

INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT.

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Abstract

This research paper looks into the impacts of school attendance, schools acceptance of learners from all backgrounds, regular schooling of the learners, support offered to the learners to be able to attend school and remain in the school and learners capabilities to contribute and participate in the schooling aspects on sustainable development in Kenya. Education remains an inevitable pillar in any kind of development and Kenya hardly achieved millennium development goals by 2015 that could have driven sustained development in Kenya. It is evident that inclusive education and sustainable development in Kenya are highly related. Earlier educational Policy frame works and contributions have all advocated for self-development through qualitative education and training as a key to human capital development. The research paper outlines the roles of inclusive education on sustainable development in Kenya and its weaknesses too. Objectively, first the paper asses the relationship between dynamics of inclusive education and sustainable development in Kenya. Secondly, the paper compares the development in Kenya and Seychelles in light of inclusive education. Thirdly, the paper establishes the key players in achievement of inclusive education in Kenya. Finally, the paper outlines the bottlenecks in the Kenyan education ministry and society that have hindered inclusive education in Kenya. The research paper acknowledges low development in Kenyan communities significantly checking on trend of inclusive education on development in Kwale County, Kinango Sub County as the focus area of data source to validate the fact that inclusive education can highly contribute to sustained development. A survey design through education documents and household checklists on self-development will be used to collect this data. Conclusively, the research will outline how inclusive education can eliminate poverty, be means of eliminating diseases and ignorance and improve Kenyan citizenø standards of living to achieve sustainable development.

IMPLEMENTATION OF KENYA'S BASIC EDUCATION CURRICULUM FRAMEWORK: A PURSUIT OF QUALITY EDUCATION FOR SOCIAL, ECONOMIC AND POLITICAL GROWTH

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Abstract

Rote learning has been the main 8-4-4 system's criticism. The system's quality of learning, its impact on students' achievements and eventual social and economic consequences has been in contention. Graduates of 8-4-4 system have not shown evidence of its *Education for Self-Reliance Philosophy*. In mitigation, the Government of Kenya has released the Kenya Basic Education Curriculum Framework commonly referred to as Competency Based Curriculum (CBC). Its Vision - *Nurturing Every Learner's Potential* - is grounded in its ideals of reformed Constitution of Kenya, 2010 and the Country's Vision 2030 Goals. This paper through desk top research compares the new CBC with the 8-4-4 system in promoting the quality of education in Kenya. The paper utilizes Fagerlind and Saha's (1989) Human Capital Theory to assert that educating a country's population yields higher productivity of labour and provides the much needed skills essential for industrial development, higher wages and national socioeconomic and political growth. CBC endeavours to equip youths with 21st century skills to increase social and returns for prosperity of Kenya. The organization of the CBC focuses on broad-based curriculum, exploration and selection of pathways through Middle School Education and finally the last three years on specialization within a specific career pathway. The researcher argues that in spite of CBC being aligned with Africa's Agenda 2063 - which aims to address continental's youth employment through skills revolution. Kenya should not allow the hiccups that were witnessed in the implementation and execution processes that characterised 8-4-4 curriculum. The researchers argue that since CBC is a paradigm shift, it requires trade-ins from all stakeholders, beneficiaries and adequate time for training personnel, preparation of necessary materials and adequate piloting. Any rush in these processes may lead to implementation haemorrhages that can rock the very education foundation Kenya is yearning to secure for her future citizens' lives.

Key Words: *Basic Education, Curriculum Framework, Quality Education.*

**STATUS OF BACHELOR OF EDUCATION PROGRAMME ON
EDUCATION FOR SUSTAINABLE DEVELOPMENT IN KENYA: A
CASE OF UNIVERSITY OF NAIROBI**

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Abstract

Education is an essential tool for achieving sustainability. People around the world recognize that current economic development trends are not sustainable and that public awareness, education, and training are key to moving society toward sustainability. Kenya has made efforts to reinforce teacher training for ESD with students. However, many actions are minimal and practice is limited. The purpose of the study was to explore the status of teacher training for ESD in Universities in Kenya. The study focused on four objectives: integration of ESD in teacher education curriculum, lecture delivery practices and education for sustainable development, campus facilities and operations and community outreach and service for ESD. A survey targeting fourth year Bachelor of Education students at the University of Nairobi was conducted. Findings of the study were that: the curriculum had integrated a number of aspects of education for sustainable development; lecture delivery practices often limited trainee practices in applying learnt principles; that campus facilities were not adequate in supporting student learning and that community outreach and service were very minimal and yet were considered essential in making learning contextual. The study concluded that preparation of trainees on Education for Sustainable Development was not adequate. The study recommends that: the University should revise the curriculum and include more aspects of ESD; Lecturers should move away from too much of lecturing and focus on practice; that campus facilities and operations should be improved to offer more support to student learning, and finally community outreach and service should be integrated in the training to make learning more practical and transferable.

Key Terms: *Curriculum, Education, Education for Sustainable Development, Sustainability, Trainees*

PLUGGING GENERIC GAPS BY INCLUDING KISWAHILI LITERARY ESSAYS IN THE SECONDARY SCHOOL CURRICULUM

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Abstract

It is a truism that professionalism or academic acumen is a gradual process that is patiently nurtured from preschool through primary and secondary education before being solidified at a tertiary level or university. In the case of Swahili literature genres of literature are introduced at primary school, get developed and diversified at high school and further on at university where learners are helped to think critically. However it is notable that the Kiswahili literary essay is not included in the secondary school curriculum. This paper explores the probable reason for this omission and the ramifications occasioned thereof. The writer roots for the correction of this anomaly and provides his justification for the position he has taken.

Competency Based Curriculum for Sustainable Development

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ABSTRACT

In the context of education for sustainable development (ESD), there is extensive literature on what should be taught and learned in terms of knowledge, skills and values. What stands out in most of this literature is a prominent attention to values. The underlying idea is that value education is needed to prepare students for a role as 'agents of change' able and willing to transform our current society into a more sustainable one. What is strikingly absent from these approaches to ESD is the notion that there may be a valid diversity in perspectives on sustainable development, whereas this diversity is in fact a key feature of sustainable development in a pluralistic society. In the transition towards a sustainable (or at least more sustainable) society, the ability to deal with this diversity of perspectives will thus be crucial. We therefore argue that the key competence for academic professionals to successfully contribute to sustainable development will be their ability to think, communicate, learn and collaborate across the boundaries that divide these perspectives. We refer to the ability to cross such boundaries as 'transboundary competence'. This paper will apply the principles of competence-based learning to identify the characteristics of learning environments in which this competence can be developed.

Key words: sustainable, competence based, education, skills, diversity, environment

Curriculum reform strategies and priorities for unlocking the development potential for Arid and Semi-Arid lands in Kenya

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Abstract

The purpose of this paper is to generate and sustain interest and debate on the strategies that can be used to encourage, recreate and innovate new ways of educating in order to jumpstart economic growth in ASAL areas using education. The paper underscores the importance of education as a human right and explores the status of education in ASALs from the perspective of access, quality and relevance. Based on that status, the paper provides a critical analysis of the factors slowing down growth and navigates strategies that need to be reconsidered to facilitate economic development in ASALs. The paper further proposes that the competency based education and training (CBET) strategy holds the key to development in ASALs, among other regions in Kenya. It is expected that the recommendations proposed in this paper will not only form a basis for policy formulation but also will guide further debate on engagement with other regions in Kenya on the best practices in domesticating education to support economic development in Kenya

Integrating Education for Sustainable Development Pedagogy in the Preschool Social Studies Curriculum in Kenya: Review of Literature.

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Abstract

The overriding theme of education for sustainable development (ESD) is integration of values inherent in sustainable development into all aspects of curricular to encourage changes in behavior that allow a just society for all. The ESD pedagogy initiated by UNESCO highlights a shift towards active participation and experiential learning methods that engage the learner in thinking and ability to act responsively. Integrating sustainable development pedagogies including; problem-based, inquiry-based, and reflective learning in teaching and learning of social studies should motivate learners to become responsible individuals who will solve challenges, respect cultural diversity and contribute to creating a sustainable society. Social studies curriculum as a value laden discipline plays a vital role in supporting sustainable development principles and meeting needs and aspirations of the 21st century. The ESD competences adopted through social studies curriculum should enable learners to develop knowledge, skills, attitudes and values essential for survival in society. However, despite UNESCO's commitment to ESD, implementation is slow in most schools in Kenya. Emphasis on cognitive skills rather than affective and psychomotor undermines purposes of ESD for entrenching knowledge, skills, values and attitudes for responsible, active and productive citizenship. Adoption of ESD pedagogies into social studies curriculum requires appropriate teaching and learning methods that motivate and empower learners to modify behavior and take engagements for sustainable development. The paper used data from both primary and secondary sources. The secondary data was sourced mainly from the internet, focusing on the work of UNESCO on education for sustainable development. The literature review determined that social studies curriculum, which is entrenched in values of humanity provides opportunities for sustainable development in society. The ESD pedagogies facilitate learning of knowledge, promote learning skills, perspectives and values that sustainable societies entail. The review recommends that the teaching and learning of social studies should incorporate appropriate pedagogies for sustainable development.

Keywords: Education; Pedagogy; Preschool; Social studies curriculum; sustainable development

Early Years Education Teacher Skills and Methodology for the New Competency Based Curriculum.

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Abstract

Education is a process of holistic formation of individuals, enriching them in all spheres of life including intellectual, technical and social skills through the school system. Learning should equip students with skills applicable in the current societies. Curriculum is important in determining approaches and used in achieving educational goals, and for sustainability hence more reforms on it. The aim of the reforms and innovations in education is to help in achieving the SDGs, therefore the call for education for sustainable development (ESD). UNICEF (2016) came up with a framework that defines education in terms of learner, environment, content, process and outcomes for it to qualify for sustainable development. However there has been paucity of literature on the skills and methodology needed to enhance curriculum implementation in ESD. The existing 8-4-4 system has had issues, in terms of individual skills and expertise, when compared to international system that incorporate competency based forms of curriculum. With the ECE acting as the foundation of educational standards, developing skills and methodologies used in teaching these schools would be a stride towards transformations. The paper will share ideas on skills and methodology in both the 8-4-4 and the international curriculum (competency-based) and gives opinion on how they can be borrowed and implemented in the CBC for ESD.

Basic Education Curriculum Framework. Its Implications for Teacher Training

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Abstract

A new curriculum has been proposed and introduced already in the Lower classes in Kenyan 2018. Curriculum is defined as a plan to educate learners towards specific ends. This is the approach taken by Tyler and Taber, emphasising on learning experiences directed to certain outcomes. Subject content is taught to learners with a hope that they become what the system intends them to be. Disciplines in academia implying some theory and research. Subjects are content selected to be taught in the schools and colleges. Curriculum is dynamic and necessarily so to address the educational needs of a generation (Grundy 1985). Grundy (1987), suggest that any curriculum is continually mediated and developed, a concept which in some ways can lead to uncertainty and anxiety among stakeholders. E. Murphy is renowned to have coined a phrase that anything that can go wrong will go wrong, originating from a comment that some will sometime install the components the wrong way, if that possibility existed (Mathews, 1998). This adage, while pessimistic, points the way to the necessity to interrogate things that can go wrong with the new curriculum, necessitating more discussion and mitigating such potential catastrophic results. The idea of teachers as facilitators of learning has traction amongst many educators, even if the shifts they aspire to have yet to be realised in practice. Research in primary schools that were early adopters of ideas around the key competencies shows that this new approach could help shift schools to less content focus towards concern for individual children. (Boyd & Watson, 2006). This paper will use a desk research methodology to look critically into the need for the proposed new approach to education, high points of the new curriculum and show how the values and competencies proposed can be nurtured at CEES, UON.

Theme 2: Innovative Teacher Training for Sustainable Development

DETERMINANTS OF FEMALE TEACHERS' PROGRESSION TO GOVERNANCE POSITIONS IN PUBLIC PRIMARY SCHOOLS IN MUTITU SUB-COUNTY, KITUI COUNTY, KENYA

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Abstract

The purpose of this study was to investigate the determinants of female teachers' progression to governance positions in public primary schools in Mutitu Sub-County, Kitui County, Kenya. This study investigated this phenomenon using the following objectives: To establish the extent to which educational qualification influence female teachers' progression to governance of public primary schools; To establish the extent to which gender stereotypes influence female teachers' progression to governance of public primary schools. The study targeted all the population which consisted of 102 head teachers, 227 male teachers, and 820 female teachers from 102 public primary schools in Mutitu Sub-County. Out of the 102 public primary schools, 31 (30%) schools were selected using purposive sampling design so as to interrogate the first 14 public schools headed by female head teachers. Purposive sampling was deemed suitable because it identified the study's variation criteria which were the headteachers' gender. The 31 headteachers were selected purposively based on their gender orientation. The other respondents were five male teachers and five female teachers from each school. They were selected using convenience sampling. The total number of teachers was 310. Mutitu Sub-County's education office was also involved in offering information for the research. Therefore, a sample size of 342 respondents was sampled. The study utilized questionnaires and interviews as data collection tools. Reliability of questionnaire items was tested using the spearman rank order correlation. Cronbach's alpha above 0.69 was accepted as it was considered adequate to judge on the reliability of the instruments. Descriptive statistics was used to analyze collected data while computations were done using computer software the SPSS. The analyzed data was then presented in form of tables, pie-charts and bar-graphs as applicable. The findings of the study revealed that upon consideration of qualification against gender and positions of leadership, women were the majority, most qualified and experienced, yet their male counterparts held most positions of governance in the public primary schools in Mutitu sub-county. Majority of the respondents supported the statement that governance and leadership jobs were a preserve for men but made a counter claim that women had risen to the occasion and were demanding for equality. A set of governance jobs were not a preserve for men in the generation where westernization had taken roots and opened the society to unlimited abilities for all people. The study recommended that the Feminist organizations and the Ministry of gender should collaborate with the Ministry of Education in empowering female teachers to attain more in-service training so as to continue maintain their level of education with their male counterparts. The findings of the study will be utilized by promoting agencies in public primary schools in Mutitu Sub-County, Kitui County, Kenya.

Key words: Female Progression, Gender Stereotypes and Academic Qualifications

Influence of Pedagogical Content knowledge on Teacher Trainee Professional Competency at University Of Nairobi, Kenya. Addressing Assessment Process

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Abstract

Teaching as a knowledge-based profession requires pedagogical content knowledge for problem-solving, decision making, class management and sensitivity for adapting to diverse needs of learners. Whereas teacher knowledge is absolutely a component of professionalism, pedagogical content knowledge contributes to mastery of teaching, self-regulation and cognitive abilities for professional competence. Pedagogical content knowledge assists teacher trainees to; reflect on experiences; express insights about anticipated practice; develop appropriate ways of communicating issues of personal importance; expand on skills in peer support and acknowledge different viewpoints; develop appropriate strategies for class management and integrate theory to actual teaching. This would enable teacher trainees to integrate knowledge derived from course work to practical instructional management through effective preparation, lesson introduction and development, mastery and sequence of content and utilization of resources for nurturing professional competence. This study explored influence of pedagogical content knowledge and teaching practice assessment process at the University of Nairobi. Anchored on descriptive survey design, the study targeted 68 trainee teachers on teaching practice from 17 Counties sampled randomly. The study used questionnaires and interview schedules to collect data from trainee teachers. For data analysis, the study relied on descriptive and inferential statistics, with data presented using tables and graphs. The study results found inconsistencies in the manners in which teacher trainees prepared for teaching practice and assessments from university assessors. Recommendations advocate for teacher educators re-examine appropriate preparation approaches that can assist teachers to prepare effectively for instructional management. Further, the University of Nairobi should explore appropriate and reliable mechanisms for sustaining and financing teaching practice process in order to achieve professional competence.

Key words: Content knowledge; Pedagogical knowledge: Preparation; Teacher trainee

A REFLECTION ON THE PEDAGOGIC VALUE OF EXISTING TEACHERS' TRAINING; EXTERNAL INSTRUCTIONAL SUPERVISORY PRACTICES

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Abstract

The impact of instructional supervision of teachers in enhancing training of teachers towards provision of quality education in learning institutions appears to be in doubt worldwide. The overall objective of the study was to establish the effectiveness of the instructional supervisory practices exercised by instructional supervisors in schools and their contributions towards enhancing the teaching competences of teachers in secondary schools in Nairobi and Machakos counties, Kenya. The study sought to find out how Quality Assurance and Standards Officers prepared for conducting instructional supervision, assess how Quality Assurance and Standards Officers conducted instructional supervision in schools, evaluated and how Quality Assurance and Standards Officers provide preliminary instructional supervision reports and feedback in schools. The study employed ex facto research design targeting a population of 1481(N) comprising of school principals, Heads of Departments (HoDs) and QASOs. The study used stratified, purposive and simple random sampling techniques to obtain a sample of 460 (n) from the target population. Questionnaires and interview guides were used to collect data. Findings revealed that although the instructional supervisory practices exercised by QASOs in the schools appear well organized, there are certain inadequacies; the QASOs don't do sufficient preparations before conducting instructional supervision in schools, QASOs hardly engaged principals and heads of departments in pre-observational conference, QASOs spend most of the time checking teachers' professional records, and there was usually no sufficient time for delivering feedback and engaging teachers in the plenary meetings. The study recommends that to reverse the trends, instructional supervisors need to be taken through intensive capacity building training to improve on how they exercise their instructional supervisory practices.

Educating Educators: Re-culturing School-University Partnerships.

