PAL NETWORK
People's Action for Learning

INCLUDE
KNOWLEDGE PLATFORM ON INCLUSIVE DEVELOPMENT POLICIES

Kenya Education Sector Stakeholders

Contents

1.0 Introduction

Education is seen as a great equaliser in Kenya and is therefore highly prized. The Constitution of Kenya (2010)[1] provides for the right to quality education and training for all. Articles 43(f) and 53(1) (b) of the Constitution provide for the right to education and the right to free and compulsory basic education, respectively. Kenya's development blueprint, Vision 2030[2], aims to transform Kenya into a newly industrialising, middle-income country that provides high-quality life to all its citizens by 2030. Education and training are defined as distinct enablers to this vision. Similarly, the current government has defined its five-year development focus in the Big 4 agenda[3]. Education and training are appreciated as the drivers of the knowledge and skills required to achieve this development vision. The Government recently developed and adopted the Kenya National Education Sector Strategic Plan (2018-2022)[4], and the Sector Policy for learners and trainees with disabilities (2018) with a vision to provide quality and inclusive education, training and research for sustainable development.

The Constitution of Kenya (2010)5 upholds principles of public participation and transparency under Article 10 on National Values and Principles of Governance. Article 27 asserts everyone's equality before the law as well as the right to equal opportunities before the law. Article 35 guarantees citizens' access to information held by the state, including policy and legislation development process. Parliament is also directed by Article 118 of the Constitution to undertake its business in an open manner, thereby allowing the public access to its proceedings. Finally, Article 119 talks about the right of citizens to present any issue before Parliament. This could be a petition on a law requiring enactment, amendment or repeal. The Constitution grants citizens the right to participate in policy development and access to information that would (missing word) them in policy development.

Based on the importance of education in Kenya and the right of every Kenyan to participate in any process that affects their lives, this paper seeks to map out key stakeholders in education who should ideally participate in education policymaking. This work is part of African Policy Dialogues being facilitated by the PAL Network.

1.1   Overall goal of the Policy Dialogue

PAL Network proposes to organise interrogative African Policy Dialogues (APD) in Kenya to examine the extent to which the current education reforms address educational challenges of exclusion and inequality in terms of geography, disability, gender, access and quality.

1.2   APD objectives

In order to realise the above goal, PAL Network proposes to realise the following objectives:

- Build and sustain a network of researchers, policymakers, practitioners and other non-state actors to deliberate on emerging evidence on the impact of CBC on education quality and attainment for marginalised children to inform the formulation and implementation of programmes.

- Assemble and repackage evidence-based policy options that suggest different ways of addressing inclusion that benefits vulnerable people.

- Review of the following policies with a view to identifying gaps that hinder equity, inclusion and improved learning outcomes:

  - The Basic Education Curriculum Framework; Parental Empowerment and Engagement policy.

  - National Curriculum Policy 2019.

  - Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya Towards Realising Quality, Relevant and Inclusive Education and Training for Sustainable Development.

  - The National Education Sector Strategic Plan 2018-2022.

  - The Basic Education Act, 2013.

  - The National Social Protection Policy in Kenya (2011) operationalises Article 43 of the Constitution that guarantees social protection as a right. Through this Act, the rights of children from poor homes to access education are guaranteed as their parents are meant to benefit from the social protection efforts by the Government.

  - Language in Education Policy (1976) and Persons with Disability Act (2003) have been in existence for a long time, and some sections may not be relevant.

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1   Kenya (2010). Constitution. http://kenyalaw.org:8181/exist/keny-alex/actview.xql?actid=Const2010

2   Kenya Vision 2030. https://vision2030.go.ke/publication/ken-ya-vision-2030-popular-version/

3   Kenya (2017). Big 4 Agenda. https://www.president.go.ke/

4   MoE (2018). National Education Sector Strategic Plan. https://www.education.go.ke/images/NESSP/NESSP-2018-2022.pdf

5   Kenya (2010). Constitution. http://kenyalaw.org:8181/exist/keny-alex/actview.xql?actid=Const2010

One of the expected outcomes of the project is engaging education stakeholders in policy dialogues to discuss education inclusion, equity and quality of education under the current education reforms. While there are many education stakeholders in the country, this paper will seek to identify key actors with the capacity and power to influence education reforms. For easy reference, they have been categorised into the following groups based on their mission or purpose of existence. These include:

- Key actors from the Government, in particular: Directorates of Basic Education, Public Policy and East Africa Cooperation and Quality Assurance and Standards in the Ministry of Education; Semi-Autonomous Government Agencies (SAGAs) like Kenya Institute of Curriculum Development (KICD), Kenya National Examination Council (KNEC), Teachers Service Commission (TSC) and Kenya Institute of Special Education (KISE).

- Teachers unions and associations such as the Kenya National Union of Teachers (KNUT), Kenyan Primary School Head Teachers Association (KEPSHA) and Kenya Private Schools Association (KPSA), which represent teacher interests.

- Research institutions, for example, Kenya Institute for Public Policy Research and Analysis (KIPPRA) and African Economic Research Consortium (AERC) and independent researchers.

- Teacher Training Colleges should be involved so that they can review their teacher professional development.

- Parents through the Kenya National Association of Parents (KNAP).

- Lateral and multilateral donor agencies supporting curriculum reforms.

- The private sector, for example, the Federation of Kenyan Employers, publishers, religious organisations and book authors.

- Political organisations, for example, Council of Governors, Parliamentary Select Committee in Education.

- Media.

- Others will be identified and included after the kick-off meeting.

Once the stakeholders are identified, the project proposes to create a functional online platform for reflective dialogues, sharing information/ideas and educational research reports through online platforms, for example, Microsoft Teams and a website.

