



Policy Brief

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Youth and Education: Policy Gaps Analysis

Executive Summary

The youth as per the Kenyan Constitution 2010 are individuals who have attained the age of 18 but are not yet 35 years old. Out of the total population which stood at 48 million according to the census of 2019, youth comprise about 28%. Amongst important issues for the youth include access to education, security, employment opportunities, and access to quality healthcare.

In the educational front, an individual transition from one age group to the next is critical. This calls for a shift in focus from elementary level to post-primary, which has recorded a tremendous boost in the recent past, to post-secondary educational facilities and institutions. The focus of this brief is on post-secondary education.

The options available in the education system show that post-secondary education can be undertaken in various institutions; Teacher Training Institutions (TTIs), Technical, Vocational Education and Training Institution (TVETs), and Universities. Whereas these are the mainstream options, others such as Adult and Continuing Education (ACE), and Village Polytechnics (covered under TVETs) exist to offer knowledge to those who may have, for one reason or another, dropped out of primary or high school.

Key among the issues to consider in view of these institutions include availability of the various facilities, number and spread of these institutions around the country, accessibility of these institutions, affordability, as well as number of tutors in these institutions with requisite knowledge to impart knowledge to their students. On this note, the issue that has also led to the current change in curriculum was the mismatch in labour market requirement against the knowledge of graduates from various levels, including technical colleges, teacher training colleges, and even universities. These have been fronted as some of the key issues that must be addressed if the education sector in the country is to achieve the goals set out in various pledges including Vision 2030 and the Sustainable Development Goals in their entirety.

Other issues that continue to bedevil the education sector in Kenya are hinged on the availability of funding for the various needs. As a consequence, many of the needs in the varied institutions still remain a pipe dream. The policy environment is key to the attainment of these goals. On this front, a review of the existing policies must be undertaken to ensure they are in tandem with the changes in the environment for the education sector thrives, making sure current and future needs are inculcated ensuing policy proposals.

Education is key to ensuring a society that upholds and creates opportunities for the youth to participate actively in the economy for their self-growth prospects, and also in the process, input to the country's economic growth. This brief also outlines various conclusions and proposes recommendations as pertains to improving the education sector in the country, with some specific recommendations to legislators at both levels of government.

1.0 Introduction

The provision of education and training to satisfactory levels is an integral and fundamental requirement for a country's development and growth strategy. It is therefore important that individuals are enabled to access education at educational facilities in their various locations so as to become productive members of the society in the future.

Every individual has a right, as per the constitution of Kenya 2010, to access education. Noting this, therefore, the government introduced the Free Primary School Education (FPE) in 2003 in the endeavour to ensure that all children have access, and also attain basic education to class eight. This saw an upsurge in enrolment rates in primary, as well as an increase in the transition rates to secondary schools. Issues soon emerged as to inadequacy as pertains to the required facilities to cater for the huge number of pupils who transition from primary to secondary schools in Kenya.

Cases of students being unable to join secondary schools due to various reasons have also been on the rise. To try and stem this issue, the government rolled out the Free Secondary Education in January 2008 with the aim of ensuring that many more pupils transition to secondary schools regardless of their financial or socio-economic status. Over the period to date, various challenges have arisen with the implementation of the initiative, which include among others overall management of the programme and disbursement of funds to support the programme. However, it is important to note that the transition and retention rates in secondary schools have been on the rise which also therefore ensures that the number of individuals with at least a certificate of secondary education (KCSE) is on the rise, as well as those who transition to the various post-secondary institutions.

Consequently, the pressure shifted to post-secondary educational institutions as pertains to their spread, facilities available, teachers/trainers available, and the courses that they offer. Post-secondary institutions comprise of Teacher Training Institutions (TTIs), Technical, Vocational Education and Training Institution (TVETs), and Universities. In terms of facilities and equipment, many of these institutions have been found to have obsolete equipment that do not reflect the current levels of technological advancement that is required to equip students so that they are ready for the dynamic and evolving labour market. Gudo (2016) noted that lack of adequate funding has led to shortage of basic learning resources, including teaching staff, thereby leading to administrative weaknesses whose effects can be

felt on delivery of services at tertiary institutions in the country. This has implications on relevance as well as quality of the courses in these institutions.

Close to the issue of post-primary education arises adult education as well as out-of-school youth. This encompasses individuals who may have, for one reason or another, not been able to undergo formal school channels to completion. Varied reasons have been fronted for this which include poverty, teenage pregnancies, cultural reasons, and other family related among others. It is important to note that adults play a critical role in the society; they are decision-makers in their own right; participate in socio-economic activities; parents; and also providers and producers in their own right. An adult who has the requisite knowledge, skills and competencies is well placed to make sound decisions on economic matters thereby becoming an integral and important person in the society. The Kenyan government undertakes to offer adults with such skills through its Adult and Continuing Education program (ACE). All over the world, university education is considered the epitome in terms of the level of post-secondary education that one can attain. For many people, having attained education from a reputable university institution is often seen as a stepping stone and opening to a good job and a prosperous life. Many Kenyan students strive to attain minimum university qualifications that will enable them to gain direct call-up and entry into either public or private universities.