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Global change in educational landscape has placed unprecedented demands on teacher education. Quality of teacher training and work is seen as the most important determinant of quality of education products and the level of productivity of any nation's workforce. Universities being fountains of knowledge, have held the largest responsibility in teacher education. Faculties design teacher professional training content, run initial training packages as well as professional development programs for practicing teachers. Even so, the nature of this professional knowledge and its efficacy has been put to serious scrutiny by organizations involved in educational development. There is a growing concern that new graduates rarely begin their careers with the deep knowledge and robust skills necessary in responding to the dynamic and diverse classroom. Suffice to say, a flurry of new programs at leading universities, in most cases overflowing with students, do not adequately equip trainees with theoretical understanding and professional skills to effectively engage in classroom practice. The glaring indicator has been the inability of learners handled by the said graduates to achieve basic learning goals, lack of selectivity, an imbalance between content and pedagogy and generally, lack of value delivered. While this has been identified as a key challenge across teacher education programs, no study has interrogated teacher training programs in Kenyan Public Universities, from the lens of collaboration. Using a qualitative approach, this paper examines, school attachment policies and practices of three Schools of Education in three Public Universities having the highest numbers of undergraduate teacher- student enrolment. Using contributions from 15 prominent deans and education professors as well as insiders (teacher trainees from school practice) this paper highlights dynamics that have occurred over time and their effects on student- teacher training. It points out key challenges as well as opportunities for effective student teacher training and school-university partnership

Key Words: School- University Partnership, Students, Teacher Education, Faculties

Video Based Teacher Training for better learning outcomes

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Abstract

With over 100 million inhabitants, Ethiopia has about 44% of children aged 0-14 years. The introduction of modern formal education in Ethiopia is backdated to 1908. The recent Ethiopian Education and Training Policy (ETP, 1994) is being rendered into 5 strategies - Education Sector Development Policies (ESDP I-V). It envisages developing the physical and mental potential of individuals by expanding education. The recent five years strategy, ESDP V (2016-2020) puts quality as top priority. In its mid-way, it has recorded considerable progress on access with serious challenges on quality. The recent education statistics show, GER at primary is 98% with close to one gender parity index. However, according to the Early Grade Reading Assessment (EGRA) studies, only 20% of the children meet required standard on grade 4 (first cycle); and completion rate at grade 8 (second cycle) is only 37%. It is attributed to poor teachers' professional skills, weak motivation and competency of teachers exacerbated by other factors. As the way out, MoE has prioritized training of teachers in quality and quantity at 36 College of Teachers' Educations (CTEs) responsible for training of teachers for primary schools. In practice, the classroom teaching methods remain teacher dominated which has negatively impacted the learning outcomes of children. This paper aimed at reflecting on the current teaching and learning methods and recommending workable practices. The study reviews the country's ETP and strategy against the recent practices. Educational intuitions are reviewed. Edukans practice in Active Learning Methods in primary schools is reflected. The modular video based ALM training for primary school teachers which is being conducted with baseline assessment, classroom supervision, and continuous teachers training and peer learnings is consulted. The significant improvements in teaching method and its impact on learning outcomes will be discussed.

Hermeneutics of Creationism in Bantu Philosophy and the Origins of Man

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Abstract

Creation denotes the process of bringing into existence. The origins of man or the anatomically modern humans are enshrouded in mystery despite the myriad creation stories and scientific theories that are found in every nation of the world. Humanity has, through oral literature and written text, inexhaustibly discussed the beginning of everything in the world as we know it including how people came to be on earth. These creation stories are at times relegated to myths even on the African continent, a place where ancestral worship, magic and animism are still jostling with Abrahamic religions. Our Reverend Father Placide Tempels in Bantu Philosophy spoke of a vital power that created the archi-patriarchs who were given the power of exercising their influences on all posterity. All creation was and is at its core according to Fr. Tempels, existing to enhance man's vital force. A magical view of a force, a Supreme Being or God that created and ranked all creation with man being at the apex is how the Bantu view man's creation. The Bantu are a populous language group whose influence is felt throughout the world. On closer scrutiny, Bantu are natural theists. The most famous account of creation is that which is found in the biblical book of Genesis. The God of the Israelites creates man in a mystical environment with the expedite efficiency of the divine. This of course rings familiar with African creationism accounts and does not lend to the empiricism of ideas sprung from the enlightened scientists of Europe. That perhaps man's origins were not at all as magical as was believed, is to devalue the most important human legacy.

Key terms Creation; Bantu; Myth, Divine, Existence

Implementing a teacher school-based support system for sustainable education development in Kenya.

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ABSTRACT

This paper will make a proposition on the need to establish a school based teacher support system in all levels of the Kenyan education system. The paper will showcase local and international school based teacher support systems and best practice that have successfully transformed education systems and improved learning outcomes in various contexts. Specifically the paper will cite school based teacher support system implemented in Japan, Shanghai and Kenya. The paper will tease out critical components of an effective school based teacher support system. Important implications for teacher preparation and professional development for sustainable education development in Kenya will be made.

Preparing teachers for pedagogy enhancement on education towards sustainable development (ESD) Muigai, C.Muema, F.

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Abstract

Teachers teach mostly from how they were taught. Teacher preparation is very critical in determining the pedagogical practice of teachers. The realization of education towards sustainable development (ESD) in the teacher preparation program can be facilitated if the teachers are empowered on how to do it effectively. ESD should not be looked at as a standalone endeavor because it has the potential of being embedded in the mainstream learning areas based on the skills of how to do it pedagogically. Teachers are already bust with the current content and one of the best options is not additional content but embedding of approaches which will give the content a focus context such as ESD. This paper presents a review of the teacher preparation models analyzing how ESD can be embedded in the programs to create awareness, immersion and change of mindset for the teachers who are being prepared so that they are empowered to address ESD. The data was analyzed from teacher preparation programs from Cameroon, Ethiopia and Kenya. The programmes were analyzed to explore how they can be retrofitted to accommodate ESD approaches. The analysis brought out that teacher preparation approaches can facilitate the enhancement of ESD. The paper proposes approaches which can be implemented in teacher preparation to equip and empower the teachers with approaches of embedding ESD in all the teaching areas curricular and cocurricular to facilitate education towards extendable development. A prototype teacher preparation model is presented which can be adapted across different contexts for ESD towards sustainable development.

Keywords Teachers Preparation, ESD, Innovative Pedagogy

Theme 3: Laying the Foundation in Education for Sustainable Development

INFLUENCE OF LITERATURE ON DEVELOPMENT OF CHARACTER STRENGTHS AMONG PRESCHOOL CHILDREN

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Abstract

The purpose of this paper will be to discuss the influence of literature on the development of character strengths among preschool children. Character strengths are defined as learned and learnable attributes, virtues, skills, habits, or capabilities that enable individuals to live better, more fulfilling, and prosperous lives. Examples include the attributes of gratitude, honesty, humility, kindness, perseverance, responsibility, forgiveness, empathy, social responsibility, optimism, perseverance, empathy, life satisfaction, caring, communitarian spirit, and regard for/openness to diversity and pluralism. These attributes are intimately linked with what is often referred to as the soft skills which are essential in preparing the 21st Century learners to successfully contribute to sustainable development. Important implications on the Early Years Education (EYE) Competency-Based Curriculum are made.

Socio-Cultural Determinants of School Enrolment among Pastoralists Living in Kenya

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Abstract:

Early childhood Development Education Interventions are significant to the socio and economic development of a country as they provide children aged between 3 and 5 with a strong start in life (Britto et al., 2017). Studies indicate that children who access ECDE services were more likely to enroll in primary schools at the right age and less likely to drop out of school or repeat grades (UNICEF, 2015; Hall & De Lannoy, 2015). There was also a high probability that these children had improved school performance and cognitive abilities than those who do not attend ECDE (Jaganath, Khattry, Murray-Kolb, LeClerq & Christian, 2015). Abagi and Odipo (1997) point out that the internal efficiency of an education system is revealed by grade promotion, repetition and dropout rates. School enrolment among the pastoralists is still an issue to be addressed in Kenya. While early childhood development education is fundamental in building schooling foundation, most pastoralist children are often enrolled in primary school directly without going through ECDE school programs. The purpose of this study is to investigate the socio-cultural impediments to early childhood development education school enrolment in ASAL in Kenya. The study will take into account the culture and attitude as important socio-cultural aspects that may affect school. Population for this study will be sampled among the public schools, school administrators, parents and teachers. Data will be analyzed to find out the level of relationship between culture and attitude towards schooling. Recommendations will be made for policy and programs to encourage early childhood development education school enrolment.

Keyword: *enrolment, culture, attitude, early childhood development education school.*

CONTRIBUTION OF FREE DAY SECONDARY SCHOOL EDUCATION FUNDS ON
PROMOTING INTERNAL EFFICIENCY IN PUBLIC SECONDARY SCHOOLS IN MVITA
SUB-COUNTY, KENYA

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Abstract

Since independence in 1963, secondary education in Kenya has expanded rapidly despite the unending setbacks to its access. The government of Kenya has always endeavored to improve access to and retention of students in secondary schools but the problem of wastage through school dropouts has continued to persist. Education is a vital tool in the development of any nation. This study sought to establish the influence of free day secondary education in enhancing internal efficiency particularly the completion rates in public secondary schools in Mvita Subcounty, Mombasa. The main objectives of the study were to assess influence of free day secondary school education funds on enhancing student completion rates. This study adopted a descriptive research design. The theoretical framework was based on systems theory of management. The sample sizes of this study were 12 head teachers, 64 teachers and 189 students. The study utilized questionnaires for the respondents to collect data. Reliability of the instrument was done by performing spearman's rank order correlation. The validity was done by conducting a pilot study on two schools that were not included in the study. Both qualitative and quantitative techniques were used to analyze data. The Statistical Packages for Social Scientists (SPSS) software package were utilized in analyzing data. The analyzed data was presented in frequency tables. The study was intended to benefit the policy makers in the ministry of education, other ministries, academic scholars, researchers and students. The findings showed that there is a high enrolment rate into secondary schools which is not consistency to reflect in completion rates due to a number of factors. The physical facilities in the schools are not adequate to allow easy learning. The schools are not further developed to meet the increasing demand by the learners of the secondary education. The schools do not have adequate instructional materials that affect the educational outcomes. The school funds are a major challenge as the research found out because parents are still expected to meet educational costs in spite of the subsidized education by free day secondary education by the government. The Kenyan government should increase funds to support the program to allow improved completion rates. The study suggested that similar study be carried out in other sub-counties for comparison purposes.

Key Words: Free day secondary school funds, enhancing, internal efficiency, completion rates

Socio-Economic Factors Influencing Girls' Completion Rates in Secondary School Education in Chepalungu Sub County.

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Abstract

The paper investigates socio-economic factors influencing girls' completion rates in secondary education in Chepalungu Sub County. The specific study objectives were to determine how early marriage and costs of education influence girls' completion rates in secondary education. The study was guided by human capital theory that education improves human productivity. The research adopted descriptive survey design with target population comprising of 57 public secondary schools, targeting 57 principals, 428 teachers and 8277 student girl. Stratified random sampling was used to divide the target population into nine strata in the nine locations in Chepalungu Sub County. Census sampling approach was used to sample principals in the sampled schools, while simple random sampling was used to sample teachers and students from the selected schools. The total sample of the study included 6 principals, 43 teachers and 828 students. The researcher used questionnaires to collect quantitative and qualitative data. Descriptive statistics were used to analyze qualitative and quantitative data. The study realized a total response rate of 92.5 percent. The results showed that early marriages had a significant effect on girls' completion rates in secondary schools. The study findings also showed that most parents are unable to raise adequate amount of fund to pay school fees/levies for their daughters. Thus, majority of the cost related aspects not met by parents cause girls to discontinue with their education lowering their completion rates. The study findings recommended that the school administration and other stakeholders should come up with programs aimed at supporting girl child education. Similarly, awareness and sanitization platforms should be created aimed at enlighten parents on the importance and challenges of girls' education.

Key words: *Socio-economic status, early marriage, indirect cost, completion rates*

The Domestication of Education Policy and Development Agenda: Building On Mazrui's 'The Africans – A Triple Heritage'

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Abstract

This paper draws its conceptual framework from Mazrui's 'The Africans – A Triple Heritage' (1986). Mazrui noted that from ancient times to now, in the post-colonial, globalizing, and digitally-enhanced world, African societies have an underlying dynamic that relates to indigenous, extraneous (including religious) forces, and external (including Westernization) processes that in turn shape their extant contextual situation.

In the present era of the Sustainable Development Goals (SDGs UN 2015), what is the trajectory of education and social development in Kenya and other African countries? What forces are impinging on decision-making and how are these forces in turn supporting systemic development of the social sectors that rely on national policy-making and implementation frameworks? What are the outcomes of such policies and is there a linearity underpinning these policies and outcomes? And, finally, who are the intended beneficiaries of such policies and do the outcomes accrue to the citizenry of the country?

These are complex and contested questions that of necessity require conceptual, theoretical, and methodological tools to address appropriately. This paper outlines the backdrop of these approaches building on Mazrui and argues particularly for a re-assertion of 'values' that reflect the African context and that cannot be forsaken and must inform the current SDGs discourse as it takes root in Kenya and more broadly across sub-Saharan Africa.

The paper concludes that a dialogical approach will be required to address the complexity of the development challenges facing Kenya and further afield and what this heralds for critical areas of governance, environmental, and desired outcomes in today's world.

The Role of Christian Religious Education in Promoting Social Cohesion in Kenya: Secondary School Students' Perspective.

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A paper to be presented during the First Annual International Conference on Research and Innovation in education: Towards Achieving Sustainable Development

Abstract

The purpose of this study was to investigate Secondary School Students' views on the role of Christian Religious Education in Promoting Social Cohesion in Kenya. The study was guided by an objective that looked at students' characteristics; specifically age and gender in relation to their perspectives on the role of Christian Religious Education on promotion of social cohesion in society.. This objectives was supported by a corresponding hypothesis. Review of related literature based on students' characteristics and social cohesion was carried out. The research design used was descriptive survey which employed both quantitative and qualitative approaches. The study was conducted among Form four CRE secondary school students in Nairobi County, some of their teachers and a few education officers in the County. The target population was 5550 CRE students, 160 CRE teachers and 8 education officers. From this population a sample of 550 CRE students, 25 CRE teachers and 4 education officers participated in the study. The questionnaire was the main tool used for the students while interviews were used for teachers and education officers. The research findings were analysed both quantitatively and qualitatively. The quantitative data was processed and analysed with the help of the SPSS software programme and summarised into frequency tables and percentages. Qualitative data was subjected to content analysis from which relevant information was extracted. The hypotheses were tested at 0.05 level of significance. The study found that CRE is perceived as an important tool in the promotion of social cohesion. It was further established that students' age ($p=0.030$) displayed a significant level of influence on their perspectives and attitude on the role of CRE in social cohesion. However, the students' gender, did not have such a significant influence. The following are some of the recommendations the study made; enhancing CRE, strengthening its teaching methods for social cohesion and integrating the teaching of religious values across all the subjects in the curriculum. Among the recommendations for further research is replicating the study in other counties and having a comparative study between rural and urban Counties with a view of finding out if the results would remain the same given the fact many rural counties are occupied by people belonging to one ethnic group while Nairobi is cosmopolitan.

Key Words: *Social Cohesion, Secondary Schools, Christian Religious Education, Students' Perspective*

Home Grown School Feeding and Education Participation:

A Case of Selected Schools in South and Western Region of Rwanda

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Abstract

The Home Grown School Feeding (HGSF) 1 program is a new approach in the Rwandan education system to increase education participation by providing lunch to all learners in basic secondary education. However, results in different government reports still continue to show low education participation in terms of enrolment (GER2 38% and NER3 28.3% at secondary education level in 2015), students' flow (completion at primary 60.4%) and performance. Moreover, children from poor families are not accepted to the lunch because of a lack of contribution. Thus, the study attempted to explore the factors affecting current HGSF implementation and its effect on education participation in selected schools. Through an exploratory design and analysis of data collected from 4 head teachers, 12 teachers, 1 vice mayor, 3 district education officers, 2 sector education officers, 12 parents, 4 presidents of teachers-parents committees and 119 teacher students at the PIASS4, the study found poverty, misinterpretation of tuition free education and lack of HGSF regulations, delay of government supports the main factors affecting HGSF implementation among other factors. The study revealed a negative relationship between the contribution level and the number of learners who access lunch at school. On basis of t-test and chi-square test of independence results, there is a complex situation between HGSF implementation and education participation. In some schools there is no significant difference in students' enrolment before and after HGSF was implemented but with a significant difference in school internal efficiency. The study recommended elaboration of HGSF regulations, harmonization of contribution and meals and use of a multi-sectoral approach⁵ for effective implementation of HGSF and for education participation.

Keywords: Home Grown School Feeding, education participation, multi sectoral approach

USE OF CHARACTERIZATION IN TEXTS TO INCULCATE RESPONSIBILITY FOR VALUE CREATING EDUCATION IN SECONDARY SCHOOLS IN KISUMU WEST SUB COUNTY

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Abstract

Characterization in texts represents human struggles and feelings linked to everyday activities and experiences presenting means of promoting value creating education. Value creating education recognizes the worth and integrity towards the holistic development of learners in promoting a sense of responsibility. However, decrease in human values poses a threat to future generations through irresponsible behaviour. Characterization exhibits inherent social skills like decision making, problem solving and accountability which convey responsible behaviour that learners should emulate. To achieve this, learners read and discuss reactions, actions and comments by characters bringing commitment that gradually build character traits and citizenship attitudes required in a just society. The purpose of this study was to determine the influence of characterization in texts in inculcating responsibility values in learners. The study adopted a descriptive survey design. Data was obtained from 80 form four and three learners and 8 teachers in selected mixed secondary schools. Systematic sampling was used to select learners and purposive for teachers. Data was collected using self-administered questionnaires and semi-structured interviews to solicit views of learners and teachers respectively on significance of characterization in enhancing responsible behaviour. Data was analyzed using descriptive statistics. Findings revealed that characterization in texts modeled values; however, this was not demonstrated during the learning process. Furthermore, responsibility as a virtue enabled learners solve problems by being accountable of decisions made. The study concluded that learners can emulate responsible behaviour from characters in texts thus bearing holistic citizens with values. The study recommends that teachers should engage learners in classroom activities like role play and debate as ways of relating with values portrayed by characterization in texts.

