KAMPALA INTERNATIONAL UNIVERSITY

TITLE:

CHALLENGES OF POST ELECTION CRISIS TO EDUCATION

CASE STUDY:

RIFT VALLEY PROVINCIAL SCHOOLS

BY

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DECLARATION

I, KERAGIA PHYLLIS BOSIBORI , BED 18346/71/DF

do declare that the information given in this research report is made by myself and has never

been presented by any other person, for the award of the degree of Bachelor of Education

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APPROVAL

This is to certify that KERAGIA PHYLLIS BOSIBORI , BED 18346/71/DF

has successfully completed her / his research report and now is ready for submission with my

approval.

Signed: ...... *Rev Erich Kasirye* ....

REV. ERICH KASIRYE

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16/4/2009

DATE..

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Rehana

DEDICATION

To my beloved Husband, Penuel Ombati and children –Sheillah, Yvonne, Faith, Dorcus and Emmanuel.

ACKNOWLEDGEMENT

would like to thank the good Lord for giving me strength and courage to compile this research eport because without Him I would not be able to accomplish anything.

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To my family members especially my father, James Keragia and Mum, Aska Moraa for giving me the opportunity to come into this world and make a humble contribution.

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May the Good Lord reward all of you abundantly.

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INTRODUCTION

The announcement of the presidential election results in 30th December 2007 led to an escalation of posts in various parts of Kenya. The post election violence experienced in Kenya since 30th December 2007 has resulted in a number of deaths and displacement of people from their homes in various parts of the country. Various sectors of the Kenyan society have been affected.

This paper examines the effects of the post election crisis on education in Kenya with reference to the learners, teachers, schools, access to quality education, psychological trauma, on going recovery efforts, the role of education and civil society in peace building. The paper finishes with short and long term recommendations that can be used to enhance education in the near future.

EFFECTS OF POST ELECTION CRISIS ON EDUCATION

The education sector has been adversely affected by the destruction of learning institutions, displacement people including school going children and even teachers. Sometimes it is difficult to measure the impact of conflict or violence on education. It might be easy to attach numbers to physical aspects such as the number of children or students and teachers killed, displaced, the number of learning institutions destroyed by the violence. There are non physical aspects that numbers can not help to reveal the full extent of the impact. There are psychological effects that may not be apparent at the beginning which may have long term effects on the children's social, emotional and cognitive development.

The effects of violence on education can be measured using various indexes. Nicolai and Triplehorn (2003, pp 2-3) identify three measures of the impact of conflict in education. The first one is attacks on schools or learning institutions. This is the most easily quantifiable way of measuring the effect of violence on education. It involves counting the number of schools or learning institutions attacked or destroyed. The second measure is reduced or increased enrolment and attendance at schools. This is caused by internal displacement of children from the homes. A third measure is the access to quality education during times of crisis. When there is conflict the child who attends schools that may be set up in camps do not get quality education due inadequate human and material resources, continued fear of possible attacks that may lead to closures of schools that have been set up. There are also indirect measures such as disruption of the learning process resulting from dislocation of teachers and the personnel that support education. The following sections examine the effects the crisis has had on education using some of the measures identified.

EFFECTS OF CRISIS ON LEARNERS/PUPILS

There have been extensive media reports in the recent past on effects the crisis has had on children. For example the Daily Nation Newspaper on 11th February 2008 reported that children in general had paid a heavy price for the post election crisis.

The paper estimated that up to 100,000 children were living in deplorable conditions in displacement camps. This figure suggests that they form one third of the estimated 300,000 internally displaced persons. Majority of the children in displacement camps are school going children who have not reported back to their schools for the first term. According to media reports it is estimated the education of up to over 10 million learners at all levels of education in the country has been affected by the post election violence. The Kenya News Agency reported on 1st February 2008 that the violence had affected 1.7 million children in early childhood education, 8 million in primary schools, 1.1 million secondary schools and 100,000 in tertiary institutions and 112,229 in universities. It is important to note that the figures include all learners who are not able to report to their schools or colleagues, those learners who reported but are not being taught because their teachers have been displaced and the schools that were not able to open on time for the first school term.

Provision statistics released by the Ministry of Education on 8th February 2008 confirmed that a number of learners had been displaced in the various districts affected by the violence. These figures are summarised in the table below.

Table 1 Number of displaced learners in primary and secondary schools

District	Displaced Pupils –Primary			Displaced students-Secondary		
	Boys	Girls	Total	Boys	Girls	Total
Trans Nzoia West	2935	2597	5532	300	153	453
Trans Nzoia East	603	648	1251	68	63	131
Marakwet	348	374	722	23	20	43
Uasin Gishu	2074	1778	3852	917	159	1076
Kipkelion	4408	4163	8571	*	*	1549
Molo	19200	17263	36463	2612	2088	4700
Nakuru	630	650	1280	546	450	986
Koibatek	2621	2556	5177	216	46	262
Total	**32819**	**30029**	**62848**	**4682**	**2979**	**9200**

Source: Ministry of Education: Report on Post Election Violence: February 2008

The data in the table show that the Rift Valley province has been the most affected by the post election crisis with Molo district leading by the number of learners displaced in both primary and secondary schools. It also shows there are a number of learners who have been denied their right to education due to the crisis. The fact that most of the displaced learners are concentrated in one province is worrying and it might lead to the province lagging behind in education for sometime in the near future. The numbers also pose a challenge to post lection crisis recovery efforts given the high number of pupils who have been displaced from their learning institutions.

There are a number of learners in tertiary institutions and universities who have not been able to resume their learning due to the crisis. For example the primary school teacher training colleges that enrol students from all parts of the country have been

affected. Some students from the regions most affected by the violence may have been displaced or lost their personal belonging due to the violence. Most public universities have not been able to open on schedule. This means that the thousands of students who are enrolled in these universities have not been able to resume their studies.

EFFECTS ON TECHERS /EDUCATORS

The crisis has also had effects on the teachers in various parts of the country. A number of teachers have been forced to flee from their homes due to insecurity in their work stations. Others were also displaced due to the violence caused by the crisis. The teachers have been affected by having their houses burnt down or being threatened if they are considered to be from a different ethnic group or community. Some teachers were not able to report back to work on schedule due to lack of transport or fear for their security.

While some teachers are in the displacement camps, majority have returned to their rural homes and other are seeking transfers to schools where they think they will be safe. This means that if the learners who returned to schools in the affected areas do not have enough teachers to teach them. There are various reports on the number of teachers that have been affected by the crisis in the media and from the ministry of education. For example the Standard Newspaper (February 10 2008, p. 18) reported that more than 600 primary school teachers and more than 1,000 post primary teachers have requested for transfers from their work stations. However, these figures keep on changes as they security situation also fluctuates from time to time. The provisional figures given by the ministry of education on 8th February revealed that about 765 teachers had been displaced from the primary and secondary school levels. By 6th February 2008, 708 secondary school teachers had been deployed in schools of their choice within the Rift valley province. At the university level it is estimated that 400 lecturers in public universities might not be able to resume teaching in these institutions because they have been displaced or threatened. The most affected university is Moi where up to 300 lecturers have been affected (Standard Newspaper, 14 February, p.16). Some lecturers are seeking to be transferred to other institutions because they fear for their security. Although there is no available data, there is a possibility that many education personnel including quality and standards offices, district education officers have been affected by the crisis

The displacement of teachers/ educators has far reaching implications for education in the country. There is no meaningful learning that can take place if there are no qualified teachers to teach the various subjects. When teachers seek transfers to other work stations, it may no be easy to find replacements to take up their places. Moreover there might not be enough local teachers in the affect regions who can replace those who leave. This may result in suspension of learning in some places. Teachers who witnessed violence may be too traumatised to resume their normal teaching responsibilities.

EFFECTS ON SCHOOLS AND LEARNING INSTITUTIONS

A number of schools and other learning institutions have been targets of arson attacks in the violence that followed the announcement of presidential election results. During conflict schools and learning institutions are often targeted because education represents state authority if the conflict has been triggered by protests against governments. Another reason for targeting schools is that they are the most wide spread government institutions found in villages and therefore can be easily reached. Other learning institutions have been turned into displacement camps housing thousands of displaced people. Those that were not burnt down were vandalised. Information obtained from the ministry of education shows 28 primary and four secondary schools and five zonal education offices were burnt down as result of the violence. Other 39 primary, 21 secondary schools and four zonal education offices were vandalised.

Table 2: Learning Institutions burnt or vandalised

District	Institutions Burnt			Institutions Vandalised		
	Primary	Secondary	Zonal Offices	Primary	Secondary	Zonal offices
Trans Nzoia West	3	-	-	5	1	-
Uasin Gishu	13	4	-	-	-	-
Kipkelion	1	-	2	4	2	1
Molo	5	-	-	4	1	-
Bomet	1	-	3	-	-	-
Koibatek	3	-	-	9	1	-
Samburu	-	-	-	3	1	-
Nairobi	-	-	-	5	-	-
Lugari	-	-	-	2	12	1
Kisumu Municipal	-	-	-	5	-	-

Source: Ministry of education: Report on Post Election Violence: February 2008.

The burning or vandalising of schools and other learning institutions implies that the children enrolled in those institutions can not resume their studies as planned. This has an effect of the availability of learning resources such as books, classrooms, laboratories. Students who loose their learning resources as a result of arson and vandalism may be affected seriously. Rebuilding of schools that were burnt down will require enormous financial and human resources which may not have been budgeted for by the government. There were reports on the burning of hostels where university students live near Moi and Masinde Muliro universities.

some districts in the Rift Valley and the number of learners and teachers affected.

