Reflections on Potential of Collaboration between Kenyan Universities and Ministry of Education to Implement Basic Education Reforms

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ABSTRACT

This reflection paper discusses some of the ways in which Kenyan Universities and the Ministry of Education can collaborate to implement basic education reform. The paper proposes that the first step should be to strengthen Universities and the Ministry of Education's capacity to implement basic education reform through research translation, innovation and training. The paper also emphasizes the need for mutually beneficial visits among Universities to share knowledge and innovation in teacher education research, policy and practice. The paper exemplifies how Universities can/should work with the Ministry of Education to build human capital for sustainable national and international development and concludes by making the case the data and evidence can be used to hold the Ministry of Education to account regarding basic education reform.

Key Words: Basic Education Reform, Capacity Strengthening, Gender Responsive, Research Translation

1. INTRODUCTION

Recognizing that education is the foundational driver of Kenya's journey to self-reliance[1] (USAID, 2018), the Government has steadily increased budgetary allocation[2] and other inputs to learning; and succeeded in promoting universal access to basic education for all, with near gender parity (MoE, 2019). However, a learning crisis looms (World Bank, 2018). Learning outcomes remain low and inequitably distributed across geographic areas, socio-economic strata and types of schools, raising the question: *Are our children learning*? (Uwezo, 2016[3]).

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[1] Self-reliance: A country's ability to sustainably finance and equitably deliver services that improve learning outcomes and skill acquisition for all children and youth.
[2] Government spending on education is about 5.3 percent of GDP (KES 8.9 trillion in 2018). About 92 percent goes to recurrent expenditure.
[3] Uwezo. (2016). Are our children learning. Nairobi: Twaweza East Africa.

Challenges related to literacy achievement[4]; teacher preparation and professional development; learner attendance, retention and transition to post-primary education; resources and infrastructure needed for education reforms and capacity gaps in education research translation, innovation and training still persist and continue to negate benefits of inclusive and equitable quality education and lifelong learning for all (World Bank, 2018[5]). MoE's National Education Sector Strategic Plan[6] (NESSP, 2018-2022) - an all-inclusive, sector-wide plan outlines policy priorities, programmes and strategies for the education sector. NESSP identifies significant human and institutional capacity gaps in research translation, innovation and training across the whole value chain of the Kenyan education system.

Infrastructure and equipment for research, higher education and training is inadequate.

The framework to mobilize funding to support research, innovation and training is weak[7]. Gross expenditure on research and development is 0.9 % of GDP against a national target of 2% thus limiting creation of new knowledge, products, processes, methods and systems. Gaps exist between generation of knowledge in institutions and its application to national development due to weak institutional linkages and engagement. Research identified in the MoE's (2019) NESSP document (see Appendix 1) is yet to be conducted; about 14 policies not yet developed and 15 more not reviewed (see Appendix 2).

Many learners are disgruntled, in part due to high youth unemployment - that stood at 9.31% in 2018 (World Bank, 2019). There is little motivation for a learner to remain in school. Just as an example, about 500,000 learners[8] did not enroll in Form 1 (9th Grade) in 2020, despite MoE's 100% transition policy[9] and Free Day Secondary Education.

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[4] About 53% of all children in low- and middle-income countries are learning poor. Learning poverty is the inability to read and understand a simple text by age 10 (World Bank, 2019).
[5] World Bank. (2018). World Development Report: Learning to Realize Education's Promise. Washington, DC: World Bank.
[6] http://www.education.go.ke/images/NESSP/MOE-NESSP.pdf

[7] The education sector will receive about KES 2.32 trillion in budget over the 2018-2022 NESSP period against the plan cost of KES 2.985 trillion. Excluding commitments from development partners, the resource gap is about KES 666 billion (USD 6.66 billion) over the 5-year period.
[8] https://www.the-star.co.ke/news/2020-01-20-shock-only-half-of-one-million-join-form-1/
[9] https://www.pd.co.ke/news/national/over-one-million-learners-set-to-join-form-one-today-19663/

Not surprising, many young people engage in alcohol and substance abuse (UNODC, 2018); are more likely to be depressed and have suicide ideation tendencies. UNODC asserts that early (12-14 year olds) to late (15-17 year olds) adolescence is a critical risk period for the initiation of substance use; with drugs used to cope with social and psychological challenges. Threats to health, well-being, security, safety and sustainable development, including illiteracy and depression/suicide ideation retard any education reform efforts made (UNODC, 2018; USAID, 2018) thus far in Kenya.