Key Words: *Accountability, Characterization in texts, Decision making, Problem solving, Responsibility, Value creating education*

Theme 4: Creating A Learning Environment for Sustainable development

TEACHERS' ATTITUDE TOWARDS IMPLEMENTATION OF LEARNER-CENTERED METHODOLOGY IN SCIENCE EDUCATION IN KENYA

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Abstract

Implementation of innovation is confirmed when an innovation has been institutionalized to the point that it is no longer construed as a new idea or practice in an institution. Teachers' commitment is the key variable in determining whether or not an innovation survives the implementation process, producing lasting changes and giving tangible results in educational practices. In 1998 Kenya adopted the Strengthening of Mathematics and Sciences in Secondary Education (SMASSE), an in-service training program, using a constructivist methodology to improve science performance. The emphasis was on, Activity focused methods, Student-centred activities, Experimenting and Improvisation (ASEI) through the, Plan, Do, See and Improve (PDSI) paradigm. The study hypothesised that there was no significant relationship between the head teachers' attitudes, the teachers' attitudes and the level of implementation of ASEI/PDSI classroom practices. The survey design was used for a sample of 68 head teachers, 147 science teachers and 16 trainers. The study established that the majority of the teachers (75%) were partial implementers and a few (5%) were full implementers. The chi-square findings for the head teachers were: Biology $X^2 = 72.35 > 66$, Chemistry $X^2 = 69.38 > 66$, and Physics $X^2 = 67.03 > 66$. The teachers were: Biology $X^2 = 55.3429 > 54$, Chemistry $X^2 = 54.4581 > 48$, X^2 , and Physics $X^2 = 69.4286 > 58$ meaning that they were significant. The conclusion was to reject the null hypothesis and accept the alternative hypothesis that there is a significant relationship between the teachers' and head teachers' attitude and the level of implementation of the ASEI/PDSI classroom practices. The study recommended that since the level of implementation was found to be related to the teachers' and head teachers' attitudes towards the innovation, the national SMASSE inset should then have strategies to bring on board those who still have a negative attitude in order for the implementation to be successful.

Key words: Teachers attitude, science education, learner-centred methodology, constructivism, in-service training, implementation of innovations.

RESILIENCE OF HIGHER EDUCATION DURING ARMED CONFLICTS AND ITS ROLE IN ENHANCING SUSTAINABLE DEVELOPMENT: THE CASE OF MOGADISHU UNIVERSITY

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Abstract

Education brings about a change in the individual which promotes greater productivity and work efficiency, it remains a major component in the development of human resources and it accounts for much improvements in population quality and environmental resource management; hence, sustainable development (Ekene, Suleh 2015). The idea of sustainable development is conceived to help create healthy societies that can sustain the present generation as well as those that follow through the judicious use of economic, environmental and cultural resources (Adekeye, 2013).

Universities as resource centres for both thinkers and technical knowledge should be able to address the inter-linked problems and come up with short and long-term remedies. However, the existing research has focused almost exclusively on how to protect (Quinn 2010; Novelli and Selenica 2014) or rebuild (Brunskell-Evans and Moore 2012) the education sector and not how the higher education sector can show reliance in civil war inflicted zones. For the last three decades, Somalia has been characterised a country where protracted civil war and armed conflicts occur. This created increasingly unstable and insecure environment in Somalia, particularly the capital, Mogadishu. As a result, the entire governmental systems including educational system in the country had collapsed.

Mogadishu University is a private, non-profit educational institution in Mogadishu, the capital of Somalia. It is the first private university established in Somalia after the collapse of the central government in 1991. It is established in 1997 amid the armed conflicts in the country. The university has a unique structure compared to all the other universities which are now functioning in the country. Mogadishu University has twelve faculties, offering different disciplines and specializations. It has a long record of working in a conflict zone, namely Mogadishu city. It has dealt with various difficult situations and shows resilient against crisis in the country. It contributed to the sustainable development by producing graduates and skilled manpower to the labour markets. This paper aims to review and evaluate the resilience of higher education in armed conflict zones and its contribution to the sustainable development, taking Mogadishu University as a case study. Specifically, this paper addresses how and the extent to which Mogadishu University coped with the local unrest that exist the country from its establishment till now where still political and social challenges remain.

INFLUENCE OF VIGNETTES CONTENT ON ETHICAL DECISION AMONG BUSINESS EDUCATION STUDENTS

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Teaching business ethics using experiential learning strategies involves a wide variety of approaches among them, the use of vignettes. When using vignettes ethical content could be integrated in training modules to enhance effectiveness in teaching business ethics. This study considered stories, interviews, text books, case studies or personal experiences as sources from which ethical content could derived. Adopting Kolb's experiential learning model considered vignettes vital in creating knowledge through the transformation of experience. From a target population of students undertaking a sample of 39 students was obtained through stratified random technique. The study established that 93.6% of learners agreed that Case studies provide learners with in-depth knowledge on ethical issues; 84.3% agreed that interviewing business practitioners instills ethical sensitivity in learners; 62.7% agreed that stories enable learners to encounter practical business ethical dilemmas; 86.8% agreed that textbook extracts assist thought process in learning business ethics; and 89.8% agreed that personal experiences enhances business moral perception among learners. Finally, the study recommended that student teachers should consider adopting vignettes during teaching practices and the need to establish the extent they would inculcate ethical behaviour among learners

INSTRUCTIONAL FACTORS INFLUENCING BREACH OF PSYCHOLOGICAL CONTRACT AMONG LECTURERS AT THE UNIVERSITY OF NAIROBI, KENYA

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and

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Abstract

The purpose of this research was to establish the instructional factors which influence breach of psychological contract of lecturers at the University of Nairobi, Kenya. This was a case study whose target population consisted 1483 academic members of staff found in all the six (6) colleges of the said University. Stratified random sampling was used to cluster the staff into six academic ranks. Every one of the strata was presented by sample that was 20% of its total population. Purposive and random sampling techniques were used to get the total sample size of 210 respondents...Data were collected using questionnaires, interviews, observation and document analysis. The research study has established that erratic admission policies had led to a high work load and a lecturer-student ratio that was at variance with recommended service-ratio norms. Furthermore, the inadequacy of teaching and learning resources showed failure by the university administration and the government to provide lecturers with tools of trade to enhance their work as expected which ultimately leads to dissatisfaction hence psychological contract breach. However, the relationship between psychological contract and research resources was a little blurred as a majority of the lecturers who were satisfied with the teaching facilities still felt that they had not received everything required which was promised to them at the time of engagement. The broken and unfulfilled promises are a key indicator of breach of psychological contract.

**Key Words: , Teaching and Learning, Environment , Research , University , Academic
Resources. Psychological Contract**

DISASTER AWARENESS AND PREPAREDNESS OF SECONDARY SCHOOLS IN HOMA BAY COUNTY, KENYA

BY

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ABSTRACT

Disasters disrupt education and can cause psychological trauma. This research examined disaster awareness and preparedness of secondary schools in Homa-Bay County, Kenya. The objectives included establishing types of disaster faced and the frequency with which they occur, extent of planning for disaster response and the level of awareness and preparedness. Using descriptive survey research design the target population consisted of 52 schools and principals, 420 teachers and 6,000 students. Purposive sampling was used for the Principals while simple random sampling was used to select teachers and students. The total sample size was 736 respondents comprising 52 principals and schools, 84 teachers and 600 students. Data were collected using questionnaires and observation. The research has established that the region is prone to floods, therefore, majority of schools are faced with rain related disasters such as heavy downpours resulting into floods as well as strong windstorms, thunder and lightning. These are basically natural disasters against which essential preparedness planning and mitigation are needed in order to minimize the threat of damage to life and property. However, the extent of disaster response planning in the secondary schools in the county was inadequate to effectively prevent and mitigate disaster; thus, casting aspersions on their level of disaster awareness and preparedness.

Key Words: Disaster Awareness, Disaster Preparedness, Safe Learning Environments

Household factors influencing drop-out rates among students in public secondary schools in Kitui central District, Kenya

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Abstract

It is a globally recognized fact that human capital contributes to sustainable socio-economic development, mitigation of poverty and unemployment. The constitution of Kenya 2010 recognizes education as a basic human right. Hence, no Kenyan citizen regardless of socio-economic background should be denied opportunity to enroll and compete any level of education. The Government of Kenya over the years has demonstrated commitment investing in education. However, the efforts by the Government have not enhanced 100% completion rates at the secondary school level in many parts of the country. Kitui Central District is one of the districts in country that over the years has recorded low completion rates at this level of schooling Available statistics reveal that dropout rates among students in secondary schools in the district is alarming. Consequently, if no special attention is paid, completion rates in the district will continue to be wanting. The purpose of this study was to evaluate household factors that influence dropout rates among students in public secondary schools in Kitui Central District. The study objectives were: To assess the influence of households income on dropout rates among students; to examine how parental level of education affect student's dropout; and, to establish how the size of the household affect student's dropout in public secondary schools. The study adopted a descriptive survey design to collect information. The target population was the 31 public secondary schools. Questionnaires and interview schedules were used for data collection. Qualitative and quantitative techniques were used for data analysis. The findings revealed that dropout rates were high among students from poor and large households and among learners whose parents had low levels of education. In conclusion, Parental socio-economic empowerment is critical and urgent. Poverty alleviation interventions should be initiated and strengthened. Legislations and policy guidelines on financing of education are critical. The findings may not only contribute to policy design and interventions to mitigate dropout rates but may also contribute to the existing pool of knowledge in educational wastage.

KEY WORDS: *Human Capital, Dropout Rates, Completion rates, Empowerment*

**IMPLIMENTATION OF KENYA’S BASIC EDUCATION CURRICULUM
FRAMEWORK: A PURSUIT OF QUALITY EDUCATION FOR
SOCIAL, ECONOMIC AND POLITICAL GROWTH**

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Abstract

Rote learning has been the main 8-4-4 system’s criticism. The system’s quality of learning, its impact on students’ achievements and eventual social and economic consequences has been in contention. Graduates of 8-4-4 system have not shown evidence of its *Education for Self-Reliance Philosophy*. In mitigation, the Government of Kenya has released the Kenya Basic Education Curriculum Framework commonly referred to as Competency Based Curriculum (CBC). Its Vision - *Nurturing Every Learner’s Potential* - is grounded in its ideals of reformed Constitution of Kenya, 2010 and the Country’s Vision 2030 Goals. This paper through desk top research compares the new CBC with the 8-4-4 system in promoting the quality of education in Kenya. The paper utilizes Fagerlind and Saha’s (1989) Human Capital Theory to assert that educating a country’s population yields higher productivity of labour and provides the much needed skills essential for industrial development, higher wages and national socioeconomic and political growth. CBC endeavours to equip youths with 21st century skills to increase social and returns for prosperity of Kenya. The organization of the CBC focuses on broad-based curriculum, exploration and selection of pathways through Middle School Education and finally the last three years on specialization within a specific career pathway. The researcher argues that in spite of CBC being aligned with Africa’s Agenda 2063 - which aims to address continental’s youth employment through skills revolution. Kenya should not allow the hiccups that were witnessed in the implementation and execution processes that characterised 8-4-4 curriculum. The researchers argue that since CBC is a paradigm shift, it requires trade-ins from all stakeholders, beneficiaries and adequate time for training personnel, preparation of necessary materials and adequate piloting. Any rush in these processes may lead to implementation haemorrhages that can rock the very education foundation Kenya is yearning to secure for her future citizens’ lives.

Key Words: *Basic Education, Curriculum Framework, Quality Education.*

Creating a Learning Environment for Sustainable Development

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Abstract

The term 'learning environment' suggests place and space; a school, a classroom, a library, but in today's interconnected and technology driven world, a learning environment can be virtual, online, and remote; in other words, it does not have to be a place at all. The physical, psychological and social dimensions will be explored to redefine a learning environment and how it can be created to support sustainable development. The contribution of professional learning communities, virtual environment, mentoring and internships, action research, non-formal sector, green schools, community service and monitoring and evaluation are considered in this paper. Sustainable development requires systemic integration of economic, environmental and social objectives across sectors, territories and generations. Education for Sustainable development (ESD) is focused on development of knowledge, skills, attitudes and values that create a population that can take informed decisions and responsible actions for environmental integrity, economic viability, sustainable lifestyles, gender equality, culture of peace and non-violence, pluralistic global citizens and a just society for the present and future generations. Thus, this paper will address the relationship of physical, psychological, social spaces and technological systems to learning, but more importantly, it will also consider how these resources support the positive human relationships that matter most to learning and how this contributes to education for sustainable development.

INFLUENCE OF TEACHERS' PEDAGOGICAL METHODOLOGY ON STUDENTS' PERFORMANCE IN KISWAHILI COMPOSITION WRITING SKILLS IN SECONDARY SCHOOLS IN KENYA.

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Abstract

Writing skills in second language are the most difficult and can only be acquired when taught by teachers who have competencies in pedagogical methodologies. The purpose of this paper was to investigate the influence of teachers' pedagogical methodologies on students' performance in Kiswahili composition writing in secondary schools of Kenya. The study adopted a quasi-experimental research design in which pretest and posttest mean scores for experimental and control group were compared and the effect of an intervention was analyzed. The respondents of the study were 16 teachers and 637 form four candidates from a sample of 16 public secondary schools, which were divided half of them in the experimental group and the other half in the control group. The research instruments were questionnaires, observation schedule, documentary analysis, students' pre-test and post-test mean scores and an intervention module. The study findings indicated that use of product oriented approach to teach Kiswahili composition writing resulted to lower pretest mean scores for both experimental and control groups and low posttest mean scores for control group while the use of process oriented approach, resulted to higher posttest mean scores for the experimental group. The significant difference between experimental and control group in the post-test mean scores was indicated by a mean difference of 1.34, a T value of 4.04 with a degree of freedom of 489 and 2-tailed significance of 0.000 which was $0.000 < 0.05$. The study therefore concluded that students' Kiswahili writing skills can be improved when teachers are committed to teaching using process-oriented approach. The study recommended that there is need to in-service the Kiswahili teachers on the use of process-oriented approach in teaching Kiswahili composition and the teacher training institutions need to equip the Kiswahili teachers with modern pedagogical methodologies of teaching Kiswahili composition writing skills. The schools' administrators also need to support the teachers with the necessary resources and time so as to use the appropriate methodologies for teaching writing.

TEACHERS' ADVERSITY QUOTIENT DIMENSIONS OF OWNERSHIP AND STUDENTS ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN KENYA

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Abstract

Research shows that adversity quotient an important aspect in academic performance in the face of turbulence and uncertainties. However, evidence for teachers' adversity quotient is questionable because of poor performance in examinations (Burnard, 2012). The purpose of this paper was to investigate the teachers' diversity quotient dimensions and their relationship to students' academic performance. The study adopted Adversity quotient theory and correlation design. The study sample comprised of 441 secondary school teachers. Data was collected using the Adversity Quotient Profile Questionnaire for teachers. Kenya Certificate of Secondary Education results were used as the standardized measure for students' academic performance. Data was analyzed using t-test and Pearson's Product Moment correlation coefficient to test relationships between the variables. Validity was done using cronbach's alpha and coefficient value of 0.7 was accepted. The results revealed positive and significant correlation between adversity quotient dimension of Ownership and academic performance ($r = .392, P < 0.01$). The study recommends policy makers to recognize the importance of testing and assessing teachers' adversity quotient, devising appropriate and timely teacher support mechanisms and professional development programmes in order to improve teachers' adversity quotient in orders to improve students' academic performance in schools. **Key words: teachers, adversity quotient, , students' academic performance**

EFFECT OF CONCRETE INSTRUCTIONAL MATERIALS ON THE LEARNING OF GEOMETRY AMONG HIGH SCHOOL GIRLS IN KENYA

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Abstract

Learning of geometry is enhanced by interactive materials. This study investigated the impact of concrete materials on the learning of three-dimensional Geometry among secondary school Girls. A teaching experiment used to determine which, between concrete manipulative materials and non-tangible materials would produce superior results. Effects of pre-test and instructional approach were controlled. Learners (1280) in third year of secondary education participated. Analyzed information originated from questionnaires, pre-test post-test, and interviews. Data were analyzed qualitatively quantitatively. Participants who used concrete materials produced superior mean scores and better ranks irrespective of the instructional approach used. Unsatisfactory performance in three-D tasks by female learners was linked to underutilization of concrete instructional resources. The study recommended use of a standard set of tangible materials for teaching and establishment of mathematics resource rooms.

Keywords:

Concrete materials, three Dimensional geometry, geometry concepts, teaching Experiment and learning

THEME 5: THE TECHNOLOGY FACTOR IN EDUCATION AND SUSTAINABLE DEVELOPMENT

ADMINISTRATIVE STRATEGIES FOR USING SOCIAL MEDIA IN HIGHER EDUCATION INSTITUTIONS IN KENYA

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ABSTRACT

Despite the high popularity of personal use of online social media, a low percentage of higher education institutions use them for administrative strategies purposes. The variables were Recruitment of Students, Communication of Students' Experiences, Timely feedback response to Student's Needs, coordinating Alumni activities and participatory decision making. This qualitative study explores administrative strategies for using social media among higher education institutions in Kenya. Eight higher education administrators from both public and private universities participated in telephone interviews about their experiences and perceptions of using social media for administrative strategies purposes. This study provides qualitative empirical support for social learning theories while offering strategies for and examples of how social media can be used to enhance higher education administration.

Keywords: Social Media; Higher Education; Administration Strategies.

The EDU-Q Card: Measuring School Performance and the School as a self-assessing institution

LARA HAGER

EDUKANS

Abstract

The EDU-Q Card is a school-based, on-line and hands-on assessment tool for continuous quality improvement of education, engaging all stakeholders (teachers, community, management, learners). Unlike most other tools, the EDU-Q Card generates an immediate analysis report upon the school based assessment. This instant feed-back loop allows schools to self-monitor and improve quality on key issues emanating from the analysis leading to action planning just in a one day exercise.

The EDU-Q Card is based on Edukansø STAR-school model, with indicators on five key domains of education quality. It originates from the Dutch quality card system (WMK) which integrates the national school inspection framework with schoolsø own desires for improved quality.

