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 TRIENNIAL SURVEY 1964-66
 AND
 ANNUAL REPORT FOR 1966**

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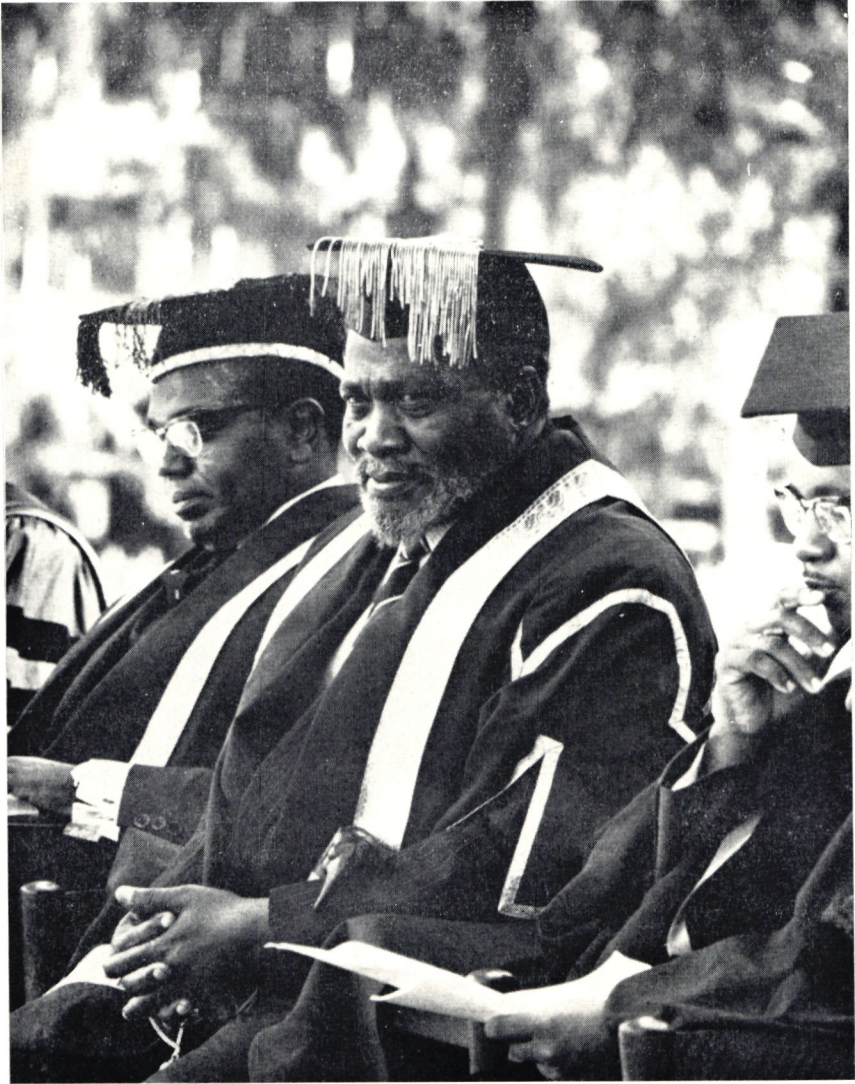
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H.E. The President of Kenya, Mzee Jomo Kenyatta, Visitor to University College, Nairobi, at the College's Graduation Day Ceremony 1966. On the President's right is Mr. B. M. Gecaga, Chairman of the College Council, and on his left Dr. A. Porter, Principal of the College

[By courtesy of East African Newspapers—Nation Series—Limited]

**MINISTRY OF EDUCATION
TRIENNIAL SURVEY 1964-66
AND
ANNUAL REPORT FOR 1966**

INTRODUCTORY NOTE

It has been the custom in Kenya for the Ministry of Education to issue an Annual Report each year, and every third year for this to take the form of a Triennial Survey reviewing progress over the preceding three-year period. Thus in the present decade Annual Summaries were issued for 1961, 1962, 1964 and 1965 with Triennial Surveys covering the periods of 1958-60 and 1961-63. The present volume continues the series, and serves both as an Annual Report for 1966 and as the Triennial Survey for the first three years of Independence, 1964-66. It has not been thought necessary to repeat the historical review of the development of education during the colonial period, as was done in the last two triennial surveys; these can be consulted in case of need.

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MINISTRY OF EDUCATION TRIENNIAL SURVEY 1964-66 AND ANNUAL REPORT 1966

PART I—ACHIEVEMENTS IN EDUCATION SINCE INDEPENDENCE 1964-66

Introduction

Kenya's achievements in education have been amongst the most dramatic and rewarding since Independence on 12th December 1963. There has been a great surge of enthusiasm and interest which has resulted in a most substantial growth in the number of schools, students and teachers, in the development of entirely new institutions, and the launching of new ideas.

Some idea of the pace of development over this period can be obtained from a glance at the statistics in the Appendix—150,000 more pupils in primary schools; a doubling of the numbers in secondary schools; 1,350 more in teacher training, including a thirteenfold increase in secondary teacher trainees; twice as many Kenyan students enrolled in the University of East Africa. A roll of the new institutions that have appeared over the same period serves to tell the same story of uninterrupted progress—Kenyatta College, the Kenya Science Teachers College, the Kenya Institute of Education and its research wing the Curriculum Development and Research Centre, and the Department of Education at University College have come into being as flourishing institutions with plans also firmly laid for a new Medical School in Nairobi (due to open in July 1967), the Teachers Service Commission, and the East African Examinations Council. Throughout all these years of "educational explosion" there has been encouraging evidence that standards have remained high despite the rapid expansion and in the face of the unavoidable departure of many teachers into other occupations at Independence, both in the public and private sectors.

In a new nation such as Kenya, the purposes of education must go beyond those of developing individual talents, skills, knowledge and character. The education system has important social functions to perform. Outstanding among these at this stage of Kenya's development have been the tasks of forging national unity and of producing the educated people to provide the country with indigenous leadership and skills. Great progress has been made in both these directions. Our schools and colleges have helped to create a growing sense of national consciousness and nationhood transcending considerations of race, tribe, religion and language. There have been enormous advances in making good the dearth of skills and experience left behind in the wake of colonial rule. As a result of our educational expansion great strides have been made in Kenyanizing the public service and, if self-sufficiency in skills has not yet been attained, its achievement has been brought appreciably nearer in the short space of time that has elapsed since Independence.

These notable advances have been made possible through the unremitting efforts of all who have had the interests of education in Kenya at heart. The leadership of the Government and in particular of His Excellency the President and his Ministers for Education; the devotion of the Civil Service; the dedication of the teaching profession; the enthusiasm and self-sacrifice of parents; the

application of pupils; and the support of voluntary agencies, have all made important contributions to these successes. Kenya is, too, most grateful to the many friendly countries overseas who have come forward with offers of material assistance for the development of education, as well as to the many individuals who have come to teach in our schools or to serve education in other ways. The achievements recorded in these pages have indeed been the results of co-operative effort, of common enterprise, of the spirit of *Harambee*.

Within one week of the attainment of Independence, the then Minister for Education appointed the Kenya Education Commission under the chairmanship of Professor S. H. Ominde. The Commission was asked "to survey the existing educational resources of Kenya and to advise the Government of Kenya in the formulation and implementation of national policies for education". The Commission travelled widely and took evidence from men and women representing all sections of the community. Within eight months it had presented Part I of its Report dealing with broad questions of educational policy and this was published on the occasion of *Jamhuri*, 12th December 1964. Part II of the Report dealing with quantitative aspects and the rate of educational expansion was presented to the Minister seven months later in July 1965. The Report and its recommendations have already had a profound influence on national thinking on education and many of the Commission's recommendations have already been carried out. The Government has promised to issue a full statement of educational policy based on the Kenya Education Commission Report in the near future.

During the period under review the Education Act of 1951 was in force, as amended. From Internal Self-Government on 1st June 1963 to 11th December 1964, primary and secondary education were administered by regional authorities as provided for by the Self-Government Constitution. But with *Jamhuri* on 12th December 1964 the Republican Constitution restored full authority to the Central Government and a consequent amendment of the Education Act provided the Minister for Education with powers to entrust (and in case of need subsequently to disentrust) functions to municipal and county councils. In fact the administration of most primary schools was so entrusted from 1965 onwards.

One of the most fundamental changes that has occurred with Independence has been the integration of education into a single system and the abolition of the racial basis of education. Formerly education was organized on racial lines with separate schools and a separate syllabus for each of the main racial groups—African, Asian and European. This structure was reflected in the organization of the Ministry of Education with its sections for African, Asian and European Education. The main elements of the Government's policy of integration have been the introduction of a bursary scheme for Africans to attend high-cost former Asian and former European secondary schools, the exercise of pressure on these schools to reduce their fees and to cut out inessential items of expenditure, and the preparation of common syllabuses for all schools. By 1966 the proportion of Africans at the former European and Asian secondary schools had risen to 30 per cent.

A notable feature of the period under review was the completion of the structural change at primary level which involved the replacement of the former primary and intermediate courses, each of four years, with a consolidated seven-year primary course. By the end of 1966 the whole of Kenya was operating on the new basis. As a result of the change there was an extremely rapid increase in the numbers going through to take the Kenya Preliminary Examination from 62,000 in 1963 to 133,000 in 1966. At secondary level the structure has remained

virtually unchanged except that in 1966 a Form 2 examination was reintroduced on an optional basis in the shape of the Kenya Junior Secondary Examination, and Government was proceeding with the development of a number of institutions on the "intermediate college" pattern with Forms 5 and 6 but no lower secondary forms. Changes in the structure of technical and trade school courses were also being introduced in the course of 1966.

The development of education over these years has been in accordance with the Development Plan 1964-70 published in 1964; and the Development Plan 1966-70 published in May 1966, of which Chapter 10 is devoted to the educational plans of the Government. Other particularly formative documents, from the point of view of educational policy, published over this period have been "High Level Manpower Requirements and Resources in Kenya 1964-70" and "African Socialism and its Application to Planning in Kenya".

1. Administration

At Independence hon. J. D. Otiende, M.P., was appointed Minister for Education. He was succeeded at Jamhuri, 12th December 1964, by hon. Mbiyu Koinange, M.P., who was in turn succeeded by hon. Jeremiah Nyagah, M.P., in May 1966.

The hon. J. M. Gachago, M.P., and hon. B. M. Kaggia, M.P., served as Parliamentary Secretaries under Mr. Otiende, and Assistant Ministers after *Jamhuri* were hon. G. M. Mutiso, M.P., and hon. J. L. N. ole Konchellah, M.P. From 1963 until December 1964 the Permanent Secretary was Mr. K. S. N. Matiba and thereafter Mr. J. K. Njoroge. Mr. K. Mwendwa was Chief Education Officer throughout the period.

With Independence and the abolition of the racial division within education, the Ministry of Education was reorganized, with sections now operating on a functional basis. Over most of the period in question the main units within the Ministry—under the overall supervision and control of the Permanent Secretary, assisted by the Chief Education Officer and Deputy Chief Education Officer—were the Finance and Establishment section and three sections each headed by an Assistant Chief Education Officer. One of these was responsible for primary education, district administration and teacher education; another for secondary and technical education; and the third, formerly known as the Chief Inspector of Schools, for the academic standards and curriculum of schools and teachers colleges and for examinations. Towards the end of 1966 a new organizational pattern was drawn up. This provided for a broad division of responsibility under the Permanent Secretary between the Chief Education Officer on the one hand, responsible for professional education matters, development and planning, and a Deputy Secretary on the other concerned with administration and higher education.

The pattern of local administration was to have a Provincial (Regional in 1963/4) Education Officer in each Province except the North-East. The Nairobi Provincial Education Office was (re-)opened at the end of 1966. At the next level each County or Municipality had its own County Education Officer or Municipal Education Officer through whom the Ministry of Education worked.

Localization of the administration was virtually achieved by the end of 1966. If one compares the situation on 31st December 1966 with that on 31st December 1962, one finds that the transformation has been remarkably complete. At the end of 1962 there was an expatriate Permanent Secretary and all the 12 senior officers down to and including the Senior Education Officers were expatriate. By

the end of 1966 in these same categories almost all the posts were occupied by Kenyans, only the Principal Finance and Establishment Officer and two Senior Education Officers being expatriate. All posts of Provincial Education Officer and County Education Officer, and ten of the Inspectorate posts, had also been Kenyanized.

During these three years the Ministry of Education was located in Gill House on Government Road South, Nairobi.

2. Primary Education

The years 1964 to 1966 saw completion of the changeover to a seven-year primary course throughout the country. Previously the former African schools had given a four-year primary course and pupils had then taken the Competitive Entrance Examination to gain admission to the four-year "intermediate schools". In the early 1960s the Competitive Entrance Examination was abolished and more and more pupils passed through to Standard V so that in successive years an unprecedented number of children completed the full primary course and came forward to take the Kenya Preliminary Examination. It must be noted that the amount of instruction received by a child up to K.P.E. did not materially change since attendance in Standards I and II was formerly on a half-day basis, but was converted to a full-day basis when the seven-year course came in.

Enrolments of pupils in primary school in 1966 showed an increase of 152,000 over 1963. Most of this expansion took place between 1963 and 1964, and at first sight the rise in enrolments since 1964 seems disappointingly small. However this slowing of the rate of growth in total enrolments is to be explained quite largely in terms of the reduction of the primary course from eight years to seven. The disappearance of Standard VIII from the schools has inevitably slowed the rise in overall numbers and if one takes instead the average enrolment per standard or grade of the primary system the progress that has been made can be seen in better perspective. Thus enrolment in 1963 was 891,553 in eight standards and in 1966 it was 1,043,416 in seven standards. In other words average enrolment per standard has risen from 111,000 to 149,000 over this period, a highly satisfactory performance. It may be expected that a more rapid advance in the overall numbers of primary pupils will be resumed now that the changeover has been completed. The total enrolment of 1,043,416 in 1966 was equivalent to approximately 58 per cent of the estimated 7-13 age group.

Numbers enrolled provide only one index of what has been achieved. Quite as important is the quality of education being given in our schools. Fears have been expressed by the public in the Press and elsewhere lest the overall standard of education in primary schools may be falling. These fears may be largely illusory as is suggested by the fact that the number of passes on the K.P.E. in 1966 exceeded the total number of candidates in 1963. Even so a pass rate of 48 per cent on the K.P.E. cannot be accepted as satisfactory under any circumstances. It is moreover true that the average qualification of primary teachers has fallen since 1963 and that the proportion of untrained teachers has risen. In large part this was an inevitable result of the overall deficiency of qualified people to man the public services and other posts of national importance at Independence. A large exodus of good teachers from the schools at that time was therefore unavoidable and in the normal course of events should not repeat itself. Nevertheless the Government shares the general concern over the teacher situation and has been vigorously pressing forward with the development of teachers colleges. It already appears that this policy is bearing fruit and the tide may have turned in the staffing of primary schools, for in 1966 the proportion of untrained teachers in the total fell to 30.5 per cent from 34.3 per cent in 1965.

In addition of its efforts in teacher education the Government has been actively attacking the problem of standards of primary education from the angle of teaching method and the curriculum. One of the most promising ventures in the history of education in Kenya has been the development of the New Primary Approach in the primary schools. The essence of this is that the old concept of the child passively receiving instruction from the teacher should be replaced by a system in which the pupil develops through active and full participation in the educational process. Thus the teacher becomes less of a dictator and more of a guide. Until now the New Primary Approach has been associated with the use of the English language as the medium of instruction in the schools from Standard I. But in principle this need not be the case and the Government has plans for the New Primary Approach method to be used with other languages as media of instruction.

The use of English medium from the earliest year of primary school was developed towards the end of the 1950s and was first introduced to African schools in 1961, but the movement only gained real momentum with Independence. Development was so rapid that by 1966 half the Standard I classes in the country were being taught in English, using the New Primary Approach. This is an immense achievement involving as it has the preparation of completely new texts and materials, the training and supervision of teachers in the new method and its introduction to the schools. Credit must go largely to the Science and Languages Centres, integrated in 1966 into the Curriculum Development and Research Centre, to the Kenya Institute of Education and the primary teachers colleges, and to the Inspectorate. Assistance from abroad has also played an important part.

As already stated above, the administration of primary education has been in the hands of local authorities since Independence. There have been a few occasions where a local authority's finances have deteriorated to the point that it has had to close schools and dismiss teachers. This has been one of a number of grievances expressed by teachers concerning terms and conditions of service leading to strike action on a number of occasions by the Kenya National Union of Teachers. The Government introduced new scales of pay for teachers with effect from April 1964 and in 1966 the Minister for Labour set up a Board of Inquiry under the chairmanship of Mr. S. N. Waruhiu to examine teachers' complaints about their terms and conditions of service. The Board's Report was received towards the end of the year. The Government also presented a Bill to Parliament in 1966 to establish a Teachers Service Commission to become the single employer of teachers. By the end of 1966 this Bill had been approved by the two houses of the National Assembly.

Primary education has been financed by local authorities out of revenue from their own tax collections (graduated personal tax, produce cesses and other taxes), from Central Government general grants and from school fees. At the end of the period the level of school fees was of the order of Sh. 50 to Sh. 60 for Standards I-IV and Sh. 60 to Sh. 70 for Standards V-VII.

3. Secondary Education

The secondary level of education is perhaps the one that has required the greatest attention from the Government since Independence. The reasons are not far to seek. Although the expansion of secondary and higher education was greatly accelerated in the years just prior to *Uhuru*, Kenya was left in a highly unprepared state for Independence from the point of view of the availability of indigenous skills and experience. Not only were local personnel in the middle and higher level manpower groups in short supply, but it was even difficult to find

enough qualified candidates to take advantage of places offered in higher education institutions. It has therefore been essential to break the bottleneck of the shortage of well-qualified secondary school-leavers by launching as many new classes at Form 1 of Secondary School as Government could afford.

The challenge was in fact more than simply one of meeting national needs, overriding though these were. For just at the same time the numbers of school-leavers from the new seven-year primary courses were approaching their peak and the country had a responsibility to offer as many of these boys and girls as possible the opportunity of secondary education. That this challenging situation was transformed into a great opportunity, boldly grasped by the people of Kenya, must be ascribed very largely to the intensely enthusiastic response evoked by the President's call to the nation of *Harambee*. For as it became clearer that even the most energetic expansion plans of Government for aided schools could not cater for all those deserving a secondary place, local communities all over Kenya seized the initiative and began themselves to start *Harambee* secondary schools supported entirely by community contributions and school fees. The movement has continued with the first *Harambee* schools now reaching Forms 3 and 4 and new ones continually springing up. While most *Harambee* schools undoubtedly face immense problems in finding well-trained staff, in providing adequate accommodation and equipment and in maintaining high educational standards there can be no doubt that these schools are here to stay, and will continue to contribute greatly to educational development throughout the country.

In quantitative terms the overall record of achievement since 1963 is that the number of secondary grew from 151 in 1963 to 400 in 1966. Of the 249 new schools, Government-aided schools accounted for 80, including the establishment of secondary facilities for the first time in a number of outlying districts such as Marsabit and Wajir. The remaining 169 were *Harambee* and other unaided secondary schools. In terms of enrolment the overall numbers rose from 30,120 in 1963 to 63,193 in 1966.

The rise in enrolments has been most spectacular at Form 1 level, where Government opened 129 additional streams in aided schools in the three years 1964-1966 and unaided schools opened 226 new streams. Total enrolment at Form 1 had risen from 10,214 in 1963 to 24,108 in 1966. By 1966 the number of those in unaided Form 1 classes had reached 11,354 or 47 per cent of total Form 1 enrolments.

As yet the first fruits of this great expansion have hardly been felt at Form 4 level since Form 1 entrants in 1964 only reach Form 4 in 1967. The benefits of the secondary education "explosion" in terms of a greatly increased Form 4 output will only begin to flow from 1967 onwards. Even so the numbers in Form 4 (7,068) in 1966 were up by 50 per cent over the 1963 figure (4,791) and the three-fold increase in the number of Africans from about 1,500 to 4,263 already represents a substantial advance. Forms 5 and 6 witnessed rapid expansion from 667 and 445 to 1,356 and 948 respectively over this period and again African enrolments advanced more strongly than others.

