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# MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

## ANNUAL PROGRESS REPORT

A PROGRESS REPORT ON ACHIEVEMENTS OF THE MINISTRY'S  
PROGRAMMES AND PROJECTS FOR THE FINANCIAL YEAR 2014/15.

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## **PART 1: INTRODUCTION**

### **1.1 Mandate**

The core functions and mandate of Ministry of Education, Science and Technology as assigned in the Executive Order no. 2 of May 2013 are as follows: Education Policy Management; Management of Continuing Education; Administration of Early Childhood Education; Standards and Norms; Management of Education Standards; Management of National Examinations and Certification; Curriculum Development; Quality Assurance in Education; Primary and Secondary Education Institutions Management; Teacher Education and Management; School Administration and Programmes Training Institutions; Special Needs Education Management; Representation of Kenya in UNESCO; Adult Education Management; University Education Policy Management; University Education; Public Universities and Tertiary Institutions; Science, Technology and Innovation Policy; Management of Technical Training Institutes including Youth Polytechnics; Management of Institutes of Science and Technology; Management of National Polytechnics and National Council for Science and Technology

### **1.2 Vision**

“A globally competitive education, training, research and innovation system for sustainable development.”

### **1.3 Mission**

“To provide, promote and coordinate quality education, training and research and enhance integration of Science, Technology and Innovation into national production systems for sustainable development through financing, curriculum review, legislation and capacity building.”

### **1.4 Core Values**

In pursuit of its Vision and Mission, the Ministry is guided by the following core values: Transparency, Accountability and Integrity, World-class benchmarking standards, Excellence and Teamwork, Respect for human rights and gender sensitivity, Professionalism, Ethical and Evidence-based decision making and Innovation and Creativity.

### **1.5 Organization of the Ministry of Education, Science and Technology**

The Ministry is organized into the State Department of Education and the State Department of Science and Technology as follows:

### **1.5.1 State Department of Education**

There are 8 directorates under the State department of Education that include the following:

- i. Directorate of Basic Education.
- ii. Directorate of Secondary and Tertiary Education.
- iii. Directorate of Higher education.
- iv. Directorate of Quality Assurance and Standards.
- v. Directorate of Policy, Partnerships and East Africa Community Affairs.
- vi. Directorate of Field and Other Services.
- vii. Directorate of Alternative Basic, Adult and Continuing Education.
- viii. Administration and Planning.

### **1.5.2 State Department of Science and Technology**

The state department of Science and Technology has the following 6 directorates:

- i. Directorate of Technical and Vocational Education and Training.
- ii. Directorate of Research Management and Development.
- iii. Directorate of Vocational Education and Training.
- iv. Administration and Planning.

### **1.5.3 Autonomous and Semi-Autonomous Government Agencies (SAGAs)**

To effectively discharge its mandate, the Ministry of Education, Science and Technology 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); Commission for University Education (CUE); Higher Education Loans Board (HELB); National Commission for Science, Technology and Innovation (NACOSTI) and Kenya National Commission for UNESCO.

## **1.6 Key Strategic Objectives of the Ministry**

### **1.6.1 Strategic Goals/ Objectives of the Education Sector**

The overall sector goal is to enhance access to education, raise the quality and relevance of education and ensure equity as well as 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 MTP II and other international conventions or commitments. The Sector goal also includes ensuring learning for all children and youths as one of the Sustainable Development Goals (SDGs) integrated in the MTP II for the post 2015, provision of adequate teaching and training services and improvement of performance and professional conduct of teachers for increased learning outcomes in public educational institutions.

### **1.6.2 Strategic Goals of the Education Sector**

In the MTEF period 2015/16 - 2017/18 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.

### **1.6.3 Strategic Objectives of the Education Sector**

The following are the broad strategic objectives under the sector:

- i. To enhance access, equity, quality and relevance of education and training at all levels.
- ii. To promote Open and Distance Learning (ODL) and integrate Information and

Communication Technology (ICT) in Curriculum delivery 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 and maintain sufficient teaching and training 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 at all levels.
- vii. To improve the management capacities of education managers and other personnel involved in education and training at all levels.
- viii. To enhance quality teaching, professionalism and integrity in all educational institutions.

#### **1.6.4 Priority areas of implementation**

To realize the above Strategic Objectives of the Education Sector, the Ministry has prioritized the following thematic areas for implementation in the short and medium term.

**1. Enhancing access, quality, equity and relevance in Education and Training through:**

- ❖ Expanding infrastructure in primary and secondary education and teacher training colleges.
- ❖ Expansion of adult literacy.
- ❖ Continued curriculum reforms in primary and secondary levels
- ❖ Implementing Competency Based Education and Training Curriculum for TVET;
- ❖ Affirmative action

**2. Integrating ICT into teaching and learning through:**

- ❖ Integration of ICT in primary schools (Laptop Project)
- ❖ The Computer for Schools (Secondary schools)
- ❖ Fibre optic cable connection to all TTIs

- ❖ KENET project in TVET and Universities

**3. Governance of Education and Training Sector through:**

- ❖ Capacity building of staff and teachers
- ❖ Recruitment of more teachers and TVET lecturers
- ❖ Data management

**4. Enhancing post basic education through:**

- ❖ Establishment / construction of TTI's in the remaining 9 counties
- ❖ Establish new TTIs in Constituencies
- ❖ Reform curriculum delivery in TVET
- ❖ Establishing the Open University of Kenya

**5. Financing Education and Training through:**

- ❖ Continued financing of FPE, FDSE,
- ❖ Restructuring/strengthening HELB for more financing of Universities and TVET

**6. Enhancing education in Arid and Semi Arid Areas (ASALs) through:**

- ❖ Establishment of NACONEK
- ❖ Implementing affirmative action programmes
- ❖ Support to Low cost boarding schools
- ❖ Enhancing the School feeding Programme

**7. Enhance Teacher Resource Management through:**

- ❖ Teacher professional development modules developed and rolled out.
- ❖ Fast track the automation of the TSC operations by digitalization of 350,000 teachers' files and creation of linkages with the counties and sub-county offices.
- ❖ Improvement of staffing levels through additional recruitment.
- ❖ Institutionalization of teaching standards at county, sub-county and school levels.
- ❖ Career growth and development of teachers through promotions and dissemination of new schemes of service

**8. Science, Technology and Innovation through:**

- ❖ Development and acquisition of Science and Technology

- ❖ Promotion and commercialization of research
- ❖ National and international collaborations and linkages
- ❖ Development and sustainability of the National Innovation System
- ❖ Science, Technology and Innovation financing

## **PART II: MANAGEMENT REPORTS**

### **2.1 Policy Reviews and Institutional Changes in the Ministry**

The Ministry carried out a realignment of the University Education, Technical and Vocational Education and Training (TVET) and Science, Technology and Innovation (STI) Sector to the Constitution.

The Ministry has already aligned the sector to the Constitution by developing three Acts of Parliament namely the Universities Act 2012, Technical and Vocational Education and Training Act 2012 and Science Technology and Innovation act 2012.

- Education Standards and Quality Assurance Council (ESQAC) established under Basic Education Act 2013 for quality assurance of curriculum.
- TVET Curriculum Development, Assessment and Certification Council established under TVET Act 2013.
- Commission for University Education (CUE) has been restructured and launched to cover quality assurance in all Universities.
- The National Council for Nomadic Education (NACONEK) has been established to spearhead education initiatives among the nomadic communities in Kenya.
- The Kenya Universities and Colleges Central Placement Services has been established to streamline admissions to tertiary education institutions
- The National Education Board and 47 County Education Boards established to streamline governance of the education sector

### **2.2 Performance Review 2015**

This section reviews the performance of the Ministry in the financial year 2014/15. The review considers outputs of the various interventions employed by the sector and reports the outcomes of various programmes.

## **2.3 Performance of Sector Programmes**

### **2.4 State Department of Education**

In the period under review the state department of Education implemented 5 programmes addressing the social pillar of the MTP I and MTP II of the Vision 2030. The programmes are: General Administration and Support Services; Basic Education; Secondary and Tertiary Education; Adult and Continuing Education and Quality Assurance and Standards. In the 2013/14 financial year the state department was allocated a total budget of Kshs. 53.8 Billion. Out of this amount Kshs. 42.4 Billion was voted as recurrent expenditure while Kshs. 11.4 Billion was allocated for development expenditure.