Crucial factor in quality education is whether or not actual learning takes place. This depends on in-classroom practice of active teaching and learning. The EDU-Q-Card as a tool pays specific attention to monitoring and improving the teacher-learner process. It is only the key stakeholders themselves who actually can improve. So quality improvement comes with capacitating e.g. teachers and management. Too often inspection frameworks are fully top-down oriented with a control attitude. If we look at worldø top-performing countries in education, many combine control with trust. Trust is often underestimated as accelerator of quality improvement, allowing schools their own space to improve their quality. The EDU-Q-Card enables schools to do so.

The tool pays attention to five key areas of quality improvement: 1) a decent learning environment, 2) well-trained, motivated teachers, 3) learning process of students, 4) competent school management, 5) parent & community involvement. Only in partnership can performance be monitored and quality enforced and improved. Hereø where the EDU-Q Card comes in.

The paper will elaborate on pilots in Kenya, Uganda, Peru, Malawi, India & Haiti.

Ethical Factor in Research during the Phase of Electronic Technology – A Critical Reflection

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Abstract

This treatise divulges that there is an existential collision between ethics and electronic technology as scholars engage in research. As such, ethics is the study of practical moral philosophy and it is indispensable in every human endeavour. It is pertinent that research in every realm of academic or otherwise must vacillate within the ethical perimeters. A critical facet is that availability of ready-made and electronically generated information has replaced a serious mental abstraction and the upshot is that data is lifted and pasted. This ethical concern prompted an investigation. In this qualitative study, existential paradigm was an ideal theoretical framework and purposive sampling was used to select the respondents. Interviews were used to collect data while ideographic approach was used to analyze the responses. This discourse established that ethics has been abrogated in research while accountability for the breach is inconsequential. The upshot is that though electronic technology is already in place, the import of ethics in research is inevitable and, research must adhere to the ethical considerations.

Machine learning: The future of sustainable teacher preparation and professional development is here. Prof. Hellen N. Inyega and Prof. Justus O. Inyega

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ABSTRACT

This paper will outline what machine learning is, demonstrate the potential of machine learning in teacher education programmes and propose the way forward in improving teacher preparation and professional development. Mungai (2018) defines machine learning as a branch of artificial intelligence that provides systems with the ability to learn and act like humans, while also improving their learning over time through observations and real world interactions without being explicitly programmed. Mungai adds further that machine learning is simply a set of algorithms with the ability to learn, act and adapt autonomously without being explicitly programmed. Mungai opines that machine learning can be applied in various areas in our day-to-day lives and that many industries are adopting it to improve their business models. Mungai critiques the education sector as being "notoriously slow in adopting change," including incorporation of machine learning in its programming. Yet machine learning has potential to support adaptive learning by fabricating patterns from data and fashioning educational insights. These insights are then used to personalize each student's learning path. In that way, learning takes place based on the learner's pace of grasping concepts. In this research we take Mungai's challenge head on and explore the implications of using machine learning technology to offer differentiated teacher education instruction and specifically on self-paced learning by the pre- and in-service teachers we interact, for identifying these teachers' knowledge, skills and abilities in learning and being able to personalize/customize our teacher education programmes based on the teachers' unique needs, eye-balling those in need of remediation and for collecting assessment on their learning and professional development.

LEVERAGING ON ICTS TO IMPROVE SEXUAL HEALTH LITERACY PRACTICES OF UNIVERSITY STUDENTS

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ABSTRACT

Early Grade Reading Institute, University of Nairobi has secured funding from Canadian Organization for Development through Education for a study to improve sexual health literacies and practices of University students in Kenya. The study is an intervention dubbed Campus Girl Keepersøproject will answer four research questions: 1) what is the current campus girlsøsexual health literacies and practices? 2) What is the effect of sexual health information on campus girlsø relationships with significant others? 3) How can teacher education programs better supporting campus girls on issues surrounding gender equity, sexual health and wellbeing and personal safety? 4) What agentic activities can campus girls sustainably undertake to improve their sexual health literacies and practices? Participants will be 300 first- and second year Bachelor of Education female students drawn from six purposively selected universities: The University of Nairobi, Kenyatta University, Moi University, Pwani University, Masinde Muliro University and Maasai Mara University. The project has three components: 1) Needs assessment to determine campus girlsøcurrent level of sexual health literacies and practices; 2) Intervention phase, to include four campus dialogues on sexual health practices of university students and establishment of WhatsApp Campus Girl Keepers Community of Practice for project monitoring and evaluation and sharing sexual health information among campus girls within and between universities; and 3) Documentation of cases on effect of the campus girl dialogues on sexual health information and behaviour change. Each University will have a CGK liaison to: oversee 50 campus girls; collect baseline, mid-term and end-line data; organize liaison workshop and quarterly campus dialogues; liaise with Deans of Studentsø offices; and manage WhatsApp groups. Two of the six universities have Radio and TV stations. Liaisons will coordinate live TV and radio broadcasts CGK dialogues.

ICT INTEGRATION COMPETENCES IN TEACHING AND LEARNING AMONG EARLY YEARS EDUCATION TEACHERS IN PUBLIC PRE-SCHOOLS IN KATULANI SUB-COUNTY, KITUI COUNTY, KENYA

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ABSTRACT

Information and communication technology (ICT) integration in teaching and learning is a complex process where teachers' competences are vital. ICT integration in early years education (EYE) enables teachers to competently employ 21st century pedagogical skills which lay firm learners' academic foundation. However, successful integration of ICT depends on teachers' technological and pedagogical competences. In recognition of ICT roles in realizing the sustainable development goal number four, the government of Kenya has set up infrastructure to support ICT integration in EYE. In addition, the Kenya Institute of Curriculum Development (KICD) emphasis on ICT integration in implementation of the new competency-based curriculum. However, little attention is paid to EYE teachers' competences in integrating ICT in teaching and learning. The objectives of this study were to determine EYE teachers' ICT proficiency; establish teachers' use of ICT pedagogical tools; investigate teachers' skills in planning and assessment of ICT integrated lessons. The study adopted a qualitative survey design. Stratified simple random sampling was used to select 18 from 59 pre-schools in the sub-county for the study. The study involved 102 EYE teachers handling PP1, PP2 and grades 1 to 3 from sampled schools. Questionnaires were used for data collection. The collected data was analysed using SPSS. The results from the analysed data showed that 65% of the teachers have never attended ICT training while 30% had basic ICT skills training. However, among the teachers with basic ICT skills, only 40% of them competently integrated ICT in teaching and learning. The results showed that only 20% of those who integrated ICT could plan for integrated lessons. The study established that there was a gap in ICT integration competences among the EYE teachers in Katulani sub-county. This study recommended government's facilitation in training EYE teachers on pedagogical integration of ICT in teaching and learning.

Keywords: Teacher competence; ICT integration; early years education

Using ICT for Education and Sustainable Development: In Kenyan Education System

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ABSTRACT

The potential of ICT for education and sustainable development cannot be underestimated. ICT is seen as a channel through which if properly used and utilised it can move the country to greater heights in terms of development and even ensuring sustainable development in the country. Using cases and data collected in some of the adult classes in Kenya, the paper discusses the benefits and opportunities brought about by ICT and the challenges that are faced. Some of the challenges facing implementation and use of ICT in schools include illiteracy and finances. ICT should therefore be used in the teaching and also implementing development programmes that will meet the needs of the people and provide knowledgeable information on agricultural, economic, health and even education information to the people.

Re-examining the place of police officers in formulating Information Communication Technology policies and ICT integration in in-service training programmes: A case study of the Kenya Police Service

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Abstract

In-service training is a staff development activity aimed at improving the performance of an employee in an organisation. Factors such as technological changes demand quality service delivery, changes brought about by global competition and changes, demand on employees to continually keep acquiring new knowledge and skills presumably through in-service training. In Kenya, police officers are usually given in-service training for the purpose of improving their skills in specialised areas, for improving their managerial skills and for promotional requirements. The purpose of this study is to investigate the influence of managerial practices on integration of ICT in-service programmes at police training colleges in Kenya in order to promote efficiency in management of police training institutions and make police officers acquainted to modern technology. This study adopted the Diffusion of Innovation (DOI) theory. The theory seeks to explain how, why and at what rate new ideas and technology spread through organisational cultures. Descriptive survey research design was adopted for this study and collected both qualitative and quantitative primary data. This mixed method of data collection was useful in gaining insights into the influence of involvement of police officer in the formulation of ICT policies and integration of ICT in in-service training. The target population was instructors and trainees attending in-service training in three main police training colleges in Kenya. The study used self-administered questionnaires to collect primary data from the instructors and interview schedule to obtain qualitative data from senior college administrators. A pre-test was conducted in a police college that was not sampled for this study for the purpose of ensuring instruments reliability. Instruments content validity was maintained by consulting the supervisors and seasoned researchers. Statistical Package for Social Science (SPSS) version 22 was used to analyse descriptive and inferential statistics. Chi-Square test was generated to test null hypothesis on the significant relationship of the involvement of police officers in the formulation of ICT policies and integration of ICT in police in-service training. The chi-square result $p=0.000$ ($p<0.05$) indicated that there was significance difference on mean levels of ICT integration in in-service training when instructors police officers are classified as involved or not involved in formulation of ICT policies. The study recommended wide involvement of police officers in the formulation of ICT policies in order to increase ICT integration on in-service police training in police colleges in Kenya.

THEME 6: LIFE-LONG LEARNING AND CONTINUING EDUCATION FOR SUSTAINABLE DEVELOPMENT

Promotion of Continuous Professional Development programs for sustainable professional development of (head) teachers in Rwanda

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VVOB

Abstract

Globally, the education sector faces several challenges including the recruitment and retention of qualified (head) teachers and their capacity to deliver quality education. The National long term and short-term development trajectories for Rwanda aspire for a fast economic transformation enabled by a knowledge-based society. Despite major gains by the Ministry of Education in Rwanda, particularly training and recruitment of teachers and introduction of a coordination system to ensure professional development, the education sector is still struggling to ensure that (head) teachers have the capacity to lead and deliver the new competence based curriculum (CBC) in schools.

The University of Rwanda-College of Education (UR-CE) and the Rwanda Education Board (REB) in partnership with VVOB - Education for Development - are implementing a five-year programme in Effective School Leadership and Teaching Practice, to enhance the implementation of the CBC and eventually improve learning outcomes. The programme is implemented in primary education in 6 districts in Rwanda, and is being upscaled in secondary education in 14 districts.

The fruitful partnership, has led to important milestones in the implementation of the CBC. A Continuous Professional Development (CPD) system has been developed for School Leaders and Teachers, consisting of certified CPD Diploma and Certificate courses, complemented with Professional Learning Communities. As a result, REB is able to streamline the required professional development of teachers and UR-CE is capacitated to deliver CPD certification at higher learning level. Additionally, it has enabled Leaders in Education (f.i. Sector education officers) to acquire new competencies for leading, managing and implementing CPD activities at the sector and school levels. While it has been observed that best practices in primary schools could be upscaled at secondary level, these sustainable initiatives could be replicated beyond the programme.

Lifelong learning and continuing education for sustainable development Availability of adult teaching and learning resources in Bungoma South sub county.

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Abstract

Education is vital for sustainable economic development. The promotion of adult and continuing education, through creation of adult teaching and learning centres has been one of Kenya's key development strategies. However, little is known about the availability of teaching and learning resources and their influence on implementation of the adult literacy curriculum. The aim of this study was to assess availability of reading and learning materials, physical facilities, teacher training, qualification and experience. This cross-sectional study was conducted in 11 basic literacy and 11 post literacy adult centres. Simple random sampling was used to recruit adult learners and purposive sampling was used to recruit facilitators. Administrative staffs were also recruited. Structured questionnaires, interview guides and observation schedules were used to collect demographic information, types and adequacy of reading and writing materials and physical facilities, skills required by the adult literacy learners, challenges and solutions. In total, 226 learners (51.3% male), 15 facilitators and three administrative staff, the district adult education officer, the county director and centre supervisor were recruited. Only 8 facilitators had certificate level training in adult education. The remaining 7 did not have any training. There was lack of in service training for the facilitators. A large proportion of the facilitators, reported that textbooks 80 % (12) provided and school buildings were not adequate 53.3 (8). Adult learning centres have inadequate physical facilities and reading and writing materials, which may have a negative impact on the quality of adult education offered in Bungoma South Sub County. The facilitators lacked relevant skills to implement the curriculum. In order to improve the quality of adult education, there is a need for policy changes and higher investment by the Kenyan Government.

Key words: adult literacy, teaching learning resources, education, sustainable development

IMPACT OF LEVEL OF EDUCATION ON SMALL-SCALE DAIRY FARMERS' LIVELIHOOD IN LONGISA SUB-COUNTY, BOMET COUNTY, KENYA

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Abstract

The study focused on impact of level of education on small-scale dairy farmers' livelihood in five wards in Longisa sub-County: Kembu, Merigi, Chemaner, Kipreres, and Longisa. An ex post facto research design was used in the study. 128 small-scale dairy farmers, two agricultural officers and ten milk collectors (drivers) were randomly sampled for the study. Data were collected using questionnaires, observations and document analysis. The study established that the small-scale dairy farmers' level of education plays a major role in adoption of farming technology, credit and market facilities leading to enhanced income and positive impact on the farmers' livelihoods. The study findings have implications on Agricultural Education and Extension Officers, rural dairy farmers, Farmers' Training Centres and teachers of agriculture in schools.

Transformative learning in practical skills for sustainable livelihoods among the vulnerable youth groups in Nakuru County, Kenya

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Abstract

Educators and community trainers have identified the critical role that practical skills can play in creating a sustainable and all inclusive development among the youth. However the question is whether traditional methods used for training are sufficient to prepare wholesome trainees with capabilities to shape and construct their lives to a sustainable future. Education and training is a form of socialization only available to those who have gone through the system, closing out the vulnerable youth. The basic preposition of transformative learning is that everyone is capable of learning, if allowed to contribute, create and own the process. This paper presents findings of an action research carried out among 60 vulnerable youth in Nakuru County in Kenya. The study explored the application of structured group based learning (SGBL) as a transformative training approach capable of enhancing acquisition of practical and social skills through interaction when learning specific practical skills. The study conducted a practical skills training program among 30 vulnerable youth using structured group based learning (SGBL) methods and on another 30 using traditional training methods for one month. A mixed method approach to data collection was used. Semi structured interviews schedule and observation checklist was used to gain insight on the vulnerable youth group experience during and after the training. The results from the two groups were subjected to a test of difference to ascertain which group received the highest level of intended skills transformation. The findings revealed that as the trainees interacted with each other, materials and their environment they developed creative and social skills necessary to raise their confidence to engage in activities for sustainable livelihoods. This study provides useful information to trainers and community organizations handling rehabilitation and empowerment of the vulnerable youth in the society.

Keywords: *Practical skills; transformative learning; vulnerable youth, livelihoods, social skills*

Transformative Learning in Practical Skills for Sustainable Livelihoods among the Vulnerable Youth Groups in Nakuru County, Kenya

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ABSTRACT

The basic reposition of transformative learning is that everyone is capable of learning, if allowed to contribute, create and own the process. Educators and community trainers have identified the critical role that practical skills can play in creating sustainable and all inclusive development among the youth. However the question is whether instructional methods used for practical skills are sufficient to prepare trainees with capabilities to shape and construct a productive sustainable future. This paper presents findings from an action research carried out among 60 vulnerable youth in Nakuru County, Kenya. Using mixed method approach the study explored the application of Structured Group Learning Model (SGLM) which was purposefully organized to enhance transformative learning of practical and development of latent skills. A craft skills training program was conducted on 30 trainees using SGLM methods for one month and the same training repeated on 30 trainees using traditional methods. Data was collected using semi structured interviews schedule and observation checklist to gain insight about the vulnerable youth subjective experience during the training in craft skills. The results revealed that the highly interactive and participatory approach enhanced the development of creative and social skills necessary for the youth to engage in sustainable livelihoods.

Keywords: *Crafts, Practical skills; Sustainable livelihoods; Transformative learning; vulnerable youth*

Distance Learning for Continuing Teacher Professional Support in Implementation of Competency Based Curriculum in Kenya

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Abstract

Continuing teacher professional support in curriculum implementation is critical in Kenya following the introduction of Basic Education Curriculum Framework which is competency based and emphasizes inquiry learning approaches. The objective of this study was to determine teacher preparedness for implementation of the new Curriculum and whether there was any established continuing teacher professional development programme for sustained teacher quality. The study sought to find out whether the pre -service and in- service training prepared teachers adequately for implementation of the new curriculum; whether teachers had adequate teaching learning resources and whether they had a continuing teacher professional development programme. The Pedagogic Content Knowledge (CPK) model by Desimone (2009) guided this study. A case study was conducted in a public primary school in Narok County which had been used to pilot the new competency based curriculum. All the 15 teachers in the school participated in the study. Data was collected using a questionnaire. Most 13(86.7%) of the teachers agreed that the pre-service and in -service courses did not prepare them adequately to implement the new curriculum. Another 12(80%) of the teachers did not have enough pupils and teachesø books; while 11(73%) did not know how to extract teaching materials from other sources besides class textbooks. However, about 7(46.6%) used laptop to teach and 9(60%) used cell phone to create learning activities. All the 15 (100%) teachers agreed that continuing professional development programme was not established. Another 10(66%) agreed that they needed professional development programme and preferred distance learning mode. It was recommended that teachers need to be provided with technology supported, continuous distance learning professional development programme for curriculum implementation incorporating Online Open Educational Resources.

Key words: curriculum, implementation, competency based, professional support

Theme 7: Effective Teacher Management for Sustainable Development

1. Influence of Remuneration Practices on Turnover Intentions among the Academic Staff in Public Diploma Teacher Training Colleges in Kenya

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Abstract

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The country's Vision 2030 aims at providing globally competitive quality education, training and research in turning Kenya to a regional centre of research and development in new technologies (Republic of Kenya, 2012a), where academic staff retention is a key ingredient. In this regard, the excellence of any educational institution is a function of the academic staff it is able to retain in the faculties. Systematic reviews of the previous studies indicate that uncompetitive salaries do have a positive impact on turnover intentions. If individuals believe they are not compensated well, a state of emotional dissatisfaction will develop. This emotional disagreement will accrue over time and make the employee want to leave the organization in search of greener pasture. It was against these facts that the current study was set out to investigate the influence of remuneration on turnover intentions among the academic staff in PDTTCs in Kenya. The study employed ex post facto research design to test the statistical relationships between remuneration and turnover intentions among the academic staff in PDTTCs in Kenya. Simple random sampling was used to select 430 academic staff members for the study. Data was collected using a questionnaire which had closed-ended (likert type scale 1-5) questions. The data was analyzed using simple linear regression analysis. The study concluded that remuneration practices had a significant negative influence on the turnover intentions amongst academic staff in the PDTTCs in Kenya.

