Country Context Report - Kenya

General Country Information

Africa Education Initiative Program Activities

Ambassadors' Girls' Scholarship Program
Marginalized Communities
Teacher Training

English: Official
Kiswahili: Official

Sources
(accessed 26 November 2004)

Population

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>32,021,856</td>
<td>16,101,306</td>
<td>15,920,550</td>
</tr>
<tr>
<td>Under 14</td>
<td>13,005,627</td>
<td>6,575,409</td>
<td>6,430,218</td>
</tr>
</tbody>
</table>

Sources
Central Intelligence Agency; (2005); The World Factbook-Kenya; http://www.cia.gov/cia/publications/factbook/print/ke.html

Ministry of Education Officials

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The management of education is mainly through the Ministry of Education, Science and Technology (MOEST), which currently has one Minister, two Assistant Ministers, a Permanent Secretary, Education Secretary and five Directors.

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Basic Education General Information

Breadth of Basic Education Activities

Length of Primary School Cycle: 8 Years

Sources

Early Childhood Education

Early childhood education is provided.

ECE Enrollment: 1,204,606

Number of ECE Institutions: 23,977

The number of children enrolled in early childhood education increased from 844,796 in 1990 to 1,076,606 in 1998. During the same period, the number of pre-school institutions increased from 16,329 to 23,977. The gross enrollment rate reached an average of 34% with 35.4% for males and 34.3% for females. There has also been rapid enrollment at the Early Childhood, Development and Education (ECDE), from 483,148 in 1982 to 1,204,606 in 2003.

Sources

National Curriculum

A national curriculum exists.

The national curriculum 8-4-4 (eight years of primary education, four years of secondary and another four years of tertiary education) was introduced in 1985 and sought to make education more responsive to the needs of the nation and the learners. It sought to prepare youth for self-employment, training in life skills and further education. However, a few changes have been introduced since 1985 as follows:

1. In the last ten years the National Center for Early Childhood Education (NACECE) has developed a wide range of curriculum and other support materials for use at the ECD center level and for the training of teachers and trainers. Notable achievements have been in the development of an integrated curriculum which considers the holistic approach in the provision of services. In addition, the Islamic Integrated Education Program (IIEP) curriculum became effective in 1994. Although little progress has been made in harmonizing the curriculum at the ECD level, there is now a draft bridge curriculum to relate ECD to the lower primary curriculum.

2. The formative and summative evaluation of the 8-4-4 system of education in primary and secondary levels in 1991 to 1992 led to the revision of the curriculum and implementation of recommendations that would enhance participation in education. Subjects were reduced to a minimum of seven and a maximum of ten at the secondary school level and content reduced at the primary school level. The primary education national curriculum was reviewed to include only six examinable subjects (English, mathematics, Kiswahili, science, geography, history and culture) instead of 13. “This was as a result of concerns raised about the over-loading of the curriculum.”

3. The curriculum has been made relevant for selected disadvantaged groups, e.g. the Girls’ Education Project targeting girls in all sections of education.

Sources
MOE/National Report on the Development of Education August 2001 -
National Exams - At what level are national exams written?

1. Kenya Certificate of Primary Education (K.C.P.E) at the end of eight years of primary education
2. Kenya Certificate of Secondary Education (K.C.S.E) at the end of four years of secondary education

Sources

What are the key basic education challenges?

The education sector in Kenya is facing many difficulties and constraints. Several internal and external factors are having a severe impact on education and pose major challenges to achieving Education For All (EFA) by 2015. The internal (country based) and external (macroeconomics) have worsened due to globalization.

a) Internal Factors
i. Poor economic growth and increased poverty: Poor economic growth in Kenya in the last decade has led to persistent poverty among Kenyans. Official documents indicate that about 50% of Kenyans live below the poverty line and are therefore unable to access basic services like food, education, shelter, and health. Households and communities have been unable to invest and support the development of basic education. Many parents, especially in rural areas and slums in urban centers, have been unable to provide their children with necessary education requirements.

ii. Increased cost of education: The enhancement of cost sharing in the mid-1980s increased and shifted education costs to parents and communities. While the government pays teachers’ salaries and other basic requirements, parents and communities meet the direct costs of education fees and are also required to develop physical facilities and meet indirect costs of their children’s education. The poor economic growth and the external macroeconomic factors have increased the cost of education. The result has been that many parents cannot afford education. This has led to the decline in access to and enrollment in basic education, increased drop-outs and repetition, inadequate and lack of teaching - learning resources, poor quality of education offered and limited investment in education.