These programmes encompass the following sub programmes:

### **2.5 Basic Education Programme**

#### **2.5.1 Free primary education**

At the primary school level, the Free Primary Education programme saw an increase in enrolment from 8.8M (4.5 Male; 4.3 Female) in 2011 to 10.1 million (5.1 million and 5 million male and female respectively) in 2013. The pupil completion rate remained above 75 percent during the period with transition from primary to secondary increasing from 66.9 per cent in 2012 to 73.3 per cent in 2013.

The state department of Education used Kshs. 10 Billion to support 9.1 Million pupils in public primary schools in 2013/14 FY. The capitation for free primary education has been proposed to be increased to Kshs 1,420 from Kshs 1,020.

#### **2.5.2 Support to Early Childhood Development and Education (ECDE)**

The expenditure trend during this period was increased to provide for support for government agencies after which the Pre-Primary school function was devolved to County government. Funds were redirected to county to finance Pre-Primary school Education. In the 2011/2012 FY, 320M was used to support ECDE teacher top up while in 2012/2013 the allocation was increased to 1.3 billion which was used for per child capitation. In the 2013/14, 26 million was allocated for policy and coordination issues.

### **2.5.3 Alternative Provision of Basic Education and Training (APBET)**

The programme targets primary school going age children and out of school youth who due to special circumstances are unable to attend formal schools category of learning provision: learning that takes place either in complementary schools or Non-formal Education centres (NFEC). Complementary schools use the formal primary curriculum while NFEC use Alternative KICD curricular or Non-Formal curricula targeting out of school youth below 18 years.

During the FY 2013/14 FPE coverage expanded from 89,000 beneficiaries in 2011/12 to 142,100 beneficiaries in NFE centres. In 2011/12, 178 teachers underwent P1 training course at Kigari Teachers Training College. On registration of NFE centres, draft registration guidelines have been developed awaiting approval.

Digital mapping for APBET schools and centres has been completed in two major urban counties i.e Nairobi and Mombasa. A number of quality improvement interventions are on-going in Nairobi, Mombasa & Kisumu intended to improve learning outcomes.

### **2.5.4 School feeding programme, health/nutrition and de-worming programmes**

The sub-programme aims at promoting good nutrition, health and hygiene education and improving access to basic education by reducing morbidity among school children. During the 2013/14 FY, 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 was done through two distinct programmes namely the Regular School Meals Programme (RSMP) and the Home Grown School Meals Programme (HGSMP).

### **2.5.5 Sanitary Towels Initiative**

The government provides sanitary towels to girls in targeted schools in ASALS, Pockets of high poverty and vulnerable areas to support retention. In the 2013/2014 financial year, the Ministry allocated Kshs. 200 Million and provided sanitary pads to 675,000 girls in 9,000 primary and 167 special needs primary and secondary schools. The Ministry has doubled the budgetary provision

to Kshs. 400 million for 2014/15 financial year to provide 1.2 million girls with sanitary pads. An additional 4,000 schools and 525,000 girls will benefit from the programme.

### **2.5.6 Grants to low cost boarding primary schools**

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.

### **2.5.7 Adult and Continuing Education Programme**

The overall objective in ACE sub sector during the period under review was to expand access, enhance equity; improve quality and efficiency of ACE programmes. The following targets were achieved: 745 ACE teachers were inducted on adult education and the Public service operations; Overall enrolment of adult learners increased from 278,090 in 2011/12 to 301,707 in 2013/14; Continuous Capacity Building and training of ACE staff at all levels was carried out; 15 primer titles reviewed and printed 4 other titles edited awaiting printing; Learners were sensitised on IGAs and functional literacy programmes; Advocacy and publicity of ACE programmes was carried out in 47 counties through International Literacy Day Celebration and Adult Learners Week activities.; Five (5) MDTIs were refurbished and upgraded; The Members of the Special Board of Adult and Continuing Education were appointed, the Board launched and inaugurated for operationalization . Monitoring and evaluation of ACE programmes at the county level was conducted; The ACE sub sector published quarterly ACE newsletters for awareness creation and publicity of the programme and 160 secondary classes for out of school youth and adults established.

### **2.5.8 Secondary & Tertiary Education Programme**

#### **Secondary schools 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.

### **Supply of Science laboratory equipment in schools**

To enhance equity in secondary schools as well as the teaching of science subjects, a total of Kshs 165(GOK component) was disbursed to 1187 public secondary schools in 2011/2012; Kshs 165M to 1179 schools in 2012/2013; Kshs 270M to 1324 schools in 2013/2014. During the review period Kshs 277M (ADB project) was disbursed for laboratories in 752 public secondary schools.

### **Expansion of infrastructure in secondary schools in ASALs and pockets of poverty**

The Ministry disbursed Kshs 14,850,000.00 to 100 public secondary schools in 2011/2012; Kshs, 30M to 152 schools in 2012/2013 and Kshs. 40M to 201 schools in 2013/2014 in ASAL Sub-counties.

The Ministry also disbursed Kshs 21,666,000.00 to 43 public secondary schools in 2011/2012; Kshs, 50M to 156 schools in 2012/2013 and Kshs. 44M to 166 schools in 2013/2014 in pockets of poverty Sub-counties.

### **2.5.9 Free Secondary Education Programme**

The number of public secondary schools increased from 7,268 in 2012 to 7,297 in 2013 while enrolment grew from 1.9 million (1.01 million male and 0.896 million female) in 2012 to 2.1 million (1,127,697 male and 976,565 female) in 2013. On examinations entry, the KCPE examination entry increased from 704,700 in 2012 to 776,214 in 2013 while the KCSE entry increased from 305,015 in 2012 to 410,586 in 2013.

The state department of education used KShs.20, 854,920,000 Billion to cater for 2,057,936 million students in public secondary schools in 2013/14 FY. The capitation for FDSE has been increased to Kshs 12,687 from Kshs 10,265.

### **2.5.10 National Secondary Schools Rehabilitation Initiative**

In order to improve the status of National secondary schools, a National Schools' Rehabilitation Fund was established for general expansion of infrastructure aimed at allowing more students transit to secondary schools. A total of 87 public secondary county schools have been targeted for upgrading to national status during this period where Kshs.725M and Ksh 775M was disbursed to 60 public secondary county schools and upgraded to national status in 2011/2012 and 2012/2013 FYs respectively. A further Ksh. 600M was disbursed to 26 schools in 2013/2014 with 1 county (Baringo) yet to provide the second school to be upgraded. These national schools have immensely promoted national cohesion and integration

### **2.5.11 Grants to Special needs secondary schools**

In 2013/2014 FY, Kshs 200M was disbursed to 3,128 students and trainees in 25 special secondary schools, 70 integrated secondary schools and 11 trainees in two Diploma Teacher Trainee Colleges. These grants are utilized on provision of assistive technology, special instructional materials, special diet, medical services and SNE support services. The African Development Bank (ADB) provided 04 Thermoforming machines at a cost of KSH. 10 million each, which were distributed to three special secondary schools and the Kenya Institute for the Blind (KIB) to be used for production of braille reading materials. There are plans to upgrade the existing special secondary schools into national school status and to establish two integrated SNE secondary schools in counties which do not have a special school.

### **2.5.12 Quality assurance Programme**

#### **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 and to 844,475 ( ) in 2013.

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 and to 449,246 ( ) in 2013. For Technical 33,437

(2011), 39,236 (2012), 42,526 (2013) candidates were examined. For Business 33,259 (2011), 34,309 (2012), 32,867 (2013) candidates were examined. For Teacher Education Examinations 54,889 (2011), 69,193 (2012), 62,831 (2013) candidates were examined and for Foreign Examinations 6,537 (2011), 6,271 (2012), 6,073 (2013) candidates were examined.

### **Curriculum Review and Quality**

During the period under review the Institute was able to develop 23 syllabuses in TVET as follows: 23 modules in the areas of Technical/Engineering, Applied Sciences, Business and vocational programs. Additionally, 43 curriculum support for learner and teachers were developed during this period.