Key Words: Remuneration Practices, Turnover Intentions, Academic Staff, Influence

Relationship between principals' instructional supervision practices and Pupils' Performance in Kenya Certificate of Primary Education in Matungu Sub-County, Kenya

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ABSTRACT

Collaborated between the Quality and Assurance Officers, headmasters and teachers seeks to ensure quality education in all schools. However there is evidence of poor performance in examinations in most public primary schools. The purpose of the study was to investigate the relationship between principals' instructional supervision practices on pupils' performances in Kenya Certificate of National Examinations. The study was based on Systems Theory by Ludwig Von Bertalanffy. The study adopted correlation design. Stratified sampling technique was used to select a sample size of 19 head teachers and 210 teachers. Data was collected using a questionnaire. Test-retest technique was used to test the reliability of the instrument. Data were analyzed by the use of descriptive statistics, Pearson correlation and Chi-square. Findings indicated a significant statistical relationship between head teachers' instructional supervision and pupils' performance in national examination ($n=209$, $r=.325^{**}$ and $p<0.05$). The study recommended KEMI and QASOs to organize workshops and seminars for school administrators to upgrade their supervisory techniques in order to strengthen head teachers' supervisory techniques in order to boost pupils' performance in national examinations. The Ministry of Education More funds should be more funds for teachers' professional development.

Key Words: Students' performance, teachers, head teachers, primary schools, instructional supervision, quality assurance.

Continuous Professional Development for head teachers and teacher as a retention strategy in Rwanda

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Abstract

At the heart of any education system are education leaders and teachers who facilitate the teaching and learning processes. In the East African Region, countries have taken a leap forward in establishing good policies and structures to improve their education systems specifically teacher education and management. Many training institutions have been established, delivering qualified teachers every year but the pupil qualified teacher ratio remains high, in Rwanda at 50:1 especially in rural schools coupled with the challenge of retaining teachers. The question is, why is it so? Where are the teachers who graduate yearly? What can be done to address this?

The Flemish Association for Development and Technical Assistance (VVOB) in partnership with University of Rwanda College of Education (URCE) and Rwandan Education Board (REB) are implementing a new Multi-Year programme “*Leading, Teaching and Learning Together programme*” (2017-2021) to continue promoting the quality of basic education through enhancing school leadership and setting up an induction system for Newly Qualified Teachers. This programme focuses on advancing the implementation of the Competence Based Curriculum while supporting the improvement of learning outcomes. This programme aims at strengthening the capacity of school leaders on effective school leadership and management to address teacher intrinsic motivation and to build the capacity of school-based mentors and school subject leaders to conduct coaching and mentoring of (new) teachers and strengthen teacher professional networks. Research shows that there is a direct relationship between intrinsic motivation of teachers and teacher retainment.

In this paper, we discuss how the partnership between VVOB, the URCE and REB in the implementation of CPD programs for head teachers, school-based mentors and school subject leaders has contributed to intrinsic motivation as retention strategy of teachers as well as teacher retainment.

PERFORMANCE APPRAISAL AS AN EFFECTIVE TOOL FOR TEACHER MANAGEMENT FOR SUSTAINABLE DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN LIMURU SUB-COUNTY, KIAMBU COUNTY

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Abstract

Schools are changing how teacher management is taking place. These changes are occurring because state mandates are now requiring schools to show teacher effectiveness and student achievement to assure students are receiving the best possible education. This done through performance appraisal. Teachers are appraised through evaluation. Despite this massive investment on teachers' performance appraisal by the Government, much is yet to be known if this has resulted to improved quality of education hence sustainable development. Nevertheless since its inception, teachers through their unions have challenged the use of the appraisal which quantifies the teachers' work, alleging their work is like an atom which cannot be separated into particles to be measured, weighed and then ticked off. The contention highlighted above prompts the need for a research to be carried out which will seek to outline the most relevant issues concerning teacher appraisal in teaching and learning. The research question will be; How is the performance appraisal system being implemented in secondary schools, how does appraisal of teachers' professional responsibilities influence improvement of students' academic performance, in public secondary schools in Limuru Sub-county. Mixed method research design will be employed, specifically the embedded technique. For the qualitative approach, the study will utilize phenomenological approach while quantitative, the survey design. The target population will be teachers and head teachers from public schools in Limuru sub-county. A stratified and simple random sampling technique will be adopted for teachers while purposive sampling for head teachers. The study will employ questionnaire for the surveys while the qualitative data collection will employ in-depth interviews. Quantitative data will be analyzed using SPSS version 23.0 data analysis technique while qualitative data will be analysed thematically.

Key words: performance appraisal, students' performance, teacher management

Critical Analysis on Teacher Empowerment for Quality Basic Education in Kenya

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Abstract

Achieving inclusive and equitable quality education is critical for the realization of sustainability development goals. Teachers are the most importance resource in learning institutions thus the critical role they play towards the realization of quality education cannot be overemphasized. Any innovation geared towards quality education that overlooks the critical role of teachers is likely to fail. Through empowerment, teachers are given authority to make decisions in their areas of expertise through consultation with institutional managers. Teachers have lamented about lack of involvement when policies and guidelines are formulated yet they are required to implement them to the latter. In learning institutions, teachers express concern on how decisions are imposed on them without due consultation. This may shed light on why realizing quality basic education in Kenya is still a mirage despite governmentsø commitment to invest more resources in basic education. The study utilized Kanterø theory of structural empowerment that focuses on leaders empowering others with the aim of improving organizational performance. The research objectives were to critically analyze teachersø access to information for quality education, critical analysis of teachersø access to relevant training for quality education and critical analysis of teachersø involvement in sharing power and authority for quality education in Kenya. Content analysis through desktop research aided in literature review critique. Literature review was conducted on teachersø access to information for quality education, teachersø access to relevant training for quality education and of teachersø involvement in sharing power and authority for quality education in Kenya. The study concludes that teachersø access to information, teachersø access to relevant training and of teachersø involvement in sharing power and authority are critical for quality basic education in Kenya.

Key words: Teacher management, quality education sustainable development, training, information, power and authority

Institutional Factors Influencing the Provision of Quality Education in Public Universities in Kenya: A Case of Faculty of Arts, University of Nairobi, .Edna Nyakambi Bosire, Dr. Ursulla A. Okoth and Prof. Grace Nyagah

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Abstract

Higher education plays a key role in training qualified individuals who are capable of implementing new technology and using innovative methods to allocate resources more effectively to enhance quality education. University of Nairobi was ranked 6th out of 1448 universities in Africa through webometric ranking of world universities in 2016. The purpose of the study was to investigate institutional factors influencing provision of quality education in public universities in Kenya: A case of Faculty of Arts, University of Nairobi, Kenya. The objective was to determine the extent to which student-lecturer ratio influence the provision of quality education in public Universities in Kenya. The indicators of quality in Universities were numbers of graduating post graduate and undergraduate students, completed research, seminars attended and publications. The research employed a descriptive survey design and applied Human Capital Theory. The sample consisted 4PhD, 123 Masters, 750 Bachelors students. Simple random sampling and purposive sampling methods were used to get respondents. Questionnaire, interview guide and observation schedule were used for data collection. A reliability co-efficient of 0.8 was realized for the questionnaire. Descriptive statistical analysis on quantitative data was done. The results showed that student-lecturer ratio influence the provision of quality education in public universities in Kenya. It was concluded that the availability of lecturers for individualized learning; attendance and course content coverage affect the provision of quality education. The recommendations: that the Faculty of Arts ought to recruit more lecturers so as to ensure that the students get personalized tutorial.

Key Words: Higher Education, quality education, lecturer-student ratio, public universities.

Contribution of In-Service Training for Head Teacher on Efficient and Effective

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Abstract

Human capital development recognizes that the development and growth of people in organizations, institutions, and society in general is an important and essential asset to the organization's future success. The purpose of this study was to investigate the impact of in-service training on efficient and effective management of human resource in public secondary schools in Nandi-south district, Kenya. The objectives of the study were: To determine how in-service training of head teachers influence management of human resources; to assess how in-service training affect motivation of human resources. The study was significant in that it would enhance frequent reviewing and strengthening of in-service training courses and programmes in order to improve efficiency and effectiveness of school managers. Descriptive survey design was employed. The target population consisted of 31 secondary schools, 31 head teachers, 534 teachers, and 1 quality assurance and standards officers. The findings revealed that majority of the respondents indicated that the training programmes that were offered, enabled them acquire analytical, critical, innovative and problem solving skills and competences. The study recommended that the Ministry of Education should regularly facilitate the provision of in-service programmes. Similarly, the training institutions should regularly audit the courses to determine their relevance, suitability, adequacy and sustainability.

Key words: Human capital, Investment, Effectiveness, Efficiency, Training.

Influence of Headteachers' Instructional Supervision Practices on Pupils' Kenya Certificate of Primary Education Performance in Khwisero Sub County, Kenya

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Abstract

Supervision is viewed as a co-operative venture in which supervisors and teachers engage in dialogue for the purpose of improving instruction which logically should contribute to student improved learning and success. In developed countries, supervision of instruction is better organized and well-coordinated than in developing countries. This is through observation of classroom teaching, analysis of observed data and face-to-face interaction between the observer and the teacher. The main objective of the study was to investigate the influence of head teachers' instructional supervision practices on pupils' KCPE performance in public primary schools in Khwisero Sub County, Kakamega County. Descriptive survey design was used in this study. The target population for this study consisted of all primary school teachers in Khwisero Sub County, to include 62 head teachers, 62 deputy teachers and 496 teachers of Khwisero Sub County. The research instruments used were questionnaires. Statistical Package for Social Sciences (SPSS) software and Microsoft Excel were used to analyze the quantitative data. It was established among the teachers that most of the head teacher checked professional records including lessons plans and schemes of work on monthly basis. On the frequency to which the schemes of work and lesson plans were updated, majority of the teachers indicated they were done very often while a third posited they were checked rarely and this is a good indication that the headteacher were keen on checking the progress of the teachers. Among the head teachers themselves, it was established that the same trend was established as most indicated that they checked them very often as opposed to those who cited never or rarely. The items the head teachers checked included the teachers' attendance to classes, textbook coverage and whether the teachers marked pupils' books. The paper concludes that although existing research literature generally posits that supervision influences performance, this did not seem to apply in areas where the supply and state of facilities was below optimum.

CAN TEACHER PERFORMANCE APPRAISAL AND DEVELOPMENT HELP TO THE TEACHER TO BE PROFESSIONAL PHILOSOPHICAL ANALYSIS OF EDUCATION IN KENYA: CAN IT IMPROVE PERFORMANCE?

Hillary Wachira Kahu
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Abstract

The purpose of this analysis is to check the way the appraisal and teacher development has been done or conducted in other parts of the other countries. The paper tries to look critically whether a teacher can be called professional; and how he or she has been able to use that professionalism in education sector. The paper tries to analyse the appraisal and development can be used to develop a teacher and become a professional. The paper analysis the current tool and the mandate of the teacher service commission in the development of the appraisal tool. The paper analyses the roles of the stakeholders in education sector and the way they can be used to improve performance. The paper has gone through different papers in different countries in Africa, Europe and America. It has also analysed the papers in the universal UNESCO roles and recommendations of teacher appraisal and development. The paper has realised that most of the stakeholders were not consulted nor involved in the development of the tool. It has recommended the more involvement of stakeholders.

Key terms: Appraisal, Development, Professional

THEME 8: INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT

ANALYSIS OF PSYCHOSOCIAL & ECONOMIC SUPPORT ON ACCESS TO EDUCATION BY ORPHANED AND VULNERABLE CHILDREN IN KINGEERO SUBCOUTY, KIAMBU COUNTY, KENYA.

Zuena Nyanchama , Rose Obae, Ursulla Okoth, & Ferdinand Mbeche

University of Nairobi

Abstract

The main purpose of this of this research was to examine the impact of Psycho Social and Economic Support to Orphans and Vulnerable Children in Kiambu County. The objectives of the study included: to determine the challenges orphaned and vulnerable children face; to assess the availability of psycho-social support services and how they help in the development of orphaned and vulnerable children. Education enables individuals to interact with the immediate world and comprehend the issues surrounding them. However, existing evidence show that quite a number of orphaned and vulnerable children in Kiambu County are not able to access education. This situation has a great negative impact on their general growth and development. A number of issues were examined in the course of the study. These include, an analysis of the various kinds of support that are already available to the children, and how such support makes a difference to the orphans. The research also sought to establish who the perpetrators of violations against children really are. The study also examined the challenges that OVCs face in Nairobi and more importantly, recommendations were made on the steps that may be taken to end the plight of the OVCs. The study was qualitative in nature and therefore, exploratory research design was used to describe the phenomenon into details and compare/analyze data extensively. Data was collected by use of both open and closed ended questions in the questionnaires so as to allow respondents to express their views. Probability Sampling was used to select the samples for the study, and purposeful random sampling used to come up with the sample size. These recommendations, when put into full action may lead to the achievement of better lives of the orphans, and purpose driven lives that lead to growth and development of the orphans.

Key words: orphans, vulnerability, psycho-social, economic, access

Critical analysis of the effectiveness of inclusive education for sustainable development in Kenya

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Abstract

Including all learners and ensuring that every person has an equal and personalized opportunity for educational growth is still a challenge in almost every country. Notwithstanding commendable advancement made over the past two decades to increase right of entry to basic education, further efforts are needed to minimize obstacles to participation in learning and to ensure that all learners in schools and other learning settings experience an authentic inclusive environment. The research was informed by two objectives: To establish the role of the teacher in inclusive education for sustainable development and to find out how disability stigma affects inclusive education for sustainable development in Kenya. The purpose of the study is to critically analyse the impact of inclusive education on sustainable development. The literature review was based on the role of the teacher in inclusive education and how disability stigma affects inclusive education. The study was informed by Vygotsky theory on dysontogenesis also known as constructionist view on disability. The theory emphasizes on positive approach. According to Vygotsky, children with disability should be viewed positively, and not focusing on weaknesses and disorders, but on strengthening and empowering of individual skills. The study was also guided by attribution theory of discrimination. The theory seeks to explain how individual perceive reasons for their success or failure. The methodology used was a desktop preview of the current literature on inclusive education and the impact it can have on sustainable development. The findings of studies conducted established that teachers have wrong concept of inclusive education not to mention the limitation of their skills in handling children with disabilities. Children are over conscious about their condition hence suffering stigma. The recommendation is training of teachers, adequate training and creating awareness among children, teachers and the community

Key words: *inclusive education, sustainable education, stigma, disability*

INCLUSIVE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

Inclusive, learner friendly environments are very important in Education for it leads to sustainable developments. This paper covers four topics which are investment in education, quality of learning and education in emergencies for all school going aged learners in relation to inclusive education for sustainable development. Disability continues to be one of the primary causes of educational disadvantage and exclusion, creating the largest single group of all aged learners of both boys and girls who remain out of school. Even in developed countries, children with disabilities are still not in school, accessing opportunities to meaningful employment and on sustainable routes out of poverty. In areas of emergencies action at international levels to address exclusion has been hampered by the absence of disabilities-disaggregated data needed to assess, monitor and advance the inclusion of children with disabilities in learner friendly school. In addition the lack of evidence of learning outcomes in emergencies settings for all school going aged learners with disabilities in particular remains a challenge in understanding how school systems can be more responsive to children with different learning needs. Existing studies show that children, parents and communities affected crisis prioritize education, emphasizing values of learning as a hope for the better future. Moreover, alternative education provision is away to complete equivalent level of basic education, to return to formal education system, to enhance readiness for obtaining decent work and contribute socio-economically to their countries or improve resilience in managing adversities. The paper will demonstrate innovative and alternative ways not to leave anybody behind in contexts of fragility, disaster, conflict and violence through the presentation of replicable projects for example it will share the results of a two years intervention in Latin America aiming strengthening Intuitional Disaster Risk Reduction capacities of schools and preventing dropouts of children with disabilities from education.

Institutional Factors Influencing Inclusion of Learners with Disabilities in the University of Nairobi, Kenya

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Abstract

The purpose of this study was to investigate the institutional factors influencing inclusion of learners with disabilities in the University of Nairobi, Kenya. The study was guided by two objectives. These were: to determine the influence of physical facilities available on inclusion of learners with disabilities in the university of Nairobi; and to assess the influence of the level of sensitization of staff members on inclusion of learners with disabilities in the University of Nairobi. The study adopted a descriptive case study design which is a research design used to study social systems like a school or a university. The sample of the study comprised of 96 respondents. Of these, 27 were university administrators in various hierarchical positions while 69 were students with disabilities. The researcher used two types of research instruments to collect data. These were questionnaire and interview schedule. The researcher employed descriptive statistics to analyse data. The data were analysed using Statistical Package for Social Sciences (SPSS) where presentation was in form of tables, pie-charts and graphs. Findings showed that with regard to physical facilities, the university had made an effort to provide such facilities but they were not adequate. Adapted toilets and bathrooms needed to be installed. Speech lifts were also largely missing. Findings also revealed that staff members had not been trained adequately on how to handle learners with disabilities. The study recommended that the government should formulate clear policies on how best to promote inclusion in institutions of learning. The study also recommended that universities should work hand in hand to provide physical facilities. Finally, the study recommended that all university staff members be trained thoroughly on how to handle students with disabilities.

