
REFORMS AND INNOVATIONS IN TEACHER EDUCATION: FACILITATOR OF ACCESS, QUALITY AND EQUITY AS EMERGING ISSUES IN EDUCATION IN KENYA

Patrick A. Kafu

*School of Education
University of Eldoret*

Genvieve N. Simwelo

*School of Education
Moi University*

ABSTRACT: *Teacher Education Programme (TEP) is a critical component of education in the society. It determines the rate and level of development in any society. This is because the programme focuses on preparation and production of school teachers whose main role is to transform a society with relevant competencies for development. However, due to the dynamic nature of education and society, Teacher Education Programme experiences emerging issues in education. Today in Kenya, and indeed in the whole world, the concerns in education are access to education, quality in education and equity in education. These are current aspirations by all in education but somehow elusive to realise. However, when proper reforms and innovations in Teacher Education Programme are undertaken, it is possible to develop and manage these important developments in education. This paper explores and discusses how reforms and innovations in Teacher Education Programme in Kenya can facilitate the achievement of access, quality and equity in education.*

KEYWORDS: Reforms, Innovations, Teacher Education, Facilitator, Access, Quality, Equity Emerging Issues.

INTRODUCTION

Teacher education is a very much cherished programme of education in all societies in the world. It is usually specially treated because of the critical role it plays in the development and nurturing of education system in the society. In addition, the programme is regarded by all societies as the maker and driver of development. This is because the programme focuses on preparation and production of school teachers who are the pillars of development in any society. School teachers normally develop and nurture the required competencies in learners which are in turn used in various sectors of the economy. These are the tools harnessed to promote and accelerate individual and national development. Hence, the need to prepare and produce competent school teachers with ability and capacity to manage the education system and initiate meaningful development in the society (Lucas, 1968; Kafu, 2010).

Teacher education is regarded as the basis of innovations and development in the society. Whenever a society has good quality Teacher Education Programme, it is likely that it will experience great and fast development. This is because whenever innovations and development occur, they are usually cascaded down to mainstream education and then the general society. When this process is efficiently and effectively conducted, the society is likely to realise meaningful development as is in the developed world. In this role, Teacher education

is regarded as a powerful catalyst in the transformation of the society (Bullet, 2011). But for this programme to be functional, it has to undergo regular reviews/reforms in tandem with emerging issues in the society in general and education in particular. In the case of Kenya, there are three critical issues in education that Teacher Education Programme is expected to facilitate namely, access to education by all, equity, quality in education (Sifuna, 2001). These issues must be understood and properly addressed by the stake-holders in education in particular and Teacher education in general. This paper explores how reforms and innovations in Teacher education programme should be developed and used to facilitate the management of these emerging issues in Kenyan education system today. Specifically examined is, the present status of Teacher education in Kenya; the anticipated and desired reforms and innovations in Teacher Education programme; the ideal approaches for initiating, developing and conducting these reforms and innovations in Teacher Education Programme; the challenges of conducting these developments; the subsequent influence of these developments on administration of the desired education system and the expected benefits that can accrue from the adoption of, and adaptation to access to education, equity and quality in education.

Key Concepts in Education

Teacher education programme

Teacher education is an established, special education programme that deals with preparation of school teachers. It is a highly cherished and recognised form of education from ancient times. Normally, this programme of education is the creator, custodian and transmitter of the society's culture. In other words, Teacher education is an essential feature of any education system including the Kenyan. It is also the creator and sustainer of the desired reforms and innovations in education.

Reforms and innovations in teacher education programme in Kenya

Reforms and innovations in education and specifically in Teacher education programmes are closely inter-dependent concepts. Normally, they are developed to bring about the desired changes in an established education system. Reforms are the actual changes that are effected in an educational system in terms of structural design management basically developed to facilitate the administration of the education system. They are also intended to promote the quality of education administered. Generally, reforms are processes that require careful planning, proper development and efficient administration. More often than not, they originate from research, innovative developments and deliberate, authoritative decisions. Reforms in education and, especially in Teacher education are largely the products of innovations.

While reforms are planned changes in education including Teacher education and education in general, innovations are usually novel ideas, desired ideals that are introduced in the existing education system. They are creative undertakings in education that are intended to introduce new perspectives in this social commodity. They bring and provide new directions in the development and administration of education programmes. They influence the thinking in education sector, the structural design in education and the management of education including educational and instructional technologies.

Innovations in education have over the years laid the firm foundation for reforms and even transformation in education system. The latter are the emerging issues in education. In other words, these are the new developments in education arising from developments in the society. The education system must always be designed and administered to meet the challenges brought about by reforms in education. Some of the recent reforms in education in Africa and, by extension Kenya include access to education by all members of the society, equity in education for all members of the society and quality in education. Management of these new developments is the greatest challenge to modern education in Africa and Kenya in particular.