2.0 Key Education Stakeholders

2.1. Research Institutions

According to the National Council of Science and Technology and Innovation (NACOSTI)6, there are 15 duly registered research institutions in Kenya. In addition, there is the Kenya Institute for Public Policy Research and Analysis (KIPPRA)7 an autonomous public institution that was established in May 1997 through a Legal Notice, and in January 2007, the KIPPRA Act No. 15 of 2006 was signed into law by the then-president. The Institute is thus an autonomous Think Tank established under an Act of Parliament. There are additional private policy research institutes such as The Strathmore Institute of Public Policy and Governance (SIPPG)8. This is data that mainly originates from the Kenya National Bureau of Statistics (KNBS) and National Education Management Information System (NEMIS)9, which the Government refers to as the single source of truth. A list of registered research institutions in Kenya is attached as Appendix 1.

2.2 Teacher Training Institutions

There are 25 registered public Teacher Training Colleges in Kenya. The list is attached as Appendix 2.

2.3 Government and associated Semi-Autonomous Government Agencies

The Ministry of Education is responsible for national policies and programmes that help Kenyans access quality and affordable school education, post-school, higher education and academic research. The structure of the Ministry of Education in Kenya is divided into four (4) state departments: The state department of Early Learning and Basic education; State Department of Vocational and Technical Training; State Department of Basic Education and Research and State Department of Post Training and Skills Development. The state departments are subdivided into various directories. Each directory has its own specific mandate, enabling the ministry to carry out its functions.

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6   National Council of Science and Technology and Innovation https://www.nacosti.go.ke/images/docs/2019/Registered%20Research%20Institution.pdf

7   Kenya Institute for Public Policy Research and Analysis. https://kippra.or.ke/index.php/about-kippra/who-we-are

8   The Strathmore Institute of Public Policy and Governance https://sbs.strathmore.edu/centers/strathmore-institute-for-public-policy-and-governance/

9   National Education Management System. http://nemis.education.go.ke/

Directorates of the Ministry and their functions

- **Administration and Planning:** The function of this directorate is to provide support services to technical directorates in delivering their mandates. The units include Administration, Human Resource Management and Development, Accounts, Finance, Central Planning and Project Monitoring Unit (CPPMU), Information and Communication Technology, Procurement, HIV/AIDS Unit, Gender and Guidance and Counseling.

- **Directorate of Basic Education:** The Directorate is responsible for the formulation of pre-primary education policies; implementing primary education, Alternative Provision of Basic Education and Training (APBET) and primary school teacher training. The directorate is also responsible for Special Needs Education.

- **Directorate of Secondary and Tertiary Education:** This Directorate is mandated to co-ordinate secondary education. It also coordinates the pre-service training for diploma secondary school teachers.

- **Directorate of Quality Assurance and Standards:** The Directorate is responsible for quality assurance and standards assessment in education and training institutions. The Directorate works closely with KICD in the review and the development of curricula, and KNEC on curriculum evaluation.

- **Directorate of Policy, Partnerships and East Africa Community Affairs;** The Directorate is mandated to coordinate the overall policy formulation and nurturing partnerships.

- **Directorate of Alternative Provision of Basic Education and Training:** The directorate coordinates Adult and Continuing Education programmes; provides basic education and training opportunities to adults and out of school youth aged 15 years and above who either missed out on joining the formal education system in their childhood or dropped out of school before attaining sustainable levels of education.

- **Directorate of Technical Education:** The directorate is mandated to coordinate and implement technical education and training in the country. The mandate spans enhancing access, equity, quality and relevance in technical education and training; provision of support for development activities in technical and vocational training; management of Technical Education programmes; providing career guidance and counselling, the Promotion of linkages and collaborations between industry and TVET institutions; and the Promotion of innovativeness and research in TVET Institutions.

- **Directorate of Technical Accreditation and Quality Assurance:** The Directorate is responsible for the formulation and implementation of credit transfer policy; promoting standards for technical training and industrial attachment; initiation of TVET curriculum development; monitoring standards and quality of curriculum implementation; monitoring the administration of technical and business examinations in technical institutions; setting standards for in-servicing of TVET teachers/instructors and members of management panel; inspection of institutional facilities and capacity for TVET; and facilitating registration of TVET institutions.

- **Directorate of Higher Education:** The Directorate of Higher Education functions include formulation and review of policies on Higher Education in collaboration with relevant bodies and agencies; expanding access and improving quality and relevance in university education; coordination of the admission of students to public universities in liaison with Kenya Universities and Colleges Central Placement Services Board (KUCCPS) and coordination of student exchange programmes.

- **The Directorate of Research Management and Development:** The mandate of the directorate includes formulating policy for research, science, Technology and Innovation; knowledge management; facilitating and guiding the national research system through policies that rationalise the integration of research and development into overall national economic development; and integrating research into national development.

- **Directorate of Youth Training:** The Directorate is mandated to revitalise and rehabilitate Youth Polytechnics countrywide. This addresses the constitutional requirement as articulated in Article 53 1(b) regarding the provision of free and compulsory basic education and Article 55 (a-c) regarding access to relevant education and training, employment and participation in national development by the youth.

- **Directorate of Special Needs Education:** This directorate's mandate is to coordinate education service delivery for learners with special needs and disabilities. It, therefore, plays a liaison role to ensure that services being offered to learners with special needs and disabilities are seamless and inclusive. Learners targeted by DSNE services comprise more than 30% of the population in schools, being those

with disabilities as specified by the sector policy for learners and trainees with disabilities (2018) and those with gifts and talents among other special needs.

Semi-Autonomous Government Agencies in the Ministry of Education

- **Kenya Institute of Curriculum Development (KICD):** The Kenya institute of curriculum development (formerly KIE) was established by The KICD Act 2013. KICD conducts educational research in the context of curriculum development and develops, reviews, vets and approves local and foreign curricula and curricula support materials for use at all levels of education and training in Kenya, except at university level. The KICD develops and ensures equitable dissemination of curriculum and curriculum support materials through radio, TV and e-learning.

- **Kenya National Examinations Council:** The KNEC administers primary, secondary and tertiary examination on behalf of the Government. Together with DQAS, KNEC facilitates curriculum development and National Assessment of learning achievements. It also test runs draft curricula and carries out equivalence procedures of certificates and diplomas issued by other examining bodies. The 8 Council currently administers eighteen local examinations and 16 foreign examinations on behalf of Foreign Examination Boards.