At Forms 5 and 6 by 1966 there were 34 institutions teaching up to Higher School Certificate or Advanced Level of the General Certificate of Education. Following the suggestion of the Kenya Education Commission that many of the new streams should be concentrated in institutions which would become intermediate colleges, the Government took an initial step in that direction by its decision to phase out Form 1 entries at Kenyatta College and to convert the secondary school section of Kenyatta College into an intermediate college. It

should be mentioned however that even prior to this decision two institutions, namely Strathmore College and Kenya Polytechnic, undertook sixth form teaching without any lower level academic teaching of Form 1-4 pupils.

Government policy over this period has favoured building up the size of aided secondary schools to three streams or above since this allows economies in cost per pupil and a wider range of subject specialization among the staff. This also coincides with the policy advocated by the World Bank whose loan to Kenya for the 1965-67 period is restricted, so far as secondary schools are concerned, to institutions of three or more streams. It has not been possible for the Government to adhere entirely to this approach, however, because the pattern of Kenya's population distribution in most areas makes it inevitable that a three-stream school must recruit pupils from far afield and have boarding facilities, and boarding schools are considerably more expensive to build and run. There is also some social advantage to be derived from distributing schools widely so that more communities can have the satisfaction and inspiration of a secondary school in their areas. In some cases therefore the decision has gone in favour of developing smaller schools. *Harambee* schools have in almost all cases started as one stream day schools.

Most schools continued to take the Overseas School Certificate Examination and the Higher School Certificate Examination of Cambridge University Local Examinations Syndicate at Form 4 and Form 6 respectively. The number of entries for both examinations increased in each successive year and, as Table 8 indicates, the performance of candidates has tended to improve in a very satisfactory manner, with School Certificate passes increasing from 62 per cent of school candidates in 1960 to over 71 per cent in 1965 and 72 per cent in 1966. Some levelling off or even a slight decline in the proportion of passes (not in the number) may be expected in the future however as an increasing number of candidates will come forward from unaided schools with less good facilities. While the proportion gaining a full certificate on the H.S.C. examination improved only marginally, it is nevertheless true that almost 80 per cent of school candidates for H.S.C. now obtain the minimum entry qualifications for the University of East Africa on this examination.

In 1966 the Kenya Junior Secondary Examination was introduced and was taken mainly by pupils in unaided secondary schools and by P3 teachers wanting to upgrade themselves to P2 status. Pupils took the examination in at least five out of seven subjects—English, Swahili, mathematics, general science, biology, history and geography. The main reason for its introduction was to give those pupils who, for one reason or another, left secondary school after the first two years of the course, an award signifying a recognized standard of achievement which would assist them in seeking training or employment.

The secondary school curriculum was generally directed to the Cambridge Local Examinations Syndicate examinations but a number of revisions in the syllabuses were worked out by the Inspectorate in co-operation with the Syndicate and introduced to the schools. Moreover, the Government declared itself in favour of greater diversification of the curriculum and with the help of U.S.A.I.D. proceeded to introduce the teaching of vocational agriculture to six secondary schools as the initial stage of a more extensive project. The I.D.A.-assisted programme for the expansion of secondary schools also provided that all of the schools in the project should provide for teaching of either Agriculture, Commerce, Industrial Arts or Domestic Science.

The number of staff teaching in secondary schools almost doubled rising from 1,602 in 1963 to 3,004 in 1966. In 1963 1,081 or 67 per cent of these teachers were graduate or equivalent and in 1966 the number of graduates had increased

to 1,573, i.e. 52 per cent of the total teaching force. The drop in the proportion of graduates is largely associated with the growth of unaided secondary schools—the aided system retained a proportion of 62 per cent graduates in 1966.

Both the numbers and proportions of local secondary teachers have risen considerably. Kenya citizens in 1966 accounted for 35 per cent of all secondary school teachers; this figure was compounded of 27 per cent of teachers in aided schools and 50 per cent of teachers in unaided schools. The remaining 65 per cent of secondary school teachers were non-citizens, with 29 per cent of the total on overseas terms and 36 per cent on local terms. The largest suppliers of overseas teachers were Britain, mainly through the Ministry of Overseas Development and the British volunteer programmes, and the United States through its Agency for International Development and the Peace Corps.

In December 1965 it was announced that fees would be abolished for Forms 5 and 6 in all but the high cost schools, and free education came into effect at this level in 1966. At Forms 1-4 in the majority of schools fees were £10 per annum for a day pupil, £22.10.0 for a boy boarding and £15 for a girl boarding. Bursaries were awarded to help many children of poorer parents at these schools and many bursaries were also given to allow Africans to attend high-cost former European and Asian schools to ensure that integration took place. Fees at the *Harambee* and private (commercial) schools are much higher than in aided schools and are normally in the range £25-50 per year.

4. Technical Education

In technical education the period 1964-66 was largely one of consolidation and laying the foundations for the new patterns of technical education now being introduced.

At the start of this period there were seven technical and trade schools at Kabete, Thika, Sigalagala, Kwale, Machakos, Eldoret and Mawego which in 1963 had had an enrolment of 938 pupils, on two-year courses (the length of courses had been reduced from three and four years in 1961) with a K.P.E. level entry. Broadly speaking this pattern continued over the period 1964-1966, with an additional school being opened at Meru in 1964 and the Kwale School merging with Mombasa Technical Institute in 1965 as recommended by the Kenya Education Commission. Enrolment in the seven schools in 1966 was 1,349 (including 195 students on the Polytechnic extra-mural course at Kabete referred to below).

An important modification to the overall pattern, however, was the introduction at Kabete in 1964 of a two-year junior technical course under the control of Kenya Polytechnic for pupils who had satisfactorily completed two years of training at a trade and technical school. Students gained an intermediate certificate at the end of this course and were then ready for acceptance into recognized apprentice training schemes in industry with further training at the Kenya Polytechnic.

The success of this experimental course was such that it was decided to convert four other trade schools into secondary trade schools offering a similar type of course, and this decision was strongly endorsed by the Kenya Education Commission. Accordingly the schools at Kabete, Thika and Eldoret began offering these courses in 1966 and plans were made for Machakos and Sigalagala to introduce them in 1967. Meru and Mawego would continue to offer two-year courses for the time being. The International Development Association loan agreement earmarked funds for the conversion of trade schools to the new courses.

Meanwhile with the growing demand for trainees with a substantial measure of basic education, the secondary technical school came to assume increasing importance. The prototype of secondary technical schools was Nakuru Secondary School whence a technical stream from Kabete Technical and Trade School had moved in August 1963. The pupils at Nakuru have been taking a four-year secondary course in academic subjects but with a bias towards engineering subjects. Most of those completing the course have either continued in Form 5 (Higher School Certificate classes started at Nakuru in 1964) or gone on to technician courses run by the Polytechnic in conjunction with industry. During the triennium moves were made to develop Mombasa and Nairobi Technical High Schools, along the same lines as Nakuru with an increased emphasis on engineering subjects. It was also planned to use I.D.A. funds to convert Sigalagala to a secondary technical school, moving the secondary trade courses there to a new school being built at Kisumu.

In 1965 the former Mombasa Institute of Muslim Education changed its name to Mombasa Technical Institute which was in accord with its new policy, since 1963, of no longer restricting its admission to Muslims. During the triennium the Institute was providing School Certificate courses with a technical or commercial bias; full-time technical courses in engineering subjects; and a number of part-time and evening courses. The Institute was included in the expansion programme covered by the International Development Association loan.

Kenya Polytechnic underwent considerable expansion and development over the period 1964-66 reaching an enrolment of over 1,600 by the end of the period compared with 965 in 1963. Considerable extensions to existing facilities were started with the help of a loan from the U.S. Agency for International Development, to enable the Polytechnic to expand its student enrolment further. The main trend in the development of courses at the Polytechnic was for a wider range of technician courses to be mounted in combination with industrial training arranged with firms on a sandwich basis. A number of technician courses at advanced level were also introduced. The Polytechnic continued to offer a few craft courses and, as mentioned above, a junior technical course at Kabete Technical School. It also continued to offer Advanced Level G.C.E. work throughout the period under review. Substantial assistance has been given by the United Nations Special Fund through U.N.E.S.C.O. and has included ten international experts in the various engineering specialities, counterpart training facilities and equipment for the laboratories and workshops of the engineering and building departments.

While it proved extremely difficult to attract suitably qualified local staff for posts at the Polytechnic, considerable progress was made with localization of trade and technical school staff. At the end of 1966 well over half the staff of the seven schools were Kenya citizens. The Australian Government furnished assistance with the overseas training of staff in 1964 and 1965: and courses of training for teachers of academic subjects in technical schools were mounted at the Polytechnic and later transferred to Kenyatta College.

5. Services to Schools

The Inspectorate has been strengthened since Independence in 1963 with an increase in staff from 12 to 17 at Headquarters and from five to seven in the Provinces. The numbers include two Inspectors of Technical Education, new posts established in 1966. In addition to these officers there were at the end of 1966 four officers seconded from the Inspectorate to the Curriculum Development and Research Centre. It became obvious, however, that a greater number

of inspectors and supervisors was needed if the Inspectorate was to cope with the expansion in the number of teachers and schools throughout Kenya. The major task of the inspectors has been to undertake secondary school inspections but they are also active in curriculum revision, setting and moderating examinations, assessing existing textbooks and promoting the writing of new ones. The Inspectorate has also been fully occupied in organizing and conducting in-service courses for teachers as well as examining student teachers during their final teaching practice. Another important task, handled by its Examinations Section, is the actual administration of examinations and this work has greatly expanded since *Uhuru* as is indicated for the Cambridge School Certificate and Higher School Certificate examinations in Table VIII of the Appendix.

Schools broadcasting has developed rapidly. The Schools Broadcasting Division of the Ministry of Education, which works in close association with the Voice of Kenya, received new offices and equipment financed with British Government funds, in 1965. By 1966 six and a half hours per week were being devoted to schools broadcasting and over 4,000 schools were registered as listeners, including two out of every three primary schools and over 80 per cent of secondary schools. Teachers notes and other background material were distributed to the schools in support of the broadcasts. A start was made with broadcasts to teachers studying for higher qualifications under in-service courses or by private study.

Major developments have taken place in curriculum development and educational research in Kenya over the period 1964-1966. A Special Centre had been formed in 1957 to investigate problems of English-medium teaching, and this pioneered work on what came to be known as the New Primary Approach with new methods of teaching suitable for any medium of instruction but for the time being using English medium from Standard I. In 1961 a Nairobi Science Teaching Centre, chiefly concerned with science teaching in secondary schools, was founded and the Nairobi Mathematics Centre was formed in 1964 in order to promote the introduction of new methods of mathematics teaching at primary and secondary levels. At the beginning of 1966 these three institutions were integrated into a new Curriculum Development Centre, later to be known as the Curriculum Development and Research Centre (C.D.R.C.). The C.D.R.C., which shares the former Central Teachers College site with Kenya Science Teachers College, continued the work of its predecessor bodies on the New Primary Approach particularly in the areas of English, Swahili, science and mathematics. Largely through the generosity of overseas governments and foundations its professional staff had been built up to 27 people by December 1966, with separate sections for language, mathematics, science and general methods.

In association with its work on curriculum development, the C.D.R.C. was able to undertake a modest amount of research work particularly into reading materials. Research on educational subjects also increased at University College with several senior staff and postgraduate students in the Department of Education, Institute for Development Studies, and other branches of the University looking into aspects of education in Kenya.

6. Teacher Education

In 1963 there were 36 aided teachers colleges and 2 unaided, with a total enrolment of 4,610 students. In 1966 there were 5,474 students in 32 colleges of whom 5,061 were in 30 primary colleges (one unaided) and 413 in two secondary colleges, but the number of primary colleges was further reduced by four at the end of the year.

Over this period there were a certain number of amalgamations, closures and new openings which resulted in larger and more effective teachers colleges coming into existence. The closures and new openings over this period were as follows:—

Closures (15) Mostly at End of Year Shown

1963	1964	1965	1966
Kahuhia	Kabianga	Central Teachers	Bura
Mugoiri (unaided)	Tambach	College (Sec.)	Coast
Nyangori	Tumutumu	Egoji (St. Mary's)	Ribe
		Kambui	Kijabe
		Kangundo	Mukumu

Openings (5)

1963	1964	1965	1966
		Kenyatta College	Kenya Science
		(Sec.)	Teachers College
		Kericho	(Sec.)
		Kisii	Shanzu

Following these various changes, the position at the end of 1966 was that 2 secondary and 26 primary colleges remained open, sited at the following places:—

<i>Central</i>	<i>Nairobi</i>
Kagumo	Highridge
Kamwenja	Kenya Science Teachers
Kilimambogo	College (Secondary)
Loreto	Kenyatta College
Mathari	(Secondary)
Thogoto	
<i>Coast</i>	<i>Nyanza</i>
Shanzu	Asumbi
	Kamagambo (unaided)
	Kisii
	Ng'iya
	Siriba
<i>Eastern</i>	<i>Rift Valley</i>
Egoji	Kericho
Machakos	Kitale
Mbooni	Mosoriot
Kigari	
Kiteta	<i>Western</i>
Meru	Chadwick
Mutune	Eregi
	Kaimosi

The teachers colleges were formerly grouped in the Eastern and Western Teacher-Training Organizations formed in 1957 and 1959 respectively. However, these two organizations ceased to exist in 1964 and in their place a new national institution known as the Kenya Institute of Education was formed in the same year. The Institute's constitution provides for control by a board of delegates with a membership of 25. Its membership is drawn from teachers colleges (10), Ministry of Education (5), University College, Nairobi (5), voluntary bodies (2),

Kenya National Union of Teachers (2) plus the Chairman who has been the Ministry of Education's Chief Education Officer since the formation of the Institute. The functions of the Institute as defined by its constitution include administering teachers examinations; promotion of conferences and in-service courses for teachers; acting as a centre of professional activity; promotion of educational research; provision of advisory services to Government and other organizations. The first two of these—administration of teachers examinations and the organization of in-service courses—have claimed the greater part of the Institute's energies so far.

Although teachers were regraded in 1964 with the P4, P3, P2 and P1 grades replacing the former T4, T3, T2 and KT1 grades, the actual entry point and duration of training for primary teachers remained virtually unchanged between 1964 and 1966. The training for each category was two years, the entry point being possession of a School Certificate or four G.C.E. "O" Levels, including English Language, for P1 teachers, two to four years secondary schooling (without C.S.C.) for P2, possession of K.P.E. for P3, and a completed primary course (without K.P.E.) for P4. P4 training was being phased out over this period except for candidates from those less developed areas which were particularly short of trained teachers.

A major development was the creation of two new colleges to train secondary teachers and the beginning of graduate teacher education at University College, Nairobi. Secondary teacher education had started in Kenya on a small scale at the Central Teachers College and at the Highridge Training College in Nairobi but in 1965 all secondary courses were transferred to Kenyatta College which was established at the site of the former Templer Barracks at Kahawa outside Nairobi. The college has been running a one-year course for Higher School Certificate level entrants and a three-year course for School Certificate level entrants both leading to the S1 certificate qualifying the holder to teach up to Form 4 of secondary school. Kenyatta College has also mounted upgrading courses of one year's duration to enable P1 teachers specializing in such subjects as art, home economics, physical education and Swahili to gain promotion to S1. The Kenya Science Teachers College, in respect of which the Kenya Government is obtaining generous capital and recurrent help from the Swedish Government over a period of ten years, opened in 1966 at the former Central Teachers College site pending the construction of its new buildings on Ngong Road, Nairobi. The college accepts entrants with School Certificate and gives them a three-year course leading to the S1 Certificate.

Meanwhile a Department of Education in Nairobi was formed in the 1965/66 Academic Year and accepted its first group of postgraduate students for a Diploma of Education course. Its second group of postgraduate students in education was admitted in September 1966 and at the same time an undergraduate education course was started. The pattern of undergraduate courses is for education to be studied concurrently with the main degree subject over the last two years of the degree course. At the end of the course successful students gain a university degree and, after they have completed a one term internship, a recognized teaching qualification in addition.

The number of teachers college staff rose from 316 to 402 between 1964 and 1966 and by the end of 1966 over 40 per cent of the posts were held by Kenyans. However the level of qualification of many college staff members was not regarded as adequate and in 1966 Government discussed with Uganda and Tanzania plans designed to produce high-quality trained local tutors in greater numbers.

7. Higher Education

On 28th June 1963 shortly before the triennium under review started, the University of East Africa had been inaugurated with Royal College, Nairobi, as one of its constituent colleges. The name of the College was officially changed to University College, Nairobi, on 20th May 1964. The College had been admitted into Special Relations with the University of London shortly after becoming a university college in 1961, and this relationship with London University was finally terminated in June 1965.

At the beginning of 1964 there were 523 Kenyans at the University of whom 275 were at Nairobi, 228 at Makerere and 20 at Dar es Salaam. By the end of 1966 the figure had risen to 1,017 with 597 at Nairobi, 287 at Makerere, and 133 at Dar es Salaam. An even higher proportion of students at the University has been enrolled on degree courses; and postgraduate work, though still limited, has greatly expanded. Over most of the period under review the University was working to the first Triennial Development Plan covering the years mid-1964 to mid-1967. In the event, the Plan proved to have underestimated the numbers of Kenyan and other East African students coming forward for higher education, but overestimated the amount of capital expenditure which could be financed from local and overseas sources. As a result there was some pressure on space at the colleges and the accommodation situation in particular became acute, especially in Nairobi.

Within the framework of the University of East Africa each college developed its own "common faculties" including such subjects as arts and social sciences, physical sciences, commerce and education, while the "professional faculties" catered for the whole of East Africa. The distribution of the professional faculties was Makerere—agriculture and medicine; Nairobi—architecture, engineering and veterinary science; Dar es Salaam—law. In general students pursuing common faculty courses were expected to do so in their own countries, but a considerable number of Kenya students enrolled on common faculty courses in the other two countries, in addition to those undertaking professional studies there, as Appendix Table VII shows.

The main developments at University College Nairobi during the period included the Africanization of the college's administration with the appointment of the college's first African Principal Dr. A. T. Porter, from Sierra Leone in 1964 and the filling of the posts of Deputy Principal, Vice-Principal, Registrar and Finance Officer with Africans of Kenyan origin. The first East African Professor in the University was appointed as Professor of Geography at Nairobi in May 1964. The Faculty of Art and Architecture was reorganized as the Faculty of Architecture Design and Development in 1966. An Institute for Development Studies was founded at the College with financial support from the Rockefeller Foundation. A Department of Education offering postgraduate and undergraduate teaching was formed early in 1966. The teaching of medicine was introduced in Nairobi for students in the fifth year of their Makerere course as a preliminary to the opening of a new Medical School in Nairobi in July 1967, planning for which was far advanced by the end of the three-year period. Meanwhile the physical facilities of University College, Nairobi, were expanded and improved, largely with assistance from overseas.

While the number of Kenya students attending higher education institutions locally has grown fast, there has been only a slight diminution of the numbers at institutions of higher education and training overseas. According to Government records there were still almost 3,600 students abroad in the academic year 1966/7 compared with 3,800 four years earlier. The largest number were in the United Kingdom (1,078), followed by the United States (858) and U.S.S.R. (501). Most of

these students went overseas privately but it has been the policy of the Government to accept scholarships and bursaries from friendly overseas Governments or other agencies particularly where the courses of study lead to qualifications shown by the manpower plan to be high priority. In 1966 some 30 per cent were studying abroad on overseas scholarships offered through the Kenya Government. In addition the Kenya Government itself offered a further 172 bursaries and local councils were supporting 48 students overseas.

The Government machinery for selecting and counselling students overseas was greatly strengthened during the triennium. In December 1963 a Central Selection Board had been appointed to handle all overseas scholarships and Government bursaries to the University of East Africa and overseas. At the same time it was made Government's policy that all scholarship offers must be processed by the Ministry of Education through this Board. In 1965 a Central Registry of Students was set up in the Ministry to work in co-ordination with the Advisory Committee on Scholarships and Manpower Utilization in counselling and directing returning students to available jobs. Early in 1964 a Students' Adviser (who later became Education Attaché) was appointed to New York and in 1966 a Students' Unit was established in the Kenya Embassy in Moscow. These were in addition to the Students' Unit at the Kenya High Commission in London which has continued to be active over this period.