Table 3: Schools affected by the crisis and the number of children enrolled in those schools

District	No. of primary schools affected	Children affected	Teachers affected	Schools not operating or deserted
Nakuru	27	5,704 (2,412 girls and 3,292 boys)	9 teachers houses burnt	-
Koibatek	32*	12,833	177 (115 male and 62 female)	16
Kipkelion	20	9,015	-	11
Molo	8 were burnt completely	4,179 (2,079 girls and 2100 boys)	100 teachers redeployed	8

Source: Ministry of Education: Report on Post Election Violence: February 2008.

The data in Table 3 show that indeed the number of learners and teachers affected by the violence is big.

ACCESS TO QUALITY EDUCATION

Quality education is supported by various factors including availability of adequate teaching and learning resources, qualified teachers, learners who are eager to learn and a conducive environment. As the foregoing discussion has shown learners, schools and teachers have been affected in various ways by the post election crisis. With most teachers and students displaced from the homes and schools access to quality education and learning has been greatly affected.

There are schools that have been forced to absorb the displaced pupils in addition to the high enrolment already in the schools. This has resulted in big classes of up to 50 children per class in the primary school. Big classes pose a challenge to the teachers who can not pay individual attention to the learners. Again they may not be able to give and mark practise exercises due to big numbers. The few teachers who may be left behind after a number have sought transfers or were displaced or even killed during the violence may not be able to cope with the heavy worked load.

The delays to the start of the first term experienced in some district has led to disruption of the school calendar and syllabus coverage. It was reported in the Sunday Standard of 10th February 2008 (p.19) that in Uasin Gishu district 14 primary schools had not yet reopened for the new term and that 280 teacher and more than 4,000 students had not yet reported to school. Most schools in Nyanza were not opened till mid February. Most public universities in the affected areas have been postponing their opening dates. Those that have opened have some students who have not reported to back.

The burning and vandalising of schools and other learning institutions means that most textbooks and other learning resources were destroyed in the process. To replace these resources will require a lot of finances which may be difficult to raise. Children who have been interviewed by the media attest to the fact that they are finding it difficult to adjust to the learning process in the schools established in the camps because they had lost everything related to their education. One ten year old pupils told reporters: 'I lost my uniform, shoes and books when our house was burnt'.

Attempts are being made by the government and other organisations such as UNICEF and The Kenya Red Cross to establish temporary schools in the camps or near the camps. However some of the classrooms in these camps are congested and there are no learning facilities. A classroom at the Eldoret Showground displacement camp had 300 pupils which is perhaps the most congested classroom in the world. The classrooms are made of tents covered with manila fibre material. Several camps where the displaced children are attending classes are overcrowded, they lack essential facilities like shelter and adequate sanitation and sometimes these children do not have adequate food.

PSCYCHOLOGICAL EFFECTS

The crisis has had psychological effects on the children and teachers in the regions where the violence was acute. Some witnessed killings of the relatives and friends, some children may have been orphaned. The fact that they have been displaced from their homes and schools and are staying in congested camps where people scramble to survive in itself can be very traumatic. Research that has been done elsewhere on the effects of violence on children has revealed that even if children are not abused physically themselves, they can suffer psychological trauma, including lack of bonding from witnessing violence (Page et al 1992). The psychological trauma experienced by children can be displayed in a variety of emotional and behaviours disturbance, including low self esteem, withdrawal, nightmares, self blame and aggression against peers, family members and property (Peled, Jaffe & Edleson 1995). Chronic exposure to violence adversely affects child's ability to learn.

The children affected by the crisis may not be able to concentrate in their learning because of these traumatic experiences. They have continued fear for their lives. There are some pupils who have become too afraid to go to school because they fear for their lives or they imagine they will encounter violence from their fellow pupils or people of different ethnic groups who happen to be their teachers. The children in the makeshift schools established in the camps are stressed and anxious about their future. The children do not really understand what went wrong and all of sudden people they had lived with and played with for many years started burning other people's houses and killing others.

The psychological trauma is likely to affect the children at three levels. First is at cognitive level whereby their thinking processes and memory might be affected. Research has shown that people who experience excessive violence can find it difficult to think straight and may suffer some memory impairment on short tem basis. The second effect is the emotional. Trauma can be very distressing leading to the

generation of very profound and far –reaching emotional reactions. Last the behavioural effects may be seen in some children who may become withdrawn or even aggressive. There is a possibility of the affected learners developing what is known in psychology as Post-traumatic stress disorder. This disorder is characterised by:

o *Flashbacks* whereby the distress can be relived over and over again – for example, when images, memories and associated emotions recur. This is sometimes in the form of vivid dreams, but is often just a matter of one's thoughts returning briefly to the scene.
o *Feelings of detachment* which involves feeling separated from the world and people around oneself. It can also involve feelings of low mood and pessimism.
o *Irritability* which can be observed in low levels of tolerance and increased 'watchfulness' leading to irritability, which can, in turn, affect sleep patterns and concentration.

Teachers and educators working the regions have also been traumatized. Some lecturers form Moi University whose houses were burnt and they lost all their belongings are reluctant to go back to these areas. There is a lot of animosity and fear that has been generated by the violence which will make it difficult for people to work in the affected areas. Even the people who interact with children who have experienced psychological trauma can suffer secondary traumatisation. This can include members of the emergency services and other relief workers (whether paid or voluntary); health care staff; social services staff, teachers, counselors and other such helpers, as well as relatives, friends and neighbors. Although such people may not be directly affected by the traumatic event, they may none the less experience a degree of trauma as a result of their exposure to the intense pain, distress and suffering involved.

ON GOING POST ELECTION RECOVERY EFFORTS

There have been various efforts made by the government, civil society and international organization aimed at ensuring that normalcy is restored in the education sector. The government of Kenya in collaboration with other organizations developed a Post election recovery plan. According to a draft released in February 2008, the ministry of education and partners established an Emergency Education Taskforce to coordinate the ministry response to the crisis. The main goal of the ministry of education response programme is to minimize the disruption of education services for children. The priority initial interventions include:

1. Advocacy for schools to remain open and for children to attend
2. Integration of displaced children into existing services with accompanying material and financial support
3. Addressing the psychological and peace education needs of children and teachers
4. Creation of new structures and services where necessary especially in camps for IDPS

5. Continuous monitoring of educational situation to facilitate appropriate interventions and planning.

A number of activities have been planned in order to achieve this goal. Some of the recovery efforts so far have included:

1. Placement and integration of displaced children in other schools not affected by the violence. For example by 8th February about 4,847 children had been placed in 48 primary schools within Nakuru municipality. By 31st January 2,749 students comprising of 1,518 boys and 1,231 girls had been placed in secondary schools within Nakuru district. Since this efforts are on going the number of students placed in schools in various parts of the country keeps on changing.
2. Placement and transfer of affected teachers. This has also been on going. Teachers who were affected by the violence and who do not wish to return to their old work stations have been transferred to areas where they feel secure. According the Kenya National Union of Teachers over 1800 teachers in Nakuru district have been temporarily moved to new schools. This number includes 1,500 primary school and 354 secondary school teachers (Daily Nation Newspaper, 18th Feb.2008, p. 8).
3. Setting up temporary and makeshift learning centre within the IDP camps to allow children to continue with learning. A temporary school was set up at the Nakuru and Eldoret Showground by the ministry of education in collaboration with UNICEF and Save the Children.
4. Many organizations are contributing by offering basic needs in the displacement camps. UNHCR, Save the Children, UNICEF, UNPF and Doctors without Frontiers and marine are on the ground offering assistance to the displaced people and children.

ROLE OF EDUCATION IN PEACE BUILDING AND CITIZENSHIP

Education is considered by many as a cornerstone in the peace building process. Through education young people acquire skills and attitudes that emphasis the importance of peaceful coexistence. They learn values of respect, tolerance and empathy in addition to the necessary skills required for conflict resolution without violence. Education also builds the foundations for good citizenship, respect for self and others, democratic values. Research has shown that when young people are trained in civics, mediation, ethnic tolerance and conflict resolution the use of violence in later life is minimized (Briggs 1999). We should put more efforts to enhance education for peace in our schools.

A child's right to education is enshrined in a number of declarations and conventions signed by many countries under the United Nations. These declarations require that governmentrs make efforts to provide children with education even in times of war or other violence that may face countries. Education plays an important role in enhancing child protection both as a service to be supported and delivered and as an enabling right which assists children in enjoying other human rights (Nicolai and

Triplehorn (2003). Education can make a contribution to peace during the post election crisis because it provides a protective environment for children and learners who are more vulnerable to exploitation and abuse in conflict situations. The following are some of the ways in which education can contribute:

1. By attending school during times of conflict can offer psychological protection to the children by making them have a sense of self-worth derived from being identified as students or learners. It can also provide a sense of belonging to the children through the social networks that are formed in learning environments
2. Education offers an opportunity for teachers to pass on important messages of peace in a conflict situation.
3. Children can acquire skills of literacy and numeracy which they can use to spread the message of peace.
4. Schools and other recreational activities that children engage in can bring some elements of physical protection by providing them with a safe place to play, offering an alternative to destructive behavior, giving access to nutritious meals and providing regular adult supervision
5. Education programmes play a role in the socialization of children through the peer networks and sometimes it may encourage teamwork and tolerance of divergent views. Through education where children attend schools daily schedule is established that contributes to the creation of a familiar and comfortable rhythm and sense of structure and purpose in life
6. Through education we can teach children the importance of respecting human rights and patriotism.

