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ACCESS TO EDUCATION

IMPROVING ACCESS TO QUALITY EDUCATION... PAGES 28-31

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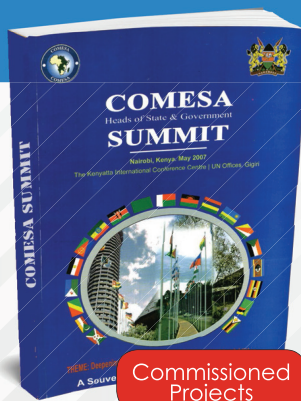
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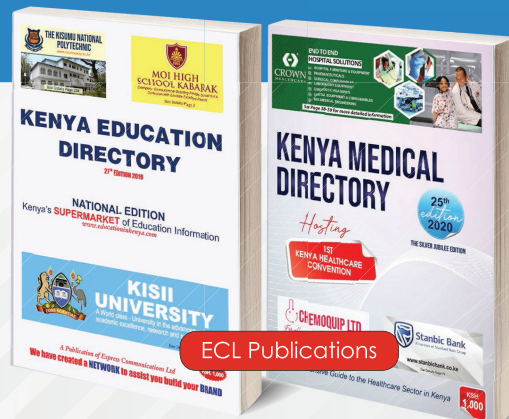
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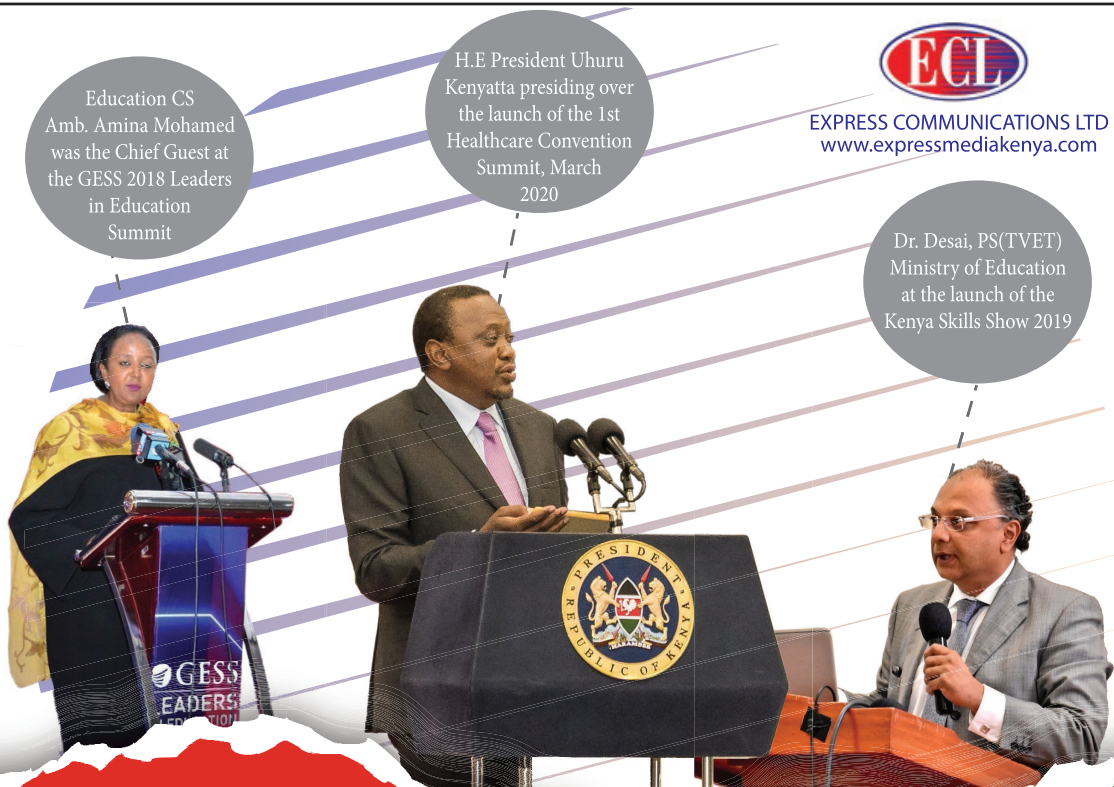
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Publishers note

Happy New Year!

Welcome to the 3rd edition of the EdSource Quarterly. The past two years have been a mixed bag and we hope you have kicked off 2022 on a positive note. As we look back at the last two years, we appreciate that as a whole generally the education industry has been resilient amidst the challenges brought on by the pandemic. This goes to show the value with which all the stakeholders uphold education and what it means to parents, learners, teachers, government and everyone with an interest in the sector.

In this edition, we look at access to education and how each facet of the sector is applying it. The Kenyan government has over the past years employed various ways to ensure increased access albeit with some challenges. Initiatives like the free primary and secondary education and now the 100% transition directive are a good attempt to increase equitable chances to education for children.

At current trends, it is noted that the number of children not accessing education is now at 1.8 million. This is from the first ever Kenya study on Out of School Children report launched in October 2021, by UNESCO and the Ministry of Education. This is in comparison to the 18.3 million who are of school going age (national census of 2019). This can generally be attributed to the many challenges including covid 19 pandemic which has contributed to loss of lives and livelihoods for many families. As a country we need to be more aware of the importance of using resources available to make this access to education a reality for children.

The government needs to strive to ensure quality in the quest for increased access and deliver learning equitably and not necessarily focusing on the number of students in the four walls of a classroom. All education stakeholders should play their role to ensure resources and policies are mobilized to address barriers to entry including disability, family income, technology, or academic performance. It is a right for all children to get educated as this ensures inclusivity and sustainability of the country's socio economic development. Our hands are full, but the stakeholders in the industry can take steps together to provide better opportunities to life - long learning

Priscilla Kerebi,
Publisher



Editorial

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Maendeleo House, Monrovia Street
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Tel: +254 722 832 764
Email: info@edsources.co.ke
Web: www.edsources.co.ke

PUBLISHER: Priscilla Kerebi
EDITORS: Jeff Wekesa, Wesley Kinara
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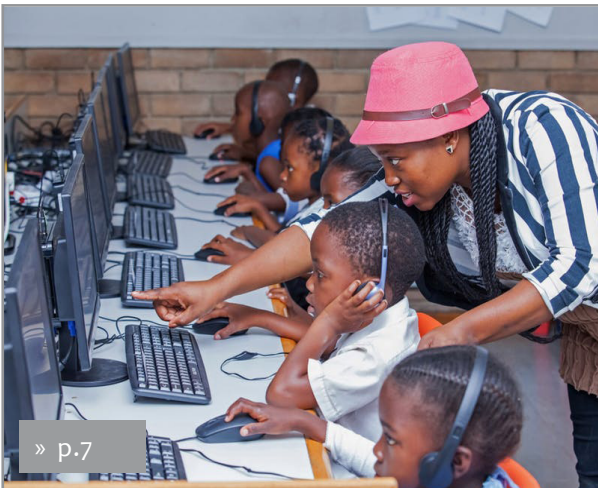
CONTRIBUTORS:
Mutheu Kasanga, Davis Waithaka,
Dr. Ehud Gachugu, Dr. Fred Ongisa,
Dr. Julius Otundo, Eva Naputuni,
Ekrah Ndung'u, Ann Rita Macharia,
Dr. Neema Araka

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EDUCATION PARTNERS ROUNDTABLE

WE LEARNED, LUNCHEDED AND EARNED

Shared value in education through Roundtables

Organisations across sectors are now more than ever playing a big role in the education sector to improve learning outcomes and scale solutions for challenges in the sector. This approach informs the concept of shared value where both education providers and education business partners benefit in increased productivity and revenues.

The business partners also learn to create products that are cost effective while gaining a competitive edge, while the schools are no longer passive consumers transforming this into an essential partnership.

The education industry is so dynamic especially when you consider the transformation in the sector which includes changes in curriculum, disruption by the COVID-19 pandemic, technology, and a demand in quality by the growing middle class. All these have provided an opportunity

to seek better engagements among the stakeholders.

To support these engagements and bring these partners together, Edsource Africa Ltd partnered with Elimupreneur to provide a platform to connect schools and business partners through the education partners' roundtable, launched in November 2021.

The congenial ambience of the Luncheons provides a conducive platform for presentations by the Business Partners and exchange of feedback and ideas by both the Partners and the School directors. What made the Roundtables very productive according to the participants was the informality and opportunity for sharing and collaborating. They were able to listen attentively and actively participate in the discussions and have time for meaningful conversations. The Roundtable meetings will be a regular platform for such interactions.

Another thing was that Education Partners Roundtable Luncheons provide an opportunity to identify and address challenges experienced in schools at the same time, offering the partners a platform to create awareness of their products and services. This



Riara University Chapter



Betty Kimani of Elimupreneur & Priscilla Kerebi of Edsource, the Education Roundtable partners conveners

platform allowed for learning, comparing and reviewing,

The Education Partners Roundtable initiative featured in four Sub-Counties, with the first Roundtable being launched at the Marion Farmhouse School in Kiambu Sub - County.

The following 3 roundtables were held at Marion Preparatory & Senior School, in Kasarani Sub-County, Riara University, Langata Sub-County and Citam School in Kajiado North Sub County. We appreciate our hosts and also the more than 60 school directors and administrators from Kindergartens, Primary, Secondary and Special Needs schools who participated in this first edition of Roundtable Luncheons that proved to be very valuable to both the partners and school directors. They provided very insightful sessions with a lot of information and knowledge sharing coupled with peer reviews among the directors.

The discussions were led by Betty Kimani, Director Elimupreneur , who provided context and set the pace for the very invigorating roundtable engagements. The topics which were centered around Competency Based Curriculum assessment and money management including financial literacy for



Practical sessions of the round table - Kasarani Chapter

schools and students were well articulated and created very insightful discussions. Pertinent issues were discussed around the areas of curriculum assessment, like how schools are performing assessment in the competency based curriculum, the challenges around this, and possible solutions such as the assessment tools which ease the burden on teachers.

Money management and financial literacy session was the Nouveta led session with a solution which allows schools remove the administration of pocket money from schools bursar or accountant to the parent and students.

All thanks to our two Education Business Partners Kurasa and Nouveta.

How it works

The roundtables are designed to have stakeholders participate either in specific regions or on specific topics or products and are promoted for collaborations to respond to emerging trends

*By EdSource Africa Team
For more information on the Education Partners Roundtable*

Contact:
Edsource: 0722 832764
Elimupreneur: 0722 708444
Email: info@edsources.co.ke



Elimupreneur's Betty Kimani taking the directors through the session at the Kasarani chapter



School Directors group photo session

ACCESS TO EDUCATION: TECHNOLOGY IS OUR OX

DAVIS WAITHAKA

Can access to technology be equated with access to education? One day perhaps? Who knows, let us investigate. From the dawn of the industrial revolution, new technology has often been associated with a whiff of luxury. It has hardly ever featured as a basic need. However, it is not just the ability to afford luxury that has had people buy technology products. It is also the desire to try out new things that compounds the adoption challenge. People who are open to new ideas become early adopters of technology and provide much-needed feedback for improvement. Unfortunately, these people usually comprise less than 15% of any population according to Rogers Adoption Curve. A majority will only adopt technology after it has been tried and tested by many people, over a long period.

