. Decentralizing to the Counties will require additional financing to personal emoluments, operations and development

CHAPTER FOUR

4.0   CROSS-SECTORLINKAGES AND EMERGING ISSUES/CHALLENGES

4.1   Introduction

This chapter highlights the cross-sector linkages, emerging issues and challenges to service delivery in the education sector.

The Education Sector derives its mandate from the Constitution of Kenya and various Acts governing the sector, which place the delivery, regulation and co-ordination of education, science, technology and innovation services under the Ministry of Education, Science and Technology and the Teachers Service Commission. These functions and man dates are further outlined in Executive Order No. 2/2013 on the Organization of the Government of the Republic of Kenya of May 2013. The sector has undergone various reforms in order to realign it to the changing global trends, and enhance national competitiveness.

In executing its mandate, the sector interacts internally within the subsectors, as well as with other sectors whose services contribute to its outcomes. These sectors include:

- Agriculture, Rural and Urban Development
- Energy, Infrastructure and ICT
- Health
- Social Protection, Culture and Recreation
- General, Economic and Commercial Affairs
- Environmental Protection, Water and Natural Resources
- Governance, Justice, Law and Order
- National Security
- Public Administration and International Relations

4.2   Cross Sector Linkages

In implementing its mandate, the Education Sector collaborates with other sectors Ministries and   stakeholders as illustrated in Figure 4.1. There is need to harmonise these linkages in order to ensure optimal utilization of resources to avoid overlaps and duplications.

4.2.1 Energy, Infrastructure and ICT Sector

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

Figure 4.1 : Linkage Between Education Sector With Other Sectors

Health
Incorporate basic (preventive/promotive) health in the curriculum at the basic levels, and continued capacity development in human resources for health.

Governance, Justice, Law and Order
Empowering citizens about governance issues, their rights and responsibility

Energy, Infrastructure and ICT
Provision of skilled labour for infrastructure and ICT development

General Economic and Commercial Affairs
Enhance Linkages between industry and training institutions as well as regional integration

EDUCATION
Impart knowledge and skills to improve management of social systems, change of mindset (attitude change) towards nurturing a cohesive and knowledgeable society, with a culture of tolerance, equity, nationalism, respect and value for life and basic human rights

Agriculture, Rural and Urban Development
Provide appropriate manpower training to participate in productive agriculture and Rural Development

Environmental Protection, Water and Natural Resources
Develop relevant human resources for sustainable environmental management

Social Protection, Culture and Recreation
Mainstream gender in the education and training to secure parity in various sectors

Public Administration and International Relations
Provide funding for implemnetastion of sector programmes

Source: Vision 2030 – The National Economic and Social Council of Kenya

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

The ICT sector will play an important role in stimulating and supporting Science, Technology and Innovation (ST&I) initiatives through simplifying ST&I information search and registration procedures, narrowing the digital divide and enable and empower communities gain access to scientific and technological opportunities. In this regard, the ICT sector will assist the education sector communicate and disseminate information on research, in promotion and awareness creation of ST&I, enable and support virtual learning, facilitate development and growth of a robust ICT and infrastructure to stimulate and support ST&I as envisaged in the Vision 2030 development blueprint.

Infrastructure is a necessary prerequisite for effective utilization of science, technology and innovation. Lessons from global experience suggest that infrastructure development provides an important lever through which a nation can enhance its level of scientific and technological application and development. In this regard, the infrastructure sector will be a key enabler in physical and service infrastructure development and management. The sector will therefore play a key role in spearheading the necessary policy reforms to create a dynamic science, technology and innovation environment.

4.2.2   Health Sector

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

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Health is an enabler in determining labour productivity. The health sector will enable the ST&I sector realize its objectives by supporting research in niche and neglected areas, provision and establishment of quality health infrastructure, technological application in the health service delivery, in supporting the sector in integrating herbal and indigenous health concerns and in formulating and implementing a codes of conduct in health research and technologies. The sector will also contribute to enabling the ST&I sector through relevant national and international strategic ST&I partnerships and collaboration in the health sector as well as aligning heath policies with the ST&I strategy and policy.