Education for peace is part of the Kenyan school curriculum integrated in subjects such as social studies and Religious education at the primary school level. The fact that most of the people who took part in the violence were youth raises some questions on the effectiveness of the school curriculum in peace building. There is a possibility that the methods used by teachers mainly lecture and teaching for the sake of examinations have led to this failure. It is also possible that what is taught in schools is not what is practiced in our society. Upon finishing school our youth encounter tribalism, nepotism, hatred, domestic violence, child abuse and many evils that make it difficult for them to use the values, skills and attitudes learnt in schools.

The on going recovery efforts spearheaded by the ministry of education and partners need support from all stakeholders including civil society. Civil society is used here to refer to all Non governmental organizations and community based organizations working in the country and more so in the areas worst hit by the crisis. The following would be areas of interventions by civil society:

1. Resource mobilization. There is need for material and human resources to be able to cope with the impact of the crisis in education. The civil society can help in fund raising campaigns or efforts that can generate funds to build schools and buy teaching learning resources that were lost

2. Situation analysis. The ministry and the partners may not have the capacity to know the extent of the damage done by the crisis in all parts of the country. Civil society can help in collecting information that can be used to plan future interventions.
3. Organization of stakeholders' symposia, workshops and seminars to sensitize communities on the impact of the post election crisis on education
4. Volunteering their staff and services to support education in IDP camps.
5. Advocating and lobbying communities engaging in violence to maintain peace.

RECOMMENDATIONS

Based on the effects of the post election violence crisis on education in Kenya the following short term and long term recommendations are made.

SHORT TERM

o The recovery efforts started by the ministry of education and her partners should be intensified in order to ensure that normalcy returns to the education sector.
o All learning institutions should be opened as soon as possible to avoid disrupting the school /academic calendar
o There is need to map out all recovery efforts so that to now whose is involved in doing what in order to avoid duplication of efforts and ensure proper coordination of all interventions. The mapping out should be done by the Ministry of Education.
o Resource mobilization should be intensified in order to raise funds that can be used to replace education facilities that were destroyed during the violence
o All teachers and educators should be trained on guiding and counseling to enable them help the learners and colleagues whom they are working with who may be suffering from psychological trauma.

LONG TERM

o There is need for the government and her partners to intensify peace education campaigns in our schools. Teachers should be in-serviced on the effective methods of teaching peace education.
o Governance in our learning institutions, society and families should reflect the culture of education for peace. Peace clubs should be established in learning institutions through which learners can get involved in peace related activities in the communities near their school.
o Civil society should work closely with the ministry of Education and other government agencies in providing peace education seminars and workshops to the out of school youth.
o Mechanisms should be put in place to spearhead the healing and reconciliation process in our education institutions.

CONCLUSION

This paper has examined the effects of the post election crisis experienced in Kenya on education. The education sector has been greatly affected in relation of the displacement of learners and education personnel. There are a number of education institutions that were destroyed during the violence resulting in the loss of teaching learning resources. Although there have efforts to restore learning for the learners in some areas the displacement of teachers and inadequate facilities is still posing a challenge. The psychological impact of the violence on the learners and educators is not easy to measure and it may require long term efforts. The effects discussed in this paper suggest that there is need for a concerted effort from the government, stakeholders, civil society and development partners if the education of our children is to be restored to normalcy. There is need to reexamine our school curriculum for peace education and how it is implemented.

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APPENDIX:

DOCUMENTS RELATED TO KENYA'S EDUCATION SYSTEM

1. THE EDUCATION SYSTEM AT THE END OF THE TWENTIETH CENTURY: AN OVERVIEW.

1.1. Kenya adopted the 8.4.4. system of education, which has been in existence since 1985 to date. The structure provides 8 years of primary education, 4 years of secondary and a minimum of 4 years of university education.

Although the system has been in existence for more than ten years, there have been a few innovations and reforms at various levels of education.

a) The legal frame-work of Education

There has been a need to review the Education Act, to address the following issues:-

- To make education free and compulsory, (UPE).
- To enhance access, participation and completion rates at all level specially for children in difficult circumstances, as well as children with special needs.
- To facilitate the readmission of girls back to school after delivery.
- The new act should also create opportunities for households and communities to participate effectively in managing education affairs, the organization structure, decentralization and management of bodies such as Teachers Service Commission (TSC).

b) The Organisation, Structure and Management of the Education System

Kenya's Education system is managed through a network that extends from the headquarters, through the provinces, Districts, Divisions and Zones.

The Minister for Education is the chief policy maker to guide and direct the development of education in the country.

The Permanent Secretary is the executive head and the Accounting officer (finance and budgeting). The Director of Education is the Chief Advisor to the Minister on all professional matters relating to education in the country. He also helps the Minister in the formulation of policies that guide and direct the development of education.

The Chief Inspector of Schools is in charge of education quality control and assurance.

At the Provincial level, the Provincial Director of Education is both the administrative and professional head of education, as well as the agent of the Teachers Service Commission. He/She is assisted in education quality control by the Provincial Inspector of schools.

At the district level, educational development is guided and directed by the District Education Officer, who is assisted in educational quality control and assurance by the District Inspector of Schools.

Three advisory bodies are established to assist and to give guidance in education development at various levels.

The National Education Advisory Board, the Provincial Education Board and the District Education Board are appointed by the Minister for Education.

Another important organ concerned with the administration and management of education in the country is the Teachers Service Commission. It is mandated to carry out all aspects of teacher management from recruitment to dismissal.

c) Evaluation Policies, Methods and Instruments.

The national examinations at the end of 8 years primary education (K.C.P.E.) has remained the same. Following the Curriculum Review, the examinable subjects have been reduced from thirteen to five, namely, English, Mathematics, Kiswahili, Science and G.H.C. This was as a result of concerns raised about the over-loading of the curriculum.

After successful completion of the examination, the candidate is issued with a leaving certificate and a Kenya Certificate of Primary Education.

The secondary curriculum is broad based and vocational oriented. At junior secondary level the students study a total of 13 subjects.

At senior secondary level, they study the following 3 compulsory subjects i.e. English, Kiswahili and Mathematics.
After the core subjects, a student must study the following:-

- At least two Science Subjects,
- At least one Social Science Subject,
- At least one Applied Subject,
- At least one Cultural Subject.

After the curriculum review and rationalization the taught subjects and examinable papers were reduced from 13 to 7. This has been done to ensure quality and relevance and at the same time result in the reduction of the number of textbooks and range of equipment required.

(i)　Early Childhood Development (ECD)

The government has continued to invest in ECD although the investment has been small compared to other sectors.
Non-governmental Organisations, donor agencies and the local communities all play a role in the provision of ECD.

As a result there has been increased public awareness and many programmes have been initiated within this sub sector, in relation to health and nutrition, and hygiene within age group .

The Gross enrolment rate has reached an average of 34%. The number of pre-school institutions have increased from 16,329 in 1990 to 23,977 in 1998 and increase in gross enrolment from 844796-1,076,606 children in the same period.

Table 5.1: Gross Enrolment Rates in ECD Centres, 1990-99

Year	Male	Female	Total	M:F Ration
1990	35.8	35.0	70.8	35.4
1991	35.3	34.7	70.0	35.0
1992	34.0	33.4	67.4	33.7
1993	35.5	34.8	70.3	35.2
1994	35.4	34.8	70.2	35.1
1995	35.8	34.8	70.6	35.3
1996	36.1	35.3	71.4	35.7
1997	35.7	35.5	71.2	35.6
1998	35.4	34.3	69.7	34.9
1999				

Source: Ministry of Education, Science and Technology; Statistics section

ii Teacher Education

The Government has constantly been concerned about the teaching profession. Teachers in the country are trained   both by state and private   training institutions.

In 1990, there were only 6,213 pre-school teachers.
At the moment a total of 16,006 (42%) teachers out of 37,752 have been trained.
There has been heavy investment in teacher Education in Kenya. Since 1990 there has been marked improvement in teacher training for primary sector. The public colleges increased from 15 to 21 and 8 for private T.T.C's.
By 1998 96.6% of the teacher force in primary had been trained, which has seemingly led to more supply of trained teachers at this level.

Secondary school teachers are trained at the University level through a degree programme. In addition there are 4 diploma colleges. Altogether, the secondary teacher institutions have an output of 4,000 – 5,000 graduates. Infact there is a surplus of trained teachers in Arts Subjects. In addition there 14 private Universities with an output of 6,000 students doing various courses including teaching. Among the private universities 5 have been granted charters, 3 have received letters of interim authority and 6 have letters of registration.

Table : Institutions for Teacher Education and Training in ECD, Primary and Secondary Schools

Level	Number of Training Institution	Capacity Output/Year
ECD	31 District Centres for Early Childhood (DICECEs) 11 Private Early Childhood Institutions Training	4,000 – 5000
Primary	21 Public PTTCs 8 Private PTTCs	8,000 – 10,000
Secondary	4 Public Diploma College	600 – 1,000
	6 Public Universities 14 Private Universities	4,000 - 5,000

Source: Ministry of Education, Science and Technology, Statistics Section 1999 - 2000

iii Non-Formal Education (NFE)

This is any organized, systematic learning activity outside the formal school system. It caters for learning needs of out of school children or adults.

Non-formal Education is viewed as a complimentary strategy to provide education and training to children, youth and adults who may have dropped out of school or had not enrolled altogether. Attainment of Education for all can be realized if Non-formal Education is brought on board.

Currently, it is estimated that over 50% of children who enroll in Std I drop out before they reach Standard 8; while 40% school age children do no enroll. Those who do not enroll are from disadvantaged families and include:-

- Children in need of special protection
- Nomadic/pastoral children
- The girl child
- Street children

A number of organizations are currently providing and managing NFE Programmes. Some of the well known organizations are; Undugu Society of Kenya, Mukuru Educational Centre, St. Teresa's Boys Centre, Don Bosco Boys Centre, Sinaga Project, St. John's Educational Centre, Samburu District development Programme, Madras, Action Aid-Kenya; UNICEF support, NFE center etc. NFE targets out of school youth of ages 6 to 17 years.