8. Adult Education

For most of 1964 adult education was the responsibility of the Ministry of Labour and Social Services but it was transferred at *Jamhuri* to the Ministry of Education which retained responsibility for it until the close of 1966. During the years 1964-1966 the work of the various agencies involved in literacy and adult education—for example the East African Literature Bureau, the Literacy Centre of Kenya, the College of Social Studies at Kikuyu (re-named the Adult Studies Centre in 1966) and the Extra-Mural Tutors—continued and expanded. Provision for the activities of all these agencies to be co-ordinated was made by the Board of Adult Education Act in 1966 establishing a Board of Adult Education on which all the bodies concerned are represented. Further impetus was given to adult education in 1966 by the launching of a new adult literacy campaign towards the end of the year. The literacy campaign was planned with the help of U.N.E.S.C.O. experts and financed from an initial £20,000 grant from Government for the financial year 1966/7. The training of supervisors and teachers took place in the closing months of 1966 and the campaign was due to open in ten districts in early 1967.

9. International Links

Over the triennium Kenya benefited greatly from international co-operation in education. She worked particularly closely with her neighbours Tanzania and Uganda with whom she was a partner in the University of East Africa and there was also close consultation and collaboration between the three countries on such matters as teacher education, curriculum development, examinations and so forth.

On Independence, Kenya was admitted to membership of the United Nations and shortly afterwards to the United Nations Educational, Scientific and Cultural Organization (U.N.E.S.C.O.). In 1964 a National Commission for U.N.E.S.C.O. was established in Kenya to advise the Government on matters relating to U.N.E.S.C.O. and to facilitate the work of U.N.E.S.C.O. in Kenya. Kenya was represented at the 13th General Conference of U.N.E.S.C.O. in Paris in 1964 when her delegation was led by the then Parliamentary Secretary for Education hon. J. M. Gachago, M.P., and again at the 14th Session in 1966 when the Minister, hon. J. J. M. Nyagah M.P., headed the Kenya delegation for the first

half of the Conference and Mr. Mutiso, the Assistant Minister for Education, for the remainder of the Session. During the period under review U.N.E.S.C.O. established its Regional Centre for Science and Technology for Africa in Nairobi and also the Sub-Regional Centre for Literacy and Adult Education for East Africa. In November 1965 the Deputy Director-General of U.N.E.S.C.O. Mr. Malcolm Adisesiah, paid an official visit to Kenya.

Kenya was also represented at the Conference of African Ministers for Education at Abidjan, Ivory Coast, in 1964 and at the 3rd Commonwealth Education Conference in Ottawa, Canada, in September 1964. Her team of delegates on each occasion was led by the then Minister hon. J. D. Otiende, M.P. Kenya was represented by the Assistant Minister, hon. G. M. Mutiso, M.P., at the World Conference of Ministers of Education on the Eradication of Illiteracy organized by U.N.E.S.C.O. at Teheran in September 1965.

Under a United Nations Special Fund (now integrated into the U.N. Development Programme) project. U.N.E.S.C.O. has continued to assist Kenya Polytechnic under a six-year agreement running from mid-1963 to mid-1969. Over most of the period under review there were eight specialist advisers provided by U.N.E.S.C.O. in post. The agreement also covers provision of equipment and of training of Kenyan counterpart staff. Another major Special Fund/U.N.E.S.C.O. project has been assistance to University College, Nairobi, with staff, equipment and fellowships for the Faculty of Engineering. U.N.E.S.C.O. has also assisted with specialists in the field of adult literacy.

In 1966 an agreement was signed with the International Development Association for a £2½ million loan for the financing of certain projects in the education sector under the Development Plan. By the end of 1966 preparatory work on many of the individual projects, including secondary and technical schools and teacher education colleges, had reached the point where actual construction could begin. The loan carries a service charge of three-quarters of one per cent, but is otherwise interest free, and is repayable over the period 1976-2016 A.D.

On a bilateral level Kenyan students enjoyed education and training facilities abroad in over 50 different countries (*see* p. 33 for the distribution of Kenya overseas students in 1966), many of which made available these opportunities on a scholarship basis. In addition, more than a dozen different overseas countries and agencies recruited and helped to finance teachers or other educational specialists working in Kenya either for the Government or for the University. They included the Governments of Australia, Britain, Canada, Denmark, France, Japan, Norway, Sweden, the United States and West Germany; volunteer sending agencies most notably the U.S. Peace Corps, the British Graduate Volunteer Programme and Canadian University Service Overseas; and Foundations such as Carnegie, Ford, Leverhulme, Nuffield and Rockefeller. Britain was the largest contributor of personnel with over 600 serving in the education field at the end of 1966 under its Overseas Service Aid Scheme; she co-operated closely with the United States in supplying teachers to Kenya and her neighbouring countries under the noteworthy Teachers for East Africa Scheme.

The main sources of bilateral financial aid over the period were Britain, Sweden and the United States. In 1965 the British Government turned over the New Templer Army Barracks at Kahawa valued at £5 million to the Government of Kenya which established Kenyatta College on the site. Britain has also provided finance amounting to a further £1 million for the conversion of Templer Barracks, the construction of halls of residence, junior staff housing and catering facilities at University College, construction of Kisii and Shanzu Training Colleges, Medical School equipment and schools broadcasting facilities. The U.S. Government through its Agency for International Development provided a loan

of almost £200,000 for the Development of Kenya Polytechnic in 1965. It also made available £300,000 for halls of residence and extensions to the Engineering Department at University College, Nairobi, and assistance of over £500,000 for the Veterinary School at the College. In 1965 the Government of Sweden entered into a ten-year agreement with the Kenya Government for the joint construction and initial support of a Science Teachers College. Under the agreement financial grants, provision of teachers and other recurrent assistance to the value of about £3 million will be provided by Sweden. The Soviet Union offered to help Kenya with the development of technical education, and preliminary negotiations were held during the period under review concerning possible Soviet financing of technical education institutions to be located in Central Province and Western Kenya respectively.

10. Finance

As Table 9 in the Appendix shows, net recurrent expenditure by the Ministry of Education rose to £4,855,279 in the financial year 1965/66 and the final 1966/67 estimates provided for expenditure of £5,897,327. These figures exclude the major part of public spending on primary education and expenditure on the University through E.A.C.S.O. Capital expenditure on education by the Government in 1965/66 was £819,177, of which 70 per cent was for the development of secondary education, and £2.2 million was provided in the 1966-67 estimates. The overall figure for capital spending includes only part of expenditure from foreign grants and loans.

Capital was in particularly short supply over much of this period and many Government-aided secondary schools had to open in temporary accommodation. At the end of the period there was considerable leeway to be made good in providing schools with their full range of normal facilities. As an indication of the seriousness of the situation only a small minority of the I.D.A. project buildings which had been planned to accommodate expansion between 1965 and 1967 were likely to be available for occupation before the beginning of 1968.

The availability of recurrent funds was also very limited and this led on a number of occasions to local authorities closing primary schools and laying off teachers, notably in 1965 when six local authorities were forced to do this. Because of the shortage of funds for primary education most local authorities have raised fees somewhat, though increases have not been substantial. Secondary schools have also been under pressure and have in several cases found it necessary to draw on their reserve funds. Fees in aided secondary schools have not risen—in Form 5 and 6 they were abolished with effect from January 1966—so that the subsidy to pupils in aided secondary schools has increased. At University level, tuition fees were raised to £300 per annum in 1965 but since most students were in any case supported by Governments on bursaries the basic effect of this has been to redirect Government support for the University through different channels rather than to increase Government's contribution. It is estimated that the approximate total cost per head per annum at different levels of education in 1966 was primary £7-8; secondary (aided schools, but excluding high-cost former European Schools) £55 day, £85 boarding; University College, Nairobi, £1,100.

It will be appreciated that the Ministry of Education's accounts now include only a negligible amount for expenditure on primary education, the cost of which is met by fees, local authority revenues and general grants from the Central Government channelled through the Ministry of Local Government. It is estimated that total expenditure on primary education has risen from about £5 million in 1963 to almost £8 million in 1966. The increase in cost is attributable to support of more pupils and teachers, higher salary scales introduced for teachers in 1964, and a general rise in the cost of materials and services.

PART II—ANNUAL REPORT FOR 1966

OUTSTANDING EVENTS OF THE YEAR

1. Change of Ministers

On 2nd May 1966 the President appointed Mr. J. J. M. Nyagah, M.P., Minister for Education in succession to hon. Mbiyu Koinange who had held that post since *Jamhuri* on 12th December 1964. Mr. Nyagah who is Member of Parliament for Embu South and Kanu Vice-President for Eastern Province was formerly Assistant Minister in the Ministry of Home Affairs. Hon. G. M. Mutiso, M.P., and hon. J. N. Ole Konchellah, M.P., remained Assistant Ministers throughout the year.

2. New Records in Education

Enrolments in 1966 were at their highest ever levels reaching 1,043,416 in primary education, 63,193 in secondary, 5,474 in teacher education, while 1,017 Kenyans were attending the University of East Africa. More teachers than ever before were in the schools. This satisfactory picture from a quantitative point of view was matched by evidence of continuing high quality with over 72 per cent of school candidates gaining School Certificate.

3. Development Plan for Education

The revised Development Plan for 1966-1970 which was published in May contained new targets for education in the period up to 1970. They include a further 135 new Form 1 openings in maintained and assisted secondary schools in the years 1967-70 with a planned enrolment of 65,500 at all levels in these aided schools by 1970. The Plan also gives new targets for teacher education, technical education and the University. In all it envisages capital expenditure of £13 million on education between 1965 and 1970.

4. The Kenya Junior Secondary Examination

This examination was held for the first time in 1966. It was designed for candidates at Form 2 level and is intended both as an indicator of achievement and for use in selection for training and employment at that level. There were 9,314 candidates for the examination of whom 2,636 passed.

5. Establishment of Curriculum Development and Research Centre

In January the Curriculum Development and Research Centre was formed by amalgamating the former Special Centre (languages), the Nairobi Science Teaching Centre and the Nairobi Mathematics Centre.

6. I.D.A. Loan Agreement

The Development Credit Agreement with the International Development Association for a loan of £2½ million was finally signed on 19th August. The project provides 78 additional streams at Forms 1-4, 13 extra streams at Forms 5 and 6 level and expansion at technical schools and teachers colleges.

7. Kenya Science Teachers College

The Kenya Science Teachers College for secondary teachers admitted its first 44 students in January. The foundation stone for its new buildings on Ngong Road was laid by H.E. the President on 18th October. The project is being financed to a substantial degree by the Government of Sweden.

8. Teachers Service Commission

A Teachers Service Commission Bill was presented to Parliament by the Minister for Education and had passed through all stages of the National Assembly by the end of the year. The purpose of the Bill was to establish a Teachers Service Commission as the single employer for all teachers in public schools.

9. Board of Adult Education

The Board of Adult Education Act came into force on 1st March. The Minister appointed hon. G. M. Mutiso, M.P., Assistant Minister for Education, as Chairman of the new Board which held its first meeting in September.

10. Education Officers Conference at Kabete

A Conference of Education Officers, the first for many years, was held at the Kenya Institute of Administration Kabete from 22nd to 25th August. It was attended by some 120 members drawn from Ministry Headquarters Staff, Provincial Education Officers and County and Municipal Education Officers. The Conference was opened by the Minister for Education, who also presided at its final session and was addressed by the Permanent Secretary for Education, Mr. J. K. Njoroge, the Chief Education Officer, Mr. Kyale Mwendwa and other senior officials.

11. U.N.E.S.C.O. General Conference

The 14th Session of the U.N.E.S.C.O. General Conference was held in Paris from 25th October to 30th November. The Kenya Delegation was led first by the Minister for Education, and subsequently by the Assistant Minister, Mr. Mutiso.

12. Conference on Education, Employment and Rural Development

An international Conference on Education, Employment and Rural Development was held at Kericho from 25th September to 1st October. It was sponsored by University College, Nairobi. The Conference was attended by the Minister for Education, who welcomed participants, the Assistant Minister (Mr. Mutiso) and senior officials of the Ministry, which also supplied the Secretariat.

13. Nairobi Show

The Ministry of Education had its own specially designed stand at the 1966 Show of the Agricultural Society of Kenya, held at Jamhuri Park, Nairobi. The stand attracted many visitors and included demonstration classes in action.

14. All-Kenya School Sports

The first All-Kenya School Sports were held at Kabete on 30th July.

15. Provincial Education Office, Nairobi

A Provincial Education Office for Nairobi was re-established in October. Prior to this Nairobi secondary schools and colleges had been under the direct supervision of the Ministry since the period of *Majimbo* (June 1963-December 1964).

I—ADMINISTRATION AND LEGISLATION

Towards the end of the year the structure of the Ministry was reorganized and a new post of Deputy Secretary was created as well as an additional post of Deputy Chief Education Officer. Under the new system the Deputy Secretary reports direct to the Permanent Secretary on matters concerning administration, finance, personnel and higher education while the Chief Education Officer, who remains next in rank to the Permanent Secretary, handles all professional matters including teachers, teacher education, inspections and curriculum, etc., as well as development and planning. The Chief Education Officer is assisted by two Deputy Chief Education Officers, one responsible for the Inspectorate and the other for Development.

Localization of administrative posts continued during the year and at the end of 1966 the position was as follows:—

	<i>In Post</i>		<i>Vacancies</i>	<i>Total Establish- ment</i>
	<i>Local</i>	<i>Expatriate</i>		
Permanent Secretary	1	—	—	1
Deputy Secretary	1	—	—	1
Chief Education Officer	1	—	—	1
Deputy Chief Education Officers ..	2	—	—	2
Assistant Chief Education Officer ..	1	—	—	1
Senior Education Officers	12	2	1	15
Education Officers	75	6	7	88
Education Officers (Inspectorate) ..	9	13	1	23
TOTAL	102	21	9	132

Out of a total of 67 Executive Officer posts in various grades, 29 were held by Africans including the post of Chief Personnel Officer.

A number of new administrative units were created during the year. A Project Unit was created to supervise progress with development under the I.D.A. loan and to handle the disbursements of the Ministry's other capital funds. The Unit is part of the Ministry of Education. A Nairobi Provincial Education Office was established in October. Meanwhile, overseas, a Students' Unit was established at the Kenya Embassy in Moscow to assist and advise Kenyans studying in the Soviet Union.

Two Bills of great importance for education came before Parliament in 1966, the Board of Adult Education Bill and the Teachers Service Commission Bill. The former which came into force on 1st March established a board to co-ordinate and promote activities in adult education in Kenya. The latter which had passed through all stages of the National Assembly (and received Presidential Assent on 14th January 1967) provided for the establishment of a statutory board known as the Teachers Service Commission as the employer of all teachers in public schools. The Act was to be brought into force by Ministerial Order as and when the necessary administrative arrangements were completed.

II—PRIMARY EDUCATION

During the course of the year, the administrative and financial relationships between the various bodies concerned with primary education in Kenya were under close scrutiny. The actual system in force throughout this period continued to be that local authorities were entrusted, under the Education Act, with the administration and financing of primary education with funds raised by themselves from local taxes, by school fees and by Central Government grants from the Ministry of Local Government; while the Ministry of Education's function was to lay down overall policies with regard to the planning and content of primary education. This system was under review by a Local Government Commission which convened and reported to Government during the year.

Similarly the whole question of the employment and remuneration of teachers was under careful examination. Following unrest among teachers towards the end of 1965, the Ministry of Labour had, under the Trade Disputes Act, referred the teachers' grievances to a Board of Inquiry under the chairmanship of Mr. S. N. Waruhiu and this Board submitted its confidential findings in September. In the meantime, however, the Government had decided that it was necessary to review the whole field of public servants', including teachers', remuneration, and had set up a Salaries Review Commission for the purpose. This met over the latter half of the year and into 1967. The Government decided that any adjustment of teachers salaries should await the outcome of this Review. This decision was unpalatable to the Kenya National Union of Teachers which called a teachers strike in November to coincide with the holding of the K.P.E. examinations. The strike took place but was called off after three days and the arrangements for the K.P.E. examination went off smoothly.

In the meantime the Teachers Service Commission Bill was going through Parliament. On entering into force, this would alter the whole basis of teachers employment and would introduce new arrangements for determining teachers salaries.

An altogether new structure of administrative and financial relationships in primary education—affecting the Ministry of Education, Teachers Service Commission, local authorities, and Ministry of Local Government—was bound to emerge, therefore, from the various developments occurring in 1966 as described above.

Enrolments in primary school in 1966 were at an all time high with 1,043,416 pupils in school. The increase of nearly 30,000 in the number of girls attending primary school was particularly encouraging. From a geographical point of view the pace of advance was somewhat uneven with good increases over 1965 in many districts being offset by falls in others notably Kisumu County, Sirikwa and Central Rift. The explanation of falls in enrolment must be sought among such factors as that some countries had to cut back after overextending themselves financially in 1965; in some parts of the country the changeover from eight standards to seven took place at this time; in yet others poor weather and crop conditions caused a depressed level of economic activity and created difficulties for parents in finding school fees.

The changeover to a seven-year primary system was virtually completed during this year with only 440 pupils being specially permitted to enrol in Standard VIII. The large numbers in Standard VII clearly included many repeaters, numbering perhaps 20-25 per cent of enrolments at this level. The Ministry's instructions are that repeaters may only be permitted to enrol where they do not thereby displace pupils who wish to enter Standard VII for the first time.

The number of primary school teachers also rose to record levels, reaching 33,522 of whom 23,305 were trained teachers. Only 1,999 of the trained teachers had a basic educational qualification of Cambridge School Certificate or better. Nevertheless it is encouraging that the overall proportion of untrained teachers in the teaching force fell, for the first time in many years, from 34.3 per cent in 1965 to 30.5 per cent in 1966. Perhaps more remarkable, the absolute number of untrained teachers also fell, by 263, to 10,217. Undoubtedly the sustained campaign by the Ministry to assist untrained teachers to gain trained status through in-service courses, and to increase the number of regular training places in the colleges, has brought about this satisfactory result.

During the course of the year the work of preparing a new primary schools syllabus was completed and this was being printed ready for use in the schools in 1967. The syllabus replaces the three different syllabuses formerly in use by the different races and is designed for the seven-year primary course.

III—SECONDARY EDUCATION

In 1966 there were 400 secondary schools in Kenya, an increase of 64 over the previous year. The table below shows the very great expansion of secondary facilities that took place between 1965 and 1966.

	<i>Aided Schools</i>		<i>Unaided Schools</i>		<i>Total</i>	
	<i>Schools</i>	<i>Pupils</i>	<i>Schools</i>	<i>Pupils</i>	<i>Schools</i>	<i>Pupils</i>
1965	186	33,576	150	14,400	336	47,976
1966	199	41,227	201	21,966	400	63,193

The 41 new streams at Form 1 in aided schools provided for in the Development Plan 1966-70 were opened as scheduled and two further streams planned for 1967 were opened ahead of schedule making a total of 43 during the year. The increase in the number of classes at other levels in schools falling within the aided category was 144.

Meanwhile among unaided schools there were many new school openings, mostly of *Harambee* schools. The unaided sector grew most rapidly at Form 1 level where there was an increase in intake of over 50 per cent rising from 7,486 in 1965 to 11,354. Taking Form 1 enrolments in all secondary schools in Kenya, unaided schools accounted for 39 per cent of the total in 1965 and 47 per cent in 1966.

While it had previously been doubted whether many of the *Harambee* schools would manage to go beyond Form 2, there is increasing statistical evidence that many *Harambee* schools will in fact negotiate this difficult hurdle. Thus as against 109 Form 2 classes in unaided secondary schools in 1965 there were 87 classes at Form 3 in 1966. It has come to be recognized therefore that many *Harambee* schools will go up to Form 4 level and this has prompted increasing concern that unaided schools should be helped to maintain reasonable standards. Accordingly the Inspectorate increased its advisory and inspection services to schools during the year. In August a conference of *Harambee* school headmasters was held, under the auspices of the Department of Education of University College, at the Adult Studies Centre, Kikuyu, which provided an occasion for a useful exchange of views on the problems facing these schools.

Competition for places in Form 1 of secondary schools was again very great. Comparing the situation in 1964, 1965 and 1966 the following picture emerges:—

	1964	1965	1966	
	<i>Registered Candidates</i>	<i>Registered Candidates</i>	<i>Registered Candidates</i>	<i>Sitting Candidates</i>
1. K.P.E. Candidates Dec. . .	103,400	148,900	146,871	133,042
2. Form 1 enrolment aided schools following Jan. . .	11,529	12,754	14,136*	14,136*
3. Form 1 enrolment all schools following Jan. . .	19,015	24,103	26,137*	26,137*
4. Index of Opportunity 1 : 2	11.2	8.6	9.6*	10.6*
5. Index of Opportunity 1 : 3	18.4	16.2	17.8*	19.6*

*Provisional

It will be seen that the index of opportunity for a K.P.E. candidate to gain a secondary school place fell between 1964/5 and 1965/6 because the increase in the number of candidates outpaced the increase in secondary school places. This great increase in K.P.E. candidates was a purely temporary phenomenon caused mainly by the amalgamation of the four-year primary and four-year intermediate stages into a seven-year primary course. With slightly fewer K.P.E. candidates in 1966 and a further increase in Form 1 places in 1967 the index of opportunity in 1966/7 showed an improvement.

