REPUBLIC OF KENYA

THE NATIONAL ASSEMBLY

TWELFTH PARLIAMENT – THIRD SESSION

DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

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

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CHAIRPERSON'S FOREWORD

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

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

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

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

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

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

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

The Committee held meetings with the Ministry of Education where Members pointed out gaps existing in the first draft of the Sessional Paper. The Committee in its first report to the House tabled on 9th May, 2019, recommended that the Ministry addressed the existing gaps before the Sessional Paper could be implemented.

It is important to note that the revised draft of the Sessional Paper submitted to the Committee in August 2019 to a large extend addressed the said gaps. This Second Report of the Committee therefore recommends that the House approves the Sessional Paper and that the Ministry of Education proceeds with the implementation of the Policy Paper.

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

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

Hon. Julius Melly, M.P.

1.0 PREFACE

1.1 Mandate of the Committee

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

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

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

iii) study and review all legislation referred to it;

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

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

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

vii) examine treaties, agreements and conventions;

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

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

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

1.2 Committee subjects

The Committee is mandated to consider the following subjects:

- Education;
- Training; and,
- Research.

1.3 Oversight

The Committee, according to the Second Schedule of the Standing Orders, examines the following subjects:

i) Education;
ii) Training; and
iii) Research.

The Committee oversees the following Ministries and Departments:

i) The Ministry of Education, Science and Technology
State Departments:
- Early Learning and Basic Education
- University Education

- Vocational and Technical Training
- Post Training and Skills Development

ii) The Teachers Service Commission

1.4 Committee Membership

Chairperson
Hon. Julius Melly, MP
M.P. for Tinderet Constituecy
<u>Jubilee Party</u>

Vice-Chairperson
Hon. Amos Kimunya, EGH, MP -
M.P. for Kipipiri Constituency
<u>Jubilee Party</u>

Members

Hon. Moses Malulu Injendi, MP
M.P. for Malava Constituency
<u>Jubilee Party</u>

Hon. Geoffrey Makokha Odanga, MP
M.P. for Matayos Constituency
<u>**Orange Democratic Movement (ODM)**</u>

Hon. (Dr.) Pamela Ochieng, MP
M.P. for Migori Constituency
<u>**Orange Democratic Movement (ODM)**</u>

Hon. (Eng.) Nzambia T. Kithua, MP
M.P. for Kilome Constituency
<u>**Wiper Democratic Party - Kenya**</u>

Hon. (Prof.) Zadoc Abel Ogutu, MP
M.P. for Bomachoge-Borabu Constituency
<u>**Independent Member**</u>

Hon. Catherine Wambilyanga, MP
Woman Member for Bungoma County
<u>**Ford Kenya**</u>

Hon. Eric Muchangi Njiru, MP
M.P. for Runyenjes Constituency
<u>Jubilee Party</u>

Hon. Eve Obara, MBS, MP
M.P. for Kabondo Kasipul
<u>**Orange Democratic Movement (ODM)**</u>

Hon. Jackson Lekumontare, MP
M.P. for Samburu East
<u>**Kenya African National Union**</u>

Hon. Jerusha Mongina Momanyi, MP
M.P. for Nyamira Constituency
<u>Jubilee Party</u>

Hon. John Oroo Oyioka, MP
M.P. for Bonchari Constituency
<u>**Peoples Development Party (PDP)**</u>

Hon. Joseph Kipkosgei Tonui, MP
M.P. for Kuresoi South
<u>Jubilee Party</u>

Hon. Lilian Cheptoo Tomitom, MP
Woman Member for West Pokot
Constituency
<u>Jubilee Party</u>

Hon. Omboko Milemba, MP
M.P. for Emuhaya Constituency
<u>**Amani National Congress (ANC)**</u>

Hon. Peter Lochakapong, MP
M.P. for West Pokot Constituency
<u>Jubilee Party</u>

Hon. Wilson Sossion, MP
Nominated Member
<u>**Orange Democratic Movement (ODM)**</u>

Hon. Wilson Kipngetich Kogo, MP
Member for Chesumei Constituency
<u>Jubilee Party</u>