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

4.2.3 General Economic and Commercial Affairs Sector

The sector is charged with the responsibility of developing a National Skills Inventory. To ensure that industrial training programmes offered remain relevant and responsive to the changing needs of the economy, the sector, through the National Industrial Training Authority (NITA), collaborates with the Kenya Institute of Curricullum Development (KICD) on curriculum related issues with a view to sharing information to enable the sector effectively plan for the demand driven training approach which caters for lifelong education and training, and provides alternative access to education. The sector will also forge closer linkages with the universities, TVET institutions, national and youth polytechnics among others to enhance linkages between training institutions and industry.

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

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The Education sector has prioritized a number manufacturing initiatives as requisite to attain accelerated adoption, adaptation and utilization of ST&I to foster Kenya's global competitiveness and innovativeness. The manufacturing sector will in this regard be a key enabler of the sector in participating effectively in collaboration in R&D in technology assessment and niche areas, technological learning engagement, generation, diffusion and adoption of value addition productivity and competitiveness enhancing technologies. The manufacturing sector will facilitate techno-preneurship engagements, support in establishing ST&I parks and industrial incubators, support in provision of targeted education, training and ST&I infrastructure, entrepreneurial attachment opportunities, flexibility for industry practitioners-in-residence programmes. It will support basic and higher education training in specialized ST&I fields, collaborative research with education and training institutions, participate in basic education, TVET and ST&I curriculum review.

Labour and employment sub-sector ensures absorption and utilization of human resource through manpower planning and development of employment policies. In this regard, the sector is a key enabler in absorption of skilled education, training and ST&I manpower, continuous skills upgrading within employment, generation, management and application of ST&I knowledge within and without industry, assist in ST&I human resources planning, undertake and facilitate on-job-training for education, training and ST&I manpower, promote techno-prenuership training in firm settings, review human capital needs and enabling legislative environment, adoption of performance-based compensation system, enhancing institutional capacities for HR management, planning and development, strengthen collaboration in education, training and ST&I HRD among industry, public sector organizations and academia, create competitive employment environment to attract and retain skilled manpower and align the sector policy with the Education and Training and ST&I policies.

4.2.4 Environmental Protection, Water and Natural Resource Sector

Provision of a clean, secure and safe environment is critical for development of the Education sector. Water and sanitation plays a significant role in permitting establishment of education, training and ST&I infrastructure. Provision of a clean learning environment is crucial in delivering educational services as it ensures a healthy learner population. The target for MDG goal No.7 (Environmental Sustainability) is to halve the proportion of people with sustainable access to a clean environment and safe drinking water and basic sanitation increased by2015.In line with this goal, the sector has been providing sanitation facilities in learning institutions. The sector will continue to work closely with Environmental Protection, Water and Natural Resource Sector to

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ensure that water and sanitation facilities provided meet the set standards and the regulatory requirements. In addition the sector will continue to coordinate UNESCO programmes through KNATCOM on conservation of biodiversity of the targeted ecosystems

4.2.5   Public Administration and International Relations Sector

The financial sub-sector will be a key enabler in education sector in investing, diversifying and accelerating adoption of technological application in niche areas. It will facilitate prioritization and support research, establish strategic partnerships and collaborations, integration into the National Innovation System, encourage and pursue knowledge transformation and IPRs, and align financial services sector with the education, training and ST&I policies.

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

4.2.6   Governance Justice, Law and Order

The Governance Justice, Law and Order sector will enable the education sector in enhancing institutional capacities for HR management, planning and development, formulate and adopt performance-based compensation and reward system, review public sector human capital needs and enabling legislative environment, create competitive employment environment in public service to attract and retain skilled manpower. It will also create and sustain conducive environment and democratic procedures for workers to realize their full potential, facilitate involvement of Kenyans in national governance and public policy making, create and sustain open and transparent communication channels in the management of public affairs, fast track review, enactment and enforcement of enabling ST&I legal, institutional and policy framework that reflects current trends in the sector.

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

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4.2.7 Agriculture, Rural and Urban Development

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

The Department of Housing is charged with improving housing conditions in the country especially the slum dwellers. Provision of proper housing and sanitary conditions will lead to better living conditions and hence reduce the incidence of vector-borne and other communicable diseases for the labor force working in the Education sector as well as learners.

