

DEVELOPMENT OF EDUCATION IN KENYA
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
AUGUST 2004

1.0 INTRODUCTION

The provision of education and training to all Kenyans is fundamental to Governments overall development strategy. Kenya's human resource is central to the country attaining its goal of industrial development and technological advancement. Universal access to basic education and training ensures equity for all children to enroll in schools including the disadvantaged and vulnerable groups. Education is also key in the protection of democratic institutions and human rights through well informed citizens. The Government has thus introduced major reforms and innovations in all sectors including education with a view to addressing these broad National goals.

1.1 REFORMS INTRODUCED IN THE SECTOR

Since January 2003, when the new government came to power, major reforms to revamp the education sector are being implemented. The reforms cut across the major sub-sectors in education, that is, early childhood education, primary education (both formal and non formal) secondary education, TIVET and Tertiary education. The government is currently developing a sessional paper which will provide a legal framework for the ongoing sectoral reforms. The sessional paper will guide education for the next 20 years and will provide policy guidelines that will ensure every Kenyan the right to education and training no matter his or her socio economic status.

The right education will be achieved through the provision of an inclusive and quality education that is accessible and relevant to all Kenyans. This vision is guided by the understanding that quality education and training contributes significantly to economic growth, better employment opportunities and contributes to expansion of income generating opportunities. The sessional paper proposes the overall policy framework which will provide major reforms in the current education system to enable all Kenyans to have access to and acquire lifelong education and training of high quality.

The reforms focus on decentralizing functions from national to institutional levels. The aim of the reforms is to bring services closer to the beneficiaries and to ensure that support reaches the child in the shortest time possible. In line with this, the key reforms at the primary school level involve dispatch of funds for purchase of instructional materials and other support services to the institutional level. The Free Primary Education is also a key reform which aims at expanding access and this has led to an additional 1.5 million children enrolled in primary schools between January 2003 and June, 2004.

At secondary education, bursaries which are aimed at enhancing retention for the bright and needy students and especially girls are disbursed by Bursary Constituency Committees for better targeting. The school management committees and boards of governors have been given more authority to make decisions that will contribute to the provision of quality education.

The Government recognizes the need to create opportunities for post primary school graduates and children and youth who for one reason or another do not complete primary or secondary school or do not transit to higher levels of learning. Their education is terminal and yet they have

not acquired meaningful skills for self-employment and have not attained the internationally acceptable age of 18 to qualify for employment. The Government is therefore revitalizing the Youth Polytechnics and Technical Institutes so that they can offer market driven courses to cater for these groups of children. The government will provide a structure that will enable children who enroll at both the regular secondary schools or those who will pursue their education at the technical training institutes to terminate at the highest level of education and training.

To cater for education of the hard to reach groups additional grants to support children with special needs and enrolled in a special school or special education units are provided. The policy of intergration and inclusion is also being implemented so as to reach the majority of children with special needs estimated at 750,000 within the primary school going age population with only 26,000 enrolled.

The government has instituted capacity building programmes to ensure that education personnel and managers handling the added responsibilities have adequate capacity in terms of managerial skills and facilitation tools to support the implementation of the reforms.

To adopt a pragmatic approach to education and training, reforms on the organization, Structure and management of education are being implemented. The new structure proposes that due to the acknowledged importance of early childhood education, it should be made part of basic education. This means that basic education in Kenya will comprise 2 years early childhood education for 4 – 5 year olds, primary education of 8 years for the 6 – 13; and secondary education of 4 years for the 14 – 17 year olds. Non-formal education will be supported to deliver quality education for those children who for one reason or another are not fit in the formal system. The structure will be supported by an organizational

structure that provides for a highly decentralized system. The objective of the reforms is to improve access, equity, quality and relevance of education and training at all levels.

1.2 ACHIEVEMENT IN EDUCATION AND LESSONS LEARNT

1.2.1 Access to Education

Over the past decades,, the number of students enrolled at various levels of education has substantially increased. At the primary level, enrolment grew from 891,533 in 1963 to over 7.0 million in 2003, and now (2004) stands at 7.2 million at Public Primary Schools and 300,000 at Community Schools. At the secondary level, enrolment grew from 30,000 in 1963 to over 700,000 in 2003, and now stands at over 850,000 with a corresponding increase of schools to 3,891 from 151 at independence. There has also been rapid enrolment at the Early Childhood, Development and Education (ECDE); from 483,148 in 1982 to and 1,204,606 in 2003.