Emerging issues in education

These are new developments in education arising from the dynamic society. Since education is the product of the society and serves the same society, it remains sensitive to any developments in the society. This nature of education forces the designers and administrators of education to always remain vigilant and respond appropriately to observed developments in the society. Without doing this, the education system will not only be rendered irrelevant to the needs of the society but also totally useless and even conservative. This explains why all countries in the world constantly review their established education systems. There is a wide range of reforms that are usually introduced in education pegged on aspirations of the society. Therefore, meaningful reforms in education must cover all aspects of this social commodity. Those aspects include access to education for all as stipulated by the United Nations Organisations (UNO), equity in education where there is no discrimination in education on any basis and quality in education that is designed to serve the needs of the beneficiaries or the society.

Generally, emerging issues in education are new experiences for both education administrators and the society. Consequently, they pose unexpected challenges that occasionally may create other new adverse effects. Since societies are dynamic. Such emerging issues are inevitable. That is, they are constantly changing in character, emerging issues in education, and especially Teacher education, are a reflection of this dynamic nature of the society.

Access to education for all

This is an important aspect of education that has been practised for centuries. Examination of ancient education systems especially the African Traditional Educational systems show that Access to Education for all was a practice. Therefore, when the United Nations Organisations charter of 1949 declared education as a human right, it was simply re-emphasising and/or reinforcing the existing practice. However, the purpose of this declaration was to universalise the practice, make it an issue in education, and also criminalise its abuse. Further, it was meant to obligate the international community to develop and provide opportunities for all people of the world to access education. In other words, no one should be denied education for whatever reasons. Kenya being a member of the United Nations Organisations (UNO) and signatory of UN of 1949 since its independence in 1963 it has subscribed to this international call declaration.

Equity in education

Whereas there were no written rules and regulations concerning discrimination in education from ancient times, there existed no discriminations in its development and administration on the basis of sex, race, creed and condition of individuals in the society. Education was administered to all. In the case of Kenya, there had been deliberate discrimination in modern, formal school education during colonial era until the country gained its independence from Britain in 1963. Education was deliberately exclusive for males, the so-called “normal” individuals in the society and members of the specified faith and races. This unfortunate practice in school/formal education was out-lawed in Kenya in 1964 following the Ominde Education Commission recommendations (GOK, 1965). As a promotion of this aspiration in Kenya and, indeed worldwide, new measures have been taken to ensure that there is equity in education. There have been affirmative actions taken to expand the learning and training opportunities in educational institutions for girls/females and the “challenged” individuals in the society. Boarding institutions for girls/females have either been established or explained to reduce gender disparity in education and new education programmes/practices such as Special Needs Education (SNE) girl education and mainstreaming in education have been introduced to facilitate the process of equity in education. This development has seen rapid increase in enrolment of female pupils and the ‘challenged’ individuals in school education. Hence contributing to equity in education as advocated for by United Nations Organisations in 1949 (UNO, 1949) and promotion of the society in general.

Quality of education

Quality of education is a critical issue in development and administration of education. This refers to the performance of education, whether it is in tandem with the expectations and/or needs of the society it is supposed to serve. In other words, quality education concerns the relevance of the education programmes designed and conducted for the society; that is, whether the established education system promotes the lives of members of the society, provides opportunities for innovations and creativity and makes such a society competitive enough in international affairs. This aspiration has been elusive for many countries in the world including Kenya; this is because of the rapid expansion in education, limited resources to support the development and administration of education and the increased demands in modern societies. The consequence has been the failure of many countries to strike a good balance between quality and quantity in education. Generally, quality in education has been relatively compromised resulting into many other challenges in the society. Among some of these challenges are poor attitudes of people towards education, under-developments in the society and occasional strife. Proper management of these issues is a good indicator of the quality of education being provided by the society.

Teacher Education Programme in Colonial Kenya

The present model of Teacher Education Programme practised in Kenya was introduced as an aspect of formal education system towards the end of eighteenth (18th) century. It was a replica of the European Teacher Education Programme that had been founded in Western Europe during the industrial revolution. The initial origins of this programme of education were in Germany and Newcastle in England during the seventeenth century. Initially, this model of education was intended to provide relevant competencies to enable them work in emerging industries in the two European countries. When the experiment was found to be successful in Germany and England, it was spread to other parts of continental Europe. This model of

Teacher Education was characterised by its exclusivity to industrial sector though later to be extended to education sector; highly specialised programme in the sense that it was conducted by experienced personnel in the industrial activities and teaching profession; it was non-professional in nature since there were no clearly stated ethics to govern the programme and quite limited in scope since it focused only on the “hows” of conducting industrial work and pedagogical aspects of Teaching profession. This is the model of Teacher Education that was exported to Africa by the early Christian Missionaries and much later by the colonial administration. Newly independent African countries, starting with the Sudan and Gold Coast (now Ghana) inherited and still practise this model of Teacher education programme from their former European colonial powers.

The adopted model from Western Europe by African nations had similar features (design, structure and management) as those practiced in Europe. The philosophical thinking behind the Teacher Education Programme, principles and practises of the programme, its structural design of the programme and the nature of curriculum were similar to those developed and practised in Europe. In other words, the development and administration of this programmes in Africa and particularly in Kenya, reflected its practice in Europe (Kafu, 2013).

