ABSTRACTS

Dismantling Inequity and Exclusion in the Education Sector in Kenya

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The state has an obligation to respect, protect and fulfill the rights of its citizens. Using the Human Rights Based Approach (HRBA), this paper critically reviews the ways in which education interventions in Kenya facilitate the right to education. It discusses four education interventions in Kenya, namely, policy reforms, free/subsidized education programs, private-public partnerships, and curriculum reforms. The paradox revealed in this paper is that the State has practices that can be acknowledged as exemplars of equity and inclusion, while at the same time it has other practices that reinforce inequity and exclusion.

Key words: Education, rights, equity, inclusion, reforms

Innovations for Enhancing Quality in Higher Education in Zimbabwe
This paper examines the innovations being instituted in Zimbabwe to enhance the quality of university education in the whole country. It looks at the establishment of a new national quality assurance unit, the Zimbabwe Council for Higher Education (ZIMCHE) and the role it is playing in reforming the approach to university education in the country. The paper explains the issues of quality and quality assurance in university education and the registration and accreditation of institutions, programmes and courses. It also looks at the corrective measures being undertaken in the Zimbabwe system. The concept of Quality of Higher Education is defined and the rationale for interrogating quality of university education is presented. Approaches to QA are examined and the concepts of institutional and programme accreditation are also explained in the context of Zimbabwe. In the process, the paper discusses the criteria for determining quality of higher education and higher education institutions. The Inputs- Processes - Outcomes approach is emphasized. The use of the reputation of the institution as a measure of its quality is interrogated in the context of intending students and employers. The paper then addresses the feasibility of ranking of universities and university programmes at both national and international level. It assesses the criteria used in selected ranking systems and their shortcomings, leading to an expression of skepticism in using the whole concept of ranking of universities in Zimbabwe. The paper concludes by emphasizing the need for universities or programmes in a country to attain and maintain some level of quality and quality assurance.

Key words: university education, quality assurance, registration and accreditation, Zimbabwe

Education in Emergencies: An Analytical Review of Obstacles and Solutions to Quality Education for Internally Displaced Children

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The term Internally Displaced Children (IDC) refer to children who are of primary school going age whose education is disrupted or the quality jeopardized due to conflicts, civil wars, forced migration or any other unfavorable condition that may befall a child in the process of growing up. At the end of 2010 between 11.2 million and 13.7 million children were displaced all over the world due to armed conflict, generalized violence and human rights violation. As education is vital to the development of children, it is recognized as a universal human right, and Article 28 of the Convention on the Rights of the Child binds signatories to the Convention to fulfill their obligation in providing it. Being displaced does not negate a child's right to education nor a state's responsibility to provide it. In line with established international human rights conventions, the guiding principle on the internal displacement underscores the responsibility of states to ensure that internally displaced persons receive free and compulsory education at the primary level. Further, the principles require
governments to avail education and training facilities to them as a matter of priority. Unfortunately, education is never treated as a priority. In many cases it is postponed to be addressed on conflict resolution which may take years or decades before it is achieved. This denies many children their right to education and deprives them of the benefits associated with acquiring education. This paper presents a discussion on empirical studies done on education in emergencies. Special emphasis is put on obstacles and possible solutions to quality education for IDC. It is hoped that this will provide in-depth understanding of the plight of internally displaced children with regard to their right to education. The paper calls for speedy prioritization of quality education for IDC by governments during conflicts and emergencies.

Key words: Education, emergencies, conflict, quality education, displacement

Quality Preparation of Mathematics and Science Teachers in Information Communication Technology Integration: Lessons from Learner Centred Teacher Professional Development

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Emphasis on preparation of teachers for ICT integration is gaining momentum in the education sector. Notably, underpinning this emphasis is the convergence of assertions from various educational researches that ICT integration has the potential to enhance the quality of teaching and learning process. A review of teacher professional development efforts world over indicates that preparation of teachers for ICT integration is being approached differently in different professional development programmes. Ideally, the approach used in a given teacher professional development programme is geared towards enhancing the capacity of teachers to effectively facilitate student learning through quality teaching. Nonetheless, considering that teacher professional development has, over time, existed between two tensions, namely, learner centered and teacher centered approaches, the underlying concern is the choice of an appropriate approach in the preparation of teachers for ICT integration. Arguably, many educationists perceive learner centered approach as the most appropriate in so far as enhancing student learning is concerned. Consequently, emerging practices in teacher education are increasingly focusing on preparing teachers for ICT integration in learner centered approaches. In view of this, and in addition to reviewing Teacher Professional Development initiatives for ICT Integration in Sub-Saharan Africa, this paper advocates for the preparation of mathematics teachers for ICT integration in learner centered education. In doing so the author critiques a case study report on the preparation of mathematics teacher educators for ICT integration at ACADEMIA (Pseudonym of a tertiary institution in Tanzania).

Key Terms: ICT integration, Learner Centered Education, Teacher Professional Development
Professional Development of Mathematics and Science Teachers: Which Way for Kenya?

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Ideally, in-service education programmes are meant to enhance the capacity of teachers to effectively facilitate meaningful learning. This is an important professional undertaking that require institutionalization by countries, such as Kenya, that peg their development agenda on provision of quality education. Institutionalization of in-service education necessitates having in place a comprehensive policy to promote professionalism in teaching. The discussion in this paper, drawing largely from literature and reflective experiences of the authors on an existing professional development system for science and mathematics teachers, highlights pertinent challenges worth redress by policy makers in order to have in place a comprehensive policy for thorough institutionalization of in-service education in Kenya. The challenges the authors discuss include: shortage of teacher educators, dilution of content, and unmet aspirations. Arguably, a comprehensive policy that addresses the challenges will curb the ad hoc manner of conducting professional development programmes and subsequently enhance their relevance.

Key words: Teacher professional development, in-service education, policy, teacher educator

Learning Conceptions and Studying Approaches amongst Female and Male Students in Graphic Arts Technical Training Institutions in Nairobi, Kenya

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Research in Europe and the Far East has revealed that learning conceptions (surface and deep) and studying approaches (surface, strategic and deep) impact on the academic quality of learning amongst students in higher education. According to that research, those students who adopted what was characterized as ‘deep’ interpreted as transformative learning, were more successful learners than those who adopted the ‘surface’, interpreted as passive, rote and rarely sustainable learning. Some students were also found to adopt ‘strategic’ learning interpreted as the constructive studying approach. The issue of preparing Technical Education (TE) students for a productive life after training is a pressing need, amidst the rapid global, technological, economic and social changes occurring in the 21st century. In addition, female enrollment in the TE courses is low. Establishment of the learning conceptions and studying approaches that male and female students adopted in TE Graphic Arts (GA), in Kenya was the objective of the study I report on in this paper. The subjects were 120 Technical Education GA students at Kenya Polytechnic University College (KPUC) and Buru Buru Institute of Fine Arts (BIFA), training institutions which offer government GA developed courses in Nairobi. Exploratory research design was used for this study. Three questionnaires and an observation schedule adapted from the Approaches to Study Skills Inventory for Students (ASSIST), developed by Entwistle, McCune, and Tait (2006), were used to collect data. The independent sample t test was used to analyse data and establish statistical differences between male and female students’ studying conceptions and studying approaches at p is less than .10. Overall, both female and male students exhibited similar combinations of learning conceptions and studying approaches inclined towards strategic learning.

Key words: Learning conceptions, study approaches, technical education, male / female differences
Information from recent learning assessment studies suggests stagnation in the learning process. The 2010 UWEZO assessment reported that nearly half of Standard 4 learners could not read a Standard 2 level story and that a third of the children in Standard 2 could not read even a word while only a third could read a paragraph of their level. Similarly, the Kenya National Examinations Council’s (KNEC) assessment of Standard 3 learners in numeracy and literacy reported poor learning achievement. The report indicates that achievement in both numeracy and reading was below the standardized mean of 300 (KNEC 2010). The study on teaching of reading to lower primary school children, on which this paper is based, focused on how teachers learn to teach early reading. The participants in the study were teacher trainees, newly qualified teachers (NQTs) and those who had had some continuing professional development (CPD). This paper focuses on how the Newly Qualified Teachers (NQTs) teach early reading. The paper analyzes the evident gaps in teacher training and outlines recommendations for addressing them. The pedagogic parameters of: knowledge, understanding and practice were used to assess teacher competences and performance.

Key words: Teacher competence, early reading, newly qualified teachers, Kenya

Harnessing Mobile Technology to Augment Face-to-face Learning

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Higher institutions of learning in developing countries believe in traditional methods of education which advocate that a lecture is delivered when a lecturer stands in front of learners, the mode referred to as face-to-face. In circumstances that hinder the lecturer from turning up for the lecture, the period is lost and in many cases permanent loss due to heavy schedule of programs such as day time programs, evening programs and in some universities, night programs as well; leaving no room for compensation. The study reported in this paper looked at the use of mobile technology to augment face-to-face learning. This is an attempt to help institutions with tight programs but limited resources to adopt this technology where a lecturer can deliver lectures when s/he is away from the lecture theatre. The delivery technologies that can be used include: mobile phones, sub- hoofers, projectors, laptops, microphones and mobile wireless modems.

