**EDUCATION ACTIVITIES IN KENYA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **POPULATION %** | | | | |  | **Budget** | |
| **AGE** | **General distribution** | | **Enrolled by cycle** | | School cycle | **%** |
| **M** | **F** | **M** | **F** |  |  |
| **3-5** |  |  | **78** | **75** | Pre-primary | **1.8** |
| **6 - 13** |  |  | **105.8** | **101.5** | Primary | **41.6** |
| **14-17** |  |  | **67.1** | **59.6** | Secondary | **50.6** |
| **18-35** |  |  |  |  | TVET | **5.1** |
| **18-35** |  |  |  |  | STI+Higher | **14.8** |

**Obtained from Kenya National Bureau of Statistics 2015/2016**

The Ministry of Education (MOE) places education at the Centre stage of the country’s human and economic development strategies. As such, education in Kenya aims at providing globally competitive, quality education and training.

The Ministry is committed to provision of education and training that equips learners with desired values, attitudes, knowledge, skills and competencies. Information on the status of education in Kenya cannot be overemphasized.

Currently, there is a special focus on expansion of TVET institutions and ICT integration in education to ensure the youth in Kenya are adequately prepared to fit in the global market. In addition efforts are under way to develop a competency based curriculum that provides for acquisition of skills relevant to the individual and the society.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Age** | Cluster | Male | Female | **TOTAL** |
| **3-5** | ECDE | 2059829 | 2080962 | **4,140,791** |
| **6-13** | Primary | 4844431 | 4891785 | **9,736,216** |
| **14-17** | Secondary | 2009698 | 2030808 | **4,040,506** |
| **TOTAL** |  |  |  | **17,917,513** |

**Absolute Population (2015 projection: KNBS**

**Early Childhood Development Education (ECDE)**

There has been a remarkable achievement in the ECDE sub-sector over the last five years under KESSP (2005-2010). Access rate increased from a GER of 35% in 2003 to 63% in 2014. ECDE is a devolved function and Counties have embarked on its implementation by hiring of teachers and putting up of infrastructure among others. A National Policy Framework and Service Standards Guidelines are being developed in line with the new constitution

**Primary Education**

Since the introduction of the Free Primary Education (FPE) Programme in January 2003, enrolment increased from 5.9 million in 2003 to 9,950,746 million in 2016. There were 4,844,431 girls and 5,106,315 boys with 3,019,866 classrooms.The Pupil – Teacher ratio is averagely at 1:53 in primary schools. The FPE annual education bill is in excess of Ksh.13 billion and this is currently being met solely by the National Treasury.

**Secondary Education**

At the secondary level, projections suggested a positive overall gender parity, with a projected higher number of boys than girls in the National, Special, Extra –County and County schools, and more girls than boys in the Sub –County and Private schools. Majority of the schools were owned by the Government. At gender enrolment was as follows; 2,009,698 boys and 2,030,808 girls. There were 8,734 secondary schools in the country. The enrolment increased from 2,331,697 million in 2014 to 4,040,506 in 2016 due to government interventions, which included subsidized secondary education.The teacher – pupil ratio was averagely at1:30

**Increased Enrolment in schools Since 2013 Due to:**

* Free Primary Education/ Free Day Secondary Education
* Regular School Feeding Programme and Home Grown School Meals
* clean water and improved hygiene in schools
* deworming of all School aged Children
* Sanitary Towels

**TVET EDUCATION**

TVET training sector in Kenya focuses on four thematic areas:

1. Access and Equity in TVET
2. Quality and relevance in TVET
3. Governance and Management in TVET
4. ICT integration in TVET

Training opportunities in the public TVET institutions increased by 40,963 due to increase in the number of institutions

