REPUBLIC OF KENYA

MINISTRY OF EDUCATION

NATIONAL EDUCATION SECTOR STRATEGIC PLAN 2023 - 2027

KENYA VISION 2030

VISION

An inclusive and equitable quality education, training and research.

MISSION

To provide, promote and coordinate competency based equitable education, training and research for sustainable development.

CORE VALUES

Transparency, Integrity, Respect for Human Rights, Teamwork, Creativity, Innovation, Equity, Inclusivity, Professionalism.

Published in 2024
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Published by the Ministry of Education
Education Email: info@education.co.ke
Website: www.education.go.ke

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ABBREVIATIONS AND ACRONYMS

ACE	Adult and continuing Education
AI	Artificial Intelligence
APBET	Alternative Provision of Basic Education and Training
ASALs	Arid and Semi -Arid Lands
BETA	Bottom-up Economic Transformation Agenda
Bn	Billions
BoGs	Board of Governors
BOM	Board of management
CBA	Competency Based Assessment
CBAF	Competency Based Assessment Framework
CBC	Competency Based Curriculum
CBTE	Competency Based Teacher Education
CDF	Constituency Development Fund
CECEC	County Early Childhood Education Committee
CEMASTEA	Centre for Mathematics, Science and Technology in Africa
CESA	Continental Education Strategy for Africa
CLRCs	Community Learning Resource Centers
CoG	Council of Governors
COVID	Coronavirus Disease
CPPMDs	Central Planning and Project Management Department
CS	Cabinet Secretary
CSOs	Curriculum Support Officers
CTCDC	County Teacher Capacity Development Committee
CUE	Commission for University Education
DACE	Directorate of Adult and continuing Education
DeKUT	Dedan Kimathi University of Technology
DJSE	Directorate of Junior School Education
DLP	Digital Literacy Programme
DQAS	Directorate of Quality Assurance and Standards
DSNE	Directorate of Special Needs Education
EARCs	Educational Assessment and Resource Centres
ECDE	Early Childhood Development and Education
EDPCG	Education Development Partners Cooperation Group
EGMA	Early Grade Mathematics Assessment
ESD	Education for Sustainable Development

EYE	Early Years Education
FDSE	Free-Day Secondary Education
FPE	Free Primary Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rate
GERD	Gross Expenditure on Research and Development
GoK	Government of Kenya
GPI	Gender Parity Index
HELB	Higher Education Loans Board
ICT	Information Communication Technology
IIEP	International Institute for Education and Planning
IP	Intellectual Property
IPPD	Integrated Payroll Personnel Database
ISO	International Organization Standardization
JKF	Jomo Kenyatta Foundation
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEC	Kenya Education Cloud
KEMI	Kenya Education Management Institute
KeMIS	Kenya Education Management Information System
KeNIA	Kenya National Innovation Agency
KES	Kenya Shillings
KEYA	Kenya Early Years Assessment
KIB	Kenya Institute for the Blind
KICD	Kenya Institute of Curriculum Development
KILEA	Kenya Intermediate Level Education Assessment
KISE	Kenya Institute of Special Education
KSRAT	Kenya School Readiness Tool
KLB	Kenya Literature Bureau
KNALS	Kenya National Adult Literacy Survey
KNATCOM	Kenya National Commission for UNESCO
KNBS	Kenya Bureau of Statistics
KNEC	Kenya National Examinations Council
KNLRD	Kenya National Learners Records Database
KNQA	Kenya National Qualifications Authority
KNREV	Kenya National Recognition Equation and Verification
KPIs	Key Performance Indicators
KPSEA	Kenya Primary School Education Assessment
KRA	Key Result Area

KSTVET	Kenya School of Technical Vocational Education and Training
KUCCPS	Kenya Universities and Colleges Central Placement Service
LCB	Low-Cost Boarding
LMS	Learning Management Systems
MDTI's	Multi-Purpose Development Training Institutes
MEP	Minimum Essential Package
MLA	Monitoring Learner Achievement
MoE	Ministry of Education
NACONEK	National Council for Nomadic Education in Kenya
NACOSTI	National Commission for Science, Technology and Innovation
NAQMIS	National Qualifications Management Information System
NASMLA	National Assessment System for Monitoring Learner Achievement
NASTIO	National Science, Technology and Innovation Observatory
NECEC	National Early Childhood Education Committee
NEMIS	National Education Management Information system
NEQASF	National Quality Assurance and Standards Framework
NER	Net Enrolment Rate
NESSP	National Education Sector Strategic Plan
NOUK	National Open University of Kenya
NRF	National Research Fund
NSMIS	National Skills Management Information Management System
NVP	National Volunteer Program
PBME	Planning, Budgeting, Monitoring and Evaluation
PCK	Pedagogical content knowledge
PER	Public Expenditure Review
PESTEL	Political, Economic, Social, Technological, Environment and Legal
PETS	Public Expenditure Tracking Survey
PPE	Pre-Primary Education
PPP	Public Private Partnerships
PS BE	Principal Secretary for Basic Education
PSTR	Primary to Secondary Transition Rate
PSEA	Primary School Education Assessment
PWDs	Persons with Disabilities
PWPER	Presidential Working Party on Education Reforms
QAIs	Qualifications Awarding Institutions
QAS	Quality Assurance and Standards
QASO	Quality Assurance and Standards Officers
RPL	Recognition for Prior Learning
SAGAs	Semi Autonomous Government Agencies

SBAs	National Assessments and School Based Assessments
SBTSI	School Based Teacher Support Initiative
SBTSS	School-Based Teacher Support System
SCDEs	Sub - County Directors of Education
SDBE	State Department for Basic Education
SDGs	Sustainable Development Goals
SDUE&R	State Department for University Education and Research
SEACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality
SEPU	School Equipment Production Unit
SET	Science Engineering and Technology
SNE	Special Needs Education
STEM	Science, Technology, Engineering and Mathematics
STEMI	Science, Technology, Engineering, Mathematics, and Innovation
STI	Science, Technology, and Innovation
TIQET	Totally Integrated Quality Education and Training
TORs	Terms of Reference
ToT	Trainer of Trainers
TPAD	Teacher Performance Appraisal and Development
TPD	Teacher Professional Development
TSC	Teachers Service Commission
TTCs	Teacher Training Colleges
TVET CDACC	Technical and Vocational Education and training Curriculum Development, Assessment and Certification Council
TVETA	Technical and Vocational Education and Training Authority
TVETFB	Technical and Vocational Education and Training Funding Board
UDECTE	Upgrade Diploma in Early Teacher Education
UDL	Universal Design for Learning
UDPTE	Upgrade Diploma in Primary Education
UFB	Universities Fund Board
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
VET	Vocational Education and Training
VRIO	Valuable, Rare, Inimitable, Organizational
VTCs	Vocational Training Centers
WASH	Water, Sanitation and Hygiene
YSK	Young Scientists Kenya

KEY CONCEPTS AND TERMINOLOGIES

Activities:	Actions taken, or work performed, through which inputs are mobilized to produce outputs.
Baseline:	The initial state of an indicator before the start of a Programme/ project, against which progress can be assessed .
Indicator:	A means for measuring progress/ change that results from an intervention.
Key Result Area:	The broad areas in which the education sector is expected to deliver results.
Outcome:	The intermediate results generated relative to the objectives of the intervention. It describes the actual change in conditions because of an intervention.
Output:	Products, services or immediate results tangible or intangible resulting directly from the implementation of activities or applying inputs.
Stakeholder:	Key individuals or groups that has an interest in the decisions or activities in matters education, training and research.
Strategies:	Broad abstracts which describes the means for achieving the strategic objectives.
Strategic Issues:	Problems or opportunities emanating from situation analysis that education sector must manage to be able to fulfil its mandate and mission.
Strategic Goal:	General qualitative statements on what education and training is expected to achieve in the long term.
Strategic Objectives:	What education and training commit itself to accomplish in order to achieve strategic goals.
Target:	The level of desired performance within a given time frame.
Vulnerable Groups:	Learners who may need special attention, support, or protection because of age, disability, gender, social economic status or risk of abuse or neglect.

FOREWORD

As we stand at the threshold of a new era in Education it is my privilege to introduce the National Education Sector Strategic Plan (NESSP) [2023-2027]. This plan represents a collaborative effort of educators, policymakers, stakeholders, and communities dedicated to shaping the future of education, training and research in our country.

Education is the cornerstone of societal progress, a catalyst for individual growth, and the foundation upon which the aspirations of nations are built. There is the launching pad for socio-economic transformation and human development. That is why since independence the Government of Kenya (GOK) has prioritized investment in education so as to develop the requisite human capital to spur economy growth. Technical and Vocational Education and Training (TVET) provides practical skills and knowledge needed for economic growth, workforce development, and overall social progress. Its impact extends across various sectors, contributing to a well-rounded and sustainable national development agenda. University education is the cornerstone for creating a knowledgeable, skilled, and adaptable population that can address complex challenges and contribute to the advancement of a country on various fronts. A robust education system enables sustainable population growth, long life, better health outcomes, low crime rates, national integration, and political stability. These factors underpin achieving higher productivity, employment and wealth creation to ultimately alleviate poverty. In recognizing the evolving landscape of education and the dynamic needs of learners, this strategic plan sets forth a vision that transcends traditional boundaries, placing innovation, inclusivity, and excellence at its core.

This will help the Ministry of Education (MOE) and its Agencies to meet the constitutional requirement of free and compulsory basic education, quality services, and access to education institutions and facilities for persons with disabilities. It also provides for youths' access to relevant education and training, employment, participation and representation of minorities and marginalized groups in all spheres of life, special opportunities in educational and economic fields, and special opportunities for access to employment. It will also be instrumental in meeting international obligations like United Nations' SDG4 of ensuring inclusive and equitable education that promotes lifelong learning opportunities for all.

Our commitment to this strategic plan is rooted in the belief that education, training and research is a powerful force for positive change. In a globalizing world characterized by rapid scientific

and technological advancement and changes in production systems, investing in education ensures that Kenya remains competitive. This is so despite challenges of climate change, pollution and natural resource depletion and emergence of epidemics and pandemics that are now demanding new skill sets. A worthy education system promotes learning, critical thinking, problem solving, creativity and innovation. By embracing the challenges of the present and envisioning the possibilities of the future, we aim to create an education system that is not only responsive to the demands of the modern world but also empowers every learner to achieve their full potential. This is what is embodied in the 2:6:3:3 education system, which started being phased-in in 2017 to replace 8:4:4 system that is gradually being phased out.

The 2.6.6.3 system is hinged on the Competency Based Curriculum (CBC) meant to foster acquisition of core competencies, requisite skills and lifelong learning as well as promotion of values, while enhancing the role of parents and communities in education provision. The curriculum embodies collective learning in which the learner and instructor are partners in the learning process as they jointly seek answers and solutions to complex and straightforward learning expectations beneficial to humanity. This promotes hands-on training and infuses the acquisition of new knowledge through observation, 'learning-as-you-do' experiential learning, and practical experimenting to become better at each successive stage. Emphasis is placed on assessment as a measure achievement of a competency. Key competencies to be achieved include communication, collaboration, critical thinking, imagination, creativity, citizenship, learning to learn, self-efficiency, and digital literacy.

The Key pillars of the NESSP 2023-2027 include:

1. **Equitable Access** and Inclusion which ensure that every learner, regardless of background or circumstance, has access to high-quality education, training and research. This will be achieved by promoting inclusive practices that celebrate diversity and provide equal opportunities for success.
2. **Data-Driven Decision-Making** by harnessing the power of data to inform policies, track progress, and make evidence-based decisions. The plan will establish a robust monitoring and evaluation frameworks to ensure accountability and transparency.
3. **Professional Development** by investing in the continuous growth and well-being of educators. The plan seeks to establishing mechanisms for ongoing training and support to keep pace with evolving educational practices.
4. **Innovative Pedagogies** by promoting cutting-edge teaching and learning methodologies that foster critical thinking, creativity, and problem-solving skills. The plan also emphasizes integrating technology to enhance the educational experience and prepare learners for the digital age.
5. **Community Engagement** by recognizing the pivotal role of communities in the educational journey. Through the plan schools, families, and local stakeholders are encourage collaborate to create a supportive and enriching environment for learners.

Although major milestones have been made since the adoption of the Universal primary education through Free Primary Education policy, education outcomes remain below expectation and highly inequitable. Considerable progress has similarly been made towards universal secondary education, but the categorization system has created inequalities. TVET continues to show progress but enrolment numbers still remain lower than expected. Despite the promise shown, University education is still held back by institutional funding challenges.

This strategic plan is a living document that will guide our collective efforts over the coming years. It reflects our shared aspirations, acknowledges the complexities of the educational landscape, and lays the groundwork for a resilient, forward-thinking education sector. It translates the recommendations of the Presidential Working Party on Education Reform into concrete programmes and projects to be implemented in the period 2023-2027. The plan will therefore guide investment in the sector in the next five years. I call upon our development partners and other stakeholders to join hands with the Ministry to support implementation of the Plan as we work together to better our education.

I extend my heartfelt appreciation to all those who have contributed to the development of this strategic plan. May our joint commitment to educational excellence pave the way for a brighter and more inclusive future for learners in Kenya

Hon. Dr. Ezekiel Machogu,EGH
Cabinet Secretary
Ministry of Education

PREFACE AND ACKNOWLEDGEMENT

It is with inordinate desire that we present to you a document that embodies our commitment
to transforming education for the betterment of our society and future generations. It takes into cognizance that Education is the cornerstone of progress, a powerful force for change, and a key to unlocking the potential of individuals and nations alike. This National Education Sector strategic plan (NESSP) 2023-2027 is the result of extensive collaboration, reflection, and dedication from a diverse group of stakeholders. It reflects the aspirations of our country, the expertise of our educators, and the needs and dreams of our students. Through a shared vision, we outline a roadmap that will guide us towards a future where education is not just a right but a transformative force that empowers and enriches. This is because provision of quality education and training to all Kenyans is fundamental to GOK's overall strategy for socio-economic development.

NESSP, 2023-2027 is premised on access and participation, inclusivity, equity, quality and relevance, governance and accountability and pertinent and contemporary issues and values. It is informed by the voices of parents, teachers, students, policymakers, and the wider community, ensuring that the interests of all are represented. It outlines our commitment to addressing the challenges in our education sector and seizing the opportunities that lie ahead. This NESSP gives effect to the legislative frameworks developed to actualize the Sessional Paper No. 1 of 2019.

In the pages of this document, you will find a blueprint for change. Our mission is clear, to provide an education system that nurtures the potential of each and every learner, irrespective of their background, abilities, or circumstances. We are dedicated to creating an environment that fosters critical thinking, innovation, creativity, and lifelong learning. This is to be achieved through the Key result areas namely Policy and Legal frameworks, Institutional and system Capacity development, Infrastructural development, Student financing and support services, Curriculum and Assessment, Teachers, researchers, trainers, lectures management, Accreditation, Quality Assurance and standards, Research and Innovation, SNE, PWDs, Marginalized and disadvantaged groups and Crosscutting, Pertinent and contemporary issues. Each of the ten (10) key result areas gives rise to strategic objectives, strategies and activities. Therefore, NESSP purposes to increase access and participation, raise the quality and relevance of education and improve governance and accountability in education, training and research with an emphasis on Science, Technology and Innovation.

NESSP highlights our priorities, from early childhood development to higher education, and underscores our determination to invest in infrastructure, support our educators, embrace technology, and promote equitable access to quality and relevant education, training and research

for all. We are committed to raising education, training and research standards, ensuring that our students are equipped with the knowledge and skills they need to excel in an ever-changing world. Achievement of positive results on this front requires a multi sectoral approach with all the relevant stakeholders. For effective alignment and delivery, a NESSP Co-ordination Unit, a multi-agency secretariat will spearhead NESSP implementation.

We are mindful that challenges will accompany this journey, but our commitment remains steadfast. The process of education, training and research reforms demands perseverance, innovation, and adaptability. It is an investment in our country's future, a powerful tool for social cohesion, economic prosperity, and individual fulfillment. NESSP is an invitation to join us on a path towards a brighter and more equitable future through education, training and research. Together, we will work tirelessly to transform our education system, ensuring it is a beacon of hope and a catalyst for progress.

We extend our heartfelt gratitude to all those who have contributed to the development of this strategic plan. Your dedication, insights, and shared commitment have been instrumental in shaping our collective vision for the future of education. We wish to single out the NESSP Technical Working Team in the conceptualization and development of this sector plan. Also commended are development partners, academics, and civil society organizations who immensely contributed in both financial resources and technical expertise during the development of this Plan. We call upon all players in Kenya's education, training and research sector to support this innovative National Education Sector Strategic Plan.

Thank you for your unwavering support, and let us move forward with determination and enthusiasm as we embark on this transformative journey for our nation's education sector.

Dr. Belio R. Kipsang PhD, CBS
Principal Secretary, State Department for Basic Education

Dr. Esther T. Muoria, PhD
Principal Secretary, State Department for Technical, Vocational Education and Training

Dr. Beatrice M. Inyangala, PhD
Principal Secretary, State Department for Higher Education and Research

EXECUTIVE SUMMARY

This NESSP 2023-2027 is a blueprint for the future positioning of education, training and research for continued growth, sustainability, and impact. It has been developed collaboratively and incorporates insights from stakeholders, employees, and leadership to guide the Ministry of Education (MOE) through the next five years. The plan covers the following programmes (i) Primary Education including preprimary and adult and continuing education; (ii) Secondary education including teacher capacity building initiatives; (iii) Quality Assurance comprising of curriculum development, assessment and Standards (iv) Technical and Vocational Education and Training (TVET) (v) University Education, and (vi) science Technology and innovation and (vii) general administration. The plan is divided into eight chapters.

Chapter one highlights the reputation of education training and research in providing human capital needed to spur economic growth. To this end, Kenya adopted the 2:6:6:3 Education system in 2017 to replace the current 8:4:4 Education system. The 2:6:6:3 system is considered more responsive to current and emerging issues resulting in improved efficiency especially through implementation of Competency Based Curriculum. The chapter further presents key international, regional and national commitments on education. Consequently, the Ministry of Education and its agencies will continue to implement programmes pitched towards realizing sustainable development Goals (SDGs) that touch on the sector, developing human capital as envisioned in the African Union's Agenda 2063 and Vision 2050. Besides the chapter also outlining the Sector Policies and Laws, it provides a history of education in Kenya and methodology used in developing the strategic plan.

Chapter two highlights the mandate, vision, mission, strategic goals, core values and the quality policy statement of MOE. Under the vision ***"An inclusive and equitable quality education, training and research for prosperity"***, MOE commits to provide, promote and coordinate competence based equitable learner centered education, training and research for sustainable development. The plan has five goals namely: - (i) expand access to quality education, training, and research opportunities for all: (ii) enhance equity and inclusivity (iii) elevate educational excellence for impactful learning, training, and research (iv) strengthen governance and accountability; and (v) mainstream crosscutting, pertinent, and contemporary issues.

Chapter three scans both external and internal environments. External environment provides for opportunities and threats classified into economic, social, technological, legal and environmental

factors. Internal environment indicates the strengths and weaknesses within MOE's governance structures, internal business processes, and existing resources and capabilities. It summarizes the achievements made, challenges faced and lessons learnt while implementing the previous plan. Increased number schools increased enrolment from 2018 to 2022 resulting in GER increasing from 78.45% to 115% for pre-primary education, 104% to 107.9% for primary and 70.3% to 85.5% for secondary education. Similarly, tertiary enrolment increased by 18.7% and 9.7% for TVET and University respectively. Challenges experienced included overlapping and duplication of mandates of agencies. radicalization and insecurity as well as inadequacies in infrastructure, human capital, capitation funding and quality assurance and assessment.

NESSP 2023-2027 focuses improving operational excellence by streamlining internal processes that enhance efficiency and effectiveness while at same time investing in technology for improved data management and analytics. Emphasis is placed on talent development and engagement through skills development training programs as well as a culture of innovation, collaboration, and inclusivity and environmentally friendly practices established across all operations. Stakeholders' analysis is presented in terms of the key stakeholders and what the ministry of education expects from them and vice versa. In this regard, this plan provides for the sector Engaging in community initiatives, implementing feedback mechanisms to understand and address stakeholder needs and enhancing our digital presence and stakeholder service offerings.

Chapter four presents the strategic issues to be addressed during the 2023 -2027 period. It also sets the goals to be realized under each strategic issue and the corresponding Key Result Areas. The plan is developed along the following strategic issues.

(i) Access and participation,
(ii) equity and inclusivity;
(iii) Education quality and relevance;
(iv) Education governance and accountability; and
(v) Cross cutting, Pertinent and Contemporary Issues.

Strategic issues were chosen based on challenges facing the education sector in Kenya. This are identified in Kenya Education Sector Analysis; the priorities identified in the draft Vision 2030's Fourth Medium Term Plan as well as extensive consultations with education stakeholders in Kenya.

The actual strategic direction, discussed in Chapter 5 of this plan, has, at the top, the strategic goal to address a given identified strategic issue. Within each strategic goal, there are a number of strategic objectives addressing the underlying causes of the strategic issue, linked to a target as an outcome within the results framework. Finally, within each strategic objective there are

a number of strategies to achieve the strategic objective. The strategies are linked to a set of activities outlined to address the underlying strategic issues. These activities are linked to output indicators within the results framework. Chapter 6 sets out how the plan will be implemented by outlining the implementation plan, annual work Plan and budget, performance contracting, coordination and institutional frameworks. It also details the staff establishment, skills set, competence development, leadership, and systems and procedures. It then outlines the risk management framework that identifies, assesses and mitigates risks inherent in education training and research.

As outlines in Chapter 7, the strategic choices and their activities are projected to cumulatively cost **Ksh 5.02 trillion** over the 5-year period, with recurrent costs projected to account for about 90 percent of the total projected cost. This projected cost is based on increment in enrolment at all levels of education and training, and the desire to roll out the competence-based curriculum coupled with the strengthening of the system for quality service delivery. The education sector is likely to receive, cumulatively, **Ksh 3.47 trillion** in budget over the 5-year plan period. Without considering commitments from development partners, the resource gap is therefore projected to be **KES 1.55 trillion** (USD 11.82 billion) over the 5-year period.

Education sector will contribute to the national aspirations articulated in Bottom up Transformation Agenda(BeTa) and Medium Term plan IV through the provision of human capital required to transform the country into a middle income economy. In addition, education sector is an enabler to socio economic and political development. SDG No 4 commit parties to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Education will contribute towards the attainment of SDG 4 and the requisite skills through effective delivery of CBC and curriculum support materials, taking cognizance of SNE and seamless 100 per cent transition from primary to secondary school. These efforts will ultimately contribute to enabling the Kenyan society to improve quality of life in all its dimensions.

The Plan will be implemented through the existing structures of the Ministry of Education. As identified in the sector diagnosis, the non-alignment of systems and institutions in the sector stands out as a threat to the implementation of this Plan. The Plan, therefore, proposes the creation of the NESSP Co-ordination Unit, which will take the form of a multi-agency secretariat, to spearhead the implementation of this Plan. The NESSP Co-ordination Unit will be coordinated by Central Planning and Project Monitoring Department and will be accountable to the Principal Secretaries of the four State Departments. It will report regularly to the Cabinet Secretary, through the Principal Secretaries, about progress according to the NESSP Results Framework and the Monitoring and Evaluation Framework.

CHAPTER ONE:
INTRODUCTION

This chapter sets the context of the strategic plan for MOE. It highlights the importance of strategy in the transformation of education in the period 2023-2027. It further presents key international, regional and national commitments on education, history of education in Kenya and methodology used in developing the strategic plan.

1.1 Strategy as an imperative for the Success of the Ministry of Education

Globally, education and research are recognized as the backbone of socio-economic and human development. They provide human capital which spurs economic growth through research, science, technology and innovation. Education is associated with skilled manpower, sustainable population growth, long life, better health outcomes, low crime rates, national integration and political stability. These factors create conditions for achieving higher productivity, employment and create wealth. Evidence shows that economies with strong innovation capacity have high economic performance.

The role of education and research in raising labour productivity is key in lifting the poor out of poverty, while at the same time raising the overall productivity and intellectual flexibility of the labour force. In a world characterized by rapid scientific and technological advancement and changes in production systems, investing in education is essential in ensuring that Kenya is competitive regionally and globally. Besides, Kenya's social-economic transformation is faced by climate change, pollution and natural resource depletion and emergence of epidemics and pandemics. Responding to these challenges will require new skill sets and an education system with relevant content that promotes learning, critical thinking, problem solving, creativity and innovation.

In 2017, Kenya adopted the Competency Based Curriculum through a phase-out and phase-in strategy of the 8:4:4 and 2:6:3:3 systems, respectively. CBC fosters acquisition of core competencies, promotion of values, as well as acquisition of requisite skills and lifelong learning, while enhancing the role of parents and communities in education provision. The CBC curriculum framework provides for three pathways namely: Sports and Sports Science, Social science and Science, Technology, Engineering and Mathematics (STEM). While the roll-out of the curriculum is ongoing in basic education, it is yet to be rolled out in tertiary education where the 1st CBC cohort of students are expected to join in 2029.

In September 2022, the GOK established a Presidential Working Party on Education Reform to address concerns on education. The working party recommended a number of reforms to improve access, quality and relevance, equity and inclusivity in education from pre-primary to university in line with emerging trends and demands.

This strategic plan therefore has been formulated to reposition Kenya's education system by making it more responsive to current and emerging issues and facilitating the implementation of the recommendations of the Presidential Working Party on Education Reform. The Plan provides a Vision and mission for the Ministry of Education while at the same time define the long-term objectives. It also pinpoints strategies to support the reform agenda in the next five years. The strategies aim to improve access and participation to education, training and research by addressing issues of affordability, geographic proximity, and inclusivity. Strategies on equity are expected to guarantee all learners have equal opportunity to develop and reach their full potential regardless of their gender, race, religious beliefs, income level, physical attributes, geographical location, or other status. The plan recognizes the importance of identifying and supporting gifted and talented people to also attain full potential.

Clearly the plan coincides with the period when key reforms will be expected to be undertaken in education. In this regard, the plan has prioritized critical policy, legal and institutional reforms to strengthen governance.

1.2 The Context of Strategic Planning

1.2.1 United Nations 2030 Agenda for Sustainable Development

The 2030 Agenda for Sustainable Development is a plan of action for people, planet and prosperity. The agenda has seventeen (17) Sustainable Development Goals (SDGs) and 169 targets designed to assist the international community free the human race from hunger, poverty and oppression. The SDGs are interlinked, integrated, and indivisible and are universally applicable, taking into account different national realities, capacities and priorities. Thus, they require mutually reinforcing and synchronized efforts in all the dimensions (environmental, social and economic) and by all actors of sustainable development. Education is a key enabler for sustainable development and a means for attaining all the SDGs targets.

During the Plan period, MOE will implement programmes geared to realize SDGs; No. 4 on inclusive and equitable quality education and promotion of lifelong learning opportunities for all; No. 5 target 5.1 ensuring an end to all forms of discrimination against all women and girls everywhere; No. 8 target 8.6 to substantially reduce the proportion of youth not in employment, education or training; and No.9 target 9.5 on Enhancing Science Technology and Innovation.

These targets along with their respective indicators will form an integral part of the Monitoring and Evaluation and documentation of progress achieved.

1.2.2 African Union Agenda 2063

The African Union's Agenda 2063 envisions an integrated, prosperous and peaceful Africa, driven by its own citizens and representing a dynamic force in the international arena. On Education, the AU agenda envisions a well-educated citizens and skills revolution underpinned by Science, Technology and Innovation. By 2063, it is anticipated that Africa will have a harmonized education and professional qualifications systems with millions of Africans trained, educated and skilled with special emphasis on science, technology, research and innovation, as well as vocational training in every sector. The education and training sector, through this plan has programmes geared towards provision of quality and relevant education to develop its human capital in an inclusive and sustainable manner and contribute towards realization of the African Union's Agenda 2063.

1.2.3 East Africa Community Vision 2050

The East African Community (EAC) Vision 2050 lays out a broad perspective in which the region optimizes utilization of its resources to accelerate productivity and the social wellbeing of its people. The Vision identifies that a well-educated population is key in healthy human resources and in accelerating development in the region. Investment in human capital is critical for wealth creation and employment. An educated population catalyzes an effective and efficient production system, knowledge transfer and technological adaptation and innovation. Its focus on skills for emerging development initiatives tailored for both present and anticipated future market needs/demands will be designed and implemented to ensure a capable and competitive pool of expertise that benefits emerging development initiatives in the region. This Plan recognizes Kenya's critical contribution is realizing the Vision 2050 and incorporates the aspirations of the Vision 2050 by focusing on programmes and projects to promote access to quality education which is a necessity required to respond to the emerging transformational needs in the region and skills alignment.

1.2.4 Constitution of Kenya

Articles 43, 53, 54, 55, 56, 57, and 59 of the Constitution provides for children's right to free and compulsory basic education, including quality services, and to access education institutions and facilities for persons with disabilities. It also provides for youths' access to relevant education and training, employment, participation and representation of minorities and marginalized groups in governance and other spheres of life, special opportunities in educational and economic fields, and special opportunities for access to employment.

The Fourth Schedule of the Constitution as well, distributes the functions between the national and county governments. On matters of education, the National Government is in charge of; education policy, standards, curriculum, examinations, granting of university charters, tertiary educational institutions, institutions of higher learning, primary schools, secondary schools, special education institutions and promotion of sports and sports education. On the other hand, the County Governments oversee pre-primary education, youth polytechnics, home-craft centers, farmers training centers and childcare facilities. This calls for a coordinated framework between the two levels of government.

1.2.5 Kenya Vision 2030 and Fourth Medium Term Plan

The Kenya Vision 2030, adopted in June 2008 aims to transform Kenya into a newly industrializing, middle-income country providing a high quality of life to all its citizens by 2030 in a clean and secure environment. It is the country's long-term development blueprint and collective aspiration for a better society.

The vision has three pillars; economic pillar, social pillar, political pillar. Education and Training is one of the sectors in the Social Pillar that aims to improve the quality of life for all Kenyans by targeting a cross-section of human and social welfare projects and programmes. The Vision recognises the central role of science, technology and innovation (STI) in transitioning to a modern economy, in which new knowledge plays a central role in boosting wealth creation, social welfare and international competitiveness. It point out four elements that allow effective exploitation of knowledge: (a) an economic and institutional regime that provides incentives for the efficient use of the existing knowledge, the creation of new knowledge, and the flourishing of entrepreneurship; (b) an educated and skilled population that can create, share and use knowledge well; (c) a dynamic information and communication infrastructure that can facilitate processing, communication, dissemination; and finally (d) an effective innovation system that can tap into the growing stock of global knowledge, assimilate and adapt it to local needs, while creating and commercializing new knowledge and technologies as appropriate. STI is thus critical towards building a knowledge economy. On human capital, the Vision 2030 recognises the potential inherent in its people – their creativity, work ethic, education, their entrepreneurial and other skills. It calls for the need to manage, reward and steer human resources to develop global competitiveness.

The Vision is implemented through five-year Medium-Term Plans (MTPs). So far, three Medium Term Plans (I, II and III) have been implemented and currently Fourth Medium Term Plan (MTP IV) that has incorporated the Bottom-up economic transformation Agenda (BETA) as well as recommendation of the Presidential Working Party on Education Reforms (PWPER) in furtherance of implementation of the Vision. The Medium-Term Plans are implemented through Strategic plans.

This Strategic Plan has adopted the theme "Accelerating socio-economic transformation to a more competitive, inclusive and resilient economy "and its policies, programmes and projects aim at achieving the aspirations of the Kenya Vision 2030. It will also prioritize implementation of the (PWPER) alongside the economic recommendations recovery strategies to reposition the economy on a steady and sustainable growth trajectory.

1.2.6 Sector Policies and Laws

The sector is guided by the following policies and laws:

1. **Sessional Paper No. 1 of 2019** on Reforming Education and Training for Sustainable training in Kenya. The goal of the policy is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all in order to give every Kenyan the right to education and training.
2. **Basic Education Act - No. 14 of 2013** that gives effect to Article 53 of the Constitution and other enabling provisions; to promote and regulate free and compulsory basic education; to provide for accreditation, registration, governance and management of institutions of basic education; to provide for the establishment of the National Education Board, the Education Standards and Quality Assurance Commission, and the County Education Board and for connected purposes.
3. **The Kenya Institute of Curriculum Development Act, 2013 (Revised 2018);** that provides for the establishment of the Kenya Institute of Curriculum Development; to establish the governing Council for the Institute and for connected purposes.
4. **The Kenya National Examinations Council Act,No.29 of 2012** which provides for the establishment, powers and functions of the Kenya National Examinations Council and the conduct of examinations.
5. **The Teachers Service Commission Act No.20 of 2012** that make further provision for the Teachers Service Commission established under Article 237 of the Constitution, its composition; functions and powers; the qualifications and procedure for appointment of members; and for connected purposes
6. **The Children Act, 2022** that gives effect to Article 53 of the Constitution; to make provision for children rights, parental responsibility, alternative care of children including guardianship, foster care placement and adoption; to make provision for care and protection of children and children in conflict with the law; to make provision for, and regulate the administration of children services; to establish the National Council for Children's Services and for connected purposes.
7. **Technical and Vocational Education And Training Act No. 29 Of 2013 and its attentat regulations, 2015** provides for the establishment of a technical and vocational education and training system; to provide for the governance and management of institutions offering technical and vocational education and training; to provide for coordinated assessment,

examination and certification; to institute a mechanism for promoting access and equity in training; to assure standards, quality and relevance; and for connected purposes.

8. **The Universities Act No. 42 of 2012, (amended 2019) and its attendant Regulations, 2023** that provide for the development of university education; the establishment, accreditation and governance of universities; the establishment of the Commission for University Education, the Universities Funding Board and the Kenya University and Colleges Central Placement Service Board; the repeal of certain laws, and for connected purposes.
9. **Kenya National Qualifications Framework Act No. 22 of 2014** that provides for the establishment, powers and functions of the Kenya National Qualifications Authoíity (KNQA) to help coordinate and haímonize education, tíaining, assessment and quality assuíance of all qualifications awaíded in the countíy; with the view to impíoving quality and inteínational compaíability.
10. **The STI Act of 2013,** which established the National Commission for Science, Technology and Innovation (NACOSTI) to regulate STI and National Research Fund (NRF) to mobilize research funds and Kenya National Innovation Agency (KeNIA) to develop and manage the national innovation system.

1.3 History of Education Training and Research in Kenya

Education in Kenya is characterized by significant developments and reforms over the years. In the Pre-colonial Education (Before19th Century), traditional African societies had informal and community-based systems of education. Education was primarily focused on cultural practices, oral traditions, and skills necessary for survival, such as farming and hunting. Learning for each generation of youth was through traditional apprenticeship. The learners observed masters and gradually developed abilities to execute the required tasks. Fathers, in organized groups of elders and villagers, facilitated and implemented the education system. They instructed and ensured that the youth were made aware of the fundamentals of their tribe, religion and the practical aspects of the group. They were taught a trade that was relevant to the traditional domain of a particular group. Skills taught were mainly in farming, fishing and hunting which were relevant in life as they were the means of survival. The curriculum, though not written, was in forms of activities and experiences that provided youth with knowledge of survival tactics, craftsmanship, farming and oral number work. This form of education was based on need and the use of the physical environment of the child was encouraged. Education was therefore relevant to the needs of the society.

In the Colonial Era (Late 19th Century - 1963), the British colonial administration introduced a western-style education system that was mainly spearheaded by missionaries. The set-up mission schools and later the colonial government set-up government schools. The Church Missionary Society opened the first mission school in 1846 at Rabai. Other earliest schools

established included Nairobi Primary School (1902), Kaimosi Friends Primary School (1903), Maseno School (1906). The curriculum centered around European values and Christianity and access was limited primarily to Africans who were assimilated into European culture.

The Education Commission for the East African Protectorate (1919) recommended the introduction of Grants-In-Aid resulting in the colonial Government leaving significant aspects of African education to the missionaries. The Phelps-Stokes Commission (1924) through the Devonshire White Paper promoted a policy of separate development on racial lines. The European, Asian and Black Kenyan children went through separate schools for their education. The Annual Report of 1934 on African Education Paper 21 (1934) introduced the Grant-in-Aid rule of 1934 where aided schools were released from the necessity of training technical apprentice Federation of Protestant Missions. The report donated surplus funds from the East Africa war relief to start Alliance High School in March 1926 and the Holy Ghost, Kabaa in January 1930. The De-la-Warr Commission on Higher Education in East Africa (1937) recommended opening of Maseno and Mang'u as Junior Secondary Schools in 1938 and 1939, respectively. The Beecher Education Committee (1949) recommended that a few selected groups of African children be allowed to transit to Secondary education and sixteen (16) additional Secondary schools be opened by 1957 in the context of the 4-4-4 system of education.

In post-Independence (1963 Onward) education became a central focus of nation-building and development. GOK expanded access to education and promoted policies aimed at reducing disparities and promoting equity. At independence, in 1964, the Ominde Report recommended curriculum revision to make it more relevant to the Kenyan child and put more emphasis on practical subjects. As recommended in this report Harambee and day Secondary schools were established; teachers were appointed by BOGs; Government assisted schools were established under BOGs; Secondary schools were Kenyanised; Uniform Secondary fee guidelines. It further recommended the change of education system structure. Sessional paper no 10, 1965 report on African Socialism and its Application to Planning in Kenya recommended the separation of industrial education from general Academic education as a means of putting in place a strong economic base to be supported by available qualified technical skills. The report further recommended the elevation of trade skills from private status to secondary status as secondary technical schools. Secondary education was expanded as a necessity to lay a firm foundation for further education, training and work.

In 1971 a report of the Commission of Inquiry- Public Service Structure and Remuneration Commission (The Ndegwa Report) recommended double streams; increased teachers' salary and conversion of aided schools to maintained schools. In 1976, the Gachathi National Commission on Educational Objectives and Policies recommended the revision of curriculum to make it more practically oriented; extension of primary education from seven to nine years,

and abolishing two extra years of secondary school, thus leaving only four. It was from this report's recommendation that the third and fourth development plans were mooted. The third developmental plan emphasized, among other things, the teaching of vocational subjects in the technical, agricultural and business fields. It also recommended the integration of non-formal sector to secondary education in order to take care of school dropouts; development and rationalization of education for those not selected to GOK secondary schools through extramural, correspondence courses, radio and television; amalgamation of Secondary schools into larger units of at least four streams in order to share the use of expensive facilities and teachers and the establishment of a national school in each district and government support to Harambee Secondary schools.

In 1981, the Mackay Commission recommended change of the education structure from 7:4:2:3 to 8:4:4, two parallel systems of education between primary to university: the academic line leading to the University of Nairobi and the skills line leading to a second university of technology (Moi University. In 1985, there was a major reform in the education system with the 8-4-4 system being introduced to consist of 8 years of primary education, 4 years of secondary education, and 4 years of university education. This recommendation led to the phasing out of the "A" level. In 1988 the Presidential Working Party report on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report) recommended that Students in public schools pay the full cost of boarding and feeding, but needy students be assisted through bursaries; Establishment of day Secondary schools as a more cost-effective way of expanding accessibility; expansion of single and double stream Secondary schools to three streams; abolition of categorization of schools as high and low cost; Re-designate Secondary schools to do away with Harambee and GOK stream students.

The Commission of Inquiry into the Education System of Kenya (Koech Report) of 2000, recommended replacing the 8-4-4 system of education with TIQET (Totally Integrated Quality Education and Training). This recommendation was not implemented, but free primary education introduces in 2003 significantly increased access to education despite challenges in terms of infrastructure and resources. In 2012, the Taskforce on re-alignment of the education sector to the Constitution of Kenya, 2012 (Odhiambo report) and the Task Force on Alignment of the Higher Education Science and Technology Sector with the Constitution of Kenya, 2012 (Some report) recommended curriculum reforms to specify expected competencies at every learning level, revamp accreditation and assessment and develop a new policy to guide the education sector. The Odhiambo Report 2012 recommended the 2.6.6.3 system of Education in Kenya. Consequently, in 2018, GOK started the implementation of 2.6.6.3 system of education to gradually phase out the 8-4-4 system. The 2.6.6.3 system emphasizes Competencies with an objective exam-oriented approach.

In 2020 a Taskforce on "Enhancing Access, Relevance, Transition, Equity and Quality for Effective Curriculum Reforms Implementation" (Fatuma Chege Report) recommended that Junior Secondary be domiciled in the Secondary schools and assessment be both formative and summative. In 2022 the Presidential Working Party on Education Reform (PWPER) report of June 2023 titled, "Transforming Education, Training and Research for Sustainable Development in Kenya '' provides Twenty-one recommendations. Key among them is the development of a comprehensive school comprising pre-primary, primary and Junior schools. It emphasizes that Kenya should reform her education institutions, harnessing digital revolution, and adopting creative ways of teaching and learning for effective implementation of Competency-Based Curriculum at all levels of education and training.

MOE has been implementing recommendations of Working Parties/ Task Forces/ Commissions/ Committees through five year (5) Strategic plans like the NESSP 2013 -2018, and NESSP 2018 - 2022. This NESSP 2023 - 2027 shall be one of such plans. Currently MOE exists courtesy of executive orders on organization of government and reaffirmed by the Executive order No.2 of 2023 (Revised) to be responsible for the provision of quality, education, training and research for sustainable development. It focuses on enhancing access, participation, equity and inclusivity; improving quality, relevance, governance and accountability in education, training and research.

MOE is headed by a Cabinet Secretary, assisted by three (3) Principal Secretaries, each heading a State Department. The three State Departments are; (i) Basic Education; (ii) Technical, Vocational Education and Training and; (iii) Higher Education and Research. MOE is supported by 23 SAGAs that perform specific functions, 238 TVET institutions and 79 Universities (43 Public and 36 Private). In addition, the sector has an independent constitutional commission, the Teachers Service Commission (TSC).

1.4 Methodology of Developing the Strategic Plan

NESSP was prepared in line with the revised guidelines for the preparation of fifth-generation strategic plan, 2023-20 which was issued by the State Department for Economic Planning. The plan development was spearheaded by a technical committee (TC) appointed by the Cabinet Secretary. The TC were led by CPPMD and the coordination of the Directorate of Partnership and East Africa Community Affairs. The members of the technical committee were drawn from the three State Departments with representation from SAGAs. The top Management issued the terms of reference for the committee which inter alia included development of a strategic framework, review of the performance of the last strategic plan, drafting of the strategic plan, and undertaking public participation.

The Committee developed a budget roadmap and action plan for the review of the Strategic Plan for consideration and approval by Ministry top management. The Committee then developed a Strategic Framework that guided the development of the Strategic Plan.

The committee undertook internal and external consultations to identify strategic issues, goals, and key result areas as well as strategies for the current strategic plan. These consultations enabled generation of primary data while secondary data was obtained through pertinent documents including, Sustainable Development Goals, the African Union 2063, the EAC Vision 2050, the Kenya Vision 2030 and in particular, the Bottom-up Economic Transformation Agenda. Policies, laws and regulations, GOK, university education, science, technology and innovation provided important secondary materials. Efforts were made to ensure that this strategic plan is aligned to the recommendations of the Presidential Working Party on Education Reform. The final draft strategic plan was presented to Senior Education Officials and CEOs of SAGAs, Education Development Partners Cooperation (EDPG), UNESCO International Institute for Education and Planning (IIEP) and validation was done at various levels as per the guidelines.

CHAPTER TWO:
STRATEGIC DIRECTION

The chapter highlights the Mandate, Vision, Mission, Strategic goals, Core values and the Quality Policy Statement of the Ministry of Education.

2.1 Mandate of the Ministry of Education (MOE)

MOE derives its mandate from the Executive Order No. 2 of 2023. It has three State Departments and one independent commission each assigned different mandate as follows;

2.1.1 The State Department for Basic Education

The State Department is mandated to carry out the following functions:

(i) Basic (Early Childhood, Primary and Secondary Education and Teacher Training) Education Policy Management;
(ii) Primary and Secondary Education Institutions Management;
(iii) School Administration and Programmes;
(iv) Registration of Basic Education and Training Institutions;
(v) Administration of Early Childhood and Pre-Primary Education, Standards and Norms;
(vi) Management of Education Standards;
(vii) Management of National Examinations and Certification;
(viii) Curriculum Development; Quality Assurance in Education;
(ix) Special Needs Education Management;
(x) Representation of Kenya in Africa UNESCO;
(xi) Teacher Education, Training and Adult Education

2.1.2 The State Department for Technical, Vocational Education and Training

The State Department is mandated to carry out the following functions:
(i) Development and management of Technical and Vocational Education policy:
(ii) Management of Technical Vocational Education Training;
(iii) Management of Institutes of Science and Technology;
(iv) Management of National Polytechnics;
(v) Registration of TVET Institutions;
(vi) Management of Technical Training Institutes;

(vii) Development of Policy and Standards for Youth Polytechnics and Vocational Training;
(viii) Management of Apprenticeships and Training of Technical and Vocational Training

2.1.3 The State Department for Higher Education and Research

The State Department is mandated to carry out the following functions:

(i) University Education Policy and Standards;
(ii) University Education Management;
(iii) Management of Continuing Education (excluding TVETS);
(iv) Public Universities Management;
(v) Education Research and Policy;
(vi) Policy and Standards on Science and Technology.

2.1.4 The Teachers Service Commission

The Commission derives its mandates from Article 237 (2 and 3) of the Constitution of Kenya, as follows:

(i) Register trained teachers, Recruit and employ teachers;
(ii) Assign teachers employed by the commission for service in any public school or institution; Promote and transfer teachers;
(iii) Exercise disciplinary control over registered teachers; Terminate the employment of teacher-
(iv) Review the standards of education and training of persons entering the teaching service, Review the demand for and supply of teachers, and Advise the National Government on matters relating to the teaching profession.

2.1.5 SAGAS under MOE

MOE has established a number of Autonomous and Semi-Autonomous Government Agencies under respective State Departments to perform specific functions. Table 2.1 shows various SAGAs and their respective mandates.

Table 2. 1: Autonomous and Semi-Autonomous Government Agencies and their Mandate

S/No	Institution	Mandate
BASIC EDUCATION		
1.	Kenya Institute for the Blind (KIB)	To provide specialized services in the education of learners and trainees with visual impairment
2.	School Equipment Production Unit (SEPU)	To design, fabricate, manufacture and distribute science materials and apparatus to schools
3.	Kenya Institute of Curriculum Development (KICD)	To conducts educational research and develop, review, vet and approve local and foreign curricular and curricular support materials for use in all education and training levels in Kenya except the University
4.	Kenya National Examinations Council (KNEC)	To Administration of primary, secondary and tertiary examination on behalf of the Government.
5.	Kenya Education Management Institute (KEMI)	To operate as an educational advisory, consultancy and act as a resource center for the sector.
6.	Kenya Institute of Special Education (KISE)	To train teachers and other stakeholders in special needs education.
7.	Jomo Kenyatta Foundation (JKF)	To Publish educational books for all levels of education and provision of scholarship to needy, vulnerable and bright students
8.	Kenya Literature Bureau (KLB)	To Publish learning and teaching materials for educational institutions at all levels.
9.	Centre for Mathematics, Science and Technology in Africa (CEMASTEA)	To Train and conduct research in education
10.	Kenya National Commission for UNESCO (KNATCOM)	To coordinate UNESCO initiatives in the five UNESCO areas of competence
11.	National Council for Nomadic Education in Kenya (NACONEK)	To address the plight of marginalized children and youth in the country.
TECHNICAL, VOCATIONAL EDUCATION AND TRAINING		
12.	Technical and Vocational Education and Training Authority (TVETA)	To promote access and equity to relevant and quality Technical and Vocational Education and Training by regulating, inspecting, registering and licensing institutions and programs.
13.	TVET Funding Board (TVETFB)	To mobilize and manage financial resources for the purposes of TVET.
14.	TVET Curriculum Development, Assessment and Certification Council (TVET CDACC)	To design, develop, assess and certify competency-based curriculum in TVET

S/No	Institution	Mandate
15.	Kenya National Qualifications Authority (KNQA)	To establish and regulate a National Qualifications System, based on a Kenya National Qualifications Framework (KNQF).
16.	Kenya School of TVET (KSTVET)	Professional development and capacity building of TVET practitioners in Kenya
17.	National Polytechnics	To train technicians and technologists
HIGHER EDUCATION AND RESEARCH		
18.	National Commission for Science, Technology and Innovation (NACOSTI)	To regulate and assure quality in the science, technology and innovation sector and advise the government in related matters.
19.	National Research Fund (NRF)	To mobilize and channel resources for research, science, technology and innovation
20.	Higher Education Loans Board (HELB)	To source for fund and finance Kenyan students enrolled in recognized institutions of higher learning. The Board also has the mandate of recovering all mature loans issued since 1974
21.	Commission for University Education (CUE)	To accredit and quality assure university education in both public and private universities
22.	Universities Fund Board (UFB)	To mobilize resources for financing university education
23.	Kenya Universities and Colleges Central Placement Service (KUCCPS)	To coordinate placement of Government sponsored students into universities and colleges
24.	Universities and Constituent Colleges (79)	To provide university education, training and research

2.2 Vision Statement

An inclusive and equitable quality education, training and research.

