



# KENYATTA UNIVERSITY

## 2<sup>ND</sup> INTERNATIONAL CONFERENCE ON EDUCATION

THEME: RE-ENGINEERING EDUCATION FOR  
SUSTAINABLE DEVELOPMENT

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SCHOOL OF EDUCATION

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BOOK OF ABSTRACTS





**International Conference on  
'Re-Engineering Education for Sustainable  
Development'**

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**Kenyatta University Conference Centre (KUCC)  
Nairobi, KENYA**

## **THEME: 'Re-Engineering Education for Sustainable Development**

### **Sub-themes:**

- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education

### **Challenges and Opportunities for International Higher Education Collaboration for Africa's Sustainable Development**

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This paper argues that the role of higher education in Africa's sustainable development is crucial and concerted efforts should be made to promote universities' international collaboration to enhance this role. Most African universities today, however, lack resources, capacities and institutional basis even to maintain their existing operation, and the international collaboration they have sought with industrialized country donors and universities have not helped redress this situation either. This is in essence because the collaboration is skewed towards benefitting partner universities in industrialized countries, with the uneven movements of students and faculty members in favour of these countries. Given the global shift in development discourse and international cooperation, seriously-disposed universities in these countries would respond positively by instituting internal reforms to encourage intra-university and international collaboration thus increasing their contribution to sustainable

development. This is because stakeholder collaboration for knowledge mobilization to solve practical problems is the essence of sustainable development effort. Higher education institutions have a key role to play in this respect as they are in a position to create knowledge through research, to distribute knowledge through education and training, to utilize knowledge through public outreach service, and combining all these functions in an integrated manner to assume leadership for the promotion of sustainable development. This paper argues for the promotion of international collaboration of African universities for sustainable development.

**Key words:** Higher education, stakeholder, collaboration, sustainable development, Africa

### **Quality Initiatives in Higher Education and Mobility within Africa**

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Internationalization has come to the forefront as countries and their institutions strategize to participate in today's global society. Higher Education in Africa is transforming with quality assurance agencies having been established to enhance quality of higher education at the institutional, national, regional and continental levels. Implementation of these quality and quality assurance procedures are expected to play an important role in developing frameworks for compatible qualifications that would promote academic mobility in Africa. Notably, quality initiatives have majorly focused on scientific excellence which leans towards research and not as much focus has been given to teaching excellence yet internationalization requires that quality of teaching is standardized as well. How then does Africa achieve quality in higher education that is at the core of internationalization? This paper analyses the quality initiatives put in place for higher education in Africa aimed at enhancing internationalization, and the benefits that would be realized by promoting mobility within the region and content.

**Key words:** Quality initiatives, teaching, research, internationalization

## **Innovative Mathematics Teaching Approaches: Do Teachers put them into Practice?**

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Despite the significance attached to mathematics, poor performance in the subject continues to be a problem. To upgrade the quality of mathematics and science education in secondary schools and address the problem of poor performance, the Ministry of Education Science and Technology (MoEST) in collaboration with the Japanese International Cooperation Agency (JICA) initiated the Strengthening of Mathematics and Science Education (SMASE) programme, which promotes the use of an innovative teaching approach known as Activity-Student-Experiment-Improvisation-Plan-Do-See-Improve (ASEI-PDSI). This paper reports findings on a study on the implementation of the ASEI-PDSI approach in mathematics lessons that was conducted in Nyamaiya Division, Nyamira County, Kenya in the year 2012. The study sought to investigate, among other things, the extent to which mathematics teachers understand the ASEI-PDSI approach and the extent to which mathematics teachers use the ASEI-PDSI approach. The major finding of the study was that there is minimal use of the ASEI-PDSI approach by teachers in mathematics lessons, despite teachers having a sound understanding of the approach. The implication here is that there is more to implementation of innovative teaching and learning approaches than professional development and teachers' understanding of new methodologies.

**Key words:** Innovation, SMASE, mathematics education, professional development, Kenya

## **Reforms in Teacher Management and Governance in Kenya: A Historical Perspective**

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There has been a lot of changes in the management and governance of teachers in Kenya since the pre- independence period. These reforms have been informed by various sessional papers and reports of different educational commissions. Changes in the educational sector such as the increase in enrollment in schools due to the introduction of the Free Primary Education in 2003 and Free Day Secondary Education in 2008 have had effects on the management of teachers. Currently, the country is grappling with the implementation of the new Constitution of Kenya 2010 which assigned different levels of education to the National and County governments and established the Teachers Service Commission as a constitutional body to undertake teacher management in the country. This has implications not only on the management of education in the country but also on the management and governance of teachers. This paper seeks to highlight the milestones attained so far in the implementation of reforms in teacher management and governance in Kenya. The paper analyzes challenges encountered and proposes solutions to the challenges.

**Key Words:** Teacher Management and Governance, reforms, Teachers Service Commission, Kenya

## **Placement of Form One Students to Secondary Schools: An Analysis of the Selection Criteria Applied in Kenya**

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In the recent past, Kenyans has witnessed debates and threats of lawsuits in relation to selection and placement of form one students in various categories of secondary schools. Owners of private schools, some teachers and parents have been very vocal against the criteria and process applied in the selection and placement exercise. They have described the exercise as unfair and demoralizing to both hard-working students and dedicated teachers. On the other hand, the government has explained its position as one informed by ensuring equity for all. In an effort to enhance equitable distribution of educational resources in the country, the Kenyan government has progressively elevated county secondary schools to national schools which traditionally have admitted students with very high KCPE scores. Currently, there are 150 national secondary schools in the country distributed in all counties. Some are better endowed than others in terms of human and physical resources and learning materials than others hence the unhealthy competition. This paper attempts to unpack the intricacies surrounding the debate on form one selection and placement.

**Key words:** Selection criteria, placement, form one, national secondary schools, equity, private schools

## **Plight of Non-Formal Primary Schools in Providing Basic education A Case of Mathare Constituency in Nairobi, Kenya**

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The Kenya government implemented alternative provision of basic education and training (APBE&T) policy in 2011 to support non-formal primary schools in providing basic education to children not able to enroll in public formal primary schools. A case study of Mathare Constituency in Nairobi, Kenya was carried out to find out determinants of access and participation in these schools. Primary-school-age children not enrolled in either formal primary schools or in the non-formal primary schools fail to attain basic education. Since non-formal primary schools are instituted in Kenya to provide basic education to children who cannot access formal primary schools, they should be accessible to all kinds of children. This paper reports findings on the determinants of access and participation in non formal primary schools in Mathare Constituency in Kenya. The implication of the study is that to increase access and participation in non-formal primary schools in Kenya, the Ministry of Education Science and Technology should provide funding to non-formal primary schools, establish a school-feeding programme and provide for learning environments that conform to its set standards.

**Key Words:** Non-formal education, school age children, access, participation, basic education,

## **Female Participation in Engineering Courses in Technical, Industrial, Vocational Education and Training**

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Economists widely agree that there is a high positive relationship between education and development. When women receive education, this development becomes apparent because of the number of future generation individuals who may come through their hands. Despite the overall progress made over the last decade in enhancing access, equity, retention, quality, completion rates and gender parity in education and training in Kenya, Technical, Industrial, Vocational Education and Training (TIVET) sub-sector continues to experience low female enrolment in engineering. In Kenya, like in many parts of the world, it has been established that factors contributing low participation of females in TIVET institutions include social –cultural factors and inherent traditional negative perceptions towards science and engineering related subjects. This paper analyzes the challenges that hinder female participation in TIVET institutions in Kenya. The paper also looks at various strategies that can be implemented to enhance female participation in TIVET institutions in Kenya

**Key words:** Participation, Technical Industrial Vocational Education and Training, Challenges, Gender, Equity and Access

## **Constraints Facing the Implementation of Inclusive Education: A Case of Selected Secondary Schools in Kericho County**

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The National Special Needs Education Policy Framework in Kenya stipulates that there shall be elimination of disparities and enhancement of equity and equality for all learners, especially through the inclusion of learners with special needs in the education system. This paper is based on a study that sought to find out the constraints facing the implementation of inclusive education in selected secondary schools. The study was guided by the following objectives: to describe -personnel-related constraints facing implementation of inclusive education, and to identify- constraints facing availability of resources in inclusive settings. A case study design of two selected inclusive secondary schools in Kericho County was used. Respondents included two Principals, teachers, resource teachers, and Educational Assessment Resource Centre officers. Interviews were conducted with administrators, teachers and educational assessment resource team. Two methods of data analysis were used: domain and thematic analysis. Domain analysis involved analysis of language of participants in the cultural context of their respective inclusive schools. The study concluded that inclusive education is constrained by shortage of personnel and inadequacy of specialized material resources to be used in the teaching of learners with special needs. The researcher recommends that for the learning environment to be conducive, schools must take initiative to improve on physical facilities to be sensitive to learners with SNE. In addition, policy makers should create awareness and do sensitization to remove socio-cultural attitudes and accordingly Re-Engineer Education for Sustainable Development.

**Key words:** Curriculum adaptation, inclusive education, disability, qualitative study, Kenya

## **Quality Learning Environments and Girls' Education in Nairobi Informal settlements and Arid and Semi-Arid lands**

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Generally, learning can take place anywhere, but positive learning outcomes pursued by educational systems happen in quality learning environments. In this paper learning environments are contextualised in terms of physical, psychosocial and service delivery essentials. It examines how learning environments facilitate or obstruct girls' empowerment and participation in formal education, thereby either empowering or marginalizing them. The paper is based on Girl Education Challenge (GEC) qualitative case studies of selected schools in Nairobi and Kilifi counties in Kenya. Six primary schools (4 in Nairobi informal settlements and 2 in Kilifi (arid and semi- arid lands) participated. A sample of 191 informants including 158 children and 31 adults were interviewed individually or in groups. The study utilised observations, interviews, FGDs, and mapping methods to collect field data. The findings revealed that only three schools (two in Nairobi and one in Kilifi had some elements of physical facilities, that enhanced a conducive environment for girls to learn. Child abuse was rife in the schools; the school premises were not only insecure but a health hazard to the children, and the home and community contexts were a threat to their learning. The study concluded that learning environments, to a large extent, were an obstacle to girls' access, retention and achievement of good learning outcomes that are critical for improving their life chances. The study recommended that the GEC implementing partners in charge of teacher coaching in literacy and numeracy should also include components of gender responsive pedagogy and alternative methods of instilling discipline to pupils.