Both capital and recurrent funds for aided secondary schools were in short supply during the year. The budgets of many schools were under great strain and several schools were forced to draw on their reserves to meet recurrent expenditure. On the capital side the overall scarcity of funds meant that the Government could only allocate £50,000 for secondary school development expenditure outside the I.D.A. project in 1966/67. This offered little hope that schools which still lacked their full complement of facilities could at all quickly be brought up to standard. However the signing of the I.D.A. credit agreement in August meant that work could proceed on the schools covered by this £3½ million programme (Kenya Government funds £1 million, I.D.A. credit £2½ million).

Over 1,500 pupils were assisted by the Ministry in 1966 with bursaries towards the cost of their school fees. These bursaries, totalling £55,000, were awarded to Nairobi area pupils and to other pupils attending high-cost schools.

At Forms 5 and 6 level fees were no longer payable in 1966 at most schools following the President's announcement to this effect in December 1965. In high-cost schools fees were reduced by the amount at which they had previously stood in low-cost schools. This action by Government helped to stimulate demand for Form 5 places and enrolment rose both in absolute terms and per class. The problem of drop-out, particularly of non-citizens, between Form 5 and Form 6 continued to cause concern, however, and Government is giving urgent thought to ways of reducing this waste of sixth form places, which in recent years has led to a fall out of 20 per cent of the pupils between entry to Form 5 and Form 6 leaving.

Form 4 leavers were again assisted in finding opportunities for further education, training and employment under arrangements co-ordinated by the Directorate of Personnel working closely with the Ministry. To work smoothly, these arrangements call for a great deal of self-discipline on the part of prospective employers and of Form 4 pupils who must resist the temptation to try and by-pass the

co-ordinating machinery. Unfortunately the attempt to make a provisional placement on the basis of "mock" examination results has not proved too satisfactory, as these results have not always provided a reliable guide to actual School Certificate results. This and other features of the placement machinery are being re-examined.

The further expansion in secondary education in 1966 meant additional staffing demands, and the number of teachers rose to 3,004, an increase of 510 over the 1965 figure. It is encouraging that most of the extra demand was met by citizens, as the following table shows, but there was also some increase in the numbers of non-citizens on local terms and in teachers on overseas terms. The main suppliers of the latter continued to be Britain, the United States (mainly Peace Corps) and Canada.

STAFFING OF KENYA SECONDARY SCHOOLS 1965 AND 1966

	1965		1966		1966 <i>Increase in numbers over 1965</i>
	<i>Numbers</i>	<i>%</i>	<i>Numbers</i>	<i>%</i>	
					<i>Per cent</i>
Citizens	677	27.1	1,040	34.6	+53.6
Non-Citizens Local Terms ..	1,010	40.5	1,075	35.8	+6.5
Non-Citizens Overseas Terms..	807	32.4	889	29.6	+10.2
Total	2,494	100	3,004	100	+20.4

IV—TECHNICAL EDUCATION

The Development Plan 1966-1970 published in May outlined the general directions that the future development of technical education will take and during the year much progress was made towards the general objectives laid down in the Plan. Much of the needed finance will be available under the I.D.A. project, while Kenya Polytechnic is being extended with the help of U.S.A.I.D.

Under the Development Plan several of the trade schools offering two-year trade courses will become technical schools offering three-year craft courses and four-year junior technician courses (still with a K.P.E. entry point) with a greater bias towards the engineering trades. The new courses were introduced at Eldoret, Kabete and Thika at the beginning of 1966 and were planned to start at Machakos and Sigalagala in 1967. Sigalagala is in fact destined for development as a secondary technical school, with specialization in engineering and building up to School Certificate level, and its craft and junior technician courses will in due course be moved to a new technical school being built at Kisumu.

The existing secondary technical schools, to be joined by Sigalagala, are Nakuru Secondary School and the two Technical High Schools at Nairobi and Mombasa. At Nakuru there were 65 candidates for School Certificate and 19 for H.S.C. in 1966. Two-thirds of the successful H.S.C. candidates were offered places in the Engineering Degree course at the University of East Africa. In future the Mombasa and Nairobi schools will have a stronger bias towards engineering and successful students from there and Sigalagala will be able to go on to Form 5 and 6 at Nakuru.

The evolution of Mombasa Technical Institute in the direction of a full technical college akin to the Kenya Polytechnic continued during the year. School Certificate and commerce courses are being phased out and replaced by City and Guilds courses at crafts and full technician level. Additional day release classes were opened and, at the request of local employers, two new G.C.E. "A" level classes in chemistry and physics.

At Kenya Polytechnic in Nairobi student enrolments in the second term neared 1,600, the full capacity of the existing accommodation. The total number of students attending courses at some time during the year was 1,895. Good progress was made on the extensions to the Polytechnic, being financed partly by a loan from U.S.A.I.D. and partly by a direct grant from the Kenya Government, and eight classrooms have already been taken over. New courses established during the year included Higher Certificate courses in mechanical engineering, electrical engineering and civil engineering and building; and a motor vehicle technicians course. A course for biological technicians was also prepared during the year. The Board of Governors of Kenya Polytechnic met for the first time in July; its Chairman is Dr. Gakuo of East African Railways and Harbours.

To meet the extra teaching staff requirements for all these new developments in technical education, a special three-year course for candidates from technical schools was planned at Kenyatta College for the training of teachers of academic subjects in technical schools. The first ever appointment of an Inspector of Technical Schools was made, the officer in question being seconded by the Australian Government.

The Kenya Government was represented at the Pan-Indian Ocean Conference on Technical Education and Training at Perth, Australia, in August, and at the Commonwealth Conference on the Education and Training of Technicians at Huddersfield, England, in October.

V—TEACHER EDUCATION AND THE KENYA INSTITUTE OF EDUCATION

During the year record numbers of teachers were in full-time training in Kenya with 5,061 primary trainees and 413 secondary. In addition the volume of part-time training through in-service courses greatly expanded. The new Development Plan published during the year envisages the output of 2,900 primary teachers a year by 1970, to be trained in a reduced number of colleges of greater average size than at present.

At the beginning of the year the Kenya Science Teachers College admitted its first 44 students to a three-year course leading to the S1 Certificate. The students enter with a School Certificate. The college was temporarily housed in the buildings of the former Central Teachers' College pending the completion, expected to be in early 1968, of its new buildings on Ngong Road, Nairobi. The college is being built and staffed largely with Swedish help.

Meanwhile Kenyatta College continued with its education programmes for secondary teachers and University College, Nairobi, also began secondary teacher education programmes admitting students to postgraduate courses in January and September and starting undergraduate teaching in September. The Professor of Education took up his duties as head of the department in August.

At primary level there were 29 aided colleges and one unaided college functioning during the year. At the end of the year Kijabe, Mukumu, Bura, Coast, and Ribe Colleges were closed down the last three being amalgamated to form

the new Shanzu College whose students began to occupy the new buildings during the year. Another college under construction was Kisii, which continued to be temporarily accommodated at Kabianga.

	Examination Entries	Passes
S1 Short Course (H.S.C.+1 year training)	15	13
S1 Long Course (C.S.C.+3 years training)	75	62
P1 (C.S.C.+2 years training)	138	122
P2 (At least 2 years secondary school (but no C.S.C.)+2 years training)	539	480
P3 (K.P.E.+2 years training)	1,973	1,770
P4 (Full primary course (but no K.P.E.)+2 years training)	55	42
Total	2,795	2,489

In addition to the above, 155 teachers on a "crash" P1/S1 upgrading course gained S1 certificates; 171 unqualified teachers gained P3 status; and 57 unqualified teachers attained P4 status by completing a special in-service course.

During the year the *Kenya Institute of Education* (K.I.E.) was strengthened by an increase in membership and by the arrival of new staff. New members were University College Nairobi, Kenyatta College, Kenya Science Teachers College, Kisii College, Curriculum Development and Research Centre, and St. Nicholas School. The Institute thus began the year with 29 members (all training colleges) and, with four member colleges closing at the end of the year, ended it with 31.

The strength of K.I.E. was significantly increased by the arrival in August and September of a team of five Canadian educators supplied under a technical assistance agreement with the Government of Canada. Their main task was to organize in-service courses and before the end of the year they had mounted a special course to upgrade 1,800 unqualified teachers and another course for 1,530 primary school headmasters to increase their effectiveness as administrators and as supervisors of the teachers in their schools.

The main activities of K.I.E. were the planning and co-ordination of in-service courses and the administration of teachers examinations. In addition it was active in the training of tutors for the colleges. Residential courses continued in January, April and December for a group of P1 teachers who would qualify as S1s and be posted as training college tutors. At the end of the course, 31 out of an originally enrolled 76 passed the examination. K.I.E. also participated in discussions with the Ministries of Education in Uganda and Tanzania concerning the localization of staff for teachers colleges. As a result of these discussions proposals for certain new courses for teachers colleges tutors were submitted to the University of East Africa.

VI—INSPECTORATE

During the year the Inspectorate was reorganized and at the end of the year consisted of:—

- (a) The Deputy Chief Education Officer (Inspectorate).
- (b) Two Senior Education Officers, one of whom was in charge of the Examinations Section.
- (c) Ten specialist subject inspectors stationed at the Ministry of Education, covering science, mathematics, geography, history, English, vernaculars, domestic science, music, art, physical education.

- (d) Two Inspectors of Technical Education.
- (e) Three Inspectors specialized in teachers college and primary school work, stationed at the Ministry of Education.
- (f) Seven Provincial Inspectors of Schools stationed at Embu, Kakamega, Kisumu, Mombasa, Nairobi, Nakuru, Nyeri.

Particularly significant changes since 1965 were the appointment for the first time of Inspectors for Technical Education and the increase in staff of the teacher education section of the Inspectorate.

As in previous years a major activity of the Inspectorate was secondary school inspections. Particular emphasis was laid on helping developing schools, including *Harambee* schools, to reach the standards set by the Ministry. At the beginning of 1966 it was estimated that 116 schools needed panel inspections and of these some 80 were visited during the year by panels of inspectors and the remainder by provincial inspectors.

At primary level a survey was made of the types and frequency of primary school inspections carried out by local education authorities. As a result plans were drawn up for Inspectorate guidance and assistance in inspecting primary schools in 1967.

The Teacher Education Section of the Inspectorate carried out a survey of teachers colleges and elaborated plans for attaching a model school to each, and establishing common professional and academic syllabuses. A start was made on regular, routine inspecting of teachers colleges as has been the custom in respect of secondary schools.

The Technical Education Section was mainly engaged on planning curriculum, buildings and equipment for the technical schools development programme, in particular supervising the conversion of the former trade schools.

In addition to these activities the Inspectorate was closely involved with the education of teachers and as usual set up and led panels to examine all teacher trainees in their final teaching practice. It also promoted many in-service courses and carried out individual inspections of teachers on request. Among its other routine activities were assessment of school textbooks; encouraging the production of new texts suited to Kenya's needs; production and distribution of professional circulars on curriculum; organization of courses and conferences; organization of school athletic contests, music festivals, art exhibitions, etc., and editing of the *Kenya Education Journal*.

VII—CURRICULUM DEVELOPMENT AND RESEARCH

The Curriculum Development and Research Centre (C.D.R.C.), was formed early in the year by the merging of three existing separate institutions—the Special Centre (concentrating on language work), the Nairobi Science Teaching Centre and the Nairobi Mathematics Centre. Each of these separate centres had been accommodated on the site of the former Central Teachers College and it was there that the C.D.R.C. was established. The three centres became, respectively the Language Section, Science Section and Mathematics Section of C.D.R.C. and a new section, the General Methods Section, was established in June.

The C.D.R.C. is part of the Ministry of Education. At first its Director was responsible to the Head of the Inspectorate but responsibility was transferred towards the end of the year to the Deputy Chief Education Officer (Development). The tasks assigned to C.D.R.C. are to develop primary and secondary

teaching materials and teaching aids; to try out these materials and aids in selected schools; to conduct in-service courses for teachers and tutors; to improve the quality of their teaching; to visit schools and colleges through Kenya in order to acquaint their staff with new methods and materials.

During the year the staff of C.D.R.C. was built up to a total of 50 including a Director, Deputy Director and 25 professional staff. The Deputy Director and ten of the professional staff were on secondment from overseas countries.

The task of the General Methods Section is to assist all of the other sections in their work including evaluation and testing of materials, and in addition to prepare a vernacular course for Standards I-III. The section has participated in a number of in-service courses and has undertaken evaluation of reading materials.

The Language Section was mainly engaged during the year on two projects. One was producing a new English course known as the Safari English Course for Standards IV-VII New Primary Approach classes, for use in January 1967. The other project was production of a new Swahili course for Standard IV children who are not native speakers of Swahili. This was also for use in schools in January 1967 and was to be followed by successive courses for children in Standards V-VII.

The Secondary Mathematics Section has been involved with producing secondary school textbooks under the School Mathematics Project of East Africa (E.A.S.M.P.). Book 2 of the E.A.S.M.P. course was published in November, and in-servicing of teachers has been provided. The Primary Mathematics Section has been involved in the production of a New Maths Course for Primary Schools.

The Science Section is subdivided into Secondary Science and Primary Science. The main project of the Secondary Science group has been the production of schemes of work and associated handbooks based upon the present Cambridge Overseas School Certificate Examination, and these were completed during the year. The Ministry of Education exhibit at the *Fahari ya Kenya* Show, which won first prize in its class, was produced under the direction of the head of this section. The Primary Science group was concerned chiefly with the development of primary science materials and the training of teachers in the new methods of teaching primary science. Its work has included a large trial teaching project using new materials and methods in nine primary schools and the use of a Mobile Science Unit which has visited the various teachers colleges to run two- to four-day orientation courses on the New Primary Approach to science.

VIII—SCHOOLS BROADCASTING

In 1966 there were 3,763 primary schools and 334 secondary schools registered as listeners to the Schools Broadcasting Service. Broadcasting to schools took place for one hour per day, five mornings a week, during each of three radio terms, lasting eight weeks each. Altogether 15 programmes a week were broadcast of which nine were for primary classes, four were for secondary classes, one was for teachers colleges and one was a general broadcast. In addition there was one and half hours per week of programmes for sixth form pupils to assist them in their preparation for the General Paper of the Higher School Certificate Examination.

With the co-operation and under the direction of the Kenya Institute of Education a series of special programmes was prepared for teachers. These were transmitted during the first residential in-service course held in December for headmasters of primary schools and for unqualified teachers.

Teachers notes for use with the broadcasts were produced every term and sent to each registered listening school together with copies of the radio timetable. In addition a newsletter, teacher's handbook, pupils pamphlets and classroom posters, were circulated to schools.

The Schools Broadcasting Division, which is part of the Ministry of Education, was able to occupy its new offices and studios in Broadcasting House of the Voice of Kenya during the year. Towards the end of the year the staff of the unit was strengthened by the arrival of an additional producer.

In October a specialist from Britain's Centre for Educational Television Overseas carried out a survey in Kenya of the possibility of introducing an educational television service for secondary schools. His report was subsequently presented to the Ministry.

IX—EXAMINATIONS

During the year the number of candidates taking the main public examinations in Kenya was at a high level and in the case of C.S.C. and H.S.C. reached record proportions; a major new examination, the Kenya Junior Secondary Examination, was introduced at Form 2 level.

With the ending of the phase of transition from an eight-year to a seven-year course up to Kenya Preliminary Examination, the number of K.P.E. candidates diminished somewhat as expected. The conduct of the examination in November went smoothly and the marking and processing of results was handled more speedily than ever before. Meanwhile during the year work continued on the modernization and improvement for the examination to make it a more sensitive instrument for selection purposes. The results of the examination in 1966 by Provinces are shown in the table below:—

KENYA PRELIMINARY EXAMINATION 1966—RESULTS BY PROVINCE AND SEX

Province	Boys			Girls			Total		
	E	P	%P	E	P	%P	E	P	%P
Central	23,439	11,967	51.1	11,907	3,828	32.1	35,363	15,802	44.7
Coast	4,742	1,921	40.5	2,115	772	36.5	6,858	2,693	39.5
Eastern	17,022	9,450	55.5	6,083	2,161	35.5	23,120	11,618	50.3
Nairobi	3,481	2,071	59.5	2,093	1,195	57.1	5,575	3,266	58.6
North East	78	29	37.2	2	—	00.0	80	29	36.3
Nyanza	20,651	12,201	59.1	5,259	1,867	35.5	25,927	14,080	54.3
Rift Valley	12,374	6,969	56.3	3,759	1,373	36.5	16,138	8,345	51.7
Western	14,000	6,787	48.5	5,976	1,967	32.9	19,981	8,755	43.8
TOTAL	95,787	51,395	53.7	37,194	13,163	35.4	133,042*	64,588	48.5

NOTE.—The addition of boys plus girls does not in all cases give the total figure shown here. This is because there were 61 candidates (of whom 30 passed) whose sex was not reported by those conducting the examination.

*Candidates recorded as actually sitting the examination. Candidates originally registered were 146,871.

E=Entries.

P=Passes.

The Kenya Junior Secondary Examination was held for the first time in November. Its introduction was prompted by the consideration that many pupils leave secondary school without completing the full four-year course up to Cambridge School Certificate, and an intermediate examination at Form 2 level would enable them to reach some recognized standard of attainment. The examination would also help employers to assess the merits of young people entering

training from Form 2 level, and could replace the former P3/P2 teacher promotion examination. There were seven subjects in the examination divided into three groups as follows:—

- (a) English Language, Swahili.
- (b) Mathematics; general science (including biology); biology.
- (c) Geography; history.

In order to gain a certificate a candidate was required to pass the examination in at least five subjects, including at least one from each group, at one sitting.

Candidates were mainly drawn from four categories as follows:—

- (1) Maintained secondary schools.
- (2) Unaided, non-commercial secondary schools—i.e. *Harambee* and mission-run schools.
- (3) Other institutional candidates. These entries were mainly from commercially operated profit-making colleges and schools.
- (4) Private candidates. A large proportion of these were P3 teachers.

Results of the examination were as follows:—

KENYA JUNIOR SECONDARY EXAMINATION 1966—RESULTS

	<i>Candidates</i>	<i>Passes</i>	<i>Per cent Pass</i>
Maintained Schools	1,941	756	38.9
Unaided Non-commercial Secondary Schools	3,638	1,080	29.7
Other Institutional Candidates	1,536	247	16.1
Private Candidates	2,199	553	25.1
TOTAL	9,314	2,636	28.3

Although at first sight the pass rate on this examination seems low, a number of points need to be made about this. Maintained schools entered only a small proportion of their pupils in Form 2, generally the weakest in the class. The pass rate in the "other institutions" category is higher than the commercially operated institutions have generally achieved in the School Certificate (Form 4) Examination. The pass rate for teachers in the private group is substantially better than in the former P3/P2 promotion examination.

The Cambridge School Certificate and Higher School Certificate Examinations were sat in November with a record number of entries. During the year schools were informed that in 1968 these examinations would be replaced in Kenya by a General Certificate of Education Examination under the newly constituted East African Examinations Council which would initially work in close co-operation with the Cambridge University Local Examinations Syndicate. The East African Examinations Council was to be established under the authority of the Central Legislative Assembly of the East African Common Services Organization.

