
Transforming Education Summit - National Consultations Report

Survey response 1

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1. GENERAL INFORMATION

Country:	Kenya
Convenor's name	Cabinet Secretary, Ministry of Education Kenya
Number of consultations (if more than one consultation took place)	35
Basic information on all the consultations convened [Consultation 1][Title]	County Consultations (Learners,Parents,teachers,headteachers)
Basic information on all the consultations convened [Consultation 1][Date]	28th july-2nd August 2022
Basic information on all the consultations convened [Consultation 1][Type (e.g.: National, Subnational, etc.)]	Sub-national
Basic information on all the consultations convened [Consultation 1][Geographical scope]	6 regions
Basic information on all the consultations convened [Consultation 1][Number of participants]	276
Basic information on all the consultations convened [Consultation 1][Language used]	English,Kiswahili,vernacularacular
Basic information on all the consultations convened [Consultation 2][Title]	Private sector
Basic information on all the consultations convened [Consultation 2][Date]	3rd August 2022
Basic information on all the consultations convened [Consultation 2][Type (e.g.: National, Subnational, etc.)]	National

Basic information on all the consultations convened [Consultation 2][Geographical scope]
National
Basic information on all the consultations convened [Consultation 2][Number of participants]
26
Basic information on all the consultations convened [Consultation 2][Language used]
English
Basic information on all the consultations convened [Consultation 3][Title]
Civil society organisations
Basic information on all the consultations convened [Consultation 3][Date]
4th August 2022
Basic information on all the consultations convened [Consultation 3][Type (e.g.: National, Subnational, etc.)]
National
Basic information on all the consultations convened [Consultation 3][Geographical scope]
National
Basic information on all the consultations convened [Consultation 3][Number of participants]
35
Basic information on all the consultations convened [Consultation 3][Language used]
English/ kiswahili
Basic information on all the consultations convened [Consultation 4][Title]
Youth
Basic information on all the consultations convened [Consultation 4][Date]
28th July -2nd August
Basic information on all the consultations convened [Consultation 4][Type (e.g.: National, Subnational, etc.)]
Sub-National
Basic information on all the consultations convened [Consultation 4][Geographical scope]
Sub-National
Basic information on all the consultations convened [Consultation 4][Number of participants]
48
Basic information on all the consultations convened [Consultation 4][Language used]
English, Kiswaili
Basic information on all the consultations convened [Consultation 5][Title]
Youth
Basic information on all the consultations convened [Consultation 5][Date]
4th August 2022
Basic information on all the consultations convened [Consultation 5][Type (e.g.: National, Subnational, etc.)]
National
Basic information on all the consultations convened [Consultation 5][Geographical scope]
National
Basic information on all the consultations convened [Consultation 5][Number of participants]
23
Basic information on all the consultations convened [Consultation 5][Language used]
English/Kiswahili

Basic information on all the consultations convened [Consultation 6][Title]
Youth
Basic information on all the consultations convened [Consultation 6][Date]
1st-6th august
Basic information on all the consultations convened [Consultation 6][Type (e.g.: National, Subnational, etc.)]
Country Wide (Online tool)
Basic information on all the consultations convened [Consultation 6][Geographical scope]
Countrywide
Basic information on all the consultations convened [Consultation 6][Number of participants]
6,416
Basic information on all the consultations convened [Consultation 6][Language used]
English
Basic information on all the consultations convened [Consultation 7][Title]
Teacher unions and organisations
Basic information on all the consultations convened [Consultation 7][Date]
28th &29 July 2022
Basic information on all the consultations convened [Consultation 7][Type (e.g.: National, Subnational, etc.)]
National
Basic information on all the consultations convened [Consultation 7][Geographical scope]
National
Basic information on all the consultations convened [Consultation 7][Number of participants]
32
Basic information on all the consultations convened [Consultation 7][Language used]
English/Kiswahili
Basic information on all the consultations convened [Consultation 8][Title]
Total
Basic information on all the consultations convened [Consultation 8][Date]
Basic information on all the consultations convened [Consultation 8][Type (e.g.: National, Subnational, etc.)]
Basic information on all the consultations convened [Consultation 8][Geographical scope]
Basic information on all the consultations convened [Consultation 8][Number of participants]
6,760
Basic information on all the consultations convened [Consultation 8][Language used]
Basic information on all the consultations convened [Consultation 9][Title]
Basic information on all the consultations convened [Consultation 9][Date]
Basic information on all the consultations convened [Consultation 9][Type (e.g.: National, Subnational, etc.)]