The education crisis in Kenya may worsen still. The MoE initiated curricula reforms in 2015 towards Competency-Based Education.[10] The Competency-Based Curriculum (CBC) is being implemented in Pre-Primary 1and 2 and Grades 1-4 as at January, 2020. But we have a situation: Pupils currently in Grade 4[11] will join Junior Secondary School (JSS) in 2023 while those in Class 5 remain in primary school till 2024. How will the current Class 5 pupils take it when they are left behind? Still in 2023 the current Class 6 pupils will also be joining secondary school. There will thus be double intake of learners joining secondary school in 2023. How prepared is the MoE and secondary schools to enroll the over 2 million learners then?

Between 2023 and 2027 there will be two systems of education (current 8.4.4 and CBC) being implemented concurrently in secondary schools. How prepared are teachers to manage the two curricula? How are primary school teachers coping? What lessons can we learn about on-going education reform in primary education to inform secondary education?

In 2027, current Class 5 pupils will sit the Kenya Certificate of Secondary Education (KCSE) examination. The year 2027 will also mark the end of the 8.4.4 education system in Kenya. In 2028, the first CBC secondary school examination will be administered to current Grade 4 pupils.

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[10] The term Competency-Based Curriculum (CBC) is used to refer to curricula reforms in the Basic Education Cycle (preprimary -12th Grade). Competency-Based Education and Training (CBET) is used to refer to the reforms in the Technical and Vocational Education and Training.

[11] The MoEST uses the term **Grades** to refer to education levels in the CBC which has been implemented up to 4th Grade. The education system being phased out uses the term **Class** instead of Grades. Class and Grade in this document is used to distinguish learners in the system of education being phased out and the CBC one being phased in. That old system had 8 years of primary education, 4 years of secondary and at least 4 years of university

education, hence use of the phrase 8-4-4 education system to distinguish it from the CBC system.

How will these examinations look like? What competencies will they measure? How different will they be from current ones? How prepared is Kenya National Examination Council to handle examinations then? In 2028, current Grade 5 learners will join Universities while current Grade 4 joins the next year (2029). Current Class 5 pupils will now join University a year earlier than the Grade 4 (who joined JSS earlier). How prepared are Universities to manage these cohorts coming from the two systems of education? In 2031, current Grade 4 and Class 5 learners will be completing their university education. How prepared will they be to join the labor market then? What skills will they need for the 2031 labor market and beyond? Could this be a ticking time-bomb for the MoE?

Education evidence in Kenya is rich, but some of it remains unpleasant (Uwezo, 2016; World Bank, 2019). There is a fierce sense of urgency for the MoE to interrogate the quality of basic education it is bequeathing Kenyan children.

When children are given the skills they need to succeed and grow, they can flourish and innovate to transform their lives, their families' lives, and their communities - a sure and worthwhile journey to self-reliance (USAID, 2018). Universities must be proactive in supporting, and holding to account the MoE, to effectively and efficiently implement basic education reforms.

Systematic review approach (Snyder, 2019) was employed in preparation of this reflection paper. This approach involved synthesis of literature on challenges to implementation of basic education reforms in Kenya from multiple web sources. Source triangulation enabled the blending of data with the synthesis of literature to outline ways in which Universities in Kenya and the Ministry of Education can collaborate in implementation of basic education reforms through capacity building, research translation, innovation and training. Conclusions and recommendations made in the paper are drawn directly from the discussion points on joint collaboration between Universities and the MoE.

Discussion of Findings of the Reflection Paper

The National Policy on Curriculum Reforms is guided by the vision of 'nurturing every learners' potential.' In line with Kenya Vision 2030 and the Constitution of Kenya (2010), the Competency Based Curriculum aims to equip citizens with skills for the 21st century for optimal human capital development.