**Key words:** Girls'empowerment; marginalisation; physical, psychosocial and service delivery essentials; case studies

## **Hygiene Awareness: Improving School Attendance and Participation in Kenya**

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Prevention of illness amongst school-going children is crucial in enabling access and participation in learning. Educational achievements can be linked to healthy behaviour, a healthy body and a healthy living environment. This paper argues that there is need to ensure that schools maintain good hygiene in order for the learners to be able to be in school and continue to learn. Quality education entails that children have a holistic learning which includes the emotional, physical and psychomotor as well as the academic dimensions. Learners should be taught to be responsible for their own well-being both in school and while out of school. The school administration, parents and the community should therefore strive to maintain good hygiene. This paper discusses the measures that schools should put in place to enhance maintenance of high hygiene standards so as to ensure that students are in good health.

**Key words:** School hygiene, attendance and participation, school health, holistic education



## **Enhancing Quality of Education through Multimedia: The case of Teaching and Learning Science Subjects in Rwanda**

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This paper discusses the impact of using multimedia technology on teaching and learning science subjects in Rwanda. Multimedia, which consists of the integration of texts, color, graphical images, animation, audio sounds and full motion video in single application, enhances learning of the sciences by involving students in a learning-by-doing environment. It is in this regard that the Rwandan government has integrated technological media in the education system to boost quality of education. This paper, is based on a research that employed the descriptive survey design using both qualitative and quantitative methods. The study was based on the cognitive constructivist theory of multimedia (CCTM) which emphasizes that knowledge and understanding are constructed through words, pictures, animations, videos and audios. Data was gathered through document review and questionnaires. Thematic analysis and descriptive statistics were used to analyze the data and findings presented in texts and tables. The implication of the study is that multimedia technologies are an effective tool of teaching science, although schools are poorly equipped in terms of multimedia and where multimedia are provided teachers rarely use them.

**Key words:** Quality of education, multimedia, teaching-learning, science, mixed method research

## **Addressing Curriculum Implementation for Improved Learning Outcomes in Primary Schools in Kenya**

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Education in Kenya requires rethinking as the country prepares to face the demands of transformations of the 21<sup>st</sup> century. The first general objective of primary education in Kenya is that primary education should provide the learner with opportunities to acquire literacy, numeracy, creativity and communication skills. There is evidence from research that the objective has not been fully met. A number of learners go through the primary school course without acquiring the basic literacy skills which negates the focus of the country to develop a knowledge based economy. This paper is based on a study whose first objective was to find out the teaching learning approaches employed in the primary classroom. The methodology adopted was survey research design. A total of 490 primary school teachers from five counties across the country were purposively sampled for the study; 70 were observed while teaching and 420 filled in a questionnaire. A total of 93% of the teachers observed while teaching used teacher-centred teaching learning approaches with little learner involvement. The majority, 61.4% of those who filled in the questionnaire indicated that they used teacher centred teaching learning approaches. Only 11% of the 70 teachers observed in class were rated 'good' in use of teaching learning resources. It was found that teaching and learning approaches employed in the classroom by most teachers was teacher-centred and encouraged rote learning, hence was faulty and required redress. It was recommended that there should be sustained school based teacher professional development activities specifically addressing pedagogy for improved curriculum implementation.

**Key words:** curriculum implementation, learning outcomes, research, teacher-centred approaches

## **Are Qualified Teachers Really of Good Quality? Rethinking Teacher Quality in Kenya**

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Despite general agreement about the importance of high-quality teachers, researchers, policy makers, and the public are unable to reach consensus on specific characteristics of secondary school teachers contributing to desirable educational outcomes. Policy makers are left with many questions surrounding what counts as a quality teacher—information that could be valuable in guiding policies regarding whom to hire, whom to reward, and how best to distribute teachers across schools and classrooms. Answers to these questions have potentially important implications for the efficiency and equity of public education for sustainable development. Failure by policy makers to define teacher characteristics linked to desirable education outcomes will be detrimental to educational quality trends in Kenya. This paper explores what the most important teacher characteristics are with special focus on qualification, subject matter knowledge and pedagogical content knowledge.

**Key Words:** Teacher characteristics, academic achievements, teacher effectiveness, pedagogical content knowledge, teacher quality

## **Influence of Education on Income among Fishermen of Lake Victoria Landing Beaches in Rachuonyo District, Kenya**

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It has long been recognized that an increase in level of education yields additional earnings for workers. This is quite clear among formal sector workers in urban areas. However, among the fishermen of Lake Victoria, a predominantly rural-based informal economic sector, explanation for a wide range of income inequalities is less obvious. Children of the fishermen do not go to school and the sector is dominated by people who do not exhibit qualities of educated men and women. The question to answer then is: Does education make a difference in income accruing to fishermen? Specific objectives included, among others: to determine effect of education on income among fishermen. We hypothesized that there is no significant relationship between level of education and income. Empirical data from interviews with 50 fishermen randomly selected from 10 landing beaches in Rachuonyo in present day Homa Bay County were used. The sample was drawn from a population of 3690 fishermen scattered in 39 landing beaches. Primary data generated from interviews were subjected to descriptive statistical analysis, multiple regression and correlation analysis. Results showed that the correlation coefficient for years of schooling was 0.028 which was significant ( $P=0.423$ ) confidence levels in a one tailed test indicating a very weak positive relationship between years of schooling and income accruing from sales of fish. We concluded that Kenya's system of education does not enhance exploitation of fisheries and recommended curriculum review with a view to incorporating suitable skills and attitudes.

**Key words:** Education; income; fishermen; Lake Victoria; landing; beaches; Kenya

## **Transforming Teaching and Learning through ICT for Sustainable Development in Kenya.**

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Education for sustainable development refers to an expanded, dynamic vision of education and development guided by the principles and values of respect for the environment, society and economy. The global knowledge economy is transforming the demands of the labour market. In addition, it is placing new demands on citizens, who need more skills and knowledge through a new model of education and training, a model of lifelong learning. Developing countries risk being further marginalized in a competitive global knowledge economy if their education and training systems are not fully equipping learners with the skills they need. The UNESCO Education Strategy 2014-2021 emphasizes that UNESCO is committed to promoting the adoption of ICT in education solutions which will facilitate knowledge dissemination, more effective learning, the development of more efficient education services, and the reconceptualization of teaching and learning processes. The organization is convinced that ICT-based solutions, if driven by pedagogy, can make a major contribution to basic education for marginalized groups by increasing access and quality, and by promoting the creation and sharing of good quality educational resources. This paper explores how Kenya is making an effort towards integrating ICT as a tool for teaching and learning.

**Key words:** ICT integration, knowledge economy, pedagogy, lifelong learning, sustainable development.

## **Family and Socio-Cultural Practices Influencing the Onset and Continuation of Alcohol and Drug Use among Village Polytechnic Students in Makueni County, Kenya**

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The study on which this paper is based sought to find out family and community dynamics encouraging substance abuse among students. The objectives of the study were to investigate (i) Family and socio-cultural practices that trigger the initiation and continued use of alcohol and drugs. (ii) The most commonly abused drugs. (iii) Students' awareness of harmful effects of substance abuse and, (iv) Interventions implemented to discourage drug abuse among students. The study was guided by Kissim & Beglier (1977) model which views alcoholism as an incurable disease, whereby patients cannot control its consumption. The patients' lives deteriorate as the addiction/disease gets worse, leading to maladaptive behaviours, or death if not treated. The study adopted the survey design. Participants of the study were 105 students and three teachers from village Polytechnics. The findings of the study included that alcohol is available at home and that the most commonly abused drugs are chang'aa, cigarettes, bhang and khat. In addition, the study found that the strategies to counter drug abuse include guidance and counseling and talks by NACADA officials/health workers. The study recommended that using alcohol at home and in social functions should be discouraged.

**Key words:** Addiction, alcoholism, drug abuse, NACADA and rehabilitation

## **Information Communication Technology Integration for Instruction: How Prepared are Kenyan Secondary School Teachers?**

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Information Communication Technology (ICT) integration in learning enhances students' capacities for self-learning and information seeking. Consequently, Kenya has laid substantial importance on ICT integration. Secondary school teachers play a key role in facilitation of ICT usage. However, it is not clear whether Kenya's secondary school teachers are prepared to integrate ICT for instruction. This paper reports on a study that sought to determine the level of preparedness of secondary school teachers to integrate ICT in their teaching. The objectives of the study were to investigate the attitudes of secondary school teachers towards use of ICT for instruction and the status of ICT literacy among secondary school teachers. Descriptive survey design was used. A sample of 60 teachers, 12 principals, 1 DEO and 1 ICT officer was selected. Questionnaires and interview schedules were used to collect data. The findings were that up to 22% of the respondents never used ICT while 9% of the respondents used computers for teaching purposes. Further, a majority (91%) reported that they were interested in learning to use ICT for instruction. It was recommended that the ministry of education should introduce in-service training for use of ICT.

**Key words:** Information Communication Technology, Integration, Instruction, Preparedness and Learning

## **Principals' Management of Instruction and Its Influence on Learners' Academic Achievement in Public Secondary Schools in Baringo County, Kenya**

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Principals are crucial in providing effective leadership when managing their schools' instructional programs thereby enhancing the quality of students' learning and performance in national examinations. This study sought to investigate teachers' perceptions of how principals manage instructional programs in public secondary schools in Baringo County. The study adopted a survey research design and employed mixed methods of inquiry. The study used a sample of 48 public secondary schools, 12 principals and their deputies, and 253 teachers. A structured teacher questionnaire constructed on five-point Likert type scale and an unstructured interview guide were used to collect data. Descriptive statistics comprising the mean and standard deviation, and inferential statistics involving t-test, Pearson correlation and ANOVA were calculated. The findings revealed that principals managed instructional programs by supervising and evaluating instruction, co-ordinating the implementation of curriculum and instruction, and monitoring students' academic progress. The results further showed that there was no significant difference between Extra County and County public secondary schools ( $t(251) = .917, p > .05$ ) in teachers' perception of principals' management of instructional programs but a significant difference among high, average and low performing public secondary schools ( $F(2,250) = 1.524, p < .05$ ). There was also no statistical significant relationship ( $r(251) = .123^{**}, p > .05$ ) between the perception of principals' management of instructional programs public secondary schools and students' academic achievement at KCSE. The study recommends that principals prioritise management of instructional programs in their schools; the County's DQAS intensifies inspection of schools and that KEMI should train principals on instructional leadership skills that enhance students' instruction and performance at KCSE.