1.5 Committee Secretariat

Mr. Daniel Mutunga
Principal Clerk Assistant I

Mr. Philip Lekarkar
Clerk Assistant III

Ms. Christine Odhiambo
Legal Counsel I

Mr. Eric Kanyi
Fiscal Analyst III

Mr. Kibet Mutai
Audio Officer

Ms. Annceta Gacheri
Research Officer III

Ms. Winnie Kizia
Media Relations Officer

Ms. Catherine Mukunyi
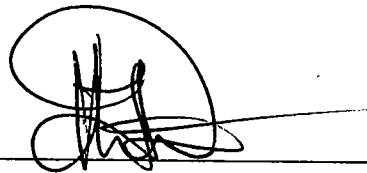**Serjeant At Arms**

1.6 Acknowledgement

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

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

Sign: _____ Date: __17/09/2019__

HON. JULIUS MELLY, MP

CHAIRPERSON, DEPARTMENTAL COMMITTEE ON EDUCATION AND RESEARCH

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

2.1 Background

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

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

Specifically, the Constitution of Kenya (2010) articles 43(1)(f), 53(1)(b) 54 and 55(a) makes education and training a right of every Kenyan. The Constitution further mandates the Government to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

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

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

    i.   A more flexible and comprehensive structure for Kenya Education System and Curriculum Reform to specify the expected competences at every level of learning. The recommended structure was 2 years of Pre-primary, 6 years of

Primary (3 years lower and 3 years upper), 6 years Secondary (3 years junior and 3 years senior), 2 years minimum of Middle Level Colleges and 3 years minimum University education

ii. Expand access to education at all levels
   a) Undertake major curriculum reviews.
   b) Abolish all school levies which discriminate against poor households.
   c) Review capitation grants to be in line with inflationary trends.
   d) Establish a National Council for Nomadic Education in Kenya (NACONEK).

iii. Revamp Accreditation and Assessment System at all levels

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

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

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

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

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

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

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

ii. Rapid expansion in the university sub-sector and demand for higher education has witnessed tremendous growth in the last 5 years, both private and public universities. Along with the growth in the number of universities has come huge growth in enrolments. The growth was partially driven by the increase in the number of public universities and public financing of students in private universities by the Higher Educations Loans Board. Currently there are total of 31 public universities and constituent colleges, 18 private

chartered universities, 14 operating under interim letter of authority and 5 private university colleges making a total of 74 institutions. The establishment of new university colleges and campuses has contributed to considerable growth hence university reforms is necessary to provide accessible, relevant and quality university education.

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

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

2.2 Key highlights of the Policy issues in the Sessional Paper No. 1 of 2019

2.2.1 Structure of the proposed Education System in Kenya

The Session Paper proposes Competence Based Curriculum (CBC) to replace the 8-4-4 system. Under the new Competence Based Curriculum system, the Policy document proposes that basic Education will be organized into three levels: Early Years Education, Middle School and Senior School.

i) Early Years Education includes Pre- primary and Lower Primary. Pre-primary education is for 2 years (Pre-primary 1 and Pre-primary 2 and will be for children aged between 4 and 5 years). The learners from Pre-primary 2 will join Lower Primary in Grade 1 at about 6 years of age and spend 3 years in this part of Early Years Education before joining middle school.

ii) Middle School Education will comprise three years of Upper Primary and three years of Lower Secondary education. In Upper Primary, learners will be exposed to a broad-based curriculum and will be given an opportunity for exploration and experimentation. Lower secondary will expose the learners to a broad-based curriculum to enable them to explore their own abilities, personality and potential, as a basis for choosing subjects according to career paths of interest at the senior school.

iii) Senior School comprises three years of education targeted at learners in the age bracket of 15 to 17 years and lays the foundation for further

education and training at the tertiary level and the world of work. It will mark the end of Basic Education as defined in the Education Act, 2013.

Under the proposal, higher education will consist of under-graduate and post graduate (Masters and doctoral) programmes as well as TVET diploma. Tertiary and University education will last for a minimum of 3 years.

2.2.2 Current Education Structure in Kenya

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

The 8-4-4 system is intended to make education more relevant to the world of work and thus produce skilled and high-level manpower to meet the demands of the economy. The scope of the 8-4-4 structure and system expanded to incorporate technical skills and pre-primary education (4-5-year-old children). The system consists of 8 years of primary school, 4 years of secondary school and 4 year of higher education. The primary education cycle caters for learners of between 6-13 years; and secondary education targets learners of 14-17 years, while university education targets learners of 18 years and above. The TVET catchment population includes youth who for some reasons do not enroll in the regular education system either at primary, secondary school or university levels. In addition, the sector offers alternative provision of basic education and training to reduce youth and adult illiteracy.