The non-formal sector has grown in strength in recent years and promises hope for thousands of children excluded from the formal education system.

Over the last ten years, there has been increased access and participation in the provision of education to out of school youth and children.

- Access and participation have been enhanced by increase in the number on non-formal education centers, allowing children who may have dropped out of school have access to education and to participate.
- NFE, as an alternative method of education delivery, has attracted donor support, NGO's, religious organizations and communities also fund the programmes at the centres. The bilateral agencies that are actively involved are; UNICEF, UNESCO and UNDP.
- The Ministry of Education has created a section to handle Non-Formal Education.
- An NFE Curriculum has been developed by K.I.E. but has yet to be finalized.
- The communities are being encouraged to be actively involved in the administration and management of NFE centres to improve governance and ensure greater participation and efficiency. It is hoped that the NFE centers will be provided with supervision and inspection services in order to maintain standards.

iv)Curriculum Review:

The 8-4-4 curriculum was introduced in 1985. This is the curriculum that has been effected to date.

However a few changes have been introduced as follows:-

Since the 1990's the government had put in place the 8-4-4 curriculum which sought to make education more responsive to the needs of the nation and the learners. It sought to prepare the youth for self-employment, training in life skills and further education. The following have been done over the period under assessment.

i)   In the last ten years National Center for Early Childhood Education (NACECE) has developed a wide range of curriculum and other

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support materials for use at the ECD centre level and for the training of teachers and trainers.

Notable achievements have been in the development of an integrated curriculum which considers the holistic approach in the provision of services. In addition, The Islamic integrated Education Programme (IIEP) curriculum became effective in 1994. Although little progress has been made in harmonizing the curriculum at the ECD level, there is now a draft bridge curriculum to relate ECD to lower primary curriculum.

ii) The formative and summative evaluation of the 8-4-4- system of education in primary and secondary levels in 1991 – 1992, led to the revision of the curriculum and implementation of recommendations that would enhance increased participation in education. This led to the reduction of subjects to a minimum of 7 and a maximum of 10 at the secondary school level and reduction in content at the primary school level.

ii) The curriculum has been made relevant for the disadvantaged groups e.g. the girls child Education project targeting girls in all sections of education.
Through this project, the curriculum has been made gender responsive, teachers have been in-serviced and gender training conducted for key personnel in education and the general public.

iii) Syllabus and Curriculum support materials for non-formal Education have been developed for the youth outside the formal education system. Social marketing of this curriculum has been done in order to popularise it and make it acceptable as an alternative curriculum.

iv) Curriculum materials in the form of books and training materials have been developed on HIV Aids and teachers in-serviced on how to infuse messages in the curriculum that can help prevent the spread of AIDS.

v) Reduction of the cost for the implementation of the curriculum through the provision of text-books in the core subjects. This has been facilitated by the Netherlands government, the British government through 'SPRED' project and the government of Kenya.

vi) Programme under non-formal education curriculum have been expended to cater for:-

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- Women and gender education
- Social development education
- Out of school children and Youth Education programme
- Literacy and Post Literacy
- Distance Education
- Training and Continuing Education.

1.3 The Lessons Learned

The problems and challenges education sector has faced in the last decade present some useful lessons.

a) political commitment and proper programming so as to establish realistic goals and targets are necessary. Politics of confrontation have to be kept out of education reform and development;

b) putting the development of human resources at the core of development planning and implementation is an imperative necessity;

c) establishing a viable Education Investment Programme is mandatory;

d) building and utilising policy analysis and research in formulation and implementation of education policies is critical;

e) resource mobilization and continuous dialogue and partnerships with parents, communities and other key players in education is a necessity;

f) continuous lobbying and advocacy, and training to mainstream gender equity in the entire education system will have to be intensified;

g) putting in place monitoring and evaluation mechanisms and systems, with specific indicators is necessary;

The development of education in general and providing quality education for all in the country is difficult, if not impossible under the implementation of SAPs requirements, for example, cost sharing and liberalisation of the economy.

Despite the achievements cited above, the education sector in Kenya has not faired very well. For example, although the GER currently stands at 88.8% (a drop from 95% in 1990) and NER at 68% respectively, over 3 million eligible school aged children (6-18) are still out of school. This is more pronounced in the ASAL and Coastal areas. It was also noted that many children who enroll in school in Kenya, girls in particular, do not stay long to complete the cycle. The national completion rates at primary school level for the last five years, has remained at 47% mark. Besides, out of those who join Form one 84.55% complete secondary education. The quality of education at all levels has been deteriorating overtime due to limited learning materials and examination driven teaching-learning approaches, especially in Mathematics and Science oriented subjects.

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1.4   KEY ISSUES FACING THE DEVELOPMENT OF EDUCATION

Available studies and assessment of education sector in the last decade indicate that the sector in Kenya has faced many difficulties and constraints. Several internal and external factors have had severe impact on education, and still pose major challenges to achieving Education for all (EFA) by 2015.   The internal (country based) and external (macroeconomics) factors have worsened due to globalization. Undeveloped countries cannot effectively compete with Developed ones on the same scale.

a)   INTERNAL FACTORS

i)Poor Economic Growth and Increased Poverty

Poor economic growth in Kenya in the last decade has led to persistent poverty among Kenyans. Official documents indicate that about 50% of Kenyans live below poverty line and therefore unable to access basic services like food, education, shelter and health.   Households and communities have therefore been unable to invest and support the development of basic education. Many parents especially in rurals areas, ASAL regions and slums in urban centres have been unable to provide their children with necessary education requirements.

ii) Increased Cost of Education

The enhancement of cost sharing in mid 1980s increased and shifted education costs to parents and communities.   While the Government meets teachers' salaries and other basic requirements, parents and communities meet the direct costs of education -fees and are also required to put up physical facilities and meet indirect costs of their children's education. The poor economic growth and the external macro-economic factors have increased the cost of education. The result has been that many parents cannot afford education, as already mentioned above. This has led to:

- ♦ Decline in access and enrolment to basic education
- ♦ Increased drop-outs and repetition
- ♦ Inadequate and lack of teaching-learning resources
- ♦ Poor quality of education offered
- ♦ Limited investment in education

iii) Inadequate Policy Frameworks.

Inadequate policy and legal frameworks and statements have negatively affected the development of quality basic education. Based on the inherited education system, the government and other partners have not come up with a clear vision/mission of education, which would enhance the provision of quality education for all. Education, to a large extent still has a colonial orientation, promotes rote learning and is still elitist. The process of policy making, planning and implementation does not seem to be based on systematic evaluation of the education sector based on available information. Policies relating to education have in most instances been inadequate. The results of this concern have been:-

- Laws and regulations which do not adequately address equity issues in education
- Overloaded, inappropriate and gender insensitive curricula
- Centralization of education management
- Passive participation of parents and communities in education sector
- Political interference
- Non involvement of all stakeholders in policy and the management of education.
- Reduction of government financing of basic education

iv) HIV/AIDS Pandemic

The increased HIV/AIDS pandemic has had devastating effects on the education sector in general, and the participation of children in particular. HIV/AIDS affects both the demand and supply of basic education. Available statistics indicate that more than 1.5 million people have died of HIV/AIDS, over 2 million are affected, and about 45 per cent of the infected cases are young people aged between 15-36 years. There are indications that the education sector is losing many qualified human resources from the pandemic. Many teachers are also either infected or affected by HIV/AIDS, thus, unable to be efficient and effective in their work. Many children have been affected by the disease because of loss of their parents. Such orphans' participation in school becomes irregular and ineffective, and in the final analysis pulls out of school. Another major problem is that the government is spending a lot of resources to take care of those infected with HIV/AIDS. Such resources would have been used to boost public investment in education, especially at this time when cost and financing of education has become problematic.

v) Insecurity

The 1992 tribal clashes in the country and insecurity in cattle rustling areas have had a major impact on the education sector, and still provide

major challenges to the achievement of EFA goals. Many households and children get displaced every now and then, thus children's participation in education has remained problematic. The situation is exacerbated where children have lost their parents in such clashes.

In many communities where cattle rustling and banditry, tribal clashes occur, children are likely to be molested or raped in their way to and from school. In such instance, parents may choose to withdraw their children, especially girls, from school or the pupils themselves may refuse to go to school for fear of being raped, tortured of killed by raiders. This is one of the reasons why access and general participation of children in education has remained low in most parts of North Eastern and some districts in the Rift Valley and Coast provinces. Dropout rates are also high in these areas.

vi) Management of Education

The education sector faces management problems which is occasioned by centralized bureaucratic structures and policitization of education at national, provincial and school levels. The problem is manifested in centralization of management, administrative rigidity, and lack of responsiveness. These have resulted in delays in decision making and/or ineffectiveness in implementing recommendations made by various stakeholders. The management of education affairs has also been hampered by lack of adequate resources and inefficiencies. Besides, inadequate remuneration has led to low morale and lack of accountability, especially at district and school levels. These are major setbacks to the sector. More critical is the fact that the sector lacks a sound and sustainable management information system.

b) External Factors (macro-economics)

The 1980s period witnessed decline in the economic growth and increase in poverty levels in Kenya. In an effort to revert the worsening economic growth rate, the government together with her partners – IMF/World Bank – adopted structural Adjustment Programmes (SAPs) through Sessional Paper No. 1 of 1986 on Economic Management for Renewed Growth. To cut government expenditure, cost-sharing in education and health, was introduced. Besides, the government decontrolled prices, removed import licensing, foreign exchange control, introduced reforms on investment incentives, and introduced a more liberalised financial system and privatisation of public enterprises. The externally instigated economic reforms have had negative impact on education.

i)   The structural adjustment programmes, cost sharing in particular, have increased the cost of education to communities and parents.