The Institute developed 21 Assessment tools for Early Childhood Education. In order to enhance quality the institute developed the following syllabuses for special needs education curriculum for the learners who are Autistic- Foundation Level, Intermediate Level and Pre-vocational Level. In addition 4 curriculum support materials were developed for learners with special needs in the following areas- Interveners handbook on Community Based Foundation Level Syllabuses for Dead blind, Interveners handbook on Community Based syllabuses for Young Adults who are dead blind, Handbook for learners with Autism, Handbook for learners with Mental Handicap

During this period the institute carried out curriculum based education research in 9 areas as follows Pilot Study of the Implementation of ICT Integration in Primary Schools in Kenya- Baseline Survey on Preparedness of Primary and Secondary Schools for Introduction of Chinese Language in the School Curriculum, Assessment of Efforts made by Learning Institutions in the Implementation of Emerging Issues in the School Curriculum, Evaluation of Levels of Utilization of Adapted and Specialist Syllabi in Special and Integrated Learning Institutions, Evaluation of the Status of Implementation of NFE Curriculum in NFE Centers, Assessment of the Impact of Primary Teacher Education on Teacher Effectiveness in Primary Level Curriculum Delivery, Training Needs Assessment for the Proposed KICD based Curriculum Development Course for Primary School Teachers, A Rapid Appraisal on Decentralization of Curriculum Services: Implications for Partnerships between Counties and KICD, Summative

Evaluation of Teacher Education Curriculum. The Institute has also developed 105 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 12 Subjects; 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 1 to 2 has also been developed in 5 Subjects Mathematics, Sciences, social studies, Kiswahili, English with other grades and subjects being digitized. Also mathematics and science for Std 4 to 7 has been digitized. Additionally, KICD has continued the construction of an Education Resource Centre.

### **2.5.13 Flagship Programmes**

#### **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.

#### **ICT integration in Basic Education**

Within the period, 20,229 public primary schools, 4,000 public secondary schools, 20 primary teacher training colleges, 2 diploma 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 and 300 ToTs were trained. During the 2013/14 period of review, procurement was initiated with tender advertised and evaluation done. Identification of all schools to benefit was done and ICT infrastructure disbursement schedule prepared. The procurement of computer devices for primary schools was delayed by litigation.

Under education support programme initiative, 1,500 secondary schools received computers. Kshs 1.021 B disbursed to 834 public secondary schools from 2011/2012-2013/2014 and 1,609 secondary schools teachers trained. 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.

In recognition of the unique and significant mandate of the Ministry regarding the integration of ICT in education, an institutional framework has been created to address ICT in education. Two specialized units have been created, namely the ICT for education (ICT4E) to spearhead the pedagogical use of ICT, while National ICT Innovation and Integration Centre (NI3C) is to carry out the testing of technical solution submitted for consideration by firms in order to establish their appropriateness and use in curriculum delivery.

### **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 EMIS Centres in Each County**

EMIS (Education Management Information Systems) aims at facilitating education managers and administrators with accurate and timely data for better and informed decision-making. The components under this include training (Data entry clerks, DEOs, CDE and HQs staff); Installation of LAN & WAN, provision of ICT package; Support data processing, analyses and report dissemination.

During the period under review, preparatory activities were initiated with resources being sought from Global Partnership for Education initiative (GPE). The Ministry also supplied selected District Education Offices with computers, printers and LAN connectivity to roll out the Education Management Information System (EMIS).

## **2.6 State Department of Science and Technology**

This state department implemented 5 programmes during the last MTEF period. The programmes are: General Administration and Planning; Technical Vocational Education and Training (TVET); Research, Science Technology and Innovations; and Youth Training and Development. In the 2013/14 financial year the State Department was allocated a total budget of Kshs 52.7 Billion. Out of this amount Kshs 44.1 Billion was voted as recurrent expenditure while Kshs 8.6 Billion was allocated for development expenditure. The subsector has been implementing the Vision 2030 flagship projects that address some of the above key areas. These achievements are presented below.

### **2.6.1 Technical Vocational Education and Training (TVET) Programme**

#### **Access to Technical Education and Vocational Training**

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 of bursaries increased from 71,349 in 2009/10 to 95,198 in 2011/12.

### **Infrastructure development in TVET**

During the period under review 13 GoK/ADB funded technical training institutions were constructed. Contract awarded for five sites for construction of TTIs in counties without. Eight (8) campuses of existing institutions were constructed in addition to 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. The 48 workshops and laboratories and are now complete across all technical training institutions under the Economic Stimulus Programme II. These workshops and laboratories require equipment for them to be used.

### **ICT integration in TVET**

The ministry has developed 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. In addition 40 TVET institutions have been connected to internet through the fibre optic cable.

### **TVET curriculum**

The TVET curriculum development standards framework was finalized with a goal of modularizing the curriculum to make it more relevant to the market needs. 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.

### **2.6.2 Youth Training Programme**

The major achievements in the delivery of outputs during the period July 2011 – June 2014 included the following:

**Revitalization of Youth Polytechnics:** during the period under review, 76,569 YP trainees received the subsidized Youth Polytechnic Tuition funds; 876 YPs were equipped with training tools and equipment; 14 construction projects in YPs were completed, while 18 YPs were rehabilitated.

**Curriculum Development:** during the period under review, piloting of the National Vocational Certificate in Education and Training (NVCET) was completed and its roll-out to YPs commenced; syllabi for four (4) course areas in NVCET curriculum were reviewed namely in Metal Processing Technology, Motor Vehicle Technology, Building Technology and Fashion Design & Garment Making; and revision of the instructional materials in the four areas is on-going.

**Quality Assurance and Standards:** Youth Polytechnic Quality Assurance and Standards Guidelines were developed; 500 officers were sensitized on Quality Assurance and Standards; and 980 YPs were assessed for quality.

**ICT Integration in YPs:** YP ICT Guidelines were developed; 150 YPs integrated ICT in their programmes; the YP Management Application System (YPMAS) was developed and disseminated in YPs; and 200 YP Instructors were sensitized on how to use the YPMAS.

### **2.6.3 Research, Science Technology and Innovations Programme**

#### **The National Council for Science and Technology (NCST)**

The science, technology and innovation Act 2013 was enacted in 2013 paving way for the The National Council for Science and Technology (NCST) transformation into the National Commission for Science, Technology and Innovation (NACOSTI). The Act further provides for the establishment of the National Research Fund and the Kenya National Innovation Agency. These two agencies will be established by the end of the 2014/2015 Financial Year. This will mean that the Programme which currently has NACOSTI and the Directorate of Research Development (DRMD) as the Delivery Units will beginning in the next financial year have four Delivery Units.

As a Delivery Unit, NACOSTI funded 1,283 research proposals (92 in 2008/09, 115 in 2009/10, 196 in 2010/11, 256 in 2011/12, 316 in 2012/2013 and 308 in 2013/2014). The Commission also initiated the construction of NACOSTI Headquarters at Kabete where 65% of the building is completed. The Commission has also developed regulations, guidelines and codes on registration and accreditation of research institutions, quality assurance and licensing, NACOSTI also awarded 54 DAAD PhD scholarships in specialized areas in science and technology development at Ksh. 78M each financial year.

#### **2.6.4 Research Management and Development**

This delivery unit a scheme for awarding outstanding scientists and awarded 5 outstanding scientists in different science schedules. The unit also developed a Science, Technology and Innovation exchange framework, a Science and Technology Parks policy. Three Science and Technology Journals were published, two National Research and Development surveys were done and an National Innovation survey was also undertaken. Other programme achievements during the period under review included:

Two National training workshops on awareness of the European Research Funding schemes were conducted.

A design for a National ST&I Statistics Observatory was developed; A pilot survey on the impact of publicly funded research was undertaken;6 strategic international collaborations in science, technology and innovation in the key national priority were signed.

The European Union ST&I Collaborations funded research activities in Kenyan universities at a tune of Ksh. 15m; Increased public awareness, participation in and acceptance of science, technology and innovation; Held three annual national science, technology and innovation week; coordinated the development of national space policy, national research agenda, nation biosecurity policy and a policy on exploitation of nanotechnology; developed regulations, guidelines and codes on registration and accreditation of research institutions, quality assurance and licensing; Developed a national research policy and; designed a national physical sciences laboratory.

