Education Policies and its Impact on Education Implementation

Dr. David Ackah, PhD.
Akamia University,
Community & Economic Department
Email: drackah@ipmp.edu.gh

Abstract
Since independence, the Government has addressed challenges facing the education sector through Commissions, Committees and Taskforces. The first Commission, after independence, came up with the Report of the Kenya Education Commission (The Ominde Report, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of independent Kenya. The Commission proposed an education system that would foster national unity and the creation of sufficient human capital for national development. Sessional Paper No: 10 of 1965 on African Socialism and its Application to Planning in Kenya, formally adopted the Ominde Report as a basis for post-independence educational development. The Report of the National Committee on Educational Objectives and Policies (The Gachathi Report, 1976), focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee' schools and also led to establishment of the National Centre for Early Childhood Education (NACECE) at the KenyaInstitute of Education (KIE). The Report of the Presidential Working Party on the Second University in Kenya (The Mackay Report, 1981) led to the removal of the advanced (A) level of secondary education, and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 system of education and the Commission for Higher Education (CHE). The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (The Kamunge Report, 1988) focused on improving education financing, quality and relevance. This was at a time when the Government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning. From there commendations of the Working Party in 1988, the Government produced Sessional Paper No 6 on Education and Training for the Next Decade and Beyond. This led to the policy of cost sharing between government, parents and communities. The Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, Accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education and Training (TIQET).While the Government did not adopt the Report due to the cost implications some recommendations such as curriculum rationalization have been adopted and implemented. Such as curriculum rationalization have been adopted and implemented. Rationalization have been adopted and implemented.
Keywords: Education Policies, Education System, Curriculum Rationalization

1.0 INTRODUCTION

Recent policy initiatives have focused on the attainment of EFA and, in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system. The effectiveness of the current 8-4-4 structure and system of education has also come under increasing scrutiny in light of the decline in enrolment and retention particularly at the primary and secondary school levels in the last decade. The Government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenyan law and the international conventions, such as the EFA goal, and is developing strategies for moving the country towards the attainment of this goal. The implementation of Free Primary Education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of the EFA goal.

Kenya is a signatory to various international conventions including the United Nations Convention on the Rights of the Child (UNCRC), the African Charter on the Rights and Welfare of the Child (ACRWC) and the Hague Convention on the protection of children and cooperation in respect of inter-country adoption. The country has gone further and domesticated the same instruments by enacting the Children Act 2001, and participated in the various sessions reporting the progress made in implementing the said instruments. The commitment to the Millennium Development Goals (MDGs) and the articulation of children issues in Kenya's Vision 2030 is a demonstration of this obligation. The Children Act was enacted in 2001 and came into force in March 2002. The fact that the said legislation

came into being without reference to and in the absence of any existing policy framework has presented many challenges in its enforcement. This policy therefore serves as a framework to guide the government in achieving commitment to our children through the implementation of the Children Act 2001. By so doing, all the children in Kenya will realize their rights as articulated in the various international   instruments. More importantly, this policy will ensure that these rights are protected and advanced so that children in Kenya have a chance of realizing their full potential bygrowing in a safe and stable environment.

This policy draws its context from the existing international, regional and national instruments and frameworks that support the realization of the rights and welfare of children. Key among these include; The United Nations Convention on the Rights of the Child (1989); The African Charter on the Rights and the Welfare of the Child (1990); The Children Act (2001); National Early Childhood Development Policy framework; TheRefugee Act (2006); The Hague Convention (1993); Employment Act (2007); ILO convention number 182; Minimum Age Convention number 138; Refugee Convention (1951); and the Disability Act (2003). Other relevant frameworks include the Kenya Health Policy Framework (1999), the National Health Sector Strategic Plan II (2005-2010), The Water Act (2002), the National Early Childhood Development Service Standard Guidelines (2006), Sexual Offenses Act (2006), Food and Nutrition Policy (2007) and the National Hygiene and Sanitation Policy (2007).After this policy is approved, a detailed ten year National Plan of Action will be drawn to operationalize it. In order to address the emerging issues that may affect the realization of children rights, it is recommended that this policy be reviewed from time to time when need arises.

2.0 THE POLICY VISION, GOALS AND OBJECTIVES

The policy goals stated herein are based on the key pillars of Child Rights as articulated in the (UNCRC), 1989. These are Survival Rights, Development Rights, and Protection

2.1 Rights and Participation Rights.

Policy Vision: The vision of this policy is to create an environment where all the rights of a child in Kenya will be fulfilled.