The government has also been forced to cut its allocation to education. With the increased poverty levels, many parents and communities have not been able to meet the cost requirements under the cost-sharing policy. Therefore, in the last decade, their investment in education and support to children's education requirements has dwindled. This has led to many pupils either not accessing education or dropping out of school. It has also affected the quality of education offered and increased regional and gender disparities.

ii) Increase in debt burden has complicated the issue of financing education. It has been estimated that about 60% to 65% of GNP and 30-35% of exports respectively go to servicing the debt. The implication is that the government and the public have very little resources remaining for investment, especially in the social sector. With the increased cost of education and incidences of poverty, the education sector has been facing shortage of resources. This has affected the implementation of many programmes, which could have addressed major issues affecting education.

iii) Inadequate public resources for education have made the government and its key partners to depend on bilateral and multilateral donors to support educational projects. This has included construction of learning institutions, provision of science equipment and textbooks, support to school feeding programmes and non-formal education initiatives. In the last decade, the main external funding agencies included, The UNICEF, UNESCO, UNAIDS, The British DIFD, GTZ, CIDA, World Food Programme, and World Bank (IDA).

iv) One of the major drawbacks of donor-funded programmes/projects has been sustainability. This is because most of the programmes are often inadequately or hurriedly planned without in-built structures that can allow continuity. Besides, some externally funded projects are donor driven, with many conditionalities, and do not seem to address the basic problems facing the education sector. Many projects supported by international agencies and NGOs have failed to incorporate parents or communities as active participants in such initiates. This has created the problem of dependency and lack of community ownership. In most cases, parents and communities view such donor driven projects as belonging to the financiers. The sustainability of such projects is problematic once the founders leave.

v) The problems associated with fluctuation of domestic currency against foreign currencies, problems of international trade control of

markets by the more industrialized nations have had major effects in education. The prices of coffee, tea, pyrethrum and other primary products have fluctuated in the world market in the last decade. This period has witnessed decreased sources of income for many households, communities and the government in general. The implication is that their investment in education has continued to decline.

vi) The problem of insecurity within neighbouring countries has also provided a challenge to the education sector in Kenya. Several refugees are hosted in the country, and their children find their way into Kenya schools. Others are taken care-of in established refugee camps. Integrating refugees in our education system and offering them education in their camps provides a major challenge. This is because such initiatives have implications on resource allocation and utilisation. Another major problem associated with refugees is that of insecurity. There are indications that some refugees come into the country with firearms, which have been used in robberies and banditry. These have complicated security situation in many districts in North Eastern province, thus affecting children's participation in education.

1.5 STRATEGIES TO ADDRESS CHALLENGES FACING EDUCATION

The lessons that have been learned in the last ten years provide basic challenges and priorities for the development of quality education for all. The government and other major players in education have the prime responsibility of formulating and implementing viable strategies for addressing the following challenges:

i) resuscitating and maintaining Government commitment to the provision of quality education for all, including increased resources for learning support material;

ii) providing quality basic education that all people are willing and able to pay;

iii) improving and promoting the quality and relevance of education and training for individual and the country's development;

iv) mobilizing resources for sustainable delivery for relevant educational, research and technological services;

v) strengthening institutional and professional capacity building programmes for educational managers, administrator and teachers, and school administrators;

vi)   mobilizing various partners, including the private sector and communities to support the development of good quality education for all;

vii) targeting disadvantaged children, especially girls and the disabled.

viii) promoting policy oriented action educational research at national and local level;

ix)   promoting and supporting the use of indigenous and locally available resources, including local languages;

x)   promoting sectoral collaboration in addressing cross-cutting problems like poverty and HIV/AIDS;

xi)   managing the effect of globalization on Basic Education;

2.0 CURRICULUM

Education Content and Learning Strategies for the 2Ist Century

The Kenya Institute of Education was established mainly for the purpose of Research and development of curriculum.
Its main functions are as follows:-

i)   To conduct research and prepare syllabi for all levels of Education except the University.
ii)   To conduct research and prepare teaching and evaluation materials.
iii) To conduct in-service courses and workshops for teachers.
iv)   To organize orientation programmes for education officers and inspectors.
v)   To transmit programmes through the mass media to support the curriculum.
vi)   To prepare correspondence courses for students and teachers.

a) The Decision-making Process

The National Education Commission and committees reports can influence the decisions made on Education. The peoples decisions can influence education policies made through the parliament.
Another influence can come from various institutions such as universiti s and KIE through research.

Once the decisions have been translated into policy, the KIE takes over and develops the curriculum accordingly.

b) Curriculum Development

The curriculum development goes through three stages i.e subject panel, course panel and academic board. The Subject Panels look after specific or curriculum areas across various education phases.

The course panel is composed of 35 members drawn from experienced teachers, subject inspectors, college tutors, examination secretaries, representatives from Kenya National Union of Teachers (KNUT) and religious organizations.

The Academic Board chaired by the Director of Education is responsible for keeping under constant review the existing curricula for Early Childhood, Primary School Education, Secondary School Education, Post School Technical and Business Education, Adult and Continuing Education.

c) Curriculum Evaluation

Evaluation includes measuring and assessing pupils performance, evaluating textbooks and assessment of teachers' effectiveness.
The main focus of curriculum evaluation is to judge the quality of the curriculum and to design an appropriate evaluation process.
Formative evaluation is conducted during the operations of the project to provide the staff with objective data that can be used to improve the project.
Simulative evaluation is done after the project has been completed.

d) Curriculum Content

The selection of content is based on national goals of education, specific objectives and level of learners. Issues that arise in the course of time are integrated into the relevant subject areas. Gender issues have been incorporated in the present curriculum. Another example is AIDs education for which a syllabus has been prepared and launched. It is expected that schools and colleges will be able to teach this subject in the 2001. AIDS Education materials have been prepared for the out of school - hence the non-formal sector will be able to implement the curriculum.

The needs of the learner are very crucial in curriculum development or review. The ages, sex, background, current level of knowledge, interests, attitudes, skills, values and aspirations of the learners are taken into consideration.

The subject panels are responsible for the translation of the national goals of education into educational programmes. In some cases panel members may need to consult with members from a related subject where there's an overlap of content.

2.1)TEACHING AND LEARNING STRATEGIES

Previously learning activities were mainly centred around the teacher but methods have been developed to facilitate participation by the learners with the teacher as a guide. These methods include story telling, news telling, role play, discussion demonstration, project work/individual assignments among others.

The government programmes for teacher education aim at providing qualified teachers to ensure the provision , expansion and maintenance of quality and relevant education. These programmes cater for production of teachers for pre-primary, primary and secondary cycles of education system, as well as for technical and special education.

a) The specific objectives of teacher education programmes are:-

- Develop communicative skills in teachers.
- Develop teachers professional attitudes and values.
- Equip teachers with knowledge and skills to enable them to perform professional duties.
- Enable teachers identify and develop educational or training needs.
- Enable teachers to adapt to the changing environment and society.

The Kenya Education Staff Institute (KESI) has the responsibility of strengthening managerial and planning capacity of education personnel in general, through continued and expanded in-service training and staff development. KESI develops the programmes and training materials.

b) Pre-Primary Teacher Education

- The training of pre-school teachers is one of the main functions of DICECE. This has a joint responsibility of the government and various

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partners including parents, local communities, local-governments, NGO's welfare organizations and private individuals.

- The government provides policy guidelines and develops the curriculum and support materials.
- The inspectorate arm of the Ministry of Education administers teachers' examinations.
- National Centre for Early Childhood Education (NACECE) develops the training programmes, curriculum and curriculum support materials.
- The ministry stipulates in its guidelines that a pre-school teacher should be a Kenya Certificate of Primary Education (KCPE) holder, be at least 18 years old and acceptable to the community.
- The pre-school teachers training programme takes a decentralised mode.

  NACECE in addition to developing the teacher training curriculum also trains trainers who at the District Centre for Early Childhood Education (DICECE) undertake detailed development of materials and pedagogy based on local environments and contexts.

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  There are over 53 DICECEs in the country, though the training is normally done in about 20 of them.

- The Ministry of Education became involved in the training of the pre-school teachers in 1972 through a 10 year project sponsored by the Ministry of Education and the Bernard van Leer Foundation based at KIE.

  Prior to this project pre-service ECD teacher education programme had started in 1968 under the then Ministry of Housing and Social Services. The course was for one year. By 1984 the course had an annual output of only 240 teachers.

The project stated above developed a 6-month in-service course for pre-school teachers. It had 3 months contact time and 3 months on the job component.
At the end of the project in 1982, the Ministry of Education decided to adapt the model. The course was lengthened to 2 years with 18 weeks contact time. The on-the-job component ensured that the teachers got practice assistance from the trainers on real life working situations. The 2 year in-service training programme was launched in January 1985. It replaced the Ministry of Education (MOE) 1 year pre-service course.

The current teacher education programme has drawn together large numbers of trainers and teachers from different environments in Kenya. Interaction with this personnel has enabled the programme to be aware of needs of young children in different environments.

- The training equips the teacher with knowledge, skills and positive attitudes and values in early childhood care and education which help them to understand better how children grow and develop and what is needed to enhance this process.
- The teacher training programme ensures that most of the training takes place in the schools while the teachers are working. This makes the training relevant in that it addresses itself to specific needs and problems of the children, trainees learn how to utilise the human and physical environment.
- The course has a strong practical bias and most of the time during the training is spent on practical work.

c) There are 2 types of the 2 year in-service course:

a) The regular course which enrols serving pre-school teachers who have a minimum of KCPE 35 points out of 70 points.
b) The alternative course which enrols serving teachers who have undergone some primary education and have acquired basic literacy.

