

Unmasking the Façade that Characterize Educational Reforms in Kenya

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Abstract- Education is a very crucial social institution. As it were, such an institution must constantly be monitored and evaluated to ensure that it serves the purpose for which it was formed. Should a negative appraisal report result from such an exercise, reforms are bound to happen – not necessarily in the education system itself or a part of it, but in any other sector that may be deemed deficient. Accordingly, this paper takes issue with Kenya’s educational reforms that initially sound genuine and promising, only to end up as a hype that bears no tangible fruits. The paper sets out to analyze the most recent reforms carried out in the Kenyan Basic Education Curriculum, with a view to establishing the authenticity of such reforms *viz a viz* their basis. It has employed Content Analysis method and dialectics to critique the recent reforms in the Kenyan Basic Education Curriculum. The analysis is hinged upon Decker Walker’s theory of curriculum development that bases on a naturalistic model of deliberation. The paper contends that our society expects too much from the education process but never endeavours to interrogate her own role in that process. When their expectations are finally unmet, the society clamours for immediate reforms without first establishing where the actual problem lies. Consequently, the reforms are centrally carried out by policy makers who seem out of touch with reality. Such reforms become cyclic and therefore cosmetic since they are unfounded. And when implemented, they are unlikely to produce any noticeable positive change.

Index Terms- reforms, competency-based curriculum, lifelong education, buzzword mentality

I. INTRODUCTION

If there is anything that can be vouched to be everlasting, then that phenomenon is change. One of the early philosophers – Heraclitus – said that one can never step in the same river twice. This is because the river is ever in motion. Similarly, human life is fraught with webs of complex interactions; ranging from individual encounters to institutional operations. As life goes on, none of these aspects remain static. New needs and expectations arise and call for novel solutions. Consequently, such circumstances demand change.

Education is one of the crucial institutions of any society. Regardless of its multiple conceptualizations, it is largely known to be the vehicle that delivers a society to her common aspirations. As it were, societal needs and aspirations keep on changing. Such change must be met by consumerate reforms in

education which apparently prepares individuals to comfortably navigate around their environments. When such changes or reforms come by, they must be true in terms of form, time and place utilities – as economists would say. The reforms must equally provide for future reforms, that is, they should be viewed and presented as transient; for nothing is permanent.

The Kenyan education history is replete with myriad changes in her education systems. Immediately after independence, around 1964, there were marked changes that aimed at domesticating the otherwise colonial system of education. This was necessitated by the fact that the colonial system was skewed towards meeting aspirations of the representatives of the then British government. On gaining internal self-rule, such a system became untenable since it would not address the immediate needs of the Kenyan citizens. The country needed an education that was non-racist, and which would prepare individuals to be trained for relevant manpower required in administrative and economic sectors. To this effect, the colonial system of education had to be reviewed by the Ominde Commission. After that initiative, more reforms in education followed as much as there arose need.

In line with the foregoing, this paper finds the main theme of Kenyatta University 5th International Conference interesting: Re-Weaving Education to Meet the Demands of 21st Century. The author of this paper settled on the subtheme, ‘Educational Reforms’ which directly mirrors the main theme. In addressing reforms in education, specifically in Kenya, the paper looked at the obvious missteps that reformers have previously made; missteps that ended up defeating the logic behind such reforms. The paper sought to answer four major questions that pertain to educational reforms: How do Kenyan educational reforms look like? How should they look like? How fruitful have previous reforms been? Which way for Kenyan educational reforms?

II. NATURE OF REFORMS

The term ‘reforms’ is a noun that refers to changes that are effected in an organization or a social system so as to correct it or make an improvement (Oxford Advanced Learners Dictionary). Instructively, anyone doing reforms must have identified areas that need correction or those that can do better if improved on. It is a deliberate and purposeful move which must equally be informed by some findings. This implies that an individual or a group cannot wake up from some quarter and purport to carry out reforms without a cause. In most cases, such

moves are prompted by two reasons. One, there may arise public complaints concerning the functioning or productivity of a certain organization or social institution such as the education sector. Such outcries would be followed by an investigation whose final report may recommend reforms in the concerned sector. Two, any properly constituted social institution or organization must have a monitoring unit which routinely appraises its operations. As such, emergent problems can be detected and addressed early enough before they become so glaring that they attract public discontent. An appraisal report from such evaluation may as well recommend reforms.