With regard to skills training, there are 4 national polytechnics, 17 technical training institutions, one technical teacher training college and 21 technical training institutes. In addition, there are 600 youth polytechnics distributed throughout the country with only 350 receiving Government assistance. The private sector operates close to 1,000 commercial colleges.

In addition to the above institutions that fall under the auspices of the MOES&T, other Government Ministries operate institutions that provide specialized technical training. These include institutions run by the Ministries of Home Affairs, Office of the President, Ministry of Health, Ministry of Water Development, Ministry of Roads and Public Works and Ministry of Labour and Human Resource Development, among others.

Overall, the management of Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) institutions is spread over 10 ministries, which makes co-ordination of their activities and maintenance of training standards difficult. The supervision of most of these institutions is left to individual ministries and private sector that often lack the capacity to assure quality and high standards of training.

The total enrolment in TIVET institutions has increased; and stood at 79,000 in 2003. Female student enrolment constitutes 44 percent of the total but there exists serious gender disparities in terms of the overall enrolments and registration in science and technical areas. The bulk of female students (52.4 percent) are enrolled in business studies compared to less than 5 percent registered in engineering courses. The Kenya Polytechnic recorded the highest enrolment of women students at 4,562.

Enrolment in the universities has been increasing since the establishment of University of Nairobi in 1970. Currently, there are 6 public universities and 13 private universities. The total enrolment in public universities has increased from 3,443 in 1970 to 48,436 in 2002/03. In 2002, the total enrolment in private universities was 8,887, while the number of Kenyans attending foreign universities was 5,123. By 2003, the total number of those enrolled in public and private universities had increased to 72,000. Despite the expansion in enrolments, the transition rate from secondary level to university still remains low, at 12 percent. The gender parity, female students in public universities constitute 33 percent while at the private universities women constitute 50% and are mainly enrolled in arts based courses.

The teacher-training sub-sector has also expanded with an enrolment of 15,708 trainees in public colleges in 2001 up from 14,316 in 1999. There are 21 public and 8 private training colleges with a combined

student intake of 18,816 students. The enrolment of female students in both Primary Teacher Training Colleges (TTCs) and Diploma Colleges was 47.1 percent respectively and 43 percent in 2001. Employment upon graduation from the TTCs is not guaranteed, as the increase in trainees does not match the vacancies available in schools. Pre service teacher training does not cater for an all-inclusive education with respect to special education, multi-grade, multi-shift, non-formal, and Information and Communications and Technology (ICT).

The population of people with disabilities in Kenya is estimated at 10 percent of the total population. About 25 percent of these are children of school-going age. Out of a total of 750,000, an estimated 90,000 have been identified and assessed. However, only 14,614 are enrolled in educational programmes for children with disabilities; while an equivalent number are integrated in regular schools. This implies that over 90 percent of handicapped children are either at home or in regular schools with little or no specialized assistance. At the tertiary level, the enrolment level is low. There is need to enhance mobilization and awareness programmes to eradicate taboos and beliefs associated with disabilities, develop and implement a flexible curriculum that is child-centred and make special education an all-inclusive education of children with disabilities into regular schools.

1.2.2 Equity in Education

Kenya is faced with regional and gender disparities in education especially at the primary school level. The disparities differ from region to region with the lowest recorded at North Eastern Province with a GER of 29.3% for Girls compared to Western Province with the highest GER of 112.2%. North Eastern Province is mainly inhabited by pastoral communities who live a nomadic way of life making it difficult for

children to attend school consistently. Some of the reasons for the disparities are attributed to high poverty levels, insecurity, persistent droughts, cultural and religious beliefs that control social behaviour.