During colonial era, Teacher Education Programme was designed and conducted to foster the interests of Christian missionaries and colonial rulers respectively. It focused on equipping teacher–trainees (novices in teaching) with pedagogical competencies (instructional strategies and attitude development) and evangelisation only. That is, the programme was meant to enable the beneficiaries to teach pupils/students and to prepare them to serve the interests of the Christian faiths they belonged to and the colonising powers. The guiding principle in this practice was to carefully identify and select a few, trusted and reliable Africans who could advance foreign interests in the continent to undergo this programme. In other words, these were individuals expected to brainwash those they taught, evangelise the African “dark” continent and prepare a cadre of skilled man-power to serve in the colonial governments. Implicit in this objective of the colonial TEP is the fact that it was discriminatory in practice and limited in scope. Each Christian organisation established and administered Teacher education institutions for its own adherents while the colonial administration established these institutions for different races (Europeans, Asians and Africans) in Kenya with effect; the programme was racial and exclusive in nature.

Although the recruitment procedures in TEP were stringent during colonial period, there were flaws that compromised the quality of recruits (students and tutors). In the case of the Christian-based TEP, the focus was on adherence to the faith and morality while in the case of government sponsored institutions the main consideration was academic achievements in the approved levels of school education. The consequence was to admit individuals with little passion and ability to undergo Teacher education preparation programme and administer this programme efficiently. This practice compromised the quality of personnel in this programme with the objective and capacity to initiate, develop and administer meaningful reforms and innovations in the programme. Facilitation of this education programme in Kenya was both adequate and efficient. This was in the form of policy frame-work governing the Teacher education programme, funding of the programme, development and maintenance of relevant infrastructural facilities and media resources. The availability and proper administration of these items promoted, at least, the quality of the Teacher Education Programme conducted at

the time. Sponsors of the programme ensured that the facilitation was readily and adequately available.

The designed and conducted policy frame-work governing TEP in colonial Kenya was based on Western European model. The policy frame-work covered the development and administration of the programme though this varied from one sponsor to another. The availability of these guidelines ensured that the programme was efficiently administered. As a result, the programme was properly designed and conducted, proper procedures of recruiting personnel were established and the training of school teachers was efficiently conducted. Policy frame-work was a useful guide in the facilitation of the programme, however the practiced policies for Teacher education were limiting in initiating reforms and innovations in the programme. These policies were hardly reviewed due to the limited capacity of experts in Teacher education. Nearly all the administrators of the programme were non-professionals in Teacher education. They were either Christian missionaries or de-commissioned (ex-military) personnel with little or no training in education.

Generally, Teacher Education Programme was adequately funded during colonial period in Kenya. The required funds were generously raised by European-based Christian organisations and transmitted to their counter-parts in Kenya for the purpose of administering the programme. The same practice applied for colonial government sponsored Teacher training institutions. In this case, the funding was provided by the home governments in Europe through the departments of overseas territories and colonies development. The funding was relatively adequate because the programme was not much sophisticated, the enrolment was small and the cost of living was somehow low in Kenya at the time. Since their enrolment had no reasonable reforms and innovations in this programme, the funding level remained constant though it was drastically reduced during the course of the Second World War (1939 – 1945). All resources including funds were derived to the cause. But even if there had been people with interest to initiate reforms and innovations in the programme at the time, this problem would have been an impediment despite the adequacy of funds for the purpose.

The generosity of the home (European) colonial powers and Christian organisations effected the readily availability of funds and other related resources for developing and administering. . Among the adequately funded items were: infrastructural facilities and media resources for Teacher training programme; Tuition, accommodation, catering and out-door (games and sports) facilities. However, these items were not professionally designed, developed and utilised. This was because the approach of developing and administering Teacher Education Programme in Kenya was amateurish. There were no efforts to review the infrastructural designs of the required facilities and variation in media resource developments needed for Teacher preparation programme in colonial Kenya.

From the preceding discussion, the programme can be characterised as conservative in nature, unprofessional in management amateurish in development and rather irrelevant to the needs of the then Kenyan population though it was readily and adequately funded. Further, there were no noticeable reforms and innovations undertaken in the programme during the colonial era in Kenya. note

Present Status of Teacher Education in Kenya

Traditionally, Teacher education has been a highly cherished and regarded. It was a special programme of education and it was considered the genesis of general and specialised

competencies of promoting development in the society (Ssekamwa, 1972). This was because the programme was culture – based, dynamic in nature and managed by mature, experienced, respectable and knowledgeable individuals in the society. The latter were carefully identified and selected by the society to prepare teachers to mentor members. They were also expected to be good role models in the society and were usually recognised for their specialised functions such as medicine people, circumcisers, sorcerers, soothsayers, surgeons,... etc. However, this form of Teacher Education Programme was largely informal and was normally well integrated in the mainstream education. This was typical of the African traditional education and ancient medieval education systems in Europe (Sifuna, 1974).