The current structure generally comprises of the following:

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

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

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

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

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

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

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

2.2.3 Enhancing Access, Equity, Quality and Relevance

Major challenges remains in ensuring and enhancing access, equity, quality and relevance in education and training as well as efficient utilization of education resources. Policies highlighted in the sessional paper to improve access, quality and relevance in the sector includes;

a) **Pre- Primary Education**
   1. Implement the National Pre Primary Education Policy
   2. Review quality standards and develop a Pre-Primary performance framework
   3. Mainstream ECDE (ages 4-5 years) into the primary school system

b) **Primary Education**
   1. Continue to provide free and compulsory primary education
   2. Reform the Primary Education Curriculum
   3. Implement automatic transition and transfer between grades and across levels of Basic Education.

c) **Secondary Education**
   1. Ensure free and compulsory secondary education to all children
   2. Ensure 100% transition from primary to secondary education.
   3. Reform the secondary education curriculum.

d) **Special Needs Education and Training**
   1. Provide quality and inclusive education to all learners with special learning needs.
   2. Strengthen assessment for early identification, placement and referrals.

e) **Adult and Continuing Education**

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

f) **Hard to Reach and Vulnerable Groups**

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

g) Technical and Vocational Education and Training
1. Expand TVET programmes at national, county and constituency level.
2. Provide adequate training opportunities for accessible competency-based training.

h) University Education
1. Promote expansion to satisfy the demand for university places of the growing population.
2. Provide incentives and create an enabling environment for an increase in the number of private universities;
3. Expand Government student sponsorship to private universities and;
4. Ensure that universities enroll and graduate sufficient PhDs.

2.24 Curriculum and Assessment

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

a) Assessment and Examinations

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

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

c) Mentoring, Moulding and Nurturing of National Values
v) Continue to implement commitment to the UN Convention on the Rights of the Child
vi) (CRC) (1989) and Convention of the Rights of Persons with Disability (2006).
vii) Review the guidance and counselling policy to include moulding, nurturing and
viii) mentoring.
ix) Restructure provision of Guidance, Counselling, Moulding and Mentoring to ensure
x) effectiveness across education institutions.

xi) Require schools and teacher training institutions to implement the guidance, counselling, moulding and mentoring policies, and provide materials in support of this.

xii) Develop with sponsors, parents and faith groups, rules, guidelines and operational

xiii) principles defining their partnership in this area.

xiv) Develop guidelines and establish implementation mechanisms for peer mentoring.

xv) Mobilize sustainable funding for the provision of these services.

xvi) Introduce mentoring and moulding programmes in education institutions with a view to inculcating national values in order to promote national unity and cohesiveness.

d) Re-Branding Technical, Vocational Education and Training

i) Re-brand TVET to reposition the sector to achieve the utmost contribution to the economy.

ii) Continue supporting the sub-sector through enhanced budgetary allocation

iii) Implement CBET framework.

e) University Education

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

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

iii) Increase funding

iv) Ensure that universities enroll and graduate sufficient PhDs.

2.2.5 Information and Communication and Technology

i) Regard the funding and provision of ICT in education in all respects as a national development priority.

ii) Strengthen ICT integration to improve teaching and learning while continuing to support ICTs for educational administration and management (e-government) and development of digital literacy relevant to the knowledge economy.

iii) Link investments in ICTs at all levels in the education sector to key education objectives which will be set to ensure that school leavers and college graduates have the necessary skills to contribute to the development of a modern competitive knowledge - based economy by 2030.

iv) Invest in appropriate ICT infrastructure, systems and human capacity development across all County and Sub-County offices to ensure results-

based financing and real time information sharing for effective administration and management of the education system.

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

2.2.4 Governance and Management of Education and Training

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

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

2.2.5 Teacher Education and Development

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

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

2.2.6 Teachers, Trainers and Lecturers Management

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

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

iii) Institutionalize teacher performance appraisal system.