Basic education reforms are a part of system-wide reforms: School-based quality assurance, offering instructional leadership, improving the learning environment, quality and cost-effective teaching materials, standard learning infrastructure, continuous professional development of education officials and teachers, and a drive towards an inclusive education (Ogutu, 2017[12]). Ogutu (2017) posits also that basic education reforms also focus on teaching and learning and requires reviewing teacher training, upgrading teacher training certifications to a minimum of diploma, promoting specialization, strengthening

internship/teaching practice, action research, mentorship, community of practice and peer education, and procurement and provision of quality instructional materials.

Universities in Kenya should support and/or hold the MoE to account in implementation of basic education reforms. A crucial element for successful implementation of policy reform is ensuring that all stakeholders have sufficient capacity to implement the reforms. In particular, they need adequate knowledge of educational policy goals and consequences, the ownership and willingness to make the change, and the tools to implement the reform as planned. Without these, the best policy reforms risks being derailed at the level where it counts most: the classroom. It is at this level that education policies must be implemented, and it is here that they succeed or fail (Burns and Köster, 2016).

The Universities in Kenya can, and should, spearhead capacity strengthening activities among themselves and with MoE's (and its

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[12] https://www.brookings.edu/opinions/education-system-change-perspectives-from-kenya/

SAGAs'[13]) to interrogate all the stages of implementation of basic education reforms currently underway. Critical questions should be aimed at determining extent of MoE's preparedness to implement the Competency Based Curriculum and to address: the looming learning crisis (World Bank, 2018); improve learning outcomes especially in foundational skills (literacy and numeracy); teacher preparation and professional development; learner and teacher attendances; retention and transition to post-primary education human and institutional capacity gaps.

Capacity Strengthening Options for Kenyan Universities and the MoE

Universities can mount capacity strengthening on-line courses targeting faculty and different cadre of MoE personnel (such as curriculum support officers and quality assurance and standards officers).

The online courses should focus on, among other things, conducting robust evaluation studies on basic education reform. The evaluation studies course should provide practical or hands-on experience for all participants to design and undertake actual evaluation study on different aspects of education phenomena in basic education and to debrief on the lessons learned. Some of the researches can focus on social and emotional learning; improving learning outcomes (especially in literacy and numeracy); and continuous teacher preparation, professional development and on-going, in-school/classroom support, mentoring and coaching. Other research can focus on Competency-Based Curriculum (CBC) implementation in the Early Years Education Cycle or a review of CBC designs (scope and sequence) for 4th to 12th Grade to be implemented from 2021 (5th Grade); 2022 (6th Grade) and so on. Other areas of interest include: instructional leadership; social protection and school safety; and student leadership capacity development. The research opportunities are endless.

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[13] Semi-Autonomous Governmental Agencies (SAGAs): Kenya Institute of Curriculum Development; Teachers Service Commision; Kenya National Examination Council and Kenya Institute of Special Education

Joint capacity building on data and evidence generation is a critical first step to secure buy-in from the Ministry of Education, who are often the primary consumers of education data and evidence generated in the country. Universities can also mount a course on evaluation research translation. The Universities can fall back on the actual research undertaken by participants to enable research translation activities. Participants can explore different ways of developing translation products for various data users (such as development partners, policy makers, schools, parents and communities). Research translation activities may include building participant's activity to develop policy briefs and communication strategies for disseminating research translation products. Universities can also develop and/or review policies outlined in Appendix 2 and drawn directly from NESSP (2019). Publication and dissemination of research translation products can be through high level round-table policy dialogues targeting MoE Senior Management and through conferences on quality of basic education in Kenya.

The MoE can be held to account using evidence and data from research translation products.

Women and girls have potential to improve lives and generate inclusive green growth beneficial to all (UNESCO, 2017). Yet they remain the greatest untapped population; especially in the STEM profession. A study conducted by the Kenya National Commission for UNESCO (KNATCOM) in 2019 to investigate effect of FGM on retention and transition of girls in Narok and Kajiado counties, noted that social cultural factors negatively impacted on retention and transition of girls.

