

Introduction

Education is also a key apart of social welfare and development, as it allows the breeding of the next generations of leaders in chosen fields. Although not the most glamorous job, the education industry ranks among the most valued and most important in ensuring that economies are kept running and are injected with trained and educated minds. Education forms the building blocks of civilized society and allows the passing on of ideas as well as the formulation of new ones for the improvement of humankind. The purpose of this report is to provide an analysis of the education industry. It will cover the state of education internationally and zero in on the industry in Kenya. Additionally, challenges facing the industry as well as opportunities and regulations governing the industry will be covered.

Industry Overview

By definition, education refers to the process of learning and acquiring knowledge, skills, beliefs or information for a variety of reasons. It can be either formal, meaning passed on in classroom settings or informal in nature. This report will major in formal education but will avail information on informal education. Globally, formal education is split into public and private education, with the former proving more affordable but comparatively offering lower quality than the private education in most countries. With an increasingly competitive global economic and industrial scene, education standards have become increasingly upgraded and necessary to safeguard organizational and national superiority. Literacy levels determine several decisions, key among them including investment decisions which affect employment rates.

The education industry is divided into the primary or elementary level, high school or secondary level and tertiary level, including colleges and universities, all of which form sectors within the industry. Other sectors falling under the education industry include:

1. Computer training
2. Flight training
3. Professional and management development institutions
4. Sports and recreation education institutions
5. Fine art schools
6. Language schools
7. Cosmetology and hairdressing schools
8. Technical schools

Education in Kenya

The Government of Kenya has made significant steps towards improving the education industry in the country. At independence, one of the three main objectives was the eradication of ignorance. While the state of education was up to standard, a brief overview of formal education in Kenya, with emphasis on primary, secondary and tertiary education is necessary.

The 7-4-2-3 education system was used in Kenya between 1964 and 1985, with 7 years of primary education, 4 of lower secondary education, 2 of upper secondary education and 3 years of university. In 1985, the 8-4-4 system, which is currently in use as at 2016, was adopted. It entails 8 years of primary education, 4 of secondary and 4 of university education. However, the

Kenyan education system also accommodates the internationally recognized General Certificate of Secondary Education (GCSE), offered primarily by international schools.

Kenyan institutions of higher learning are competitive both in Africa and globally, according to credible rankings. The reason for using data on universities only is due to the large number of high schools and primary schools such that continental and global ranking has proved too complex. As of January 2016, the University of Nairobi ranked 6th in Africa and 702nd globally, Kenyatta University 30th in Africa and 1,925th globally, Moi University 54th in Africa and 2,507th globally and Jomo Kenyatta University of Science and Technology 68th and 2,866th in Africa and globally respectively.

In Kenya, teachers are registered, employed, trained, assigned and have their contracts terminated by the Teachers Service Commission. It exists under Article 237(2) of the Constitution of Kenya and is the most recognized employer of teachers nationally.

Competitive Environment

The primary school scene has a very large number of schools, both public and private. Due to the large number and intense competition in terms of performance, listing them proves difficult.

Secondary schools are much more distinguishable and they fall under public, private and international categorization.

Among the top listed international schools in Kenya are the following:

- St Andrews School Turi
- Mombasa Academy

- Peponi School
- Naisula School
- Nairobi Jaffery
- Hillcrest International School
- International School of Kenya
- Light Academy

Public secondary schools include:

- Moi Girls School
- Alliance Boys and Alliance Girls High Schools
- Mary Hill High School
- Baricho High School
- Aga Khan High School

Notable private secondary schools include the following:

- Lukenya High School
- Banda School
- Loreto Limuru High School
- Strathmore School
- Kianda School

Universities are also split into public and private universities. Public universities include:

- Kenyatta University

- University of Nairobi
- Moi University
- Jomo Kenyatta University of Agriculture and Technology
- Multimedia University of Kenya

Private universities in Kenya include:

Africa Nazarene University

- Catholic University of Eastern Africa
- Presbyterian University of East Africa
- Kenya Methodist University
- United States International University
- Strathmore University

There is also a host of technical training institutions in the country which offer post-secondary education and training in a variety of disciplines. Some of these are:

- Technical University of Kenya
- Embu Technical Training Institute
- Kenya Technical Trainers College
- Meru Technical Training Institute
- Technical University of Mombasa

Professional and management institutions generate a pool of able and competent professionals in a variety of internationally recognized courses. These include but are not limited to Certified Public Accounting, Association of Chartered Certified Accounting and Chartered Financial Analyst courses. In Kenya, these include the following:

- Kenya College of Accountancy University
- Kenya Institute of Management
- Nairobi Institute of Business Studies
- Royal Business School
- Oshwal College

Regulation

Education in Kenya is primarily regulated by the Ministry of Education. Among the tasks under it include curriculum development, education policy management, teacher education and management, management and certification of national examinations and the registration of basic education and other training institutions.

