

Outline

This presentation explores the issue under focus under the following themes:

- 1. Background and Context
 - (a) 1985 introduction of the 844 system of education,
 - (b) 2001 banning of corporal punishment
 - (c) the new constitution of 2010 (expanded democratic space)
 - (d) the proposed curriculum review
- 2. Issues that trigger student protests a review

3. Rethinking Education & Learning needs for sustainable futures

Background and Context (1)

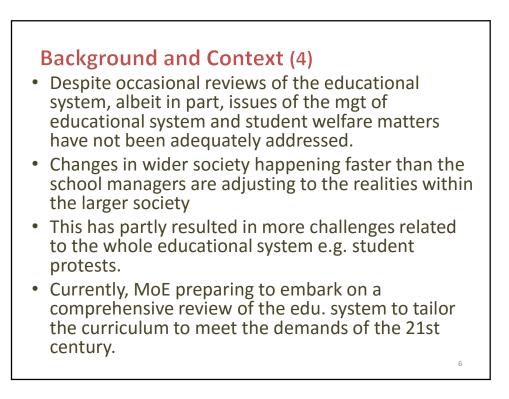
- Kenya attained indep. in 1963 and embarked on tackling the 3 issues of Poverty, Disease, and Ignorance (illiteracy).
- <u>For example</u>: Primary school enrolment increased from 891,553 pupils in 1963 to 1,028,000 in 1965.
- Secondary education was also expanded accordingly to meet the needs of the increased primary school enrolment.
- <u>For example</u>: in 1963 there were 151 sec. sch. and by 2000/2001, the number had risen to 3,234 schools.

Background and Context (2)

- In 1985 change of educational system from 7-6-3 to 8-4-4 (following recommendation by Mackay Report)
- Was to have summative exam at end of first 2 cycles KCPE & KCSE (high stakes exams).
- 844 -skills-oriented but failed poor implementation (abrupt transition, censorship of criticism, too expensive vs poor economy)-no workshops + H/Science rooms. hence remained theoretical – with all its graduates aiming at employment
- 844 was aimed at encouraging citizenry to embrace careers that drive the economy like agriculture, fishing, livestock mgt instead of service industry jobs/white collar jobs.

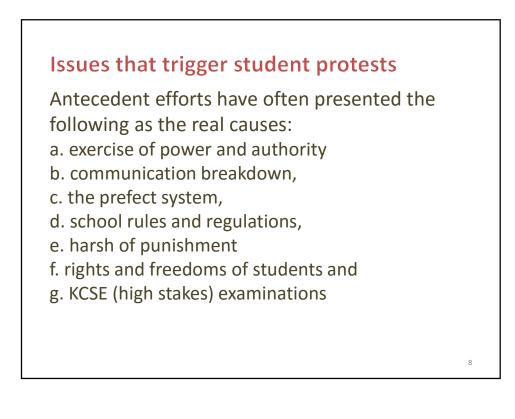
Background and Context (3)

- 1992 reviewed to drop some subjects but still too loaded with- KCSE remaining the sole sorting mechanism for gaining entry into tertiary education - cut-throat competition - many cases of exam malpractices reported
- 2001 Corporal Punishment was out-lawed partly following the domestication of the children rights and also due to its widespread misuse (deterrent removed).
- 2010 promulgation of the new constitution which clearly stresses observance of rights and freedoms of the citizens (including the right to protest against any injustices).
- persistent cases of cheating (e.g. in 2015 KCSE, 5101 students had their results cancelled) hence widespread destructive student protests.
- Basic Education Bill in Parliament to change 844 restructure the education system to align it to the current global trends and best practices



And therefore...this presentation

- is a follow-up of the last presentation in which I exposed what I consider to be the <u>ultimate or</u> <u>underlying</u> causes of student violence in sec schools in Kenya
- in the context of this impending educ. review (in the FY 2015/2016), I seek to give suggestions on how this problem can be addressed through the schooling process for a sustainable future [within this reform dispensation].