Although English is the medium of training trainers are encouraged to use Kiswahili or mother tongue to tutor individuals who need it, particularly in the alternative course.

In 1994 the MOE launched a 2 year in-service course in Islamic Integrated Education (IIE) for pre-school teachers who serve in pre-schools for Muslim children and for Madrasa and Duksi teachers. This course is basically the same as the 2 year in-service course but aspects of Islam have been integrated. After this course, the teachers are awarded the same certificate as others but with an additional subject Islamic Integrated Education.

d) Methodology

The course is organised in form of discussions, workshops and seminars. It is participatory in nature and has a strong practical bias. During the training the employ participatory approaches whereby they draw from the experiences of the trainees. The trainees thus contribute to Early Childhood Development (ECD) and Care as they share ideas and experiences.

The practical bias in the course ensures that the course is meaningful and relevant to the needs of children, teachers, parents and the community.

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Assessment and Certificate

The course is assessed through:-

i)   Continuous assessment of all assignments, both written and practical given during the residential sessions. This is also done on field experience. For regular course, the trainees accumulate up to 40% of marks for the final examination while for the alternative course it is upto 50%.

ii)   Final examination is a written one on content areas covered during training and the other field experiences.

    The trainees who satisfy the examiners on both assessments are awarded a professional certificate in ECD by the MOE.

2.2) Primary Teacher Education

Currently, there are 21 Government maintained primary teacher training colleges and 7 private colleges which offer pre-service courses to the teachers trainees. For sometime now, the colleges have been offering 3 pre-service courses as follows:-

- P1 course in all the colleges
- P2 and P3 in some selected colleges though these two are now being phased out.

The public primary colleges have also been conducting various in-service courses mainly for the untrained teachers who are already in the field with the aim of making them more qualified to offer the teaching services.

The practising professionally trained teachers also undertake refresher and promotion courses in the primary colleges.

The current pre-service primary teacher training curriculum takes a duration of two years and requires a teacher to study 13 subjects which are all compulsory.

These comprises of the following:-

- Professional studies
- English
- Mathematics
- Kiswahili
- Science

- G.H.C.
- Agriculture
- CRE/IRE
- Home Science
- Art and Craft
- Music
- Physical Education
- Business Education

It is important to note that with the envisaged changes in the primary and secondary school curriculum which place more emphasis on fewer subjects there is likely to be a review in the subjects offered at the colleges.

To qualify for the award of a teachers certificate the teacher trainee is expected to pass at least any eight of the above subjects. The trainee is also required to pass the teaching practice. This kind of training is meant to equip the teachers with the necessary knowledge skills and attitudes to enable them deal effectively with the primary school curriculum. The teacher trainees should master not only the content of the primary curriculum but also the methods used in teaching various subjects in the primary school.

2.3) Secondary – Teacher Education

Secondary school teachers are trained at the diploma and degree level. Currently there are three diploma colleges which offer training programmes to teachers; these are Kagumo which trains mainly language teachers, Kenya Sciences which trains Science oriented teachers and Kenya Technical Teachers College (KTTC) which trains technical teachers.

In addition to this, five public universities offer B.Ed. degree courses for both Science and Art oriented secondary teachers.

The universities also offer training programmes for secondary school teachers.

The training programmes at the diploma and degree levels are structured in such as way that there is residential training and then a period for teaching practice where the teacher trainees are exposed to the real classroom situation to put what they have learnt theoretically into practice.

The teacher trainees in both diploma and university level specialise in at least two academic subjects in addition to the education units which mainly emphasize on the methodology of teaching.

Presently innovative instructional practices are being emphasized in teacher preparation through the use of modern technology and more participatory methods of teaching and learning. This aims at making learning more learner centred as the learners are being required to actively participate in the learning process. The methods promote imaginative, critical and creative skills in the learners resulting in better achievement of instructional objectives.

Teacher trainees are also expected to use a variety of learning resources which should be appropriate to the learners level and lesson material being taught.

The teachers are expected to be innovative and creative throughout his/her teaching career.

2.4) In-Service Primary Teacher Education

In this programme untrained teachers undergo in-service training and quality for the award of a primary teacher certificate. A candidate is illegible for training under the in-service programme if the following conditions are met.

(i)   should have taught continuously in a primary school for a period of at least 3 years; as untrained teacher and be in the in-service during the training period.

(ii)   Should have the following selection qualification:

    a)   P1: 3rd Division in KCE or mean grade of D+ in KCSE or equivalent.
    b)   P2: KJSE Certificate or Division IV in KCE or equivalent
    c)   P3: CPE with minimum of 15 points or KCPE with minimum 30 points.

a) Course Organisation

The course is organised so that the trainee has a good knowledge on all subjects taught in the primary school. The course has 3 components:-

i)   Correspondent component administered by KIE.
ii)   Residential component administered by the individual colleges.
iii)   Radio/cassette tape component administered by KIE.
The duration of the course is 3 years. Two examinations are administered by the Kenya National Examination Council (KNEC). The 1st examination

is done at the end of the 2nd year, and cover 8 subjects. The 2nd examination is done at the end of the 3rd year and covers 5 subjects.

In addition to this supervised examinations, continuous assessments from KIE and Colleges are sent to KNEC. There is also the practical teaching assessment organised by the inspectorate. The combined scores of the written examination and the continuous assessments determine whether a candidate will get a teacher's certificate or not.

b) Organisation of the In-service curriculum

The programme provides 3 years duration each of 7 weeks per year. It is designed to cover 2 weeks in December holiday, 2 weeks in April and 3 weeks in August. At the end of the 3 years the trainee will have covered 21 weeks of work as opposed to 39 weeks of work full time pre-service counterparts. The difference of 18 weeks of work in the curriculum is supposed to be compensated for through the Radio and Correspondence Course Unit.

c) Examinations of the Primary Teachers In-Service programme

This is a shared responsibility involving the following:-

i)   The college, sends continuous assessment and submits residential course scores to the KNEC covering all subjects.
ii)   KIE submits correspondence course scores to the KNEC at the end of each term.
iii)   The inspectorate submits practical teaching scores at the end of the teaching practice assessment.
        This is conducted by the field officers and primary school inspectors.
iv)   KNEC conducts the final written examinations.

In order to qualify for the award of Primary Teachers Certificate a candidate must

a)   have completed a 3 year prescribed course of study by attending all residential sessions;
b)   pass teaching practice at a minimum competence of grade D+;
c)   have scores in the three components;. final examination residential scores, continuos assessment.
d)   attain a minimum aggregate of 38 points in the best 8 subjects at KCSE of KCE.

II. The learners and parents who are recipients of the curriculum. They voice their concern on the appropriateness of the curriculum.
III. The religious organisations have a role to play as a major stakeholders in education offered.
IV. The policy makers including politicians who assist in formulate policies concerning the education.
V.   KNUT: Kenya National Union of Teachers. KNUT
VI. NGOs e.g. Aga Khan Foundation, Action AID, UNICEF and UNESCO.

3.0) Conclusion:

The main objective of the government of Kenya since independence in 1963, has been to provide quality education and training for all its citizens. This if because Education if critical in the Promotion of social, economic and political development. It is seen as an important investment that empowers men and women and provides opportunities for active participation in development by inculcating knowledge. Skills and attitudes that are compatible with sustainable development.

The EFA 2000 Assessment gave the government of Kenya and the other stakeholders in education an opportunity to take stock of the achievements of the commitments made in 1990. The assessment showed that in the past 10 years of the twentieth century, Kenya witnessed a renewed government commitment to EFA goals. There has been considerable increased in investment in education and training by the government, civil society, parents and communities, private investors and donors.

As a result of this, there was a surge of interest in the expansion of education opportunities for boys and girls as well as pursuit of basic education for all.

There was also notable progress in the expansion of Early Childhood Education, reduction of adult illiteracy rates, development of non-formal education, reduction of untrained primary and ECD teachers.

Several programmes have also been initiated to improve the efficiency and effectiveness of the education sector. These include education of the girl-child, health and Nutrition programmes, capacity building programmes for managers of schools, curriculum reviews and policy oriented educational research.

In spite of the notable progress made in the sector, Kenya has faced many challenges and constraints. Some of these factors include inappropriate policy guide-lines, slow economic growth, increased poverty, increased cost of education and cost sharing, socio-cultural tradition, attitudes and HIV/AIDS pandemic.

Thus the increased public demand for quality education and training , coupled with the poverty situation in the country, the G.O.K, communities, parents, N.G.Os, the private sector and international agencies would have to form strong partnerships and re-strategize to address effective investment in basic education for all.

Therefore, the desire to revitalize education and training made the government to see the need to produce a National EFA Handbook for 2000 and Beyond to be used by various Players and stakeholders as a reference for restructuring and transforming basic education as a human right and as a vehicle for social economic and political development as well as for tackling challenging problems like poverty and HIV/AIDS pandemic. The Handbook, which is a reference document, attempts to spell out the direction which should be taken to meet EFA targets in the 21st Century.

Also, as Kenya is currently faced with challenges in the sector which have had adverse effects on access, equity, quality and relevance, it is therefore within this context that a National Forum on Education is being convened for the first time to discuss these challenges, develop a shared vision on education for the future and to renew commitment to mobilization of the necessary resources. The forum will discuss issues and challenges and offer guidance on the policies, strategies and investment priorities in the sector.

The priorities agreed upon will be used in the development of the Education Sector Strategic Plan.