Providing education for the hard to reach groups who are vulnerable, disadvantaged or in difficult circumstances is another challenge that affects equity. Some of these groups include: orphans, children involved in labour, street children, girls, specially challenged children etc. To address this challenge the Government has put up boarding primary schools in the Arid and Semi Arid areas; provided school feeding programmes in ASAL areas, urban slums and pockets of poverty. A multisectoral approach to addressing the education needs of the communities have also been adopted. Through the economic recovery plan the Government has embarked on measures to resuscitate the economy with a major focus on increasing the incomes of the poorest members of the society. It is hoped that this will help to uplift the people out of poverty and consequently make them afford basic necessities of life, including basic education. The poverty reduction strategy is also aimed at reducing the incidents of child labour and ensures that parents do not have to send their young children to work at the expense of schooling.

1.2.3. Quality and Relevance of Education.

Government's policy priority is in ensuring that quality is at the core of all education programmes. To achieve this the Government has a well trained teaching force that numbers about 240,000. The teachers serve in 18,000 public primary schools and 4,000 post primary institutions. Measures have been put in place to support the professional growth of teachers and improve on their academic and pedagogical skills.

The Government has also ensured equitable distribution of learning/teaching materials in public primary schools to support curriculum implementation. Capacity building of primary school heads, school management committees and field officers to ensure efficient delivery of quality educational services have been instituted.

To ensure that curriculum is responsive to the needs of learners and the society, the curriculum is renewed continuously as and when the need arises. From January 2003 a new curriculum whose aim is to reduce the workload for both teachers and pupils was implemented. The curriculum reduced the numbers of examinable subjects from 5 – 7 at primary schools and 10 to 8 at secondary school level.

1.3 CHALLENGES FACING THE SECTOR

Although the section has recorded commendable growth it witnessed various challenges in the 1990's that affected the gains at all levels. At the Pre-primary level the Gross Enrolment Rate (GER) declined from 35.4 percent in 1990 to 33.4 percent in 2003. This enrolment rate is quite low considering the importance of ECDE. Despite a rapid increase in the number of enrolled children at this level, there are still many 4-5 year-old children who have not participated in ECD services. The 1999 Population Census indicated that a total of 574,249 children were not enrolled in pre-primary schools and that a large proportion of children entering primary schools do not pass through pre-primary. The low enrolment is due to various reasons. The two main reasons are that Government plays a minimal role in providing ECD services and lack of awareness among communities and parents regarding the importance of pre-school.

At the primary level the GER peaked during the 1990's to 105.4 percent but declined to 87.6 percent in 2002. Similarly, GER at the secondary level declined, from 30 percent to 22 percent over the same period. However, following the implementation of FPE policy, there has been an upsurge in enrolment, resulting in a GER of 105 percent at the primary school level. Every effort is, therefore, required to sustain the current enrolment and address the key issues of improved access, equity and quality.

Internal efficiency of our education system also requires policy attention. The cumulative dropout rates in primary education have been as high as 37 percent; and the repetition rates of 14 percent between standards 1 and 7. The survival rate at the primary level has been low at 40 percent. Although at the secondary level the survival rate has been better at 84 percent, the overall performance remains low considering that the GER for secondary is 22 percent.

At the Secondary school level, a total of 2.8 million boys and girls aged between 14 –17 years who should have been in secondary school were not enrolled. Policy measures are therefore, required to address the constrained access and to enable the country attain its Education For All (EFA) goals.

Enrolment in special education is low given that out of a total population of 750,000 children of school going age with disabilities, only an estimated 90,000 have been assessed. Of this number, only 26,000 are enrolled in educational programmes. This implies that over 70 percent of handicapped children are at home. Disabled children go to school when they are 8 years and above; and they become adults before they complete the programme. A special policy consideration is required to cater for the schooling needs of the handicapped children.

Due to the limited places available in TIVET institutions, only a small proportion of eligible school leavers are absorbed. Every year, 55 percent of those graduating from the primary school level join technical institutions while the balance join the labour market directly. There is need to target this group for skills development through TIVET institutions as these have the potential to create the critical human resource needed for technological transformation of the country.

For many trainees, TIVET programmes is terminal. It is imperative therefore that the existing education structure is reviewed in order to establish opportunities that link TIVET programme with programmes at higher levels of education and training. This will have the potential of enhancing training and the attractiveness of the TIVET programme to learners, and parents who consider TIVET as sub-standard.