Basic information on all the consultations convened [Consultation 9][Geographical scope]
Basic information on all the consultations convened [Consultation 9][Number of participants]
Basic information on all the consultations convened [Consultation 9][Language used]
Basic information on all the consultations convened [Consultation 10][Title]
Basic information on all the consultations convened [Consultation 10][Date]
Basic information on all the consultations convened [Consultation 10][Type (e.g.: National, Subnational, etc.)]
Basic information on all the consultations convened [Consultation 10][Geographical scope]
Basic information on all the consultations convened [Consultation 10][Number of participants]
Basic information on all the consultations convened [Consultation 10][Language used]
Total number of participants
6,76
Number of participants by age range (insert number): [0-17][]
77
Number of participants by age range (insert number): [18-29][]
6,473
Number of participants by age range (insert number): [30-59][]
206
Number of participants by age range (insert number): [60+][]
4
Number of participants by gender (insert number): [Male][]
3,548
Number of participants by gender (insert number): [Female][]
3,212
Number of participants by gender (insert number): [Prefer not to say][]
N/A
Number of participants by sector (insert number): [Education][]
6,683
Number of participants by sector (insert number): [Child Protection][]
6
Number of participants by sector (insert number): [Health][]
3
Number of participants by sector (insert number): [Labour][]
4

Number of participants by sector (insert number): [Environment][<input type="checkbox"/>
2
Number of participants by sector (insert number): [Finance][<input type="checkbox"/>
5
Number of participants by sector (insert number): [Nutrition][<input type="checkbox"/>
3
Number of participants by sector (insert number): [Communication][<input type="checkbox"/>
5
Number of participants by sector (insert number): [Information Technology][<input type="checkbox"/>
6
Number of participants by sector (insert number): [Social Protection][<input type="checkbox"/>
2
Number of participants by sector (insert number): [Water, Sanitation and Hygiene][<input type="checkbox"/>
1
Number of participants by sector (insert number): [Other (please specify below)][<input type="checkbox"/>
Number of participants by sector (insert number): [Specify "Other"](<input type="checkbox"/>
Number of participants by stakeholder group (insert number): [Teachers, educators, facilitators, and professors][<input type="checkbox"/>
72
Number of participants by stakeholder group (insert number): [Youth and students (including children and adolescents)][<input type="checkbox"/>
6,550
Number of participants by stakeholder group (insert number): [School leaders (e.g., from UNESCO ASPnet school network)][<input type="checkbox"/>
2
Number of participants by stakeholder group (insert number): [City and local government representatives][<input type="checkbox"/>
2
Number of participants by stakeholder group (insert number): [Parents and caregivers][<input type="checkbox"/>
30
Number of participants by stakeholder group (insert number): [Small/medium enterprises/unions][<input type="checkbox"/>
8
Number of participants by stakeholder group (insert number): [Large national businesses][<input type="checkbox"/>
10
Number of participants by stakeholder group (insert number): [Members of Parliament][<input type="checkbox"/>
-
Number of participants by stakeholder group (insert number): [Multi-national corporations][<input type="checkbox"/>
-
Number of participants by stakeholder group (insert number): [Local authorities][<input type="checkbox"/>
-
Number of participants by stakeholder group (insert number): [Government and national institutions][<input type="checkbox"/>
10
Number of participants by stakeholder group (insert number): [Public Servants][<input type="checkbox"/>
5