- **Kenya Education Management Institute:** Established under a legal notice no.19 of 2010 cap 211. Its functions include capacity building for Ministry staff; offering management training to heads of learning institutions, providing research and consultancy services in the education sector; and producing and disseminating documentation and information services relating to administrative management, technical and educational reforms.

- **Kenya Institute of Special Education (KISE):** KISE is a Government agency mandated to conduct training courses at diploma and certificate levels for teachers involved in the provision of education for children with special needs. KISE also functions as a resource centre for the production, collection and dissemination of information on Special Needs Education to the general public. The Institute produces and sells learning materials and assistive devices for use by persons with special needs.

- **Jomo Kenyatta Foundation:** The Foundation is charged with publishing educational books for all levels of education. In recent years, JKF has been commercialised with operational and financial autonomy to help the foundation to be more competitive and respond more appropriately to the market demands. 6. Kenya Literature Bureau: The Bureau is charged with publishing learning and teaching materials for educational institutions at all levels. It also enjoys operational and financial autonomy to enable it to respond to market demands. The institution does not benefit from exchequer financing.

- **Institute for Capacity Development of Teachers in Africa (ICDTA):** The Centre is charged with the responsibility of building teachers' capacities to enable them to cope with the pedagogy-related challenges they face in the process of curriculum delivery in the area of mathematics, science and technology education. ICDTA co-ordinates in-service education and training (INSET) activities for teachers geared towards strengthening teaching in Mathematics and Science Education (SMASE) in Primary, Secondary, Teacher Training Colleges and TIVET institutions.

- **Kenya National Commission (KNATCOM) for UNESCO:** Kenya established the Kenya National Commission for UNESCO through a Cabinet Decision number 170 of March 1964 to fulfil Article VII of UNESCO Constitution. In 2013, (KNATCOM) became a State Corporation through an Act of Parliament, the Kenya National Commission for UNESCO Act 2013. The Commission's mandate is to ensure that Kenya contributes to the international agenda in the five areas of UNESCO's competence i.e. Education, Natural Sciences; Social and Human Sciences; Culture; and Information and Communication.

- **Higher Education Loans Board (HELB):** HELB was established by the Higher Education Loans Board Act of 1995. The Board's functions include sourcing funds to finance the education of Kenyans enrolled in recognised institutions of higher learning. 9 With the enactment of the TVET Act 2013, the HELB mandate was expanded to awarding loans and bursaries to Kenyan students in public TVET institutions.

- **Commission for University Education (CUE):** The Commission for University Education was established under the Universities Act 2012. The core mandate of the CUE is the accreditation and quality assurance of university education in both public and private universities. The Commission mainstreams quality assurance practices in higher education and encourages continuous improvement in the management of quality university education. Both public and private

universities remain autonomous, self-governing institutions responsible for the standards and quality of their academic awards and programmes.

- **National Commission for Science, Technology and Innovation (NACOSTI):** Following the enactment of Science Technology and Innovation Act in February 2013, NACOSTI was mandated to advise, promote, coordinate and regulate issues of science, technology and innovation. The specific function of the Commission was to collaborate with all government ministries and departments, as well as Non-Governmental Organisations (NGOs) on matters relating to scientific and technological advice and policy.

- **National Council for Nomadic Education in Kenya (NACONEK)** aspires to meet the educational needs of the ASAL areas. The establishment of the National Council for Nomadic Education in Kenya (NACONEK) was informed by twin documents of Nomadic Education in Kenya, 2010 and Session Paper No. 14 of 2012. Furthermore, the Council was established under Section 94 of the Basic Education Act of 2013 and officially launched in May 2015. The Council is a Semi-Autonomous Government Agency in the Ministry of Education.

- **Institutions of Education and Training:** These include public universities; public institutes of technology and technical training institutes; public teacher training colleges; public secondary schools; and public primary schools. The institutions are responsible for education and training and serve as breeding grounds for innovation.

2.4 Universities

Currently, there are 31 Chartered public Universities, six Constituents Colleges, 18 Private Chartered Universities, five Private Constituent Colleges and 14 Public/Private Universities with letters of interim Authority. The complete list of Chartered Universities and Constituent Colleges is attached as Appendix 3.

2.5 Teachers

The Teachers Service Commission is Kenya's national body that is mandated by the Constitution of Kenya 2010 to manage teacher recruitment, deployment, supervision and other related functions (TSC, 2015). In relation to basic education, the TSC has decentralised functions and services from its headquarters to counties to enhance access to services by citizens. The decentralisation of government services requires a well-planned approach in terms of personnel, enabling policies and the requisite facilities. In this regard, the

Commission has a strong and harmonised framework for undertaking the teacher management functions across the country. TSC reviews the standards of education, the demand for and supply of teachers and advises the MOE on matters relating to the teaching profession.

Currently, TSC provides services to 268,060 teachers deployed to over 20,000 primary schools and 6,078 post-primary institutions across the country (TSC, 2012).

2.6 Unions and Associations

- **Kenya National Union of Teachers (KNUT)** was founded on the December 4, 1957, as both a trade union and professional organisation, to unite all Kenyan teachers and look after their welfare and professional interests. In the process, the KNUT also promotes educational development generally, and the teaching profession, in particular.

- **Kenya Union of Post Primary Education Teachers (KUPPET)** is a professional teacher trade union for secondary school teachers and lecturers. It was registered on the November 26, 1998 with the registrar of Trade unions under the Trade Unions Act, Cap 223 of the laws of the Republic of Kenya. KUPPET was registered to represent teachers in secondary and tertiary institutions in Kenya who had been keen to have a union since 1957. It was argued that the Kenya National Union of Teachers had too much on its hands to be of specific value to the needs of post-primary teachers. Currently, KUPPET has at least thirty thousand (30,000) members, from secondary school teachers, the fraternity of tutors to lecturers in the various tertiary institutions such as polytechnics, technical and primary teacher training colleges.

- **Kenya Primary School Heads Association (KEPSHA)** is an association of more than 26,000 primary school headteachers committed to promoting effective management for conducive learning for pupils. It has a membership of over 26,000 Headteachers.