2.0 Context Analysis

An educated individual is an empowered individual, with trickle-down effects expected to benefit the economy at large (Mezirow, J. 2007). Also, having an education is seen as an enabler not only for securing a bright future, but as a basic building block in enhancing the available human capital that is able to change with changes in the society (Sisk, 1990). Education is part and parcel of individual growth, and being that it is key to economic development and attainment of the Big 4 Agenda as well as Vision 2030, more must be done to ensure the sector is successful.

The role of education in the upbringing of an individual cannot be gainsaid. Education creates within an individual, a condition which ensures that they are able to participate in economic activities while at the same time being able to fend for themselves and their families and/or dependants. The educational journey is characterized by a step-by-step journey for an individual. There are various levels as enumerated in the table below, which also shows the number of learners enrolled in the various learning institutions.

Table 1: Enrolment numbers in various education levels and Institutions, 2015 – 2018

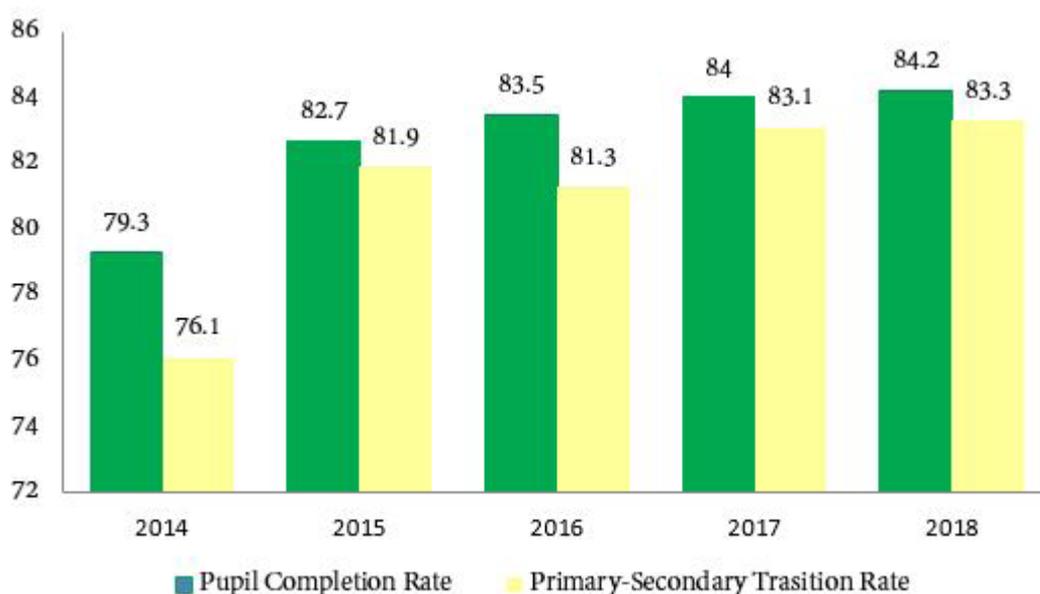
No.	Level	2015	2016	2017	2018
1.	Primary (Class Eight)	521,240	571,161	610,501	653,787
2.	Secondary (Form 4)	507,400	562,900	578,900	597,600
3.	Teacher Training Institutions	41,402	41,707	42,131	42,351
4.	TVETs	153,314	202,556	275,139	363,884
5.	University	501,513	537,689	522,059	513,092
6.	Adult and Continuing Education (ACE)	306,227	271,769	206,224	212,441

Source: KNBS, 2019.

As shown in table 1, enrolment numbers for each of the levels of education have been on the rise in absolute numbers from 2015 to 2018, except for the ACE level which registered a decline. This steady increase in enrolment will not only lead to an increase in the number of graduates into the labour market, but also strain the capacities and facilities available in the various secondary and tertiary institutions. This encompasses trainers' skill levels, changes in the curriculum to respond to the dynamic learning environment, as well as the institutional facilities (accommodation and practice facilities) for learners.

Primary school education is the first step in the education journey. Notably, primary education GER grew from 104.1% in 2016 to 104% in 2018 while the Net Enrolment Rates (NER) increased by 1.2 percentage points to 92.4 % (MTEF Education Sector Working Group Report 2019/20). This report further notes an increase in KCPE candidature from 942,021 in 2016, to 1,060,760 in 2018 buoyed by payment of examination fee by the government. Also, Primary Completion Rate (PCR) increased from 83.5% in 2016 to 84.2% in 2018.