Number of participants by stakeholder group (insert number): [Regional economic community][]
4
Number of participants by stakeholder group (insert number): [United Nations Organizations][]
12
Number of participants by stakeholder group (insert number): [Local Non-Governmental Organizations][]
35
Number of participants by stakeholder group (insert number): [International and/or regional financial institutions][]
1
Number of participants by stakeholder group (insert number): [International Non-Governmental Organizations][]
2
Number of participants by stakeholder group (insert number): [Private Foundations / Partnership / Alliance][]
26
Number of participants by stakeholder group (insert number): [Indigenous people and community leaders][]
5
Number of participants by stakeholder group (insert number): [Scientific community, academic, universities and research institutes][]
4
Number of participants by stakeholder group (insert number): [Media][]
5
Number of participants by stakeholder group (insert number): [Other stakeholder (specify below)][]
Number of participants by stakeholder group (insert number): [Specify "Other stakeholder"][]

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation(s) to ensure the principles of multi-sectoral, multi-stakeholders, inclusive, and youth-inspired consultations?
<p>The consultation process embraced upward model and stakeholders purposively sampled considering multi-sectoral, multi-stakeholders, inclusive, and youth. The individual and group consultations included.</p> <p>a) <input checked="" type="checkbox"/> Children/pupils in primary and secondary schools to represent Basic education level</p> <p>b) <input checked="" type="checkbox"/> Students/youths in middle level colleges and university,</p> <p>c) <input checked="" type="checkbox"/> Parents</p> <p>d) <input checked="" type="checkbox"/> Teachers and head teachers/principals of secondary schools</p> <p>e) Teachers Unions</p> <p>f) Kenya Private Sector Alliance</p> <p>g) Civil Society Organisations</p> <p>h) Ministry of Education Officials and Education Managers</p> <p>i) Semi Autonomous Government Agencies (SAGAS)</p> <p>j) Development partners</p> <p>k</p>

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

CONSULTATION FOCUS AND OUTCOMES

The main areas of focus were COVID-19, and the five track areas. i.e.

- a) Inclusive, equitable, safe and healthy schools
- b) Learning and skills for life, work and sustainable development
- c) Teachers, teaching and the teaching profession
- d) Digital learning and transformation
- e) Financing of education

In each track areas, the consultation focused on establishing the status, the unfinished business, policies guiding the track, best practices and how that can be upscaled, transformation issues, and collaboration of the ministry another stakeholder toward realization of 2030 agenda on education transformation.

What are the main outcomes regarding the four key components of the national consultation(s)?

What are the main outcomes regarding the four key components of the national consultation(s)?

1. Inclusive, equitable, safe and healthy schools

The Kenyan government implemented mechanisms such as Free Primary Education, Free Day Secondary Education, a 100% transition policy from primary to secondary schools, a quota system for university admission in which girls and learners from marginalized communities are admitted with lower grades than others, and affirmative action programs such as the distribution of dignity kits to marginalized girls. School feeding programs, scholarships, and bursaries to relieve poor families of the financial burden of school fees.

Through the EduAfyra platform, the government provide Health Coverage using National Hospital Insurance Fund for public, secondary school students. It also provides adapted examinations for students with hearing and visual impairments. At the school level ramps are installed at the entrances of school buildings such as classrooms, dormitories, laboratories, and libraries to create learner friendly environment for learners with various disabilities. Some schools also have resources for disabled students, such as braille machines, white canes, glasses, and wheelchairs.

Some schools also have special toilets for physically disabled students, and all schools have fire extinguishers strategically placed in case of a fire outbreak. However, despite such mechanisms, there are still out-of-school children due to parental neglect, climate change displacement (such as flooding and rising water levels in lift valley lakes, submerging schools and displacing households). There are students who are absent from school due to insecurity in neighbouring countries such as Somalia and Southern Sudan, resulting in a high number of refugee students, as well as mental health issues caused by hereditary and drug and substance abuse.

2. Learning and skills for life, work and sustainable development

The government has tried to address the gaps in skills and attitude towards life, work and sustainable development through the launch of Competency Based Curriculum (CBC) to replace the 8-4-4 education system that is perceived to be theory and examination oriented. Thus, the Competency Based Curriculum aims at bridging skills and attitude gaps and enhance life and community service skills. Competency Based Curriculum used the triangle model where teachers, learners and parents are all involved in teaching and learning process. Parents are expected to provide with learning materials and assist their children in their homework. However, parents said that CBC is very involving to the parents, and some parents have no adequate literacy and numeracy skills to assist their children in homework while other said they have time to assist their learners in the assignments given.