2.2.9 TVET Institutions

Rebrand the management of TVET trainers

2.30 University Education

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

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

2.3.1 Planning, Implementation, Monitoring and Evaluation

i) Rationalize education and training management systems and structures at national and county levels.
ii) Institutionalize research in education and training to inform planning.
iii) Develop and implement a standard M&E system at the national, county and institutional level.

2.3.2 Resource Mobilization

a) **Pre-Primary**
   i) Mainstream Pre-Primary into basic education and ensure automatic transition from Pre-Primary to primary education Encourage communities to continue provision of teaching and learning materials;
   ii) Promote increased private sector financing of Pre-Primary services;
   iii) Promote girls' education through provision of sanitary towels.

b) **Primary**
   i) Continue to provide teaching and learning resources for free and compulsory primary education for all children;
   ii) Continue to provide resources for infrastructure
   iii) Establish a cost-effective system of sustainable financing of primary education.
   iv) Encourage and mobilize Non State Actors (NSA) to invest in education services.
   v) Invest in more ICT as instructional resource as well as a management tool.
   vi) Continue to fund school meals, health and nutrition programme
   vii) Support low-cost boarding schools in ASALs
   viii) Review unit cost after every 5 years in line with MTEF.

c) **Special Education**
   i) Provide instructional materials and equipment and offer incentives for local production of such materials and equipment.
   ii) Provide infrastructure and facilities.
   iii) Rehabilitate and strengthen education assessment resources centres (EARCs) as well as assessment programme.

d) **Secondary education**
   i) Enhance resources for free day and compulsory education
   ii) Continue to provide resources for infrastructure
   iii) Establish a cost-effective system of sustainable financing
   iv) Encourage and mobilize Non-State Actors to invest in education services
   v) Invest in ICT as an instructional and a management tool

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

vii) Review the unit cost every 3 years.

e) Technical and Vocational Education and Training

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

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

iii) Establish a strong Public Private Partnership engagement.

f) University Education

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

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

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

iv) Extend Government sponsorship to students in private universities;

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

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

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

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

2.32 Public-Private Partnerships in Education and Training

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

3.0 SUBMISSION BY THE MINISTRY OF EDUCATION ON THE REVISED SESSIONAL PAPER NO. 1 OF 2019 ON POLICY FRAMEWORK FOR REFORMING EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT

The Ministry of Education addressed the Gaps identified in the first Sessional Paper No. 1 of 2019 on policy framework for reforming education and training for sustainable development by the Committee as follows:

3.1 General Policy Concerns identified by the Committee in the first Sessional Paper published in January 2019.

	Policy Issue	Issues/ Policy Gaps in the Sessional Paper published in January 2019	Analysis of how the identified Gaps were addressed in the revised Sessional Paper
1.	Competency Based Curriculum Framework	The Policy was not precise on ; a) Expected outcomes of the change in curriculum. b) Implementation cost of the proposed curriculum; implementation matrix and timelines.	a) The revised Sessional Paper provided the expected outcomes of the change in curriculum (pages 18 and 19). Details of the outcomes are elaborated in the Basic Education Curriculum Framework and the National Curriculum Policy. b) The projected cost of implementation of the competence based curriculum implementation matrix and timelines are provided in the NESSP 2018-2022 (pages 104-165). In addition, costing of programs is operational and implementing agencies such as TSC, KICD, KNEC, KISE and CEMASTEA have costs in their strategic plans and annual work plans.

	Policy Issue	Response
	c) Level at which different types of examinations will be administered in the basic education under the Competency Based Curriculum.	c) The revised Sessional Paper provides for reforming assessments and examinations framework across all the levels (see page 32, 34, 35, 36 and 37). However, the Report from the Taskforce for Enhancing Access, Retention, Transition, Equity and Quality for Effective curriculum reform and implementation launched on 4th July, 2019 will inform the details on the administration of examinations (Gazette Notice Vol. CXXI-79 No.5328 of 14th June 2019).
	d) Pilot study of the CBC implementation, challenges and lessons learnt.	d) The Pilot study of the CBC implementation, challenges and lessons learnt informed curriculum development and implementation process (Report on competency based curriculum activities presented to the National steering committee in Jan 2018).
	e) Very clear Progression Pathways explaining the links between CBC in basic education, TVET and University Education.	e) The revised Sessional Paper provides Progression Pathways between CBC in basic education, TVET and University Education to the world of work (figures 2 and 3 in the Sessional Paper). On the lack of clarity in explaining the links, information has been reorganized to provide clarity.
2.	Quality of Education	The policy failed to;
	a) Elaborate mechanisms for provision of adequate resources leading to overstretched facilities due to 100% transition in secondary education.	a) The revised Sessional Paper on pages 26, 53 and 54 provides for additional resources for 100% transition which is further unpacked in the National Education Sector Strategic Plan 2018-2022 at page 57.
	b) Offer clarity on the nexus between quality assurance and M&E.	a) The revised Sessional Paper offers clarity on the nexus between quality assurance and M&E. This is provided for in the policy statement on strengthening M&E systems in Education, Training and Research (page 60). Further under NESSP pages 98-103, the Sector will develop a monitoring