This double-barreled problem creates significant barriers in the path to increase access to technology. We are however yet to examine why this access is so important to education that the need to vaporize barriers becomes imperative. The main reason is equality. Yes, equal opportunities for education for all citizens. In today's age, anyone with an Internet connection in any part of the world has an equal chance to access information as anyone else, technically speaking. It also does not matter how rich or poor a person is, access is the same. In contrast, if you needed information from a

brick-and-mortar library, you had to physically visit that library - the closer you were to a library, the easier it was for you, and the further you were the harder it was.

The interesting thing is to achieve access to education we need to increase access to technology. However, to do this means turning our opening twin issues on their heads. We must agree that first, technology is not a luxury, and second, it does not have to work perfectly to be adopted. At the risk of being controversial, I am of the view that we must include access to technology as one of education's basic needs.

However, access in itself is a complex affair. The connotation usually means improved infrastructure, fully-equipped computer laboratories, artificial intelligence apps that determine how to teach, and so forth. But the reality is that it starts from a rather humble place - our views and values; our values about adoption of technology in education; our understanding of what we can achieve with technology; of what our gaps are; and which technology is best suited for



us. In addition, how to procure and manage technology; how to upgrade it; what is lacking in urban school environs; what we can leverage on in rural school environs.

It is these views and values that will drive the conversations which will shape technology investments. As we invest in brick, mortar and furniture, these values will drive investments in technology. We must refer to them as investments because most technology will require resources such as money, time, skills and human labour. Education institutions will in this regard have to make trade off against other investments options because there is usually not be enough to go around.

Let me reiterate that these values are not just preserved for individual institutions. They must be shared by governments,



sponsors, parents, students and teachers since these are the key stakeholders in the decisions taken. Because the overall goal is to provide better education to all learners. We must ensure that all stakeholders understand how embracing technology will lead to better education outcomes.

When the right values are developed and embraced, we can shift our attention to the actual technology that we need. Good education benefits from things that increase efficiency, cut costs, reduce the time to do things and even improve pedagogy. For instance certain technologies can bring the world to a learner in a remote village in Kenya, or take the learner from a remote village to the world, all in the span of a forty-minute lesson. These technologies have been

around for decades and what is needed is just the right values to actualize their benefits in class.

Some tasks take countless man-hours in schools and yet can be accomplished by simple automated technology - technology which can be built right here in our proud country. It still baffles me why important notices and information need to be printed and handed over to children to take to their parents, when the same can be sent as an automated SMS. Before I talk about the number of trees we will be saving let us first simply ponder how many messages will get home.

So, can access to technology lead to access to education? Yes, of course. But only if the government, education institutions, investors, sponsors

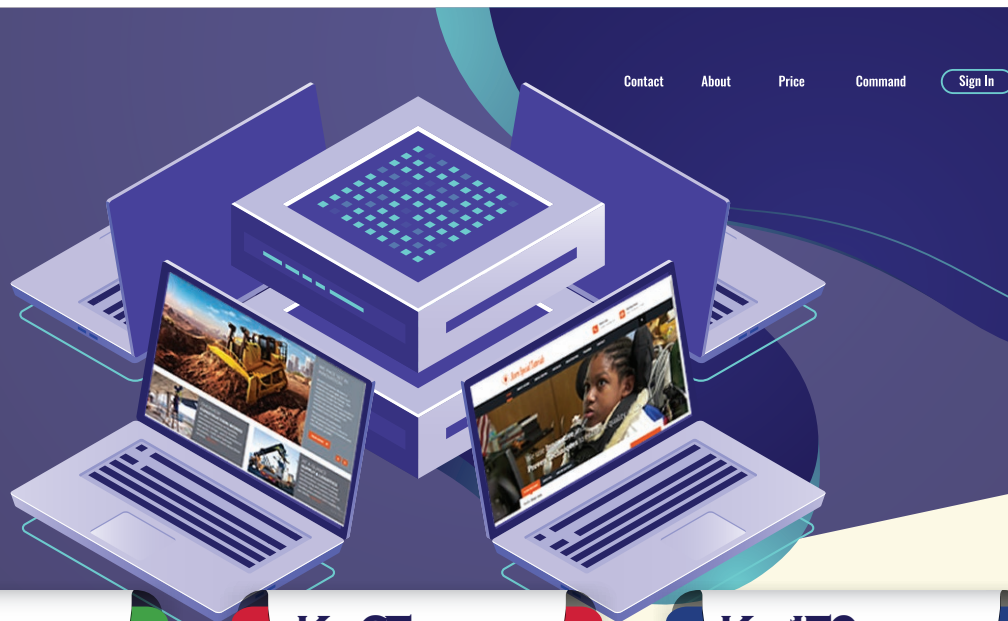
and the general public see this as possible - as a truth and fact. They must also be willing to reject the sacrifice of the good for the sake of the perfect and make use of available technology, even as they give feedback to improve on it. I encourage schools to buy local innovations and invest in these providers to tailor education solutions for every corner of the country. Build a whole-mind strategy to leverage technology in our education spaces from operations to teaching, learning and even marketing for those who need it. Access to education is a right for every citizen. In cultivating that right technology is our strongest ox.

Mr. Waithaka is the CEO Elimu Holdings Ltd.

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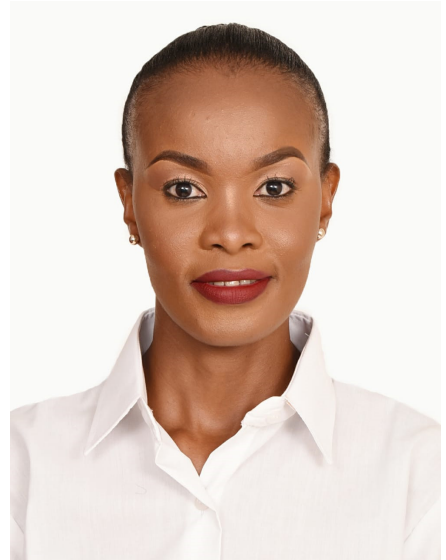
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Maendeleo Hse, 2nd Floor
Tel: 0777 633897
creative@goodfellas.co.ke
www.goodfellas.co.ke

CBC NEEDS TO INCULCATE CLIMATE CHANGE ISSUES.

ANN RITA MACHARIA



Low hanging fruits In NGOs speak or generally in project management means taking advantage of pioneer opportunities presented by a new project or a strategy. The implementation of the new Competency-Based Curriculum has come with a slew of low-hanging fruits.

My eight-year-old niece pulled a surprise, a surprise that made me ask whether boldness and courage are part of the CBC curriculum, this will not surprise me, the current Cabinet Secretary in charge of the education docket, Professor Magoha, is a man known for his take no prisoner approach, 'My way or the highway.' Perchance, this has rubbed on to the younglings benefiting from the CBC.

Whilst we were traveling to his favorite swimming outings last weekend, a middle-aged gentleman threw a plastic bottle out of the Nissan Matatu window, I abhor this behavior, but never once have I told my Niece it is bad to litter.

But with Magoha-like fiery eyes, my niece stood up from his seat "Excuse me, sir, littering is bad for the Environment, it blocks drainages and rivers and kills fish" I first assumed the eerie seconds of silence of the gentleman was a preparation for a kind-hearted apology, but the guy (not a gentleman anymore) responded with a blanket scolding of the 'Magoha' generation "hawa

watoto wa siku hizi hawana heshima, wanaongelesha watu wazima aje? (Kids of today are disrespectful to their seniors.)

His retort alluded to parental incompetence, I felt like the archer had found a soft target in me, being 'neither too wise nor too foolish' as the late humorist Wahome Mutahi would have whispered in my ear, I reverse psyched the guy by first affirming my Niece then adding the list of 'immature stuff not to do.'

"Yes niece, you are very right I am proud of you, do not stop speaking your mind and be on

“

To be a passive bystander when a crime is being committed, be it moral or criminal, does not make you immune to the guilt, the Law of Torts uses a rule of thumb referred to as a "reasonable man" especially in cases of negligence, this is the standard or action required of anyone, is that of a 'Reasonable man' or woman for that matter,

the side of good all the time like PJ Mask" I said referring to his favorite cartoon characters.

Sensing that the whole Matatu had become passive panelists in the discussion, I then added for good measure, "Plastic waste affects agriculture and it takes several generations to decay, the thrower of the plastic will be long dead, decayed and good manure for plants before the plastic begins to rot." Hell hath no fury like a woman, whose son has been scorned by a stranger, a littering stranger.

It is a relief that corporates are leading the way in environmental conservation and climate care. Coca Cola's introduction of recyclable glass bottle for its iconic Dasani mineral water sends a strong message to the whole plastic bottle beverage industry in Kenya.

Safaricom's solar back up for their boosters is a powerful message to generator users, Strathmore a pioneering grid-tied solar system is a case study for sustainability models for education institutions. Naivasha flowers solar grid investment earns their products the zero-carbon off-factory

tag; these messaging from individual sustainability initiatives by far do more than government policy ever will.

When former United States President, Donald Trump pulled out of the Paris agreement, there were fears of a domino effect with other countries pulling out of the emission capping treaty. My conservationist fear was assuaged by the fact that the USA, as a country has a system that cannot be undone by Presidential Executive Orders; States like California indeed came up with clear cut policies and legislation to exceed the treaty requirements.

USA giant Multinationals like Google, Apple, Microsoft and Facebook run carbon-neutral organizations on a worldwide scale, all this proves

that goodwill, systems, and initiatives will always trump (pun intended) executive Orders.

Schools are active centers of excellence, coming from the recent COP26 summit which brought parties together to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention on Climate Change. CBC needs to inculcate Climate change issues as part of the curriculum.

To be a passive bystander when a crime is being committed, be it moral or criminal, does not make you immune to the guilt, the Law of Torts uses a rule of thumb referred to as a “reasonable man” especially in cases of negligence, this is the standard or action required of anyone,

is that of a ‘Reasonable man’ or woman for that matter. Therefore when you see littering, when you notice a company discarding effluent to a river system, when you generate more carbon to the atmosphere, when government policies are pro-hydro carbon investments, it behooves all ‘reasonable men and women’ to stand up like my son and tell the person doing it, “what you are doing is wrong,” for a good measure tell him or her, Magoha blood runs through my vein, I am not turning, you turn.

Anne Rita Macharia works at Skylinks international Holdings as Business Development Manager.



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FEATURE STORY -

PSYCHOLOGICAL SAFETY IN SCHOOLS

DR NEEMA ARAKA



and strengthening the existing gaps in the psychosocial support systems in the schools.

Dr Neema Araka is a medical doctor and a Psychiatry Resident at University of Nairobi. She's a certified psychotherapist & Life Coach. She's incredibly vested in providing specific and effective solutions for mental health challenges.

Dr Neema Araka is the founder of FITAHI - a digital mental health platform that promotes insightful discussions on arising issues that pertain to mental health. FITAHI strives to educate, empower and serve a resourceful instrument for all things mental health.

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Psychological safety is a deliberate practice designed to allow stakeholders in education to share ideas, voice concerns, offer suggestions and compare notes in a mutually respectful manner without fear of negative consequences.

The main objective of psychological safety in schools is to nurture the most significant relationships. Primarily, the relationships among internal stakeholders: students, teachers & parents. An investment in the quality of student/teacher relationship can yield a personally enriching education experience.