Whereas in Europe, Teacher education practices were similar to those described above, industrial revolution in Europe transformed all these. This development in the seventeenth and eighteenth centuries, brought drastic changes in the programmes. The programme became formalised. It was separated from the mainstream education and handled as a special education programme. It became a distinctive separate programme with its own curriculum, administrative structural practices and policies. An elaborate design and structure of managing the programme was established, developed and conducted though not as sophisticated as the modern one. This was the form of Teacher Education Programme that European missionaries and colonial rulers brought to Africa (Bogonko, 1976). The focus was on “training” rather than preparing school teachers. That is individuals who could teach but not mentor others.

The programme was therefore characterised by three features.

- a) The programme lacked professionalism. The design and management of the programme was amateurish. Those conducting it were not specialists.
- b) During colonial time, Teacher Education Programme was conservative. It was conducted on the basis of the design, principles and practices of the models “imported” from Europe throughout the colonial era and thereafter. This was so because the colonised were supposed to adopt European cultures. No reforms were undertaken in this programme because the managers of the programme were not professionals in Teacher education and, in any case, were not keen to do so. This factor incapacitated the managers to initiate meaningful reforms and innovations in the programme that would have transformed it.
- c) The programme was sufficiently funded by the sponsors. This is a factor that resulted in development of the best ever facilities and resources for this programme of education that independent Africa inherited from the colonial era.

The Kenya government has made, albeit naive, efforts to introduce reforms and innovations in Teacher Education Programme since independence in 1963. The first deliberate effort was in 1965 when racial and/or religious discrimination in the administration of the programme was abolished. The intention of this move was two pronged. There was the need to decolonise the programme and especially racial and/or religious discrimination. The second was the need to indigenise the Teacher training programme in order to facilitate the implementation of the new education system recommended by the Ominde Education Commission of 1994. But the strongest signal that the government intended (is committed) to introduce meaningful reforms and innovations in this programme of education came in July, 1988 when the then Vice-President of Kenya, Dr. Josephat Karanja said:

... The [Kenya] government intends to invest heavily in education this decade and beyond in order to promote its quality. The focus is on Teacher training sector so as to prepare and produce teachers who have the capacity to initiate and conduct reforms in education (Karanja, 1988).

However, since then (1988), there have been no serious reforms and innovations recorded in Teacher Education Programme. The status of the programme has steadily continued to deteriorate when compared to Primary and Secondary school education sectors. The present government's focus is on transformation of the latter sectors and NOT Teacher Education Programme sector.

The above description presents the picture that is typical of the present status of Teacher Education Programme in Africa and more so in Kenya. These factors have greatly undermined the influence of this programme on initiation and development of reforms and innovations in education. Today, there are many new and emerging issues in education that Teacher Education Programme is supposed to mitigate (Kafu, 2010), but it cannot do this because it lacks the capacity. This is because it has not been reformed enough to do this. Therefore, for it to respond effectively to some of these emerging issues in education in Kenya, there is need to initiate radical reforms. In this paper, the reformed Teacher Education Programme is expected to respond to emerging and evolving issues such as access to education by all, quality and equity in education.

Required Reforms in Teacher Education Programme (TEP) in Kenya

Reforms and innovations in Teacher Education Programme refer to required adjustments and/or changes in the education system so as to make it efficient, relevant and effective to the needs of the society. Reforms and innovations are initiated to make the education system qualitative and perform efficiently. This may involve making it relevant to the emerging issues in the society. In Kenya, there are many critical emerging issues in education that are delicate to manage and they can only be efficiently managed when TEP is properly and professionally reformed. Some of the issues that require the facilitation of reformed TEP are access to education, quality and equity in education (Sifuna, 2001). These issues are critical because they not only touch on the design, structure and administration of education in Kenya but also invoke international conventions (UN Charter, 1949). The proposed reforms in TEP should be relevant to these aspects.

The first area of Teacher Education Programme that requires urgent reform is the design. This covers mainly the policies that are required to govern the programme. These are usually guidelines that govern the development and administration of TEP. Among these policies are those concerning the goals/objectives and the development of TEP in Kenya, recruitment of personnel in the programme and the supervision and monitoring of the performance of this programme. Generally, the existing policies that govern administration of TEP are limiting and ambiguous. The programme is being treated as an appendix of Primary and secondary school education sectors when the reverse should be the case. It is time that the Kenyan government recognised the importance and special status of this programme in the set up of education structure in general and, national development in particular. The national education policy frame-work should clearly recognise the important role Teacher education programme

plays in national development. This will make the society to respect the programme and look to it as the initiator and facilitator of reforms in the society in general and education in particular.

More so, there is need to review the policy governing recruitment of personnel in Teacher education programme. The present “open door” policy of bringing anybody in the programme requires urgent review. Proper guidelines should be established to vet those being recruited in the programme as was the case during the colonial era. In the case of staff only those individuals who are properly trained and qualified in Teacher education and have relevant experience in the programme should be hired to manage the programme and prepare school teachers for the national education system. In addition, they should be individuals of high integrity. The same practice should apply to the recruitment of students in the programme. There is urgent need to identify and select students properly before admitting them in the programme. The individuals so recruited are likely to have strong allegiance to and passion for the programme and Teaching profession and will also be motivated to initiate, develop, manage and facilitate reforms and innovations in education in general and Teacher education in particular.

