

# KENYATTA UNIVERSITY SCHOOL OF EDUCATION

## BOOK OF ABSTRACTS & PROGRAMME

### 7<sup>TH</sup> INTERNATIONAL ANNUAL OCTOBER CONFERENCE ON EDUCATION AND LIFELONG LEARNING

6<sup>th</sup> - 7<sup>th</sup>

October 2021

Kenyatta

University

Nairobi - Kenya



**THEME: Rethinking Education in Dynamicity**



**Book of Abstracts &  
Programme of the  
Virtual 7<sup>th</sup> International  
Annual October Conference  
on Education and Lifelong  
Learning  
on 6<sup>th</sup> & 7<sup>th</sup> October 2021  
Kenyatta University  
Nairobi-Kenya**



Kenyatta University



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## MESSAGE FROM AG. DEAN SCHOOL OF EDUCATION



**Prof. Kisilu Kombo**

Ag. Dean School of Education  
Kenyatta University Kenya

It is my pleasure to welcome you all for this three day Virtual 7<sup>th</sup> International Annual October Conference on Education and Lifelong Learning. Unfortunately due to the Covid-19 pandemic WHO protocols, the 2020 annual conference was deferred to this year. However, being the new normal, this year's conference had to go on amidst the pandemic.

In spite of this challenge, it is yet another happy moment for the Planning Committee to virtually bring together eminent scholars in the field of education to engage in this year's theme,

“Rethinking Education in Dynamicity” that will spur our celebration of the World Teachers Day (WTD) global celebrations that is held each year, on 5<sup>th</sup> October.

We are guided by the conference theme to focus deliberately on the special role that teachers and educators ought to play in the increasingly dynamic world. For the past almost two years, the education sector has worldwide been affected by the Covid-19 pandemic, but due to the passion in teachers, the pandemic could not hold them back from dispensing their mandate of instilling knowledge. On the contrary this status inspired educators to be innovative and have generated data and devised new perspectives that will be shared in this conference. Technology came in handy and learning continued amidst the pandemic. This year's theme on the changing dynamics due to Covid-19 pandemic among other issues poses a challenge to all of us in the education sector to keep thinking of the future of education in the world that is not predictable yet demand a responsive educated citizenry. The conference has purposefully included Research and Policy as part of sub-themes to inform the presentations and discussions for this conference in the context of the how to handle education in dynamics.

As part of our tradition to continue creating awareness of the importance of this day for all teachers, the Conference has organised a teacher's day walk within the Kenyatta University (Main Campus) on the morning of Tuesday, 5<sup>th</sup> October 2021. This will precede the conference programme that will continue as scheduled on 6<sup>th</sup> and 7<sup>th</sup> October 2021. We are proud to announce that this Conference is conducted along with the cooperation of our partners and we take this opportunity to acknowledge our key partners who include UNESCO Regional Office for Eastern Africa and KNATCOM for continued support and commitment in ensuring the success of this conference.

Thank you.

A handwritten signature in black ink, appearing to read 'Kisilu Kombo', followed by a long, sweeping horizontal line that curves downwards at the end.

**Prof. Kisilu Kombo**  
**Ag. Dean School of Education**

## CHIEF GUEST



**Prof. Hubert Gijzen**

*UNESCO Regional Director for Eastern  
Africa*

Prof. Hubert Gijzen (The Netherlands) holds a PhD in Biotechnology, and has an established career of over 38 years in both academics and international cooperation for sustainable development.

Throughout his career, he has lived and worked in various countries in Africa, Asia, Latin America, and Europe, in a range of senior functions as Full Professor and Chair in Universities, as a Diplomat,

Team Leader, Regional Representative, and currently as UNESCO Regional Director and Representative. Besides his current work for UNESCO, he holds academic positions as full Professor of Environmental Biotechnology at IHE Delft Institute for Water Education (since 1995) and as Visiting Professor in other institutions. He has published over 400 articles and books, and presented numerous keynotes in the fields of water management, microbiology, environmental sciences, biotechnology, and sanitary and environmental engineering. He also covered topics on international cooperation, sustainable development, the MDGs, SDGs, big data and climate change. He served in various international advisory functions and on Boards of prestigious Institutes and programmes.

Hubert Gijzen joined the UN in 2006 as the Director of the UNESCO Regional Science Bureau for Asia and the Pacific based in Jakarta, Indonesia. In 2015, he was appointed as the Regional Director of the UNESCO Regional Office for Southern Africa in Harare, Zimbabwe. As per July 2021 he serves as UNESCO Regional Director for Eastern Africa in Nairobi, and as UNESCO Representative to Kenya, Comoros, Djibouti, Eritrea, Madagascar, Mauritius, Rwanda, Seychelles, Somalia and Uganda. He is the UNESCO Representative to SADC and COMESA, serves on the UN Regional Directors Team and is member of the UN Regional Coordination Platform for Africa.

## KEYNOTE SPEAKER



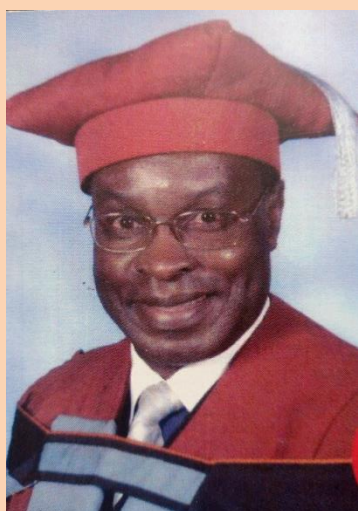
**Prof. Beth Blue Swadener**

*(Arizona State University USA)*

**Beth Blue Swadener** is professor of Justice Studies and Social and Cultural Pedagogy in the School of Social Transformation at Arizona State University. Her research focuses on critical childhood studies, internationally comparative social policy, with focus on sub-Saharan Africa, children's rights, and disability studies. She has co-edited and authored 14 books, including *Children and Families "At Promise"*; *Does the Village Still Raise the Child?*; *Decolonizing Research in Cross-Cultural Contexts*; *Educating for Social Justice in Early Childhood*, and the *Routledge International Handbook on Young Children's Rights*, and published numerous articles and chapters. Beth is a co-founder of Reconceptualizing Early Childhood Education.

(<http://www.receinternational.org/>), Local to Global Justice (<https://www.localtogloball.org/>), and The Jirani Project (<https://jiraniproject.org/>) and Friends of the Girl Child Network (<https://friendsofthegirl.org/>).

## KEYNOTE SPEAKER



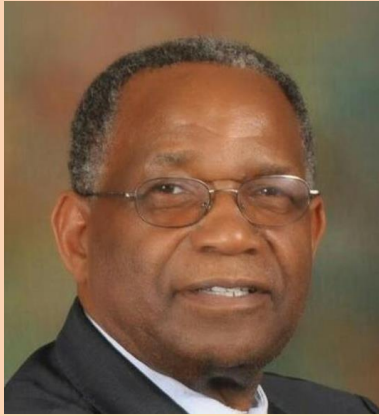
**Prof. Ignatius Isaac Dambudzo**

*Zimbabwe Open University*

**Prof.** Ignatius Isaac Dambudzo is a Doctor of Education (Psychology of Education) UNISA, Postgraduate Diploma in Psychology (OU), Master of Education (Educational Administration), PGDE, BA Honours (Geography (University of Zimbabwe), Certificate in Examination Administration (UCLES), Certificate in Teaching English as a Second Language, Certificate in Technological Enabled Teaching and Learning, Blended Teaching and Learning, Inclusive Teaching and Learning (COL).

**Work Experience:** Associate Professor of Education and Dean of Education (Zimbabwe Open University), Chairperson and Senior Lecturer, Department of Educational Studies and Teacher Development; Chief Examiner, UZ Associate Colleges; Organisational Development Advisor, Ministry of Education, Rundu Region, Namibia; Lecturer, Teacher, Head of Secondary Schools.

**Research:** Research extensively in the field of education (more than 40 papers) attended and presented at Conferences, local and international (Virtual and face to face). Participated in Ministry of Education organised Education Joint Review Sector Meetings as a resource person or panellist.



**Prof. Kabiru Kinyanjui**

A Researcher, Policy Advocate and  
Development Practitioner

## KEYNOTE SPEAKER

### **Kabiru Kinyanjui: A Researcher, Policy Advocate and Development Practitioner.**

His career has straddled between undertaking and promoting development research, policy making and private sector engagement.

He was educated at the University of East Africa and Harvard University and worked as social policy researcher at the Institute for Development Studies, University of Nairobi, Kenya. Eventually became a Director of the Institute, and an Associate Research Professor. Thereafter was a Program Specialist at the International Development Research Centre (IDRC). Thereof promoted social policy research mainly in institutions in Eastern and Southern Africa, and in general Africa.

In 1993 was a MUCIA Distinguished Visiting Professor at Michigan State University, USA. In the academic year 2003 –2004, was appointed the first African Esau Distinguished Visiting Professor, Menno Simons College, an affiliate of the University of Winnipeg, Manitoba, Canada.

In 2004- 2006, chaired the Public Universities Inspection Board, which prepared the report entitled: *Transformation of Higher Education and Training in Kenya: Securing Kenya's Development in the Knowledge Economy*. Served as a Team Member that prepared the AU *Continental Educational Strategy 2016-2025 (CESA 16-25)*.

For decades engaged in education consultancy, promotion of microfinance and peace building in Africa. He has served on the Board and the Vice -Chair of the Family Bank. The first Chancellor of Chuka University in Kenya (2013-2018). Currently, the Chairperson of K-Rep Group Limited, microfinance NGO.

An ardent advocate for evidence based policy making in education.

**Nairobi, September 15, 2021.**

## KEY NOTE SPEECH

### 1. From Precarity to Possibility: Rethinking Education in “These Times”

**Beth Blue Swadener**

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COVID 19 served to make visible an array of persistent inequities from health care, growing wealth inequality, the labor of many in care work, teaching and other essential roles, and stark North/South disparities in access to vaccines and treatment. The global pandemic disrupted education for children, youth and adults on every continent and shed light on the digital divide as learning shifted from the classroom to home. At the same time, climate change and extreme weather demand our collective actions. National to local responses varied greatly and many lessons have begun to emerge. This opening talk will engage paradoxes of our time and frame not only these precarious conditions but offer possibilities for new imaginaries of education in cross-national contexts. How might the “new normal” of pandemics and the waning decades of the Anthropocene inform new possibilities for what it means to educate and who are educators? What calls to action against persistent inequities must be heeded in these times?

### 2. Academic Corruption and National Development: Dissecting the Popular Practices with Unpopular Consequences in Nigeria’s Tertiary Institutions of Learning

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**Uwaebuka Wisdom Madu**

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Over the years, Nigeria’s efforts towards national development have not yielded the much desired results. This is because the tertiary institutions of learning shouldered with the sacred responsibility of producing the needed manpower to drive national development have been invaded by academic corruption. This paper therefore discusses the various forms of academic corruption in Nigeria’s institutions of higher learning and their implications for national development. This opinion paper stresses the need to sanitize Nigeria’s institutions of higher learning from the destructive tendencies of academic corruption and its negative impact on national development. Corruption enculturation, lack of awareness of what constitutes academic corruption, poor implementation of disciplinary measures, weak internal control mechanism, among others have been found to be the factors impeding the fight against academic corruption. The paper recommends among others that; efforts be made by all relevant stakeholders to overhaul the value system of the Nigerian society that has embraced corruption as a way of life; instituting stiff punitive measures against staff members found engaging in academic corruption; and the establishment of tough internal control measures that forestall and curtail corrupt practices among academics.

**Keywords:** Academic Corruption, National Development, Tertiary Institutions of Learning, Nigeria

### **3. Achieving Sustainable Development Goals through Quality Education: A Case Study of Public Library Minna, Niger State, Nigeria**

**Abu Ahmed Adamu\***  
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**Alhassan, Jibril Attahiru**  
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Public libraries add value and support long-lasting learning experiences for an improved standard of living. They are also referred to as Peoples' Universities and have the core mandate to provide services to everyone in every community. This study focused on the strategic roles of public libraries in supporting quality education in achieving sustainable development goals through literacy services. The objectives of the study focused on the services rendered and resources used to achieve quality education, as well as the challenges militating against the achievement of the goals. This case study research adopted a descriptive survey of public library in Minna, Niger State. Two different sets of self-structured questionnaire were used for library staff and users, respectively to elicit in-depth data for the study. Eighty (80) copies of questionnaire were distributed during library hours. Interview and an observation checklist were also used in data collection. Data were analyzed using frequency counts, percentages and mean scores. The study revealed that library services rendered include information on literacy awareness, reading, excursion amongst others. The study also revealed that resources such as engaging services of external facilitator, print and non-print materials are used to render services in Niger State public library Minna. The study established that inadequate funds, government policy and ignorance of library services amongst others affect the effectiveness of library services. The study recommended that government should include library in its priority list. The library should also engage in collaborative activities, seek for funds and design strategic programs in attracting users and funders for enriching their services.

**Key words:** public library, SDGs, quality education, library service.

### **4. Information Communication Technology And Staff Development as Predictors of Employees' Performance in Federal University Libraries in South-Eastern, NIGERIA**

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**Abubakar, Fati**  
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This study investigated the Information Communication Technology (ICT) and staff development as predictors of employees' performance in federal university libraries in South-Eastern, Nigeria. Four research questions guided the study in line with the objectives. Descriptive survey research design was used for the study. The target population comprised one hundred and eleven (111) librarians in the three selected federal university libraries in South-Eastern, Nigeria. A close ended structured questionnaire was used to collect data. Total

frequencies and median were calculated and multiple regression analysis was used for testing the hypothesis. Results showed that the level of employees' performance was moderate, level of ICT skills possession in enhancing employees' performance was high and the level of staff development in enhancing employees' performance was also high. The study established that Information Communication Technology and staff development jointly and significantly predict employees' performance in federal university libraries in South-Eastern, Nigeria. The study concluded that provision of good working environment, sufficient possession of ICT skills, training and re-training of librarians to acquire more ICT skills and especially the advanced ICT skills would no doubt enhance job performance. The study recommended that federal university libraries in South-Eastern Nigeria should make their libraries more conducive for staff and users, organise training and re-training for librarians to acquire more ICT skills. The study also recommended that librarians should be given more opportunities to attend conferences, workshops, short courses and seminars.