**Key Words:** Principals' management, Managing Instructional Programs, Instructional Leadership, Public Secondary Schools, Academic Achievement

## **Enhancing the Quality of Secondary Education in Kenya**

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The results of many students at the Kenya Certificate of Secondary Education have not been satisfactory. The government of Kenya and has constantly initiated policies aimed at improvement and together with the private sector has implemented programmes and projects to enhance the quality of education. These efforts have aimed at equipping students with knowledge, skills and attitudes that would produce the human resources that the country needs in order to achieve industrial and technological advancement. Other efforts have aimed at creating environments that are conducive to learning with teachers trained to use child-centred teaching approaches. This paper discusses the various efforts made by the government and the private sector to improve the quality of secondary education. Such efforts include development of leadership and managerial, curriculum supervision, and pedagogical skills for education managers, quality assurance officers and teachers respectively and; provision of adequate facilities and equipment for teaching and learning.

**Key words:** education quality, policies and programmes, secondary education, Kenya, private sector

### **Bridging the Digital Divide in Secondary Schools in Kenya: A Critical Analysis of Personal Characteristics of Principals, Teachers and Students on Readiness to Adopt E-Learning in Secondary Schools in Kitui County**

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The paper is based on a study carried out to establish the influence of personal characteristics of the principals, teachers and students on the readiness to adopt e-learning in public secondary schools in Kitui County, Kenya. The study was guided by three objectives and three hypotheses related to the objectives. The objectives were: to establish the extent to which principals' personal characteristics influence the readiness to adopt e-learning in secondary schools in Kitui District; to determine the extent to which teachers' personal characteristics influence the readiness to adopt e-learning in secondary schools in Kitui District; and to establish the influence of students' personal characteristics on readiness to adopt e-learning in secondary schools. Cross-sectional survey research design was adopted for the study. The target population included principals, teachers and students from public secondary schools in Kitui District, which had a Form Three class as at January, 2010. A sample of 66 principals, 66 teachers and 347 students was selected from 66 public secondary schools out of a total of 80 schools to represent teachers and learners; and to serve as a basis for analysis of their main characteristics and their contribution to the readiness of the institutions to adopt e-learning. Data was collected using questionnaires and an observation schedule. The resultant information was analyzed by employing the quantitative approach which involved descriptive and inferential statistical procedures. The study established that the readiness to adopt e-learning in secondary schools is influenced by the personal characteristics of principals, teachers and students. Level of education of both the principals and teachers had the greatest influence on the readiness to adopt e-learning, while the most influential personal characteristic of students was the type of school they attended. The study recommends that the government should plan to address the issue of e-learning infrastructure by availing e-learning equipment, enhancing connection to reliable sources of power, improving connectivity to various internet services and augmenting human resource capacity by organizing training programmes for principals, teachers and students.

**Key Words:** Principals, e-learning, digital divide, characteristics, teachers

## **Organizational Barriers Influencing Female Mobility in Secondary School Management in Machakos, Isiolo and Meru Counties, Kenya**

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The issue of women under-representation in management positions in all sectors including education has aroused scholarly interest globally in recent times. Statistics from the Teachers Service Commission of Kenya (2010) revealed that only 1,178 (24.5%) of the 4,800 public secondary schools in Kenya were headed by female principals. This is way below the minimum of 30% allowed by the Constitution of Kenya of 2010. The purpose of the research on which this paper is based was to identify the organizational barriers and coping strategies that influenced female mobility to principalship in Meru, Machakos and Isiolo counties. The key objective of the study was to identify the organizational barriers faced by secondary school female principals in these counties. The study employed descriptive survey design. The target population for the study was 825 persons. A sample size of 400 respondents was used for the study. Data were collected using questionnaires and interview schedules. Qualitative data was analyzed thematically while quantitative data was analyzed using SPSS. The major finding of this study was that organizational practices, culture, lack of mentoring, tokenism and “old boys” networks that locked out female counterparts were the main organizational barriers that secondary school female principals encountered as they ascended to principalship in the three counties. Further the study further found that additional training and female principals remaining focused on their work were among the coping strategies that were embraced to overcome the barriers encountered. The study recommends embracing the policy of gender mainstreaming to counter organizational cultures that are characterized by male dominance and discrimination against women so as to increase women visibility in top level positions in school management in Kenya.

**Key Words:** School management, gender discrimination, organizational cultures, secondary education, gender mainstreaming

## **Massification in Education and its Impact on Quality of Education in Kenya’s Public Universities**

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In Kenya, the government recognizes the importance of quality university education and has established the Commission for University Education (CUE) charged with the responsibility of ensuring that quality education is offered in the universities. However, there is a growing concern over the quality of education offered in Kenyan public universities in the face of recent mass admissions into these universities. Findings from research seem to be pointing to a decline in the quality of education offered in the public universities and it is believed that the concern for quality will continue to rise even as the demand for university education also rises. This demand is based on the perceived benefits accruing from higher education and the desire by governments to increase access to university education to learners of all categories. This increased demand has led to universities opening up ill equipped branches in hitherto unheard of places as well as mounting courses some of which they are least equipped to teach thus raising questions about the quality. It is important to note that quality is an overriding criterion in gauging excellence in university education. Hence universities desiring to be considered world-class must do so within the context of quality. This paper investigate how mass enrolment into public universities is negatively impacting on the quality of education offered in these institutions of higher learning.

**Key Words:** Massification of education, education quality, university education, quality assurance, education demand

## **Towards Quality Education Provision In Secondary Schools; Instructional Supervisory Practices By Instructional Supervisors**

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The impact of instructional supervision in enhancing provision of quality education in learning institutions appears to be in doubt worldwide. The overall objective of the study was to establish the effectiveness of the instructional supervisory practices exercised by instructional supervisors in schools and their contributions towards quality education provision in secondary schools in Kenya. Findings revealed that instructional supervisors mainly focused on control and evaluation of school administrators and this tended to make the school administrators self defensive and negative towards instructional supervisors, all of which hindered professional growth of the teachers and their ability to enhance quality learning. It was apparent also that, the approach used in conducting instructional supervisory practices by instructional supervisors was relatively unprofessional, characterized by prejudice, fault finding and authoritarianism. A major conclusion of the study was that, the current status of instructional supervisory practices as exercised by instructional supervisors has minimal impact on the quality of education provided in secondary schools. To reverse these trends, the study recommends that instructional supervisors need to apply participatory and collaborative approaches when handling school administrators and they should also embrace high levels of professionalism and collegial leadership approach when conducting instructional supervision.

**Key Words:** Supervisory practices, school administrators, collegial leadership, secondary. Kenya

## **Reconsidering Holistic Education: Practice Vis-A-Vis Policy**

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The philosophy of education in Kenya, “education and training for social cohesion as well as human and economic development,” is guided by the national goals of education, which provide the best answers to the question: why do we educate? The Seventh-day Adventist (SDA) philosophy of education advocates holistic education. It defines true education as more than the pursuit of a certain course of study - *the harmonious development of the physical, mental and spiritual powers of the learner, preparing them for the joy of service now and later.* The purpose of the study on which this paper is based was to find out the stakeholders’ perception of implementation of the SDA philosophy of education. The study was conducted in secondary schools of the Central Kenya region. A survey design was used and data was collected using questionnaires from a sample of 282 form four students, 46 teachers and six school administrators. Five variables were considered and findings revealed that the stakeholders differed significantly in their perceptions of implementation of three of them: learner-centered methods, effective administration and the mental aspect of the holistic curriculum. Therefore, for sustainable development, there is need to ensure the SDA philosophy of education is implemented as per the policy in order to truly prepare all-round citizens.

**Key Words:** Holistic education, SDA philosophy of education, education quality, descriptive survey research, education quality

## **Student Engagement and Achievement in Kenyan High Schools**

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Students should be seen to be fully involved in all aspects of schooling. The Kenyan high school student is between 14-17 years old and ordinarily, as is the case with the human race, at this adolescence stage youngsters are rambunctious and full of energy. Student engagement connotes student participation and involvement. A fully engaged student means that they are engrossed in school related matters. However schools are for teaching and learning and therefore an engaged student should be fully involved in school related learning activities. The Kenya Certificate of Secondary Education (KCSE) examination is a high stakes examination that requires a lot out of the student. A high score at KCSE ensures a student further education or training, and hence, a direct relationship between student engagement and student outcome. Research activities have hypothesized student engagement as a multidimensional construct with four components: academic, behavioral, emotional and cognitive. Appleton (2008) conceives academic and behavioral components as the kinds of engagement that one can observe among students, while emotional and cognitive are internal types of engagement among students. This desk literature review study investigate the nature of student engagement and its impact on achievement. It will further relate the findings to the current pedagogic practices in the Kenyan high schools.

**Key words:** student engagement, student achievement, secondary schools, literature review, Kenya

## **Financial Constraints Influencing Academic Performance by the Visually Impaired Learners in Kiambu County**

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Special needs education refers to the type of education designed for persons with disabilities and those with special gifts and talents who are also considered to have special learning needs. Some of these exceptional persons who have difficulties learning in regular classrooms require this special type of education. The research on which this paper is based focused education of the visually impaired learners. The purpose of the study was to investigate the financial constraints influencing academic performance of the visually impaired learners of a secondary school in Thika in Kiambu County. The main objective of the study was to identify financial constraints impeding academic performance by the visually impaired learners. The descriptive research design was used the cluster sampling method was used due to the small target population. The research instrument for this study was a self administered questionnaire. Descriptive statistics were used to analyze the data. The findings of this study were that: school principals experienced a lot of administrative problems related to lack of finances which made them unable to purchase teaching-learning resources and equipment or even expand school facilities all of which affected learning of the visually impaired learners. In addition, the broad special education curriculum required huge amounts of finances which were not available thus impeding the implementation of this kind of education. The recommendations of the study were that to increase the academic performance by the visually impaired students the government should invest more resources for the development of special education as well as make special education free.