Keywords: Mobile Technology, Face-to-Face Learning.
Re-Entry Policy for Girls after School Pregnancy: An Important Policy Though “Silent”

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A new policy was introduced in Kenya in 1994 that enabled young mothers to continue schooling after delivery. The re-entry policy for girls who drop out of school after school pregnancy is of an international interest. However, it is not well known to what extent girls are taking advantage of the policy, how aware school managers are of the policy and what challenges they meet in its implementation. The study on which this paper is based investigated the implementation of the re-entry policy for girls after school pregnancy in Kenya. The qualitative research method using a case study approach was chosen. Standard open-ended interviews were used to obtain in-depth information from the Ministry of Education (MOE) officials, head teachers, current students, young mothers and parents. The data were analysed using a social constructionist lens. The study revealed that there were conflicting views and practices in implementing the policy. There was also no common understanding of the policy and many of the MOE officials and head teachers were in a dilemma as to what were the official guidelines.

Keywords: Re-Entry Policy, School Pregnancy, Implementation, Young Mothers, Policy Guidelines

Integrating Information Communication Technology in School Financial Management

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As Information Communication Technology (ICT) progressively revolutionalises every sphere of human interaction, most organizations have had to undergo radical changes with regard to social interactions in the work place and in business processes. The use and integration of ICT in education in developing countries, especially in teaching and learning, is also on the increase. Despite these developments, ICT is yet to permeate other institutional functions and in particular, financial management in educational institution. Yet, successful integration of ICT in financial management leads to enhanced efficiency, transparency and accountability. ICT in financial management also acts as a deterrent to corruption and fraud. This paper explores ICT integration in school financial management with a view to understanding the role it plays in enhancing the quality of educational management.

Keywords: ICT, leadership, technology integration, financial management

The Role of ICT Integration into Classroom in Kenya. A Literature Review

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Information and Communication Technology (ICT) is a principal driver of economic development and social change worldwide. Nevertheless, technology alone can only be an enabler, not driver of development. Further, use of ICT in developing countries is seen as an effective way to improve the population’s life and well-being. In particular, ICT applications on the education system might change the future of the underdeveloped world fundamentally through the connections to ‘the flat world’ (Friedman 2005). However, there are some challenges which the developing world faces in its efforts to adopt ICT in the education sector. These challenges are limitations related to cost, internet access, trained staff and adequate policy. This paper discusses the use of ICTs in education in developing countries with a focus on Kenya. The paper highlights the use of ICTs in education, the benefits and roles of ICTs in education, integration of ICT into classrooms and the kind of problems Kenya might face when integrating ICT into their classrooms.
**Keywords:** ICT, Integration, Technology, Education reforms

**Women and Education Leadership in Kenya**

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World-wide, women are under-represented in leadership positions. ILO (2004) noted that fewer women than men occupy policy and decision making positions whether in politics, public organizations, or in corporate organizations. Wirth (2009) observed that world-wide women form more than 90% of primary school teachers and more than half of secondary school teachers. However men tend to hold majority of leadership positions at these levels. This paper provides an analysis of the situation with regard to women and educational leadership in Kenya. The paper will also discuss policies and strategies in place to increase women in education leadership in Kenya.

**Key words:** Women in leadership, educational leadership, Kenya

**Publish or Perish: Analysis of Research output in Public Universities in Kenya**

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Research and development are closely linked. As experience from Brazil, India, China, United States of America and Israel indicate, level of investment in research is positively associated with increase in innovation and level of business start-ups. These translate into availability of job opportunities and high quality standards of living for the people of these countries. Universities are known to be hubs of research activity in these countries. In developing countries on the other hand, poverty remains rampant, more children die before celebrating their first birthdays as an increasing number of mothers die in labour wards. Literacy rates remain low while universities continue to expand both in absolute terms and in proportion. Third world governments espouse lofty research policies while universities in these countries make research output a requirement for progression among faculty. What remains unknown is the explanation for the gap between expansion at university level and the pace in improvement of livelihood in less industrialized countries. This paper tackles this problem using data from public universities in Kenya. Evidence from a random sample of 253 lecturers drawn from a population of 4300 lecturers shows that current levels of research output among lecturers is low. Analysis across gender, level of education and a number of research output indicants further reveals very interesting findings.

**Key words:** Research and development, developing countries, universities
Continuing Professional Development vis-à-vis Classroom Practice: A Case of Early Reading

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There have been several efforts to improve early reading in Kenya through initiatives such as the school-based teacher development (SbTD) programme, Early Grade Reading (EGR) intervention, and the Reading to Learn (RTL) programme. This follows the realisation that knowledge gained from initial teacher education (ITE) is not sufficient for effective teaching of early reading. This paper is based on a recent research (2011) on Teacher Preparation in Kenya that focused on teacher training and continuing professional development for teachers of early reading. The paper synthesizes what emerged from the experienced teachers’ questionnaires, lesson observations and interviews with regard to content knowledge, understandings and practice of the teachers. This study realized that reading levels in classes that were taught by teachers who had undergone continuing professional development (CPD) training were higher than in those that were taught by Newly Qualified Teachers (NQTs). Equally, teachers who had benefited from CPD training, engaged learners more in the process of learning through problem-solving approaches and use of group work.

Key words: Continuing professional development, teacher preparation, classroom practice, early reading

What Really Inhibits School-age Children from Attending School? Achievements and Challenges in the Implementation of the Comprehensive School Health Policy in Selected Primary Schools in Kenya

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The Government of Kenya has made it clear that its long term objective in education is the provision of quality education for every Kenyan child. However, one of the challenges facing the primary school level of the education system is the number of health-related challenges that stand in the way of the achievement of this objective. In order to address these challenges, the government launched the National School Health Policy and Guidelines in Kenya in August, 2009 as a collaborative endeavour between the Ministry of Public Health and Sanitation (MoPHS) and the Ministry of Education (MoE) with technical and financial support from several development partners, government agencies and non-government partners. The two ministries identified eight thematic areas in the National School Health Policy, namely, values and life skills, gender issues, child rights, child protection and responsibilities, water, sanitation and hygiene, nutrition; disease prevention and control, special needs, disability and rehabilitation and school infrastructure and structure, linkages and collaboration and central role of capacity building that need to be addressed. This Paper interrogates the extent to which the implementation of the National School Health Policy and Guidelines has led to addressing the issues under the eight thematic areas in selected primary schools in Nairobi District. The study reported on used a survey research design and targeted Ministry of Education officials, teachers and head teachers of primary in Nairobi District. A questionnaire, focus group discussion and an interview guide were used for data collection.

Key words: Health-related challenges; National School Health Policy and Guidelines
Integration of the Computer in the Teaching of Oracy in English

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Over 75% of an average secondary student’s instructional time is spent in oracy contexts yet the teaching of this skill in English is largely overlooked and the instructional strategies used to teach it lack variety and depth. The participatory action research reported on in this paper is based on my practice as a teacher of English and it is founded on my learning of how the computer can be used as a strategy in the teaching of oracy at form two in a Kenyan secondary school. Data was collected through multiple methods that included document analysis, observation, interviews and reflections. Being an action research, data collection and analysis were done concurrently since the findings of one cycle had to inform the next cycle. Findings from the study reveal that when used as a strategy for teaching oracy, the computer can function as a tool and as an exploratory environment. When used in these two ways, the computer simultaneously appeals to learners’ visual, audio and kinesthetic senses, enhances a constructivist classroom environment, and provides immediate feedback which in turn fosters learner self-monitoring, self-error detection and subsequently, self-error correction. Availability of the computer in the classroom notwithstanding, the English teacher’s exposure and interest, openness to change and computer literacy are critical in the successful integration of the computer as a strategy in the teaching of oracy in English.

Key words: Oracy, English, computer, teaching strategy.

Towards Enhanced Teacher Quality in Kenya

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Education is the chief determinant of social, political and economic development of a country. Teacher quality is critical in determining quality of education of any country and research shows that good teaching matters. Consequently, achievement of Kenya’s Vision 2030 through education relies on teacher quality. In countries like Israel, a teacher must be a holder of a post graduate degree and then train to teach in their area of interest. The study on which this paper is based was guided by the research question: Is Kenya developing teachers for the 21st century? The methodology employed was document analysis. Literature on what constitutes a profession was explored and; teacher quality and teacher classroom practices in Kenya were reviewed. The findings revealed that the quality of teacher training is considered poor owing to low entry requirement into teacher training institutions, observed transmission approach in classroom teaching, and general perception about the teaching career. It was concluded that Kenya needs to enhance teacher quality. Teachers of all levels should hold at least a first degree and should have chosen teaching as their first choice. In addition, teacher training should be improved.

Key words: Teacher quality, profession, teacher training, Kenya
Knowledge Creation Curriculum for Secondary School Education: the Answer to Kenya’s Quest for Industrialization

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Cognizant of the first Millennium Development Goal (MDG1) which focuses on eradication of extreme poverty (UN, 2005), the government of Kenya rolled-out a roadmap in Vision 2030 (RoK, 2007) which targeted to transform Kenya into an industrialized nation and middle income country by the year 2030. This visionary plan is acclaimed for emulating South Korea’s successful state-directed industrial policy which steered South Korea’s growth (Webb, 2010). Importantly, Kenya’s education sector, whose main objective is human resource development, is critical to the realization of this vision. For over two decades now, the sector has delved into the quest for industrialization. Indeed, the 8-4-4 curricular reforms of 1985, emphasized on the practical component (Sifuna, 1990) in: science; technical and creative arts; and, applied subjects as key ingredients of scientific, technological and industrial development. The question, however, is, does the content of these subjects enhance innovation? This paper is based on findings of a descriptive survey study conducted to answer this question. The study sought to examine the relevance of Kenya’s 8-4-4 secondary school curriculum and propose a cure for Kenya’s quest for industrialization. Data were collected through questionnaires, interviews and document analyses. This study revealed that although 89(93.7%) of the topics in the science subjects were practical oriented, they constitute a repeat of historical experiments with known results leaving little room for creativity among the students.