and evaluation framework to harmonize and coordinate all monitoring and evaluation activities. There will also be joint sector reviews bringing together MoE and partners to undertake assessment of programs and projects.

The TSC quality assurance and standards officers are at the headquarters and normally work by reading through reports done by MOE – QASOs to further advice on action; however, the officers from TSC and MOE normally form joint panels and conduct panel assessments together in the spirit of delivering as one.

Every institution/organization has a department for quality assurance with distinct functions.

c) Provide mechanisms to strengthen capabilities of institutions that undertake quality assurance.

b) Chapter 9 of the Sessional Paper on Human Resource Management and Development provide mechanisms of enhancing the capacity of workforce and institutions. Further under NESSP pages 85 and 87, the Sector has a programme on reviewing, and aligning quality assurance and standards to competence based education.

| 3. | Frequent strikes in the Education Sector | The Sessional Paper did not mention mechanisms to address underlying causes of unrest and the necessary measures that can be implemented to stem out the culture of student, teachers and lectures unrest. | To address the underlying causes of student unrest, the revised Sessional Paper provides for safety and security for learners under section 4.2.3 page 35. In the revised Sessional Paper Chapter 8 on Governance and Management, there is a policy statement on strengthening governance and management in education, training and research. The strategies include enhancing mechanisms to uphold integrity, national values and principles of governance in service delivery |

			and enhance capacities of members of governing organs and management on leadership and governance at all levels. In addition, the Sessional Paper has a strategy to develop mechanisms for rebranding the teaching and training profession to motivate the trainers, teachers and lecturers (page 50).
			The NESSP provides more details to deal with student unrest which include reducing violence, radicalization, extremisms, drug and substance abuse (page 87-88) and provides for guidance and counselling (page 90). The specific strategies are covered in safety standards manual for schools.
4.	Monitoring &Evaluation systems	The Sessional Paper did not provide for effective and efficient systems to monitor and evaluate performance of education programmes in terms of the outcomes not provided.	The revised Sessional Paper provides a system of monitoring and evaluating performance of education programmes as provided in the policy statement of strengthening monitoring and evaluation systems (page 60). Specific details of the procedures and indicators are contained in the NESSP document (pages 104 and 137).
5.	Public Participation	The Sessional Paper lacked information as to whether the Policy was subjected to public participation. There is need for evidence on which stakeholders were engaged in the preparation of the Sessional Paper.	The revised Sessional Paper contains information in regard to public participation (page 2). A key role of the Ministry is to develop/review education policies. There was need to align the Sector with the Constitution, international and regional commitments (see Schedule 4 of the Constitution). The methodology used for developing the Policy and proof of the stakeholders involved was submitted to the Committee for verification.