For a sector such as education, a deficiency in learning outcomes for instance will be detected through structured assessment of the system. The feedback thereof will be key in recommending reforms or otherwise. According to Hinton (2012), such assessment must be part and parcel of any institution, and must be well articulated in its strategic plan. As it were, the said reforms are caused by internal reasons. Similarly, there shall be those reforms that will be caused by external forces. Such include the general trend of global affairs, and the need to for the country to align itself with the requirements of donor countries and finance institutions such as the Bretton Woods. In such cases, the country must exercise due diligence when implementing the changes so that she strikes a balance between external demands and internal social realities. Wholesale implementation of external recommendations may in due course forment catastrophic effects.

Whenever reforms are recommended, their mode must be clarified from the onset. According to Pullias (1989), reforms may take either of these three positions: revolutionary, evolutionary or masking. The revolutionary position involves doing away with the old and beginning afresh; the evolutionary position entertains parts of the old as it implements components of the new; the masking one simply coats the old system so as to present it as new. Whereas the first one is rarely applicable, one shudders on imagining the recommendation of reforms that reflect the third position. Unfortunately, such *reforms* do occur. This may be attributed to shoddy investigation by policy makers, incompetence, and lethargy, among others. The result of such a move is recurrence of the problems purported to have been addressed, occasioning frequent reforms characteristic of a trial and error approach. Any sane society must guard itself from mask-type reforms.

III. COMPETENCY-BASED CURRICULUM: THE NEW FAÇADE IN TOWN

This paper reckons that a number of reforms have been carried out in the Kenyan education system, all way from the colonial times. A brief paper as this does not have the luxury of documenting all those. It will therefore focus on the most recent reforms that are being gradually implemented by the country through the State Department of Education. The reforms focus on the general curriculum of education, moving from the 8-4-4 system that was characterized by insistence on knowledges to the 2-6-3-3-3 system that will emphasize various competencies, giving every learner an opportunity to excel in an area of preference.

In retrospect, the 8-4-4 system of education was recommended in 1981 and introduced in 1985 following an inquiry which found the then prevailing system wanting. The new system would be employed with an aim of realizing individuals who were self-reliant. The government reports that further curriculum reforms followed in 1992, 1995 and 2002 but only addressed curriculum content, overlaps and emerging issues (Republic of Kenya – RoK –, 2015). A further curriculum evaluation was carried out in 2009, and established that the curriculum was overloaded. Further, its implementation was highly academic and exam oriented. This situation would often lead to unemployment since the graduates from secondary schools lacked self-reliant and social skills. Above all, the education system did not provide for flexible academic pathways that would lead to talent identification and nurturing of individual potentials and interests – ingredients that are instrumental to career preparation, progression and hence sustainable development. Given this state of affairs, education reforms became necessary.

Fast forward, the basic education curriculum was eventually reformed following a review by the Task force on the Re-alignment of the Education Sector to the Kenya Vision 2030 and Constitution of Kenya 2010 (RoK, 2015). Education was recognized as the fulcrum of human and economic development. Such an education was to instill innovative, vocational and technical skills requisite for industrialization and skilled labour as articulated in the Kenya Vision 2030 and the Sessional Paper No. 2 of 2015. It was also supposed to equip individuals with soft skills required for work, interpersonal relations and harmonious coexistence with each other regardless of their extraction. The new curriculum would cure the ills that were identified in the old one as intimated in the preceding paragraph.

Competency-Based Curriculum: The Holy Grail?

The Kenya Basic Education Curriculum Framework (KBECF) defines ‘competency’ as ‘the ability to apply appropriate knowledge and skills to successfully perform a function’ (Rok, 2015). Such knowledge and skills are to be applied to real life situations through service learning (students working on real problems and relating the same to academic learning, to enhance their preparedness for real world of work and coexistence).

Reading through the KBECF, one will easily credit the government for a job well done. The document is ambitiously articulated, and seems by all means practical. However, a reality check paints a different picture altogether. To begin with, the document does not provide a cure for subject overload; one of the ailments that assailed the old curriculum. For instance, the upper primary section is scheduled to offer eleven (11) subject areas. The old curriculum offers six subjects. Has the overload problem been solved (assuming it was a problem in the first place)? The jury is out there.