**Keywords:** Federal University Libraries, Information Communication Technology, Employees' Performance, Predictors, Staff development, South-Eastern, Nigeria.

## **5. COVID-19 Pandemic and the Imperative of Functional Technology Education in Nigeria: A Historical Analysis**

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The recent global crises are indications that Nigeria needs urgent economic reforms anchored on technology education. The global economic meltdown between 2007 and 2009 had adverse effects on the country's economy due to less trade and industrial activities. Similarly, since the outbreak of the COVID-19 pandemic in December 2019, Nigeria has recorded greater economic loss. Over-reliance on oil as a source of national revenue and inadequate human capital development have impeded the country's response to global emergencies. This study examines how functional technology education programme can stimulate a diversified economy to boost Nigeria's capacity to withstand future crises. The study employed a historical research approach, comprising the use of primary and secondary sources. The study established that the COVID-19 pandemic exposed the morbidity and inadequacy of Nigeria's health facilities. In addition, a sharp drop in the price of crude oil in the global market also worsened the country's wobbling economy during the pandemic. At the micro level, the lockdown imposed by government turned many self-employed Nigerians to idlers. The COVID-19 pandemic could have been a platform to enhance researches in medical sciences and health technology but for the extant problems in the country's higher education sector such as poor funding, lack of motivation for teaching and research, brain drain and poor curriculum. The study recommends reforms in technology education to provide work force for non-oil sectors such as solid minerals, Small and Medium Enterprises, and indigenous industries. This would stimulate self-reliance and a diversified economy to keep Nigeria unperturbed during future global emergencies.

**Key Words:** COVID-19, Pandemic, Nigeria, technology education, economy, diversification

## 6. Assessment of Communal Conflict and Challenges of Peace-building Education in Democratic Nigeria

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Nigeria is a plural society with about a hundred and thirty-four ethnic groups. This pluralistic of the nation gives rise to diversities and divisions of which ethnic factors play a significant role in communal conflicts among ethnic groups in the country. This study examines the communal conflict and peace-building education in Democratic Nigeria. The study engaged in reviewing literature and articles that pertain to communal conflict and peace education with a critical examination on finding lasting solutions to the country's communal conflict. The study engaged in a qualitative research method through review of articles, publications, newspapers, government works, and internet sources. It argues that peace-building education demands serious attention of the government in a non-partisan mediation perspective both in the classroom and community. It x-rays the possible roles of government in peace-making processes as well as its commitment. In concertizing government efficacy, adaptable peace education principles are discussed for communal conflict resolution within the socio-political space of Nigeria and beyond. The paper concludes that governments can play a significant role in resolving communal conflict and incorporating peace-building education in all spheres in society.

**Key Words:** Communal Conflict, Peace-building, Education, Policy, Nigeria

## 7. Financial Attitudes, Self-Control and Hope as Correlates of Satisfaction with Life among First Year Students in Kenyatta University, Kenya

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Studies within the field of mental health have demonstrated the influential role played by financial attitudes, self-control, and hope in people's overall satisfaction with life. However, there seems to be little attention to how these psychological variables relate with satisfaction with life among new college students especially in the Kenyan context. Therefore, this pilot study investigated financial attitudes, self-control and hope as correlates of satisfaction with life among first year students in Kenyatta University, Kenya. The sample comprised 61 first years (49 female; 12 male) taking an introduction to psychology course with a mean age of 20.02 (range= 18-29 years;  $SD_{age} = 1.79$ ). A questionnaire comprising demographic items and four scales was used to collect data. The study established that satisfaction with life had significant positive correlations with conscientiousness money attitude, hope, and self-control. The findings have important implications for mental health services targeting

improving life satisfaction among new university students in Kenya.

**Key words:** Financial Attitudes, Self-Control, Hope, Satisfaction with Life.

## **8. The Concept of Inclusive Education: A sure Pathway to Children with Special Educational Needs Flourishing in Kenya**

**Beatrice Isanda**

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The UN Convention on the Rights of Persons with Disabilities recognizes the right to inclusive education (IE) for all children and means that No-Child is excluded. But what does this actually mean from a Kenyan context for children with special educational needs and what measures are needed to make IE a reality? The aim of this study was to establish; how children' individual needs are met in IE; activities in IE that eliminate biases; roles of IE stakeholders, and to develop a photomontage to describe an ideal IE setting. Descriptive design was employed in a selected case study of a rural public primary school. The sample size comprised 540 participants (children, teachers and caregivers), obtained through census method. The study adopted Visual methodologies, a collection of methods used to understand and interpret images. Autophotography and photo elicitation methods were applied to generate qualitative data which were analyzed thematically. Ethical considerations were observed. Findings indicate that IE systems have unique contribution to whole school policy and allow diverse groups to grow side by side; IE supports children to learn whoever they are and whatever their abilities or requirements are; IE makes sure that curricula, teaching, school buildings, classrooms, play areas, transport and toilets are appropriate for all children; IE eliminates biases and is achieved through shared humanity. Furthermore stakeholders in IE are essential workers whose roles count. A photomontage was developed revealing ideal IE. Recommendations include encouraging IE in schools and reconsidering responsibilities of ALL stakeholders. This article contributes to Kenya's progress on SDG 4, achievements and on the route of scoring educational quality and equity for ALL children.

**Keywords:** inclusive education, children with special educational needs, autophotography, photomontage, photo elicitation, stakeholders in IE

## **9. Effects of Adapted Computer Use on Mathematics Performance of Students with Cerebral Palsy in Joytown Secondary School Kiambu County, Kenya**

**Betty Mulavi\***

**Franscisah Irangi Wamocho,**

**Dr. Molly Ogalloh**

Kenyatta University, Kenya

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The researcher sought to establish the effects of adaptive computer use on the mathematics performance of students having Cerebral Palsy in Joytown Special Secondary School for the physically handicapped in Kiambu County, Kenya. The study objectives were; to assess the type of Adapted Computers used in tutoring and learning mathematics, examine teachers' skills in Adapted Computers, explore opinions of students with cerebral palsy on the benefits of using adapted computers and to establish the impact of adapted computer use on mathematics performance. The research study applied Amabile and Kramer's progress theory. The study

adopted Quasi experimental design. The study targeted all learners with Cerebral Palsy from form two and three. Purposive and stratified random sampling techniques were adopted. The primary data collection methods were classroom observation checklists, interview guides and pre-test and post-test. Pilot study was done at Joyvalley special secondary. The research data were analyzed using SPSS version 22. The main findings were; despite availability of Assistive Technology, only few Adapted Computers were utilized, teachers had limited skills to integrate Assistive technology, Adapted Computer use increased the academic independence and performance of students. From the main findings the study recommended; evaluation of the Special Needs Curriculum to ensure that the content is in line with the new trends of technology, the government to prioritize provision of Assistive Technology, and teachers to be trained in teaching strategies that can be used when integrating Assistive technology in classes.

**Key Words:** Assistive Technology, Adapted Computer use, Mathematics performance.

## 10. Undergraduate Students' Attitudes Towards e-Learning During COVID-19 Pandemic

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Emergence of Covid-19 pandemic led to Unprecedented disruption of education all over the world. To curb the spread of the dreaded virus, universities were required to make quick decisions to accommodate social distancing guidelines and ensure continuity of learning. Institutions responded by using e-Learning to engage students. In many instances, instructors were forced to switch their face to face courses to an online format. This sudden shift from normal face to face through classroom lectures came with its own challenges among students due to lack of preparedness for virtual learning. Most students were somewhat familiar with the e-learning were in a better position to adapt while others resisted the change. This case study examines the attitudes of undergraduate students at the University of Kabianga, with regard to e-Learning and the abrupt change of courses to the online mode during the pandemic period. Data were collected from one hundred and ninety (n=190) students. A web-based 5-point likert scale instrument was used to collect data on attitudes of undergraduate students. Data were analyzed using frequencies, mean and ANOVA with SPSS version 23.0. Findings revealed that generally undergraduate students felt that course quality remained the same. However, students' engagement and performance declined during the pandemic, and that satisfaction levels with the sudden change were very low. The study recommended e-learning training for students as well as lecturers.

**Key words:** Undergraduate Students, Attitudes, eLearning, COVID-19 Pandemic.

## **11. Title: Climate Change Education for the Youth in Institutions of Higher Learning: A Lifelong Learning Approach.**

**Chitechi Everlyn Wemali**

**James Kibii Koske**

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Climate change education ought to be lifelong, equipping individuals with awareness of climate aspects, knowledge, values and skills that will enable them to act individually and collectively in resolving current and future climate change issues. Communities need to be empowered with ethical persuasions that will propagate transformation of the society. The youth who are the participants in such institutions of higher learning are seen as agents of change. Designing a programme that empowers and engages the youth not only builds capacities of change but also transforms them to a people who can initiate new projects. New thinking and innovative andragogical and pedagogical approaches need to be designed to address contemporary ecological and societal issues in their complexity. This paper attempts to provide a description of learning and educational issues that need to be confronted in developing an interdisciplinary course to empower and engage students to implement decisions set in strategic documents on climate change. The paper is premised on two objectives; to identify educational and learning needs for climate change education, and to determine educational and learning challenges that may hinder success in the pursuit. A desktop review through document analysis of existing climate change documents at global, regional, national and county levels will be done. These documents shall reflect tailored climate change concepts that are best envisioned to be domiciled at institutions of higher learning for a transformative change. The need to integrate climate change education in programmes offered at institutions of higher learning is therefore a solution worth taking.

**Key Words:** Climate Education, Lifelong learning, Climate issue

## **12. Enhancing Mental Health Among Teachers and Students In Schools Following the Covid-19 Pandemic**

**Christine Wasanga**

**Mary Kamina**

**Esther Gachara**

Kenyatta University, Kenya

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The COVID 19 pandemic disrupted life in all aspects and brought major changes in the way society was organized. Parents and some teachers lost their jobs and livelihoods leading to major disruption in both the home and the school, hence an increase in stress levels. For instance, schools were initially suspended for several months and when they were finally opened, programs were re-organized to recover the lost time such that nothing was predictable. As expected when major unpredictable change occurs, stress levels increase as well as increase in fears, anxiety, depression and other mental health problems in both the students and the teachers. This is illustrated by general reports of an increase in mental health issues among both teachers and students. Despite these reports, little has been done to systematically establish whether COVID 19 pandemic has led to

an increase in mental health issues and the nature of these issues in schools. This paper will report findings of a survey conducted in schools that identified various psychological and mental health issues experienced in schools by both teachers and students. The paper will further recommend relevant psychological skills and techniques that can be used to respond and address the emerging mental health issues in schools.

### **13. Influence of Policy on Inclusive Education in Implementing Inclusive Education in Lower Primary Schools in Awendo Migoriy County, Kenya**

**Clifford Otieno Owino**  
**Beatrice Awori Bunyasi**  
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#### **Abstract :**

This study focused on the Influence of policy on implementing inclusive education in lower primary schools. The study adopted a descriptive survey design to gather data. The location of the study was Awendo, Migori County, Kenya. The target population was lower primary school teachers in the mainstream schools with special units. Respondents included one education officer, nine school heads, and twenty-seven lower primary school teachers. Quantitative data from questionnaires were analyzed through descriptive statistics while qualitative data from interviews and checklists were analyzed thematically. Pearson's correlation was employed to test hypothesis at an alpha level of .05. Findings revealed that there was no clear policy guiding the implementation of inclusive education at lower primary school and there was no clear policy concerning training and deployment of teachers in schools with special unit. The main recommendation is that inclusive disability type specialization (IDTS) be considered by the ministry of education. The various categories of learners and their disabilities in individual school should inform the posting of teachers.

### **14. Efficacy of Government's Sanitary Towels Initiative on Access and Participation in Education Among Secondary School Girls in Nakuru County, Kenya**

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The government of Kenya is committed to end disparity in education by ensuring equity of access and participation of all girls and boys in education. This is evidenced through education policies in place such as the Government's Sanitary Towels Initiative (GSTI) that seeks to minimize barriers to education for girls and put them at par with the boys. This study sought to explore the efficacy of GSTI on educational access and participation of secondary school girls in Nakuru County, Kenya. The study employed Descriptive Survey design. The sample size was 329 respondents comprising 316 secondary school girls, six class teachers, six

principals and one education officer. Questionnaires, interviews and document analysis were employed as data collection tools. Data were analyzed both quantitatively and qualitatively. The study findings revealed that lack of sanitary towels has been a major issue that affects girls' access and participation in education. GSTI has impacted the girls' educational access and participation through enabling them to be always present in class, freely stand and answer questions, mingle freely even among boys, concentrate in study activities, volunteer to dust the board and feel comfortable in class during their menstruation period. The findings also indicated that through GSTI the girls have comfort, confidence, motivation and dignity leading to increased participation. In conclusion, GSTI has had a positive impact on girls' access and participation in education and strategies should be put in place to ensure its sustainability.

**Key Words:** Educational access and participation, Sanitary towels, Menstruation.

### **15. Education, Reforms and Teacher Preparation: Quality Holistic Learning Workforce Development Online, Offline, and Blended**

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The Quality Holistic Learning (QHL) project aims to increase quality learning and outcomes for refugee students, other vulnerable learners, and educators in Chad; Kenya; Lebanon; and Niger. The project is working virtually with local stakeholders to develop professional learning resources and opportunities for teachers working in displacement, within larger national education systems. QHL focuses on teachers as self-directed learners; leaders within their local, national, and regional contexts; who themselves need holistic learning opportunities. The project seeks to create pilot Open Education Resources (OER), courses, toolkits, communities of practice, micro-credentials, and a QHL App in Arabic; English; and French for professional development in 4 competency areas that include SEL/PSS; Asset-Based Pedagogies; Project-Based Learning; and Differentiation of Instruction. The QHL prototype app helps teachers use effective teaching methods and measure holistic learning outcomes. Ideally this makes their teaching and the impact thereof more visible to them and to other key stakeholders. The app will guide teachers (both formally and non-formally trained) in displaced contexts in the assessment of, reflection on, and intervention in holistic learning, defined as both students' academic achievement; their social and emotional learning (SEL); and psychosocial wellbeing. Local course facilitators will be trained and deliver QHL to 100 teachers in each of the countries. The project prioritizes equity and inclusion, effective online instructional design, communities of practice, and data-informed teaching.