- **Kenya Secondary School Heads Association (KESSHA)** is a professional organisation comprising about 7,000 members drawn from public and private secondary schools in the Republic of Kenya. It was established in the late 1960s with the sole purpose of providing professional advice to its members spread across Kenya's 47 counties.

- **The Kenya Women Teachers Association (KEWOTA)** is a vibrant welfare society and community for female teachers in Kenya. The association consists of female teachers employed by the TSC, privately employed female teachers, ECDE female teachers, SNE female teachers and other women in the education sector. Unlike education unions which focus on pressuring governments, KEWOTA mainly focuses on directly impacting the lives of female teachers; socially, career-wise and financially.

- **Special Needs Secondary Schools Principals' Association (SNSSPA) – Kenya** is an association of principals of special secondary schools in Kenya. It was registered in October 2019 and is currently operational across the country.

- **Kenya Schools Sports Association for Learners with Special Needs (KSSALSN)** is an association of primary school teachers of learners with disabilities and special needs in Kenya. It caters for the welfare of its members, including raising issues of concern within the sector.

2.7 Parents

The new Competence-Based Curriculum that is being implemented in Kenya places parents at the centre of the child's education. Parents are expected to not only provide for basic needs but also to help in enhancing learning achievements, to teach and model the proper use of resources and to get involved in the planning, development and decision-making process of school activities (KICD, 2019). Parents are therefore key stakeholders in the education sector.

At national level, there exists the Kenya National Association of Parents (KNAP), whose role is to ensure that parents have a voice in education matters. The Kenya National Association of Parents (KNAP) is a civil society organisation in the education sector in Kenya. The organisation has been in existence since 1999 when it was registered but has since been recognised by the Kenyan Government through the Basic Education Act No 2013. The Association strives to bring together the Parents Associations and the Management Boards of schools in Kenya to participate actively in all matters relating to education, health and safety of Kenyan children.

- At school level, there are the Boards of Management (BOMs) and Parent Associations (PAs), which provide important channels for parents to have their voices heard. The Basic Education Act No 14 of 2013 provides the legal framework for the establishment of the Parents Association and BOMs. The KNAP and BOMs are structurally distinct but functionally linked.

2.8 Civil Societies and Non-Governmental Organisation

Civil Societies and Non-Governmental Organisation, Elimu Yetu Coalition (EYC) came together in 1999 to form Kenya's National Education Coalition. The coalition was established as a national platform for civil society organisations, professional groups, education/research institutions and other non-state actors in Kenya's education sector to lobby for the implementation of Education for All (EFA) goals as articulated in the Jomtien Declaration in 1990 and Dakar Framework of Action in 2000. The EFA goals were also echoed during the Millennium Development Goals (MDGs) summit in 2000, in subsequent meetings held in Monterrey, Doha, Rome, Paris, and Accra as well as in several G8 declarations. Thus, the establishment of EYC was part of the local efforts to support the achievement of the EFA goals in the country. At the moment, EYC is at the forefront of supporting the Education 2030 framework for action for the implementation of sustainable development Goal 4. It has a membership of more than 140 civil societies working to support education in Kenya. It's a member of African Campaign Network for Education for All (ANCEFA).

There are thousands of Non-Governmental Organisations, Community-Based Organisations and Faith-Based Organisations supporting the Government in fulfilling its mandate of providing quality education. A sample list of Non-Governmental Organisations and Civil Societies is attached as Appendix 4.

2.9 Religious organisations

The Ominde Commission (1964) proposed that the Government take over the management of all public schools, including those managed by religious institutions. The Government took over the schools following the enactment of the Education Act, (1968) provided for the sponsorship of schools. It gave religious organisations an opportunity to be involved in the running of their respective schools. Following the publication of the Act, churches were designated as "sponsors" and their roles defined. These included providing pastoral care, having representatives on school boards and participating in the appointment of school principals. Under the current law, — the

Education Act of 2013 — a church-founded school should have a board of management comprising six parents, one member from the county education board, one teacher, three representatives of the sponsor and three members from various sectors. They advise on matters of spiritual development and offer financial and infrastructural support among other roles. Currently, religious institutions under the National Council of Churches of Kenya are pushing to have the Government wholly relinquish the running of the schools to the sponsors. In 2018, President Uhuru Kenyatta directed the Education Ministry to let the management of schools originally managed by churches revert to the different faiths, a move that could take the education system decades back (Ondiek, 2018)[10]. However, any attempt to give the schools back to the churches would require changes in the law, which calls for public participation, as provided in the Constitution (Aggrey, Ngome, & John, 2018)[11]. In 2019**,**

Religious institutions recognised in the Education Act (2013) include: National Council of Churches of Kenya Evangelical Fellowship of Kenya; Kenya Episcopal Conference; and the Muslims Education Council.

2.10 Students

Students are the main stakeholders in the education sector and are represented at various levels in the education sector. At school level, there are prefects and school councils, which represent the interest of the learners. There is the Children's Parliament that is made of 10 national representatives elected by primary school representatives from Kenya's 47 counties. Their main role is to play an active role in improving dialogue between teachers and students. There are currently about 15 million learners in Kenya.

In addition to the Children's Parliament in Kenya, there is the East Africa Youth Parliament (EAYP)[12], which was officially registered in 2012. Its main role is to debate and lobby for issues involving the youth, in the context of development and also of the common identity of the EAC.

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[10]   The Star, Elvis Ondiek. President Kenyatta: Let churches run schools they built. November 13, 2018.

[11]   Aggrey, A. A., Ngome, M. S., & John, S. O. (2018). Origin and Development of Key Religious Organizations in Kenya: Their Influence on Curriculum Implementation in Public Secondary Schools. International Journal of Academic Research in Business and Social Sciences, 8(6), 95–108.

[12]   East Africa Youth Parliament https://www.eayp.or.ke/

2.11 Publishers

The Kenya Publishers' Association is the umbrella body for book publishers in Kenya. This Association encourages the widest possible spread of printed and digital books throughout Kenya and beyond. Apart from promoting and protecting by all lawful means the interests of the publishing industry in Kenya, the Association also seeks to protect its members by dealing collectively with problems which can best be so dealt with. Publishers work closely with KICD and are responsible for publishing teaching and learning materials. A list of members of Kenya Publishers' Association is attached as Appendix 5.