## **Rethinking Benchmarking and Collaboration in Secondary Schools to Enhance the Quality of Education in Embu County, Kenya**

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This study sought to analyze the strategies school managers apply to improve academic performance of students in schools under free day secondary school education in Embu County, Kenya. The study adopted a descriptive survey research design and used a combination of purposive and stratified random sampling techniques to sample 54 members of the Board of Management (BoM), 45 heads of departments and 36 members of Parents Teachers Association (PTAs) yielding a sample size of 135 subjects to participate in the study. The study used questionnaires to collect quantitative data from teachers and interview guides were used to collect qualitative data from heads of departments and members of the PTA. The study found that school managers used various strategies to improve students' academic performance. The strategies included: inconsistent monitoring of instructional processes and student assessment; subsidizing Government funding through free day secondary education using income generating activities; and uncoordinated guidance and counseling programmes. Despite these efforts, the expected improved students' academic performance was not realized due largely to the fact that most school managers had not undergone management skill training. It was recommended that school managers should undergo intensive leadership training on all aspects of school management for enhanced students' academic performance to be realized.

**Keywords:** Management strategies, improved academic performance, Secondary schools, Embu County, Kenya

### **Life Approach: How Do Primary School Teachers in Kenya Perceive and Apply It in Pastoral instruction lessons?**

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Kenya Vision 2030 points at quality education and training as fundamental to its success. It outlines one of the challenges facing the education sector as creating a cohesive society imbued with a culture of practicing desirable values. Religious education has been identified as an important curriculum area in the transmission of desirable values. Pastoral instruction (PPI) programs have been part of the Kenya primary school curriculum since introduction of formal education. The Kenya National Education Commission of 1964 recommended an academic approach to PPI. Consequently, life approach was adopted basically to equip learners with desirable values and attitudes. A literature review revealed limited research about pedagogical approaches to PPI. This paper reports on a study on application of the life approach pedagogical approach to the teaching of Catholic PPI. The findings showed that teachers were not adequately prepared to apply the life approach methodology. Furthermore, teachers who attempted to apply the methodology encountered problems such as shortage of time and inadequate moral and material support. The researcher recommended that curriculum developers provide in-service training for teachers on the use of the life approach methodology and avail approved course books for the subject.

**Key words:** Pastoral Instruction; life approach; primary school curriculum; Catholic PPI; desirable values and attitudes.

## **Increasing Unemployment and Under-employment of Graduates in East Africa: Responsibilities for Educational Policy Makers and Higher Learning Institutions.**

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In the recent times, there has been an exponential enrolment in Eastern African higher education institutions. This trend is pointed out to have contributed to the increase in rates of unemployment as well as underemployment. Hence, this paper seeks to demonstrate the effects of such a growing threat to individuals, institutions, governments and the society at large. This paper has referred mainly to the context of Kenya and Rwanda. The data on higher education graduates and graduates' employability were solely secondary. They were collected from different official websites and physical documents. The discussion of the findings has led to the conclusion that higher learning institutions seem to be much concerned with the quantity over the quality of the required graduates. Indeed, due to lack of poor policy enforcement, higher learning institutions do seemingly operate in competition coupled with a tendency in money hunting from aspirants for higher education which undermine the consideration of current and future employment possibilities and requirements. Therefore, the findings of this paper inform and point out the responsibilities of educational policy makers and institutions of higher learning vis-à-vis unemployment and underemployment. The paper recommends that Kenyan and Rwandan governments take up their role to monitor their educational systems and channel them adequately towards the fulfillment of the countries' needs and visions. Also, the empowerment of governmental policy making bodies and frank collaboration of all education stakeholders are of high necessity.

**Key words:** Unemployment, Underemployment, Higher Education, Educational Policy, Graduate, East Africa, Kenya, Rwanda

## **Revolutionizing Education through Information Communication Technology: Progress and Challenges in Rwanda**

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Information Communication Technology (ICT) is largely seen as an engine of positive change in education. This study examined the extent of educational transformation in post-war and post-genocide Rwanda. Based on activity theory, the study used qualitative research methods specifically document analysis to investigate progress made and challenges faced. Recorded materials including official records and reports, public, private and personal documents, published and unpublished, were analyzed to trace information on the phenomenon of ICT in education in Rwanda. The findings show that programmes, projects, plans and policies to promote ICT in education were put in place. However, despite the achievements registered in infrastructure development, awareness creation and skills development, integration of ICT in education is still far from being at its fullest. Discrepancies in access to ICT and in ICT skills were registered between rural and urban areas. The study therefore recommended that enough funds be allocated to ICT infrastructure and ICT literacy development to allow equal access to ICTs by rural and urban populations. Furthermore, the provision of ICT tools should be accompanied by adequate funds for maintenance and replacement and Government paid technicians should be availed to educational institutions. The government should also learn from the experiences of countries where ICT in education has succeeded remarkably well.

**Key words:** Information Communication Technology, ICT Integration, ICT in education, progress and challenges, Rwanda

## **Challenges Encountered by Field Supervisors of Kenyan University Students' Undertaking Practicum Attachment**

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There is little published research that explores or documents the practicum supervision experience of field supervisors of university students in Kenya. Practicum provides students with an opportunity for experiential learning and hands-on work experience during their university education. The aim of this study was to identify the challenges encountered by field supervisors of students during practicum in organizations dealing with community issues. Fifteen organizations that had hosted third year students from the Department of Community Resource Management and Extension at Kenyatta University during their practicum attachment were sampled using purposive sampling. Data was collected using fifteen key informant interviews with field supervisors. Data was analyzed using NVivo software for qualitative analysis. Thematic analysis resulted in the identification of key themes related to clarity of learning objectives of the practicum and the supervision challenges encountered by field supervisors during practicum. Key findings indicate that the supervisors largely lacked a clear understanding of practicum expectations and the academic preparation of students in the Community Resource Management & Extension program. The main supervision challenge fundamentally revolved around orientation of students to community-based field work as they endeavored to link theory to practice. It is anticipated that a greater understanding of the challenges that field supervisors face could be utilized to enhance the practicum experience of university students through additional support provided to the host organizations. Consequently, the students will be more likely to optimize the intended benefits of the attachment as a result of the host organizations enhancing the quality of field-based learning.

**Keywords:** practicum, supervision, experiential learning, field-based learning, university education

The research on which this paper is based is supported by a grant from the International Development Research Centre in Canada.

## **An Evaluation of Life Skills Education Curriculum Implementation in Kenyan Public Secondary Schools: The Case Study of Nyamira District**

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Life skills are a set of skills acquired through teaching or direct experiences. They are problem solving behaviors and abilities that enable individuals to deal effectively with demands and challenges of personal and academic life. Life skills help in character development and in molding the youth into responsible citizens. The teaching of life skills was made compulsory in Kenyan public secondary schools in 2008. However, implementation has faced a number of challenges. The purpose of this study was to evaluate the implementation of life skills curriculum in public secondary schools in Nyamira District. The objectives of the study were to find out: the level of implementation of the life skills curriculum, the extent of teacher training and teacher preparedness, assess teachers' attitudes, assess the availability of instructional materials and, find out what educational support services is given to teachers. The study adopted a descriptive survey design. Questionnaires were used to collect data from a sample of 89 respondents. Data was analyzed using Statistical Package for Social sciences (SPSS). Key findings indicate that life skills curriculum has been poorly implemented - teachers were not prepared for its implementation and that they had a negative attitude towards it. The researcher recommends sensitization of all involved on the importance of life skills education for better implementation of the curriculum.

**Key words:** Life skills education curriculum, curriculum implementation, teacher training, research, Kenya

## **An Evaluation of Middle Basic Education Curriculum for English Studies in Nigeria under the Nine-Year Universal Basic Education Curriculum**

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Great importance has been attached to curriculum design and pedagogy in syllabi in Nigeria, particularly in language teaching and learning. The paper makes an evaluation of English studies curriculum designed for primary four in Nigeria under the Nine-Year Universal Basic Education Curriculum (middle basic). The 69-page curriculum was designed organized by the four language skills – listening, speaking, reading and writing. Three principles for language teaching-learning have been identified in the curriculum. They are: Linguistic Principles, Socio-affective Principles and Cognitive Principles. The study found that the curriculum recommends the use of two teaching methodologies: Grammar Translation Method (GTM) and Audio-Lingual Method (ALM). However, the curriculum is dominated by the use of GTM which means that written language has an upper hand over spoken language. The paper recommends a paradigm shift from GMT and ALM which are traditional approaches to language teaching to Communicative Language Teaching (CLT) which promotes communicative competence for enhancing the quality of education.

**Keywords:** Language teaching methodology, communicative language teaching, grammar translation, audio-lingual, language learning,

## **Effects of Capitation Grant on Access and Retention of Students in Public Secondary School in Nairobi and Kiambu Counties**

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Capitation grants for secondary schools was introduced in Kenya with the aim of assisting the poor who would otherwise not have enrolled in secondary schools. The government started with a grant of Kshs10,265 per secondary school student. This amount has increased to Kshs12,870 . However, with the rising cost of education, many children from poor families have been locked out. The study sought to investigate the effects of capitation grants on access and retention of students in public secondary schools in Nairobi and Kiambu counties. The objectives of the study were: to determine the trends of students enrolment before and after introduction of capitation grant in Nairobi and Kiambu counties and to verify the disbursement of the grant in Nairobi and Kiambu counties. The study employed descriptive survey design and used both quantitative and qualitative approaches to collect data. Data collection was through questionnaires, interview schedules and focused group discussion guides. Data analysis was done using descriptive statistics. Among the key findings was that funds are often not disbursed on time.

## **Enhancing Quality Education in Kenyan Secondary Schools through Positive Organizational Climate and Culture**

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This paper examines the different ways of enhancing quality education especially through positive organizational school climate and culture in order to achieve the goals of Kenya Vision 2030 in Kenya. The paper highlights the effects of school climate on students' performance. It also examines the influence of principals and teachers on school climate in enhancing quality education. Research confirms what teachers and parents have claimed for years, that a safe and supportive school environment, in which students have positive social relationships and are respected, engaged in their work and feel competent, matters.