**ACCESS AND EQUITY IN TVET**

**1.0 Expanding the number of Post- Secondary Training Opportunities**

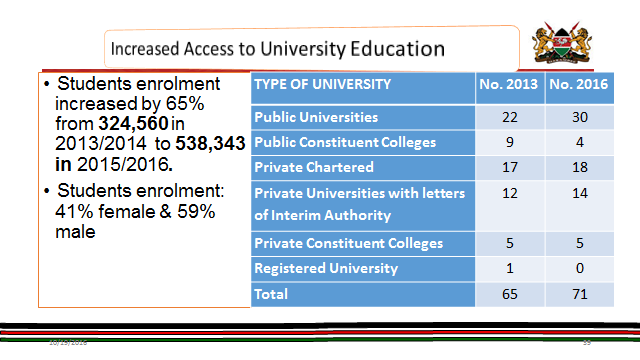
Under this strategy, the State Department for VTT undertook to expand training facilities. In this regard;

* TVET Colleges were upgraded to National Polytechnic status;
* Completion and development of new institutions; and
* Registration and licensing of new TVET institutions

**Upgrading of TVET Colleges to National Polytechnic Status**

In this regard eight (8) TVET institutions were upgraded to national polytechnic status to add to the current two. Hence the total number of National Polytechnics increased from two (2) to ten (10) and the other public TVET institutions rose from 41 in 2012 to 63 in 2016. As a result of this expansion, the total enrolment in the said public TVET institutions increased gradually from 35,218 in 2010 to 56,886 in 2016

**Access to University Education in Kenya**



**Quality and Relevance in Education**

This section looks at quality and relevance in education and the extent to which counties and the national government had enhanced the two aspects at different levels of basic education. The information presented entails: policies, guidelines and standards implementation, in-service development of teachers, learning achievements, co-curriculum activities and physical infrastructure.

**FAWE**

**Background information about FAWE Kenya**

Forum for African Women Educationalists-Kenya Chapter (FAWEK) is a Non-Governmental Organization registered in 1996 to support girls and women acquire education for development. FAWEK is a member of FAWE network of 34 Chapters in 33 countries in Sub-Saharan Africa who work together to achieve equality and equity in education across the continent; thereby contributing to the attainment of Education for All (EFA) and Sustainable Development Goals (SDGs).

FAWEK’s aim is to ensure that Kenyan girls receive quality education and equal life chances so that they grow into women who have the knowledge, skills and opportunity to contribute to the economic, social and democratic development of their societies. Our work focuses on influencing action to reduce gender disparities in access, retention, participation and performance through a range of initiatives.

**2016 INTERVENTIONS**

**ADOLESCENT SEXUAL REPRODUCTIVE HEALTH PROGRAMME**

FAWE Kenya implements this program in Western Kenya. This year FAWE Kenya trained 28,264 student and 80 teachers both in primary and secondary on Tuseme Module which is a Kiswahili word that mean “lets speak out” and Adolescent Sexual and Reproductive Health and Right, the numbers were majorly reached through in school peer to peer education, in school mentorship forums and trainings organized by FAWE Kenya and conducted by FAWE national trainers. These trainings have empowered girls to be more assertive and aware of their Adolescent Sexual and Reproductive Health and Right. 20 Community sensitization meetings on Adolescent Sexual and Reproductive Health and Right were beside held to promote awareness within communities in western Kenya on the importance of girl child education and need to protect their reproductive health and right. The aim of the meetings were to eradicate unintended pregnancies, complications arising from unsafe abortions and child birth, Female Genital Mutilation, forced marriage, sexual violation, including rape and sexual harassment, HIV/AIDS and other STDs. More than 34,000 community members including community leaders were reached with information during the sensitization meetings.

FAWE Kenya also supported 40 needy girls with comprehensive scholarship package to enhance retention and transition rate in school. FAWE Kenya in addition reached 40 teenage mothers through re admitting then in schools, providing bursary, mentorship forums, guidance and counseling to improve retention, participation, transition and achievement for the girls. Furthermore FAWE Kenya went ahead to train 58 head of schools and County Directors of Education on ASRHR Policy and Re-entry Policy with an objective of create awareness and boost their capacity on the two policies to endorse re admission of girls who had gotten pregnant and dropped out of school. Through the activities, schools in western Kenya have reported an increase in retention rate, positive parenting and right protection by the community.

**Science Mathematics and Technology (SMT) Program**

FAWE Kenya implements this program with an aims to enhance the quality of teaching and learning of Science, Mathematics and Technology in schools through demonstration and effective use of Information Communication Technology (ICT). The program targets girls with the goal of increasing their interest and performance in science based fields. The projects seeks to the capacity of teachers in teaching of science based courses using gender responsive methodologies and encourage creativity in developing and using teaching and learning materials from locally available resources.