### **16. Awareness of the Ecocentric Goal of Education and Policies on Sustainable Environmental Protection as a Determinant of Kenyan Citizenry Involvement**

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The natural environment and the resources thereof are valuable national assets that the Kenyan government has no choice but to sustainably manage for present and future generations. Kenya as a country has an ecocentric goal of education and policies intended to protect the environment and thus ensure that the physical environment remains the foundation upon which sustainable development is anchored. Despite this, institutional reports and observations indicate trends of how the Kenyan environment has been degraded over the decades. The study sought to establish Kenyan Citizens' awareness of the existence and nature of the ecocentric goal of education and policies on sustainable environmental protection in light of Environmental Citizenship. The target population included government officials from MoEF, KFS, KWS, NEMA, WRA Environment Departments from the 47 counties and general citizens. Secondary data were from institutional reports while primary data were from interview sessions with respondents. Purposive sampling was used to select the documents and officials, and the citizens were snowballed. A sample size of 119 respondents was used. Conceptual and phenomenological analyses were used to analyse data. Citizens are generally unaware of both the ecocentric goal of education and policies while institutional officers of lead environmental agencies are not conversant with specific objectives of the policies. Citizens' acquisition of prerequisite consciousness of environmental issues and impact of human actions on environment, increased institutional capacity and expanded legal frameworks, coupled with concerted citizenry involvement, are sufficient to enable transmutation of citizens towards commitment and participation in sustainable environmental protection.

**Key words:** Sustainable environmental protection, environmental citizenship, environmental consciousness.

## 17. Keeping the Research Thesis on Course: Experiences of Doctoral Students During the Covid-Pandemic

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Completion of doctoral studies is the apex of academic accomplishment. Postgraduate studies, particularly in Africa have been dogged with a myriad of issues that derail the process, thus hampering completion rates. Among the issues that have affected doctoral students' completion is the Covid 19 pandemic. This pandemic has had far reaching ramifications on higher education with many universities having to shut down albeit temporarily. This scenario has affected doctoral thesis supervision and complicated the existing low completion rate of PhD studies in Kenya. This study therefore sought to explore doctoral students' experiences with regard to research thesis progress during the Covid-19 pandemic period. The study utilized descriptive survey design and an online survey to collect data. The sample comprised ninety-one PhD students from the Department of Education Management, Policy and Curriculum Studies, School of Education, Kenyatta University. Quantitative data was analyzed using descriptive statistics while thematic analysis was used to analyze qualitative data. The

study established that majority of the students had made some progress in their doctoral studies through online engagement with faculty at personal level and from insights gained in the interactive research-related webinars at departmental level. However, majority of them indicated that their greatest need of support is improvement in prompt feedback from supervisors and capacity building on research methodology. The study recommends tutorial doctoral sessions for guidance and social support services.

**Key words:** Completion, Doctoral Supervision, Experiences, Pandemic

## **18. Interrogation of the Teachers Service Commission's Proposed Teacher Education Reforms in Kenya: A Comparative Perspective of Internationally Acceptable Standards**

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Current global teacher education dynamics have triggered debates on what needs to be done to enhance this noble profession. The political class has triggered duress conflict cutting across different governmental institutions comprising of the education ministries, universities and teacher education colleges. A comparative dialogue of the so called teachers legal framework work exercised by the developed countries sheds more light on how curriculum review among the civilized international societies is attained. In conceptualizing management of teacher's affairs in Kenya, it is domiciled in the Teachers Service Commission. The Teachers Service Commission (TSC) is a constitutional commission established under Article 237 of the Constitution of Kenya. The TSC is mandated to review the standards of education and training of persons entering the teaching profession, to review the demand and supply of teachers, and advise the national government on matters relating to the teaching profession. In line with this role, TSC formulated a Teacher Education Framework (TEF), a series of recommendations, aimed at reviewing the Teacher Education curriculum in Kenya. This paper undertook an eagle's eye view of modern society's Teacher Education legal framework in respect to the TSC's proposed recommendations on the Teacher Education programmes in Kenya. Findings of the study reveal existence of sound modalities' invoked by civilized societies in reviewing the teachers' curriculum offered by different teacher education institutions. It is recommended that any attempt to review Teacher Education programme in Kenya should comply with the international and morally acceptable mechanism.

## **19. Adolescent Values and Academic Participation of Secondary School Students in Ol Kalou Sub County of Nyandarua County in Kenya**

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This study set out to investigate adolescent values and the academic participation of public secondary school students in Ol Kalou sub County, Nyandarua County in Kenya. Some of the objectives of the study included: to examine adolescent values and school attendance among public secondary school students; to establish

adolescent values and retention in school of public secondary school students. The study employed descriptive survey research design. A questionnaire and an interview guide were the instruments of study. The sample consisted of 10 principals, 17 guidance and counselling teachers and 76 students sampled using simple random, stratified and purposive sampling procedures. Some of the findings of the study were that, social media, money and fancy clothes were indicated as highly valued with scores of 33%, 33% and 5% each while religion, manual and school work were lowly valued with each having a score of 8%, 11% and 9% respectively. This is a reflection of the wider society where materialism is the focus of a majority of the people. The study concluded that the values that learners hold will delay or speed up their transition from one class or level to another. The study recommended that parents at home should instil positive values in their children and teachers should teach their students the importance of school and hard work. Students should understand that school time is paramount in life and should be spent wisely. A school is a place where future lives of learners are shaped and moulded.

**Key words:** Adolescents, values, academic participation, attendance, retention.

## **20. Universities' Preparedness for CBC Graduates Transition**

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This study set out to investigate adolescent values and the academic participation of public secondary school students in Ol Kalou sub County of Nyandarua County in Kenya. As children grow up, they need to adopt values that they will live by. Some of the objectives of the study included: to examine adolescent values and school attendance among public secondary school students; to establish adolescent values and retention in school of public secondary school students. The study employed descriptive survey research design with a target population of 30 public secondary schools, 56 guidance and counselling teachers, 254 students and 10 principals. A questionnaire and an interview guide were the instruments used to collect data. The sample consisted of 10 principals who were purposively sampled, 17 guidance and counselling teachers and 76 students who were sampled using simple random and stratified sampling procedures. Data was analyzed by use of frequencies, percentages and tables. Some of the findings of the study were that, social media, money and fancy clothes were indicated as highly valued with scores of 33%, 33% and 5% each while religion, manual and school work were lowly valued with each having a score of 8%, 11% and 9% respectively. This is a reflection of the wider society where materialism is the focus of a majority of the people. The study concluded that the values that learners hold will delay or speed up their transition from one class or level to another. If positive, transition will be speeded up and if negative, then transition will be delayed. The study recommended that parents at home should instil positive values in their children and teachers should teach their students the importance of school and hard work. Students should understand that school time is paramount in life and should be spent wisely. A school is a place where future lives of learners are shaped and moulded.

**Key words:** Adolescents, values, academic participation, attendance, retention, transition, completion.

## **21. Social Entrepreneurship Education and Regulatory Framework for Sustainable Development**

## **Goals: A Research Agenda**

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The purpose of this study was to review literature using a meta-analysis approach in collecting data to identify gaps in the phenomenon of social entrepreneurship education, regulatory framework and its link to sustainable development goals. The study established that activities necessary in the global sustainability agenda are non-binding with countries expected to create their own national plans, including the sources and extent of required financing remaining ambiguous, resulting in little global progress towards the desired objectives. There are also social entrepreneurship education related research gaps, in addition to studies proposing varied models on how best to realize the 2030 global sustainability agenda. This study concluded that young people especially without jobs, children out of school, families without hope, displaced people or those living in fragile or conflict afflicted areas will be left behind especially in the context of COVID-19. This study argues that sustainable development goals can be realized if government, academia and other stakeholders move beyond the current forms of engagement and have social entrepreneurship education cascaded to lower levels of the school curricula. The study has therefore proposed an integrated theoretical model upon which propositions at the abstraction level can be advanced and empirically tested as part of the research agenda.

**Key Words:** Social Entrepreneurship Education, Regulatory Framework, Sustainable Development Goals.

## **22. The Promotion of Cooperative Skills by Teachers of Grade 4 Pupils in the Competence Based Curriculum in Kenya (Education and Reforms)**

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Competence Based Curriculum offers changes in the pedagogical approach in the educational system in Kenya. Among its major changes are the acquisition of skills by placing pupils at the centre of learning. Learner centred pedagogy encourages individual involvement yet placing a high premium on team learning activities among pupils. While teachers have largely used this skill while engaging team teaching, how this skill is propelled for effective and efficient learning among pupils is worth investigating. This paper wishes to look at the extent to which Grade 4 teachers in selected primary schools in Nairobi promote the use of Cooperative skills among their learners. It will look at the pragmatic choices and strategies used by teachers and modelled to their pupils. The investigation is based on the cooperative approach expounded by David and Rodger Johnson (1999, 2001) through their five elements of cooperative learning and how they apply to CBC.

## **23. Covid-19 Pandemic-Challenges and Opportunities**

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The Covid -19 Pandemic which was first reported in Kenya in March 2020 dealt a major blow to the education sector among others. This came with the presidential announcement of the indefinite closure of all learning institutions in the country. This ushered a crisis to stakeholders in the sector of education as it challenged the previous meaning of the education process, not only in Kenya but in the entire globe. Since this happened in the middle of the educational calendar, it proved a major challenge to educational stakeholders as they tried to strategize on the best ways to mitigate the negative effects of the pandemic. This however, revealed some hidden opportunities that had not been utilized in the educational sector. This paper investigates the challenges occasioned by the onset of the pandemic in Kenya and also explores the opportunities availed by the same. The discussion will incorporate some theoretical viewpoints pertaining to this topic. The paper seeks to make scholarly contribution to the theme of Rethinking Education in Dynamicity. The results of this study will benefit stakeholders in education and other relevant sectors.

**Key Words:** Challenges, Crisis, Opportunities

#### **24. Ugandan Adolescents' Gender Stereotype Knowledge about Jobs**

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This study fills an important research gap about Ugandan adolescents' gender stereotypes about occupations. To our knowledge, Ugandan adolescents' gender stereotypes have only been examined about math and about domestic and recreational activities. The research questions guiding this study were as follows: Do Ugandan adolescents' have knowledge about occupational gender stereotypes (i.e., occupational gender segregation)? Are there differences between male and female adolescents in knowledge about occupational gender stereotyping? Ugandan adolescents ages 11- to 17-years-old (N = 201; 48% girls; *M* age = 14.62) answered closed- and open-ended questions, across three schools, about occupational gender segregation, allowing researchers to assess their gender stereotype knowledge. Adolescents answered 38 closed-ended questions such as 'who is more likely to be a doctor?' and were asked to list masculine, feminine, and gender-neutral jobs. Data were analysed via descriptive statistics, chi-square tests, *t*-tests, and thematic coding. Findings indicated that adolescents were fairly egalitarian about jobs and there were no differences in occupational stereotype knowledge between males and females. Findings present reasons for hope and for continued work toward gender equality in Uganda. Results may inform interventions that foster egalitarian gender attitudes. Future work could explore adolescents' stereotype endorsement and occupational aspirations.

#### **25. The Place of Philosophy in Educational Reforms: A Case of CBC in Kenya**

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There has been a heated debate among various educational stakeholders in respect to the CBC system of education. The debate has mainly featured issues to do with teacher preparedness, infrastructure, funding/cost, homework, pedagogy (learning-teaching methods), relevance, structure as well as the *raison d'être* for the shift from 8-4-4 to CBC. These are, certainly, very key areas of concern in any educational reforms. However, a very central issue has been ignored (or at least not given due attention) in these debates, namely, the philosophy behind the new system of education. This paper, therefore, argues that the central matter at the core of this debate should include the rationale behind the implementation of the new system. This, in essence, will discuss and establish the philosophy behind the inception of CBC. To do this the paper will endeavour to explain the meaning and role of philosophy in education and in educational reforms. It will proceed to analyse the determinants of educational reforms and consequently evaluate educational reforms in Kenya since independence. It will also elucidate the concept of Competency Based Curriculum) and its inherent philosophy. Challenges facing the inception of CBC in developing nations will be discussed; the paper will end with a viable proposal on how the CBC can be domesticated in order to give the best results possible in line with our national philosophy, Vision 2030 and the Sustainable Development.

## **26. Use of Learning Strategies in Information Communication Technology on Standard Seven Pupils' Academic Self-Concept in Bungoma County, Kenya**

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Although students' learning outcomes are not expected to be equal, their differences are not accounted for by the differences in their school resources for a socially just culture. The Kenyan government ensures social justice through fully financing tuition costs in all public day secondary schools. Tharaka Nithi County, one of the 47 Counties in Kenya, has consistently had the highest differences in students' learning outcomes in different public day secondary schools. This study sought to establish if differences in students' learning outcomes in Tharaka Nithi County evidence social justice by guaranteeing equality of opportunity. It employed convergent parallel mixed method research design. Stratified random sampling technique was used to select 738 (368 male and 370 female) form 3 students and 738 (368 male and 370 female) parents of the form 3 students. Purposive sampling was used to select qualitative sample. Quantitative data was analysed using descriptive and inferential statistics while qualitative data was thematically analysed. The study findings revealed a strong statistically positive significant relationship,  $r = 0.674$  at  $p < .01$ , between school resource characteristics and differences in student's examination scores. The study also established that differences in public day secondary school resource characteristics accounted for 6.1% difference in students' learning outcomes after controlling for all the predictor variables which included student's household characteristics, student's parental/guardian characteristics, and student's conduct characteristics. The study recommends that financing of public day secondary school resources should focus on equity given the inequality of opportunity in secondary education attainment.

**Keywords:** Social justice, Equality of opportunity, School resource characteristics, Learning outcomes, School resource financing, Difference, Equity, Equality.