Results of the School Certificate and Higher School Certificate Examinations in 1966 were as shown in the following table:—

CAMBRIDGE SCHOOL CERTIFICATE

	<i>School Candidates</i>			<i>Private Candidates</i>	<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys and Girls</i>	
Registered Candidates	4,687	1,768	6,455	1,581	8,036
Obtained School Certificate	3,422	1,245	4,667	292	4,959
Failed S.C. but gained G.C.E.	766	354	1,120	549	1,669
Failed or absent	499	169	668	740	1,408
Per cent passed School Certificate ..	73	70.4	72.3	18.5	61.7

CAMBRIDGE HIGHER SCHOOL CERTIFICATE

	<i>School Candidates</i>			<i>Private Candidates</i>	<i>Total</i>
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys and Girls</i>	
Registered Candidates	599	158	757	48	805
Obtained H.S.C.	259	89	348	1	349
Failed H.S.C., but obtained G.C.E. ..	334	69	403	39	442
Failed or absent	6	—	6	8	14
Per cent passed H.S.C.	43.3	56.3	46.0	2.1	43.3

The Examinations Section of the Inspectorate in the Ministry of Education was also responsible for conducting other examinations in Kenya for which there were the following number of candidates in 1966:

Teachers Examinations	3,136
Civil Service Examinations	1,832
Kenya English Test	5,176
London G.C.E. Examination	2,040
London Degree External Examinations	26
Other Overseas Examinations (over 50 in all)	3,162

X—ADULT EDUCATION

The year 1966 saw many important new initiatives in the field of Adult Education.

First the Board of Adult Education Act came into force on 1st March. The Minister for Education appointed hon. G. M. Mutiso, M.P., Assistant Minister for Education, to be Chairman of the Board which held its first meeting on

8th September. Membership of the Board includes ten representatives of Government Departments and 12 from voluntary organizations concerned with adult education; in addition five members have been co-opted. The Board has established three advisory panels and an executive committee. Arrangements were put in hand to establish adult education committees at provincial and district level as provided for in the Act.

Second, important steps were taken towards the launching of a National Literacy Campaign with classes starting in 1967. The Government allocated £20,000 in the Ministry of Education's Budget for the year 1966/7. It was planned to start the campaign in ten districts of Kenya—Central Nyanza, Embu, Kajiado, Kakamega, Kericho, Kitui, Kwale, Nairobi, Nyandarua and Taita. Ten Assistant Education Officers were recruited for this work and attended a course at the Adult Studies Centre in December. They were to act as Adult Education Supervisors and would each recruit 35 to 40 literacy teachers who would run classes in the ten districts. The proposal is for each district to have an Adult Education Supervisor by 1970.

Third, a draft agreement was drawn up for the establishment by U.N.E.S.C.O. of a Sub-Regional Centre for Literacy and Adult Education for East Africa to be located in Nairobi. Pending the formal signing of the agreement U.N.E.S.C.O. has made available to Kenya two experts and certain other facilities.

Meanwhile, the work of existing organizations in the adult education and literacy field has continued. Evening classes in Nairobi, Mombasa and Nakuru had a total enrolment of 1,935 students in 1966 and Government grants for evening classes were extended during the year to cover in addition Kisumu, Kitale and Eldoret. The Literacy Centre of Kenya continued its work of training of literacy teachers and preparation of literacy materials. The centre has a staff of four and was financed mainly by the Kenya Government and the Laubach Literacy Fund.

Considerable progress was made with the development of reading materials for literacy classes. Some of the existing reading materials published by the East African Literature Bureau were revised and new primers and follow-up readers were in preparation. The syllabus for Adult Literacy classes was completed. A new venture was the publication every week of a two-page article in *Taifa Leo* in simple English and Swahili for new literates. The articles were prepared by the U.N.E.S.C.O. literacy experts in collaboration with the Ministry of Education and other Government Departments, and its publication was made possible by the proprietors of East African Newspapers who generously gave the space free of charge as their contribution to the literacy campaign. The articles proved popular and were also read over the Voice of Kenya in English and Swahili each week.

XI—HIGHER EDUCATION

University College, Nairobi, and the University of East Africa continued on their path of expansion in 1966 and towards the end of the year were actively preparing a Second Triennial Development Plan for the University of East Africa for the years 1967-70.

In Nairobi pressures of student numbers were such that it was necessary for first- and second-year students to share rooms that had originally been constructed for occupancy by a single student. At the beginning of 1965/66 session the Education Department was established; the first postgraduate students were

admitted to a diploma course in January and in September the Department admitted a second group of postgraduate students and also began undergraduate teaching. The pattern of such teaching is that undergraduates in the Science and Arts Faculties may take an education option in their second and third years; at the end of their third year successful candidates do a term of practical teaching and then are recognized as professionally qualified graduate teachers as well as obtaining their university degree.

During the year the Department of Law and Government was reorganized, a new Department of Law being established in the Faculty of Commerce and a Department of Government and Administration in the Faculties of Arts and of Commerce. The Faculty of Art and Architecture was reorganized and renamed the Faculty of Architecture, Design and Development in order to orientate its work more strongly towards Kenya's urgent problems of construction and development.

The College sponsored an important international conference in September at Kericho on the theme of Education Employment and Rural Development. This was attended by participants from the University of East Africa, the Kenya Government and other East African Governments and from aid agencies and the academic community overseas. The conclusions of the conference were presented to the Government and the Report and Papers are to be published.

The conferring of degrees took place on the eve of Kenyatta Day in October and the College was honoured by the presence of its Visitor, His Excellency the President of the Republic of Kenya, who performed the ceremony.

The total enrolment of Kenyans in the University of East Africa in 1966/67 was 1,017, and total enrolment at University College, Nairobi, was 1,147. A breakdown of these totals is given in the following tables:—

KENYA AND OTHER STUDENTS AT UNIVERSITY OF EAST AFRICA, 1966/67

Course	Nairobi		Makerere		Dar es Salaam		Total		
	K	O	K	O	K	O	K	O	
<i>A—1st Degree Courses</i>									
B.A.	187	67	40	407	62	358	289	832	
B.Sc.	94	51	16	181	6	85	116	317	
B.Com.	50	91	—	—	—	—	50	91	
B.Ed.	—	—	47	82	—	—	47	82	
Total Common Faculties	331	209	103	670	68	443	502	1,322	
Agriculture	—	—	43	78	—	—	43	78	
Architecture	17	21	—	—	—	—	17	21	
Engineering	104	146	—	—	—	—	104	146	
Law	—	—	—	—	58	128	58	128	
Medicine	—	—	105	219	—	—	105	219	
Veterinary Science	32	84	—	—	—	—	32	84	
Total Professional Faculties	153	251	148	297	58	128	359	676	
Total 1st Degree	484	460	251	967	126	571	861	1,998	

KENYA AND OTHER STUDENTS AT UNIVERSITY OF EAST AFRICA, 1966/67—(Contd.)

Course	Nairobi		Makerere		Dar es Salaam		Total	
	K	O	K	O	K	O	K	O
<i>B—Undergraduate Diploma Courses</i>								
Architecture	1	3	—	—	—	—	1	3
Art	24	15	5	48	—	—	29	63
Domestic Science	28	14	—	—	—	—	28	14
Drama	—	—	1	9	—	—	1	9
Land Development	16	13	—	—	—	—	16	13
Librarianship	—	—	5	15	—	—	5	15
Social Work	—	—	15	35	—	—	15	35
Total Undergraduate Diploma	69	45	26	107	—	—	95	152
C—Postgraduate Studies	44	40	10	209	—	25	54	274
D—All other Courses	—	5	—	10	7	74	7	89
GRAND TOTAL	597	550	287	1,293	133	670	1,017	2,513

In 1966 there were 76 students at the Kenya School of Law of whom 71 were Kenya citizens.

The number of Kenya students overseas was estimated at 3,643 at 31st August 1966. A country breakdown is given in the Table below:—

ESTIMATED NUMBER OF STUDENTS ABROAD IN 1966/67

Algeria	6	Malagasy	12
Australia	9	Malawi	1
Austria	14	Morocco	1
Bulgaria	100	Netherlands	22
Canada	88	New Zealand	21
Ceylon	1	Nigeria	4
Congo (Kinshasa)	13	Norway	2
Cyprus	2	Pakistan	18
Czechoslovakia	102	Philippines	1
Denmark	10	Poland	15
Eire	7	Rhodesia	3
Ethiopia	39	Rumania	19
Finland	2	Sierra Leone	1
France	32	South Africa	1
Germany, East and West	136	Spain	14
Ghana	22	Sudan	3
Greece	23	Sweden	28
Hong Kong	1	Switzerland	18
Hungary	12	Turkey	1
India	102	U.A.R.	55
Israel	30	U.S.S.R.	501
Italy	30	United Kingdom	1,078
Japan	4	United States	858
Jordan	5	Yugoslavia	110
Lebanon	35	Zambia	15
Lesotho	1		
Liberia	15	TOTAL	3,643

Most of these students, over 60 per cent, are studying privately overseas and about 30 per cent are on overseas awards made through the Kenya Government. In addition some 172 Kenya students were in receipt of Kenya Government Bursaries on the recommendation of the Central Selection Board and a further 48 students were receiving County Council Bursaries. Expenditure on overseas and local bursaries in 1965/66 was approximately £435,000 the bulk of it being for Kenya students at the University of East Africa. During the year a Student Unit was established in the Embassy in Moscow, while already existing units in New York and London continued to be active.

From January 1966 Government introduced a policy of tied bursaries whereby Government bursars and scholars are bonded to serve in the country's public services for at least three years after completion of their courses at the local university and overseas. It was further directed that the bursaries and scholarships be given with the following proportions in mind:—

Science students:

- 30 per cent for the teaching service.
- 20 per cent for the medical services.
- 25 per cent for agricultural services.
- 25 per cent for engineering services.

Arts students:

- 50 per cent for the teaching service.
- 50 per cent for other services.

In 1966 higher education loans were approved for 51 applicants. At the end of the year the total number of borrowers was 178. Total commitment for loan was £8,600.

XII—FINANCE

Ministry of Education recurrent expenditure for the financial year 1965/66 was as follows:—

		<i>Gross Expenditure</i>	<i>Appropriations in Aid</i>	<i>Net Expenditure</i>
Administrative and General	..	416,119	99,678	316,441
Primary Education	.. ..	476,503	403,501	73,002
Secondary Education	.. ..	3,019,027	913,269	2,105,758
Technical Education	.. ..	710,802	201,984	508,818
Teacher Education	.. ..	949,111	115,371	833,740
Higher Education	.. ..	743,796	—	743,796
Other Schemes and Services	..	368,589	94,865	273,724
TOTAL	.. ..	6,683,947	1,828,668	4,855,279

A word of explanation is required concerning the appropriations in aid in the above table. In the case of primary teachers these are payments by local authorities in respect of Government-employed teachers seconded to them. In the case of technical teachers, teacher-training tutors and secondary teachers the appearance of an appropriations in aid item is due to the use of a system of accounting which has now been discontinued. This involved a double-counting of the cost of Government-employed teachers so that the gross expenditure figure was unrealistically inflated and only the net expenditure figure is meaningful.

It should be noted that these recurrent expenditure figures do not represent total recurrent expenditure in the public education system of Kenya. In the first place, primary education is almost entirely outside the Ministry of Education vote; it is mainly financed by local taxes, Ministry of Local Government general grants to local authorities, and school fees. Second, fees paid by parents for children in secondary and technical schools are credited not to the Ministry's vote, but to the accounts of the individual schools and colleges whose total expenditure thus exceeds the value of Ministry grants to them. Third, a part of the Kenya Government's current expenditure contribution to the University of East Africa is routed through the East African Common Services Organization.

Capital expenditure by the Ministry of Education in the financial year 1965/66 was as follows:—

	£
Primary Education	5,000
Secondary Education	577,403
Teacher Education	114,920
Kenyatta College, Kahawa	19,000
Technical Education	100,233
Higher Education	—
I.D.A. Project	2,621
	<hr/>
TOTAL ..	£819,177
	<hr/> <hr/>

Certain capital expenditures financed by foreign aid are not included above, since they are directly incurred by overseas agencies and do not pass through Kenya Government accounts. Expenditures of this kind in the financial year 1965/66 included work on the Kenya Science Teachers College paid for by the Government of Sweden.

Statistical Appendix

Part I—Development of Education in Kenya

Part I—Development of Education in Kenya

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TABLE 1
SCHOOL EXPANSION 1960-66

	(a) PRIMARY SCHOOLS					NUMBER OF SCHOOLS		
	1960	1961	1962	1963	1964	1964	1965	1966
AIDED								
Primary	3,787	4,196	4,503	3,866	Maintained ..	4,693	4,825	5,503
Intermediate	904	1,206	1,394	2,040	Assisted ..	358	142	93
TOTAL	4,691	5,402	5,897	5,906		5,051	4,967	5,596
UNAIDED								
Primary	491	294	283	137	}	99	111	103
Intermediate	24	29	18	15				
TOTAL	515	323	301	152				
GRAND TOTAL	5,206	5,725	6,198	6,058		5,150	5,078	5,699

	(b) SECONDARY SCHOOLS					NUMBER OF SCHOOLS		
	1960	1961	1962	1963	1964	1964	1965	1966
SECONDARY								
Maintained	}	65	87	105	119	136*	158*	178*
Assisted .. .. .									18	28	21
Unaided	26	18	37	32	68	150	201	201
TOTAL	91	105	142	151	222	336	400	400

*Including five maintained secondary technical institutions with School Certificate and Higher Certificate classes namely: Kenya Polytechnic, Mombasa Technical High School, Mombasa Technical Institute, Nairobi Technical Institute, Nakuru Secondary School.

SOURCE.—Ministry of Education Annual Summaries.



The British High Commissioner, Mr. Malcolm Macdonald hands over to President Kenyatta Kahawa Barracks for use as Kenyatta College. Also in the picture are Mama Ngina Kenyatta and the then Minister for Education, Mr. Mbiyu Koinange

[By courtesy of East African Standard Newspapers Limited]



Modern Technology for Education. The Minister for Education, Mr. Nyagah, the Assistant Minister, Mr. Konchellah, and senior officials try out some new equipment on the Ministry of Education Stand at the Fahari ya Kenya Show 1966.

[Kenya Information Services]



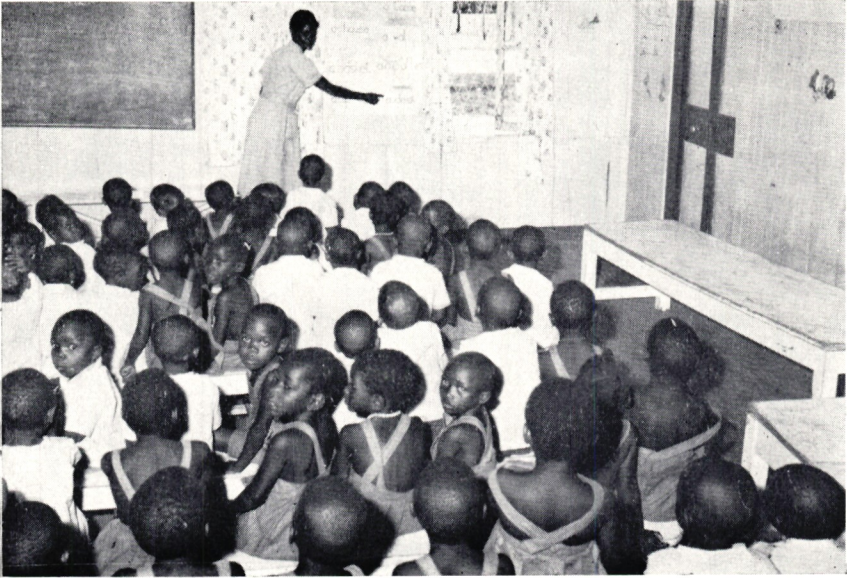
Education for all. A group of Masai at an Adult Literacy Class

[Kenya Information Services]



The Harambee spirit in action. The Minister for Education, Hon. J. J. M. Nyagah, M.P., addresses parents and children at a school being erected by self-help efforts

[Kenya Information Services]



Primary Education—The Old Approach

[By courtesy of East African Newspapers—Nation Series—Limited]



Primary Education—The New Approach

[By courtesy of East African Standard Newspapers Limited]



The Chairman of the Kenya Education Commission, Professor S. H. Ominde, hands over Part 2 of the Commission's Report to Hon. Mbiyu Koinange, the then Minister for Education, in July 1965. The Permanent Secretary, Mr. Njorge, is on Mr. Koinange's left



Kenya Polytechnic, Nairobi

[Kenya Information Services]

TABLE 2
PRIMARY AND SECONDARY ENROLMENT BY SCHOOL CATEGORY 1960-1966
(a) PRIMARY SCHOOLS

	1960	1961	1962	1963	1964	1965	1966
PRIMARY* Maintained } Aided } Assisted }	736,456	839,745	912,633	880,016	947,022	96,182	1,013,181
Unaided	44,839	30,703	23,133	11,537	60,576 7,121	33,472 9,235	21,730 8,505
TOTAL	781,295	870,448	935,766	891,553	1,014,719	1,010,889*	1,043,416

*Including Intermediate.

(b) SECONDARY SCHOOLS

	1960	1961	1962	1963	1964	1965	1966
SECONDARY Maintained } Aided } Assisted }	15,858	18,427	20,672	23,166	22,407	26,806	35,228
Unaided	4,281	3,740	5,914	6,954	5,069 8,445	6,770 14,400	5,999 21,966
TOTAL	20,139	22,167	26,586	30,120	35,921	47,976	63,193

TABLE 3
ENROLMENT IN PRIMARY AND SECONDARY SCHOOLS BY SCHOOL GRADE 1956-66
(a) Boys

	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
PRIMARY SCHOOLS											
Standard I	97,690	103,261	118,025	116,820	114,145	117,895	104,536	82,422	107,343	111,174	112,056
Standard II	70,319	81,264	97,278	102,462	104,218	106,892	102,488	83,999	88,557	94,875	95,840
Standard III	59,882	71,400	83,700	96,169	103,000	106,621	105,783	88,326	86,117	82,394	90,358
Standard IV	63,142	72,125	86,176	99,262	112,090	120,272	112,720	91,332	91,634	81,789	79,494
Standard V	18,152	19,225	24,079	28,102	34,133	54,366	92,358	85,646	88,470	79,239	75,484
Standard VI	16,361	16,951	18,563	23,473	27,103	33,392	52,037	82,036	85,207	80,632	87,844
Standard VII	14,211	14,579	15,157	17,877	22,382	26,867	32,623	46,627	84,076	84,952	104,472
Standard VIII	9,536	10,078	10,585	11,601	13,879	18,507	22,877	26,336	26,231	26,033	319
TOTALS	349,293	388,883	453,563	495,766	530,950	584,812	625,422	586,724	657,635	641,088	645,867
SECONDARY SCHOOLS											
Form 1	2,309	2,473	3,834	3,966	4,077	4,834	6,070	6,970	8,899	13,897	17,954
Form 2	2,140	2,190	2,395	3,522	3,555	3,712	4,491	5,552	6,426	8,991	13,684
Form 3	1,552	1,852	1,981	2,266	2,988	3,080	3,489	3,985	4,941	5,609	8,164
Form 4	1,165	1,372	1,745	1,796	2,189	2,669	2,849	3,194	3,855	4,745	5,168
Form 5	171	122	152	145	160	308	512	506	647	897	1,069
Form 6	96	64	68	93	96	152	290	346	445	581	763
Totals	7,433	8,073	10,389*	13,077†	13,065	14,755	17,701	20,553	25,211	34,720	46,802
TOTAL	356,726	396,956	463,952*	508,843†	544,015	599,567	643,123	607,277	682,846	675,808	692,669

*Including 214 boys whose Form is not recorded.

†Including 1,289 boys whose Form is not recorded.

SOURCE.—Kenya Ministry of Education Annual Summaries, 1956-1967, except for 1963 secondary enrolments for which the source is the Statistical Abstract 1964.