The private sector and civil society partner with the government to support Learning and skills for life, work and sustainable development. The sector has supported the competency-based curriculum infrastructure roll out through making of affordable desks, and construction of classrooms by Jua Kali and SME's. They also developed the Ajira Digital Program implemented by KEPSA, and the government is trying to bridge the gap between education and private sector by creating demand for digital and digitally enabled work skills; online jobs, promoting youth employment by creating a robust gig economy.

There is however a mismatch between skills learnt in school and employment. The skills graduates get rarely match the job market skills requirements as well as other foundation and like skill needed to make the learner relevant in the job market. During the teaching and learning process there is lack of information on opportunities for learners to help them fill up a gap on mindset. For example, one can be trained to be a medical doctor, but one can do more than just being a doctor if properly guided. However, through the inters the program initiated by the graduate to employ fresh graduate to acquire skills from work enrolments as a stop guard measure to address high rate on unemployment and to help then gain experience for work

According to the results of an online questionnaire, 72% of the youth believe that the skills acquired through the course they are taking are relevant to the job market, while 21.4% believe they are not. However, 6.54% were unsure whether the course was relevant. According to these findings, 28% of the youth have skills that do not match the job market. When the data was broken down by gender, more (37%) female youth indicate that their skills are relevant, compared to 35% of male youth, and both indicate that the skills are not relevant (11% each

The government is filling-up the gap by use of Dual Vocational Education and Training (DVET) approach which is a competency-based training system with a key feature of the "two" training venues combining learning at training institutions (TVET Schools) with training in the industry. The model has encouraged stronger collaboration between technical training institutions and private sector companies. The benefits of the arrangement accrue to both the company and the trainee. The trainees benefit in terms occupational proficiency, training allowance, real and state-of-the-art working environment whereas the employer enjoys high returns on the investment through high quality of output, reduced cost of recruitment. This model is being practiced by the Equity Bank work-study program for its 'Wings to Fly' graduates. The courses that have benefited from this model include automotive, hospitality, mechatronics, Logistics, the Pharmaceutical and the shoe manufacturing.

Many of the Jua Kali artisans with vast body of experience and expertise have been denied chances to tender for jobs that they can competently handle and do because of lack of academic and training qualifications certificates. Recognition of Prior Learning (RPL) is a national policy for assessing and validating claims of existing competencies that have no corresponding qualifications and is therefore largely for adult. So far, the NITA and TVET CDACC awards RPL certification to those with prior knowledge and skills in the industry. Notable beneficiaries from Jua Kali sector are Mechanics, Automotive, Fashion and Beauty. So far 66 graduates have graduated with RPL certification with support of Kenya National Qualifications Framework Authority (KNQFA) and International Labour Organization (ILO). There are 400 more artisans targeted for certification in the next cohort.

Other notable support for strengthening learning skills for life, work and sustainable development is the government's financial support to the TVET students of KES 30,000 bursary per year and the TVET loans from the Higher Education Loans Board

(HELB). However, the TVET space needs more coordination especially the support from the development partners. There are many interventions that are duplicated, and it would be nice if these efforts were coordinated, and impact of these projects Shared. There is also need for coordination between industries and universities/ TVETs as a way to mitigate the failure mindset people have towards TVET institutions and the courses offered. And lastly, there is also needed to develop framework that links basic education and TVET especially with junior secondary and senior secondary coming up. This will ensure a smooth transition from basic education specialized schools to TVET and University. Encourage more practical work and minimize theoretical teaching to enable graduates from school to work and use the knowledge gained in school. Dress code seem to inculcate work ethics for better production. Half day in class, half day in practical work at the industry like the France model.