Figure 1: Primary Completion vs Primary-Secondary Transition Rate, 2014 - 2018



Source: NGEC Social Inclusion Study, 2016.

Figure 1 shows a steady increase in pupil completion rate over the period. This is also true for primary to secondary school transition rate, save for 2016 which notes a slight decrease to 81.3 % up from 81.9 %.

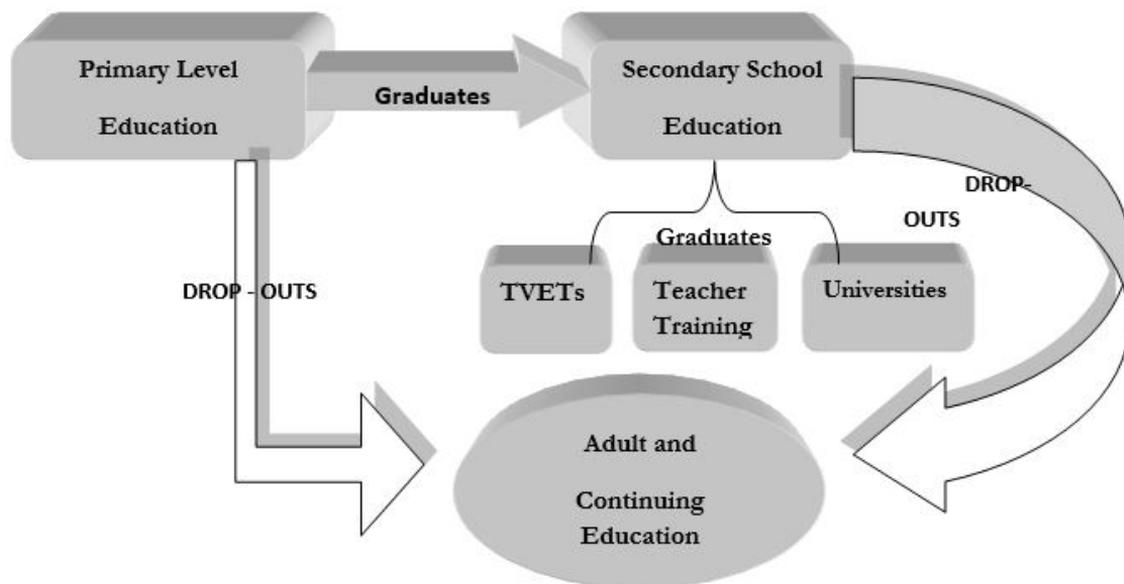
Transition in the Education System

The education journey may not be a walk in the park for everyone and as such, instances occur where some individuals are forced by certain circumstances to drop out of school. However, this should not spell doom for such individuals' as there are options they can pursue to continue with their education. These options are discussed further in subsequent sub-topics herein.

The natural path in the education system for an individual is to complete their primary schooling, advance on to secondary school, then choose the next level depending on their interest and/or grades

attained. One can progress to post-secondary (tertiary) education through Teacher Training Institutions, Universities, or TVET Institutions. For those who drop out at primary and secondary school levels, or do not manage to complete their educational journey in the prescribed mode, there is the option of Adult and Continuing Education (ACE), as well as village polytechnics (currently under TVETs). These individuals may then opt for further education in any of the mainstream institutions thereafter.

Figure 2: Education Transition Options



Source: NGEC Social Inclusion Study, 2016.

Transition refers to the absolute number of students who continue with their education on another level upon satisfactory completion of an initial level. This applies for instance where a continuing student from, say class 8, joins form one; or one in Form one joins Form 2, and so on. Transition indicates the degree of access to education and thus, the efficiency of a given country’s education system (Kimiti, 2010).

Depending on the number of students enrolled at a given level, transition rates will vary across levels and years. For this brief, the transition here will focus on secondary schooling (Form 4) students who are expected to join the various available tertiary institutions. The table below shows the population distribution for different gender and age groups in 2017.

Table 2: Population Distribution by Age and Gender, 2017

Age	Male	Female	Total
17	438,699	420,936	859,635
18	471,899	451,801	923,700
19	364,014	377,983	741,997

Source: Author Calculations from KNBS, 2009 & 2019

According to the education system, the recommended age for individuals sitting their KCSE exams is 18. The table shows a high number of individuals in each age group, with those at 18 years of age highest in 2017, at 923,700. The table also shows that the number of females is higher than that of males across all age groups. It is important to compare the number of KCSE candidates to the population figures in table 3 for the individuals in that age cohort.