Key words: Industrialization, curriculum reforms, creativity and innovation.

Peer Teacher Evaluation: The Process and Perceived Alternative for Professional and School Improvement

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Recommendations made by some education commissions and task forces to the effect that SBTE should be established in schools suggested that teacher evaluation by the Directorate of Quality Assurance and Standards in Education (DQUASE) was not enough. Following the recommendations, Peer Teacher Evaluation (PTE), which falls under the umbrella of School-Based-Teacher-Evaluation (SBTE), is supposed to be an on-going practice in Kenya. The study on which this paper is based sought to investigate: awareness of strategies put in place for PTE; training opportunities availed to the teaching staff in relation to PTE; the extent to which PTE has been institutionalized; the role of DQUASE in PTE and perceptions about the purpose of PTE. Data was collected from head-teachers, senior teachers, heads of departments and teachers using questionnaires, interview schedules and a document analysis guide. The overall finding of the study was that, there was no meaningful SBTE conducted let alone PTE in the schools studied.

Key words: School based evaluation, peer evaluation, professional development, and quality
Disaster Preparedness in Public Secondary Schools in Githunguri District, Kiambu County, Kenya: An Investigation

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Disasters such as fires and floods resulting in loss of life have occurred in many schools in Kenya in the last few years. The questions that arise are: could such disasters have been prevented? How prepared are schools for such disasters? Is it possible for schools and communities to be more resilient to disasters? This paper is based on a study that investigated disaster preparedness in public secondary schools. The objectives of the study included: to examine disaster preparedness policies in schools; to assess disaster awareness among the school community members; and to establish measures put in place to enhance disaster preparedness. The study adopted a descriptive survey design and questionnaires were used to collect data. Among the major findings of the study were that most schools had no disaster preparedness policies and evacuation drills were never conducted. However, majority of schools had installed fire extinguishers, lightning arresters and smoke detectors. The study recommended that disaster preparedness audit should be conducted in schools regularly.

Key word: Disaster preparedness, school disasters, survey, Kenya

Impact of Child-Labour on Participation in Primary School: A Case of Nyamira Division, Nyamira County, Kenya

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Many children of school going-age are not enrolled in Nyamira Primary schools. Some of those enrolled do not attend school regularly and others do not complete the primary cycle of education. This is happening despite the fact that education in primary schools is offered free in Kenya. What could be the cause of the partial or non-participation of children in primary school education? Could child labour be one of the reasons? This paper is based on a study that investigated the extent to which child-labour has impacted on participation of pupils in primary schools in Nyamira Division, Nyamira County, Kenya. The objectives were: To find out the level of child labour, causes of child-labour, effects of child-labour on participation of pupils in primary schools, the type of work done by child-labourers and the involvement of parents in reducing or promoting child-labour. The study adopted descriptive design and used questionnaires for data collection. Among the key findings of the study was that child-labour affected enrolment in primary schools.

Key Words: Participation, child-labour, primary education, free education, Kenya.
The Role of ICT in Educational Reforms

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The 21st Century has seen the emergence of technological innovations where information and knowledge are seen as the drivers of reform processes. In the international and national scenes, the need for education reforms is no longer ignored but is rather recognized as a national and international agenda. Nations are laying emphasis on education quality and in their reforms; technological innovations in the area of Information Communication Technology is crucial for educational transformation. This paper explores factors that inhibit ICT use in secondary schools and argues for the need of initiating comprehensive education reforms that integrate ICT in education. In terms of accessibility of ICT to all learners in school, the paper suggests that priority be given to ICT investment both in terms of infrastructure and capacity building for education personnel and the teachers. The paper also critically analyses the role of ICT in education and how ICT can be used to improve education outcomes and enhance employability of the learners.

Key Words: Technological innovations, education reforms, ICT

The Use of Strategic Planning and Performance –Based Management in Decentralization of Secondary Education in Kenya

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In 2011, the Government of Kenya through the Ministry of Education embarked on a process of implementing the provisions of the Constitution of Kenya 2010 that require decentralization of secondary education provision to the county government level through a programme named Decentralized Education Management Activity (DEMA). The approach uses the concepts of “Strategic Planning” and “Performance-Based Management” in capacity building for secondary education managers in public schools in Kenya. The purpose of this paper was to evaluate the relevance of these educational management tools in light of the experience of the implementation of the intervention. A sample of 3 district training workshops for district education managers was drawn for the study. Data for the study was collected using content analyses of training materials and participants’ discussions. Findings show that although the tools of strategic planning are used in these capacity building workshops, there is no evidence of critical analysis of the important structural issues underpinning secondary education in Kenya. Without strategic thinking, the process is reduced to mere programming with limited prospects that educational provision will have any meaningful impact on such key issues as access, equity, relevance, quality, costs and financing, and management of the sector at the county level.

Key words: Decentralization, Strategic Thinking, Strategic Planning, Secondary Education
E-Learning Readiness in Public Secondary Schools in Kenya: The Case of Nakuru Municipality

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This paper reports on a study that sought to investigate the status of E-learning readiness in public secondary schools in Kenya, given the agreement by educators and policy makers across the world on the importance of ICTs to the future of education. The main objective of the study was to assess the level of preparedness of public secondary schools in Kenya to implement E-learning so as to enhance access, equity and quality in secondary education. The study employed a descriptive survey design. Head teachers, teachers and students of public secondary schools were targeted. Systematic sampling technique was used to select ten (10) schools while simple random sampling was used to select 24 students and five (5) teachers from each school. Questionnaires and an observation schedule were used to collect data. Descriptive statistics such as frequencies, percentages and the mean were used to analyze the data quantitatively. Qualitative data obtained from the open-ended questions was analyzed according to themes based on the study objectives and the research questions and thereafter, inferences and conclusions were drawn. The study revealed that public secondary schools in Kenya lack adequate ICT infrastructure and connectivity to support effective E-learning delivery. In addition there are no standardized software, application programmes and digital content to enhance E-learning while teachers lack capacity to integrate ICT tools in education. This study recommended that education stakeholders in the country should finance provision of ICT facilities and digital equipments in public secondary schools, among others.

Keywords: E-learning readiness, infrastructure, connectivity, capacity building.

Improving Relevance of Ordinary Level Science Curriculum by Integrating Science Subjects with Technology in Uganda

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In Uganda, currently there is a problem of unemployment among the youth both graduate and school dropouts. The blame for this unemployment is largely put on the irrelevant curriculum which does not prepare young people to be job creators but instead prepare them to be job seekers. Most of the stakeholders have argued that the current secondary school curriculum in Uganda was designed by the colonialist to prepare the graduates for white collar jobs without an emphasis on applied skills which are needed for blue collar jobs. However, white collar jobs are decreasing as the numbers of graduates is increasing. In particular, there has been substantial criticism of the theoretical nature of sciences taught in secondary school being. It is argued that the content is largely scientific facts without applied principles to solve day today problems of learners and the society. The Uganda government started implementing the universal secondary education since 2007, and science subjects (Chemistry, Physics, and Biology) are compulsory from senior one to senior four. Much as the aims of teaching/learning the science subjects emphasizes the application of scientific knowledge and principles by learners to solve their daily problems, less is realized in the graduates of secondary education coming out of school. This is evidenced by most of the graduates being non-productive in the society. In an attempt to address the above problem, the National Curriculum Development Centre (NCDC) with funding from African Development Bank (ADB III project) in 2007, embarked on the curriculum innovation project to integrate technology into science subjects in order to make sciences relevant to students and the society in general. This paper explains the concepts of science and technology in relation to secondary science curriculum in Uganda. It goes on to describe how technology was integrated in ordinary level Chemistry syllabus, and also how the Teachers manual was prepared to guide the O’ Level Chemistry teachers to implement the integrated Chemistry – Technology Curriculum. The paper ends with a discussion of the opportunity and challenges of this curriculum innovation.
**Key words:** Relevance, Science curriculum, Integration, Technology

**Opportunities and Challenges of Mainstreaming Adolescent Sexual Reproductive Health/Life Planning Skills: (ASRH/LPS) In Uganda Upper Primary School Curriculum**

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The challenges affecting young people (10-19 years) today are generally visible. The growing numbers of teenage pregnancies, school drop outs, substance abuse, sexual and reproductive health problems like date rape, sexually transmitted infections (STIs) and HIV / AIDS are all indicators that many young people are simply unable to cope with such numerous challenges. For young men and women, adolescence is a time filled with excitement, new feelings, many unanswered questions, changes and difficult choices. Therefore they will need to know the facts about their own sexuality and learn skills to help them plan for a happy future and healthy lives. During this time, they will have relationships with peers of the same and opposite sex. At the same time, they will need to have a respectful, loving relationship with family members and they will need to learn about making independent decisions. Young people must also learn to deal with new feelings about sexuality, their physical and emotional changes, and how to make responsible decisions about reproduction and later, parenthood. Young people must also begin to think about the skills needed for their future in the world of work. In an attempt to address the above adolescence issues, National Curriculum Development Centre (NCDC) with funding from United Nation Funds for Population Activities (UNFPA) was involved in a project to Mainstream Adolescent Sexual Reproductive Health / Life Planning Skills (ASRH /LPS) into the upper primary (P5 – P7) in the carrier subjects social studies, integrated science and religious education from 2006 up to 2009. This paper describes how the ASRH/LPS was infused into the upper primary (P5-P7) carrier subjects. It also demonstrates how the in-service teachers in the five pilot districts were trained. It further highlights opportunities and challenges which were observed by the key stakeholders in the five districts where the redesigned syllabi were piloted. The paper finally identifies the significant learning experiences and strategies for future successful implementation of similar curriculum innovations.