2.12 National Council for Persons with Disabilities

The National Council for Persons with Disabilities is a state corporation established by an Act of Parliament; the Persons with Disabilities Act No. 14 of 2003 and set up in November 2004. The Council representation is drawn from key government Ministries and organisations of/for persons with disabilities.

2.13 Special Interest Groups

Article 100 of the Kenyan Constitution advocates for the promotion of representation of Special Interest Groups which include women, children, youth, older members of the society, persons with disabilities (PWDs), minorities and marginalised groups and communities in all spheres of life. Under Article 260, the Constitution provides an understanding of the marginalised and minorities as follows; "Marginalised community" means— (a) A community that, because of its relatively small population or for any other reason, has been unable to fully participate in the integrated social and economic life of Kenya as a whole; (b) A traditional community that, out of a need or desire to preserve its unique culture and identity from assimilation, has remained outside the integrated social and economic life of Kenya as a whole; (c) An indigenous community that has retained and maintained a traditional lifestyle and livelihood based on a hunter or gatherer economy; or (d) Pastoral persons and communities, whether they are— (i) Nomadic; or (ii) A settled community that, because of its relative geographic isolation, has experienced only marginal participation in the integrated social and economic life of Kenya as a whole. These special groups must, therefore, be consulted whenever key decisions that affect their lives are being made. Examples of organisations for Special Interest Groups include:

- United Disabled Persons of Kenya (UDPK)

- Association of Physically Disabled of Kenya (APDK)

- Kenya Union for the Blind

- The Kenyan National Association of the Deaf

- Association for the Physically Disabled of Kenya

- The National Council for Children's Services (NCCS)

- Child Welfare Society of Kenya

- Relevant Ministries, for example, the Ministry of Labour and Social Protection

2.14 Kenya Federation of Employers

The Federation of Kenya Employers (FKE) is the premier employers' organisation in Kenya. It was established in 1959 under the Trade Unions Act Cap 233 to represent the collective interest of employers in Kenya. The Federation's membership consists of employers in the private and public sectors, including state cooperations, local authorities and employers' associations. FKE provides a forum for employers to promote sound industrial relations and the observance of fair labour practices. The Federation also advocates, endorses and defends the interests of employers. In addition, the Federation supports good management practices and develops sustainable institutional capacity and competence among its members. https://www.fke-kenya.org/

2.15 Kenya Association of Manufacturers

Established in 1959, Kenya Association of Manufacturers (KAM) is a representative of manufacturing and value-added industries in Kenya. The Association has grown into a dynamic, vibrant and credible Association that unites industrialists and offers a common voice for businesses. KAM membership constitutes 40% of manufacturing value-added industries in Kenya and comprises small, medium and large enterprises. Over 80 per cent of these are based in Nairobi, while the rest are located in other major towns and regions, including Coast, Nyanza/Western provinces, Nakuru, Eldoret, Athi River, Nyeri and Thika. KAMhttps://kam.co.ke/about-kam/

2.16 Political parties

Since Independence, politics has played a big role in education policymaking in Kenya. Policies on increasing access and reducing education inequality

are classic examples of how politics has shaped policymaking processes in Kenya. In 1963, the ruling party Kenya African National Union (KANU) published a manifesto entitled, 'What a KANU Government offers you'. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto, the party reiterated its commitment to providing seven years of free primary education[13].

In 1971, a presidential decree abolished tuition fees for the poorest districts in Kenya as they also had the highest number of out of school children. A second presidential decree on December 12, 1973 during the celebration of the so-called "Ten Great Years of Independence" provided free education for children in standards I-IV in all districts of the country. It went further and provided a uniform fee structure for those in standards V-VII in the whole country. This fee was Kshs. 60/- per child per annum. Subsequent directives went on to abolish school fees in primary education.

During the 2002 general elections, the National Rainbow Coalition (NARC) included the provision of free primary education in its election manifesto. Following its victory, on January 6, 2003 the Minister for Education, Science and Technology (MoEST) launched the Free Primary Education (FPE) to fulfil NARC's election pledge. In 2007, the Party of National Unity won the general election and introduced Free Secondary Education in 2008. In 2013, President Uhuru Kenyatta won the general elections through The National Alliance Party, whose Manifesto promised curriculum reforms. The incumbent President ran for re-election through the Jubilee Party in 2016. In 2017, the current education reforms were introduced. This goes to show the role of political parties in shaping the education agenda.

Legislators Education Committees of the National Assembly and the Senate

Policymaking is mainly through Parliament where members pass a Bill and then the President ascents it to Law. Education Committees of both the National Assembly and the Senate

2.17 Council of Governors

The Council of County Governors (COG) is a non-partisan organisation established under Section 19 of the Intergovernmental Relations Act (IGRA 2012).

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[13] Sifuna, D. N. 2005. The Illusion of Universal Free Primary Education in Kenya. A journal of social and religious concern. Wajibu Vol. 20 - No. 4 - December 2005. http://africa.peacelink.org/wajibu/articles/art_6901.html

The Council of Governors comprises the Governors of the forty-seven Counties. Its main functions are the promotion of visionary leadership; to share best practices and offer a collective voice on policy issues; to promote inter-county consultations; to encourage and initiate information sharing on the performance of County Governments with regards to the execution of their functions; collective consultation on matters of interest to County Governments.

The COG provides a mechanism for consultation amongst County Governments, shares information on the counties' performance in the execution of their functions, facilitates capacity building for Governors, and considers reports from other intergovernmental forums on national and county interests, among other functions (Section 20). https://www.cog.go.ke/

ECDE and polytechnics are devolved functions. The COG, therefore, is a key stakeholder, as governors continue to consult each other over various issues, including education.

2.18 Development Partners

https://www.treasury.go.ke/public-private-partnership/development-partners.html

See Appendix 6 for a list of major development partners.

2.19 Media Council of Kenya

The Media Council of Kenya is an independent national institution established by the Media Council Act, No. 20 of 2013 to set media standards, ensure compliance with the standards set out in Article 34(5) of the Constitution and for connected purposes.