The KNATCOM (2019) study found that the average rate of transition of girls from primary to high school in the counties was 40% in Form 1 and reduced to 10% as the girls reached Form 4. This was directly associated to the high prevalence of FGM which was 40% in urban settings and 55% in rural settings as well as early pregnancy and other social-cultural practices such as child marriage.

If crippling socio-cultural systemic challenges and resultant gross under-representation of women in education continues unabated, women and girls' invisibility and marginalization will be exacerbated further. Leaving out girls and women in education and careers is a loss for all. By educating a girl, you educate a whole nation.

Universities and the MoE should understand the drivers and particular obstacles that keep women away from education opportunities (UNESCO, 2017). Strategic, holistic and integrated interventions are needed to create equal opportunities for men and women in education and profession and redress existing imbalances. The interventions must engage girls and women themselves in finding lasting solutions to their challenges. Efforts to be spearheaded should include gender-responsive strategies (Chapin & Warne, 2020), including affirmative action at all levels of Kenya's education system to increase women and girls access to education and address barriers to their full participation and transition into the world of work.

An important prerequisite to meeting the gender equality goals is for Universities to build capacity of relevant education sector stakeholders on gender analysis in evaluation research and application. Such training may focus on a gender responsive approach to gender transformation that helps participants appreciate the difference between gender sensitive, gender responsive and gender transformative approaches to education programming (see Figure 1) and the strategies specific at each stage. The MoE, through Universities, can implement a special research grant on gender analysis and research translation activities from the MoE's (2019) NESSP (see Appendix 2) targeting University students, alumni and Youth Groups. Research Assistantships can be used to target needy graduate students from marginalized and vulnerable regions through a fee-waiver conditional to availability of students to support research activities via a mentorship and coaching model and succession plan to attract and retain young potential Faculty for teacher education programs.

Universities and MoE personnel should also undertake learning visits for knowledge and innovations exchange in teacher education research, policy and practice locally and internationally. Collaborations between Universities and the MoE can be mutually beneficial. To begin with, successful implementation of capacity building and research activities has potential to elevate Kenyan Universities as globally-recognized centers of choice in cutting edge education research, innovation, and training and further internationalize the Universities' brand name and visibility. Each public University is in a strategic geographical location that gives it comparative advantage
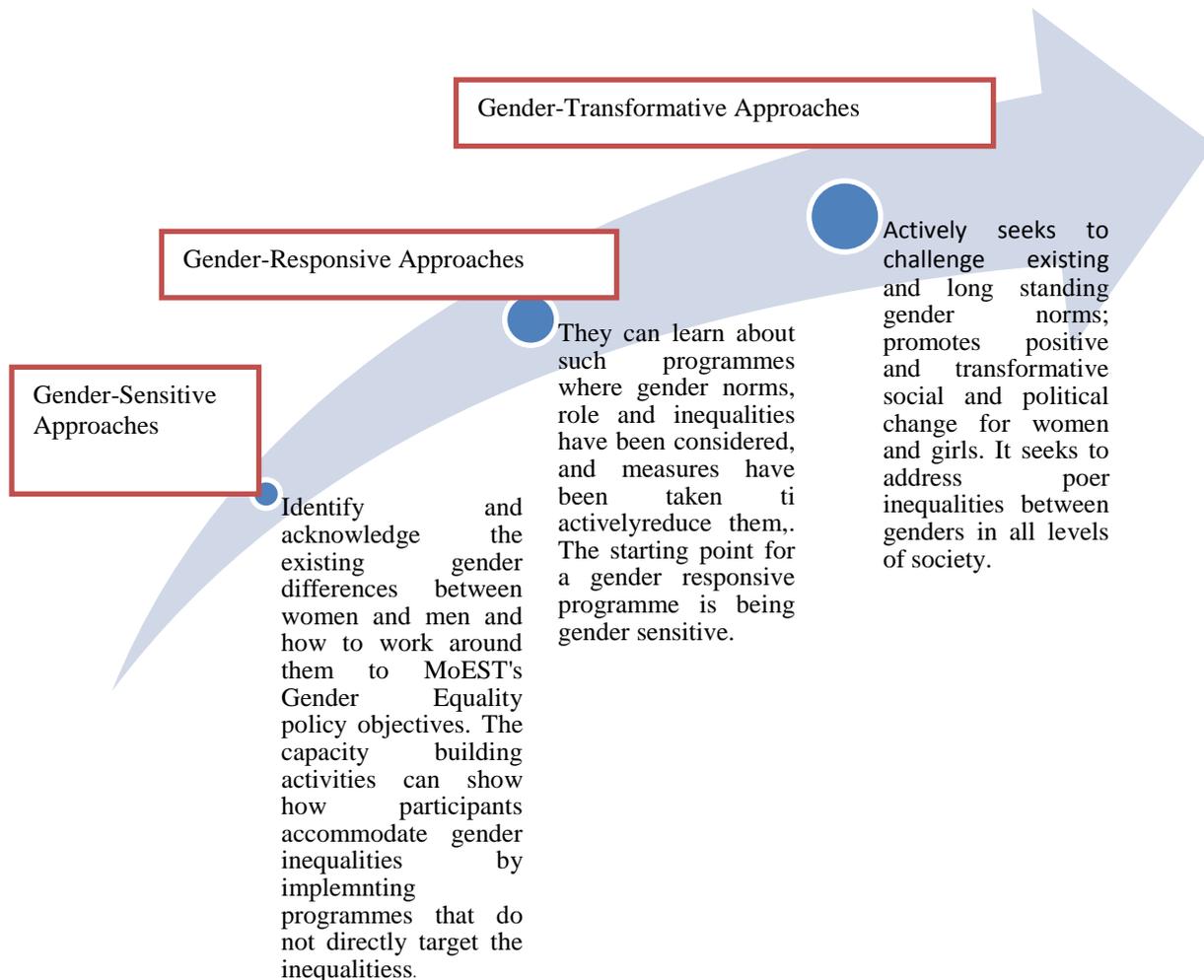
education reforms in Kenya outlined in MoE (2019).