## **2.6.5 University Education Programme**

### **Access to University Education**

The number of universities both public and private increased from 58 in 2011/2012 to 65 in 2012/2013 and to 68 in 2013/14 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), five (5) Private University Constituent colleges and two (2) registered private universities. 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. During the period under review, the Kenya Universities and Colleges Central Placement Services, (KUCCPS) 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.

### **Student's loans and Bursaries**

The number of students receiving loans increased from 105,850 in 2011/12 to 118,530 in 2012/13 and to 144,785 in 2013/14. The total amount disbursed for undergraduate loans also increased from Ksh Million 4,476 in 2011/12 to 6,168 million in 2013/14. The number of postgraduate students receiving loans increased from 2132 in 2011/12 to 2740 in 2012/13 and to 3191 in 2013/14. The total amount disbursed for postgraduate loans also increased from Ksh Million 234 in 2011/12 to 401 million in 2013/14. The number of students receiving bursary decreased from 16,081 in 2011/12 to 10,711 in 2013/14. The amount also reduced from 82 million to 70 million. The number of students receiving TVET bursary decreased from 6908 in 2011/12 to 4415 in 2013/14. The amount also reduced from 86 million to 32 million. In the 2013/14 FY TVET loans amounting to Kshs 66 million were given to 2504 students. The number of students receiving postgraduate scholarships increased from 66 in 2011/12 to 73 in 2013/14. The amount also increased from Kshs.18 million to Kshs.21.4 million during the same period.

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

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 Kshs62 million in the 2012/13 and 2013/14 financial years.

Admission of the first cohort of 58 international students from over 10 African Countries was done in November, 2012 and students have undergone training at masters' level and are expected to graduate this year.

### **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 has been working to set modalities for operationalization of the university. A budget of 24M was provided in the financial year 2012/13 and 2013/14. It is expected that more resources will be provided in the next financial year to facilitate the launching of the Open

### **Challenges**

The Ministry continues to face major challenges despite significant progress realized in the endeavor to improve delivery of its services. The Ministry faces the following challenges:

Lack of a centralized data management information system for planning; Lack of data from relevant sectors for programming of appropriate educational and vocational training systems to meet the economy's current and projected human capital requirements. Inadequate alignment of the planning of human resource to development needs mainly due to lack of reliable and timely data on the demands of the labour market. This is aggravated by the absence of a skills inventory that would indicate the distribution of skills and industry trends necessary for planning the country's future training programmes.

Poor co-ordination of resources from the devolved fund e.g. CDF, LATF and bursary fund leading to over provision in some cases;

Inadequate Funding: This has limited the ministry to fully carry out all its intended activities; Funding for ST&I and related activities in Kenya has been inadequate and without effective coordination mechanisms in the face of competing demands for the national budget. Result is reliance on foreign funding with the attendant danger of pursuing a foreign agenda.

Lack of innovation: There isn't a well-functioning innovation system that will ensure enhanced competitiveness. Uncoordinated and fragmented Innovation System where synergies and networking among Government, Research and Training Institutions, Industry, Financial Sector and Professional Groups is nonexistent.

Poor Knowledge Development, Transfer and Diffusion and Intellectual property rights: Lack of appropriate identification, acquisition, transfer, diffusion and application of emerging and relevant technology from collaborating partners leading to loss of property rights and the attendant social and economic benefits.

Inadequate and poor infrastructure: This includes water and sanitation especially in rural areas. Poor state of infrastructure and equipment in training institutions requiring massive investment to meet the minimum requirements of training institutions before issues of quality training can be addressed.

# MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

## STATE DEPARTMENT OF SCIENCE AND TECHNOLOGY

### Summary Progress Report

#### 1. Youth Training and Development Programme

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
<b>Name of Programme:</b> Youth Training and Development							
<b>Outcome:</b> Enhanced access to vocational skills training in VTCs							
SP 1: Revitalisation of Youth Polytechnics		Output 1. Model Vocational Training Centres established in each constituency	1. No. of workshops/ classrooms/ hostels constructed	N/A	N/A	0	This is an MTP II ( 2014-2017) flagship project; identification of the Model VTCs is underway; target is to be implemented as from FY2015/16
			2. No. of model VTCs	N/A	N/A	0	Ibid

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
			rehabilitated				
			3. No. of model VTCs equipped	N/A	N/A	0	Training equipment has been procured awaiting distribution in third quarter
			4. No. of trainees enrolled in VTCs	76,569	0	76,569	Data collection is currently underway in VTCs countrywide
		Output 2. Improve governance in VTCs	1. % NPYPVS finalised and implemented	40	15	25	Preparation of the draft NPYPVS on-going
			2. No. of VTC Managers trained	N/A	N/A	0	Target is to be implemented from FY 2015/16

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
							after the finalization of the NPYPVS
			3. No. of VTC BOM members trained	N/A	N/A	0	Ibid
			4. No. of County staff sensitised on NPYPVS	N/A	N/A	0	Ibid
			5. % VTCs Management Guidelines completed	60	25	35	Preparation of first draft of the VTC Management Guidelines is underway
SP 2: Curriculum Development		Output 3. Review of the NVCET Curriculum	1. % NVCET Curriculum design	N/A	0	0	Preparation of the framework for review of the NVCET Curriculum is

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
							underway
			1. No. of course areas reviewed	4	0	4	Review of the four (4) course areas is currently underway at the KICD
			2. NVCET Curriculum support materials reviewed	4	0	4	Review of NVCET support materials to commence upon completion of the review of the four course areas
			3. % tracer study completed on VTC graduates	N/A	0	0	Planning work is underway as the target will be implemented as from FY 2015/16
		Output 4. Digitize	No. of courses digitized	N/A	0	0	The activity to be

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
		NVCET curriculum					performed in FY 2015/16 after completion of reviewing the four course areas
		Output 5. Ensure quality and relevance of NVCET curriculum	No of VTCs monitored	N/A	0	0	Activity to be implemented from FY 2015/16 following the re-organization of the sector with the implementation of the Constitution of Kenya (2010)
		Output 6. Strong VTC- industry linkages established	1. No. of industry players supporting vocational	N/A	1	1	The Ministry is working with the Housing Finance

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
			skills sector				Foundation to train an army of a million artisans
			2. No. of trainees attached	6,000	0	0	Data collection is currently on-going
		Output 7. Mainstream SNE in VTCs	1. No. of County staff sensitised on SNE	N/A	0	0	Activity to be conducted as from FY 2015/16
			2. No. of Instructors trained on SNE	N/A	0	0	Ibid
			3. No. of VTCs equipped with assistive devices to promote equity in learning	N/A	0	0	Ibid
SP 3: Quality Assurance and Standards		Output 8. Instructors sensitised on implementation of	No. of VTC Instructors trained	N/A	0	0	Ibid

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
		NVCET					
		Output 9. Policy guidelines and regulation on curriculum implementation in VTCs developed	No. of guidelines developed	N/A	0	0	
		Output 10. Develop specifications and standards for tools and equipment in VTCs	% of specifications and standards developed for tools and equipment	N/A	0	0	Ibid
SP 4: ICT Integration in Youth Polytechnics		Output 11. ICT integrated in VTCs	1. No. of VTCs integrating ICT and using technology	150	0	0	Data collection currently underway
			2. No. of VTCs equipped with ICT equipment	150	0	0	ICT equipment has been procured awaiting distribution in

Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Targets	Actual Achievement	Variance	Remarks
							third quarter
		Output 12. VTC Data Management System established	% Data Management System established	N/A	0	0	Review of data management systems in VTCs/YPs currently underway

## 2. Technical Vocational Education and Training Programme

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
<b>Programme:</b> Technical Vocational Education and Training							
<b>Outcome:</b> Enhancing skills acquisition to Kenyan youth							
SP. 1: Technical Accreditation and Quality Assurance	TVETA, TCADAC, TVETFB, DTVET	Output 1. Operationalization of SAGAs	Gazette notice and appointment of the Board/Authority/Council members	Inauguration of 3 Boards i.e. Boards for TVETA, TCADAC & TVETFB	<ul style="list-style-type: none"> <li>TVETA Board inaugurated</li> <li>TCADAC council appointed</li> </ul>	-1	Target on Course with the Selection for TVETFB ongoing