4.2.8 Social Protection, Culture and Recreation

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

4.3 Emerging Issues/Challenges in the Education Sector

The Education Sector has continued to face various challenges during implementation of its programmes. In addition, there have been emerging issues which could hamper achievement of the sector's core programs undertaken by sub-sectors. The broad challenges and emerging issues experienced by all sub-sectors under the sector have been highlighted as follows;

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4.3.1 Emerging Issues

- Implementation of the Constitution requiring realignment of the sector targets to the constitution especially in relation to devolution/decentralization of services to county and sub-county levels
- Implementation of the TSC Act 2012, Sessional Paper No. 14 of 2012 on Reforming education and Training Sectors in Kenya, Basic Education Act No. 14 of 2013, TIVET Act 2013, University Act 2012, Science and technology Act 2013, National Education Sector Support Programme (NESSP), policy on ST&I 2012.
- Devolved functions of sector activities to the counties increasing both recurrent and capital expenditures.
- The need to provide 2% of GDP to Research and Development as per science and Technology Act 2013
- Upgrading of Technical Institutions into university colleges leads into higher wage bills as their absorbed staff will require higher remuneration.

- Agitation by trade unions on salaries increases which leads to budget cuts affecting implementation of priority projects/programmes
- Salary adjustments and other terms of employment for the institutions whose status have changed following the promulgation of the constitution 2010 and various acts as well as Board of Management and School Management Committees employees without structured terms and scheme of service.

- Establish a realistic unit cost mechanisms for the provision of free and compulsory basic education as provided for in 2010 constitution, Sessional Paper no. 14 0f 2012, and Basic Education Act No. 14 of 2013, Tertiary and University Education
- Knowledge Management Information System to serve as a centralized source of information on the sub sectors for management and public use.
- Establishment of a centralized Education Management Information System with Units in all the Counties.
- Adequate budgetary allocation to cater for counterpart commitments and operation of regular recurrent programmes especially Free Primary Education and Free Day Secondary Education against continued annual increase in number of schools enhancing access and increased enrollment of learners.
- Acute teacher shortage in both primary and secondary schools.
- Shortage of Instructors and lecturers at tertiary and university levels
- Increased demand for university education
- Increasing private sector participation in the funding of university education.
- uncoordinated establishment of new secondary schools through provision of CDF,

LATF and other stakeholders increasing demand for teachers, support staff and provision of infrastructure and learning materials

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

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

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

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

4.3.2 Challenges

Funding

There is inadequate funding to cater for sector programmes and activities such as:

- Provision of specialized training facilities for people with disabilities along with associated costs such as specialized medical services; infrastructure, need of special diets and assistive devices in basic and tertiary institutions.

- Establishment of management structures as at County Levels as outlined in the constitution. This will call for massive funding especially to construct offices, Technical institutions and University in every County, and a youth polytechnic, in every ward in line with the MTP II, Alternative Adult Basic and Continued Education, Primary and Diploma Teacher Training Colleges, post –primary and post-secondary special needs institutions

- Increased number of universities leading to increased number of student requiring funding from HELB. This together with the ever rising cost of living leading to the need to review the loan amount upwards and the Low loan recovery rate as a result of unemployment is causing a challenge on the sustainability of the HELB revolving fund. This is further aggravated by the increased number of potential beneficiaries caused by the inclusion of the Technical Institutions trainees and the increased enrollment at the University level.

- Exclusion of primary and secondary teacher trainees in HELB funding.

- Renovation and modernization of training facilities in schools, other training/ learning institutions and Universities recruitment of additional teachers/ Instructors/ lecturers and catering for improved terms of service for the existing staff. Presently, many schools have a Pupil Teacher ratio (PTR) of over 40:1, with as high as 85:1 ratios in the high potential and urban areas. On the

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average, the PTR at primary school level moved from 44:1 in 2007 to the current 48:1. There are however significant regional disparities in teacher distribution. Over the last 10 years, the government has made significant efforts in maintaining the teacher numbers at sustainable levels. This has been achieved through immediate replacement of teachers who leave service through natural attrition and the adoption of a decentralized, demand driven approach to recruitment. Further to this, most ECDE schools are manned by teachers who are not trained and lack a scheme of service for that category of teachers. At the ABACE centers are manned by volunteers who are not trained, underpaid and lack a scheme of service. Under the primary and secondary subsectors the establishment of more boarding schools in Arid and Semi-Arid Lands (ASAL) regions has also increased the requirement for teachers.

- Quality assurance and standards assessments; monitoring and evaluation; continuous professional development; development of curriculum research and support materials, implementation and general planning and management of education and training.