Gender-Transformative Approaches

Gender-Responsive Approaches

Gender-Sensitive Approaches

Identify and acknowledge the existing gender differences between women and men and how to work around them to MoEST's Gender Equality policy objectives. The capacity building activities can show how participants accommodate gender inequalities by implemnting programmes that do not directly target the inequalitiess.

They can learn about such programmes where gender norms, role and inequalities have been considered, and measures have been taken ti activelyreduce them,. The starting point for a gender responsive programme is being gender sensitive.

Actively seeks to challenge existing and long standing gender norms; promotes positive and transformative social and political change for women and girls. It seeks to address poer inequalities between genders in all levels of society.

Figure 1: Gender Sensitive, Gender Responsive and Gender Transformative Approaches

The MoE can leverage and accelerate its education development impact through these Universities. Universities in Kenya can generate locally-relevant research and innovation anchored on on-going basic

The Universities can translate locally developed education research evidence into policy relevant briefs and disseminate to MoE through high level round-table policy

dialogues targeting MoE Senior Management for uptake and further action.

Other researches can be published and disseminated through symposia, seminars/webinars and conferences on quality of basic education. Capacity strengthening of education stakeholders[14] in production and translation of research evidence and innovation can go a long way in addressing the myriad education challenges in Kenya and to reverse the looming learning crisis.

Establishing and maintaining strong diverse strategic and catalytic partnerships between Universities and the MoE can be beneficial in co-creation of the capacity strengthening online courses to support conceptualization of CBC evaluations; review of curricula designs (scope and sequence) for 5th-12th Grade; or to oversee research translation activities as well as ensuring all research activities are gender transformative.

On-going basic education reforms require strong grass-root ownership and support

because of implications on Kenya's future workforce and journey to self-reliance. Universities can leverage expertise of local basic education sector Youth Groups to realize Kenya's potential. Targeting vulnerable and marginalized graduate students through assistantships, coaching and mentorship remain critical for inclusive and equitable education. All participating stakeholders can share their own research in different learned forums on the quality of education in Kenya. They can undertake joint work-planning to define each other's roles and responsibilities and to manage new and on-going research activities and innovations. Through mentorship, the Universities can develop capacity of different stakeholders. Face-to-face and virtual-meetings (e.g., through Zoom) can be mainstreamed.