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
	TCADAC, DTVET	Output 2. Curriculum	No. of CBET programmes developed	8	<ul style="list-style-type: none"> <li>• 8 Occupational standards developed</li> </ul>	-8	Target on Course. The Programme has occupational standards and syllabus. The target has achieved occupational standards only and there are no syllabuses
	DTVET	Output 3. ICT Integration	% ICT integration	20	6%	+1%	The target of 20 is equally spread among the 4 quarters
	DTVET, TCADAC	Output 4. Quality and Relevance	Skills inventory of NATIONAL QUALIFICATION FRAMEWORK	1 skills inventory	<ul style="list-style-type: none"> <li>• Draft Skills inventory done</li> <li>• Awaiting Approval by</li> </ul>	-1	Awaiting enactment of the legal framework

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
					Kenya Qualification Framework Authority		
	TVETFB, DTVET	Output 5. Support of disadvantaged students in skills acquisition	No. of students receiving bursaries/ loans	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET	Output 6. Research and Innovation	No. of innovations	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET, TVETFB	Output 7. Training equipment /related learning facilities	No. of Institutions equipped	11	0	-11	Procurement process on-going
SP. 2: Technical Trainers and Instructor Service	DTVET, TVETA	Output 8. Deployment of Trainers	No. of trainers deployed	N/A	N/A	N/A	To be accomplished in the Next Financial Year

<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Performance Indicator</b>	<b>Targets</b>	<b>Actual Achievement</b>	<b>Variance</b>	<b>Remarks</b>
	DTVETA, TVETA	Output 9. Recruitment of Trainers	No. of trainers recruited	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET	Output 10. In-service Training of Trainers	No. of trainers in-serviced	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET	Output 11. Management Training for Institutional Heads	No. of managers trained	N/A	N/A	N/A	To be accomplished in the Next Financial Year
SP. 3: Special Needs in Technical Education	DTVET	Output 12. Develop and implement Special Needs policy for Technical Education	% policy Special Needs policy for Technical Education developed	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET	Output 13. Conduct National Baseline Survey of Special	% baseline of Special needs in Technical Education completed	N/A	N/A	N/A	To be accomplished in the Next Financial

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
		Needs in Technical Education					Year
	DTVET	Output 14. Train Special Needs Technical Trainers	No. of Special Needs technical trainers trained	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET, TVETFB	Output 15. Support Special Needs in TVET institutions	No. of Special Needs TVET Institutions supported (bursaries??)	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTVET	Output 16. Integrate Special needs in Technical and Vocational Training	% policy guidelines developed	N/A	N/A	N/A	To be accomplished in the Next Financial Year
	DTEVT, TVETFB	Output 17. Support Special needs TVET trainees	No. of partial/full sponsorship	N/A	N/A	N/A	To be accomplished in the Next Financial Year
SP. 4: Infrastructure	DTVET, TVETFB	Output 18. Construction of	No. of TTIs constructed	9	0	-9	Construction commenced and

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
development and expansion		Technical Training Institutes in counties without any					institutions at various levels of construction ranging from 1% to 5%
	DTVET, TVETFB	Output 19. Construction of GOK funded new Technical Training Institutes	No. of infrastructures developed	5	0	-5	Construction commenced and infrastructures at various levels of construction ranging from 70% to 90%
	DTVET, TVETFB	Output 20. Construction of Technical Training Institute in constituencies without any	No. of TTIs constructed	60	0	-60	Tenders awarded
	DTVET, TVETFB	Output 21. Infrastructural	No. of infrastructure developed	50	0	-50	Grants disbursed to 43 Institutions

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
		Development in Existing Training Institutions					to develop infrastructure
	DTVET, TVETFB	Output 22. Increase the number of National Polytechnics	No. of National Polytechnics	2	0	-2	Institutions to be upgraded have been identified for upgrading in the next financial year
	DTVET, TVETFB	Output 23. Construction of Murang'a and Kipkabus Technical Training Institutes	No. of TTIs constructed	2	0	-2	Construction ongoing and are at various levels of construction ranging from 20% to 30%
	DTVET, TVETFB	Output 24. GoK component to Support AfDB Construction of 8 new Technical Training Institutes	No of infrastructures developed	One department in each of the eight TTIs	N/A	N/A	To be accomplished in the Next Financial Year

<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Performance Indicator</b>	<b>Targets</b>	<b>Actual Achievement</b>	<b>Variance</b>	<b>Remarks</b>
SP. 5: Technical Universities		Output 1. : Infrastructural Development	No of infrastructure developed	3	N/A	N/A	To be accomplished in the Next Financial Year
		Output 2. : Supply of teaching and learning equipment/materials	No. of institutions equipped	3	N/A	N/A	To be accomplished in the Next Financial Year
		Output 3. : Specialized staff training	No. Of staff trained in specialized fields	30	N/A	N/A	To be accomplished in the Next Financial Year
		Output 4. Upgrade National Polytechnics to Technical Universities	No. of National Polytechnics upgraded	N/A	N/A	N/A	To be accomplished in the Next Financial Year

### 3. Research Technology and Innovation Programme

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achieve ment	Varia nce	Remarks
1								
	Programme1: Research Technology and Innovation Outcome: Enabling policy, legal and regulatory framework for development of science, technology and innovation							
SP.1	Research Management and Development							
		DRMD	Output 1. Feasibility surveys on development of national science, technology and innovation system	Feasibility report for the Kenya Institute of Mining and Geology	Terms of Reference	ToRs	-	-
				Feasibility report for the Kenya Institute of Oil and Gas	Terms of Reference	ToRs	-	-
		NACO STI	Output 2. Establishment of a National Physical Science Research Laboratory	Percentage establishment of the National Physical Science Research Laboratory	10 percent	Feasibilit y report	-	-

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achieve ment	Varia nce	Remarks
		DRMD	Output 2. Science, Technology and Innovation Observatory established	Percentage completion of a national ST&I Observatory	Design	Designs done	-	Structures and needs assessment on-going
				Percentage implementation of the ST&I database	Design	Design done	-	Hardware and software needs assessment on-going
				R&D and Innovation Surveys	National Innovation survey	0	0	Planned for the 3 <sup>rd</sup> quarter
		DRMD/ NACO STI	International obligations in Science, Technology and Innovation met	Number of international obligations in ST&I and financial payouts	??	100 per cent	0	-
		DRMD/ NACO		Amount of funds in	Ksh. 50m	Ksh 25 m commite	Ksh. 50m	Negotiation on-going to

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achievement	Variance	Remarks
		STI		counterpart financing for international collaborations		d by the European union		have Ksh 50m re-allocated from the Research Fund
		DRMD	International collaborations and partnerships in Research implemented	Number of collaborations in strategic national priority areas	15 collaborations in strategic national priority areas	13	2	Will be realized by the close of the FY
		NACO STI	Regulation, quality assurance and accreditation of research projects and	Number of research projects and infrastructure accredited	4			

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achievement	Variance	Remarks
			infrastructure					
		DRMD	National Research Fund established	Percentage establishment of the National Research Fund	10	0	0	Operationalization and appointment of the Selection board to recruit the board planned for third quarter
		NACOSTI	Research Funding	No. of Research Projects funded and Financing amounts	(NACOSTI INFO.)			
SP.2								
		DRMD	Scientific Award Scheme implemented	Number of Science Awards Schemes in science, technology and	3 outstanding scientists awarded	0	3	Negotiations to re-allocate funds from the Research

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achievement	Variance	Remarks
				innovation implemented;	(Ksh. 2m)			Fund to meet the output
		DRMD	The Kenya Science, Technology and Innovation Journal	Number of Journal volumes	3 (Ksh 1m)	0	0	Planned for the 3 <sup>rd</sup> quarter
		DRMD	Representation and participation in national and international Science, Technology and Innovation forums;	Number of forums in which Ministry participates	Ksh. 10m for participation in international ST&I forum	N/A	N/A	N/A
		NACO STI	Public awareness and engagement in science, technology and innovation forums	No. of national and county science weeks and ST&I forum	1 national science week (Ksh 40m)			