- Establishment of management structures as at County Levels as outlined in the constitution. This will call for massive funding especially to construct offices, Technical institutions and University in every County, and a youth polytechnic in every ward in line with the MTP II.

- Low loan recovery as a result of unemployment causing a challenge on the sustainability of the HELB revolving fund. This is further aggravated by the increased number of potential beneficiaries caused by the inclusion of the Technical Institutions trainees and the increased enrollment at the University level.

- Low corporate/private sector participation in funding education sector.

- Delay in flow of funds from development partners to the sector which has affected the implementation of projects.

- Operationalization of the Basic Education Act No. 14 2013 that requires members of the Boards of Management (BOM) and School Management Committees to be paid allowances determined by the Salaries and the Remuneration Commission (SRC).

- High cost of funding public primary and secondary education against limited budgetary allocation for implementation of FDSE and integration of secondary education into free and compulsory basic education as provided for in the constitution 2010, Sessional Paper No. 14 of 2012 and Basic Education Act No. 14 of 2013. FDE

Infrastructure

Development of infrastructure is key to the provision of a conducive learning environment. The sector faces the following challenges related to infrastructure

- Inadequate and in appropriate learning facilities both for the regular and for learners/ trainees with special needs.
- Shortage of office space for the institutions in the education sector at the counties and sub-counties including HELB at the headquarters
- Inadequate infrastructure for experimentation, demonstration and simulation during curriculum development
- Inadequate ICT infrastructure at the headquarters, county and institutional levels for effective integration of ICT in the learning process and management.
- Inadequate classrooms, workshops, laboratories and lecture rooms and associated equipment in institutions of learning in the sector

Awareness and Socio-Economic Factors

- Little community support in achieving the set targets for the sector in relation to the the sector expect them to perform
- Negative stereotype, misconceptions and beliefs about the causes and consequences of disability as well as high levels of poverty and gender discrimination are barriers within society that prevent learners with special needs from participating in education
- Inadequate public awareness of the importance of Science Technology and Innovations in socioeconomic development.
- Change of attitude in behaviour on issues related to HIV/AIDS continues to be a challenge in service delivery as it robs the sector of much needed skilled manpower and hence eroding the gains made in education.
- Health and hygiene (malnutrition, worms, jiggers and water borne related diseases), drug and substance abuse continue to erode the gains made in the sector especially in primary and secondary education

Transport

Inadequate number of vehicles to serve all the 47 Counties and sub-Counties for effective decentralization of the sector's functions especially in teacher management, quality assurance and standards and new sub-county offices manned by field education officers

Staffing

- Inadequate number of specialized expertise, lecturers, tutors, instructors, teachers and other support staff in related fields and statutory bodies. These include CEMASTEA, KEMI, Kesi, Universities, CHE and TVET institutions, Alternative Adult

and Continued Basic Education. Currently, teacher shortage stands at 72,391 (primary 38,563, post-primary 33,828)

- The establishment of county and sub county offices has necessitated deployment of more staff to carry out the devolved functions. In particular, TSC will require additional staff to undertake the devolved functions at county and sub-county levels. The Ministry still requires more manpower as field education officers and quality assurance officers, clerks, secretaries, records management officers to be recruited and deployed at the county and sub-county levels to perform the decentralized functions effectively.

- Teacher Registration Services: The main challenge has been inadequate mechanisms to enforce the registration requirement, particularly with regard to the private schools which may expose to teaching approaches that are not professionally sound.

- Deployment of Teachers: there is need to develop a more innovative approaches to ensure equitable distribution and optimal utilization of teachers that puts into account social economic factors.

- Teacher Promotion: the promotion of teachers been based on the available posts as determined by the approved establishment. Allocations for the Teacher Proficiency Courses (TPCs) for the Non-Graduate Teachers are capped at 2.5 per annum has limited opportunities for upward mobility among the various cadres of teachers which has resulted into a demotivated teaching force and has the potential of compromising the quality of education.

- Lack of a clear system for enhancing teacher career progression through on-the –job training.

- Teacher Discipline: increasing number of cases of professional misconduct attributed to inadequate induction of teachers on the expectations of the profession.

- Increased awareness among teachers on their rights has posed some challenges in the handling of discipline cases resulting in increased litigation.

- Weak investigative processes leading to faulty decisions.

- Review of Teaching Standards: limited involvement by the Teachers' Service Commission in the professional development of the teachers, as it is confined only to assessing teachers at the point of entry into service.