Policy Goals and Objectives: The overall goal of this policy is to realize and safeguard the rights and welfare of the Child. The specific policy objectives include:

- To provide a framework for addressing issues related to children's rights and welfare in a holistic and focused manner.
- To act as a regulatory framework to coordinate the many related policies and legislations that are geared towards the promotion of children's rights.
- To provide direction and purpose in establishing social and child protection mechanisms while mobilizing resources for action.
- To act as a criterion for evaluating and monitoring the implementation of various legislations, policies and programmes on issues related to children.

Policy Principles: The following are the policy principles;

- To uphold the best interest of the child in all situations.
- To ensure respect for human dignity, accountability, non-discrimination, equity and equality in relation to children.
- To ensure accessibility of services and participation by children
- To commit every individual adult to take responsibility to protect the rights of the child regardless of the individual's relationship with the child.

In addition, the policy acknowledges that there are over 60 pieces of legislation that focus on different issues affecting children some of which will need to be harmonized. These include among others minimum age of sexual consent, marriage and criminal responsibility.

2.2 Free Primary Education Policy

The impact: After the Government introduced FPE in 2003, school fees no longer blocked poor children's access to primary education. Within a year, primary school enrolment increased by 17%. Primary education is to be universalised by 2005. Some information exists on the impact of FPE on ECD; but the information is far from conclusive. According to a study carried out by the KIE in 2003, 35 with responses from 52 districts, the policy's

impact on ECD enrolments is by no means all negative: about equal numbers of districts reported declines and increases.

2.3 Survival Rights

All children have a right to be born, nurtured and to grow in a conducive and secure environment.

Health: All children regardless of their socio-cultural, economic and political status have a right to the highest attainable standard of health and appropriate health facilities and services.It shall be the obligation of the Kenya government to provide adequate and quality health services to all children during ante-natal and post-natal periods and throughout the child's lifetime.Players in the private and public sectors, parents and other caregivers have an obligation to ensure that children access quality preventive promotive, curative and rehabilitative services. In addition, special measures ought to be put in place by government and all duty bearers to mitigate the impact of HIV/ AIDs and other diseases on children and embrace reproductive health concerns. This shall be realized through among others:

- Measures to reduce infant and child mortality.
- Measures to prevent and manage childhood illnesses, disabilities, injuries and domestic accidents.
- Provision of services and Information, Education and Communication (IEC) on the importance of quality family planning, Ante-Natal Care (ANC), safe child delivery, breastfeeding, immunization, Post- Natal Care (PNC), good nutrition, HIV prevention, adolescent health, safe drinking water, environmental hygiene and sanitation.
- Provision for child friendly counseling and testing services and access to age appropriate ARTs.
- Measures to reduce micronutrient deficiencies.
- Measures to control practices prejudicial to the health of the child.

2.4 Development Rights

Development Rights include education, play and leisure, cultural and artistic activities, access to appropriate information, social security and parental care.

Education: All children deserve quality, relevant, accessible affordable and child friendly education in a secure and safe environment. The Kenya government and parents/guardians are required to take steps to ensure accessibility, utilization of free and compulsory basic education that should take into account the foundational significance of the Early Childhood Education (ECE). This shall be achieved by among others:

- Provision of equitable access to quality and adequate educational facilities, with safe drinking water and separate sanitation facilities for boys and girls.
- Standardization of the early childhood curriculum while ensuring relevance, quality and responsive school curriculum at all levels.
- Elimination of hidden barriers detrimental to accessing free education.
- Provision for free feeding programmes for the needy and vulnerable children in schools.
- Promotion of appropriate and child friendly physical education (games,sports) and other types of recreational as well as cultural and scientific activities in schools, community centers and other institutions.
- Provision of alternative quality Non-formal Education (NFE) within education policy framework for children unable to access formal education.