In her bid to justify these very reforms that led to the competency-based curriculum (CBC), the Ministry of education fell back on the Sessional Paper No. 2 of 2015 titled ‘Reforming Education and Training in Kenya’ (RoK 2015b). The said paper recognised education as the mother’s milk that nourishes individual productivity and economic development. Pursuant to

this, the education and training sectors were to be reformed as quoted below:

... to provide for the development of the individual learner's potential in a holistic and integrated manner, while producing intellectually, emotionally and physically balanced citizens. It further recommends a competency based curriculum; establishment of a national learning assessment centre; early identification and nurturing of talents; the introduction of national values and national cohesion and their integration into the curriculum; and the introduction of three learning pathways at senior secondary school level (RoK 2015: iv).

The above quote raises valid concerns. It is clearly conceived and well intentioned. If the education and training sectors would be reformed to be in sync with such thoughts, things would definitely fall in place. However, the devil lies in the detail. Whereas such and kindred grandiose pronouncements are made in earnest, very little is done on the ground. The country seems to have excelled in producing exemplary documents characteristic of sign boards that never go where they point. Policy makers, as it were, have perfected in the art of constantly resolving to do things, yet doing nothing but resolve.

Reflecting on the run up to the foregoing quotation, it is clear that certain key concepts have been employed without consideration of their implication. For instance, the distinction between 'education' and 'training' has not been clearly demarcated. It is detrimental in the affairs of education to regard the two concepts as similar. Whereas 'education' in its very essence should provide for the capacities alluded to in the quotation (such as developing emotionally and physically balanced citizens who espouse national values as well), 'training' as a concept signifies a mechanical process that focuses more on the hard skills required to perform a specific task as opposed to the soft skills that enhance interpersonal relationships. This is a fact that needs no introduction to any education expert (quacks have no place on the table of education reforms!) since it has widely been deliberated upon.

At this point, it may be instructive for one to be clear on the place of education in relation to training. Which precedes the other? Do they run concurrently, such that the educated is by default trained? Do we have individuals who are educated but untrained? What of the converse? The answers to these questions are not obvious. They will 'depend', as commonly put, to the context. In the case of this paper, the context is *basic education*. The reforms presented are actually covering basic education – from pre-primary up to senior secondary school – at least in the Kenyan system of education. Need anyone dwell on the meaning of *basic education* again? Must it be mentioned that by virtue of it being *basic* implies that it is merely preparatory, foundational, essential and therefore incapable of meeting as many expectations as presented in the KBECF? Might it be a case of expecting so much from so little? Are the said 'competencies' not acquired partly, and majorly as such, through 'training' which happens to lie beyond basic education?

This paper contends that basic education by its very name and nature should predominantly be a level that prepares the learner for training – acquisition of knowledges and skills requisite for specific duties. The paper equally scoffs at the diametric presentation where 'competency based curriculum' is contrasted against 'content based curriculum' in the KBECF so

that the former is depicted as more productive and therefore preferable. Actually, that which need be learned at basic education level is essentially content based. In retrospect, the employment of the term 'content based' to refer to 'exam oriented' is to say the least simplistic. Firstly, every curriculum must be based on some content whose acquisition is equally measured in some way. Secondly, examinations have been there, for long, and indeed served their purpose well, were it not for their mismanagement by a few adults who are now crying foul and attempting all manner of solutions. It is therefore defeatist to reform a system simply because a few individuals have resorted to sabotage part of its functionality, as exemplified by examination irregularities. On the contrary, sealing the loopholes that allow malpractices such as massive cheating in examinations and misuse of performance scores is more reasonable and sustainable. In any case, the new curriculum still has elements of exams which may as well be abused. Changing a few aspects here and there and referring to the old curriculum with a new name does not make it any progressive. On the contrary, it leads to even more confusion.