Inclusive Education for Sustainable Development

Mr. Silas Wandera Wamusala

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Abstract

This research paper looks into the impacts of school attendance, schools acceptance of learners from all backgrounds, regular schooling of the learners, support offered to the learners to be able to attend school and remain in the school and learners capabilities to contribute and participate in the schooling aspects on sustainable development in Kenya. Education remains an inevitable pillar in any kind of development and Kenya hardly achieved millennium development goals by 2015 that could have driven sustained development in Kenya. It is evident that inclusive education and sustainable development in Kenya are highly related. Earlier educational Policy frame works and contributions have all advocated for self-development through qualitative education and training as a key to human capital development. The research paper outlines the roles of inclusive education on sustainable development in Kenya and its weaknesses too. Objectively, first the paper asses the relationship between dynamics of inclusive education and sustainable development in Kenya. Secondly, the paper compares the development in Kenya and Seychelles in light of inclusive education. Thirdly, the paper establishes the key players in achievement of inclusive education in Kenya. Finally, the paper outlines the bottlenecks in the Kenyan education ministry and society that have hindered inclusive education in Kenya. The research paper acknowledges low development in Kenyan communities significantly checking on trend of inclusive education on development in Kwale county, Kinango Sub County as the focus area of data source to validate the fact that inclusive education can highly contribute to sustained development. A survey design through education documents and household checklists on self-development will be used to collect this data. Conclusively, the research will outline how inclusive education can eliminate poverty, be means of eliminating diseases and ignorance and improve Kenyan citizens standards of living to achieve sustainable development.

The Burning Question of School Fires in Kenya: The Unexplored Story

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Abstract

Fire hazards occur frequently in Kenya's public secondary schools. Fire causes huge loss of lives and properties every year. Although termed as fire accident, most fire events are far from being accidental. Fire hazards to students are also concerns that may be more pressing among the Kenya communities. Kenya lost the lives of 68 teenagers in school dormitory fire in 2001. Communities suffering such losses, as well as parents and teachers elsewhere would clearly give fire safety in schools a high priority. The study tried to address the problem fire hazards in public secondary schools, which has affected effective teaching and learning in schools. Further, it caused a lot of suffering to families in cases of deaths that have occurred as result of fire hazard in schools. The study was carried out in Machakos County. This County was selected because schools in the County have experienced some of the worst fire hazards in Kenya's history. The study interviewed students, teachers, heads of schools and quality assurance and standard offices in the County. The study targeted all categories of public secondary schools, namely single sex and mixed schools; and boarding and day schools. The criteria for selection of study schools were those schools that have had incidences of fire hazards in the past. The study was a survey method and used questionnaire as the main tool of data collection.

The results of the study show that secondary school students in public secondary schools in Kenya are exposed to high level of Risk and Vulnerability to Fire Outbreaks. The findings show the leading causes of school fires as follows: Student strikes, Student malicious actions, negligence and accidents, deliberate fires by students, Electrical faults and General negligence by students and school workers. The study shows that consequences of school fire outbreaks were many: damage/destruction to school and student properties, injuries to students and staff, death, wastage of time, disruption of educational programmes, leading to poor academic performance, and destruction of infrastructure. In addition, the findings indicate that some schools are fairly and poorly well prepared for handling school fire disasters. Some of the fire prevention strategies or measures available in schools include: Removing all fire causing materials from the vicinity of schools, Installation of fire extinguishers and Training of school principals on fire prevention strategies. Further, the precautionary measures in place to prevent fire outbreaks in schools include: Sensitizing students, buying fire extinguishers, regular inspections and fire Equipment availability. Based on the findings, the research has developed a conceptual model for studying school fire outbreaks, whose components are: Research on school fires, Advocacy and training, Education and Building standards.

THEME 9: ENHANCING LEARNING OUTCOMES FOR SUSTAINABLE DEVELOPMENT

PERCEPTIONS OF AGRICULTURE TEACHERS ON INTEGRATION OF CLIMATE CHANGE STUDIES INTO SECONDARY SCHOOL AGRICULTURE

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Abstract

Secondary school agriculture syllabus was introduced in Kenya to equip learners with knowledge on the basic principles of farming. In the wake of the last quarter of the 20th Century, climate change has become the single most challenge to the Worlds agriculture sector and socio-economic development in general. Kenya in her compliant to achieve the long-term sustainable economic growth up to and beyond Vision 2030 in the face of the escalating climate change has launched the National Climate Change Response Strategy (NCCRS) agenda in 2010. This focused the nation to adaptation and mitigation to climate change. Insufficient coverage of climate change restrains the secondary school agriculture syllabus from meeting its objectives, which in turn translates to a shortfall in revitalizing the agriculture sector. The problem that this survey sought to investigate therefore was the voice of the agriculture teachers in advocating for integration of climate change studies into secondary school agriculture syllabus. The design of the survey was descriptive research. The target population was all the agriculture teachers in public secondary schools in Kenya. A sample of a hundred (100) agriculture teachers was selected through purposeful technique. A structured questionnaire was adopted in the collection of data from the respondents. The objective of the survey was analyzed using percentages. The main finding and conclusion drawn from the survey illustrated an overwhelming majority of teacher's (79%) endorsing integration of climate change studies into agriculture syllabus. The recommendation drawn from the survey revealed agriculture education as a key precursor to the agriculture sector, as it translates to equipping citizenry with desirable skills, knowledge and attitudes that cushion them from climate change effects.

Keywords: Perception, Integration, Climate change, Secondary school agriculture syllabus, adaptation/mitigation/cost-reduction & sustainability topics.

CHANGING TRENDS IN UTILIZATION OF INSTRUCTIONAL RESOURCES IN LEARNING OF SCIENCES IN SECONDARY SCHOOLS

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Paul Amollo Odundo

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Abstract

Kenya government recognizes the role played by science education in building human capital and innovations required for the transition to a knowledge driven economy. Sciences learning focus on investigating phenomenon through scientific enquiry. Sufficiency of instructional resources is a key factor in scientific enquiry during instructions in science based discipline at secondary level of education. This study sought to establish the changing trend in scientific enquiry as an investigating phenomenon in learning of sciences. Specifically, the study compared practical approach and computer assisted scientific enquiry in science instructions in national, county and private schools. Adopting enquiry based learning model and targeting science teacher and learner, this study established an increasing trend in using computers based technologies compared to practical approaches in 132 secondary schools in Nairobi. Specifically, practical had a utilization mean of 1.4, specimens 1.47, computers 2.35 and projector 2.37. In view of the findings, study recommended a critical reconsideration of practical approach from a policy framework and practice. Finally, there is need to establish innovative ways science teachers could advance enquiry based learning model

Learning achievement: Illusions of teacher centered approaches in Primary Schools in Kenya.

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Abstract

This paper interrogated learning achievement in primary schools in Kenya. The study critically appraised the Illusion of teacher centered approaches in primary schools in Kenya. The study explored factors underlying the application of teacher centered approaches and their effects on learning achievement among primary school pupils in Kakamega County, Kenya. The study further explored the assumptions underlying teacher centered pedagogical approaches as well as the negative influences of teacher centered approaches in Kenyan schools. Teacher centered approaches don't address acquisition of practical skills, values, and attitudes in learners. The approaches merely concentrate on rote learning. The approaches pivot on the role of the teacher during the teaching and learning process. The world as global village, recognize primary education as the economic pillar of all countries worldwide. The United Nations (UN) also recognized the role played by education in economic development and promotion of peace development. Subsequently, the UN general assembly endorsed education as a fundamental human right in 1948. The purpose of the study is to interrogate the illusions of centered approaches in primary schools. The paper examined the influence of strained resources in application of teacher centered approaches. The paper further assessed the role played by examinations oriented model in application of teacher centered approaches in schools. Teacher competencies play crucial role in decided the type of approach to be applied when teaching. Appropriate approaches which are learner centered enhance achievement of competencies during the learning process. However, inappropriate methods which are teacher centered affect knowledge retention negatively and lead to rote learning. The study was guided by transactional analysis theory as advanced Eric Berne in 1950 and the social learning theory as advanced by Albert Bandura in 1977. The qualitative property to be acquired is the learning achievement which is actualized through appropriate teaching approaches. Inputs which lead to learning achievement of learners are the independent variables of this study. The outputs culminate into outcomes of relevant teaching approaches. Which is learner oriented approaches. Particular attention was given to the crises in inputs and processes that affect the output of learning achievement. These crises are reflected in exam oriented approaches, strained resources, teacher and teacher proficiency in the influence of relevant teaching approach. The study, therefore, focused on teaching approaches practiced by teachers in primary schools. The study adopted mixed methods of study. Both quantitative and qualitative approaches to research were used. Descriptive survey design was therefore adopted. The target population of 11000 in Kakamega County, Kenya. The target population comprised of head teachers, and teachers. Purposive and simple random sampling was adopted to obtain the desired sample size of 384 respondents. It conformed to 1.96 level of confident. Using the descriptive survey design, data was collected using three sets of questionnaires. The reliability was estimated through use of Cranach's Alpha Coefficient using Statistical Package for Social Sciences (SPSS) version 20.0. Findings of the study revealed that teacher centered approaches negatively affect pupils' learning achievement. It was therefore anticipated that this study would be significant as findings of the study may help in the formulation of education policies and legal framework which are geared towards curbing

inequalities leading to usage the relevant teaching approaches in primary schools. The policy implementers would also understand and appreciate education policies within which they are supposed to operate in providing effective leadership and management practices in the realization of learning achievement amongst learners. The study is also significant to the field of comparative and International education as it provides data on the relevant approaches that influence learning achievement amongst learners. The study suggested moderate pressure to excel in school, as this can stifle a student's imagination, creativity and ultimate success the learning process. Inefficiency has infiltrated primary schools due to teacher centered approached. It was therefore recommended that the government should come up with clear policy on pedagogical in service courses.

Key Words: Convectional, Learning achievement, Resources, and teachers' competencies

Teacher commitment to productivity is paramount as it influences learning outcomes

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Abstract

The purpose of the study was to examine the influence of the Teachers Service Commission compensation system on teacher commitment in public secondary schools in Narok North Sub-count, Kenya. The study utilized a descriptive survey design in which 154 teachers and 23 principals in 23 secondary schools were sampled. The research instruments included a questionnaire for teachers and an interview schedule for principals. Data was analyzed using descriptive statistics and presented in form of tables, bar graphs and pie-charts. The findings were that a vast majority of teachers found their salary inadequate. They are forced to seek alternative sources of income to bridge the gap which negatively affect their commitment. Teachers believe that fringe benefits have a high impact on their commitment. A majority of teachers feel that the health covers and retirement benefits are inadequate. To improve teacher commitment the study recommends enhanced compensation, improved fringe benefits, enhanced medical benefits and competitive retirement benefits.

Key Word: Commitment, Compensation, Teachers Service Commission, Teachers, Secondary Education, Kenya.

Mitigating Errors Made by Learners in Kiswahili Composition Writing

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And

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Abstract

Teaching Kiswahili composition writing in secondary school is firmly grounded in secondary school curriculum. It is a requirement for performance in the language as examined in the Kenya Certificate of Secondary Education (KCSE). Based on this therefore, teaching it effectively and appropriately is an inescapable necessity for students' achievement not only in the subject but also Kiswahili composition writing skills. The art of composition writing entails writing creatively on a given topic, where creativity demand learner's ability to express ideas in a meaningful way as posited by Swenson, Wirkus and Obukowitz (2009). It further engages the learner in critical thinking, analysis of controversies, exploration of assumptions, and inquiry into the origins and consequences of intellectual bias, and consideration of human diversity (Goodburn, 2004). Besides it can be a source of conviction and entertainment as intimated by Musau and Chacha (2001); Njogu and Nganje, 2006; and Wamitilla (2009). The curriculum objectives for teaching Kiswahili composition writing in secondary education include; produce learners with competent writing skills in life after school, to develop in learners' ability to write in a given topic, to develop language competence in learners, to promote competent communication and writing skills, to nurture and develop creativity among learners (KIE, 2006). This aspect of communicative competence envisaged in Kiswahili syllabus rests on certain premises of language knowledge that cannot be underrated. Richards (2006), argues that one critical aspect is use of language for a range of purposes and functions, an important factor considered in syllabus categorization of functional and non-functional writing. The purpose of this study was to establish the errors made by learners in writing Kiswahili compositions. Analysis of written compositions was used to check the frequency of the errors. The higher the frequency of the errors the more weak a composition was considered. This judgment was enhanced by the Kenya National Examinations Council (KNEC) standardized criterion. A five point scale namely; very good (5), good (4), average (3), poor (2) and very poor (1) was used to judge written compositions in terms of adequacy of points, length, adherence to the type, flow of ideas and paragraphing.

Key Words: composition, competence, creativity, errors, writing skills

Analysis of Eco-literacy as an Aspect of Philosophy of Nutrition Education that Stems Obesity in Young Learners in Kenya

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Abstract

Obesity in children has become a global issue and in Kenya it has been realised in young learners aged between two and 14 years. These are children in pre- and primary schools. The education in Kenyan pre- and primary school is not structured to inculcate eco-literacy skills that can address issues of obesity among the learners. This paper uses the theory of critical pedagogy and analyses strategies that can stem obesity in young learners in Kenya. The paper reveals that teaching young learners to be eco-literate is important and may impact positively on their reasoning ability and make them choose food wisely and shun misleading statements coupled with propaganda. The teaching should incorporate parents and the general public and teachers have onerous task to ensure that all stakeholders are sensitised on the ideals of philosophy of nutrition education, which is a viable field for educationists and other researchers for advancing knowledge.

Key Terms: Eco-literacy, Critical pedagogy, Philosophy of nutrition education, Obesity

THE YOUNGER, THE BETTER? AGE-RELATED DIFFERENCES IN ACADEMIC PERFORMANCE OF UNDERGRADUATE SCIENCE COURSES AT THE UNIVERSITY OF NAIROBI, KENYA. DR. LYDIAH WAMBUGU AND PROF. ADENIKE EMEKE

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Abstract

The emergence of global-based knowledge economies has generated a world-wide demand for higher education among adults and tertiary age school graduates. Among the adults, there is quest for life-long learning in order to upgrade skills and maintain competitiveness within the rapidly evolving economies. This demand is not limited to the adults only but also among the young who view education as a means for realizing social, cultural, economic and political needs and aspirations. In this paper, the researchers explored the relationship between age and academic performance by comparing the performance of third year students in the Bachelor of Education (Science) on-campus mode of learning relative to those enrolled in the Open and Distance Learning (ODL) mode at the University of Nairobi. Results indicate that the on-campus students performed significantly better than the ODL students in Chemistry and Biology; $t_{(44)} = -4.427, p < .05$ and $t_{(65)} = -8.54, p < .05$ respectively. In Physics, on-campus students had a higher mean score of 54.22 against 54.04 of the ODE students. The difference in the means was not significant; $t_{(71)} = .120, p > .05$. However, there was no significant relationship between age and academic performance.. The researchers conclude that age does not influence academic performance. Therefore, enhanced academic performance may be a matter of personal determination rather than age determined.

Key Words: Age, Open and Distance Education, On-campus and distance learning, academic performance

Enhancing Learning Outcomes in Mathematics through Classroom Talk Teaching Strategy Dr. Paul Kiplagat

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Abstract

At the time of writing, mathematics achievement locally and globally in primary schools is at its knees. Finding from Trends in International Mathematics and Science Study (2015), revealed that mathematics attainments continue to lack behind globally among other subjects despite governments efforts and other international bodies. Talking with partners while working out mathematics activities has been proven to enhancing students learning outcome and their mathematical understanding. However, studies has shown that in primary schools, kids often do not get room to talk out mathematics undertakings amongst themselves and with their teachers. The reason being teachers are either ignorant or unaware of the place of talk in teaching learning process and therefore do not provide their learners with opportunity to talk whereas working out mathematics activities. This study investigated the effect of classroom talk teaching model on mathematics academic achievements among primary school pupils. Using experimental design method, the study compared two groups: (a) experimental and (b) control group. A total of 140 (70 experimental and 70 control group) grade six pupils from public primary schools participated in this study. Data was collected by administering a pretest (before intervention) and a posttest of a standardized achievement exam to both experimental and control groups. The data was then analyzed using ANCOVA. After the test on the study sample and the statistical processing, the results revealed that: (1) there is a significant effect of classroom talk strategy on mathematics academic achievement in primary school, Kenya. (2) There is no significant difference in mathematics academic performance between Girls and Boys, Small and big classes taught using pupils talk strategy in primary school, Kenya. Based on the results, the study concluded with relevant recommendations regarding the teaching of mathematics.

Key words: Classroom talk and Work Model, Mathematics, Pupils talk, Experimental research, Academic achievement.

ENHANCING LEARNING OUTCOMES FOR SUSTAINABLE DEVELOPMENT

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Abstract

Education is a fundamental right enshrined in the 1948 Universal Declaration of Human Rights. The Constitution of Kenya (2010) guarantees education as a basic right, while the Social Pillar of Vision 2030 singles out education and training as the vehicle to drive Kenya into becoming a middle-income economy.

Globally, Governments have made significant progress in improving access to education. The total enrolment rate in developing regions reached 91 percent in 2015.¹ Sub-Saharan Africa made the greatest progress in primary school enrolment among all developing regions ó from 52 percent in 1990, up to 78 percent in 2012.²

Despite the remarkable progress of access to education globally, evidence shows that large numbers of children are in school, but are not learning. A systematic review by *Snilstveit et al.*(2015) on the impact of education programmes on learning and school participation in low and middle-income countries underscored that improved access to education has failed to translate into increased learning.³

Kenya has made significant strides in access to education, however, according to Uwezo Kenya Sixth Learning Assessment Report 2016, on average, 30 out of 100 Class 3 pupils can do Class 2 work, while 1 out of 10 children in Kenyan primary schools are completing Class 8 without having acquired the basic competencies expected of a child completing Class 2.⁴

The Sustainable Development Goal (SDG) for education emphasizes the importance of equitable access to quality education for sustainable development of countries. The 4th goal targets that by 2030, all girlsø and boysø complete free, equitable and quality primary and secondary education leading to effective learning outcomes. The SDGs presents a huge opportunity in addressing the challenges of equitable quality education especially on learning outcomes.