## **27. Social Justice, Education and Disability: Reviewing Inequalities Affecting Learners with Exceptional needs in Inclusive Classroom.**

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The aim of this study is to consolidate into one document the social justice inequalities faced by learners with Exceptional needs in inclusive education settings. It further aims at consolidating recommended appropriate research based intervention strategies. To achieve this, google scholar search engine was utilized to search for reviewable literature and research findings on the thematic area. No specific research location was targeted because inclusive education is a fairly new phenomenon across the globe. The experiences and challenges faced are relatively the same. Inclusive education is securing and guaranteeing the right of all children to access education effectively in regular classroom setting. Guided by *Laubmann's* inclusion and exclusion theory, while adopting phonological research design, the study had two key objectives. It investigated the type of social justice inequalities faced by learners with exceptional needs, and examined appropriate remedies to the implications of the inequalities. Precisely, this is an in-depth desktop qualitative research. Literature reviewed cut across the entire globe. The key electronic data bases utilized included Jstor, Ebsco, Eric digest and Science Direct. The main challenges faced were found to be stigmatization, cultural barriers, lack of support therapists, poor multidisciplinary team approach, poor infrastructure, poor strategies, poor accommodation, unclear policies and unfavourable poor teacher learner ratio. Among the recommended intervention strategies include, efforts to create awareness, in-service and professional development training, funding priorities, training more teachers, training more therapists, clear policies, increased and prioritized research.

## **28. Education and Reforms (Teachers Preparation and CBET Uptake)**

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Technical Vocational and Educational Training (TVET) in Kenya has generally been based on theoretical training at the expense of practical attainment. Trainees exit the system with mismatched skills which force employers to reskill them and this increase the cost. The study therefore seeks to establish whether trainees are actually acquiring occupational skills needed to power human economy. The purpose of the study is to establish trainers' and institutions' level of preparedness for provision of CBET in public Vocational Training Centres (VTCs) in Nakuru County. The objectives of the study are to: assess competence of trainers; assess availability

of teaching and learning facilities and establish the extent industries linked to VTCs support for the provision of Competency Based Education and Training in public VTCs, in Nakuru County. The study will be anchored on curriculum implementation theory by Gross, Giacoluinta and Bernstein. Mixed method approach will be employed. Purposive and stratified random sampling techniques will be used to select 10 principals and 10 VTCs. Simple random sampling method will be used to select 92 trainers and 261 trainees (finalist). Snowball sampling method will be used to select 20-25 industry managers. Questionnaire, observation checklist and interview guide will be used to collect data. Pilot study will be done in one public VTC, in Nakuru County. Quantitative data will be analyzed using descriptive statistics including means, percentages and standard deviations. Qualitative data will be analyzed thematically and reported as direct quotations, while quantitative data will be presented using pie charts, graphs and tables.

## **29. Trends and Issues in the Feminisation of the Teaching Profession in Kenya**

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Available literature suggests that there are two sides to the concept of feminization of a profession; what happens to the numbers of women relative to the numbers of men in the profession; and effect of the shift in gender balance on the profession itself. The “feminised” profession begins to be taken less seriously as a profession. Consequently, in the case of teaching, applying the term “feminised” to the dominance of women in the profession challenges the professional and intellectual status that influence the process of schooling and seems to justify the low pay and limited career prospects. This is the predicament of the teaching profession in many countries of the North as well as in some African countries. The teaching profession in Kenya has its roots in the racially segregated colonial missionary education of the 1930s when African teachers were hired to teach in schools for African children. At the time, teaching was the most readily available job for educated men and a few women. Teaching therefore opened doors for women to engage in professional work and become economically empowered. Whereas their numbers were initially small, with more and more girls accessing education and with the expansion of the education system, the numbers of women teachers relative to men has grown especially at the pre-primary and primary school levels. In this paper, we analyse the processes of feminisation of the teaching profession in Kenya and explore the contributing factors and the issues arising thereof.

**Key Words:** Feminisation of teaching; women and teaching; status of teachers; teaching as a profession.

## **30. Home-schooling as a Viable Alternative in Teaching and Learning in Covid and Post Covid Era; The Case of Nairobi County, Kenya**

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Home-schooling refers to the practice of offering education or knowledge and skills at home as opposed to the traditional school and classroom set up. This alternative approach can be said to have borrowed heavily from the ideas of deschoolers in mid-20<sup>th</sup> century notably Ivan Illich, Paul Goodman, Ian Lister and Everett Reimer

who proposed radical education accessed outside the school set up. The idea of Home-schooling has taken root quiet successfully in the developing world notably USA and Britain but it is yet to be fully embraced in the developing countries especially in the African continent. In Kenya, Home-schooling has attracted a number of parents and learners especially in major urban centres. The approach faces several setbacks for instance the lack of a clear policy from the government and the reservations by most parents as to whether it can be a suitable replacement or alternative to the school context. The paper sought out to find out to what extent Home-schooling is known and practiced in Nairobi County, Kenya. In addition, the paper looked at the academic achievement of students who have gone through Home-schooling. The study applied descriptive survey design using both quantitative and qualitative data. The sample size comprised of 40 families and 20 tutors involved in Home-schooling in Nairobi County, Kenya obtained through purposive and snowballing sampling techniques. The study concluded that there is scanty information on Home-schooling among stakeholders in education in Kenya. The study also found out that if well handled, Home-schooling is a viable alternative method of teaching and learning that can be useful during the Covid-19 era and beyond.

**KEY WORDS:** Home-schooling, Academic achievement.

### **31. Attitudes and Practices, and Personality Predictors of Risk Taking towards COVID-19 among University Students in Kenya**

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The purpose of this study was to examine the knowledge, attitudes and practices (KAP) of university students towards COVID-19, and further, some personality characteristics that exacerbate risk of infection. The study sampled 300 university students based in Mombasa, Kenya. Through an online administration of questionnaires, 219 were filled and returned. Data was analysed quantitatively using SPSS (v.25). Two way ANOVA and regression models were used to analyse the data. The study found out a high knowledge levels and low risk behaviours towards COVID-19 especially among women aged 20-29. They also reported higher extroversion and positive attitudes towards social interactions. Basic knowledge was predicted by age, gender, extroversion, public self-consciousness and high risk perception while advanced knowledge was predicted by basic knowledge. Low risk perception was predicted by age, basic knowledge and positive attitudes towards social interaction during COVID-19. Age, extroversion and risk perception predicted attitudes about social interactions. Preventive practices were in turn predicted by gender, risk perception, attitudes towards social interactions, extroversion and lack of premeditation. The implication of the findings of the study raise interest about university students' KAP, underlying personality dynamics that predict risk taking towards COVID-19 and appropriate COVID-19 messaging to affect attitudes. Mental health stakeholders in universities should prepare to deal with outcomes of low risk perception and positive attitudes towards social interaction as face-to-face learning is eased back. Similarly, there is need to work on COVID-19-related messaging to target this demographic segment.

### **32. Aligning Teacher Education Curriculum to Competency Based Paradigm in Kenyan Universities: Challenges and Opportunities**

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Sessional Paper NO. 1 OF 2019 proposes for reforms of the university curriculum to align it to the Competency based Curriculum that was implemented in 2018. Since Universities will receive the first cohort of CBC students in 2029 and secondary schools will receive first cohort of CBC from 2023 the universities preparing teachers have an urgent need to align their curriculum to the CBC. This desk research study explores the challenges and opportunities that the university face as they reform their teacher education curriculum. The study was guided by the following objectives: What are the critical areas of focus in reforming teacher education curriculum to align it to the CBC?; Do the universities have the necessary skilled manpower to align and implement CBC Teacher Education curriculum?; What are the possible implications of the introduction of the CBC to current infrastructure and teaching learning resources for the implementation of CBC?; What policy requirements need to be put in place to enable the smooth alignment and implementation of CBC? The study findings were: there is a paradigm shift from teacher centred to learner centred pedagogy; there is introduction of core competencies aligned to 21<sup>st</sup> century skills and several new learning areas in the curriculum. There are major changes in assessment with focus on formative assessment. There is need for additional infrastructure and teaching learning resources including personnel who need capacity building and policy changes to provide reforms. Study recommends the need for capacity building and adequate funding for the new curriculum.

**Key words:** Competency Based Curriculum; Teacher Education; University curriculum

### **33. Community Perception of Rights of Persons with Disabilities (PWDs) to Participation in Community Based Socio-Economic Activities in Kenya: A case of Siaya County**

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Persons with Disabilities have special needs, yet they have in most cases been side-lined from the development agenda. Kenya, however, has ‘adopted a progressive legislative and policy framework that address economic, social, cultural, political and civil rights of persons with disabilities’. Hence, it has ratified and implemented most of the international legislations and enacted most policies concerning the inclusion of persons with disabilities. For example, it has enacted the Children’s Act 2001; the Disability Act revised, 2006; the 2009 Special Needs Education Policy; the 2010 Constitution of Kenya; and the Vision 2030 Policy Paper. All these frameworks recognize the importance of inclusion of PWDs in all socio-economic activities. However, the question remains as whether these are recognized and implemented at community levels. This paper is based on an action research study that was conducted in Siaya County. Since Action Research is fundamentally qualitative, data used for this paper was derived from mainly focus group discussions with community members, community leadership (chiefs, sub chiefs) and the clergy, and the PWDs themselves. The study revealed that PWDs are perceived as persons who are unable to work, mostly dependent on others, who are hostile to other members of the community, hence they are isolated and are hardly included in community based socio-economic activities.

**Key words:** Persons with Disabilities, Socio-economic activities, Community Perception, Siaya.

### **34. Making Schools Safe Spaces for Learning: an Evaluation of Sexual Gender Based Violence (Sgbv) in Ghanaian Schools.**

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The UN Sustainable Development Goal 4 advocates for inclusive and equitable quality education lifelong learning opportunities for all by 2030. To achieve this global dream, countries educational institutions have critical roles to play. Schools should provide safe spaces for quality teaching and learning to flourish. Schools should be safe spaces for girls and boys to learn, grow and develop to their full potential. Schools should provide conducive environment for effective teaching and learning. Learning is facilitated by a challenge and inhibited by threats and violence. Sexual and Gender Based Violence (SGBV) in some schools is currently posing a significant threat to the realization of the SDG 4. SGBV is pervasive and a global phenomenon which transcends countries, race, culture, religion, social class and affects almost every community in every corner of the globe. Using secondary data mined from policy documents, circulars, online newspapers, Facebook posts, television broadcasts, and online journals, this paper evaluated the extent of SGBV in Ghanaian schools. The study was grounded on radical feminist theory. It was discovered that sexual harassment, bullying, corporal punishment, and sexual abuse still occur in schools. The triggers of these SGBV are clustered into individual factors, family factors, community factors, school factors and societal factors. These findings and recommendations will inform policy and practices aimed at making Ghanaian schools' safer spaces for girls and boys.

**Key word:** Gender Based Violence, Learning environment, Safe spaces, Sustainable Development.

### **35. Information Literacy for Lifelong Learning, Challenges and Opportunities for the Teacher in Africa**

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The paper seeks to explore the concepts of dynamicity, lifelong learning, in dynamic learning environments and communities. The pace at which changes are occurring in the education space is spelt out and how these impact on the teacher and his daily activities. Changes brought about by ICT in education, the Digital Divide, online education, assessment for learning and Digital literacy and equity are presented and discussed in relation to how they impact on the teacher. The role of information literacy in lifelong learning will be discussed in relation to teaching and learning. Policy issues to do with teaching and learning in particular, integration of ICT for teaching and learning and how these impacts on lifelong learning in Africa. The concept of Digital Divide is presented and discussed in relation to relevance and impact on education provision and practice as well as equity and quality of education. Changes brought about in education by the COVID-19 pandemic will be

examined to illustrate its impact on the Digital Divide in the provision and delivery of education. Impact on the rural-urban and low resourced communities and the role of Information literacy can play in promoting lifelong learning and sustain a high level of literacy among the African population. Implications for policy and practice will be discussed. Dynamicity and the teacher and how it has been experienced in education in Africa and the world will be presented in relation to education, theory policy and practice and the teachers' role in it. Implications for teacher education, practice, lifelong learning, and evaluation are also discussed.

### **36. Analysis of Contextual Factors Affecting Smooth Implementation of Competency Based Curriculum: A Study of Embu County, Kenya**

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Curriculum reforms are often influenced by dynamics of the socio-economic needs of the society. Kenya has shifted from the 8.4.4 to Competency Based Curriculum (2:6:3:3:3). This shift hasn't been smooth. To understand the dynamics of its implementation the proposed study will investigate school contextual factors influencing effective implementation of the CBC in pre-primary schools in Embu County. Specific objectives to guide this study will be to; determine the extent to which CBC is being implemented in pre-primary schools in Embu county; determine the extent to which availability of instructional materials affect the implementation of CBC; and determine teachers' capacity in implementing CBC; determine the extent to which teacher pupil ratio affect the implementation of CBC in public pre-primary schools; establish the extent to which school infrastructure influence implementation of CBC in pre-primary schools. This will employ *ex post facto* design where there will be no manipulation of the independent variables. The study will utilize exploratory, survey method to understand the contextual factors affecting CBC implementation in Embu County. The study will be anchored on Gross (1971) theory on curriculum implementation theoretical framework. Target population will be all pre-primary schools in Embu County. The respondents will be drawn from pre-primary school teachers, pre-primary school centre managers (Head teachers) and pre-primary (PP1 & PP2) pupils. Purposive and simple random sampling will be used. A sample size of 10% will be used. Content validity will be used. Data will be generated in both qualitative and quantitative form. Findings of the study will be communicated to stakeholders and relevant recommendations made.

### **37. Contribution of Financial Rewards in The Promotion of Academic Staff Performance Outputs in Public Universities in Uganda**

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This paper examined the contribution of financial rewards in the promotion of academic staff performance outputs in public universities in Uganda. Public universities are implementing financial rewards to improve on the performance of academic staff in public universities in Uganda. The main objectives of the research were to investigate the relationship between financial reward and teaching and research outputs of academic staff in selected public universities in Uganda. A mixed method design using convergent parallel approach was employed to collect and analyse data obtained from the study. A sample of 299 respondents was drawn from full time academic staff, directors of human resources, and Vice chancellors. Quantitative data were analysed using Pearson correlation, Exploratory factor analysis and regression analysis. Qualitative data were analysed based on relevant themes. Results indicated a weak positive relationship between financial reward and academic staff teaching output in public universities ( $r=0.282$ ,  $p<0.01$ ). There existed further a weak positive relationship between financial reward and academic staff research output ( $r=0.211$ ,  $p<0.01$ ). The study recommended public universities should provide appropriate financial rewards to academic staff based on the prevailing economic conditions in the country. University management should identify key teaching and research activities that should be financially rewarded to improve on teaching and research outputs.