The other policy that requires review is that concerning funding of the Teacher Education Programme in Kenya. Currently, this programme is seriously under-funded in comparison to Primary and secondary school education sectors. This practice has adversely affected the quality of developing and administering the badly needed facilities and resources for preparing quality school teachers. It is not possible to develop and use modern educational technologies for preparing the crop of modern, highly motivated, competitive and globalised school teachers in this country to-day because of lack or limited facilities and resources are not available. Besides, the present lean financial budget for the programme has affected the pace of developing reforms and innovations. A number of important areas that should be included in the present curriculum are glaringly absent. This is not possible because of lack of or limited funds. The consequence of this constraint is the present conservative nature of Teacher Education Programme that produces school teachers who cannot cope with the rapid changes not only in education but also in the general society. Therefore, there is greater need to increase the vote-head for TEP by the ex-chequer in general and the Ministry of Education in particular for the purpose of promoting quality in education and development of the required facilities and resources for conducting Teacher preparation programme efficiently. This would not only promote but also accelerate national development as well as the image of the programme as well as Teaching profession.

The present practice of establishing education commissions in Kenya to review education systems has been disastrous to say but the least. The manner in which this is being done is worrying. Ideally, if the Kenya government recognises, respects Teacher education and considers it as a critical component of national development in general and education in particular, it should adequately finance this programme. Managers of the programme and Teacher – trainers should be the ones to review and manage the reviews of education system in the country which could spur reforms and innovations in it. These are individuals who are familiar with and understand the fabrics of the society and, appreciate the developments in education. But the present policy of appointing anybody to chair and participate in the process has tended to hinder the introduction of meaningful reforms and innovations in education. This is because the appointment is arbitrary and, more often than not based on dubious

considerations other than professionalism in education. These are individuals with limited understanding of the educational issues that underlie developments in the society. Therefore, it is proposed here that Teacher educationists be given opportunity to serve on these education commissions to provide the required professional leadership and guidance in the design and development of education system as well as the desired reforms and innovations in education. After all, Teacher education is the programme that is inherent with the genesis of reforms and innovations in education and prepares and produces school teachers who are supposed to be implementers of reforms and innovations in education and mentors of the society (Maiyo, *et al.* 2012).

Another important aspect of Teacher Education Programme that requires review is the structure. This refers to the administrative structure of the programme and the curriculum to be used to prepare the school teachers. At present, the place of Teacher Education Programme in the Kenyan education system is amorphous. The programme is directed by individuals who are not specialists in Teacher education. Therefore, they do not have the competence to initiate and conduct the required reforms and innovations in it. This explains why the programme has remained conservative and has not had impact on education. In view of this situation, it is proposed that a directorate of Teacher Education Programme be established in the Ministry of Education to oversee and supervise Teacher education-related activities. This unit should be established and manned by well trained and qualified personnel in Teacher Education Programme (Kafu, 2011, b). In this way, it will be possible to initiate, develop and manage meaningful reforms and innovations in the programme which, in turn, will facilitate the management of emerging issues such as access, quality and equity in education in this country

The existing Teacher education curriculum is narrow in scope, conservative and limiting and somehow irrelevant to needs of modern Kenyan society. It emphasises and focuses on Teacher “training” philosophy. That is, it aims at preparing school teachers in pedagogy and a bit of academic content. The latter is usually shallow and limited in scope. Therefore, the teacher-trainees are not adequately prepared in content areas as well as general knowledge that is required by modern school teachers. They are provided with mere basics or selected areas in their teaching subjects which makes them not functional. Hence, rendering them to be incompetent to initiate, develop and conduct reforms innovations in education. Although these school teachers may be qualified as school teachers but they are incompetent to participate and implement effectively the school curriculum. Therefore, in this paper, it is proposed that two urgent reforms be instituted in the Teacher education curriculum in Kenya. First, the curriculum should be broadened to cover new areas in Teacher education that have hitherto been ignored. These include studies of gender, health education, current affairs, research and information and communication technology (ICT). Such enriched curriculum will equip school teachers with proper and modern competencies of managing the new and emerging issues in the society in general and education in particular. With this extensive and intensive preparation of school teachers, they will be competent to handle issues like access to education, quality and equity in education and other related developments in education with ease. The second reform to be undertaken is preparation of school teachers in academic (teaching subjects) areas as well as relevant modern technologies. Currently, the content offered to education students AT university level inappropriate for teaching. The content servicing units offer irrelevant, inadequate and selective materials to these students. This has resulted in students (teacher-trainees) being provided with inadequate, uncoordinated and sometimes irrelevant content in the teaching subjects and this disadvantages these students to pursue

further studies. This is expected since these servicing units to the Faculties/Schools of Education have their own mandates in the university and, therefore, have little concern for developing education students in the content areas. Further, they do not understand the requirements of the Teaching Profession. Besides, the element of malice resulting from inter-school rivalries among petty things is demonstrated by the manner they have mutilated the traditional courses for teacher preparation to suit their needs and interests and in the quest of specialisation. All these developments are for selfish interests and do under-develop education students in content areas. This paper also proposes that Faculties/Schools of education design and develop education-specific content areas as suggested by the Commissions for Higher Education in East and Central Africa (CHE, 2010). These areas should be managed and taught by individuals who are trained and qualified teachers in Teacher education to be offered to students pursuing teaching studies. This type of Teacher education structure will ensure not just that there is production of competent school teachers who are pro-active and able to manage reforms in education but who also have the capacity to pursue further studies in the content areas. Besides, this approach will broaden the minds of teacher-trainees including critical thinking. Hence make them productive and functional in modern Kenya.