3.2 Specific Gaps identified by the Committee in the Sessional Paper published in April 2019.

	Gaps	First Sessional Paper	Analysis of how the identified Gaps were addressed in the revised Sessional Paper
1.	Pre-Primary Level	The Sessional Paper did not mention the overarching framework for the implementation of the National Pre-Primary Education Policy.	The Sessional Paper provides an overarching policy statement of mainstreaming pre-primary education into the primary school system (page 23). The details are found in the Standard guidelines which provides framework for implementing the policy (*policy and implementation guidelines*).
2.	Primary Level	(i) The Policy did not establish an institutional framework for strengthening capacity of quality assurance officers.	(i) The Policy provides for enhancing professional development of the workforce in education, training and research (page 50 of the Sessional Paper, chapter 9). Details are provided in NESSP on page. 85: (build capacity of quality assurance and standard officers for onsite school support to teachers; develop and automate institutional based quality assurance; develop quality assurance and standards framework)
		(ii) The Policy did not provide elaborate measures to enhance quality education for students in urban slums.	(ii) The revised Sessional Paper provides for strengthening enrolment, retention, transition and completion among all learners at all levels. It also emphasizes on strengthening the implementation of the policy of inclusive education. This includes all learners (Chapter 4). This is operationalized in NESSP under reducing disparities in education and training at all levels.
		(iii) The Policy is not clear on the resource mobilization framework that will ensure adequate infrastructure including teaching and	(iii) The revised Sessional Paper provides for enhancement in the provision of resources for education, training and research (pg. 54). In addition, the policy proposes to review the

		learning materials for all primary schools.	framework for promoting expansion and establishment of schools (page 25 of the Sessional Paper). This is unpacked in NESSP under the programme on universal primary education (develop a framework for financing capital and recurrent costs in public primary education; enhance primary school infrastructure with additional facilities page 53)
3.	Secondary Education	(i) The Sessional Paper was not elaborate on how to mitigate secondary schools overstretched facilities due to 100% transition policy.	(i) The revised Sessional Paper on pages 26, 53 and 54 provides for additional resources for 100% transition which is further unpacked in the National Education Sector Strategic Plan 2018-2022 (pages 57 and 58).
		(ii) The Sessional Paper was silent on the development of day schools as a means of expanding access and reducing the cost to parents.	(ii) The revised Sessional Paper has provided for the development of day schools under policy statement No. 1 (page 54 on enhanced provision of resources for education, training and research). The strategy is further unpacked under the NESSP 2018-2022 (page 58 under the programme "Universal secondary Education").
		(iii) The Policy failed to elaborate mechanisms for harmonized funding of projects in infrastructure development of secondary schools (CDF & MoE infrastructure funds).	(iii)The revised Sessional Paper provides a policy statement on harmonization of financing on page 26 (strategy 1 and 6) and further unpacked in NESSP document page 56 where the sector shall undertake National Survey to inform infrastructure needs. The Ministry intends to partner with stakeholders such as NG-CDF and Education Development Partners Coordination Group (EDPCG)

		(iv) The Policy did not mention an institutional framework for strengthening capacity of quality assurance officers.	(iv) The Policy provides for enhancing professional development of the workforce in education, training and research (page 50 of the Sessional Paper, chapter 9). Details are provided in NESSP on page 85 (build capacity of quality assurance and standard officers for onsite school support to teachers; develop and automate institutional based quality assurance; develop quality assurance and standards framework).
		(v) The Sessional Paper did not elaborate measures to institutionalize guidance and counselling in secondary schools.	(v) The revised Sessional Paper provides measures to institutionalize guidance and counseling with a view to strengthening enrolment, retention, transition and completion among all learners at all levels (pages 23, 25 and 26). A strategy on institutionalizing guidance and counseling at all levels has been included in the Sessional Paper. The NESSP has a programme on enhancing mentorship, moulding and nurturing of national values where guidance and counseling activities are embedded (see NESSP page 89 and 90).
		(vi) The Policy did not show elaborate clear plans to motivate students to study STEM subjects.	(vi) The revised Sessional Paper provides for promotion of STEM programmes at all levels of education and training (page 33, 34, 35 and 37). Under NESSP the issue of STEM has been addressed and there are strategies to motivate students to study STEM subjects (NESSP page 59 and 80).
4.	Special Education	(i) The Policy lacked indicators regarding children with special needs to facilitate policy formulation.	(i) The revised Sessional Paper provides for the development of a framework on multi-disciplinary approach to assessing, placing and supporting learners with special needs and disabilities (page 27). In addition, NESSP has a programme on functional assessment and early intervention services in Education and training with specific strategies to be adopted (page 64). The indicators are unpacked in NESSP M&E framework.