**Key words:** Financial reward, performance, academic staff, public university.

### **38. Demand determinants for Agriculture teachers' for the achievement of the Kenya's Big 4 Agenda**

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The importance of Agriculture cannot be overemphasized as an important fundamental to economic development. It provides food to the population to meet nutritional requirements, enable men and women to engage in other activities of farming. It provides employment and market for industrial goods. Besides, it is a consumer of the finished goods from agro-based industries. Agricultural sector contributes 35% of the gross domestic product (GDP) and constitutes 40% of the export earnings. Agricultural education provides opportunities to learn basic agricultural skills and knowledge, occupation training and retraining, and professional growth and development. Formal programs in agricultural education are conducted at secondary schools, community colleges, and universities. However, at the secondary level there has been an acute shortage of agriculture teachers yet it is the backbone of the economy and a key pillar of Kenya Vision 2030 and the Big Four Agenda. Agricultural education programs not only teach students how to be farmers, but also train tomorrow's scientists, animal nutritionists and teachers. A combination of classroom instruction and applied agriculture experiences outside of the classroom build the foundation for educated consumers and agriculturists. The objectives of the proposed study are to: establish the perceptions of primary and secondary school students towards agriculture subject; evaluate the impact of the agriculture policy on agriculture teachers and ; establish what influences choice of agriculture as a teaching subject by university students. The study will use non experimental research design adopting mixed methods designs. Study will be conducted in selected regions in Kenya.

**Key words:** Demand determinants, Agriculture teachers, Kenya's Big 4 Agenda.

### 39. Orienting Education for sustainable development, a Case of Competence Based Education (CBC) in Kenya

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Education is at the heart of the 2030 Agenda for Sustainable Development. Sustainable Development Goal (SDG) number 4 advocates for inclusive and equitable quality education and promotes lifelong learning opportunities for all. A quality education implies that the needs of individual learners will be considered and addressed in developing and delivering lessons. By using a variety of teaching techniques, the teacher attends to the diverse needs of the pupils in the class. Not all students learn in the same way. Some prefer to listen, others to read, and still others to participate more actively. Unfortunately, traditional pedagogies mainly serve pupils who are good at listening, reading, memorizing and sitting still; however, not all pupils have these abilities. Yet education is for all, UNESCO, 2006. Education for Sustainable Development (ESD) empowers learners with knowledge, skills, values and attitudes to take informed decisions and make responsible actions for environmental integrity, economic viability and a just society. To reorient a curriculum to address sustainability, educational communities need to identify the knowledge, issues, perspectives, skills, and values central to sustainable development in each of the three components of sustainability – environment, society, and economy – and integrate them into the curriculum. Kenya has changed her system of education over the years since independence. The big question is; has Kenya been able to effectively align her education system to the 2030 agenda for sustainable development or the changes in the education system are an end in itself? Have these changes had any meaningful impact in the development of the country/Results have remained static over the years and there is still no significant improvement in the development in the acquisition of relevant knowledge, skills and competencies. The implementation of Competence Based Education (CBC) in 2018 was meant to bridge this gap. This paper answers three main research questions; what is the extent to which CBC is geared towards ensuring lifelong learning opportunities for all? How best can CBC be structured to ensure equity, inclusion and gender equality? How can CBC be enhanced for effective learning and acquisition of relevant knowledge, skills and competencies? Desk review was used in answering the research questions. Thematic analysis was used to interpret information collected. This paper concludes that to align CBC to sustainable development in Kenya, the content of the curriculum must first be improved. Best practices of curriculum implementation and innovation would be effective in supporting improvement of quality education and successful implementation of CBC.

**Key words:** Re-orienting education, sustainable development and competence based curriculum.

#### 40. Shortfalls in Teaching and Learning in online education

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Due to mass intakes coupled with Covid-19 pandemic in Kenya, resources are overstretched. The most affected students are those under blended learning where partially learn in face to face and virtual learning. The main shortfall or the problem that has motivated this study is the fact that lack of ICT resources like reliable internet connectivity and availability, laptops, computers, inadequate skills and learning modules among both lecturers and students has led to poor quality learning and teaching outcomes. For instance, classes of over 400 enrolled students, less than 100 are able to attend class at any given time. Either some universities were caught unaware or they lack the financial and personnel capacity to address the shortfalls or challenges bedevilling blended learning and teaching in the Universities. Lack of facilitation for module writers has slowed down production of teaching and learning modules and other relevant materials. Hypothetically, universities have to either reduce student population, sensitize both students/lecturers frequently or closing down off campus/satellite centers so as to amalgamate their resources at the main campus for optimum utility of ICT. Methodically Qualitative design, purposive and random sampling were used to gather both primary and secondary data. Of the total of 70 respondents included 40 students, 20 lecturers and 10 management staff. FGD, Questionnaires, used to generate informative data. The scope covered two universities, Kenyatta University and St. Paul's University representing public and private universities respectively. The findings illustrate that the shortfall of ICT resources positively or negatively determine quality learning and teaching outcomes today.

**Key Words:** ICT, Education, Quality, Learning/ Teaching, Resources.

#### 41. Inclusion of Learners with Disabilities in Early Years Education- A Case of one Primary School, Nairobi City County, Kenya

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Inclusion refers to the practice and policy of providing equal opportunities and resources for individuals' with special needs. All children in family and school should be accorded equal opportunities in life. One of such opportunities is education. If education is necessary to "normal" children, it would be much more necessary to those children with disabilities. Early Years' Education spans from three to eight years. This period consists of play group (3-year olds), Pre-Primary 1 (4 years), Pre-Primary 2 (5-6 years) and Lower Primary Grades 1, 2 and 3 (6 -8 years). However, children with disabilities are characterized with marked delays in their growth and developments hence undergo education in Foundation and Intermediate Levels in CBC. This paper aimed at establishing the extent to which one of the Primary School in Kenya practices and provides equal socializing, playing, interacting, sharing and learning opportunities for learners with disabilities in Early Years' Education. The purpose of this study is to investigate Inclusion of Learners with Disabilities in Early Years' Education. Objectives of this study were to determine instructional strategies used by teachers at one of the primary

schools in Kenya for learners with disabilities in Early Years Education and to determine assessment methods used by teachers for learners with disabilities in Early Years Education. The research design was mixed method. The location of the study was one of the Primary school, Nairobi City County. From a population of thirty teachers, nine were purposively sampled for this study. Research instruments were questionnaires, interviews and observation schedule. Data was analyzed using SPSS and thematically.

**Key words: Inclusion, Disabilities, Education, Early Years.**

#### **42. Higher Education and Sustainable development: A focus on Muslim Higher Education in Kenya,2000-2020**

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Higher Education has been the fulcrum for sustainable development in Western Europe, North America and Asia. Yet for Africa, many states initiated a functional higher education system in the first decade of independence in the 1960s. This was in response to the Africanization policy mooted by African leaders to populate the public service with Africans in the first decade of independence. In the independence and post-independence era, higher education has been one of the major areas of diversification in Africa so as to have skilled professional human power to effect, economic and social development programs.

None the less prior to European colonialism in Kenya there was a vibrant higher Muslim educational system that was dominant in the coastal region. In the independence era Muslim's have successfully established colleges and universities in the interior as a strategy to improve the living standards of their members and prepare them fully to participate in global economy. Whereas secular higher education has been accused of producing graduates who hardly fit in the mainstream labor market, higher Muslim education from the onset was symbiotically interlaced with the labor market in respective Muslim societies. This paper specifically examines the nature of higher Muslim education offered by Islamic religious universities in Kenya and how it has generated sustainable development among Muslim youths and scholars in Kenya in the period, 2000-2020.

#### **43. Educational Reforms in a Period of Uncertainty**

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Sessional Paper NO. 1 OF 2019 proposes for reforms of the university curriculum to align it to the Competency based Curriculum that was implemented in 2018. Since Universities will receive the first cohort of CBC students in 2029 and secondary schools will receive first cohort of CBC from 2023 the universities preparing teachers have an urgent need to align their curriculum to the CBC. This desk research study explores the challenges and opportunities that the university face as they reform their teacher education curriculum. The study was guided by the following objectives: What are the critical areas of focus in reforming teacher education curriculum to align it to the CBC?; Do the universities have the necessary skilled manpower to align and implement CBC Teacher Education curriculum?; What are the possible implications of the introduction of the CBC to current infrastructure and teaching learning resources for the implementation of CBC?; What policy requirements need to be put in place to enable the smooth alignment and implementation of CBC? The study

findings were: there is a paradigm shift from teacher centred to learner centred pedagogy; there is introduction of core competencies aligned to 21<sup>st</sup> century skills and several new learning areas in the curriculum. There are major changes in assessment with focus in formative assessment. There is need for additional infrastructure and teaching learning resources including personnel who need capacity building and policy changes to provide reforms. Study recommends the need capacity building and adequate funding for the new curriculum.

Key words: Competency Based Curriculum; Teacher Education; University curriculum.

#### **44. Early Childhood Development Policy Framework and Pre-Primary School Teachers' Capacity in Quality Service Delivery in Muranga County Kenya**

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The National Early Childhood Development Policy Framework in Kenya has been in place since the year 2006 accompanied by a service guideline to promote its implementation. The goal of the policy framework was to enhance access, equity, and quality services delivery for all children from conception through 8 years. However, even with the policy in place there are quality issues in pre-primary schools in Kenya. Implementation of the framework has been slow hence affecting quality of services. This is even so with the Muranga county whose education achievement in early grades is still below the national standards. It is documented that Pre-primary schools in the County have poor infrastructure coupled with poor delivery of content at this level. Therefore, the purpose of this study was to assess pre-primary teachers' capacity and the Quality of Service Delivery. The purpose of the study was determine pre-primary school teachers' capacity in promoting quality service. Lilian Katz's *perspective on quality theory on quality was used*. Mixed methodology research approach was used. Stratified random sampling, proportionate simple random and purposive sampling was employed to select the sample. Data from; teachers, Head teachers and parents was collected using questionnaire, observation schedule and interviews respectively. Qualitative data was analyzed thematically while quantitative data was analyzed using descriptive and inferential statistics and presented using tables and figures. The study established that Pre-primary teachers' capacity at  $p=0.023$  influence quality service delivery. Subsequently, the study recommended that the government should empower/ retool pre-primary school teachers in order to achieve quality services.

#### **45. Challenges Faced by Primary Schools in the Implementation of Government Policies on Sanitation in Nakuru County, Kenya**

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The purpose of the study was to determine the challenges faced by primary schools in the implementation of government policies on sanitation in Nakuru County, Kenya. The study adopted a descriptive research design.

The target population was 1 sub-county education officer, 8 head teachers, 40 teachers, 16 BOM members 16 parents and 280 pupils. Questionnaires, interview schedules, Observation Checklist, Focused Group Discussion, and Document analysis were used as tools for data collection. The obtained data was analyzed quantitatively and qualitatively. Quantitative data was presented in tables while Qualitative data was presented in thematic form. The findings were; first, schools had insufficient funds to help them in implementation of the sanitation policies. Second, drought affected water supply in schools and this is a great challenge because water is a very important aspect in sanitation. Third, schools received little or no support from other ministries which are supposed to help them in the implementation of sanitation policies. Finally, there is unequal distribution of resources, schools located in rural areas and slums had little or no access to basic resources like water needed to help them improve their sanitation situation. In conclusion, schools in rural areas experience more challenges in the implementation of government policies on sanitation as compared to their counterparts in the urban areas. The MOE, the county government of Nakuru and other ministries that are supposed to help schools implement sanitation policies should work hand in hand to ensure that all primary schools in Nakuru County have access to necessary resources to improve school sanitation.

#### **46. Covid- 19 Pandemic: Challenges and Opportunities in Kenya**

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The advent of the COVID-19 Pandemic has brought with it challenges and opportunities to the education sector. The outbreak of the pandemic saw closure of learning institutions which disrupted learning programmes. The return-to-school formulae instituted by the Ministry of Education and individual institutions of learning were met with apprehension by learners, parents and tutors. The apprehension was brought about by perceived fear of cross-infection amongst tutors and learners. The Ministry of Health guidelines exacerbated the already deteriorating situation. The directive on social distancing forced the heads of institutions to look for extra finances as such requirements have never been contemplated in the design of learning spaces. Resources and time to expand the same were a challenge. Lack of policy frameworks saw resistance to the introduction of community learning, especially for basic education. Use of technology posed and continue to pose a big challenge to most tutors and learners. The challenges range from technological incompetence, poor internet connectivity and lack of computers and smart phones. This pushed most learners off the learning grid. On the other hand, the pandemic has enabled adoption of innovative and creative learning and facilitation schemes. More learning has moved to blended modes, which include on-line, virtual and face to face tutorials. This has helped in the decongestion of higher institutions of learning thus reducing the likelihood of COVID-19 spread. The objectives of this paper are to highlight key challenges and opportunities brought by COVID-19 and suggest the best way forward on this matter.

#### **47. The Myth of Globalisation: Global Partnership for Education in Sub-Saharan Africa in the Context of Covid-19**

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Despite decades of heightened calls for global cooperation among advocates of globalisation, power asymmetry between the Global North and South continues to define the policy agenda to the detriment of Sub-Saharan Africa. In this regard, Africa has emerged as lacking well-functioning structures in policy making on issues of global concern such as health and education. Emerging evidence related to COVID-19 response has exposed deep rooted systemic vulnerabilities amongst developing economies. This study will be guided by critical globalisation and interdependency theories. It aims to interrogate the effectiveness of global efforts, such as Global Partnership for Education –multi-stakeholder partnerships and funding initiatives that attempt to mobilize international support for education in developing countries. It will particularly assess interventions with a focus on vulnerable children and youths. It will also examine the effectiveness of assistance accorded to governments in the South as an attempt to improve on dispensation of equity in learning through strengthening their education systems in the times of COVID-19. The study will question why, little, if any, impact on education has been realised -despite the establishment of the GPE as evidenced by continued high levels of dependency on solutions emanating from the Global North.