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achievement	Varia nce	Remarks
			organized;					
		NACO STI	Infrastructure development works for the NACOSTI Headquarters completed	Percentage completion of the construction of NACOSTI Headquarters	60 percent			
SP.3								
		DRMD	Establishment of a National Science and Technology Park;	Percentage construction of a National Science and Technology Park	Concept note	A concept note finalized	0	-
		DRMD	Establishment of the Kenya National Innovation Agency	Percentage operational level of the Kenya National Innovation Agency	Operationa lization of the KNIA	0	0	Planned alongside that of the NRF in the third quarter

S/No	Sub-Programme	Delivery Unit	Key Outputs	Key performance Indicators	Target s	Actual Achievement	Varia nce	Remarks
		DRMD	Establishment of County technology and innovation delivery service centres	No. Of County technology and innovations delivery service centres	N/A	N/A	N/A	Concept note done
		DRMD	Establishment of a knowledge management information system	No. of institutions connected to the national knowledge management information system	N/A	N/A	N/A	Feasibility study undertaken and report available to inform design, scope and structures

#### 4. University Education Programme

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
<b>Programme:</b> University Education							
<b>Outcome:</b> Enhanced access ,equity, quality and relevance in University Education							
<b>SP 1 University Education</b>	Directorate of Higher Education	Increased enrolment in public Universities	NO. of students enrolled	340,000	384,673	44,673	Increased enrolment attributed to the accelerated admission
		New Universities Established	No. of new Universities established	N/A			To be implemented in the new financial year
		Expansion of Universities	NO. of facilities in Universities established	Construct workshops, laboratories and tuition blocks			Universities given development grants to improve their infrastructure

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
		Pan African University of Science Technology and Innovation operationalized	Completion of Administration block phase I  No. of students admitted	Completion of phase I  100 students admitted	Phase 1 80% complete	-20%	Inadequate funding for the PAUISTI. More resources to be provided in the next financial year
		Operationalized National Open university of Kenya	Open University of Kenya operationalized				Technical working Committee in place  Cabinet Memo and Draft Charter in place  Academic curriculum developed and accreditation process initiated

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
		Supply of teaching, training and research equipment in engineering and applied sciences	Number of Universities supplied with equipment	8	4	-4	Four of the Universities have been supplied with equipment while suppliers for the remaining 4 universities have already shipped the equipment and expected in the third quarter.
		University and TTI teaching staff trained at Masters and doctorate	Number of teaching staff trained at Masters and PhD levels	200 staff trained-Masters 50 staff trained-PhD	N/A	-200 -50	Procurement process on going to identify the Universities to offer the training.
		Teaching and learning block constructed at	Teaching and learning block constructed	1 Teaching and learning block constructed	N/A		Consultant identified and currently

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
		Wangari Mathai Institute of Peace and Environment					developing bidding documents to be used for tendering purposes to pick a contractor
		Establishment of University Database	University Database Established	University Database			To be implemented in the next financial year
		University Funding Board	University Funding Board operationalized				Process of establishing the University Funding Board initiated
Quality Assurance	Commission for University	<b>Accreditation</b>	Regulations, standards, guidelines, processes and instruments for	Published regulations, standards,			

<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Performance Indicator</b>	<b>Targets</b>	<b>Actual Achievement</b>	<b>Variance</b>	<b>Remarks</b>
	Education (CUE)		university accreditation developed	guidelines, processes and instruments			
		Inspection of proposed universities	Number of proposed universities inspected	50			To be implemented in the new financial year
		Peer Reviewers training	Number of peer reviewers trained	100			
		Benchmarking undertaken	Number of staff engaged in benchmarking activities globally	4			
		Programme accreditation-evaluation and verification of resources	Number of submitted curricula evaluated Number of academic programmes for which resources have been verified.	150 100			

Programme	Delivery unit	Key Outputs	Performance Indicator	Targets	Actual Achievement	Variance	Remarks
<b>Higher Education and Support Services</b>	Higher Education Loans Board (HELB)	Student financing enhanced	Number of undergraduate students receiving loans	211,330			
			Amount of funds being disbursed	8.1Billion			
			Number of postgraduate students receiving loans	4,409			
			Undergraduate bursary awarded	92 million			
			Number of students receiving TVET loans	30,351			
			Postgraduate scholarship	21.4 million			
	Kenya Universities and Colleges Placement	Students Placed	No of Undergraduate students placed	56,938			

<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Performance Indicator</b>	<b>Targets</b>	<b>Actual Achievement</b>	<b>Variance</b>	<b>Remarks</b>
	Service(KU CCPS						
			No. of Diploma students placed	15,400			
		Data Centre established	Data centre	1			To be established in the new financial year

**STATE DEPARTMENT OF EDUCATION**

**Summary Progress Report**

**Primary Education: Outcome: To enhance access, equity, quality and relevance to primary education**

<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Key Performance Indicators</b>	<b>Target/ (Baseline ) 2014/2015</b>	<b>Achievement</b>	<b>variance</b>	<b>Remarks</b>
<b>Free Primary Education</b>	<b>DBE</b>	Enrolment in primary education enhanced	Number of pupils enrolled and receiving FPE capitation.	8,903,974	8,924,044	20,070	20,070 more learners enrolled
			Number of documents reviewed and printed	2	2	-	One 1 M document revised and printed One document

							revised but not printed
			No of FPE monitoring Reports	3	1	-2	Report writing on-going Lack of funds inhibited target coverage
			Number of BOMs and SIMSC members trained	300 TOTs trained in 10 counties Training to be cascaded to 3,000 BOMs & SIMSCS	-	-300 TOTs -3,000 BOMs & SIMS CS	-Lack of training funds has made this activity impossible since 2012
<b>Special Needs Education</b>	DBE	SNE learners Enrolled in Primary education	number of SNE learners	87,175	105,821	+18,646	Target Exceeded

			Enrolled in Primary education				
			Number of SNE learners receiving the top ups	87,175	89,463	+2,288	Target exceeded
	DBE	SNE institutions in primary education monitored.	Number of monitoring reports	1	Only 6 counties were monitored	-41 counties	Lack of funds sighted
	KISE	Education Assessment and Resource Centres (EARCs) upgraded and strengthened.	Number of EARCs No. of EARCs upgraded and strengthened	50	None	50	Lack of funds sighted
	DBE	National SNE baseline survey Conducted	Report	1	None	1	Lack of funds sighted
	KISE	Major assistive	Number of	44	None	1	Lack of funds

		devices/machinery installed.	devices/mac hines procured and installed				sighted
	DBE	Sheltered workshops in SNE institutions constructed.	Number of workshops constructed	3	None	3	Lack of funds sighted
	DBE	Stakeholders in SNE sensitized.	Number of education stakeholders sensitized on SNE issues	400	200	200	Few sensitization seminars held. Lack of funds
	DBE	Gifted and talented children and youth in SNE identified.	Number of gifted and talented of SNE children identified and assisted	<b>60</b>	None	60	Identification process slow. Lack of funds sighted
<b>Alternative Provision of Basic</b>	DBE	Increased enrolment in NFSs/NFECs.	Number of pupils enrolled in	300,000	142,100	157,900	Submitted APBET Registration

<b>Education</b>			NFSs/NFCs.				guidelines to the cabinet Secretary to enable more schools register and reach more children.
<b>Early Childhood Development and Education</b>	DBE	ECD Policy and Standard service guidelines reviewed and disseminated,	Number of copies of reviewed ECD Standard guidelines	2	TORS developed technical team appointed	-	Work ongoing
			Number of stakeholders sensitized on ECD policy	-	Consultative meetings held	-	On course
	DBE	ECD Policy and Service Standard guidelines implementation	No of reports		Planning complete	-	On course

		monitored					
<b>Primary Teachers Training and In Servicing</b>	DBE	<b>Old PTTCs</b> infrastructure rehabilitated.	Number of PTTCs with rehabilitated infrastructure	3	2	1	Inadequate funds availed in the printed estimates
	DBE	New PTTCs Constructed	% completion rate of newly constructed TTCs	20%	2.93	17.07	Inadequate funds were availed in the printed estimates
	DBE	Teacher education	No of Policies dev.	1	Nil	1	Concept paper
		policy Developed					developed
	DBE	Needy students and no-teaching staff financially supported	Number of needy students assisted with bursaries	4000	Nil	4000	Bursary funds withdrawn from the budget