Why invest in student/teacher relationship?

In Kenya, studies on student/teacher relationship have demonstrated the need to foster good quality relationships between students and teachers. Investing in student/teacher relationship is nourishes healthier psychosocial development, reduces cases & severity of indiscipline among students and promotes better learning outcomes.

Psychological safety is fundamental in facilitating conducive learning environment. It promotes cohesion, appropriateness, engagement, proportional responsiveness and virtue of discipline. Psychological safety prioritizes respect over

fear. Being heard over being dismissed.

Schools that have negative student/teacher relationships have higher levels of indiscipline. That is according to a study done in public secondary schools in Naivasha Subcounty to determine the influence of student/teacher relationship on students' indiscipline. The study concluded that the quality of student/teacher relationship is strongly associated with cases of indiscipline in their students (G. Mwaniki, M. Ngunjiri & J. Kanjogu 2016).

The student/teacher relationship weighs heavily on the students' psychosocial development. Students with poor quality of relationships with their teachers reported a very low sense of school belonging with increased levels of loneliness (Peter M Baru, Lucy W Ndegwa, Zakaria Mbugua & Johannes Njoka 2020).

The desired, immediate outcome from these discussions is to create more awareness and increase advocacy on the role of psychological safety in schools.

Our long-term objective is to collaborate with education policy makers in establishing effective structures through training, counselling and coaching within the school environment. The return on investing in student/teacher/parent relationship is bridging

1 PSYCHOLOGICAL SAFETY

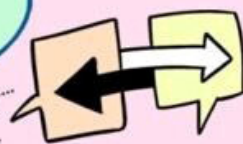
HOW TO SAY IT

Amy Edmondson



"This is a new territory for us, so I am going to need everyone's input."

"There are many unknowns/things are changing fast/this is complex stuff. So we will make mistakes."



"Okay, that's one side. Let's hear some dissent / who's got something to add / let's have some give-and-take."

"Lucy, you look concerned."



"Gilles, you haven't said much."



"Adrian, what are you hearing in the warehouse / on the calls / on the road?"



"What assumptions are we making? What else could this be / could we investigate / have we left out?"



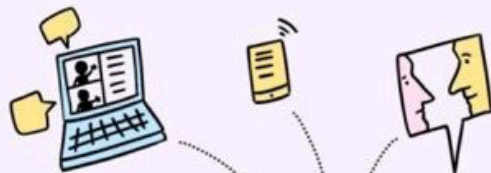
"Did everything go as smoothly as you would have liked?"



What were the friction points?
Are there systems we should retool?"




"What are you up against?
What help do you need?
What's in your way?"



"If you've got something to add, just..."
(mention a few channels of communication, including ones suitable for difficult conversations)



"I really appreciate you bringing this to me.
I'm sure it wasn't easy."

"Thank you for that clear line of sight." 

Sketchnote: Tanmay Vora / @tvora / QAspire.com

DR. VINCENT GAITHO

PRIVATE EDUCATION SECTOR ENHANCING ACCESS TO EDUCATION

INTERVIEW

Pro-Chancellor, Mount Kenya University and KEPSA Education Board Chairman.

1. *What are some of the exciting things you have achieved in your dynamic and diverse career?*

To put this in context, I will need to highlight my journey into education and beyond. I actually happened to stumble into teaching, because after my high school education, I was admitted to The University of Nairobi to study Bachelor of Arts, General Degree. As it were, before enrolling into the university then one had to undergo a three months programme at the National Youth Service (NYS). This was a mandatory training unless one was exempted on medical reasons or otherwise. While at NYS, we participated in many activities including career counseling by the then Joint Admissions Board (JAB); the institution mandated to place government sponsored students to public universities.

It was during a JAB's presentation that we were informed of possibilities of inter university transfers with an opportunity to change one's career placement. I took this chance and applied for a transfer to Kenyatta University to study a degree in Bachelor of Education (BEd). And as it were, I got accepted to Kenyatta University and admitted to pursue a degree in Geography, Philosophy and Religious Studies as my teaching subjects, the rest as they say is history.

I was happy to take up teaching, a career that enabled me to work in different



schools and in different parts of the country. Starting off in Wundanyi, Taita Taveta, where I was posted to St. Mary's High School Lushangonyi. While still teaching, I sought to upgrade my academic status and pursued a Master's Degree specializing in Population and Settlement Geography of Kenyatta University.

I went on to do my PHD in Tourism and Recreation Geography with a focus of Community Based Ecotourism still at KU. Suffice to say, after my Master's degree, I left teaching in secondary schools and joined the Catholic University of Eastern Africa (CUEA) as a faculty in the department of Geography and Environmental Studies.

While at CUEA I served in various capacities including as the Head of Department. It was then that I first had the opportunity to exercise leadership among intellectual peers and I quickly learned the art of allowing colleagues in the department to exercise their freedom and choices while appreciating their contribution for the betterment of the department and the university at large. It was indeed very humbling to be part of the growth the department and the university.

It was still at CUEA when my career took an interesting turn. I had a call (may be it was a wrong call) and resolved that I did not want to just sit and complain

about the state of politics and governance in the country. I wanted to be an influencer, to provide better leadership to my community. I threw my hat in the elective political arena in 2007 National Elections, to vie for member of parliament seat for Gatundu North Constituency. May it was indeed a wrong call, I did not make it to parliament. I made another attempt in 2013 and returned in second position.

At this point, I decided to concentrate on my university teaching at CUEA while winding my Doctoral degree to which I graduated in 2014. And it was while still at CUEA that I served as a member of Council of Mount Kenya University (MKU). I later left CUEA for MKU, where I was appointed to the position of Pro-Chancellor; a position I serve to date.

My experience at the university space for several years now has allowed me to interact with various partners and stakeholders in the education ecosystem. Through this I was privileged to sit in the Education Sector Board at the Kenya Private Sector Education Sector Board (KEPSA), from where I was nominated from to the pioneer Board of Trustees of the National Research Fund.

Currently I am privileged to serve as the Chairman of the Education Sector Board at KEPSA. I have interacted with many people because of the mandate which includes policy advocacy. This has allowed me to network with among others the Executive, Judiciary and legislature among other public and private organisations that impact education in one way or the other. I now wear the hat of the Pro-Chancellor at MKU, and as the assisting Chancellor, I stand in the gap when the Chancellor is unavailable. This is the prerogative of the Board of Directors where I midwife

interaction among the 3 tiers; The Council, Management and Board.

2. *Where do you draw your inspiration from?*

I may not have been the top class student (laughs). In fact I was a very shy boy in primary school and also faced a lot of disruption as I pursued my primary education. However, I managed to scrape through primary school to High school, where I met my headteacher and also Geography teacher Mr. B. O Ogange who inspired and nurtured my academic growth, supporting me through both O – Levels and A – Levels schooling. In fact, we are still friends to date.

I also get inspiration from my father Mwalimu Gabriel Gaitho who is also a career teacher. My father served the profession for a long time from a Primary School Teacher in the pre-independence era to University of Nairobi Graduate Teacher and High School Principal at his retirement. I learned greatly from him especially having taken my teaching practice in his school. I picked from him the art of being fully engaged in conversations while contributing to discussions that provide growth.

My colleagues, and here I must add that I have been inspired by the MKU Chairman- an old time friend, school contemporary and university mate. I am particularly touched by his entrepreneurship achievements and humility. From the private sector, especially KEPSA I get inspired by my colleagues' commitment, contribution, sacrifices and the willingness to share their time and resources for common good.

3. *What is your take on the role of private sector in education?*

Education is a big undertaking as evidenced by the huge National Budget allocation; an indication of how important education is.

It is a necessary investment as evidenced by the government and parents' belief in the value of education. Going back in history, the founding president believed that education was important to remove ignorance giving people an edge to compete in life.

Private sector education providers came about to bridge the gap where government was overwhelmed with the demand. The churches were among the first private providers of education when it became evident that the government was not able to provide sufficient education spaces to its citizens.

But private education provision is a gamble. There is always the issue of double taxation especially to parents, who pay taxes to support public education sector but because of issues of may be quality and access, the same parents will pay to access private education institutions for the service.

Speaking of access, let us look at higher education, specifically university education. In the nineties, the advent of private higher education, addressed the issues that were there when it came to enrolment. At that time, admission to university was pegged to bed capacity. At this point many parents started to take their children abroad to pursue university education because of the limited access locally. This gap then created an opportunity for private universities to admit students to curtail this dollar flight. Currently almost half of the universities in Kenya are private universities.

Private sector also plays a role in absorbing a lot of human resource that is churned into the labour market. Can you imagine if all students who graduate had to be employed in the public sector? Private sector has provided opportunities across board; access for

students, academia, support staff and industry. Government appreciates these interventions and also supports students to access university education by providing capitation.

4. The Covid 19 Pandemic was an unprecedented disruption. In your view, what lessons has the education sector learned from this pandemic? Do you feel like the sector will handle another crisis any better, or is it a case of out of sight out of mind?

Education as an industry was highly affected by the COVID 19 pandemic. Unless someone is ignorant, I believe the industry is now awake to the fact that brick and mortar will not be the future. Provision of education will not depend on ambience and infrastructure but on how quickly and effectively we take up online and digital learning. Going forward, competition will be on providing global qualifications.

Our researchers should be focused on creating home based solutions. Take the current issue on vaccines, African countries are waiting for vaccines from other parts of the world. We need to wake up to developing home grown solutions for our problems. Let us look within the box and not necessarily outside the box. Sometimes when we look outside the box sometimes we end up with more escapist ideas than if we looked within for solutions.

5. As the industry grapples with challenges of access, please address the issue of student placement in universities & TVET colleges;

This is the time for private sector to be embraced as a significant partner and not competitor. I must applaud the government for recognizing the importance of private sector providers especially by enabling their participation at various public sector Boards

which has allowed for inclusivity in these organisations. To the placement issue, colleges especially TVET institutions must make deliberate efforts to be compliant and work towards shedding off the negative tag associated with some of them as regards to quality. Private colleges must align themselves with the economic and industrial agenda of the country, offer courses and programs that will provide students with a higher chance for employment.

These institutions need to be competitive by training skills needed so that they can attract students to their colleges and universities. Students these days are well informed and they have the liberty to choose institutions and courses they believe will give them a better chance at being employable. It is up to universities and colleges to re - think their enrolment strategy and course offerings. Universities need to set up centers of excellence to develop niche based training that will allow for more specialized and relevant output.

6. In your opinion, how has Kenya Private Sector Alliance (KEPSA) positioned itself to encourage collaboration among education partners for improved education outcomes?

KEPSA is the apex body of the private sector in Kenya. This in itself is an opportunity for private sector players to collaborate with academia to uplift the training in higher education in Kenya. The Education Sector (EdSec) Board is a significant enabler recognized for the efforts it puts to articulate education matters and more so the skills development area which promotes industry - academia linkages. The other Sector Boards are number one consumers of output of human capital from the education sector.

The biggest opportunity is on how the collaboration will solve the human capacity issues as expressed by others sectors. Some of the possible areas of collaboration include research, where industry may undertake consultancies from tertiary institutions which can solve industry challenges and improve their competitiveness. Another is for industry to offer internship, attachment and apprenticeship opportunities to students to improve on competencies and for a better qualified labour force.