Table 3: KCSE Candidates (Form 4) by Sex, 2015 - 2018

	2015	2016	2017	2018
Male	278,387	299,268	314,878	334,777
Female	242,853	271,893	295,623	319,010
Total	521,240	571,161	610,501	653,787

Source: KNBS, 2019

Enrolment in secondary schools in the country shows a steady increase, more specifically in form 4 - the highest level of secondary schooling in Kenya as per the 8-4-4 system currently being phased out by the new Competency-Based Curriculum (CBC). The same trend has also been witnessed, as in table 2 below, for secondary school numbers where over the 4-year, period the number of registered candidates was on the rise.

Tables 2 and 3 show that there were a total of 928,201 individuals, out of which those enrolled for KCSE totalled 653,787. Consequently, there is a difference of 274,414 individuals, which translates to 26.9% of those in that age group who are not enrolled for examinations. This points to the fact that not all individuals manage to get enrolled to sit for secondary examinations, and this is a gap that requires further analysis. However, some of these individuals may be covered under the adult and continuing education programme, while some may have enrolled in the available village polytechnics.

According to table 3, the number of male candidates increased from 278,387 in 2015 to 334,777 in 2018 which is an increase of 56,390 male students over the 4-year period. This translates to an average of about 14,000 additional KCSE candidates every year. It is important to note that the number of additional female candidates also exhibits the same trend, increasing by 76,157, which translates to about 19,000 additional candidates every year on average, over the period.

Notably, the data in table 2 also shows that male students continue to be dominant in number. However, a look at the gap over the period shows that females have increasingly been reducing this gap. In 2015, the gender gap was 35,134. This reduced to 27,375 in 2016, to 19,255 in 2017, and to 15,767 in 2018. This trend is an indicator that many more females are transitioning year on year in their secondary education quest and as such, their post-secondary education journey must be taken into consideration early enough.

Transition rates play a key role in continuity in the education sector. The current government policy for the education sector has made the transition from primary to secondary school mandatory. This has had a rollover effect in terms of transition numbers for those who complete their secondary school education, and wish to move up the education ladder. Assuming a large percentage does so, this will mean that

additional institutions to cater for post-secondary education have to be put in place in anticipation of this increment. The context for the various options are discussed in page 7.

Teacher Training Institutions

Teacher Training Institutions as an option for tertiary level of education are spread across the country and offer a variety of courses (Pre-primary and Primary). These institutions can either be privately owned and run or be public. Overall, there are more private colleges for both levels than there are public ones. Pre-primary teacher training institutions have increased from just 143 in 2015 to almost twice (281) in 2018, as shown in the table below.

Table 4: Number of TTI and Enrolment, 2015-2018

Training Institutions	2015	2018
Pre-primary	143	281
Primary	125	138
Total	268	419
Teacher Trainee Enrolment numbers		
P1 level	22,818	22,231
Diploma level	1,971	2,158
Total	24,789	24,389

Source: KNBS, 2019

According to data obtained from KNBS, the number of teacher training colleges increased from 268 in 2015, to 419 in 2018. In the same vein, enrolment also witnessed increased enrolment numbers; from a total of 24,789 to 24,389 trainees over the same period. While noting the availability of data as pertains to numbers, there is need to avail information on the capacity of each of these institutions to ascertain whether they are being underutilised or over-utilised, and then propose options for optimal use of the facilities, or indeed if there is need to make provision for additional facilities.

Table 4 shows that post-secondary school students enrolled in P1 are more as compared to those enrolled for diploma courses. One of the issues that continue to bedevil both P1 and Diploma teacher training levels documented in a variety of reports¹, is the lack of absorption to the job market after completion and graduation from the institution. This is pegged on the mismatch of the skills they gain from the institution as compared to those required in the labour market, more so noting the dynamic information, telecommunications, and technology (ICT) environment.

Further to the foregoing, other reports have shown that the training and knowledge being imparted in many tertiary institutions have become obsolete thus need for an overhaul. Also, the use of outdated pedagogical tools and methodologies must be phased out should be replaced by cutting-edge technological methodologies (Tømte, 2013).

¹<https://www.businessdailyafrica.com/economy/More-students-keep-off-teachers-college/3946234-4325498-129fpab/index.html>

Technical, Vocational Education and Training (TVET) Institutions

One of the key issues at the forefront of TVET institutions is the need to ensure they are pioneer institutions that provide technical skills in line with the Kenya economic blueprint, Vision 2030. TVET institutions offer a variety of educational courses aimed at equipping students with hands-on knowledge to get or create employment. As a key ingredient, therefore, the government made a commitment to establish polytechnics in all counties across the country to impart and ensure skills required in the market are taught.

TVETS are comprised of Public and Private Vocational Training Centres, Public and Private Technical and Vocational Colleges, and national Polytechnics. The number of TVET institutions both public and private have increased tremendously as shown in the table below.