Generally, it sounds glossy to talk of 'competencies' and make it look like the panacea to the country's problems; however, the real job lies in laying down proper structures that will facilitate the acquisition of the same. Such cannot happen in a situation where those who bear the highest responsibility of decision making are unclear on basic concepts that underpin the whole venture. Going by their definition of 'competencies', it is clear that the latter can only be accidental trickles of basic education. This paper holds that the country must be certain of the outcomes she expects from basic education (read schools); expecting finished products complete with certain competencies should be the least. Apparently, there is a foggy understanding of the character of outcomes that are expected of basic education graduates. Granted, the country should be prepared for not only continuous reforms but erratic ones as well – for no competencies will be forthcoming, at least not from school leavers – and this will sent spin masters into a frenzy of educational reforms. There have been reforms before, specifically aimed at producing self-reliant individuals. Pray, how could one be self-reliant without possessing certain competencies? Put differently, can one be self-reliant if they lack competencies? Did someone just stumble across the term 'competencies' and thereafter set forth to repackage and peddle it as new stuff, complete with a schedule of activities? What was their understanding of the characteristics of a self-reliant individual? Listening to one cabinet secretary in charge of education in the country talk about 'competencies' would have made one believe that the mere employment of the word would work miracles. In fact, the term has gained currency as a buzz word that is bandied around by individuals, more so those who believe that any news is good news. In short, the reformers are merely labouring in a circle; for they do not clearly explain how different the *new* 'competencies' are going to be taught so that learners acquire them unlike the old practice that saw 'self-reliant' skills being unrealized.

Competency Based Curriculum versus Incompetent Implementers

It is usually said that a curriculum is as good as the implementers. According to Aremu and Sokan (2003), a well-

designed curriculum is just but one among many factors that characterize quality education. Others include motivated and well-trained teachers, effective learning materials, a good learning environment, a valid and reliable examination system, teaching methodologies that encourage independent thinking, adequate financing and such like. According to this paper, it is not enough to carry out curriculum reforms on the mere conviction that the prevalent one has failed to live up to certain expectations. On the contrary, it could be a good curriculum that is a victim of inadequate support. It would be prudent, for example, to rule out certain issues that might have contributed to the poor learning outcomes as the ones listed above. In a study carried out by Orodho and Lawrence (2014), it was discovered that inadequate distribution of learning resources and teachers militated against provision of quality education in Kenya. Their view of quality education was in terms of its propensity to steer the country toward the achievement of Kenya's Vision 2030; a view that is no different from that of the framers of the KBECF. Be that as it may, it follows that no achievement will be realized under whatever curriculum (competency based or otherwise) unless the independent variables that determine quality education are catered for relatively well. According to one of the leading experts in the said reforms, the central focus was *how* teaching and learning would be approached around the child so as to inculcate the famous competencies (Ogutu, 2017). However, what is seen in the new curriculum is majorly content. There is so much on offer, giving leeway to lethargic learners to go for leisurely disciplines such as theatre arts and outdoor activities which to them requires less intellectual engagement. In this times when average learners crave for the easy way out, it will be interesting to see how many of them will voluntarily go for pure sciences and mathematics which the country is apparently banking on for economic take-off.

Teachers are very crucial in the success of any education system. Needless to say, they are the direct implementers of the curriculum. As stated earlier, the issue of teacher distribution in the country is a persistent problem. Whereas there are few schools that boast of teacher adequacy, mostly in urban centres, the same cannot be said of their quality. Teacher education is a major issue in the country. According to Kafu (2011), institutions that prepare teachers for basic education are ill equipped in terms of both human and material resources. The situation is worse in primary teacher training colleges where the trainees are prepared by instructors who are not well qualified. In the end, the resultant graduates are deficient of both pedagogy and content. How are such individuals expected to interpret and execute curriculum activities? Put differently, how does one expect the incompetent teachers to impart various competencies among learners? If these teachers made nonsense out of the 'content based' curriculum, as has been insinuated, what assurance does one have that the same individuals will be effective in implementing the 'competency based' one given that no much has changed?

The KBECF presents a curriculum rich in its letter but poor in spirit. Actually, very little has been done in terms of preparing teachers and laying ground for the facilities required. The government has instituted a policy that aims at subsidizing public secondary school education, while providing the primary school one entirely free. Though a welcome idea, it is a pity that the programme is characterized by delays in disbursement of

funds to schools. One wonders how the same government will manage to fund requisite facilities that support the CBC given that it has lagged behind in meeting previous undertakings such as providing and sustaining laptops for all grade one pupils in the country.