For a long time, the term “half baked” graduate has been used to describe the caliber of students graduating from our local universities and colleges. Question is, to what extent do we get to graduate “fully baked” students? This issue can be sufficiently addressed when there is a structured industry-academia linkages framework. Involvement of employers will assist in identifying skills required by the industry and their participation in the delivery of relevant skills required.

To this end, the Education Sector Board is committed to working with the other sector boards to support the “software” ie human resource. For better outcomes, the “hardware” which includes infrastructure must be combined with human capital to ensure sustainability. For the students, they get first - hand experience at the processes, gaining valuable knowledge, this is the power of industry academia linkage.



The Lukenya Schools

A Tradition of Excellence



Lukenya Academy (Kindergarten & Primary schools)

We are proud of our nurturing approach and our tradition of excellence. Through the efforts put in action by our passionate teachers, we are able to achieve all the goals for our students. Our CBC and our KCPE outcomes ensure that our children enjoy learning and very well prepared for their futures. Lukenya Academy always strives to develop the whole child, so they leave LA with the skills to continue to thrive and achieve academically and personally and make a positive contribution to the community.

We believe we are the champions.

****We have innovative teaching and as we prepare to roll out the Junior Secondary School at Lukenya Academy, we uphold our promise that our quality of teaching will ensure your child makes amazing academic progress no matter their starting point.***

Lukenya Girls High School

WHY LUKENYA GIRLS HIGH SCHOOL IS BEST FOR YOUR CHILD

- It is a school adapts quickly to social change.
- It is a school that uses every resource, advantage, gift, and opportunity it has to grow students academically and socially.
- It is a school that has students who get along with and support one another towards a common goal—and they know what that goal is.
- It is a school that develops young women of dignity and integrity.
- It is a school with very high standards in every area of school life and consequently, LGHS is a disciplined, happy and caring place.
- It is a school with many activities beyond the classroom to involve your daughter further in the life of the school and giving our young women many opportunities and responsibilities.
- It is a school with excellent Examination results and rates of progress in the Lukenya Schools tradition of excellence that families and communities understand and value.

****We are ready to take in new Junior Secondary school girls in 2023 to join into this tradition of excellence.***

Lukenya Academy (British Curriculum Secondary School)

We are a leading co-educational boarding and day school for children aged 12-16 (Grade 7-11, Key Stage 3&4).

At the LA British Curriculum School, our forward thinking, dynamic approach to education combines academic excellence with character development and a skill set that enables our students to stand out from the crowd. The school ethos is to be small, nurturing and inspirational, encouraging and enabling our pupils to achieve their very best academically, with space to develop and express their creativity and explore their strengths.

We understand entrance from all systems, and we look forward to welcoming your child. For simple and friendly admissions, please contact Mr Wanyonyi on 0714674366.

****From September 2023, we will welcome our first High School students (Year 12 & 13 Key Stage 5) at the Lukenya Academy BC School. Our aim is to provide a positive environment where the sixth form can flourish and develop a sense of responsibility, teamwork and leadership skills.***

Lukenya Boys High school

Lukenya Boys' High School is a full boarding secondary school for boys. Its location affords the students an ideal, quiet learning environment, away from the hustle and bustle of towns. At LBHS we work to ensure that our boys have the curiosity, ingenuity and sense of fun which academic, and other, interests inspire – and therefore the sort of man each boy becomes. Furthermore, good manners, consideration for others, an ability to communicate effectively in both formal and informal settings are even more important today than they have ever been, in a world that is becoming increasingly competitive.

Why Lukenya Boys High School?

- Exemplary Discipline
- Academic Excellence
- Leadership
- Environmental Conservation
- Voluntary Service
- Outstanding performance in out-of-class activities

****We are ready to take in new Junior Secondary school boys in 2023 to join into this tradition of excellence.***



DR. FRED ONGISA KISEB AG. CEO

ADDRESSING CAPACITY GAPS THROUGH STANDARDIZATION

INTERVIEW

1. Please tell us what KISEB is all about and the two qualifications that were recently launched.

Kenya Institute of Supplies Examinations Board (KISEB) is a corporate body established by Section 12 of the Supplies Practitioners Management (SPM) Act, 2007. KISEB is mandated, inter alia, to prescribe and regulate syllabuses of instruction for professional certification; prepare and conduct examinations for persons seeking registration as procurement and supply chain management professionals, promote recognition of the qualifications both locally and internationally.

In its endeavour to achieve its core mandate of promoting standards of professional competence, KISM developed Certified Procurement and Supply Professional of Kenya (CPSP-K) and Associate in Procurement and Supply of Kenya (APS-K) in 2014 with support from the Kenya Institute of Curriculum Development (KICD), through a consultative process that brought together stakeholders from all sectors and incorporated a nationwide survey to establish the competency gaps.

2. What spurred this change?

In 2014, Kenya Institute of Supplies Management (KISM) in collaboration with Kenya Institute of Curriculum Development (KICD) developed the inaugural



certification programme whose examinations have been administered by kasneb on behalf of KISEB through a memorandum of understanding. Due to continuous feedback from practitioners, employers, trainers and government, we embarked on the review of the 2015 Curriculum.

The revision was also necessitated by the requirement of International Bureau of Education (IBE) that a curriculum is reviewed every five years in order to address sustainable development. Additionally, competency frameworks, skills gaps surveys, diagnostic surveys and Global CEO's report informed the syllabus renewal.

3. What has given you the greatest pleasure in seeing this transition through?

The motivation to align the curriculum to the best practices in the world through a multi-stakeholder participation. The revision of CPSP-K and APS-K drew participation from the National Treasury, KICD, kasneb, practitioners, academicians, students and trainers.

We are proud to highlight that CPSP-K and APS-K are accredited by the Kenya National Qualifications Authority (KNQA) and has a Global Standard Accreditation from the International Federation of Purchasing and Supplies Management (IFPSM). This

global recognition positions the qualification among other established examinations and certifications.

4. What is your view about the negative perception that exists in the supplies and procurement profession?

It is a wrong perception since procurement process is a collegial exercise. There are several layers of decision making before a procurement is done. My take is that we need to consistently promote a whole-of-society culture of public integrity, partnering with the private sector, civil society, and individuals.

5. Do you think this new syllabus will address this negative perception?

The revised Certified Procurement and Supply Professional of Kenya (CPSP-K) and Associate in Procurement and Supply of Kenya (APS-K) certifications are designed to impart capabilities, including values and ethics, commercial skills, analytical abilities, problem-solving skills, technical knowledge of supply chain operations, a good understanding of IT applications, communication skills, and motivational skills.

These are skills essential to any procurement and supply chain practitioner. KISEB seeks to address the perception that public procurement is vulnerable to corruption through this certification and in regulation of procurement practitioners. It is estimated that public procurement accounts for between 15-21% of the GDP but 1% is lost through unethical practices. Regulation of the practice of procurement will support professionalization of procurement functions, by increasing the number of qualified staff and equipping

them with knowledge on best practices to help reduce costs, increase operational efficiency and promote ethical conduct.

6. How will this new syllabus prepare people to be professional in their work?

It is anticipated that this curriculum will address capacity gaps by qualifying a larger pool of procurement professionals that can be recruited into public service and other sectors. The revised curriculum will promote professionalism in procurement, speed up procurement processes, position procurement as a strategic role in organizations and nationally, increase levels of accountability in procurement processes with focus on the procurement professional and their advisory roles and link procurement to national development objectives. Globally, procurement plays a huge role in socio-economic development of any country.

Procurement of goods and services constitute about 70 percent of the Government's annual budget, and it is becoming increasingly important for us to professionalize procurement functions in order to manage public resources for better service delivery. As we prioritise government's agenda, procurement and implementation of these projects and programmes will require careful planning, budgeting and procurement of consultants and contractors.

This process will be supported by professional expertise from various disciplines, including procurement. It is therefore important that we have a skilled workforce in procurement to support and facilitate implementation.

These new syllabuses are therefore coming in at the right time given that the increased scope of responsibilities placed upon procurement professionals. The practical nature of the CPSP-K and APS-K and the inclusion of topics that speak directly to procurement and supply chain challenge currently faced by the public and private sector organizations in Kenya and other similar countries.

7. How are you engaging industry in delivering the syllabus?

We are collaborating with universities, technical colleges, schools and both levels of government to sensitize stakeholders on the certifications.

8. What motivates you and keeps you going?

Education has a huge impact on the lives of people. I wake up knowing that I am playing my small role in making a difference in this country.

“

“It is impossible to improve any process until it is standardized. If the process is shifting from here to there, then any improvement will just be one more variation that is occasionally used and mostly ignored. One must standardize, and thus stabilize the process, before continuous improvement can be made.”

~ Masaaki Imai



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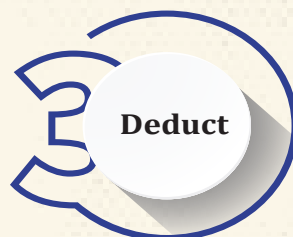
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- I Once you are on the portal, type the name of your employer
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- III Key in the rest of the details/information required
- IV Click register to submit the details
- V An activation link will be sent to your email address.
- VI Click '**Verify Account**' in the email received

3 Disclosure of Staff

- I Click '**Disclosure of Staff**' or '**My Employees**' tab '**Click here to upload staff list**' 'Click here to upload staff list'
- II Click on 'Download CSV Template File' Fill the downloaded template file with your staff details
- III Click 'choose file' and browse for the updated template and select the file. Click 'upload' to load your staff list on the portal in the format shown in

4 Deduction of Staff Loans

- I Click on the remittance tab Download the CSV template file
- II Correctly fill in the required details: Year, Month, Receiving Bank & save the file Upload the correctly filled CSV file.
- III Submit
- IV After e-slip generation, make payments by stating the employer code and the respective pay month on the payment details narration.

Statements

The Employer can always view the status of remittances uploaded.

- Click on statements tab. You will see the slip number, repayment period, amount and the payment status.
- If the status is 'paid', you can proceed and print the receipt.

Compliance Certificate

To get Employer Compliance Certificate, please click on the "Compliance Certificate" tab. Compliance will be evaluated on whether all loanees are in repayment and all deductions have been submitted to HELB on time. Compliance Certificate is issued annually.

- Download CSV Template
- Fill the required data then upload
- The uploaded list will be evaluated & once done, your Compliance Certificate will be ready for download

Get in touch! Email: employerportal@helb.co.ke

RE-IMAGINING DUAL APPRENTICESHIP SYSTEM:

A PROMISING SOLUTION FOR SPURRING TVET

GRADUATE EMPLOYMENT IN KENYA

DR. EHUD GACHUGU

I recently had a conversation with one of the leading plumbing company executive, who revealed interesting insights on the quality of TVET graduates. Much as he seemed to appreciate the high quality of theoretical learning taking place at TVET institutions, he asserted that most graduates are experiencing significant challenges in aligning to changing labour market needs due to lack of exposure on current technologies, industry trends and requisite 21st century social and soft skills.

Nonetheless, it is important to note that the Government and TVET stakeholders have put a lot of effort to change this trajectory, in various ways, these includes; the implementation of the Competency-based Education and Training (CBET) curriculum, increased communication and advocacy on vocational training, and increased attention to Industry and academia linkages. Such legislated and established policies and initiatives are helping to address this and other gaps.

