

**A PAPER ON
'ISSUES AND CHALLENGES ON EDUCATION IN AFRICA –
THE NEED FOR A NEW 'TEACHER'
CASE OF UNIVERSITY OF NAIROBI INITIATIVES IN MEETING
/ADDRESSING THE CHALLENGES.**

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OUTLINE OF THE PRESENTATION

- Introduction
- Challenges to Teacher Education
- Initiatives to address the challenges
- Conclusions

1. Introduction

Teacher training is critical to enabling teacher to handle teaching tasks.

- The tasks include:
 - Imparting knowledge, skills and moulding attitudes of their learners.
- Working in a changing educational environment due to policy changes.
- Requirement of training and retraining /inservicing.
- Concerns of having academic competence and pedagogical skills.

2. Policy Changes and Resulting Challenges in Kenya

1st Challenge was the Kenya Education Commission Report in 1964 in the Independent Kenya which resulted in:

- Opening more schools due to declaration of free lower primary education.
- Higher enrolment in the schools
- Employment of untrained teachers
- Use of lower qualified teachers in higher classes

2nd Challenge was the Declaration of Eradication of Illiteracy in December 1978 which resulted in:

- opening over 4000 literacy classes all over the country.
- employment of school learners to teach adult classes.
- need for equipping the school leavers with appropriate skills to cope with adult teaching demands.

3rd Challenge was the Declaration of Free Primary Education in the upper primary in 1980.

- Reduced drop out at the end of lower primary
- Increased enrolment and transition to upper primary.
- Employment of nearly 40,000 untrained teachers to meet the needs.
- Use of lowest cadre of trained teachers to teach upper primary classes.
- Need for retraining to improve academic level and pedagogical for untrained teachers.

4th Challenge was due to deployment of Diploma holders to teach the upper /senior secondary classes which meant:

- Teaching the levels for which they were not trained
- Teaching with inadequate academic qualifications

5th Challenge is the declared Policy statement in the Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research that:

- The current Two years Primary Teachers Training cannot produce a competent teacher in any of the 6/7 subjects they train in at college.
- Need for inservicing to provide specialization in fewer subjects.
- Introduction of ICT in the schools requiring new skills.
- Lastly concern of inadequacy of science and maths teachers in secondary schools.
- Need for retraining to increase competence.
- Need for specialized training of Science and Maths Teachers.

3. University of Nairobi's Initiatives in Addressing the Challenges

- Providing training which would not remove the working teachers from classrooms.
- Give opportunity for preservice training.
- Need for distance education approach.
- Programmes date back to 1967 upto the present time.

1st Initiative was the Primary School Teachers In-service programme established in 1967 with two objectives.

- First objective was to upgrade lower cadre of trained teachers academically through content provision.
- Second objective was to provide professional training for untrained teachers who had been recruited.
- Programmes were conducted in two phases:
1967 – 1974 and
1980 to 1985

The training programme involved:

- Use of well developed self instructional study materials.
- Limited residential sessions in the teachers colleges.
- Field support by trained field officers.
- Examined by Kenya National Examination Council.
- Awarded Teacher Certificate on passing the Examination.

2nd Initiative was Adult Literacy Teachers Training programme:

- Sponsored by Ministry of Social Services.
- Involved 3500 School Leavers who were teaching literacy classes.
- Training involved use of self-instructional print materials.
- Supported in the field by trained Adult Education Officers.
- Were examined and awarded Adult Literacy Teachers Certificate by Kenya National Examination Council.

3rd Initiative was the External B.Ed degree programme:

- Sponsored by ODA in 1984.
- Admitted Diploma holders.
- Provided opportunity for preservice training.

4th Initiative involved reorganization of the programme to admit P1 teachers to specialize in two teaching subjects in either Arts or Science.

- Materials are in print and e-learning for B.Ed Science

4. Conclusion

From these initiatives the following have been realized:

- Programs conducted between 1967 and 1985 resulted in nearly 40,000 obtaining qualifying.
- Literacy Teachers programme enabled 3,500 teachers obtain professional certificates in Literacy and Adult Education.
- External degree programs have produced 4500 B.Ed.Arts and 57 B.Ed.Science.
- A large pool of distance education experts used in expanding distance education locally and beyond.

Conclusion contd ...Materials have been used to offer degree programs at:

- Makerere University
- Open University of Tanzania
- Post graduate Diploma in Education at the Centre for Distance Education at the University of Zimbabwe
- Expertise have been critical in the development of distance education in Botswana , Swaziland, Zimbabwe, Tanzania, Uganda and West Africa in the establishment of WADEA and Distance Teacher Education in Sierra Leone

**THANK YOU FOR YOUR
ATTENTION**