iii. Inadequate policy framework: Inadequate policy and legal frameworks have negatively affected the development of quality basic education. Based on the inherited education system, the government and other partners have not come up with a clear vision/mission of education, which would enhance the provision of quality education for all. Education, to a large extent, still has a colonial orientation, promotes rote learning and is elitist. The process of policy making, planning and implementation does not appear to be based on systematic evaluation of the education sector. Policies relating to education have in most instances been inadequate. The results of this concern have been laws and regulations which do not adequately address equity issues in education; overloaded, inappropriate and gender insensitive curricula; centralization of education management; passive participation of parents and communities in the education sector; political interference; non-involvement of all stakeholders in policy and the management of education; and reduction of government financing of basic education.

iv. The increased HIV/AIDS pandemic has had a devastating effect on the education sector in general, and the participation of children in particular. HIV/AIDS affects both the demand and supply of basic education. Available statistics indicate that more than 1.5 million people have died of
HIV/AIDS, over 2 million are affected, and about 45% of the infected cases are young people between 15 to 36 years of age. There are indications that the education sector is losing many qualified human resources from the pandemic. Many teachers are also either infected or affected by HIV/AIDS, thus, unable to be efficient and effective in their work. Many children have been affected by the disease because of loss of their parents and participation in school becomes irregular and ineffective. Another major problem is that the government is spending significant resources to take care of those infected with HIV/AIDS. Such resources would have been used to boost public investment in education, especially at this time when cost and financing of education has become problematic.

v. Insecurity: The 1992 tribal clashes in the country and insecurity in cattle rustling areas have had a major impact on the education sector, and still provide major challenges to the achievement of EFA goals. Many households and children are displaced periodically, thus children’s participation in education has remained problematic. The situation is exacerbated where children have lost their parents in such clashes.

vi. Management of education: The education sector faces management problems characterized by centralized bureaucratic structures and politicization of education at national, provincial and school levels.

vii. More than three million eligible school aged children (6 to 18 years) are still out of school.

viii. Many children who enroll in school in Kenya, girls in particular, do not stay long enough to complete the cycle. The national completion rates at primary school level for the last five years has remained at 47%.

ix. The quality of education at all levels has been deteriorating overtime due to limited learning materials and examination driven teaching-learning approaches, especially in mathematics and science oriented subjects.

b). External Factors
i. The structural adjustment programs (SAPs), cost sharing in particular, have increased the cost of education to communities and parents.
ii. Increase in national debt burden has complicated the issue of financing education.
iii. Inadequate public resources for education have made the government and its key partners depend on bilateral and multilateral donors to support educational projects.
iv. One of the major drawbacks of donor-funded programs/projects has been sustainability. This is because most of the programs are often inadequately or hurriedly planned without built-in structures that allow continuity. Besides, some externally funded projects are donor driven with many conditionalities, and do not seem to address the basic problems facing the education sector.
v. The problem of insecurity within neighboring countries has also provided a challenge to the education sector in Kenya. Refugees are hosted in the country and their children find their way into Kenyan schools.

Sources
MOE/National Report on the Development of Education August 2001 -
Is primary education 'free' (legally)?

Free primary education is provided.

The Kenya Education Act was revised "to make education free and compulsory." However, while the government supports teachers’ salaries and other basic requirements, parents and communities meet direct costs of education fees and are also required to improve physical facilities and meet indirect costs of their children’s education.

Sources

What are the barriers to student access and participation in basic education?

1. There is a lack of primary schools leading to high pupil to teacher ratios.
2. There are problems with the quality and relevance of basic education especially for the poor and needy children.
3. Expensive school fees prohibit pupils, especially from poor backgrounds, from attending schools.

Sources

In what ways is the education system addressing the needs of marginalized groups? Are there special schools?

Special schools exist.

The Kenya Education Act has been reviewed to, enhance access, participation and completion rates of children with special needs at all levels of education. 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 integration 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.