As has been documented elsewhere, Kenya is experiencing a “Youth Bulge” with over 20.1% of its population aged between 15 and 24 years. The same is reported in most sub-Saharan Africa countries with growth averaging at 19.7%, while the rest of the world is at 16.2%.

Statistics also indicate that Kenyans between the ages of 15-34 years account for 84% of the unemployed population. Essentially this means, there is a high youth unemployment rate in Kenya which is bound to increase due to the prolonged economic impacts of the Covid-19 pandemic. Despite these unemployment statistics, young people continue to leave school to join the unemployed cadre even as the potential of self-employment through TVET is ignored.

Notably, an additional 5 million youth will be entering the labour market by 2025 making the situation dire. As such more effort is needed to improve the quality of learning in the TVETs and to smoothen the transition of graduates from to work as a strategy for increasing youth employment and economic growth.



Dual Apprentice System

The Dual Apprentice System combines apprenticeship and vocational education – where theoretical instruction in school is combined with practical training in the workplace. With defined periods for academic instruction and defined periods for workplace training. Dual apprenticeship is primarily practiced in Europe, where Germany is leading.

According to Urban Institute, 2021, Germany in the year 2019 had 1.09 million apprentices who were trained in 327 recognized occupations. With the duration of their apprenticeship taking two and three and a half years, depending on one’s profession. For acceptance into an apprenticeship program, a student applies to their desirable employer who screens applicants and selects them. Essentially, the program in Germany begins as a training



contract between an employer and an apprentice. It is similar to a work contract and serves as the legal basis for the in-company training in the Dual VET system. One key aspect of this employer-apprentice relationship is that it is supported by the German Chambers of Commerce and Industry.

The chambers in this regard provide a training contract that regulates; the duration of the training, stipulates the beginning and end of the training, the probation time, the vacations, the training content, the training salary, and termination. Other countries whose apprenticeship systems have been recognized include Finland and Switzerland.

To put it into context, the Dual Apprentice System simply means employers participating in training programs. There are several models of dual apprentice training that can be considered. There is the Block Training where there is a prescribed period for training followed by industry experience. Sandwich model where you alternate training and practical work experience within structured duration and Blended model where there is no defined time periods between training and apprenticeship. The main focus is to ensure learning and training goes hand in hand with work experience.

It is noteworthy to mention that Kenya has benefited significantly from investments promoting dual apprenticeships type of trainings, through organizations like GIZ, KfW, World Bank Kenya Youth Employment Program and Kenya Youth Employment and Opportunities Project. However, most of these initiatives are still at the pilot stage with incredible results, laying a solid foundational block for national wide scale-up and ownership.

Wherever dual apprenticeship has taken hold it has proven benefits. The ways in which it has been beneficial include; increased employer participation in training sessions; students have been exposed to current trends, technologies and practices in the industry; there is increased exposure of training institutions to modern pedagogies; an increase in transition rates as well as supporting inclusion of youth with various diverse needs.

Adaptation of Dual apprenticeship to the Kenyan context

Dual apprenticeship in Kenya is possible, mainly due to the shrinking formal sector and expanding informal sector. Additionally, the nascent nature of the Kenyan private sector ecosystem particularly the SME base is a large incentive in itself due to the opportunities that may accrue from adopting dual apprenticeship.

Moreover, the government has made significant investments to facilitate the adoption of dual apprenticeships by providing; public work programs, TVET infrastructure development, reforms in education and training ecosystem, increased investment in large public works and infrastructure projects, increased enrollments to the TVET institutions, and increased adoption of technology especially with the emergence of the 4th industrial

digital revolution. Consequently, Kenya has the potential to leverage on dual apprenticeship to enhance TVET training and employment outcomes. This will require rethinking our approach to training, engagement of industry as well as TVET policy and regulatory reforms.

The Re-Imagined Dual Apprenticeship System - A Fit for Purpose Model for Kenya

Re-imagined industry-academia linkage framework

The government of Kenya has put great effort to establish this linkage by adopting the Competency Based Curriculum (CBC) at basic level, the Competency-Based Education and Training (CBET) at the TVET level and industry-aligned training at the university level. Nonetheless, there is a need to re-imagine an approach that would show how the industry and academia can enhance education and youth employment outcomes.

The industry-academia linkage framework needs to be re-imagined through context-specific interventions, with data-driven decisions, that will leverage on - digital technologies, appropriate national, sectoral and industry-specific policies, and putting youth voices at the center stage.

Re-imagined mindset - Trainers, trainee, industry and society

The Dual Apprenticeship



System can be quickly adopted in Kenya when a whole society shared-purpose mindset is created and defined targeting trainers, trainees, industry, and society. They have to recognize the need for dual apprenticeship to promote the public good and attract public support and allocate public resources. All primary actors should be involved in revealing any gaps that can be addressed through dual apprenticeship. Benefits of a functional TVET systems permeates in every aspect and part of the society and economy.

Re-imagined role of MSMEs and SMEs

MSMEs and SMEs usually assume that only large corporations and government institutions can participate in a dual apprenticeship. Yet, MSMEs and SMEs typically find it harder than large employers to acquire the skills they need, either because they cannot attract talent from external labour markets, or because they do not have the resources to develop these skills internally through training.

SMEs constitute 98 percent of all business in Kenya, create 30 percent of the jobs annually as well as contribute 3 percent of the GDP. MSMEs contribute 40% of GDP and highest number of jobs. This points to the phenomenal potential these businesses can contribute to dual apprenticeship training system. There is a need for a framework to appreciate their role and contribution in promoting dual apprenticeship.

Re-imagined training delivery approach

A re-imagined training delivery approach is necessary for an impactful apprenticeship. A more personalized approach is essential to ensure each apprentice is well attended to, depending on their unique training needs. Due to the diverse

training needs of individuals, a single standardized training method may not guarantee the success of apprenticeship programs. The staff in the training institutions and apprentices' mentors should be trained on various training and teaching methods to allow them to adapt to the apprentice's individual needs. Amplified role of private sector in training and quality assurance is also essential.

Re-imagined governance, collaboration and coordination of TVET programs

Several stakeholder groups have a legitimate interest in the quality of TVET programs. The greatest challenge has been in the coordination and accountability of such systems. Accordingly, there needs to re-imagine how such system will be governed and coordinated in an inclusive manner. Multi-stakeholder partnerships will allow the skill systems to be defined by the trainers, government, professional associations and by employers in collaboration with the labour market actors. This will then be implemented by TVET education and training institutions.

Re-imagined role of digital adoption in TVET interventions

Several technologies are driving digital innovation through; collaboration on digital technologies, extended reality, ubiquitous computing, artificial intelligence and block chain are major ones. These technologies are enabling new modes of teaching and learning to take place both in and out of the classroom or training centers where content is delivered asynchronously and interactively. Technology is well suited for the TVET transformational agenda. Notably, these digital technologies need to be deployed in ways that would stimulate young people's interest in joining technical

and technology courses. The idea is to help learners learn collaboratively or individually through a variety of technology-enabled methodologies.

Kenya is already ahead of the curve

The uniqueness of Kenya gives it a higher potential of succeeding in dual apprenticeship. Kenya has a thriving private sector and a large base of MSMEs and SMEs. It also making promising reforms in TVET, primarily through CBET, capacity strengthening of trainers and upgrading infrastructure and equipments in TVET institutions. As mentioned earlier, Kenya also has a youth bulge which is considered a "demographic dividend" that can gain heavily from the system.

With the increased recognition of the importance of TVETs and the shift of Kenya's economy towards a knowledge and digital based, it is guaranteed that more young people will be willing to join TVET institutions to evade the high unemployment rates. Yet even for those seeking employment, they will be better positioned to secure employment when they are well trained and better aligned to emerging market needs which is possible through the dual apprenticeship.

Additionally, the adoption of CBET will ensure that the dual system is implemented seamlessly, as such, communication and advocacy for this pairing needs to be articulated more, as this will go a long way to ensure that the country remains ahead of the curve.

Dr. Ehud Gachugu is the Director Ajira Digital and Youth Employment Program under Kenya Private Sector Alliance (KEPSA)



Delegation of German Industry and Commerce for Eastern Africa
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Focused on practical skills to improve productivity and competitiveness to fuel innovation

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ACHIEVING ACCESS TO TERTIARY EDUCATION

EKRAH NDUNG’U

Tertiary education or post-secondary education is instrumental in fostering growth, reducing poverty and boosting shared prosperity. It is beneficial to both an individual and the society as a whole. The new social and economic needs of the global knowledge economy demands for a better-trained, more skilled and adaptable workforce through tertiary education. The failure to prepare students for tertiary education is similar to denying them college access because they lack knowledge, skills and aptitudes required to gain admission to earn a post-secondary certificate.

A recent study conducted by the College Board found that many students entering college were not prepared for college-level courses, no matter how well they did in high school. According to Stefanie DeLuca, an associate professor of Sociology at John Hopkins, more than 40% of high-schoolers do not follow a college preparatory track which leaves them with a disadvantage after finishing high school when they want to enroll in college. One of the ways of ensuring college access is by enrolling all students in a course of study that is going to prepare them to succeed academically in tertiary education once they are done with high school.

High schools today do not prepare students for college; instead they prepare students to get into college. Many

students struggle to transition from blindly following lessons in high school to being asked to critically thinking college because they haven’t built these skills. Often guidance departments become overwhelmed with discipline and school issues. It is necessary for college guidance to occur within the school curriculum and the school as a whole.

High schools need to maintain a college-going behavior throughout the students at the school so that it can impact on their attitudes before joining college. When students are encouraged to build skills like problem solving, self-assessment, collaboration and communication, they are better to navigate change as they prepare to transition to college.

Students coming from low-income families do not only suffer disproportionately financially, but also many don’t receive high-quality education in secondary school which makes them lack the knowledge to effectively prepare for college in the first place.

Many schools from low – income areas fail to develop the skills needed to excel in college for these students. The lack of this preparation leaves the students having trouble keeping pace in college and even denying them the chance to access tertiary education. According to Kirst and Venezia (2004), low-income students



are less likely to be enrolled in college preparatory classes.

College guidance is necessary for students who are preparing to access tertiary education. Terenzini Cabrera and Bernal (2001), states that parental encouragement in helping high school student’s transition to college is important as the students will prepare adequately for their future plans. This counselling influences students’ aspirations, plans, career goals, knowledge and skills needed in college preparedness,

This transition also helps the parents in “letting go”, parents find it not an easy journey to emotionally detach from their children as they become young adults ,when they are joining tertiary institutions they’re adults getting an ID ,freedom and being in a setting with less rules ,at this stage God plus self-awareness & self-regulation keeps them in check.

Students who are preparing for admission to tertiary education are also often ill-prepared due to an inconsistent curriculum during their primary and secondary education programs. To battle these problems, researchers support the blending of career and academic curriculum in secondary education to provide more practical methods of opening up career and college

access for all. Most of them are also not sure what course or career they wish to pursue as some haven't been exposed to career guidance. The Kenyan government in 2017, initiated a new Competency Based Curriculum (CBC), which is focusing on teaching and learning concrete skills. The CBC will minimize the gap created and will equip students with enough skills and knowledge required in their college preparedness and admissions.

The initiative found that the existing system (8-4-4) was not providing flexible education pathways as it did not consider whether the students had the skills and knowledge they needed at different levels causing the stagnation of students transitioning to college. It will

also provide an important platform for identifying and nurturing students' aptitudes, skills and interests early enough to prepare them for accessing tertiary education and career progression.