2.4.1 Leisure, Recreation and Play

All children shall have access to adequate and appropriate leisure, recreation and play for their holistic development for the realization, growth and exploitation of their talents. This shall be provided through among others: Provision of child-friendly and well equipped community parks that are universally accessible and suited for all categories children. Promote and inculcate the importance of play and leisure for the continued holistic development of the child

2.4.2 Socialization, Parental Care and Access to Information

Positive socialization is a necessity in the overall development of the child. It is enhanced through inculcation of social norms, values and attitudes gained through parenting, peer association and social interactions. Access to accurate and appropriate information supplements the process of socialization and prepares children for various life experiences and challenges. These shall be enhanced through among others: Enactment of legislations and policies to regulate the media and ensure that children do not access information that is detrimental to their development. Programmes to strengthen family ties so that full potentialities of growth of children are realized within the family, neighbourhood and the community environment. Encouragement of foster care and adoption as alternatives to loss of

parenting. Advocate and promote programmmes on effective parenting. Provision of age-appropriate and gender responsive information, life skills and materials at all levels of child development.

2.4.3 Cultural and Artistic activities

As children grow, they are entitled to understand and identify with their cultural and artistic activities. It is the duty of the state to encourage positive cultural and artistic development. This shall be achieved through among others: Encouragement and institutionalization of regular cultural events to foster positive cultural values. Encouragement and infusion of cultural and artistic activities in the school curriculum at all levels and for all categories of children.

3.0 PROTECTION RIGHTS

All children especially children with disabilities and those with special needs have a right to be protected from any harm that may interfere with their growth and development. Protection rights are realized through actions that ensure children access birth registration and identity, as well as systematic measures to guard against substance abuse, physical abuse, child labour, trafficking, sexual abuse and exploitation, neglect, displacement, disasters, wars and conflicts among others.

Identity and Registration: Every child particularly the child with disabilities and that with special needs has a right to identity and registration at birth. This is guaranteed through naming, right to nationality and the continued preservation of identity. This shall be ensured through among others: Lobbying and advocacy on the importance of child birth identity and registration at birth. Accessible, less bureaucratic and affordable registration procedures for birth and acquisition of identity cards for all children regardless of their status in the society. Decentralization of birth and identity card registration centers countrywide.

Drugs and Substance Abuse: All children in Kenya deserve to be protected from drugs and substance abuse. This can be achieved through among others: Measures to strengthen and enforce existing laws against drug trafficking and abuse. Accessible and affordable rehabilitation and rescue centers, equipped with qualified personnel and equitably distributed countrywide for children who abuse drugs and other substances as well as medical care to children addicted to drugs. Incorporation of the dangers of drug abuse into school curricula. Provision of specialized staff in all children institutions to detect and deal with drugs and substance abuse. Provision of more recreational facilities with varied activities to engage children fully during times of leisure especially during the holidays.

Physical Abuse: All children have a right to be protected from physical violence such as hitting, kicking, beating, bites, burns as well as corporal punishment, among others. Appropriate measures for protecting children from physical abuse may include: Ensuring enforcement of laws on corporal punishment and other forms of cruel and degrading punishments. Lobbying and advocating for alternative forms of disciplining children.

Child Labour: All children have the right to be protected from work that threatens their well-being which include health, education growth and development. Appropriate measures for this protection include: Advocate for programmes that prevent and protect children from child labour. Ensure provision of social protection services especially access to education for all children as well as life skills. Ensure enforcement of laws. Appropriate and marketable vocational skills for all school dropouts with provision of educational bursary fund.

Child Trafficking: Protection of all children against all forms of sale, trafficking and abduction needs to be guaranteed. This is achievable through: The involvement of the government (as a primary stake holder) and other duty bearers in the rescue and rehabilitation of all vulnerable children. Enactment and enforcement of a comprehensive anti-trafficking law in line with international standards. Ensuring that families of vulnerable children have access to social protection services.

Child Sexual Abuse and Exploitation: All children are vulnerable to sexual violence although girls are more affected. Protection against these shall be provided through among others: Enforcement of legislations on child sexual abuse and exploitation. Provision of IEC programs and life skills for vulnerable children especially girls including children of commercial sex workers. Provision of child protection systems to receive and respond to cases of child sexual abuse. Establishment of temporary shelters for children who have been sexually abused.

Child Neglect: All children in Kenya have a right to be brought up in a conducive environment and should be protected from neglect. Neglect is an important contributor of illness and death in young children if not prevented. Measures to prevent and protect children from neglect include: Support for parents and families. Ensuring the existence of social protection policies and programmes.