2.3 Mission Statement

"To provide, promote and coordinate competency based inclusive and equitable quality education, training and research for sustainable development".

2.4 Strategic Goals

The Ministry is guided by the following goals;

1. Expand access to quality education, training, and research opportunities for all: GOK is committed to providing quality and relevant education to all learners as enshrined in its constitution. The education sector is mandated to ensure access, equity, inclusivity, quality and relevance in education and training.

2. Enhance equity and inclusivity: A well-educated population is critical for Kenya's economic and social development. This strategic goal aims at ensuring everyone get equal learning opportunities including resources for learners who may be excluded or marginalized.
3. Elevate Educational Excellence for impactful Learning, Training, and Research Improving quality and relevance of education across the three levels of curriculum management is key in human capital development. This means developing standards; assessing implementation of these standards; quality assurance in all education and training institutions programs. Quality assurance involves the systematic review of educational programs and processes to maintain and improve quality, equity, and efficiency.
4. Strengthen governance and accountability: Good governance contributes to the quality of education training and research by addressing multifaceted challenges affecting the sector. Governance comprises processes and systems for management and administration of the sector including decentralized tiers, institutional levels including all core and support education service delivery actions. Governance and accountability in education and training follows the structure of a Board of management/Governors or Council of Governors which is charged with overall responsibility of governing the institution. Effective governance and leadership ensure that institutions and programs are well-managed, responsive to industry needs, and aligned with national development goals.
5. Mainstream crosscutting, Pertinent, and contemporary issues: Achievement of the Ministry's objectives is dependent on both internal and external operating environment. Emergencies such COVID -19, Climate change, big data are emerging issues which call for the government's attention. Emanating from the lessons learnt from the impact of COVID -19 on education and training, the Government is alive to the fact that education and training requires a resilient system that is capable of withstanding the emergent shocks. Focus on ICT integration, Cybercrime, Big Data, Greening TVET are key issues that require attention.

2.5 Core Values

The Ministry will be guided by the following core values:

Equity and Inclusivity	We are committed to provide equal opportunity to education, training and research for all eligible persons;
Transparency and Integrity	We are committed to delivering services in an honest, accountable and transparent manner;
Respect for human rights	We are committed to render services without any discrimination regardless of race, ethnic background, religion, gender and social status;
Teamwork	We are committed to embrace teamwork among internal team members and external stakeholders in delivery of service;
Innovation and creativity	We are committed to adoption of continuous creativity and innovation decision making and service delivery;
Professionalism	We are committed to the highest professional standards and ethics in decision making and service delivery.

2.6 Quality Policy Statement

The Ministry of Education is committed to inclusive quality education, training, research, science, technology and innovation for sustainable development. To achieve this mandate, the Ministry has established a quality management system in line with the requirements of ISO 9001:2015 Standard. The Ministry will consistently meet and exceed customers' expectations within the confines of all its statutory and regulatory requirements.

The Ministry is committed to continually improve efficiency and effectiveness of the quality management system; through establishment of quality objectives that are measurable, regularly monitored, evaluated and reviewed for sustainability. The Ministry further commits itself to ensure customer satisfaction through the provision of resources, effective communication and continuous human resources development. This policy shall be revised periodically to remain relevant.

CHAPTER THREE:
SITUATIONAL AND STAKEHOLDER ANALYSES

This chapter describes the situational and stakeholder analyses with the situational analysis based on a scan of the external and internal operating environment within which the plan will be implemented. The external situational analysis covers opportunities and threats and includes economic, social, technological, legal and environmental factors. The internal environment analysis assesses strengths and weaknesses within MOE's governance and administrative structures, internal business processes and existing resources and capabilities. Also highlighted in the chapter is a summary of the achievements made during the implementation of the NESSP 2018-2022, challenges faced as well as essential lessons learnt are also presented. Stakeholders' analysis is presented in terms of the key stakeholders and what the ministry expects from them and vice versa.

3.1 Situational Analysis

3.1.1 External Environment

External factors arise from the changing macro-environment within which MOE operates directly and indirectly impacts the service delivery and attainment of education outcomes. While some external factors offer opportunities to aid the realization of set goals, others are do pose significant threats. Consequently, factors should be systematically analyzed and understood in order to formulate appropriate response strategies. The analyses opportunities and threats are presented under the six components of the external environment as outlined.

Political factors: changes in GOK policies and priorities, leadership, trade policies, resistance to change, taxation, regulation and deregulation trends and public expectation.

Economic factors: Manifested in the form of GDP per capita. It assesses wealth of individuals as those with high per capita can afford the cost of education. High inflation affects disposable incomes reducing the ability to afford education. Exchange rates increase cost of imports used in teaching, training and research which increases education cost.

Social factors: Demographic changes that increase population increases the demand for education among the youth. Moreover, cultural norms impact education in general. In some cultures, people who attain high education are regarded as noble and respected. On the contrary, in cultures where education is considered taboo, people tend to be against education attainment

especially for women and as such education suffers. Media is another social aspect that influences society through shaping perspectives, attitudes and mindsets.

Technology: Learners can access education remotely with no or minimal cost. The high-speed internet connectivity has enabled learners and educators to access course books, attend lectures and conduct lesson through their gadgets. On the other hand, new and emerging technologies such as Artificial Intelligence (AI) can enable students to learn online thus reducing the physical interaction affecting the role of educators.

Legal factors: As shown in section 1.2.6, several policies and laws govern education and research, these frameworks affect the way the sector is governed, managed and financed.

Environmental factors: This focus on the contribution of MOE to environment degradation, climate change and their impact on education. Frequent occurrences of natural disasters can damage the infrastructure in educational institutions affecting access to education. Air and water pollution can affect the health of students and educators suffering due to poor air and water resulting in chronic diseases like lung cancer which affects their ability to attend institutions of learning. Additionally, hydrocarbon energy consumption and infrastructure development increase greenhouse gasses causing climate change.

3.1.2 Summary of Opportunities and Threats

Table 3.1 shows a summary of opportunities and threats.

Table 3.1 Summary of Opportunities and Threats

Environmental factor	Opportunities	Threats
Political		
Government Policies	• Policy Emphasis on Education and Training • Enhanced curriculum development • Enhanced retooling of teachers/ Trainers/ Faculty Members • Create a good working environment	• Changes in government Policies / priority • Delay in approval of the policies and Bills • Disruption of the curriculum and training • Resistance to change/adopt to CBC
Governance	• Devolution - some functions are better performed by the County Governments • Political stability and goodwill	• Quality of education and training for ECDE and VTCs not harmonized across the different Counties

Environmental factor	Opportunities	Threats
	• Strong collaborative framework with partners • Cross-sectoral awareness on education • Regional and international cooperation	• Political interference in educational project implementation • Weak intergovernmental relations
Economic		
Fiscal and Monetary Policies	• Public-Private Partnerships • Budgetary allocation	• Budget Cuts /Austerity measures • Increased cost of goods and services
Growth in GDP	• Creation of employment directly and indirectly leading to economic growth • Enhanced economic stability leading to economic development • Enhanced PPP investment • Development partners funding /support	• Increased crime, drug abuse, mental issues, high dependency • Mobility of human capital • Low GDP growth rates which affect resource allocations to education sector • Advance economic growth leads to investment withdrawals • Reduction in GOK funding/grants
Macroeconomic factors	• Global stability leads to exchange programmes and benchmarking opportunities in education • Implementation of International literacy and global education standards • Liberal markets leading to competitive prices for goods and services • Prioritization of Education in implementation of Vision 2030 and MTP IV • Emphasis on Research and innovation • Linkages between education and industries • Control of Counterfeit goods/products	• Global stability which opens up the economy leading to brain - drain • Interference with national quality standards and guidelines • The global market can devalue the local currency • Other MDAs requirements to implement Vision 2030 and MTPs reduces allocations to the education sector • Resistance to change due to introduction of GMO and other Advance innovations • Increased substandard goods/ products

Environmental factor	Opportunities	Threats
Social		
Social Media	• New avenues for communication, training and development and collaboration • Increased public awareness and demand for human rights • Social media and online communities foster social connections, allowing individuals to stay in touch with friends and family, share experiences, and build virtual communities • Use of social media platforms for marketing and customer interaction • Professional social network platforms such as LinkedIn are important platforms for professional growth and network	• Erosion of social values and norms through negative publicity • A lot of unsynthesized information released to learners and the public • Prolonged internet use may contribute to social isolation as individuals prioritize online over face-to-face interactions • Anonymity on the internet contributes to online harassment and cyberbullying, negatively affecting mental health, especially among young users • Negatively affects physical health, relationships, and overall productivity.
Internet Connectivity	• Global connectivity, enables learners to access diverse educational resources • Online learning enhances efficiency and effectiveness of education and training • Has facilitated communication especially with the use of mobile phones • Promoted access to online learning resources i.e. (books, journals, publications)	• The interconnected nature of the internet exposes users to hacking, phishing, and malware attacks, compromising personal and institutional data
Cultural		
Cultural norms and values	• Strengthens Co-curricular activities in learning institutions through music, drama and dance • Social integration	• Retrogressive cultural attributes such as FGM • Teenage pregnancy • Increased crime, drug and substance abuse, mental issues, high dependency

Environmental factor	Opportunities	Threats
	• Affirmative action • Youth Demographic Dividend • Cultural exchange programs that expose learners to different traditions, languages, and perspectives, fostering a global mindset. • Development of inclusive curricula that incorporate diverse cultural perspectives, histories, and contributions, promoting cultural awareness and understanding. • Collaborate with local communities in the preservation of cultural heritage sites and ensure that students learn and appreciate their historical and cultural roots • Globalization and Cultural Exchange has facilitated understanding, and appreciation of diverse cultures can learn from and influence one another	• Cultural stereotypes in educational materials or curricula, perpetuating biases and limiting a comprehensive understanding of different cultures. • Discrimination based on language, where certain languages are not given adequate recognition in educational settings. • Exclusion of indigenous knowledge systems from formal education, overlooking valuable contributions and perspectives that could enhance learning. • Conflict arising from cultural differences challenges the implementation of educational policies. • Erosion of Kenyan social norms and values
Technological		
ICT	• Digitization of education and training services • Advance technology and Modern learning in TVET and Universities • Enhanced data system and data management • Computer literacy and enhanced CBC learning • Enhanced global learning and accessibility to innovation and technology	• Inadequate internet connectivity leads to exclusion of some learners • Cyber Security/ Negative effects of technological advancements • Resistance to change • E-waste which damages the environment • Damping of obsolete technology devices in institutions of learning • Increased costs to maintain and update ICT infrastructure, software, and devices

Environmental factor	Opportunities	Threats
	• Implementation of Learning Management Systems (LMS) to organize, deliver, and track educational content, streamlining administrative processes and improving efficiency	• Insufficient ICT infrastructure and power supply may hinder effective deployment of technology in certain regions • Unauthorized access to data as ICTs stores vast amounts of personal data
Rapid technological advancements	• Available technology • Adoption of new technologies • Improved efficiency in service delivery	• Increased cybercrime • Risk of technological obsolescence
Legal		
Policies and Legal instruments	• Government Legislation • Amendment of Acts • Constitutional and legislative provisions that emphasize quality education to achieve the country's aspiration like Kenya Vision 2030	• Non-compliance with relevant Acts and regulations • Litigation • Penalties /Court Awards • Poor corporate image
Ecological		
Climate change	• Climate change interventions • Pollution Mitigation • Wildlife conservation • New innovations can arise climate financing	• Natural calamities/disasters • Pollution • E-waste • Floods can destroy education infrastructure • Interference with normal teaching and learning schedules • Floods make access to Education institutions becomes impossible/ difficulty • Water borne related diseases

3.1.3 Internal Environment

The internal environment entails Governance and Administrative structures, Internal Business Processes and Resources and Capabilities that influence operations, culture, and overall effectiveness of learning institutions.

3.1.3.1 Governance and Administrative Structures

In Kenya, education, training and research is a shared function between National and County Governments. The National Government is mandated to develop education policies, curricula, maintain standards and develop, review and implement research, Science, Technology and innovation policies, guidelines, standards and linkages to the industries. It also manages examinations and awards Charters to universities. The County Government oversees Early Childhood Development and Education (ECDE), Pre-Primary Education (PPE), Vocational Training Centers (VTCs), Home Craft Centers and Child-care facilities.

MOE is headed by a Cabinet Secretary, assisted by three Principal Secretaries, each heading a State Department. The three State Departments are; (i) Basic Education; (ii) Technical, Vocational Education and Training and (iii) Higher Education and Research. In addition, there is The Teachers Service Commission. There are Semi-Autonomous Government Agencies (SAGAs) under these State Departments. The state departments have the following technical directorates:

S/No	State Department	Technical Directorates
1.	Basic Education	• Early Childhood Education; • Adult and Continuing Education; • Primary Education; • Secondary Education; • Teacher Education; • Special Needs Education; • Policy, Partnership and East Africa Community Affairs; • Field Services and Co-curriculum Activities; • Quality Assurance and Standards; • Project Coordination and Delivery.
2.	TVET	• Technical Education; • Vocational Education and Training
3.	Higher Education and Research	• Higher Education; • Research, Science and Technology

State departments have other support departments/units, which offer support services to the technical directorates. These are: Administration, Human Resource Management and Development, Accounts, Finance, Central Planning and Project Monitoring Department, Information and Communication Technology, Legal, Public Communication, Internal Audit and Supply Chain Management Unit.

3.1.3.2 Internal Business Processes

The internal business processes are tailored to address unique needs and goals of the education, training and research. They encompass a wide range of activities and functions

that are essential for the effective management and delivery of educational services. These processes span various departments, units, and functions within MOE and are designed to ensure efficiency, transparency, and accountability in the execution of its mandate. They include Policy Formulation and Development, Curriculum Development and Enhancement, Teacher Training, Professional Development and industry linkages, Infrastructure and Facilities Management, Student Enrollment and Assessment, Financial Management and Budgeting, Human Resources Management, Monitoring and Evaluation, Quality Assurance and Standards, Information Technology Management; Legal and Compliance, Stakeholder Engagement and Communication; and Research and Data Analysis, Policy Implementation and Coordination. Effective management of these processes is essential for achieving MOE's vision of an educated, skilled, and empowered population. Business process mapping shall be undertaken to identify all the steps in service delivery, responsible persons, the time taken and cost to accomplish the same. This shall identify the areas of inefficiency and inform the measures to be put in place to enhance efficiency and effectiveness

3.1.3.3 Resources and Capabilities

In reference to the Valuable, Rare, Inimitable, Organizational (VRIO) framework, internal resources and capabilities provide valuable insights into its competitive advantage. MOE 's extensive experience and a cadre of skilled educators stand out as valuable resources. These contribute significantly to delivery of education, training and research services, enabling MOE to respond adeptly to the education sector needs.

Furthermore, MOE possesses rare resources that enhance its distinctiveness and leadership in the education domain. Exclusive partnerships with reputable educational institutions and access to a unique database of educational research exemplify these rare elements. This rarity not only sets MOE apart but also creates barriers for competing entities, thereby strengthening its competitive position in the education sector.

Inimitable resources within MOE, such as institutional knowledge and innovative curriculum development approaches, establish a sustainable advantage. These resources provide MOE with a unique and enduring edge. The ability to continually adapt and innovate in response to changing educational paradigms and societal needs is a hallmark of inimitability that contributes to long-term success.

Organizational capabilities are vital for effectively leveraging these resources. MOE's efficient administrative systems, well-defined structures, and a robust communication network ensures that its resources are organized and utilized optimally. This organized approach is crucial for translating the potential of its resources into tangible outcomes, from policy implementation to achieving educational goals.

3.1.4 Summary of Strengths and Weaknesses

The strengths and weaknesses analysis has been conducted to evaluate MOE's operating environment in order to develop the desired Strategic Plan for 2023-2027. The following Strengths and Weaknesses were identified and presented in Table 3.2.

Table 3.2 Summary of Strengths and Weaknesses

Factor	Strengths	Weaknesses
Governance and Administrative Structures	• Existence of legal and institutional framework in both the Constitution and Executive Orders. • The existence of specialized agencies lending substantial support for evidence-based policy formulation, planning, and budgeting • Well-established administrative systems ensuring efficient operations • Transparent decision-making processes fostering accountability • Effective coordination among administrative units • Robust communication networks with educational institutions and stakeholders • Continuous professional development for administrative staff.	• Unharmonized development and implementation of policy and legal frameworks • Weak linkages between National level and county level Education and Training offices • Limited adaptability to rapid changes in educational needs • Insufficient mechanisms for gathering and incorporating stakeholder feedback. • Challenges in keeping up with technological advancements in administrative processes.
Internal Business Processes	• ISO 9001:2015 certification • Management support and commitment • Adoption of ICT in service delivery has streamlined operations, enhancing accessibility and efficiency	• Lack of current data • Ineffective feedback and complaints handling mechanism • Ineffective data management • Low customer satisfaction level • Lack of flexibility in adapting to changes in educational methodologies

Factor	Strengths	Weaknesses
	• Complementarity with other sectors (Health, GJLOS, Environment) to achieve sector mandate • Streamlined and efficient internal workflows • Well-defined and documented business processes • Quality control measures to ensure the consistency of educational services • Regular performance assessments and improvement initiatives • Effective communication channels between different departments	• Ineffective feedback and complaints handling mechanism • Low customer satisfaction level • Lack of flexibility in adapting to changes in educational methodologies • Inadequate integration of technology into internal processes • Insufficient mechanisms for timely identification and resolution of operational inefficiencies • Limited innovation in developing new and more effective internal processes • Weak linkages between the informal sector/industry and TVET and lack of a clear structure to operationalise the partnership/linkages
Resources and Capabilities	• Highly skilled and qualified manpower • Availability of basic MIS • Relatively impressive accessible education opportunities • Regular budget allocation • Access to a diverse range of educational experts • Strategic partnerships with reputable educational institutions • Inimitable resources, such as unique teaching methodologies and institutional knowledge	• Limited resources allocated for ongoing training and development • Inadequacy of staff across all cadres • Inadequate ICT tools, equipment and limited technological advancements • Inadequate office space and equipment • Budget cuts • Inadequate budget for implementing innovative educational programs • Difficulty in attracting and retaining top-tier talent in education • Insufficient monitoring and evaluation mechanisms for assessing the impact of educational resources and programs.

3.1.5 Analysis of Past Performance

This section outlines the key achievements during the implementation of NESSP 2018-2022 by Thematic Areas, the challenges faced, and lessons learnt.

3.1.5.1 Access and Participation

Pre-Primary Education: Enrollment in pre-primary increased from 2.74M to 2.87M pupils. The pre-primary schools increased from 25,589 to 27,174 schools. This resulted in GER increasing from 78.4% in 2018 to 115% in 2021. The achievement is attributed to (i) a policy change requiring every primary school to have an ECDE Centre and (ii) County Governments investing in infrastructure development.

Primary Education: The number of schools increased from 32,344 to 32,469 resulting in enrollment increasing from 10.07M in 2019 to 10.36M in 2022. The GER increased from 104.0% in 2018 to 107.9% in 2021 and NER dropped from 91.2% to 78.1% despite the set target being 93.1%. The NER for Boys was 78.6% while that of girls was 77.7% in the same period. Completion rates increased from 84.2% to 87.8% by 2021 against a target of 100%. The National Gender Parity Index (GPI) was 1 on average against a target of 0.9. GPI was relatively low in the northern regions of Mandera (0.60), Garissa (0.73) Wajir (0.77), Turkana (0.89) and Samburu (0.90) in 2020. In absolute terms enrolment in public primary schools rose from 8,488,274 in 2019/20 to 8,849,268 pupils as of FY 2021/22.

Survival rate at Standard 6 was 92.9 per cent for boys and 96.5 per cent for girls while that of Class 8 was 79.7% for boys and 86.2% for girls. The survival rate was high for Standard 6 as compared to Standard 8, the final Grade of primary education. This implies that efficiency of the education system was better up to Standard 6 but sharply declined in the last two Grades of primary education (Basic Education Statistical booklet-2020).

A total of 583 public primary schools undertook infrastructure improvement under renovations and rehabilitation while 76 low-cost boarding primary schools undertook boarding facilities improvement for 19 dining halls cum kitchen, 6 ablution blocks and 51 dormitories between FY2020/21 and 2021/22.

Secondary Education: Enrolment increased by 31% from 2,943,640 in 2018 to 3,858,079 in 2022. The GER increased from 70.3% in 2018 to 85.5% in 2022 and the NER increased from 53.2% in 2018 to 70.5% in 2022. Table 3.3 shows access and participation Trends.

Table 3.3: Access and participation indicators for Secondary education, 2018 to 2022

Description	2018	2019	2020	2021	2022
Males (thousands)	1,489.00	1632.58	1775.34	1925.18	1893.52
Females(thousands)	1453.64	1627.43	1793.94	1975.95	1964.56
Total Secondary (thousands)	2,942.64	3260.01	3569.28	3901.13	3858.08
Secondary GER, %	70.3	71.9	80.7	87.3	85.5
Secondary NER, %	53.2	59.5	65.9	70.9	70.5
Public Secondary Schools	9,643	8,933	9,100	9,238	9,247
Private Secondary Schools	1,756	1,530	1,290	1,244	1,255
Total number of Secondary Schools	11,399	10,463	10,390	10,482	10,502
Average school size	259	312	344	373	368
Primary to secondary transition	83.3	85.5	91.0	78.5	78.6

Source: MOE 2023

Whereas GER surpassed the planned target, the NER was below the planned targets of 83%. Beyond the national average, there are large disparities between counties. Eleven counties registered GERs below 50%. This were Mandera (18.7%), Marsabit (19.6%), Garissa (20.5%), Wajir (23.3%), Isiolo (24.8%) Tana River (34.3), Nairobi (38.6%) Samburu (40.2) and Mombasa (46.7%). Transition rate from primary to secondary school increased from 83% in 2017 to 91.0% in 2020. This is attributed to implementation of the 100% transition policy.

To increase access, an additional 15,191 classrooms, 7,601 laboratories and 7,601 WASH facilities were planned. However, 20,279 classrooms, 3919 laboratories, 19722 WASH facilities, 1576 dormitories, 435 libraries, 572 administration blocks, 571 dining halls were constructed. Also, 234,333 chairs, 235,451 lockers and 34,582 Laboratory stools were procured for schools. Despite this improvement, there is a shortfall of 21% in infrastructure facilities in secondary education. The shortfall in classes is 14.68% while that of science laboratories is 39.6%. workshops have a shortfall of 75% and the shortfall in toilet doors 13.6%. In addition, 4.39% of the infrastructure facilities in secondary education are temporary. Temporary infrastructural facilities vary among the various facilities with 2.42% of Classrooms in secondary schools being temporary while 6.49% of the science laboratories are temporary. Achieving requisite infrastructure is largely affected by inadequate funding hence the high classroom ratio. Elimu scholarship was provided to 18,000 learners. The Advocacy, Social Support and Gender Sensitization Programme, was rolled out to improve retention of learners in the Upper Primary grades 7 and 8. A total of 1,803 gender champions from targeted Secondary schools were trained on how to address gender issues.

Adult and Continuing Education: There were 373 adult and continuing centers (ACEs) offering Secondary education with an enrollment of 9,122 (male 4155, female 4967) and 609

ACE centers offering primary education with an enrollment of 8,471 (male 4163, female 4308) in the year 2022. Advocacy and Awareness Creation of ACE programmes were held in all the counties every financial year from 2018-2022. The total number of ACE centers declined from 5,340 in 2018 to 4,059 in 2022 against a target of establishing 300 adult learning centers. The Percentage growth in Enrolment of Adult and continuing Education (ACE) declined by 43.3% where enrolment of learners decreased from 227,322 (male 70,818 and 156,504 female) in 2018 to 128,878 (Male 44,762 and female 84,116) in 2022. This reduction may be attributed to exit of instructors due to retirement and natural attrition.

Inclusive Education for Learners and Trainees with Disabilities at Basic Education: The Sector policy for Learners and trainees with disabilities was launched in 2018. Consequently, enrolments for the Special Needs Education (SNE) learners in both primary and secondary continued to increase due to GOK subsidies including grants under Free Primary Education (FPE), Free Day Secondary Education, Tuition top-up and boarding subsidies. The previous plan targeted to increase the share of SNE enrolment in primary education from 1.2% to 5% by 2022 but achieved only1.6%. Also completed capacity building of teachers on inclusive education and construction of the national referral psycho-assessment Center at KISE. Other achievements include development of Assessment Standard Guidelines, Differentiated Unit Cost which is yet to be implemented and adaptation of curriculum and learning materials in the current curriculum. There was also support for Pre-Service Teacher Trainees with disabilities and utilization of Current ICT Technology to Implement some targets

Technical Vocational Education and Training (TVET): The number of operational TVET institutions grew by 35.7 percent from 1,769 in 2018/19 to 2,401 in the FY 2022/23. Out of this 56% are TVET institutions under the purview of MOE while 44% are TVETs in other MDAs and in the Private sector. For the proportion of TVETs under the purview of MOE, National Polytechnics contributed 1%, TVCs contributed 21% and Youth Polytechnics /Vocational Training centers contributed 78%. Enrollment in TVET institutions increased by 56.3 percent from 359,852 in FY 2018/19 to 562,499 in FY 2021/22. Out of these, National Polytechnics and Technical Training Institutes constituted 19.5 percent of the overall enrolment. Public TVCs constituted 82.5 percent of the overall enrollment while private TVCs constituted 18.5 percent by the FY 2021/2022. TVETS under the Ministry of Education contributed 49.8 percent of the overall enrolment. Enrollment in public TVET institutions increased by 49.9 percent from 274,232 in 2018 to 411,169 in 2021. Out of this, enrolment in national polytechnics and TTIs grew by 29.1 percent from 75,346 in 2018 to 97,237 in 2021. Enrollment at the public Technical Vocational Centers (TVCs) increased by 78.8 percent from 84,402 in 2018 to 150,927 in 2021 while enrollment in Vocational Training Centers (VTCs) increased by 42.4 percent from 114,484 in 2018 to 163,005 in 2022. The Kenya School of TVET (KSTVET) enrollment increased from 3,103 in 2018 to a total of 3,683 in 2021. This marked an 18.7 percent increase in enrolment during the period.

University Education: Enrolment of students in universities increased by 9.7% from 513,182 in 2018/19 to 562,925 in 2022/23. The increase is attributed to increase in the number of universities and placement of GOK sponsored students in both public and private universities. The number of university students provided with loans increased from 293,249 in 2018/19 to 343,055 in 2021/22.

The National Open University of Kenya (NOUK) was established to enhance innovative ICT enabled open distance learning approaches. Open, Distance and E-learning (ODeL) approaches coupled with innovative ICT solutions adoption were accelerated in the sector particularly during the COVID-19 period. This enhanced access to university education. In addition, eight (8) universities were provided with video conferencing facilities to support training and research at postgraduate level. Commission for University Education (CUE), developed guidelines on digital content development and delivery in the universities and initiated review of university standards to incorporate the requirement for blended learning.

A number of infrastructural projects were initiated and some of them were completed. To improve retention, safety, well-being and productivity of students, universities collaborated with private providers of accommodation. The sector realized an increase in enrolment in Science Engineering and Technology (SET) courses. These interventions overall resulted in increased access to university with enrolment increasing from 9.7%. This was however below the target by 0.3% implying the need for more investment and intervention measures.

Science, Technology, and Innovation: In 2019/20 FY, an STI infrastructure survey aimed at providing a baseline for STI infrastructure development in Kenya was interrupted by the onset of the Corona Virus Disease, 2019 (COVID-19) pandemic in March 2020 and was not completed. An STI Strategy was developed and STI mainstreaming target introduced to all MDAs through the Performance Contracting Targets to gather data on STI Infrastructure. In addition, STI priorities were published to guide MDAs on key GOK STI priority areas for the 2018-2022 periods. The national physical science research laboratory is currently being developed at Konza Technopolis; the design and drawings for the three priority laboratories (Theoretical and Computational Science, Material Science and Engineering, and Mineralogy and Nanotechnology). A science park at Dedan Kimathi University of Technology (DeKUT) was launched in September 2020 and is now under construction. A National Innovation Award was undertaken to recognize and motivate innovators. Institutions and innovators were sensitized on Intellectual Property (IP) and innovation. In February 2021, Intellectual Property policy guidelines for academic and research institutions in Kenya was developed and finalized with support from development partners. Commercialization of 38 innovations including those on the 'Big 4 Agenda' thematic areas was undertaken.

Kenya National Qualifications Framework (KNQF): Following its operationalization in 2018, a total of twelve (12) National Policies, Standards, and guidelines have been developed including the Recognition of Prior Learning (RPL) policy. Twenty-Six (26) Qualifications Awarding Institutions (QAIs) mandated to award qualifications were accredited. They have awarded 1,306 qualifications that were registered using National Qualifications Management Information System (NAQMIS). The accredited QAIs include ten (10) National Polytechnics representing 38 percent of QAI. Further, a total of One Hundred and Twenty-Five (125) institutions including QAIs, professional bodies, Education and Training providers were sensitized and Twenty –Six (26) QAIs were capacity built on KNQF Implementation. A total of 4,203 applications for Qualifications Alignment and Validation services were processed which is attributed to the development of Qualifications Alignment and Validation System over a 4-year period from FY 2019/20 and FY 2023/24. This will allow applicants to pursue further studies in Kenya, acquire jobs and weed out fraudulent certificates in the job and educational sectors. To ensure credibility of all qualifications awarded by QAIs in Kenya, the KNQA developed the Kenya National Learners Records Database (KNLRD). This database ensures that qualification data is sourced exclusively from accredited QAIs authorized to confer these qualifications. During the fiscal year 2022/24, one QAI successfully uploaded data for all learners and their respective qualifications, totaling Ninety-Nine Thousand, Four Hundred and Sixty-Eight (99,468) individuals.

Post Training and Skills Development: Policy frameworks for work-based learning, labour market placement linking training to industry such as the National Skills Development Policy and guidelines, the Office of Career Services Regulatory Framework and the National Skills Management Information system are being developed.

3.1.5.2 Equity and Inclusivity

Primary: Enrolment in Low-Cost Boarding (LCB) schools decreased from 114,437 in 2018/19 to 84,786 pupils in 2019/20 and further to 83,146 in 2020/21. The drop was attributed to improved household abilities and reducing of LCB through upgrading. Hot day meals were provided to 1,841,000 and 2,257,963 pupils in ASAL and vulnerable regions in 2020/21 and 2021/22 respectively. Sanitary towels were provided to 1,359,008; 1,675,679 and 898,379 teenage girls at the puberty stage for menstrual hygiene and self-esteem which also reduces absenteeism in 2019/20, 2020/21 and 2021/22. A total of 660 trainings on WASH access utilization and 859 trainings on Health and Life Skills were undertaken with help of partners. In addition, 12,240 candidates with special needs (visual impairment, hearing impairment and physical disabilities) were examined in KCPE.

Secondary: Progress in the female/male enrolment ratio has been significant, to the extent that the 2022 target was achieved in 2019. The share of SNE learners in secondary schools continued to be minimal. It reduced from 0.17% in 2018 to 0.14% of learners in secondary schools in 2022. The number of vulnerable learners rose from 13.53% in 2018 to 17.52% in 2022 of the student population. The total claim counts under EduAfya increased from 286,883 in 2018 to 1,471,282 indicating the importance of the medical scheme for students. Table 3.4 shows indicators for equity and inclusivity in secondary education.

Table 3.4: Indicators for Equity and inclusivity in secondary education indicators, 2018 to 2022

Description	2018	2019	2020	2021	2022
Proportion of SNE learners %	0.17	0.15	0.15	0.14	0.14
Proportion of Vulnerable students%	13.5	14.1	15.5	14.3	17.5
Proportion of students who are refugees%	2.1	1.9	1.7	1.7	1.6
Secondary Completion rate %	81.6	94.3	93.3	112.5	111.5
Total Claim Count Under Edu Afya (Thousands)	**286.9**	**245.5**	**512.3**	**1122.5**	**1471.3**

Technical Vocational Education and Training (TVET): The number of trainees enrolled in TVET SNE institutions increased from 2,414 in FY 2019/20 to 3,301 in FY 2020/21 and 3,805 in FY 2021/22. In the FY 2018/19, the construction of a hostel and a workshop in each of the four Special Needs TVET institutions commenced with construction works in three of the institutions being completed in FY 2021/22 while construction work in one is ongoing. Three Special Needs TVET institutions received assistive learning and training devices, tannery equipment, footwear equipment, stitching machines and hand tools. However, these special needs institutions continue to face the challenges inadequate qualified trainers to handle special needs trainee, assistive devices, infrastructure, and training equipment.

University Education: to increase access for vulnerable students, scholarships, loans and bursaries were to be enhanced. This prompted a review of the differentiated unit cost criteria. Preferential funding for students studying Science, Technology, Engineering, Mathematics, and Innovation (STEMI) was done. Some 108 partial postgraduate scholarships were awarded to students across the country. Nevertheless, scholarships to students with special needs was not realized with individual universities continued to provide local scholarships.

The value of loans awarded increased from **Ksh 11.1bn** in 2018/19 to **Ksh 14.6bn** in 2022/23. However, the average loan per student decreased from **Ksh 43,579** to **Ksh 41,160,** indicating that growth in number of applicants has outstripped growth in funds allocated for student loans. Overall cut-off points for degree programmes for female applicants, minority and marginalized

groups as well as specific programmes in STEM courses for these groups were lowered to attain the "One Third gender rule and 10% representation of minority and marginalized groups. The percentage increase in gross enrolment from 2018/19 to 2012/22 was 8.20%. The female to male ratio declined from 0.70 to 0.68.

Science, Technology, and Innovation: a National Science, Technology, Engineering and Mathematics (STEM) mentorship programme for girls was initiated in secondary schools. The Young Scientists Kenya (YSK) initiative was inaugurated to mentor boys and girls in STEM. Two (2) Scientific Camps, the annual Africa engineering week, and the international day for women and girls in science were held. Participation in STEM Mentorship programme for girls in secondary schools increased from 128 students in 2018 to 542 students in 2019. An online tracking system was developed to monitor and evaluate mentored students. In 2018, 10,000 students from 10 counties and 82 schools participated in the YSK. In 2019, 45,000 students from 333 schools in 47 counties participated in YSK. In 2020, due to the COVID-19 pandemic, YSK reached students virtually from July to November. A total of 30,000 students from 175 schools in 30 counties were mentored. A DigiGirlz panel discussion and boot camp were also held in March 2021, and a workshop on enhancing STEM education through robotics and Artificial Intelligence (AI) was held in April 2021.

3.1.5.3 Quality and Relevance

Pre-Primary: Curriculum designs for pre-primary education and their implementation framework were developed. Also developed were curriculum support materials (CSM) in all the learning areas for regular learners. The same were disseminated and orientation for teachers and ECD Educators was done. CSM were also adapted to suit learners with special needs for inclusivity. CBC was successfully piloted and the national rollout undertaken in 2019. Over 90,000 Educators comprising curriculum support officers, head teachers, teachers, teacher trainers and field officers were trained on CBC and CBA. The Kenya School Readiness Assesment Tool (KSRAT) was reviewed to put in place a tool that can be used to establish the level of performance of a learner in the various Learning Activity areas in pre-primary education. The number of teachers reduced from 92,359 in 2019 to 69,561 in 2022.

Primary: Curriculum designs for all levels of learning up to Grade 7 were developed and adapted to suit learners with visual, hearing, and physical impairment. Monitoring of the national implementation of CBC in Pre-Primary 1 and 2 and Grades 1-7 was conducted. The handbooks for teachers in primary teacher education were also completed. Capacity building for Educators was also done. Curriculum for Learners' Support Assistant programme, curriculum designs for Diploma in Primary Teacher Education, and Kenya Sign Language interactive materials were also developed. Curriculum designs for Diploma in Early Childhood Development,

Teacher Education and Diploma in Primary School Teacher Education were developed and disseminated for implementation. Over 80,000 programmes were disseminated through Radio and TV Channel and e-content was disseminated through Kenya Education Cloud (KEC). This supported remote learning during the COVID-19 global pandemic. Field monitoring exercise for implementation of CBC was carried out every year.

The Competency Based Assessment Framework (CBAF) was developed for Early Years Education (EYE) and Upper Primary including Special Needs Learners. In 2019, a web-based portal was developed to enable the conduct of National Assessments and School Based Assessments (SBAs). The first Grade 3 learners' assessment was conducted in 2019 and these national assessments have been carried out each year since. School Based Assessments (SBAs) have been conducted from Grade 4 to 6 learners since the year 2020. The first Kenya Primary School Education Assessment (KPSEA) and Kenya Intermediate Level Education Assessment (KILEA) was conducted at Grade 6 in 2022. The KPSEA and KILEA reports and school specific reports were developed and circulated to stakeholders. In addition, over 250,000 teachers and education stakeholders have been trained on Competency Based Assessment (CBA).

The number of teachers increased from 104,920 to 224,510 in 2022. The National PTR was 39:1 against the target of 32:1. The KCPE Candidature increased from 1,060,771 to 1,244,332 with special needs learners' candidature increasing from 1387 to 2440 pupils. The National Mean Score for KCPE improved from 52.70 in 2018 to 53.11 in 2022.

To improve the learning of mathematics at early grade, 10,539,073 text books and teachers' guides were provided to all public primary schools for grade 1 and 2. Of which 41,299 were for learners with special needs. Also 102,000 Grade 1, 2 and 3 teachers were trained on innovative strategies for enhancing the learning of Mathematics and the implementation of the School Based Teacher support (SBTS) initiative. Also 4,000 target schools were provided with School Improvement Planning (SIP) grant. The grant helped most of these schools improve their management and accountability, learning environment and access to supplementary learning materials. Level of involvement of the community, particularly parents in the learning process increased due to sensitization and training of the BOMs and parent representatives. Lessons learnt led to developing policy guidelines on utilization of school funds (capitation grants and others) that was rolled out in all public primary schools.

The average class size at primary level was 1:37 and 1:19 for public and private schools respectively against expected norm of 1:50. However, disparities still exist in densely populated regions and some urban centers. The toilet pupil ratio was :33 and 1:30 in public primary schools for boys and girls respectively in 2022. This was below the set standards of 1:30 for boys and 1:25 for girls which has been achieved in private schools (1:20 and 1:18 for boys

and girls respectively). Infrastructure was upgraded in 307, 211 and 181 schools in 2018/19, 2019/20 and 2020/21 respectively. Further 360,000 desks for 5,136 public primary schools were procured to improve the quality of the learning environment.

Quality and relevance in primary education was further enhanced by Integrating ICT into Teaching, Learning and Training: All the 35 Diploma Teacher Training Colleges started implementing Competency Based Teacher Education (CBTE) Curriculum in 2021. The Competency Based Teacher Education training envisages to produce a teacher who competently applies pedagogical content knowledge, skills, values, professionalism, Pertinent and contemporary issues required for improvement of learning outcomes.

In 2018/19, digital contents were developed and on-line courses implemented with 9,000 teachers being trained on ICT integration and implementation of CBC under the Digital Learning Programme in Primary Schools. MOE trained over 40,000 educators to use remote learning and conferencing platforms to ensure continuity of learning during the disruptions. A total of 14,000 teachers were also trained on ICT integration in teaching and learning.

Other achievements include curating and finalizing Grade 3 interactive digital content, developing a new Universal Design for Learning (UDL) platform for SNE digital content, refurbishing 1,000 schools and establishing smart classrooms. In addition, 600 ICT Interns were recruited and deployed to all counties to support teachers on ICT Integration in administration, teaching and learning processes using the DLP gadgets. During the COVID-19 pandemic, the sector partnered with over 35 faith-based and community FM radio stations to broadcast lessons to the remote areas and informal settlements. In terms of examination and assessment a system to enable the administration of examinations and assessment, e-marking, online processing and scoring of results at basic education and teacher education levels was developed. The E-assessment system was piloted for Grade 5 and Teacher Education Examinations. In 2022, the e-assessment for teacher education was rolled out for 2 papers in the Upgrade Diploma in Early Teacher Education (UDECTE).

In 2023, the qualifying test for Kenya Certificate of Secondary Education (KCSE) candidates was conducted and scored using the e-assessment system. The School Based Assessments (SBAs) for upgrade diploma in primary education (UDPTE) was conducted, marked and processed through the e-assessment system in 63 colleges where 5,900 candidates were examined. Tutors in all TTCs were inducted and conducted the e-marking of the SBAs

Secondary: Learners in Forms 1 to 4 were supplied with textbooks in six core and 14 elective subjects in 2018, which were replenished in 2019. On average 95% of secondary schools have attained student to textbook ratio of 1:1. This contributed greatly to the completion

rate increasing from 81.56% in 2018 to 111.51% in 2022 and improved Kenya Certificate of Secondary Education (KCSE) performance that increased from an average 3.96 points out of 12 points in 2018 to 4.51 points in 2022. Also, the percentage of students who achieved an average of 7 points and above out of 12 points increased from 13.9% in 2018 to 20% in 2022. Notably boys are outperforming girls with the gap between them reducing across the plan period. In 2018, 16.02% of boys achieved C+ or above, compared to 11.7% of girls, a 4.32% percentage point difference. In 2022, 20.07% of the boys had achieved an average C+ score and above, and 17.71% of girls achieved this score. The point difference between the two groups was 2.36%. Table 3.5 shows quality and relevance indicators.

Table 3.5: Quality and relevance indicators for secondary education

Description	2018	2019	2020	2021	2022
Completion rate %	81.6	94.3	93.3	112.5	111.5
Average Number of Teachers on BOM terms	7	7	7	8	9
Proportion of schools integrating ICT	63.3	65.9	67.5	69.7	76.5
Proportion of schools with student book ratio of 1:1		97.5	97	96	95
Average KCSE performance	3.96	4.30	4.52	4.24	4.51

Improved achievement in examinations is also attributed to the number of teachers. On average about 71% of the male teachers are posted by TSC while the remainder of 29% are recruited by BOM. Also, 77% of female teachers are posted by TSC while 23% are employed by BOMs. The number of teachers increased as the student enrolment increased.

In the plan period, 23.3% of schools were visited to adhered to the minimum standards which left out 76.7% of the schools. Of schools visited 57% were visited for advisory services, 8% were for investigative purposes, 13% were for registration purposes while other purposes covered 22% of the visited schools. In addition, 19.65%, 2.31% and 1.01% of the schools were visited once, twice and thrice respectively.

CBC was developed and disseminated for Junior school. The rollout of CBC in Grade 7 was undertaken in January 2023. Curriculum designs and curriculum support materials were developed and disseminated for regular learners and adapted for learners with special needs for Grade 7. Capacity building for Educators (Master Trainers, Champion Teachers, Curriculum Support Officers, Education Officers and Teachers) on implementation of CBC in Grade 7 was undertaken.

The guidelines for evaluating school-based projects were reviewed in 2019 to ensure that milestones are measured, assessed, and validated at school level. Capacity building for 70 technical officers, setters and moderators on Competency Based Assessment (CBA) was

conducted through a technical assistant. The draft for the Competency Based Assessment Framework (CBAF) was initiated and will be finalized in next plan. The framework for participation in the Programme for International Students Assessment (PISA) was developed and participation agreements were approved and signed.

As determined by ICT expertise and ICT infrastructure in schools including internet connectivity, teachers using ICTs, availability of computer laboratories, ICT enabled administrative tasks, bandwidth with 0.1mbps and the number of computers above 10 per school, 76.5% of the schools were integrating ICT in their programmes in 2022. This was an increase from 63.3% in 2018. However, there are marked differences in how schools are integrating ICT with some regions completely lagging behind.

A total of 1,300 and 3,434 primary and secondary teachers respectively were recruited and deployed to schools in educationally and economically disadvantaged areas to teach Science, Mathematics and English. The teacher shortage has therefore been reduced by 1,300 in primary schools and by 3,434 in secondary schools. A total of 51,950 teachers of Science, Mathematics and English (SME) were trained on School Based Teacher Support System (SBTSS) which has been operationalized in 6,500 primary schools and 2,000 Secondary schools. Teacher Professional Development (TPD) training modules for teachers and instructional leaders were rolled out to 85,105 teachers, 4,286 principals, and 6,795 head teachers. In addition, 6,583,839 Mathematics, Science & English textbooks were distributed in 7,852 primary and 2,147 secondary schools (2,254,782 in primary schools and 4,329,057 in secondary schools) which led to more than 85% of the schools achieving a 1:1 student-textbook ratio. A total of 2,145 learners (Hearing Impairment -774, Visual Impairment -1,000 and Physical Impairment -371) were provided with assistive devices. A total of 10,770 textbooks with brailed content and 42,546 adapted textbooks were distributed.

Adult and Continuing Education: Out of the targeted 300 Community Learning Resource Centres (CLRCs), 197 were established across the country and 5 existing refurbished. Despite a target of 2642, No ACE center was equipped with facilities to support adult learners with disability. Five Multipurpose Development Training Institutes (MDTI) were renovated and furnished as targeted. The number of Adult Learners who sat for the Proficiency Test increased from 19,348 in 2018 to 20,140 in 2019. The number of ACE learners who sat for KCPE decreased from 5,356 (male 2,840 female 2,516) in 2018 to 3,292 (1,903 male and 1,389 female) in 2020 while the number of ACE learners who sat for KCSE increased from 2,081 in 2018 to 3,217 (male 1,625 and female 1,592) in 2020.

Inclusive Education for Learners and Trainees with Disabilities at Basic Education: Adapted CBC; construction of the National Psycho-Educational Assessment Centre at KISE. Integration of ICT and assistive technology to learners with special needs with a focus on

capacity building of teachers, digitization of content and supply of SNE accessible devices and technologies. Training of Diploma teachers at KISE. The beneficiary included Special needs learners. The NESSP also targeted to increase the share of SNE enrolment in primary education from 1.2% to 5% by 2022 but achieved 1.6%.

Teacher Education, Professional Development and Management: The teacher education Curriculum Framework for pre-primary, primary and secondary levels have been developed and new minimum entry requirements to teacher training colleges established. Draft guidelines on identification and deployment of teacher educators to TTC is ongoing.

New staffing norms have been developed to improve equitable teacher deployment that distribution at public primary showing that 41 counties are above the 2022 target of 40:1and six counties are above 50:1. The highest pupil-teacher ratios are registered in Turkana (80.3) and Mandera (73.5) counties. This situation will be exacerbated by teacher requirements for new learning areas under 2.6.6.3 education system. Continued implementation of new staffing norms and policies aimed at reducing these gaps will help improve distribution and utilization of teachers. Teachers will be required to serve for 5 years in high potential areas and 3 years in case of North Eastern region upon recruitment before being considered for transfer upon request. Teacher requirement at primary and secondary education is estimated to be 116,000 as of 2022 and could grow with increase in enrollment. Newly recruited teachers will be based on relative shortages.

A total of 22,042 teachers were trained on school-based teacher support system (SBTSS)and are practicing it; 1,492 officers were trained on the new Teacher Professional Development (TPD) online system; 1,400 CSOs and 7 regional QASOs were trained for on-site coaching and guidance to teachers; and 1,400 TOTs and 30 Masters were trained on using technologies in teaching and learning. The introductory TPD module and the Teacher Level 1 module were also aligned to CBC, School Based Professional Communities have been institutionalized, and 4 TPD service providers for prescribed modules were identified.