Finally, as alluded to in the above discussion, Teacher Education Programme should be managed only by professionals in Teacher education. These are individuals who are trained and qualified in this aspect of education as a specialised field, experienced in the management of the programme and have positive attitude towards it. The present practice of recruiting teacher-trainers from secondary school education sector and in some cases failures at this sector of education is not proper. If anything, this is a big disservice to this education programme in the country. It has resulted in emergence of mediocrity in the programme. Therefore, there is need to design, develop and administer the Teacher education as a specialist programme in Teacher training institutions at university level and manned by experts in Teacher education. Such programme will produce the crop of Teacher educationists who will, in turn manage this programme efficiently. This strategy will provide Teacher education sector with relevant pool of professionals who have the ability and capacity to manage the programme right from the Ministry of Education headquarters to be classroom level. Consequently, the country will have individuals specialised in Teacher education that can be relied on to initiate and administer reforms and innovations in this program and education in general in Kenya.

Challenges of Managing Reforms in Teacher Education Programme in Kenya

Undertaking reforms and innovations in Teacher Education Programme poses unique and mind boggling challenges. This is more so when dealing with access, equity and quality in education. Among these challenges are the good will from the establishment and some sections of stakeholders in education. This is to be expected because TEP is the most misunderstood programme of education in Kenya. Many people regard it as merely a teacher training programme! That is, a programme that equips individuals with only basics of the teaching career. This arises from the present negative attitude towards the programme. More often than not the government is likely not to finance reforms and innovations in Teacher education because of the existing misguided concept of the programme. The proposed reforms and subsequent innovations in this programme are resource-intensive, skill-intensive and logistics-based. All these factors require serious sourcing for and use of sufficient funds for developing and maintaining the undertaken reforms. But the Kenyan economy is at present weak and not able to support the proposed reforms of access, equity and quality in Teacher Education

Programme. The sought funds should be used in capacity building in the programme, development and maintenance of the required modern facilities and resources and putting in place the rapidly changing information technology systems for preparing modern school teachers for the Kenyan education system. In addition, there is the challenge of expertise in Teacher Education in Kenya. Currently, there are very few, to be modest, people who can be said to be specialised in this programme in the country. The present team managing the programme is amateurish. They are doing what they have learnt on the job! These are individuals who are trained to teach at primary and secondary school levels and NOT to train/prepare school teachers. This fact most is likely to affect the quality of management of reforms and innovations in Teacher education programme. But these developments are manageable and sustainable provided the proposed strategies (approaches) are readily accepted and carefully used and developed. Further, they must be good will from all the stake-holders in TEP especially the government and the general public.

Suggested Approaches to Undertaking Reforms in Teacher Education Programme in Kenya

Generally, this is a tricky and delicate process, since there have never been such developments in history of education and Teacher Education Programme in Kenya. That is, this is a totally new experience with no traditions and practices to go by. However, suggested below are some approaches of undertaking and managing the Teacher Education Programme in Kenya.

Step one: Conducting a situational analysis/process. That is, to carry out the needs assessment which will provide the data-base for planning and initiating reforms in the Teacher Education Programme. This is a deliberate move to promote quality in education. When the essential information is available, it is quite possible to establish and administer reforms and innovations in TEP smoothly and with confidence.

Step two: Preparation of the society, more so the stake-holders in education and specifically Teacher Education Programme for the anticipated reforms and innovations in the programme. This should be done through sharing of experiences on Teacher Education Programme with specialists in Teacher education and members of the society with interest in the programme, using mass media for campaigns on and advocacies for reforms and innovations in the programme and using other related strategies. This approach will definitely facilitate the initiation and administration of the required reforms and innovations in Teacher Education Programme. In this way, these developments in TEP are most likely to be acceptable to the target society in general and education as a social commodity in particular. This is because the process would have been participatory.

Step three: Identification and assembling of the required resources for the anticipated reforms and innovations in Teacher Education Programme. These resources include finance, information, expertise, logistics, equipment and infrastructural facilities in Teacher education programme. Most of these items need advance and proper planning, assembling and maintenance. Key to the success of this operation is capacity-building. Therefore, proper approach to conducting reforms and innovations in TEP is to professionally identify, select and organise the required resources for managing new and emerging issues in education. When these considerations are taken into cognizance then reforms and innovations in this programme will be conducted smoothly and efficiently.