Children of Internally Displaced Families and Refugees: All children living in Kenya (including refugees) deserve equal treatment in terms of protection from all forms of threat. This can be achieved through: Policies and legislations that address the human rights issues of IDPs. Advocacy and awareness rising on the rights of children among refugees and internally displaced communities together with programs aimed at instilling camaraderie and fostering good relations with the surrounding communities/peoples in a bid to reduce discrimination. Minimal

disruption of essential services such as education, water, sanitation, shelter and health for children of internally displaced and refugee families.

Children affected by Disasters, Wars and Conflicts: It is imperative that in times of natural calamities and civil unrest, a country must accord children priority for protection and relief. The necessary measures for this include but not limited to: Provision of disaster preparedness measures with particular attention to children, pregnant and nursing mothers. Promotion of community capacity building in preparedness, response, rehabilitation and reconstruction, mitigation and management of disasters. Measures to support and strengthen child protection mechanism for areas prone to conflict including handling of arms by child soldiers. Ensuring existence of post trauma counseling services to children and families affected by conflict.

Children and Law: All children deserve protection in matters regarding the law whether they be in conflict with it or requiring legal assistance. In pursuance to article 30 of the African Charter on the Rights and Welfare of the Child, all reasonable effort should be undertaken to avoid having children in custody under whatever circumstances. Other protective measures should include among others: Provision of child friendly and gender responsive judicial systems. Measures to re-integrate children in conflict with the law back to the community. Promotion of the utilization of the diversion process for children in conflict with the law. Provision of accessible and free legal aid to all children.

Negative impact of Information Communication Technology (ICT) and Media: Children are susceptible to harmful information through ICT and media. There is therefore need for the state, stakeholders and other key persons in a child's life to ensure that the child is protected against possible harm. The specific measures of protection include among others: Instituting legislation on the use of Internet by children while incorporating clear guidelines and regulations on pornography and other criminal related exposures. Awareness programs for the duty bearers on the dangers posed by exposure to uncontrolled media and pornographic material

Retrogressive Cultural, Beliefs and Practices: All children shall be protected from retrogressive and repugnant cultural, beliefs and practices. Cultural and traditional practices constitute one of the major challenges to the full realization of child rights in Kenya. The necessary measures may include: Provision of IEC programs to discourage retrogressive and repugnant cultural beliefs and practices. Enforcement of legislation and Plan of Action against Female Genital Mutilation and Cutting (FGM/FGC) and child marriage. Provision of temporary child friendly shelters for those rescued from retrogressive and repugnant cultural beliefs and practices. Mechanisms for ensuring that the property of deceased parents transcends to orphaned children regardless of their age or sex.

Negative influences and harm by Caregivers: All children deserve quality care, nurture and protection against any dangers posed by those entrusted with their care. While girls are the most affected, children with disabilities have not been spared. Protection against harm by caregivers can be enhanced through among others: Measures to support wider dissemination and implementation of the Sexual Offenses Act 2006 and the Disability Act (2003). Provision of IEC programs to raise awareness on the rights of the children and forms of child abuse by caregivers. Provision of a free and accessible channel to air complaints of child abuse especially for right claimers.

Orphans & Vulnerable Children (OVC): Although all children have a right to be protected and receive support within the family, community and the wider society. Appropriate measures to protect orphans & vulnerable children (OVC) include: Support for parents, families and care givers. Strengthen and support structures and community system take care of the orphans & vulnerable children (OVC) Provision of treatment, care and support to children including their parents and caregivers.

Children under Community Care, Adoption, Foster Care and Charitable Children Institutions (CCIs): Although community care, adoption, foster care and charitable children's institutions have been found to be viable alternatives for childcare, all children living under these arrangements shall be protected against any possible abuse and exploitation. This shall be achieved by among others: Domestication of the provisions of the Hague Convention on Inter-country Adoption. Reasonable efforts undertaken by adoption societies to avoid the separation of siblings while placing children for adoption. Provision for CCIs to operate as the last resort and temporary measure for children as they await appropriate placement and alternative family care within the community. Strengthen and support the structures and community systems that take care of the orphans and other vulnerable children (OVC).

3.1 Participation Rights

Due to socio-cultural influences, children are ignored in key decisions that impinge on their welfare hence, the call to underscore their participation as a right. All children shall participate in all areas relevant to their gender and age. This shall be facilitated through such measures as: Provision of appropriate and accurate information at all stages in their growth to enhance their participation in regard to expression of opinion. Provision for appropriate forums to promote association and expression of opinion for all categories of children, at all levels, with proper representation by region, age and gender. Popularization of the already existing child participation guidelines to the public.