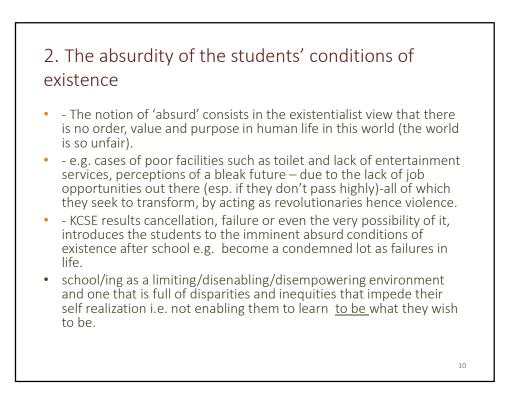


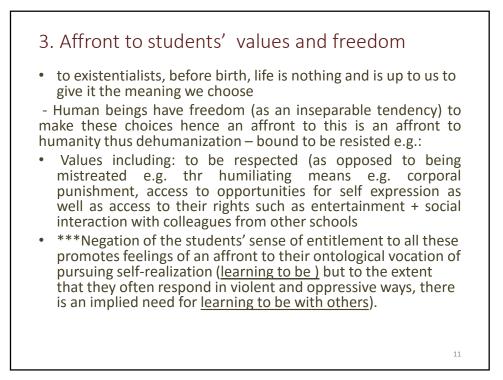
Underlying causes

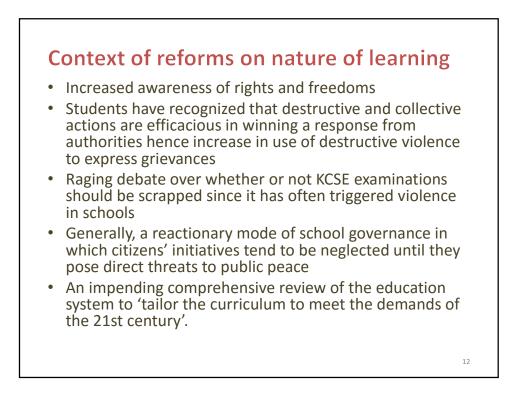
1. Alienation of the students from their process of self-determination

- e.g. school administrators exercising power and authority in ways that students experience as oppressive e.g. denied opportunity formulation/review of school rules, communication breakdown, all through which they can pursue selfrealization

 This amounts to, or at least is perceived by learners as denial of opportunities for <u>learning to</u> <u>be</u> as well as <u>learning to do</u>.

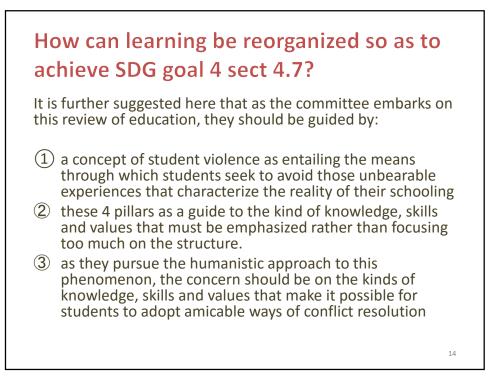






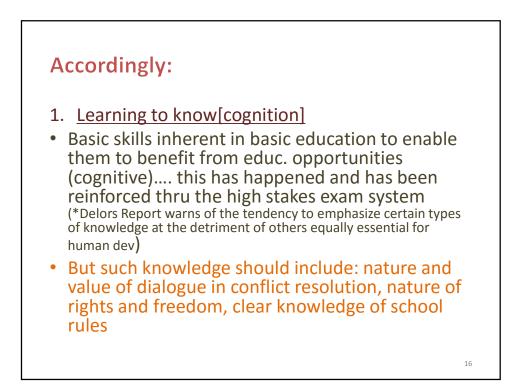
Rethinking Education & Learning needs for sustainable futures

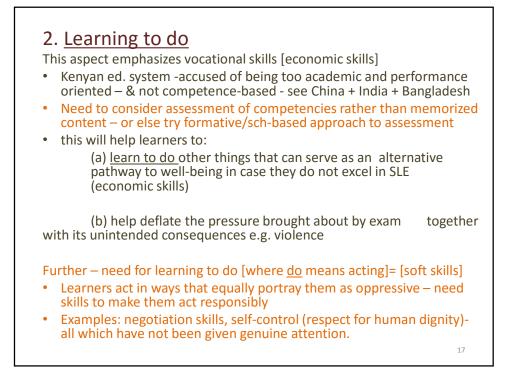
- Goal 4 section 4.7 of the SDGs obligates nations to ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, human rights, promotion of a culture of peace and non-violence, among others, by 2030.
- The 4 pillars of learning as identified in Delors Report of 1996; *Learning- the Treasure within* and which has been reaffirmed by UNESCO Report of 2015; *Rethinking Education- Towards a Global Common Good*, thus:
- i. Learning to know
- ii. Learning to <u>do</u>
- iii. Learning to be
- iv. Learning to be with others (to live together)



and through the public eye...

"The 8-4-4 system is not the problem, and replacing it with 2 -6-3-3-3 or reverting to the pre-1985 7-4-2-3 won't fix the output. Stop treating the symptoms and instead tackle the cause; how we teach: emphasize practical skills and stop condemning students based on one exam" (Daily Nation Newspaper, 30 March, 2016).





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