#### **48. Shaping a Global Citizen Through Teaching and Learning of Primary School Social Studies**

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Global citizen is a person who is aware and understands the world and their roles in their communities and collaborating with others to make our planet more peaceful, sustainable and fairer for all. Our world today is faced by many challenges and a global citizen should work with others to transform the challenges into opportunities by developing the knowledge and skills and values that enable one engage with the world believing that together we can defend our planet, defeat poverty, end hunger crisis, advance equality for all, respond to climate change and pandemics and other future occurrence that threaten humanity. In Kenya under Competency Based Curriculum, the teaching and learning of Social Studies aims to help the youth become functional members in the society by enabling them become national and global citizens and good environmental stewards who can make informed and reasonable decisions for the common good. This paper intends to explore how teaching and learning of Social Studies can shape a global citizen. The study is guided by three specific objectives; to discuss core competency citizenship, to review indicators of a good citizen locally and globally and to demonstrate how Social Studies teaching and learning based on the so called Pertinent and Contemporary Issues (PCIS) can facilitate the shaping of a global citizen. The methodology of this study is operational research problem solving process. This paper through review of related literature and evaluation concludes that teaching and learning of social studies through mainstreaming of pertinent and contemporary issues can be a framework for shaping a global citizen who is engaged and empowered.

**Key words:** Global, pertinent, shaping, engaged, empowered.

#### **49. Exploring Institutional Based Limitations to Female Student Participation in Science, Technology, Engineering and Mathematics (STEM) Disciplines in Selected Public Universities in Kenya**

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Globally, under-representation of women in STEM disciplines continue to draw concerns as they range from 30-35% and less than 20% in hard sciences. STEM disciplines are associated with attainment of Sustainable Development Goals (SDGs) and Kenya's Vision 2030. There exists institutional based limitations affecting female participations in STEM disciplines despite existing policies and interventions. Social constructionist, the pipeline theories and the deficit model guided this study and illuminates how society persistently pushes women to partake stereotypically feminine STEM disciplines. The study utilized a descriptive survey design. Data for the study were collected in three public universities that were purposively sampled. Questionnaires, interviews, observations, content and documentary analysis were used as key instruments for data collection. Data were analyzed both quantitatively and qualitatively. The study established that a continues process of gender stereotyping of the school curriculum picked from high schools continues to manifest in universities creating a false perception among female students on masculinity of STEM disciplines. Existence of socio-cultural and institutional barriers affects female students' participation in STEM disciplines. The study established that government and universities need to develop educational STEM policies and interventions to increase female participation in STEM disciplines. Further, the STEM curricula should be made gender responsive as pertains learning environments as well as integration of additional STEM female faculty members to mentor female students. STEM mentoring and career guidance should be enhanced at all levels of education and all educational stakeholders should be involved in minimising socio-cultural, institutional barriers and stereotypes on masculinity of STEM disciplines.

**Key Words:** Participation, STEM Disciplines, Institutional based limitations.

#### **50. Innovative Gender Responsive Strategies to Sustain Mentorship in Science, Technology and Engineering (Stem) for Equitable Youth Employment in the Post- Covid-19 Era, Kenya**

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STEM is key to technological innovations, job creation and sustainable development. Observably, women remain under-represented in the STEM courses. These Gender disparities are also reflected in the school to work transition for women in STEM related careers, which offer the best career prospects, greatest impacts and

highest salaries. To enhance employability for women, it is important to bridge the gender gaps by initiating gender responsive strategies. Global efforts to bridge gender gaps have increased girls' and women's enrollment in STEM across Africa. However, the "leaking pipe" persists as women vanish from careers in science at higher ranks. Mentorship is a proven powerful driver for career development particularly in retaining women in science. Mentorship requires frequent interactions between mentors and mentees. However, these interactions have been disrupted by restrictions occasioned by the Covid-19 pandemic. The main objective of this study is to examine the effects of COVID-19 on mentorship as well as explore alternative approaches to be employed to sustain mentorship. Data collected via desk reviews, telephone interviews, online questionnaires and face to face interviews indicate that covid-19 poses specific gender-specific challenges to mentorship in STEM. As the world seeks to build back stronger, it is important to develop innovative strategies to sustain mentorship for equitable youth employment in the post- Covid-19 era.

### **51. Education in Crisis: Faculty Level of Preparedness in Adoption of Interactive Technologies in Teaching and Learning Process in Selected Public Universities in Kenya**

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Since the outbreak of Covid 19 pandemic, students, colleges and universities across the globe have been adversely impacted. Millions of school going children were affected by the closure of schools that emanated as a contingency measure to curb the spread of the disease. The universities were not left out in this crisis, as millions of university students were forced to remain at home. As a contingency measure, many universities resulted to online learning using a wide range of interactive technologies. This paper will try to establish the level of faculty preparedness in use of interactive technologies in teaching and learning process in selected public universities in Kenya. The paper will specifically try to establish the role of interactive technologies in teaching-learning process, the opportunities and challenges that come with the use of interactive technologies and three, the level of faculty preparedness in using interactive technologies especially during the emergence of Covid 19 pandemic. The study will target faculty members in selected public universities and will adopt a descriptive survey design. The significance of the paper will be to bring into fore the level of faculty preparedness in using interactive technologies and further to inform the university management on ways to improve on the use and adoption of these technologies especially during times of education crisis.

**Key words:** University faculty, interactive technologies, teaching and learning process.

### **52. Teaching and Learning Gaps: A Narrative Review in Kenya**

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Teaching is viewed as engagement with learners to enhance their understanding and application of knowledge,

concepts and processes. The aim of teaching is not only to transmit knowledge but also to transform students from passive recipients of other people's knowledge into active constructors of their own and other knowledge. Learning involves the activity or process of gaining knowledge or skills by studying, practicing, being taught, or experiencing something. Learning should largely focus on what students do with minimal teachers' guidance. However, research indicates disconnect between teaching and learning that more focus *is on teaching rather than learning*. A clear understanding of the interrelatedness of teaching and learning may guide future teaching and learning to realize curriculum goals. Specifically, a close evaluation of teaching and learning will help to make optimum use of all the inputs and processes during actual teaching and learning to attain desired outputs. The purpose of this paper is to evaluate teaching and learning context in view of strengthening the process through policy. This paper therefore seeks to get answers on why full teaching has been witnessed in our schools but very little learning is taking place. The paper utilized narrative review in critically evaluating the teaching and learning context in the Kenyan situation. Challenges faced and possible remedies in form of recommendations for future actions by researchers and policy makers were identified.

**Key words:** Teaching, Learning, Implementation and Curriculum

### **53. The impact of victimized undergraduate students' mental health on academic engagement**

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The purpose of this study was to examine the effect that Cyber Dating Abuse (CDA) had on victimized undergraduate students' mental health and how this related to their academic engagement. The study utilised a cross sectional descriptive survey research design. The respondents comprised a convenient sample of 384 students from three randomly selected Universities in Nairobi City County. A self-administered questionnaire was used in collecting quantitative data which was analysed using descriptive and inferential statistics. Results were presented in tables and graphs. The findings indicated a high prevalence rate for CDA victimization among the respondents. Both males and females reported frequently suffering from depression, anxiety and fear. Results also indicated that a significant negative correlation ( $r(313) = -.193, p = < .001$ ) existed between victimization and behavioural academic engagement. Finally, based on the high prevalence rates reported and negative consequences experienced by victims, the study suggests that there is need for interventions which could mitigate on the negative effects of CDA on the student's academic engagement. Victims should be encouraged to seek guidance and counselling which can have a positive impact on their mental health. Awareness creation programs can also be useful in encouraging healthy dating amongst undergraduate students and enhance behavioural academic engagement

## 54. Mental Distress, Coping Strategies, and Academic Achievement among University Students

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Emerging research suggests that the global prevalence of youth mental distress has increased considerably during COVID-19 pandemic. Youth mental health in Kenya had already been deteriorating prior to the pandemic. This is largely attributed to academic pressure, financial constraints, interpersonal relations, and adjustment to university environment. Negative coping strategies, such as alcohol and substance use, adversely affect academic advancement, and mostly lead to students drop out. It is often unclear what preventive measures and interventions might be effective for university students. This study: (a) examines the relationship between mental distress and undergraduate students' academic achievement and (b) assesses the role of coping strategies in this relationship. The study adopted a descriptive survey research design. Participants were 277 (Females = 52%) university students from Kenya. The majority (91.3%) aged above 18 years. Self-report Depression, Anxiety and Stress Scale-21 Items (DASS-21) and Stress Coping Strategies Questionnaire (SCSQ) were adopted to measure mental health and coping strategies, respectively. Students indicated their GPA as shown in the university records. Findings indicated that the majority of participants reported extremely severe mental distress in all the three dimensions of depression (76.9%); anxiety (88.1%), and stress (62.1%). A significant negative correlation was established between overall mental distress and GPA ( $r = -.15, p = .01$ ). Unexpectedly, coping strategies did not mediate the association between mental distress and GPA. The findings are discussed in relation to previous studies and implications for university education.

## 55. Challenges in the Transition from Theory-Based To Practical-Based Education in Kenya

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Globally, Early Years Education is a fundamental right for all children and governments are expected to ensure all children's access to quality education. The education is critical because it reduces poverty, promotes equality and lifelong learning. Equally, it is at this level learners' talents are identified, nurtured and developed to full potential. To realise the goals of education in Kenya, the government introduced a practical-based education which emphasizes on learning by doing and community service learning to enhance achievement of learning outcomes. Some of the benefits of practical-based education include developing deep understanding of subjects, boosting learners' interest to learn, developing learners' ability to handle real life problems, holistic development of learners, and acquisition of practical knowledge and skills by learners. Due to the many benefits of practical-based education, a study was conducted in Kasarani sub-county in Nairobi City County to establish the transition from theory-based to practical-based education. Despite the many advantages and a policy being in place supporting practical-based education, findings from the study had revealed that Early Years Education in majority of the schools in the sub-county was oriented towards theory-based instead of practical-based due to

many challenges including inadequate resources, inadequate time and lack of teachers' capacity to implement practical-based education. It was recommended that teachers and school management should ensure that education in the schools was practical based rather than theory-based. The management of schools and Ministry of Education should also mobilize adequate resources to support the implementation of practical-based education in early years education.

Keywords: Challenges, Transition, Theory-Based, Practical-Based, Education, Kenya

## **56. Villain or scapegoat? Elephants and academic achievement of pupils and schools in Trans Mara District, Kenya**

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Improving human capital through quality education remains a global and national priority, particularly for developing countries. Good academic performance is the standard indicator of a successful acquisition of the knowledge, skills and attitudes for improving human capital. However, recent data, particularly in wildlife areas shows that pupils often perform poorly on academic tests. This study aims to determine the impact of elephants on academic performance in Trans Mara sub-county, Kenya. Data used was from from 137 schools and 749 pupils who wrote the Kenya Certificate of Primary Education between 2010 and 2014, and 15 key informants. Descriptive statistics was utilised to analyse and interpret the data. Results showed that attending a school outside the elephant range positively contributed to higher mean scores compared to pupil-teacher ratio and gender based factors. This paper recommends provision of cheaper and accessible transport to pupils, expanding both day and boarding facilities and establishing additional schools closer to pupils within elephant range to reduce the distances to school. These initiatives must be linked to the conservation of elephants and encouraging suitable ways of co-existing with elephants.

## **57. Perception on Blended Mode of Learning during COVID 19 Pandemic among Continuing Education Program Students' of Kenyatta University, Kenya**

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With the dawn of COVID-19 pandemic, digital literacy has become paramount to all. Institutions of learning have since drifted away from the traditional face to face teaching and learning process, and are adopting the blended mode of learning. This mode of learning requires learners to have a face to face session and at the same time interact with their lecturers or tutors, peers, and learning materials online. Many studies have been done on the effects of COVID-19 pandemic on learning, but there is dearth of studies on the perception of learners on blended mode of learning in the Kenyan context. Therefore, the purpose of this study was to establish the perception of continuing education students on blended mode of learning. The study objectives included

students' perception on the usefulness and ease in use and behavioural intent on blended mode of learning among Continuing Education Program (CEP) students' of Kenyatta University, Kenya. The study employed descriptive cross-sectional survey. Quantitative data was collected through questionnaires. The population included all education students enrolled in CEP in the 2020/2021 academic year. A sample of 145 students enrolled for Psychology of Learning participated in the study. Descriptive statistics was used to analyse data. The results of this study revealed that majority of learners had a positive perception about ease in use (73.18%), usefulness (77.2%) and behavioural intent (78.83%) on e-learning. This may inform policy and practice on the mitigation strategies on blended learning during the COVID-19 pandemic and beyond.

### **58. Peace Education Curriculum in the context of peaceful coexistence in Secondary Schools in Nairobi City, Kenya**

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There has been an upsurge of school violence (SV) in public secondary schools in Kenya despite numerous efforts to find a sustainable solution. This study therefore investigated the contribution of peace education (PE) towards promoting peaceful coexistence among students in public secondary schools in Nairobi, Kenya. The objectives of the study were as follows: 1) To analyse the secondary school curriculum content so as to establish the existence of PE content; 2) To examine the teaching approaches used to promote peaceful coexistence. The study was guided by Jack Mesriow's Transformative Learning Theory to provide insights into how PE influences peaceful coexistence. An explanatory sequential mixed methods design was used to first collect quantitative data, and then qualitative data. The study found out that some secondary school subjects contain PE content and that the teacher centred pedagogy does not promote peaceful coexistence. The study, therefore, concluded that there was limited PE contribution towards promoting peaceful coexistence among students in public secondary schools in Nairobi County. The study recommended the need to include more PE content especially in compulsory subjects, and to ensure transformative teaching approaches are used to instil peace values that promote positive change of behaviour among learners.