**Key words:** School Climate, School Culture, Quality Education, School Organization

## **Who Attends Non-Formal Schools In Kenya? An Analysis of Quality of Learners Attending Non-Formal Schools in Nairobi, Kenya**

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Through concerted efforts by various actors in education, Kenya has made significant progress in improving access to primary education. The entry of non-formal schools as an alternative mode of primary education delivery, especially for children from urban informal settlements, commonly referred to as slums, has enabled many school going-age children and youth from these settlements to access education. Since use of non-formal schools as a mode of education delivery is a recent phenomenon, the question of what non-formal schools are and who attend such schools is important. This paper uses the UNICEF (2000) framework of education quality to examine the quality of pupils who attend non-formal schools; evaluate the quality of learning environment in non-formal schools in Nairobi and examine the performance of pupils attending non-formal in the Kenya Certificate of primary education (KCPE). Among the research findings are that majority of pupils who attend non-formal schools were of normal school going age. However a good proportion were overage. A majority of the parents of children who attend non-formal schools were low income earners and therefore poor and, a good proportion of children attending non-formal schools did not receive support for their homework.

**Key words:** Non-formal schools, quality learners, school performance, informal settlements, access to education

## **Exploring Utilization of Instructional Materials as a Strategy in Improving Literacy and Numeracy Skills among Public Lower Primary Schools in Four Selected Districts in Kenya**

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Instructional materials have remained significantly important in enhancing the quality of education and are associated with student learning. Yet little is known about how teachers actually utilize the instructional materials to help pupils learn. The study on which this paper is based focused on utilization of instructional materials as a strategy to improve pupils' literacy and numeracy skills. The purpose of the study was to explore teachers' utilization of instructional materials to improve pupils' literacy and numeracy skills among public lower primary schools. The study was carried out in four selected Districts in Kenya: Kitui, Gatanga, Transmara and Migori. A sample of 68 head teachers, 68 teachers and 1,364 pupils was selected using purposive sampling technique. Four instruments were utilized: interview guide, questionnaires, classroom observation guide and a checklist. The results showed inadequacy of instructional materials and that teachers utilize instructional materials to improve pupils' literacy and numeracy skills through lesson preparation and as sources of exercises for the pupils. The study recommended the need to provide adequate funds for instructional materials.

**Key words:** Primary education, utilization of instructional materials, literacy skills, numeracy skills.

## **Competency-Based Education in Kenya: Contending With the Imperatives for Successful Implementation**

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It is now official; in response to the challenge of providing quality education for sustainable development, Kenya is switching from objectives-based curriculum to competency-based curriculum (CBC). The Cabinet Secretary for education has been saying this loud and clear. Surprisingly, however, the Cabinet Secretary's pronouncements have generated little, if any, discussion among education scholars or lay people. My objective in this paper is to open up discussion on this curriculum reform that is now underway. Proponents of competency-based education (CBE) argue that by focusing on competencies or what learners can do with the education they have received, competency based education is better suited to ensuring that education responds to the needs of society (and therefore of the Kenyan society as articulated in Kenya Vision 2030). Developing a competency-based curriculum therefore entails clearly identifying the competencies that learners will be required to attain at different points of their education. In this paper takes a historical perspective to CBE and demonstrate that (i) CBE has been around for a long time in countries such as the US and Canada and that its precursors are what pertains in Kenya today, (ii) while seemingly entailing not so radical curriculum change, CBE has far-reaching policy, practice and cost implications and therefore constitutes an educational reform in the league of educational reforms such as the 8:4:4 reforms of the 1980s. More importantly the paper discusses the policy and practice implications as well as the principles of successful implementation of curriculum innovations that we will need to pay attention to as we embark on CBE in Kenya.

**Key words:** Competency-based education; curriculum reform; education quality; curriculum innovation; curriculum implementation

## **Effects of Bullying on Academic Performance in Selected Secondary Schools in Dagoretti Division, Nairobi**

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Cases of bullying have been on the rise in secondary schools. The purpose of the study reported on in this paper was to investigate the effects of bullying on academic performance in selected public secondary schools in Dagoretti Division, Nairobi. The specific objectives of the study included: investigation on the types of bullying, factors contributing to bullying in schools, effects of bullying and remedies to bullying. The study used ex-post facto research design and employed simple random sampling technique to sample 120 students. Data were collected using questionnaires. Descriptive statistics were used to analyze the data. Data were presented using tables, histograms and pie charts. The findings revealed that bullying is a serious problem that can dramatically affect the ability of students to progress academically, emotionally and socially. Recommendations of the study included that concerted efforts are required to exhaustively deal with bullying in all schools with comprehensive intervention programs involving all students, parents, teachers, the community and Ministry of Education Science and Technology introduced in all schools to ensure that all students learn in safe and fear-free environments.

**Key words:** Bullying, academic performance, secondary education, research, Kenya

## **Unfinished Business in the Provision of Universal Primary Education: The Kenyan Case**

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The purpose of this paper is to examine how the Universal Primary Education (UPE) global policy has fared in Kenya. This global policy adopted at the Dakar Conference in Senegal in the year 2000 was signed by 189 world leaders in which Kenya was represented. The Universal Primary Education then became one of the eight Millennium Development Goals (MDGs) set by these leaders. The Universal Primary Education global policy of the year 2000 proposed that by the year 2015 children of school going age should have free, affordable and accessible education in the world. This paper explores how UPE has been implemented in Kenya given that we are now in the year 2015. The paper makes recommendations on the unfinished business of UPE in Kenya.

**Key words:** Universal primary education, MDGs, progress in Kenya

## **Using Zero Money to Tackle the Challenges of Universal Education in Africa: A Case of Universal Secondary Education in Uganda**

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Education is without a doubt, the sector that holds the key to transformational national development and Uganda's ability to compete in the global marketplace. It is singularly the sector that has experienced the worst type of decline in relation to standards, quality and value in Africa. However, the 1990 World Conference on Education for All launched in Jomtien, Thailand rightly called attention to improving education through better management and expanded access to primary education systems with little attention to secondary education. Therefore, Government of Uganda through the Ministry of Education and Sports (MOES) with support from development partners introduced Universal Education in both primary and secondary schools throughout the country from 1997 and 2006 respectively. The intention was to remove barriers to education, provide flexible and responsive support, and facilitate lifelong learning for all. Despite the fact that, the government continues to encourage families to send all their school-going-age children to Universal Secondary Education (USE) schools; the programme has not received the attention it deserves from either the public or the private sector in Uganda. Therefore, this theoretical paper seeks to discuss the unequal learning outcomes among children of different races, ethnic groups and social economic background in all regions of the country. This paper is organized in the following manner; Part I begins with a background and education systems of Uganda, while Part II discusses the major challenges the government is facing in enhancing access, quality to affordable education. Finally, Part III covers practical policy implications and Part IV gives concluding remarks and identifies gaps for research.

**Key Words:** Zero Money, Universal Education, Secondary Education, Quality Education, Ghost Teachers

## **Legal Frameworks for Teacher Management: A Compararison Of Some Constitutional Provisions And Acts Of Parliament for Ghana And Kenya.**

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This study sought to examine the similarities and differences in the legal framework of education on teacher management in Kenya and Ghana. The main argument in this paper is that teachers are the most important resource needed for the smooth running of the education system and hence all the necessary measures must be put in place to ensure that they are properly recruited, selected, employed, orientated and rightly placed to give of their best. The paper relied on the review of secondary data available mainly on official websites and published documents such as national constitutions, acts of parliament, sessional papers, articles in refereed journals as well as unpublished documents. The major findings were that issues on teacher management such as teacher registration, licensing, and discipline are given similar attention in the legal frameworks of both countries. However, other provisions on authority of teacher management organizations, teacher recruitment and financing differ. The study recommended a rigorous selection and recruitment process for teachers in Ghana and an amendment of Article 237 of the Kenyan Constitution on Teacher Service Commission and the Teachers Service Commission Act, 2012 (Act 20) to ensure the direct control of teacher management activities by the Ministry of Education in Kenya

**Keywords:** Legal Framework, Teacher Management, Teachers Service Commission, National Teaching Council, Ghana and Kenya

## **School Performance As Opposed to Ranking of Schools According to Performance in National Examinations Results**

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Is ranking of schools in national examination a reflection of school performance? The ministry of education stopped ranking of schools according to performance in national examinations with the announcement of 2014 examination results. The reasons given are that ranking does not take into account performance of the students in other aspects of student learning such as in co-curricular activities. Those who propose doing away with school ranking also argue that it encourages illegal methods such as cheating to improve school performance in national examinations. Those who support ranking argue that it encourages competition among schools thereby improving the quality of education. The political leaders and parents strongly feel that the ministry of education should revert to school ranking and members of parliament passed a motion compelling the government to reintroduce school ranking. This paper will present a synthesis of research on school ranking and performance. This is in an attempt to answer the question is whether the performance of students in national examinations is an indication of the quality of a school or just one part of students' performance.

**Key words** School performance, school ranking, national examinations, literature review



## Higher Education – New Solutions

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A study by Nganga (2014) who studied employers across the East African region, found that graduates lacked employability skills - technical mastery and basic work-related capabilities. Nganga indicated that “at least half of graduates produced by East African universities are ‘half-baked’ for the job market”. The question that begs to be asked is, what went wrong? What could have produced the situation? Is it financing and the cost of education? It is now known that education at higher education level is self-financed and although governments give subsidies, they may not be sufficient. The universities have to be innovative and entrepreneurial in funding their programmes. Could they have forgotten their role of scholarship ..... in their pursuits of self-sufficiency? There are also the many private Universities besides the - the high enrolment, the availability of lecturers, the facilities and the programmes. What about the curriculum and the programmes, are they relevant to the world of work? Are the employers and industrialists, the customers of the university products involved in the design of curriculum? Have they afforded students pupilage opportunities and talked to their lecturers or is there a disconnect with the university management. Is innovation and creativity being compromised by the speed of churning out large numbers of graduates? What about the quality of education? Is it possible that the best students are preferring education cross the border and staying and working in their host countries because of lack of opportunities in their own countries and thereby causing brain drain? What about harmonization of education across the region? This paper attempt to elucidate on the reasons why the situation is as pointed out with a view to suggesting new ways of handling higher education in East African Region.