World over, education is an expensive affair. Any country wishing to achieve her aspirations must be ready to fund the education of her citizens. This is to say that any reforms in education must be accompanied by a reform or review in its financing; there are no two ways about it. For instance, enough resources have to be allocated for teacher education, followed by their deployment and proper remuneration. As things stand, the Kenyan teachers are at their lowest moment in history. Going through posts by teachers in their various Facebook Groups such as 'mwalimu dot com' or 'NAIROBI TEACHERS ONLINE' (posts that can only be ignored at one's peril), a sentimental analysis paints a bleak future in the Kenyan public education. Majority of the teachers are advocating a dangerous slogan, 'Teach and Go Home', which is meant to imply that their role will only be to transfer book knowledge to students, and leave school at the stipulated time. This sad state of affairs arose after a standoff between the said teachers and the government concerning the teachers' remuneration and career growth. The government had responded to the effect that teachers were not the only workers on her payroll. Further, that majority of the teachers were either truant or incompetent! Which government on earth admits the incompetence of her own teachers when it is her responsibility to ensure quality education? Again, why should she wait for an industrial action so as to bash the teachers? Does it mean that the same government would be willing to accommodate incompetent and irresponsible teachers provided they accept less pay? Ironically, the same government has shortly introduced a new curriculum whose success heavily depends on the teachers' efforts, and establishment of new facilities such as sports centres, innovation hubs, and centres for performing arts among others, all which require heavy financial commitment.

This paper argues that the government must first reform its mindset concerning the place of education in her list of priorities. Quality education has to be funded well. Whereas there is talk of producing well rounded graduates, very little is provided for in terms providing character education. Much emphasis has been placed on the economic objective of education, seeing it majorly as a commodity that must appeal to the market – never mind the fact that true education should cater for social and cultural aspects as well. The country is partly where it is courtesy of the character of some citizens: corrupt individuals who have brought down almost all sectors by either diverting public funds to their private indulgences, or deliberately overlooking laws and regulations to approve wrongful practices – of course at a fee! For instance, various premises are being demolished owing to the fact that they were either built on wrong sites, or were brought up in disregard of the relevant regulations. Sadly, such were granted requisite approvals by government officers! Is this not a discouragement to prospective investors, more so foreign ones? Who will put up an industry in a country where the 'government' turns around her own word? Kenya's Vision 2030 is upbeat about industrialization which is seen as a solution to her unemployment crisis.

Unfortunately, such will not be possible if the citizens' character is not well formed. The KBECE explicitly provides for promotion of science, technology and mathematics (STEM), and the development of students' talents. However, character formation is mentioned in passing, probably being seen as a by-product of a well-designed curriculum such as the CBC.

Education as a product is not synonymous to knowledge or competency. As a worthwhile enterprise, it presupposes some form of good (Peters, 1966). An overly knowledgeable or skilled nation will amount to no economic development unless the citizenry espouse certain values such as integrity and peaceful coexistence; values that will enable them put their competencies to good use so as to guarantee proper utilization of limited resources and a stable working environment. As things stand, character formation remains an alien subject. When the year 2030 will finally be closing in, chances are that the CBC will be jettisoned; it will have proved fruitless, not because of its barrenness but due to poor implementation. The CBC must be strengthened in this light, and teachers be well prepared and supported to implement the same. It is instructive to note that no analysis was done on how teachers interpret and implement the curriculum. Similarly, there is no evidence of teachers having been fully involved in the reforms, a fact that enhances chances of resistance. As practitioners, their input would definitely provide good feedback for policy makers.

IV. THE WAY FORWARD

The main theme of the Conference addresses education in terms of its potential to meet the needs of the 21st Century. This paper may not be certain about those needs. Nonetheless, some speculation will do. The 21st Century is characterized by many challenges: social, economic and political. Population growth has resulted to so many problems, mostly around distribution of resources. Others include unemployment, health problems and social strife. A good education should equip one with social skills that enhance harmonious coexistence, and inculcate virtues necessary for good human conduct (Osabwa, 2016). It should as well facilitate development of technologies that will fight diseases; guarantee food security; provide safe mobility and communication; enhance protection of the environment; create safe and affordable housing, among many others. Such ingredients must be well articulated in the country's education system, beginning with the basic curriculum.

As intimated in the preceding paragraph, the basic curriculum is just a beginning. Its limits in terms of expected outcomes must be perspicuously clarified. Then and only then will we know whether the curriculum is effective or not. Often times, it is assumed that the problem in the education sector lies with the curriculum. This unfortunate position has on several occasions led to curriculum reforms. Why, for instance, should one imagine that a particular curriculum is unproductive when there are all signs that its implementation was fraught with malpractices? This paper holds that a mere focus on the curriculum (what is to be taught) at the expense of the educational activities that lead to some desired behaviour is an effort in futility. Before a review, one needs to ask second-order questions characteristic of philosophy. For instance, one may want to ask: What was wrong with the old curriculum? Have

either students or teachers been indicted? Was there a problem with instructional materials, assuming they were well catered for? Were requisite facilities provided? Was a full proof appraisal carried out to answer these and kindred questions? America was very clear in one of her major education reforms as captured in the famous paper, 'A Nation at Risk' (USA, 1983).