TABLE 3
ENROLMENT IN PRIMARY AND SECONDARY SCHOOLS BY SCHOOL GRADE 1956-66

(b) Girls

	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
PRIMARY SCHOOLS											
Standard I	44,355	50,299	59,622	62,168	65,415	72,063	65,454	54,798	72,947	79,496	81,853
Standard II	31,927	37,245	48,326	53,343	57,320	61,680	63,782	54,679	56,229	65,875	70,270
Standard III	23,012	28,472	37,052	44,756	51,397	56,692	59,189	55,581	53,610	63,313	62,561
Standard IV	19,078	21,800	29,187	36,030	44,569	50,799	52,996	48,673	53,370	49,708	50,788
Standard V	7,019	7,794	8,824	10,067	11,251	12,091	13,368	12,561	13,798	14,798	15,366
Standard VI	6,008	6,588	7,377	8,243	9,631	10,666	11,710	10,800	11,396	12,548	13,870
Standard VII	4,416	5,089	5,491	6,540	7,488	8,658	9,349	8,883	9,332	10,611	11,720
Standard VIII	1,720	1,839	2,316	2,597	3,274	3,987	4,496	5,417	7,639	6,452	121
Totals	137,635	159,106	198,195	223,744	250,345	285,636	310,344	304,829	357,084	369,801	397,549
SECONDARY SCHOOLS											
Form 1	1,114	1,302	1,979	2,299	2,367	2,411	3,023	3,244	3,813	5,118	6,154
Form 2	960	1,070	1,270	1,773	2,088	1,875	2,392	2,622	2,696	3,575	4,819
Form 3	693	867	911	1,038	1,445	1,506	1,786	1,844	2,094	2,151	3,046
Form 4	531	598	682	839	985	1,284	1,471	1,597	1,772	2,039	1,900
Form 5	90	67	94	157	132	205	144	161	217	233	287
Form 6	35	38	31	56	57	131	69	99	118	140	185
Totals	3,423	3,942	4,967	6,162	7,074	7,412	8,885	9,567	10,710	13,256	16,391
TOTAL	141,058	163,048	203,162	229,906	257,419	293,048	319,229	314,396	367,794	383,057	413,940

SOURCE.—Kenya Ministry of Education Annual Summaries, 1956-1967, except for 1963 Secondary enrolments for which the source is Statistical Abstract, 1964.

TABLE 3
ENROLMENTS IN PRIMARY AND SECONDARY SCHOOLS BY SCHOOL GRADE 1956-66
(c) Boys and Girls

	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966
PRIMARY SCHOOLS											
Standard I	142,045	153,560	177,647	178,988	179,560	189,958	169,990	137,220	180,290	190,670	193,909
Standard II	102,246	118,509	145,604	155,805	161,538	168,572	166,270	138,678	144,786	160,750	166,110
Standard III	82,894	99,872	120,752	140,925	154,397	163,313	164,972	143,907	139,727	135,707	152,919
Standard IV	82,220	93,925	115,363	135,292	156,659	171,071	165,716	140,005	145,004	131,497	130,282
Standard V	25,271	27,019	32,903	38,169	45,384	75,457	128,726	124,644	134,031	123,037	120,850
Standard VI	22,369	23,519	25,940	31,716	36,734	44,058	70,747	112,836	122,603	119,180	132,714
Standard VII	18,627	19,668	20,648	24,417	29,870	35,525	41,972	62,510	114,408	117,563	146,192
Standard VIII	11,256	11,917	12,901	14,198	17,153	22,494	27,373	31,753	33,870	32,485	440
Totals	486,928	547,989	651,758	719,510	781,295	870,448	935,766	891,553	1,014,719	1,010,889	1,043,416
SECONDARY SCHOOLS											
Form 1	3,423	3,775	5,813	6,265	6,444	7,245	9,093	10,214	12,712	19,015	24,108
Form 2	3,100	3,260	3,665	5,295	5,643	5,587	6,883	8,174	9,122	12,566	18,503
Form 3	2,245	2,719	2,892	3,304	4,433	4,586	5,275	5,829	7,035	7,760	11,210
Form 4	1,696	1,970	2,427	2,635	3,174	3,953	4,320	4,791	5,625	6,784	7,068
Form 5	261	189	246	302	292	513	656	667	864	1,130	1,356
Form 6	131	102	99	149	153	283	359	445	563	721	948
Totals	10,856	12,015	15,356*	19,239†	20,139	22,167	26,586	30,120	35,921	47,976	63,193
TOTAL	497,784	560,004	667,114*	738,782†	801,434	892,615	982,352	921,673	1,050,640	1,058,865	1,106,609

*Including 214 students whose grade (Form) is not recorded.

†Including 1,289 students whose grade (Form) is not recorded.

SOURCE.—Kenya Ministry of Education Annual Summaries, 1956-1967, except for 1963 Secondary enrolments for which the source is Statistical Abstract, 1964.

TABLE 4
SECONDARY SCHOOL ENROLMENTS, 1964-1966 BY CATEGORY OF SCHOOL, SEX AND FORM LEVEL
Aided Schools (Maintained and Assisted)

	BOYS			GIRLS			TOTAL		
	1964	1965	1966	1964	1965	1966	1964	1965	1966
	Form 1	6,201	8,051	8,895	2,755	3,478	3,859	8,956	11,529	12,754
Form 2	5,067	5,901	8,243	2,164	2,764	3,555	7,231	8,665	11,798
Form 3	3,910	4,424	6,112	1,605	1,716	2,502	5,515	6,140	8,614
Form 4	3,123	3,874	4,281	1,310	1,588	1,568	4,433	5,462	5,849
Form 5	618	877	1,048	174	210	253	792	1,087	1,301
Form 6	439	564	747	110	129	164	549	693	911
TOTAL	19,358	23,691	29,326	8,118	9,885	11,901	27,476	33,576	41,227

Unaided Schools

	BOYS			GIRLS			TOTAL		
	1964	1965	1966	1964	1965	1966	1964	1966	1966
	Form 1	2,698	5,846	9,059	1,058	1,640	2,295	3,756	7,486	11,354
Form 2	1,359	3,090	5,441	532	811	1,264	1,891	3,901	6,705
Form 3	1,031	1,185	2,052	489	435	544	1,520	1,620	2,596
Form 4	730	871	887	462	451	332	1,192	1,322	1,219
Form 5	29	20	21	43	23	34	72	43	55
Form 6	6	17	16	8	11	21	14	28	37
TOTAL	5,853	11,029	17,476	2,592	3,371	4,490	8,445	14,400	21,966

NOTE.—This table has been constructed from the Annual Summaries of the Ministry of Education. While it gives a broadly correct picture it contains certain anomalies—compare for example, Form 1 enrolment in 1965 with Form 2 enrolment in 1966 in aided schools. Where anomalies such as this are apparent, it is probably due either to improved statistical coverage as the years go by, or to unaided schools being taken into aid and being transferred from the unaided category in one year to aided in the next.

TABLE 5
NUMBER OF TEACHERS BY QUALIFICATION, 1960-1966
Primary School Teachers

		1960	1961	1962	1963	1964	1965	1967
TRAINED TEACHERS								
Graduate or Equivalent		236	141	199	264	83	92	93
S1		1,208	1,704	1,789	2,094	{ 294	282	291
P1						{ 1,561	1,479	1,615
P2		11,926	13,721	15,163	14,835	{ 2,543	2,904	3,271
P3						{ 11,781	12,398	14,759
P4						{ 2,667	2,537	2,884
Other						{ 250	420	392
TOTAL TRAINED ..		13,370	15,566	17,151	17,193	19,179	20,112	23,305
UNTRAINED								
Graduate		182	126	117	105	35	30	19
H.S.C.		548	437	424	380	{ N.S.	62	73
C.S.C.						{ 305	632	774
K.P.E.		4,524	4,063	4,963	5,094	{ 6,078	8,292	7,995
Other						{ 2,231	1,464	1,356
TOTAL UNTRAINED ..		5,254	4,626	5,504	5,579	8,649	10,480	10,217
GRAND TOTAL ..		18,624	20,192	22,655	22,772	27,828	30,592	33,522

NOTE.—S1 Teachers have a basic qualification of School Certificate plus three years training or Higher School Certificate and one year's training.

P1 Teachers have a basic qualification of School Certificate plus two years' training.

P2 Teachers have a basic qualification of at least two years secondary education, but no School Certificate and two years' training.

P3 Teachers have a basic qualification of K.P.E. plus two years' training.

P4 Teachers have a basic qualification of a completed primary course, but no K.P.E. and two years' training.

SOURCE.—Ministry of Education Annual Summaries.

TABLE 5—(Contd.)

Secondary School Teachers

AIDED SCHOOLS (MAINTAINED AND ASSISTED)

	1960	1961	1962	1963	1964	1965	1966
TRAINED							
Graduates	456	508	568	584	819	875	1,013
SI }	226	289	238	369	203	{ 240	308
PI }					224	{ 209	236
Other	25	13	3	8		142	104
Total.. .. .	707	810	809	961	1,246	1,466	1,661
UNTRAINED							
Graduates	202	329	296	331	205	208	247
H.S.C.	46	47	32	78	73	79	87
C.S.C.					15	11	16
Other	39	7	—	8	30	23	31
Total Untrained	287	383	328	417	323	321	381
TOTAL AIDED SCHOOLS	975	1,193	1,137	1,378	1,569	1,787	2,042

TABLE 5—(Contd.)

UNAIDED SCHOOLS		1960	1961	1962	1963	1964	1965	1966
TRAINED								
Graduates	..	71	48	115	95	150	190	193
SI	..	32	38	42	41	38	28	46
P1	..	..	..	..	..	..	150	220
Other	..	20	7	15	1	56	32	40
Total..	..	123	93	172	137	244	400	499
UNTRAINED								
Graduates	..	51	45	79	71	89	96	120
H.S.C.	..	35	7	51	15	57	93	167
C.S.C.	..	..	..	..	..	26	93	135
Other	..	4	—	14	1	15	25	41
Total Untrained	..	90	52	144	87	187	307	463
TOTAL UNAIDED SCHOOLS	..	213	145	316	224	431	707	962

TABLE 5—(Contd.)

ALL SCHOOLS (AIDED AND UNAIDED)		1960	1961	1962	1963	1964	1965	1966
TRAINED								
Graduates	.. ..	527	556	673	679	969	1,065	1,206
SI	.. ..	258	327	280	410	241	268	354
P1	.. ..	45	20	18	9	280	359	456
Other	.. ..						174	144
Total..	.. ..	830	903	981	1,098	1,490	1,866	2,160
Graduates	.. ..	253	374	375	402	294	304	367
H.S.C.	.. ..					130	172	254
C.S.C.	.. ..	81	54	83	93	41	104	151
Other	.. ..	43	7	14	9	45	48	72
Total..	.. ..	377	435	472	504	510	628	844
GRAND TOTAL	.. ..	1,207	1,338	1,453	1,602	2,000	2,494	3,004

C.S.C. = Cambridge School Certificate.

H.S.C. = Higher School Certificate.

SOURCE.—Ministry of Education Annual Summaries.

TABLE 6
STUDENTS IN TEACHER EDUCATION COLLEGES, 1960-1966

	1960	1961	1962	1963	1964	1965	1966
S1 (1 year)							
Male	—	—	—	—	7	4	7
Female	—	—	—	—	9	13	9
Total	—	—	—	—	16	17	16
S1 (3 years)							
Male	—	—	—	20	62	140	234
Female	—	—	—	11	63	112	163
Total	—	—	—	31†	125	252	397
P1 (formerly K.T.1)							
Male	439	480	397	393	371	248	386
Female	264	252	243	294	151	79	121
Total	703	732	640	687	522	327	507
P2 (formerly K.T.2)							
Male	291	465	306	289	466	704	834
Female	205	195	171	142	159	184	323
Total	496	660	477	431	625	888	1,157
P3/4 (formerly K.T.3 and 4)							
Male	2,292	1,940	1,985	2,276	2,331	2,322	2,133
Female	961	883	1,146	1,185	1,201	1,309	1,264
Total	3,253	2,823	3,131	3,461	3,532	3,631	3,397
Total all Trainees							
Male	3,022	2,885	2,688	2,978	3,237	3,418	3,594
Female	1,430	1,330	1,560	1,632	1,583	1,697	1,880
Total	4,452	4,215	4,248	4,610	4,820*	5,115	5,474

*15 technical teachers in training are omitted from this table.

†Including a small number on two-year courses.

SOURCE.—Ministry of Education, Annual Summaries.

TABLE 7 (a)

DEVELOPMENT OF HIGHER EDUCATION

Summary Table: Students from Kenya at the East African University Colleges, 1960/1-1966/7

	1960/61		1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
UNDERGRADUATE COMMON FACULTIES														
Makerere ..	112	7	118	8	110	6	95	8	96	17	76	20	78	25
Nairobi ..	—	—	13	3	31	11	57	19	96	29	179	59	249	86
Dar es Salaam ..	—	—	—	—	—	—	—	—	22	1	34	1	61	7
Total ..	112	7	131	11	141	17	152	27	214	47	289	80	388	118
UNDERGRADUATE PROFESSIONAL FACULTIES														
Makerere ..	61	2	68	1	75	—	81	2	95	4	116	5	144	4
Nairobi ..	—	—	15	—	43	—	80	—	96	—	137	—	153	—
Dar es Salaam ..	—	—	4	—	12	1	19	1	32	3	41	3	54	4
Total ..	61	2	87	1	130	1	180	3	223	7	294	8	351	8
POSTGRADUATE														
Makerere ..	—	—	—	—	—	—	10	1	12	4	16	6	8	2
Nairobi ..	—	—	—	—	—	—	3	—	25	2	31†	4	40*	4
Dar es Salaam ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Total ..	—	—	—	—	—	—	13	1	37	6	47	10	48	6

TABLE 7 (a)—(Contd.)

	1960/61		1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
OTHER														
Makerere ..	215	3	123	1	24	—	28	2	22	5	12	3	21	5
Nairobi ..	(201)*	—	158	45	109	49	84	46	61	40	31	38	26	43
Dar es Salaam ..	—	—	—	—	—	—	—	—	—	—	4	—	7	—
Total ..	215	3	281	46	133	49	112	48	83	45	47	41	54	48
TOTAL														
Makerere ..	388	12	309	10	209	6	214	13	225	30	230	34	251	36
Nairobi ..	—	—	186	48	183	60	224	65	278	71	378	101	468	133
Dar es Salaam ..	—	—	4	—	12	1	19	1	54	4	79	4	122	11
TOTAL ..	388	12	499	58	404	67	457	79	557	105	687	139	841	180

*Royal College, Nairobi (later University College) did not attain University status until 1961.

†It has had to be assumed that 90 per cent of these postgraduate students are men, since the breakdown by sex was not available.

SOURCE.—Individual college records and University of East Africa Central Office.

TABLE 7(b)
STUDENTS FROM KENYA AT MAKERERE UNIVERSITY COLLEGE, 1960/61-1966/67

	1960/61		1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Preparatory Arts ..	65	2	35	1	—	—	9	1	9	2	5	—	—	—
Preparatory Science..	106	—	57	—	—	—	15	—	8	—	5	—	—	—
ARTS AND SOCIAL SCIENCES														
B.A. and B.Sc. (Econ.) I ..	41	2	24	1	25	3	9	2	16	9	5	4	4	1
II ..	34	1	42	1	23	1	24	3	9	2	13	9	6	7
III ..	11	2	17	3	22	—	22	1	24	3	9	2	13	9
Diploma in Drama I ..	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Diploma in Social Work I ..	—	—	—	—	—	—	3	—	1	2	7	—	10	2
II ..	—	—	—	—	—	—	—	—	3	—	1	2	3	—
M.A. in African Studies ..	—	—	—	—	—	—	1	—	—	—	5	1	2	—
SCIENCE														
B.Sc. I ..	14	1	20	1	19	—	4	1	8	—	6	—	5	—
II ..	8	1	7	1	14	1	15	—	2	1	8	—	4	—
III ..	4	—	8	1	7	1	14	1	15	—	4	1	7	—
Graduate Students ..	—	—	—	—	—	—	—	—	1	1	—	—	1	—
MEDICINE														
M.B., Ch.B. I ..	12	—	11	—	12	—	17	1	16	2	34	1	30	—
II ..	12	—	12	—	11	—	14	—	16	1	11	2	30	1
III ..	11	—	11	—	11	—	10	1	13	—	16	1	10	2
IV ..	9	1	11	—	11	—	11	—	10	1	14	—	17	1
V ..	6	1	10	1	12	—	12	—	11	—	8	1	14	—
AGRICULTURE														
B.Sc. Ag. I ..	6	—	4	—	13	—	6	—	15	—	13	—	15	—
II ..	4	—	5	—	2	—	9	—	5	—	15	—	15	—
III ..	6*	—	4	—	5	—	2	—	9	—	5	—	13	—
Postgraduate Students	—	—	—	—	—	—	—	—	—	—	—	—	—	1

*Including 5 diplomates.

TABLE 7 (c)
STUDENTS FROM KENYA AT UNIVERSITY COLLEGE, NAIROBI
1961/2-1966/7

				1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
				M	F	M	F	M	F	M	F	M	F	M	F
ARTS															
B.A.	I	..	..	8	3	10	7	8	6	29	14	54	27	54	24
	II	..	..	-	-	8	3	9	7	7	3	25	12	48	24
	III	..	..	-	-	-	-	8	3	10	7	8	6	25	12
SCIENCE															
B.Sc.	I	..	..	5	-	10	1	15	1	25	2	26	12	37	12
	II	..	..	-	-	3	-	4	1	9	1	15	1	18	12
	III	..	..	-	-	-	-	3	-	5	1	10	1	17	1
COMMERCE															
B.Com.	I	..	..	-	-	-	-	10	1	14	-	23	-	26	1
	II	..	..	-	-	-	-	-	-	7	-	11	-	15	-
	III	..	..	-	-	-	-	-	-	-	1	7	-	9	-
DOMESTIC SCIENCE															
Diploma	I	..	..	-	11	-	12	-	11	-	8	-	8	-	14
	II	..	..	-	7	-	10	-	11	-	10	-	10	-	5
	III	..	..	-	5	-	7	-	10	-	10	-	10	-	8
CHARTERED INSTITUTE OF SECRETARIES I				18	1	14	2	-	-	-	-	-	-	-	-
II				8	-	6	-	19	2	-	-	-	-	-	-
ART ARCHITECTURE DEVELOPMENT Diploma Art/Design															
I	..	..	..	5	1	1	-	2	2	3	3	5	1	2	8
	II	..	..	-	4	1	4	-	1	3	2	3	4	5	3
	III	..	..	3	-	-	3	2	4	-	1	2	4	1	1
	IV	..	..	-	-	-	-	-	3	1	4	1	1	-	3
ARCHITECTURE DIPLOMA (R.I.B.A.)															
I	..	..	..	3	1	5	-	3	-	-	-	-	-	-	-
	II	..	..	3	1	2	1	1	1	2	-	-	-	-	-
	III	..	..	2	-	4	1	2	-	1	1	2	-	1	-
	IV	..	..	2	1	-	-	2	1	1	-	2	-	-	-
	V	..	..	4	-	1	1	-	-	1	1	-	-	-	-
ARCHITECTURE DEGREE															
I	..	..	..	-	-	-	-	6	-	8	-	7	-	7	-
	II	..	..	-	-	-	-	-	-	4	-	6	-	4	-
	III	..	..	-	-	-	-	-	-	-	3	-	6	-	
DIPLOMA LAND DEVELOPMENT															
I	..	..	..	3	-	8	-	10	-	7	-	7	-	7	-
	II	..	..	-	-	2	-	10	-	12	-	3	-	10	-
	III	..	..	-	-	-	-	2	-	6	-	6	-	-	-
	IV	..	..	1	-	-	-	-	-	-	-	-	-	-	-
ENGINEERING DIPLOMA															
IV	..	..	..	2	-	-	-	-	-	-	-	-	-	-	-
	V	..	..	8	-	2	-	-	-	-	-	-	-	-	-
B.Sc. ENGINEERING															
I	..	..	..	15	-	29	-	31	-	37	-	43	-	50	1
	II	..	..	-	-	11	-	17	-	18	-	34	-	26	-
	III	..	..	-	-	-	-	9	-	12	-	17	-	28	-
DEPT. OF LAND SURVEY (DIPLOMA)															
I	..	..	..	3	-	5	-	3	-	4	-	-	-	-	-
	II	..	..	5	-	2	-	6	-	-	-	-	-	-	-
	III	..	..	-	-	4	-	2	-	-	-	-	-	-	-
	IV	..	..	1	-	-	-	2	-	2	-	-	-	-	-
	V	..	..	-	-	2	-	-	-	-	-	-	-	-	-
	VI	..	..	-	-	-	-	2	-	-	-	-	-	-	-

TABLE 7 (c)—(Contd.)