The Media Act 2013 came into force on December 27, 2013 following the repeal of the Media Act 2007, which established the Media Council of Kenya.

The Council is guided by the vision of a society where media freedom is respected, upheld, protected and maintained and where journalists, media practitioners and media houses are professional, responsible and adhere to media ethics. The Council is run on a co-regulation model where it receives modest funding from the Government while at the same time, it levies media houses and individual journalists. The funds are used to run various MCK activities. The media continues to play a major role in education, especially during the COVID 19 pandemic, as learning is mostly online. https://mediacouncil.or.ke/en/mck/index.php/about-us/who-we-are

2.20 Okiya Omtatah

A public interest litigant, who often goes to court to block policies and decisions not considered aligned with public interest.

2.21 EdTech companies in Kenya

There are several EdTech companies in Kenya which are using digital innovation to improve teaching and learning. A list of some of the successful companies is listed in Appendix 7.

Appendices

Appendix 1: Registered Research Institutions

No	Institution	Institution email address	Research focus	Category Public/ Private/ International
1.	Kenya Forestry Research Institute (KEFRI)	info@kefri.org	Forestry and Allied Natural Resources	Public
2.	Kenya Marine and Fisheries Research Institute (KMFRI)	director@kemfri.co.ke	Marine	Public
3.	National Museums of Kenya (NMK)	dgnmk@museum.or.ke	Cultural and Natural Heritage of Kenya	Public
4.	British Institute in Eastern Africa	office@biea.ac.ke	History, Languages, Cultures and Archaeology of Eastern Africa	International
5.	Kenya Medical Research Institute (KEMRI)	info@kemri.org	Human health	Public
6.	Kenya Industrial Research and Development Institute (KIRDI)	dir@kirdi.go.ke	Industrial and allied technologies	Public
7.	International Centre for Insect Physiology and Ecology (ICIPE)	icipe@icipe.org	Insects	International
8.	Kenya Water Institute (KEWI)	info@kewi.or.ke	water	Public
9.	The Nairobi Hospital	hosp@nbihosp.org	Medical and related fields	Private
10.	International Centre for Research in Agroforestry (ICRAF)	icraf@cgiar.org	Agroforestry	International
11.	International Livestock Research Institute (ILRI)	ILRIResearchcomplianc e@cgiar.org	Food Security and Poverty Reduction in developing countries.	International
12.	Elizabeth Glaser Pediatric and AIDS Foundation	info@pedaids.org	Pediatric, HIV/AIDS.	International
13.	Institute of Primate Research	directoripr@primaterese arch.org	Biomedical	Public
14.	Institute of Energy Studies and Research	info@iesr.ac.ke	Energy	Public
15.	The Turkana Basin Institute	turkanabasin@stonybro ok.edu	Human prehistory, related earth and natural science	Private

Appendix 2: Teacher Training Institutions

Public Teacher Training Institutions

1	Asumbi Teachers College	Homa Bay
2	Baringo Teachers Training College, BTTC	Baringo
3	Bondo Teachers Training College	Siaya
4	Bomet Teachers' Training College	Bomet
5	Bungoma Teachers' Training College	Bungoma
6	St. Lawrence Egoji Teachers college	Meru
7	Eregi Teachers' Training College	Vihiga
8	Garissa Teachers Training college	Garissa
9	Kaimosi Teachers' Training College	Vihiga
10	Meru Teachers' Training College	Meru
11	Mosoriot Teachers' Training College	Nandi
12	Murang'a Teachers College	Muranga
13	Machakos Teachers Training College	Machakos
14	Maragua Teachers Training College	Muranga
15	Migori Teachers Training College	Migori
16	Narok Teachers College	Narok
17	Shanzu Teachers' Training College	Mombasa
18	Tambach Teachers Training College	Elgeyo Marakwet
19	Trans-Nzoia Teachers' Training College	Trans Nzoia
20	Kamwenja Teachers Training College	Nyeri
21	Kenya Science Teachers College	Nairobi
22	Kericho Teachers College	Kericho
23	Thogoto Teachers Training College	Kiambu
24	Kagumo Teachers College	Nyeri
25	Moi-Baringo Teachers' College	Baringo
26	Kitui Teachers Training College	Kitui
27	Kenya Institute of Special Education	Nairobi

Registered Private Teachers Training Colleges

1	Teachers Training College	County
2	Kamagambo Adventist College	Nyeri
3	Nakuru Teachers' Training College	Nakuru
4	Masai Teachers' Training College	Narok
5	Consolata College	Nairobi
6	International Teachers Training College	Nairobi
7	Kenya Education Staff Institute	
8	Amicus Group of Schools	Nairobi
9	Bible College of East Africa	Nairobi
10	Blescohouse Teachers Training College	Nakuru
11	Bunks Early Childhood Education College	Nairobi
12	C.F.K. Teachers Training College	Nairobi
13	Carol Teachers Training College	Nairobi
14	Christ the Teacher Institute for Education	Nairobi
15	Deans E.C.D. College	Nairobi
16	Deans Teacher Training College	Nairobi
17	Glad Toto Early Childhood Teachers Training Centre	Nairobi
18	International Montessori School	Nairobi
19	International Teachers Training College	Nairobi
20	Islamic Teachers' Training College -Maragua	Muranga
21	Jerusa Teachers Training College, Jttc – Butere	Kakamega
22	Jomaken ECD Pre-Primary Teachers Training Programme & Care Centre	Nairobi
23	Nyanchwa Teachers Training College	Kisii
24	Nyeri Catholic Centre for Early Childhood Education Development	Nyeri
25	Nyeri Catholic Early Childhood Development Education Teachers Training College (ECDE TTC)	Nyeri
26	Orthodox Teachers Training College of Africa	Nairobi
27	Presbyterian Teachers College Rubate	Meru
28	Premese Montessori	Nairobi
29	Special Education & Professional Studies College	Nairobi
30	St. Ann's ECD Teachers College	Kisii
31	St. Austin's Teachers Training College – Ishiara	Embu
32	St. John's Teachers Training College – Thika	Kiambu
33	St. Martin De Porres Teachers College – Kiserian	Nairobi
34	St. Paul's Nyabururu Teachers Training College	Kisii
35	Sunrise Teachers College – Athi River	Machakos
36	Tec Teachers Training Institute – Nairobi	Nairobi
37	Thika E.C.D. Academy –	Thika
38	Total Care Pre-School Teachers College	Nairobi