Non-Formal Education (NFE) in Kenya is mainly provided and managed by communities and Non Governmental Organizations (NGOs). The main challenges relate to the low quality of education provided and the lack of linkages with the formal education system. The sub-sector also suffers from the lack of adequate teaching and learning resources, poor physical facilities and low prioritization by Government in terms of budgetary allocations. Despite the fact that 1.5 million out-of-school children were absorbed in primary schools and NFE centres following the introduction of FPE, an estimated 1.5 million children still remain out of the formal school system. It is therefore, imperative that an appropriate policy is established for the development of this sub-sector.

The 1999 Population Census estimated illiterate adults in Kenya at 4.2 million. Illiteracy manifests itself more among the poor particularly

women who constitute 61 percent of the total illiterate population. Regional disparities also exist in literacy levels among adults with women in the Coast Province showing literacy levels as low as 37.7 percent. Additionally, enrolment in adult literacy programmes has been characterized by declining rates. In 1979 when the national literacy programme was launched, the total enrolment was 415,074. Twenty years later, the total enrolment had dropped to 101,261. The enrolment in 2001 was even lower, at 93,052. Every effort requires to be made to reduce the number of illiterate Kenyans.

2. QUALITY EDUCATION AND COMPETENCIES FOR LIFE

In Kenya, primary education is offered to children of between ages 6 and 13. Only 47% of those who complete primary education proceed to the 4 years secondary education. Twelve percent of this group proceed for further education in public universities. Others join middle level colleges to train for various professions at certificate and diploma levels. For many the level is terminal.

Therefore the need for life skills, which the Kenyan child needs to acquire, must be seen against this background. Indeed, one of the goals of both primary and secondary education in Kenya as stated in various policy documents is that of preparing the learners to fit into and contribute towards the well being of society, and to fit in the world of work. These two goals address the competencies for life, which the learner should acquire. The life competencies can be categorized into two broad areas. The learner should get adequate knowledge and skills to be able to earn a living. The other focuses on the learner being able to fit into a 'social' world. This is the real world of knowing how to live with others and dealing with daily challenges in society. It addresses the issue of acquisition of human skills. The issues of knowing how to cope

and deal with modern and emerging challenges. It should be noted that the importance of imparting life skills to learners is well articulated in the EFA goals.

EFA takes cognizance of the fact that about one million children of primary school going age in Kenya are not in school due to cultural historical factors and poverty. With the inception of Free Primary Education all charges levied to parents were abolished. This opened opportunities for the majority of the disadvantaged children to access education. The key issue is that, as we think of quality education through formal channels, non formal alternatives, which offer quality education, need to be considered to cater for the out of school youth.

To provide life skills development, Kenya implements a curriculum which enables the learner to terminate his/her education at any level but having acquired skills for survival. A learner who has education on electrical installations, woodwork or metal work would be expected to fit into the world of work upon completing school. This however can only happen if the right “quality and quantity” of education has been offered to the learner. Practical education offered in very little doses may not assist the learner to acquire adequate skills to fully participate in the world of work. This brings in the issue of scope and depth. We have the challenge of choosing between providing detailed knowledge and skills to a learner in a narrow and limited field or shallow and limited education in a number of areas. It is not possible to offer in depth education in every field since time is constant and cannot be expanded to fit in everything we wish the learner to know so that he is adequately prepared for life out there.

The issue of ‘relevance’ in imparting life-skills to learners is crucial. It is important to recognize that at every level of schooling, there will be a

group that will continue with formal education while for the other, the level is terminal. The learning needs of the two groups is thus not entirely the same. Consequently, the curriculum for the two groups should not be the same. As it is not possible to identify those who will continue and those who will not, before the end of a particular level, we somehow end up with a 'compromise' curriculum, which attempts to satisfy the needs of the two groups. Indeed the group for which a particular level is terminal would require more life skills, particularly those skills which will assist in enabling one to earn a living. Thus the ideal situation would be that various groups would require different curricula. The question, which is thus difficult to answer, is to whom is the curriculum relevant. As stated earlier, the acquisition of competencies for life should not be a preserve of only those who manage to join and possibly complete school. The millions who cannot be able to join the formal schools for one reason or another must be catered for. This is the duty of society. It is therefore very essential to exploit alternative ways of offering quality education for those who are not in the formal set-up. Attractive and effective out of school programmes have to be put in place. A number of 'Non formal Education' centers have come up in the country with many of them being run by private organizations but co-ordinated by the Ministry of Education.