A total of 18,700 additional teachers were employed on permanent and pensionable terms and another 54,000 as interns were engaged on a one-year contract from FY2019/2020 to FY2022/2023. In addition, teacher performance appraisal and performance contracting were institutionalized to improve standards and professionalism to take care of teachers Competence and Professional Development. All TTCs were upgraded to offer Diploma in Teacher Education in line with advancement and standardization of learning experience of teacher educators. There are 32 Diploma in Primary teachers in Diploma in Early Childhood Teacher Education and Diploma in Primary Teacher Education. The colleges are training Teachers under Competency

Based Teacher Education (CBTE). Currently the colleges have a total of 4.000 teacher trainees under the Pre-Service Program and 7,000 Teachers under the Upgrade Program. The Tutors conducting the training require retooling to effectively implement the CBTE curriculum

Quality Assurance and Standards: In the year 2020/21, a total of 18,119 institutions were assessed including 6,442 on risk assessment and 11,677 on readiness to re-open after the COVID-19 pandemic. This accounted for 43% against a target of 70% in 2021.In addition, 4,545 teachers in ECDE, PTE, TACE, SNE and DTE were assessed during teaching practice. To align education quality assurance and standards to CBC and CBA the National Quality Assurance and Standards Framework (NEQASF) was developed and disseminated. Besides sensitizing 450 Quality Assurance and Standards Officers (QASOs), the QAS tools in the framework were digitized and used to facilitate online data collection and reporting.

A total of 99,290 mathematics and science teachers, school principals, members of the County teacher capacity development committees, QASOs, SCDEs and 82 Diploma Primary Teacher Education Tutors from 38 colleges were trained on competency-based curriculum.

Studies were conducted to monitor learner achievements in literacy and numeracy and quality of education: Early Grade Mathematics Assessment (EGMA) at Class 2; National Assessment System for Monitoring Learner Achievement (NASMLA) at Class 3; Southern and Eastern African Consortium for Monitoring Educational Quality (SEACMEQ) at Class 6 and Monitoring Learner Achievement (MLA) at Form 2. The findings and mitigation measures were disseminated in all counties under Monitoring Learner Achievement (MLA).

Technical Vocational Education and Training (TVET): A total of 183 curricula were developed, 28 curriculum support material digitized, 102 trainers trained 133 learning guides developed, 6,515 candidates assessed in 88 institutions, Learning Management System (LMS) developed, Trainer of Trainers (ToT) Competency Based Education and Training (CBET) training materials digitized and uploaded on the LMS and 4,541 assessors and verifiers were capacity built. A total of 839 and 1918 trainers were hired in 2019/20 and 2020/21 respectively while 70 trainers were upgraded from diploma to degree level and 60 upgraded to diploma level. In addition, 380 trainers were admitted to three (3) universities and 268 trainers were trained on the use, maintenance of equipment and CBET curricula in 2018/19. Twenty-seven (27) per cent of the 1,825 Trainers recruited in the 2019/20 were upskilled at Kenya School of TVET.

Public Technical and Vocational Colleges grew from 198 in the FY 2019/20 to 215 in the FY 2021/22, construction of129 new institutions out of the planned 171 were completed, 101 were equipped with training equipment, 191 were equipped with basic ICT equipment, 123

equipped with basic furniture and fittings and 179 workshops in 177 Institutions were equipped. Upgrading e-Learning at Kenya School of TVET as the Centre of dissemination of theoretical components was also done during the review period. Additionally, ICT equipment was provided to 591 VTCs. ODeL standards and guidelines developed by TVETA.

A total of 305 TVET institutions were accredited in FY 2019/20, 390 in FY 2020/21 and 328 in FY 2021/22. In FY 2019/20 eight training standards were developed including CBET Assessment Centre –Requirement and guidelines; TVC and VTC standards and guidelines; TVET Manager Training Standards; Competency-Based Assessment (CBA) tools – Requirements and guidelines; and CBET Trainers Qualification Framework — Part 1 - 6. Mapping of training standards initiated in FY 2019/20 was achieved in FY 2020/21 and presented as the "National TVET Standards: Kenya Report 2020".

Quality audits were carried out in 320 institutions in FY 2019/20, 368 institutions in FY 2020/21 and 400 institutions in FY 2021/22. To strengthen the compliance and enforcement function, three regional offices were operationalized in FY 2021/22. Annual comprehensive quality audit reports were prepared and shared with the Council of Governors (COG) and MOE and Volume 4 of the Kenya Journal of TVET was published. In FY 2021/22 five training standards were developed including Marine Electrical and Electronic Engineering Level 6; Maritime Communication Systems Level 6; Marine Journalism Level 6; Marine Life Conservation Level 6; and Health and Safety in Shipping Operations Level 5. The Quality Management System and Quality Assurance manuals were also reviewed. Further, Volume 5 of the Kenya Journal of TVET was published.

A total of ten (10) National Qualifications Systems, Standards and Guidelines were developed; the Kenya National Learners Records Database (KNLRD) was established and 46 Qualification Awarding Institutions (QAIs) were established; education and training providers, Professional Bodies, Quality Assurance, and examination bodies were capacity built on their key roles in implementation of the KNQF; 100 guidelines to inform recognition, equation and verification of qualifications were developed; a web-based portal for Kenya National Recognition Equation and Verification (KNREV) was developed and implemented; 1,318 National Qualifications and nine (9) Qualifications Awarding Institutions (QAIs) were assessed and registered; the National Qualifications Management Information System (NAQMIS) was developed; and 108 institutions sensitized on the role of the KNQF. Recognition for Prior Learning (RPL) Guides and Code of Conduct were developed, 52 practitioners were trained, 62 candidates assessed and the RPL – MIS developed.

University Education: Available data shows that by 2019, the staff to student ratio was 1:26 surpassing the planned target of1:29. The planned human resource capacity development for

public universities has not been completed. A human resource audit was conducted since 2020 has been ongoing and 8 out of 32 HR audit reports have been received. The initiative to recruit 1,000 postgraduate students into the teaching assistants programme annually, was not successful due to financial challenges. However, 415 Masters and PhD staff were trained in engineering and applied sciences, courtesy of the HEST project, which closed in June 2021. Further, Southern and Eastern African Higher Education Centres of Excellence have been established in three universities and have enrolled a total of 326 Masters and 121 PhD students. Individual universities have been granting scholarships to their teaching staff, but this data has not yet been collected. In addition, modalities are being developed to conduct training on pedagogy and modern delivery modes for international competitiveness. On exchange programmes for academic staff in universities, universities' councils organize programmes based on the MoUs that they have with various universities.

Under the planned review of curriculum and programme delivery, universities adopted blended learning to mitigate the effects of COVID-19; eight (8) universities were provided with video conferencing facilities to support training and research at postgraduate level; guidelines on digital content development and delivery were developed and a review of university standards to incorporate the requirement for blended learning initiated. Under University Research and Community Service in Universities, GOK funding to research institutions including universities stands at 0.8% and not the planned 2%.

Science, Technology, and Innovation: 234 lecturers and researchers were trained to enhance their research skills in 2019/20. Also 286 researchers were trained on research ethics and 40 researchers were trained on Intellectual Property (IP) policy, commercialization and technology transfer, in 2020/21. Another 345 research personnel were trained by NBA on biosafety compliance and clearing house, environmental risk and food safety assessments of Genetically Modified Organisms (GMOs) and genome editing and emerging techniques. NACOSTI, KeNIA and NBA recruited 9, 1 and 6 technical staff, respectively. A total of 20 infrastructure projects were funded in 2018/19. Secondary school students were mentored on STEM from 2018 to 2021 and two National Science Weeks in 2018 and 2019 were held. There were no National Science Weeks in 2020 and 2021 due to the COVID-19 restrictions.

Kenya National Qualifications Framework (KNQF): A total of ten (10) National Qualifications Systems, Standards and Guidelines were developed; the Kenya National Learners Records Database (KNLRD) was established and 46 Qualification Awarding Institutions (QAIs) established. Education and training providers, Professional Bodies, Quality Assurance, and examination bodies were capacity built on their key roles for implementing the KNQF. Also, 100 guidelines to inform recognition, equation and verification of qualifications were developed; a web-based portal for Kenya National Recognition Equation and Verification (KNREV) was

established; 1,318 National qualifications and nine (9) Qualifications Awarding Institutions (QAIs) were registered; the National qualifications management information system (NAQMIS) was developed; and 108 institutions sensitized on the role of the KNQF. Recognition for Prior Learning (RPL) Guides and Code of Conduct were developed, 52 practitioners were trained, 62 candidates assessed and the RPL – MIS developed.

3.1.5.4 Governance and Accountability

The Sector relies on accurate data and statistics and evidence-based decision making. The 2020 Annual Basic Education Statistical Booklet was published and sixteen policies /guidelines/ regulations proposed in NESSP 2018-2022 were developed or reviewed. An additional ten policies not envisioned in the plan have also been developed. The Implementation plan for NESSP was prepared, and an annual multi-year action plan was developed. MOE implements Quality Management System (ISO 9001: 2015 Standard) and information security management systems.

The sector designed, developed, and rolled out the National Education Management Information system (NEMIS) for authentic data to use in planning, management and decision making. The system has achieved 70% level of operationalization. At secondary education level, data from NEMIS was used to; finance Free-Day Secondary Education (FDSE), conduct Form 1 Selection and placement, monitor transition of learners from primary to secondary schools and implementation of a medical cover in secondary schools called 'EduAfya".

Pre-Primary: The national pre-primary education policy standard guidelines were developed in 2018. In addition, the Early Childhood Education Act was enacted in 2021 and provided for establishment of National Early Childhood Education Committee (NECEC) and County Early Childhood Committees (CECEC) to oversee implementation of ECE at those levels. It is also a requirement that every pre-primary school has a head-teacher, BoM and a PA committee. To ensure provision of the requirements for holistic development of the learners, MOE established a National Early Childhood Education committee (NECEC). The committee was established to oversee implementation of ECE across all the Counties and its members are drawn from stakeholders with interest in ECDE. However, Counties have not yet established County Early Childhood Education Committees (CECEC), but Samburu and Isiolo have adapted existing committees to provide linkages and coordination with relevant stakeholders in improving ECDE at the County level.

Primary education: Head teachers and BOMs were trained in public finance management. A reference manual for minimal essential packages for utilization of the learner capitation grants was developed and disseminated. Most schools displayed the capitation grants on the notice

boards for transparency and accountability but for only the immediate recent disbursement. Although planned, the study to assess the effectiveness of learner capitation grants and develop a finance model for primary education was not undertaken.

Even though the management and procurement of handbooks to primary schools were reviewed and disseminated, the planned public expenditure tracking survey (PETS) and public expenditure reviews (PER) was not undertaken. Audits were done in some sampled schools either once or twice in the last five years. Some schools undertook social mobilization and advocacy to involve parents in primary education. This was done during county dialogues and PA meetings. However, school make limited use of policy and legal documents. Health and safety measures documents and records in the schools sampled qualitatively did not have knowledge nor a copy of the policy documents. Those available were tacked in Head teachers' officers but lacking dissemination and awareness creation on the same

Secondary Education: A total of 17,154 BOM members from 256 schools were trained and 10,066 schools were audited to ensure that financial resources were utilized for intended purposes. The schools audit manual to guide auditing of schools; a risk-based audit approach manual to train auditors to enhance risk-based audits in schools; the performance scorecard for appraising the schools' auditors' performance; and financial management manual to be utilized by secondary schools to improve financial management were developed.

Adult and Continuing Education: The planned Kenya Adult Literacy Survey, development of a framework for capitation for ACE programmes and review and harmonization of ACE and Alternative Provision of Basic Education and Training (APBET) policies were not undertaken. However, a total of 100 out of 2,714 (3.7%) ACE instructors were recruited and deployed in 2021, refurbished 10 CLRCs, 4 out of 5 Multi-Purpose Development Training Institutes (MDTI's) were refurbished to improve the learning environment.

Inclusive Education for Learners and Trainees with Disabilities at Basic Education. At least two advocacy and awareness campaigns for learners with special needs and disabilities were conducted during teachers' conferences in 2018 and 2019. Reforms being undertaken by KNEC in collaboration with MoE and TSC on competency-based assessment (CBA) of learners with special needs and disabilities are on target. The reforms include the review of the CBA framework to suit assessment needs for learners with special needs and disabilities, capacity building of teachers and the adoption of the web-based portal for access to formative assessment material. The other planned activities have not yet been completed.

Teacher Education, Professional Development and Management: Development of planned national policy guidelines for teacher education was completed and trainee teachers selected

based on the new guidelines. Teacher Performance Appraisal and Development (TPAD) online system and TPD modules were developed with 100% of schools are now captured on the system. TPAD teaching standards were reviewed and continuous monitoring of TPAD implementation undertaken with TPD being aligned to TPAD subsystems. A web-based portal was developed for teacher data and TPAD master trainers trained on analysis and report writing of the TPAD process. The development and roll out of policy on Intern teachers helped to reduce the teacher shortages.

Technical, Vocational Education and Training (TVET): Governance units (Councils and Boards of Governors (BOGs)) are appointed for a three-year term renewable once to oversee management of TVET institutions. Councils and BOGs for one hundred ninety-eight (198) TVET institutions are in place and operational. There is need to ensure members whose term has expired are promptly replaced. Also, these members should be trained on governance and accountability. To this end, 1,242 BOG were inducted on governance. A total of 157 Principals of public TVET institutions were appointed and trained on Public Financial Management and Corporate Governance. Succession planning and capacity building for the Councils, BOGs and Principals should be a continuous agenda.

To improve regulation of TVET, a draft bill on County Vocational Education and Training has been developed to strengthen the TVET Act (2013). Also developed are the National Skills Development Policy and career guidance and counseling policy and the National Skills Development Bill to establish the National Skills Development Council. These documents will be finalized in this plan. Sector working groups have also been devolved under the auspices of the Intergovernmental relations Technical Committee. Under digitization of records 350,000 teacher files against a target of 720,000 files were digitized. For effective planning and policy decisions, TVET MIS has been developed as a single source of credible and timely data. Full operationalization of the system will be undertaken during this plan period.

Industry mapping for provision of skills in all the 47 counties was done. Skills mapping of out of school unemployed youth was undertaken and a database established. The sector embarked on developing a National Skills Management Information System (NSMIS).

University Education: A total of 62 senior university management staff and university council members were trained on governance and strategic management. The project management unit coordinated by CPPMD and headed by Deputy Directors of Education were formed. Some universities utilize IFMIS while others are currently establishing them. Establishment of an integrated payroll personnel database (IPPD) for universities is an on-going, though not fully embraced by all universities. Some universities have established management information

systems while others are establishing them. The sector enrolled 461 staff to train at bachelors, master's and PhD levels in engineering and applied sciences; trained 662 university council and senior university managers on governance and strategic management.

Science, Technology, and Innovation. The Draft STI Policy was not finalized and currently awaits a Cabinet Memo. The establishment of a National Science, Technology and Innovation Observatory (NASTIO) system was designed and Terms of Reference (TORs) for infrastructure development developed. A National R&D Indicators Survey was undertaken in 2018/2019. In 2020/2021, a National Academia-Industry Linkages Committee.

3.1.5.5 Cross Cutting and Contemporary issues

Interventions aimed at promoting knowledge and appreciation of contemporary issues and values were carried out: reducing violence, radicalization, extremism and, drug and substance abuse; mainstream Gender issues in education, training and research at all Levels; promotion of education in emergencies; prevention of HIV and AIDS Infections; promotion of education for sustainable development; and enhancing mentorship, molding and nurturing of national values. Significant progress includes the development of a global citizenship education manual, the development of the child safety & security manual against violent extremism and capacity development of students, teachers, education staff and parents on conflict prevention and management. There has been considerable progress toward inclusion of refugees in the national system in recent years. At present, all camp-based schools follow the Kenyan curriculum and sit for Kenyan national examinations. Refugees have been included in national scholarship programmes and participate in co-curricular activities. Progressively, refugee learners are also being included in NEMIS. In Basic Education, the National Volunteer Program (NVP) -G-United promoted National Values and Cohesion using literacy and numeracy programs and reached 22(46.8%) counties against expected 47 counties before the program was moved to a different sector.

Surveys conducted by NACADA in primary (2018) and secondary schools (2016) showed learners abuse drugs obtained mainly from friends, other learners and institutional staff as well as kiosks, shops and bars near educational institutions. The abuse mostly occurred on the way home from school, during weekends at school and inter-school competitions as well as school holidays. Risk factors for drug abuse is aggressive behavior in childhood, lack of parental supervision, poor social skills, drug experimentation, availability of drugs close to student and poverty. Protective factors include self-control, parental monitoring and support, positive relationships, academic competence, school anti-drug policies and supportive neighborhoods. Effective interventions should reduce risk factors and strengthen protection. However,

research shows that one-off sessions focused on facts about drugs, harms caused and the use of testimonials of ex-drug users are not effective in reducing drug abuse as they tend to glamorize alcohol/drug use and may make learners more educated users.

3.1.6 Challenges

During the implementation of NESSP 2018-2022, the sector faced the following challenges:

(i) **Overlapping of mandates:** Agencies within and without the sector have overlapping mandates which create conflicts and unnecessary interests hence compromising service delivery,

(ii) **Inadequate infrastructure:** Institutions of learning still have inadequate infrastructure despite past GOK investments. The implementation of the 100% transition policy has increased enrolment leading to congestion. Also, Implementation of the current curriculum reforms has necessitated infrastructure expansion. Institutions of learning require additional infrastructure to meet the needs of new learning areas under CBC.

(iii) **Inadequate human resources:** Population growth has led to establishment of new institutions of learning beside expanding existing ones. This has increased demand for teaching staff. The current staffing gap in basic public learning institutions is estimated to be 111,870 teachers while trainer deficit is 6,203. In addition, the basic education sub sector has staffing deficiency of 5,629 officers; its current in post is 4,214 against an authorized establishment of 9843.

(iv) **Inadequate Capitation Funding:** Despite enrolment increasing the budgetary allocation towards the same has not increased at the same rate resulting in deficits. The GOK subsidy for secondary education has an average shortfall of Ksh 13 bn annually for the last three financial years. Capitation allocation for TVET has been constant an average of Ksh5.2 bn despite enrollment increasing by 37.09%.

(v) **Inadequate quality assurance and assessment:** Due to inadequate quality assurance staff and adequate facilitation quality assurance services have been limited

(vi) **Non optimal employability of TVET graduates:** The mismatch between skills acquired/ supplied and demands of industry calls for improvement in standards. This will require human capital, infrastructure and provision of modern equipment.

(vii) **Radicalization and Insecurity: I**t continues affect delivery of quality education, training and research. Learners and staff are unable to undertake studies and their duties respectively in areas affected by insecurity and radicalization.

(viii) Inadequate funding for education and training including for recruitment of teachers.

3.1.7 Lessons Learnt

The sector learnt the following lessons during the implementation of NESSP 2018-2022:

1. There is rapid change in technology across the world. To keep abreast with the rapid changes, adoption of modern technology and replacement of obsolete technologies is necessary;
2. Proper planning, alignment of the NESSP activities, outputs and output indicators with the proposed budgets and the determination of clear and comprehensive baselines, annual targets and strategic outcome indicators from the beginning would have greatly simplified measuring and reporting on the sector progress.
3. There is a need to increase advocacy, awareness and stakeholder engagement for smooth implementation of curriculum and assessment reforms.
4. Multi sectoral approach is key for successful implementation of education programmes and projects.
5. Accurate and real time data is key for planning, programming and implementation of programmes.
6. The need for provision of Assistive Technology, Assistive devices, and specialized learning materials should be captured as lesson learnt during implementation of 2018-2022 NESSP implementation.
7. Need for introduction of alternative modes of curriculum implementation.

3.2 Stakeholder Analysis

There is a need for collaboration in implementation of education programmes/ projects. MOE therefore works closely with various stakeholders at both national, county government and community levels. These stakeholders have varied interests in the learning process and outcomes. Table 3.6 presents an analysis of the stakeholders involved in education, training and research, their expectations from MOE and the Ministry's expectations.

Table 3.6: Table of Stakeholder Analysis

S/No.	Stakeholder	Role	Expectation of the stakeholder	Expectation of MOE
1.	Learners/ Trainees/ students	Learning/ Training	• To acquire knowledge and competencies • A conducive learning environment	To be available and participate in learning
2.	Educators and Researchers	Teaching/ Training/ Lecturing	• Facilitation and support in service delivery	To offer higher quality services and manage educational institutes/ facilities

S/No.	Stakeholder	Role	Expectation of the stakeholder	Expectation of MOE
3.	Legislature	Governance	• Adherence to policies and legislative frameworks • Accountability • Efficiency and effective education system.	To support the sector in contributing to National development priorities Enact relevant legislative frameworks Approve policies To appropriate adequate resources.
4.	The National Treasury	Financing and Resource mobilization and allocation	• Prudent utilization of resources. • Financial and non-financial reporting • Budget preparation • Annual work plans • Procurement plans	To finance priorities in the education sector. Create fiscal and economic stability Facilitate Resource mobilization
5.	KESSHA, KEPSHA, KTCPA ,KATTI, VCs committee	Manage implementation of programmes at institutional level	• To provide conducive environment for the sector	To operate within existing legal provisions To support implementation of programmes and projects
6.	Trade Unions	Welfare of workers	• MOE to comply with workers' demands	To provide checks and balances
7.	Faith based organizations	Spiritual nourishment to worshipers	• MOE to offer religious training to clerics and learners • Support in terms of capacity building	Spiritual and material support in education
8.	Ministries, Departments and Agencies	Supporting Learners and trainees (Service Delivery)	• To develop working partnerships in strategy execution	To develop working partnerships in strategy execution To fast-track policy formulation and Implementation
9.	County Governments	Supporting Learners and trainees In-charge of ECDE	• Legal and legislative support in the education sector • Policy guidance in ECDE	To offer learners support in terms of bursaries and Support ECDE

S/No.	Stakeholder	Role	Expectation of the stakeholder	Expectation of MOE
10.	Parents, Guardians and community	Social support	• MOE to offer education opportunities to their children	Monetary and non-monetary resources to support the learners.
11.	Media	Inform, educate, and entertain the public	• Training opportunities	To raise awareness on the role of education in economic/societal transformation to shape positive public opinions.
12.	Industry	Manufacturing	• MOE to provide them with adequately trained personnel	Leaner attachment/ internship opportunities
13.	Development partners	Donor support	• Prudent expenditure of donor funding	Provide financial support to on-going projects
14.	Non – state actors	Support development projects	• Prudent utilization of aids/donor funds.	Support ministry programmes
15.	Suppliers	Supply of goods, works and services	• Competitive sourcing and prompt payment	Timely supply of quality goods, works and services

CHAPTER FOUR:
STRATEGIC ISSUES, GOALS AND KEY RESULT AREAS

This chapter presents the strategic issues to be addressed during the 2023 -2027 period. It also sets the goals to be realized under each strategic issue and the corresponding Key Result Areas.

4.1. Strategic Issues

The sector will address the gaps identified in the situation analysis by focusing on five strategic issues, namely: access and participation; equity and inclusion; quality and relevance; governance and accountability; and cross cutting, pertinent and contemporary issues. This will be achieved through the identified Key Result Areas.

4.1.1 Access and Participation

To effectively deal with access to education, training and research, Kenya needs to address affordability, geographic proximity, inclusivity, and policies that determine whether individuals have equal opportunities to enter institutions of learning. This is distilled into economic constraints faced by learners, adequacy of infrastructure and inconsistent and inadequately implemented education and training policies. The Kenya Continuous Household Survey, 2022 outlines that the overall national poverty was 38.6% in 2022. Also, it indicates that 40.3% of children live in a poor household, while 30.5% of the children aged 0-17 years were food poor. This can prevent families from affording education and training related expenses, like school fees, uniforms, textbooks, and transportation. Some learners from low-income families may be forced to forego education.

Institutions of learning in Kenya are characterized by inadequate infrastructure including class/ lecture rooms, Water, Sanitation and Hygiene (WASH) facilities, laboratories, libraries, and workshops which limit the number of learners to be enrolled. Overcrowded learning facilities hinders practical training, compromises safety and security of learners and staff, hinder acquisition and retention of high-quality educators. Less conducive learning environments and limited subject options leads to low enrolment. poor retention and high dropout rates. Advocacy in education, training, and research will be profound and have a positive impact on influencing policies, fostering awareness, and driving positive change.

Learners also need guidance, socio-emotional and Psychosocial support, to overcome personal

challenges to enable them succeed in their educational and training journeys. Also, community engagement to lobby for support of education programmes will enable learners to participate and complete their education. Actively engaged learners are more likely to acquire a deeper understanding of the subject matter, develop critical skills, and succeed in their academic and professional pursuits. Encouraging and enhancing participation will create meaningful and impactful learning experiences. Ineffective participation can be due to sickness, lack of meals, lack of sanitary towels, mental wellbeing, lack of motivation, insecurity, family instability, child labour, emotional harassment among others.

Reducing that financial burden on learners, providing sufficient educational and training infrastructure as well as advocacy will facilitate access and participation in education, training and research. This will align with broader social development, economic prosperity, and ensuring equal opportunities for all goals.

4.1.2 Equity and Inclusion

Equity implies that all learners have an opportunity to survive, develop and reach their full potential without discrimination, bias or favoritism regardless of their gender, race, religious beliefs, income, physical attributes, geographical location, or other status. Inequitable access and inclusion decrease opportunities for learners from low economic backgrounds, socially disadvantaged groups and those with disabilities. GOK has initiated strategies like Free Primary Education, Free Day Secondary Education, the 100% Transition Policy, infrastructure development, establishment of low-cost boarding schools, financial support, affirmative actions, Sanitary towels, curriculum reforms, Prior Learning recognition, and rebranding efforts in a bid to ensure that no one is left behind. Despite these efforts, the number of out of school children is still high in some counties. As a result, these counties record relatively low retention, completion and transition rates at primary and secondary education level. Also, the Basic education curriculum framework does not integrate duksi, madrassa, and out-of-school programmes, exacerbating inequality especially in ASALs and Muslim dominated Counties.

Although GOK has implemented programmes towards achieving gender parity, a significant number of schools going girls face challenges related to menstrual hygiene, teenage pregnancy and motherhood. Sanitary towels are inadequate and many schools especially in urban informal settlements and Arid and Semi- Arid Lands (ASALs) have poor access to Water Sanitation and Hygiene (WASH). Disparities exist in the number of TVET trainees in terms of gender. Currently, the Gender Parity Index (GPI) in TVET is at 0.86 against a desired GPI of 1 with males still having an edge over the females. This is primarily due to gender bias and stereotypes. There are also regional disparities in the distribution and equipping of TVET institutions. Hard-to-reach youth, refugees and the vulnerable lack access to TVET.

Access patterns to both public and private Universities often mirror increasing regional and national gender, and socio-economic disparities. Premised in the Universities Act (2012) is the commitment to enhance equitable access to University Education and provide quality, relevant education, training and research. Universities are faced with inadequate female academic staff, particularly in science, medicine, technology, engineering, and mathematics which compromises on quality and relevance of university education and research. This has limited access and equity as there is gender disparity in student enrolment, especially in STEM courses as well as low participation of the marginalized groups and PWDs. There is no comprehensive policy framework to ensure systems incorporate equity and inclusivity from design of curriculum, teaching/training delivery, infrastructure and equipment capacity building of staff and Monitoring and evaluation.

Learners with disabilities require specialized learning materials, equipment, assistive devices, and adapted technologies to enable them to access curricula. Beside lack of equipment there are inadequate specialized human resources to support learning and training in braille transcribers, sign language interpreters, scribes, learner support assistants, house parents, nurses, physio, occupational and speech therapists. In addition, the curricula for learners with special needs in both the Stage and Age-based Pathways is inadequately adapted across all levels. Monitoring reports indicate that many institutions lack these resources inhibiting their capacity to offer education and training to special needs learners. Assessment and placements of learners with special needs in institutions of learning have been adversely affected. This is because Educational Assessment and Resource Centres (EARCs) which provide critical special needs education services are inadequately staffed and lack functional assessment tools. There is therefore a need for an integrated special needs education data system to align the available resources and improve effective planning and decision making.

A comprehensive policy framework is needed to ensure systems incorporate equity and inclusivity from design of curriculum, teaching/training delivery, assessment and placement, rehabilitation and provision of assistive devices, accelerated programmes for the out of school children, adult and continuing education, infrastructure which includes low -cost peace schools and equipment capacity building of staff and Monitoring and evaluation,

4.1.3 Quality and Relevance

To enhance quality and relevance of education, training, and research consideration is made on educational experiences, training programs, and research endeavors on individuals, industries, and society as a whole. In Kenya, this is hindered by inadequate human resources, laboratories, workshops and equipment, low ICT integration, overcrowded classrooms, lack of teacher educator curriculum and inadequate research funds. This plan will seek to enhance practical

learning opportunities and understanding of concepts and ensure that there is noto mismatch between skills developed and industry standards. Enhancing access to key infrastructure and technology will improve research capabilities, the use of digital tools and resources and learner/ educator ratios.

The education sector in Kenya is still characterized by inadequate educators (teachers, trainers and lecturers). The staffing gap in public basic institutions of learning is estimated as 111,870 teachers. In TVET, the trainer gap is 6729 trainers while at universities, staffing is below optimal in specialized fields like Engineering, Medicine, Law. The plan will address adequacy of qualified teachers, trainers and lecturers as well as quality assurance officers to ensure an effective learning process. Continuous professional development and development of curriculum to train the teacher educators will be implemented in this plan.

Continuous assessment, along with broader assessment practices, contributes to maintaining and enhancing the quality of (i) ongoing evaluation of student learning, (ii) formative assessment for skill development; (iii) identification of Learning Gaps; (iv) real-time feedback to students; (v) informing instructional adjustments; and (iv) holistic evaluation of student performance. The plan will entrench effective continuous assessment in the education system and provide curriculum support and reference materials for both educators and learners.

A curriculum that aligns with current industry needs or global trends is needed for the graduates to have relevant skills. This plan addresses challenges of mismatch between skills of graduate and employer expectations as well as meet the curriculum expectation. This will include reviewing curricula for Junior school and developing one for Senior schools, TVET and university education to enable smooth transitions to the 2.6.6.3 system of education.
To prepare graduates of Kenya's education system for the demands of the 21st century and be globally competitive, there is need to improve standards for quality assurance, adequacy of physical facilities, e-infrastructure for access to technology and digital literacy, qualified staff, curriculum development and review, provision of learning and instructional materials and learner support services, training of educators and professional development, research funding and collaboration, Industry-relevant TVET, promotion of Science, Technology, Engineering, and Mathematics (STEM) Education.

4.1.4 Governance and Accountability

The promulgation of the Constitution on August 27, 2010 brought with it a raft of changes geared towards creating a society that respects liberties and livelihoods of citizenry without discrimination. The Education sector in Kenya should adhere to the tenets of the Constitution, International and Regional Conventions, Protocols and Agreements, Acts of Parliament, including

relevant policies from MOE, Government Departments and Agencies as well as line Ministries. In addition, it should adhere to the relevant laws.Ethics and Anticorruption Commission Act. Aligned to the legal framework, there are several guidelines that have a significant impact on education, training and research. The Presidential Working Party on Education Reforms (PWPER) report recommended that the sector address duplications, ambiguities, inefficiency in the governance and management of education which need to be addressed to facilitate the desired transformation.

4.1.5 Cross Cutting, Pertinent and Contemporary Issues

In today's rapidly evolving global landscape, the field of education, training, and research faces a multitude of cross-cutting, pertinent, and contemporary issues. These challenges span diverse areas such as technological advancements, inclusivity, globalization, sustainability, and the changing nature of work. They exert significant influence on the attainment of education outcomes. Some may have been addressed however climate change, severe droughts, flooding, extreme heat, food and water scarcity, more disease, economic loss, human migration and conflicts may not have been adequately addressed. Addressing these issues strategical is imperative to ensure that educational institutions remain relevant, effective, and responsive to the needs of individuals, societies, and economies.

Climate change, environmental degradation, and resource depletion underscore the need for sustainability education that equips learners with the knowledge, skills, and values to contribute to a more sustainable future. By instilling a sense of environmental responsibility and promoting sustainable practices, educational institutions play a vital role in fostering environmental consciousness and driving positive societal change.

Fires in schools and student unrest and strikes result in loss of property and learning opportunities. Learners are also targets for radicalization as well as drug and substance abuse. Mental health related issues and lifestyle diseases among learners, educators and officers continue to rise. Internet connectivity have exposed learners to harmful online sites including cyber theft and bullying, trolling, defamation, and radicalization. Other issues of concern are infectious and communicable diseases. These issues which affect safety, security and peaceful coexistence among learners which may reduce participation in education training and research.
Mentorship, guidance and counseling is critical in promoting ethics and values for learners. Peace education, global citizenship and management emergencies are critical in achieving educational outcomes and should be implemented.

4.2 Strategic Goals

The Education, training and research sector will pursue the following five (5) strategic goals during the plan period;

SG1:Expand access to quality education, training, and research opportunities for all: This strategic goal underscores the sector's commitment to break barriers and foster a more inclusive and equitable learning environment. This will enhance access to high-quality education, training, and research opportunities to Kenyans regardless of socio-economic status, geographical location, gender, or other potential limiting factors. Success will be achieved by increased enrollment rates across diverse demographics and reduced dropout rates. This will improve NER at primary from the current 78.1% (2022), at secondary from the current 70.5% (2022) that of TVET to 780 per every 100,000 and improve enrollment at university level.

SG2:Enhance equity and inclusivity: The goal for this strategic issue is to provide equal access and opportunities to education, learning and research for all learners irrespective of their background. This means removing historical and systemic barriers which prevent learners from developing and reaching their full potential without discrimination, bias, or favoritism regardless of their gender, race, religious beliefs, income, physical attributes, geographical location, or other status.

SG3: Elevate Educational Excellence for impactful Learning, Training, and Research: it underscores the need to enhance academic quality, foster innovation in teaching and learning, ensure relevance to industry and community needs, promote research excellence and innovation, cultivate lifelong learning and professional development and measure impact of access to education training and research. Interventions will focus on implementing rigorous academic standards and assessments, regularly reviewing and updating curricula, strengthening accreditation processes. Other interventions will be to encourage educators to employ innovative and student-centric teaching methodologies, invest in technology and infrastructure, establish platforms for collaborative learning, research, and interdisciplinary projects, develop strong partnerships with industries, businesses, and community organizations, integrate practical, real-world experiences, internships, and industry projects into curricula , create a conducive environment for educators and students to engage in high-impact research as well as develop and implement programs that support continuous learning and professional development for students, educators and staff. To measure and assess educational impact the plan will implement comprehensive assessment mechanisms, use key performance indicators (KPIs) to track student success, research publications, industry partnerships, and other relevant metrics; and regularly review and adjust strategies based on data-driven insights

SG4: Strengthen governance and accountability: The education sector aims to significantly contribute to the quality of education training and research by addressing the multifaceted challenges of governance processes and systems for management and administration. This will mean addressing issues associated with decentralized tiers as well as core and support education service delivery actions. The sector will require governance practices that embrace discipline, transparency, accountability, responsibility, independence, fairness, and social responsibility. Effective governance and leadership ensure that institutions and programs are well-managed, responsive to industry needs, and aligned with national development goals.

SG5: Mainstream crosscutting, pertinent, and contemporary issues: Achieving MOE's objectives depends on both internal and external operating environment. Taking cognizance of global trends requires strategies that make the education sector relevant. This is because these issues may hinder fully participation of learners negatively impacting retention, completion, learning outcomes and internal efficiency. Lessons learnt from the impact of COVID -19 on education and training requires a resilient education system that is capable of withstanding the emergent shocks. COVID -19, climate change, big data, ICT integration, cybercrime, greening TVET are key issues that this plan will pay attention to.

4.3 Key Results Areas

The Ministry's Strategic Plan will be guided by ten (10) Key Results Areas which are aligned to the Strategic Issues. The KRAs are as discussed below:

Strategic Issue 1: Access and Participation

KRA1.1: Infrastructural Development: Infrastructure development in education, training, and research aligns with the evolving needs of learners, educators, and researchers, fostering an environment conducive to excellence and innovation. Various monitoring and evaluation reports indicate that Kenya is yet to achieve the internationally recognized standards of infrastructure. For instance, the learner to classroom ratio at secondary education level is 44:1 while internationally recommended learner to classroom ratio of 40:1. Classrooms, laboratories, integrated resource centers, Water and Sanitary Hygiene (WASH) facilities, sports facilities as well as hostels are needed for Junior and senior schools to effective implementation of the 2-6-6-3 education system. Meeting infrastructure requirements for TVET will not only enhance the quality of training but also attract more trainees and industry partners, which improves the overall effectiveness of the system. To enable universities to produce, adopt, adapt, disseminate, and commercialize knowledge to enable transition to a knowledge-based economy, state-of-the-art laboratories, libraries, lecture halls, and advanced technology infrastructure are needed. This will be integral to attracting top-tier educators, researchers, and students. Investments in

modern facilities, laboratories, workshops, and equipment enables the sector to keep pace with evolving industry demands.

KRA1.2: Learners support services: Providing Learners with adequate financing to cover both instructional material and operational costs enhances access, retention and realization of the constitutional requirement of free compulsory basic education. Learners with special needs should be supported with assistive devices and technology. Sustainable financing at University Education and TVET contributes to effective development and implementation of quality tertiary education, training and research. Provision of sanitary towels to school going girls and school meals improve gender inclusion, reduce absenteeism, enhance retention, and transition for vulnerable girls. Continued funding is essential in order to promote access, participation, and retention. Provision of bursaries, scholarships and loans to learners plays a major role in supporting vulnerable learners to complete their education. Enhancing student welfare is key for quality education hence the need to enhance services to learners including mentorship, guidance and counseling, student councils, mental health and psycho-social support/learners' safety and medical insurance cover (Edu-Afya) to all learners.

Strategic Issue 2: Equity and Inclusivity

KRA 2.1: Equity and Inclusion: Inclusivity is a fundamental principle of education and training. Mainstreaming Special Needs Education (SNE) in education training and research is crucial to ensuring that individuals with disabilities have equal opportunities for skill development and employment. This plan will improve policies and initiatives to enable more integration of learners with special needs and disabilities into mainstream education, training and research programs. Data management, revamping of EARC centers to enhance assessment and placement of Learners with special needs and disabilities, making physical infrastructure accessible, providing assistive technologies, and training trainers to support diverse learning and training needs will be central to the achievement of this plan. Additionally, there will be awareness campaigns and advocacy efforts to change societal attitudes towards inclusivity and promote the value of diverse talents in the workforce. By mainstreaming SNE, MOE will contribute to a more inclusive and equitable society while harnessing the potential of all its citizens. Establishment of low-cost peace schools in insecurity- prone areas and accelerated learning programmes for the out of school children particularly in the vulnerable and marginalized areas will enhance equity in access to quality education. To address disparities in access, retention, transition, learning outcomes and teaching staff establishment the plan includes programmes for improvement of equity, inclusion and quality in the education sector. Specifically, the programmes will strive to reduce gender-based and regional disparities in all aspects of educational provision and results. Interventions will target to reduce regional

disparities in access, improve student learning outcomes, and achieve essential standards for teaching and learning.

Strategic Issue 3: Quality and Relevance

KRA 3.1: Curriculum and Assessment: MOE is in the process of implementing Competence Based Curriculum in Basic Education. Under CBC, the education structure is organized into three (3) levels namely; Early Years Education, Middle School Education and Senior School. Early Years Education comprises two years of pre-primary and three years of lower primary school education. The pre-primary school targets learners of 4-5-year-olds while the lower primary targets 6-8-year-olds. The Middle School Education comprises three years of upper primary and three years of junior secondary education and targets learners of 9-14-year-olds. The Senior School comprises three years of education for learners in the age bracket of 16 to 18 years and lays the foundation for further education and training at the tertiary level and the world of work.

In the period 2023-2027, MOE will continue to implement the curriculum reforms in basic education. This will entail development of the requisite curriculum and curriculum support materials for junior and senior schools, development and implementation of the competency-based assessment framework, capacity building for the curriculum implementers as provision of the requisite quality standards for these levels of education.

The ongoing Education Reforms emphasize nurturing every learner's potential and integrating science, technology, and innovation and are aimed at providing flexible education pathways for identifying and nurturing the talents and interests of learners early enough to prepare them for the world of work, career progression and sustainable development. Adequate implementation and monitoring of CBC and CBA in Junior and Senior Schools; implement the proposed reforms in e-assessments under the CBA; provision of learning and instructional materials aligned with CBC and CBA; develop and implement robust monitoring and learning mechanisms for CBC and CBA implementation to inform continuous improvements in implementation; enhance quality and relevance of Pre-service and in-service teacher professional development interventions; provide and implement reforms for instructional materials for CBC and CBA, including teachers' resources, mobile science kits for Junior Schools, virtual labs for Senior Schools, and adapted instructional materials and learning assistive devices for learners with Special Needs Education (SNE).

KRA3.2 Educators and Researchers management: The number and quality of Educators and Researchers and how they are managed is key in realization of quality and relevant education and training. Quality, equitable and relevant education and training leads to broad socio-economic

benefits to individuals and society. The United Nations 2030 Agenda Sustainable Development Goal No.4 (SDG4) which aims "to ensure inclusive and quality education and promote lifelong learning opportunities for all" also recognizes the importance of investing in development and management of Educators and Researchers in education to realize the objectives of education, training and research. Over the years, the Government has invested heavily in recruitment, retooling and management of teachers, trainers and university faculty in response to increasing and changing education and training demands. Despite these interventions, the sector continues to face a number of challenges in relation to management of Educators. These challenges include: staffing gaps across all levels of education, staffing disparities, psycho social challenges, outdated pedagogical approaches to teaching and learning due to lack of Teacher Trainers, Curriculum, poor mastery of the subject content; inadequate preparedness for implementation of Competency based curriculum and assessment(CBC and CBA), low productivity due to low morale and lack performance measurement and or ineffective system of accountability and sanctions for poor performance and weak institutionalization of guiding and counseling to deal with psycho social issues affecting both learners and educators. There is therefore a need to upscale interventions to deal with the above challenges this include scaling up of virtual teaching/live streaming in schools affected by teacher physical presence mainly due to insecurity; retooling of teachers to improve the learning outcomes of SME/STEM subjects through implementation of SBTSS, TPD 'remediation programme and gender responsive pedagogies.

KRA 3.3: Accreditation, Quality Assurance, and Standards: Accreditation, quality assurance, and standards serve as essential frameworks that ensure the delivery of quality education training and research. To maintain the credibility and integrity of the education system, Accreditation is used to validate the quality of educational institutions and programs. This ensures that graduates possess the necessary skills and knowledge. Secondly, quality assurance mechanisms enhance the quality of education and ensure educational institutions can adapt to changing needs and remain relevant in a dynamic global landscape. Standards help create a level playing field, promoting equity and fairness across different institutions hence contribute to the establishment of a robust and accountable education system.

Despite the importance of accreditation, quality assurance, and standards, the Kenyan education system still faces insufficient resources for monitoring and evaluation processes. Inadequate funding and personnel often hinder the effective execution of quality assurance mechanisms, compromising the quality education, training and research. The use of online platforms for submission of accreditation documents and virtual assessments can expedite the evaluation process, reducing bureaucratic hurdles. However, this requires substantial investment in technology. Training programs for educators and administrators on the importance of accreditation and quality assurance will promote a culture of accountability and continuous

improvement. Due to the importance of accreditation, quality assurance, and standards for the Kenyan education system, increased funding, technological integration, and targeted training are targeted to ensure a robust and high-quality education system.

KRA 3.4: Research Innovation and Commercialization: This KRA sets out a vision and framework for the delivery of MOE's strategic objectives and the implementation of the 2023-2027 education strategic plan. Primarily the evidence and innovation strategy outlines how we will: Create and embrace an education, training and management system that is evidence based and underpinned by research and innovation, Accelerate the achievement of education reforms in Kenya through strong partnerships to ensure that no one is left behind and increase the number of research innovations developed, patented and commercialized.

Strategic Issue 4: Governance and Accountability

KRA4.1: Policy and Legal Frameworks: The sector will develop/ review policies, guidelines, and legislation to provide a basis for implementation of the proposed strategies and activities in the NESSP 2023-2027. Policies, guidelines, and legislation will also be developed/ reviewed to ensure effective delivery of education services at the national and county levels as well as implementing education partners. Relevant existing laws and frameworks will be reviewed to address overlaps and mandates. Key challenge is dissemination of policies and monitoring compliance with the policy provisions. To address this, the sector will develop and implement policy communication strategies and mobilize resources for implementation and monitoring status of policy implementation. This programme will entail the following activities.

KRA4.2: Institutional and system Capacity development: Data is a critical driver in achieving inclusive and equitable quality education for all in Kenya. A robust data management system requires technological infrastructure, enabling environment and technical and managerial capacities for production and utilization of quality data in decision making, planning, teaching and learning, management and monitoring and evaluation of education programmes. The Sector is mandated to ensure monitoring and reporting of education indicators on Sustainable Development Goal 4 (SDG4), African Union's Continental Education Strategy for Africa (CESA 16-25) and other national commitments.

The National Education Management Information System (NEMIS) was launched to facilitate the collection of timely and reliable data for policy formulation and planning. The NEMIS platform is currently being operationalized to support digital registration of learners. So far, primary, and secondary school learners have been registered on NEMIS. The NEMIS system has the potential to serve millions of students in about 84,000 learning institutions and reduce the possible financial impropriety as per capita free primary education and free day secondary

funds will be sent to schools based on registered learners. In the NESSP 2023-2027, the system needs to be expanded to include learners from other sub-sectors, namely pre-primary, TVET, and Higher Education & research. A few risks have however been identified and mitigation plan developed. They include system maintenance, system security (against risks such as hacking), operational legal and institutional framework, and technical and managerial capacity constraints, among other challenges. This programme seeks to respond to these issues, among others, through the following activities:

The GOK uses about 20% of its GDP in its education financing. For optimal educational outcome and value for money, prudent utilization and reporting on the funds sent to schools is key for future planning, transparency, and accountability. The strategy strives to enhance the educational managers on the financial and operational methods in educational administration and reporting.

Strategic Issue 5: Cross cutting, Pertinent and Contemporary Issues

KRA5.1: Crosscutting, Pertinent, and contemporary issues: Cross-cutting, pertinent, and contemporary issues affect education access, retention, inclusiveness, quality, completion, and ultimate advancement of learners in their education trajectory. Cross cutting, pertinent and contemporary issues are mainstreamed in the curriculum and education programmes to equip learners with appropriate competencies and skills they require in day-to-day activities. This Key Result Area will ensure the implementation of some of the cross cutting, pertinent and contemporary issues in education and training and will be implemented through a few that need policy and targeted intervention.

Table 4.1 Strategic Issues, Goals and Key Result Areas

Strategic Issue	Strategic Goal	Key Result Area
Access and participation	Expand access to quality education, training, and research opportunities for all	KRA 1.1 Infrastructural development & ICT integration
		KRA 1.2: Learners support services
Equity and inclusivity	Reduce disparities in education, training and research	KRA 2.1: Equity and inclusion
Quality and relevance	Elevate Educational Excellence for Impactful Learning, Training, and Research	KRA 3.1 : Curriculum and assessment
		KRA 3.2: Teachers, researchers, trainers, faculty training management
		KRA 3.3: Accreditation, quality assurance and standards
		KRA 3.4: Research innovation and commercialization

Strategic Issue	Strategic Goal	Key Result Area
Governance and accountability	Strengthen governance and accountability	KRA 4.1: Policy and legal frameworks
		KRA 4.2: Institutional and system capacity development
Crosscutting, pertinent and contemporary issues	Mainstream crosscutting, pertinent and contemporary issues	KRA5.1: Crosscutting, pertinent and contemporary issues

CHAPTER FIVE:
STRATEGIC OBJECTIVES AND STRATEGIES

This chapter's focus is on defining the strategic direction of the Ministry. It highlights the Strategic Objectives and strategies that will enable the Ministry to deliver on the plan. The chapter also highlights the Strategic Choices, illustrating how these choices are intricately interwoven with the established Strategic Objectives.