			Number of nonteaching staff compensated	44	44	Nil	-
	DBE	BOMS/Principals trained in management	Number of principals and members of BOMS trained:	331 personnel trained	Nil	331	No trainings conducted. Most of the B.O.Ms awaiting re-constitution after the expiry of their terms in office
	DBE	Trainees and personnel in TTC s affected by HIV/AIDS/Gender sensitised and counselled	Number of trainees and TTC personnel sensitized and counselled	9,100 learners and personnel sensitised	9,100	Nil	No funds were availed in the printed estimates for this purpose but the PTTCs have established

							VCT facilities with their own internal resources
	DBE	Curriculum Delivery (Tuition and Teaching Practice materials) improved.	Number of buses and materials procured	6	Nil	6	No funds were availed in the printed estimates
	DBE	PTE programmes supervised and Monitored	No of supervision and Monitoring report	1	1	Nil	-
<b>Alternative Basic Adult and Continuing Education</b>	DBE	Impact Assessment survey on ACE undertaken	Assessment Report	1			
			Skills Assessment Report	1			
<b>School Health Nutrition</b>	DBE	Learners provided with School Meals ( HGSMP)	Number of learners receiving	700,175	735,511	+35,336	All are feeding

<b>and Meals</b>			mid-day meals.				
			Number of tones reaching schools from warehouses.	18651 metric tones	853,248	+90,533	All are feeding
<b>Expanding Education Opportunities in ASALs</b>	DBE	Enrolment in low cost boarding and mobile primary schools increased.	Number of learners enrolled in low cost primary schools.	180,524	-113524	67,000	-Low Capitation -Inadequate funding for LCBs.
			Number of learners in mobile schools grant	10,740	-10,665	75	SMC Training targeted for April,2015
	DBE	Capacity development of mobile school teachers, BOMs and school communities	Number of school teachers and BOM	100	NIL	100	Targeting 75 in April

		strengthened	trained				
			Number of community sensitized	100	NIL	100	No budgetary allocation
	DBE	Learning activities in sampled nomadic schools monitored.	Monitoring report on nomadic education.	1	1	NIL	Monitoring done for two Nomadic Counties
	DBE, DPP&EACA	NACONEK Established and operational zed	Operational zed NACONEK	1	Establishment of NACONEK	NIL	Launching & induction targeted for April
<b>ICT CAPACITY DEVELOPMENT</b>	ICT4E	Laptops, printers and projectors Provided to pupils' and teachers in primary schools and teachers trained.	Number of pupils provide with lap top project	400,000	20%	-80	Pending court cases
			Number of teachers trained in ICT	60,000	60%	-40%	All the training preparations have been done

							Actual training is scheduled for May 2015
			Number of schools with 1 laptop each	0	0%	100%	Pending court cases
			Number of printers per school issued	0	0%	-100%	Pending court cases
			Number of projectors procured and installed	0	0%	-100%	Pending court cases
	ICT4E	Computer labs in schools constructed	Number of computer labs constructed	0	0%	-100	
	ICT4E	Digital content Provided	Digital content	Std 1& 8	40%	-60%	Digital content for

			installed				Std 1-3 is done
	ICT4E	National ICT Innovation and Integration Centre operationalized	Operational National ICT Innovation and Integration Center	1	20%	-80%	Power supply and internet connectivity interrupted
<b>Secondary Education: Outcome: To enhance access, equity, quality and relevance to Secondary Education</b>							
<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Key Performance Indicators</b>	<b>Target/ (Baseline ) 2014/2015</b>	<b>Achievement</b>	<b>variance</b>	<b>Remarks</b>
<b>Free Day Secondary Education</b>	DSTE	Enrolment in secondary schools enhanced	Number of students enrolled and	2,175,534 students	✓ 2,244,937 students ✓ 50% capitation of KES 11,255,238,11	+69,403 students	Additional form one streams created—how many

			receiving FDSE capitulation. Number of monitoring and evaluation reports	1	1/=	✓ FDSE Acknowledgements from 7,711 sec. schs	
DSTE	County schools upgraded to national status	Number of schools upgraded	27 schools	27 schools	✓ 26 schools ✓ Final KES 300 million processed & approved ✓ BQs approved ✓ Procurement of contracts in progress	- 01 school	Stakeholders did not approve recommended school. Awaiting for Exchequer
DSTE	Secondary schools infrastructure constructed, expanded / rehabilitated/ equipped	Number of schools with improved infrastructure	220 schools	220 schools	✓ 08 Special sec. schs identified & BQs received ✓ 220 sec. schs	+08 SNE sec. schs	

			ure % completi n rate	20%	identified ✓ KES 108 million to be disbursed		Awaiting for exchequer
	DSTE	Laboratories in secondary schools constructed, expanded/ rehabilitated/ equipped	Number of laboratori es constructe d, expanded/ rehabilitat ed/ equipped  % completi n level	1456  30%	✓ 1439 identified for Lab Equipment supply for KES 169,446,013/= to be disbursed	Nil	Awaiting for exchequer
	DSTE	Secondary schools infrastructure in ASAL/pockets of poverty	Number of schools with	144 ASAL and 249	✓ 301 ASAL sec. schs to benefit from		

		constructed, expanded/ rehabilitated/ equipped	infrastructure constructed/ rehabilitated in ASAL/ poverty areas  % completion level	pockets of poverty school  30%	KES 35,424,389/= and ✓ 323 Pockets of Poverty sec. schs to benefit from KES 51,680,000/=		Awaiting for exchequer
	DSTE	Service gratuity grants paid to non-teaching staff in secondary schools	Number of non- teaching staff paid	138	✓ 110 retirees to be paid a total of KES 12,895,582/=		Awaiting for exchequer
	DSTE & ICT	Improved ICT integration infrastructure in secondary schools and teachers trained in ICT skill	Number of schools provided with ICT	224 schools and 630 teachers	✓ 224 sec. schs identified ✓ ICT Equipment		Training of teachers to be conducted after

			infrastruct ure and teachers trained	trained	procured ✓ Currently being received before distribution to selected sec. schs		installation of the ICT Equipment; total KES 350 million
<b>Secondary Teaches Education Services</b>	DSTE (DTTCs)	3 Diploma Teachers Training Colleges infrastructure constructed / expanded/ rehabilitated/ equipped	Number of DDTCs with improved infrastruct ure  % completi on rate level in DTTCs	3       20%	✓ Ongoing projects at: ✓ Kibabii – construction for 204 million ✓ Kagumo – rehabilitation for 5.4 million ✓ 20% completion	Moibe n DTTC project of KES 54 millio n has not started	Funds with the mentoring institution; As the governance and accountabilit y system is established.
<b>Special Needs Education</b>	DSTE	SNE enrolment in secondary schools	Number of SNE	3.184	✓ 1st half SNE grants of KES		Acknowledge ments

			students enrolled in secondary schools		99,999,540/=	received from all special sec. schs
					✓ Current enrolment at 3,201 in 25 special sec. schs; and 200 in 70 integrated sec. schs & the DTTCs = 3,401 ✓ Schedule for KES 100 million being processed	26 needy students with disabilities awarded KES 1 million Olympia Wafula Foundation scholarship.  Awaiting for exchequer
	DSTE	SNE infrastructure secondary schools constructed/ expanded/ rehabilitated/ equipped	Number of Special secondary schools constructed,		✓ 25 special sec. schs equipped ✓ 08 special sec. schs identified for expansion/reha	75% of the disbursed SNE Tuition subsidy allocated to SNE

			expanded/ rehabilitat ed/ equipped  % completio n level		bilitation ✓ Baseline Survey on SNE provision in Special sec. schs in progress.		instructional materials and assistive technology
	DSTE	Special national academy for the Gifted and Talented Learner schools identified and established	Number of special national academy for the Gifted and Talented Learner identified and establishe d		✓ Concept paper on establishment of National Special Academy for Gifted and Talented Learners in sec. schs drafted		