**Key words:** adolescent sexual reproduction health, integration, infusion, curriculum innovation

**Reflections on Design and Implementation of Blended Learning for Teachers’ Professional Development**

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Educational use of emerging and modern information communication technologies (ICTs) such as the various models of tablets and smart phones, among others, calls for reform in delivery of teachers’ professional development programs. Among the necessary reforms are enabling professional development providers to access specialized skills such as instructional design (ID) and related computing and innovation skills. Instructional design is a critical component in preparing technology mediated content for learning. This paper shares the process of instructional design and implementation of a blended learning program for teachers' professional development (PD), in a rural part of Kenya. The PD content was designed following the instructional design framework of Analysis, Design, Development, Implementation and Evaluation (ADDIE). The focus of this paper is on the process of ID through reflections of the PDTs as the instructional designers in this very new experience.

**Key words:** Information Technology, Teacher professional development, Instructional design, blended learning
Access to Quality Primary Education: The Role of Non Formal Schools in Urban Informal Settlements in Kenya

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During the last few years, Kenya has made significant progress in improving access to primary education, especially for poor children from urban informal settlements, with enrolment rising by about nine percent between 2002 and 2004 (Tooley, 2004; Lauglo, 2004; Elimu kwa Wanavijiji Coalition, 2004). In recent years, there is a growing awareness among various actors in education that to achieve the Millennium Development Goals (MDGs), Education for All (EFA) and Kenya’s Vision 2030, Kenya should focus not only on providing primary education through formal schools but also through alternative modes of delivery, particularly through non-formal schools. This paper examines four main issues: 1) the factors that have contributed to the need for alternative modes of primary education delivery in Kenya; 2) the characteristics of non-formal schools that provide access to primary education in the urban informal settlements of Kenya; 3) challenges facing these non-formal schools in the provision of quality education in Kenya; and 4) the policy environment. The paper concludes with recommendations on how provision of education through non-formal schools can be improved.

Key words: Non-formal education, alternative modes of education delivery, education in informal settlements

ESL Learners’ Perspectives on Oral Error Correction

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Error correction has been a contentious issue in second language teaching for long. While some view it as a natural part of the second language learning process that facilitates learning, others view it as a source of feelings of anxiety, apprehension and nervousness that exert a potentially negative and detrimental effect on learning the target language. Despite this contention, error correction is an actuality of second language pedagogical practice in the school setting and is mainly influenced by teachers’ beliefs. At times these teacher beliefs come into conflict with learners’ perspectives. This mismatch can be detrimental to learning, thus, a need for an understanding of learners’ perspectives. The study reported in this paper investigated the learners’ perspective on oral error correction. The study adopted a qualitative approach involving two teachers of English and 29 students of form three in a secondary school in Kenya. The study uses qualitative data collection methods including observations, the qualitative semi-structured interview, the focus group discussion technique and the nominal group technique to investigate the issue. The findings of the study indicate that learners prefer all their errors to be corrected by the teacher immediately following the ill-formed utterance rather than at the end of the lesson. Although the findings reveal that learners prefer explicit correction, the use of metalinguistic feedback emerges as probably the most beneficial type of correction to the students. The pedagogical implications of these findings are that teachers should embrace correction strategies that provide students with clues for them to generate their own repair such as metalinguistic feedback while shunning strategies that simply give the student the correct answer.

Keywords: oral error correction, second language, repair, explicit correction, metalinguistic feedback
Quality Assurance Issues for Science Teacher Education Teaching Practice in an Open and Distance Learning Environment in Zimbabwe

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This paper reviews the objectives of teaching practice for science education programmes in relation to the philosophy of open and distance learning. The various issues that arise in the implementation of teaching practice on an existing model are presented. Two major concerns are the effectiveness of the teaching practice sessions and sustaining the fundamentals of the open and distance learning. A developmental methodological approach was employed for the case study. The research is also informed by extensive review of related literature on quality assurance in the practice of education. A new five-stage teaching practice model has been proposed for the Bindura University of Science Education’s Virtual and Open Distance Learning programme, which enables students to have effective science teaching practice experiences without violating the open and distance learning fundamentals.

Key Words: Quality Assurance, Teaching Practice, Open and Distance Learning

Towards a Gender Sensitive Curriculum in Zimbabwe’s Education System: Opportunities and Challenges

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This paper argues that the school curriculum in Zimbabwe is gender silent, and where it focuses on gender issues, it tends to praise masculine achievements at the expense of feminine ones. In most of the textbooks that are used in the curriculum, the gender bias that presents men as the creators and rulers of this world is apparent and, the prescribed history and literature textbooks have more heroes than heroines. This paper contends that African students are mostly exposed to male leaders of nationalist movements like Kwame Nkrumah, Samora Machel, Julius Nyerere, Nelson Mandela and men of fame from other parts of the world (Bhusumane, 1993). Some of the factors that have disadvantaged women such as patriarchy, customary law and the inherited colonial institutions and policies that continue disadvantage women are discussed this paper, which recommends that the school curriculum should be revised to promote gender sensitive courses.

Factors Affecting Effective In-Mate Candidates Preparation for the Kenya Certificate of Primary Education Examination: A Case Study of Naivasha Maximum Prison

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This paper is based on a study that examined factors affecting in-mate candidate’s preparation for the Kenya Certificate of Primary Education examination in Naivasha maximum prison. The study was guided by the Education Production Function Theory, which express the relationship between the qualities of outputs produced as functionally being dependent upon quality of inputs used. A case study research design was adopted. Purposive sampling technique was used in choosing a sample of 36 respondents. Data was collected using interview for the District Education Officer, questionnaire for the welfare officers, in-mate candidates and their teachers in prison. Cronbach’s alpha coefficient of 0.7 was acceptable for reliability of research instruments. Data collected was analyzed both quantitively and qualitatively. The key finding of the study was that there is significant effect between support present and effective preparation of in-mates candidates for KCPE examination.
Compulsory Science Policy: Enhancing Gender Equity in Education? A Case Study of Academic Achievement in Uganda

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The paper communicates the results of a diagnostic evaluation of the performance of boys and girls in physical sciences at Ordinary level (‘O’ Level) in Uganda. Owing to the phenomenal interest in science and technology at both international and national levels, many governments across the world have, in the last decade, put in place measures to reform their educational policies and curricula in order to promote this growing interest. In Uganda, the Government adopted the “compulsory science policy” in 2004, which made the basic sciences, i.e. mathematics, physics, biology, and chemistry, compulsory in the ‘O’ Level curriculum. On the one hand, this policy did create a levelled ground for both boys and girls to access the sciences at Ordinary Level. However, on the other hand, the same policy could be facilitating further gender differences in sciences, especially in achievement. This scenario raises one major question: Why do girls continue to perform poorly despite attempts to bridge the gender gap in sciences? The study therefore, set out to establish the academic achievement of boys and girls in the terminal national examinations before and after the institution of the policy, and to highlight key factors that continue to influence the achievement of girls in sciences. The subjects of specific interest were physics and chemistry, which were optional before the introduction of the policy. Data was obtained from five co-educational secondary schools using documentary reviews, in-depth interviews, and focus group discussions. The findings revealed significant gender differences in the performance of girls and boys both before and after the institution of the policy. This was attributed to a multiplicity of factors, key among them was gender. The findings have critical implications for interventions in teaching and learning sciences in secondary schools.

Key words: Compulsory science policy, gender equity, science education, academic achievement, Uganda.

Integrated English Curriculum: Policy and Classroom Practice

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English language plays a very significant role in Kenya. It is the language of the judiciary, commerce and Parliament. Further, it is a language of regional communication, used in East African regional fora. The language is also one of the leading media for communication in international conferences and meetings. English is the official medium of instruction and also the language of examinations in all school subjects (starting from Standard 4) except for other languages such as Kiswahili, French and German. Due to the importance and role that English language plays in education in Kenya, attempts have been made through curriculum reviews, to improve its content and approach of delivery. Consequently, In 1984/85, for example, English language was integrated with Literature in English and a new subject [integrated English] was introduced into the secondary schools in 1986. Despite this shift in the approach of teaching, external examination by Kenya National Examinations Council was not integrated. However, the 2002 English syllabus review adopted not only integration in the teaching approach but also in the assessment of the subject. This paper is based on a research that was conducted in Nairobi North District of Nairobi County, Kenya in the year 2011. The research found that there was great discrepancy between policy and classroom practice as regards the implementation of integrated English curriculum. This was largely due to the fact that teachers did not have the necessary understanding, content knowledge and pedagogical skills with regard to the concept of integration, and in particular the teaching of integrated English curriculum.

Key words: English language, integrated English, language policy, curriculum innovation
Challenges of Top-Down Curriculum development and implementation on the Quality of Classroom Instructional Practices: Voices from the Bush

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Studies on the quality of classroom instruction practices suggest that lack of a participatory approach in development and implementation of curriculum adversely affect the teaching and learning processes. This paper is based on a study which investigated on the impact of Globalisation on the Education Systems of Developing countries with particular reference to Tanzania’s experience. The study mainly sought to understand how the education reforms processes affects the classroom instructional practices. The study employed a mixed methods approach involving a total of 43 participants from amongst education management personnel, tutors, teachers and students. Data collection consisted of a review of relevant policy documents, curriculum materials and both tutors and teachers’ instructional portfolios. In addition, semi-structured interviews and open-ended questionnaires were administrated to students, teachers, and tutors. Utilising the Input-Process-Output Model as a conceptual framework to guide the study, it was found that the education reforms processes followed the top-down approach neglecting the involvement of the key education stakeholders such as teachers, parents, and students. The study shows that the teaching and learning processes underpinned by the top-down curriculum development trigger cultural silence amongst secondary school students. Students’ cultural silence resulting from this curriculum domination, consequently, adversely affects students’ classroom engagement and participation in the learning process. In this paper, I argue that the quality of classroom instructional practices is determined by a curriculum which takes into account the involvement of key stakeholders including students learning diversity based on their socio-cultural and economic orientations. I argue also that participatory approach in curriculum development and implementation is significant in enhancing students’ active participation in the classroom instructional practices.