**Key words:** Peace Education Peaceful Coexistence

## 59. Promoting Child Safety and Non Violence Amid the Covid-19 Pandemic in Lamu County

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Children are exposed to various forms of violence comprising physical, psychological, sexual, neglect and exploitation. These forms of violence are associated with adverse physical and mental health, poorer academic achievement and lower education levels of those affected in both the short and long term. Following a government directive to manage the spread of COVID 19 pandemic, many learning institutions globally and in Kenya closed abruptly. Face to face teaching and learning has been disrupted, hence the need for innovative online strategies. The reality is that online teaching and learning opportunities has been available only for those learners who have access to the internet facilities. Lamu County has been adversely affected with many learners unable to continue learning and having to deal with challenges such as insecurity and violence. It is in this regard that, the Kenya National Commission for UNESCO (KNATCOM) in conjunction with World Vision Kenya(WVK) supported by UNESCO IICA embarked on a project to support home based learning for children through provision of learning resources, creating awareness on child safety and protection and providing psychosocial support for children in Lamu county. The project targeted 100 girls in Hindi Subcounty. This paper presents outcome of this mitigation strategy.

**Key words:** Child Safety , Psychosocial Support.

## 60. Competence Based Curriculum: A Critical Analysis of Universities' Preparedness for The 1st CBC Cohort, in Kenya

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Competence based education is a new paradigm shift in educational practices across many developing countries. In the region, education systems are being aligned to focus on the learner rather than knowledge. Tanzania and Kenya are the best examples. Tanzania is shifting to competence based education (CBE) while in Kenya the country is implementing the competence based curriculum(CBC). While things are expected to change, they nonetheless seem to remain the same. Available literature indicates that universities are not fully and adequately prepared for the first cohorts of the competence based curriculum. The system is to be a hands-on-experience hence more learner-centred pedagogy as opposed to focus on knowledge and theory is imperative. How our universities are prepared in terms of structural and personnel, is something that needs to be interrogated. This paper will be based on the available literature on the statuses of our universities in actualizing the spirit of the new curriculum. This desktop research will review literature on the extent of curriculum change in Kenya, steps made, challenges and universities' preparedness to embrace the new curriculum. It would be expected that the paper will illuminate and help universities in reflecting on their mandate as the major pathway in education in Kenya. Universities in Kenya, provide and are to develop various pathways for competence based learners in their unique specializations. How prepared they are to do exactly this, is the glaring question. This study will rely

heavily on the existing literature and discourses on CBC implementation and the role of universities in the realization of the same.

### **61. Monetary Incentives and its Effects on Teacher Retention in Rural Primary Schools of Uganda: A Case of Kotido District**

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The purpose of this study was to examine monetary incentives and its effects on teacher retention in rural primary schools of Uganda, a case of Kotido District. The objectives of this study were to: explore the extent to which rural allowance makes primary school teachers remain in rural schools of Kotido District, investigate the extent to which rural allowance attracts primary school teachers to stay in rural schools of Kotido District and examine the effects of other incentives on retaining teachers in rural primary schools of Kotido district. A descriptive survey design was employed in this study. Stratified and purposive sampling procedures were used to obtain a sample size of primary school teachers, District Education Officer and inspector of schools. Questionnaires, observations and interview schedules were used to collect data from 90 participants, comprising 80 teachers, 8 head teachers from 8 primary schools, District Education Officer and inspector of schools. The researcher used SPSS to analyze data. Results from the study found that monetary incentives were inadequate in attracting teachers in rural schools. The study recommended that different degrees of rural areas should be incentivized according to the level of hardship and that education authorities should introduce additional incentives to alleviate the hardship that teachers experience in rural schools.

**Keywords:** Attraction, incentives, retention, rural allowance, teachers.

Modeling Behavior Modification Practice and Enhancement of Reading Abilities: Evidence among Learners with Dyslexia in Kenya

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The study investigated modeling behavior modification practice and enhancement of reading abilities among learners with Dyslexia in Kenya. The mixed-methods sequential explanatory design was used. The sample size comprised 229 learners and 4 English teachers selected from 4 public primary schools. To obtain a sample for the study purposive, saturated and random sampling methods were used in selection of schools, teachers and learner participants respectively. A pilot study was conducted on 24 learners and 6 teachers selected from two public primary schools within Changamwe Sub-County to ascertain validity and reliability of the instruments. The research tools used included the Bangor Dyslexia Test, Hardin Simmons dyslexia screening test and English reading test. The Cronbach's alpha of 0.87 for modelling reinforcement revealed that the instruments had adequate reliability for the study. The data were generated using mixed methods approach where both quantitative and qualitative methods were used for analysis. The findings indicated that, after the level of modeling behaviour practices were included, the model as a whole explained 25.2% (R Square = 0.252) of the

variability in reading abilities among the primary school learners. The study recommended that teachers should use behavior modification practices to improve dyslexic learners reading ability.

Key words: modeling behavior modification practice, reading abilities, learners, Dyslexia, Kenya

## **62. Perceptions on Using Eclectic Therapy Model in Enhancing Management of Delinquent Behaviours among Students in Kenya**

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The present study examined the perceptions on effectiveness of Eclectic therapy model on management of delinquent behaviours among students in Kenyan secondary schools. The study adopted the ex post facto research design. A sample size of 346 students were obtained using stratified and simple random sampling techniques. Questionnaires on the effectiveness of psychodynamic therapy, client centred therapy, gestalt therapy and existential therapy models were administered to students who had been on counselling programmes in schools. Data from questionnaires were analyzed using both descriptive statistics and inferential analysis. The results of regression analysis indicated that the Eclectic therapy model accounted for 43.1% of management of delinquent behaviour problems among students. This implies that the Eclectic therapy model improved the management of delinquent behaviour problems. The study recommended that teacher counsellors should adopt a combined therapy model in management of delinquent behaviours in schools.

**Key words:** Eclectic Therapy Model; Enhancing Management; Delinquent Behaviour problems; Students; Secondary Schools.

## **63. Blended Model of Teaching of Comparative Education; Challenges, Opportunities and Way Forward During Covid -19 Period**

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The advent of Covid- 19 pandemic has drastically changed the traditional model of teaching comparative education and has made universities to adopt new approaches of teaching. This has led to many universities adopting new innovative methods such as blended model of learning. This paper discusses the challenges; opportunities that blended learning model provided the teaching and learning of comparative education. The way forward was discussed to provide better approaches that can be used to make the teaching and learning process better. The research design used was descriptive using case study method of the students taught in first semester of 2020/2021 academic year in one of the universities in Kenya. The study used a comparative education methodology which was anchored in intra- national level as the geographical unit of analysis with a specific case study of the fourth year students in their last semester of study. The study findings indicated that the main challenges faced by students and lecturer were: internet fluctuation, student not able to use the new Google meet application, lack of data bundles that they were supposed to buy and power outage. The opportunities highlighted include accessing classes in any location without limitation to geographical spaces in

the main campus. The way forward include the need to provide students with data bundles that are affordable and provision of training to students in the use of Learning Management System.

#### **64. When Culture is Toxic: An analysis of Team Skills in Difficult Times in Learning Institutions**

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The world today is constantly changing. With health and technological challenges, such that as a leader you do not know what happens next. A team leader should therefore constantly prepare followers toward an uncertain future. This calls for change of tact in team building. Instead of thinking outside the box, leaders should start to think inside the box as a way of reducing options and increasing constraints for enhanced creativity among the teams in turbulent situations. This paper explores the options leaders have in exploring the dynamics of inner transformation and growth among staff members in any organization in the unpredictable times. It gives insights on how leaders can commit themselves to “what” in the consumption of “why” in order to figure out “how” to navigate difficult situations as a team. Retaining motivated, cohesive, creative and productive staff in uncertain times like the invasion of COVID-19, requires a leader who has the ability to burn the bridge and at the same time give hope to followers who are anxious on how to get back to where they started, that is the familiar grounds. A leader in this situation must build the “we” team through honest, dependable and encouraging interactions with checked delegation through discussed goal setting criteria. This can only be possible if the leader has cultural intelligence.

#### **65. Kenyan Preschool and Grade-One Teachers Conception of Child-Based Indicators of Readiness for School**

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The concept of children readiness for school has continued to attract importance across educational stakeholders and beneficiaries, it is even more significance at a stage where the country is reforming educational system. There is also a dearth of research focusing on the critical persons who are expected to ensure readiness and smooth transition of children from preschool to school. The purpose of this study was to explore the conception of Kenyan preschool and class one teachers regarding what they consider to be the child-based school readiness indicators. The study assumes that with clear conception of readiness for school by preschool and class one teachers, there is a likelihood of creating an environment and learning climate and apply effective instructional strategies that ensures smooth transition from preschool to school. A qualitative study was therefore undertaken with 327 teachers (N=129 preschool & N=198 class one) sampled from 46 counties in Kenya, to find out the perception of preschool and grade one teachers on the children-based indicators of readiness for school. Analysis was done with Nvivo version 10 to find out: 1) the indicators of readiness conceived by both preschool and class one teachers; 2) the extent to which they cover the various areas of readiness identified by researchers and 3) whether are differential conceptions between the preschool and class one teachers. The study found that both preschool and class one teachers perceive a variety of indicators cutting across various developmental, social, cognitive, emotional and educational dimensions. It is important that the issue of readiness be debated in relation to the current education reforms in Kenya.

## **66. Type of School and Teachers' Professional Identity**

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Professional identity is a very important aspect of pre-primary and lower primary teachers. This is because professional identity influences the manner in which teachers discharge their duties, their retention and productivity as they teach the young learners. This study aimed at establishing the status of pre-primary and lower primary school teachers' professional identity. The study also sought to explore factors influenced the teachers' professional identity. Fredrick Herzberg's (1950) theory of Satisfaction and Motivation was employed to guide the study. The study used concurrent triangulation design. The dependent variable was early years education teachers' professional identity, while the independent variable was the type of school. The study was conducted in Kasarani sub-county in Nairobi City County, Kenya. The sample size consisted of 220 teachers and 44 head teachers in both public and private primary schools. Questionnaires and interview schedules were used to collect data. The data was analysed using qualitative and quantitative methods. Findings revealed that the professional identity of the teachers was weak. On comparison, there was no significant difference in professional identity of pre-primary and lower primary teachers between public and private schools. Further probing revealed that the weak professional identity was influenced by contextual factors. The study recommended that school managements, county and national governments, and other identified stakeholders should work on issues that weaken teachers' professional identity.

## **67. PE Teachers' Pedagogical Skills, Academic Learning Time and Students' Participation in Physical Education Lessons in Kumasi Metropolis, Ghana**

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The purpose of the study was to ascertain; the overall ALT-PE pattern in the secondary schools and if the students ALT-PE patterns show differences for male and females students, and if the students' ALT-PE pattern shows differences for male and female teachers. The study employed convergent parallel mixed method design where data was collected, analyzed, compared, related, discussed and interpreted. The study targeted all form three students in the public senior high schools. Sample size of 393 participants using simple random and purposive sampling techniques was obtained, including 352 form 3 students, 16 PE teachers and 5 SHS heads. The study adopted questionnaires, interview, ALT-PE Instrument (Duration Recording), observation and review of documents as data collection instruments. Data was analyzed using Rate per minute, chi-square, frequency, mean and standard deviation. The null hypotheses tested at  $p < 0.05$  alpha level of significance. The qualitative data was analyzed thematically. It was found that ALT-PE pattern is 37% which is low, teacher behaviour and classroom characteristics on the field of activity have impact on students' skill acquisition. Female students were more motor appropriate compared to male students. The study concluded that PE teacher's prescription of appropriate tasks is related to student's skill acquisition and student success rate. Study

recommends that PE teachers should give more practice time to students to increase their ALT-PE, periodic capacity workshops on PE teachers' pedagogical skills and GES should provide teachers with requisite teaching and learning resources.

## **68. University Education in Kenya and Climate Change Policies**

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This paper explores connections in policy and action between education and climate change, by focusing on the case of Kenyan public and private universities. It seeks to interrogate the mandate of Kenyan universities on climate change, by offering documentary analysis of two national level policies - the 'National Climate Finance Policy' (NCFP, 2018) and the 'National Adaptation Plan' (NAP, 2015-2030). Kenya has little historical or present responsibility for global climate change and yet she is frequently affected by the climate change related disasters like droughts which impact the country's economy and well-being of its citizens. In response to this crisis, the country has developed policies requiring the introduction of climate change courses in higher education curricula in Kenya to increase and disseminate knowledge on climate as well as to contribute to addressing the divesting effects of climate change. The policies recommend that universities, establish governance structures of university-community engagement, engage in greening activities, and in fostering good habits that are environment sensitive. NCFP, for instance, requires universities to play a key role in research, capacity building and establishment of centers of excellence on clean technologies, whereas NAP specifies that universities regulatory bodies advise on the integration of climate change into their curricula. The paper finds a key role for higher education institutions in addressing the crisis, but that different institutions respond to the policy call in different ways.

## **69. The Role of Research in The Development of Higher Education in Nigeria**

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The paper examined the role of research in the development of higher education in Nigeria. The paper identified of higher education in Nigeria to include poor quality of education and research, inadequate training of manpower, inadequate educational infrastructure. Research leads to the discovering of new knowledge for the development of education, serves as an avenue to generate funds and improve institutional visibility. The study identified challenges as poor attitude to research by higher education educators, poor research skills, heavy workload as factors hindering effective research activities. The study concludes that there is a need for training and retraining of higher education

educators on innovative research skills.

## 70. Technical and Vocational Education in Kenya and Educational Reforms

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This paper seeks to examine how national educational policies and reforms have impacted the TVET education by offering a documentary analysis of Kenyan educational policies and institutional reforms. The paper finds connections between the policies, reforms and the TVET's in Kenya, that the Government of Kenya has given attention to the provision of TVET through favorable institutional reforms, but that Technical and Vocational education respond differently. Policy papers have acknowledged the provision of manageable, quality and relevant education as a critical foundation for inspiring development and social cohesion; and emphasize the need to provide essential skills needed to drive the various sectors of the economy. The Kenya's Vision 2030 also places demand on TVET to be the leading engine that the economy relies upon to produce adequate middle-level professionals to drive the economy towards industrialization. Some observable outcomes are the inclusion of TVET in the central admission system, revision of TVET curriculum, provision of loans and bursaries to TVET students. Some of the issues that remain include low enrolment, low graduation rates and suboptimal utilization of human resources. The policies recommend plans to expand TVET institutions with the aim of providing and imparting technical and vocational skills which are expected to impact employment, reduce poverty, and promote social cohesion.

