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The Provision of Quality
Education in Kenya - An
Assessment of Policy
Guidelines and Challenges
since Independence

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Meaning of Quality Education

- “ Definition elusive – no consensus
- “ Equated with performance, competency, school outcomes etc.
- “ Generally agreed – wish to improve achievement of learners, create better and useful citizens, produce people who can support and strengthen values of society

Meaning (cont'd)

- “ Quality education will impact on a country’s goals
- “ NB: For the purpose of this paper quality viewed as “EDUCATION SUITABLE FOR INDIVIDUAL AND NATIONAL DEVELOPMENT”

Meaning (cont’d)

- “ Quality education involves;
 - a) School inputs (resources, time, class size, teacher quality, etc.)
 - b) Process (pedagogy, classroom conditions, quality curriculum, etc.)

c) Output (student achievement in relation to expectations)

Education in Kenya on the Eve of Independence

- “ Based on British model and European culture - small minority for white collar jobs
- “ Based on segregated lines as recommended by colonial Reports(Fraser, Phelps Stokes, Beecher)
- “ Imbalance in provision of education. Minority groups forming 3% of population took lion's share In 1963:74.6%

(European), 77% (Asian), 34.8% African school going age children were in school

Nature of African Education at Independence

- “ Bottle neck created to keep numbers going for higher education small (4:4:4). Very difficult exams
- “ Europeans and Asians had a continuous 7 year uninterrupted primary education
- “ Education perceived as agent for social mobility – craving for

higher education – Harambee schools

- “ Inappropriate education for an independent country - demand for better and more education

Ominde Commission Report (1964)

- “ TOR: Formulate policies and give direction to education for a new & independent nation
- “ National goals of education
- “ Reforms followed – more opportunities and higher education for African

Quality Related Reforms

- ” Formation of TSC (1967)
- ” Education Act (1968) –
government control
- ” Regulating Harambee schools and
eventual take over by the
government
- ” Racial integration in
schools/common syllabus
- ” Expansion of secondary
education
- ” University of Nairobi (1970)

Challenges in First Decade of Independence

- “ Manpower needs quickly met – quantity instead of quality
- “ Many unqualified teachers – also low calibre (46% of primary school teachers P3 level+UTS
- “ Rural/Urban Migration
- “ Education too narrow and academic – too much competition compromising values
- “ NB: By 1975, education seen not to be meeting its objectives --- not quality enough

Gachathi - Committee Report (1976)

“ Relook objectives for second decade

“ Recommended:

- . Teaching of religion and ethics
- . Developing positive attitude to agriculture and technical activities
- . Encourage practical education for self employment
- . Recruit teachers with higher academic qualifications

Gachathi Report (cont'd)

“ Basic education to extend to 9 years

“ Establishment of a national youth service for those over 18

“ NB: Not fully implemented –
Change in presidency. Some ideas

picked by latter Education
Commissions and Committees

Challenges

- “ By 1980, unemployment had reached crisis levels
- “ General economic challenges affected education
- “ Education did not cater for majority of learners enrolled (only for academically able) /no equal opportunities/ASAL
- “ Too many dropouts compromising national development

Mackay – Working Party Report

Rationale

- “ Create relevance in education for new/emerging economic demands
- “ Ensure youth participation in national development
- “ Provide practical curriculum opportunities
- “ Ensure equitable distribution of educational resources
- “ Equip youth with knowledge that can lead to either salaried or self employment

Challenges

- “ Negative attitude towards prevocational subjects
- “ Hasty implementation
- “ Many teachers not trained for practical subjects
- “ Backlash effects of exams undermined practical orientation

Challenges (cont'd)

- “ Lack of start up capital for self employment

- “ Primary school graduates unable to make quality goods – no market
- “ Curriculum overload
- “ Strong inclination towards academic curricula

Kamunge - Working Party Report

- “ Background – Alarming rising cost of financing education
- “ World Bank and IMF imposed Structural Adjustment Programmes (SAPs) to help country keep cost of education at manageable level

- “ Cost sharing
- “ Parents – development & recurrent expenditure
- “ Government – administration & salaries

Challenges

- “ Negative effect on government move towards EFA (Jomtien)
- “ Enrolment in primary school dropped from 95% in 1989 to 79% in 1995 and 72% in 2000
- “ Quality affected – parents unable to support infrastructure and provision of resources e.g. books, lab equipment, etc.

Dakar Forum (2000)

- “ All aspects of quality education was emphasized
- “ EFA Goal -2015
- “ Kenya slow to implement EFA due to economic challenges
- “ 2003 -Free primary education – major initiative – influx of pupils, rise in enrolment (more than a million),many challenges to quality –overcrowding, strain on facilities etc

Sessional Paper no.1
(2005)

- “ Development of Kenya Education Sector Support Programme (KESSP) to address challenges and achieve UPE by 2005 and EFA by 2015
 - “ KESSP unable to fulfill objectives
 - discontinued after donors pulled out
 - “ Inclusive education noting challenges – access, relevance, management etc
 - “ Vision 2030
 - “ Aligned to SDG 4: Quality Education (4.1 and 4.2)
- 2010 Constitution and**

Quality Education

- “ Quality issues anchored on Supreme Law unlike before - various instruments -
- “ Task Force to realign education (2012)
- “ Sessional Paper no.14 (2012)
- “ Basic Education Act (2013)
- “ Followed by development of National Education Sector Plan (2013 -2018) – main aim being “Quality Basic Education for Kenya’s Sustainable Development”

Conclusion

- “ Kenya has increased access in basic education but what about quality?
- “ Recent studies show worrying trends – Only 30% of class 3 pupils could do class 2 work while 8% of class 8 pupils were not able to do the class 2 work across the country (UWEZO, 2016)– challenges found in both literacy and numeracy
- “ International partners such as DFID and USAID have stepped in to assist government on improving learning outcomes

through such projects as TUSOME
(early grade reading)

” To continue with further
improvement, the government
has embarked on Competency
Based Curriculum (CBC)

” AND THE JOURNEY CONTINUES

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” THANK YOU FOR LISTENING