Key words: Top-down curriculum, cultural silence, instructional competences, localised teaching

Rights to Education: The Case of the Namibian Education System

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In its efforts to realize the ambition of the right to education for every child in the country, the Namibian Government at the dawn of independence in 1990 enacted legislation to enhance and propel education towards quality and democratic status. To achieve this goal, the government inserted Article 20 in the Constitution as a guideline in regulating education in the country. According to this Article, education should be seen and taken as a right, not as a privilege. In addition to the constitutional provision, the Namibian Government came up with ‘Education for All’ as its philosophy of education. This philosophy is comprised of four major goals of education, which are access, equity, quality and democracy. The main aim of these goals is to try and address the imbalances which were deliberately created by the old apartheid educational dispensation when Namibia was under the German and South African colonial and oppressive rules from 1885 until 1990.

Key words: Rights to education, Namibia, constitutional provisions, goals of education
Competitive Marketing Strategies towards Enhancing Students’ Enrolment in Private Universities in Kenya

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Higher learning institutions exist in a competitive education environment such that the ability of private universities in Kenya to survive and grow would be enhanced by up-to-date knowledge and information regarding competitive marketing strategies that might enhance students’ enrolment. The goal of the study discussed in this paper was to establish factors that influence students to enroll in an institution of higher learning as well as to determine marketing strategies that maximize opportunity to attract and increase enrolment of students. The study used a simple random sample of 100 continuing undergraduate students from two private universities. The findings of the study indicate that academic programmes, college reputation, employment opportunities and location ranked the highest as influencing factors. In addition, the study found that advertising through various media stations and visits to high schools, are the main marketing strategies that can offer opportunity to attract and increase enrolment of students.

Key words: Marketing strategies, private universities

Research in Institutions of Higher Education in Africa: Challenges and Prospects

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Research plays a pivotal role in the systematic development of new knowledge in all fields and one of the core missions of higher education is to disseminate knowledge and train young researchers to assist societies in cultural, social and economic development. However, in many African countries, research is faced with numerous challenges. Key among the challenges is failure of the governments to put in place policies that recognize the fundamental impact research activities could have on national development by offering solutions to problems affecting the society. This paper sets out to discuss the challenges, implications and prospects of research in African institutions of higher education.

Key words: Higher education, research, knowledge production, university research
Duration for Teaching Practice (TP) Session for Teacher Trainees: Which Way for Kenyan Universities?

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Education is not only a catalyst to development and growth but it is also a means to the attainment of the millennium development goals by 2015. In recognition of this, the Kenyan government in the recent past introduced free primary (FPE) and free day secondary education to expand access to education. Besides, the government has also increased the number of full fledged state universities to seven as well as elevating 12 middle level colleges to University College status thereby increasing access to higher education. In 2011, the government introduced double intake at the state universities and their constituent colleges in a bid to handle backlog of students qualifying for university education. Of the seven state universities in Kenya, six (85.71%) offer teacher training programmes to match the need for teachers following the massive enrolment at primary schools (up to 10 million pupils by 2010) and the high primary to secondary transition rates (up to 72% by 2010). Whereas this massive production of teachers is good as it helps in meeting the demand, it could however have a negative impact on quality of teachers and of education if quality measures are not injected into the teacher training programmes. In teacher education, being able to connect theory and practice remains one of the most desirable goals of the training. Universities and Colleges in Kenya (and elsewhere) provide practicum for pre-service teacher trainees of ranging numbers and duration to try and achieve the aforementioned goal. The questions that beg for answers are, (i) Why is there mass failures by students in national examinations at the end of every year even though a good percentage of teachers are trained? (ii) Are our graduate teacher trainees effective in their work (are they able to successfully connect theory and practice)? (iv) Could the duration for TP be a contributing factor to teacher practices and students’ performance in examinations? This paper attempts to review research findings on duration for practicum (TP) for pre-service teachers and their ability to connect theory and practice. Comparison with other professions is made and then suggestions on the way forward based on the reviewed research findings are offered.

Key words: Teaching practice, teacher trainees, duration, teacher training programmes, Kenya

The Role of Information Communication Technologies in the Re-Conceptualization and Re-Orientiation of Secondary School Teachers’ Instructional Strategies for Mathematics and Science Subjects

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The rapid technological and economic developments in the world have resulted in the emergence of knowledge societies, making it critical that citizens gain the ability to utilize the potential of Information and Communication Technologies (ICTs) in order to function better. Furthermore, educational research shows that technologies can support interactive learning and engage learners as problem-solvers of real-life problems. This makes ICTs a key skill in the teaching and learning process. Accordingly, many governments are making concerted efforts to help serving teachers to re-conceptualize their current teaching practices and re-orient them to the newer teaching methods of using ICTs in teaching. In Kenya, the Ministry of Education (MOE) recently introduced an ICT-pedagogy integration component in an in-service training (INSET) program to prepare serving science and mathematics teachers to integrate ICTs into their teaching. This paper reports on a study which explored the re-conceptualization and re-orientation process of the teachers to instructional strategies that incorporated ICTs at an INSET center. Specifically, it explored ICT-related teaching and learning activities that the teachers were engaged in to illustrate the role of ICTs in the instructional strategies reforms.

Key Words: Re-conceptualization, Re-orientation, ICT-pedagogy integration, INSET

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The Role of Information and Communication Technology in Educational Reforms: Experiences from the Open University of Tanzania

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The objective of this paper is to analyze the role of Information and Communication Technology (ICT) in Educational Reform (ER) at The Open University of Tanzania (OUT). This study used ethnographic method of research, and has drawn its data from 12 years’ experience and observation of the authors as OUT workers. The paper is divided into three parts. Part One presents a historical account of use of ICT in OUT where the role of ICT is crucial, and highlights the thrust areas such as examinations; application and admission; method of teaching and communication. Part Two describes OUT’s scenario during the ER period. The last part presents the model of ICT for ER at OUT and other Open and Distance Learning (ODL) universities in Africa.

Key words: Open and distance learning, educational reform, ICT

Teacher Preparation and Its Impact on Teaching of Early Mathematics

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The crucial role of the teacher in the teaching and learning process is widely acknowledged. However, empirical research examining teacher quality attests that effective pupil learning and achievement is hampered by weaknesses in teachers’ pedagogical content knowledge (PCK) and classroom practice. This paper is based on a research on teacher education and continuous professional development (CPD) that was conducted in Kenya in the year 2011. Since early mathematics lays the foundation for future progress in schooling, the research focused on how teachers are prepared to teach early mathematics. The study found that teachers lacked adequate understanding of the teaching and learning processes, necessary to bring about good grasp of mathematical concepts and content.

Key words: Teacher preparation, early mathematics, continuing professional development
Training at the Institutes of Technology: Implications for the Labour Market

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Kenya has set an ambitious goal of becoming industrialized by the year 2030. Like many developing countries seeking to develop, the country has embraced the industrialisation goal as a means of achieving structural transformation of the economy. As a result, the Kenya Government has developed Vision 2030, a policy document whose main aim is to transform the country into a Newly Industrialised Country (NIC) by the year 2030. Vision 2030 is based on three pillars namely: economic, social and political. Concomitant with this developmental strategy is the need for skilled human resource at all levels of the economy for industrial take-off. Technical vocational education and training (TVET) has been identified as being critical to the realisation of this goal – industrial take-off. This paper examines the relevance of skills acquired at the institutes of technology (IT) vis-à-vis the needs of the labour market and the potential of IT graduates to contribute positively to the industrialisation process. The paper is based on a recently concluded study (2011) involving four IT colleges, their respective lecturers and graduates, and employers of graduates from those institutes. The findings of the research indicate that the training offered in the IT colleges has not managed to equip the graduates with the skills required in the labour market. Contributing to this state of affairs is the dilapidated infrastructure, obsolete equipment, and an outdated IT curriculum.

Key words: Training and industrialization, Vision 2030, TVET, education and labour market

Gender Policy as a Management Strategy in Education

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Policies affect men and women differently which means that all policies should contribute to gender equality. This paper is based on a study whose aim is to examine the gender responsiveness of teacher education policies and challenges faced in the implementation of the policies. The study was carried out through desk review of relevant literature, policy documents, and curricula of teacher education programs of selected higher education institutions in Kenya. The resultant data was analyzed using the social relations approach (Oxfam, 2000). This paper argues for the need to consider inclusion of the gender dimension in teacher education because of the complexity of gender issues in education and the interactions between gender differences and other forms of social inequality.