At the Primary level curriculum, subjects which are skill based are being taught although the curriculum itself has been reduced to focus on core subjects such as Mathematics, English, Kiswahili, GHC and Science. At the secondary level, most of the 'practical' subjects were removed and transferred to other levels of training other than general secondary education thus denying Secondary school students an opportunity to be exposed to vocational education. However, computer studies are part of the secondary school curriculum. To mitigate the effects of HIV/AIDS on the youth, HIV/AIDS has been infused in various subjects at both

primary and secondary levels as education is perceived to hold the most effective strategy in prevention and control of HIV/AIDS.

Therefore, the real challenge that we face in equipping the youth with life skills and in providing flexible learning opportunities is in developing a curriculum at secondary school level which is academic as well as skills oriented so that the school leaver is ready for life with or without further education and training while ensuring that global standards are maintained.

3. EDUCATION AND GENDER EQUALITY

Kenya is committed to achieving gender parity by 2005 as articulated in National policies and plans. Nationally Kenya has achieved gender parity in participation at the primary school level with a GER of 105.8 for boys and 103.7 for girls (2004). However, this hides regional disparities where the participation of girls is as low as 15.7%, compared to 29.3% for boys in one region. The challenge therefore for girls education in Kenya is to increase access for girls and ascertain that once girls enroll, the school provides a good quality education within an environment where girls are able to compete and acquire basic intellectual empowerment and practical skills, perform well and complete the cycle with a level of achievement that enables them to advance to higher levels of education and training..

To address gender concerns in education, the government is promoting gender friendly learning environment in schools with special focus to provision of water and sanitation. The gender policy is being finalized and once completed will create a framework through which partners can work together to promote the education of girls as this requires a multifaceted approach. Instructional materials especially textbooks have

taken on board gender concerns. The Government specifically promotes education of the Youth through provision of bursaries at secondary school level to enhance access and retention. However, out of the total bursary allocation of 770 million for the 2004/05 financial year 5% of the total bursary allocation targets girls as part of affirmative action. Science equipment is also provided to selected girls secondary schools to improve the learning of Mathematics and Sciences. To improve the participation of girls at the University the Government has lowered the entry points for girls by one point.

Measures have also been put in place to continuously improve gender parity in access, retention and performance and the following strategies have been adopted to achieve gender parity; Mainstreaming gender in education sector policies and plans; in servicing teachers on gender friendly classroom methodologies; gender sensitization of education policy makers, practitioners and communities, establishing gender friendly learning environments in schools and creating a framework for partnerships with the communities, the civil society and other stakeholders in support of education for girls. A gender responsive curriculum has been put in place and instructional materials engendered. The Children's Act of 2001 that provides for education as a right to all children has given a further impetus for girls education. In addition, the reforms currently on going in education, especially the Free Primary Education and expansion of secondary education have created more educational opportunities which indirectly will promote girls education.

4. EDUCATION AND SOCIAL INCLUSION

Kenya puts great emphasis on quality education objective of imparting relevant knowledge, attitudes, skills and habits to its youth so as to achieve social inclusion. However, achieving social inclusion faces many challenges which include inadequate financial resources, culture, inappropriate curriculum, cost of education, policies set up for inclusion, inadequate teachers, inadequate teaching/learning materials, worn out and obsolete equipment.

Kenya is commitment to achieving Education For All entails reaching out to disadvantaged and vulnerable children and those in difficult circumstances which include girls, orphans, school dropouts, children with special needs, child workers, children of nomadic/pastoralists, street children, refugees, specially challenged and displaced children.

Bursaries targeting the poor, bright and the needy are allocated to both secondary and university students. This aims at improving access and retention for the vulnerable groups. Introduction of FPE which abolished all levies charged at public primary schools created learning opportunities for many poor children who in the past could not access education due to the user charges. This strategy alone led to an increment of 22% in enrolment in public primary schools in one year and brought on board children who in the past would not have had the opportunity to access education.