3.3 Duties and Responsibilities of Children

In pursuant to Article 31 of the African Charter, clear guidelines on the duties and responsibilities of children in the application of the rights of a child should be availed. These shall incorporate: Work for the cohesion of the family. Respect for parents, superiors and elders at all times; Service to the community; Preservation and strengthening of social and national solidarity including responsible citizenship; and Preservation and strengthening of the positive cultural values of the community.

3.4 Political Commitment to Education

At independence in 1963, the Government recognized education as a basic human right and a powerful tool for human resource and national development. Since then, policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance. The Government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. In view of this, the Government has implemented the FPE, completed a review of the education sector and is finalizing an Education Sector Strategic Plan (ESSP). At the same time, the Government, communities, development partners and other stakeholders continue to make substantial investments to support education programmes within the sector. Through this Sessional Paper, the Government commits itself to the recommendations made by the delegates attending the National Conference on Education and Training, held between 27th and 29th November 2004, to develop sector policies and implementation strategies that will ensure the provision of relevant and quality education and training to Kenyans.

3.5 Performance of the Education Sector

Since independence in 1963, the number of students enrolled at various levels of education has substantially increased. At the Early Childhood, Development and Education (ECDE) level, enrolment grew from 483,148 children in 1982 to 894,295 children (420,741 girls and 473,554 boys) in 2003. At the primary level, enrolment in formal public primary schools grew from 891,533 pupils in 1963 to 7.2 million pupils in 2004 (3.5 million girls and 3.7 million boys), as shown in Figure 2. At the secondary level, enrolment grew from 30,000 students in 1963 to 862,908students in 2003 (415,246 girls and 447,662 boys). However, despite increased enrolment, the sector is still faced with issues of access, equity and quality. Gross Enrolment Rate (GER) for pre-primary, however, declined from 35.4 percent in 1990 to 33.4 percent in 1999. Considering the importance of ECDE, this GER is low as there are many 4-5 year-old children who are still out of school. The 1999 Population Census indicated that a total of 574,249 children were not enrolled in pre-primary schools and that a large proportion of girls. The overall policy goal for the Government is to achieve EFA in order to give every Kenyan the right to education and training no matter his/her socioeconomic status. This will be achieved through the provision of all-inclusive quality education that is accessible and relevant to all Kenyans. This vision is guided by the understanding that quality education and training contributes significantly to economic growth and the expansion of employment opportunities. The vision is in tandem with the Government's plan as articulated in the Economic Recovery Strategy (ERS) paper. The ERS policy framework therefore provides the rationale for major reforms in the current education system in order to enable all Kenyans to have access to quality lifelong education and training.

The major education reports that have had a significant impact on education and training in Kenya include the Kenya Education Commission report, 1964, which sought to reform the education system inherited from the colonial government and to make it more responsive to the needs of independent Kenya. The Report of the Presidential Working Party on the Second University in Kenya (The Mackay Report, 1981), led to the expansion of other post-secondary training institutions. In addition to the establishment of second University, it also recommended the establishment of the 8:4:4 systems which removed the advanced (A) level of secondary education. The Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (The Kamunge Report, 1988) focused on improving education financing, quality and relevance. The report had a major departure on financing of education and training in Kenya as it recommended a policy of cost sharing between government, parents and communities.

The Koech Report, (2000) was to identify ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. Although the report was not adopted due to cost implications, some recommendations such as curriculum rationalization have been implemented. The Transformation of Higher Education and Training in Kenya report (2006) and the National Strategy for University Education (2007), provided a road map on university education in Kenya. The Sessional Paper No. 1 of 2005 on Education, Training and Research led to reforms through a Sector Wide Approach to Planning (SWAP). Though the emphasis was on access, equity, quality, relevance and the strengthening of governance and management, the expected returns of investment in

education in terms of productive and skilled manpower has not been realized to the full. In addition the Constitution of Kenya (2010) has placed demands that have implications on education and training. This has necessitated the development of this policy through an elaborate consultative stakeholder process. The provision of education and training to all Kenyans is fundamental to the success of the Government's overall development strategy, especially Vision 2030. Sessional Paper No 1 of 2005 on Policy Framework for Education, Training and Research spells out the education policy towards the realisation of the national economic blueprint.