Table 5: Technical, Vocational Education and Training (TVET) Institutions/Enrolment

Item	2015	2018
TVET Institutions	874	1,300
Enrolment	20,541	363,884

Source: KNBS, 2019

As per the table above, the number of TVET institutions increased over the period from 874 in 2015 to 1,300 in 2018. A tremendous increase is also noted in terms of the enrolment numbers which increased 17-fold over the period. A study by Anindo, Mugambi, & Matula (2016), indicated that there is need to improve the quality of training in TVET institutions through the provision of funds, labour market information, attachment opportunities to trainees, and improvements in the equipment being used.

This, among other key reforms in TVET institutions, will lead to the provision of technical and employable skills to boost economic development towards realization of the industrial transformation that Kenya yearns, and is aiming for. In the same vein, the current TVET curriculum is not flexible to support the technological changes in the market, meaning that large and diverse client bases are seldom attended to, adequately. In this view therefore, curriculum change that conforms to labour and market needs should be undertaken.

University Education

At the helm of the education system is University education. For a long time, universities were known mainly for their degrees, Masters and Post-graduate programmes. However, stiff competition in the education sector has seen a shift from this strict programming to a more liberal approach which has seen universities now offering Certificate, Diploma, and Higher Diploma courses. Also, some post-secondary students may miss the chance to undertake a particular course due to a failure on one or two subjects required. In such instances, universities, also offer bridging courses to bring the individual to the level where they are able to undertake their preferred courses. The table in page 9 shows the number of universities, both public and private, and the enrolment numbers between 2015 and 2018.

Table 6: Universities and Enrolment 2015 - 2018

Universities	2015	2018
Public	23	31
Private	30	32
Total	53	63
Enrolment		
Public Universities	423,584	426,875
Private Universities	77,929	86,217
Total	501,513	513,092

Source: KNBS, 2019

The number of universities in the country has increased to 63 from 53 in 2015, largely buoyed by the proliferation of satellite campuses in major towns and cities across the country. This has also been supported by an increase in enrolment numbers in the various campuses. As evidenced in the table above, university enrolment has, in total increased from 501,513 in 2015 to 513,092 in 2018.

In the same vein, university education has also seen an increase in terms of inculcation of ICT training into their curriculum on the one hand as well as the proliferation of university satellite campuses across the country (Munene, 2013). This proliferation has also seen a deterioration in the quality of graduates that the universities churn out. In addition, some of the issues that continue to bedevil university education include limited availability of facilities – especially accommodation within university campuses, as well as the number of qualified professors to undertake lectures, among others.

Furthermore, notwithstanding this upsurge in enrolment numbers, university education has had issues to contend with. These include issues of non-alignment of university programmes and curriculum to the current needs of the labour market, lack of clear and laid down rules that guide and regulate the interaction between industry and the universities especially in view of labour market needs, hinged on current and future technological advancements.

Also, access to loan facilities by students has also been noted as a hindrance to the youth, as the institution grapples with low loan recovery rates – which higher education loans board needs to support new students joining tertiary institutions. According to an article carried in the local dailies², many students who wish to join tertiary institutions have highlighted amongst the challenges they encounter to be access to loan facilities from HELB. Other issues identified on this include discrimination loan issuance – some courses are more favoured than others; as well as issues hinged on the interest where one is a defaulter. On the other hand, the HELB secretariat state the low repayment rates of loans from initial beneficiaries which makes it difficult for them to continue issuing new loans to new loan applicants.

²<https://www.standardmedia.co.ke/article/2001339487/panic-as-students-fail-to-apply-for-helb-loans>

Adult and Continuing Education (ACE)

Instances may occur in the course of study that hampers an individual from continuing or completing their schooling journey through the normal path. Such individuals are covered under the Continuing and Adult Education (ACE) policy. An active member of the society should be able to contribute and participate in decision making processes within their locality, and indeed, the economy at large. However, lack of education hampers informed participation in various fora that discuss matters affecting their livelihoods.

The table below shows the enrolment numbers for adult and continuing education between 2015 and 2018. The numbers show a decline in enrolment numbers over the period.

Table 7: Adult Education Enrolment by Sex, 2015 - 2018

Gender	2015	2016	2017	2018
Male	102,075	85,575	63,588	65,642
Female	204,152	186,194	142,636	146,799
Total	306,227	271,769	206,224	212,441

Source: KNBS, 2019

The MTEF Report further noted that Enrolment in Adult and Continuing Education centers declined from 227,769 in 2016/17 to 146, 799 in 2017/2018 but increased again to 211, 627 in 2018/19. Hence, approximately 7.8 million illiterates, 7,588,373 (97.3%) out-of-school youth and adults were not enrolled. The decrease in enrolment was due to the massive exit of adult instructors through natural attrition, which led to the closure of adult and continuing centers initially manned by those instructors. The instructors decreased from 1,385 to 1,202, which led to operational centers reducing from 5,640 to 4,776.