Keywords: Gender policy, gender awareness, gender responsiveness, teacher education

The New Constitution, the Hope That “No Child Is Left Behind” in Education

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Education as a right was reaffirmed during the Jomtien World Education for All Forum (1990) and during the African Regional Conference in Johannesburg, South Africa on A Framework for Action in Sub-Saharan African (Renaissance 1999). The sub-Saharan countries agreed to develop successful education systems and reaffirmed that education is a basic right that need investment for quality and agreed to remove all barriers to full realization of education for the African child. The new Kenyan constitution as the supreme law of the land has, in Article 43, guaranteed education for all citizens and for all children (Article 53). This paper examines the rights of education in relation to the constitution of Kenya 2010. Katarina Tomasevski (2007) explains that a meaningful education must be available, accessible, acceptable, and adaptable, after all, “education is to prepare and equip citizens to function effectively in their environment and to be useful members of society….” (UNESCO, year: pg. 2).
The writers hold the view that the above concerns can only be realized by legislating Articles 43, 53, 54 and 55 of the Kenyan Constitution. Their full legislation will ensure that “No Child is Left Behind” in the Kenyan education system.

**Key words:** Right to education, constitution, education for all, Kenya

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**Demystifying Information Communication Technologies (ICTs) in Education**

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There exists an intrinsic relationship between using adequate teaching and learning resources that support structured teaching and effective learning. Adequate teaching learning resources that support structured teaching and learning enhance learners’ achievement, enable teachers’ use of modern, practical pedagogical skills and thus enhance use of learner-centred technologies. Use of Information Communication Technology (ICT) would eliminate disparities among rural remote schools and urban schools. Increased investment in technologies that support education is essential in enhancing equal access to education, achievement of quality education, and narrowing of the gap between rural remote learning schools and urban technologically modernized learning schools. This paper discusses the benefits of adopting ICTs and using affordable unexploited ICTs such as mobile phones and the internet among other options within reach of both teachers and learners.

**Key words:** Teaching and learning resources, ICT, equal access, rural schools

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**Financing of Basic Education in Kenya Since 2003**

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Education is a fundamental platform for all development, an inalienable human right and enabler for every individual’s participation in all facets of the society. The right to education has been underscored in various education forums world over since 1948, the year of the Universal Declaration of Human Rights, and in subsequent conventions such as the Jomtien World Conference (1990) on Education for All (EFA) and the Dakar Framework for Action (2000). The struggle to achieve Universal Primary Education (UPE) and Education for All (EFA) still remains a major concern in many countries in the Sub-Saharan Africa. Most African countries are battling with illiteracy, inequity, lack of quality and irrelevance of the education of their people. The Government of Kenya has committed itself to the provision of quality and relevant education which is accessible to all citizens as stipulated in the international conventions. Identifying sustainable financing options that maximize access, equity, relevance and quality is therefore, critical for the education subsector. This paper examines the policies and strategies for financing basic education in Kenya since 2003 with focus on quality and equity. The paper analyzes policies on financing of basic education in Kenya since 2003; examines the effects of financing policies on access and quality; identifies the financing challenges. The paper also proposes options and/or strategies for enhancing financing basic education for improved access and equity.

**Key words:** Financing, basic education, access, equity, quality, Kenya

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Teacher Preparation and Its Impact on Teaching of Early Mathematics

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The crucial role of the teacher in the teaching and learning process is widely acknowledged. However, empirical research examining teacher quality attests that effective pupil learning and achievement is hampered by weaknesses in teachers’ pedagogical content knowledge (PCK) and classroom practice. This paper is based on a research on teacher education and continuous professional development (CPD) that was conducted in Kenya in the year 2011. Since early mathematics lays the foundation for future progress in schooling, the research focused on how teachers are prepared to teach early mathematics. The study found that teachers lacked adequate understanding of the teaching and learning processes, necessary to bring about good grasp of mathematical concepts and content.

Key words: Teacher preparation, early mathematics, continuing professional development

Reforms and Innovations in Teacher Education: Facilitator of Quality and Equity in Education in Kenya

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The teacher education programme is a critical component of education in a society. In many societies it has been regarded as the beacon of development and change (Lucas, 1972; Kafu, 2010). This is because the teacher education programme deals with the preparation and production of school teachers who are instrumental in transforming the society. In connection with this role, there is always constant need to initiate and conduct reforms and innovations in the teacher education programme so as to ensure that it remains relevant to the needs and aspirations of the society. Currently, the aspirations of the Kenyan society is to have an education system that focuses on access, quality and equity in education as its values. The teacher education programme is well placed to promote and sustain these aspirations of the peoples of Kenya. However, since the colonial period the teacher education programme in Kenya has undergone few reforms and/or experienced little innovations. Consequently, the programme has had little to contribute in improvements in access, quality and equity in education in Kenya. This paper is designed to discuss the required reforms and innovations in Teacher education programme that can enhance access, quality and equity in education in this country. The scope of the paper is to out-line the policies, structure and administration of this programme.

Key Words: Development, quality in teacher education, equity and access in education
Transformative Curriculum Leadership as a Panacea to Curriculum Innovation for Equitable and Quality Education in Kenya: From Rhetoric to Practice

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This paper is written against the backdrop of the proposed shift of the education system in Kenya from the 8:4:4 to the 2:6:6:3 that has been fuelled by the desire to have an education system that is more accessible, relevant, and equitable and of high quality. The paper contends that these noble educational goals can only be realized through effective curriculum leadership at all tiers of the education system. Such curriculum leadership should be propelled by good governance principles geared towards positively influencing overall institutional and student achievement in a multifarious and intertwined fashion, both through their influence on key education stakeholders and institutional processes. The paper argues that transformative curriculum leadership should be perceived as the panacea to curriculum innovation for equitable and quality education in terms of how transformative leaders develop and utilize both physical and human resource; set directions for their institutions by developing shared goals, monitoring institutional performance, and promoting effective communication; and finally redesigning their institutions’ visions and missions. The paper recommends that the curriculum leaders should be given financial and logistical support in terms of appropriate professional training for them to develop the ability to transform institutional management to foster powerful teaching and learning for all students.

Key words: transformative curriculum leadership, innovation, equitable and quality education

Determinants of Educational Outputs in Secondary Schools

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This paper is based on a study that was conducted in Central Province, Kenya to establish the major determinants of output in secondary education and the extent to which each educational input studied explains the output. The study was carried out in 69 public secondary schools, with a sample of the 69 head teachers and 400 students. The researcher used two questionnaires; one for the head teachers and another for form four students. Data analysis was done using SPSS and STATA. Regression analysis was used to estimate the relationship between inputs and educational output. Findings from the study revealed that among the endogenous inputs, the key determinant input on education output is student prior performance. The second key determinant of education output is teacher experience. The results further showed that teacher experience accounts for 75.7% of variability in the student performance, and that most endogenous and exogenous inputs are key determinants of female than of male student performance.

Key words: Determinants of education outputs, secondary education, Kenya
Effectiveness of Constituency Bursary Committees in Promoting Access and Retention in Secondary Education: A Case of Nairobi and Machakos Counties, Kenya

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The Kenyan government transferred the management of the secondary education bursary fund from Head teachers and Schools’ Boards of Governors to the newly created Constituency Bursary Committees (CBCs) in the 2003/2004 financial year. Owing to the criticism leveled on this bursary disbursing mechanism by various educational stakeholders, the study reported here, was conceived and executed with a view to: capturing stakeholders’ perceptions of the CBCs, determining the effectiveness and equitability of the CBCs in bursary disbursement, and mapping the challenges facing the CBCs. This study adopted an exploratory approach using a descriptive survey design. The study found that: the CBCs were rated lowly by the stakeholders a majority of whom would prefer that the bursary funds be managed at the school level; the decentralized bursary scheme was inefficient with regard to timeliness in making bursary awards; the bursary scheme had a limited reach as only 21.9% of the applicants in the 13 constituencies received bursaries over a three year period with some constituencies recording an average reach of around 10%; many very needy students were locked out of the bursaries, causing some students to drop out of school due to lack of school fees; the bursary disbursement was found to be equitable with regard to gender (p-value 0.474), type of school attended (p-value 0.068), type of family set up (p-value 0.000), family income (p-value 0.000), and region of residence-urban or rural (p-value 0.013).

Key words: Bursaries, constituency bursary committees, access, drop out.

Distance Teaching in Dual Mode Higher Education Institutions: Implications for a Kenya Private University Faculty

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Over the years, educators who are struggling with the need to democratize education have recognized that the classroom based ways of providing education need to be reinforced by innovative methods for the fundamental right of education for all to be realized. Consequently, many classroom system institutions have undergone major transformations to accommodate distance teaching and learning modes, creating new roles for the faculty who have who have to support distance learners to make the most of their distance learning experiences. This paper is based on a study that sought to assess the nature of distance education systems in a Kenyan dual mode private university, with specific focus on faculty roles, skills, experiences, challenges and strategies. A sample of faculty and distance learners was selected using the stratified random sampling technique. Two separate sets of self administered questionnaires were used to collect data. The findings of the study revealed that distance teaching within the traditional classroom settings has greatly influenced faculty roles. The study conclusions elaborate on various faculty related issues that ought to be critically considered in the design of distance teaching programmes within the traditional environments.

Key words: Distance teaching, faculty, dual mode, classroom, private university
A Decade of Continuous Professional Development of Teachers: The Case of Smasse and ASEI – PDSI Approach to Teaching and Learning of Mathematics and Science

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Continuous professional development for teachers forms a platform upon which new skills, concepts and processes related to teaching are continually inculcated. It has been argued that while most other professions have continuous training programs, education, for the most part, has failed to recognize that “continuous training matters”. In the Kenya education context, majority of professional development programs have, on the whole, been found to be insufficient as they do not provide the teachers with opportunities to reflect on their own experiences as well as give them support in modifying their classroom practices. This paper looks at the genesis and organization of a Kenya Government led INSET initiative referred to as the SMASSE program, aimed at improving the teaching and learning of science and mathematics in secondary schools. The program, initiated in the year 1998, was necessitated by Kenya National Examination Council reports of continued poor performance in mathematics and science subjects. Critical to this paper, is a look at the previous teacher development (TD) efforts and TD models discussed in educational literature. The paper also provides a detailed account of the cascade model that has been used in SMASSE INSET with specific reference to the ASEI – PDSI approach which has been the hallmark of the SMASE training in rallying teachers towards a learner-centered practice. In addition, the paper highlights the successes, challenges and lessons learnt during implementation of this program. Though the program has registered considerable success, it is our opinion that, going forward, a paradigm shift in the program implementation is required in order to sustain the objectives of the program and in particular the change in the classroom practices by the teachers.