The Government is committed to the realisation of universal access to basic education as prescribed in the Education for All initiatives and the UN Millennium Development Goals. It also recognises education as key to the development and protection of democratic institutions and human rights.Education policy has evolved over the years through the recommendations of numerous commissions. The first commission after independence, the Kenya Education Commission (Ominde Report, 1964), sought to reform the education system inherited from the colonial government and make it more responsive to the needs of independent Kenya.The 1976 Report of the National Committee on Educational Objectives and Policies (Gachathi Report) focused on redefining educational policies and objectives, giving special attention to national unity and economic, social and cultural aspirations of Kenya. It resulted in Government support for harambee schools and the establishment of the National Centre for Early Childhood Education at KIE.

The 1982 Report of the Presidential Working Party on the Second University in Kenya (Mackay Report) led to the establishment of Moi University and the expansion of post-secondary training institutions.It also recommended the establishment of the 8:4:4 systems of education and the Commission for Higher Education. However, the Report of the Presidential Working Party on Education and Manpower Training for the Next Decade and beyond (Kamunge Report, 1988) focused on financing quality and relevance of education. From the Kamunge Report, the Government produced Sessional Paper No 6 on Education and Training for the Next Decade and Beyond. This led to cost-sharing between Government, parents and local communities. Recent policy initiatives have focused on the attainment of Education for All and universal primary education. Key concerns are access, retention, equity, quality and relevance and internal and external efficiencies. In 2003, the Government organised the National Conference on Education and Training that brought together more than 800 players in education. The conference developed a new policy framework for education. The Sessional Paper No 1 of 2005 on Policy Framework for Education, Training and Research constitutes the Government policy on education and training and is based on the recommendations of the conference.

3.6 Guiding principles

The principles of basic education are: All children, youth and adults have a right to education. Responsive education service delivery efforts are made to support learners with special needs including those in marginalised and most vulnerable. In collaboration with stakeholders, meet the basic needs of food, clothing, shelter, and health and psycho-socio wellbeing for vulnerable learners to effectively participate in education process. Provide alternative education to augment existing efforts in providing formal education to those currently excluded. All learners to have access to a safe, friendly and protective learning environment. The education provided to all children shall be free and compulsory. The education provided shall be relevant and of quality in order to enhance abilities for productive gain and sustainable livelihoods.

Recognition of education as a basic human right and the Kenya government commitment to EFA, MDGs and vision 2030. j) Equitable access to services that meet the needs of individual learners with special needs and disabilities within diverse learning environments.k) Learner-centred curriculum and responsive learning systems and materials. 5 The goals of basic education are; (i) Ensure provision of free and compulsory basic education to all children of school going age; (ii) Ensure access, equity and quality across all levels of Basic Education by 2020; (iii) Eliminate gender and regional disparities in Basic Education by 2017; (iv) Improve the quality of education and training so that Kenya''s measurable learning outcomes in literacy, numeracy, scientific and communication skills are in the upper quartile on recognised international standardized tests by 2017; (v) Equip schools to ensure that all pre-primary, primary and secondary schools meet minimum quality standards of teaching and learning by 2017; (vi) Revise teachers'' conditions of service, institute performance contracts for all teachers by 2013; (vii) Strengthen school inspection to ensure quality education service delivery at the classroom and school level; (viii) Review and develop guidelines for the establishment, registration and operation of pre-primary education centres including specifications on physical facilities, equipment, materials, and qualifications of personnel required to operate them by 2015; (ix) Require all Primary Schools to have a functioning pre-primary section, with admission not subjected to entry interviews or examinations by 2015; (x) Create the conditions necessary to ensure that effective teaching of science, technology and ICT takes place in all schools by 2015; (xi) Ensure that the design, implementation, assessment of the system of education is aligned to the Constitution of Kenya (2010) and the national development goals, including the Kenya Vision 2030; (xii) Ensure that KIE review the teacher-training curriculum by September 2014; (xiii) Ensure that KIE

review Basic Education Curriculum by December 201(xiv) In partnership with TSC, orient teachers to the new curriculum by 2014 and implement a continuing teacher professional development programme; (xv) Strengthen the provision and resourcing of co-curricular activities; (xvi) Strengthen the quality management capacities amongst education managers and other personnel involved in education at all levels including BOM by December 2013 and (xvii) Develop a national education qualification framework by 2014.