**Quality Assurance and Standards Outcome: Improved education quality**

<b>Programme</b>	<b>Delivery unit</b>	<b>Key Outputs</b>	<b>Key Performance Indicators</b>	<b>Target/ (Baseline) 2014/2015</b>	<b>Achievement</b>	<b>variance</b>	<b>Remarks</b>
ESQAC	ESQAC	ESQAC Operationalized	Number of officers appointed and working for the council	30	0	-30	Awaiting delinking
		Capacity of quality assurance officers strengthened	Number of QASOs capacity-built	0	0	0	Funds delayed
		Standards of educational institutions	Number of institutions assessed	0	1795	+1795	Financial constraints

	ESQAC	Guidelines on institutional based	Guidelines developed	0	0	0	Funds not availed
		Quality Assurance developed, piloted and rolled out	Pilot report	0	0	0	Funds not availed
		Education Quality Index reviewed	Number of reports on review	0	0	0	Funds not availed
		QAS manuals reviewed	Number of manuals reviewed and validated	0	0	0	Funds not availed
		Guidelines for establishment of	Number of guidelines developed	-	0	0	Funds not availed

		education standards developed					
Curriculum activities	ESQAC	Quality monitoring and advisory (QMA) visits undertaken	Quality monitoring reports	5	0	-5	Funds not availed
		Employees compensated	Number of employees compensated	6381	0	-6381	Funds not availed
	ESQAC	Learning competency guides for secondary schools developed	Competency reports	2	0	-2	Funds not availed

		Learning competency guides for TTCs developed	Guides	2	0	-2	Funds not availed
		Handbooks on learning competencies printed and disseminated	Number of handbooks	120	0	-120	Funds not availed
		School-based, cluster and County examination activities supervised	Number of visits	2	0	-2	Funds not availed
	Curriculum activities	Key resource teachers	Number of research carried out	100	0	-100	Funds not availed

		trained					
	ESQAC	Coordination vehicles bought	No. of vehicles	-	0	0	Funds not availed
		Quality assurance materials printed and published	No. of publications	320	0	-320	Funds not availed
		National Music festivals successfully carried out and talent identified	Reports	1	1	0	Successfully done in August 2014
		Coordination of Drama and	Reports	1	1	0	On-going in Nakuru

		drama festivals finalized					
		Coordination of primary games finalized.	Reports	1	1	0	On-going in Machakos
		Coordination of secondary games finalized.	Reports	1	1	0	On-going in Nakuru
		Coordination of special needs education games finalized.	Reports	1	1	0	On-going in Kericho

		Coordination of science engineering fair finalized	Reports	1	0	-1	To be done in June 2015
		Coordination of college games finalized.	Reports	1	1	0	Successfully concluded

**University education: Outcome- Enhanced access ,equity, quality and relevance in University Education**

Name of Programme	Delivery Unit	Key Outputs	Key Performance Indicators	Target (Baseline) 2014/15	Achievement	variance	Remarks
University Education	Directorate of Higher Education	Increased enrolment in public Universities	NO. of students enrolled	284,673	362000		
		New Universities Established	No. of new Universities established	N/A			

		Expansion of Universities	No. of facilities in Universities established	Construct workshops , laboratorie s and tuition blocks	Workshops, laboratories and tuition blocks constructed in 9 University Constituent colleges		
		Pan African University of Science Technology and Innovation operationalized	Completion of Administration block phase I No. of students admitted	Completi on of phase I 58 students admitted	Administration block complete. 54 students graduated with masters degree		98% graduation rate
		Operationali zed National Open university of Kenya	Open University of Kenya operationalized	Technical working Committee in place Cabinet Memo and Draft	Cabinet Memo prepared awaiting discussion and approval by the Cabinet Cabinet Academic Curriculum		Validation of the process of accreditation is on going

				Charter in place Academic curriculum developed and accreditation process initiated	developed and submitted to the commission for University Education		
		Supply of teaching, training and research equipment in engineering and applied sciences	Number of Universities supplied with equipment	8	8	0	All target universities received part of the equipment
		University and TTI teaching	Number of teaching staff trained at	200 staff trained- Masters	31 0	-169 -50	the staff undergoing masters degree

		staff trained at Masters and doctorate levels	Masters and PhD levels	50 staff trained- PhD			training Dedan Kimathi
		Teaching and learning block constructed at Wangari Mathai Institute of Peace and Environment	Teaching and learning block constructed	Procure consultant to develop designs and bidding documents	Consultant procured and designs and bidding documents developed	0	
		Establishment of University Database	University Database Established	Preparation of TORs for the establishment of Database	Draft TORs prepared for the establishment of the Database.		

		University Funding Board	University Funding Board operationalized	Process of appointing selection panel has commenced	Selection panel has been appointed and set to be inaugurated on 7 <sup>th</sup> April,2015		
<b>Accreditation</b>	<b>CUE</b>	Regulations, standards, guidelines, processes and instruments for university accreditation developed and implemented	Published regulations, standards, guidelines, processes and instruments		Ksh.100,000		
			Number of stakeholders forum held on regulations, standards, guidelines, processes and instruments for implementation		2		
		Inspection of proposed universities	Number of proposed universities inspected		50		

		Peer Reviewers training	Number of peer reviewers trained	100			
		Benchmarking undertaken	Number of staff engaged in benchmarking activities globally	4			
		Programme accreditation- evaluation and verification of resources	Number of submitted curricula evaluated	150			
			Number of academic programmes for which resources have been verified	100			
<b>Quality Audits</b>	<b>CUE</b>	Develop and review instruments for quality audits	Number of Self-Assessment and audit Instruments developed	2			
		Identify and induct panellists for	List of inducted panellist for institutional and programme audits	100			

		institutional and programme audits					
		Rating universities	Report on Rating of Kenyan Universities	1			
		Credit Accumulation and Transfer Systems	Number of CATs	2			
		Institutional and programme audits	Number of institutional Audits	6			
			Number of academic fields audited	100			
		Internal Quality Assurance	Number IQA conducted/ implemented	67			
<b>Policy Advisory, Research and</b>	<b>CUE</b>	Higher Education Information Management	Level of HEMIS developed	20%			

<b>Innovation</b>		t System					
		Periodic surveys to establish state of university education in relation to national development	Number of surveys conducted	1			
<b>Institution al Capacity</b>		Recruit additional staff	Number of staff Recruited	70			
<b>Higher Education and Support Services</b>	Higher Education Loans Board (HELB)	Student financing enhanced	Number of undergraduate students receiving loans	211,330	302,693		

			Amount of funds being disbursed	8.1Billion	12.1 billion			
			Number of postgraduate students receiving loans	4,409	5,291			
			Amount of funds being disbursed	514 million	616 million			
			Undergraduate bursary awarded	92 million	92 million			
			Number of students receiving TVET	30,351	33,393			

			loans				
			TVET loan	400million	668 million		
			TVET Bursary	10,000	12,000		
			Postgraduate scholarships awarded	21.4 million	21.4 million		
	Kenya Universities and Colleges Placement Service(KUC CPS)	Students Placed	No of Undergraduate students placed	56,938	72,625		
			No. of Diploma students placed	15,400	20,000		
		Data Centre established	Data centre	1			

**General Administration and Support Services: Outcome: To enhance accountability and efficient service delivery in the education sector**

Programme	Delivery unit	Key Outputs	Key Performance Indicators	Target/ (Baseline) 2014/2015	Achievement	variance	Remarks
Headquarters Administrative Services	Planning	Strategic plan developed and reviewed	A reviewed strategic plan	1	Strategic plan published and distributed		Implementation of the ministry 2013-2017 Strategic Plan on course
		Monitoring and Evaluation conducted	Number of monitoring and evaluation report	4	3		
		EMIS strengthened	EMIS system at HQ and all counties	1	2014 schools census carried out and basic education statistics booklet ready for publishing		2014 education statistics available for use and sharing with stakeholders
	Administration	Performance Contracting implementation coordinated	Quarterly reports analysed	4	3 Quarterly reports prepared and shared		Some key targets are lagging behind in implementation