**Key words:** University education, East Africa, quality of education, university graduates, world of work

## Education for Sustainable Development and Its Policy Implications: The Case Of Public Higher Education In Kenya

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The role of education for sustainable development (ESD) is to help people develop the attitudes, skills, and knowledge to make informed decisions for the benefit of themselves and society. While many nations around the world have embraced the need for education to achieve sustainability, only limited progress has been made in any level. This paper focuses on examining current higher education policies in place in Kenya, and how their implementation is an impediment to ESD implementation in higher education. The paper notes that higher education policies in Kenya do not optimally support holistic learning pedagogy for sustainable development. ESD policies should either involve creation of another "add on" subject, (e.g., Sustainable Development, Environmental Education, or Population Education) or reorient entire education programs and practices to address sustainable development. Embedding sustainability themes within the curriculum supports young people as global citizens and equips them with skills, values and attributes for learning, life and work. In the post-2015 decade, the ESD agenda has been summarized under the Global Action Programme (GAP) priority areas and SDGs to heighten its mainstreaming. Learning for sustainable development constitutes a trigger for innovations in education and should be supported. Hence this paper is significant in providing relevant information for action and decision making for policy makers, educators and trainers, teachers and community towards improving quality of education in their societies.

**The key words:** Sustainability, implications, policy, pedagogy and holistic.

## **Integration of ICT in Teaching and Learning of Science in Perspective- A Case Study of a Secondary School**

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The study on which this paper is based was carried out to explore how teachers integrate ICT in teaching of secondary science. Four teachers of science who integrate ICT in teaching and learning were identified using purposive sampling. Semi-structured interviews were used to collect data from these teachers. Follow up non-participant classroom observations of these teachers was carried out. In addition, document analysis of these teachers' schemes of work and lesson plans was conducted to see if ICT integrated lessons were planned for regularly. Students taught by these teachers were also asked to fill questionnaires to find out how ICT impacted on their learning processes. Findings from this study showed that these teachers have increasingly integrated ICT in teaching and learning. The teachers used the word processor to make schemes of work and write teaching notes. They also downloaded videos from 'you tube' and other sites like MERLOT (multimedia Educational resources for Learning and online teaching). The study also found that students had developed a lot of interest in learning of science when ICT was used. Indeed, some students requested that they be allowed to use mobile phones to access the internet in school. However, the study also found that the teachers faced many challenges in trying to integrate ICT in their teaching. Including lack of technical support. The study made several recommendations including that the technical support be provided to teachers in all schools.

### **Key words**

Integration of ICT, teaching and learning of science, secondary education, research, Kenya

## **The Promise of Integrated English Curriculum: Principals' and Teachers' Reactions and Reflections**

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The current Kenyan secondary English curriculum (2002) has adopted an integrated approach not only to teaching, but also to the assessment of English language and Literature. This re-organisation is meant to improve the standards of teaching and performance in English. However, national performance in integrated English has remained consistently below average, contrary to expectations. This paper is based on a research that was conducted in Nairobi. The study combined quantitative and qualitative data collection methods and collected data by means of a questionnaire, interviews and observation. Data was collected from 101 teachers of integrated English and 20 principals. Further, the heads of English at Kenya Institute of Curriculum Development, Directorate of Quality Assurance and Standards and Kenya National Examinations Council were interviewed. Raw data collected from questionnaires, interview and observation schedules was organised into significant patterns so as to easily interpret and understand the essence of the data. The study revealed that despite the promise of the re-organised English curriculum, teachers were teaching the integrated English curriculum without proper understanding of the methodology involved. Consequently, they faced difficulties and resorted to teaching English language and Literature as two separate subjects. The study concluded that there has been no effective implementation of integrated English curriculum in Nairobi North Sub-county as was/is intended by the curriculum developers. The study recommends that continuing professional support be given to teachers of integrated English curriculum in the form of in-service training and other forms of support for the promise to deliver.

**Key Words:** Curriculum, Integration, Integrated Approach, Integrated Curriculum, Integrated English Curriculum, Curriculum Implementation, Teacher Reflections

## **Mentoring of Newly Employed Lecturers: Towards best practices**

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This study set forth to explore the mentoring of newly employed university lecturers and the best practices that would enhance mentoring in Kenyan universities. To achieve this objective, 12 newly employed lecturers both men and women working in two Kenyan universities were interviewed. Two lecturers from each of the two universities who had served for more than five years and a human resource manager were also interviewed. The principles of the Mentoring Theory (MT) were adopted for this study. The data collected were qualitatively analyzed. The general finding of the study was that Kenyan universities lack explicit policies on the mentoring of newly employed lecturers. The study recommended that in order to enhance quality in education, a mentor and a mentee should work together to develop mutually agreed upon goals for the success of both the individuals and the university. The study also recommended that universities should seek for and implement best practices in mentoring.

**Key words:** Mentoring university lecturers, qualitative research, best practices, newly employed lecturers, Kenya

## **Is The Integration of ICT in Teaching Secondary School Physics in Kenya The Magic Card?**

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Physics has suffered low enrolment and performance at the Kenya Certificate of Secondary Education (KCSE). This has been attributed to students' perception that Physics is difficult and uninteresting due to its abstract nature. Research shows that where there is adequate ICT resources, integration of ICT in Physics instruction has the capability of simplifying the abstract content as well as creating interest in learners and consequently improving the quality of education. This study sought to find out the status of ICT resources in secondary schools in Kenya. The objectives of the study were to find out how available ICT resources are in schools in Kenya and, the extent to which ICT is used in classroom instruction. The study was conducted in Nairobi County and targeted 40 schools, 40 principals and 121 Physics teachers. Descriptive survey research design was used. Random sampling technique was used to get a sample of 18 schools and 52 Physics teachers whereas purposive sampling was used to get 18 principals. Questionnaires, interview schedules and an observation schedule were used to collect data. The data was analyzed using SPSS. The study found that integration of ICT in Physics instruction in secondary schools in Nairobi County was still very low. The study recommends provision of more ICT resources and training of Physics teachers in requisite ICT integration skills.

**Key Words:** ICT Integration, ICT integration skills, Physics Instruction, ICT Resources, descriptive survey

## **Efficiency in the Use of Instructional Resources in Public Primary Schools in Kenya: A Case Study of Wareng Sub-County**

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Instructional resources are of vital importance in the teaching-learning process. They help reduce abstraction and make discovered facts glued firmly to the memory of students. The purpose of the study on which the current study is based was to examine the efficiency in the use of instructional resources in public primary schools in Wareng Sub-County. A descriptive survey design was used in conducting the study. The target population comprised of teachers, pupils and headteachers in 18 public primary schools. Both quantitative and qualitative data were collected using questionnaires for teachers and pupils and an interview schedule for the headteachers. Quantitative data were coded and analyzed using Scientific Package for Social Science (SPSS) to derive frequencies and percentages. Data were presented in tables and graphics. Qualitative data were analyzed by arranging responses into meaningful categories according to research objectives and questions. The study found that not all the required instructional resources were available for use by both teachers and pupils in the schools studied. Further, the study found that instructional resources were not efficiently used in public primary schools. Among the recommendations of the study was that headteachers and teachers should be in-serviced on the variety of instructional resources available and how to use them effectively.

**Key words:** Instructional materials, use of instructional materials, survey study, Kenya, primary education.

## **Ignore it at Your Own Peril! Using Music to Enhance the Quality of Education**

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Music is an integral part of culture and is crucial in the development of an all round individual. Its influence begins before birth and continues after death. Education on the other hand ought to develop the whole person from birth and throughout life. Therefore music and education are like Siamese twins, play a complementary role and cannot be divorced - there is education in music and music in education. Without music, education becomes diluted and degraded. On the other hand, it is generally agreed that education should be holistic. Holistic education involves the cognitive, physical, spiritual and socio-emotional development. The purpose of this paper is to highlight research on music and holistic education of the learner based on a literature review. The literature was reviewed under the following subthemes: Music for intellectual/cognitive development, physical development, spiritual/moral development and social/emotional development. The review revealed that music is indispensable in ensuring that education is of good quality and contributes to sustainable development. The paper concludes by recommending that music be included at all levels of education to improve the quality of education provided.

**Key words:** Holistic education, music, intellectual/cognitive development, physical/motor development, socio-emotional development, spiritual/moral development.

## **21<sup>st</sup> Century Students' Knowledge, Skills and Attitudes: Implication for Teacher Education Reform**

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The world in which today's students will graduate is fundamentally different from the world in which we grew up. Unlike before, education must prepare students for the world where opportunities for success require the ability to compete and possess 21<sup>st</sup> century skills. Global education reform movements identify the 21<sup>st</sup> century students graduating skills to include global awareness, civic, business, financial, entrepreneurial, health, and environment literacy. They also require students to develop skills of creativity and innovation, critical thinking and problem solving, communication and collaboration, information, media, and technology skills. This paper explores ways Canadian education systems have responded to the needs of 21<sup>st</sup> century. Education reform in Canada in many aspects reflects reform processes occurring globally. Canada provinces have continued to target their energy and resources to significantly increase student learning and achievement levels. Education reforms have identified competencies or statements describing the knowledge, skills, and attitudes expected of all students who graduate from their public school system. Achievement of these competencies will prepare students to continue to learn throughout their lives. These 21<sup>st</sup> century competencies identified in Canadian education include critical thinking and problem solving, creativity and innovation, social and cultural responsibility, global and environmental awareness, communication, digital literacy, lifelong learning, self-direction, collaboration, leadership, and aesthetic expression. The implications of these 21<sup>st</sup> students' competencies on education reforms are discussed.

**Key words:** Canadian education systems, competencies for the 21<sup>st</sup> century, global education reforms, global awareness

## **University - Community -Service Partnership Impact on B.Ed. Students' Teaching Competencies**

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The objectives of this study were two-fold: first, to explore the impact of a community service-learning on pre-service teachers' personal, academic, and professional development. Secondly, to examine the potential of service-learning as a pedagogy for equipping pre-service teachers enrolled in educational courses in the Bachelor of Education program. The study involved students enrolled in health education class. Data sources included: (a) individual reflective journal, (b) evaluative questionnaire, and (c) focus group interview. The results showed that a Community-University partnership service-learning experience increased pre-service teachers' understanding of subject matter content, had a considerable improvement in their professional skills such as communication, leadership, teamwork, critical thinking, and ability to effectively apply academic course content. The conclusion from this study showed a community –university partnership Service Learning can be a very rewarding, fun and engaging experience. It offers a valuable opportunity for faculty to plan application of theory outside their traditional classroom environment. It also enhances community-university partnerships to address issues of mutual concern, such as the health and wellness of the population. In today's world, teacher educators should strive to try new pedagogies that link course learning activities with a full range of learning experiences available in our communities. It is a way of building a responsible citizenship among pre-service teachers and enhancing sustainable development.