Harnessing and leveraging unique partner strengths is a top priority. The ultimate goal being to secure institutional commitment from all collaborators to continue building each other's technical expertise while simultaneously engaging in translation efforts, committing to training objectives,

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[14]Stakeholders: UoN Faculty; 2) MoEST personnel in the State Departments of Early Years and Basic Education and of University Education and Research and from SAGAs; 3) UoN students and alumni and Youth Groups).

and broadening interdisciplinary, inter-University and inter-agency partnerships. MoE (and Kenya's children[15]) are potentially the major beneficiaries of any positive outcome of this reflection paper. MoE enjoys political good will from the GoK and Development Partners. MoE proactively responds to evidence-based research to address education challenges. This approach creates an enabling environment for basic education reforms to be driven by evidence and data. Research translation products that may arise from this paper are thus likely to find fertile ground for implementation.

MoE has a well-established infrastructure in all the 47 counties of the country. Universities can leverage these for countrywide reach. In addition, MoE's SAGAs can contribute uniquely to an agreed upon research agenda. For instance the Kenya Institute of Special Education; Kenya Institute of Curriculum Development and Kenya National Examinations Council can support review of curriculum designs for preschool to 12th Grade and instructional materials and assessments to ensure it they are fit for purpose and that no learner is left behind.

This paper proposes implementation of activities drawn from the MoE (2019) and appended herewith (See Appendix 1 and 2). Successful implementation of these activities will benefit MoE directly though policy-relevant briefs; capacity strengthening of relevant stakeholders on interrogating on-going basic education reform and evidence-based decision-making. Universities' strategic decision to hold the MoE to account on on-going basic education reform will ensure quality education programs and services are provided in a timely manner to improve capacity more so because the activities suggested herein are grass-root level, home-grown solutions to basic education challenges.

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[15] In 2018, there were about 3,390,545 children enrolled in 41,779 pre-primary centres; 10.5 million pupils enrolled in 37,910 primary schools and 2.9 million enrolled in 11,399, secondary schools. About 537,733 students enrolled in 74 universities and 363,884 enrolled in 1,300 Technical and Vocational Education and Training (TVET) Institutions. About 1 million school going children are out of school.

CONCLUSION

This reflection paper focused on how Universities and MoE can work together in implementation of basic education reforms currently underway in the basic education system and improve learning outcomes (particularly foundational skills of literacy, numeracy, and social-emotional learning) which are predictive of future learning and success.

The broader goal of the paper was to demonstrate how Universities can/should proactively engage with MoE and use data and evidence for decision-making; and in so doing blur the nexus between research, policy and practice.

The paper viewed development of children and youth's education and skills as critical if they are to become productive members of society. The paper argued for inclusive and equitable access to quality education as a foundational driver Kenya's journey to self-reliance. Indeed quality education leads to greater economic growth, improved health outcomes, sustained democratic governance, and more peaceful and resilient societies.

The paper recognized Universities' unique opportunity and core mandate to: strengthen their own and the MoE's capacity to achieve sustainable, quality learning and education outcomes; work collaboratively and leverage resources and synergies. The paper justified why Universities must remain central actors in mentoring MoE personnel to co-design, and undertake education research and using research translation products to support delivery of quality education, and engaging with different education stakeholders.

By anchoring collaborative activities on MoE's priorities in education as articulated in the MoE (2019), Universities can re-write the story of basic education in Kenya. Joint collaborations, from the on-set, in data generation and translation strengthens capacity of all parties involved and increases buy-in and uptake of research translation products. Incorporation of students and youth groups is a strategic succession plan to groom younger researchers for education research, innovation and training.