The curriculum has been reviewed for primary education, secondary and teacher training colleges to make it more manageable and less expensive. However, this is yet to be done for TIVET and Diploma Teacher Training Colleges. The communities are also being sensitized through the radio, print and electronic media and public *barazas* on the need to provide

learning opportunities to the vulnerable groups and to discard prohibitive cultural practices that keep children away from school.

The Arid and Semi Arid Lands (ASAL) which are inhabited by nomadic communities are historically characterized by low enrolments. The government has constructed 160 low cost boarding schools spread out in 12 ASAL districts to enhance access amongst nomadic communities. To improve on retention, school feeding programmes have been introduced in schools situated in ASAL areas, urban slums and pockets of poverty areas where the majority of the vulnerable children live.

The Government in partnership with education providers such as the community and the civil society is supporting the Non-formal Education institutions to make them quality institutions. The schools mainly admit school dropouts, displaced and street children. These children find it difficult to fit in the formal system due to its rigidity, in addition to the opportunity cost of being in school as the majority head households or support themselves.

For children and the youth who cannot fit in the regular or non formal schools, the informal sector popularly known as the “*Jua Kali*” provides skills training for those not admitted to technical training Institutes. The *Jua Kali* sector is flexible and equips the youth with hands on skills as they learn under tutelage.

The Government promotes the policy of partnership in addressing the education needs of the vulnerable groups. This enables the civil society, communities and the private sector to partner with the government in ensuring that appropriate interventions have been put in place to ensure that the hard to reach groups are provided with quality and appropriate education.

The Government has also put in place a policy framework and appropriate legislation that ensures provision of education to all children regardless of their circumstances. Key among them is the Children's Act of 2001 that provides for education as a right to all children. The Government is also a signatory to international declarations and protocols which is a commitment to providing education to all its citizens and this provides a framework for enhancing socio inclusion. For example, the Education for All goals and the Millennium Development calls for universalisation of education.

5. QUALITY AND THE ROLE OF THE TEACHER

Quality education assures sustainable acquisition of knowledge, be it intellectual or practical capable of developing the individual and contributes to national and global development. The process of providing quality education begins with proper planning for financial, human and physical resources and curriculum. This involves all stakeholders and it is incorporated in the teaching/learning process. Kenya has a trained teaching force of 240,000 serving in 18,000 public primary schools and 4,000 post primary institutions. These are Form IV graduates who hold primary teacher 2, primary teacher 1 and diploma teacher certificates after two to three years of pre-service training and degree holders with the majority teaching at secondary and post secondary institutions.

The Government recognizes that the role of a teacher is not only in imparting knowledge but helping students learn how to learn as agents of life transformation. As Managers, head teachers ensure efficiency in performance and proper utilization of teachers under them, effective management and implementation of curriculum and prudent use of

resources. Head teachers must embrace a results oriented management to achieve the desired education goals and targets.

The Ministry of Education Science and Technology and the Teachers Service Commission have a pivotal and complementary role in teacher management which is geared towards providing quality education. The Ministry of Education facilitates training of teachers, and capacity building and the Teachers Service Commission which is the largest single employer in East and Central Africa ensures optimal utilization of teachers. This enhances teacher pupil contact at the classroom level. The Teachers Service Commission has decentralized some of its services, such as teacher recruitment which is handled by the district education boards for primary school teachers and to the Boards of Governors at the secondary school level. This ensures transparency and accountability in teacher recruitment and deployment. The recruitment of teachers is demand driven as teachers are only recruited to fill vacancies in schools where teaching posts exist.

The Teachers Service Commission has an institutionalized education management information system which aims at keeping up to date data on teachers. This enhances teacher deployment and assists in tracking down teacher movement. Kenya is committed to upholding the rights of the teacher which is a contributory factor to teachers' motivation. These rights include; The right to be members of teacher trade union, The Kenya National Union of Teachers (KNUT) whose mandate is to ensure the rights of teachers are upheld at all times. In addition the teachers have a code of conduct, a code of regulations, a scheme of service and a pension scheme. The salaries of teachers compare favourably to those in the sub region.