## **Management Challenges Facing Kenya's Public Universities and Implications for the Quality of Higher Education**

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The quality of university education has become a high profile issue, in the 21<sup>st</sup> century due to the changes and challenges that face the entire system worldwide. The new changes coupled with insufficient funds in public universities in Africa have brought in new challenges to the management of these universities. In Kenya, expansion and privatization of public university education has raised concerns about the quality of education provided. This is because graduates of universities are expected to be equipped with relevant skills necessary for initiating and advancing economic development. The skills, attitudes and values they acquire form an essential part of the base for translation of material outputs of development into the overall well-being of the population. It is against this background that the researchers sought to investigate the magnitude of challenges that face management of the Kenyan public universities and their implications for quality education. The study, which was carried out in three public universities, Nairobi, Kenyatta and Egerton employed the descriptive survey design. The target population constituted Deans of schools and Chairpersons of departments in the three universities. Purposive sampling technique was employed and questionnaires were used as the main tools for data collection. Quantitative data was analysed using descriptive and inferential statistics while qualitative data was organized into thematic categories according to the objectives of the study. The study found that almost all the universities that took part in the study did not have enough teaching and learning infrastructure and resources, especially lecture halls, library spaces, computers and textbooks. The study found that funding was the biggest challenge as it affected all the other areas of research, teaching and learning. The study recommended that, the universities and the Government establish appropriate, reliable, diversified and sustainable mechanisms for financing university operations and that; the Commission for University Education (CUE) extends its quality assurance mandate to public universities.

**Key words:** Expansion of university education, privatization of public university education, quality, challenges

## **TVET Reforms, Policies and Challenges**

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Technical and Vocational Education and Training (TVET) reforms are based on Sessional Paper No. 14, 2012 which is a policy framework on Reforming Education in Kenya. This framework resonates with Vision 2030 upon which the required knowledge, skills and attitudes are hinged. TVET reforms were actualized through Technical and Vocational Education and Training Act of 2013 in which a raft of changes were introduced and new organs created. Among the organs created are a regulatory body called Technical and Vocational Education and Training Authority (TVETA), the Curriculum Development Assessment and Certification Council (CDACC) body charged with the responsibility of curriculum development assessment and certification of programmes. Despite the many changes introduced, TVET continues to face a myriad of challenges. This paper critically analysis the reforms recently introduced in TVET and the challenges it faces. The paper ends by making suggestions on how the challenges can be better addressed.

**KEY Words:** TVET reforms, competency-based curriculum, Kenya, Vision 2030, Sessional

## **Enhancing Quality in Education: Stakeholders' perceptions of malpractices in the Kenya Certificate of Secondary School Examination**

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Examination malpractice has become a global phenomenon. In different countries of the world today, developed and developing, academic dishonesty especially cheating in examinations is on the increase. Given the importance of the examinations in Kenya, candidates have invented new tricks of cheating in order to pass the examinations. Parents and teachers are equally involved in the examination malpractices and go to any length to commit examination irregularities. Some parents facilitate cheating by giving money to their children to buy examination papers. They also buy them mobile phones that they can use in sending and receiving messages on examination questions ahead of the start of examinations. In some schools, head teachers organize for impersonation to assist some candidates by paying university students or former KCSE candidates who performed well to re-sit the exam on behalf of weak students so as to boost their school's performance index. Based on a review of available literature, this paper discusses examination malpractices and makes recommendations on how the vice can be reduced.

**Key words:** Quality Education, Examination Malpractice, impersonation, literature review, Kenya

### ***Parents' and School Management Committee (now BOM) support in the Implementation of Free Primary Education in Kakamega and Kajiado Counties.***

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With the introduction of Free Primary Education (FPE) in Kenya, the government abolished fees and tuition levies in primary education. Examination fees have also now been abolished and uniforms are not compulsory. However, the government emphasizes that to ensure effectiveness of FPE, community support for infrastructure development is necessary. Indeed, the Ministry of Education stresses that community contributions, either in form of financial resources or in kind, are required to support the government's contributions. This paper presents the findings of a study conducted in Kakamega and Kajiado districts to assess the participation of parents and School Management Committees (SMCs), now referred to as Boards of Management (BoM) in the implementation of FPE. Data were collected from 59 headteachers, 14 Area Education Officers, 118 parents, 118 SMC members, 2 District Education Officers and 7 senior officers from the Ministry of Education headquarters through questionnaires, interviews and focus group discussions (FGDs). Most head teachers and teachers reported that after introduction of FPE, many parents were not actively involved in school management affairs, did not voluntarily contribute materially or financially to support school activities, were not involved in management of discipline within schools, and did not cooperate with teachers on academic progress of their children. From these reports, it was evident that most parents had misinterpreted the FPE policy. School Management Committees were generally regarded by headteachers as being much more supportive than Parent Teacher Associations (PTAs) and played an active role in budgeting, planning, and in supervising development projects and expenditure. However, SMCs were found to be less active in handling disciplinary cases in the school, maintaining academic standards, and sensitizing and mobilizing parents on school programmes. The study therefore recommended that the government should promote greater awareness among parents and communities in general on their role in FPE through a sensitization campaign. To ensure that SMC members understand their roles and discharge them with commitment, the study recommended that SMC members undergo management and leadership training.

**Key words:** Free Primary Education, School Management Committee, Parental support, survey study, Kenya

## **Relationship of Strategic planning and improvement of quality of Education in public secondary schools in Kenya**

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The aim of this paper is to explore the influence of strategic planning in improving the quality of education. The quality of education is directly linked to the effort expended in making arrangements or preparations of educational objectives and determining the requisite resources to facilitate the training, instruction or study that leads to the acquisition of skills or knowledge. Education at secondary level is of particular importance because it seeks to augment the general intellectual skills acquired at primary level, which are also relevant to any productive occupation including subsequent education. In Kenya, the Decentralized Education Management Activity initiative by the Ministry of Education in 2012 in partnership with USAID embarked on capacity development among education managers at the district and school level to enable them prepare and implement strategic plans. This notwithstanding, education at secondary level continues to experience unique challenges which are more often attributed to deficiencies in planning. This literature review paper focuses on educational administrators' perceptions of strategic plans, their formulation, implementation and their effects on the quality of education. From literature reviewed, it is clear that the role of strategic planning in enhancing quality is vital. Strategic planning is viewed as a tool that enables stakeholders to increasingly contribute to the school's strategic objectives which result in long-term sustainability and improvement in quality of education.

**Key Words:** Strategic Planning, Secondary education, Quality, Efficiency, Stakeholders involvement, sustainable Development

## **The Use and Usefulness of Free Primary Education Grant: Lessons from Kenya**

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In a growing number of countries, a significant reform in education management is underway: schools which in earlier years had very little or no say in their financial management now receive grants directly from central authorities. In many developing countries, this new trend breaks a tradition of centralized decision-making and control over financial resources. In Kenya, public primary schools started receiving grants following the introduction of Free Primary Education in 2003. School grants are expected to make a positive contribution to access, quality and equity. However, there can be a great distance between a policy and its implementation and the simple existence of school grant in no way guarantees that these improvements will be realized. This paper is based on a study that sought to (i) establish how the school grants policy is implemented in and by different schools, (ii) learn what its contribution is to the grand policy objective. The study adopted a sequential mixed methods research design. Phase One of the study entailed collecting qualitative data from a wide range of actors at school and district levels while Phase Two entailed collection of quantitative data. The study revealed that the FPE grant had led to increased access to education, greater availability of instructional materials and had promoted participatory decision-making in schools. Among the recommendations were that the government should consider increasing school grants relative to market prices, include a budget line on building and construction and ensure timely and regular disbursement of school grants.

**Key words:** Decentralization, Free Primary Education, school grants, sequential methods study, Kenya



## **Effectiveness of the Constituency Bursary Committees in promoting access and participation in secondary education in Kenya**

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The Kenyan government established the secondary education bursary scheme in the 1993/1994 financial year as a safety net to cushion the poor and vulnerable groups against the adverse effects of cost sharing in education. For the first 10 years, the bursary fund was managed at the school level by the head teachers and School Boards of Governors. However, the management of the bursary scheme was transferred from the schools to the newly created Constituency Bursary Committees (CBCs) in the 2003/2004 financial year in line with the government's desire to decentralize services. This move has over the years drawn heavy criticism from various education stakeholders. This study, therefore, sought to determine the effectiveness of the CBCs in bursary disbursement. The study adopted an exploratory approach using a descriptive survey design. The study locations were Nairobi and Machakos counties. The study established that: the decentralized bursary scheme was inefficient with regard to timeliness in making bursary awards and reach of applications with 21.9% of the applicants receiving bursaries over a three-year period. In addition, some very needy students were locked out of the bursary forcing some of them to drop out of school. The study concluded that the bursary lacked efficacy as it did not save needy students from dropping out of school. The study recommends that the Ministry of Education releases bursary funds early enough as well as increases the bursary allocation and that the Constituency Bursary Committees start receiving and processing bursary application forms early enough.

**Key Words:** Constituency bursary committees, decentralization, management of bursary fund, needy students

## **The Development of Talent Academies in Kenya Educational System**

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Talent is considered to be an exceptional natural ability to attain goals. Talent academies challenge young people who have been identified as having particular talents to develop the talents through innovative approaches. Based on a literature review, this paper focuses on the development of talent academies in Kenya where the idea is being implemented on a pilot basis. The paper provides an overview of the methods used to identify gifted students, the competence of teachers, the programs offered and the challenges faced by the talent academies. Among the review findings are that classroom teachers are called upon to nominate students for gifted and talented programmes, headteachers have been trained in workshops, conferences on how to manage the talented youth, the curriculum offered is on sports' careers with peace education and life skills. The challenges identified include lack of proper structures to identify and nurture talent both in and out of school and lack of proper performing arts equipment to host meaningful competitions as well as to train talent.