Due diligence has to be maintained to guard reformers against themselves and other external forces. For instance, there are particular individuals who use all means to push for reforms knowing very well that such is likely to create business for them. Such include book publishers and would-be suppliers of other learning materials – locally referred to as 'tenderpreneurs'. To them, profit comes first. As such, they will hold government functionaries at ransom until their business motives are met.

Another issue that has always been swept under the carpet is the relevance of education provided. In as much as the country aims at developing various competencies and nurturing all sorts of talents, it must stay alive to its immediate needs. Change is helical; not cyclic. The country must be certain that particular talents are needed, and not others, so that we do not again end up producing what we do not need. Cases abound where individuals are trained for particular trades, only to remain unemployed. For instance, there is no need of investing in training of personnel, only to tell them upon their graduation that they 'should not be job seekers but job creators'. This is a clear sign of an irresponsible government. Pray, why should you train a teacher, for example, and later on expect him or her to become a second-hand clothes dealer in the name of being a job creator? How have developed countries such as the United States of America managed to continuously provide job opportunities for billions of people, both skilled and unskilled? In a nut shell, curriculum reform is not an end in itself. On the contrary, it must be regarded against the larger picture of expected opportunities. It is worthless to work towards competencies that will end up to waste.

Finally, the basic curriculum must be seen as a stepping stone to the industry. According to a task force report on the re-alignment of the education sector to the Constitution of Kenya 2010 (RoK, 2012), one of the most important findings was that the linkage between job training and the world of work was weak. Whereas this finding has grounds, the solution to it is merely structural. For instance, it is not clear as to what stops the government from carrying out an audit on relevant courses, and going ahead to advise prospective trainees on the same. What has been witnessed on the ground is a proliferation of private colleges, mostly deficient and unaccredited ones, offering all sorts of courses to clueless school leavers. Public ones are equally not spared as they grapple to make a kill in the name of providing tertiary education to all. The result is what has come to be popularly known as 'half-baked' graduates. These graduates are further disadvantaged as there are no opportunities for their new found knowledge and skills. Worst of all, internship opportunities were and are still hard to come by. This then begs the question: what is the role of industry if it cannot take over from where schools and colleges leave, and provide opportunities for fresh graduates to try their hands on the job and subsequently sharpen their skills?

This paper argues that instead of industry constantly whining about 'half-baked' graduates, it should become part of

the solution by offering internship programmes. The government may help by making it a requirement for all industry players to put this into consideration as part of the requirements for certification. It is no wonder that most firms only look forward to hiring experienced personnel, as if schools and colleges provide job experience. In as much as policy makers may want to blame the old curriculum for being unprogressive, they should first of all be fully convinced that the problem does not lie beyond basic education level. Basic education exists to make school leavers pliable. It is like a nursery that provides a temporary home for seedlings which must eventually be transplanted to more spacious and fertile fields. Therefore, industry must be seen for what it partly is: an extension of education – from basic and tertiary level, to the acquisition of true competencies that it dutifully provides.

V. CONCLUSION

This paper has made a case for educational reforms. It has ridden on the thesis that any curriculum must be clear on the expected outcomes of its graduates, and be seen as part of a larger and continuous process of education. To this extent, any curriculum reforms at whichever level must be done with the larger picture in mind as opposed to a ‘gestalt’ view. In this respect, it will be a false start to do reforms in a particular sector only, say basic education, as if it is independent of other players in the same continuum. Education cuts across the school, community and industry. As such, true curriculum reforms must as well cut across these sectors, and equally put in consideration how the new curriculum will be implemented. They must also not be narrowly conceived in favour of the learner alone, as seems the case in Kenya, but formulated in a manner that appeals to the teacher and the societal needs. Making reforms that are unlikely to realize a positive shift in productivity is a worthless enterprise, cyclic, endless and therefore unnecessary. Engaging in cyclic change is tantamount to resisting change, hence undermining development; for development is couched in true and positive change.

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