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

- Low subject mastery and insufficient pedagogical skills among the teachers which affect quality in schools.

- TSC's inability to effectively perform the quality assurance functions due inadequate technical capacity and lack of a comprehensive performance management system at the institutional level.
- Separation Process: lack of computerized pension processing systems that will ensure faster settlement of claims.

Human Resource

- High staff turnover of core cadres in the sector
- Mismatch between education and the labour market requirements
- Lack of progressive schemes of service for support staff in schools and other learning/ training institutions to implement salary adjustments to employees following government increase in general wage bills.
- Inadequate opportunities for capacity building.
- Lack of progressive schemes of service for support staff in schools and other learning/ training institutions
- Opportunities for capacity building.
- Inadequate number of qualified teaching staff in the university, non-teaching staff in basic education institutions and schools auditors

Information and Communication Technology

- The unavailability of reliable data on Alternative Provision of Basic Education (APBE), Alternative Basic Adult and Continuing Education (ABACE), Special Needs Education (SNE) cases constrains effective planning for service delivery.
- Shortage of appropriate equipment for the children and youth with severe special needs given the heavy costs of acquiring the equipment.
- Inadequate number of specialized expertise, teachers and other support staff in related fields.
- Lack of a harmonized education data management system which has hampered planning for this sector.
- For efficient and effective service delivery in a devolved structure, TSC, MOEST require to develop and implement management systems e.g. VPN and provision of ICT infrastructure and training which will require extra funding.
- The high rate of change in technology leading to equipment and software becoming obsolete frequently. There is a need to continuously provide for funding for hardware and software upgrade.

CHAPTER FIVE

5.0   CONCLUSION

5.1   Introduction

The Social Pillar in Kenya Vision 2030 aims at creating a comprehensive, equitable and just society based on democratic ideals. Under this pillar, education and training is expected to be the principle catalyst towards realization of Vision 2030. The Constitution of Kenya 2010 makes education a basic right under the e Bill of Rights where basic education is guaranteed for all children and the state is obliged to make its provision possible progressively. However in light of Vision 2030, other levels of education and training such as technical and vocal education will play a crucial role in transforming the country.

Education and training is expected to take leadership in development of skills and knowledge to all Kenyans geared towards the achievement of the aspirations of Vision 2030.

5.2   Achievements

The education sector has registered impressive expansion as indicated by increasing enrolments at all levels, improved transition and retention rates; reduced dropouts and repetition rates in education and training, as well as policy initiatives in integrating ICT into education and training programmes, and also, integrating Science, Technology and Innovation into production systems through linking the innovators and the end users.

Realization of the achievements in the sector requires a multifaceted approach whereby all players assume and deliver on their core mandates. The education sector continues to undertake reforms introduced in the last three years in order to address the overall goals of the national development agenda, Kenya Vision 2030, as well as international development commitments, including the Millennium Development Goals (MDGs) and Education for All (EFA).

In order to continue realizing increased access and equity as well as improved quality and relevance of education, the importance of teacher resource cannot be over emphasized.

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Performance Review

The sub sector strives to utilize allocated resources efficiently and effectively to realize the set targets including enhanced enrolment, increased transition rate, improved internal efficiency, and human resources utilization, regional and gender parity.

Key Priority Areas

Under the sub sector, priority areas of expenditure will continue to be guided by the strategic objectives as articulated in the strategic plans of the various sub sectors, the national development Strategies in the Vision 2030 and the Constitution, 2010 as well as addressing the Basic Education Act No 14 of 2013, TSC ACT, TVET Act, University Act, ST&I I Act. The sector will also strive to fulfil the Jubilee manifesto.

During the 2014/15 - 2016/17 MTEF period, the Sector will implement the five programmes namely: General Administration and Planning; Basic Education; Secondary and Tertiary Education; Quality Assurance and standards; and University Education

Emerging Issues

The Education Sector has continued to face various challenges during implementation of its programmes. In addition, there have been emerging issues which could hamper achievement of the sector's core programs undertaken by sub-sectors. The broad challenges and emerging issues experienced by the sub-sectors under education sector include: inadequate funding to cater for sector programmes and activities ; inadequate and dilapidated Infrastructure across all levels ;HIV/AIDs; inadequate staffing; falling learning outcomes; limited ICT integration; regional disparities; harmonization and implementation of various Acts; Acute teacher shortage; dynamic changes in technology, inadequate funding of research; High cost of education to parents and limited linkages and collaboration between education and training institutions, on one hand, and industry, on the other hand among others

CHAPTER SIX

6.0   RECOMMENDATIONS

The role of the education sector, which encompasses training, science and technology in social transformation and economic development, cannot be overemphasized. Outputs in the area of education, training, science and technology are expected to drive the socio-economic transformation envisioned in the Kenya Vision 2030. In order to continue providing quality education and training, research, science and technology services, the education sector working group recommends an enhanced financing and elevated profiling of the sector's programmes by the National Treasury and the Planning Ministry respectively.