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APPENDICES

Appendix 1: Research Topics Outlined in National Education Sector Strategic Plan (2019)

Capacity Strengthening Research Areas	Assessment
• Build the capacity of education teams at the national and county levels to support service delivery in schools. • Build the capacity of staff in core aspects of education planning and management. • Implement School and Cluster Level Professional Learning Communities (Teacher Research Groups/ Lesson Study Groups). • Train all teachers on TPD modules aligned to Kenya Teaching Professional Standards (KePTS). • Build the capacity of teachers on gender-sensitive pedagogy. • Train CSOs and QASOs for on-site coaching and guidance to teachers in their schools including those in refugee and host communities. • Build capacity of learners on peer to peer mentorship. • Evaluate the impact of TPAD on learning outcomes. • Develop an in-service professional development training program for pre-primary teachers Conduct system assessment at the MoE, County and institutional (schools and college) levels to establish infrastructural, technical and human capacity gaps affecting effective National Education Management Information System (NEMIS) implementation. • Undertake a feasibility study on the status of decentralization and devolution in the education sector; • Undertake sector-wide human resource survey/audit. • Sensitize stakeholders on importance of pre-primary in areas with low enrolment across all counties • Support induction of educators in all teacher training institutions on the reviewed curricula. • Develop and implement mentorship program in primary and secondary schools. • Develop the capacity of trainers both at pre-service and in-service on	• Establish a Competency Based Assessment (CBA) Framework for basic education (to ensure a balance of formative and summative assessment) • Conduct annual Kenya Early Years Assessment (KEYA) at Grade 3 and Primary School Education Assessment (PSEA) at Grade 6. • Establish and maintain a secure item bank systems for formative and summative assessment; • Review the Competency Based Assessment (CBA) Framework for basic education; • Develop a competency based assessment tool for pre-primary education • Enhance the TUSOME /EGMA Model to promote literacy and numeracy in primary education • Conduct Monitoring Learner Achievements (MLA) studies in Secondary Education • Build the capacity of pre-primary school teachers on assessment of CBC • Implement effective and efficient assessment and supervision programs through integration of ICT • Build capacity of technical officers on

CBET.

- Conduct needs assessment for TVET trainers and Instructors

- Capacity build 7,260 Trainers for career progression.

- Capacity Build 23,500 VTC Instructors for career progression.

- Carry out a capacity assessment of KTTC's ability as a trainer for TVET trainers.

- Review the pre-service training program aligned to the CBET;

- Develop industrial attachment framework for trainers/instructors and trainees;

- Build the capacity of academic staff in public universities in SET Programs.

- Build capacity of academic staff in pedagogy and modern delivery modes for international competitiveness.

- Recruit postgraduate students into the teaching assistants towards the 1000 TA program targeted annually.

- Conduct skills inventory survey and tracer studies.

- Build the capacity of teachers on Life skills and values education and training;

- Identify and establish champions to schools for Life Skills.

conceptualization, design and implementation of CBA for Primary Education;

- Build the capacity of teachers and education officers on CBA.

- Pilot the CBA at Grade 3 and Grade 6

- develop web based portal to facilitate access to formative assessment at school level

- Build capacity of 46000 teachers in ICT integration in teaching, assessment and Management

- Develop digital content for all subjects of the CBC for primary schools

- Build capacity of primary school teachers in Mathematics, Science, English and Kiswahili subjects on innovative and leaner centered approaches

- Promote early identification of talents along arts and sports, social sciences and STEM

- Develop a framework for participation in the Program for International Students Assessment (PISA)

- Develop guidelines on identification, placement and development of gifted, and talented students

- Conduct needs assessment to establish specialized learning resources, assistive devices and technologies required to support inclusive education

	• Conduct needs assessment to determine the status and recommend optimal numbers and capacities for EARCs • Develop a monitoring and evaluation framework for assessing the impact of ICT integration in teaching and learning
Education Policy • Develop policy on qualifications and staffing norms for technical and non-teaching staff. • Develop a framework for human resource professional development • Develop framework to institutionalize internship programs for all persons entering the teaching service. • Review policy frame work to establish minimum entry requirements for trainees at all levels. • Develop guidelines on TVET career guidance and counseling; • Develop a framework for engaging TVET graduates in national projects; • Develop and implement a framework on TVET exchange Programs. • Develop guidelines and materials for learners on Life Skills and Values education; • Develop a policy and guidelines for identification of gifted and talented trainees; • Develop CBET framework and guidelines to guide trainers in its implementation. • Develop a framework and guidelines for CBET assessment and certification; • Align National Vocational Education and Training (NVCET) curriculum to CBET • Develop a framework for TVET trainer management; • Build capacity of university staff in delivery of services to students with SN&D	**Instructional Materials and ICT Integration** • Evaluate quality of CBC and support materials for primary (including those adapted for SNE); capacity building efforts of primary school teachers in CBC; • Undertake a digital literacy evaluation survey in all public primary schools; • Provide ICT infrastructure in secondary schools (electricity, internet and ICT equipment) • Build capacity of secondary education teachers on effective use of ICT in teaching and assessment • Develop and disseminate e-content for secondary education • Develop digital content for University academic programs • Review TPD modules to determine extent of alignment with the Competency Based Education at various levels. • Establish and update a database on service providers for TPD at all levels.

