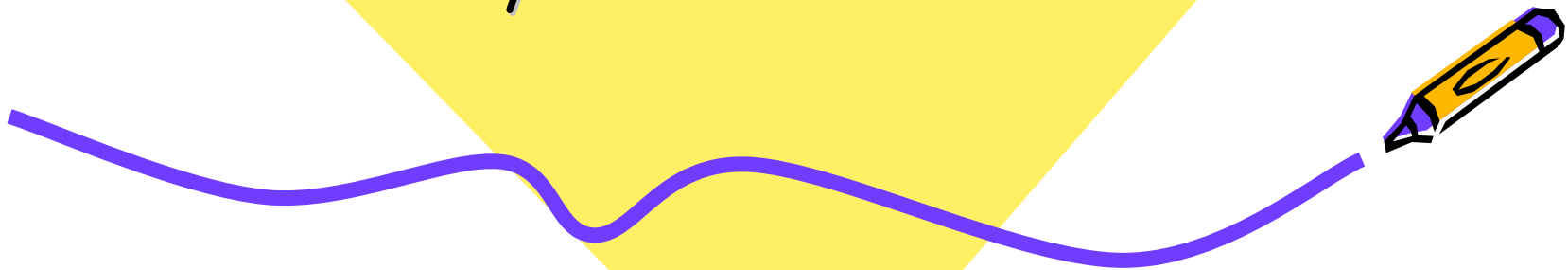




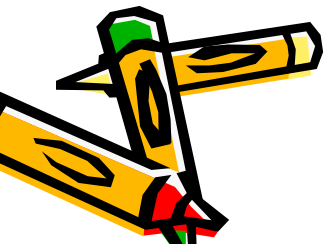
Commonwealth Education Fund - Kenya Presentation

Monday 20th October 2003



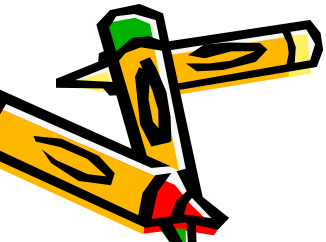
Historical Background of Education in Kenya.

- Sessional Paper no.10 of 1965-Kenya Government commits itself to eradicating ignorance, poverty & disease.
- 1974-GOK declares free education from standard 1-4.
- GOK abolishes statutory fees for lower primary
- 1978-Fees for the entire primary cycle are abolished.
- As a result Gross Enrolment increased by 100%+
- Introduction of SAPs-Burden of education cost shifts to parents=Communities 80%, GOK19% & NGO 1%



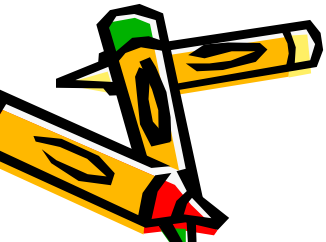
Cont.

- Public schools mainly managed by parents-teachers associations.
- 1980-Emergence of unregulated private schools
- 1990 -Jomtien Kenya a success story-show case
- Private schools fully developed in 1990, gained GOK recognition in 1996.
- As a result contributed to increasing costs of education
- Emerging Non Formal education sub-sector (flexible, alternative/complementary & affordable, free in some cases)
- Declining enrolments (from 101.8% (99.6% girls, 104% boys) to 86.9% (88.2 boys, 85.6 girls)
- High internal & external inefficiencies (increasing dropout rates, low completion rates (out of the total enrolment in standard 1, only 47% girls,48% boys completed), repetition (as high as 15%), poor transition rates especially for girls (only 27% proceeded to secondary)



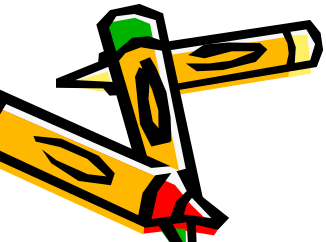
CONT.

- ECD low enrolment (35%)
- Disparities a long regional, gender & socio economic lines.
- Increasing rates of child labor, victims of NCP, boy preference etc.
- Expensive & overcrowded curriculum.
- 2000-Dakar 10 years after Jomtien Kenya's success story reversed.
- Ten (10) commissions & committees set up to review education and training needs since independence.



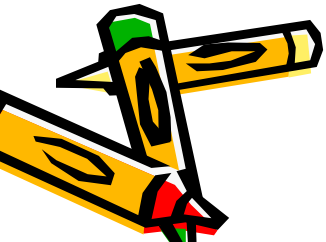
CONT.

- Over three million children out of school (more pronounced in coastal, arid & semi arid)
- Operating environment-High poverty levels, servicing of huge debts, corruption, deepening gap btw poor rich minority, increasing gender gap, child labor & abuse, complacent private sector, poor national economic performance, HIV/Aids pandemic, dwindling opportunities (restructuring, negative travel advisories, terrorism), competing priorities.



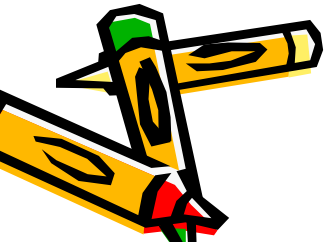
Policy & Plans

- Outmoded education Act (colonial traits)
- Lack of a comprehensive Education Policy
- Lack of a national Education Gender policy
- Lack of a pastoralists education policy
- Lack of Disability Act (with special education embedded)
- Disjointed education documents/processes (Education sector plan, national EFA)
- Right to basic education not enshrined in the prevailing constitution.
- Fragmented education legislation
- Weak (lack power) PTA/SMCs
- Lack of NFE national policy & curriculum.



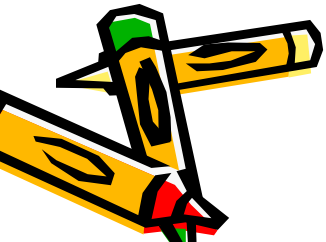
Current

- PRSPs, MPET, Children's Act, draft National EFA plan, Education sector plan, Draft education Bill, Special education taskforce, NFE taskforce in place,
- Free education policy but not compulsory (Budget allocation FY 03-04) Kshs 71Billion) as a result an extra 1.7 children have enrolled in schools,
- 600,000 children are expected to complete



Challenges of FPE

- Overcrowding in classes (multi grade and multi shifts recommended)
- Shortage of teachers (6500 newly recruited teachers)
- Lack of teaching and learning materials (GOK increased allocation per child to Kshs 1020)
- School uniforms (those who cannot afford can go to school without uniform)
- Underpaid and de-motivated teaching staff (GOK increased teachers salary 6year program, in-service programs introduced)



CONT.

- Excluded categories of pastoralists, children with disabilities, Orphans, HIV/Aids pandemic, working children, homeless children (extra FPE funds for ASAL, rehabilitation program for homeless)
- Other budgetary requirements (parents imposed user fees, attitudes etc).
- Isolated cases of mismanagement & inflating pupil population in schools (GOK training of SMCs on financial management and commissioned auditing of all schools carried out by a reputable private firm)