The teaching service however, faces many challenges which include: High expenditure in teacher emoluments; inequitable distribution of teachers with very low pupil – teacher ratios in rural and other areas with low population density; high pupil-teacher ratios in urban areas and slums; and equipping teachers with skills on how to teach but not to give instruction. The additional increments of 1.5 million pupils at the primary school level due to the Free Primary Education has increased the teacher's workload. This threatens the provision of quality education. Inadequate schools inspectors have also led to lack of adequate supervision of teachers.

The Ministry of Education Science and Technology due to inadequate resources has not put in place a comprehensive teacher in servicing programme to prepare teachers to cope with the changes and emerging challenges in teaching. Promotion of teachers is also based on classroom teaching but is not matched with additional academic advancement.

The quality of the teaching force is also affected by the fact that many teachers took their teaching career as a last and only available option. Others are trained or selected to join teaching not in the areas of their interest but in a field where vacancies existed. This situation is compounded by the fact that teacher trainers at the university are not professional teachers and yet they are charged with the responsibility of preparing teachers to be professionals unlike in other fields such as medicine where one must have professional training to undertake this responsibility.

To address the challenges the government is reforming teacher education and the key reforms include the Upgrading of entry requirements to pre-service primary teacher training from a minimum of D⁺ to C with a credit in mathematics and science; availing opportunities for further studies for

teachers to enhance their academic and pedagogical competencies which have been opened at our public and private universities; Identification and recruitment of teachers to be based on competence in subjects rather than a mean score and on interest.; in-service training for teachers to be regularized and certificated; teachers to be given opportunities to further their academic, pedagogical, and specialization in psychology, guidance and counseling, ICT and special education; enhancement of the professional enrichment, competence and continuous boost of teachers morale, professional sharing of ideas and growth through contact. Exchange visits at organizational, professional and individual levels will be enhanced. Teachers will be encouraged build an information base through research, survey, studies and recognition will be given to teachers on their contributions to publications.

The teacher is therefore expected to be deeply founded in academics, pedagogy and other related areas such as law and information technology. It is inevitable that the teaching career will be professionalized to enable the teacher to face the challenges of the next millennium with confidence of teaching. If teaching is professionalized the teacher will be efficient and effective in the delivery of educational services to the child to enable him/her to develop cognitive, psychomotor and affective skills for lifelong learning.

6. EDUCATION FOR SUSTAINABLE DEVELOPMENT

An economic growth rate of 6.6 percent is desirable in order to achieve the poverty reduction target of 50 percent by 2015. However, the economy is projected to grow at about 4 percent over the current development plan period of 2003-2008. Real Gross Domestic Product

(GDP) is projected to grow from the current Kshs.108.7 billion to some Kshs.138.5 billion by 2008; and per capita GDP is expected to grow from the current level of US\$303 to some US\$341 by 2008. The education and training sector is expected to play a key role in enhancing labour productivity and improving the skills of those in production.

The Government recognizes the strategic importance of raising the overall education level of Kenyans within the context of poverty reduction and economic growth. Education is not only a welfare indicator; it is also a key determinant of earnings and, therefore, an important exit route from poverty. As a result, increased investment in human capital including health and education is identified as one of the four pillars of the Government's overall economic recovery strategy.

For the country to achieve the desired economic growth targets and social development, due attention needs to be placed on the development of the human resource capital through education and training, by promoting technical and vocational training as well as the teaching of sciences and information technology. Not only will the growth of education and training sector contribute to economic growth and social returns, but also, will increase demand for more equitable education attainment, which is an important human welfare indicator by itself.

Notwithstanding the challenges the sector is facing, the Ministry of Education will take advantage of the positive changes the Country is undergoing to improve access, equity, quality, relevance and better managed service delivery to the learner. This will reduce poverty, achieve desired economic growth, create more employment and guarantee sustainable development for the Kenyan people now and in the future.

REFERENCES

1. Kenya Economic Recovery Report – 2004
2. The 2003 Economic Survey (Kenya)- 2003
3. The Education for All hand book, 2002 by MOEST
4. The draft Sesional Paper on Education and Training (Kenya), 2004
5. The MOEST Statistics
6. The National Development Plan 2003 – 2008 Government of Kenya
7. TIVET Reform report, MOEST