THEME 10: THE ROLE OF UNIVERSITIES IN ENHANCING SUSTAINABLE DEVELOPMENT

RETHINKING THE ROLE OF UNIVERSITIES IN ENHANCING SUSTAINABLE DEVELOPMENT IN THE 21ST CENTURY

Elizabeth Cirindi Kirema and Dr. Susan M. Macharia

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Abstract

Sustainable development has been viewed as the pathway to the economic and social transformation. That pathway offers a framework to generate economic growth, achieve social justice, and exercise environmental stewardship and strengthened governance. Every country in the world has been experiencing serious impacts from international competition, globalization, advanced information technology and rapidly social-political demands and this calls for educational reforms. To meet the tremendous transformations towards globalization and knowledge-based economy in the 21st Century, a Paradigm Shift (PS) in education has become a necessary agenda of many educational reforms. No study has been undertaken in Kenya to establish the perceptions of the university community towards the Triplization Paradigm Shift (TPS) in teaching and learning processes. This Paper therefore reports the findings of a research study whose purpose was to explore the perceptions of the University Community in one private University towards the Triplization Paradigm Shift as a teaching and learning process. The Study was anchored on the Human Capital theory and it employed a cross-sectional survey design. Stratified and simple random sampling techniques were utilized to select a representative sample of the Head of Departments, Lecturers and Students. The study utilized structured questionnaires with closed and open-ended questions as the main instrument of research. Validity was ascertained by expert judgment while reliability was established by applying the split-half technique. Data was analyzed using SPSS version 23 and presented using frequency tables, charts, measures of central tendency and regression analysis. The study found that the University Community has a critical role to play in enhancing sustainable development through designing more effective policies and programmes to meet the dynamic needs of higher education.

Key words: University, Paradigm Shift, Triplization Paradigm, Development, Sustainable development.

NON-EXAMINED SECONDARY SCHOOL CURRICULUM AND QUALITY TEACHER EDUCATION: CASE OF UNIVERSITY OF NAIROBI STUDENTS ON TEACHING PRACTICE IN MERU

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Abstract

Student teachers on teaching practice find themselves in a school scenario whereby academic curriculum for passing of examination tends to dominate the teacher's classroom pedagogical competences in planning, methodology, instructional resources, discipline control and assessment techniques. The focus of this non-examined curriculum is to promote students' life skills needed for maximum growth, development and survival. This paper is about student teachers' quality in teaching non-examined curriculum. Using phenomenological approach and social constructivist framework, University of Nairobi sixty students in Meru teaching practice zone were observed and interviewed to penetrate the nature of their involvement in this non-examined curriculum. The study was guided by four objectives: activities they participated in; reasons for their participation; how the school administration rated their involvement and how this contributed to their self-fulfilment as teachers of quality. Preliminary findings indicate that the student teachers appreciate the quality and relevance of their teacher preparation courses and the central importance of their relationships with learners entrusted to them. It emerged that their teaching of non-examined curriculum displayed their expertise which raised their morale in classroom teaching of the examined curriculum. More so, their teaching of this non-examined curriculum created a forum for student teachers to feature in their local communities, neighbourhoods and at county level making them feel that they have something to offer to the wider society. Further, the study highlights the student teachers' concerns with their developing identities as teachers and the ample opportunities provided during teaching practice for them to try out what was learned during teacher training preparation. Observing these 60 students depicted their high levels of passion, confidence, creativity and intrinsic motivation, features of a quality preparation for teaching practice. The study recommends on the essence of investing on quality teacher training preparation programmes.

Key terms: Non-examined curriculum; Examined Curriculum; Quality; Teaching practice

Impact of Academic Staff Establishment on the Masters Degree Programmes in Kenyan Public Universities; A Case of Departments of Educational Foundations From 1993 to 2014

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University of Nairobi

Abstract:

Departmental analysis has gained momentum in the world by identifying progress made in various tasks planned for. After undergraduate training in Universities, graduates take various postgraduate courses to enhance their role as scholars in Educational Foundations courses. Many studies have been carried on development of education in African Universities with none delving into departmental Master's Degree Programmes and the impact of academic staff establishment on overall university growth. The reviewed literature found that the expansion of the existing public universities and the establishment of new ones had brought new challenges in the education sector. These challenges include the concerns about the lecturers' staff levels, the enrolments of students into the Masters Degree programmes, the number of students graduating with master's degrees and those absorbed into careers in public universities. This study was historical in nature which adapted case study approach of three public universities in Kenya. This brought on board, chairpersons of the department of Educational Foundations, three registrars and fifty nine (59) lecturers. Using document analysis schedule and interview schedules, the dynamics development of Master's Degree Programmes in line with the academic staff levels was brought to the reality. The findings established that the three departments had a total of 32 lecturers teaching the Masters Degree programmes and a total of 460 students who had enrolled for the studies between 1993 and 2014. The findings found that the departments had employed master's degree graduates as lecturers and the departments had inadequate teaching staff in the Educational Foundations courses. In order to address the shortage of lecturers' staff positions, the study recommends that universities to invest in human resource development, capacity building of the human resource and a comprehensive policy framework on enrolments students in relation to the workload of the teaching staff.

Threats to attaining quality education for sustainable development at higher-learning institutions: a case study of School of Education, University of Nairobi

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Abstract

Higher institutions of learning have in the recent faced a number of challenges that have watered down the quality of graduates. Different works have demonstrated the inability of graduates to perform the ir expectations due to inadequate knowledge and skills proficiency. This study seeks to establish the causes of this inadequacy and the impact it has on attaining quality education by the graduates. Some of the factors that shall be investigated include Students related factors such as their background (poor/rich families), attitude and abilities (why in education), exam irregularities, assignment originality, political influence among others. Administrative related factors such as physical facilities, including lecture halls and administrative offices. Teacher/lecturer related factors such as studentsø population, time schedule, research activities, and attitude of selective favoritism among others. And also externalities related factors such as government policies, industrial action, funding to education and so on. This study shall employ critical review of recent literature related to the study and a case study of the school of education of the University of Nairobi. This is critical in doing a comparative study of science and arts courses offered in the school of education. Random sampling of the study sample shall be performed based on availability of studentsø population for study. Questionnaires shall be developed for both administrators and students together with selective interview schedules for purposive sampling techniques in particular for the administrators. The obtained data shall be analyzed by use of tabulation and chi-square to establish the correlation between the investigated factors and the quality of learning. From these, a conclusion shall be made and recommendations provided to mitigate the inadequacy and improve quality.

The impact of industrial action on quality education at the universities: a perspective of Main Campus, UoN

Omolo, Jacob Odhiambo

University of Nairobi

Abstract

Industrial action is a means of expressing workers dissatisfaction with the present employers' remuneration. In the last decade, Kenya has experienced a wave of industrial activities that has led to frequent closure of institutions and intermittent learning. This has had a negative ramification to learning and preparation of human capital for the economy.

The higher education system has experienced disagreement and recrimination between the management and the trade unions. This has resulted into poor relations between the management and the lecturers. As a result, go-slow and active boycott of work has left lecture halls devoid of educators. Some students have taken more time in school which mounts to wastage of resources and delays to join the productive labor. Further, there is exposure to social ills as there is lack of official communication to vacate the institutions, in most cases. A rare assumption that there is serenity during this duration causes extensive havoc to the learners' social, economic and time conditions. In some institutions, lecturers rush learners through the content of learning haphazardly racing against time. This leads to production of half-baked graduates who only study to pass the examinations and course requirements. Research, innovation and creativity are thus hampered. The number of contact hours between students and lecturers is reduced thus to low quality learning.

This study intends to find out the impacts of industrial action on the quality of learning at the universities. The focus shall be on the lecturer factors and the learner factors. There shall be focus on how the lost time is reclaimed by both lecturers and students to enhance quality of learning as the target and sample population. Therefore, questionnaires and interviews shall be critical instruments in conducting this study, administered to students, lecturers and administrators. The study shall also seek to explore ways of curbing industrial action at the university.

The obtained data shall be analyzed by use of tabulation, and other data analysis techniques and conclusions and recommendations drawn thereafter.

**FUNDING OF KENYA'S UNIVERSITIES AND NATIONAL DEVELOPMENT: THE
IMPERATIVE FOR REVENUE DIVERSIFICATION DR. ANDREW R. O. RIECHI**

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ABSTRACT

As a result of persistent unfavorable economic conditions, increasing national budget deficits and consequent inter-sectoral competition for resources, Kenya's national universities receive less government financial allocations compared to their budgets, leaving them in deep resource crises that affect their effectiveness. However, following reforms in policy on education financing in early 1990s, and pressed by the severity of inadequate government funding, these institutions adopted a number of revenue diversification initiatives to supplement government funds. Based on cross-sectional data from a survey done in 2001 to find out how Kenya's national universities were coping with the financing crisis, this paper analyzes revenue sources of these institutions in order to make intuitive inferences on their capacity to effectively carry out their functions. The findings suggest that over the years, despite inadequate government funding, universities continued to influence national development in the changing social paradigms. By embracing entrepreneurship, some of these institutions undertook mainly knowledge-based initiatives that raised their disposable incomes, adopted strategic management to boost their efficiency, and expanded access into more diversified market-oriented academic programmes, a trend, which is diminishing due to recent reforms in the sub-sector. Using the Philip Kotler's marketing model for nonprofit organizations, this paper concludes that for these cash-starved institutions to effectively play their role in national development, they must embrace innovative strategies for revenue diversification to be able to strengthen their external efficiency for the benefit of economy and their survival.

Financing of higher education in Kenya for sustainable development

Prof. Lewis Ngesu & Cyrus Gitonga

University of Nairobi

Abstract

The environment in which the Kenyan Universities operates has and continues to change drastically. The gradual reduction in capitation from the exchequer for the last few years has caused disquiet among university staff and University management in particular, some who have to grapple with glaring financial deficits as a result of painful budget cuts to reduce runaway spending by the government. This paper will discuss the status of the financing of higher institutions in Kenya in the context of sustainable development goals, the advantages and disadvantages, opportunities and challenges.

Implementation of Flexi-Hours in The University to enhance sustainability

Ms.Claire O. Moraa and Ms. Evangeline.M. Karimi

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Abstract

Kenyan universities have different modes of study. In the University of Nairobi, there exists a full-time, evening and school-based mode of study. The economy of Kenya is rapidly changing and students may not be able to pursue post-graduate studies due to the different modes of study and work conditions in the different organizations. In addition to this, the university is facing a financial crisis due to the dwindling module II programme which warrants the retrenchment of a good number of employees. With retrenchment, there will be a case of overworked employees which could lead to low productivity and possibly affect the profitability and sustainability of the university. The introduction of flexi-hours in the organization if adopted will bring balance in the employees' work life but also personal life. The university will also benefit as overtime costs will be cut. There is bound to be improved work performance, efficiency and productivity. Flexi-hours are common in the more developed countries but awareness in the third world countries needs to be increased. There might be less knowledge on the strategy but if well implemented, the university as well as other organizations stands to benefit immensely.

KEY WORDS: flexi-hours, module II, school-based, university, programme

THEME 11: PHYSICAL EDUCATION AND SPORTS FOR SUSTAINABLE DEVELOPMENT

ATTITUDES TOWARD CULTURAL PRACTICES AND SPORT PARTICIPATION OF ADOLESCENT GIRLS IN KENYA

Ngũgũ Ngata

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Abstract

The main purpose of this research was to examine and describe the factors and attitudes that influenced sports participation among adolescent girls in Kenya. The research questionnaire was surveyed among adolescent girls 12-16 years (N=3942) in ten tribes residing in ten Districts within seven of the eight of Kenya's Provinces.

The tribes whose adolescent girls were surveyed were Kikuyu (n=393),

Mijikenda (n=375), Kamba (n=389), Meru (n=379), Muslim (n=380), Luo (n=398), Kisii (n=393), Kalenjin (n=431), Maasai (n=343), and Luhya (n=461). The adolescent girls cut across the age bracket with 12 years (n=695), 13 years (n=938), 14 years (n=1008), 15 years (n=764), and 16 years (n=532). The girls were distributed across primary school (n=3073) and secondary school (n=869). The survey consisted of six subscales with a total of 56 items that were being measured. The subscales consisted of attitude towards child birth (ACB), attitude towards social status (ASS), attitude towards participation in sports (APS), attitude towards early marriage (AEM), attitude towards circumcision of girls (ACG), and attitude towards social status and sports participation as held by the community, parents, and peers (ASSPS). The research findings observed statistically significant differences in mean scores on attitude towards childbirth among adolescent girls 12-16 years by tribe (Kikuyu, Kamba, Meru, Muslim, Luo, Kisii, Kalenjin, Maasai, and Luhya) $p=0.003$ based on $0.003 < 0.05$. Posthoc results established multiple groups of tribes with homogeneity of responses in specific subscales. Similarly, statistically significant differences were observed on attitude towards social status ($p=0.007$), attitudes towards marriage ($p=0.000$), attitude towards circumcision of girls ($p=0.039$), and attitude towards social status and sports participation as held by community, parents and peers ($p=0.002$). The research findings also observed statistically significant differences across all age categories 12 years, 13 years, 14 years, 15 years, and 16 years. The research findings however failed to observe statistical significant differences in mean scores among adolescent girls 12-16 years on attitude towards sports participation by tribe (Kikuyu, Mijikenda, Kamba, Meru, Muslim, Luo, Kisii, Kalenjin, Maasai, and Luhya). The research findings nevertheless recorded statistically significant differences on this attitude across all age categories 12 years, 13 years, 14 years, 15 years, and 16 years. Further research to establish the actual impact and effect of these attitudes on sports participation by the adolescent girls, who eventually mature to represent Kenya in major international competitions is recommended.

DETERMINANTS AND REASONS FOR NON-PARTICIPATION IN PHYSICAL ACTIVITY AND SPORT AMONG KENYAN UNIVERSITY STUDENTS: TOWARDS MODIFYING STUDENTS BEHAVIOUR FOR SUSTAINABLE DEVELOPMENT THROUGH SPORT.

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Abstract

Participation in physical activity and sport has been hailed as an important aspect of human life ranging from health promotion, social connectivity, behavior modelling, economic empowerment, academic excellence and productive labor force. However, the paucity of research on non-participation in physical activity and sport by the general population of university students in Kenyan should be a concern for university management, national health agents and planners of national labor work force. We reviewed literature on determinants and reasons for non-participation in organized physical activity and sports for different strata of populations, based on Theory of Reasoned Action (TRA) and corroborated the review findings with a research on the reasons for non-participation in organized physical activities by students in the university of Nairobi. The findings indicated that reasons for non-participation are wide and far reaching and they can be classified into three categories; intrapersonal, interpersonal and structural. The popular ones are: lack of knowledge of the activities offered, inaccessibility of facilities, lack of time, lack of skills, fear of injury, and academic work. We classified the determinants broadly as; ecological, physiological, social, psychological and transitional (both biological and social). It is recommended that in designing a physical activity or sport program, among others, gender considerations is key, strategies of creating awareness of the available sport programs is necessary; qualified sport personnel, standard equipment and adequate facilities are of essence and time allocation for extracurricular activities during curriculum development is important.

Key Words: Determinants, Non-participation, physical activity, sport, University

Impact of Large Sports Festivals on Social and Economic Development: A Case of Kenya Universities Sports Festivals

Okech Sebastian

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Abstract.

Sports festivals are emerging worldwide as a growing and dynamic sector of the sports and leisure industries and are seen to have significant economic, social, cultural, and political impacts on the various destinations and hosting groups. While there are a number of scholars developing valid models to determine the economic impact of festivals on host communities, there are only few studies published which focus on the social, cultural, and/or political impacts of the festivals and events. The purpose of this paper, therefore, is to determine the degree to which festival attendance facilitates the augmentation of social capital by drawing upon the literature from various disciplines in order to conceptualize the synergy between sports festivals and social capital. Mass sports events builds social capital which in turn guarantees economic development in the future. The preparation phase during the years running up to a large sports event deals with great levels of planning complexity that are met with equally intense impacts on the host and the community. This paper examines the nature of the social impacts caused by the hosting of a large sports festival and to drawing examples from the academic literature available in order to produce a typology of impacts. It is expected that the proposed framework can be employed in conjunction with a holistic model of assessment capable of examining the event in a broader process of transformation in local growth of sustainable social capital and economic development. To achieve this, the paper will (1) examine the relevant literature on the key characteristics of sports festivals as distinct from other events and (2) investigate the current uses of the notion of social capital within the academic debates in a variety of disciplinary contexts.

Key words

Sports festivals, social capital, economic development

PHYSICAL EDUCATION AND SPORTS REFORMS FOR SUSTANIABLE DEVELOPMENT IN KENYA

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Abstract

Physical education (PE) and sports play a key role in the holistic development of a learner. It is valued for its immense contribution to the physical, mental, social and emotional growth of a learner. Pedagogy in PE and sports aims at producing physically literate individuals. Individuals who are competent, confident and endowed with knowledge, skills and attitudes for lifelong physical activity. Besides individual learners' benefits such as academic performance, acquisition of norms and life skills, PE and sports programmes can also assist in programmes associated with nutrition, water sanitation, environment, reproductive and health education. Further, PE and sports programmes play a role in promotion of peace by offering platforms for communication and promotion of mutual understanding. Despite the positive contribution of PE and sports, the teaching of the subject has faced a myriad of challenges such as pedagogical issues which has affected the implementation of the subject. Yet, the quality of an individual's and a country's well-being and health may be directly proportional to the quality and implementation of PE and sports programmes. To achieve the Sustainable Development Goals (SDGs), there is need to focus on the promotion of healthy active lifestyles of learners and development of talents as the destiny of a nation depends on the health and strength of its citizen. Pedagogy of PE and Sport will also inculcate learners with valuable knowledge and skills to tackle issues concerned with the realization of SDG such as nutrition, environment and health issues. The recent educational reforms in PE and sports show commitment towards the achievement of SDGs. Maintaining the commitment and determination to put theory to practice will go a long way in actualizing the goals.