Appendix 3: List of Accredited Chartered Universities and Constituent Colleges as per 2017

No	University	Year Of Establishment	Year Of Award Of Charter
PUBLIC CHARTERED UNIVERSITIES			
1.	University of Nairobi	1970	2013
2.	Moi University	1984	2013
3.	Kenyatta University	1985	2013
4.	Egerton University	1987	2013
5.	Jomo Kenyatta University of Agriculture and Technology	1994	2013
6.	Maseno University	2001	2013
7.	Chuka University	2007	2013
8.	Dedan Kimathi University of	2007	2012
9.	Kisii University	2007	2013
10.	Masinde Muliro University of Science and Technology	2007	2013
11.	Pwani University	2007	2013
12.	Technical University of Kenya	2007	2013
13.	Technical University of Mombasa	2007	2013
14.	Maasai Mara University	2008	2013
15.	Meru University of Science and	2008	2013
16.	Multimedia University of Kenya	2008	2013
17.	South Eastern Kenya University	2008	2013
18.	Jaramogi Oginga Odinga University of Science and Technology	2009	2013
19.	Laikipia University	2009	2013
20.	University of Kabianga	2009	2013
21.	Karatina University	2010	2013
22.	University of Eldoret	2010	2013
23.	Kibabii University	2011	2015
24.	Kirinyaga University	2011	2016
25.	Machakos University	2011	2016
26.	Murang'a University of Technology	2011	2016
27.	Rongo University	2011	2016
28.	Taita Taveta University	2011	2016
29.	The Co-operative University of Kenya	2011	2016
30.	University of Embu	2011	2016
31.	Garissa University	2011	2017
	TOTAL 31		
PUBLIC CONSTITUENT COLLEGES			
32.	Alupe University College	2015	
33.	Kaimosi Friends University College	2015	
34.	Tom Mboya University College	2016	
35.	Turkana University College	2017	
36.	Bomet University College	2017	
37.	Tharaka University College	2017	
	TOTAL 6		

No	University	Year Of Establishment	Year Of Award Of Charter
PRIVATE CHARTERED UNIVERSITIES			
38.	University of Eastern Africa, Baraton	1989	1991
39.	Catholic University of Eastern Africa	1989	1992
40.	Daystar University	1989	1994
41.	Scott Christian University	1989	1997
42.	United States International University	1989	1999
43.	Africa Nazarene University	1993	2002
44.	Kenya Methodist University	1997	2006
45.	St. Paul's University	1989	2007
46.	Pan Africa Christian University	1989	2008
47.	Kabarak University	2002	2008
48.	Strathmore University	2002	2008
49.	Africa International University	1989	2011
50.	Kenya Highlands Evangelical	1989	2011
51.	Mount Kenya University	2008	2011
52.	Great Lakes University of Kisumu	2005	2012
53.	Adventist University	2005	2013
54.	KCA University	2007	2013
55.	KAG - EAST University	1989	2016
	TOTAL 18		
PRIVATE CONSTITUENT COLLEGES			
56.	Tangaza University College	1997	
57.	Marist International University College	2002	
58.	Regina Pacis University College	2010	
59.	Uzima University College	2012	
60.	Hekima University College	1993	
	TOTAL 5		
INSTITUTIONS WITH LETTERS OF INTERIM AUTHORITY			
61.	Aga Khan University	2002	
62.	Kiriri Women's University of Science and Technology	2002	
63.	GRETSA University	2006	
64.	Presbyterian University of East Africa	2007	
65.	The East African University	2010	
66.	Management University of Africa	2011	
67.	Pioneer International University	2012	
68.	Riara University	2012	
69.	UMMA University	2013	
70.	International Leadership University	2014	
71.	Zetech University	2014	
72.	Lukenya University	2015	
73.	RAF International University	2016	
74.	AMREF International University	2017	
	TOTAL 14		

Foreign Universities

Foreign University	Local Institution	Programme offered under collaboration	Date of Grant of Authority to collaborate
California Miramar University, USA	The East Africa University, Kitengela, Kenya	Master of Business Administration (MBA) Doctor of Business Administration (DBA)	19th October 2015
University of Northampton, United Kingdom (UK)	Edulink International College, Nairobi, Kenya	Bachelor of Business Administration (BBA)	14th April 2016
University of Greenwich, United Kingdom (UK)	Oshwal College, Nairobi, Kenya	Bachelor of Science (Hons) Computing`	18th October 2018
University of Hertfordshire, United Kingdom (UK)	Oshwal College, Nairobi, Kenya	Bachelor of Arts (Hons) Business Administration	21st November 2019

Appendix 4: Sample list of Civil Society Organisations and Non-Governmental Organisations working in the education sector

Sample list of Civil Society Organisations supporting Education in Kenya

1   African Canadian Continuing Edu. Society (Acces Kenya)

2   Alliance for Education and Empowerment in Development (ALEED)

3   Balm of Hope

4   Capacity Building, Research and awareness Programme - CABURAP

5   Carewell Trust Society

6   Center for Social Sector, Education & Policy Analysis

7   Centre for Education, Communication and Gender in Early Childhood Education (CRECHE)

8   Christian Partners Development Agency

9   Coalition for Promotion and Development of the Child (COPDEC)

10   Daraja Civic Initiatives Forum

11   Development Organization for the Poor in Kenya

12   Dupoto E-maa

13   Forum for Children Rights in Kenya

14   Foundation for Kenya Pastoralist Women

15   Global Education Fund Kenya

16   Grassroots Development Initiatives Foundation-Kenya

17   International Education Resource Kenya

18   Jacaranda Designs

19   Kenya Adult Learners Association

20   Kenya Alliance For Advancement of Children Rights (KAACR)

21   Kenya Community Development Foundation

22   Kenya Human Rights Commission

23   Kenya Muslims Youth Alliance

24   Kenya Union of Post Primary Education Teachers -KUPPET

25   Kenya Women Association

26   Masomo Dvpt. Initiative

27   Mbeere Economic Development Initiative

28   Mongare Bwokongo Foundation

29   Moran publishers

30   Muungano Development Gateways

31.   Mzalendo

32.   NGO Consortium

33   Partners in Literacy Ministries -PALM

34   Pendekezo Letu

35   Pillar of Hope for community Dvpt

36   SUPKEM

37   Trace Kenya

38   Transparency International

39   Ujamaa Centre

40   VSO Jitolee

41   Women Education Researchers of Kenya

Sample list of Non-Governmental Organisations working in the education sector in Kenya