4.0 EDUCATION AND TRAINING POLICY FRAMEWORK FOR EDUCATION AND TRAINING

The Ministry of Education, in conjunction with the Ministry of Higher Education, Science and Technology, have developed a Policy framework for Education and Training to address changing socio-economic needs and expectations of the citizens, and at the same time, respond to the pressures that globalisation and modernization of the world economy have occasioned. The immediate impetus for the policy initiative, however, has been the need to realign education and training to the Constitution and also to the Kenya Vision 2030, which policy documents defines the political, social and economic aspirations of Kenyans by the year 2030 and beyond. The two ministries have developed a Sessional Paper and a Draft Education Bill, 2012, to encapsulate the ideas and principles that should guide the policies, programmes and initiatives that the Government, through the Department of Education, ought to put in place in order to effectively meet the emerging education needs and aspirations of the country.

The guiding philosophy of the reform efforts on Education is the need for a stable and cohesive nation to provide a platform for socio-economic development and the prosperity of the Nation. The country needs certain capabilities that are essential to management its affairs. The policy on education and training envisage an education system that successively develops the knowledge, skills, as well as lifelong learning disposition of its citizens to meet the human capital for such national purposes. The goal is to develop a repertoire of skills and competencies necessary to achieve the objectives and goals embodied in the Constitution and Kenya Vision 2030. Consequently, the policy document on education and the Draft Education Bill aim to ensure enhanced universal, equity, quality an relevance of education regardless of social condition, gender, regional background of the learner and also, regardless of mental and physical condition of the child. The gains of the Free Primary and Free Day Secondary Education have been consolidated: special education for talented or gifted learners and those suffering from cognitive, emotional and behavorial and specific learning difficulties will also be addressed through appropriate policy actions, under the policy and the Bill. The Government will introduce a multi-track system to take care of the learning needs of all these categories of education.

Perhaps, a fundamental feature of this policy is that it will radically change the design and delivery of the curriculum the content of education to ensure that learners are not passive assimilators of knowledge, but creators of that knowledge. The balanced education curriculum will focus on the development of High Order Thinking Skills (HOT). The curriculum envisaged will enable the leaner's not only to understand the facts, and concepts in the curriculum, but they will be made to understand them, infer from them, connect them to other facts and concepts, categorize them, manipulate them, put them together in new or novel ways, and apply them as they seek new solutions to new problems. The education system should produce students with ability to create solutions, to have cognitive, attitudinal and emotional orientation that dispose them to generate answers, solutions and innovations to questions, problems and not passive consumers of what other people have generated. This is a radical shift to the way curriculum is delivered. It will also entail that the system of examination be redesigned and differently administered. The current summative assessment at the end of every tier of education does not adequately measure learner's ability while school based assessment is not standardised. Assessment has not been part of the teaching and learning process but as a means of determining who can move to higher education in ever decreasing number.

While it has been able to serve Kenya for many years, it has tended to dictate the teaching and learning process as opposed to learning. It has created failure as it fails to identify the unique aptitudes, skills and competencies of learners as it has been based on the traditional IQ scale which does not provide for what the latest thinking in cognitive psychology is now called, Multiple Intelligence the theory that individuals have more than one intelligence and an education system face the risk of condemning millions of children into oblivion when the particular superior intelligence they have is not amenable to what the education seek to develop or impart. The policy framework on education envisages a curriculum with parallel tiers: academic, vocational and technical curricular. Students will be able to follow tracks where they have proven competency given that they will be able to discover what they are strong in. The Government will establish and strengthen existing education infrastructure to ensure that the 0unique learning needs of the children are adequately catered for. The Government plans, under the policy framework, to reform teacher preparation to ensure they have the academic and professional threshold to deliver on the changed curriculum for learners. A program on the teacher growth will be developed for the serving teachers while the conditions for admission into Teacher Training Colleges will be changed to ensure that the teacher training is in line with the goals and objectives of the Constitution and Kenya Vision 2030.