USAID Washington has just approved a new specific objective that provides education support for children of marginalized populations. These are children of population members characterized as minority, disadvantaged, or vulnerable populations, especially nomads, pastoralists, and religious minorities, girls and HIV/AIDS orphans.

The population of people with disabilities in Kenya is estimated at 10% of the total population. About 25% 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 programs for children with disabilities, while an equivalent number are integrated in regular schools. This implies that over 90% of handicapped children are either at home or in regular schools with little or no specialized assistance.

Sources
USAID/Kenya Mission; (2005); Program Development and Analysis - Programs; - http://www.usaidkenya.org/ke.progdevan/programs.html
Primary School Enrollment by Year and Grade

<table>
<thead>
<tr>
<th>Year</th>
<th>Grade</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
<th>Urban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>2003</td>
<td>Grade 7/8</td>
<td>790,700</td>
<td>405,600</td>
<td>385,100</td>
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<td></td>
</tr>
<tr>
<td>2003</td>
<td>Grade 4</td>
<td>937,100</td>
<td>480,400</td>
<td>456,700</td>
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<tr>
<td>2003</td>
<td>Grade 1</td>
<td>1,275,600</td>
<td>660,900</td>
<td>614,700</td>
<td></td>
<td></td>
</tr>
</tbody>
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Sources

Enrollment Age

<table>
<thead>
<tr>
<th>Year</th>
<th>General</th>
<th>Male</th>
<th>Female</th>
<th>Urban</th>
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<tr>
<td>2003</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Sources

Average Grade Repetition

<table>
<thead>
<tr>
<th>Year</th>
<th>General</th>
<th>Male</th>
<th>Female</th>
<th>Urban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>2003</td>
<td>57</td>
<td>39</td>
<td>42</td>
<td></td>
<td></td>
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</tbody>
</table>

Sources

Are there alternatives to traditional schools?

Non-Formal Education (NFE) is an organized and systematic learning activity outside the formal school system. It addresses the learning needs of out of school children and adults. NFE is viewed as a complimentary strategy to provide education and training to children, youth and adults who may have dropped out of school or have never enrolled. NFE assists Kenya in the attainment of Education For All.

Currently, it is estimated that over 50% of children in Standard 1 (Grade 1) drop out before they reach Standard 8 (Grade 8), while 40% school age children do not enroll. Those who do not enroll are from disadvantaged families and include children in need of special attention, nomadic/pastoral children, girl children, and for street children.

A number of organizations are currently providing and managing NFE programs. Some of the well known organizations are: Undugu Society of Kenya, Mukuru Educational Center, St. Teresa’s Boys Center, Don Bosco Boys Center, Sinaga Project, St. John’s Educational Center, Samburu District Development Program, Madras, Action Aid-Kenya, UNICEF, UNESCO, UNDP, and NFE Center.

NFE targets out of school youth of ages 6 to 17 years. It has grown in strength in recent years and promises hope for thousands of children who have been excluded from the formal education system. Over the last ten years there has been increased access and participation in the provision of education to out of school youth and children:

1. Access and participation have been enhanced by an increase in the number of NFE centers.
2. NFE, as an alternative method of education delivery, has attracted donor support, NGOs, religious organizations and communities.
3. The Ministry of Education, Science and Technology has created a section to handle NFE.
4. An NFE curriculum has been developed by the Kenya Institute of Education, but has not yet been finalized.
5. The communities are encouraged to be actively involved in the administration and management of NFE centers to improve governance and ensure greater participation and efficiency.
6. Syllabus and curriculum support materials for NFE have been developed for the youth outside the formal education system. Social marketing of this curriculum has been done in order to popularize it and make it acceptable as an alternative curriculum.
7. The NFE curriculum has been expanded to cater for women and gender education, social development education, out of school children and youth education program, literacy and post-literacy, distance education, training and continuing education.

Sources
MOE/National Report on the Development of Education August 2001 -

How is the country addressing HIV/AIDS issues?

A syllabus has been prepared for and launched for HIV/AIDS education. Curriculum materials in the form of books and training materials have been developed on HIV/AIDS and teachers in-serviced on how to infuse messages in the curriculum that can help prevent the spread of AIDS.

Sources
MOE/National Report on the Development of Education August 2001 -

Are there on-going, recently completed projects relating to the following areas?