Special Needs Education, Inclusiveness and Equity	TVET
• Undertake a Mapping exercise for "informal" learning centers in urban slums. • Develop a standard design for disability friendly infrastructure in primary schools; • Undertake a survey to identify children with disabilities • Undertake a mapping exercise of schools hosting refugees • Develop a standard design for disability friendly infrastructure in primary schools • Develop a framework to integrate Madrassas and Duksi classes in public primary schools • Conduct sensitization for communities on the importance of education for girls and boys • Monitor and evaluate the implementation of Gender in Education and Training Policy	• Conduct public TVET fairs, technology contests and outreach programs • Conduct a gender, regional and special needs survey targeting potential TVET trainees • Build capacity of TVET Special Needs Education Stakeholders on emerging SN&D issues. • Establish a National TVET Academy for gifted and talented by 2022. • Map mentor to mentee in respect to talented and gifted in TVET by 2022 and develop a database • Conduct a baseline survey of TVET institutions to establish status of infrastructure friendly to persons with disability • Develop competency based Education and Training curricula; • Improve the system of evaluating institutional based projects and practical in TVET • Develop digital content for university Programs
Partnerships • Map partners in education and training. • Develop a coordination framework to create linkages with county governments, private sector and development partners. • Develop Partnership Principles Agreement for education and training. • Build capacity of education staff and stakeholders on partnership	**Advocacy** • Push for GoK to allocate 2% of recurrent allocation of government funding to public universities for research by academic staff • Contribute to development of exchange programs for academic staff.

principles. • Undertake research on alternative best practice approaches for all children to access pre-primary education e.g. partnership of county governments with APBETs to improve quality.	• Upgrade university facilities and to accommodate students with special needs
Conferences and Learned Forums • Hold biennial national education conference on status of education in Kenya and to showcase county achievements and innovations in education that can facilitate cross-county peer learning.	**Infrastructure** • Through infrastructure development, more office space and facilities for academic staff will be provided to accommodate the growing number lecturers in public universities. • Equip National Teacher Support and Professional Development Resource Center
Development and review of Curricula/Programs • Reviewing all academic Programs beginning with those of the School of Education; • Developing and accrediting new programs aligned to national priorities such as the Masters in Literacy Education.	**Finance** • Develop a joint resource mobilization strategy

Appendix 2: Education policies to be developed and/or reviewed

Policies to be Developed	Policies to be Reviewed
• Framework for pre-primary education funding. • Comprehensive teacher education and development policy. • Mentorship and nurturing of national values policy. • A national quality assurance framework. • STEM policy in education and training. • Framework for placement and establishment of Junior Secondary Education. • Post-training skills development policy • Education policy for the inclusion of refugees and asylum seekers • Education Sector Policy on disaster management. • Risk management policy for education and training. • Review and implement Governance and Accountability Action Plan (GAAP). • Scheme of Service for school bursars/accounts clerk. • Communication strategy	• Basic Education Act and its Regulations. Career guides for schools. • The Policy for Alternative Provision of Basic Education and Training (APBET). Teacher Management Regulations KNEC Act and examination regulations. • National ICT Strategy for Education and Training 2006. • The National Adult and Continuing Education Policy of 2010. • Capitation guidelines for primary and secondary education. • National School Health, Security and Safety Policies. • Teacher registration framework. • KICD- Act • University Act 2012. • Head teachers' and Principals manual. • ESQAC Act. • TVET Act.