Step four: Developing logistics for conducting educational developments. This process involves gathering relevant information that can be used for launching the necessary reforms and innovations and putting in place information and communication systems which can facilitate the net-working process on the intended reforms and innovations. In addition, there should be properly designed and established infrastructure to house the required ICT equipment and their accessories. This process is likely to facilitate the conduct of advocacies and campaigns exercises on required reforms and innovations in TEP and their relevance to anticipated developments in education. This is to seek the support of the Kenyan general public for the anticipated reforms and innovations in the programme.

Step five: Designing and formulating relevant policies to govern the operations of Teacher Education Programme in Kenya. These are supposed to serve as guides in under-taking reforms and innovations in this programme and also ensure that these developments are systematically conducted. More often than not, policy design and formulation process should be based on relevant preferably researched one. This is usually authentic, time-tested and reliable sort of information for intended purpose to facilitate the development and introduction of efficient policies. Critical in this policy frame-work is that which covers the goals, objectives and management of the programme.

Step six: Development and establishment of partnerships, collaborations and co-operatives in education in general and Teacher education programme in particular. This can be conducted both at local and international levels. The value of this strategy is to expand the horizon development, scope and frontiers of experiences in developing, introducing and administering and introducing reforms, and innovations in Teacher education programme. Partnership and collaboration may involve exchange of ideas, resources and logistics on managing reforms and innovations in education and Teacher education respectively.

Step seven: Establishment of monitoring and evaluation mechanisms in the structure of Teacher education programme to determine efficiency of administration of these reforms and innovations. This process must be conducted professionally and by well qualified individuals. This operational provides the essential feed-back to be used in revisions of reforms and innovations and then lead to new in-puts to the programming new developments in the programmes

Benefits of Reforms and Innovations in Teacher Education Programme in Kenya

This refers to the value and/or advantages of initiating and conducting reforms and innovations in Teacher Education Programme. More often than not, this process has a trigger effect on education in general and national development in particular. Generally, the importance of reforms and innovations in Teacher Education Programme cannot be over-estimated. This is because they have far reaching implications on over-all development of the country. They normally influence, and even transform, the man-power training programmes since they involve development and equipping personnel with relevant competencies required for national development.

The main benefits of reforms and innovations in Teacher Education Programme are many and of varied nature. These benefits may be logistical, administrative, resource-based and

education in nature. Generally, they include transformation of education, Teacher Education Programme and national development programmes; promotion of quality in education in general and the Teacher education programme in particular; preparation and production of competent man-power for the economy; improvement of image of this programme to the general public and the creation of new perspectives in education in general and Teacher education programme in particular. Of great importance, is the fact that reforms and innovations in Teacher Education Programme are likely to enhance the level of literacy in the society.

The preceding discussions demonstrate that Teacher Education Programme in Kenya has remained conservative since the colonial period. That is there have been no radical changes to talk about. The structure, administrative and logistical operations are more or less still as established in colonial Kenya and by extension, the practices in this programme in Europe at the time. The programme is still Teacher training rather than Teacher education. This feature has tended to constraint the initiation and development of reforms and innovations in education and Teacher Education Programme in Kenya. However, if this process is undertaken and conducted properly, it is likely to promote the quality of education in general and the programme in particular as well as the quality of Kenya Society. New ideas, structures and teacher preparation strategies should be introduced and established in Teacher Education Programme. These developments will lead to production of competent school teachers who are creative and innovative in their operations with the right initiative to promote the quality of education at the school level. In addition, the development of reforms and innovations in Teacher Education Programme will facilitate the preparation of school teachers and other people in the society to manage the ever emerging challenges in modern education and the Kenyan society. Some of these emerging issues are the ever increasing demands for access to and equity in education and the promotion of quality in provided education. These are pressing issues that this programme must prepare the Kenyan society to deal with. The other issues are the quest for new and relevant competencies required for managing modern economy and the radical leaner character in institutions of learning as well as the effects of ever growing advances in modern technologies. The only sure way of managing rapidly changing world through globalisation process is to initiate develop and introduce reforms and innovations in Teacher education programme. Hence preparing the Kenyan society for efficiently dealing with emerging social challenges of this century and beyond.

There is evidence that Teacher Education Programme has become unpopular in Kenya today (Kafu, 2011, a). Many youths are unwilling to join Teaching profession to-day instead they are opting for new and so called lucrative careers/professions on offer in the market. This is because Teaching profession has remained conservative in Kenya since colonial era. It has not adopted itself to the changing environment. The main reason for this feature is that the mode of preparing school teachers has never been reformed. Consequently, the competencies the present crop of teachers is being equipped with appear to be irrelevant to the market needs in Kenya. Therefore, there is compelling need that reforms and innovations be urgently initiated and conducted in Teacher Education Programme to promote its image. This development will make the programme and, by extension, teaching profession attractive to the Kenyan general public and also competitive enough to other training programmes and emerging careers in the country. The required reforms and innovations in Teacher Education Programme include the re-designing of Teacher education structure and curriculum so that these are in line with the present market placement requirements. The curriculum should be broad and inclusive enough

to enable the graduates of the Teacher education programme perform efficiently in modern Kenya. In addition, the programme should adopt modern technologies and strategies new generation of educational facilities in teaching and training school teachers. These interventions will modernise Teacher education programme and internationalise Teacher preparation process in Kenya. Teachers prepared and produced through such Teacher education programme are likely to be able to perform efficiently anywhere in the world. Hence, these reforms and innovations will transform the image of both the Teacher education programme and Teaching profession in Kenya.