APPENDIX

4.0)PRIMARY SCHOOL MANAGEMENT(PRISM)
Other reforms that the government has undertaken to address the challenges in education include the PRISM project.

PRISM is an acronym for Primary School Management.

a)   **Background and Legal Framework of PRISM**

The PRISM programme was planned following an earlier project called 'Support Primary Education' which had worked with Teachers Advisory Centre Tutors (TAC) and trained them to work on curriculum development with staff in schools.   However, that project had not involved Primary Headteachers.
On the other hand, KESI had been and still is providing management training particularly for secondary headteachers only. This scenario meant that Prism and Headteachers did not have any form of training in the management of their schools.   Definitely there was a gap, a need for management skills to enable the primary headteachers perform effectively.

In 1994, Aitkin and Brown, UK Consultants carried out a Needs Analysis Survey in some sampled schools.   The Baseline survey highlighted a range of Primary Headteacher management skills that needed strengthening, where they existed or to be improved where they were non-existent.   A training programme was carefully designed in response to the needs of the practising Headteachers. It should be noted that hitherto, teachers were being appointed to head schools without any management skills training.

A team of head team trainers was identified to develop suitable training materials that would meet the needs of the primary headteachers.

Five comprehensive modules were designed by the Lead team for the purpose.

The PRISM was introduced because of the following:-

-   KESI targets only officers involved in educational administration and secondary schools and usually leaves out primary head teachers.
-   Appointment of headteachers for primary schools had not been pegged on the acquisition of management skills.

- The Education Act covers sound management though it does not give provision for the training of the headteachers.
- Primary education being part of basic education is considered key as evidenced by UNESCO – sponsored education conferences – EFA (Jomtien) and Dakar

4.1) The Organisation, Structure and Management of PRISM

BASELINE SURVEY

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┌─────────────────────────────────────────────────────┐
│  TRAINING MATERIALS DEVELOPMENT                       │
│                                                       │
│   ▪  FIVE MODULES UNDER by the Lead Team              │
│   ▪  School Development Planning                      │
│   ▪  Management of Curriculum                         │
│   ▪  Management of People                             │
│   ▪  Management of Resources                          │
│   ▪  A guide for Trainers of Trainers                 │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│         PILOTING of Training Modules                  │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  TRAINING OF TRAINERS mainly zonal                    │
│  Inspector                                            │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  TRAINING OF HEADTEACHERS                             │
│                                                       │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│  MONITORING AND EVALUATION AND                        │
│  MENTORING OF HEADTEACHERS                            │
│                                                       │
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Footnote

i) The cascade mode of training was used to teach.
ii) Lead team members developed training team to operate in 5 major regions into which the country had been divided.
iii) The trainers of trainers were trained for 8 weeks. During the first 4 weeks the trainers practised actual training through peer training.
iv) Headteachers were trained for three weeks (residential) then given a break of six months to go to implement what they had learnt. They went back to the colleges for training of 1 week during which time they reported on the findings during implementation.
v) Monitoring and mentoring was left in the hands of the zonal trainers and the lead team.
vi) By January, 1998, 8,500 of the 17,300 Headteachers had undertaken training

4.2) Objectives and Principal Characteristics of Current and Forthcoming Reforms

PRISM training has imparted practical management skill on the headteacher who should apply them to:-

◆ ensure gender equity in the schools .
◆ start income generating projects in schools in order to make schools self-sustaining.
◆ Involve the local communities and other stakeholders in the affairs of the school.
◆ Institutionalise the principles of sound primary school management.
◆ Sustain sound management of the schools even after the donor-funding comes to and end.

4.3 Major Achievements

a) Access to Education

The following aspects of pupils performance have been achieved after PRISM training;

(i) Increased enrolment attendance.
In the 1998 Impact Study, headteachers reported an increased admission for both girls (7% more) and boys 8% more while in Quantative 2000 Impact study 80% heads reported enrolment had increased by 10%. Findings from 1998 Impact Study further revealed that few headteachers reported decrease in attendance while the 2000 Quantative

Impact Study showed that 53% heads recorded that attendance had increased

(ii) Reduced Repetation: After PRISM training of the heads, repetition was reduced. However, where it existed in schools, it took place in upper classes with consultation among stakeholders especially teachers, parents and the pupils concerned. Evidence from Quantative 2000 impact study showed 64% heads reported that repetition had decreased.
Prior to PRISM, there had been very little consultation between school authorities as the school was always under external pressure to excel.

(iii) Improved pupil discipline was registered in most schools after prism training. There was more pupil involvement in prefect selection through democratic practice. More consultation was done.

(iv) Improved KCPE Examination scores. After PRISM training, 26% of trained heads and 49% untrained heads reported a decrease in performance in 1998, while Quantative 2000 Impact study revealed that 59% stated that their school KCPE mean grades had improved.

(b) **Equality in Education after PRISM training, the following milestones were recorded:-**

(i) Increased Gender Awareness.

In 2000, 99% of headteachers reported that they had sensitised their stakeholders on and 77% of headteachers had a gender equity plan, Gender awareness rose from 40% in 1998 to 46% in 2000

(ii) Improved Gender Equity in Distribution of Responsibilities.

Quantative Research showed that the percentage of female teachers rose from 7% in 1996 to 20% in 2000. Female members in the school committees rose from 27% to 29% in 2000.
Trend was also an increase in PRISM trained headteachers and deputies.

(iii) Improved strategies on provision of facilities for boys and girls. 14% increase in strategies to ensure adequate facilities for both boys and girls.

(iv) Increased participation of female teachers in meetings and discussions.

(v) In discussions on key school issues, 69% of male teachers and 56% female teachers were involved in forming the school Development planning of the schools.

(c) **Quality and Relevance of Education:** PRISM targeted key areas of management of primary schools namely:

- Management of the Curriculum
- " " " People
- Management of Resources
- Preparing School Development

These were the broad topics but they contained all that a headteacher needed. Topics were arrived upon after a 1994 Baseline Study Survey.

The training modules were trainee friendly and were as practical as possible. The key areas were deemed relevant to the management of the schools.

(d) **Participation by Society in the process of Educational change:**

Local communities of schools participate in the educational change though the following:

- School Committees who are the managers of schools.
- Parents Association whose work is to provide funds in the schools.
- District Education Boards which guide policy on the establishment and development of the school.

The school rely heavily on the community except for the payment of teachers salaries. PRISM Survey revealed that not all communities were playing active role in the school life

PRISM set out to reactivate the school to play a leading role in the management of schools. Listed below are some of the achievements after PRISM sensitisation:

(i) Widespread Stakeholders Sensitisation awareness. In 2000 99% headteachers reported that they had sensitised the stakeholders on many aspects. 60% of head teachers reported that they had a regular programme for sensitising all PRISM stakeholders.

(ii) Improved Community involvement in school affairs: Whereas in 1996 only 32% of the school committees were involved in the development of school plan, in 2000, 95% of school committees

were involved in the formulation of School Development Planning. Female members of the school committees increased from 27% in 1998 to 29% in 2000. 64% heads indicated they had involved the community and the business community in SDP. Heads and other stakeholders appeared to be working more closely on school affairs. Parents and other members of the community wanted to be more involved in change management. Parents became more involved in school affairs in the following areas: Fundraising, monitoring and supervision of their school projects and participation in the Headteacher support groups. There was therefore enhanced ownership of the school among the parents.

(iii)   Strengthened Relationship between school and community.

(iv)   Broad Community support for the schools

4.4   Lessons Learned in the process of PRISM Training of Headteachers

i)   Conservatism: Some head teachers had been used to certain methods of administration. It was difficult to have them incorporate new ideas in school management. change should be gradual to them.

ii)   Financial Constraints in those schools which had not been targeted by the project.

iii)   Transfer of headteachers frequently. For them to impact change on their schools they should have stayed in those schools for a longer time.

iv)   Cultural practices in some communities discriminated against women from positions of leadership.

v)   Conflicting political opinions – ruling party or opposition areas. These views affected the training of headteachers one way or another. Politics should have been totally left out of the training for headteachers.

vi)   Implementation of new management skills met resistance from those who had not been sensitised especially teachers who saw the heads as trying to regulate them more closely

4.5 The Main Problems and Challenge

i)   Insufficient consultation between some headteachers and zonal inspectors.

ii)   Insufficient application of management skills by some headteachers even after training.

iii)   Some of the heads may not have excelled as classroom teachers therefore not good role modules.

iv)   Gender Equity issues are sill prevalent.   50-50 status not yet attained.

v)   Community not yet fully mobilised to partake of the affairs of the school.

vi)   Cost-sharing is a tough option for PRISM Head – especially in the Non-targeted areas.

vii)   Poverty alleviation has not taken root.

5.0) THE NON GOVERNMENTAL ORGANISATION CONTRIBUTION TO REFORMS IN EDUCATION SYSTEM; The Aga Khan Foundation Project.

The Aga Khan Foundation has been working with its partners, including AKES, in education in 11 developing countries. The central strategy of their education work has focused on two aspects: (a) school improvement and (b) young children and the family. AKF, in collaboration with its partners, has developed a range of models in early childhood education and in school improvements, which were established to test a number of innovative strategies in education provision. These strategies include ways of promoting the financial and organizational sustainability of education programmes.

The Aga Khan Education Service, Kenyan has been in the field of education for close to a century and in more recent times has developed a uniques philosophy in education that permeates all its schools in the network, For example, there is a clear statement on holistic teaching methodologies that forms the framework of teaching and learning from nursery to the secondary levels. In addition, staff development has become an institutionalized part of the school culture. It is these and other initiatives that guide the AKES schools in
their endeavour to achieve academic excellence and, at the same time, provide a repertoire of experiences, values and attitudes that prepare its students to meet the challenges of the academic and working world.