No.	Area	Gap Identified	Response
		(ii) The Policy was silent on tools for supervision and monitoring of special education programmes.	(ii) The framework cited above will provide guidelines for supervision and monitoring. In addition, NESSP provides for governance and accountability in inclusive education, which will address issues of supervision and monitoring (page 66). Further the Ministry has a module for assessing SNE in the NEMIS.
5.	Adult, Continuing and Non-Formal Education	(i) The Policy did not provide for a framework to anchor comprehensive policy for Adult, Continuing and Non-Formal Education programmes.	(i) The revised Sessional Paper provides the framework to anchor comprehensive policy for ACE and Non-formal Education (page 28).
		(ii) The Policy did not mention the need to conduct regular literacy surveys to establish literacy status in the country (the Policy refers to 2007 survey) which is outdated.	(ii) The revised Sessional Paper has provided for regular literacy surveys under the strategy on strengthening research, monitoring and evaluation of ACE (page 28 of Sessional Paper). In addition NESSP has planned to conduct a Kenya adult literacy survey by the year 2022 (page 62 of NESSP),
6.	University Education	(i) The Policy was not elaborate on mechanisms to increase the number of students studying STEM subjects.	The revised Sessional Paper elaborates on the mechanisms to increase the number of students studying STEM subjects (page 31 and 37 of the Sessional Paper). This has been unpacked in NESSP in the programme for increasing access to Science, Engineering and Technology programmes (page 76).

No.	Policy Area	Issue	Response
7.	Technical, Industrial, Vocational and Entrepreneurship Training (TIVET)	(i) The Policy did not address measures to enhance private sector participation in curriculum design and implementation to link skills and knowledge to the requirements of the labour market.	(i) The revised Sessional Paper addresses how to enhance private sector participation in curriculum design and implementation to link skills and knowledge to the requirements of the labour market. This is in the strategy of strengthening partnerships and linkages between National, County Government, Industry and Micro, Small and medium Enterprises (MSMEs) (page 30).
		(ii) The Sessional Paper did not provide clear mechanisms for provision of adequate physical facilities and modern equipment need to be provided in the Policy.	(ii) The revised Sessional Paper provides clear mechanisms for provision of adequate physical facilities and modern equipment need to be provided in the Policy (item 4.1.6 on page 30).
		(iii) The Sessional Paper provision for quality in TVET aspects of competency based education and training lacked measurability.	(iii) The revised Sessional Paper provides for enhanced coordination and regulatory framework in TVET (page 36 of the Sessional Paper). In the NESSP document page 75, the plan provides for the development of a framework for quality assurance and maintenance of standards in TVET.
8.	Teacher Management	(i) The Policy does not provide; a. Clear tools for monitoring the teachers performance	a. The revised Sessional Paper provides for enhancing workforce management, performance and accountability (page 48). This is implemented in NESSP which provides for the development of Teacher Performance Appraisal and Development (TPAD) under the teacher Management Performance and accountability Programme (page 69& 70 of NESSP). The policy provide strategy to enhance capacity building in education, training and research.

b. review mechanisms for staffing norms particularly in the implementation of the CBC which presents a different matrix in the computation of staffing norms.	b. The revised Sessional Paper provides for development of a framework on qualifications and staffing norms for technical and non-teaching staff (page 50 of the Sessional Paper). The NESSP provides for the review of teacher staffing norms at the basic education (page 68 of NESSP).
c. Framework for guiding continuous capacity development of the Head teachers.	c. The revised Sessional Paper provides a framework for guiding continuous capacity development of the head teachers. This is under the strategy to enhance the capacities of members of governing organs and management on leadership and governance at all levels (page 47) and the strategy on the enhancement of professional development of the work force (page 50 of the Sessional Paper). The NESSP provides for Teacher Professional Development –TPD modules for all teachers including head teachers (page 69).
d. Need for more resources for continuous training of teachers on CBC.	d. The revised Sessional Paper provides for enhanced provision of resources for education, training and research (page 54). In addition, the Sessional Paper provides for strengthening, continuous professional development of teachers (pages 33, 34 and 36).
e. Framework for engagement of intern teachers through a formulated internship program to bridge the deficit	e. On intern teachers, the Sessional Paper provides for the development of a framework for alternative modes of deployment of staff in education, training and research (page 49). The sector has developed a draft internship programme for teachers. In addition the revised Sessional Paper provides for the development of an internship framework for the workforce in education, training and research, and aligns it with the