Generally, reforms and innovations in Teacher Education Programme may have trigger effects in education and national development programme. Normally these developments promote the quality of both the programme and education as a whole. Teachers who have been properly prepared are likely to be creative, innovative and motivated to conduct their teaching duties efficiently and effectively. In addition, they will have the initiative to initiate and carry out reforms and innovations in school education. This development will have multiplier effect in national development. These teachers will be able to teach learners efficiently, equip them with relevant competencies (attitudes, skills and knowledge) for participation in modern economy in Kenya and develop their talents. The learners will, in turn, be well prepared to participate confidently in various national development programmes. Hence enhancing and promoting general development in the country.

Perspectives in education in general and Teacher Education Programme are usually an expression of varied perceptions of education programmes and developments in education. These are new views about education and radical and critical thinking about education as a social issue. Reforms and innovations in Teacher Education Programme normally provide a strong basis for development of new perspectives in education. This is because these developments prepare and nurture both school teachers and the general public for critical approach to and efficient treatment of educational issues. They provide opportunities for development of critical minds in the society that can spur a variety of developments. It is critical the minds that usually give both to various perspectives in education and the latter promote meaningful development in the society. Therefore, the benefit of perspectives in education in relation to national development will only be appreciated when reforms and innovations are introduced in Teacher Education Programme which serve as soft-ware for the process.

Given the discussed benefits, the initiation and administration of reforms and innovations in Teacher Education Programme in Kenya for development is unfortunate situation. This development should have been yesterday and NOT today. If this had been done during the colonial era or immediately after independence, Kenya would be among the fastest developing countries in the world.

CONCLUSION

From time immemorial, societies have tended to design, develop and administer functional and sustainable education systems. That is, educational systems those are relevant to their needs and responsive to the emerging issues. This is because societies in general and education in particular are dynamic in nature. They continuously change their character with time. This process produces challenges that have to be carefully managed. In order to deal with some of these emerging challenges, the existing education systems have to be regularly reviewed. The

review process in education and especially. Teacher Education Programme, involves initiation and administration of reforms and innovations. These are the developments this chapter has dealt with.

In this chapter, various phases of Teacher Education Programme in Kenya since the colonial era have been briefly discussed. The discussions provide four issues concerning the development and administration of this education programme have been established. These issues are out-lined as follows:

1. Teacher Education Programme is critical component of an education system and the development of the society. It is the basis for initiating reforms and innovations in education which in turn, spur the desired developments in the society. Hence the reference to education and especially Teacher education programme as the soft-ware for development in the society.
2. The discussion in this paper has already demonstrated that Teacher Education Programme in Kenya has literally remained conservative. There have been no meaningful reforms and innovations since the colonial era. If anything, there has been retrogression in the management of the programme. The well established and cherished values that characterised the programme during the colonial period have been seriously compromised through mismanagement and blatant political interference in its administration. Compared with Primary and secondary education sectors in Kenya, Teacher education programme has recorded little or no reforms and innovations since colonial era. Therefore, it has not kept in step with the emerging challenges from both the society and education.
3. The picture emerging from the discussion of Teacher Education Programme in this chapter is that the programme is not efficiently managed in Kenya. There is no evidence of professionalism in its development and management. The managers and administrators of this programme are not professionals in Teacher education at all. They have never been trained in this aspect of education. They are individuals drafted from the Primary and secondary school education sectors who have no ability and capacity to institute reforms and innovations in this programme. Therefore, it is unrealistic as well as a tall call for such cadre of personnel to initiate and manage these developments in the programme and efficiently cascade the same downwards to other sectors of education in Kenya. Hence the observed conservative character of Teacher Education Programme and in education general in this country since colonial era.
4. One of the biggest weakness of Teacher education programme in Kenya since the colonial period has been its irrelevance to the needs of the Kenyan society. During colonial era, the programme was designed and administered to serve the interests of both the Christian missionaries and the colonial power. The needs of the local communities were totally ignored and/or neglected. This trend in Teacher education programme has not changed much even today. However, the present emphasis in this programme is on the development of pedagogical competencies in teacher-trainees and NOT preparing a cadre of school teachers who can confidently manage the emerging challenges in the modern Kenyan society and education. A look at the present curriculum confirms this. The consequence has been the waning status/image of this programme in this country.

Generally, the conclusion to be drawn from the discussion on development and administration of Teacher education programme in this chapter in Kenya is that there have been no important

reforms and innovations in it since colonial era. This feature has made the programme less effective in transforming the Kenyan society in general and education in particular. Therefore, there is need for the government of Kenya to initiate radical changes especially the curriculum, in the Teacher education programme if this programme is to facilitate development in the country.

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