	1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
	M	F	M	F	M	F	M	F	M	F	M	F
VETERINARY SCIENCE												
Conversion Course	—	—	—	—	6	—	—	—	—	—	—	—
Degree I ..	—	—	3	—	9	—	10	—	9	—	9	—
II ..	—	—	—	—	2	—	5	—	8	—	10	—
III ..	—	—	—	—	—	—	2	—	5	—	6	—
IV ..	—	—	—	—	—	—	—	—	5	—	7	—
GENERAL CERTIFICATE												
OF EDUCATION												
Arts I ..	4	7	—	—	—	—	—	—	—	—	—	—
II ..	10	3	4	6	—	—	—	—	—	—	—	—
Science I ..	10	3	14	—	—	—	—	—	—	—	—	—
II ..	18	—	11	2	—	—	—	—	—	—	—	—
Engineering I ..	20	—	—	—	16	—	8	—	—	—	—	—
II ..	12	—	21	—								
Public Administration Course ..	13	—	—	—	—	—	—	—	—	—	—	—
Total Undergraduate Students	186	48	183	60	221	65	253	69	347	97	428	129
Postgraduate Students	—	—	—	—	—	3	25	2	35	—	44	—
GRAND TOTAL ..	234		243		289		349		479		601	

TABLE 7 (d)

STUDENTS FROM KENYA AT DAR ES SALAAM UNIVERSITY COLLEGE
1961/2-1966/7

				1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
				M	F	M	F	M	F	M	F	M	F	M	F
B.A.	I	..	..	-	-	-	-	-	-	17	1	8	-	12	2
	II	..	..	-	-	-	-	-	-	-	-	16	1	8	-
	III	..	..	-	-	-	-	-	-	-	-	-	-	16	1
B.A. with Ed.	I	..	..	-	-	-	-	-	-	5	-	4	-	11	4
	II	..	..	-	-	-	-	-	-	-	-	5	-	3	-
	III	..	..	-	-	-	-	-	-	-	-	-	-	5	-
B.Sc.	I	..	..	-	-	-	-	-	-	-	-	1	-	5	-
	II	..	..	-	-	-	-	-	-	-	-	-	-	1	-
	III	..	..	-	-	-	-	-	-	-	-	-	-	-	-
LL.B.	I	..	..	4	-	8	1	7	-	17	2	19	1	24	1
	II	..	..	-	-	4	-	8	1	8	-	14	2	16	1
	III	..	..	-	-	-	-	4	-	7	1	8	-	14	2
Statistics Training		..	..	-	-	-	-	-	-	4	-	4	-	7	-
TOTAL..		..	..	4	-	12	1	19	1	54	4	79	4	122	11

SOURCE.—University College, Dar es Salaam.

TABLE 7 (e)
DEVELOPMENT OF UNIVERSITY COLLEGE, NAIROBI*, 1960/61-1966/67

1ST DEGREE COURSE	1960/61		1961/62		1962/63		1963/64		1964/65		1965/66		1966/67	
	K	O	K	O	K	O	K	O	K	O	K	O	K	O
Arts	—	—	11	3	28	4	41	27	70	43	132	67	187	67
Science	—	—	5	4	14	16	24	30	43	34	65	38	97	51
Commerce	—	—	—	—	—	—	11	11	22	25	41	60	51	91
Architecture	—	—	—	—	—	—	6	8	12	15	16	21	17	21
Engineering	—	—	15	36	40	50	57	77	71	90	94	135	105	146
Veterinary Science	—	—	—	—	3	1	11	13	17	32	27	60	32	84
(Total)	—	—	(31)	(43)	(85)	(71)	(150)	(166)	(235)	(239)	(375)	(381)	(489)	(460)
Postgraduate Students	—	—	—	—	—	—	3	3	27	6	35	16	44	40
DIPLOMA COURSES														
Domestic Science	15	12	23	11	29	8	32	7	28	9	28	11	27	14
Art/Design	5	11	13	11	9	12	14	16	17	16	21	15	23	15
Architecture	25	11	17	16	15	23	10	15	7	14	4	7	1	3
Land Development	—	—	4	4	10	12	22	14	25	10	16	9	17	13
Engineering	57	56	10	10	2	2	—	—	—	—	—	3	—	—
Land Survey	—	—	9	10	13	12	15	15	2	8	—	—	—	—
(Total)	(102)	(90)	(76)	(62)	(78)	(69)	(93)	(67)	(79)	(57)	(69)	(45)	(68)	(45)
Other Courses	96	53	127	80	80	62	43	46	8	—	—	5	—	5
(TOTAL)	198	143	234	185	243	202	289	282	349	302	479	447	601	550

*Formerly Royal College, Nairobi. K = Kenyans. O = Others.

SOURCE.—University College, Nairobi and University of East Africa.

TABLE 8
SCHOOL CERTIFICATE AND HIGHER SCHOOL CERTIFICATE
EXAMINATION
PERFORMANCES OF KENYA CANDIDATES, 1960-66
(a) Cambridge School Certificate

	1961	1962	1963	1964	1965	1966
ALL CANDIDATES.. ..	4,335	4,710	5,534	6,182	7,353	8,036
C.S.C. Passes	2,343	2,545	3,033	3,513	4,557	4,959
Per cent Passes	54.1	54.0	54.8	56.8	62.0	61.7
G.C.E. Passes	534	587	522	440	1,555	1,669
C.S.C. and G.C.E. Passes	2,877	3,132	3,555	3,953	6,112	6,628
Per cent Passes	66.4	66.5	64.2	63.9	83.1	82.5
SCHOOL CANDIDATES	3,847	4,042	4,441	4,937	5,878	6,455
C.S.C. Passes	2,200	2,407	2,745	3,290	4,227	4,667
Per cent Passes	57.2	59.6	61.8	66.6	71.9	72.3
G.C.E. Passes	493	552	456	386	1,082	1,120
G.C.E. and C.S.C. Passes	2,693	2,959	3,201	3,676	5,309	5,787
Per cent Passes	70.0	73.2	72.1	74.5	90.3	89.6
PRIVATE CANDIDATES	488	668	1,093	1,245	1,475	1,581
C.S.C. Passes	143	138	288	223	330	292
Per cent Passes	29.3	20.7	26.4	17.9	22.4	18.5
G.C.E. Passes	41	35	66	54	473	549
G.C.E. and C.S.C.	184	173	354	277	803	841
Per cent Passes	37.7	25.9	32.4	22.3	54.4	53.2

SOURCE.—Ministry of Education, Examinations Section.

TABLE 8 (b)
HIGHER SCHOOL CERTIFICATE, 1960-1966
(School Candidates for full H.S.C. Only*)

	1960†	1961†	1962	1963	1964	1965	1966
Candidates ..	149	182	349	441	445	584	757
H.S.C. Passes ..	103	124	161	241	241	272	348
H.S.C. Pass Per cent	69.1	68.1	46.1	54.6	54.2	46.6	46.0
At least one principal pass no H.S.C. ..	n.a.	n.a.	129	147	155	224	266
Per cent with at least one principal pass ..	n.a.	n.a.	83.1	88.0	89.0	84.9	81.2

n.a.=not available.

*Performance of Private Candidates over most years is not available. In 1965 three out of 70, and in 1966 one out of 48 private candidates obtained H.S.C.

†In those years there were only European and Asian school candidates. African schools first submitted candidates in 1962.

SOURCE.—Ministry of Education, Examinations Section.

TABLE 9
MINISTRY OF EDUCATION EXPENDITURE, 1963/64-1966/67
(a) Recurrent Expenditure

Subheads	Net Expenditure 1963/64	Net Expenditure 1964/65	Net Expenditure 1965/66	Net Revised Estimates 1966/67
	K£	K£	K£	K£
Administrative and General	227,381	192,012	316,441	305,250
Primary/Intermediate Edu- cation	1,649,491	267,084	73,002	64,100
Secondary Education ..	1,120,853	1,395,439	2,105,758	2,724,528
Technical Education ..	296,815	366,457	508,818	525,485
Teacher Education ..	595,204	769,076	833,740	910,650
Higher Education ..	611,682	676,699	743,796	1,022,700
Other Schemes and Services	1,464,018*	218,697	273,724	344,614
TOTAL .. K£	5,965,444	3,885,464	4,855,279	5,897,327

*Includes a sum of £1,244,466 paid to Regions for the services transferred to them as a result of Constitutional changes at that time.

NOTE.—Parts of expenditure on Administration and General, Primary/Intermediate Education, Secondary Education and Technical were in the hands of Regional Authorities for much of the financial year 1963/64 and half of 1964/65. Under the Republican Constitution the Ministry reassumed financial responsibility for all these items except Primary/Intermediate Education in which field it retained only a few, minor responsibilities.

SOURCE.—Government Accounts.

TABLE 9
(b) Development Expenditure

Subheads	Expenditure 1963/64	Expenditure 1964/65	Expenditure 1965/66	Revised Estimates 1966/67
	K£	K£	K£	K£
Primary Education ..	48,366	15,141	5,000	—
Secondary Education ..	250,765	338,293	577,403	144,745
Teacher Education ..	11,595	14,783	114,920	220,768
Kenyatta College ..	—	—	19,000	5,000
Trade and Technical Education ..	55,793	75,277	100,233	160,000
Higher Education ..	10,000	10,000	—	158,190
I.D.A. Project ..	—	—	2,621	166,060
TOTAL .. K£	376,519	453,494	819,177	854,763

SOURCE.—Government Accounts.

Part II—1966 Statistics

Part II—1966 Statistics

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GENERAL NOTES TO STATISTICAL TABLES 1966

1. These tables are compiled from returns received in the annual census of schools and colleges conducted by the Ministry of Education annually in March. Unless otherwise stated they refer to the position at 31st March 1966.

2. Figures for secondary schools include Mombasa Technical Institute and three secondary technical schools—Nakuru Secondary School, Nairobi Technical High School and Mombasa Technical High School. Trade and Technical School figures cover seven institutions at Kabete, Thika, Eldoret, Machakos, Sigalagala, Meru and Mawego. Kenya Polytechnic, which has been omitted in previous years, is covered by Tables XVI and XVII. University enrolments are given in the Higher Education Section of the Report.

3. *Maintained Schools* are those which receive Government support, in the form of financial grants or the secondment of teachers, for the difference between their approved expenditure and the revenue, from fees or other sources, that accrues to them. *Assisted schools* are those where Government contributes a percentage (normally 80 per cent for secondary schools, 60 per cent to 90 per cent for primary schools) of the salaries of approved teaching staff and certain other expenditure, the remainder of the expenditure being made good by fees (which thus tend to be higher than in maintained schools) or revenues accruing to the schools. *Unaided schools* receive no financial subventions from the Government. They include "*Harambee Schools*", which constitute the majority, as well as a number of schools run by religious and other voluntary bodies and schools in private ownership.

4. Any correspondence concerning these statistics should be addressed to the Statistical Officer, Planning and Statistics Section, Ministry of Education, P.O. Box 30040 Nairobi, from whom statistics for the current year may also be obtained.

TABLE I
ENROLMENT IN PRIMARY SCHOOLS BY CATEGORY, 1966

	Number of Schools	PRIMARY ENROLMENT		
		Boys	Girls	Total
Maintained	5,503	630,403	382,778	1,013,181
Assisted	93	10,094	11,636	21,730
Unaided	103	5,370	3,135	8,505
TOTAL	5,699	645,867	397,549	1,043,416

TABLE II
ENROLMENT AND CLASSES IN PRIMARY SCHOOLS BY STANDARD, 1966

	Total Number of Classes per Standard	NUMBER OF PUPILS ENROLLED				Total
		Boarders		Day Pupils		
		Boys	Girls	Boys	Girls	
Standard I	6,279	823	284	111,233	81,569	193,909
Standard II	5,889	834	277	95,006	69,993	166,110
Standard III	5,425	617	321	89,741	62,240	152,919
Standard IV	4,865	661	396	78,833	50,392	130,282
Standard V	4,311	1,163	1,334	74,321	44,032	120,850
Standard VI	4,120	1,247	1,713	86,597	43,157	132,714
Standard VII	3,782	1,527	1,836	102,945	39,884	146,192
Standard VIII	16	160	74	159	47	440
TOTAL	34,687	7,032	6,235	638,835	391,314	1,043,416

TABLE III
ENROLMENT IN PRIMARY SCHOOLS BY COUNTY AND STANDARD, 1966

COUNTY/LOCAL AUTHORITY	Number of Schools	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Std. VIII	Total	Of whom	
											Boys	Girls
CENTRAL PROVINCE												
Kiambu County	270	12,685	10,667	10,073	8,959	9,313	11,311	12,307	—	75,315	42,630	32,685
Kirinyaga County	118	4,669	3,853	3,404	3,157	3,208	3,349	3,463	—	25,103	15,218	9,885
Muranga County	269	13,775	10,775	9,343	9,089	9,403	10,549	9,487	—	72,421	41,915	30,506
Nyandarua County	83	3,627	2,464	2,113	1,899	1,739	1,906	1,988	—	15,736	10,340	5,396
Nyeri County	196	12,534	8,704	8,139	6,140	6,692	8,203	10,258	—	60,670	33,037	27,633
Thika Municipality	8	474	333	292	268	248	221	224	—	2,060	1,176	884
TOTAL	944	47,764	36,796	33,364	29,512	30,603	35,539	37,727	—	251,305	144,316	106,989
COAST PROVINCE												
Kilifi County	127	3,168	2,545	1,986	1,614	1,640	1,530	1,669	—	14,152	10,759	3,393
Kwale County	75	1,734	1,525	1,094	992	942	908	761	—	7,956	5,956	2,000
Lamu County	8	213	95	62	61	55	48	50	—	584	401	183
Mombasa Municipality	43	3,649	3,323	3,167	2,862	2,803	2,841	2,828	—	21,473	12,920	8,553
Taita-Taveta County	82	2,797	2,625	2,117	1,789	1,520	1,408	1,655	—	13,911	7,848	6,063
Tana River County	35	449	283	205	163	133	156	166	—	1,555	1,125	430
TOTAL	370	12,010	10,396	8,631	7,481	7,093	6,891	7,129	—	59,631	39,009	20,622
EASTERN PROVINCE												
Embu County	113	3,959	3,352	2,876	2,492	2,513	2,766	2,748	—	20,706	12,308	8,398
Isiolo/Marsabit County	11	653	411	197	151	144	127	138	—	1,821	1,548	273
Kitui County	180	6,054	4,487	3,635	3,152	2,573	3,172	3,127	—	26,200	18,500	7,697
Masaku County	495	17,003	15,295	14,432	11,865	10,402	11,047	12,009	—	92,053	54,207	37,846
Meru County	353	12,827	10,067	9,410	8,059	7,995	8,088	7,236	—	63,682	38,958	24,774
TOTAL	1,152	40,496	33,612	30,550	25,719	23,627	25,200	25,258	—	204,462	125,524	78,938
NAIROBI CITY	103	9,372	8,389	7,168	6,364	6,136	6,205	6,068	26	49,728	27,792	21,936

TABLE III—(Contd.)

ENROLMENT IN PRIMARY SCHOOLS BY COUNTY AND STANDARD, 1966

COUNTY/LOCAL AUTHORITY	Number of Schools	Std. I	Std. II	Std. III	Std. IV	Std. V	Std. VI	Std. VII	Std. VIII	Total	Of whom	
											Boys	Girls
NORTH-EASTERN PROVINCE												
Garissa County	4	259	81	75	75	51	26	28	—	595	509	86
Mandera County	3	584	107	68	101	70	38	18	—	986	834	152
Wajir County	2	134	84	41	98	71	39	42	—	509	436	73
TOTAL	9	977	272	184	274	192	103	88	—	2,090	1,779	311
NYANZA PROVINCE												
Gusii County	422	16,352	13,189	13,661	9,396	8,693	11,128	11,388	—	83,807	54,733	29,074
Kisumu County	397	8,662	8,689	9,755	8,440	7,066	7,456	11,074	—	61,142	39,991	21,151
Kisumu Municipality	14	721	647	557	579	547	620	765	—	4,436	2,527	1,909
South Nyanza County	406	7,383	5,542	5,594	5,870	4,863	5,649	7,051	—	41,952	30,363	11,589
TOTAL	1,239	33,118	28,067	29,567	24,285	21,169	24,853	30,278	—	191,337	127,614	63,723
RIFT VALLEY PROVINCE												
Central Rift County	203	4,331	4,101	3,803	3,580	3,597	3,518	4,274	—	27,204	18,045	9,159
Kipsigis County	259	7,408	6,875	5,808	5,810	5,555	5,409	5,688	—	42,553	28,791	13,762
Lakipia County	47	1,233	1,026	872	756	702	699	910	—	6,198	2,268	3,930
Nakuru Municipality	14	909	1,187	652	654	655	726	669	—	5,452	2,981	2,471
Narok County	41	1,032	1,790	763	585	570	335	298	143	4,516	3,493	1,023
Olkejuado County	33	1,208	847	791	675	494	453	386	271	5,125	3,416	1,709
Samburu County	16	485	388	193	111	102	76	72	—	1,427	1,125	302
Sirikwa County	439	9,324	9,586	7,981	6,380	5,823	6,094	6,024	—	51,212	32,933	18,279
Turkana County	14	496	300	196	146	37	26	14	—	1,215	1,035	180
TOTAL	1,066	26,426	25,100	21,059	18,697	17,535	17,336	18,335	414	144,902	95,749	49,153
WESTERN PROVINCE												
Bungoma County	231	6,423	5,650	5,549	4,907	3,952	4,739	6,120	—	37,340	22,491	14,849
Busia County	128	2,530	2,973	3,057	2,503	1,880	2,351	2,588	—	17,882	12,106	5,776
Kakamega County	457	14,793	14,855	13,790	10,540	8,663	9,497	12,601	—	84,739	49,487	35,252
TOTAL	816	23,746	23,478	22,396	17,950	14,495	16,587	21,309	—	139,961	84,084	55,877
GRAND TOTAL FOR KENYA	5,699	193,909	166,110	152,919	130,282	120,850	132,714	146,192	440	1,043,416	645,867	397,549

TABLE IV
PRIMARY SCHOOL DEVELOPMENT, 1966

	NUMBER OF SCHOOLS		Number of Streams in School*	Number of Schools
	Highest standard taught	Lowest standard taught		
Standard I	220	5,577	One	5,117
Standard II	335	8	Two	481
Standard III	407	5	Three	80
Standard IV	713	23	Four	17
Standard V	273	66	Five	3
Standard VI	417	15	Six	—
Standard VII	3,320	5	Seven	—
Standard VIII	14	—	Eight	1
Total Number of schools . .	5,699	5,699	Total No. of schools	5,699

*Number of streams in the schools are computed at the lowest standard taught.