When the schools resumed after the Covid-19 pandemic period the discipline among the children had deteriorated so much. The teachers are having it rough to teach at the same time maintain discipline especially with the shortened school calendar. A lot of work was needed to be done by both the parents and teachers to ensure discipline was restored. Syllabus coverage was affected due to the shortening of the terms and the teachers are just hurrying in order to cover the syllabus. The compressed school calendar has led to strain on the parents since the school fees payment has not been reduced. And there is very short period of time between terms such that before one completes paying fees for one term the other one is just due. There is also dismal performance being experienced by the learners due to the long stay at home.

The parents have assisted with the children's homework at the lower levels of early years of schooling and primary schools by interpreting for them the homework given. Also, parents provide the materials needed by the learners especially for the CBC. Parents to provide conducive environment for learning and doing the homework at home. This has assisted a lot to the children to cope with schoolwork amid challenges at home. Parents also attend school functions where academic work of the children is discussed between the teacher and the learners is done.

3. Teachers, teaching, and the teaching profession

Recognizing the need to significantly increase the supply of qualified teachers by 2030 and the fact that teachers are the key to achieving all of the SDG 4 outcome targets, the Kenyan government is transforming the teaching profession by replacing certificate teacher training with diploma for primary and ECDE level teachers. Teachers' Professional Development (TPD) modules were also introduced as part of the Secondary Education Quality Improvement Project (SEQIP) and Teachers Performance Appraisal and Development (TPAD) initiatives. The government is working to align pre-service teacher training curriculum with the CBC using Competency-Based Teacher Education (CBTE) curriculum and CBA.

Despite elaborate programs, there are cases of teacher shortage and an uneven distribution of professionally trained teachers, particularly in disadvantaged areas such as northern Kenya and the Rift Valley, due to insecurity, teacher outflow, political and stakeholder interference in teacher distribution, and teachers' preference for urban and high potential areas. Teachers' reluctance to be separated from their families, and the need for medical attention, among other things. In general, counties in ASAL areas have fewer teachers than counties with similar school sizes. In 2021, there was teacher shortage of 90,000 teachers, distributed as 44,134 and 55,079 for primary and secondary education, respectively. This year (2022), we addressed the shortage by hiring 5000 permanent and pensionable teachers and 6000 intern teachers at a cost of 2.5 billion and 1.2 billion, respectively. Furthermore, we increased TSC budget allocation to Ksh 298.1 billion in fiscal year 2022/2023 from 281.7 billion in fiscal year 2021/2022.

4. Digital learning and transformation

ICT is critical in meeting today's complex needs in the twenty-first century, where everything is dynamic and evolving at a rapid pace. To that end, the government of Kenya identified information and communication technology (ICT) as one of the flagship projects that can benefit millions of disadvantaged children and young people who are denied the right to a quality education. The results indicates that Kenya is the only country in the region that has given 46% of learners laptop or tablet and has connected 94.8 percent of schools to electricity. At school level, some teachers send bulk SMS and WhatsApp messages for class work via phones to parents, who then download the content for their children to attempt and re-send back to the teachers for marking. The other initiative is the use of online platform applications for online classes such as Zoom, Teams, and Google Meet. School also support ICT innovative initiatives. For instance a headteacher in Bongoma developed the "SMARTMATH" App, which mobilizes students across the country and was used to teach mathematics and science subjects, as well as an off-line lab in Garissa County, a UNECSO initiative. The use of technology during COVID-19 was evident where technologies such as television, radio, Kenya Educloudv (Kenya education cloud) accessible via kec.ac.ke, Tusome enabled tablets, digital support materials up to grade 4, and blended learning. The government also provided primary schools with 882,765 Learner Digital Devices (LDDs), 43,777 Teacher Digital Devices (TDDs), 21,133 Content Access Point (CAP), and 19,409 projectors. The government also collaborated with the Kenya Civil Aviation Authority, Telkom, and Google to deploy Loon Balloons for internet provision. As such, the Civil Society Organization (CSO) introduced initiatives like Ubongo, Eneza, Mshule, E-Limu, BookSmart, Dawati, Moringa School, and the installation of CCTV cameras to monitor school programs. The government also established ICT policies and regulations such as the Kenya Education Sector Support Programme 2005, ICT Policy, National ICT Policy, 2006, MoE ICT Security Policy Controls, 2016, National Education Sector Strategic Plan 2018-2022, National Information Communications ICT Policy 2020, and ICT in Education Policy -UNESCO, to guide the use of ICT and make education more accessible