Among the most common challenges that have been noted under ACE include the curriculum, its contents and if it meets the current and future societal needs, as well as funding and perception of what adult education focuses on. Also, issues hinged on the level of knowledge amongst tutors as well as language barrier and dialect used by tutors have also been noted as compounding challenges for ACE (MTEF Education Sector Working Group Report 2019/20).

3.0 Policy Review and Analysis

This section will delve into the various policies that govern the operations of activities within the education sector in the county with a bid to reviewing how they are have responded to the education sector challenges enumerated above.

- *Constitution of Kenya*

The Constitution of Kenya, 2010, is the supreme document that guides the operations of all legislative documents in Kenya. On matters education, Articles 20, 35, 42, and 43 of the Constitution entrench

the right of every individual to education. The new constitution also brought about devolution and as a consequence, some functions of education are now devolved functions – thus the prerogative of county governments.

It is also important to note the fact that some functions within the education sector have been devolved. Consequently, the functions are split between national and county governments. This brief is youth centric thus focus is will be on institutions that cater for the educational needs of individuals aged between 18 and 34. Part 2 of the fourth schedule of the Kenyan constitution outlines the functions under the education sector as; National level is concerned with ‘Education policy, standards, curricula, examinations and the granting of university charters’ and ‘Universities, tertiary educational institutions and other institutions of research and higher learning and primary schools, special education, secondary schools and special education institutions.’ On the other hand, County level governments are responsible for Pre-primary education, village polytechnics, homecraft centres and childcare facilities.

- *Vision 2030*

Kenya’s economic blueprint, Vision 2030, aims to ensure Kenya becomes a middle-income country by 2030. To this end, it has three pillars; Economic, Social, and Political. Education matters fall under the social pillar, within which the blueprint recognizes that it is essential for the long-term success and attainment of the goals and objectives of the Vision 2030 document. In order to realize the national development goals, relevant, quality training and education are required to meet the human development needs of a rapidly changing and a more diverse economy.

As a way forward, the programmes A major challenge remains in ensuring and enhancing access, equity and education standards especially in marginalized regions and deprived urban areas.

- *Basic Education Act, 2013*

Article 26 (1) of the Basic Education Act, 2013, states that the roles of the county government include the provision of funds required for the development of the necessary infrastructure for institutions of basic education and training used for conducting pre-primary education, childcare facilities, home craft centres and village polytechnics. In terms of the focus on the youth as per the Kenyan constitution, the county education ministry should therefore focus on home craft centres and village polytechnics to ensure that this group of individuals are catered for.

According to this Act, the development of facilities at the county level educational facilities is therefore the mandate of the county government. This brings to the fore the need to raise adequate funding to undertake infrastructural developments in various educational facilities in the various counties. This Act also outlines the requirements for county education boards.

- *Reforming Education and Training for Sustainable Development in Kenya*

This policy is geared towards the realization of quality, relevant, and inclusive education that will help in the attainment of the Sustainable Development Goals (SDGs) from the country context. As has been noted by other policy documents herein, education is a key component in promoting political, social

and economic development of a country. Of the SDGs, education is Goal number 4, and calls for all countries to provide equitable and inclusive quality education for all by 2030.

The education sector in Kenya continues to be faced with challenges which include transition rates from one level to the next, equity, quality of education, relevance, and gender and regional disparities just to but a few. It is against this backdrop that the government developed this policy framework to mitigate against these and related challenges, noting the constant journey into the 21st century.

This policy therefore proffers among other things the institution of a competency based curriculum that will inculcate into learners the required knowledge, skills, values and the right attitude to drive the country's economy forward and input into the achievement of economic growth in the long run. In the wake of the dynamism being witnessed in the ICT world globally, and the realization that it is an imperative now and in the future, it is imperative that the education sector is in cognisance of this.

According to this policy, ACE sector aims at providing quality adult and continuing education and Alternative Provision to Basic Education and Training (APBET) services and opportunities for long-term learning. To ensure that the issues identified in the ACE sector are tackled, the policy proposes a strategic framework to anchor comprehensive policy for ACE and APBET, in line with taking regular surveys to ascertain the status of literacy in the population.

- *Education for Sustainable Development Policy for the Education Sector*

With the realization that education is key to the attainment of goals in Vision 2030 and the SDGs, and taking into account the fact that individuals are not equal, the education for Sustainable Development Policy was launched in 2017. Its main aim was to ensure that the education sector emphasizes on teaching of Science, Technology, Engineering and Mathematics (STEM) courses. It also entrenches competency based curriculum to ensure quality education for all learners.