Teacher Training

1. The public colleges increased from 15 to 21, and 8 for private teacher training colleges between 1990 and 1998.

Sources
MOE/National Report on the Development of Education August 2001 -

Textbooks and other Learning Materials

Learning materials have been revised to remove gender bias and include HIV/AIDS prevention topics.

Sources
MOE/National Report on the Development of Education August 2001 -

Girls' Education

1. Revision of the Kenya Education Act to facilitate the re-admission of pregnant girls back to school after delivery.
2. Also, the national curriculum has been made relevant for girls. The Girls’ Education Project has been introduced to target girls in all sections of education. Through this project, the curriculum has been made gender responsive, teachers have been in-serviced and gender training conducted for key personnel in education and the general public.
3. The Kenyan government has also introduced a program called "Education of the Girl-Child" to encourage girls to go to and remain in school.

Sources
MOE/National Report on the Development of Education August 2001 -
Encouraging the Participation of Local Communities in Education

1. The Kenya Education Act was revised "to create opportunities for households and communities to participate effectively in managing education affairs, the organization structure, decentralisation and management of bodies such as Teachers Service Commission (TSC)."

Sources
MOE/National Report on the Development of Education August 2001 -

What is the status of Muslim education?

The Islamic Integrated Education Program (IIEP) curriculum became effective in 1994. In 1994 the Ministry of Education, Science and Technology launched a ten year in-service course in IIEP for pre-school teachers who serve in pre-schools for Muslim children and for teachers.

Sources
MOE/National Report on the Development of Education August 2001 -
USAID/Kenya Mission; (2005); Program Development and Analysis - Programs; -
http://www.usaidkenya.org/ke.progdevan/programs.html

Additional Basic Education General Information

Donor Information

Department for International Development (DFID) - 1996
US$ 330,088
Gender Awareness in Primary Education Project

European Commission (EC) - 1997
US$ 4,450,000

United Sates Agency for International Development - 2000
US$ 25,300,000
Basic Education

World Food Programme (WFP) - 1996
US$ 8,266,143
FY 1996-2001: Primary school feeding

Sources
Teacher Training

Number of Teachers by Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary (1)</td>
<td>4,000-5,000</td>
</tr>
<tr>
<td>Primary (2)</td>
<td>240,000</td>
</tr>
</tbody>
</table>

(1) - Secondary school teachers are trained at the university level through a degree program. In addition there are four diploma colleges. Altogether, the secondary teacher institutions have an output of 4,000 to 5,000 graduates. In fact there is a surplus of trained teachers in arts subjects. In addition there are 14 private universities with an output of 6,000 students doing various courses including teaching. Among the private universities, five have been granted charters, three have received letters of interim authority and six have letters of registration.

(2) - Since 1990 there has been a marked improvement in teacher training of the primary sector. The public colleges increased from 15 to 21 and eight private teacher training colleges. By 1998, 96.6% of the teacher force in primary education had been trained, which has seemingly led to more supply of trained teachers at this level.

Sources

Number of Primary Teachers by Gender

<table>
<thead>
<tr>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>178,580</td>
<td>104,650</td>
<td>73,972</td>
</tr>
</tbody>
</table>

These are 2003 provisional numbers of trained primary teachers.

Sources

Primary Teachers by Education/Grade

Graduate: Male 147; Female 107; Total 212
Approved: Male 11,007; Female 5,753; Total 16,760
S1/Diploma: Male 546; Female 649; Total 1,195
P1: Male 75,597; Female 54,188; Total 129,785
P2: Male 13,929; Female 10,378; Total 24,298
P3: Male 1,818; Female 2,154; Total 3,972

Sources
**Percentage of Primary Teachers Certified to Teach**

Certified: 49.66 %  
Untrained: 50.34 %

These are 2003 provisional numbers.

**Sources**  

**Pupil/Teacher Ratio**

<table>
<thead>
<tr>
<th>Level</th>
<th>Total</th>
<th>Urban</th>
<th>Rural</th>
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<tbody>
<tr>
<td>Total</td>
<td>32.90:1</td>
<td></td>
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</tr>
</tbody>
</table>

**Sources**  

**What is the design of pre-service teacher training programs?**

There are full-time two to four year diploma and degree courses offered at teacher training colleges and universities. Also, the Kenya Institute of Education prepares correspondence courses for students and teachers. The current pre-service primary teacher training curriculum takes two years and requires a teacher to study 13 subjects which are compulsory. These comprise the following: Professional studies, English, mathematics, Kiswahili, science, geography, history, culture, agriculture, home science, art and craft, music, physical education, and business education. To qualify for the award of a teachers certificate the teacher trainee is expected to pass at least any eight of the above subjects. The trainee is also required to pass the teaching practice.