It can be tempting to cave into social pressures and pursue the most prestigious degree, but at the end of the day getting career counselling to help ease the process can provide a wealth of information for the students. Transitioning to college is a tough academic process but with proper preparation at the high school level makes it easier to achieve access to tertiary education.

*By Ekrah Ndungu
Career Coach &
Secretary General KENAPCO
(Kenya National Association
Of Private Colleges)*

“

“Education is not the learning of facts but the training of the mind to think.”

Albert Einstein



IMPROVING ACCESS TO QUALITY EDUCATION

DR. JULIUS OTUNDO



Access to education is seen as a central plank in development strategies linked to the Vision 2030, SDGs and National Goals of Education associated with Education for All. These headline the achievement of universal primary education and gender equity in enrolments across all low income countries as an essential component of efforts to reduce poverty, increase equity and transform the developmental prospects of individuals, society and Nation.

Thus, access to quality basic education lies at the heart of development. Lack of education is both a part of the definition of poverty and a means for its diminution.

Sustained and meaningful access to education is critical to long term improvements

in productivity, the reduction of intergenerational cycles of poverty, demographic transition, preventive and promotive health care, the empowerment of women, and reductions in inequality. It is central to the long-standing and recent images of development that depend on the capabilities that create choices and freedoms that ignorance denies (Streeten, 1999; Sen, 1999).

Universally, poverty reduction is seen as unlikely unless knowledge, skill and capabilities are extended to those who are marginalized from value-added economic activity by illiteracy, lack of numeracy, and higher level reasoning that links causes and effects rationally. In most societies, and especially those that are developing rapidly, households and individuals

value participation in education and invest substantially in pursuing the benefits it can confer.

The rich have few doubts that the investments pay off; the poor generally share the belief and recognize that increasingly mobility out of poverty is education-related, albeit that their aspirations and expectations are less frequently realized.

Curriculum Reforms in Kenya:

Despite Kenya working extremely hard to reform education by introducing competency based education, much still needs to be done



to ensure access to quality education, equity and relevance of education to every learner. It is evident that the Government of Kenya is committed to ensuring that no child is left behind in terms of access to education.

The emphasis on 100% transition by the Head of State, is in itself a clear roadmap towards elimination of illiteracy in the Country. *“The illiterate of the 21st Century are those who cannot Learn, Un-learn and Re-Learn”*. Scholars as well continue to argue that the illiterate of the 21st century are those who cannot manipulate the digital space.

Articles 43(f) and 53(1) (b) of the Kenyan Constitution provide for the right to education and the right to free and compulsory basic education, respectively. Article 54(1) (b): a person with disability is entitled to access to educational institutions and facilities. Article 55 (a): the State shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training.

The Basic Education Act (2013) guarantees the right of every child to free and compulsory basic education. The government is also committed to implementing international and regional commitments related to education, such as the Education for All (EFA) goals and Sustainable Development Goals (SDGs), among others.

The provision of quality education and training to all Kenyans is fundamental to the Government’s overall strategy for socio-economic development. Consequently, reforms in the education sector are necessary for the achievement of Kenya

Vision 2030 and meeting the provisions of the Kenya Constitution 2010 in terms of human resource capital to support provision of high quality life for all citizens.

Similarly Kenya’s aspiration of becoming a middle-income country is an ambitious intention, which will heavily depend on the quality of her human capital. The quality of Kenya’s human capital in turn, largely depends on the type of curriculum offered in the schooling system. A good curriculum contributes to the development of thinking skills and the acquisition of relevant knowledge that learners need to apply in the context of their studies, daily life and careers.

However, Kenya’s ambition of becoming a middle income economy may be hampered by various factors that deny many Kenyan children access to quality education. Some of these factors include: unequal distribution of resources to improve on school infrastructure, lack of enough teachers to meet high number of students caused by increased number of enrolment and 100% transition, less public schools in densely populated informal settlements, for example Mathare slums in Nairobi has only two public

primary schools against a population of over 500,000 people, 57% being school going children.

Student unrest/school fires, school infrastructure that is unfriendly to persons living with disabilities (learners, teachers, parents and education officers among others), insecurity, drought, flooding, lack of social amenities to support community based learning, mushrooming private schools offering low quality education and less government quality assurance officers to supervise education standards are among other factors that hinder many children from accessing quality education.

Additionally, Kenya has not adequately addressed matters education around nomadic pastoralists that would require mobile schools. The change of curriculum comes in with more challenges that the government may need to address if we are to realize the EFA goals and access to quality education.

While the new curriculum emphasizes on skill based learning, there is likely going to be a continuum of issues around digital literacy and availability of workshops, agriculture demonstration plots, laboratories, libraries, innovation centers, adaptive technology for learners of special needs and adequately trained teachers for all learning areas among others.

What are the likely solutions to some of these challenges that if not looked into might jeopardize government’s effort to meet the EFA goals?

Public Private Partnerships:

The government could work with investors who have the resources to construct schools in which the government would

“ In most societies, and especially those that are developing rapidly, households and individuals value participation in education and invest substantially in pursuing the benefits it can confer.

allocate land to investors. Once the investor develops the school, the government pays the investor 50% of amount of money allocated for free primary and free secondary for an agreed period until when the cost of investment is cleared. The rest of the 50% would be used for school maintenance and buying of learning resources.

Slum upgrading:

Shanties in the slums occupy a large area of land and some of the structures are on government land. The government should continue with slum upgrading by construction of low cost apartments to create space for more public schools to be built in such areas

Support staff in Public Schools

The government could consider having all support staff in public schools to be employed by the County Governments other than by respective schools

Shared Facilities

For successful implementation of Junior/Senior Secondary, the Government should consider mapping schools and cluster them for shared facilities like swimming pools, workshops, sports grounds, libraries, agriculture demonstration plots, music rooms, ICT centres and human capital among others

Invest in Day Schools

It is high time we approach education similarly to countries like India where there are no boarding schools. The government should invest in more quality day schools as opposed to boarding schools.

School fires/unrest are some of the contributing factors to school drop-outs. There should be more focus on quality day schools. Some of the resources being used on boarding schools to build dormitories staff houses, utilities associated with boarding could be reallocated to more facilities in day schools.

There are learners who miss school just because they cannot afford to pay boarding fees, thus denying them access to education. For learners to access school, the government needs to establish enough day schools in every sub-county. Education needs to be taken closer to where learners are not the other way round.

Eradicate Corruption in Education Sector

One area with high level corruption is in education sector, running from basic to higher learning institutions. Boarding schools for example is a corruption breeding zone. To say the least, boarding schools are like matatus (Share the daily loots to remain on the road at the expense of the owner). Some of the school heads cannot account for the source of their wealth. Notably a procurement officer, school bursar with a salary of thirty

thousand (On the highest cannot account for the source of their wealth).

Universal Health Care:

Many children are on the streets either due to sick parents or orphaned due to loss of parents to simple ailments that can be treated. Similarly some children are unable to attend schools of their choice due to ailments that could be managed effectively through comprehensive universal health care

Implementation of Policies that enhance inclusion

Most learning institutions have a lot of barriers that hinder free access to quality education of learners with special needs. Article 54(1) (b) of the Constitution is clear that a person with disability is entitled to access to educational institutions and facilities. This is not the case in many of our learning institutions for they are not barrier free. In terms of technology, the government needs to invest in assistive technology for the purpose of ensuring that learners of special needs are able to manipulate technology just like their counterparts in regular schools.



Mobile Schools

There is need to allocate funding for establishment of mobile schools to take care of the pastoralists. The motto here should be to take education where the learner is.

Create Zones of Exclusion

This is a very vital component to predict the future student progression, for example:

Zone 0 - children who are excluded from pre-schooling

Zone 1 - children who have never been to school, and are unlikely to attend school for example children borne on the streets

Zone 2 - children who enter primary schooling, but who drop out before completing the primary cycle

Zone 3 - children who enter primary schooling and are enrolled but are “at risk” of dropping out before completion as a result of irregular attendance, low achievement, and silent exclusion from worthwhile learning, poverty, insecurity, evictees (Mau forest), natural calamities, refugees, and sickness among others factors.

Zone 4 - children who fail to make the transition to secondary school grades

Zone 5 - children who enter secondary schooling but who drop out before completing the cycle

Zone - 6 children who enter secondary schooling and are enrolled but are “at risk” of dropping out before completion as a result of irregular attendance, low achievement and silent exclusion from worthwhile learning, student unrest, drug & substance abuse, evictees(Mau forest), refugees, and insecurity among others.

Creating zones of exclusion will assist in allocation of special funding to mitigate the effect of certain occurrences that may affect education of many children.

Conclusion

Improved access to education, broadly defined is central to progress towards EFA and the SDGs. It is also essential for development more generally. Rights to education, and their realization through meaningful participation, are fundamental to any recent conception of development. The knowledge and skill that educational participation can and should confer on the next generation will contribute to poverty alleviation albeit that this alone will be a necessary but insufficient condition for progress.

Dr. Otundo is the Director Riara Insitute and Head of Department in School of Education at Riara University.



Its not beyond our power to create a world in which all children have access to a good education

Nelson Mandela



REINVENTING UNIVERSITY EDUCATION:

WHAT LESSONS CAN HIGHER EDUCATION

INSTITUTIONS LEARN FROM C-19 IN TERMS OF CRISIS

PREPAREDNESS, RESPONSES AND CONTINUITY?

MUTHEU KASANGA

Universities the world over are integral to economic and social progress. In Kenya, universities face unprecedented existential challenges with many universities facing financial challenges, turmoil and teetering on the edge of insolvency. A quick scan of available literature quickly shows that financially troubled academic institutions have often found it difficult to right the ship. Examples of successful transformations are rare. We are seeing many universities trying to address the challenges through austerity, staff realignments and cost reductions.

To paraphrase McKinsey, many university leaders are gifted educators, researchers, fundraisers, and academics, but they usually have little experience leading the transformation of a large, complex enterprise. Complicating matters, stakeholders often cling to deep sentiments about their institutions and their school traditions, which impedes change. Covid was a game-changer for many universities. The pandemic exposed and exacerbated the systemic

deficiencies and inequalities in health care systems, economies, businesses and educational institutions around the world. African and Kenyan universities have been particularly affected.

Emerging crisis in Kenyan Universities

According to the Commission for University Education, there are 63 Universities and 10 constituent colleges in Kenya. The breakdown in ownership:

- 31 Public Universities
- 7 Public Constituent University Colleges
- 21 Private Chartered Universities
- 11 Private Universities on Letters of Interim Authorities
- 3 Constituent university colleges.

The free primary and free secondary education policy rolled out in 2003 put pressure on higher education and the government, in an attempt to ease pressure on the system chartered universities out of existing polytechnic colleges. The university financing model was anchored on an unlegislated placement body - the Joint Admissions



Board- which inadvertently led to the start of the privatisation of aspects of public universities.

Privatisation of public universities is a complex area, and here in Kenya it took a unique twist from which we can track the rise and fall of public universities. Ball and Youdell (2008) famously distinguish between two main types of privatization trends and related policies:

(a) privatization of public education, or “exogenous” privatization, which involves “the opening up of public education services to private sector participation [usually] on a for-profit basis and using the private sector to design, manage or deliver aspects of public education”; and,

(b) privatization in public education, or “endogenous” privatization, which involves the “importing of ideas, techniques and practices from the private sector in order to make the public sector more like businesses and more business-like”

(Ball & Youdell, 2008, p. 9).