Among the objectives of this policy is to ensure that education acts as a catalyst for realization of individual skills, knowledge, and capabilities that can be applicable now and in the future to drive job creation and innovation for economic growth and prosperity of the country. Learners will also be inducted in the area of critical thinking as well as shared values to make them ready for life after the educational journey, and the job-market.

- *Science, Technology and Innovation No.28 of 2013*

As stated therein, this is an Act of parliament that was passed in order to facilitate the promotion, co-ordination and regulation of the progress of science, technology and innovation of the country; to assign priority to the development of science, technology and innovation; to entrench science, technology and innovation into the national production system and for connected purposes.

As a result of this Act, finances have been set aside to actualize the goals envisioned by the Act, and also align them to Vision 2030, Kenya's economic blueprint. Both the economic and social pillars of the Vision 2030 are anchored in part on this Act, and also in ensuring that technology is at the core of ST&I. The Act gave birth to the following; National Commission for Science, Technology and Innovation (NACOSTI), Kenya National Innovation Agency (KENIA), and The National Research Fund (NRF).

Notably, the emphasis is on technology (in terms of institutions and transfer), research and development (R&D), and creation of linkages that take into account the needs of upcoming industries and educational needs that will feed them with technical skills required in the labour market. For this to be achieved, networks between industry and educational institutions will be imperative, in addition to adequate funding.

- *National Education Sector Plan*

Policy-wise, a look at the National Education Sector Plan shows that teacher training institutions are placed under TVETs. In so doing, the issues that the policy raises include the inadequacy in terms of the duration that training is undertaken, poor/insufficient facilities coupled with inadequate resources and capacity especially of trainers to churn out relevant graduates needed by the labour market. In the same vein, there is need to re-orient the curriculum to be in tandem with changes in the labour market, buoyed by technological advancements.

According to the NESP, 2019, the TVET and University sub-sectors face a number of challenges too. The challenges of TVET include inadequate data as pertains to the availability of facilities (for instance, facilities that favour PWDs), low enrolment among females, poor linkages with the industry, inadequate physical infrastructure and equipment to support the teaching of the Competency.

In response to these challenges, the policy identifies the need to establish teacher education and development needs in line with acceptable standards that are in line with Vision 2030 and SDGs, while at the same time undertaking a review of the current teacher training curriculum options for better equipped labour market graduates.

- *Technical and Vocational Education and Training Act No 29 of 2013*

This is an Act of Parliament that provides for the establishment of a technical and vocational education and training system, and for the governance and management of institutions offering technical and vocational education and training in Kenya. The Act further provide for coordinated assessment, examination and certification of institutions and courses, and allows for the creation of a mechanism for promoting access and equity in training, as well as standards of training, quality and relevance.

On the other hand, it is important to note the role of TVET curriculum development assessment and certification council as per the TVET Act 2013 includes undertaking the design and development of curricula for the training institutions' examination, assessment, and competence certification. This brings into focus the need to orient it to labour market needs and requirements, both for now and for the future.

Universities are critical players in Kenya's journey towards achieving Vision 2030 as well as the SDGs (Gudo, Olel, & Oanda, 2011). They also note that the Kenyan government places university education as prime since it is expected to impart practical and hands-on skills to students who will be part and parcel of a dependent, sustainable and skilled workforce, who will form part of an adequate human resource base for input into the workforce on the one hand, but also entrepreneurs in their own right.

- *The Universities Act No. 42 of 2012*

Universities in Kenya are guided by this Act which makes provisions for the advancement of university education in Kenya among other purposes. It governs the operations of universities in terms of courses and quality of the same, as well as the establishment of both public and private universities. To achieve the objectives and goals envisioned in the Act, it provides for the creation of a Commission for Higher Education that which among other things accredits universities, approves courses offered and their standards, and also advice the government on matters related to university education in the country.

In carrying out their mandate, the commission undertakes periodic studies on the state of universities in the country and submits this report to the government for action. Among the issues identified under universities education in the Sessional Paper No.1 of 2019 on Policy Framework for Reforming Education and Training for Sustainable Development in Kenya include the following:

- Ensuring increased enrolment and graduates in PhD programs
- Increase in funding; a need to diversify sources of funding for various activities in the universities
- Streamlining the curriculum to ensure it is in tandem with labour market requirements, and to create linkages with industry
- Increase the number of students undertaking STEM courses

4.0 Recommendations Matrix

Interventions Area	Actionable Policy Gaps	Recommendations
Funding for the education sector	<ul style="list-style-type: none"> • Inadequate number of tertiary institutions as well as dilapidated and obsolete existing ones • Re-training of Trainers on new developments in line with changes in ICT, and Vision 2030 and SDGs • Inadequate number of tutors in tertiary institutions 	<p>Lobby for increased funding to the education sector to achieve the goals of the education sector in line with Vision 2030 and SDGs.</p> <p>Action:</p> <p>TVET authorities should utilize audit of the allocation and spending to the various educational institutions in terms of priorities and results to inform areas for prioritization and increased funding at both national and county levels (Re-training, facilities, equipment, new institutions, etc). reallocation.</p> <p>MCA should scale up allocation for increased post-secondary educational facilities in particular village polytechnics to primary and secondary school drop-outs.</p>