Key words: SMASSE, learner-centered teaching, mathematics and science

Exploring the Knowledge, Attitudes, and Behaviours towards Substance, Drugs, Alcohol and Sexual Activity among First Year University Students

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The transition from high school to university is a critical moment for students as they adapt to a new level of independence which has an impact on their personal health lifestyles. Knowledge about health behaviours and attitudes are important in the development of an effective health promoting environment. The objectives of the study discussed in this paper were to assess the level of knowledge, attitude and behavior towards substance, drugs, alcohol use and sexual activity of first year students joining university from high school. This study was guided by the health determinants framework which suggests that a complex array of factors, such as age, education and gender influence health outcomes. The study was conducted in one of the universities in the Atlantic Canada which was primarily an undergraduate university. The survey was administered to approximately 1000 first year university students. Data was analyzed using SPSS software by running descriptive statistics for each variable or question to establish response patterns. Also the analysis included cross tabulation to explore relationships between select variables. Key findings from this study indicate that a majority of first year students have knowledge from multiple sources (teachers, parents, television, and friends) regarding alcohol use, drug/substance use and sexual activity. Results also indicate greater use of alcohol, marijuana and sexual activity among respondents. Based on this data, it is clear that schools and universities need to develop programs specifically designed for providing students with skills necessary to understand risks associated with alcohol, drugs and sex. Also, more research is necessary to investigate some of the discrepancies between attitude and practice among students.

Key words: School to university transition, health lifestyles, health determinants framework, drug/substance abuse, sexual activity
Children’s Right to Education, Insecurity and the Legal Framework in Kenya

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The provision of basic education has recognised as universal human right through international treaties and conventions which legally bind signatory states to take full responsibility for providing it. However, despite the strides made by the Kenyan government in implementing children’s right to education, insecurity due to conflicts has been a challenge. This paper presents the findings of a study carried out to examine the impact of insecurity on curriculum implementation in Tot Division of Marakwet District. The study adopted descriptive survey design. Four schools were sampled randomly upon which four head teachers; twelve teachers teaching English, Maths and Kiswahili, and one District Education Officer were purposively selected. Data were collected using questionnaires, interview schedules, checklists, and observation schedules. Data were analysed using descriptive statistics. The study found that insecurity led to, among other things, frequent indefinite closures of schools; low pupils enrolment and high dropout rates. The findings of this study indicate that the legal framework has played little if any in enforcing children’s right to education in conflict areas. The study recommended provision of adequate security and makeshift classes in times of insecurity.

Key terms: Right to education, legal framework, school closures, Kenya

Investigation of Teaching the Integrated Topics on Drug Abuse in Secondary School Curriculum

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This paper is based on a study that investigated the teaching of the integrated topics on drug abuse in the secondary school curriculum as a strategy to wipe out the problem of drug abuse among students in Machakos and Makueni Districts, Kenya. The subjects of the study were drawn from 28 randomly selected secondary schools. A sample of 628 respondents selected through stratified and simple random sampling techniques were used for the study. The respondent of the study were principals, teachers and students. The study utilized questionnaires and an interview schedule to collect data. The main findings of the study were: the prevalence of drug abuse was higher among boys (10.19%) than among girls (8.58%). In addition, the study found that urban schools had a higher prevalence (12.73%) compared to rural schools (10.65%). The study also found that the topics on drug abuse were integrated in six subjects in the formal curriculum (English, Kiswahili, mathematics, Chemistry, Biology and Christian Religious Education) and that the topics were also taught through the non-formal curriculum - Clubs and societies’ meetings.

Key words: Drug abuse, integrated topics, curriculum, prevalence rate
Use of ICT to Promote Access and Participation of Students with Disabilities in Higher Education

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Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. Globally, the number of university students enrolled in higher education increased from 19% in 2000 to 26% in 2007, while the number of tertiary students worldwide grew by 50% from 2000 to 2007(UNESCO, 2009). Although there is increased access to higher education globally, traditionally disadvantaged groups including those with disabilities have minimal access. This paper explores how educational innovations such as assistive technology and information communication technology are salient in improving educational provision for students with disabilities and increasing their participation in higher education.

Key words: Students with disabilities, Access, participation, ICT

Engaging School Based Leaders in Nairobi about their Leadership Preparation

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The purpose of the study reported here was to examine school principals’ perspectives on their preparation for leadership with the view to contribute to literature and inform Kenya’s policy and practice on school leadership preparation. A second objective was to make recommendations on enhancing leadership preparation and ongoing development within the Kenyan context. The study utilized a concurrent mixed methods approach using questionnaires and in-depth interviews with school principals. Sampling of schools was conducted ensuring representation of the types, levels, and socio-economic status of schools within the province of Nairobi. There were 116 principals who completed the questionnaire. Interviews were conducted with a sub-sample of 21 principals maintaining their representation of the larger population. The study found that a majority of the principals were appointed on the basis of seniority and placed in schools without assurance of leadership development. Respondents did not feel adequately prepared for their roles and most of their learning was on the job. Further, leaders from public schools have more opportunities for leadership preparation and development compared to their counterparts from private schools, more so in low socio economic neighborhoods. The transformational aspects of leadership such as influencing and inspiring their school community towards positive change did not feature as a key role in the respondents’ conceptualization of their role.

Key words: Leadership preparation, principals’ perspectives, concurrent mixed methods
The Quest for Equity Through Provision of Free Primary Education (FPE): Can Kenya Sustain The Initiative?

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Given the backdrop of high dropout and low enrolment rates at the primary school level in the country, the re-introduction of Free Primary Education (FPE) at the beginning of 2003 was received with euphoria, elation and relief by Kenyans. Despite the challenges that came with what could be criticized as a hastily implemented promise to abolish the payment of fees in public primary schools, the government maintained its resolve to provide FPE to all schoolchildren against all odds. However, soon after FPE was rolled out, concerns about the sustainability of the programme began to emerge. This paper is based on a study that was conducted between 2008 and 2010. Data was collected from primary school pupils, teachers, head teachers, parents and Ministry of Education staff. The paper sets out to discuss some key factors such as budgetary provisions and constraints, the country’s economic performance, donor support and the KESSP initiative which have implications on the sustainability of FPE. The paper contends that fee abolition in Kenya’s public schools occasioned cost complexities that resulted in major budget pressures. The government of Kenya therefore needs to reflect on how it can better mobilize and manage financial resources to sustain the FPE policy within the strained education and national budgetary provisions beyond the short term.

Key words: Free primary education, sustainability, budgetary pressures, equity

Re-Thinking Educational Reforms for Quality and Equitable Education at University Level: A Paradigm Shift for English Language Teaching

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There is need to revisit the languages curriculum at university level for equitable and quality education. For this to happen, it is imperative that a paradigm shift from the traditional teaching of language based courses to the modern approach, in which ICT plays a substantive role, takes place. This paper examines the relevance of traditional language courses in the contemporary digital evolution era, and suggests ways in which they can be modelled to enhance quality and move in step with current development goals. The paper underscores the fact that with the present glaring inequalities, especially in Uganda, traditional language courses may not offer candidates with the appropriate skills and abilities to compete in the employment arena. In the study discussed in this paper, data was gathered using questionnaires for students of Bachelor of Languages, and Bachelor of Arts with Education (English/Literature), and their lecturers; analysis of tracer studies of Uganda Christian University students from (2008-2010), interviews with employers, officials from National Council for Higher Education, and officials from Ministry of Education and Sports (Higher Education). The indentified some strategies that could be used to make the courses more efficient, particularly, the teaching of interdisciplinary courses across the university curriculum.

Key words: English language teaching, higher education, use of ICT.
Acquiring educational qualification is not an end in itself; education must be of such quality that it can lead to suitable employment and raise the standard of life. According to the Special Rapporteur on the Right to Education, the State must guarantee 'availability,' 'accessibility,' 'acceptability,' and 'adaptability' of education. Whereas a state could make education available, accessible, and acceptable in its territory, the educational qualification obtained, may not be acceptable or adaptable in another country. International co-operation is required to make such educational qualification acceptable and adaptable for students seeking further studies or employment in another country. In addition, crossborder education, which takes place in various forms, the most important factor, after obtaining educational qualification, lies in the recognition of degrees, diplomas, certificates and licenses, issued by one education system in another. The free movement of education across the border (academic mobility) is possible only when the education offered in one system is recognised in another. To deal with the problem of recognition of degrees, diplomas or certificates and licenses provided by one country in another country, UNESCO came up with six regional conventions that provide legal framework to deal with the issue. The WTO, through its GATS provisions, seeks accessibility to educational institutions to provide educational services in member countries. This paper seeks to analyse whether these two international institutions could bring about quality and equity in education at the global level.

Key: UNESCO, WTO, cross boarder education, certification

The advent of quality assurance debate in higher education has inevitably directed attention to the various quality control mechanisms that exist. One of these mechanisms has been; the external examining variously referred to as external examination or external examiner method (EE). Examination administration and organization is one of the cardinal responsibilities of any educational institution. This paper reports on a study that investigated academics’ views on external examination. A descriptive survey paradigm was used in conducting the study. Data was collected through questionnaires. The study found that universities do not follow the internationally agreed best practices governing the appointments of external examiners and that the external examiners’ reports which are crucial feedback documents were largely ignored.