No.	Item	Finding	Response
			national internship policy (page 51). In addition the Sessional Paper provides for strengthening the National Internship programme for graduates across sectors and also strengthens the national apprenticeship programme (page 38)
		(ii) Statistics on the data provided on teachers, learners and educational institutions was not current.	(ii) The revised Sessional Paper recognized the challenge of inaccurate, untimely and in some instances complete absence of data. The Sessional Paper provides for enhancement of data management capacity in the sector (page 59 and 60). The NESSP document has a programme on data management in the education sector (pages 46 and 47). The Ministry has rolled out the NEMIS, which is a real-time database.
9.	Legal Framework	The Policy did not recommend any legal framework that requires review to anchor the CBC.	The revised Sessional Paper provided for the development and review of policies and legal frameworks for the sector and to harmonize related legislations governing education and training (pages 57 and 58). In NESSP, specific policies and legislations have also been proposed for development and review (page 46). Further the Basic Education Act provides for review of the curriculum after every 5 years. It also provides for the policy and guidelines on curriculum development to secure the competences and learning outcomes for the relevant structures and levels under the National Qualifications framework (Sections 73 & 74 of the Basic Education Act). The Ministry was in the process of reviewing the Basic Education Act in consultation with stakeholders.

4.0 COMMITTEE OBSERVATIONS

The gaps identified by the committee in the first Sessional Paper No. 1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya are, to a large extend, addressed in the Revised Sessional Paper and in the National Education Sector Strategic Plan (NESSP 2018-2022).

The approval and implementation of Sessional Paper No. 1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya will provide a framework for delivery of inclusive, equitable, quality and relevant education, training and research that promotes lifelong learning opportunities for all.
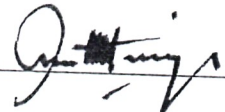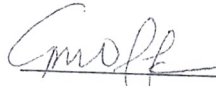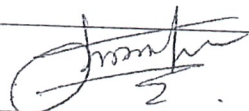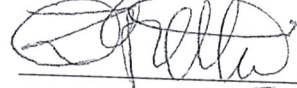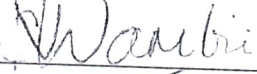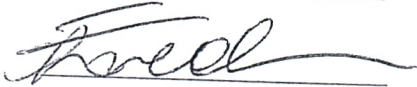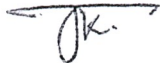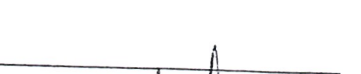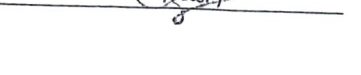
5.0 COMMITTEE RECOMMENDATIONS

Having considered the Sessional Policy Paper No. 1 of 2019, the Committees recommends as follows; **THAT: -**

1. **The National Assembly** <u>approves</u> **the Revised Draft Sessional Paper No. 1 of 2019 on the Policy Framework for Reforming Education and Training for Sustainable Development in Kenya.**

2. **The Ministry of Education should fast track the implementation of Sessional Paper No. 1 of 2019 in order to put in place a framework for delivery of inclusive, equitable, quality and relevant education, training and research that promotes lifelong learning opportunities for all.**

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

We the undersigned, hereby affix our signatures to this Report to affirm our approval

1. Hon. Julius Melly, MP   - Chairperson

2. Hon. Amos Kimunya, EGH, MP - Vice-Chairperson

3. Hon. Moses Malulu Injendi, MP

4. Hon. Geoffrey Makokha Odanga, MP

5. Hon. (Dr.) Pamela Ochieng, MP

6. Hon. (Eng.) Nzambia Thuddeus Kithua, MP

7. Hon. (Prof.) Zadoc Abel Ogutu, MP

8. Hon. Catherine Wambilyanga, MP

9. Hon. Eric Muchangi Njiru, MP

10. Hon. Eve Obara, MBS, MP

11. Hon. Jackson Lekumontare, MP

12. Hon. Jerusha Mongina Momanyi, MP

13. Hon. John Oroo Oyioka, MP

14. Hon. Joseph Kipkosgei Tonui, MP

15. Hon. Lilian Cheptoo Tomitom , MP

16. Hon. Omboko Milemba, MP

17. Hon. Peter Lochakapong, MP

18. Hon. Wilson Sossion, MP

19. Hon. Wilson Kipngetich Kogo, MP