5.1 Strategic Objectives

This section focuses on the strategic objectives that the Ministry commits to accomplish in the next five years in order to achieve its strategic goals and to realize its vision. The strategic objectives establish levels of performance to be achieved on identified strategic issues. The plan has eleven (11) strategic objectives, which are aligned to various KRAs under the strategic issues. The section also highlights the outcomes of annual projections for the plan period. The outcomes are resulting directly from activities or programs to be implemented for each Key Result Area.

5.1.1 Access and Participation

Under this strategic issue, there are two (2) strategic objectives as discussed below:

To improve teaching, training, research and learning infrastructure: This objective aims at creating a conducive learning environment for learning, teaching, training and research. The infrastructure forms a very important component in ensuring successful education training and research. High-quality infrastructure facilitates better instruction, improves learner outcomes, and reduces dropout rates, among other benefits.

To improve enrolment, retention and transition in education and training: The objective aims at improving enrolment of learners at all levels of education and training as well as ensuring internal efficiencies in the system through sustained retention and transition across levels.

5.1.2 Equity and Inclusivity

Under this strategic issue there is one strategic objective targeting learners/trainees with special needs, PWDs, as well as marginalized and disadvantaged groups.

To reduce disparities in education, training and research: This strategic objective envisions a future where education and training is a catalyst for social justice, offering opportunities for all, irrespective of their background or abilities, and thereby contributing to a more equitable and inclusive society. It fosters an expanded, dynamic and responsive educational and training environment to reach and impact SNE programs, be gender responsive and respond to learners in various geographical regions. It aims at ensuring that all levels of education are inclusive to learners with special needs and disabilities as well as bridge disparities for marginalized and disadvantaged groups by providing specialized interventions to enable them to have access to quality and relevant education, training, and research. Through comprehensive training, educators will be well-equipped to deliver diverse and accessible learning experiences, tailored to each student's unique needs. Concurrently, research will provide the foundation for evidence-based practices, enabling the constant improvement of education methods and resources so that educational institutions are at the forefront of evidence-based practices, adapting their methods to best serve learners with diverse needs. Expand the reach and impact of SNE programs by encouraging a growing network of education institutions to incorporate specialized training approaches for more learners of varying abilities and needs will have access to quality education training and research. This will promote a culture of inclusion and diversity within the education system, ultimately enhancing opportunities for personal and professional development for individuals with disabilities.

5.1.3 Quality and Relevance

Under this strategic issue, there are four (4) strategic objectives as discussed below:

To improve Curriculum and assessment standards: This strategic objective aims to have a curriculum that is adaptive to the labour market needs. This involves revising and updating the curriculum to align it with industry needs, ensuring that programs are competency-based and promoting best practices in training and assessment.

To provide adequate and qualified teaching and training staff: This objective aims at enhancing the capacity of investing in the professional development of training of staff through capacity development and retooling of teachers. Continuous training and capacity-building programs ensure that trainers and support staff stay updated with the latest pedagogical methods and industry trends. It also fosters a culture of innovation and adaptability within TVET institutions, allowing them to respond effectively to the evolving needs of the job market and trainees.

To improve standards and quality assurance in education and training: This objective aims at enhancing quality of education and training. The Ministry will develop and coordinate

implementation of a comprehensive National Quality Assurance and Standards Framework for the education sector. High-quality and relevant TVET programs forge strong institution-industry links by institutionalizing dual training where industry is involved in training, boosting graduate employability. Transparent quality systems build trust among stakeholders, aligning training with industry needs.

To enhance research and innovations in education and training: This strategic objective will inform decisions in education and training, both for informing curriculum and for solving societal problems and for innovations. There will be deliberate effort to strengthen research targeted interventions of resourcing and commercialization of innovations.

5.1.4 Governance and Accountability

Under this strategic issue, there are three (3) strategic objectives as discussed below:

To strengthen the legal and policy framework: This strategic objective aims at addressing the legal and policy framework loopholes ensuring consistency in the implementation of programmes and initiatives in the education and training Sector. To ensure this strategic objective is achieved there is a need to harmonize legal and policy frameworks and enhance intergovernmental collaboration.

To strengthen institutional and Management Structures: This strategic objective aims at enhancing institutional and management structures. It involves prioritizing key elements such as resource mobilization, human resource development, collaboration, and partnerships, as well as transparency and accountability in service delivery. Effective resource mobilization requires the implementation of funding strategies, efficient resource allocation, and prudent financial management. Human resource development entails investing in staff professional growth through training programs, mentorship initiatives, and performance appraisal systems. Collaboration and partnerships are strengthened through strategic alliances with relevant stakeholders and promoting a collaborative culture.

To strengthen evidence-based decision making: This strategic initiative seeks to unify disparate data sources and information repositories within the education sector. This integration will facilitate a comprehensive understanding of the educational landscape, enabling policymakers and educators to make well-informed decisions in real-time. Another strategy in the NESSP revolves around the strengthening of Monitoring, Evaluation, and Reporting (MER) mechanisms. This approach aims to enhance the processes through which educational initiatives are monitored, evaluated, and reported. Establishing MER frameworks, the education sector can systematically assess the impact of various programs and interventions, allowing for the identification of successful methodologies and areas that require improvement.

5.1.5 Cross Cutting, Pertinent, and Contemporary Issues

This strategic issue has one strategic objective.

To mainstream cross cutting, pertinent and contemporary issues in the education sector: This strategic objective aims at mitigating the challenges brought about by the cross cutting, pertinent and contemporary issues in education, training and research. This objective facilitates interaction with other sectors/sub-sectors with a view of including issues of key stakeholders that build synergy and linkages for optimal utilization of resources. This also underscores our commitment to adaptability and relevance in providing dynamic education and training in the rapidly evolving social economic environment, globalization and changing technology in today's world. By ensuring that our educational programs and policies address the multifaceted challenges, we aim to equip learners with the knowledge and skills they need to thrive in an ever-changing global landscape. This strategic objective is also aligned with our vision for a responsive and forward-thinking education system that empowers learners to meet the demands of the 21st century.

The Sector therefore commits to achieve the listed strategic objectives and strategies within the period of the strategic plan as projected in Table 5.1.

Table 5.1 Outcomes Annual Projections

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
Strategic Issue 01: Access and participation							
KRA1.1: Infrastructural development							
SO1.1.1 To improve teaching, training, research and learning infrastructure:	Teaching and learning environment in basic education improved	Number Pupil Toilet Ratio-Boys	30	30	30	30	30
		Number Pupil toilet Ratio-Girls	26	25	25	25	25
		Average class size-Pre-primary	40	38	35	30	25
		Average class size-primary	36	38	40	42	45
		Average class size-secondary	39	40	40	40	40
		Students Laboratory Ratio	280	270	260	250	240
	TVET Infrastructural norms and standards improved	Toilet- Trainee ratio (male)	1:29	1:27	1:25	1:25	1:25
		Toilet- Trainee ratio(female)	1:28	1:25	1:20	1:20	1:20
		Workshop -trainee ratio	1:45	1:30	1:20	1:20	1:20
	University Infrastructure enhanced	Admissions Rate	23	24	25	28	30

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
SO:1.1.2 To enhance integration of ICT into education training and research	Integration of ICT into Basic Education enhanced	Percentage of schools integrating ICT in teaching and learning	30	40	45	50	60
		Percentage of Primary-to-Secondary Transition Rate	100	87.5	88	88.2	88.5
		Percentage of Grade 6 to Grade 7 Transition Rate	100	100	100	100	100
KRA 1.2: Learner support services							
SO1.2.1 To improve enrolment, retention and transition in education, training and research	Improved enrolment and completion in education institutions	Gross Enrolment Ratio (GER)-Pre-primary	110	108	106	104	100
		Gross Enrolment Ratio (GER)-Pre-primary-Girls	108	107	104	102	100
		Gross Enrolment Ratio (GER)-Pre-primary-Boys	110	109	107	105	100
		Gross Enrolment Ratio (GER)-Primary	98	98.5	99	99.5	100
		Gross Enrolment Ratio (GER)-Primary-Girls	97	97.5	98.5	99.5	100
		Gross Enrolment Ratio (GER)-Primary-Boys	99	99.2	99.4	99.6	99.8
		Gross Enrolment Ratio (GER)-Secondary	78	80	82	84	86
		Gross Enrolment Ratio (GER)-Secondary-Girls	80.6	81.5	82.6	83.8	84.9
		Gross Enrolment Ratio (GER)-Secondary-Boys	75.6	76.8	77.9	78.5	79.5
		Net enrolment Rates-Primary	78.1	80.3	81.5	82.7	83.9
		Net enrolment Rates-Primary-Boys	78.6	80.6	82.6	84.6	86.6
		Net enrolment Rates-Primary-Girls	77.7	79.8	81.8	83.8	85.8
		Net enrolment Rates-Secondary	54.1	56.3	58.3	60.3	62.3
		Net enrolment Rates-Secondary-Boys	52.2	54.2	56.2	58.2	60.2
		Net enrolment Rates-Secondary -Girls	58.2	59.2	60.2	61.2	62.2
		Completion Rate- Primary Boys	100	100	100	100	100
		Completion Rate - Primary Girls	100	100	100	100	100
		Completion Rate - Secondary Girls	100	100	100	100	100
		Completion Rate - Secondary Girls	100	100	100	100	100
	Increased gross trainees' enrollment in TVET	Gross enrollment in TVET	599,099	643,929	688,758	733,588	778,417
	Improved participation rate in TVET	Enrolment of TVET trainees per 100,000 inhabitants	1,153	1,218	1,281	1,342	1,401

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
	Access University education improved	Gross enrollment in universities	652,768	670,475	691,604	710,583	729,455
	Human Capital development	Graduation rate	68	72	75	84	90
Strategic Issue 2: Equity and Inclusion							
KRA 2.1: Special Needs, PWDs, Marginalized and disadvantaged groups							
SO2.1.1. To promote inclusive and equitable education, Training and Research	Inclusive and equitable education promoted	Number of learners re-enrolled.	92	92.5	93.5	94	94.5
		% of SNE Enrolment in learning institutions	0.05	0.06	0.08	0.08	0.1
		GPI-PRE PRI	0.99	1	1	1	1
		GPI-PRI	0.99	1	1	1	1
		GPI- SEC	1	1	1	1	1
		Number of learners integrated from Duksi into formal basic education	73.6	74.5	75	76	77
		Number of schools implementing climate change education programs	20	70	130	180	200
		Number of schools that have enhanced mechanisms on mental well- being and life skills	20	70	130	180	200
		Percentage increase of refugee and host community learners participating in both formal and non-formal education	5	10	10	5	30
		Gender Parity Index in TVET	0.87	0.88	0.9	0.92	0.93
		Gender Parity Index in HE	0.93	0.94	0.95	0.96	0.97
Strategic Issue 3: Quality and Relevance							
KRA 3.1: Curriculum and Assessment							
SO3.1.1: To improve Curriculum and assessment standards	Increased digital literacy and use in primary education	Percentage ICT literacy levels	65.4	70	75	80	100
	TVET Market oriented curriculum / enhanced	TVET graduates employability rate	73	76	80	85	90
	Labour market skills enhanced	Reduced retraining period after employment	10	8	6	5	4
KRA 3.2: Educators and Researchers Management (Teachers, researchers, trainers, lectures)							
SO3.2.1: To provide adequate and qualified teaching and Training staff	Teaching staff recruited and retained	No. of teachers recruited	111,870	22,374	22,374	22,374	22,374

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
	Quality of training in TVET improved	Assessment Pass rate	65	66.5	68	68.3	68.5
	Enhanced staff in-service and professional development	No. of teachers undertaking TPD Programmes	350,000	350,000	350,000	350,000	350,000
	Researchers in R&D per million people	Researchers (in full-time equivalent) per million inhabitants	180	190	200	220	250
	Improved Gender parity in research	Female researchers as a percentage of total researchers	41	43	45	48	50
KRA 3.3: Accreditation, Quality Assurance, and standards							
SO3.3.1: To improve standards and quality assurance in education	Improved education quality index	Improved education quality index	3.5	3.6	3.7	3.8	3.9
	Improved TVET quality index	TVET quality index (%)	58	62	66	68	72
	University Quality improved	Webmetric ranking of universities below 3000	5	6	7	8	10
		University quality index (%)	50	60	65	70	75
	Proficiency levels in early grade mathematics and literacy improved	Proportion of teachers with the minimum required qualifications, primary	96.8	97.8	98.8	99.8	100
		Proportion of students achieving at least a minimum proficiency level in mathematics at the end of primary education	74.1	75.2	76.3	77.4	78.5
		Proportion of students achieving at least a minimum proficiency level in reading at the end of primary education	46.7	48.7	50.7	52.7	54.7
KRA 3.4: Research and Innovation							
SO3.4.1: To enhance research and innovations in education and training:	Global Innovation Index	Global Innovation Index rank	87	86	85	83	82
	Research funding enhanced	Expenditure on Research and Development as a percentage of Kenyan GDP	0.85	0.88	0.9	1.2	1.5
Strategic Issue 4: Governance and accountability							
KRA 4.1: Policy and Legal frameworks							
SO4.1.1: To strengthen the legal and policy framework	Enhanced policy formulation and implementation	Percentage of policies/ guidelines/legislations formulated and issued	10	20	30	40	100

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
	Intergovernmental relations improved in TVET	Percentage improvement in intergovernmental relations	100	100	100	100	100
	Improved intergovernmental collaboration between the National Government and County Governments	Proportion of intergovernmental resolutions implemented	NA	1	2	3	4
KRA 4.2: Institutional and system Capacity development							
SO4.2.1: To strengthen institutional and Management Structures	Improved sector coordination	Percentage compliance with audit recommendations.	100	100	100	100	100
		Professional Development Quality Index (PDQI).	4.24	4.25	4.26	4.27	4.28
		No. linkages, collaboration and partnerships	2	3	4	4	5
	Improved institutional and system capacity.	Customer satisfaction index	65	62	64	66	70
	Improved performance in education sector	Percentage improvement in performance	3.19	3.04	3	2.9	2.8
Strategic Issue 5: Crosscutting, pertinent, and contemporary issues							
KRA 5.1: Crosscutting, pertinent, and contemporary issues							
SO5.1.1: To mainstream cross cutting, pertinent and contemporary issues in Education, Training and Research	Mainstreaming of cross cutting, pertinent and contemporary issues in education and training enhanced,	The level of mainstreaming cross cutting, pertinent and contemporary issues	60	65	70	80	100
	Impact of climate change reduced	Number of education institutions implementing environmental interventions measures	100	150	200	250	290
	Learners retained in times of emergencies	Percentage of learners accessing education during emergencies	50	60	70	75	80
	STEM-based bio-waste and e-waste managed	Levels of schools implementing STEM-based bio-waste and e-waste. Strategy	10	20	30	40	50
	Participation in games and sport enhanced	Proportion of educational institutions participating in games and sports	60	70	80	90	100
	Emerging issues integrated TVET programs and activities.	Percentage rollout of interventions integrated	100	100	100	100	100

Strategic Objective	Outcome	Outcome Indicator	Projections				
			Year 1	Year 2	Year 3	Year 4	Year 5
	Science, Technology and Innovation enhanced in Institutions	Innovations output rank	78	76	75	73	70

5.2 Strategic Choices

This section describes the course of action and means that the education sector will pursue to achieve results on priority key issues. Each strategic goal has strategic objective(s) that MoE aspires to achieve and defined key results, and strategic objectives. Each strategic objective has a strategy that defines a specific course of action to be taken to realize the defined key results. The education sector commits to make the following strategic choices in achieving the identified strategic objectives.

KRA 1: Infrastructural development

Infrastructure development, upgrading and maintenance: This strategy aims at developing new and upgrading, as well as maintenance of existing teaching, training and research infrastructure across the whole education spectrum for increased enrollment and access. The Ministry will do infrastructure gap analysis to identify areas which require prioritization of new constructions, renovations and maintenance.

Enhance ICT infrastructure for teaching and learning: This strategy aims at enhancing ICT uptake and utilization by the education sector. The sector will provide ICT infrastructure to strengthen integration of technology in education and training . It will also build capacity (retooling of trainers) to teach and train in ICT. At TVET and university levels, the sector will provide ICT infrastructure in order to strengthen the ODeL. Additionally, this strategy aims at improving learning outcomes by harnessing opportunities for teacher and learner support offered by digital platforms. Integrating as many aspects of a digital learning environment as possible will ensure a working system that includes interactive, personalized content for learners, supporting content for teachers (e.g. lesson plans), continuous e-assessment of learners (allowing for individual and group-based adaptation of instruction), digital tools supporting CSOs and quality assurance, as well as continuous and automated data collection for monitoring purposes to guide in resource allocation and policy making. MoE will implement a digital learning platform, starting with primary grades.

KRA 2: Learner support services

Provision of instructional materials and operational subsidies: This strategy aims at equipping learners with learning materials and support subsidies. At the Basic Education level, the sector will prioritize development and periodic review of instructional materials and training guidelines. At TVET and University level, the sector will prioritize the initiative of supporting training institutions through budgetary allocations to support purchase of tools and equipment. Affirmative action will be taken to support female trainees and students through provision of essential products to enhance and strengthen their participation rates.

Strengthen school meal programme: This strategy aims to improve school attendance and effective participation in learning by providing (on need basis or targeting) the basic and critical need for food by the learner. The support will also provide the basic nutritional requirements by offering a balanced diet in the package. The Ministry will promote collaborations and partnerships to support the school meals programme.

Provision of bursaries, scholarships and loans: This strategy aims at enhancing inclusivity and equity through interventions that support access and retention of the needy and vulnerable learners. MoE will develop mechanisms to ensure coordination in provision of scholarships, bursaries and loans to deserving students. Review capitation grants at all levels of basic education institutions from time to time and establish a Minimum Essential Package (MEP) capitation for schools. At tertiary level, the sector will provide capitation, scholarships and loans for TVET and university trainees/learners.

Strengthen guidance and counseling, coaching, mentorship and psychosocial support: This strategy aims to ensure effective implementation of learner support services which include; Guidance and counseling, career services, peer education, mentorship programmes, learning to live together, clubs and societies, art, sports and games, this strategy also aims at strengthening chaplaincy services in educational institutions. These services are meant to empower learners to maintain their focus in pursuit of their talents and in education and life goals. The Ministry will target training of educators, and researchers to effectively implement the strategy.

Advocacy and career development : This strategy aims at improving the visibility of the sector and strengthening support systems through Guiding and Counseling and career services. The Ministry will continue providing advocacy and psycho-social support to all students, trainee. Learners, lecturers and teachers. At TVET and university levels, advocacy, and rebranding will be pursued through implementation of relevant programmes such as the National Integrated TVET Communication and Advocacy Strategy. This will consolidate the gains already realized in eliminating the negative perception. Career services and guiding counseling will be strengthened to support transition from training to the world of work.

KRA 3: Equity and Inclusion

Strengthen interventions for learners with special needs and disabilities: The aim is to foster inclusivity within the educational system by prioritizing and reinforcing interventions tailored for learners with special needs and disabilities. Investing in specialized training for educators, providing accessible resources and technologies, and cultivating a supportive atmosphere will enable educational institutions to create an environment where diverse learning styles are accommodated. Adapting curriculum and assessment methods ensures that learners with disabilities not only gain access to education but also thrive and contribute meaningfully to the learning community.

Affirmative Action for vulnerable and disadvantaged groups: The strategy focuses on addressing disparities by providing additional support, resources and opportunities for vulnerable and disadvantaged groups. It will address underlying economic barriers and systemic disadvantages and contribute to breaking the cycle of inequality by promoting social mobility and creating a more inclusive educational landscape. Initiatives like scholarship programs, mentorship efforts, and targeted outreach will enable educational institutions to level the playing field for underprivileged students including refugee and host communities in Kenya.

Strengthen interventions that address gender disparities: This strategy aims to create an inclusive and empowering educational environment for all genders. By focusing on initiatives such as promoting STEM education for girls, combating gender-based violence, and ensuring equal opportunities in leadership roles, educational institutions work towards eliminating gender disparities. Moreover, challenging stereotypes and biases through educational programs contributes to a more equitable representation of genders across all academic and research domains, fostering an environment where everyone can thrive regardless of gender.

Strengthen interventions that address regional disparities: The strategy will address regional disparities in education by implementing targeted interventions in underdeveloped regions. Through investments in educational infrastructure, ensuring access to quality teachers and learning materials, and the implementation of regional development plans, educational institutions strive to bridge the gap between different geographical areas. Creating awareness about the importance of education and training in these regions further contributes to a collective commitment to ensuring that every student, regardless of their location, has equal access to a quality education.

KRA 4: Curriculum and Assessment

Align curriculum with societal needs and industry demands: This strategy will be pursued at the three levels of education through undertake a needs assessment to align the curriculum to societal and industry demands, developing and reviewing the curriculum for the various levels of education and mapping industry to training institutions for Curriculum delivery in order to revitalize skills development in the country. Through these initiatives competency-based curriculum is expected to foster acquisition of core competencies; promote values acquisition and lifelong learning while enhancing the role of parents and communities in education provision. Emphasis will be placed on alignment of the assessment standards to ensure learners acquire key competencies. To implement this strategy, MoE will involve Industry in the development of curriculum, implementation and assessment.

Strengthen teacher educator curriculum: The strategy aims at addressing the dynamism of the learning environment that requires that educators are serviced to competently deal with the learning requirements. Educator programmes will be strengthened through development of relevant and robust educator curriculum to develop Trainer of Trainers competencies. Besides developing the educator curriculum, assessment and certification systems for teacher educators as well as trainers will be put in place. In addition, the capacity of institution will be improved to effectively implement educator of educator programmes

Align assessment to the curriculum: The strategy will enable aligning of assessments to the curriculum to ensure that assessments accurately reflect what students are expected to learn and demonstrate according to the established curriculum. Flexible assessment systems and types shall be put in place to ensure that competencies are recognized at every level of education and certificated for purposes of career progression and individual on. Some of the activities to be undertaken include developing of assessment frameworks, institutionalizing credit accumulation transfer system and continuously reviewing and revising assessment methods.

Enhance Foundational Learning for Early Grade Levels: Pre-Primary experiences have a profound impact on brain development - affecting learning, health, behavior, and, ultimately, productivity and income. This strategy aims at enhancing foundational learning to eliminate extreme poverty, boost shared prosperity, and create the human capital needed for economies to diversify and grow. Investing in early years will therefore be crucial and the curriculum includes activities that promote holistic development, encompassing cognitive, social, emotional, physical aspects including play-based learning, and basic skills development. This strategy will be implemented through various activities including: developing the National Guidelines on Foundational learning, Pre-primary data Management and integration into Kenya Education Management Information System (KeMIS), and capacity building of pre- primary school teachers on CBC, CBA and digital literacy.

Provision of curriculum support materials and equipment: The aim is to enhance the relevance of curriculum by providing support materials and equipment for creating an enriched learning environment that enhances the educational experience for learners. Learning support Materials and equipment will be provided to accord practical experiences to learners enhancing the relevance of the curriculum being implemented. Equipment provided should be relevant and modern state-of-the-art equipment to enhance teaching practical oriented teaching and training.

KRA 5: Educators and researchers management

Teaching staff recruitment, deployment and retention: This strategy aims at enhancing the capacity of teachers and trainers in the learning institutions. Shortages identified will be addressed through recruitment and deployment in phases as well as utilizing internships to fill the gap. This will ensure that learner and trainee needs are well addressed.

Enhance staff in-service and professional development. This strategy aims to support the professional growth, retention, and advancement of educators, researchers and other school personnel as well as their capacity to meet the social, emotional, mental health, and academic needs of children and students.

KRA 6: Accreditation, Quality Assurance, and standards

Implement the quality assurance and accreditation system: This strategy aims to improve education quality at all levels, from Pre-Primary to tertiary. MoE will develop a framework for participation in regional and international quality assurance fairs and competitions for students. The National Education Quality Assurance and Standards Framework (NEQASF) will be reviewed to address the gaps, align it to international standards and improve its efficacy in assuring quality in basic education. Institutions will embrace Institution Based Quality Assurance (IBQA). Quality assurance and accreditation agencies will be strengthened to effectively deliver on their mandate.

KRA 7: Research and Innovation

Provision of requisite research equipment: Research and innovation begins with investing in state-of-the-art infrastructure and cutting-edge equipment. By creating advanced research facilities and integrating modern technologies into learning spaces, learners gain hands-on experience with the tools essential for real-world exploration. This strategy ensures that learners are not only well-versed in theoretical concepts but also equipped with practical skills, fostering a culture of experimentation and discovery.

Provision of mentorship and apprenticeship: To bridge the gap between theory and practice, mentorship programs will be implemented to connect learners with seasoned researchers and industry professionals. Internship opportunities will further enhance this connection by providing students with real-world exposure. Guest lectures and workshops conducted by experts contribute to a dynamic learning environment, where the transfer of knowledge is not confined to textbooks but extends into the realm of applied skills and problem-solving.

Enhance research funding: To promote research and innovation, emphasis will be placed on allocating resources for research grants, scholarships, and competitive funding programs will motivate learners and researchers to engage in impactful projects. This strategy encourages a culture of curiosity and creativity, allowing researchers to explore novel ideas and solutions. Public-private partnerships will strengthen the link between academia and industry, promoting the development of projects with practical applications.

Strengthen collaboration and partnerships: To integrate research and innovation into education, industry-academia collaborations foster knowledge exchange. International collaborations will bring diverse perspectives, enriching the learning experience and broadening horizons. Consequently, learners and researchers work on projects with real-world implications through interdisciplinary collaboration to ensure a holistic approach to problem-solving, where individuals from different fields contribute their expertise to create innovative solutions. Additionally, the partnerships will support the Ministry in resource mobilization as well as improved service delivery.

Strengthen STEM in education and training: To promote access and participation in STEM education and training . This will entail provision of STEM infrastructure and capacity building of curriculum implementers on STEM among other related interventions.

KRA 8: Policy and Legal frameworks

Enhance legal and policy frameworks: The strategy aims at providing a conducive legal and policy environment to enable the Ministry to harmoniously deliver on its mandate. The Ministry will review existing legal instruments and develop guidelines to support their implementation. In addition to finalizing the Sessional Paper on "*A Policy Framework for Transforming Education, Training and Research for Sustainable Development"* to guide the reforms in the sector, other policies will be reviewed and developed to provide roadmaps and prioritize the programmes and projects to be implemented.

Enhance intergovernmental collaboration: The strategy aims at strengthening collaborations between the two levels of Government. MoE will continue to provide policy guidelines and

capacity building to the Counties on Quality Assurance function for implementation of Pre-primary education. It will also enhance the capacity of VTCs to implement policies and curriculum including initiating mentor -mentee relationships for efficient and effective TVET systems in the Country. At the higher education and research level, the sector will enhance both local and international collaborations through exchange programmes and joint projects as well as foreign scholarships. Local partnership will also be enhanced to promote equitable access to higher education for vulnerable students.

KRA 9: Institutional and System Capacity Development

Enhance resource mobilization: This strategy aims at enhancing resources to the sector through diversification of sources and avenues of funding. MoE will mobilize resources through institutional initiatives, innovative programme financing models and incentivizing stakeholder involvement including Public Private Partnerships (PPP). The sector will enhance commercialization of research products and increase A.I.A in learning institutions.

Improve human resource capacity: This strategy aims at enhancing human resource capital in the education sector. The focus will be on improving the staffing levels in all learning institutions. In order to ensure efficiency in service delivery, balancing/redeployment of the already existing staff as well as new recruitments will be undertaken. Additionally, training, retooling and sensitization of staff will be undertaken continuously.

Improve coordination mechanism: This strategy aims to foster efficiency and effectiveness in execution of sector mandates by avoiding cross-purpose actions, duplication of activities, conflicts and wastage of resources or efforts. The Ministry will ensure unified approaches and communication for clarity in directives and implementation of policy decisions. Emphasis will be on ensuring availability of information through adequate disclosures on the websites and other channels. It also aims at strengthening coordination of education partners.

Enhance transparency and accountability in service delivery: This strategy aims at ensuring value for money invested in the sector. Retooling of the top-level management at the universities, TVET institutions and Basic education institutions will be enhanced. Human and financial audit including public tracking expenditure reviews will be done. In general, controls to strengthen resource utilization will be put in place in all Agencies and learning Institutions. Regular sensitizations will be undertaken on transparency and accountability issues.

Institutionalize integrated data and information management system: This strategy aims at building unified data bases for the sector, for ease of decision making in order to avoid duplication and enhance prompt delivery of services. The Kenya Education Management

Information System (KEMIS) will be put in place to encompass individual information from the time of birth to the time of completion of education. It will incorporate the National Information Education System (NEMIS), TVET MIS and Higher Education MIS to be the single source of data used for decision making purposes. It will capture data on human resource and student enrolment.

Strengthen monitoring, evaluation and reporting: This strategy aims at tracking progress and providing feedback. The sector will develop a vibrant monitoring and evaluation system that will ensure timely and accurate reporting of progress on implementation of projects and programmes.

KRA 10: Mainstreaming Cross Cutting, Pertinent and Contemporary Issues in Education, Training and Research

Institutionalize climate action: This strategy aims at implementing interventions that enable a learner to acquire the knowledge, skills, attitudes, and values necessary to shape a sustainable future considering the social, economic, and environmental domains of development. The climate change crisis will be addressed within the broader Education for Sustainable Development (ESD) framework and will entail interventions such as greening, sustainable waste management, recycling and carbon reduction.

Management of alcohol, drug and substance use in education and training: Interventions under this strategy aim at addressing factors that predispose school going children, adolescents and youth to Drug and Substance Abuse which in turn threatens achievement of quality education, training and research. Studies have shown that both the school and home presents environments where learners are introduced to and access alcohol, and other substances of abuse as early as the age of 14 years. Activities to implement this strategy will be anchored in the broader government framework on prevention and management of alcohol, drug and substance use.

Awareness on infections of non-communicable and communicable diseases: This strategy focuses on awareness and management measures for infections of non-communicable diseases including mental health and psychosocial issues that affect the learning outcomes and achievements of developmental milestones. This is to deal with increasing cases of new infections of HIV, mental health and lifestyle diseases among adolescents and youth, teachers, and personnel in the education sector.

Mainstream gender in education and training: This strategy aims at addressing gender related barriers in education, training and research. child marriage, teenage pregnancy, cultural practices, sexual related and gender-based violence are significant barriers to education in

Kenya. This strategy will entail implementation of activities that focus on mainstreaming gender issues at all levels of education.

Mainstream peace education and global citizenship: This strategy is about interventions that enhance social Cohesion, peace and global citizenship. Activities that promote national cohesion, values, and principles of governance for a transformed, cohesive, peaceful, united, and values-driven nation as enshrined in Article 10 and Article 132(1)(c) (i) of the Constitution will be implemented.

Empower to prevent radicalization, extremism and insecurity: Through this strategy learners, teachers, parents and other stakeholders will be empowered to prevent radicalization and violent extremism. Educational institutions have become easy targets for radicalization into violent extremism for adolescents and youth and empowering learners and educators will enhance prevention, detection and effective response to radicalization and violent extremism. It will be implemented through child safety and protection, life skills education and psychosocial support activities.

Management of emergencies in education, training and research: learners face challenges in accessing quality education due to effects of natural and or manmade disasters such as floods, drought, fires, insecurity, cattle rustling, inter- ethnic clashes, terrorism among others. This strategy aims to ensure a learner friendly environment with minimal hazards for continuity of learning. Activities to be implemented focus on building resilient education systems through prevention, mitigation, response and management of crises in the education sector.

Strengthen community service learning in education, training and research: The strategy aims at providing an opportunity for experiential education that enables a learner to apply knowledge and skills in their settings thereby addressing real needs in the community. Through community learning, learners enhance their social skills, analytical ability, civic and ethical responsibility, self-efficacy and career development. This strategy will be actualized through service learning, community involvement, parental empowerment and engagement as well as strengthening Alumnis in education institutions.

Respond to new emerging technologies: Rapid technological advancements can lead to positive attributes such as increased availability and adoption of new and emerging technologies leading to improved service delivery. On the other hand, it can have negative attributes such as increased cybercrime and risk of technological obsolescence. The interventions on this strategy include activities on media and information literacy for children, adolescents and youth.

Mainstream indigenous knowledge in education and training: To integrate indigenous knowledge in education, training and research.

Table 5.2. Strategic Objectives and Strategies

Key Result Area	Strategic Objective(s)	Strategies
KRA 1: Infrastructural development	To improve teaching, training, research and learning infrastructure	Infrastructure development, upgrading and maintenance:
		Enhance integration of ICT in teaching and learning
KRA 2: Learners support services	To improve enrolment, retention and transition in Education:	Provision of instructional materials and operational subsidies
		Strengthen school meal programme:
		Provision of bursaries, scholarships and loans:
		Strengthen guidance and counseling, mentorship, coaching and psychosocial support services.
		Advocacy and career development.
KRA 3: Equity and inclusion	KRA 3: Equity and inclusion	Strengthen interventions for learners with special needs and disabilities
		Affirmative action for vulnerable and disadvantaged groups
		Strengthen interventions that address gender disparities.
		Strengthen interventions that address regional disparities.
KRA 4: Curriculum and Assessment	To improve Curriculum and assessment standards	Align curriculum with societal needs and industry demands.
		Strengthen teacher education curriculum.
		Align assessment to the curriculum.
		Enhance foundational learning for early grade levels.
		Provision of curriculum support materials and equipment.
KRA 5: Educators and researchers management	To provide adequate and qualified teaching and Training staff	Teaching staff recruitment, deployment and retention
		Enhance staff in-service and professional development
KRA 6: Accreditation, Quality Assurance, and standards	To improve education standards and quality assurance	Implement the quality assurance and accreditation system.
KRA 7: Research Innovation and commercialization	Strengthen institutional and Management Structures	Enhance resource mobilization
		Improve Human resource capacity
		Improve coordination mechanism
		Enhance transparency and accountability in service delivery

Key Result Area	Strategic Objective(s)	Strategies
	To strengthen evidence-based decision making	Institutionalize integrated data and information management system
		Strengthen Monitoring, Evaluation and Reporting
		Institutionalize climate action
KRA 10: Crosscutting, Pertinent, and contemporary issues	To mainstream cross cutting, pertinent and contemporary issues in Education, Training and Research	Management of alcohol , drug and substance abuse
		Mainstream gender in education and training
		Awareness on infections of non-communicable and communicable diseases
		Mainstream peace education and global citizenship
		Empower to prevent radicalization, extremism and insecurity
		Management of education in emergencies and education, training and research
		Strengthen community service learning
		Respond to new and emerging technologies
		Mainstream indigenous knowledge in education and training

CHAPTER SIX:
IMPLEMENTATION AND COORDINATION FRAMEWORK

This chapter sets out how the NESSP 2023-2027 will be implemented. It explains the Implementation Action Plan, Annual Work Plan and Budget. Performance Contracting, Coordination and Institutional Frameworks. The chapter further details the Staff Establishment, Skills Set, Competence Development, Leadership as well as Systems and Procedures. The chapter then delves into the Risk Management Framework, emphasizing the importance of identifying, assessing, and mitigating risks within the education sector. Together, these sections provide a comprehensive overview of key elements essential for effective education sector management and strategy implementation.

6.1 Implementation Plan

Successful implementation of NESSP 2023-2027 is supported by a clear and well thought out implementation plan. This is based on existing structures of the Ministry of Education and serves as a guiding roadmap for execution of strategic objectives, strategies, and activities outlined in these various planning instruments. This plan not only delineates the sequence of activities, responsibilities, and timelines but also ensures alignment with available resources and financial allocations, thereby fostering efficiency and accountability throughout the execution process. Moreover, it functions as the bridge between strategic planning and operational execution, facilitating the translation of the education sector's goals into tangible actions, budgetary allocations, and contractual commitments, thereby enabling effective monitoring of progress and achievement of the desired outcomes .

6.1.1. Action Plan

The action plan outlines specific activities, responsibilities, timelines and resources needed to achieve concrete goals and objectives. The implementation matrix in Table 6.1 prioritizes activities to be implemented during the plan period.

Table 6.1: Implementation Matrix

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Basic Education																
SI1: Access and Participation																
SG1Expand access to quality education, training, and research opportunities for all																
KRA 1.1: Infrastructural development																
O1.1Teaching, training, research and learning infrastructure Improved																
SO1.1.1:To improve learning, teaching, research and management services																
Enhance integration of ICT in teaching and learning	Connect primary schools to the internet.	Primary schools connected to internet	Number of primary schools connected with internet	9000	1000	2000	2500	2500	1000	10	20	25	25	10	**PSBE**	
	Develop digital apps for ICT integration	Digital apps for ICT integration developed	Number of Digital apps developed	16	3	3	4	3	3	0	0	0	0	0	**PSBE**	
	Develop digital teaching and learning resources for STEM subjects.	Digital teaching and learning resources for STEM subjects developed	Number of digital teaching and learning resources for STEM subjects developed	40	8	8	8	8	8						**CEMA STEA**	
	Establish a smart classroom in public primary school.	Smart computer classrooms established	Number of Smart computer classrooms established	22748	188	192	196	200	203	85	86	88	90	92	**PSBE**	
	Provide Broadband to the learning resources centers.	Broadband provided to the learning resources centers.	Number of resources centers provided with ;; Broadband	23006	3000	3060	3121	3184	3247	300	306	312	318	325	**PSBE**	
Infrastructure development, upgrading and maintenance	Construct and equip the Education Resource Centre.	Education Resource Centre constructed and equipped	% construction and equipping of the Education Resource Centre completed	100		88	92	98	100		100	300	200	100	**KICD**	MOE
	Construct basic infrastructure for feeder schools	Classrooms constructed in feeder schools	No of classrooms	200	10	50	70	40	30	5	25	35	20	15	**PSBE**	
	Construct boarding facilities in LCB primary schools	Ablution block constructed	Number of Ablution block constructed	30	5	10	15	20	25	13	25	38	50	63	**PSBE**	
	Construct boarding facilities in LCB primary schools	**Dining halls constructed**	Number of Dining halls constructed	60	15	20	25	30	35	83	110	138	165	193	**PSBE**	

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Construct boarding facilities in LCB primary schools	dormitories constructed	Number of dormitories constructed	150	20	25	30	35	40	90	113	135	158	180	**PSBE**	
	Construct classrooms for junior schools	Classrooms constructed	Number of classrooms	116,000	80,000	20,000	16000	0	0	80	20	16			**PSBE**	**NT**
	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of classrooms	18071	4886	4932	2633	2741	2879	4,397	4,439	2,370	2,467	2,591	**PSBE**	
	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of Laboratories	5372	977	1027	1079	1122	1167	2,443	2,567	2,696	2,805	2,918	**PSBE**	
	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of Workshops	4344	996	1000	752	782	814	2,490	2,500	1,879	1,956	2,034	**PSBE**	
	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of WASH facilities	39212	7158	7296	7899	8223	8636	3,579	3,648	3,950	4,112	4,318	**PSBE**	DSE
	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of schools provided with computing packages	1662	310	320	330	344	358	334	345	356	371	386	**PSBE**	
	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of sports and performing arts facilities	585	100	110	120	125	130	193	212	232	241	251	**PSBE**	
Infrastructure development, upgrading and maintenance	Construct essential infrastructure in public senior schools.	Essential infrastructure in public senior schools developed.	Number of additional SNE schools	20	2	3	4	5	6	185	197	209	212	224	**PSBE**	
	Construct integrated Resource centers in Junior Schools	Integrated Resource centers constructed in Junior Schools	Number of Integrated Resource centers constructed	10927	1859	2045	2250	2340	2434	3,717	4,089	4,500	4,680	4,868	**PSBE**	
	Construct new classrooms in TTCs.	classrooms in new TTCs constructed	number of classrooms constructed in new TTCs	222	45	45	45	44	43	68	68	68	66	65	**PSBE**	

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Construct primary schools' teaching & learning infrastructure facilities	Primary schools' teaching & learning infrastructure facilities constructed	Number of Classrooms	600	100	110	120	130	140	100	110	120	130	140	**PSBE**	
	Construct primary schools' teaching & learning infrastructure facilities	Primary schools' teaching & learning infrastructure facilities constructed	Number of LRC Constructed	7000	750	900	1050	1200	1350	1,500	1,800	2,100	2,400	2,700	**PSBE**	
	Construct primary schools' teaching & learning infrastructure facilities	**Primary schools' teaching & learning infrastructure facilities constructed**	Number of Washrooms	400	60	70	80	90	100	45	53	60	68	75		
	Construct rooms for creative and applied subjects in TTCs.	Creative and applied subjects' rooms constructed in TTCs	number of special rooms constructed in TTCs	175	35	35	35	35	35	53	53	53	53	53	**PSBE**	
	Develop classrooms for different Categories of Learners with disabilities.	Classrooms for different Categories of Learners with disabilities developed	No. of classrooms for different Categories of Learners with disabilities developed	236	71	47	47	47	24	71	47	47	47	24	**PSBE**	
	Establish a National Academy for Gifted and Talented learners.	National Academy for Gifted and Talented learners established	Percentage of completion	100	30	20	20	20	10	15	10	10	10	5	**PSBE**	
	Establish ICT enabled Learning Resource Centers in public TTCs	ICT enabled learning resource centers established in TTCs	Number of TTCs with ICT enabled learning resource centers	70	35	35	0	0	0	172	172				**PSBE**	DPCAD, DTE
	Establish model regional EARC centers.	Regional EARC centers established	No of model EARC Centers established	9	3	2	2	1	1	29	19	19	10	10	**PSBE**	
	Establish new ACE centers.	New ACE centres established	Number of new ACE centres established	314	50	75	75	64	50	43	64	64	54	43	**PSBE**	DACE
	Establish smart classrooms.	Smart classroom established	No. of Smart classroom established	28	4	8	8	8		8	16	16	16		**CEMA STEA**	BE

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Refurbish CLRCs	CLRCs Refurbished	Number of CLRCs established	47	5	15	15	7	5	3	8	8	4	3	**PSBE**	DACE
	Refurbish workshop for specialized learning resources, assistive devices and technologies	Workshop for specialized Learning Resources, Assistive Devices and Technologies refurbished	% level of refurbishing workshop for specialized Learning Resources, assistive Devices and Technologies	100	30	20	20	20	10	60	40	40	40	20	**KISE**	BE
Infrastructure development, upgrading and maintenance	Rehabilitate classrooms in TTCs.	Classrooms in TTCs rehabilitated	Number of classrooms in TTCs rehabilitated	300	60	60	60	60	60	30	30	30	30	30	**PSBE**	DTE
		WASH facilities constructed	Number of WASH facilities	200	10	50	70	40	30	3	13	18	10	8	**PSBE**	NACONEK
KRA 1.2: Learner support services																
O1.2.1: Enrolment, retention and transition in Education Improved																
SO1.2.1: To improve enrolment, retention, completion and transition in Education																
Provision of Capitation, Bursaries, Scholarships and Loans	Allocate Bursaries and scholarships to students with special needs.	Bursaries and scholarships allocated to students with special needs.	Number students with special needs allocated Bursaries and scholarships	3723	649	696	744	791	843	46	49	53	56	60	**PSBE**	DSNE
	Develop a differentiated unit cost (DUC) framework for SNE at all levels	A DUC framework for SNE at all level developed	Percentage completion of DUC framework	100		100					40				**PSBE**	
	Develop equity-based unit cost for senior schooling.	Equity-based unit cost for senior schooling developed	Percentage completion of the equity-based unit costing	100		100					40				**PSBE**	
	Disburse grants to targeted teacher training Colleges	Grants disbursed to targeted teacher training Colleges	number of TTCs receiving the targeted grants	175	35	35	35	35	35	700	700	700	700	700	**PSBE**	
	Establish scholarships coordination offices in regions	Scholarships coordination offices established in regions	No of offices established in regions	20	3	4	3	5	5	15	20	15	25	25	**PSBE**	JKF
	Provide assistive devices and technologies responsive for SNE learners	Assistive technologies and devices responsive for all SNE Learners provided	Number of assistive devices provided	34507	6000	6420	6870	7351	7866	90	96	103	110	118	**PSBE**	

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Provide capitation to all learners.	Capitation provided to all learners	No of learners in Pre-Vocation level provided with capitation	2500	480	490	500	510	520	23	24	24	25	25	**PSBE**	DSNE
Provision of Capitation, Bursaries, Scholarships and Loans	Provide capitation to all learners.	Capitation provided to all learners	Number of learners in primary school provided with Capitation	36026971	6100000	6222000	6346440	6473369	6602836	8,662	8,835	9,012	9,192	9,376	**PSBE**	
	Provide capitation to all learners.	Capitation provided to all learners	Number of students in Junior school provided with capitation	13406807	1069177	2170429	3289450	3372865	3504886	16,084	32,650	49,483	50,738	52,724	**PSBE**	DJSE
	Provide capitation to all learners.	Capitation provided to all learners	Number of students in senior school provided with capitation	18683336	4000000	4253155	3244325	3471428	3714428	83,628	88,921	67,829	72,577	77,658	**PSBE**	DSE
	Provide capitation to all learners.	Capitation provided to all learners	No of SNE learners in Junior school provided with capitation	8828	1722	1727	1757	1793	1829	83	83	85	87	88	**PSBE**	DSNE
	Provide capitation to all learners.	Capitation provided to all learners	No of SNE learners in public Primary schools provided with capitation	557188	103047	100000	113047	118047	123047	2,040	1,980	2,238	2,337	2,436	**PSBE**	DSNE
Provision of Capitation, Bursaries, Scholarships and Loans	Provide capitation to all learners.	Capitation provided to all learners	No of SNE students in senior schools provided with capitation	148091	28450	29036	29617	30201	30787	2,085	2,128	2,170	2,213	2,256	**PSBE**	DSNE
	Provide scholarship for talented learners.	talented learners provided with scholarships	Number of talented learners provided with scholarships	7500	1500	1500	1500	1500	1500	165	165	165	165	165	**PSBE**	
	Provide scholarships to bright and needy learners.	Scholarships provided to bright and needy learners.	Number of Scholarships provided to bright and needy learners.	2766	500	525	552	580	609	55	58	61	64	67	**PSBE**	
	Provide supplementary instructional materials to senior school learners.	Supplementary instructional materials to senior school learners provided	Number of instructional materials to senior school learners provided	6244848	1200000	1224000	1248480	1273450	1298919	1,200	1,224	1,249	1,274	1,299	**PSBE**	DSE

