



## **PRESS RELEASE**

**(Issued under Article 35(3) of the Constitution)**

### **A POLICY FRAMEWORK FOR EDUCATION AND TRAINING: REFORMING EDUCATION AND TRAINING IN KENYA**

The Ministry of Education Science and Technology has developed Policy and legislative framework for Education and Training to realign the human capital development needs of the country to the Constitution and the Kenya Vision 2030.

A new policy and legislative framework on education and training became necessary because the Constitution of Kenya 2010 introduced a Bill of Rights which conferred a range of Rights to the Child that the Education Act, Cap 211 had not taken care of. The Sessional Paper No. 1 of 2005 on Policy Framework on Education, Training and Research did not also effectively provide the foundation necessary to develop the skills and competencies that Kenya Vision 2030 require for its realisation.

The policy also seeks to enable Kenya meet its international commitments, in particular, the goals and objectives of the *Millennium Development Goals* (MDGs) and the *Education For All* both of which obligate contracting parties to spread the benefits of an all-inclusive education to every citizen of the country.

The new policy defines the political, social and economic aspirations of Kenyans by the year 2030 and beyond. Once implemented, the policy should enable Kenya to effectively address changing socio-economic and political needs and expectations of the citizens. It is also expected to

equip the country to respond to the pressures that globalisation and modernization of the world economy have occasioned.

The two ministries are developing a Sessional on *a Policy Framework on Education and Training: Reforming Education and Training in Kenya* to encapsulate the ideas and principles that should guide the policies, programmes and initiatives that the Government, through the Department of Education, ought to put in place in order to effectively meet the emerging education needs and aspirations of the country.

The guiding philosophy of the reform efforts on Education is the need for a stable and cohesive nation to provide a platform for socio-economic development and the prosperity of the Nation.

The policy on education and training therefore envisage a curriculum that successively develops the knowledge, skills, competencies, as well as lifelong learning dispositions of its citizens to meet the human capital needs of the country. The goal is to develop a repertoire of skills and competencies necessary to achieve the objectives and goals embodied in the Constitution, 2010 and Kenya Vision 2030.

Under the policy and the subsequent legislative framework, the Government will provide free and compulsory basic education that is equitable, qualitative and relevant to Kenya's development goals; it will be guided by the principle of universal access to education for every child under 18, as enshrined in Article 53 of the Constitution. Every child will be entitled to free and quality education, regardless of their social condition, gender, regional background, and disabilities.

Embodied in the policy and legislative framework are new initiatives that will transform the architecture of education and training needs and aspirations of the Country.

The policy has mainstreamed Early Childhood Development (ECD) in provision of basic education by the Government. In this regard, the Government will provide free and compulsory Pre-Primary Education for all 4 to 5 year olds. This will further consolidate the gains registered by the Free Primary and Free Day Secondary Education which have seen student

enrolment in public primary schools increase from 5.9million pupils in 2003 to 9.4 million in 2012 while the enrolments in public secondary schools rose from 1.1million in 2008 to 1.85million students in 2012.

A fundamental feature of this policy is that it will radically change the design and delivery of the curriculum. Under the new model of curriculum and its delivery, the Government will develop and implement a balanced education curriculum aligned to the achievement and attainment of the aspirations of Vision 2030. This will require the development of teachers with a different mind-set; that focus on core educational outcomes, based on content of the subject being taught, and on developing a repertoire of skills and competencies required by all learners and teachers. Besides teacher development, the policy puts emphasis on subject mastery, pedagogical skills and upgrading of school based quality assurance.

The principle underlying the new model of curriculum and its delivery is the development of competencies and skills that will enable the learners not only to understand the facts, and concepts in the curriculum; it should also nurture analytical, critical and conceptual skills that define a fast-rate education system that meet the goals of further education and training as well as for the world of work. These skills are critical to the competencies leading to the realisation of Vision 2030 and also to developing a citizenry that has the ability to effectively participate in public affairs of the country.

The policy framework on education and training also envisages an education curriculum with parallel and complimentary tiers: academic, vocational and technical curricular. The Government will accordingly introduce a multi-track system to take care of the learning needs of all these categories of education and provide a window for the progression to higher education through any of the three tiers.