In Kenya, this privatization was a mongrelisation of exogenous and endogenous privatization. All university

courses were opened up to those who could pay- often setting aside entrance marks in favour of ability to pay. Often universities opened trading companies within the universities. It in turn led to public universities going on expansion sprees outside their core raison d'être, creating degree courses unanchored to industry.

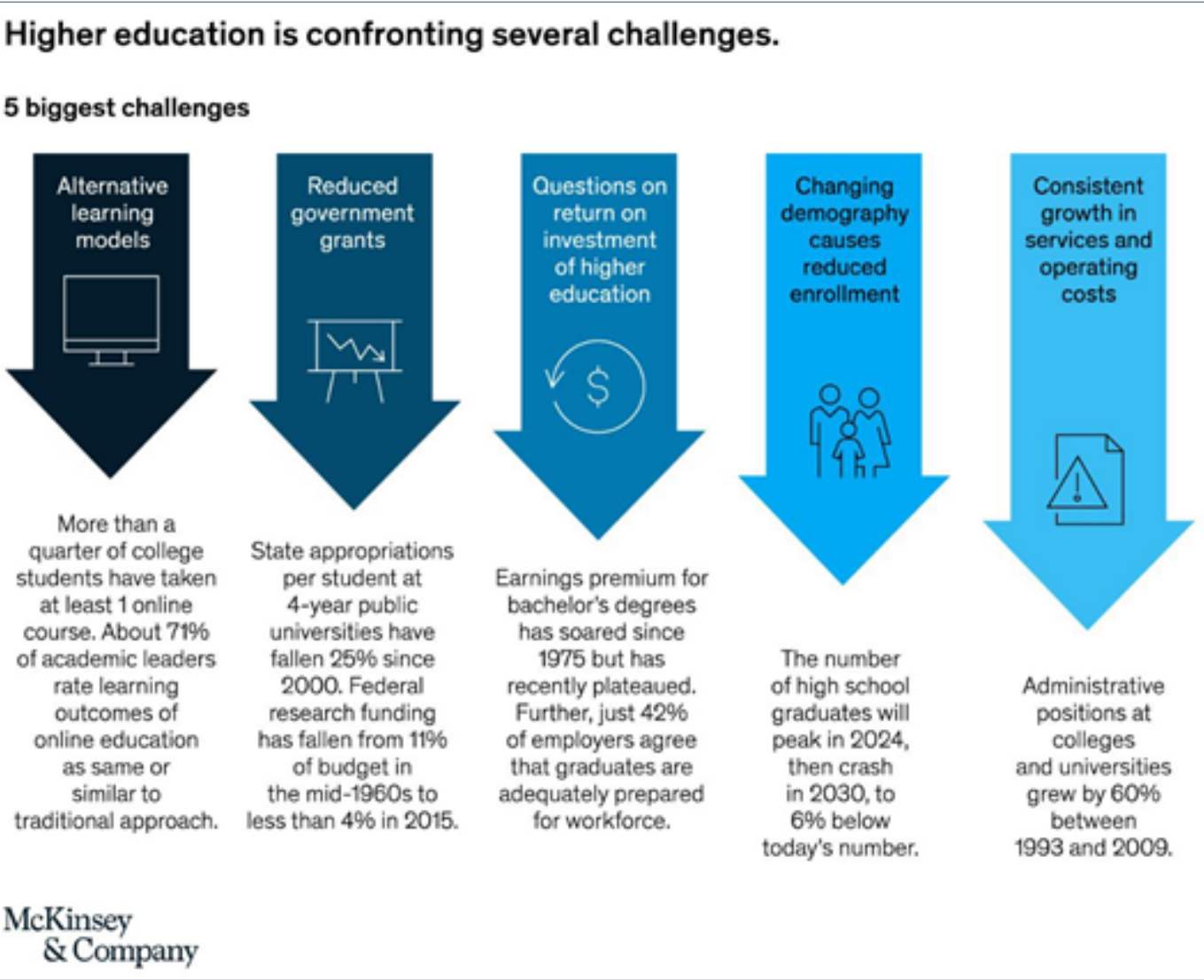
Streamlining of basic education and on-going curriculum reforms 2016 saw critical reforms in the age 18 examination process - the Kenya Certificate of Secondary Examination. The examination had been plagued with cheating which in turn led to inflated numbers of students qualifying for universities

- Reforms in the vocational and technical training space have also seen a shift in perceptions in favour of vocational training.
- Regulatory bodies like the Kenya National Qualifications Authority have made it difficult for universities to offer market relevant diplomas and certificates
- Centralisation of admissions through the Kenya Universities and Colleges Central Placement Service (KUCCPS) has made it easier for students to choose their preferred level of study. In on-going policy plans, the service will list private colleges

for unfunded students to select.

The result of these reforms is that there has been a drop in the number of students achieving the qualifying grade for university entrance. This regulation of student numbers and ensuing cash crunch has led to universities facing unprecedented challenges. Blind spots in university success metrics such as quality of student life, quality of teaching and learning infrastructure have made increasingly discerning students seek out universities which measure these metrics.

Politically driven and unstructured expansion of public universities has seen valuable and scarce resources



spread thin. According to the Universities Act (2012) part 3 section 26 discusses universities in Counties: “The Commission shall ensure the establishment of public universities in each of the Counties, giving priority to Counties that do not have universities immediately after following the coming into force of this Act”. In 2013 alone, more universities were created than in the preceding 49 years!

The emergent disconnect with industry has seen the Kenyan university space battered by poor public perception especially on the worth of university education. The ensuing graduate unemployment and poverty in a fast changing world is changing norms. This will be further exacerbated by government policies which have now sent signals that it will set out how the higher education teaching grant will align taxpayer funding with what it sees as ‘national priorities’, such as healthcare, STEM and specific labour market needs.

We know that the Government recognises the importance of a student finance system which remains sustainable and one where those who benefit from their higher education should make a fair contribution. This, given that the university space is increasingly buffeted by new metrics such as choice and employability, will continue being discussed.

Covid disrupted education systems globally. In Kenya it laid bare the inadequacies of our entire education system. For the universities, it was the one disruption which exposed, what in retrospect, is a very fragile sector. The disorder during the pandemic where most public and some private universities were unable to move learning online despite

some universities having long traditions of distance and part-time learning, exposed the vulnerabilities in the sector. To survive in this new normal, universities will have to totally reform. There is even a suggestion from the World Bank that some campuses will have to be shut down, merge with other campuses and chart a growth strategy which will see universities remain relevant at a time of great change in our society.

Lessons learnt

Crises have a tendency to spur innovation and accelerate progress. As students and staff prepare to settle into the ‘new normal’ of university education, the lessons learnt during the pandemic must be taken forward and built upon.

In a country where secondary education is selective, this then means that as the job market becomes more competitive, students and parents alike are increasingly wary of spending the money for a degree they fear won’t help them get a job. The result is a shift in the educational world towards “professional” or “career-oriented” programmes – paths that prepare students specifically for one field of work. The advantages of a professional education are that they better prepare students to enter the workforce, arm students with practical skills

necessary for success in their chosen fields, and offer more stable, high-paying employment prospects straight out of university.

It is crucial that universities work proactively with employers and individual workers to expand opportunities for upskilling and reskilling. Universities have to become much more outward looking and deeply connected to the various communities that they

There is growing recognition that social equity and economic prosperity depend on place-based problem solving. With devolution and the unfolding 4th industrial revolution, the spike in urbanisation is projected to continue. New jobs are emerging in counties and the entire education system has to rewire itself to deliver what communities need. It is incumbent on universities to provide additional, tailored support for both existing and incoming students.

This support should help develop critical thinking, problem-solving, communication, and teamwork skills that happen to be precisely what employers seek in potential employees. The value of these skills is their wide applicability and ability to adapt with the evolving technological and economic state of the world, all the while supporting the most vulnerable to access university education even as the lack of internet and



low enrolment in crucial areas of study remain an issue.

Professor Michael Crow, Vice-Chancellor of Arizona State University, has proposed that universities should reconceive themselves as ‘public knowledge enterprises’, creating collective shared value within networks of academia, business, government agencies and civic bodies. The economic challenge for enterprising universities is to ‘do well by doing good’, which will entail a shift in mindsets.

That means moving away from regarding institutions as a set of cost centres to be funded to seeing themselves as value-creation engines, sharing in the diversity of financial benefits they generate with and for others: ranging from enhanced lifetime earnings to profitable innovations to more prosperous communities.

Post-Covid Continuity

At the micro level, moral purpose in education means making a difference in the life-chances of all students—more of a difference for the disadvantaged because they have further to go. At the macro level, moral purpose is education's contribution to societal development and democracy. Michael Fullan (p12:1999)

The collapse of public universities under the weight of debt and financial crises calls for out-of-the-box solutions which may lead to radical reforms. Solutions may have to be sought from other sectors and countries that have had to institute turn-around measures to sections of their education systems. Here I call upon Michael Fullan's restructuring and reculturing of education institutions. Educational change is notoriously difficult,

and there are no roadmaps to success. As C19 effects continue to pound the economy and families, the questions that policy makers have to chew on include:

1. Given that public universities are creations of the political space, what is the role of the Ministry of Education, parliament, cabinet in planning and implementing turn-around strategies?
2. So far we have seen university councils being tasked with making hard decisions on the collapse of the university bureaucracy. What is the role of the chartering authority - the Commission for University Education - when a public university fails? Are we seeing an abdication of responsibility from the CUE? What then is the fate of the students?
3. As is now typical in African states, the failure of parastatal agencies in a market economy is almost predictable. Other than shut-downs, outright sale and subsequent privatization, no viable solutions have been found to turn around failed state agencies. In the education ecosystem, Kenya has no experience at all. Public education institutions are constantly relying on state financial bailouts to keep them rolling on. With the ravages of the pandemic, the country debt profile, can the treasury sustain failing universities?

It may be time to look at the complexity theory which is about learning and adapting under unstable and uncertain conditions. Mark Mason (2014) in a short paper to the OECD describes the Complexity Theory in Education as “a dynamic and system-wide

perspective on how sustainable change, characterized by new properties and behaviours in the education system, emerges from the interaction of a myriad factors in the economic, political, social and cultural environments in which education is situated.”

In discussing the snowballing effect of the different moving parts in the complexity theory, he further argues that “good educational institutions or systems will sustain and probably increase their own momentum, and weaker educational institutions or systems will likewise compound the failure of their students, thereby further weakening themselves in an endless and vicious cycle.’ This succinctly summarises the status of Kenyan universities, and sadly other sectors of our education system. It is now clear that bringing in the necessary change in our public universities will require massive interventions at all levels.

Taking cognisance of the complexity of the educational environment, the superfluity of relevant constituent elements - agents and structures - includes lecturers, students, parents, community leaders, the state and its education departments and policies, economic structures and business organisations, NGOs, agencies, and so on, turning around the failing public universities as well as reforming the sector is not an easy and straight-forward activity. It will take interventions at different levels and perspectives of the moving parts of these complex institutions.