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Strengthen guidance and counseling, mentorship, coaching and career services	Supply Laboratory apparatus and materials to schools	Laboratory apparatus and materials supplied to schools	Number of Laboratory apparatus and materials supplied	8400	1200	1200	1500	2000	2500	2	2	2	3	4	**SEPU**	
	Conduct a survey to determine guidance and counseling staffing levels in institutions of learning.	Survey Conducted	Number of surveys	1		50				17	17				**PSBE**	
	Conduct career guidance programmes	Career guidance programmes conducted	Number of Career guidance programmes conducted	17	2	3	4	4	4	14	21	28	28	28	**PSBE**	
	Deploy counseling personnel based on staffing needs.	Counseling personnel deployed based on staffing needs.	Number of Counseling personnel deployed based on staffing needs.	392		98	98	98	98		83	83	83	83	**PSBE**	Counselling unit
	Develop a guideline for identifying traumatized learners and staff.	Guidelines developed	No. of guidelines developed	1	0	1	0	0	0		4				**PSBE**	
	Disseminate mentorship policy, positive discipline manual and guides	The mentorship policy, positive discipline manual and guides disseminated	Number of learners, staff, education managers and parents sensitized	10000	2000	2000	2000	2000	2000	7	7	7			**PSBE**	
	Establish office of career guidance in schools	office of career guidance established	Number of offices of career guidance established	9350		2337	2338	2338	2337		35	35	35	35	**PSBE**	
	Establish pastoral programmes and chaplaincy.	Pastoral programmes established	Number of institutions with pastoral programmes	10000	1000	2000	3000	2000	2000	2	4	6	4	4	**PSBE**	
Strengthen guidance and counseling, mentorship, coaching and career services	Integrate mental health and life skills education (LSE) into the formal curriculum.	Mental health and LSE integrated into the curriculum.	Number of Schools integrating mental health into the curriculum.	50	5	12	13	12	8	1	2	3	2	2	**PSBE**	
	Operationalize guidance and counselling departments	Guidance and counselling departments Operationalized	Number of Guidance and counselling departments Operationalized	13263	720	756	794	834	875	360	378	397	417	438	**PSBE**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	train learners on peer-to-peer support programmes	Learners trained on peer-to-peer support programmes	Number of Learners trained	10000	1000	2000	2000	3000	2000	-	-	-	-	-	**KNATCOM**	PSBE
	train teachers on life skills, guidance and counselling, mental health, and psychosocial support	Teachers trained on life skills, guidance and counselling, mental health, and psychosocial support	Number of teachers trained	4000	500	1000	1000	1000	500	10	20	20	20	10	**PSBE**	
	Undertake mentorship programmes for learners and educators	Mentorship programmes for learners and educators undertaken	Number of Mentorship programmes for learners and educators undertaken	94		23	24	24	23		81	84	84	81	**PSBE**	
Strengthen learner support programmes	Build school-community-home linkages	School-community-home linkages built	Number of School-community-home linkages built	68000	13600	13600	13600	13600	13600	2,720	2,720	2,720	2,720	2,720	**PSBE**	
	Conduct back to school campaign drives on OOSC	OOSC campaign drives conducted	Number of OOSC campaign drives conducted	5	1	1	1	1	1	7	7	7	7	7	**PSBE**	
	Sensitize stakeholders on the benefits of senior schooling.	Stakeholders sensitized on the benefits of senior schooling	Number of sensitization meetings	45	9	9	9	9	9	32	32	32	32	32	**PSBE**	DSE
	Undertake advocacy and awareness of ACE.	Community made aware of ACE	Number of advocacy and awareness fora held	1570	270	300	350	350	300	3	3	4	4	3	**PSBE**	DACE
	Undertake Campaigns in electronic media and broadcast platforms.	Electronic media and broadcast platforms Campaigns undertaken	Number of Electronic media and broadcast platforms Campaigns undertaken	1300	200	250	300	350	200	4	5	6	7	4	**PSBE**	
	Undertake community sensitization and awareness on importance of pre-primary education.	Community Sensitization on the importance of pre-primary education undertaken	Number of Community Sensitizations on the importance of pre-primary education undertaken	235	47	47	47	47	47	940	940	940	940	940	**PSBE**	

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop guidelines on school uniforms in basic learning institutions.	Guidelines for uniforms in basic learning institutions developed	Percentage completion of the guidelines	100			100					5			**PSBE**	
	Develop policies and standards on student accommodation, discipline and non-teaching staff in senior schools.	Policies and standards on student accommodation, discipline and non-teaching staff in senior school developed	Percentage development of Policies and standards	100		100					7				**PSBE**	
Strengthen school meal programme	Develop the School Meals Policy and Implementation Guidelines	School Meals Policy and Implementation Guidelines developed.	Percentage completion of the School Meals Policy and Implementation Guidelines.	100	0	100	0	0	0		5				**PSBE**	
	Map and assess Low-Cost Boarding Schools	Low-Cost Boarding Schools mapped and assessed.	Number of Mapping exercises undertaken	5	1	1	1	1	1	5	5	5	5	5	**NACONEK**	PSBE
	Provide school going learner with healthy, safe and nutritious hot meals during school days.	School going learners in marginalized areas provided with nutritious meals.	Number of Learners in marginalized areas provided with meals during school days	38000000	4000000	6000000	8000000	10000000	10000000	5	7	10	12	12	**NACONEK**	PSBE
	Revise the School Health Nutrition and Meals Strategy	School Health Nutrition and Meals Strategy reviewed.	Revised School Health Nutrition and Meals Strategy.	1	0	0	1	0	0			5			**NACONEK**	PSBE
	Sensitize communities on home- grown food and nutrition initiatives.	communities sensitized on home- grown food and nutrition initiatives.	Number of sensitization meetings	45	9	9	9	9	9	32	32	32	32	32	**PSBE**	DPE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
SI2: Equity and Inclusivity																
SG2: Enhance equity and inclusivity																
KRA 2.1: Equity and inclusion																
O2.1.1: Disparities in education, Training and Research reduced																
SO2.1.1: To reduce disparities in education, Training and Research																
Affirmative action for vulnerable and disadvantaged groups	Construct houses for teachers/ trainers in ASAL areas	Houses of teachers/ trainers in ASAL areas constructed	Number of schools teacher/ trainer houses constructed	20	0	5	6	6	3		18	21	21	11	**NACONEK**	PSBE
	Develop a minimum package for vulnerable learners in Informal settlements, poor backgrounds, rural communities, refuges and in ASAL's areas.	A minimum package for vulnerable learners in Informal settlements, poor backgrounds, rural communities, refuges and in ASAL's areas developed	Percentage completion of A minimum package for vulnerable learners	100		100					20				**PSBE**	
	Develop a Strategy for Refugee and Host Community Education	Strategy for refugee and host community in Kenya developed	Number of Strategy for refugee and host community developed	1	1					10						
	Provide scholarships and bursaries to support learners from vulnerable backgrounds;	Scholarships and bursaries provided to support learners from vulnerable backgrounds;	Number of learners provided with scholarships and bursaries	140391	43500	28795	21181	22664	24251	8,639	6,354	6,799	7,275	2,592	**PSBE**	DPCAD
	Revamp ACE in prisons, remands, borstal institutions, refugee camps and informal settlements.	ACE in prisons, remands, borstal institutions, refugee camps and informal settlements revamped	Percentage revamping ACE in prisons, remands, borstal institutions, refugee camps and informal settlements	100	20	20	20	20	20	20	20	20	20	20	**PSBE**	DACE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Strengthen interventions for learners with Special Needs and disabilities	Conduct a Needs Assessment Survey on learners with special needs and disabilities.	A Needs Assessment Survey on learners with special needs and disabilities conducted	Percentage completion of A Needs Assessment Survey	100		100					7				**PSBE**	
	Develop a scheme of service for SNE auxiliary staff.	scheme of service for SNE auxiliary staff developed	% of Scheme of service developed	100	30	20	20	20	10	1	1	1	1	0	**PSBE**	
	Develop GBV prevention policy and guidelines.	GBV prevention policy and guidelines developed	percentage of completion of the policy	100		50	50				6	6			**PSBE**	
	Provide specialized learning resources, Assistive Devices and Adapted Technologies.	Specialized Assistive Devices Learning resources, and Adapted Technologies provided	Number of specialized learning resources, assistive devices and adapted Technologies provided	24282	9544	9728	1532	1964	1514	496	106	80	102	79	**PSBE**	DSNE
	Recruit and deploy EARC staff.	EARC staff recruited and deployed	Number of EARC staff recruited and deployed	228		57	57	57	57		48	48	48	48	**PSBE**	HRMD
	Recruit and deploy SNE Auxiliary staff.	SNE auxiliary staff Recruited and deployed	No of staff recruited and deployed	350	100	80	70	50	50	4	3	3	2	2	**PSBE**	DSNE
	Train EARC officers.	EARC officers trained	Number of EARC officers trained	1477	94	243	380	380	380	3	7	11	11	11	**PSBE**	
	Train teacher educators on gender responsive pedagogy and programs in TTCs.	Teacher educators trained on gender responsive pedagogy and programs in TTCs	No. of teacher educators trained on gender responsive pedagogy and programmes	12000	2000	2500	2500	2500	2500	100	125	125	125	125	**PSBE**	
Strengthen interventions that address gender disparities	Develop a framework for accelerated Learning for Out-of-School Children (OOSC).	a framework for accelerated Learning for OOSC developed	Number of frameworks for accelerated Learning for OOSC	1	-	1	-	-	-		3				**PSBE**	
	Develop Guidelines for Low-Cost Boarding Primary Schools (LCBS).	Guidelines for Low-Cost Boarding Primary Schools developed	No. of guidelines developed	100	50	50				4	4				**PSBE**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop training modules to integrate gender aspects in AWPBB including CBC and CBA	Training modules to integrate gender aspects in AWPBB developed	Number of Training modules to integrate gender aspects in AWPBB developed	88	16	18	18	18	18	80	90	90	90	90	**PSBE**	
	Provide a package for boy child discourse in schools	a package for boy child discourse in schools provided.	Number of discourse packages provided.	37500000	7500000	7500000	7500000	7500000	7500000	2,025	2,025	2,025	2,025	2,025	**PSBE**	CG
	Provide equipped mobile school caravans.	Equipped Mobile school caravans provided	Number of equipped mobile school caravans provided	25	5	5	5	5	5	10	10	10	10	10	**PSBE**	
Strengthen interventions that address gender disparities	Recognize prior leaning for out-of-school learners at senior school	prior leaning for out-of-school learners at senior school recognized	Number of out-of-school learners whose prior leaning is recognized	103,517	18000	19260	20609	22052	23596	207	222	237	254	271	**PSBE**	DSE
	Sensitize educators on accelerated education	Educators sensitized on accelerated education	Number of educators sensitized.	2000	500	500	500	400	100	32	32	32	32	32	**PSBE**	POLICY
	Sensitize stakeholders on gender norms and stereotypes.	Stakeholders sensitized on gender norms and stereotypes.	Number of Sensitization forums held	5	1	1	1	1	1	1	2	2	2	2	**CEMASTEA**	PSBE
	Train policy makers on gender responsive planning and budgeting.	Policy makers trained on gender responsive planning and budgeting.	No. of gender responsive pedagogies Champions trained	400	0	100	100	100	100		2	2	2	2	**CEMASTEA**	PSBE
	Undertake mapping and assessment of LCBS.	Mapping and assessment of LCBS undertaken	Number of mapping and assessment exercises conducted	20	0	5	5	5	5		8	8	8	8	**PSBE**	DPE
	Undertake mapping and assessment of mobile schools.	Mobile schools mapped and assessed	Number of mapping and assessment exercises conducted	2	0	1	0	1	0		17		17		PSBE	DPE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
SI3: Quality and Relevance																
SG3: Elevate Educational Excellence for Impactful Learning, Training, and Researce																
KRA 3.1: Curriculum and Assessment																
O3.1.1: Curriculum and assessment standards improved																
S3.1.1: To improve Curriculum and assessment standards																
Align curriculum with societal needs and industry demands	Adapt digital content for SNE learners with Hearing and Visual Impairment	Digital content for SNE learners adapted	Number of adapted digital content	60	12	12	12	12	12	35	35	35	35	35	KICD	**PSBE**
	Adapt, validate and disseminate curriculum designs for learners with Special needs in Senior School	Curriculum designs for learners with Special Needs in Senior School and Vocational level adapted, approved and disseminated.	Number of Curriculum designs	372	150	150	72	0	0	285	285	137			KICD	**PSBE**
	Adapt, validate and disseminate the reviewed curriculum designs for learners with Special needs in Junior School and Pre-vocational level	Reviewed curriculum designs for learners with Special needs in Junior School and Pre-vocational level adapted, validated and disseminated	Number of Reviewed curriculum designs	96	46	35	15	0	0	87	67	29			KICD	**PSBE**
	Administer National assessment	DECTE administered	DECTE administered	5	1	1	1	1	1	95	95	95	95	95	KNEC	**PSBE**
		DPTE administered	DPTE administered	5	1	1	1	1	1	123	123	123	123	123	KNEC	**PSBE**
		KEYA administered	Number of Learners assessed on KEYA	6,787,605	1,306,437	1,334,394	1,358,947	1,383,952	1,403,875	213	218	222	226	229	KNEC	**PSBE**
		KPSEA administered	Number of KPSEA administered	6,542,122	1,253,577	1,283,339	1,310,802	1,334,921	1,359,483	1,251	1,281	1,308	1,332	1,357	KNEC	**PSBE**
		KJSEA administered	Number of KJSEA administered	3,650,910	0	0	1,199,644	1,221,718	1,229,548			6,987	7,115	7,161	KNEC	**PSBE**
	Carry out research, monitoring	Research, monitoring and evaluation	Number of reports	15	3	3	3	3	3	33	33	33	33	33	KICD	**PSBE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Conduct National Assessment System for Monitoring Learner Achievements (NASMLA) studies	NASMLA Grade 3 studies conducted	Percentage level of Grade 3 NASMLA studies conducted	1.8	0.8	0	0.3	0.7	0	160		40	160		KNEC	**PSBE**
		NASMLA Grade 6 studies conducted	Percentage level of Grade 6 NASMLA studies conducted	1	0	0.1	0.3	0.3	0.3		20	60	60	60	KNEC	**PSBE**
	Conduct Programme for International Student Assessment (PISA) studies	PISA studies conducted	Percentage level of PISA studies conducted	1	0.1	0.2	0.4	0.2	0.1	48	96	192	96	48	KNEC	**PSBE**
	Conduct School Based Assessments (SBAs) from Grade 4 to Grade 12	SBAs conducted	Number of SBAs conducted	22	3	4	4	5	6	5	6	6	8	9	KNEC	**PSBE**
		School-based capacity building programs conducted	No. of Schools supported	1797	350	305	440	305	397	33	29	41	29	37	KNEC	**PSBE**
	Conduct Southern and Eastern Africa Consortium for Monitoring Educational Quality (SEACMEQ) study	SEACMEQ studies conducted	Percentage level of SEACMEQ studies conducted	1	0.2	0.1	0.2	0.3	0.2	53	26	53	79	53	KNEC	**PSBE**
Align curriculum with societal needs and industry demands	Develop and disseminate Teachers' handbooks for the reviewed Curriculum designs for adapted DECTE and DPTE	Teachers' handbooks for the reviewed Curriculum designs for adapted DECTE and DPTE developed and disseminated	Number of Teachers' handbooks for the reviewed Curriculum designs developed and disseminated	602	0	0	0	60	90				114	171	KICD	**PSBE**
	Develop and implement e-assessment and e-marking system in basic education and teacher education;	e-assessment and e-marking system in basic education and teacher education implemented	percentage implementation of an e-assessment and e-marking system	100		25	25	25	25		38	38	38	38	KNEC	**PSBE**
	Develop and implement e-assessment system in basic education and teacher education;	E-assessment system in TE developed	Percentage level of E-assessment system in TE developed	1	0.8	0.2	0	0	0	96	24				KNEC	**PSBE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
		E-assessment system in BE developed	Percentage level of E-assessment system in BE developed	1	0.2	0.3	0.4	0.1	0	30	45	60	15		KNEC	**PSBE**
	Develop and Review the Competency Based Assessment Framework (CBAF) for Basic Education	CBAF for Basic Education Developed	Percentage Level of CBAF for Basic Education Developed	1	0.4	0.6	0	0	0	12	18				KNEC	**PSBE**
		CBAF for Basic Education Reviewed	Number of Reviews Conducted on CBAF for Basic Education	1	0	0	0	1	0				5		KNEC	**PSBE**
	Develop and transmit Radio and TV programmes	Number of Radio and TV, programmes developed and transmitted	Number of Radio and TV, programmes developed and transmitted	100,000	20,000	20,000	20,000	20,000	20,000	130	130	130	130	130	KICD	**PSBE**
	Develop assessment framework for non-formal schooling.	Assessment framework for non-formal schooling developed	Percentage completion of Assessment framework for non-formal schooling	100		100					7				SDBE	**PSBE**
	Develop Guidelines on administration of Kenya Junior School Education Assessment (KJSEA) at Grade 9 and regulations for Kenya Certificate of Basic Education (KCBE) at Grade 12	Guidelines on administration of KJSEA developed	Number of guidelines on administration of KJSEA developed	1	0	1	0	0	0		7				KNEC	**PSBE**
Align curriculum with societal needs and industry demands	Develop Guidelines on administration of National assessment	Guidelines on administration of KCBE developed	Number of guidelines on administration of KCBE developed	1	0	0	0	1	0				7		KNEC	**PSBE**
	Develop virtual lab learning	Virtual lab learning environment developed	Percentage completion of development of virtual lab	100	25	100	100	100	100	2	20	40	2	2	KICD	**PSBE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop, validate and disseminate curriculum designs for Senior School	Curriculum designs for Senior School developed, approved and disseminated.	Number of curriculum designs	233	78	75	50	30	0	148	143	95	57		KICD	**PSBE**
	Digitalize curriculum and curriculum support materials	Curriculum and curriculum support materials digitalized	Number of Curriuclum and curriclum support materials digitalised	2,940	550	560	570	580	680	165	168	171	174	204	KICD	**PSBE**
	Establish Education Assessment Resource Center	Education Assessment Resource Center established	Percentage level of Education Assessment Resource Center established	1	0	0.3	0.4	0.3	0		25	33	25		KNEC	**PSBE**
	Evaluate, vet and approve curricula and curriculum support materials for all levels of education and teacher training	Vetting evaluation, and approval of curriculum support materials undertaken	Percentage of curriculum support materials vetted, evaluated and approved	100	100	100	100	100	100	82	126	176	139	186	KICD	**PSBE**
	Expand online distance learning for learning continuity.	Online distance learning for learning continuity expanded.	percentage expansion of online distance learning	100		100					3,400				PSBE	
	Rationalize, review, Adapt and Disseminate CBC and curriculum support materials for Pre-primary and Primary Education	CBC for Pre-primary and Primary Education Rationalized, Reviewed, Adapted and Disseminated	Number of CBC and curriculum support materials	376	162	116	80	18	0	308	220	152	34		KICD	**PSBE**
	Rationalize, Review, Adapt and Disseminate Competency Based Curriculum and curriuclum supoort materials for Pre-primary and Primary Education	Competency Based Curriculum for Pre-primary and Primary Education Rationalized, Reviewed, Adapted and Disseminated	Number of Competency Based Curriculum and curriuclum support materials	376	162	116	80	18	0	308	220	152	34		KICD	**PSBE**
	Rationalize, review, validate and disseminate curriculum designs for Junior School	Curriculum designs for Junior School reviewed, validated and disseminated	Number of curriculum designs	30	30	0	0	0	0	57					KICD	**PSBE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Recruit ICT interns.	ICT interns recruited	Number of interns recruited	8200	1000	1200	1500	2000	2500	300	360	450	600	750	PSBE	**DPE**
Align curriculum with societal needs and industry demands	Review and disseminate tutors' handbooks for curriculum designs for all learning areas for DECTE and DPTE	Tutors' handbooks for curriculum designs for all learning areas for DECTE and DPTE reviewed and disseminated	Number of tutors' handbooks for curriculum designs reviewed and disseminated	602	0	0	0	20	30				38	57	KICD	**PSBE**
	Review, Adapt and disseminate Competency Based Curriculum and curriculum support materials for Teacher Education	Competency Based Curriculum and curriculum support materials for teacher education reviewed, adapted and disseminated	Competency Based Curriculum nd curriculum support materials for teacher education reviewed, adapted and disseminated	602	0	0	20	252	330			38	479	627	KICD	**PSBE**
	standardize tools used for functional assessment.	tools used for functional assessment standardized	Number tools used for functional assessment standardized	11	2	2	3	2	2	0	0	1	0	0	KNEC	**PSBE**
	Train of teachers and stakeholders on Competency Based Assessment (CBA)	Teachers and stakeholders trained on CBA	Number of teachers and stakeholders trained on CBA	5700	700	1000	1200	1300	1500	57	82	98	107	123	KNEC	**PSBE**
	Train STEM Educators on e-learning	STEM Educators trained on e-learning	Number STEM Educators trained on e-learning	3576	456	784	784	784	768	38	65	65	65	63	CEMASTEA	**PSBE**
	Adapt the Competence Based Curriculum instructional materials for inclusivity.	Curriculum support materials adapted	Number of curriculum support materials adapted	369	150	150	69	0	0	150	150	69			KICD	**PSBE**
	Carry out a national survey on curriculum implementation.	Identify the education gap in curriculum delivery.	Number of surveys conducted.	5	1	1	1	1	1	5	5	5	5	5	KICD	**PSBE**
	Curate and disseminate digital content.	Digital content curated and disseminated	Number of digital contents curated and disseminated	3160	550	560	570	580	900	11	11	11	12	18	KICD	**PSBE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop curriculum designs and instructional materials for ACE, AEP and adult teacher education.	Curriculum designs and instructional materials for ACE, AEP and adult teacher education developed	Number of Curriculum designs and instructional materials for ACE, AEP and adult teacher education developed	28	5	6	6	6	5	5	6	6	6	5	NACONEK	**PSBE**
	Develop curriculum framework for Duksi and Madrassa.	Duksi curriculum framework developed	Curriculum framework	1	1	0	0	0	0	10					NACONEK	**PSBE**
	Develop the Duksi and Madrasa curriculum, curriculum designs and instructional materials.	Duksi curriculum developed	Duksi curriculum	1	0	1	0	0	0		10				NACONEK	**PSBE**
	Harmonize ACE and Adult Teacher Education Curricula with CBC	ACE and Adult Teacher Education Curricula harmonized with CBC	Percentage completion of the harmonization	100	20	20	20	20	20	7	7	7	7	7	NACONEK	**PSBE**
Align curriculum with societal needs and industry demands	Produce and transmit electronic curriculum support materials/ programmes through EDU TV and Radio	Electronic curriculum support materials/ programmes produced and transmitted	Number of Electronic curriculum support materials/ programmes produced and transmitted	3900	650	700	800	850	900	-	-	-	-	-	KICD	**PSBE**
	Review the BECF (2017)	BECF (2017) reviewed	Percentage completion of the review of the BECF (2017)	100	50	50				4	4				KICD	**PSBE**
Enhance Foundation Learning for Early Grade Education	Develop a framework for engaging County Governments, parents, communities and other education partners.	A framework for engaging County Governments, parents, communities and other education partners developed	Number of frameworks	1		1					4				PSBE	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop guideline on foundational learning for Early Years Education	Guideline on E-Waste management in education and training developed	Number of guideline	1		1					4	4			PSBE	
	Integrate Pre-primary data into Kenya Education Management Information System (KeMIS).	Pre-primary data Integrated into KeMIS.	Percentage integration of Pre-primary data into KeMIS.	100	20	20	20	20	20	2	2	2	2	2	PSBE	
	Provide mobile laboratories to schools	Mobile laboratories provided to schools	Number of Mobile labaratories provided	6,246		1406	1505	1611	1724		352	376	403	431	SEPU	**PSBE**
	Train educators to assess, track, and support school and learner needs in early years	Educators trained to assess, track, and support school and learner needs in early years	No. of educators trained to assess, track, and support school and learner needs	10000	2000	2000	2000	2000	2000	40	41	42	42	43	PSBE	KNEC
	Undertake an assessment of Pre-primary school resource centers	Assessment of Pre-primary school resource centers undertaken	Number of assessment reports	1		1					7				PSBE	
Provision of curriculum support materials and equipment	Equip ACE schools with instructional materials	ACE schools equipped	Number of schools equipped	1500	200	204	208	212	216	100	102	104	106	108	PSBE	DACE/ DPCAD
	Equip all TTCs.	all TTCs equipped	Number of TTCs equipped	38		9	10	10	9		180	200	200	180	PSBE	
	Equip constructed primary school's teaching & learning infrastructure facilities.	Equip constructed primary school's teaching & learning infrastructure facilities.	Number of Classrooms equipped	600	100	110	120	130	140	11	12	14	15	16	PSBE	
	Equip constructed primary school's teaching & learning infrastructure facilities.	Equip constructed primary school's teaching & learning infrastructure facilities.	Number of LRC Equipped	125	15	20	25	30	35	15	20	25	30	35	PSBE	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Provision of curriculum support materials and equipment	Equip constructed primary school's teaching & learning infrastructure facilities.	Equip constructed primary school's teaching & learning infrastructure facilities.	Number of dormitories equipped	150	20	25	30	35	40	12	15	18	21	24	**PSBE**	
	Equip ICT labs.	ICT labs equipped	Number of ICT labs equipped	9671	1750	1838	1930	2026	2128	3,500	3,675	3,859	4,052	4,255	**PSBE**	
	Equip Junior schools with performing arts and sport equipment.	Junior schools equipped with performing arts and sport equipment.	Number of Junior schools equipped with performing arts and sport equipment.	13817	2500	2625	2757	2895	3040	1,875	1,969	2,068	2,171	2,280	**PSBE**	
	Equip the National Academy for Gifted and Talented learners	Infrastructures for promoting National Academy for Gifted and Talented learners	Number of Infrastructure for promoting of Gifts and Talents developed	94	11	21	31	21	10	4	4				**PSBE**	DSNE
	Equip workshop for Specialized Learning Resources, Assistive Devices and Technologies at KISE	Workshop for Specialized Learning Resources, Assistive Devices and Technologies at KISE equipped	Percentage completion of equipping of the workshop	100	20	20	20	20	20	30	30	30	30	30	**KISE**	
	Equip workshops in Special schools	Fully Equipped workshops in Special schools.	No of workshops equiped	100	30	20	20	20	10	180	120	120	120	60	**PSBE**	
	Equipping schools to cater for different pathways under the 2.6.6.3 education system;	Schools equipped to cater for different pathways under the 2.6.6.3 education system;	Number of schools equipped to cater for different pathways under the 2.6.6.3 system	4423	800	840	882	927	974	1,200	1,260	1,323	1,391	1,461	**PSBE**	
	Install servers for assessment and examination data	servers for assessment and examination data installed	percentage completion of server installation	100		100					250				**KNEC**	
	Produce and supply integrated Science Kits to Junior Schools.	Integrated science kits supplied to Junior schools	Number of Integrated science kits supplied	6500	800	1200	1400	1500	1600	62	92	108	116	123	**PSBE**	
	Provide ICT infrastructure to public primary schools	ICT infrastructure provided to public primary schools	Number of primary schools with ICT infrastructure	8053	1400	1498	1603	1716	1836	2,800	2,996	3,206	3,431	3,672	**PSBE**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Provide laboratory equipment to senior schools;	Laboratory equipment provided to senior schools;	Number of equipment provided	6697		1508	1614	1727	1848		302	323	345	370	**PSBE**	DSE
	Provide specialized software for learners with visual impairment.	Specialized software provided	% level of provision	100	30	20	20	20	10	900	600	600	600	300	**PSBE**	DSNE
	Supply Mobile Laboratories to Junior schools.	Mobile Laboratories supplied to Junior schools	Number of Mobile Laboratories supplied	3500	500	600	700	800	900	100	120	140	160	180	**PSBE**	
Strengthen teacher education function	Develop a guideline for mandatory one-year internship.	Guideline on a one-year internship developed	Number of guidelines	1		1					5				**PSBE**	DTE
	Develop a guideline for retooling and upgrading teachers in the service and those entering the service.	Guideline for retooling and upgrading teachers in the service and those entering the service developed.	Number of guidelines	1		1					5				**PSBE**	DTE
Strengthen teacher education function	Develop teacher education and training policy.	Teacher education and training policy developed	Number of the Teacher education and training policy developed	1		1					5				**PSBE**	DTE
	Develop teacher educator curriculum.	Teacher educator curriculum developed	Number of teacher educator curriculum developed.	1			1					5			**KICD**	PSBE
	Retool teacher educators.	teacher educators retooled.	Number of teacher educators retooled.	2800		700	700	700	700		206	206	206	206	**PSBE**	DTE
	Train teacher educators on ICT integration in teaching and learning	Teacher educators trained on ICT integration in training and learning	Number of Teacher educators trained on ICT integration in training and learning	15000	2000	2500	3000	3500	4000	20	25	30	35	40	**PSBE**	DTE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 3.2: Educators and researchers management																
O3.2.1: adequate and qualified teaching and Training staff provided																
SO3.2.1: To provide adequate and qualified teaching and Training staff																
Enhance staff in-service and professional development	Conduct continuous assessment and remediation on TUSOME follow up.	Continuous assessment and remediation on TUSOME follow up supported	Percentage completion of continuous assessment and remediation	100	20	20	20	20	20	40	40	40	40	40	**PSBE**	
	Establish an institute for teacher support and professional development.	An institute for teacher support and professional development established	Percentage completion of the Establishment	100		100					2,000				**PSBE**	
	Provide short in-service course on pedagogies for teachers of learners with special needs and disabilities.	short in-service course on pedagogies for teachers of learners with special needs and disabilities provided	Number of short in-service courses provided	140	24	26	28	30	32	36	39	42	45	48	**PSBE**	
	Train Educators on effective use of STEM resources in teaching and learning.	Educators trained on effective use of STEM resources in teaching and learning	Number of Educators trained on effective use of STEM resources in teaching and learning	6000	1000	1250	1250	1250	1250	50	63	63	63	63	**CEMASTEA**	PSBE
	Train Educators on NEQASF	Educators trained on NEQASF	Number of Educators trained	2500	500	500	500	500	500	30	30	30	30	30	**PSBE**	
	Train head teachers and teachers in regular schools hosting the special classrooms.	Head teachers and teachers in the regular schools trained hosting the special classrooms	No of Head teachers and teachers trained.	30	10	10	10	0	0	1	1	1			**PSBE**	
Enhance staff in-service and professional development	Train SNE Teachers on preliminary screening of learners with special needs and disabilities	SNE Teachers trained on preliminary screening of learners with special needs and disabilities	Number of SNE Teachers trained on preliminary screening.	3400	1500	800	500	400	200	42	23	14	11	6	**PSBE**	DSNE
	Train teachers on SNE and Inclusive Education .	Teachers trained on SNE and Inclusive Education	Number Teachers trained	13000	2,600	2,600	2,600	2,600	2,600	22	22	22	22	22	**KEMI**	DPCAD

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 3.3: Accreditation, Quality Assurance, and standards																
O3.3.1: Education quality standards enhanced																
SO3.3.1: To enhance education quality and standards																
Institutionalize quality assurance and accreditation system	Carry out skills development for officers.	Skills development for officers carried out	Number of officers whose skills have been developed	2500	500	500	500	500	500	30	30	30	30	30	**PSBE**	
	Conduct Action Research	Action research conducted	Number of action research conducted	5	1	1	1	1	1	10	10	10	10	10	**PSBE**	
	Conduct assessment for schools.	assessment for schools conducted	Number of schools assessed	80000	15000	15500	16000	16500	17000	308	318	328	338	349	**PSBE**	
	Conduct games and sports activities	Games and sports activities conducted	No of games and sports activities held	60	12	12	12	12	12	100	100	100	100	100	**PSBE**	
	Develop a guideline for QAS.	Guideline for QAS developed	Number of Guidelines	1		1					5				**PSBE**	
	Develop a Low-Cost Private Schools Policy Framework.	Low-Cost Private Schools Policy Framework developed.	Low-Cost Private Schools Policy Framework.	1	0	1	0	0	0		20				**PSBE**	
	Recruit adequate officers to fully take on the QAS function.	Adequate officers to fully take on QAS function recruited.	Number of officers recruited	1250	150	200	250	300	350	135	180	225	270	315	**PSBE**	HRMD
	Review the National Education Quality Assurance Framework (NEQASF).	NEQASF reviewed	Percentage completion of the review of NEQASF	1		1					5				**PSBE**	DQAS
	Train education managers	Education managers trained	Number of Education managers trained	447	57	98	98	98	96	5	8	8	8	8	**PSBE**	
	Train educators on Institutional based quality assurance (IBQA)	Educators trained on IBQA	Number of Educators trained on IBQA	2500	500	500	500	500	500	30	30	30	30	30	**PSBE**	DQAS
Mentorship and apprenticeship	Build staff capacity in research and innovation.	Capacity on research skills built	Number trained	100	40	40	20	0	0	8	8	4			**CEMASTEA**	PSBE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 3.4: Research Innovation and commercialization																
O3.4.1: Research and innovation practice integrated in education and training																
SO3.4.1: To integrate research and innovation practice in education and training																
Provision of requisite research infrastructure and equipment	Develop partnership agreements with research agencies	Partnership agreements with research agencies developed	Number of Partnership agreements with research agencies	15	3	3	3	3	3	5	5	5	5	5	**PSBE**	
	Establish a research hub	A hub established	Number of hubs	1	0	1	0	0	0	-	10	-	-	-	**PSBE**	
	Establish STEM innovation hubs in schools.	STEM innovation in schools established.	No. of Schools with STEM innovation hubs	103	21	21	21	20	20	42	42	42	40	40	**CEMASTEA**	PSBE
	operationalize Institute Intellectual Property Policy	Institute Intellectual Property Policy operationalized	percentage Institutio nalization Intellectual Property Policy	100	20	20	20	20	20	4	4	4	4	4	**PSBE**	
SI4: Governance and Accountability																
SG4: Strengthen governance and accountability																
KRA 4.1: Policy and Legal frameworks																
O4.1.1: Legal and policy framework strengthened																
SO4.1.1: To improve legal and policy frameworks																
Digitalization of administrative services	Develop a Curriculum Support Material Management Information System	Curriculum Support Material Management Information System developed	Percentage completion of the system	100		100					40				**PSBE**	
	Develop a framework for adolescent girls' programming.	Framework for adolescent girls' programming developed	Percentage completion of the framework	100		100					4				**PSBE**	
	Develop a framework for collaboration between CDF and MoE for construction of school infrastructure	Framework for collaboration between CDF and MoE for construction of school infrastructure developed	% completion of Framework for collaboration between CDF and MOE for construction of school infrastructure developed	1	0.5	0.5				10	10				**PSBE**	NG-CDF

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop a framework for sharing underutilized Infrastructure.	Framework for sharing underutilized Infrastructure developed	Percentage completion of framework for sharing resources	100		100					7				**PSBE**	
	Develop a PPP framework to support ICT infrastructure in schools.	A PPP framework to support ICT infrastructure in schools developed	Percentage completion of A PPP framework to support ICT infrastructure in schools	100		100					4				**PSBE**	
	Develop guidelines on ICT integration in schools.	Guidelines on ICT integration in schools developed.	Percentage completion of Guidellines	100		100					7				**PSBE**	
	Develop quality standards and specifications for ICT hardware and software	Quality standards and specifications for ICT hardware and software developed	Percentage Completion of quality standards and specifications for ICT hardware and software	100	50	50				4	4				**PSBE**	
	Digitalize policies, frameworks & guidelines.	Policies, frameworks & guidelines digitalized	Number of Policies, guidelines and frameworks digitalized	50	10	10	10	10	10	10	10	10	10	10	PSBE	
Digitalization of administrative services	Digitize all Quality Assurance assessment tools	QA assessment tools digitized	Number of tools digitized	5	1	1	1	1	1	10	10	10	10	10	PSBE	
	Digitize Pre-primary data records	Pre-primary data records digitalized	Number of Pre-primary data records digitalized	5	1	1	1	1	1	7	7	7	7	7	PSBE	DTE
	Establish digital learning Platforms.	Digital learning Platforms established	Number of Digital learning Platforms established	5	1	1	1	1	1	30	30	30	30	30	PSBE	
	Include ACE center's assessment tools in Quality (QA) Assessment dashboard.	ACE center's assessment tools included in QA dashboard.	Percentage inclusion of ACE center's assessment tools in QA dashboard.	100	-	100					1				PSBE	DACE
	Onboard Public Secondary schools into the e-citizen	Schools onboarded	No. of schools onboarded	106		30	50	20	6		6	10	4	1	PSBE	MICT

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Strengthen the legal framework	Develop frameworks & guidelines.	Policies, frameworks & guidelines developed	Number of Policies, frameworks & guidelines developed	37	7	7	10	8	5	5	5	5	5	5	**PSBE**	
	Disseminate enacted laws/ Acts.	Enacted laws/ Acts disseminated	Number of Enacted laws/ Acts disseminated	11		3	3	3	2		21	21	21	14	**PSBE**	
	Disseminate policies for implementation.	policies for implementation disseminated	Number of policies for implementation disseminated	44		11	11	11	11		2	2	2	2	**PSBE**	
	Formulate and review national policies on pre-primary education	National policies on pre-primary education formulated and reviewed	Number of National policies on pre-primary education formulated and reviewed	5	1	1	1	1	1	7	7	7	7	7	**PSBE**	DPE
	Print and publish approved policies, frameworks and guidelines.	Approved policies, frameworks and guidelines printed and published	Number of Approved policies, frameworks and guidelines printed and published	44		11	11	11	11		55	55	55	55	**PSBE**	
	Review policies, frameworks & guidelines	Policies, frameworks & guidelines reviewed	Number of Policies, frameworks & guidelines reviewed	7		3	4				12	16			**PSBE**	
KRA 4.2: Institutional and system Capacity development																
O4.2.1: Institutional capacity and Management Structures strengthened																
SO4.2.1: to strengthen institutional capacity and Management Structures																
Enhance collaboration and partnerships	Develop an Intergovernmental agreement for hiring and remuneration of pre-primary teachers.	an Intergovernmental agreement for hiring and remuneration of pre-primary teachers developed	Percentage completion of an Intergove-rnmental agreement for hiring and remuneration of pre-primary teachers	100		100					7				**PSBE**	**CG**
	Develop framework for engaging education partners.	Education partners engagement framework developed	No. of frameworks developed	1	0	1	0	0	0		5				**PSBE**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop framework to link Devolved and decentralized Education Structures	Framework to link Devolved and decentralized Education Structures developed	% completion of framework development	100	50	50					5				PSBE	CG
	Develop policy and Regulatory Frameworks for public-private partnerships.	Policy and Regulatory Frameworks for public-private partnerships developed	Number Policy and Regulatory Frameworks for public-private partnerships developed	15	3	3	3	3	3	5	5	5	5	5	PSBE	
Enhance Resource Mobilization	Develop a strategy for Resource mobilization with Development partners	A strategy for Resource mobilization with Development partners developed	Percentage completion of A strategy for Resource mobilization with development partners	100		100					5				PSBE	
Enhance transparency and accountability in service delivery	Conduct integrity awareness programs for all education sector managers in all Counties	Integrity awareness programs conducted for all education sector managers in all counties	Number of Integrity awareness programs conducted	10	2	2	2	2	2	4	4	4	4	4	PSBE	
	Conduct internal audits	Internal audits conducted	Number of Internal audits conducted	10	2	2	2	2	2	3	3	3	3	3	PSBE	Inte rnal Auditor
	Develop a framework of Accountability for funds sent to schools.	A framework of Accountability for funds sent to schools developed	Percentage completion of framework for Accountability for funds sent to schools	100		100					7				PSBE	
	Develop standards for the constitution of Boards of Management of pre-primary	Standards for the constitution of Boards of Management of pre-primary developed	Number of standard(s) Developed	1			1					5			PSBE	DPE
	Establish integrity clubs in educational institutions of learning;	Integrity clubs established	Percentage of schools with integrity clubs	100	15	25	25	20	15	5	5	5	5	5	PSBE	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Provide technical assistance to county government on the implementation of pre-primary education.	Technical assistance provided to county governments on the implementation of pre-primary education.	Number of County Governments provided with technical assistance on implementation of the pre-primary education.	47	9	9	10	10	9	40	40	44	44	40	**PSBE**	DPE
	Recruit and deploy financial managers.	financial managers recruited and deployed	Number of financial managers recruited and deployed	9300		1162.5	1162.5	1162.5	1162.5		581	581	581	581	**PSBE**	HRMD
	Review the Financial management handbook for basic education.	Financial management handbook for basic education reviewed	Percentage review undertaken	100			100					4			**PSBE**	DSA
Enhance transparency and accountability in service delivery	Review the formula for capitation grants.	The formula for capitation grants reviewed	Percentage completion of the review	100	50	50				4	4				**KICD**	BE
	Train BoMs on current educational trends and funds management skills	BoMs Trained on current educational trends and funds management skills	Number of BoMs Trained on current educational trends and funds management skills	13231	2300	2461	2634	2819	3017	5	5	6	6	7	**PSBE**	
	Train Field Officers on financial management	Field Officers (trained on financial management	Number of Field Officers trained	447	57	98	98	98	96	5	8	8	8	8	**PSBE**	DFOS
	Train headteachers and principals on financial management for non-financial officers	Headteachers and principals trained on financial management for non-financial officers	Number of Headteachers and principals trained on financial management for non-financial officers	12000	2000	2500	2500	2500	2500	2	2	3	3	3	**PSBE**	**DPE, DSE**
	Undertake Education Sector Governance and fiduciary review	Education Sector Governance and fiduciary review undertaken	Number of Education Sector Governance and fiduciary review undertaken	5	1	1	1	1	1	5	5	5	5	5	**PSBE**	**PSHER, PST VET**
	Undertake internal audits of educational institutions.	Internal audits of educational institutions undertaken	Number of educational institutions Internally audited	79640	15000	15450	15914	16392	16884	10	12	15	18	20	**PSBE**	**DSA**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Undertake public tracking expenditure review	Public tracking expenditure review undertaken	Number of public tracking expenditure review undertaken	5	1	1	1	1	1	5	5	5	5	5	**PSBE**	**PSHER, PST VET**
Improve coordination mechanism	Conduct a capacity assessment of the Educational Assessment Resource Centers (EARCs)	capacity assessment of the EARCs conducted	No EARCs Assessed	47	17	15	8	4	3	1	1	1	0	0	**PSBE**	
	Conduct Education Sector Intergovernmental Forum for Pre-primary education.	Education Sector Inter-governmental Forum for Pre-primary education conducted	Number of Education Sector Inter-Governmental Fora conducted	5	1	1	1	1	1	2	2	2	2	2	**PSBE**	
	Develop communication strategy for NESSP 2023-27	Communication strategy developed	Number of strategies	1	1	0	0	0	0	5	-	-	-	-	**PSBE**	**HER/ TVET**
	Develop coordination and implementation Framework for the NESSP 2023- 2027	NESSP coordination framework developed	No. of frameworks developed	1	1	0	0	0	0	20					**PSBE**	
	Establish KIB as a constituent college of KISE	constituent college established	Percentage establishment of KIB	100		100					5				**PSBE**	
	Hold national and international conferences.	National and international conferences held	Number of National and international conferences held	10	2	2	2	2	2	5	5	5	5	5	**PSBE**	
	Revamp KEMI to a premier management development institute	KEMI revamped	Percentage revamping	100	10	20	20	30	20	10	20	20	30	20	**KEMI**	**PSBE**
	Review the Basic Education Act	Reviewed Basic Education Act	Basic education Act	1	1							10			**PSBE**	
	Train BOM on management of funds for smart classrooms	BOM trained on management of financial resources	Number of BOM's trained	22748	188	564	1692	5076	15228	2	6	17	51	152	**PSBE**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Train MOE Field Officers on project monitoring	Field officers trained on project monitoring	Number of officers trained on project monitoring	1477	94	96	98	100	102	2	2	2	2	2	PSBE	
Improve Human resource capacity	Capacity building of Heads Institutions	Heads of institutions trained on implementation of CBC and CBA	Number Heads of Institutions trained	23000	23,000	0	0	0	0	50					KEMI	DPCAD
	Capacity building of Technical Officers of the MoE and SAGAS	Technical Officers of the MoE and SAGAS capacity built	Number Technical Officers of the MoE and SAGAS capacity built	13000	2,600	2,600	2,600	2,600	2,600	5	5	5	5	5	KEMI	DPCAD
	Strengthen Teacher supervision and accountability at Institutional Level	Teacher supervision and accountability strengthened at Institutional Level	Number of institutions achieving optimal benchmarks	32,300	6460	6460	6460	6460	6460	2	2	2	2	2	BE	DQ AS
	Train Boards of Management	BOMs trained on governance, accountability and reporting	number of BOMs trained	132000	132,000	0	0	0	0	50					KEMI	DP CAD
	Train BOMs of TTCs	BoM of TTCs trained on governance, accountability and reporting	number of BOM of TTCs trained	140	140	0	0	0	0	40					DTE	DPC AD
KRA 4.2: Institutional and system Capacity development																
O4.2.2: Evidence-based decision making strengthen																
SO4.2.2: To strengthen evidence-based decision making																
Institutionalize integrated data and information management system	Automation of Basic Education Functions and onboarding to E-Citizen, Dashboard Creation for Sharing of Data	Basic Education Functions automated	Percentage of basic education systems automated	100		100					10				PSBE	
	Capacity Building of Heads of Institution on Data Capture, Quality and Utilization of Data	Heads of Institution Capacity Build	No. of heads of institutions capacity build	12500	2500	2500	2500	2500	2500	5	5	5	5	5	PSBE	
	Collect, process, validate, and store data for all levels of education.	Data Collected, processed, validated, and stored	Percentage of data collected, processed, validated, and stored	100		30	30	20	20		3	3	2	2	PSBE	
	Conduct a survey of learners with special needs and disability	Survey of learners with special needs and disability conducted	Percentage completion of the survey	100	100					7					PSBE	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop a Data platform for learners with special needs and disabilities and link with KEMIS.	Data platform for learners with special needs and disabilities and link with KEMIS developed	Percentage completion of Data platform	100	20	20	20	20	20	7	7	7	7	7	PSBE	KEMIS
	Develop a data system KEMIS	Data management system developed	Percentage of data management system	100		50	50				5	5			PSBE	
	Develop a framework for evidence generation, dissemination, admission, and use.	A framework for evidence generation, dissemination, admission, and use developed	Framework(s) developed	100		100					4				PSBE	
	Establish and operationalize education evidence Hub	Education evidence Hub established	No. of hubs	1	0	1	0	0	0		7		7		PSBE	
	Establishment of Education Data Infrastructure (Servers and Redundant Infrastructure)	Data infrastructure established	No of data infrustructure	1		1					20				PSBE	
	KEMIS Module Enhancement and Expansion	KEMIS Module enhanced	Percentage completion of KEMIS Module	100	20	40	60	80	100	5	5	5	5	5	PSBE	
	Law and Policy Development, Sustainability and Institutionalization of KEMIS	Policy developed	A policy on Institutio-nalization of KEMIS	1		1					5				PSBE	
	Train MOE staff on the education evidence hub, evidence synthesis and utilization for policy development and practice.	MOE staff trained on the education evidence hub, evidence synthesis and utilization for policy development and practice.	Number of MOE staff trained on the education evidence hub, evidence synthesis and utilization for policy development and practice.	447	57	98	98	98	96	4	2	3	4	5	PSBE	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Strengthen Monitoring, Evaluation and Reporting	Conduct Annual Joint Sector Reviews,	Annual Joint Sector Reviews conducted	Number of Annual Joint sector Reviews, conducted	5	1	1	1	1	1	2	2	2	2	2	**PSBE**	
	Conduct Annual quality County dialogues.	An Annual quality County dialogues conducted	Number of Annual quality County dialogues conducted	5	1	1	1	1	1	0	0	0	0	0	**PSBE**	
	Conduct NESSP End Term Review	NESSP End Term Review conducted	Percentage completion of End -Term Review	100			100					16			**PSBE**	CPM MD
	conducted Mid-Term Review	Mid-Term Review conducted	Percentage completion of Mid-Term Review	100			100					10			**PSBE**	CPM MD
SI5: Crosscutting, Pertinent, and contemporary issues																
SG5: To promote mainstreaming of cross cutting, pertinent and contemporary issues in education sector																
KRA 5.1: Crosscutting, Pertinent, and contemporary issues																
O5.1.1: cross cutting, pertinent and contemporary issues mainstreamed in Education, Training and Research																
SO5.1.1: To mainstream cross cutting, pertinent and contemporary issues in Education, Training and Research																
Institutionalize climate action	Conduct advocacy campaigns on ESD and climate change.	Advocacy campaigns on ESD and climate change.	Number of advocacy campaigns on ESD and climate change.	10	2	2	2	2	2	2	2	3	3	3	**PSBE**	KNA TCOM
	Conduct annual tree restoration campaigns.	Annual tree restoration campaigns conducted	Number of Annual tree restoration campaigns.	5	1	1	1	1	1	16	16	16	16	47	**PSBE**	
	Conduct research on climate change education and mitigation.	Research on climate change education and mitigation conducted	Number research on climate change education and mitigation published	5	1	1	1	1	1	-	14	-	-	-	**PSBE**	KNA TCOM
	Construct climate-SMART School kitchens and food silos.	climate- SMART School kitchens and food silos constructed	Number of climate- SMART school kitchens and food silos constructed.	21	7	7	7	0	0	21	7	7	7	-	**PSBE**	NACO NEK
	Develop a guideline on E-Waste management in education and training.	Guideline on E-Waste management in education and training developed	Number of guideline(s) developed	1		1				-	4	4	-	-	**PSBE**	CEMA STEA
	Develop a Schools Climate Change Mitigation plan.	Schools Climate Change Mitigation plan developed.	Schools Climate Change Mitigation plan.	1	0	1	0	0	0	-	4	-	-	-	**PSBE**	KNA TCOM