The policy has recognised ICT as an essential tool for teaching and learning. The Government will, under the auspices of the policy, promote ICT as a tool for management, teaching, learning and research in education and training. CT competencies will be pre-service qualification for admission into teacher training colleges among other factors to promote ICT among teachers. The policy and the Bill on Education recognise the need to ensure that the high standards and goals set for provision of education to meet Kenya's aspirations are fully met. An independent Education Standards and Quality Assurance Commission have been mooted to ensure that quality education is provided. The Commission will be the national custodian of standards in Education and will hold to account all service providers across the education sector which includes the Ministry of Education, Commission of Higher Education and the Teachers Service Commission. It will look into such issues as the effectiveness of Government education policy implementation, strategic planning, resource mobilization and the management of resources by Ministries and institutions concerned with education and their management bodies.

The policy provisions discussed in this chapter will be interpreted to mean areas of intervention covered by this policy. 1. Assessment and intervention 2. Access to quality and relevant education 3. Conducive environment, health and safety (adaptation of facilities) 4. Specialized facilities and technology 5. Inclusive education 6. Curriculum development 7. Capacity building and development 8. Participation and involvement 9. Advocacy and awareness creation 10. Partnerships and collaboration 11. Gender mainstreaming in SNE 12. Research and documentation 13. Disaster preparedness 14. Resource mobilization – finance, human and material resources 15 Guidance and counseling.The policy has recognised ICT as an essential tool for teaching and learning. The Government will, under the auspices of the policy, promote ICT as a tool for management, teaching, learning and research in education and training.ICT competencies will be pre-service qualification for admission into teacher training colleges among other factors to promote ICT among teachers.The policy and the Bill on Education recognises the need to ensure that the high standards and goals set for provision of education to meet Kenya's aspirations are fully met. An independent Education Standards and Quality Assurance Commission have been mooted to ensure that quality education is provided

5.0 STANDARDS AND QUALITY ASSURANCE (QAS)

Ministry of Education has a Directorate of Quality Assurance and Standards (QAS) mandated by the Education Act of the Laws of Kenya Cap 211 to undertake issues of quality and standards through independent assessment/ inspection. The Directorate"s functions include establishing, maintaining, improving quality and standards in all basic education institutions whether public or private other than Universities. However, the directorate suffers from inadequate funding to conduct its work, it is understaffed, and personnel require capacity building to effectively meet the challenge of decentralisation. Further, the directorate does not have the authority to take action against underperforming schools and individuals, or indeed to hold the Ministry of Education to account for failing to resource its work satisfactorily.

Developing and maintaining standards in education and promoting quality education remains a major challenge across education systems throughout the world. Quality in Education is the degree to which education can be said to be of high standard, satisfies basic learning needs, and enriches the lives of learners and their overall experience of living. There is a strong link between the quality of provision and retention rates. If parents and learners do not perceive the value of going to school and staying in school, they will leave. It is known that if learners understand and clearly perceive the link between schooling and obtaining a job, the incentive to remain in school increases.

This poses challenges of how to develop and maintain the quality education standards, ensure effective supervision curriculum delivery, inadequate human and financial resources to ensure maintenance of standards, linkage between recommendations of quality assurance department and teacher management department. Given the heavy investment in education (6.4% of GDP), it is a matter of considerable concern to the taxpayer that it is not getting value for money from the education sector. While enrolment rates at primary and secondary levels have increased, learning outcomes have not done so. One reason, among others, is that the application of measures for quality assurance and standards are not functioning adequately. Minimum quality standards are not being achieved, nor are schools being regularly inspected and teachers, schools and the institutions managing them being held to account. Develop guidelines and establish implementation mechanisms for peer mentoring. Mobilise sustainable funding for the provision of these services. Introduce mentoring and moulding programmes in education institutions with a view to inculcating national values in order to promote national unity and cohesiveness.

5.1 Assessment and Examinations

The delivery of the curriculum is assessed through school based and end of school cycle. The school based examinations are both diagnostic and for placement to determine progression from one level to another. The national examinations at the end of cycle examinations are uniform throughout the country and are used to determine transition to next level The current summative assessment at the end of primary and secondary cycle does not adequately measure learners‟ abilities while school based assessment is not standardised. In essence, the current system of summative assessment at the end of the various cycles together with the limited availability of student places at secondary and higher education level dictates the teaching/learning process towards examinations as opposed to assessment of attainment of skills and competences. Assessment must inform teaching and learning processes that are in tandem with Vision 2030 and to enhance learner achievement, skills and competences. Further school level KNEC examinations are uniform throughout Kenya irrespective of region or the cultural /urban divide

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