1. PAL Network
2. Zizi Afrique Foundation
3. Usawa Agenda
4. Africa Education Trust
5. Plan International
6. World Vision
7. Care International
8. Act!on Aid
9. Save the Children
10. World Vision
11. Woman Kind Kenya
12. Windle International Kenya
13. SoS Children's Village's Kenya
14. Compassion International Inc.
15. Aga Khan Foundation
16. Concern Worldwide
17. Beacon of Hope
18. APBET Association
19. Edukans
20. Child Fund
21. Dupoto-E-Maa
22. Africa Population and Health Research Center
23. Build Africa
24. Education Development Trust
25. I Choose Life Africa
26. Bible Translation and Literacy EA
27. Welthungerhilfe
28. Mpesa Foundation
29. Wings to Fly
30. Adeso Africa

Appendix 5: Members of Kenya Publishers Association

1. Success for Africa
2. Africa Digital Learning
3. Ariba Book Centre
4. Biblica Kenya
5. Big books Ltd
6. Bookmark Africa
7. Bookpoint Limited
8. Cambridge University Press
9. Catholic University
10. Daystar University Research and Publication Centre
11. East African Educational Publishers
12. eKitabu
13. Evangel Publishing House
14. Focus Publishers Ltd
15. Geoperi Publications
16. Kenya Literature Bureau
17. Kenya National Library
18. Kwani Trust
19. LawAfrica Publishing Ltd
20. Longhorn Kenya Ltd
21. Marimba Publishers
22. Mentor Publishing Company Ltd
23. Moi University
24. Moran Publishers
25. Mountain Top Publishers
26. Njigua Books
27. Nsemia Inc Publishers
28. One Planet Publishers
29. Oxford University Press
30. Phoenix Publishers
31. Queenex Publishers
32. Simpemar Publishers
33. Single Education & Publishers
34. Spotlight Publishers
35. Story Moja Publishers
36. Text Book Centre
37. The Flip Experts
38. The Jomo Kenyatta Foundation
39. Top Performers
40. University of Nairobi Press
41. Videmuwa
42. WordAlive Publishers

Appendix 6: Development Partners

NO	NAMES	ABBREVIATIONS
HE Development Partners In Kenya		
	Bilateral Partners	
1	Danish International Development Agency	DANIDA
2	Government of Netherlands	NETH
3	Swedish International Development Agency	SIDA
4	Government of Switzerland	SWITZ
5	Government of Finland	FIN
6	Government of Belgium	BEL
7	Government of Italy	ITALY
8	Government of Spain	SPAIN
9	German Development Bank (KFW-GER)	KFW
10	German Technical Cooperation (GIZ - GER)	GIZ
11	French Development Agency (AFD-FRANCE)	AFD
12	Kuwait Fund for Economic Development	KUW
13	Government of Saudi Arabia	SAUDI
14	Abu Dhabi	ABHU
15	Government of Japan	JAPAN
16	Government of India	INDIA
17	Government of China	CHINA
18	Canadian International Development Agency	CIDA
19	United States Agency for International Development	USAID
20	Baylor College of Medicine (USA)	BCM
21	United Kingdom (DFID)	DFID
	Multi-lateral Partners	
1	International Development Association	IDA
2	Global Environmental Trust Fund (GETF)	GEFT
3	Global Fund	GF
4	European Development Fund	EDF
5	European Investment Bank	EIB
6	African Development Bank	ADB/ADF
7	Arab Bank for Economic Development in Africa	BADEA
8	Organization of Petroleum Exporting Countries	OPEC
9	United Nations Development Programme	UNDP
10	United Nations Fund for Population Activities	UNFPA
11	United Nations Environmental Programme	UNEP
12	United Nations International Children Education Fund	UNICEF
13	World Food Programme	WFP
14	Global Alliance Vaccine Initiative	GAVI
15	Food and Agricultural Organization	FAO
16	International Fund for Agricultural Development	IFAD

Appendix 7: EdTech Companies in Kenya

1. AfriTech Aid society
2. Africa Yoga Foundation Limited
3. Aga Khan Academy Professional Development Center
4. Angaza Elimu
5. Arifu
6. Better Minds Education
7. BRCK Education
8. CareerLAB
9. Code Mashinani
10. Deaf Elimu plus
11. Digiskool
12. ECDHub (Early Childhood Development Hub)
13. Edtech East Africa
14. eKitabu
15. elearning solutions
16. Elewa Company Ltd.
17. Elimisha Tutors
18. eLimu
19. Eneza education
20. esoma-ke
21. Farwell Innovations Ltd
22. Funke Science
23. GESCI African digital schools initiative
24. Global e-Schools and Communities Initiative (GESCI)

25. Grapho Group
26. ilearn
27. Kukua
28. Kytabu by Center for Education innovations
29. Lumen Labs
30. melimu
31. Metis
32. Moringa School
33. M-shule
34. Needy Children Education Through Modern Technology (NeedyChildEducLab)
35. Nepad eSchools initiative Kenya
36. Olpejeta conservancy
37. OneBillion
38. schoolsnet Kenya
39. Sproutfy Learning
40. Teachup Kenya
41. Tustawi Professional Education
42. Ubongo Learning
43. Uniport Loans
44. Virtual Essence Limited
45. Whizz Education
46. Zeraki learning