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop an environmental and climate change strategy for the sector.	an environmental and climate change strategy for the sector developed	Percentage completion of an environmental and climate change strategy for the sector	100		100				-	4	-	-	-	PSBE	KNAT COM
	Develop solarized boreholes to pilot schools in marginalized areas.	Solarized boreholes developed	Number of schools with solarized boreholes developed	12	0	4	4	4	0	-	12	12	12	-	PSBE	NAC ONEK
	Green educational institutions	educational institutions greened	Number of educational institutions greened	7187	1300	1365	1434	1506	1582	100	105	112	115	120	PSBE	
	Plant trees in educational institutions	Trees planted in educational institutions	number of Trees planted in educational institutions	75000000	1.50E+07	1.50E+07	1.50E +07	1.50E +07	1.50E+07	225	225	225	225	225	PSBE	
	Power schools on Clean Energy	Schools powered on Clean Energy	Number of Schools Powered on Clean Energy	7187	1300	1365	1434	1506	1582	894	939	987	1,036	1,088	PSBE	NAC ONEK
	Provide elevated water tanks to pilot schools in marginalized areas.	Elevated water tanks provided to pilot schools in marginalized areas.	Number of schools with elevated water tanks	19341	3500	3675	3859	4052	4255	20	20	20	20	20	PSBE	NAC ONEK
	Sensitize stakeholders on bio-waste and e-waste management interventions.	Stakeholders sensitized on bio and e waste management interventions	Number of Sensitization forums on bio and e-waste management interventions held	2	1	0	1	0	0	4	-	4	-	-	CEMASTEA	PSBE
	Train stakeholders on ESD and climate change	Stakeholders trained on ESD and climate change	Number of Stakeholders trained on ESD and climate change	3576	456	784	784	784	768	6	7	7	8	8	PSBE	KNA TCOM
Mainstream gender in education and training	Conduct gender-responsive courses	Gender-responsive courses conducted	Number of institutions implementing Gender-responsive courses	75000	15000	15000	15000	15000	15000	150	150	150	150	150	PSBE	KNAT COM

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop a framework to address teenage pregnancies and gender-based violence in education sector	A framework to address teenage pregnancies and gender-based violence in education sector developed.	Number of frameworks developed	1		1				-	7	-	-	-	**PSBE**	
	Develop a gender equality module to train teacher trainees in target TTCs.	Gender module developed	Number of teacher trainees trained on gender equality		1	0	0	0	0	3	-		-	-	**PSBE**	**DTE DPCAD**
	Establish school-based support systems.	school-based support systems established	Number of schools with school-based support systems	19341	3500	3675	3859	4052	4255	1	1	1	1	1	**PSBE**	
	Review the gender policy.	Gender policy reviewed	Revised Gender policy	1	1	0	0	0	0	3	-	-	-	-	**PSBE**	**DPCAD, POLICY**
Mainstream Indigenous Knowledge	Carry out assessment to determine the existing indigenous knowledge.	Assessment to determine the existing indigenous knowledge carried out	Number of Assessment to carried out	3		1	1		1	-	15	15	-	15	**PSBE**	**CEMA STEA**
	Develop a framework for integration of indigenous knowledge in education and training.	Framework for integration of indigenous knowledge in education and training developed	Number of framework(s) for integration of indigenous knowledge in education and training	1		1				-	5	-	-	-	**PSBE**	**CEMA STEA**
Mainstream STEM Education	Conduct an Audit on Status of STEM infrastructure, equipment and materials.	Audit on Status of STEM infrastructure, equipment and materials conducted	Number of audit reports	1			1			-	7	-	-	-	**PSBE**	**CEMA STEA**
	Conduct annual STEM mentorship programs in the counties.	Conduct annual STEM mentorship programs in the counties.	Number of annual STEM mentorship programs in the counties conducted	25	5	5	5	5	5	2	2	3	3	3	**PSBE**	CEM ASTEA
	Develop guidelines for sharing STEM resources among learning institutions.	Guidelines for sharing STEM resources in secondary education developed	Number of guidelines developed	1			100			-	-	5	-	-	**SDBE**	CEMA STEA

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Establish regional incubation centers in designated locations.	Regional incubation centers in chosen locations established	Number of Regional incubation centers in designated locations	10	2	2	2	2	2	2	2	2	2	2	**PSBE**	**NACONEK**
Prevent infections of non-communicable and communicable diseases	Build the capacity of education personnel against stigmatization and discrimination.	Capacity of education personnel to deal with stigmatization and discrimination built	No. of education personnel capacity built	10000	2000	2000	2000	2000	2000	4	4	4	4	4	**PSBE**	
	Develop a framework for the Health and Wellness programme.	Framework for the Health and Wellness programme developed	Number of frameworks developed	1			1			-	5	-	-	-	**PSBE**	
	Develop mental health, lifestyle diseases and psychosocial support guidelines.	Guideline on mental health, lifestyle diseases and psychosocial support developed.	Number of Guidelines developed	1			1			-	-	5	-	-	**PSBE**	
Prevent infections of non-communicable and communicable diseases	Review the HIV AIDS policy to include non-communicable diseases.	The HIV AIDS policy reviewed to include non-communicable diseases	the HIV AIDS policy reviewed	1				1					5	-	**PSBE**	DPCAD, POLICY
	Sensitize stakeholders on HIV AIDS and non-communicable diseases.	stakeholders sensitized on HIV AIDS and non-communicable diseases.	Number of stakeholders sensitized	5000	1000	1000	1000	1000	1000	2	2	2	2	2	**PSBE**	POLICY
Prevent radicalization, extremism and insecurity	Build the capacity of education managers to prevent radicalization, extremism and insecurity in education and training.	Education managers capacity built to prevent radicalization, extremism and insecurity in education and training	Number of Education managers capacity built to prevent radicalization, extremism and insecurity in education and training	10000	2000	2000	2000	2000	2000	4	4	4	4	4	**PSBE**	
	Conduct child rights education and communication campaigns	Child rights education and communication campaigns conducted	Number of Child rights education and communication campaigns conducted	5	1	1	1	1	1	3	3	3	3	3	PSBE	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop anti bullying policy.	Anti bullying policy developed	Anti-bullying policy	1		1				-	7	-	-	-	**PSBE**	
	Sensitize stakeholders on Child Safety and security against violent extremism	Stakeholders sensitized on Child Safety and security against violent extremism	Number of Sensitization forums held	2	1	0	1	0	0	4	-	4	-	-	**CEMASTEA**	PSBE
Prevention of drug and substance abuse	Carry out periodic surveys on the rising and persistent cases of school violence.	Identify the education gap in curriculum delivery.	Number of surveys conducted.	5	1	1	1	1	1	5	5	5	5	5	**PSBE**	
	Develop a guideline on the early detection, intervention, treatment and rehabilitation of cases of alcohol and drug abuse.	Guideline on early detection, intervention, treatment and rehabilitation of cases of alcohol and drug abuse developed.	Guideline	100		100				-	7	-	-	-	**PSBE**	
Promote peace education and global citizenship	Conduct a study on the implementation approaches of Values based education	A study on the implementation approaches of Values based education	Number of studies	1		100				-	7	-	-	-	**PSBE**	
	Conduct advocacy and awareness among education managers	Education managers sensitized	Number of Education mangers sensitized	376	50	60	66	80	120	3	4	4	5	7	**PSBE**	KNA TCOM
	Establish national education forums for disseminating peace education good practices.	National education forums for disseminating peace education good practices established	Number of National education forums for disseminating peace education good practices established	94	18	19	19	19	19	3	3	3	3	3	**PSBE**	KNAT COM
Promote peace education and global citizenship	Sensitize stakeholders on Amani Club Guidelines and the Clubs' annual activities.	Stakeholders on Amani Club sensitized on Guidelines and the Clubs' annual activities.	Number of Stakeholders sensitized	5000	1000	1000	1000	1000	1000	2	2	2	2	2	**PSBE**	DSE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Respond to new and emerging technologies	Train education managers, educators and learners to mitigate negative new emerging technologies	education managers, educators and learners trained to mitigate negative new emerging technologies	Number of education managers, educators and learners trained	25000	5000	5000	5000	5000	5000	10	10	10	10	10	**PSBE**	DSE
Strengthen community service learning	Conduct sensitization and awareness creation among parents and communities	sensitization and awareness creation among parents and communities conducted	Number of sensitization and awareness creation campaigns conducted	94	16	20	20	20	18	2	2	2	2	2	**PSBE**	DSE
	Conduct survey to establish the levels of Alumni participation in schools.	Survey to establish levels of Alumni participation in schools conducted	Number of surveys	1	0	1	0	0	0	3	3	-	-	-	**PSBE**	
	Develop a guideline on Community Service Learning	Guideline on Community Service Learning developed	Number of guidelines	1	0	1				4	4	-	-	-	**PSBE**	
	Develop a guideline to engage Alumni Associations in education and training.	Guideline to engage Alumni Associations in education and training developed.	Number of Guidellines	1		1				-	7	-	-	-	**PSBE**	
Strengthen Management of Emergencies in education, training and research	Disseminate Disaster Risk Management policies and guidelines to education stakeholders and schools.	Disaster Risk Management policies and guidelines to education stakeholders and schools disseminated	Number of Disaster Risk Management policies and guidelines disseminated	5	1	1	1	1	1	7	7	7	7	7	**PSBE**	
	Map schools in disaster prone areas across the country.	Schools in disaster prone areas across the country mapped	Number of schools mapped.	6633	1200	1260	1323	1390	1460	1	1	1	1	1	**PSBE**	
	Sensitization on Disaster Risk Management Policy	Sensitization on Disaster Risk Management Policy	Number of stakeholders sensitized on Disaster Risk Management Policy	2500	500	500	500	500	500	1	1	1	1	1	**PSBE**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
County Governments																
SI1: Access and Participation																
SG1Expand access to quality education, training, and research opportunities for all																
KRA 1.1: Infrastructural development																
O1.1Teaching, training, research and learning infrastructure Improved																
SO1.1.1:To improve learning, teaching, research and management services																
Enhance integration of ICT in teaching and learning	Provide Digital devices to leaners in public primary schools	Digital devices provided to leaners in public primary schools	Number of learners in public primary schools provided with Digital devices	440000	0	120000	110000	110000	100000		840	770	770	700	**CG**	
Infrastructure development, upgrading and maintenance	Construct additional Pre-primary classrooms.	Additional pre-primary classes constructed	Number of additional pre-primary classes constructed	4700	940	940	940	940	940	799	799	799	799	799	**CG**	PS BE
Provision of Capitation, Bursaries, Scholarships and Loans	Provide capitation to all learners.	Capitation provided to all learners	Number of learners in preprimary provided with capitation	16885784	3098270	3222201	3351089	3485132	3729092	3,625	3,770	3,921	4,078	4,363	**CG**	
SI3: Quality and Relevance																
SG3: Elevate Educational Excellence for Impactful Learning, Training, and Researce																
KRA 3.1: Curriculum and Assessment																
O3.1.1: Curriculum and assessment standards improved																
S3.1.1: To improve Curriculum and assessment standards																
Align curriculum with societal needs and industry demands	Integrate digital Learning in pre-primary schools	Digital Learning integrated in pre-primary schools	Number of schools with digital Learning integrated	7500	500	1000	1500	2000	2500	2	2	2	2	2	**CG**	**PSBE**
Enhance Foundation Learning for Early Grade Education	Train pre- primary school teachers on CBC, CBA and digital literacy.	Pre- primary school teachers trained on CBC, CBA and digital literacy.	Number of pre-primary school teachers trained on CBC, CBA and digital literacy.	68000	13600	13600	13600	13600	13600	741	741	741	741	741	**CG**	**PSBE**
Provision of curriculum support materials and equipment	Equip pre-primary classrooms with learning materials	Instructional and play materials provided for pre-primary	Ratio of learner to instructional material in pre-primary	4660000	940000	900000	940000	940000	940000	235	225	235	235	235	**CG**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Provide instructional and play materials in Pre-primary schools.	Instructional and play materials provided to Pre-primary schools.	Number of Pre-primary schools provided with Instructional and play materials	55258	10000	10500	11025	11577	12156	1,200	1,260	1,323	1,389	1,459	**CG**	**PSBE**
Strengthen Management of Emergencies in education, training and research	Train County EIE focal persons, school managers and teachers, on Disaster Risk Reduction and Resilience	County EIE focal persons, school managers and teachers trained on Disaster Risk Reduction and Resilience	Number of County EIE focal persons, school managers and teachers trained	9150	1830	1830	1830	1830	1830	4	4	4	4	4	**CG**	**BE**
Higher Education and Research																
SI1: Access and Participation																
SG1Expand access to quality education, training, and research opportunities for all																
KRA 1.1: Infrastructural development																
O1.1Teaching, training, research and learning infrastructure Improved																
SO1.1.1:To improve learning, teaching, research and management services																
Infrastructure development, upgrading and maintenance	Conduct surveys to establish the status of STI infrastructure in the identified priority areas	Surveys to establish status of STI Infrastructure conducted	No. of surveys conducted	2	-	1	-	-	1		10			10	**SDHER**	DRST, NRF, NACOSTI, Public unive-rsities, research instit-utions and TVETs
	Construction of Open University of Kenya (OUK) Headquters at Konza	Open University of Kenya (OUK) Headquters Constructed	% completion	100		20	40	40			300	600	600		**SDHER**	**OUK**
	Develop a framework for sharing R&D infrastructure among institutions	Framework for sharing R&D infrastructure developed	No. of frameworks	1	-	-	1	-	-			5			**SDHER**	DRST NACOSTI, NRF, univer-sities, research instit-utions TVETs

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop a funding framework for infrastructure in public universities.	Funding framework for infrastructure in public universities developed	No. of Framwork	1			1					5			SDHER	DHE
	Develop Infrastructure in Public Universities in alignment to CBET	Infrastructure aligned to CBET in Universities developed	No. of facilities infrastructure	5		1	1	1	2		400	400	400	800	SDHER	DHE
	Develop ODeL infrastructure in Universities.	ODeL infrastructure in Universities developed	No of Universities	20		5	5	5	5	50	50	50	50	50	SDHER	DHE, CUE
	Equip the Open University of Kenya (OUK).	Open University of Kenya (OUK) equipped	% completion	1	0	0	0	0		670	600	400	300	200	SDHER	DHE, OUK
	Establish Science and Technology Parks to commercialize innovations	Science and Technology Parks established	No. of Science and Technology Parks and established	5	1	1	1	1	1	2,000	2,000	2,000	2,000	2,000	SDHER	DRST, Konza Techn-opolis, Public univer-sities
	Establish the National Physical Science Research Laboratories	National Physical Science Research Laboratories established	No. of National Physical Science Research Laboratories	11	3	3	2	2	1	4,500	4,500	3,000	3,000	1,500	SDHER	DRST, Konza Techn-opolis
	Upgrade and maintain research infrastructure in STI institutions	Research infrastructure upgraded and maintained	Number of research infrastructure	30	6	6	6	6	6	26	28	30	30	34	SDHER	DRST, NACOSTI, NRF
	Upgrade the Tertiary Education Student Placement system.	Tertiary Education Student Placement system upgraded	No. of System	1			1					11			SDHER	DHE KUCCPS
	Develop a framework for sharing R&D infrastructure among institutions.	Framework for sharing R&D infrastructure implemented	% implementation	100				100		-	-	-	2	-	SDHER	DRST, NACOSTI, NRF, Univer-sities, research institu-tions and TVETs

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 1.2: Learner support services																
O1.2.1: Enrolment, retention and transition in Education Improved																
SO1.2.1: To improve enrolment, retention, completion and transition in Education																
Provision of Bursaries, Scholarships and Loans:	Fund Post graduate students on research proposals	Post graduate students funded on research proposals	No.of students supported	100		10	20	50	20		4	8	20	8	**SDHER**	**NRF, DRST**
	Operationalize a Means-Based Student-Centered Funding Model (Loans and Scholarships)	Student-centered financing model operationalized	% of operationalization	100	20	20	20	20	20	93,474	133,449	184,462	226,851	265,200	**SDHER**	**DHE, HELB, UFB**
Provision of instructional materials and operational subsidies	Financing university students Capitation through (DUC)	University students financed	No.of students		369,029	258,320	180,824	10,239		55,346	41,691	38,356	1,991		**SDHER**	**DHE, HELB, UFB**
Strengthen learner support programmes	Develop affordable accommodations for university students.	Affordable accommodation for university students developed	No. of universities	3			1	1	1	50	425	575	625	775	**SDHER**	**DHE**
	Develop guidelines for Placement of Foreign students.	Developed Guidelines	No of Policies	1		50	50				5	6			**SDHER**	**DHE KUCCPS**
SI2: Equity and Inclusivity																
SG2: Enhance equity and inclusivity																
KRA 2.1: Equity and inclusion																
O2.1.1: Disparities in education, Training and Research reduced																
SO2.1.1: To reduce disparities in education, Training and Research																
Strengthen interventions for learners with Special Needs and disabilities	Build capacity for universities to handle special need students	Universities capacity build to handle SNE	No. of universities	4		1	1	1	1		250	250	250	250	**SDHER**	**DHE**
	Conduct gender assessment of policy actions, financial resources and gender-responsive budgeting	Surveys on gender-responsive policy actions, financial resources and budgeting Conducted	Number of surveys	1	-	1	-	-	-		12				**SDHER**	**DRST NACOSTI, NRF**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop and implement a framework for identifying and recognizing outstanding women and girls scientists	Framework for recognition of women and girls scientists developed and implemented	Number of frameworks	1	-	-	1	-	-			20			SDHER	DRST NACOSTI, NRF
	Develop strategic partnerships for special interest groups in STI	Strategic partnerships for special interest groups in STI Developed	Number of MoUs signed	10	2	2	2	2	2	10	10	10	10	10	SDHER	DRST NACOSTI, NRF
	Engage outstanding women scientists as mentors	Outstanding women scientists engaged as mentors	Number of Mentors	50	-	-	10	20	20			5	10	10	SDHER	NACOSTI DRST, NRF
Strengthen interventions for learners with Special Needs and disabilities	Establish a support system for student's mothers in universities	Support system for student's mothers in universities established	No. of institution with support system for student's mothers	10		2	2	3	3		20	20	30	30	SDHER	DHE
	Establish and operationalize a special incentive scheme to attract researchers and innovators from special interest groups	Special incentive scheme for researchers and innovators from special interest groups established and operationalized	Number of special incentive schemes	1	-	1	-	-	-		5				SDHER	DRST NACOSTI, NRF
	Establish Centers for integrating SNE and sports for learners with special needs and disabilities in university education	Centers for integrating SNE and sports for learners with special needs and disabilities in university education established	No. of Centers	20	4	4	4	4	4	20	20	20	20	20	SDHER	DHE
	Funding University Students under special interest groups (Bursaries).	Student from special interest groups funded	No. of students funded under special Interest Groups	250,000	50,000	50,000	50,000	50,000	50,000	240	240	240	240	240	SDHER	HELB and UF
	Mentor female students pursuing STEM programmes	Female students and pursuing STEM courses mentored	Number of female students	50	10	10	10	10	10	10	10	10	10	10	SDHER	DRST, NACOSTI, NRF

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Mentor female students pursuing STEM programmes	Female students and pursuing STEM courses mentored	Number of female students	50	10	10	10	10	10	10	10	10	10	10	SDHER	DRST, NACOSTI, NRF
			% implementation of the framework for recognition of women and girls scientists	100	-	-	-	50	50				10	15	SDHER	DRST NACOSTI, NRF
			% operationalization of special incentive schemes for researchers and innovators from special interest groups	100	-	-	100	-	-			5	5	5	SDHER	DRST NACOSTI, NRF
SI3: Quality and Relevance																
SG3: Elevate Educational Excellence for Impactful Learning, Training, and Researce																
KRA 3.1: Curriculum and Assessment																
O3.1.1: Curriculum and assessment standards improved																
S3.1.1: To improve Curriculum and assessment standards																
Align curriculum with societal needs and industry demands	Develop a coordination framework on collaboration and partnership	Coordination framework on collaboration and partnership developed	No. of frameworks	1		1					5				SDHER	DHE, CUE, NRF
	Develop a dual training framework	Dual training framework developed	No. of frameworks	1			1						5		SDHER	DHE, CUE, NRF
Align curriculum with societal needs and industry demands	Develop a framework on collaboration and linkages with Academia-Industry, Government, community and development partners	framework on collaboration and linkages with Academia-Industry, Government, community and development partners	Framework	100				1					5	5	SDHER	DHE, CUE
Align curriculum with societal needs and industry demands	Develop guidelines for alignment of academic programme with CBE	CBE Guidelines developed	No. of Guidelines	1		1					5				SDHER	DHE, CUE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop programme to Mainstreaming current in-demand skills training in university education.	Short course Programmed Developed	No. of programmes	5		1	1	2	1		15	15	20	15	SDHER	DHE
	Diversification of modes of delivery of Career guidance programmes	Modes of delivery of carrier Guidance diversified	No. of additional modes of delivery	6	2		2		2	7		7		7	SDHER	DHE, KUCCPS
	Evaluate CBE programmes	CBE programmes evaluated.	No. of programmes evaluated	5,000	250	250	1,500	2,000	1,000	165	165	600	800	400	SDHER	CUE
	Review CBE aligned academic programmes	CBE aligned academic programmes reviewed	No. of reviewed Programmes	4,500		500	1,500	1,500	1,000		160	480	480	320	SDHER	DHE
	Undertake institutional Assessment in preparation on CBET readiness.	Institutional Assessment in preparation on CBET readiness undertaken	Assessment Report	1				1			5		5		SDHER	DHE
KRA 3.2: Educators and researchers management																
O3.2.1: adequate and qualified teaching and Training staff provided																
SO3.2.1: To provide adequate and qualified teaching and Training staff																
Enhance staff in-service and professional development	Capacity build researchers on Research Output	Researchers Capacity built	Number of researchers	200	-	50	50	50	50		5	5	5	5	SDHER	DRST, NACOSTI, NRF
	Retool Universities staff on delivery of CBET.	Universities staff retooled on CBET	No. of university staff retooled	12,000	1,500	2,500	3,000	3,000	2,000	30	50	60	60	40	SDHER	CUE
	Sensitize university management teams on CBET.	University management sensitized on CBET	No of management staff sensitized	1,000	200	200	200	200	200	16	16	16	16	16	SDHER	DHE, CUE

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 3.3: Accreditation, Quality Assurance, and standards																
O3.3.1: Education quality standards enhanced																
SO3.3.1: To enhance education quality and standards																
Implement the quality assurance and accreditation system. system.	Establish Centers of Excellence in line with the different pathways of CBC	Centers of Excellence established	% of completion	1		20	30	30	20		2,400	3,600	3,600	2,400	**SDHER**	**DHE, CUE**
	Training internal quality assurance officers in universities	Internal quality assurance officers Trained	No. of trained internal quality assurance officers	200		100	50	50			6	3	3		**SDHER**	**CUE**
	Training peer reviewers	Trained Peer reviewers	No. of peer reviewers	1,000		300	400	200	100		15	20	10	5	**SDHER**	**CUE**
Implement the quality assurance and accreditation system.	Training Staff on CBE	Staff trained on CBE	No. of staff trained	260		130	110	10	10		9	8	2	2	**SDHER**	**DHE, CUE**
KRA 3.4: Research Innovation and commercialization																
O3.4.1: Research and innovation practice integrated in education and training																
SO3.4.1: To integrate research and innovation practice in education and training																
Enhance Research funding	Develop a tracking system on investment in STI	STI Funding tracked	% of completion	100		50	50				5	3			**SDHER**	**DRST**
	Develop and implement research strategy on resource mobilization	Strategy on resource mobilization developed	No of Startegies	1		1					5				**SDHER**	**DHE**
	Fund priority and strategic R&D programmes	Priority and strategic R&D programmes funded	Number of priority and strategic projects	10	2	2	2	2	2	70	70	70	70	70	**SDHER**	**DRST, NRF, NACOSTI,**
			% of implementation	100			30	40	30			5	10	10	**SDHER**	**DHE**
Provision of Requisite Research Infrastructure and Equipment	Equipment of Innovators	Equipment provided to innovators	Number of innovators	250	50	50	50	50	50	50	50	50	50	50	**SDHER**	**DRST, NACOSTI, NRF**
	Establishment of innovation and creativity Centers of Excellence	Centers of Excellence Established	Number of Centers of Excellence	8	-	2	2	2	2		30	30	30	30	**SDHER**	**DRST, NACOSTI, NRF**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Establishment of technology transfer offices (TTOs) at national level	Technology Transfer Offices (TTOs) established at national level	Number of TTOs established at national level	20	4	4	4	4	4	8	8	8	8	8	SDHER	DRST NACOSTI, NRF
Strengthen Collaborations and partnerships	Accredit Institutional Research Ethics Committees	IRECs Accredited	No. of accredited Institutional Research Ethics Committees	10	2	2	2	2	2	2	2	2	2	2	SDHER	DRST, NRF, NACOSTI
	Accreditation of qualified research institutions	Research institutions Accredited	Number of accredited research institutions	5	1	1	1	1	1	2	2	2	2	2	SDHER	DRST, NRF, NACOSTI
	Establish the National Academia-Industry Linkages Committee	National Academia-Industry Committee established	National Academia-Industry Committee	1	-	-	1	-	-			3	2	1	SDHER	DRST, NACOSTI, NRF
	Implement strategic partnerships and collaborations among the local, regional, and international public, and private STI organizations	Strategic partnerships and collaborations established and implemented	No. of collaborations established and implemented	10	2	2	2	2	2	6	6	6	6	6	SDHER	NACOSTI, NRF DRST
	Inspection of research institutions	Research institutions inspected	Number of research institutions inspected	20	4	4	4	4	4	4	4	4	4	4	SDHER	DRST, NRF, NACOSTI
Strengthen Collaborations and partnerships	Mainstream STI in MDAs, County Governments and the private sector	STI Mainstreamed	Number of institutions	50	10	10	10	10	10	5	5	5	5	5	SDHER	NRF, DRST, NACOSTI
	Provide platform for commercialization of innovations	Platform for commercialization of innovations provided	No. of innovations commercialized	20	4	4	4	4	4	8	8	8	8	8	SDHER	DRST, NRF, NACOSTI
	Registration of research institutions	Research institutions registered	Number of research institutions	5	1	1	1	1	1	2	2	2	2	2	SDHER	DRST, NRF, NACOSTI
	Research projects licensing	Research projects licensed	Number of research projects	35,000	7,000	7,000	7,000	7,000	7,000	36	36	36	36	36	SDHER	DRST, NRF, NACOSTI

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Strengthen Mentorship and apprenticeship	Conduct National Skills Inventory Audit for STI	National skills inventory audit conducted	No. of Audits	1	-	-	-	1	-				35		**SDHER**	**NACOSTI, NRF DRST**
	Establish an STI Award Scheme for outstanding researchers and innovators	An STI Award Scheme for outstanding researchers and innovators established	Number of STI Award Schemes	1	-	1	-	-	-		12				**SDHER**	**DRST NACOSTI, NRF,**
	Fund research projects and upscale innovations	Research projects and innovations funded	Number of research projects and innovations	160	32	32	32	32	32	128	128	128	128	128	**SDHER**	**DRST, NRF, NACOSTI**
	Implement STI mentorship programmes at all levels of education and training.	STI mentorship programmes implemented .	Numbers of STI mentees	100			25	25	50			25	25	50	**SDHER**	**DRST, NRF, NACOSTI**
	Sensitize stakeholders on Intellectual Property Rights (IPR) and patents	Intellectual Property Rights (IPR) and patent increased	Intellectual Property Rights (IPR) and patent Applications	50	2	12	12	12	12	20	20	20	20	20	**SDHER**	**DRST, NRF, NACOSTI**
	Train Institutional Research Ethics Committees	Institutional Research Ethics committees trained	Number of Institutional Research Ethics Committees	40	-	24	-	16	-		48		32		**SDHER**	**DRST, NRF, NACOSTI**
	Train staff in institutions of higher learning in Science, Engineering and Technology (SET) programmes	Staff in institutions of higher learning trained in Science, Engineering and Technology (SET) programmes	Number of Staff in institutions of higher learning trained in SET programmes	480	96	96	96	96	96	22	22	22	22	22	**SDHER**	**DRST NACOSTI, NRF**
SI4: Governance and Accountability																
SG4: Strengthen governance and accountability																
KRA 4.1: Policy and Legal frameworks																
O4.1.1: Legal and policy framework strengthened																
SO4.1.1: To improve legal and policy frameworks																
Enhance legal and policy frameworks	Assess IPM in STI institutions	Intellectual Property Management (IPM) in STI institutions assessed	Number of STI institutions	5	1	1	1	1	1	3	3	3	3	3	**SDHER**	**DRST, NRF, NACOSTI**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Enhance legal and policy frameworks	Develop a framework for STI Diplomacy	Framework for STI Diplomacy developed	Framework for STI Diplomacy	1			1					5			**SDHER**	**DRST, NACOSTI, NRF**
	Develop a framework on provision of loans for Kenyan studying abroad	Framework on provision of loans for Kenyan studying abroad developed	No. of frameworks	1			1				5				**SDHER**	**DHE, DRST, HELB**
	Develop a framework on provision of scholarship for Kenyan studying abroad and foreign nationals	Framework on provision of scholarship for foreign nationals developed	No. of frameworks	1			1				5				**SDHER**	**DHE**
	Develop a guideline for Intellectual Property Management (IPM) in STI institutions.	Guideline for IPM in STI institutions developed	No. of guidelines	1		1					5				**SDHER**	**DRST, KIPI, NACOSTI, NRF**
	Develop an incentive framework for private sector investment in R&D	Incentive framework for private sector investment in R&D developed	Incentive framework	1		1					5				**SDHER**	**DRST NACOSTI, NRF**
	Develop legal frameworks to integrate gender-responsiveness in STI Policy	Legal frameworks developed	No. of frameworks	1		1					5				**SDHER**	**DRST NACOSTI, NRF**
	Develop policies on Higher Education	Policies developed	No. of policies	6	2	4				10	20				**SDHER**	**CUE**
	Develop Tertiary Placement and Funding Bill.	Tertiary Placement and Funding Bill developed	No. of bills	1		1					5				**SDHER**	**Directo UFr HE, HELB, KUCCPS**
	Establish a multi-sector, multi-agency and multi-stakeholder coordination framework for STI	STI Coordination Framework established	STI Coordination Framework	1		1					5				**SDHER**	**DRST NACOSTI, NRF and other relevant MDAs and stakeh-olders**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Establish Presidential Advisory Council on Science and Technology	Presidential Advisory Council on Science and Technology established	Number of advisories issued	20		5	5	5	5		30	30	30	30	SDHER	DRST NACOSTI, NRF, Office of the Presi-dent
	Review legal frameworks governing university and research	Legal framework governing university and research reviewed	No of Laws Reviewed	2		2					10				SDHER	CUE
	Review the university's Standards and Guidelines	Reviewed University's Standards and Guidelines	No. of guidelines	1	1					5					SDHER	CUE
	Review university regulations	Reviewed Universities regulations	No. of regulations	1			1					5			SDHER	CUE
KRA 4.2: Institutional and system Capacity development																
O4.2.2: Evidence-based decision making strengthened																
SO4.2.2: To strengthen evidence-based decision making																
Institutionalize integrated data and information management system	Conduct Research and Development Innovation Indicator surveys	R&D Indicator surveys conducted	No. of surveys	2		1			1		20			15	SDHER	DRST NACOSTI, NRF
	Develop guidelines for data management in STI institutions	Guidelines for data management in STI institutions developed	No. of guidelines	1		1					5				SDHER	DRST NACOSTI, NRF, public univer-sities, research institu-tions, TVETs

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Institutionalize integrated data and information management system	Establish a National STI Observatory	National STI Observatory established	% establishment	100		60	40				136	45	25	20	**SDHER**	**DRST NACOSTI, NRF, STDPW, TVETs, Konza Techn-opolis, univer-sities, research institu-tions,**
	Establish an Indigenous Knowledge Research Programme in STI	Indigenous Knowledge Research Programme in STI established	% establishment	100	-	30	30	40	-		12	12	16		**SDHER**	**DRST NACOSTI, NRF, NMK**
	Establish an integrated knowledge management information system for STI	An integrated knowledge management information system for STI established	% establishment	100	-	50	50	-	-		25	25			**SDHER**	**DRST NACOSTI, NRF, univer-sities, research institu-tions, TVETs, private sector**
	Publish STI indices reports	STI indices reports published	Number of STI indices reports	2	-	1	-	1	-		6		6		**SDHER**	**DRST NACOSTI, NRF, univer-sities, research institu-tions, TVETs**
O4.2.1: Institutional capacity and Management Structures strengthened																
SO4.2.1: to strengthen institutional capacity and Management Structures																
Enhance resource mobilization	Connect Higher education institutions to affordable broadband high-speed Internet	Higher education institutions connected with affordable broadband high-speed Internet	% completion	100		30	30	40			30	30	50	100	**SDHER**	**DHE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Operationalize Tertiary Education Funding institution.	Tertiary Education funding institution operationalized	% completion	100		50	50				290	305	325	335	SDHER	DHE, HELB, UF, KUCCPS
Improve Human resource capacity	Recruit technical staff, administration and support staff to support STI in state agencies	Technical staff recruited	Number of technical staff	300	60	110	30	30	20	61	121	25	25	13	SDHER	DRST, NACOSTI, NRF
	Train STI top management on leadership and management skills	STI top management leadership trained	Number of STI top management leadership	500	100	100	100	100	100	7	7	7	7	7	SDHER	DRST, NACOSTI, NRF
Institutionalize integrated data and information management system Resource Mobilization	Develop Integrated data management systems for Higher Education coordination (HEMIS).	Integrated data management systems developed	% completion	100		50	50				40	40			SDHER	CUE, KUCCPS, HELB, UF, KNEC and DHE
Resource Mobilization	Develop a framework of recognize STI institutions that are good employers	Framework to recognize STI institutions that are good employers developed	No. of frameworks	1			1					5			SDHER	DRST, NACOSTI, NRF
	Develop a national framework for resource mobilization on STI	National Resource Mobilization Framework on STI developed	No. of Framework	1		1					5				SDHER	DRST, NRF, NACOSTI
	Develop the National Research Science, Technology and Innovation (RSTI) Repository	National RSTI Repository developed	Number of National RSTI Repository developed	1			1					50			SDHER	DRST, NRF, NACOSTI
Strengthen Monitoring, Evaluation and Reporting	Disseminate research results and findings to the public	Research results and findings disseminated	Number of National RSTI Conferences held	4	-	1	1	1	1		20	20	20	20	SDHER	DRST NACOSTI, NRF

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
SI5: Crosscutting, Pertinent, and contemporary issues																
SG5: To promote mainstreaming of cross cutting, pertinent and contemporary issues in education sector																
KRA 5.1: Crosscutting, Pertinent, and contemporary issues																
O5.1.1: cross cutting, pertinent and contemporary issues mainstreamed in Education, Training and Research																
SO5.1.1: To mainstream cross cutting, pertinent and contemporary issues in Education, Training and Research																
Institutionalize climate action	Adoption of Clean Energy.	Clean Energy adopted	% Adoption	100	20	20	20	20	20	5	5	5	5	5	**SDHER**	**DHE, DRST, Universities & SAGAs**
	Develop safe waste management system.	Safe waste management system developed	% of completion	100	50	50				20	20				**SDHER**	**DHE, DRST, Universities & SAGAs**
	Develop tree planting program.	Tree planting program developed	No. of Trees planted (in millions)	8	2	2	2	2	2	5	5	5	5	5	**SDHER**	**DHE, DRST, Universities & SAGAs**
	Mainstream STI reporting on the SDGs	Annual Report on performance of STI in the SDGs	Number of Reports	5	1	1	1	1	1	1	1	1	1	1	**SDHER**	**DRST, NACOSTI, NRF**
Prevent infections of non-communicable diseases:	Establish a department for sports and art	Department sport and art established	Sport and art department	1		1					10	10	10	10	**SDHER**	**DHE**
	Establish mental health wellness centers in Universities	Mental Health wellness centres established	No. of Mental Health wellness centers	40		10	10	10	10		5	5	5	5	**SDHER**	**DHE**
	Training of committees on (Occupation Safety and Health) OSH	Committee members trained	No. of staff members trained	10		10					15	15			**SDHER**	**DHE**
	Training of staff on OSH matters	Staff Members trained	No. of staff trained	50		20	30				10	10			**SDHER**	**DRST**
Respond to new and emerging technologies	Adoption of new and emerging technologies	New and emerging technologies adopted	Number of new and emerging technologies	5	1	1	1	1	1	2	2	2	2	2	**SDHER**	**DRST, NACOSTI, NRF**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Strengthen guidance and counseling, mentorship, coaching and career services	Develop mentorship coordination framework in the universities	Mentorship coordination framework in the universities developed	No. of frameworks	1		1					5				**SDHER**	**DHE**
	Establish mentorship coordination unit in the universities	Mentorship coordination unit established	No. of Universities	20		5	5	5	5		3	4	5	5	**SDHER**	**DHE**
Technical, Vocational Education and Training																
SI1: Access and Participation																
SG1Expand access to quality education, training, and research opportunities for all																
KRA 1.1: Infrastructural development																
O1.1Teaching, training, research and learning infrastructure Improved																
SO1.1.1:To improve learning, teaching, research and management services																
Enhance integration of ICT in teaching and learning	Establish regional Odel centers	Odel centers established	Number of Odel centers	47	3	10	8	8	8	120	400	320	320	320	**DTE**	**ICT**
	Provide ICT Infrastructure and equipment	ICT Infrastructure and equipment provided	Number of institutions provided with ICT infrastructures and equipment	238	100	50	30	30	28	40	20	15	20	20	**DTE**	**ICT**
Infrastructure development, upgrading and maintenance	Construct TVCs in the constituencies without any	TVCs constructed in in the constituencies without any	Number of Constructed TVCs	52	14	8	10	10	10	980	560	700	700	700	**DTE**	**Finance/ CPPMD**
	Develop infrastructural standard on the requirements of the various categories of TVET institution	Infrastructural standards on the requirements of the various categories of TVET institutions developed	Infrastructural standards	1		1					20				**DTE**	**Finance**
	Equip new TVCs with equipment and furniture	TVET workshops and lecture equipped	Number of new TVCs equipped	52	14	8	10	10	10	2,100	1,200	1,700	1,800	2,000	**DTE**	**Finance**
	Evaluate the TVET Institutions physical infrastructure in NPs, TVCs and VTCs	Physical structures in TVET evaluated	Evaluation Report	1		1					20				**DTE/DVET**	**Finance**
	Expand and equip existing TVCs	Existing TVCs expanded and equipped	Number of existing TVCs with additional departments	117	7	10	10	30	60	196	280	280	840	1,680	**DTE/DVET**	**Finance**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Renovate and expand existing TVET infrastructure	TVET infrastructure rehabilitated and constructed	Number of TVET institutions rehabilitated and constructed	95		10	20	25	40		1,000	2,000	2,500	4,000	DTE	Finance/ CPPMD
KRA 1.2: Learner support services																
O1.2.1: Enrolment, retention and transition in Education Improved																
SO1.2.1: To improve enrolment, retention, completion and transition in Education																
Provision of Bursaries, Scholarships and Loans:	Sensizite trainees on the Tertiary Funding Model	Trainees senstized	Number of trainees	1,509,510	166,924	217,001	282,102	366,732	476,752	30	40	45	50	60	Finance	DTE
Provision of instructional materials and operational subsidies	Provide capitation to trainees	Trainees receiving capitation	No. of Trainees receiving capitation	831,213	332,485	249,364	166,243	83,121		5,200	5,200	4,987	2,494		DTE	Finance
	Provide the minimum essential packages to support TVCs	Essential package for TVCs supported	Number of TVCs supported.	200	10	20	30	40	100	50	100	150	200	500	DTE	Finance/ DVET
Strengthen learner support programmes	Coordinate TVET Fairs, games and athletics, Regional and National Skills Competitions, Cultural competitions and symposia	Co-curricular activities conducted	No of Co- and Extra curricula activities implemented	60	12	12	12	12	12	300	350	400	450	500	SD-TVET	TVET Instit- utions
	Develop mentor mentee framework	Mentor -mentee framework developed and implemented	A mentor mentee framework	1		1					10				DTE	SD-TVET
	Establish Guidance and counseling offices	Guidance and counseling offices established	No. of institutions with guidance and counseling offices	250	50	50	50	50	50	100	100	100	100	100	DTE	SD-TVET
	Establish peer education programs	Peer education programs established	No. of peer education programs established	10		2	2	2	4		5	10	10	10	DTE	SD-TVET
	Strengthen career services office	Trainees career services offices strengthened	No of institutions with functional Trainees career services	250	30	40	50	60	70	60	80	100	120	140	DTE	SD-TVET

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
SI2: Equity and Inclusivity																
SG2: Enhance equity and inclusivity																
KRA 2.1: Equity and inclusion																
O2.1.1: Disparities in education, Training and Research reduced																
SO2.1.1: To reduce disparities in education, Training and Research																
Affirmative action for vulnerable and disadvantaged groups	Develop and implement TVET programs that focus on hard-to-reach and vulnerable populations	TVET programs that focus on hard-to-reach and vulnerable populations Developed and implemented	Number of TVET programs that focus on hard-to-reach and vulnerable populations Developed	10	2	2	2	2	2	9	9	9	9	9	**DTE**	**TVET CDACC/ TVETA/ KNQA/ Intist-utions**
Strengthen interventions for learners with Special Needs and disabilities	Allocate additional funds to special need trainees and institutions	Financial support enhanced	Percentage increase in allocation	80		20	20	20	20		100	100	100	100	**DTE**	**SDTVET**
	Integrate special need training in regular TVET Institutions	Regular TVET institutions integrating special need training.	Number of regular TVET institutions integrating special need training	228	26	30	50	60	62	130	150	250	300	310	**DTE**	**SDTVET**
	Recruit adequate training staff and caregivers for the Special needs TVET institutions	Caregivers recruited Institutions staffed	Number of caregivers recruited in the SNE institutions	80		20	20	20	20		50	50	100	100	**DTE**	**HRM&D**
	Renovate and equip the existing four Special needs TVET institutions	Institutions Rehabilitated	Number of SNE institutions rehabilitated	4		1	1	1	1		150	150	150	150	**DTE**	**SDTVET**
Strengthen interventions that address gender disparities	Conduct outreach programs to enhance participation of male and females in TVET	Outreach programs conducted	Number of outreach program conducted	5	1	1	1	1	1	5	5	5	5	5	**DTE/DVET**	**HRM&D/ SAGAs**
	Customizing curriculum to regional needs	Curriculum customized to regional needs	No of Curriculum customized to regional needs	10	2	2	2	2	2	10	10	10	10	10	**TVET CDACC**	**DTE**
	Develop a framework on TVET Mobile training initiative.	A framework on mobile training developed	A framework	1			1					5			**DTE**	**SD-TVET**
	Implement the TVET mobile training	TVET mobile training developed	Percentage of implementation	20				5	15				5	15	**DTE**	**SD-TVET**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
SI3: Quality and Relevance																
SG3: Elevate Educational Excellence for Impactful Learning, Training, and Researce																
KRA 3.1: Curriculum and Assessment																
O3.1.1: Curriculum and assessment standards improved																
S3.1.1: To improve Curriculum and assessment standards																
Align assessment to the curriculum	Administer assessment tools to registered candidates	Registered candidates assessed on their competencies	Number of candidates registered and assessed	600,000	70,000	105,000	125,000	140,000	160,000	630	945	1,125	1,260	1,440	**TVET CDACC**	**DTE**
	Capacity build verifiers and assessors	Verifiers and assessors capacity built	No of verifiers and supervisors capacity built	5,000	1,000	1,000	1,000	1,000	1,000	5	5	5	5	5	**TVET CDACC**	**DTE**
	Certify competent candidates	Certified competent candidates	Number of Certified competent candidates	185,000	5,000	25,000	40,000	55,000	60,000	1	14	29	43	56	**TVET CDACC**	**DTE**
	Develop a system for assessment of national qualifications	System for assessment of National Qualifications Developed	No. of tools developed for the System	1		1					7				**KNQA**	**SD-TVET/ DTE/ TVETA/ CDACC**
	Develop assessment tools	Assessment tools developed	Number of sets of assessment tools developed	24	6	6	5	4	3	480	480	400	320	240	**TVET CDACC**	**DTE**
Align curriculum with societal needs and industry demands	Develop a strategy on dual training	A developed strategy on dual training	A strategy on dual training	1		1					50				**DTE**	**CDACC/ TVETA**
	Develop and Implement National Policy, Standards and guidelines for Development of National Curriculum for National Qualifications.	Approved National Policies, Standards, Guidelines, Tools and Instruments for Assessment of National Qualifications	No. of National Policies, Standards, Guidelines, Tools and Instruments for Curriculum Development for National Qualification	3	2	1				12	4				**KNQA**	**SD-TVET /DTE/ TVETA/ CDACC**

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Align curriculum with societal needs and industry demands	Develop CBET Curriculum	CBET Curriculum developed in collaboration with industry experts	No of CBET Curriculum developed in collaboration with industry experts	100	20	20	20	20	20	100	100	100	100	100	**TVET CDACC**	**DTE, TVETA, KNQA**
	Develop Occupational Standards	Occupational standards developed	No of occupational standards developed	50	20	20	20	20	20	100	100	100	100	100	**TVET CDACC**	**DTE, TVETA, KNQA**
	Implement dual training programs	Dual training programs Implement	Number of Dual training programs Implement	70	15	15	15	15	15	30	30	30	30	30	**TVET CDACC**	**DTE/ TVETA/ KNQA**
	Review CBET Curriculum	Reviewed CBET Curriculum	No of CBET Curricula reviewed	150	30	30	30	30	30	120	120	120	120	120	**TVET CDACC**	
	Review trainers curriculum at KSTVET to incorporate competence on digitization	Trainers curriculum at KSTVET reviewed	Number of curriculum	9	2	3	3	1		16	24	24	8		**SDTVET**	**KSTVET**
	Training of Trainers on digitalization	Trainers trained	No. of trainers trained	1,500	3	500	500	200		54	91	91	36		**DTE**	**KSTVET**
	Undertake digitization of curriculum content	Curriculum digitized	No. of curriculum digitized	35	7	7	7	7	7	30	30	30	30	30	**DTE**	**ICT**
Enhance measurement of learning outcome	Adopt technology in TVET assessment	Adoption of technology in TVET assessment	No of candidates assessed on an E-Platform.	3,500			800	1,000	1,700			100	80	40	**TVET CDACC**	**DTE**
	Capacity build institutions implementing the RPL process	TVET Institutions Capacity Built on RPL Process	No. of TVET Institutions	26	6	5	5	5	5	8	7	7	7	7	**KNQA**	**SD-TVET**
	Capacity Build on CATs to regulators and QAIs	Capacity Building to Regulators and QAIs	No. of Regulators and QAIs Capacity Built	20	4	4	4	4	4	5	5	5	5	5	**KNQA**	**SD-TVET/ DTE**
	Create awareness and publicity on RPL to stakeholders in the qualification ecosystem	Awareness and publicly on RPL Conducted.	No. of stakeholder forums sensitized on RPL	40	8	8	8	8	8	4	4	4	4	4	**KNQA**	**SD-TVET**
	Develop a framework for collaboration with industry and private sector	Collaborations with industry and private sector in RPL	Number of collaborations established	4	2		1	1				47	47		**DTE**	**KNQA/ CDACC/ TVETA**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Develop a National Credit Accumulation and Transfer Policy, Standard, Guidelines and other tools	CATS policy, Standard, guidelines and tools developed	No. of CATS policy, Standard, guidelines and tools developed	5	1	1	3			5	5	7			KNQA	SD-TVET/ DTE/ TVETA/ CDACC/ KATTI
	Develop and Maintain RPL Management Information System	RPL Management Information System Developed	No. of RPL Systems	1	1					5					KNQA	SD-TVET
Enhance measurement of learning outcome	Establish monitoring and evaluation framework for RPL	RPL Framework established	No. of RPL M&E Frameworks	1		1					3				KNQA	SD-TVET
	Involve industry players in the assessment process as verifiers	Involvement of industry players in the assessment process as verifiers	No of candidates assessed by industry-based verifiers	1,800		300	400	500	600		1	2	3	5	TVET CDACC	DTE
Provision of curriculum support materials and equipment	Develop Learning guides to support Curriculum implementation	Learning guides developed	No of Learning guides developed	100	20	20	20	20	20	88	88	88	88	88	TVET CDACC	DTE/ TVET Institutions
KRA 3.2: Educators and researchers management																
O3.2.1: adequate and qualified teaching and Training staff provided																
SO3.2.1: To improve the quality of teaching and research																
Enhance staff in-service and professional development	Provide training for Trainers	Trainers trained	Percentage of trainers trained	100	20	20	20	20	20	100	100	100	100	100	DTE	KSTVET/ Technical Universities
	Undertake Continuous professional development to trainers	Continuous Professional Development conducted	Number of trainers trained	10,000	2,000	2,000	2,000	2,000	2,000	200	200	200	200	200	KSTVET	TVET Institutions
	Undertake mentorship programs for trainers	Trainers mentored	Number of trainers mentored	3,000	600	600	600	600	600	10	10	10	10	10	DTE	TVET Institutions