AKF and AKES have been sponsoring School Improvement Programmes (SIPs) since the mid- 1980s. They tested two hypotheses: that teaching skills are best acquired in a real school setting rather than on a college campus; and that regular teachers are capable of contributing to the production of good-quality curriculum materials, to offset the shortage of official text books. In Kisumu, in the early nineties, and currently these earlier components of the SIP formular have been combined with two 'systemic' innovations: involving the local community in the financing and administration of education, and experimenting with teachers' center, whose scale of resources and function differ depending on their proximity to individual schools. External evaluations have discovered the benefits of working with the whole system but have also noted that SIP teams lacked sufficient mastery of 'activity-based' methods, monitoring and assessment skills.

5.1) Backgound and Description of the Mombasa School Improvement Programme (SIP)

Mombasa, Kenya's second largest town is the gateway to Kenya. It is situated to the South East of the Country along the shores of the Indian Ocean. It has flourished as a major port serving not only Kenya but also other Eastern Africa Countries.

Mombasa District is divided into five Educational Divisions. These are also sub-divided into ten educational zones. Each zone has about twenty to thirty primary schools. These schools fall under two distinct categories: Public schools under the Government and Private schools of individual ownership. The schools vary in Character because of differences in resources.

In Kenya, under the 'costs sharing' system, central government supplies teachers on a fixed allocation per capita basis. The parent is required to supply exercise books textbooks, furniture,. And equipment to supplement and to put up buildings through Harambee basis. This places considerable pressure on parents, particularly in areas of poverty and high unemployment rates. These difficulties are exacerbated by the rural-urban migration and by birth rate of approximately 3% per annum.

The Mombasa School Improvement Project was launched in 1995. This was a result of several surveys, both formal and informal, undertaken by MOE officers and consultants of AKES,K jointly and separately, to identify common areas of concern in need of improvement. These reports highlighted the deficiencies in the following areas:

- Classroom Practice.
- School Management and Advisory Services.
- The involvement and understanding of modern education methods by parents and other local leaders.
- Overcrowding in the area of physical facilities.

One significant aspect of these findings was that inadequate and inappropriate classroom practice was just as prevalent in schools with good facilities as those were with poor facilities. Mombasa SIP addressed these issues. The major effort was an attempt to improve the first three, with emphasis on the first.
This was done by focusing primarily on the teacher in the classroom. However, it was recognized that creating awareness among Heads, Inspectors, TAC tutors and parents was equally important so that an enabling environment for effective and efficient classroom activity be created. Furthermore, sustainability would only be forged if these key players were fully conversant and committed to the SIP approach. The project therefore paid particular attention to these aspects.

The common practice in primary schools is for the Headteachers to place their best teachers in STD 1 to 3 which are considered foundation classes and STD 7 and 8, which are KCPE examination preparation classes. There is need therefore, with innovative ideas and training, to help motivate teachers of STD 4 to 6 classes to be more creative to experiment with integration of curriculum, new approaches to concepts and methodology.

For the most part classroom practice is characterized as teacher dominated, where lessons consists of presentation of textbook materials forcing children to memorize information with little understanding. Children remain passive and do not ask questions and are not accorded the opportunity for discovery of problem solving. Children lack stimulation due to inadequate or non-existent use of teaching aids; there is overemphasis on testing all the way from STD 1 to 8 (which prepares the child for the final KCPE examination) due to parental wish for children to join secondary schools.

The project therefore aimed to reverse this classroom situation, recognising and accepting that parents in Kenya are keen on examination results and the genuine long term change depended on changing their attitudes and behaviour. A part from running nursery, primary and secondary schools in Mombasa, the Aga Khan Education Service, Kenya also implements AKF funded early Childhood Education project in Mombasa where Madras Pre-primary teachers are trained at the Madras Resource Centre. Mombasa SIP sought to improve the quality of education for majority of Madrassah children.

5.2) Project Description and Objectives

Within a period of five years, the project strived to achieve the following objectives:-

i) To improve the quality and learning in over 112 primary schools (Now183) in the urban, peri-urban and rural environment of Mombasa Municipality. This was to be pursued through the specific objectives outlined below:

ii) To improve basic understanding of Activity Based learning or child-centred Approach, for Headteachers, classroom teachers and field officers in the Municipal Education Department.

iii) Work closely with the Municipal Education Department headed by MEO to work with parents and the community to improve the chances of continued support for project activities during these five years and thereafter.

iv) To impact a large number of schools, teachers and pupils without sacrificing the intended long term effect of establishing lasting good classroom practices and effective school management.

v) To monitor the unit cost of teacher training and expenditure on teaching/learning aids per pupil in order to assess cost effectiveness for school improvement programs in poorly resource schools.

vi) To develop a model of school improvement suitable for replication in other parts of Kenya and in other developing countries.

vii) To provide AKES,K with a basis for comprehensive policy dialogue with the Ministry of Education on primary school curriculum content and Teacher education.

viii) To work with the Municipal Education Department to in-build a system of on-going training for teachers, Headteachers and Field officers in primary education.

ix) To establish a well equipped Professional Development Resource Centre (PDRC) to support the Teachers Advisory Centres (TACs) in providing for the professional growth of primary school teachers in the Municipality after the project.

x) To establish linkages with other Educational Agencies which undertakes inservice for primary schools teachers, to complement efforts, rather than duplicate them.

In real terms, the objectives could be narrowed down as follows:-

i) To improve education standards and quality in the District Primary Schools/Municipality.

ii) To create a child-centred education/activity based learning.

iii) To enable the teachers to acquire appropriate teaching skills.

iv) To guide the teacher on how to develop/use teaching/learning resources.

v) To guide the teacher in syllabus interpretation and implementation.

vi) To help the teacher acquire class management skills.

vii) To create awareness to the parents to involve themselves fully in provision of materials.

viii) To create a conducive learning atmosphere for the children.

ix) To develop teacher/child and parent interaction.

Lessons Learned

Based on the experience of Mombasa SIP staff, the following are important lessons distilled from the SIP project in Mombasa.

- The government's policy of 'cost sharing has shifted, and will continue to shift, the burden of education to the parents and local communities. In poorer communities, in such areas as Kisauni, Chaani, Likoni and

Kengeleni, this burden may be too heavy for individual communities. Therefore, educational development needs to be part of a wider community development intiative.

- The PTA/School Committees have been revitalized with Sip assistance, and there is evidence of increased contributions, however the importance of the PO role has been crucial for this revitalization.
- A low-cost solution to the transport problem of field visits by trainers and officials needs to be thought out for the program to be sustainable.
- Training programs for school Headteachers, teachers, school committee and TAC management committees on governance, budgeting and finance, report writing, and presentation, conducting of meetings, need to be held on an ongoing basis.
- In order to clearly document and disseminate lessons learned, (the project team must be trained in setting up and implementing a monitoring and evaluation program.

Achievements

Through the efforts of SIP office and the MOE office, the staffing of the project Officers was completed during the third phase. There was an adequate personnel to complete the four-man team in all 10 zones of Mombasa District.

i) English, mathematics and Science workshops for lower and upper primary teachers of standard 1 – 8 were conducted throughout the project life. Such workshops were necessitated by demand from class teachers in the 10 zones of the Mombasa Municipality. It is an achievement of the MSIP that at least every teacher in the District attended one or more such workshops.

ii) The one-to-one classroom (on going) professional support given to teachers by Project Offices in English, Mathematics and Science continued successfully throughout the project life. The process has by and large changed teachers' attitudes in teaching in terms of transforming their teaching methodology to active teaching (child-centred teaching).

iii) Further sensitization of the general community has taken place. The community has been challenged to inculcate the sense of belonging and ownership in matters related to school management. This idea has enhanced parents contributing money to buy learning resources like textbooks, library books and also to subscribe to Teachers Advisory Centres.

iv) On sustainability, in terms of human resources the project has been at the forefront to identify key resource teachers in some schools to be used as facilitators during workshops. This idea has given some added strengths to the project since after the zonal workshops numerous in-house (school level) workshops take place through

cascading. Such exposure has given extra confidence to the identified teachers to carry on the SIP activities in future.

v) A lot of collegiality has been experienced thoughout. Some notable development has been witnessed in some divisions e.g. Central and Changamwe. The respective school advisors, Inspectors and TAC Tutors from those divisions, have tirelessly worked hand in hand with the area Project Officers in all activities pertaining to SIP:

vi) Planning was done collectively.

vii) Workshops were organized and conducted together.

viii) School visits were conducted as a team.

ix) It is worthy noting that this kind of team working has fully spread out to all Mombasa Educational zones.

x) In the effort of professional development, the project by formulating the Modular Degree Program has developed a strong team of Professionals from as low as classroom primary teacher to professional trained teachers at masters of Education degree level. The MSIP team commands a rich experience that could be put into use in other SIP projects.

xi) The Project Officers were facilitators for courses organized by schools, publishing bodies, community organized workshops and even in other educational institutions and other projects e.g., PRISM, SPREAD II, KRSP and Madrasa Resource Centre.

ACRONYMS

KIE -	Kenya Institute of Education
KNEC -	Kenya National Examination Council
MOE -	**Ministry of Education**
ECD -	**Early Childhood and Development**
KESI -	Kenya Education Staff Institute
KCE -	Kenya Certificate of Education
KCSE -	**Kenya Certificate of Secondary Education**
KJSE -	**Kenya Junior Secondary Education**
CPE/KCPE –	Certificate of Primary Education
PRISM -	Primary School Management
TAC -	Teachers' Advisory Centre
SDP -	School Development Planning
AKF/AKES -	Aga Khan Foundation
	Aga Khan Education Service
SIPS -	School Improvement Programmes

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