**Key words:** Talent academies, talent development, piloted academies, giftedness.

## **Devolution of Basic Education: Could it be the Panacea to Education Marginalization of ASAL Regions of Kenya?**

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The provision of basic education in the ASAL regions of Kenya continues to face numerous challenges in spite of the government efforts to provide basic education to all its citizens. Since independence, national plans and solutions have largely failed to provide adequate solutions to challenges of education in ASAL regions. Net enrolment ratios in pre-primary, primary and secondary schools remain far below those of the national level. The regions have few educational facilities, low access, retention, completion and transition rates. They have high teacher shortage and currently teachers from other regions of Kenya are not willing to work in some ASAL regions due to problems of insecurity. In 2010, a new constitution was enacted which provided for the devolution of many roles of the national government to the county governments. The provision of pre-primary education, village polytechnics and home crafts was devolved to the county governments. The objective of this paper is to explore whether devolution of education could solve many problems of education inequalities and marginalization in the ASAL regions.

**Key words:** Marginalization, devolution, education quality, ASAL regions

## **Beyond Access: the Role of Non Formal Schools in Provision of Quality Primary Education in Urban Informal Settlements in Kenya**

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During the past several years, Kenya has implemented policies that focused on expansion of education through improving access. One of such policies that have had great impact is the policy for alternative provision of basic education and training, which introduced an alternative mode of primary education delivery through non-formal schools. As a result the country has made significant progress in improving access to primary education, especially for poor children from urban informal settlements. Since the Dakar framework for action (2000) committed nations to provision of quality primary education and all nations were asked to improve all aspects of education quality. This research study sought to evaluate three aspects of quality of education provided by Non-formal schools in Nairobi's informal settlements, namely; 1) the quality of learning environments 2) quality of educational processes; and 3) the quality of educational outcomes. Study findings showed that non-formal schools experience considerable shortage of physical facilities and instructional materials and a majority of teachers in the non-formal schools were untrained. The quality of outcome in the non-formal schools was good as demonstrated in fairly good performance in the Kenya Certificate of Primary Education. The paper concludes with recommendations on how provision of education through non-formal schools can be improved.

**Key words:** Beyond access, Non-formal schools, alternative modes of education delivery, education in informal settlements, quality primary education

## **Effective Utilization of Computers and other ICTs in the Management and Delivery of Education in Kenya: Status and Unexploited Opportunities**

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Research has shown that use of information, communication technologies (ICTs) in education improves education standards in a country. Several countries including Rwanda, South Korea, Singapore and Malaysia have embraced computers and other ICTs in education. However in Kenya, the use of ICTs has generally been embraced only in higher education despite several initiatives by the government including the development of ICTs in education policy, the computer for schools project and the Jubilee government's laptop project among other initiatives. Even in higher education, as of now, Kenyatta University is the only university utilizing ICTs to deliver its education programs through the E-learning platform in the newly established Digital School. This paper discusses the possible causes of the slow pace of adoption of ICTs in education in Kenya and makes suggestions on how the integration of ICTs at all levels of education for both management and education delivery purposes can be achieved.

**Key words:** Integration of ICTs, Kenya, education quality, primary school laptop project, management and content delivery

## **Teacher-related Factors Influencing the Implementation of Early Childhood Development and Education Curriculum in Borabu Sub-county, Kenya**

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Curriculum is a plan which indicates what children are to learn. Curriculum implementation is the process of delivering curriculum to the learners and is meant to bring into reality the required changes. The quality of teachers influences effective implementation of curriculum which in turn leads to high or low education outcomes. This paper presents results from a study that was conducted in Borabu Sub-county in Kenya to determine the teacher-related factors influencing the implementation of Early Childhood Development and Education (ECDE) curriculum. Earlier research had shown that the curriculum was not effectively implemented. The teacher-related factors hindering effective implementation of the curriculum were: Teachers' low academic and professional qualifications; lack of in-service training; low motivation; and negative attitude towards curriculum implementation. The results showed that teachers were experiencing many challenges while implementing the curriculum including lack of teaching materials; lack of appropriate physical facilities; low salaries and lack of support from key stakeholders.

**Key Words:** Curriculum; implementation; Early Childhood Development and Education

## **A Student- Centered Pedagogy: A Teacher's Perspective**

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This paper draws from a larger study conducted in Kenyan classroom, a narrative inquiry into a teacher and children learning about HIV and AIDS curriculum using a student-centered approach. The two major research questions of this study were: 1) What are the experiences of a teacher teaching the HIV and AIDS curriculum using a student-centered approach? 2) What are the experiences of children learning the HIV and AIDS curriculum using a student-centered approach?

In this research, I adopted a narrative inquiry methodology to help me understand and represent the stories of a teacher's and children's experiences. Narrative inquiry as a method of studying educational experience is a focus of study by Clandinin and Connelly (2000). In narrative inquiry, experience is central to the inquiry. The participants in this study were a teacher and 8 children recruited from children in standard 4 aged between 10 and 11 years. While the classroom work was with all children in standard 4, the main focus of this study was with the teacher's and the 8 children's experiences.

The findings from this suggest that a teacher who adopt a student-centered approach in teaching HIV and AIDS experienced a transformed classroom learning environment characterized by: sharing authority with children; constructing a democratic classroom; learning to listen to children; affirming children's voices and ownership in learning; creating a partnership with parents; interrupting gendered classroom; and developing children's advocacy in community matters.

The study concludes with recommendations for equipping teachers with the necessary knowledge, skills and attitude to build a student-centered classroom environment.

## **Reconceptualising Quality of Education: Exploring the Challenges Faced in Rural-Arid Communities in Isiolo County -Kenya**

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The introduction of free primary education in Kenya provided tremendous opportunities for schooling though certain pockets of rural Kenya are yet to enjoy the benefits anticipated. The study reported on in this paper investigated cultural and socio-economic determinants of participation and performance among learners in public primary schools. The objective of the study was: To find out the attitudes of teachers, parents and pupils towards participation and performance. Data was collected from 6 pupils and 3 teachers selected from 13 public schools making a sample of 117 respondents. Questionnaires were administered to teachers and pupils while interview schedules were used to collect data from parents. Simple descriptive statistics were used to show relationships between variables and presented as percentages, frequency distribution tables and means. The study found that religious and cultural beliefs influence attitudes towards schooling the study recommended that there should be collaborative efforts between the people and the government on education related issues to attract many more children to schools and capacity building for teachers and school managers to create friendly learning environments in the schools.

**Key words:** Teacher attitudes, quality education, social-cultural determinants, research

## **E learning: A solution or a problem in improvement education accessibility among people living with disabilities?**

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One of the millennium development goals was to achieve education for all (EFA) by the year 2015. This, however, has not been achieved yet. Adoption of E-learning is one of the avenues for attainment of this goal. Unfortunately, digital and knowledge divide (among other obstacles) have hindered effective implementation of E-learning. This paper, which is based on a literature review, explores how e-learning platforms developers have or have not considered the needs of people living with disabilities in the design of such platforms. Research has shown that E-learning platforms designers have tried to increase accessibility among people with disabilities in a number of ways. The paper discusses the extent to which these platforms have offered solutions to barriers to access among these groups and the problems which are yet to be addressed. The paper concludes by proposing use of artificial intelligence systems in providing an integral solution to these problems.

**Key words:** e-learning, people living with disabilities, e-learning platforms, Kenya, education for all

## **Towards Global Citizenship Education: Utilizing ICT**

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There has been a shift in education discourse and practice towards the needs of a “global age”. Educational reformers have identified a gap between what is taught in schools and the skills and knowledge necessary for an interconnected 21<sup>st</sup> century. In a recently concluded forum on Global Citizenship Education (2015), the UNESCO Director- General stressed the need to rethink education. *“we need new skills for new times – to foster greater respect and understanding between cultures, to give learners tools to make the most of diversity, to develop new values and behaviours of solidarity and responsibility, to harness the energy of young women and men for the benefit of all,”* Educators know their students. They know that most students' views are derived from their familiar community as such it is parochial and local. Educators also know that this view can be enlarged by increase in educational opportunities of interaction with others outside their immediate environment. For most students in Kenya as with most countries around the world, student exchange is an option that is often unreachable. There is an alternative to student exchange. This presentation will focus on examples of current and ongoing collaborative projects that are utilizing digital technologies (video conferences, collaborative blogs, goggle docs , Wiki, chats etc.) to break international barriers and foster cross-cultural interactions, connections and understanding in order to bring about improved international and social relations for emerging global citizens. New collaborations will be explored.

**Key words:** global citizenship, ICTs, collaborative projects, diversity, emerging global centres

## **Theme of Functional Education and Graduates Utilization in Kenya: Opportunities and Challenges**

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The paper begins by highlighting the importance of education in achieving sustainable development. A number of international conventions emphasizing education as a human right have been outlined. Emergence of the so called knowledge economy, in which economic success does not critically depend on natural resources, physical capital and low-skill labour but rather on the effective utilization of intangible assets such as knowledge, skills, and innovative potential in relation to economic, has been discussed. University education in terms of expansion and objectives has been presented. Issues of concern from federation of Kenya employers with focus on skill gap among graduates is the main problem to be addressed by elaborating on some of the factors that could be contributing to this and affecting the functionality and utilization of the graduates.

**Key words:** sustainable development, knowledge economy, university education, human rights

## **Assessment of Policies and Plans on Disaster Management for Computer-Based Information Systems in Selected University Libraries in Kenya**

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This study was carried out at a time when the introduction of Information and Communication Technology (ICT) in higher education institutions had become a key issue for service delivery. The need to provide access to information for learning, teaching and research had necessitated academic libraries to incorporate Information Technology (IT) to facilitate efficient and effective operations in libraries. This therefore, calls for development of policies and plans that provide direction on actions geared towards protection of the integrity, availability, and confidentiality of the electronic data held within the organization's system. The study aimed to find out the availability of disaster management policies and plans for Computer-based Information Systems (CBIS) in academic libraries as well as assess issues addressed by the available policies and plans. The study was carried out in selected academic libraries in Kenya which included two public and two private chartered universities within Nairobi County and its neighboring counties. Data was collected using interviews and document reviews. Analysis, interpretation and presentation were done using qualitative methods. The study revealed that most (3 out of 4) of the institutions studied had not developed policies and plans that addressed disaster management for CBIS. The study recommends development of disaster management policies and plans that guide on disaster management for CBIS in libraries. Further research was recommended on impact of lack of disaster management policies and plans for CBIS in libraries.

**Keywords:** Disaster Management Policies, Computer-Based Information Systems, Disaster Management, Academic Libraries, Disaster Management Plans