SMT program has been implemented in 12 schools in Kenya and this has contributed to;

* Increased confidence in tackling SMT subjects among girls in the project schools
* Increased participation in science competitions and symposiums among girls
* Increased interest among girls in SMT leading to improved performance in SMT courses
* Increased capacity of teachers in utilizing gender sensitive pedagogical approaches in SMT whilst demonstrating greater creativity in using locally available teaching and learning materials.

**Women Entrepreneurship programs**

FAWE Kenya also adopted a new model of women entrepreneurship programs through women groups. Women groups have been identified as key community networks through which girls and women empowerment programs can be channeled. In 2016 FAWE Kenya has supported 4 women groups consisting of 100 members in Western Kenya. We began with a financial training to improve handling of finances and financial practices as a platform to initiate other models such as table banking. FAWE Kenya besides supported the groups with a revolving grant of ksh.240, 000 per group to bust their businesses. This year, a total of 76 girls have been supported with school fee and uniforms by the women groups. The women groups have also reached 36,840 community member and leaders with messages on girls education. This has contributed to change in community behavior and attitude towards girls education and significantly lead to increase in access and retention rate for the girl child. FAWE Kenya has also linked the women with more innovative programs based on their needs and interests. There is potential to reach out to other groups out of Western Kenya and also enable the groups to be change agents on girls’ education and gender matters in general.

In conclusion FAWE Kenya has in great extent contributed to education policy development and implementation of the policy in school and community level to enhance access, retention, participation, transition and achievement in education for the girl child to have a society where gender parity and equality in education and training prevail.

**CEMASTEA**

**CEMASTEA’s Contribution to Africa’s Education Since 2013**

The Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) is a government institution under the Kenyan Ministry of Education (MoE) responsible for science and mathematics teachers’ professional development. The overarching strategy that CEMASTEA has constantly employed for pedagogical improvement has been the “Activity-based, Student-centered, Experiments and Improvisation” (ASEI) realized through the continual improvement cycle of “Plan, Do, See, Improve” (PDSI); the ASEI-PDSI. The Centre is organized in three training program areas namely: secondary, primary, and international; ICT integration in education to support lesson delivery; partnership and linkages, research and development.

CEMASTEA’s contribution to Africa’s education is through partnership and linkages with local and international organizations. Since 2004, the Centre has been developing capacity of teachers and other educators from twenty-nine other African countries on innovative pedagogy using locally available materials in partnership with Japan International Co-operation Agency (JICA). The Centre is also an Inter-Country Quality Node for the development of mathematics and science for Association for Development of Education in Africa (ADEA). Through a memorandum of understanding with African Union Commission, CEMASTEA spearheading science, technology, engineering and mathematics (STEM) in Africa. In the same area, CEMASTEA is also working with United Nations’ Education, Scientific and Cultural Organization’s International Institute for Capacity Building (UNESCO-IICBA) in promoting science, technology, engineering, art and Design and mathematics (STEAM) in Africa.

Since 2013, under the Jubilee government, CEMASTEA has strengthened her activities as an Africa’s centre for educational research and capacity development in innovative pedagogy.

CEMASTEA achievements in line with Jubilee Manifesto, Kenya Vision 2013, and Continental Education Strategy for Africa 16-25 are as follows:

1. Capacity building 300 teachers from twelve African countries through the Third Country Training Program (TCTP)
2. Introducing 47 science, technology, engineering and mathematics (STEM) model schools in Kenya;
3. Conducting workshop for 60 teachers and educators from six countries on science, technology, engineering, art & design and mathematics (STEAM)
4. Organized three international conferences which brought together more than one thousand participants from different organization and agency working in the education sector in the Africa and other continents
5. Conducted three main research including one situational analysis on the teachers’ practice in six African Countries
6. Actively participating in preparations for ADEA Trienniale to be held in Morocco in 2017
7. Actively participating in TICAD VI conference preparation to be held in Kenya August 2016