5. Financing of education

The government of Kenya budgetary allocation towards education surpasses the global benchmark of 20 percent of the national budget and 4-6 percent of GDP. The budget however goes towards recurrent expenditure. For instance, 50% goes towards

teachers employed by the TSC. The progressive increment of funding to education since 2017 when it was 17% has gone to increasing salaries and recurrent expenditure but not improving learning outcomes or quality of education.

To enhance transparency on financing, Kenya is using National Education Management Information System (NEMIS) – a web-based data management system to collect data and information from education institutions for processing capitation to schools to ensure that every Learner benefits and counts when it comes to financial support from the government. This is an online platform that tracks performance mobility of learners and teaching staff to ensure efficiency and effective utilization of education resources. The NEMIS is also used to distribute teaching and learning materials to schools in the spirit of not leaving no one behind. Currently both primary and secondary school, the government reached a boot to students ration of 1:1. The government is also supporting government sponsored students placed in private universities with the payment of tuition fees.

Under Free Primary Education and Free Day Secondary education the government should evaluate and reconsider the things that have been declared to be free as education remains expensive at those two levels, education is not absolutely free because parents meet hidden cost like uniform. Transport, supplementary books and evaluation fee among other. However, the funds have made a lot of gains to both the learners and the parents alike. They have enabled many students to access education that they would otherwise have not benefited from. Girls are now in school most of the time in the process there is a prevention of early pregnancy and marriages, it has also saved learners from early child labor. Enrolment of learners increased in the schools with the 100% transition to secondary schools. There is a reduction of illiteracy levels in the society as one of the indicators of economic development. It has also improved school infrastructure and equipment and in the process improving the retention and completion rates among learners. Most of the schools dependent entirely on the FPE and FDSE in running their schools especially in ASAL regions where the poverty level is very high. The funds are therefore not adequate.

The FPE and FDSE has assisted to improve the acquisition of higher education and production of highly skilled labor force required for economic development and increased productivity. On top of the government funding of public schools, schools are allowed to be innovative in financing their schools. Leveraging on this, some schools have started Income Generating Activities (IGA) that are doing very well. For instance a school in one of the counties reported to have used funds from the income generation activities (IGA) to buy a school van and construction of hostel.

In one of the counties the county government is sponsoring girls who join national school throughout their courses up to university as a motivation for the girl child. The rest of the pupils who score 350 marks are only sponsored for the secondary education.

Based on this initiative private sector feels the government should develop a framework for financing for government sponsored university students. The parents who can finance higher education for their children should be encouraged to do so to free funds to benefit those who really need the sponsorship with reasonable amounts.

There was a feeling that there is a delay in disbursement of capitation to Schools which have really affected schools' operations. There was also a suggestion for increasing capitation/ education financing to schools. Arid and Semi-Arid Lands regions solely depend on the capitation from the government for all the operations in the schools. Ministry of Education should develop a differentiated or equity formula for capitation to schools. The current arrangement is disadvantaging rural and upcoming schools. Some of the learners are not registered in the NEMIS so no capitation is sent to schools for them. This puts unprecedented strain on the schools in the provision of education. There should also be tighter education financing systems so that a full account of resource utilization in the schools is transparent. The county governments should be encouraged to develop expenditure tracking system for schools in their respective jurisdictions to help the government to track government capitations to schools. It was suggested that there is need to harmonize the financing initiatives for the school so that finances from all the sectors under education like the bursaries from the county governments, private sector peoples and businesses can be traced or accounted for properly. The government should enhance collaboration between itself and the Civil Society Organizations (CSOs) to strengthen the delivery of education through monitoring and evaluation. Encourage the CSOs to play an oversight role in the enhancing of service delivery.

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