Keywords

Physical Education, Sport, Reforms, Sustainable Development

PERCEPTION OF SCIENCE FIRST YEAR STUDENTS AT KENYA SCIENCE TOWARDS PHYSICAL EDUCATION

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Abstract

This study sought to explore the perceptions of first year science students at Kenya science towards Physical Education. Kikuyu campus has been enrolling more students in P.E as compared to Kenya science. Every year it has been factual that in Kenya science majority of students prefer other combinations like Mathematics, Chemistry and Biology to P.E.

The study was conducted to find the perceptions of first year students towards P.E which unfolded to us the causes of low enrolment. The study used both qualitative and quantitative research methods to collect and analyze data. Random sampling was the method of data collection that was employed. A total of twenty students were interviewed. Self-administered questionnaires to first year science students were used to collect data. 75 percent of the students have negative perception about Physical Education. Only 25 percent have a positive perception.

Keywords: Science students, low enrolment, employability.

Expectation of participants during outdoor education: A case study of Kenya School of Adventure and leadership

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Abstract

The aim of the study was to investigate the perception of participants in an outdoor education program. The study looked at experiential learning as a component of whole life. It was inclusive of how each person relates to the new environment and how they had heard about it before. The study found out that most people failed to appreciate the relation between outdoor education and real life situation thus concluded that a larger percentage of people were not sure about its relation between outdoor education and real life situations.

The study used both quantitative and qualitative methods of research to arrive to the above conclusion.

Keywords; outdoor, perception, experiential learning ception, experiential learning.

**AN APPRAISAL OF THE KENYA RUGBY MEN'S SEVENS TEAM PERFORMANCE
IN THE WORLD RUGBY SEVENS SERIES COMPETITION (1999 – 2018)**

MICHAEL OTIENO

Kenyatta University

Abstract

Kenya has participated in the World Rugby Sevens series since its inception in the 1999-2000 season where they took part in first two legs held in Dubai and Stellenbosch respectively. Their best performance was in the 2012 ó 2013 season with an overall position of 5 while the worst performance was in the 2014 ó 2015 season with an overall position of 13. It has been observed that the team's performance has been inconsistent mainly fluctuating between position 7 and 12. This erratic performance has been of major concern especially the steady decline after winning their first title, the Singapore leg in the 2015 ó 2016 seasons. Thus the purpose of this study was to analyze the team's performance from 1999 to 2018 in a bid to determine the factors that could have led to this inconsistency.

Key Words: World Rugby, Sevens series, performance, factors

Factors that Affect Women Participation in Sports at the University-The Case of Kenyan Universities

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University of Nairobi

Abstract

Participation of women in socio-economics activity in Kenya continues to raise eye brows. At University sports, while the world stage seems to have resolved this issue; in Kenya it still seems to be a major problem. The purpose of this study was to look at the factors that affect women participation in sports at Kenyan Universities. Sports department in Kenya suggest that they offer the same opportunities for men and woman to participate in sports. So what are the factors that affect the disparity found in participation of women in sports at the university? This paper was an attempt to look at those factors that affect women participation. The study used a descriptive research design. The study targets all 55 University in Kenya which had approximately 10,000 students involved in sports. 300 of these students were purposefully selected for this study. A questionnaire was used to seek for information from these students. The results indicate that there was a significant difference between males and female participation in different sports at the university. This was attributed to a number of factors. These factors included finances, technical personnel, unclear criteria for selection, inflexible university calendar amongst others.

Key words: University sports, gender, participation, criteria for selection, personnel

Institutional Factors Influencing Implementation of Inclusive Sport Programmes in Public Primary Schools in Nairobi City County, Kenya.

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University of Nairobi

Abstract

This paper will seeks to establish institutional factors influencing the implementation of inclusive sports programme. This paper is part of the ongoing study; whose focus is on primary schools in Nairobi City County. According to UNESCO (2001) physical education and sport should be adopted and made accessible to all regardless of their intellectual, social, emotional and physical conditions. This should include persons with disabilities and gifted children from cultural or ethnic minorities, from marginalized and disadvantaged groups or areas. The literature reviewed will discuss the challenges that learners go through in their efforts to participate in inclusive sports programmes. Some challenges include unavailability of facilities, equipment, unqualified teachers, and negative attitude towards inclusive sports programme. This study is based on Vygotsky's Theory of proximal development. According to Vygotsky, learning and teaching of children with disability should be a joint or shared process in a responsive social context. It points out that children with disability can learn and perform better when they have proper assistance from their parents, teachers and their capable peers. The data collection for this study is underway in schools within, Dagoretti, Kawangware and Kibera Sub-Counties. With the government having signed Article 26 of the Universal Declaration of Human Rights, it is committed to providing access to education to every child. However, many barriers still exist, which deny learners with different disability equal rights with learners without disability even with the emphasis of inclusion in most primary schools.

Key words: Sports programme; Implementation; Disability; Inclusion; institutional factors

The Extent of Inclusion in Physical Education Lessons for Learners with Physical Disabilities in Nairobi City County Primary Schools

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Abstract

This paper will seek to establish the extent of involvement of learners with physical disabilities in Physical education lessons. This paper is part of the ongoing study, whose focus is on primary schools in Nairobi City County. The Basic Education Act of 2014 provides that all children, including learners with disability be included in the general education system and be entitled to access to quality and inclusive education, and be accorded sufficient support that will facilitate their effective education. The literature reviewed will discuss the challenges that the learners and the schools go through in their efforts to match the quality of Physical Education offered to other learners. Some challenges include inadequate and undertrained teachers, inappropriate equipment, insufficient funds and poor enforcement of policies. This study is based on the Social Model of Disability (SDM). According to SDM, disability is not as a result of biological impairment, but rather from the existing physical and social barriers that limit a person's full participation in the society. Therefore, the biggest limitation for people with disability is not their biological state, but the barriers imposed by the society. The data collection for this study is underway in schools within Langata, Dagoretti and Westlands Sub-Counties. It is predicted that following the introduction of Devolution in the last five years, there is much positive change in teaching of learners with physical disability. However, it is expected that many barriers still exist, which deny learners with disability equal rights with learners without disability.

Key words: *Physical Education; Disability; Barriers; Policies; Mainstream; Inclusion*

Sports Tourism an Innovative Avenue for Contributing Towards Mitigation of Low Tourism Season in Kenya Dr. Simon Munayi

By Simon Munayi

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Kenya is a highly rated tourist destination that receives tourist from all over the world. Unfortunately these tourists seem to all come during specific period of the years referred to as high season. During the low season the hotels tend to close down and lay off staff causing social and fiscal strife for the local population. Could the problem be the outlook of the managers in the tourism industry? The purpose of this paper was an attempt to define sports tourism and its infrastructure. The author undertook a desk top review of sports tourism and its infrastructure in Kenya pointing at possibilities of using sports tourism to bridge the low season. The study demarcates the different subsections of sports tourism. The study concludes by suggesting innovative methods of using the sports tourism infrastructure in Kenya.

Key words: Mitigation, low season, infrastructure, sports season, innovations.

Theme 12: The Role of TVET in Promoting Sustainable Development

Teacher Education Done Differently: Strengthening Untrained and Underprivileged Teachers in the Informal Settlements

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Abstract

Teacher Education Done Differently (TEDD) is an action research model being implemented in the informal settlements of Nairobi. Majority of teachers in the informal settlements are not trained and have no urgency in attending teacher training colleges. A 2013 needs assessment done in both places found existence of a non-trained teaching force that have taught for a period of not less than 2 years and who are economically underprivileged to afford any teacher education training colleges. Most of these untrained teachers are recruited from form 4 leavers and of high demand due demand and supply driven by low paid teachers. This arises because of a high expansion of “low cost private schools.” A significant and documented number of children from poor backgrounds attend “low cost private schools” despite the introduction in 2003 of free primary education policy in Kenya. Notably, majority of the “low cost private schools” are not registered by the government and therefore are not recognized for capitation and supplying of teachers by the Teachers Service Commission. Qualified teachers have a significant role to play in quality and sustainable outcomes. Therefore, strengthening schools for Education for Sustainable Development (ESD) through teacher training is fundamental and urgent. To meet the sustainable development goals and mores Goal number 4, quality of teachers must be addressed by all means possible. Teacher to teacher mentoring is a teacher training alternative that has worked in many regions. Is cost- effective compared to other contemporary practices? This paper looks at teacher training through mentoring, practices and challenges. We are guided by a need to have comprehensive understanding of teacher training alternatives models for cost effective and for sustainable development frameworks in circumstances where majority are predominantly low income earners

Key words

Low cost private schools, quality outcomes, teachers, sustainable development, and informal settlements

The 7-steps approach in skills development: a capacity building framework for TVETS



Brigitte Cerfontaine

EDUKANS

Abstract

The IMF forecasts that Africa will be the world's second-fastest-growing economic region in the period up to 2020. A promising claim, but if Africa is to realise its potential, it will first have to address a structural problem in its labour market: the "skills gap" an adverse combination of high demand for and a low supply of skilled labour, resulting in high (youth) unemployment.

The link between Vocational Education and Training to the demands both existing and projected (futuristic) needs of the labour market has attracted immense attention globally. Learning institutions both formal and informal as well as governments have struggled with this subject to ensure that graduates from TVET colleges fit in the labour market. Quite often, employers have stated their dissatisfaction in TVET training and as a result, quite a number conduct on-job training to re-train fresh graduates to deliver on their work. This not only gives an indication on the quality and relevance of training but also shows the lack of preparedness of TVETs to respond to the demands of the job market. This paper presents a roadmap for skills development. A proven systematic approach in implementation of skills development project through a coordinated multi-stakeholder approach where each involved stakeholder plays a vital role for the bigger picture of ensuring a job for the trainees. It draws from the challenges, lessons and successes accrued from implementation of projects in Kenya, Ethiopia and South Sudan.

The 7 STEPS approach highlights key steps and suggested capacity building programs for TVETs to realize linkages of training to jobs. The guiding principle of this link is that enterprises, governments and Vocational training institutions are not mutually exclusive and therefore each must play a specific role to complement one another.

THE 7-steps to WORK approach: linking TVET to labour market.

Brigitte Cerfontaine

EDUKANS

Abstract

Africa will be the world's second-fastest-growing economic region up to 2020. A promising claim, but if Africa is to realise its potential, it will first have to address the 'skills gap' resulting in high (youth) unemployment.

TVETs have struggled to ensure that graduates fit in the labour market. Often, employers have stated their dissatisfaction in TVET training.

The 7-steps to WORK approach highlights key steps and capacity building for TVETs to sustainably link their training to jobs. It draws from the lessons learned and successes from 3 continents.

Step One: Define and Analyse the Labour Market to identify opportune sectors and jobs.

Step Two: Develop Job profiles in close collaboration with employers/entrepreneurs to come to required job skills, tasks and responsibilities; a person's profile, the level of skill, knowledge, experience. It includes technical skills and soft skills.

Step Three: Develop Curricula Framework to make sure that curricula are up to date and respond to the needs of the market. The curriculum framework defines the total set of training features, including learning outcomes, assessment, length of training, budget, entry level, involvement of private sector, hardware/training materials, theory/practice, certification.

Step Four: Develop training per concrete lesson including learning outcomes, content for training, standards and assessment.

Step Five: Training of Trainers (TOT) to improve their capability to train, coach and mentor students, both on technical and didactical aspects.

Step six: keeping Track of Success by monitoring alumni about their employment after training and learn from their feedback on the training.

Step seven: innovate and reach out to sustain and embed the commitment of involved stakeholders, a.o.; government, communities, parents, employers.

Institutional Factors Influencing Quality Training in Technical, Vocational and Entrepreneurship Training in Siaya Sub-County Region, Kenya

**Chrispine Ogolah Yewah
Ferdinand George Mbeche and Dr. Andrew Rasugu Riechi**

Chrispine Ogolah Yewah
Ferdinand George Mbeche
Andrew Rasugu Riechi

ABSTRACT

Education and training sharpens human characteristics which increases productivity, performance and efficiency. The United Nations Declaration of Human Rights Article 26 indicate that access to technical and professional education is absolutely necessary to everyone. The Government of Kenya over the years has demonstrated commitment investing in Technical vocational education and training in order to improve access, participation and quality. However, the efforts by the Government have not enhanced the quality of training in TVET institutions countrywide. Available statistics in Siaya Sub-County reveal that most graduates from TVET institutions lack suitable employability skills. Hence, the Sub-County has a large number unemployed technical trained youths. This situation has been attributed to low quality of training in TVET institutions. Consequently, if the issues that affect quality in TVET institutions are not adequately addressed, the problem of youth unemployment and poverty is likely to persist, with grave consequences to the community and the country at large. The purpose of the study was to assess the influence of institutional factors on the quality training in Technical, Vocational and Entrepreneurship Training in Siaya Sub-county. The study objectives were: To assess the relationship between physical facilities in TVET and the quality of training; to assess the how to industrial attachment affect the quality of training; to examine how the courses offered affect the quality of training. This study employed a descriptive survey design. The sample composed of 22 teachers and 32 students who were random and purposefully selected respectively. Questionnaires and interview schedule were used for collecting data. Qualitative and quantitative techniques were used for data analysis. The findings revealed that the results revealed that skills acquired and developed in technical training institutions did not match labour market demands and needs and that the physical facilities in this institutions were inadequate and inappropriate. Hence, this contributed to a great extent the production of low quality of graduates. In conclusion, the quality of training is important to adequately prepare trainees to meet dynamic labour market requirements. The findings may not only contribute to policy design and interventions to improve the quality of training but may also contribute to the existing pool of knowledge in educational wastage.

KEY WORDS: *Quality, Training, efficiency, Entrepreneurship*

The Role of TVET in Promoting Sustainable Development Mary Susan Anyiendah

Mary Susan Anyiendah

Chief Officer Education

Vihiga County.

Abstract

Education is a basic human right and a key tool for national development. It is also linked to human resource development, thereby impacting on economic growth and the wider development of individuals and societies. This implies that education should not only include the acquisition of knowledge, but also skills aimed at achieving an all-round individual for the roles and challenges in the society.

However, in Kenya, although we have a large educated population, we remain unable to make significant progress in acquisition of skills. Until the recent past, there has been competition for quality grades, at the expense of skills and attitudes of the Kenyan learners. These has led to killing of creativity, dreams and gifts of the learners who do not measure to the expected high grades in the examination, leading to an increase in the school dropouts and importation of common skills such as construction road networks.

Therefore Kenya needs a well-diversified education system in order to gain sustainable development through education. This paper explores the situation for Kenya for its development by providing Technical and Vocational Education Training (TVET) as alternative for sustainable development to achieve vision 2030.

A study by the World Bank indicates that middle-income countries in East Asia that have become industrial giants such as China and Korea has over 50% of their tertiary students enrolled in TVET programmes vis a vis in universities.

Unfortunately the TVETs in Kenya still face implementation challenges. Since TVET is a devolved function, there is need for the county governments in liaison with the national governments to allocate adequate resources for modernizing infrastructure in TVET institutions, as well as the training of TVET instructors. Private sector participation should be embraced as well as revamping of TVET institutions. This will ensure that TVET centers have the preferred machinery and equipment for training the skilled workers who can produce quality goods with higher efficiency. The teaching staff on the other hand will be familiar with the industry needs and the labour market. There is need of review curriculum often by taking into consideration changes in the new technology. Finally, there is need for value addition on the skills acquired from TVET centers to make the students self-reliant on completion of their courses.

Key Words: Technical and Vocational Education Training (TVET), Skills, Infrastructure,

Theme 13: Early Childhood Education for Sustainable Development

TASK: EARLY CHILDHOOD EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

Transparency and inclusiveness, being the main principles of sustainable development, allow for the inclusion of children, who are societies most vulnerable and marginalised at the top agenda of achieving vision 2030. This brought about the need to set targets which would promote the achievement of the global vision. The need to meet human development goals while sustaining the ability of the natural systems to provide natural resources and services which present societies and future generations can rely on brought about the sustainable development goals (2015). These goals are universal and they precede the millennium development goals (2000) which were intended to tackle with poverty, hunger, deadly diseases and expanding primary education. The sustainable development goals which are 17 in number, address the social, economic and environmental dimensions which are the key to the success of early childhood education. The 17 goals are interconnected and success in one goal affects success in another.

The article looks at how early childhood education can promote sustainable development. Early years of a child are the most crucial growth periods in a child's life. Development of the child's physical, social, cognitive, language and emotional domains determines their well-being, health, intellectual ability, personality, values and attitudes that guide their thoughts, feelings and behaviour for the rest of their life. Zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, peace- justice and strong institutions, are some of the sustainable development goals linked to early childhood education. The sustainable development goals target the reduction of under 5 mortality and neo-natal mortality. The sustainable development goals also enable nurturing care (2015) which brings about services that ensure children's good health and nutrition and provision of opportunities for children to learn. Achievement of the goals requires the partnership of governments, private sector, civil society and citizens.

Extent of Implementation of ECE Programmes by County Governments: The Case of Public Preschools in Eldoret West Sub-County, Kenya

Selina J. Koskey, Prof. Hellen N. Inyega and Peter Mulwa

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Abstract

Kenya Constitution (2010) devolved the management of Early Childhood Development Education (ECE) to county governments. The 2014 County ECE Education Bill mandated the County Governments with several responsibilities of managing ECE services. These included ensuring: all schools have a functional feeding programme; safety of all children; more teachers are employed to reduce the teacher-pupil ratio; quality assurance services are provided promptly; teachers undertake professional development courses including those of handling learners with special needs; all preschools are registered; and teachers are appropriately remunerated. To date, major milestones have been realized especially on registration of pre-schools and access to ECE programmes which are now free. However, various challenges continue to undermine implementation of ECE programmes at county level. Emile Durkheim's Structural Functionalism Theory (1858-1971) informed the study and so points out that an institution should be structured in a way that various bodies are put in place so that each functions on behalf of the society. Interviews and questionnaires were used to collect data from Head teachers, ECE teachers and Zonal Supervisors selected for the study. Findings indicate that Uasin Gishu County Government needs to provide more capitation to help boost its current ECE provision services.

Key words: *County Governments; Professional Development; Implementation; Teaching Resources; Teacher Remuneration.*