TABLE V
PRIMARY SCHOOL TEACHERS BY QUALIFICATION AND CITIZENSHIP, 1966

DESCRIPTION	KENYA CITIZENS			NON-CITIZENS				GRAND TOTAL
	Employed on Local Terms		Total	Employed on Overseas Terms		Total		
	Male	Female		Male	Female			
PROFESSIONALLY QUALIFIED								
Graduate	4	3	7	14	18	45	9	93
U.K. Ministry of Education Certificate	3	4	7	10	131	31	28	207
S1	2	11	13	22	38	8	3	84
P1	665	246	911	199	428	52	25	1,615
P2	2,571	658	3,229	6	23	4	9	3,271
P3	10,909	3,818	14,727	8	20	3	1	14,759
P4	2,091	786	2,877	2	4	1	—	2,884
Technical Instructor (all grades)	188	11	199	1	2	1	—	203
Any other	103	35	138	6	28	14	3	189
Total Qualified	16,536	5,572	22,108	268	692	159	78	23,305
NOT PROFESSIONALLY QUALIFIED								
Graduate	1	1	2	9	5	3	—	19
H.S.C.	23	6	29	12	18	7	7	73
C.S.C.	602	71	673	22	61	13	5	774
K.P.E.	6,415	1,559	7,974	6	15	—	—	7,995
Other	1,074	242	1,316	9	25	3	3	1,356
Total Unqualified	8,115	1,879	9,994	58	124	26	15	10,217
Total Qualified and Unqualified	21,651	7,451	32,102	326	816	185	93	33,522

TABLE VI
TEACHERS IN PRIMARY SCHOOLS BY COUNTY AND PROVINCE

COUNTY/LOCAL AUTHORITY	TRAINED TEACHERS						UNTRAINED TEACHERS						Pupils per Teacher		
	Graduates	S1	P1	P2	P3	P4	Other Trained	Total Trained	Graduates	H.S.C.	C.S.C.	K.P.E.		Other Untrained	Total Untrained	GRAND TOTAL
CENTRAL PROVINCE															
Kiambu ..	—	4	62	301	1,337	194	27	1,925	1	2	25	480	34	542	2,467
Kirinyaga ..	—	—	8	87	365	81	10	551	—	—	13	215	19	247	798
Muranga ..	—	1	59	242	1,102	197	24	1,625	—	1	17	645	53	716	2,341
Nyandarua ..	—	—	17	54	238	14	8	331	—	1	4	138	21	164	495
Nyeri ..	2	8	70	227	867	149	30	1,353	—	—	9	627	20	656	2,009
Thika ..	—	4	13	11	31	1	3	63	—	—	3	4	3	10	73
TOTAL	2	17	229	922	3,940	636	102	5,848	1	4	71	2,109	150	2,335	8,183
COAST PROVINCE															
Kilifi ..	—	1	18	45	210	70	—	344	—	1	11	121	19	152	496
Kwale ..	—	—	7	23	105	40	—	175	—	—	3	78	27	108	283
Lamu ..	—	1	—	1	4	4	3	13	—	—	—	15	4	19	32
Mombasa ..	8	31	298	41	152	23	14	567	5	6	24	20	19	74	641
Taita-Taveta ..	—	—	13	48	215	74	3	353	—	1	7	38	24	70	423
Tana River ..	—	—	1	8	36	23	—	68	—	—	2	20	4	26	94
TOTAL	8	33	337	166	722	234	20	1,520	5	8	47	292	97	449	1,969
EASTERN PROVINCE															
Embu ..	—	—	4	70	324	77	23	498	—	—	28	183	32	243	741
Isiolo/Marsabit ..	—	—	6	1	27	5	—	39	—	—	—	25	14	39	78
Kitui ..	1	—	9	53	436	32	1	532	—	13	326	38	379	911	28-8
Masaku ..	—	6	33	196	1,172	188	1	1,596	—	7	38	1,084	77	1,206	2,802
Meru ..	—	3	30	158	818	171	34	1,214	—	4	98	371	165	638	1,852
TOTAL	1	9	82	478	2,777	473	59	3,879	—	13	177	1,989	326	2,505	6,384
NAIROBI															
Nairobi ..	57	187	501	200	448	41	38	1,472	1	30	51	29	26	147	1,609
TOTAL	57	187	501	200	448	41	38	1,472	1	30	51	29	26	147	1,609

TABLE VI—(Contd.)
TEACHERS IN PRIMARY SCHOOLS BY COUNTY AND PROVINCE

COUNTY/LOCAL AUTHORITY	TRAINED TEACHERS							UNTRAINED TEACHERS						Pupils per Teacher	
	Graduates	S1	P1	P2	P3	P4	Other Trained	Total Trained	Graduates	H.S.C.	C.S.C.	K.P.E.	Other Untrained		Total Untrained	GRAND TOTAL
NORTH-EASTERN PROVINCE															
Garissa ..	—	—	2	4	5	3	—	14	—	—	—	2	5	7	21
Mandera ..	—	—	—	4	8	3	6	23	—	1	2	3	—	6	29
Wajir ..	—	—	1	3	7	3	3	17	—	—	—	—	2	2	19
TOTAL	—	—	3	11	20	11	9	54	—	1	2	5	7	15	69
NYANZA PROVINCE															
Gusii ..	1	2	36	136	792	58	18	1,042	—	—	75	1,017	86	1,178	2,220
Kisumu County ..	—	49	224	828	4	275	43	1,420	1	4	67	497	115	684	2,104
Kisumu Municipality ..	1	3	64	10	34	3	—	115	2	19	2	2	2	25	1,140
South Nyanza ..	1	38	119	600	—	200	27	985	—	1	64	335	165	565	1,550
TOTAL	3	5	187	489	2,254	536	88	3,562	3	5	225	8,151	368	2,452	6,014
RIFT VALLEY PROVINCE															
Central Rift ..	—	3	25	129	565	55	8	785	—	1	25	137	41	204	989
Kipsigis ..	—	2	42	87	628	99	3	861	1	1	36	546	64	648	1,509
Laikipia ..	—	12	27	108	57	19	4	170	2	2	4	71	20	97	2,267
Nakuru ..	4	9	40	25	57	2	3	140	2	4	2	2	10	20	160
Narok ..	—	—	2	16	51	36	6	111	—	—	5	39	8	52	163
Olkejuado ..	—	—	2	12	68	18	9	109	1	1	6	24	19	51	160
Samburu ..	—	—	—	5	6	7	1	19	—	—	1	10	16	27	46
Sirikwa ..	13	25	50	146	972	164	32	1,402	4	4	48	312	78	446	1,848
Turkana ..	1	—	1	14	14	3	—	20	—	—	—	10	4	14	34
TOTAL	18	39	174	448	2,469	403	66	3,617	8	11	129	1,151	260	1,559	5,176
WESTERN PROVINCE															
Bungoma ..	1	—	31	111	614	124	8	889	—	—	33	168	73	274	1,163
Busia ..	—	—	12	116	278	62	1	469	—	—	11	38	30	79	548
Kakamega ..	3	1	59	330	1,237	364	1	1,995	1	1	28	363	19	412	2,407
TOTAL	4	1	102	557	2,129	550	10	3,353	1	1	72	569	122	765	4,118
GRAND TOTAL	93	291	1,615	3,271	14,759	2,884	392	23,305	19	73	774	7,995	1,356	10,217	33,522

TABLE VII
SECONDARY SCHOOLS BY TYPE AND CATEGORY, 1966

Type of School	Maintained	Assisted	Unaided	Total
Boys				
Day	52	3	84	139
Boarding.. .. .	50	—	27	77
Day/Boarding	20	3	11	34
Total	122	6	122	250
GIRLS				
Day	4	8	10	22
Boarding.. .. .	37	2	10	49
Day/Boarding	4	2	3	9
Total	45	12	23	80
MIXED*				
Day	6	3	40	49
Boarding.. .. .	4	—	13	17
Day/Boarding	1	—	3	4
Total	11	3	56	70
Total Day	62	14	134	210
Total Boarding	91	2	50	143
Day/Boarding	25	5	17	47
GRAND TOTAL	178	21	201	400

*In compiling this table a school has only been counted as "Mixed" if each sex accounts for more than an eighth ($12\frac{1}{2}$ per cent) of its pupils. The same procedure has been used for determining which schools fall in the Day/Boarding category.

TABLE VIII
ENROLMENT IN SECONDARY SCHOOLS, 1966

FORM	MAINTAINED						ASSISTED					
	No. of Schools—178			No. of Schools—21			No. of Schools—178			No. of Schools—21		
	Boarders		Total	Day Pupils		Total	Boarders		Total	Day Pupils		Total
Boys	Girls		Boys	Girls		Boys	Girls		Boys	Girls		
Form 1 ..	3,934	2,030	5,964	4,295	965	5,260	196	267	463	470	597	1,067
Form 2 ..	3,615	1,809	5,424	3,886	802	4,688	247	266	513	495	678	1,173
Form 3 ..	2,501	1,134	3,635	2,994	674	3,668	185	175	360	432	519	951
Form 4 ..	1,891	535	2,426	1,918	518	2,436	142	161	303	330	354	684
TOTAL FORMS 1-4 ..	11,941	5,508	17,449	13,093	2,959	16,052	770	869	1,639	1,727	2,148	3,875
Form 5 Arts ..	282	19	301	72	32	104	39	58	97	22	30	52
Form 5 Science ..	369	15	384	184	40	224	34	23	57	46	36	82
TOTAL FORM 5 ..	651	34	685	256	72	328	73	81	154	68	66	134
Form 6 Arts ..	212	12	224	39	37	76	28	27	55	17	26	43
Form 6 Science ..	243	12	255	138	21	159	34	17	51	36	12	48
TOTAL FORM 6 ..	455	24	479	177	58	235	62	44	106	53	38	91
GRAND TOTAL ..	13,047	5,566	18,613	13,526	3,089	16,615	905	994	1,899	1,848	2,252	4,100
												5,999

TABLE VIII—(Contd.)
ENROLMENT IN SECONDARY SCHOOLS, 1966

FORM	UNAIDED										TOTAL OF ALL SCHOOLS						Grand Total
	No. of Schools—201					No. of Schools—400					Boards			Day Pupils			
	Boards		Day Pupils		Total	Boards		Day Pupils		Total	Boards		Day Pupils		Total		
	Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls		Boys	Girls	Boys	Girls			
Form 1	1,734	557	2,291	7,325	1,738	9,063	11,354	5,864	2,854	8,718	12,090	3,300	15,390	24,108			
Form 2	1,058	359	1,417	4,383	905	5,288	6,705	4,970	2,434	7,354	8,764	2,385	11,149	18,503			
Form 3	357	138	495	1,695	406	2,101	2,596	3,043	1,447	4,490	5,121	1,599	6,720	11,210			
Form 4	171	58	229	716	274	990	1,219	2,204	754	2,958	2,964	1,146	4,110	7,068			
TOTAL FORMS 1-4 ..	3,320	1,112	4,432	14,119	3,323	17,442	21,874	16,031	7,489	23,520	28,939	8,430	37,369	60,889			
Form 5 Arts	7	13	20	1	13	14	34	328	90	418	95	75	170	588			
Form 5 Science ..	11	3	14	2	5	7	21	414	41	455	232	81	313	768			
TOTAL FORM 5 ..	18	16	34	3	18	21	55	742	131	873	327	156	483	1,356			
Form 6 Arts	5	15	20	1	3	4	24	245	54	299	57	66	123	422			
Form 6 Science ..	8	3	11	2	—	2	13	285	32	317	176	33	209	526			
TOTAL FORM 6 ..	13	18	31	3	3	6	37	530	86	616	233	99	332	948			
GRAND TOTAL ..	3,351	1,146	4,497	14,125	3,344	17,469	21,966	17,303	7,706	25,009	29,499	8,685	38,184	63,193			

TABLE IX
NUMBER OF SECONDARY SCHOOLS AND ENROLMENT BY PROVINCE AND CATEGORY, 1966

PROVINCE	NUMBER OF SCHOOLS			ENROLMENT												
	Main- tained	Assisted	Un- aided	Total	Maintained			Assisted			Unaided			All Schools		
					Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Central	41	2	71	114	5,670	2,018	7,688	—	307	5,607	1,305	6,912	11,277	3,630	14,907	
Coast	14	3	11	28	2,771	946	3,717	541	482	1,626	387	2,013	4,938	1,815	6,753	
Eastern	25	—	29	54	3,167	948	4,115	—	—	1,555	238	1,793	4,722	1,186	5,908	
Nairobi	14	15	10	39	4,380	1,618	5,998	2,212	2,190	3,148	1,682	4,830	9,740	5,490	15,230	
North-Eastern	1	—	—	1	56	—	56	—	—	—	—	—	56	—	56	
Nyanza	28	—	18	46	3,703	1,120	4,823	—	—	1,425	303	1,728	5,128	1,423	6,551	
Rift Valley	29	1	15	45	3,752	1,018	4,770	—	267	1,194	183	1,377	4,946	1,468	6,414	
Western	26	—	47	73	3,074	987	4,061	—	—	2,921	392	3,313	5,995	1,379	7,374	
TOTAL	178	21	201	400	26,573	8,655	35,228	2,753	3,246	17,476	4,490	21,966	46,802	16,391	63,193	

TABLE X
NUMBER OF SCHOOLS AND CLASSES PER FORM IN SECONDARY SCHOOLS, 1966

		FORM LEVEL						
		1	2	3	4	5	6	Total
Number of Classes	Maintained.. ..	324	290	230	179	51	44	1,118
	Assisted	52	54	47	41	17	16	227
	Unaided	295	195	87	49	4	4	634
	TOTAL	671	539	364	269	72	64	1,979
Number of Schools Teaching at each Form Level	Maintained.. ..	176	170	141	107	24	24	(178)
	Assisted	21	21	19	16	8	8	(21)
	Unaided	200	149	61	35	2	2	(201)
	TOTAL	397*	340	221	158	34	34	(400*)

*The total number of schools exceeds the number of schools teaching at Form 1 by three. Two maintained schools have Form 5 and 6 classes only, and in 1966 one unaided school started teaching at Form 2 level.

TABLE XI
SECONDARY SCHOOLS DEVELOPMENT, 1966

HIGHEST FORM TAUGHT				NUMBER OF STREAMS IN THE SCHOOLS*				
FORM				Number of Schools	Streams			Number of Schools
1	..	..	..	58	One	..	..	246
2	..	..	..	119	Two	..	..	90
3	..	..	..	63	Three	..	..	36
4	..	..	..	126	Four	..	..	13
5	..	..	..	—	Five	..	..	7
6	..	..	..	34	Six ..	..	..	7
					Thirteen	..	..	1
TOTAL				400	TOTAL			400

*Number of Streams are computed at the lowest form taught (see footnote to Table X).

TABLE XII
CITIZENSHIP OF PUPILS ENROLLED IN SECONDARY SCHOOLS, 1966

FORM	KENYA CITIZENS						NON-CITIZENS			GRAND TOTAL
	AFRICANS		NON-AFRICANS		Total	Boys	Girls	Total		
	Boys	Girls	Boys	Girls						
1	16,095	4,420	520	453	21,488	1,339	1,281	2,620	24,108	
2	11,853	3,122	536	437	15,948	1,295	1,260	2,555	18,503	
3	6,442	1,460	501	413	8,816	1,221	1,173	2,394	11,210	
4	3,622	641	475	316	5,054	1,071	943	2,014	7,068	
5	731	76	103	61	971	235	150	385	1,356	
6	489	48	87	54	678	187	83	270	948	
TOTAL	39,232	9,767	2,222	1,734	52,955	5,348	4,890	10,238	63,193	

TABLE XIII
TEACHERS IN AIDED AND UNAIDED SECONDARY SCHOOLS

DESCRIPTION	MAINTAINED AND ASSISTED SCHOOLS						UNAIDED SCHOOLS						Grand Total	
	Kenya Citizens		NON-CITIZENS				Kenya Citizens		NON-CITIZENS					
	Employed on Local Terms		Employed on Overseas Terms		Total		Employed on Local Terms		Employed on Overseas Terms		Total			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
QUALIFIED—														
Graduate	51	43	140	157	465	157	5	3	65	60	47	13	193	1,206
SI	102	38	34	10	24	10	9	—	8	26	2	1	46	354
PI	186	22	17	—	1	—	190	7	15	7	—	—	220	456
Prin. and Tech. Master (H.N.C.)	3	—	1	—	5	—	—	—	—	—	—	—	—	9
Tech. Inst. and S.T.I. (C. & G.)	1	—	4	—	5	—	3	—	1	—	1	—	5	16
Asst. Tech. Inst. and S.A. T.I.	2	1	3	—	28	8	15	—	9	10	—	—	35	6
Other	17	4	9	—	—	—	—	—	—	—	—	—	—	113
Total Qualified	362	108	208	280	528	175	222	11	98	103	50	15	499	2,160
UNQUALIFIED—														
Graduate	19	5	72	13	86	13	14	5	58	39	4	—	120	367
H.S.C.	47	2	21	1	1	1	89	5	51	20	1	1	167	254
C.S.C.	8	—	3	—	—	—	103	4	17	9	2	—	135	151
Other	5	5	1	3	8	3	24	2	9	5	—	1	41	72
Total Unqualified	79	12	97	81	95	17	230	16	135	73	7	2	463	844
Total Qualified and Unqualified	441	120	305	361	623	192	452	27	233	176	57	17	962	3,004

TABLE XIV
ENROLMENT IN SECONDARY TRADE SCHOOLS, 1966

FORM			BOARDERS			DAY PUPILS			Grand Total
			Boys	Girls	Total	Boys	Girls	Total	
1	..	..	534	—	534	—	—	—	534
2	..	..	607	—	607	—	3	3	610
3	..	..	111	—	111	—	—	—	111
4	..	..	94	—	94	—	—	—	94
TOTAL ..			1,346	—	1,346	—	3	3	1,349

NOTE.—This table includes 195 students in the first two years in the Kenya Polytechnic's extra-mural course housed at Kabete Technical School. These students are also included in Table XVI.

TABLE XV
TEACHERS IN SECONDARY TRADE SCHOOLS, 1966

Description	Kenya Citizens		NON-CITIZENS				Total
			Employed on Local Terms		Employed on Overseas Terms		
	Male	Female	Male	Female	Male	Female	
Graduate	—	—	1	1	—	—	2
S1	—	—	—	—	—	—	—
P1	4	—	—	—	—	—	4
Prin. and Tech. Master (H.N.C.)	—	—	—	—	4	—	4
Tech. Inst. and S.T.I. (C. & G.)	18	—	—	—	9	—	27
Asst. Tech. Inst. and S.A.T.I.	72	—	—	—	6	—	78
Other	8	—	2	—	—	—	10
TOTAL	102	—	3	1	19	—	125

TABLE XVI
ENROLMENT AT KENYA POLYTECHNIC FIRST TERM, 1966

	Full Time	ATTENDANCE PATTERN				Total
		Sandwich and Day Release	Sandwich	Day Release	Evening	
A. PRELIMINARY TECHNICAL ..	195*	—	—	120	54	369
B. ENGINEERING DEPARTMENT						
1. Mechanical Engineering ..	—	137	—	63	—	200
2. Electrical Engineering ..	73	94	—	14	94	275
3. Automobile Engineering ..	—	34	—	42	—	76
C. BUILDING AND CIVIL ENGINEERING DEPT.						
1. Building and Civil Engineering	—	84	13	33	—	130
2. Public Health Inspectors ..	—	—	—	32	—	32
D. SCIENCE DEPARTMENT						
1. G.C.E. 'O' Level	—	—	—	—	38	38
2. G.C.E. 'A' Level	60†	—	—	—	—	60
3. Laboratory Technicians ..	12	—	—	78	—	90
E. COMMERCE DEPARTMENT						
1. Secretarial Courses ..	21	—	—	—	8	29
2. Commerce Courses ..	—	—	—	28	50	78
3. Professional Courses ..	—	—	—	—	99	99
F. PRINTING SECTION	—	—	—	30	2	32
G. INSTITUTIONAL MANAGEMENT SECTION	32	—	—	—	—	32
TOTAL	393	349	13	440	345	1,540

*These students were on the extramural courses at Kabete School.

†These 60 full-time G.C.E. 'A' Level students are also included in Table VIII.

TABLE XVII
KENYA POLYTECHNIC: NUMBER OF TEACHERS IN TEACHING POSTS
1966*

	Kenya Citizens		NON-CITIZENS				Total
			Employed on Local Terms		Employed On Overseas Terms		
	M	F	M	F	M	F	Total
Principal	—	—	—	—	1	—	1
Senior Lecturers	—	—	—	—	—	—	—
Lecturers	—	—	—	—	8	—	8
Assistant Lecturers Grade I ..	—	—	6	—	16	—	22
Assistant Lecturers Grade II ..	—	1	11	1	15	—	28
Education Officer	—	—	—	—	1	—	1
TOTAL	—	1	17	1	41	—	60

*In addition to the above there were eight U.N.E.S.C.O. Technical Advisers serving under the UN Special Fund Project. Their duties included Teaching.

TABLE XVIII
ENROLMENT IN TEACHER EDUCATION COLLEGES, 1966

	BOARDERS			DAY STUDENTS			Grand Total
	Male	Female	Total	Male	Female	Total	
S1 Post H.S.C. 1 year ..	7	9	16	—	—	—	16
S1 Post C.S.C.:							
1st year	87	81	168	—	—	—	168
2nd year	105	49	154	—	—	—	154
3rd year	42	33	75	—	—	—	75
Total Secondary Trainees	241	172	413	—	—	—	413
P1 1st year	229	75	304	1	—	1	305
2nd year	156	45	201	—	1	1	202
P2 1st year	477	220	697	—	—	—	697
2nd year	357	102	459	—	1	1	460
P3/4 1st year	1,000	630	1,630	—	—	—	1,630
2nd year	1,133	634	1,767	—	—	—	1,767
Total Primary Trainees	3,352	1,706	5,058	1	2	3	5,061
GRAND TOTAL ..	3,593	1,878	5,471	1	2	3	5,474

TABLE XIX
TEACHERS ON STAFF OF TEACHER EDUCATION COLLEGES, 1966

Category of Teachers	KENYA CITIZENS		NON-CITIZENS				Total
			Employed on Local Terms		Employed on Overseas Terms		
	Male	Female	Male	Female	Male	Female	
Graduate	16	6	38	23	52	20	155
U.K. Ministry of Edu- cation Certificate ..	1	—	6	17	29	16	69
S1	26	7	1	12	—	6	52
P1	66	9	—	1	—	1	77
P2	12	17	—	—	—	—	29
Technical Instructor ..	4	—	—	—	—	—	4
Other	2	1	1	2	5	5	16
TOTAL ..	127	40	46	55	86	48	402