Learners will be able to follow tracks where they have proven competencies given that they will be able to discover what they are strong in. The Government will establish and strengthen existing

education Technical Vocational Education and Training (TVET) and to ensure that the unique learning needs of children are adequately catered for. In addition, the policy document explicates the strategies to be put in place to identify, nurture and develop talents among learners. The main objective of TVET will be to develop an effectively coordinated and harmonized TVET system that is capable of producing quality skilled human resource with the right attitudes and values required for growth and prosperity of the various sectors of the economy.

The policy recognises the need to ensure that the high standards and goals set for provision of education to meet Kenya's aspirations are fully met.

The Policy addresses various aspects of devolution e.g. it has established County Education Boards(CEBs) whose functions, among others, will be to interpret and implement education and training policies and coordinate all education programmes and initiatives at the County level. Unlike the previous District Education Boards (DEBs), the chairmanship of CEBs will be drawn from professional educationalists. This constitutes a big shift from District Commissioners who chaired DEBs. The composition of the CEBs will be highly inclusive as it encompasses all key stakeholders in Education such as parents, teachers and representatives from Board of Management (BOM).

The Government has also rebranded Board of Governors (BOGs) to Boards of Management (BOM) with an expanded membership which includes representatives from both gender and the disadvantaged. The policy and the Bill have also, for the first time, recognised Parents Teachers Association in the management of all educational and training institutions and have been vested with clear, but distinct functions and responsibilities from those of the Boards of Management.

Central to ensuring access, retention and provision of quality instruction in education and training institution is a robust standards and quality assurance system.

Quality in Education is the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

It is in this context that the policy strongly recommends the entrenchment of an independent Education Standards and Quality Assurance Commission in the envisaged Education Act. The commission will supervise the teaching and learning process and ensure that quality education is provided to all the learners.

Besides ensuring that learners are getting quality education and training, the Commission will look into such issues as the effectiveness of Government education policy implementation, strategic planning, resource mobilization and the management of resources by Ministries and institutions concerned with education and their management bodies.

For the first time, a school based standard and quality assurance has been provided for. The establishment of school based quality assurance will deal with deficiencies in curriculum delivery and remedy them internally on a day today basis. The system of internal quality control will complement the work of Education Standards and Quality Assurance Commission.

The policy has recognised ICT as an essential tool for teaching and learning. ICT will be integrated and promoted as a tool for facilitating teaching, learning and research in education and training and not simply as a subject to be taught and examined independent of its functionality.

The Policy and legislative framework has underscored the central role of teachers in the teaching and learning process. Their training and continuous professional development is pivotal to achieving the vision and aspirations of the country.

The Government plans under the policy framework, to reform teacher training programmes, staffing, growth and their progression once they enter the teaching profession in public and private educational institutions alike.

A program on the teacher growth will be developed for the serving teachers while the conditions for admission into Teacher Training Colleges will be changed to ensure that the teacher training is in line with the goals and objectives of the Constitution and Kenya Vision 2030.

Despite the gains in access and equity since the launch of FPE IN 2003 and FDSE in 2008, respectively, there still remain pockets within certain Kenyan communities which are unreached for a host of reasons that include: economic, cultural, social, geographical, environmental, and political.

The constitution provides for free and compulsory basic education for all. Under the overarching framework of the policy and legislative framework, the Government undertakes to make provision for equitable, quality education to marginalized, hard-to-reach and vulnerable Groups. In line with this the Government plans to develop a coherent education strategy and implementation plan to address the needs of marginalized, hard-to-reach and vulnerable Groups to ensure access, retention and quality completion rates and gender parity in marginalized region and pockets of poverty in rural and urban areas.

The Government is working on partnership to finance education to effectively address the problems of access, equity, quality and the current heavy household financial burden in education. It plans to develop and implement a policy framework that promotes private investment across all levels of education. The aim will be to remove constraints and to facilitate private sector participation in education while maintaining quality standards, and to make private education more attractive to private investors.

The policy will be founded on a National Qualification Framework Agency that shall be responsible for advising government on the

efficacy and performance of qualifications and accreditation of bodies responsible for education and training curricula, examination, assessment and awarding of certificates, diplomas and other academic or professional awards.

The Authority shall work in conjunction with awarding bodies, professional regulatory and competent authorities and other relevant private sector regulators involved with qualifications to set appropriate standards—standards that will ensure that bodies awarding certificates in any academic and training area provide such education, training and instruction that impart the competencies Kenya needs to meet the aspirations that the Constitution and Vision 2030 embody.