**Sources**  

**What is the design of in-service teacher training programs?**

In-service training is mainly conducted by the Kenya Institute of Education. At the primary level, the main targets are untrained teachers. They undergo in-service training after which they qualify for a primary teacher certificate. A candidate is eligible for training under the in-service program if the following conditions are met:

i. Should have taught continuously in a primary school for a period of at least three years as an untrained teacher and be in-service during the training period.

ii. Should have the following selection qualifications:
   a) Primary 1: 3rd Division in Kenya Certificate of Education (KCE) or mean grade of D+ in Kenya Certificate of Secondary Education (KCSE) or equivalent.
   b) Primary 2: Kenya Junior Secondary Education (KJSE) Certificate or Division IV in KCE or equivalent.
   c) Primary 3: Certificate of Primary Education (CPE) with minimum of 15 points or Kenya Certificate of Primary Education (KCPE) with minimum 30 points.

The program provides three years duration each of seven weeks per year. It is designed to cover two weeks during the December holiday, two weeks in April and three weeks in August. At the end of three years, the trainee will have covered 21 weeks of work as opposed to 39 weeks of work full time pre-service counterparts. The difference of 18 weeks of work in the curriculum is supposed to be
compensated for through the Radio and Correspondence Course Unit.

Sources
MOE/National Report on the Development of Education August 2001 -

Number of Teacher Training Institutions. Names and Addresses of Prominent
Institutions

General
Number of Institutions: 84
ECD: There are 31 District Centers for Early Childhood (DICECEs) with 4,000 to 5,000 capacity
output per year.

Primary: There are 21 public and 8 private Primary Teacher Training Colleges (PTTCs), with 8,000 to
10,000 capacity output per year.

Secondary: There are 4 public diploma colleges, with 600 to 1,000 capacity output per year; 6 public
universities and 14 private universities both with 4,000 to 5,000 capacity output per year.

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Early Childhood Education

Contact(s):

Sources
MOE/National Report on the Development of Education August 2001 -
MOE/Science and Technology; Development of Education 2004 -
http://www.education.go.ke/Statistics/NationalPriEnrolByGender.htm
Minimum Requirements for Teacher Training Recruitment

General
The entry requirements for pre-service teacher training have been upgraded from a minimum D+ to C with a credit in mathematics and science.

Early Childhood Education
In 1990, there were only 6,213 pre-school teachers. In 2001 a total of 16,006 (42%) teachers out of 37,752 have been trained.

Sources
Ministry of Education, Science and Technology; (2004); Development of Education in Kenya;
http://www.ibe.unesco.org/International/ICE47/English/Natreps/Nrep_main.htm
MOE/National Report on the Development of Education August 2001 -
MOE/Science and Technology; Development of Education 2004 -
http://www.education.go.ke/Statistics/NationalPriEnrolByGender.htm

What are current methods of teacher training?
Teachers in the country are trained both by the state and private training institutions.

Sources
MOE/National Report on the Development of Education August 2001 -

Is there evidence of curriculum revision?
Relevance to the world of HIV/AIDS
Curriculum materials in the form of books and training materials have been developed on HIV/AIDS and teachers in-serviced on how to infuse messages in the curriculum that can help prevent the spread of AIDS.

Remove gender bias from textbooks
The national curriculum has been made relevant for the disadvantaged groups, e.g. Girl Child Education Project is targeting girls in all sections of education. Through this project, the curriculum has been made gender responsive, teachers have been in-serviced and gender training conducted for key personnel in education and the general public.

Innovative teaching practices
Previously, learning activities were mainly centered around the teacher. Methods have been developed to facilitate participation by the learners with the teacher as a guide. These methods include story telling, news telling, role play, discussion, demonstration, project work, individual assignments, amongst others.