University education in Kenya is regulated by the Commission for University Education, established under the Universities Act No.42 of 2012 of the Laws of Kenya. It oversees activities such as training, research and the general maintenance and improvement of university education in the country.

With regard to professional and management courses, the Kenya Accountants and Secretaries National Examinations Board is the regulatory authority. Originally established under the Accountants Act Cap 531 of the Laws of Kenya, it currently exists under the Accountants Act

No.15 of 2008 of the Laws of Kenya. The body is charged with development of syllabi, administration of professional examinations and certification of qualifying candidates.

Professional courses falling under KASNEB include Certified Public Accounting, Certified Secretaries, and Certified Investment and Financial Analysts. The Kenya National Examinations Council (KNEC) is established under the Kenya National Examinations Council Act Cap 225A of the Laws of Kenya. It is a statutory regulatory body in charge of curriculum setting and examination administration at school, post school and professional levels.

Trade Unions

There are several trade unions in Kenya, formed with the aim of advancing their members' causes. They represent a variety of members, including teachers, university dons and staff. The Kenya National Union of Teachers was registered in 1959, serving to improve the welfare of teachers, fight for improved terms of service and settle disputes as they arise as well as offering members legal assistance as they may require it. It is nationally recognized and the most vocal teachers' union in Kenya in the defense and advocacy for teacher welfare.

The Kenya Union of Post Primary Education Teachers (KUPPET) is also a teacher representative organization. Though established later than KNUT, it is also fairly vocal in advocating for teacher welfare, issuing several strikes towards this end.

The welfare and terms of service of teachers are advocated for by the University Academic Staff Union, established, formed and registered in 1972. It covers lecturers as well as other university staff and negotiates terms with government for the improvement of terms of service.

Challenges

The dynamics of the education industry have presented a challenge, with local institutions trailing some of their African counterparts in the adoption and implementation of the necessary adjustments. With ever-increasing standard bars, Kenyan education in some parts of the country is largely wanting, with literacy levels far below the national average. This is especially so in the marginalized regions of the country such as Northern and North Eastern Kenya.

The transition rates in the country are also wanting. Selection processes for high school enrollment based on rankings led to a large number of pupils missing out on admissions. Consequently, this led to a lower transition rate from secondary school to university level due to lack of access to secondary education in sufficient amounts. The threat to the economy became real, as well as instances of examination cheating so as to score and rank as highly as possible.

Lack of access to basic wants and needs, primarily water in the rural areas have also created a challenge in the education industry. Children are forced to travel long distances in search of water, often missing out on school days. Lack of access to sanitary towels for girls in schools in such far flung areas has also led to them missing out on school days on account of their monthly cycles. Enrolment of children to school has been impeded completely in some cases because of these circumstances. Insufficient power in the country and a limited access to the power grid has left many schools without access to electricity which if availed, would have a variety of applications such as pumping water from boreholes sunk to avail water.

Opportunities and Mitigating Factors

The government has identified challenges as well as mitigation factors, embodied in its Vision 2030 development blueprint. Falling under the Social Pillar, education has been given priority. In a bid to make education accessible to the public, the Government of Kenya made public primary education free in 2003 under former President Mwai Kibaki. This allowed the enrolment of more pupils than was the case in previous years. While still under President Kibaki's administration, the Ministry of Education also made secondary education free, thus serving to increase the transition rate significantly.

The Government of Kenya, through Kenya Electricity Generating Company (KenGen) has embarked on an initiative to raise the country's power output and allow the injection of more power into the grid. This is through the set up of Olkaria IV and addition of units 4 and 5 to Olkaria I. The additional power will allow the addition of more schools onto the national grid, and thus enable other ancillary services to be made available.

The allocation of funds towards education has also been cited as a corrective measure in the Vision 2030 development blueprint. With additional funding, schools will be able to expand their infrastructure as well as improve the quality of service. Occurring more in secondary than primary schools, the lack of sufficient funds has led to substandard learning, especially in equipping laboratories. As such, the overall state of secondary education has lagged behind in some parts of the country, more so in rural areas. Increased budgetary allocation has and will continue to serve to mitigate this situation and place Kenya's system among the most competitive global education systems.

Conclusion

Education in Kenya is well-developed. There is healthy competition between public and private education, which has served to raise the quality of education. There are also a number of trade unions which advocate for the rights of civil servants involved in the education industry.

However, there are notable challenges that continue to plague the industry, with enrolment rates, transition rates, financial inadequacy and lagging technology uptake accounting for the foremost challenges. The Government of Kenya has made strides towards addressing the aforementioned impediments, and through the Vision 2030 roadmap and foreign institution efforts, Kenyan education is positioned to improve drastically.