Strategy	Key Activities	Expected Output	Output Indicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Teaching staff recruitment, deployment and retention	Recruit and deploy trainers	Trainers recruited and deployed	Number of trainers recruited and deployed	11,500	2,000	3,000	4,000	4,000	4,000	20	22	25	30	30	**HRM&D**	**Admin/ DTE**
Implement the quality assurance and accreditation system.	Accredit and register QAIs and National qualifications	Accredited & registered QAIs	Number of Accredited QAIs	19	3	5	5	4	2	6	10	10	5	5	**KNQA**	**DTE**
	Accredit trainers	Trainers accredited	Number of trainers accredited	12,000	2,000	2,500	2,500	2,500	2,500	1	1	1	1	1	**TVETA**	**KSTVET/ SD-TVET**
	Accredit TVET institutions and programmes	Accredited TVET institutions and programmes	Number of TVET institutions and programmes accredited	2,100	400	410	420	430	440	19	20	20	21	21	**TVETA**	**DTE/ DVET**
	Capacity build key stakeholders on the approved National policies, standards and guidelines	Capacity building on approved national policies conducted	Number of stakeholders capacity built	2,000	200	450	450	450	450	5	5	5	5	5	**KNQA**	**DTE**
	Capacity build National Polytechnic on Accreditation System for National Qualifications	National Polytechnics Capacity Built on Accreditation Process	Number of National Polytechnics Capacity Built	26	4	5	5	4	4	8	10	10	3	3	**KNQA**	**DTE**
	Develop TVET standards and regulations	TVET standards and guidelines developed	Number of TVET standards and guidelines developed	51	9	9	11	11	11	18	18	22	22	22	**TVETA**	**DTE/ DVET**
Implement the quality assurance and accreditation system	Develop a National accreditation systems for QAIs	National Accreditation System on National Qualifications Developed	Number tools developed to facilitate implementation of the accreditation system	2	1		1				6		6		**KNQA**	**TVETA/ DTE/ SD-TVET**
	Develop and Implement National Quality Assurance System for National Qualifications	National Quality Assurance System for National Qualifications Developed and Implemented	Number of National Quality Assurance System for National Qualifications Developed and Implemented	2			1	1	1			9	4	4	**KNQA**	**DTE/ TVETA/ SD-TVET/ CPPMD**
	Recognition and equation of qualifications	Qualifications recognized and equated	% of qualifications f recognized and equated	100	100	100	100	100	100	1	1	1	1	3	**TVETA**	**KNQA**
	Undertake quality monitoring and evaluation	Quality Audits conducted	No. of Quality Audits conducted	350	415	550	700	850	985	22	30	48	50	58	**TVETA**	**DTE/ DVET**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 3.4: Research Innovation and commercialization																
O3.4.1: Research and innovation practice integrated in education and training																
SO3.4.1: To integrate research and innovation practice in education and training																
Institutionalize Mentorship and apprenticeship	Capacity build trainers to carry out research	Institutions capacity built	No of institutions trained	470		20	50	150	250		1	3	8	13	**DTE**	**HRM&D**
Provision of Requisite Research Infrastructure and Equipment	Establish model training production centers within TVET institutions established	Model training production centers within TVET institutions established	Number of Model training production centers established in TVET institutions	50	5	10	10	10	15	45	50	50	50	55	**DTE**	**HRM&D**
	Establishment of TVET Applied Research, Innovation and Extension unit	TVET Applied Research, Innovation and Extension unit established	Percentage status of establishment	100		100					10	5	5	5	**DTE**	**Institutions**
SI4: Governance and Accountability																
SG4: Strengthen governance and accountability																
KRA 4.1: Policy and Legal frameworks																
O4.1.1: Legal and policy framework strengthened																
SO4.1.1: To improve legal and policy frameworks																
Enhance legal and policy frameworks	Develop and implement a policy framework to coordinate research in TVET	A Policy framework developed and implemented	A policy framework	1		1					5				**DTE**	**Institutions**
	Develop and implement a policy framework to coordinate research in TVET	A Policy framework developed and implemented	Percentage implementation of policy	10					10					10	**DTE**	**Institutions**
	Develop a National Advocacy and Communication Strategy	Communication Strategy developed	A communication strategy	1	1					5					**COMM TVET**	**DTE/ DVET/ CPPMD**
Strengthen the legal framework	Develop a Policy framework that provides for involvement of industry in curriculum development and training	Policy framework developed	A framework	1			1					5			**DTE**	**TVET CDACC**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 3.4: Research Innovation and commercialization																
	Develop guidelines to Implement the village polytechnic and homecraft centers policy	Guidelines developed	Number of Guidelines developed	1		1					4				**DVET**	**DVET/ COG/ CPPMD**
	Develop policy on village polytechnics and homecraft centers	Policy on village polytechnics and homecraft centers developed	Number of policies developed	1		1					5				**DVET**	**DVET/ COG/ CPPMD**
	Develop policy to enhance collaboration between national and county governments	Policy to enhance collaboration between national and county governments developed	Number of policies developed	1	1						5				**DVET**	**DVET/ CPPMD**
	Implement a National Advocacy and Communication Strategy	Monthly media engagement undertaken	No. of engagements	60	12	12	12	12	12	5	5	5	5	5	**COMM TVET**	**DTE/ DVET/ CPPMD/ ICT**
	Review and implement CBET framework	CBET framework Reviewed and implemented	A framework	1	1					5					**DTE**	**DVET/ KNQA/ TVETA /** CDACC/ KSTVET
	Review KNQF ACT and Regulations	Reviewed KNQF ACT and Regulations Reviewed	Approved KNQF ACT and regulations	2	1	1				10	10				**KNQA**	**DTE/ DVET/ TVETA /** CDACC/ KSTVET
	Review TVET ACT and Regulations	TVET Act and its regulations Reviewed	TVET Act and regulations	2	1	1				10	10				PS-SDTVET	DTE/ DVET/ KNQA/ TVETA/ CDACC/ KSTVET
			Percentage implementation	30			10	10	10			25	25	25	**DTE**	**TVET CDACC**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
KRA 4.2: Institutional and system Capacity development																
O4.2.1: Data Management M&E and evidence-based decision making strengthened																
SO4.2.1: to strengthen institutional capacity and Management Structures																
Enhance collaboration and partnerships	Establish linkages with MSMEs and private sector players on provision of business start-up	Linkages established	Number of MoUs	40	8	8	8	8	8	16	16	16	16	16	**DTE**	**TVET Instit-utions**
Enhance resource mobilization	Develop a policy on VTC sustainability	Policy document developed	Number of Policy document developed	1		1					5				**DTE/DVET**	**Finance**
	Sensitize TVET institutions to diversify sources of income	Diversified sources of income in institutions	No. of institutions with diversified income sources	79	11	14	15	20	20	2	3	5	5	5	**DTE**	**Finance**
Enhance transparency and accountability in management	Develop a complaint handling mechanism	Complaints handling mechanism developed	Complaints handling mechanism	1		1					2				**Admin**	**SD-TVET**
	Develop corruption risk assessment plan	Corruption risk assessment plan developed	Corruption risk assessment plan	1		1					2				**Admin**	**SD-TVET**
	Institutionalize the Integrated Financial Management System (IFMIS) in TVET institutions	IFMIS System adopted	Number of TVET institutions Using IFMIS	100		20	20	20	40		1	1	1	1	**Finance**	**ACCOU-NTS/DTE**
	Sensitize TVET institutions on Public Finance Management Act	Institutions sensitized	No. of institutions sensitized	291	40	100	100	50	1	1	1	1	1	1	**Finance**	**ACCOU-NTS/DTE**
Improve coordination mechanism	Operationalize TVET Trainer Management Council	Trainer council operationalized	Percentage operationalization of the council	100	5	10	50	90	100	100	300	350	300	450	**DTE**	**Admin**
O4.2.2: Evidence-based decision making strengthened																
SO4.2.2: To strengthen evidence-based decision making																
Institutionalize integrated data and information	Capacity Build QAIs on KNLRD	QAIs Capacity Built on KNLRD	Number of QAIs Capacity Built on KNLRD	24	2	4	6	6	6	3	4	4	3	3	**KNQA**	**DTE**
	Establish an integrated TVET Data Repository	Integrated TVET Data Repository established and maintained	Integrated TVET Data Repository	1	1					5	5	5	5	5	**CPPMD**	**ICT**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Management system	Introduce digital platforms for administrative processes	Administrative processes digitized	Number of administrative processes digitized	12	2	2	2	3	3	30	30	30	40	40	**ICT**	**Admin**
	Operationalize Kenya National Learners Records Database (KNLRD)	Qualification awarding Institutions (QAIs) onboarded on KNLRD	Number of QAIs onboarded on KNLRD	24	2	4	6	6	6	2	4	4	3	3	**KNQA**	**DTE**
Strengthen Monitoring, Evaluation and Reporting	Develop TVET module in KEMIS	TVET module developed	Percentage development of TVET module	100	50	60	100			10	10	10			**DTE**	**ICT**
SI5: Crosscutting, Pertinent, and contemporary issues																
SG5: To promote mainstreaming of cross cutting, pertinent and contemporary issues in education sector																
KRA 5.1: Crosscutting, Pertinent, and contemporary issues																
O5.1.1: cross cutting, pertinent and contemporary issues mainstreamed in Education, Training and Research																
SO5.1.1: To mainstream cross cutting, pertinent and contemporary issues in Education, Training and Research																
Institutionalize climate action	Develop and roll out short courses in renewable energy, blue, green and circular skills	Short courses mounted	No. of short courses mounted	42	10	15	10	7		30	45	30	21		**TVET CDACC**	**TVET Institution**
Institutionalize climate action	Establish green production centers in TVET institutions	Green production centers in TVET institutions established	Number of Green production centers in TVET	250		100	100	50		1	1	1	1		**TVET institutions**	**DTE**
	Establish waste recycling plants in TVET	Waste Recycling plants established	Number of institutions with waste recycling plants	84	5	6	13	25	35	30	36	78	150	210	**DTE**	**TVET Institution**
	Increase Uptake of green energy in TVET institutions	Uptake of green energy in TVET institutions increased	Number of institutions using green energy	84	5	6	13	25	35	25	30	65	125	175	**DTE**	**TVET Institution**
	Integrate environmental management training across all TVET programmes	Environmental management integrated in TVET programs	Number TVET institutions integrating environmental management in their programmes	310	20	120	120	50		1	1	1	1		**Admin**	**DTE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
Prevention of Alcohol, drug and substance use in education and training	Integrate health, alcoholic and substance abuse in TVET programs	Health, alcoholic and substance abuse issues integrated in TVET programmes	Number of TVETs addressing the health, alcoholic and substance abuse issues in their programs	290	160	165	170	200	290	6	7	7	8	12	**TVET Institutions**	**Admin**
Promote peace education and global citizenship	Develop a framework to coordinate TVET institutions with community/global organization in peace building programs	Framework developed	A framework	1		1					3				**SDTVET**	**TVET Institution**
Strengthen Community Service Learning in education, training and research	Develop a framework on community service learning	Framework developed	A framework	1		1					3				**DTE**	**SDTVET**
Strengthen Management of Emergencies in education, training and research	Institutionalize and operationalize the disaster management policy in TVETs	Disaster management policy in TVETs institutionalized	Number of institutions that have institutionalized disaster management policy	290	40	100	100	50		1	1	1	1	1	**TVET institutions**	**DTE**
	Undertake a risk and disaster mapping in TVET institutions across the country	Disaster mapping and developed risk mitigation plans undertaken	Number of TVET institutions that have undertaken disaster mapping and developed risk mitigation plans	290	100	100	90			10	10	10			**SDTVET**	**TVET Institution**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
TSC																
SI1: Access and Participation																
SG1Expand access to quality education, training, and research opportunities for all																
KRA 1.1: Infrastructural development																
O1.1Teaching, training, research and learning infrastructure Improved																
SO1.1.1:To improve learning, teaching, research and management services																
Infrastructure development, upgrading and maintenance	Establish an Institute for Teacher Support and professional development	Institute of Teacher support and professional development established	Percentage level of establishing the Institute		100						200				**TSC**	
KRA 1.2: Learner support services																
O1.2.1: Enrolment, retention and transition in Education Improved																
SO1.2.1: To improve enrolment, retention, completion and transition in Education																
Strengthen guidance and counseling, mentorship, coaching and career services	Train mental health champions to support guidance and counseling and mentorship in institutions of learning.	Mental health champions trained to support guidance and counseling and mentorship in institutions of learning.	Number of Mental health champions trained	13231	2300	2461	2634	2819	3017	97	103	111	118	127	**TSC**	**PSBE**
SI2: Equity and Inclusivity																
SG2: Enhance equity and inclusivity																
KRA 2.1: Equity and inclusion																
O2.1.1: Disparities in education, Training and Research reduced																
SO2.1.1: To reduce disparities in education, Training and Research																
Affirmative action for vulnerable and disadvantaged groups	Deploy qualified head-teachers to refugee camp schools.	Head teacher deployed to refugee camp schools	Number of Head teachers deployed to camp schools	310	50	65	65	65	65	29	38	38	38	38	**TSC**	**BE**
Strengthen interventions that address gender disparities	Sensitize teachers on equity and inclusion in education	teachers sensitized on equity and inclusion in education	number of teachers sensitized on equity and inclusion	62,980	12596	12596	12596	12596	12596	189	189	189	189	189	**TSC**	**PSBE**

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
SI3: Quality and Relevance																
SG3: Elevate Educational Excellence for Impactful Learning, Training, and Researce																
KRA 3.2: Educators and researchers management																
O3.2.1: adequate and qualified teaching and Training staff provided																
SO3.2.1: To provide adequate and qualified teaching and Training staff																
Enhance staff in-service and professional development	Carry out impact assessment on TPAD and PC implentation on Curriculum delivery.	Impact assessment report.	No of assessment carried out	5	1	1	1	1	1	17	17	17	17	17	**TSC**	
	Develop and Roll out additional modules for in-service programs (TPD Modules)	Additional modules for in-service programmes in service programmes developed and rolled out.	No. of additional in-service programmes developed and rolled out.	2 additional modules	0	1	0	0	1	45	45	45	45	45	**TSC**	**D (TPM)**
Enhance staff in-service and professional development	Engage intern teachers	Teacher interns engaged	No of teacher interns.	100,000	20,000	20,000	20,000	20,000	20,000	4,800	4,800	4,800	4,800	4,800	**TSC**	
	Establish & support cluster teams for teachers in every zone	cluster teams established in every zone	No. of clusters teams established	2600	2,600	2,600	2,600	2,600	2,600	15	15	15	15	15	**TSC**	
	Establish and implement teacher competencies framework for effective curriculum implementation.	Teachers' competencies framework.	Teachers' competencies index.	100	1	1	0	0	0	1	1				**TSC**	
	Evaluate implementation of alternative methods in schools	Implementation of alternative methods in schools evaluated	percentage evaluation of implementation of alternative methods in schools	100	20	20	20	20	20	17	17	17	17	17	**TSC**	
	Implement and monitor the in-service program in schools	All teachers able to access the in - service programs	No of Teachers undertaking the program	550000	110000	110000	110000	110000	110000	2,220	2,220	2,220	2,220	2,220	**TSC**	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Induct all newly recruited teacher, interns and appointed HOIs	Newly recruited teachers, interns and HOIs inducted	Number of newly recruited teachers, interns and HOIs inducted.	111,870	23,374	23,374	23,374	23,374	23,374	36	36	36	36	36	TSC	D (TDM)
	Monitor and Evaluate implementation of TIMEC in all Counties annually	Implementation of TIMEC monitored.	Number of Counties monitored.	235	47	47	47	47	47	34	34	34	34	34	TSC	
	Monitor and provide feedback on TPAD and PC Implentation every term.	Implementation of PC and TPAD monitored	Monitoring reports	15	3	3	3	3	3	21	21	21	21	21	TSC	
	Monitor the impact of the clusters on Teacher performance	The impact of the clusters on Teacher performance monitored	The Teacher performance index	1	1	1	1	1	1	36	36	36	36	36	TSC	
	Provide school-based teacher coaching support.	school-based teacher coaching support provided.	Number of teachers coached	161026	28000	29960	32058	34303	36705	14	15	16	17	18	TSC	PSBE
	Recruit additional teachers	Additional teachers recruited annually	Number of teachers recruited.	111,870	22,374	22,374	22,374	22,374	22,374	21,418	21,440	21,415	21,445	21,413	TSC	D (Staffing)
	Retooling Teachers to improve their pedagogical skills (TPD)	Teacher needs identified and retooled	Identified Teacher needs.	100%	20%	20%	20%	20%	20%	15	15	15	15	15	TSC	
	Retooling Teachers to improve their pedagogical skills (TPD)	Retooled teachers	No of teachers retooled		20%	20%	20%	20%	20%	36	36	36	36	36	TSC	
Enhance staff in-service and professional development	Review teacher entry requirements	Teacher entry requirements reviewed	Number of Teacher entry requirements reviewed	100	1	1	0	0	1	2		2		2	TSC	D (TPM)
	Review the Teacher internship policy.	Teacher internship policy reviewed	Percentage completion of the review of	100		100%			0		3				TSC	D (Staffing)
	Roll out and implement the reviewed staffing norms	reviewed Staffing Norms rolled out.	No of copies published	100%	1	1	1	1	1	105	450	903	2	2	TSC	

Strategy	Key Activities	Expected Output	Output I ndicators	Target for 5 Yrs	Annual target					Amount in Million Kenya Shillings					Responsible	
					Y1	Y2	Y3	Y4	Y5	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Lead	Support
	Train champions on remote learning methodologies on curriculum delivery	champions on remote learning methodologies on curriculum delivery trained	Number of champions trained	23500	4,700	4,700	4,700	4,700	4,700	19	19	19	19	19	TSC	
	Train Educators on ICT integration programs such as digital apps.	Educators Trained on ICT integration programs such digital apps	Number of Educators Trained	16,105	2800	2996	3206	3431	3672	157	168	180	192	206	TSC	PSBE
	Train field officers in handling discipline cases	Field officers trained in handling discipline cases	No of field officers trained annually.	750	150	150	150	150	150	4	4	4	4	4	TSC	
	Train Educators to support English and Kiswahili skills acquisition in early years.	Educators trained to support English and Kiswahili skills acquisition in early years.	Number of Educators trained to support English and Kiswahili skills acquisition in early years.	333547	58000	62060	66405	71054	76028	1,624	1,738	1,859	1,990	2,129	TSC	PSBE
	Train Teachers annually on TPAD and PC	Trained teachers	No. of teachers trained on TPAD & PC Training Report	25000	5,000	5,000	5,000	5,000	5,000	150	150	150	150	150	TSC	
	Train teachers for effective CBC & CBA implementation	Teachers trained on CBC	No of Teachers trained	200,000	50,000	50,000	50,000	50,000	50,000	300	300	300	300	300	TSC	
	Training Master trainers, TOT and champions on TIMEC	Master trainers, TOT and Champions trained.	No. of Master trainers, TOT and Champions trained.	3400	1700	0	1700	0	0	30		30		60	TSC	
Improve Human resource capacity	Review Teachers Performance Appraisal and Development	Teachers Performance Appraisal and Development reviewed	Percentage completion of the review of Teachers performance Appraisal	100	50	50				4	4				TSC	BE
SI5: Crosscutting, Pertinent, and contemporary issues																
SG5: To promote mainstreaming of cross cutting, pertinent and contemporary issues in education sector																
KRA 5.1: Crosscutting, Pertinent, and contemporary issues																
O5.1.1: cross cutting, pertinent and contemporary issues mainstreamed in Education, Training and Research																
SO5.1.1: To mainstream cross cutting, pertinent and contemporary issues in Education, Training and Research																
Strengthen community service learning	Strengthening the community of practice among teachers.	Strengthening community of practice among teachers strengthened	Number of communities of practice strengthened	2600		1300	1300			-	4	4	4	4	TSC	

6.1.2 Annual Work Plan and Budget

The Annual Work Plan and Budget (AWP&B) is a critical tool in implementing this strategic plan. It outlines specific tasks, activities, and projects to be executed annually to achieve strategic objectives. AWP&B also allocate resources (finances and manpower) to ensure that planned initiatives are carried out effectively. By defining clear timelines, responsibilities, and performance targets, AWP&B facilitates accountability, transparency, and alignment with the overarching strategic plan. They serve as dynamic guides to help implementers adapt to changing circumstances and monitor progress towards achieving strategic goals while making informed decisions to optimize operational efficiency and effectiveness.

6.1.3 Performance Contracting

Performance contracting is aimed at improving efficiency and effectiveness in the management of the public service. It is an agreement between two parties that clearly specifies their mutual performance obligations, intentions and responsibilities. The Cabinet Secretary responsible for Education will sign the contract with H.E the President. Similarly, The CS will sign the PC Contracts with his Principal Secretaries while the Principal Secretary will sign the annual contracts with the Heads of Directorates. Staff Performance Appraisals are undertaken for all staff which ensures that they implement assigned tasks to realize the objectives of the plan. MOE targets in the Performance contract documents will be derived from NESSP 2023-2027 which ensure that the plan is aligned and mainstreamed to the annual performance contract.

6.2 Coordination Framework

The coordination framework for implementing NESSP 2023-2027 is a well-structured and cohesive approach that ensures the effective realization of MOE's goals. At its core, the institutional framework is designed with clear hierarchies and responsibilities, fostering accountability and transparency. Staffing levels are optimized to match the plan's requirements, with a focus on recruiting individuals possessing requisite skill sets and competencies to cover a wide range of technical and vocational education needs. Strong leadership is emphasized, with visionary leaders who provide direction, motivation, and strategic guidance to the workforce. Systems and procedures are meticulously crafted to enable efficient workflow, data management, and performance tracking to facilitate the successful execution of the NESSP. To ensure effective implementation of NESSP 2023-2027, a secretariat of sixteen members drawn from the three state departments will be constituted to spearhead the overall implementation of the Plan. A Team Leader will be identified to coordinate implementation of each Key Result area (KRA). Each Team Leader will be supported by three other officers drawn from the State Departments, TSC and SAGAs. The Directorate of Planning will Chair the secretariat on an annual rotational basis. Monthly, quarterly, annual, mid-term and end term reviews will be done.

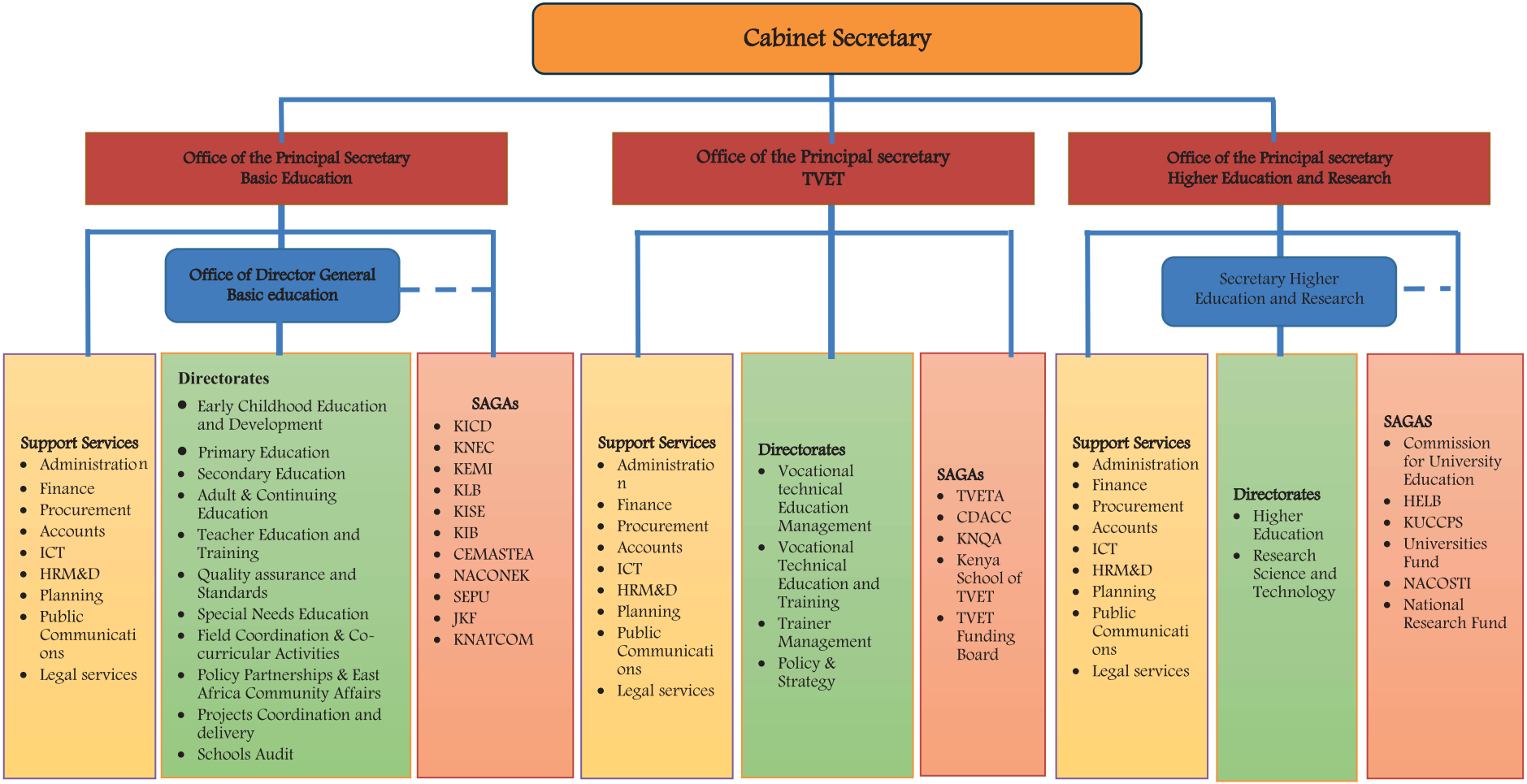
6.2.1 Institutional Framework

The institutional framework encompasses the organizational structure, policies, procedures, and decision-making mechanisms within an entity. It serves as the backbone for translating strategic objectives into actionable steps by defining roles, responsibilities, and accountability mechanisms. It establishes a clear hierarchy of authority and fosters alignment across various departments, ensuring that resources are allocated efficiently, and that the strategic plan's goals and objectives are pursued effectively. Additionally, it helps in adapting to changing circumstances and provides a platform for monitoring progress, evaluating outcomes, and making necessary adjustments to ensure the successful execution of the strategic plan.

6.2.1.1 Organizational Structure of the Ministry

The Education Sector is headed by the Cabinet Secretary Ministry of Education. Below this are the State Departments for TVET, Higher Education and Research, and Basic Education, each headed by a Principal Secretary. The State Department consists of directorates/ departments/ units and SAGAs.

Figure 6.3: Organizational structure for the Ministry of Education



6.2.2 Staff Establishment, Skills Set and Competence Development

The approved established for the Ministry of Education is as presented beneath

Table. 6.2. Staff Establishment

Cadre	Approved Establishment (A)	Optimal Staffing Levels (B)	In-Post (C)	Variance D= (B-C)
Cabinet Secretary	1	1	1	0
A. STATE DEPARTMENT FOR BASIC EDUCATION				
Principal Secretary	1	1	1	0
Education Officers	1354	1354	652	-702
Quality Assurance & Standards Officers	2603	2603	447	-2156
Schools Auditor	475	475	235	-240
Adult Education Officer	761	761	43	-718
Adult Education Instructors	1938	1938	851	-1087
Lecturers	65	65	1	-64
Administrative Cadres	5	5	6	1
Human Resource Management & Development	17	30	30	13
Accountant	24	24	21	-3
Economist /Statistician	6	6	7	1
Finance Officer	7	7	6	-1
Supply Chain Management	18	18	29	11
State Counsel	2	2	1	-1
Librarian	4	4	3	-1
Public Communications	3	3	10	7
Records Management Officers	34	34	33	-1
Information Communication & Technology Officers	10	10	14	4
Counselor	2	2	2	0
Office Administrative Services	455	455	169	-286
Drivers	447	447	224	-223
Clerical Officers	832	832	681	-151
Support Staff	435	832	772	337
Artisan	0	12	12	12
Civilian Security	5	5	5	0
Hospitality	75	75	6	-69
Coxswain	4	4	1	-3
Youth Officers	0	5	1	1
Advisor	0	1	1	1

Cadre	Approved Establishment (A)	Optimal Staffing Levels (B)	In-Post (C)	Variance D= (B-C)
Advisor	0	1	1	1
TOTAL	**9583**	**10012**	**4266**	**-5317**
B. STATE DEPARTMENT FOR TVET				
Administrative Services	3	13	7	6
Accounts Unit	4	10	10	0
Supply Chain Management	4	9	9	0
Human Resource Management and Development	7	20	16	4
Public Communications	2	5	2	3
Information Communication Technology	3	5	5	0
Legal Services Unit	1	1	1	0
Transport Unit	16	30	26	4
Clerical Officers	4	30	26	4
Record Management Unit	4	8	3	5
Messengerial Services/SS	13	24	20	4
Secretarial /Office Administrators	10	40	37	3
Telephone Services	0	2	1	1
Finance	3	7	5	2
Central Planning and Project Monitoring	7	8	6	2
Secretary Vocational and Technical Education	4	4	0	4
Directorate of vocational & Technical Education Management (DVET)	32	32	7	25
Directorate of Vocational & Technical Education Training (DTE)	33	33	33	0
Regional Offices	32	32	13	19
Technical Trainers Unit	9095	12000	7444	4556
TOTAL	**9277**	**12313**	**7671**	**4642**
STATE DEPARTMENT FOR HIGHER EDUCATION AND RESEARCH				
Principal Secretary	1	1	1	0
Advisor	0	1	1	1
Administration Services	3	4	4	0
Human Resource Management / Development	4	8	8	4
Central Planning and Planning Unit	2	5	2	0

Cadre	Approved Establishment (A)	Optimal Staffing Levels (B)	In-Post (C)	Variance D= (B-C)
Supply Chain Management Unit	3	11	11	8
Finance Division	3	5	5	2
Accounts Section	4	10	10	6
Public Communication Unit	2	2	2	0
Information Communication Technology Unit	2	6	6	4
Legal Services	1	2	2	1
Records Management Section	2	4	4	2
Clerical Officer Cadre	5	16	16	11
Office Administrator's Cadres	11	17	17	6
Library Section	1	1	0	1
Drivers	8	17	17	9
Support Staffs	8	16	16	8
Directorate of Research Science & Technology	21	21	20	-1
Directorate of University Education	35	35	33	-2
SUB TOTAL	**116**	**177**	**177**	**-61**

Table 6.3: Skills Set and Competence Development

Cadre	Skills Set	Skills Gap	Competence Development
A. STATE DEPARTMENT FOR BASIC EDUCATION			
• Senior Management/ Functional Heads	• Phd, Masters, bachelor's degrees	• Advanced Leadership Skills • Change Management skills • Strategic Leadership skills • Management of programmes and projects. • Environment and social safeguards management • Monitoring and Evaluation of Programmes and projects. • Policy formulation and implementation • Advanced ICT Skills	• Strategic Leadership & development Program (SLDP)

Cadre	Skills Set	Skills Gap	Competence Development
• Middle Management / Technical Staff	• Bachelor's degrees, High National diplomas/ / post-graduate qualifications	• Report Writing skills. • Presentation Skills • Budget Preparation Skills • Business Re-Engineering Skills • Counseling Skills • Speech Writing Skills • Advanced ICT Skills	• Senior Management Course (SMC) • Guidance & Counselling Course • Speech /Report Writing Course • Budget Preparation Course
• Operative Staff	• Diploma and certificates qualifications	• Supervisory Skills • Report Writing Skills • Analytical Skills • Team Playing Skills • Counseling Skills • Budget Preparation Skills	• Supervisory Course • Customer Care Management • Public Relation Course
• Support Staff	• Secondary Education qualification	• Record Management skills • Public Relations skills • Communication Skills • ICT skills • Effective supervisory skills • Security management. • Defensive driving	• Supervisory Course • Customer Care Management • Public Relation Course
A. STATE DEPARTMENT FOR TVET			
• Administrative Services	• Communication Skills • IT and Technology Proficiency • Organization and time management • Record keeping and documentation • Team work	• Ineffective communication skills. • Deficiencies in Digital Literacy and Technology Proficiency.	• Training on communication skills. • IT and Technology training. • Change/ succession management training. • Project management and report writing training. • Continuous Professional Development programs

Cadre	Skills Set	Skills Gap	Competence Development
			• Supervisory management skills • Senior Management Course • SLDP
• Accountants and Finance officers	• Financial Management and analysis. • Budgeting and forecasting • Accounting Software Proficiency • Bookkeeping • Ethical judgment • Legal and regulatory knowledge	• Lack of skills in identifying and managing financial risks. • Lack of Audit preparedness skills. • Lack of regulatory compliance knowledge. • Lack of financial analysis skills.	• CPD • Financial management and budgeting and forecasting training. • Certified Public Accountant (CPA) or Chartered Accountant (CA). • Bookkeeping training. • Financial analysis and reporting training.
• Supply Chain Management	• Financial Management • Interpersonal Skills • Inventory management • Time management • Data Analysis • Legal and Regulatory Knowledge • Communication Skills • IT and Technology Proficiency • Commitment to quality • Sense of ethics and values	• Lack of skills in identifying and managing financial risks. • Lack of negotiation skills. • Lack of regulatory compliance knowledge. • Inventory management skills. • Contract management skills. • lack of prudent budget management follow up	• CPD • Financial risk management training. • Negotiation skills training. • Inventory management training • Regulatory compliance training • Contract and prudent budget management training. • Senior Management Course • SLDP • IT and Technology Training
• Human Resource Management and Development	• Data Analysis skills • Communication Skills • IT and Technology Proficiency skills	• Lack of proficiency in data analytics and using HR metrics. • Ineffective communication. • Lack of knowledge on HR software.	• Senior Management Course • SLDP • CPD • Technology Training

Cadre	Skills Set	Skills Gap	Competence Development
	• Cultural Sensitivity skills • Interpersonal Skills • Training and Development • Performance Management • Leadership and Teamwork • Strategic Planning • Budgeting and Financial Management • Ethical and Confidentiality Standards • HR Information Systems (HRIS) • Change/ succession Management	• Limited understanding of cultural nuances impacting HR practices and Challenges in promoting an inclusive and culturally sensitive work environment • Limited knowledge of the latest trends and methodologies in training and development • Insufficient training in maintaining confidentiality in high-pressure situations • Limited knowledge of advanced features and functionalities of HRIS and challenges in utilizing HRIS for data-driven decision-making.	• Diversity and Inclusion Training • Conflict Resolution Workshops • Effectiveness Assessment Training • Performance Appraisal Workshops • HRIS Training Programs • Financial Management Courses • Ethics Training Programs • Analytics Training • Policy Awareness Sessions • Strategic HR Planning Courses • Diversity and Inclusion Training
• Public Communications	• Interpersonal Skills • Digital literacy • Content creation • Report writing • Policy advocacy • Presentation skills • Ethics and values	• Public speaking and presentation skills. • Media relations • Digital and social media proficiency. • Content creation and storytelling skills.	• Public speaking and presentation training. • CPD • Media relations training • Digital and social media training. • Content creation training. • Supervisory management skills • Senior Management Course • SLDP
• Information Communication Technology	• IT and Technology Proficiency • Data Analysis • Computer Networking	• Lack of Cyber security skills • Lack of Data management and analytics skills.	• Cyber security training • Data management and analytics training.

Cadre	Skills Set	Skills Gap	Competence Development
	• Programming and coding • Cybersecurity • Data coding • Virtualization to make workloads manageable	• Lack of IT vendor management skills. • Network and cloud computing skills. • Programming and coding skills.	• IT vendor management training • Network and cloud computing training. • Programming and coding training. • Supervisory management skills • Senior Management Course • SLDP
• Legal Services Unit	• Legal and Regulatory Knowledge • Communication Skills	• Specialized Legal Knowledge. • Enhancing communication skills, including effective written and verbal communication. • Regulatory Compliance. • Alternative Dispute Resolution (ADR) skills.	• CPD • SMC • SLDP • Communication skills and report writing training • Dispute resolution training • Supervisory management skills
• Transport Unit	• Interpersonal Skills • Communication Skills • First Aid • Defensive driving • Fleet management • Logistics • Time management • Budgeting	• Communication and Customer Service • Enhancing communication skills, including effective written and verbal communication. • Safety Regulations and Compliance • Fleet Management • Transportation Technology • Transportation Law and Regulations	• Communication and customer relations training. • Safety regulations trainings • Fleet management and transportation training • Transportation Law and regulations training. • Supervisory management skills • Senior Management Course • SLDP
• Clerical Officers	• Communication Skills • Interpersonal Skills	• Data Entry and Accuracy	• Data entry and accuracy training.

Cadre	Skills Set	Skills Gap	Competence Development
	• IT skills • Records management	• Communication Skills to enhance written and verbal communication skills. • Proficiency in organizing files, documents, and records • Developing strong customer service skills • Understanding and adhering to confidentiality and data privacy guidelines	• Communication skills training. • Files, documents, and records organization training • Customer service training • Confidentiality and data privacy training. • Microsoft Office Specialist (MOS) and Certified Administrative Professional (CAP) training. • Supervisory management skills
• Record Management Unit	• Communication Skills • Interpersonal Skills • IT skills • Digital literacy • Records management	• Digital Record Management • Data Classification and Organization • Information Security and Privacy • Records Auditing and Compliance • Documentation Standards • Continuous Learning and Technology Adoption	• Digital record management training • Data classification and organization training. • Records Auditing, documentation standards and Compliance training • Information Security and Privacy training. • Certified Records Manager (CRM) or Certified Information Professional (CIP) training.
• Messengerial Services/SS	• Communication Skills • Interpersonal Skills	• Communication Skills • Record-Keeping • Customer Service • Resource Management • Time Management	• Communication skills and customer relations training • Record keeping training • Resource management skills training. • Time management skills training

Cadre	Skills Set	Skills Gap	Competence Development
• Secretarial /Office Administrators	• Communication Skills • Interpersonal Skills	• Communication Skills • Organizational Skills • Digital Literacy • Confidentiality and Integrity • Meeting and Event Coordination • Problem-Solving Skills	• Organizational and communication skills training. • Digital literacy training. • Confidentiality and integrity skills training. • Meeting and event coordination skills training. • Problem solving skills training. • Certified Administrative Professional (CAP) or Microsoft Office Specialist (MOS) training.
• Telephone Services	• Communication Skills • IT and Technology Proficiency	• Communication Skills • Active Listening • Problem-Solving Skills • Technology Proficiency • Crisis Management	• Communication, problem solving, and active listening Skills training. • Technology proficiency and crisis management skills training. • Certified Customer Service Professional (CCSP) training.
• Finance	• Financial Management • Interpersonal Skills • Problem-Solving	• Financial Analysis • Financial Reporting • Risk Management • Regulatory Compliance • Cash Flow Management • Cost Control and Expense Management • Ethical and Professional Conduct	• Financial analysis and reporting skills training. • Financial Risk management skills training. • Cash flow management, cost control and expense management skills training. • regulatory compliance and ethical and professional conduct training.

Cadre	Skills Set	Skills Gap	Competence Development
			• CPD • SMC • SLDP • CFA • CMA
• Central Planning and Project Monitoring	• Policy Development • Program Management • Monitoring and Evaluation • Data Analysis • Communication Skills • IT and Technology Proficiency • Interpersonal Skills • Problem-Solving • Cultural Sensitivity • Leadership and Teamwork	• Project Management Skills to enhance project planning, scheduling, budgeting, and risk management. • Proficiency in data analysis, performance measurement, and reporting to track project progress and outcomes. • Quality assurance and control skills to ensure project deliverables meet established quality standards. • Project management software and tools, such as Microsoft Project or Trello.	• Project management skills training. • Data analysis skills training. • Quality assurance and control skills training. • Project management software skills training • Project Monitoring and evaluation skills training. • SMC • SLDP • CPD
• Secretary Vocational and Technical Education	• Communication Skills • Interpersonal Skills • Problem-Solving • Leadership and Teamwork	• Digital Literacy • Administrative Efficiency such as scheduling, record-keeping, and resource allocation • Event and Program Coordination including event organization, organizing events, workshops, and educational programs.	• Digital literacy and administrative skills training. Event and program coordination skills training. • Program Evaluation and Assessment skills training. • Resource allocation and budget management training. • Quality assurance mechanisms training. • Technical Infrastructure training.

Cadre	Skills Set	Skills Gap	Competence Development
• Vocational & Technical Education Officers	• Education and Training Expertise (pedagogy) • Assessment and Certification • Curriculum Development • Data Analysis • Communication Skills • IT and Technology Proficiency • Financial Management • Interpersonal Skills • Legal and Regulatory Knowledge • Problem-Solving • Leadership and Teamwork • Project management • Report writing • Funding proposal writing	• CBET curriculum development and assessment. • Quality assurance • Teacher Training and Continuous Professional Development • Project management • Report writing • Funding proposal writing • Collaboration skills	• Curriculum Development and Design training. • Program Evaluation and Assessment training. • Resource allocation and budget management training. • Continuous professional development. • Quality assurance mechanisms • Digital skills • Technical Infrastructure to ensure vocational and technical institutions have access to modern equipment and technology relevant to their respective industries. • Technology Integration into vocational and technical education, including online learning platforms, virtual labs, and digital resources. • Supervisory management skills • Senior management Course • SLDP
• Technical Trainers	• Subject Matter Expertise • Teaching and Facilitation	• Revise and update the TVET curriculum • Designing assessments	• Encourage continuous professional development for staff and

Cadre	Skills Set	Skills Gap	Competence Development
	• Curriculum Development • Assessment • Data Analysis • Communication Skills • IT and Technology Proficiency • Financial Management • Interpersonal Skills • Problem-Solving • Cultural Sensitivity • Leadership and Teamwork • Adaptability • Project Management	• Establish partnerships • Implement robust quality assurance • Teacher Training and Continuous Professional Development	• instructors to stay up-to-date with industry-specific skills and teaching methodologies • Conduct workshops on designing effective TVET curricula and assessments • Curriculum Development and Design. • Program Evaluation and Assessment. • Develop skills in resource allocation and budget management to ensure efficient use of funds for program development, equipment acquisition, and staff training. • Establish quality assurance mechanisms to maintain program standards. • Technical Infrastructure to ensure vocational and technical institutions have access to modern equipment and technology relevant to their respective industries.
			• Technology Integration including online learning platforms, virtual labs, and digital resources.

Cadre	Skills Set	Skills Gap	Competence Development
C. STATE DEPARTMENT FOR HIGHER EDUCATION AND RESEARCH			
• Administrative Services	• Communication Skills • IT and Technology Proficiency • Leadership skills		
• Research Officers	• Analytical Skills, • Interpersonal Skills • Communication Skills • Leadership Skills • IT and Technology Proficiency	• Transformative Leadership • Advanced ICT Skills	
• Education Officers	• Analytical Skills, • Interpersonal Skills • Listening Skills • Legislation Skills • Communication Skills • Leadership Skills • IT and Technology Proficiency	• Communication skills	
• Human Resource Management and Development	• Data Analysis • Legal and Regulatory Knowledge • Communication Skills • IT and Technology Proficiency • Financial Management • Cultural Sensitivity • Counseling Skills	• Data management skills	
• Legal Services Unit	• Legal and Regulatory Knowledge • Communication Skills	• Policy and legal	
• Transport Unit	• Interpersonal Skills • Communication Skills	• Interpersonal skills	

Cadre	Skills Set	Skills Gap	Competence Development
• Accounts Unit	• Financial Management	• Financial audits	
• Supply Chain Management	• Financial Management • Interpersonal Skills • Communication skills	• Public procurement • Communication	
• Public Communications	• Interpersonal Skills	• Communication Skills	
• Record Management Unit	• Communication Skills • Interpersonal Skills	• Communication Skills	
• Clerical Officers	• Communication Skills • Interpersonal Skills	• Communication Skills	
• Secretarial /Office Administrators	• Communication Skills • Interpersonal Skills	• Communication Skills	
• Telephone Services	• Communication Skills • IT and Technology Proficiency	• Communication Skills	

6.2.3 Leadership

The top management in the education sector is dedicated to meeting or exceeding customer expectations by ensuring that the sector objectives and strategies lead toward continual improvement and prevention of issues that reduce the ability to meet set strategic goals. Establishment of a strategic sector plan and Quality Policy and dedicating the resources necessary to ensure proper implementation of these Policies, coupled with the Goals and strategic Objectives established in the sector strategic plan demonstrates management's commitment. Periodic performance contracting evaluation and Quarterly Reviews ensure that management is effectively monitoring the progress of the various initiatives and objectives of the organization.

The sector structure covers the following levels: National, Regional, County, and Sub-County up to institutional level. Each of the levels has been given specific roles and responsibilities which complement each other and ensure provision of quality education to all Kenyans. In addition, the sector has support Departments where all other sections fall including Central Planning Unit, Accounts, Supply Channel Services, Human Resource Management, Public Communication,

Legal Services, ICT and Finance. The vertical and horizontal working relationship of the various actors is shown in the appendix I and the roles and responsibilities are expounded in appendix II.

6.2.4 Systems and Procedures

The Education Sector establishes and implements documented plans and procedures that describe the processes identified for the key result areas and the controls required for the provision of products and services in cognizance of the sector objectives, the potential for planned or unintended change, and the risks and opportunities identified by the sector. During the planning phase, Top management, and other responsible personnel identify the following parameters:

i. Objectives and requirements for the product or service;
ii. Verification, validation, monitoring, inspection and test requirements;
iii. Documented information to demonstrate conformity;
iv. Related risks and opportunities;
v. Resources necessary to support the ongoing operation and maintenance of the product.

The output of this planning activity includes annual work plans, annual budgets, processes, procurement plans, procedures and design outputs.

6.3 Risk Management Framework

MOE will adopt a strategic risk management approach in the implementation of NESSP 2023-2027. This entails the identification, analysis, evaluation and management of hazards likely to threaten achievement of the objectives spelt-out under each key result area of the plan. Further, the ministry will accommodate risks associated with educational transformation, innovations and are commensurate with the potential reward - outcome. The following risks were identified.

6.3.1 Changes in government Policies

Changes in Government policies: Changes in government policies can result in a major shift in government priorities. Change in priority programmes leads to shift in resource allocation away from the planned programmes with seriously negative impact on the implementation of a strategic plan. It also drifts efforts away from planned programmes.