Sources
MOE/National Report on the Development of Education August 2001 -
MOE/Science and Technology; Development of Education 2004 -
http://www.education.go.ke/Statistics/NationalPriEnrolByGender.htm
**Efficiency of TTCs**

At the ECD level, there are 31 District Centers for Early Childhood (DICECEs) and 11 Private Early Childhood Institutions Training with the capacity output of 4,500 to 5,000 teachers per year. At the primary level, there are 21 public teacher training colleges and eight private teacher training colleges with a joint output of 8,000 to 10,000 teacher per year. And at the secondary level there are 4 public diploma colleges with an output of 600 to 1,000 per year, and 6 public and 14 private universities with a joint output of 4,000 to 5,000 per year.

**Sources**

**How is the assignment to schools done?**

Teachers’ assignments are done by the Teachers Service Commission. 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 current data on teachers. This enhances teacher deployment and assists in tracking teacher movement.

**Sources**

**Terms and Working Conditions for Teachers**

Kenya is committed to upholding the rights of the teacher. These rights include the right to be members of 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 teachers have a code of conduct, a code of regulations, a scheme of service and a pension scheme.

**Sources**

**Girls' Education**

**What is the policy on pregnancy?**

**For Girls**

Kenya Education Act has been revised to allow facilitation of the re-admission of pregnant girls back to school after their delivery.

**Sources**
**Textbooks and Other Learning Materials**

**Are textbooks free?**

Free textbooks are available.

The Kenyan government only provides free textbooks in the core subjects. This policy has been facilitated by the Netherlands government, the British government through the Strengthening Primary Education in Kenya (SPRED) project and the government of Kenya. However, the increased cost of education has led to inadequate and lack of teaching and learning materials.

*Sources*

**Do textbooks include remedial texts/materials for remedial work?**

Textbooks include material for remedial work.

Curriculum materials in the form of books and training materials have been developed on HIV/AIDS and teachers in-serviced on how to infuse messages in the curriculum that can help prevent the spread of AIDS.

*Sources*

**Description of Transportation Systems and Projected Improvements**

Kenyan railways are 2,778 kilometers long. The highway is 63,942 with 7,737 kilometers paved and 56,205 kilometers unpaved (2000 est.). Waterway access is provided by part of Lake Victoria system which is within the boundaries of Kenya. There is a 752 kilometer pipeline for refined products; three ports and harbors at Kisumu, Lamu and Mombasa respectively; and 221 airports of which only 15 have paved runways.

*Sources*

**Community Participation in Basic Education**

**In what ways is the community involved in basic education?**

**Serving in committees for school development, Parent Teacher Association (PTA)**

The new Kenya Education Act creates opportunities for households and communities to participate effectively in managing education affairs, the organization structure, decentralization and management of bodies such as Teachers Service Commission (TSC).

**General**

Local communities of schools participate in educational change through the following: School committees who are the managers of schools, parents association whose work is to provide funds in the schools, and district education boards which guide policy on the establishment and development of the school.
Recruitment of Teachers
The Kenya Education Act has been revised to allow participation of households and communities in the Teachers Service Commission (TSC) which is responsible for the recruitment and dismissal of teachers.

Sources

Are NGOs and civil society involved in education? What role do they play? Who are they?
USAID is working to reduce all types of HIV transmission. It uses behavior change communications to reduce sexual transmission and it works in partnership with local groups, including faith-based organizations, to establish interpersonal and peer counseling programs, communication campaigns, and community theater. In FY 2004, it helped to restructure and restart a popular radio soap opera. USAID also works to prevent mother-to-child HIV transmission.

Sources
USAID/Kenya Mission; (2005); Population and Health Program Activities - http://www.usaidkenya.org/ke.popuhea/activities.html

Impact of HIV/AIDS on Basic Education

How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management’s ability to plan long-term?

Number of Teachers Dying each Year of HIV/AIDS
Many teachers are infected or affected by HIV/AIDS, thus, unable to be efficient and effective in their work.

Sources

Educational Management's Ability to Plan Long-Term
There are 1.2 million people living with HIV/AIDS (out of a population of 32 million people). The prevalence rate amongst adults is 6.7%. There are 150,000 HIV/AIDS deaths per year (2003 estimates).

Sources
Central Intelligence Agency; (2005); The World Factbook-Kenya; http://www.cia.gov/cia/publications/factbook/print/ke.html