The following macro- and micro-economic planning realities as well as the demands of existing policy, legal, regulatory and institutional frameworks need to be given special consideration for enhancing the financing and elevating the profile of programmes in the education sector:

- The education sector continues to play a key role in the realization of the Kenya Vision 2030, towards a…….. and meeting the Millennium Development Goals (MDGs). The sector services all other sectors of the economy by providing skilled human resource and facilitating the development of appropriate as well as cutting edge technologies and innovations for a knowledge driven economy;

- The Kenya constitution 2010 places critical demands to the sector by making education a right for all Kenyans. Further, the Constitution demands the devolution and decentralization of services to reach the public at the grass root level and commits the State to recognize the role of science and indigenous technologies in the development of the nation. The sector will therefore need special attention to meet these demands;

- The sector is administering a number of projects as reflected in commitments made by the government to the people of Kenya. These projects include:

  - The one laptop per child;
  - Free primary education and day secondary education;
  - The school feeding and milk;
  - Establishment of boarding primary and mobile schools in ASAL regions;

- Establishment of youth polytechnics in every ward and refurbishment of existing ones to target out-of-school youth for training and talent development;
- Establishment of multi-purpose development training institutes to target adult literacy and provide alternative basic education;
- The enhancement of student loans, bursaries and scholarship at all levels;
- Allocation of 2% of the GDP to finance research;
- Establishment of a university in every county;
- Establishment of a technical institute in every constituency;

- The sector is undergoing major reforms in the area policy, legal, regulatory and institutional framework for the effective and efficient governance of the sector. To this end, the sector has developed and published the Sessional Paper number 14 of 2012 on Reforming Education and Training Sectors. Further, in the last two years the sector has enacted a number of laws including the Basic Education Act, 2012; the Universities Education Act, 2012; the Teachers Service Commission Act, 2012; the Kenya National Examinations Act, 2012; the Technical, Vocational Education and Training Act, 2013; the Kenya Institute of Curriculum Development Act, 2013; and the Science, Technology and Innovation Act, 2013. The implementation of the Sessional Paper and enforcement of the laws enacted including operationalization of the various institutions that these laws provide for establishment require substantial allocation of financial and human resources.

- The sector has undertaken to conduct a comprehensive review of education and training curriculum at all levels to enhance relevance of content, quality, equity, access and efficiency of delivery. This review is a massive but critically important undertaking that require substantial allocation of financial and human resources.

- The free primary and day secondary education programme together with the feeding and milk programmes have resulted in increases in enrollment, transition and retention at all levels of education and training. This calls for a corresponding increase in recruitment of teachers and other personnel in the sector to meet the demands of acceptable student-to-teacher ratios. In this regard, the sector is expected to undertake a massive recruitment drive for teachers and competent personnel to address the current deficit and accommodate future expansion of the sector.

- The research, science, technology and innovation area is a rapidly developing area with new and emerging technologies regularly coming up in various fields of human endeavor. To tap on these new and emerging areas of science, technology and innovation, the sector has proposed the drafting of a number of new

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thematic area based policies, legal and institutional frameworks. The sector will also review existing science, technology and innovation governance and institutional framework to make them sufficiently robust for the development and application of science, technology and innovation for socio-economic development. Undertakings in science, technology and innovation are highly capital intensive.

- To improve access of quality education and training by offering open and distance education through educational broadcasting and teleconferencing.

- Digitization of curricular and curricular support materials to enhance curriculum interpretation and implementation.

In view of the macro- and micro-economic planning realities outlined above as well as the demands of existing policy, legal, regulatory and institutional frameworks it is recommended that the National Treasury and the Planning Ministry need to give special consideration to the education sector by enhancing the sector's financing and elevating the profile and prioritization of its programmes.