Mutheu Kasanga
www.mutheukasanga.co.ke
 Email: me@mutheukasanga.co.ke

ACCESSIBILITY AN IMPEDIMENT TO INCLUSION

EVA NAPUTUNI OGW

According to the World Health Organization World Report on Disabilities, There are over one billion people globally; 15% of the population with some form of disability. They face barriers for inclusion in different aspects of life. Beyond their physical, mental or sensory disabilities they also tend to have fewer socioeconomic opportunities, limited access to education and higher poverty rates. Issues of stigma and discrimination many times contribute as the main barrier to their full and equal participation in society.

Stigma and discrimination are a result of lack of awareness, knowledge and understanding of issues of disabilities therefore locking out any possibility of disability inclusion.

Including people with disabilities in everyday activities and encouraging them to have roles similar to their peers who do not have a disability is disability inclusion. This involves making sure that adequate policies, practices and infrastructure are in effect in a community.

A disability is only disabling when it prevents someone from doing what they want or need to do.

Inclusion should therefore lead to increased participation in socially expected life roles

and opportunities for full and effective participation in social, economic, cultural and political life for persons with disabilities.

It also includes engaging in social activities, using public resources such as transportation, receiving adequate health care, having relationships, and enjoying other day-to-day activities.

Inclusion suggests that all the activities mentioned above should be accessible. To all members of the community.



It is important to note that one part of inclusion involves creating true accessibility, rather than simply providing accommodations. A major way to make inclusion possible is through universal design which includes designing products and environments to be useable to the greatest extent possible by everyone, regardless of age, ability, or status in life.

Universal Design for Learning (UDL) gives all



students an equal opportunity to succeed. This approach to teaching and learning offers flexibility in the ways students access material and show what they know. UDL also looks for different ways to keep students motivated.

Accessibility for people with disabilities is the point of entry to their human rights. It means having a place, environment, or event that is set up from the start to be accessible to all individuals. This requires government, communities, schools, public places to increase accessibility so as to make accommodations for all.

What does it mean to increase accessibility?

Increasing access means creating an environment that can be used by all people, including those who have disabilities. When one mentions accessibility, someone often assumes it means making a building or other space

accessible to wheelchair use and don't think beyond that. It means giving thought to many different types of disabilities and how to change things within the community to make the people who have disabilities feel welcome. It is therefore, not just the physical structure of buildings but the attitudes and communication styles of people as they learn to learn, live and work with persons with disabilities.

Increasing access involves:

- Changing attitudes on disabilities by creating awareness
- Changing the way, we communicate with others; use of appropriate language and assistive devices and incorporation of sign language interpreters.
- Changing physical things, such as the structure of the spaces we use and the formats in which we present information.

There are a variety of factors to consider when creating true accessibility, these include, but are not limited to, the following definitions:

Physical access

This means access to buildings, public spaces, and any other place a person might need to go for work, play, education, business, services, etc. Physical access includes things like accessible routes, curb ramps, parking and passenger loading zones, elevators, signage, entrances, and restroom accommodations.

This ensures that the physical infrastructure is accessible by wheelchair and mobility aid users. Other mobility issues should also be considered for example during this COVID 19 pandemic many public places e.g. hospitals,

restaurants, shopping malls religious places have made it inaccessible for wheelchair users by the location where the temperature gauge and sanitizers were mounted. They were inaccessible for wheelchair users. Many were denied their dignity by having the security guards have to lift them from their wheelchairs to enable them to access these services. Other mobility accessible issues can include, steepness of slopes, access to seating, distance of parking from destination, heavy doors etc.

Interpretation:

There should always be sign language interpreters and captioning available at all public places to enable access to the services being provided for those that require interpretation and captioning. The number of public places like supermarkets, hospitals, transport suppliers, schools, availability of sign language interpreters is negligible. Yet we have a large population of persons who are deaf and do require to be included in public functions and activities.

Access to communication and information:

Signs, public address systems, the Internet, telephones, and many other communication media are oriented toward people who can hear, see and use their hands easily. Making these media accessible to people with disabilities can take some creativity and ingenuity. Safaricom should be applauded as they have created accessible applications to support persons with visual disabilities.



Language:

Avoid language that operates on ability assumptions, such as “I need everyone to stand now.” Instead, try “If you are able, please stand with me.” Inclusion means that all should be sensitive to the abilities of those around them so as to appropriately address them.

Services accessibility:

People with disabilities have, in the past, often been denied access to services of various kinds from child care or mental health counselling to help in shopping to entertainment. This could be either due to lack of physical accessibility or because of discomfort, unfamiliarity, or prejudices regarding their disabilities.

Employment:

Discrimination in hiring on the basis of disability as long as the disability doesn't interfere with a candidate's ability to perform the tasks of the job in question. It is against the Kenyan constitution to deny the person with disability an opportunity to employment.

Education:

Everyone has a right to an education appropriate to his/ her talents and needs. The Kenya constitution, Disabilities Act different conventions ratified by our country guarantee education to students with disabilities. However, discussion at the tertiary levels raise concerns due to the lack of support services and accessibility issues for example sign language interpreters, braille books, assistive devices. This in turn hampers the education development of students with different disabilities that require such services.

Community access

Everyone should have the right to fully participate in community life, including attending religious services, dining in public restaurants, shopping, enjoying community park facilities, and the like. Even where there are no physical barriers, people with disabilities still sometimes experience differential treatment especially attitudinal due to discrimination and stigma.

Why ensure access for people with disabilities?

In many countries, it's the law. Fifty-five countries have either passed specific laws concerning the rights of people with disabilities, or have enshrined those rights in their constitutions.

It's a matter of fairness and respect. People with disabilities have the same rights as others, including the right to fully participate in community life.

Failing to ensure accessibility wastes talent and energy. Many people with disabilities are competent at important jobs and may do remarkable work. Denying people access to employment, education, or services is not only unfair; it wastes human resources and makes society poorer.

It makes good business and economic sense. For commercial operations of any kind, accessibility means that people with disabilities can become customers, increasing sales volume and profits. Furthermore, if a firm is a good place for customers with disabilities to do business, their reputation will be affected positively.

Many people with disabilities already have a difficult life. It's simple human decency not to make people's lives any harder; as a civilized society it's our duty to help those in need.

People with disabilities add diversity to the community, and that diversity enriches the community. If they can integrate into the community, they will have the opportunity to make more friends and more people will have the opportunity to know them. This is the essence of inclusion.

Access for people with disabilities improves access for everyone. Making public spaces and facilities physically accessible for people with disabilities also makes them more accessible for people who may not have disabilities, including families with baby strollers, skateboarders, and bicycle riders. Making ramps a built-in feature of the environment benefits everyone.

Spaces that need to be physically accessible include: Public facilities

- All government facilities
- Outdoor spaces, such as public parks, monuments, gardens, etc.
- Public, paths, streets, sidewalks
- Public transportation

Access to communication and information

Some types of disabilities have no effect on access to communication or information, but others do – some in ways most people without disabilities might not think of.

Signs, posters, and other similar features. Signs with raised letters or Braille, placed at heights that can be easily accessed, can provide an

alternative for persons with very low vision and those who are blind.

Announcements. In public places where announcements may be important, and may target individuals for example, airports, hospitals should be both verbal and visual, to enable those with vision and hearing difficulties to see or hear the announcement.

Readers. People with learning disabilities or vision difficulties may need readers in order to successfully complete courses and do their exams. While those who are deaf need to be provided with lecture notes, or to have an interpreter in lectures.

Internet. Accessibility includes monitoring content to make it is easily understood by software and hardware devices that make it possible for people with visual or hearing difficulties, or for those who can't use a mouse or keyboard, to have full access to the content of a website.

Television. Equip closed-captioning receivers that can be turned on through an on-screen menu or a remote. When turned on, closed captioning displays a text version of what's being said (as well as relevant non-speech sounds) on the screen, enabling deaf or hearing impaired viewers to experience the show with captions. Captions can also be helpful to people with some learners with learning disabilities.

Advocating for accessibility

Until people with disabilities are hardly noticeable as having disabilities, because they have universal physical, social, and political access, the need to keep working for a world where everyone's

needs are addressed and met should solidify on even when this is achieved, it will still take effort to maintain those state of affairs, and to ensure that the world doesn't return to the olden days when there were places that people in wheelchairs were not able to go, messages that individuals with hearing or sight difficulties couldn't get, and employers, service providers, and businesses who shut out people who weren't exactly like the general population.

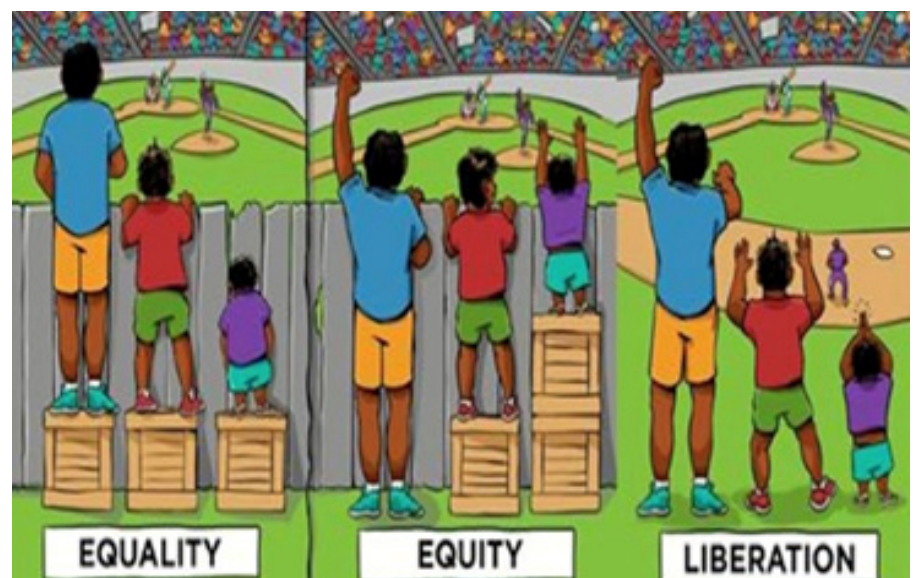
In Summary

In the latter part of the 20th century, the rights and needs of people with disabilities were increasingly understood and addressed. The U.N. followed in 1993 with the United Nations Standard Rules on Equalization of Opportunity for Persons with Disabilities. At this writing, over 50 countries worldwide have either passed laws or interpreted or rewritten their constitutions to address disability rights. More recently, as of 2008, the UN Convention on the Rights of Persons with Disabilities has been ratified by at least 21 countries including Kenya.

Ensuring accessibility for people with disabilities means more than building ramps and accessible restrooms. It calls for a change in basic attitudes that cannot be accomplished until a great majority of people around the world understand that persons with disabilities are individuals who are not defined by their disabilities.

Inclusion can therefore never succeed if accessibility is not prioritized and attained. To accomplish this the communities should be sensitized and made aware of disability issues to curb out discriminatory attitudes and stigma for example enlisting the media to influence public opinion. Additionally, enforcement of laws and regulations that protect persons with disabilities' rights, and work for policy change should be implemented and finally a shared commitment in advancing the inclusive agenda. Only when people with disabilities can live their lives free of unjust barriers will the work of inclusion be done.

*Eva Naputuni, OGW
MSc Special Needs Education,
Acorn Special Education*



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