Interventions Area	Actionable Policy Gaps	Recommendations
Curriculum change across all levels of education	The current curriculum is not in tandem with dynamic changes in the labour market needs such as mainstreaming ICT in the education curriculum	Undertake curriculum change to reflect changes in the labour market and improve quality of learners. Action: MCAs should advocate for TVET Curriculum policy to be reformed and aligned to dynamism of labour market requirements.
Linkage of educational institutions to the labour market	<ul style="list-style-type: none"> • Skills mismatch to labour market demands • Learners have low levels of skills due to lack of exposure to labour market needs • Half-baked graduates joining the labour market due to the lack of internship and/or apprenticeship opportunities. 	<ul style="list-style-type: none"> • TIVET policy should be changed to factor tax incentives to encourage private partnerships for internships/apprenticeships. • MCAs should initiate legislations with modalities and mechanisms for cooperation, internship opportunities, and key areas of partnerships between private and public sector players to enhance industry linkages
Lack of policy implementation	<ul style="list-style-type: none"> • Lack of data to facilitate accurate policy planning and interventions. • Situation analysis of the policy implementation stages is key to ensure adherence to proposed changes 	<ul style="list-style-type: none"> • Policy implementation is important if the goals envisioned in the education sector in both and long run are to be achieved. <p>Action: MCAs should exercise oversight role and summon the Education Committee/officer in charge to ensure that they implement given policy and outline mitigation measures.</p>

5.0 Conclusion

Education is a key ingredient and requirement for any individual in all respects and spheres of their life. However, there are various challenges that have been noted in the above analysis among the various educational institutions and levels which hamper effective undertaking of the educational journey by an individual, or a group of individuals. Zepeda, Leigh, Ndirangu, & Omolo, (2013) in their study note that for an individual to stand a higher chance of acquiring employment, those with higher education levels stand a better chance, especially for formal jobs. They further note that one's educational level is inversely related to securing an informal job.

At the post primary level, transition rates have risen in the recent past, buoyed by the introduction of Free Primary Education in 2003. As a result, we also note the increase in the number of secondary schools across the country, with increased number of teachers, and student enrolment. The number of facilities according to the latest data obtained from the Kenya National Bureau of statistics shows tremendous increment to cater for the increased numbers. However, it is important to note that this notwithstanding, there are still gaps in terms of facilities to adequately absorb these increased student numbers.

At the post-secondary level, there are various options which offer continuing students education; TVETs, Teacher Training Colleges, Universities, and the option of Adult and Continuing Education (ACE) platform. The data obtained from various documents show that there are huge numbers of individuals who are of school going age, but more importantly, those eligible to undertake their secondary examinations, as well as those who attain minimum requirements for tertiary institution entry. TVET institutions have also grown in numbers, with some of the issues being raised touching on inadequate funding, lack of adequate facilities, and outdated facilities that are not in tandem with labour market requirements. The Kenya Universities and Colleges Central Placement Service (KUCCPS) noted that the State Department of Vocational and Technical Training reported capacity of 350,000 in TVET institutions³.

Notably, universities have been accused of churning half-baked graduates who are completely out-of-touch with reality at the workplace, same case to TVET graduates. For adult and continuing education, the issue more striking is on the dwindling numbers which could be positive or negative – and requires further analysis. Universities have witnessed massive growth in numbers buoyed by mushrooming satellite campuses spread oval over the country. According to Kenya Universities and Colleges Central Placement Service (KUCCPS), the capacity of universities is 193,878⁴. Recent developments in the education sector have seen drastic changes in terms of numbers of those who qualify for straight university admission. TVETS are now seen as the option especially in the realization that graduates often lack technical skills and know-how that is required in the labour market, noting the movement towards an industrialized country by 2030 as espoused in the Vision 2030 Economic Blueprint.

Whereas the various policies that govern the education sector seek to ensure inculcation and amalgamation of ICT in the education sector, the challenge has been on adequate funding on the one hand, as well as lack of the infrastructure needed to effectively rollout the initiatives envisioned in the various policy documents. Noting the issues identified amongst the various tertiary institutions, the existing policies do address some gaps. The main bottleneck seems to be implementation and the lack of funds to the sector – specifically for programmes aimed at addressing the issues identified in the policy gap analysis.

³<https://www.kuccps.net/index.php?q=content/press-statement>

⁴<https://www.kuccps.net/index.php?q=content/press-statement>

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