

## SECTOR BRIEFING UPLOAD FORM

Please return this form to the [online team](#). Please note this is an internal form for the UKTI WEBSITE ONLY.

- Total length must be between 500 and 750 words
- Greyed-out text and headings are fixed – do not change

<p><b>Title: format must be “X sector in Y country”, in sentence case.</b></p>	<p><b>Education sector in Kenya</b></p>
<p><b>Introduction:</b> key reasons why British companies should look at this sector in this market. <b>Maximum 200 characters, including spaces (around 35 words).</b></p>	<p>The Government has already implemented free primary education (FPE) and aims to implement education for all (EFA) by 2015 in line with Constitution 2010 and Vision 2030 which entitles every Kenyan to basic education; creates access to education for the minority and physically challenged. In implementing the reforms, there will be need for technical training, research, heavy investment in construction and upgrade of educational infrastructure.</p>
<p>Market overview covers basic facts and figures about the market which will be useful to exporters thinking about a market for the first time</p>	<p><b>Market overview</b></p> <p>The education sector comprises of Ministry of Education (MoE) and Ministry of Higher Education, Science and Technology (MoHEST). The role of MoE is to the provide quality education and training for all Kenyans, while the role of MoHEST is to formulate, promote and implement; higher education policies and strategies; science, technology and innovation policy and strategies; Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) policy and strategy.</p> <p>The education sector has other stakeholders other than the ministries, and these include and not limited to; Ministry of Finance, development partners, the public, Kenyan National Union of Teachers (KNUT), Kenya Union of Post Primary Education Teachers (KUPPET), Industrial Regulators and Marketing Agencies.</p>

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In the FY2012/13, the government allocated US\$2.68 billion. Half of this will be spent on salaries for teachers, including the recruitment of an additional 10,000 teachers; US\$93.10 million for development of infrastructure and public facilities in public universities; US\$5.5 million to buy computers for schools, US\$ 18.4 million to hire pre-unit teachers, and US\$21.8 million on classrooms and physical facilities in primary and secondary schools. In line with vision 2030, MoE disbursed Kshs.362.5 million to 29 provincial schools for upgrade to national status; Kshs.350 million to 240 schools for upgrading and rehabilitation of infrastructure countrywide in FY2011/2012. In addition, it aims to build 560 new secondary schools. More so, MoE will disburse Kshs.35 million to 23 boarding primary schools in Arid and Semi Arid Lands (ASAL) areas in FY2012/2013, to increase enrolment rates and ensure equity in these disadvantaged areas.

**National Education System:** The national education system has an 8-4-4 structure. Eight years in primary school, four years in secondary school and four years in university. This structure has expanded to incorporate technical skills and pre-primary education (4-5 year old children). The primary education cycle caters for 6-13 year olds; and secondary education targets 14-17 year olds. The Technical, Industrial and Vocational Education Training (TIVET) catchment population includes youth who do not enrol in the regular education system either at primary, secondary school or university levels.

**Secondary Enrolment and Capacity:** The secondary sector has expanded rapidly in the past eight years, both

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in number of schools and enrolment. Double-shift use of facilities is being piloted. The public sector accounts for a larger part of the total than for primary. Government strategy envisages a continued expansion, requiring careful planning both of development and recurrent resource use (especially of teachers).

Universities: Both public and private universities have increased in number allowing more students to enrol. 2011/2012 saw an increase in enrolment of students to the universities increase by over 80% in public (both parallel and regular programmes), and over 100% in private. Most of all growth has been of fee-paying parallel students in public universities: growth which has been profitable for public universities, but raises quality control issues. Government wants universities to expand. Currently there are over 13 public universities with the recent increase resulting from polytechnic colleges being awarded charters; over 20 constituent university colleges and proposed universities of Kenya. Private universities are over 15 currently.

Although the 8-4-4 structure and system was supposed to provide for a student to progress from the first year of primary through TIVET or tertiary, many primary level graduates have in fact been ill-prepared to enter post-primary sub-sectors. In addition, it has not catered adequately for the disadvantaged, those with special needs and those outside the formal education system. Consequently, many school age children have remained un-catered for.

Key opportunities for UK companies and key projects over the coming year.

- Use bullet points to emphasise

### Key opportunities

- Oil and Gas: Developing oil and gas is sector is leading to need for training of experts in the

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	<p>sector.</p> <ul style="list-style-type: none"> <li>• Provision of advanced technology products like computers, and services for the use in e-learning.</li> <li>• Construction of more schools and rehabilitation of existing ones.</li> <li>• Construction of private schools to meet the exceeding demand.</li> <li>• Construction of higher education institutions i.e. colleges and universities.</li> <li>• Refurbishment of training centres and institutes, including curriculum development.</li> <li>• Professional development training opportunities with various sectors e.g. financial services, human resource, ICT etc.</li> <li>• Partnerships with existing organisations to provide a larger variety of courses with international standards/recognition.</li> <li>• Opportunity to work with regulatory institutions to ensure all new regulations in line with the emergence of a new constitution strengthens the sector.</li> <li>• Introduction of new, innovative courses to meet the global changing market needs and development of new sectors within the economy.</li> </ul>
<p>Standard links to business opportunities listings – first sector opportunities, then country opportunities. <b>To be completed by Online Team.</b></p>	<p><a href="#">Latest export opportunities - xx sector</a> <a href="#">Latest export opportunities – xx country</a></p>
<p>Main ways of getting into the market, sector-specific information about business practices, culture, technical and regulatory standards.</p>	<p><b>Getting into the market</b></p> <p>The most suited market entry strategy is through formation of a partnership with an existing institution. This model is currently in existence and has been working well between foreign and local colleges and universities. Through partnerships UK colleges and universities are able to offer a number of their courses at the local colleges which then result in UK accreditation.</p>

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	This option gives the local colleges an edge over their competitors as UK accreditation is regarded highly in the Kenyan/East African market.
Standard link to country 'Doing business' guide (which has generic information about country) <b>To be completed by Online Team.</b>	<a href="#">More about doing business in xx country</a>
Standard text about contacting UKTI: do not change.	<p><b>Contacts</b></p> <p>Market intelligence is critical when doing business overseas, and UKTI can provide bespoke market research and support during overseas visits through our chargeable Overseas Market Introduction Service (OMIS). To commission research or for general advice about the market, get in touch with our specialists based overseas - or contact your local international trade team.</p>
No more than two people. Use this format.	<ul style="list-style-type: none"> <li>• <b>Christine Kimaru</b>, British High Commission, Kenya. Tel: +254 (20) 2844294 or email: <a href="mailto:christine.ndwiga-kimaru@fco.gov.uk">christine.ndwiga-kimaru@fco.gov.uk</a></li> </ul>
Standard link to local trade team contact page. <b>To be completed by Online Team.</b>	<a href="#">Contact your local international trade team</a>
	<b>UKTI Events</b>
Standard text about events: <b>do not change.</b>	UKTI runs a range of events for exporters, including seminars in the UK, trade missions to overseas markets and support for attendance at overseas trade shows.
Standard link to sector events listing. <b>To be completed by Online</b>	<a href="#">Latest events – xx sector</a>

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<b>Services Team.</b>	
	<b>Major Events</b>
Add 1-2 other major sector events in your market	<b>None at the moment</b>
Standard link for more information about OMIS: <b>do not change.</b>	<b>Useful links</b>  <a href="#">More about OMIS and other UKTI services for exporters</a>

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