6.3.2 Inadequate Funding

Strategic plan implementation is anchored on adequacy resources. Other competing GOK priorities and other emergent demand areas may result in budget cuts that affect implementation of programmes. Inflationary pressure may also result in reduced financial resources with serious implications on implementation of planned programmes

6.3.3 Political interference in project implementation

Political interference in project implementation poses a significant risk to the MOE's strategic plan. This interference is often manifested through different ways, such as political pressure to prioritize certain projects over others, alterations to project scopes to align with political agendas, or the imposition of specific timelines based on political considerations rather than educational needs. The impact of such interference is detrimental, leading to a distortion of MOE 's strategic goals and priorities. In addition, projects may be diverted from their intended educational focus as well as resources allocated in a manner inconsistent with the educational needs of the population.

6.3.4 Inadequate human capital

Human capital is the intangible economic value of a worker's experience and skills. This includes factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality. Skills provide economic value because a knowledgeable workforce will lead to increased productivity hence improved implementation of planned programmes. GOK had put freeze on employment of workers including education managers for nearly a decade now. Majority of current education managers are aging and i a big percentage may retire within the next five years. The risk is inadequate human capital to implement NESSP in the next five years.

6.3.5 Emerging technology

With the rapid changes in technology risk associated with purchase of obsolete hardware or software are with us if not a step away from us. You never know when the technology you hold dear will be declared obsolete notwithstanding the capital outlay one may have spent to acquire one. Ethical issues with regards to wellbeing of leaners both physically, physiologically, mentally have been with us since the advent of uncontrolled social media use by the society and more so the young learners.

6.3.6 Litigation

Litigation can result in Resource Diversion where resources are allocated away from strategic initiatives to cover legal fees, settlement costs, and the time and effort required to respond to legal proceedings resulting in delay or disruption in implementation of strategic priorities. It may also result in Operational Distraction where key decision-makers may be preoccupied with legal matters, diverting their attention away from strategic planning, execution, and day-to-day operations. This impedes progress on strategic initiatives. Litigation will also result in Uncertainty and Risks where they complicate strategic decision-making and planning processes. This may lead to reassessing strategic priorities, objectives, and risk profiles in light of legal challenges and potential liabilities. Uncertainty surrounding the outcome of litigation can also impact on financial projections, investment decisions, and resource allocation strategies, leading to delays or adjustments in the plan implementation.

6.3.7 Poor corporate image

A poor corporate image leads to loss of stakeholder trust and confidence. Stakeholders may become hesitant to support or engage with the strategic plan. This lack of trust can undermine efforts to implement strategic initiatives effectively. Secondly, there will be difficulty attracting talent resulting in MOE not being able to attract and retain top talent. Prospective employees may be reluctant to join MOE with a poor reputation and existing employees may become disengaged or seek employment elsewhere. The loss of skilled personnel can hinder the execution of strategic objectives and impede organizational performance. A poor corporate image can strain relationships with business partners, suppliers, and other external stakeholders. Partnerships and collaborations may be jeopardized as other organizations seek to distance themselves from the negative associations of MOE. This can hinder MOE's ability to leverage external resources, expertise, and support for strategic plan implementation.

6.3.8 Disasters

Disasters /catastrophes may be natural or man-made. Depending on the cause and magnitude, the occurrence of a disaster affects the implementation, even of a well thought project. It is therefore necessary to assess the disasters that are likely to affect the implementation of NESSEP. To ensure successful implementation of this plan it will be necessary for the state holders to focus on prevention, mitigation and preparedness against any calamities that may occur.

6.3.9 External influence

Kenyan education sector depends on participation from external partners to give their inputs, in order to achieve the goal of education. Sometimes these inputs pose some risks which in the implementation of programs and projects which were not considered as a priority to the Kenyan education. Their implementation is likely to results in loss of money and time. In addition, these programmes may disrupt smooth flow of the outlined workplan and may cause delays in work plan implementation or total failure in some outlined activities. In universities, external influence results to inappropriate efforts to alter or direct the university's research agenda into particular areas of research. This may occur through subtle forms of undue influence and engagement, and through funding arrangements that may also lead to a loss of future value and/or control of intellectual property. It is anticipated that risk management will be an integral part of management processes in MOE. Risk management framework is tabulated in Table 6.4.

Table 6.4: Risk Management Framework

S/No.	Risks	Risk Likelihood (L/M/H)	Severity (L/M/H)	Overall Risk Level (L/M/H)	Mitigation Measure(s)
1.	Changes in GOK Policies.	L	H	H	• Align to government policy changes
2.	Inadequate Funding	H	M	H	• Strengthen resource mobilization and phased implementation of projects
3.	Political interference in project implementation	H	M	H	• Strengthen legal provisions
4.	Inadequate human capital	H	L	H	• Outsourcing some specialized services
5.	Emerging technology	H	L	H	• Strengthen systems to adapt to changes
6.	Litigation	M	M	H	• Proper working relations with the AG and aggrieved
7.	Poor corporate image	L	H	H	• Communication strategy under the designated MoE spokesperson
8.	Disasters	M	H	H	• Disaster risk reduction and management framework
9.	External influence	M	H	H	• Prepare frameworks to guide interactions with external stakeholders.

CHAPTER SEVEN:
RESOURCE REQUIREMENTS AND MOBILIZATION STRATEGIES

This chapter outlines the financial resource requirements projected as per Key Result Area and corresponding activities for a five-year period. In addition to the costs, the chapter presents the financing gaps of implementing the strategies given the prospective resources that are likely to be available in the sector.

7.1 Financial Requirements

The financial requirement for implementation of NESSP increases over the period due to the ongoing education sector reforms. In the state department for basic education, the financial requirement for 2023/24 stands at **Ksh. 198,787.40** million increasing to **Ksh. 236,962.11** million in 2027/28 translating to 20.2 % increase. In the TVET sub-sector the financial requirement for 2023/24 stands at **Ksh. 32,454.00** million increasing to **Ksh. 35,164.00** million in 2027/28 translating to 8.3% increase. In the Higher Education sub-sector, the financial requirement for 2023/24 stands at **Ksh. 251,391.00** million increasing to **Ksh. 386,963.00** million in 2027/28 translating to 53.9% increase.

The state department of Higher Education and Research has the highest deficit in the resource allocated of **Ksh 932.1** billion over the five-year period, they are followed by the state department for Basic education with a deficit of **Ksh 388.2** billion. This deficit is largely contributed by the requirements under the learner support services, which is the KRA with the highest resource requirement of **Ksh 1,779** Billion. This is besides the administrative cost that **Ksh 2,686.2** Billion. Table 7.1 A. summarizes the financial requirements per sub sector over the 5-year period while Table 7.1 b indicates financial requirements as per the 10 KRAs.

Table 7.1 A: Financial Requirements for Implementing the Sector Strategic Plan

Cost Item (KRA)	Projected Resource Requirements (Ksh. Mn)					
	2023/24	2024/25	2025/26	2026/27	2027/28	Total
Basic Education						
KRA 1.1: Infrastructural development	20,200.10	21,302.00	19,928.30	20,805.10	21,738.70	103,974.20
KRA 1.2: Learner support services	119,035.30	141,429.50	137,615.70	143,996.60	151,434.80	693,511.90
KRA 2.1: Equity and inclusion	11,630.30	9,127.00	9,517.60	10,042.90	5,325.80	45,643.60

Cost Item (KRA)	Projected Resource Requirements (Ksh. Mn)					
	2023/24	2024/25	2025/26	2026/27	2027/28	Total
KRA 3.1: Curriculum and Assessment	15,195.40	20,004.22	23,957.01	24,957.92	25,441.52	109,556.07
KRA 3.2: Educators and researchers management	221.45	2,217.19	211.72	210.89	208.25	3,069.50
KRA 3.3: Accreditation, Quality Assurance, and standards	617.20	705.84	731.09	786.34	841.42	3,681.89
KRA 3.4: Research Innovation and commercialization	58.42	68.42	54.46	48.50	48.50	278.30
KRA 4.1: Policy and Legal frameworks	82.50	241.20	173.20	151.20	141.40	789.50
KRA 4.2: Institutional and system Capacity development	315.13	830.18	811.73	816.19	899.75	3,672.98
KRA 5.1: Crosscutting, Pertinent, and contemporary issues	1,504.10	1,633.87	1,627.20	1,651.38	1,733.47	8,150.02
Administrative Costs	29,927.50	27,755.50	28,115.50	28,635.50	29,148.50	143,582.50
Total	**198,787.40**	**225,314.92**	**222,743.51**	**232,102.52**	**236,962.11**	**1,115,910.46**
Technical, Vocational Education and Training						
KRA 1.1: Infrastructural development	3,436.00	3,500.00	5,015.00	6,180.00	8,720.00	26,851.00
KRA 1.2: Learner support services	5,740.00	5,885.00	5,792.00	3,424.00	1,310.00	22,151.00
KRA 2.1: Equity and inclusion	154.00	474.00	579.00	679.00	699.00	2,585.00
KRA 3.1: Curriculum and Assessment	1,693.00	2,113.00	2,314.00	2,286.00	2,270.00	10,676.00
KRA 3.2: Educators and researchers management	330.00	332.00	335.00	340.00	340.00	1,677.00
KRA 3.3: Accreditation, Quality Assurance, and standards	80.00	101.00	126.00	118.00	122.00	547.00
KRA 3.4: Research Innovation and commercialization	45.00	61.00	58.00	63.00	73.00	300.00
KRA 4.1: Policy and Legal frameworks	35.00	44.00	35.00	30.00	40.00	184.00
KRA 4.2: Institutional and system Capacity development	169.00	383.00	426.00	374.00	524.00	1,876.00
KRA 5.1: Crosscutting, Pertinent, and contemporary issues	104.00	137.00	193.00	307.00	398.00	1,139.00
Administrative Costs	20,668.00	20,668.00	20,668.00	20,668.00	20,668.00	103,340.00
Total	**32,454.00**	**33,698.00**	**35,541.00**	**34,469.00**	**35,164.00**	**171,326.00**
Higher Education and Research						
KRA 1.1: Infrastructural development	7,246.00	7,888.00	6,501.00	6,382.00	4,594.00	32,611.00
KRA 1.2: Learner support services	148,870.00	175,574.00	223,407.00	229,487.00	265,983.00	1,043,321.00
KRA 2.1: Equity and inclusion	280.00	567.00	580.00	585.00	590.00	2,602.00

Cost Item (KRA)	Projected Resource Requirements (Ksh. Mn)					
	2023/24	2024/25	2025/26	2026/27	2027/28	Total
KRA 3.1: Curriculum and Assessment	172.00	355.00	1,102.00	1,315.00	747.00	3,691.00
KRA 3.2: Educators and researchers management	46.00	71.00	81.00	81.00	61.00	340.00
KRA 3.3: Accreditation, Quality Assurance, and standards		2,430.00	3,631.00	3,615.00	2,407.00	12,083.00
KRA 3.4: Research Innovation and commercialization	363.00	463.00	429.00	497.00	454.00	2,206.00
KRA 4.1: Policy and Legal frameworks	18.00	98.00	43.00	33.00	33.00	225.00
KRA 4.2: Institutional and system Capacity development	68.00	717.00	564.00	474.00	510.00	2,333.00
KRA 5.1: Crosscutting, Pertinent, and contemporary issues	33.00	81.00	57.00	33.00	33.00	237.00
Administrative Costs	94,295.00	92,495.00	96,322.00	103,936.00	111,551.00	498,599.00
Total	**251,391.00**	**280,739.00**	**332,717.00**	**346,438.00**	**386,963.00**	**1,598,248.0**
Teacher Service Commission						
KRA 1.1: Infrastructural development		200.00				200.00
KRA 1.2: Learner support services	96.60	103.40	110.60	118.40	126.70	555.70
KRA 2.1: Equity and inclusion	218.20	226.90	226.90	226.90	226.90	1,125.80
KRA 3.2: Educators and researchers management	31,115.80	31,579.46	32,169.45	31,411.03	31,595.02	157,870.76
KRA 4.2: Institutional and system Capacity development	3.50	3.50				7.00
KRA 5.1: Crosscutting, Pertinent, and contemporary issues	-	3.75	3.75	3.75	3.75	15.00
Administrative Costs	322,646.00	369,438.00	389,404.00	416,191.00	442,978.00	1,940,657.00
Total	**354,080.10**	**401,555.01**	**421,914.70**	**447,951.08**	**474,930.37**	**2,100,431.26**
County Governments						
KRA 1.1: Infrastructural development	799.00	1,639.00	1,569.00	1,569.00	1,499.00	7,075.00
KRA 1.2: Learner support services	3,625.00	3,770.00	3,920.80	4,077.60	4,363.00	19,756.40
KRA 3.1: Curriculum and Assessment	2,178.20	2,228.20	2,301.20	2,367.44	2,436.92	11,511.96
KRA 5.1: Crosscutting, Pertinent, and contemporary issues	3.60	3.60	3.60	3.60	3.60	18.00
Total	**6,605.80**	**7,640.80**	**7,794.60**	**8,017.64**	**8,302.52**	**38,361.36**
Grand Total	**843,318.30**	**948,947.73**	**1,020,710.81**	**1,068,978.2**	**1,142,322.00**	**5,024,277.0**

Table 7.1 B: Financial Requirements for Implementing the NESSP 2023-2027

Cost Item (KRA)	Projected Resource Requirements (Ksh. Mn)					
	2023/24	2024/25	2025/26	2026/27	2027/28	Total
KRA 1.1: Infrastructural development	31,681.10	34,529.00	33,013.30	34,936.10	36,551.70	170,711.20
KRA 1.2: Learner support services	277,366.90	326,761.90	370,846.10	381,103.60	423,217.50	1,779,296.00
KRA 2.1: Equity and inclusion	12,282.50	10,394.90	10,903.50	11,533.80	6,841.70	51,956.40
KRA 3.1: Curriculum and Assessment	19,238.60	24,700.42	29,674.21	30,926.36	30,895.44	135,435.03
KRA 3.2: Educators and researchers management	31,713.25	34,199.65	32,797.17	32,042.92	32,204.27	162,957.26
KRA 3.3: Accreditation, Quality Assurance, and standards	697.20	3,236.84	4,488.09	4,519.34	3,370.42	16,311.89
KRA 3.4: Research Innovation and commercialization	466.42	592.42	541.46	608.50	575.50	2,784.30
KRA 4.1: Policy and Legal frameworks	135.50	383.20	251.20	214.20	214.40	1,198.50
KRA 4.2: Institutional and system Capacity development	555.63	1,933.68	1,801.73	1,664.19	1,933.75	7,888.98
KRA 5.1: Crosscutting, Pertinent, and contemporary issues	1,644.70	1,859.22	1,884.55	1,998.73	2,171.82	9,559.02
Administrative Costs	467,536.50	510,356.50	534,509.50	569,430.50	604,345.50	2,686,178.50
Grand Total	**843,318.30**	**948,947.73**	**1,020,710.81**	**1,068,978.24**	**1,142,322.00**	**5,024,277.08**

Table 7.2: Resource Gaps Analysis per Financial Year

Financial Year	Estimated Financial Requirements (KSh. Mn)	Estimated Allocations (KSh. Mn)	Variance (KSh. Mn)
State Department for Basic Education			
FY 2023/24	198,787.40	140,825	-57,962.40
FY 2024/25	225,314.92	141,962	-83,352.92
FY 2025/26	222,743.51	147,461	-75,282.51
FY 2026/27	232,102.52	148,033	-84,069.52
FY 2027/28	236,962.11	149,460	-87,502.11
Total	**1,115,910.46**	**727,741.00**	**-388,169.46**
State Department for TVET			
FY 2023/24	32,454.00	28,323.00	-4,131.00
FY 2024/25	33,698.00	28,768.00	-4,930.00
FY 2025/26	35,541.00	29,208.00	-6,333.00
FY 2026/27	34,469.00	29,302.00	-5,167.00
FY 2027/28	35,164.00	29,898.00	-5,266.00
Total	**171,326.00**	**145,499.00**	**-25,827.00**
State Department for Higher Education and Research			
FY 2023/24	251,391.00	128,604.00	-122,787.00
FY 2024/25	280,739.00	126,597.00	-154,142.00
FY 2025/26	332,717.00	133,382.00	-199,335.00

Financial Year	Estimated Financial Requirements (KSh. Mn)	Estimated Allocations (KSh. Mn)	Variance (KSh. Mn)
FY 2026/27	346,438.00	137,584.00	-208,854.00
FY 2027/28	386,963.00	139,973.00	-246,990.00
Total	**1,598,248.00**	**666,140.00**	**-932,108.00**

Teacher Service Commision			
FY 2023/24	354,080.10	322,646	-31,434.10
FY 2024/25	401,555.01	369,438	-32,117.01
FY 2025/26	421,914.70	389,404	-32,510.70
FY 2026/27	447,951.08	416,191	-31,760.08
FY 2027/28	474,930.37	428,676.73	-46,253.64
Total	**2,100,431.26**	**1,926,355.73**	**-174,075.53**

7.2 Resource Mobilization Strategies

The economic forecasting and the resource projection are used in this section to finance the costs established in the implementation plan. Table 7.1A and 7.1 B presents resource requirements for implementing the NESSP 2023-2027 while Table 7.2 shows the financing gap. Financing of programmes and projects will be primarily under budgetary allocation. To complement the exchequer component, the sector will prioritize activities, and broaden the resource channels as well as coordinate non-state actors for mobilization and effective utilization of resources. Cumulatively, the sector is likely to receive Ksh 3.47 trillion in budget appropriation over the 5-year plan implementation period against the plan cost of Kshs 5.02 trillion. To bridge the determined resource gap, the ministry will:

1. Develop a resource mobilization strategy
2. Develop a framework for sharing resources between the two levels of government, as well as education institutions
3. Develop a framework for public private partnerships

7.3 Resource Management

In implementing the strategic plan, MOE will ensure prudent resource utilization of allocated funds in strict conformity with the principles and frameworks of public finance. Cost saving measures will be implemented in every functional area in adherence to the subsequent circulars from the National Treasury. Strict adherence to accountability will be of key importance. MOE intends to adhere to the following strategies;

1. Strict adherence to the Public Finance Management 2015
2. Adherence to the Public Audit Act 2015, Public Procurement and Asset Disposal Act (2015) and its attendant Regulations (2020), and regulations as guided the National Treasury
3. Correct costing of programmes and projects to ensure proper resource allocation across the vote head.
4. Ensure all expenditure is within the education sector approved budget.

CHAPTER EIGHT:
MONITORING, EVALUATION AND REPORTING FRAMEWORK

This chapter presents the monitoring, evaluation and reporting framework for NESSP. It covers a systematic and continuous process of collecting and analyzing information based on the indicators, targets and provision of feedback. An implementation matrix with clear outcomes, outputs, output indicators and targets for the five-year duration plan is annexed to facilitate monitoring and evaluation of the Plan. The results of M&E will be used to make corrective actions, improve implementation of activities and also inform future plans NESSP.

8.1 Monitoring Framework

Monitoring the implementation of NESSP will act as an early warning system to detect potential bottlenecks and help to make adjustments where necessary. It will entail routine data collection, analysis and reporting and will track implementation of KRAs, strategic objectives, strategies, activities and expected outputs contained in Table 6.1. Monitoring will be jointly undertaken by MoE and its agencies who will form an Implementation Monitoring Committee composed of Directors. There shall be a Coordination Unit responsible for the overall coordination of monitoring of this plan. It will comprise the Central Planning and Project Management Directorates (CPPMDs) from Basic Education, TVET and University education. Statisticians from the Kenya Bureau of Statistics (KNBS) housed at the CPPMD will provide expertise in statistical analysis and report compilation. CPPMDs will consolidate quarterly and annual monitoring reports from various agencies using designated templates. Reports derived from Monitoring will be disseminated during stakeholder forums scheduled quarterly with a view to informing progress and recommendation of corrective actions.

8.2 Performance Standards

This section outlines the standards for tracking performance for the strategic plan. It provides a framework for systematically tracking and assessing the performance of the sector programs, ensuring that they meet their intended objectives and produce desired outcomes aligned to the acceptable norms of relevance, efficiency, effectiveness, success and sustainability. The Standards to be determined are;

1. Enrollment and Participation Rates which involves tracking the number of Learners/ students/ trainees enrolled in MoE programs and monitoring participation rates among different demographics, such as gender, age groups, and underrepresented communities.

2. Completion Rates which involve measuring the percentage of trainees who successfully complete their MoE programs and evaluating the graduation rates within the expected timeframe.
3. Employment and Placement Rates which involves assessing the percentage of MOE graduates who secure employment in their respective fields as well as monitoring the time it takes for graduates to find relevant employment after completing their training.
4. Industry Engagement and Partnerships will be obtained by gauging the number and quality of partnerships established with local industries and employers and measuring the relevance of MoE programs to industry needs through feedback and surveys.
5. Curriculum Relevance and Assessment which will involve evaluating the relevance and effectiveness of curriculum to align with industry advancements and assessing the incorporation of emerging technologies and skills into MoE programs.
6. Teacher, trainer instructor and lecturer Qualifications and Training which will involve monitoring the qualifications and professional development opportunities for Teachers, trainers, instructors and lecturers as well as ensuring that instructors are up-to-date with the latest teaching methodologies.
7. Resource Utilization obtained by tracking the efficient use of financial resources, equipment, and facilities in MoE centers and evaluating resource allocation against program demand.
8. Innovation and Research obtained by measuring the generation and implementation of innovative teaching methods and practices and monitoring research activities and the dissemination of knowledge within the Education and training sector.
9. Access and Inclusivity which involves evaluating the efforts to expand access to MoE programs, including outreach to underserved communities and ensuring that MoE facilities are accessible to individuals with disabilities.
10. Retention Rates obtained by assessing the percentage of trainees who continue their MoE studies beyond the initial enrollment phase and Identifying reasons for dropouts and implement retention strategies.
11. Graduate Skills Assessment which involves implement skills assessment tests or evaluations to measure the competency of MoE graduates and using the assessment results to improve curriculum and teaching methodologies.
12. Regional and National Impact which involves examining the contribution of MoE programs to regional and national workforce development and measuring the impact on economic growth and reduction of unemployment rates
13. Compliance and Accreditation which involves ensuring that MoE programs adhere to relevant accreditation standards and quality assurance measures and monitoring compliance with government regulations and policies.
14. Budget Adherence and Cost Efficiency which involves evaluating the alignment of MoE program expenditures with the allocated budget and assessing cost efficiency and cost-effectiveness in delivering training.

15. Reporting and Transparency which involves establishing a system for regular reporting on performance metrics to stakeholders, including government bodies, educators, and the public. Also involves ensuring transparency in sharing results and progress.
16. Continuous Improvement which involves promoting a culture of continuous improvement by actively seeking feedback, conducting regular program evaluations, and implementing data-driven adjustments to enhance MoE offerings.

MOE will develop annual plans derived from NESSP 2023-2027 monitor its implementation. Each annual plan will put in place mechanisms of ensuring that deliverables not met in a preceding year are accomplished in the subsequent year. Each annual operational plan will benchmark with other social sectors and identify performance indicators and deliverables to be met that year. The annual Performance Contract will integral in implementing this plan.

8.3 Evaluation Framework

At the end of each year, a comprehensive monitoring and evaluation report will be prepared and used to inform the subsequent annual operational plan. Evaluation will involve a systematic and objective process of examining the relevance, effectiveness, efficiency and impact (both expected and unexpected) of the strategies. Evaluation will be done through formal surveys and assessments and will look at what will be accomplished against the set targets. Two major evaluation activities will be undertaken mid-term and end term. Mid-term reviews will provide an opportunity for work-plan adjustments to ensure consistency of the outcomes with respect to changing national priorities. The end term review shall be conducted (6) months prior to the closure of the implementation period and will aim at Measurements of the achievement of the targets set, determining constraints encountered during implementation period and ways and means of addressing them to inform future strategic directions, and being accountable to donors and partners.

8.3.1 Mid Term Evaluation

Mid-term evaluation of NESSP will be carried out to assess the progress towards achieving the set targets. The evaluation will be undertaken jointly with MOE and its SAGAs internally by the Strategic Plan Implementation Committee. This will be undertaken in the financial year 2024/2025. The recommendations of mid-term evaluation will help in making improvements to the Strategic Plan implementation process

8.3.2 End Term Evaluation

The End term evaluation will be undertaken at the end of the planning period achievements, challenges and lessons learnt will be identified and will inform the next cycle of the strategic plan.

8.4 Reporting Framework and Feedback Mechanism

All heads of department shall be involved in monitoring and reporting on the progress of the achievements of results and strategic objectives agreed upon in this strategic plan. MUST shall on a quarterly basis submit reports on the implementation of the strategic plan interventions in the prescribed templates provided in table 8.2, 8.3 and 8.4

8.5 Monitoring and Evaluation tools

The monitoring and evaluation will derive data from diverse sources such as surveys, assessments, and administrative records. The tools for data collection and reporting will be developed. The tools to be employed will include;

- Questionnaires
- Digital Tools
- Quality Assurance Tools:
- Collaboration and Communication Platforms:
- Utilize platforms like Microsoft Teams or Slack to facilitate communication among MoE stakeholders and streamline feedback collection.
- Customize templates for different stakeholders, such as trainee/learners/students, educators, and industry partners.

By integrating these processes, methodologies, and tools into the reporting framework and feedback mechanism of MoE programs, Agencies and Partners can effectively communicate performance, relevance and impact of the programmes while fostering accountability.

Table 8.1: Outcome Performance Matrix

Key Result Area	Outcome	Outcome Indicator	Baseline		Mid Term	End Term
			Value	Year	Target	Target
KRA1.1: Infrastructure development	Teaching and learning environment in basic education improved	Pupil toilet Ratio-Boys	30	2022	30	30
		Pupil toilet Ratio-Girls	26	2022	25	25
		Average class size-Pre-primary	40	2022	35	25
		Average class size-primary	36	2022	40	45
		Average class size-secondary	39	2022	40	40
		Students Laboratory Ratio	280	2022	260	240
	Digital learning platforms in schools	Percentage of learning institutions with computers for pedagogy	50	2022	80	100
	TVET Infrastructural norms and standards improved	Toilet- Trainee ratio (male)	1:30	2022	1:25	1:25
		Toilet- Trainee ratio(female)	1:30	2022	1:20	1:20
		Workshop -trainee ratio	1:50	2022	1:20	1:20
	University Infrastructure enhanced	Admissions Rate	22	2022	25	30
KRA 1.2: Financing and support services	Improved enrolment and completion in basic education institutions	GER-Pre-primary	110	2022	106	100
		GER-Pre-primary-Girls	108	2022	104	100
		GER-Pre-primary-Boys	110	2022	107	100
		GER-Primary	98	2022	99	100
		GER-Primary-Girls	97	2022	98.5	100
		GER-Primary-Boys	99	2022	99.4	99.8
		GER-Secondary	78	2022	82	86
		GER-Secondary-Girls	80.6	2022	82.6	84.9
		GER-Secondary-Boys	75.6	2022	77.9	79.5
		Net enrolment Rates-Primary	78.1	2022	81.5	83.9
		Net enrolment Rates-Primary-Boys	78.6	2022	82.6	86.6
		Net enrolment Rates-Primary-Girls	77.7	2022	81.8	85.8
		Net enrolment Rates-Secondary	54.1	2022	58.3	62.3
		Net enrolment Rates-Secondary-Boys	52.2	2022	56.2	60.2
		Net enrolment Rates-Secondary -Girls	58.2	2022	60.2	62.2
		Primary Completion Rate	87.8	2022	93.2	100
		Completion Rate - Secondary	93.3	2022	95.3	100
		Transition Rate - Secondary	91	2022	94	100
	Participation rate in TVET programmes improved	Gross enrollment in TVET	562,499	2022	688,758	778,417
		Enrolment of TVET trainees per 100,000 inhabitants	1023	2022	1281	1401

Key Result Area	Outcome	Outcome Indicator	Baseline		Mid Term	End Term
			Value	Year	Target	Target
	Access University education improved	Gross enrollment in universities	638,479	2022	691,604	729,455
		% of candidates joining the universities			25	35
	Human Capital development	Graduation rate	65	2022	75	90
KRA 2.1: Special Needs, PWDs, Marginalized and disadvantaged groups	Inclusive and equitable education and training promoted	Gender parity index on GER - Pre-primary	1.001	2022	1	1
		Gender parity index on GER-Primary	0.97	2022	1	1
		Gender parity index on GER -Secondary	1.02	2022	1	1
		Gender Parity Index in TVET	0.86	2022	0.9	0.93
		Gender Parity Index in Higher Education	0.92	2022	0.95	0.97
KRA 3.1: Curriculum and Assessment	Relevant curriculum and quality assessment standards improved	Percentage of institutions with curriculum aligned to national educational standards				
	TVET Market oriented curriculum / enhanced	TVET graduates' employability rate	70	2022	80	90
	Labour market skills enhanced	Reduced retraining period after employment	12	2022	6	4
KRA 3.2: Teachers, researchers, trainers, lectures (Educators) management	Pupil/learner-qualified teacher ratio improved	Pupil/learner-qualified teacher ratio				
	Quality of training in TVET improved	Assessment Pass rate	64.34	2022	68	68.5
	Researchers in R&D per million people improved	Researchers (in full-time equivalent) per million inhabitants	169.3	2022	200	250
	Improved Gender parity in research	Female researchers as a percentage of total researchers (in headcounts - HC and full-time equivalents - FTE)	38.7	2022	45	50
KRA 3.3: Accreditation, Quality Assurance, and standards	Improved standards and quality in education	Improved education quality index	3.5		3.7	3.9
	Improved quality and relevance	Improved employability of graduates	2023	71	78	86
	TVET quality index Improved	TVET quality index (%)	56	2022	66	72
	University Quality improved	Webmetric ranking of universities below 3000	4	2022	7	10
		University quality index (%)	N/A	2022	66	70
KRA 3.4: Research and Innovation	Global Innovation Index Research funding enhanced	Global Innovation Index rank	88	2022	85	82
		Expenditure on Research and Development as a percentage of Kenyan GDP	0.8	2022	0.9	1

Key Result Area	Outcome	Outcome Indicator	Baseline		Mid Term	End Term
			Value	Year	Target	Target
KRA 4.1: Policy and Legal frameworks	Enhanced policy formulation and implementation	Percentage of policies/ guidelines/legislations formulated and issued	10	2022	30	100
	Improved intergovernmental collaboration between the National Government and County Governments	Proportion of intergovernmental resolutions implemented	NA	2022	2	4
	Intergovernmental relations improved in TVET	Percentage improvement in intergovernmental relations	90	2022	100	100
KRA 4.2: Institutional and system Capacity development	Improved sector coordination	Percentage compliance with audit recommendations.	100%	2022	100%	100%
		Professional Development Quality Index (PDQI).	4.24	2022	4.26	4.28
		No. linkages, collaboration and partnerships	2	2022	4	5
	Improved institutional and system capacity.	Customer satisfaction index	65	2022	64	70
	Improved performance in education sector	Percentage improvement in performance	3.2465	2022	3	2.8
KRA 5.1: Crosscutting, pertinent, and contemporary issues	Enhanced mainstreaming of cross cutting, pertinent and contemporary issues in education and training,	The level of mainstreaming cross cutting, pertinent and contemporary issues	60	2022	70	100
	Learners retained in times of emergencies	Percentage of learners accessing education during emergencies	50	2022	70	80
	Enhanced participation in games and sport	Proportion of educational institutions participating in games and sports	60	2022	80	100
	Enhanced levels of ethics and integrity among the learners and the whole school community	Percentage of schools with Integrity Clubs established.	2000	2022	2500	4000
	Enhanced levels of parental and community participation in education	Percentage of parents and communities participating in empowerment of learners.	30	2022	50	65
	Science, Technology and Innovation enhanced in Institutions	Innovations output rank	79	2022	75	70

Table 8.2: Quarterly Progress Reporting Template

QUARTERLY PROGRESS REPORT QUARTER ENDING ……..

Expected Output	Output Indicator	Annual Target (A)	Quarter for Year …..			Cumulative to Date			Remarks	Corrective Intervention
			Target (B)	Actual (C)	Variance (C-B)	Target (E)	Actual (F)	Variance (F-E)		

Table 8.3: Annual Progress Reporting Template

ANNUAL PROGRESS REPORT YEAR ENDING ……..

Expected Output	Output Indicator	Achievement for Year…….			Cumulative to Date (Years)			Remarks	Corrective Intervention
		Target (A)	Actual (B)	Variance (B-C)	Target (D)	Actual (E)	Variance (E-D)		

Table 8.4: Evaluation Reporting Template

Key Result Area	Outcome	Key Performance Indicator	Baseline		Mid-Term Evaluation		End of Plan Period Evaluation		Remarks	Corrective Intervention
			Value	Year	Target	Achievement	Target	Achievement		
KRA 1										
KRA 2										
KRA 3										

APPENDIX I: ROLES, RESPONSIBILITIES AND ACCOUNTABILITIES IN THE ORGANIZATION

OFFICE	ROLES AND RESPONSIBILITIES
OFFICE OF THE CABINET SECRETARY	Being responsible for overall governance and management of education, training and research, the Cabinet Secretary will have the functions in regard to implementation of NESSP 2023-2027: ▪ Provide Parliament with full and regular reports concerning implementation of the plan. ▪ Facilitate the smooth implementation of the plan. ▪ Advice His Excellency the President on the process of plan implementation
The Principal Secretary	The Principal Secretary reports to the Cabinet Secretary and will performs the following functions: • Facilitate achievement of the goals and objectives of the plan. • Develop and implement an effective performance management system for implementation of the plan • Policy adviser, particularly to the Cabinet secretary, Education on the state of implementation of NESSP • Day to day management of budgets for implementation of the plan • Leadership and oversight of agencies implementing the plan • Manage senior team in the implementation of the plan
The Director General/ head of technical function	**The Director General/Secretary Technical Education** The head of technical function/ Director General is responsible to the Principal Secretary for the following functions: • Advise the Principal Secretary on all matters pertaining to technical aspects in implementation of NESSP. • Coordinate technical functions related to form one placement and admission • Leadership of the technical directorates • Oversight of agencies dealing with form one placement • Manage senior technical team in the form one placement process
Heads of Technical Directorates	The Head of Technical Directorate will undertake the following key aspects in implementation of the strategic plan: • Analyzing priorities, targets, and timelines of the plan to integrate education, training and research functions initiatives seamlessly into the broader strategic framework. • Developing action plans by breaking down the goals into specific tasks, allocate resources, set timelines, and assign responsibilities for effective implementation. • Ensuring that sufficient resources are allocated to priority areas identified in this strategic plan.

OFFICE	ROLES AND RESPONSIBILITIES
	▪ Fostering relationships with these stakeholders and mobilizing their support for implementing education, training and research initiatives aligned with this plan. ▪ Monitoring progress and evaluating the impact of education training and research initiatives on the attainment of strategic goals. ▪ Monitoring external factors, evaluating internal capabilities, and soliciting feedback from stakeholders to identify areas for improvement and adaptation of education, training and research strategies to better align with evolving needs and priorities. ▪ Communicating progress on strategic initiatives related to education, training and research to senior management, governing bodies, and other stakeholders
Heads of Support service departments or Units	Head of Support Service Department/unit plays a pivotal role in enabling the successful implementation of strategic plans by providing essential services, resources, and support to other functional areas. Their leadership, expertise, and strategic vision contribute to organizational effectiveness, efficiency, and sustainability. The roles of the Heads of support services departments in strategic plan implementation includes: • Managing the allocation of resources, including finances, personnel, and physical assets, in alignment with the organization's strategic priorities. • Developing and implementing policies and procedures that govern various aspects of organizational operations, such as human resources management, financial management, ICT and security. These policies should be aligned to NESSP's strategic goals and objectives • Monitoring compliance to mitigate risks and ensure accountability. • Overseeing the management of physical infrastructure, facilities, and equipment necessary for MOE and its agencies operations so that they are well-maintained, safe, and conducive to achieving strategic objectives. • Managing information technology resources to align them with this strategic plan priorities, support data-driven decision-making, and enhance operational efficiency and effectiveness. • Managing the organization's workforce to support the achievement of strategic objectives by attracting and retaining talent, developing leadership capabilities, and fostering a positive organizational culture aligned with the strategic vision. • Overseeing the acquisition of goods and services necessary for the strategic plan implementation. Effective procurement practices will contribute to cost savings, risk mitigation, and the timely delivery of resources needed to execute strategic initiatives.

OFFICE	ROLES AND RESPONSIBILITIES
	• Coordinating the Identification, assessment and mitigation of risks that may impact MOE's ability to achieve its strategic objectives. They will work with other stakeholders in developing risk management strategies, implementing controls, and ensuring compliance with legal and regulatory requirements to safeguard the interests of MOE and its agencies.
Officers supporting heads of Directorates/ Department/ Units	These officers will generally focus on providing operational support, coordinating activities, facilitating communication, and ensuring alignment with the strategic objectives of the organization. There specific roles are: • Coordinating day-to-day activities, managing resources, and overseeing implementation timelines. • Monitoring progress towards strategic goals and objectives. They will collect data, track key performance indicators, and assess the effectiveness of strategies and initiatives. They will provide regular reports to management to inform decision-making and identify areas for improvement. • Facilitating collaboration and coordination between different departments or units within the organization. They will ensure that activities are synchronized and aligned with the overall strategic direction. They may organize meetings, workshops, and working groups to promote communication and collaboration. • Engaging with internal and external stakeholders to gather feedback, address concerns, and build partnerships. They will represent their directorates or units in meetings, forums, and negotiations, ensuring that stakeholder perspectives are considered in decision-making processes. • Supporting the professional development of staff members by organizing training sessions, workshops, and skill-building programs. They will identify training needs, develop training materials, and facilitate learning opportunities to enhance the capabilities of employees in implementation of this strategic plan.
	• Identify potential risks and challenges that may impact the implementation of the strategic plan. They will develop risk mitigation strategies, monitor risk factors, and proactively address issues to minimize disruptions and ensure continuity of operations. • Communicating progress, achievements, and challenges related to the implementation of the strategic plan. • Assessing the impact of external factors, such as market trends or regulatory changes, and adjust implementation strategies accordingly to maintain alignment with strategic objectives. • Ensuring that activities and deliverables meet established quality standards. They will conduct reviews, audits, and assessments to identify areas for improvement and ensure that outputs are of high quality and meet stakeholder expectations.

OFFICE	ROLES AND RESPONSIBILITIES
	• Promoting a positive organizational culture that values teamwork, innovation, and continuous improvement. They will lead by example, fostering a supportive work environment where employees are motivated and empowered to contribute to the success of the strategic plan.
Central Planning and Project Monitoring Department	The Central Planning and Project Monitoring Department (CPPMD) responsibilities encompass various aspects of planning, monitoring, and evaluating strategic initiatives to ensure alignment with organizational goals and objectives. The key roles for CPPMD in this strategic plan implementation are; - • Coordinating development of policies and guidelines that support the implementation of the strategic plan. • Ensuring that financial, human, and material resources are allocated efficiently and effectively to support strategic initiatives. • Overseeing the management of strategic projects from initiation to completion. It will establish project management frameworks, monitors progress, and addresses any challenges or barriers that may arise during implementation. • Monitoring the performance of strategic projects and initiatives against predefined metrics and key performance indicators (KPIs). • Coordinate identification, assessment and management of risks associated with strategic initiatives. It will develop risk management plans, implements mitigation strategies, and monitors risk factors to minimize disruptions. • Facilitating engagement with internal and external stakeholders throughout the implementation process. It will communicate progress, solicits feedback, and addresses concerns to maintain stakeholder buy-in and support. • Providing training and capacity-building opportunities to staff involved in strategic plan implementation. It will ensure that employees have the necessary skills, knowledge, and resources to execute their roles effectively. • Promoting a culture of continuous improvement by conducting regular reviews, evaluations, and lessons learned exercises.
Field Officers	Field officers' roles are pivotal in ensuring that strategic objectives are effectively translated into action at the grassroots level. Their key roles in this strategic plan implementation are: - • Executing operational plans and activities outlined in the strategic plan. They will translate strategic goals into actionable tasks, ensuring alignment with organizational objectives. • Overseeing the direct implementation of programs, projects, and initiatives within their designated areas or territories. They will coordinate activities, mobilize resources, and engage stakeholders to achieve desired outcomes.

OFFICE	ROLES AND RESPONSIBILITIES
	• Collecting relevant data, information, and feedback from the field to monitor progress and assess the impact of strategic initiatives. They will compile reports, document findings, and provide regular updates to management and headquarters.
	• Engaging with stakeholders at the local level, including communities, partners, and beneficiaries, to build relationships, foster collaboration, and address concerns. They will serve as liaisons between the organization and external stakeholders, advocating for their needs and interests. • Providing training, capacity-building, and technical assistance to local staff, heads of institutions of learning, partners, and community members. They will transfer knowledge, skills, and best practices to enhance local capacity for program implementation and sustainability. • Monitoring project activities, outputs, and outcomes to ensure compliance with established standards and objectives. They will conduct regular site visits, inspections, and evaluations to assess progress, identify challenges, and propose solutions. • Addressing challenges and obstacles encountered during implementation. They will make informed decisions, adapt strategies, and mobilize resources to overcome barriers and achieve desired results. • Upholding quality standards and adherence to best practices in program implementation. They will ensure that activities are carried out efficiently, ethically, and in compliance with organizational policies and procedures. • Identifying, assessing, and managing risks associated with program implementation. They will develop risk mitigation strategies, monitor risk factors, and take proactive measures to minimize potential disruptions and negative impacts in implementation. • Providing valuable feedback and insights based on their experiences and observations in the field. They will contribute to organizational learning by sharing lessons learned, success stories, and recommendations for improvement. • Adapting strategies and approaches to local contexts, taking into account cultural, social, and environmental factors. They will tailor interventions to meet the specific needs and preferences of communities, ensuring relevance and effectiveness.
Heads of institutions of learning	Heads of institutions of learning are responsible for guiding, overseeing, and driving the execution of strategic initiatives to achieve the goals and objectives outlined in this plan. Their key roles in this strategic plan implementation:

OFFICE	ROLES AND RESPONSIBILITIES
	• Providing strategic leadership by championing the vision, mission, and goals of the organization as articulated in this strategic plan. They will communicate the strategic direction to all stakeholders and inspire commitment to its realization in their respective institutions of learning.
	• Overseeing the implementation of the strategic plan, ensuring that activities are executed according to established timelines, budgets, and quality standards. They will monitor progress, identify bottlenecks, and take corrective actions as needed to keep implementation on track in their respective institutions of learning. • Allocating resources, including financial, human, and material resources, to support strategic initiatives. They will prioritize investments and ensure that resources are utilized efficiently and effectively to achieve strategic objectives in their respective institutions of learning. • Engaging with internal and external stakeholders to garner support, build partnerships, and foster collaboration in implementing the strategic plan in their respective institutions of learning. They will communicate with staff, students, parents, alumni, donors, government agencies, and other stakeholders to align efforts and leverage resources. • Leading change management efforts to facilitate the adoption of new strategies, processes, and behaviors required by the strategic plan. They will promote a culture of innovation, resilience, and continuous improvement to navigate organizational transitions successfully in their respective institutions of learning. • Overseeing the monitoring and evaluation of progress toward strategic goals and objectives. They will establish key performance indicators (KPIs), collect data, analyze performance metrics, and assess outcomes to gauge the effectiveness of strategic initiatives in their respective institutions of learning. • identifying, assessing, and managing risks associated with strategic plan implementation in their respective institutions of learning. They will develop risk management strategies, mitigate potential threats, and build organizational resilience to ensure the successful achievement of goals despite uncertainties. • Upholding accountability and transparency in strategic plan implementation by promoting open communication, ethical conduct, and responsible stewardship of resources. They will report progress, challenges, and achievements to stakeholders, fostering trust and credibility for their respective institutions of learning

OFFICE	ROLES AND RESPONSIBILITIES
	• Investing in building the capacity and talent of staff members to effectively execute the strategic plan in their respective institutions of learning. They will provide professional development opportunities, mentorship, and support to empower employees to contribute their best to organizational success. • Demonstrating adaptability and flexibility in response to changing circumstances, emerging opportunities, and evolving priorities. They will adjust strategies, reallocate resources, and recalibrate plans as needed to ensure alignment with the dynamic external environment affecting their respective institutions of learning.

APPENDIX II: LIST OF POLICIES/ GUIDELINES AND LEGISLATIONS TO BE DEVELOPED/ REVIEWED, 2023-202

Policies. guidelines and manuals to be developed/ reviewed	Develop/ Review the Legislations	Institute the institutional Reforms
1. A comprehensive education, training and research policy framework. 2. National Education Management Information System (NEMIS) Policy; 3. A national policy framework on capacity building for education and training; 4. A Policy for placing students from alternative pathways to Government sponsored programmes; 5. Develop Framework for infrastructure management and among the Primary, Secondary schools and TVET institutions; 6. A policy on gifted and talented learners and trainees; 7. Education Language Policy; 8. Education standards and quality assurance policy 9. Frameworks on Value based standards for learners and trainees. 10. Recognition of Prior Learning (RPL) Policy 11. National Education-Industry Linkages Policy 12. CBC,CBET and ODEL Policy (To include issues of curriculum development, assessment, monitoring and evaluation etc). 13. A framework for knowledge management 14. Policy on dual learning in TVET	1. Develop Skills Development Bill 2. Draft Tertiary Placement and Funding Act 3. Review Basic Education Act, 2013 4. Review KICD Act, 2012 5. Review KNEC Act,2015 6. Review KNQA Act 7. Review TSC Act,2012 8. Review TVET Act,2013 9. HELB Act, 1995-213 A 10. STI Act, 2013 and its Regulations of 2014 11. Review University Act, 2012 and its Regulations 2019	1. Restructure Kenya Technical Teachers College to Kenya school of TVET 2. Revamp Kenya Education Management Institute to a premier Management Development Institute (MDI) 3. Establish a National Skills and Funding Council that amalgamates HELB, TVET and University Funding Board 4. Strengthen the Open University of Kenya 5. Establish an institute for teacher professional development and education management. 6. Establish KISE as a Special needs and Disability Authority 7. Establish KIB as a Constituent College of KISE 8. Establish Science and Technology Council 9. Centralization of Scholarship Management at JKF 10. Institute the reforms for learning and Instructional materials for CBC at SLIMC 11. Establish Kenya Credit Accumulations and Transfer System(KCATS)

Policies. guidelines and manuals to be developed/ reviewed	Develop/ Review the Legislations	Institute the institutional Reforms
15. Policy on learner placement across curriculum pathways 16. Teacher education and training policy 17. Work Based Learning Policy 18. Finalize National Skills Development Policy 19. Finalize the Career Guidance and Counseling Policy 20. Finalize the Policy on sustainable financing of university education, 21. Develop infrastructure policy for basic education. 22. Guidelines on accelerated education 23. A STEM in education policy 24. Guidelines for inclusion of refugee children in NEMIS, including those in non-formal settlements. 25. Development and issuance of a procurement guidance manual. 26. Guidelines for engaging Alumni Associations 27. Guidelines for community service learning. 28. A framework for engaging education partners. 29. STI Policy 30. Bio Security and Dual Use Research Policy 31. National Research Repository Policy		

Policies. guidelines and manuals to be developed/ reviewed	Develop/ Review the Legislations	Institute the institutional Reforms
32. Review Sector Policy for Learners and Trainees with Disabilities 33. Harmonize Adult and Continuing Education (ACE) and Alternative Provision of Basic Education and Training (APBET) policies. 34. Review National curriculum policy. 35. Review National Pre-primary Education policy. 36. Review Teacher Staffing Norm; 37. Policy on Teacher Deployment; 38. Review gender in education and training policy. 39. Policy on Standardization and Production of School Uniforms in Kenya. 40. Guidelines for management of scholarships 41. A comprehensive Quality and assurance framework for the education sector. 42. Policy to Support the implementation of reforms for instructional materials for CBC and CBA 43. Guidelines on Foundational Learning for Early Years Education 44. Develop a Risk Assessment and Mitigation Framework 45. Policy on education for prisoners. 46. Social Emotional Learning Framework 47. Develop guidelines on chaplaincy services		

REPUBLIC OF KENYA

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