Key words: Quality assurance, university education, external evaluation, external examiners

Prior to independence in 1980, there was only one University in Zimbabwe. The issue of the quality of degrees offered was taken for granted, depending entirely on the internal quality assurance systems instituted and supervised by the Senate of the university. Indeed, the previous mentoring by the British Universities of London and Birmingham helped to assure the outside world that the emergent University of Zimbabwe could still produce a quality product. Independence saw some 13 public and
private universities sprouting and it became necessary to introduce innovative strategies to ensure and assure the quality of degrees offered by all these universities. This paper examines the innovations being instituted in Zimbabwe to enhance the quality of university education in the whole country. It looks at the establishment of a new national quality assurance unit, the Zimbabwe Council for Higher Education (ZIMCHE) and the role it is playing in reforming the approach to university education in the country. The paper explains the issues of quality and quality assurance (QA) in university education and the registration and accreditation of institutions, programmes and courses. It also looks at the corrective measures being undertaken in the Zimbabwe system. The paper also addresses the feasibility of ranking of universities and university programmes at both national and international level. It assesses the criteria used in selected ranking systems and their shortcomings, leading to an expression of skepticism in using the whole concept of ranking of universities in Zimbabwe.

Key words: University education, quality and quality assurance, innovations, Zimbabwe


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Academic performance of students at the end of secondary school education is a key concern for parents, students, educationists, employers and educational researchers. In Kenya, performance in the Kenya Certificate of Secondary Education (KCSE) determines whether students will proceed to university, other tertiary institutions, or the world of work. This paper is based on a study that investigated the factors accounting for differential performance in KCSE and school effectiveness in Nyeri and Kiambu Counties of Kenya. The study adopted the descriptive survey design. Data was collected using questionnaires and interviews. The major findings were: (i) top performing schools were putting more emphasis on correlates such as instructional leadership, focus on vision and mission of the school, school safety and orderliness, among others, (ii) there were significant differences between top and bottom performing schools on most correlates.

Key words: School effectiveness, performance, differential performance

Enhancing Quality in Education: Secondary School Teachers’ Experience and Coping Strategies in Large Language Classes in Uganda

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Uganda has witnessed rapid expansion of the secondary school education sector especially after the introduction of free universal secondary education in 2007. This resulted in improved access to secondary education for children of the disadvantaged poor. It also led to the undesirable phenomenon of large classes thus compromising the quality of education. This research paper is based on a study carried out during a three day National English Language and Literature Conference held at Makerere University in June 2011. The study focused on teacher characteristics, classroom context factors, class size related challenges faced by teachers, and the coping strategies used by teachers while handling large classes. The sample comprised of 120 teachers from all parts of Uganda. Data was collected using questionnaires and later on telephone interviews. Among the main findings was that most teachers had classes of between 50 and 100 students in one classroom. This affected the motivation and performance of language teachers and students.

Key words: Universal secondary education, language classes, large classes, teacher motivation, Uganda
Higher Education Research and Industry Partnerships: A Comparative Study between Kenya and Italy

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Studies have shown that a country's ability to create and utilize new and innovative technologies for development is determined by the level of universities research activities, as well as their policies and programs that promote research and technology transfer. To achieve meaningful innovations and development, the university and governments must interact with industry to create the kind of relationships that defines the success and operations of the innovation system. Universities must continue to improve their relationships with enterprise as this is vital not only so that universities could secure work experience and job opportunities for their students, but also so that business principles would inform teaching while enterprise, in turn, could benefit from research and competent graduate employees. Recent significant changes in industry are raising the level of collaboration between industry and universities, bringing out a cultural shift in higher education. Utilizing data from questionnaires for University leaders, Deans of Faculty and Industry stakeholders, this paper compares the existing partnerships between the University of Padua and industries in Veneto region, Italy on one hand and Kenyatta University and industries in Kenya on the other.

Key words: University research, industry, comparative study, Kenya and Italy, collaboration

Slipping into Obscurity? The Crisis in Initial Teacher Religious

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Abstract

This paper, which is based on data collected as part of a doctoral study draws attention to a looming crisis in Initial Teacher Education (ITE) in RE in Malawi. It is worrying that while university students in Malawi are happy to read theology or religious studies for their degrees, they are less interested in combining their degrees with a teaching certification, not only because they do not want to be teachers (as many do) but also because, RE in particular, is perceived by the general public as a 'weak' academic subject. Those who train to teach RE are by extension therefore, regarded as being academically 'weak' as well (Matemba 2011). Owing to the fact very few ITE students train to be RE teachers, staffing levels in schools are at a crisis level, to the extent that RE is perhaps the only school subject disproportionally taught by unqualified and under-qualified teachers. It is argued in this paper that if this crisis is not addressed adequately, and soon, RE as a subject for ITE risks being pushed into obscurity, if not oblivion. This state of affairs has serious implications on quality of teaching because it impacts negatively on the ability of the teacher to undertake the pedagogical innovations necessary to sustain children's interest in the subject. It also undermines RE’s capacity to effectively respond to such trends in society as religious diversity and political pluralisation (Avest, 2011). The article makes suggestions that may help to mitigate some of the challenges RE faces as a subject for ITE in Malawi.

Key words: Religious Education, university students, initial teacher education, subject in crisis, Malawi
Affirmative Action and Gender Inequalities in Education in Kenya

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This paper seeks to analyze the role of affirmative action in education, and provides an overview of available literature on the history of affirmative action (AA), its goals, advantages, disadvantages and its constitutional backing. The paper reflects on some of the affirmative action in Education that has been applied in Kenya and argues that there is need for more affirmative action in education for women. It is observed that Affirmative Action has provoked a very emotive debate around the whole world, with many arguments given both in favour of and against AA. The question of unequal access to education between males and females appears to be pervasive in the developing world. Due to the wide gender gap, coupled with historical, cultural and political inequalities that have existed in developing countries such as Kenya, this paper advocates for AA

Key words: Affirmative Action. Positive Discrimination. Gender inequalities

An Investigation into the Causes and Extent of over teaching in Preschools in Githunguri District, Kenya

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This paper presents findings from a study that sought to investigate the causes and extent of over teaching in both public and private preschools. Although the Ministry of Education in Kenya stipulates that the average pupil contact hours per week for preschool pupils should be 12 ½ hours, some of these pupils are subjected to a longer school learning day and even extra learning days on Saturdays and during schools holidays. These pupils are also exposed to an overemphasis of pre-academic skills contrary to the child-centered development education approaches that are recommended by the Ministry of Education. Despite the high academic scores that may result from the practice of over teaching in the short-term, these effects fade out in the long term. In the study reported here, a sample of 44 teachers from preschools in Githunguri District was selected through simple random sampling. A teacher’s perception interview schedule was used to collect data. The study findings revealed that over teaching was practiced in both public and private preschools, and the major causes of overteaching included poor performance by pupils, stiff competition for standard one vacancies, and need to pass examinations. Teachers recognized the fact that compulsory and indiscriminate over teaching caused stress and fatigue among pupils, and that learners also needed time to play. It is recommended that the government should improve ECDE teachers’ remuneration and extend quality and standards supervisory services to the ECDE level.

Key terms: Preschool, overteaching, pre academic skills, standard one vacancies
Application of Research Findings to Education Policy Formulation in Kenya

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Educational research findings should significantly contribute to educational reforms both in theory and practice. Policy informs decision making in any organization and may lead to its’ success or failure. This paper provides a critique of the policy formulation and implementation process in Kenya with a view to making recommendations on how research findings can be utilized to inform educational policy formulation and implementation. The paper is based on a study that investigated the extent to which research findings have been instrumental in informing the policy formulation and implementation process. The study used a cross-sectional survey design. Data was collected from top researchers found in four main education related institutions i.e. Institute of Policy Analysis and Research, Ministry of Education, Kenya National Examination Council, and Kenya Institute of Education and the University of Nairobi. The data was collected using two sets of questionnaires. Data was analysed using descriptive and inferential statistics. The major findings of the study were that research findings are not used in informing policy formulation and decision making in the education sector and that policy formulators are not aware of existence of relevant important research findings that can enhance making appropriate policies.

Reform and Challenges of Teacher Education in Uganda: The Uganda Christian University Experience

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This research based paper falls under the sub-theme of teacher education and management. We live in a rapidly changing technology and knowledge based global society. The entire education systems need to fit into the context of the Twenty First Century so as to realize the transformation of teaching and learning. The education system is vital, because it produces personnel who are required to function in various facets of national life and the development process. However, for some time now, teachers in Uganda have witnessed various challenges: inadequate recognition by the public and the state, poor motivation, remuneration, ban on teacher recruitment for a good number of years, teacher apathy and loss of morale and commitment among others. Therefore, teacher education in the entire system of Uganda has not been given its right place hence the need for continuous reforms and support so as to be relevant to the changing needs of the contemporary society. Uganda Christian University Faculty of Education and Arts in this respect handles teacher education but also experiences some of the above challenges. However, some measures are being taken to promote quality such as pedagogical training for staff and promotion of moral and religious values and professional ethics for teachers in teacher education among others. Therefore, this paper discusses and evaluates these reforms and challenges and proposes some recommendations for the purposes of enhancing quality and equity in teacher education. Data will be gathered through use of interviews and questionnaires for both student teachers and university staff. Participant observation will also be employed. (299 words)