## 71. Nexus between Education, Social Justice and Global Security

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Insecurity is manifesting as a primary development challenge in the 21<sup>st</sup> century as the world is witnessing a surge in acts of violence, ideological conflicts, human trafficking, extremism, terrorism, civil strife within and between countries. Social justice is conceived in this paper as a moral and political concept that is fundamental towards realization of a more equitable, humane, and peaceful world. Social injustice manifests in inequities in resource allocation to critical sectors of society, violation of human dignity, and skewed reward systems. Provision of quality education is identified as key factor in structuring the human mind towards peace and harmony within itself and the rest of world. Education is a precursor for restoration of human dignity and by extension, entrenchment of a more equitable, just, peaceful and stable world. The authors submits that no one can be safe and secured in a world in which all are not secured physically, socially and economically. The paper advocates infusion of moral values to education at all levels.

**Key words:** Education, Social Justice, Global Security

## **72. The Science of Reading: Promoting Evidence-Based Practices for Teaching Reading through Online Professional Development**

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This action research study uses a quantitative approach to answer two questions: How does online instruction about teaching reading impact elementary school teachers' knowledge of evidence-based practices? How does online instruction about teaching reading impact the inclusion of evidence-based practices in elementary school teachers' reading lesson plans? Eight elementary school teachers from a variety of schools participated in a self-paced, asynchronous online course about evidence-based practices in teaching reading. They submitted a lesson plan (graded using a rubric) and took a multiple-choice assessment before and after completing the instructional unit. Descriptive statistics were used to determine the average score differences before and after instruction. Each participant's score increased for both the lesson plan and the quiz, and the mean scores increased by 44% (for the lesson plans) and 18% (for the quiz). The results support the conclusion that the instructional unit about evidence-based practices in teaching reading had a positive impact on teachers' knowledge of the practices and their inclusion of them in lesson plans.

## **73. Global Citizenship Education: The Role of International Research Collaborative Partnerships in Internationalization of Higher Education in Kenya**

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Internationalization of Higher Education is no longer regarded as a goal in itself, but as a means to improve the quality of education. The knowledge translation, acquisition and mobilization of talent in support of global research is viewed as a major benefit of internationalization. However, developing nations may miss out on these benefits. Literature review reveals that Kenya suffers from scarce resources, inadequate capacity and a history of Higher Education neglect. It points out that higher education sector has been struggling over the years to respond to increasing demands including research capacity gaps. In the reviewed literature, International collaborative partnerships have been viewed as having the potential to help African academic institutions develop the human capacity needed to contribute to African development. Nevertheless, a question that has been largely unaddressed is 'what is the role of international research collaborative partnerships in internationalization of quality higher education in Kenya?' The literature review paper recommends an investigation on the role played by the international research collaborative partnerships in internationalization of quality higher education in Kenya.

Keywords: Internationalization, Research Collaborative Partnerships, Higher Education.

#### **74. What Role Would School Libraries Play in the Successful Realization of the Competency Based Curriculum (CBC) Goals in Kenya?**

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The newly launched Competency Based Education (CBE) in Kenya is an excellent idea for the 21<sup>st</sup> Century which aims at making the learner, the centre of learning as they identify and nurture their competencies. The increasing hype of the Competency Based Education (CBE) in Kenya and the immense number of resources expended emphasize the great expectations of the success of the program. To enable the learner, learn independently and the teacher guide effectively, access to sources of right information in whatever form and location they are in is key. A school library becomes a critical success factor towards this goal. The paper aims at pointing out the crucial role school libraries could play in supporting the successful delivery of CBC. The objectives of the paper will address the important role libraries could play in impacting information and digital literacy skills to teachers and learners, organization of learning materials as well as nurturing a reading culture not only to learners and teachers but also to parents and other caregivers who are expected to be key players in the new education reform learning process.

**Keywords:** Curriculum Reforms, Library, School library.

**CONFERENCE PROGRAMME**

**7<sup>TH</sup> INTERNATIONAL ANNUAL CONFERENCE ON EDUCATION AND LIFELONG LEARNING**

**6<sup>TH</sup>– 7<sup>TH</sup> OCTOBER 2021**

**SCHOOL OF EDUCATION, KENYATTA UNIVERSITY, KENYA**

**CONFERENCE THEME**

**“Rethinking Education in Dynamicity”**

**SUB-THEMES**

- 1. Education in Crisis**
- 2. Education and reforms**
- 3. Mental Health and Education**
- 4. Social Justice in Education**
- 5. Information Literacy for Life Long Learning**
- 6. Global Citizenship Education**
- 7. Higher Education and Research**

DAY 1 WEDNESDAY 6<sup>TH</sup> OCTOBER 2021

E. AFRICAN TIME	ACTIVITY/EVENT	CHAIRPERSON	RAPPORTEUR
07.45 – 08.30	Login in and Virtual Registration of Participants	Dr. John Ndiritu	Dr. Beatrice Isanda
08.30-08.35	<p style="text-align: center;"><b>OPENING CEREMONY</b></p> <p><b>Prayer:</b> Dr Peter Gitonga and Dr. Hamisi Babusa</p>		
08.35-08.40	<p><b>Introductory Remarks: Prof. Kisilu Kombo</b></p> <p style="text-align: center;"><i>Ag. Dean School of Education, Kenyatta University Nairobi Kenya &amp; Conference Committee Chairperson</i></p>		
08.40-08.45	<p><b>Brief Remarks : Prof. F. Q. Gravenir</b></p> <p style="text-align: center;"><i>Deputy Vice-Chancellor (Research, Innovations &amp; Outreach, Kenyatta University Nairobi Kenya</i></p>		
08.45-09.00	<p><b>Brief Remarks:</b> Prof. Paul. K. Wainaina</p> <p style="text-align: center;"><i>Vice Chancellor, Kenyatta University Nairobi Kenya</i></p>		

<p>09.00 – 09.30</p>	<p><b>Presentation by Chief Guest and Official Opening of Virtual Conference:</b></p> <p><b>Prof. Hubert Gijzen</b></p> <p><i>UNESCO Regional Director for Eastern Africa</i></p>		
<p>09.30 – 09.35</p>	<p><b>Vote of thanks</b></p> <p><b>Dr. George Onyango</b></p> <p><i>Ag. Dean Digital School of Virtual and Open Learning, Kenyatta University</i></p>		
<p>09.35 – 9.50</p>	<p><b>HEALTH BREAK</b></p>		
<p><b>E. AFRICAN TIME</b></p> <p>9.50–10.10</p>	<p><b>Keynote Speaker</b></p> <p><b>Prof. Elizabeth Blue Swadener</b></p> <p><i>(Arizona State University USA)</i></p> <p><b>Topic:</b> From Precarity to Possibility: Rethinking Education in “These Times”</p>		
<p>10.10- 10.20</p>	<p><b>DISCUSSIONS</b></p>		

<p><b>10.20 - 10.40</b></p>	<p style="text-align: center;"><b>Keynote Speaker</b></p> <p style="text-align: center;"><b>Prof. Kabiru Kinyanjui</b></p> <p style="text-align: center;"><i>(A Researcher, Policy Advocate and Development Practitioner)</i></p> <p style="text-align: center;"><b>Topic:</b> Educational Reforms in a Period of Uncertainty</p>
<p><b>10.40 - 10.50</b></p>	<p style="text-align: center;"><b>DISCUSSIONS</b></p>
<p><b>E.AFRICAN TIME</b></p> <p><b>10.50 - 11.00</b></p>	<p style="text-align: center;"><b>Corporate Partners:</b></p> <ol style="list-style-type: none"> <li>1. UNESCO Regional Office for Eastern African</li> <li>2. Kenya National Commission for UNESCO</li> </ol> <p style="text-align: center;">Paper presentation by Kenya National Commission for UNESCO</p> <p style="text-align: center;"><b>Ms. Mary Kang’ethe and Dr. Olivia Opere</b></p> <p style="text-align: center;"><b>Topic:</b> Promoting Child Safety and Non Violence Amid the Covid-19 Pandemic in Lamu County.</p>
<p><b>11.00 – 11.10</b></p>	<p style="text-align: center;"><b>DISCUSSIONS</b></p>

Hall Label	BREAK AWAY - A	BREAK AWAY - B	BREAK AWAY - C
Session	Dr. Martin Ogola	Dr. David Kariuki	Dr. Lucy Mbirianjau
Chairpersons			
Rapporteurs	Dr. Damaris Kariuki	Dr. Olivia Opere	Dr. Rose Njoroge
E. AFRICAN TIME	AUTHOR & TITLE	AUTHOR & TITLE	AUTHOR & TITLE
11.10 – 11.25	<p><b>Damaris Kariuki, Purity Muthima, John Ndiritu and Martin Ogola:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> kariuki.damaris@ku.ac.ke, muthima.purity@ku.ac.ke, ndiritu.john@ku.ac.ke, ogola.martin@ku.ac.ke  <b>Title:</b> Keeping the Research Thesis on Course: Experiences of Doctoral Students During the Covid-19 Pandemic</p>	<p><b>Cosmus Mutua, Jackton Ogeno and Francis Murira:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> mutua.cosmus@ku.ac.ke  <b>Title:</b> Awareness of the Ecocentric Goal of Education and Policies on Sustainable Environmental Protection as a Determinant of Kenyan Citizenry Involvement.</p>	<p><b>Beatrice Isanda:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> bisanda@ku.ac.ke  <b>Title:</b> The Concept of Inclusive Education: A sure Pathway to Children with Special Educational Needs Flourishing</p>
11.40 – 12.05	<p><b>Gitonga Kimani James Rowa Onyango:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> kimanipeter@ku.ac.ke  <b>Title:</b> Home-schooling as a Viable Alternative in Teaching and Learning in Covid and Post Covid Era; The Case of Nairobi County, Kenya</p>	<p><b>Diana D. Woolis:</b> Center for Learning in Practice, Carey Institute for Global Good, USA  <b>Email:</b> dwoolis@careyinstitute.org, qhl.support@careyinstitute.org  <b>Title:</b> Education, Reforms and Teacher Preparation: Quality Holistic Learning Workforce Development Online, Offline, and Blended</p>	<p><b>Clifford Otieno Owino, Beatrice Awori Bunyasi and Rachel W. Kamau-Kang'ethe:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> owino.clifford@ku.ac.ke, awori.beatrice@ku.ac.ke, kangethe.rachel@ku.ac.ke  <b>Title:</b> Influence of Policy on Inclusive Education in Implementing Inclusive</p>

			Education in Lower Grades Primary Schools in Awendo Migoriy County, Kenya
12.05 – 12.20	<p><b>Eunice Nduta Maina:</b> Laikipia University, KENYA  <b>Email:</b> eunicemain07@gmail.com  <b>Title:</b>  Adolescent Values and Academic Participation of Secondary School Students in Ol Kalou sub County of Nyandarua County in Kenya</p>	<p><b>Edward Maina Andafu and Hardley Musiega Sogoni:</b> Kenyatta University KENYA  <b>Email:</b> andafu.edward@ku.ac.ke, musiega.hardley@ku.ac.ke  <b>Title:</b>  Interrogation of the Teachers Service Commission’s Proposed Teacher Education Reforms in Kenya: A Comparative Perspective Of Internationally Acceptable Standards</p>	<p><b>Livombolo Masia Hillary:</b> Kenyatta University KENYA  <b>Email:</b> Masia.hillary@ku.ac.ke, livombolohmasia@yahoo.com  <b>Title:</b>  An Epistemological Diagnosis of Pedagogical Approaches In Information Literacy For Life-Long Learning</p>
12.20-12.35	<p><b>Faith W. Kariuki:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> kariuki.faith@ku.ac.ke  <b>Title:</b>  Covid-19 Pandemic-Challenges and Opportunities</p>	<p><b>Ephantus Micheni Kaugi:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> kaugi.ephantus@ku.ac.ke  <b>Title:</b>  Aligning Teacher Education Curriculum to Competency Based Paradigm in Kenyan Universities: Challenges and Opportunities.</p>	<p><b>Diana Chepkoech:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> chepkoechd11@gmail.com  <b>Title:</b>  Efficacy of Government’s Sanitary Towels Initiative on Access and Participation in Education Among Secondary School Girls in Nakuru County, Kenya</p>
<p><b>E. AFRICAN TIME</b>  12.35-12.50</p>	<p><b>Kiprono Langat:</b> NPS Senior Staff College, NAIROBI KENYA  <b>Email:</b> langatk2017@gmail.com  <b>Title:</b> Covid- 19 Pandemic- Challenges and Opportunities</p>	<p><b>Adamu, Mohammed Saba, Goshie, Rhoda Wusa, Abubakar, Fati and Dogara, Ladan</b> Federal University of Technology, Minna, Niger State, NIGERIA  <b>Email:</b> mohd.adamu@futminna.edu.ng  <b>Title:</b>  Information Communication Technology And Staff Development as Predictors of Employees’ Performance in Federal</p>	<p><b>Flóra Faragó:</b> Stephen F. Austin State University USA  <b>Email:</b> florafarago300@gmail.com  <b>Title:</b>  Ugandan adolescents’ gender stereotype knowledge about jobs</p>

		University Libraries in South-Eastern, NIGERIA	
12.50-13.00	<b>PLENARY / WRAP UP AND HOUSEKEEPING</b>		
<b>PARALLEL SESSIONS</b>			
<b>SESSION 2 (14.00-17.30)</b>			
<b>Label</b>	<b>BREAK AWAY - A</b>	<b>BREAK AWAY - B</b>	<b>BREAK AWAY - C</b>
<b>Session</b>	<b>Dr. Lucy Mawang</b>	<b>Dr. O'Connor Miheso</b>	<b>Dr. Adelheid Bwire</b>
<b>Chairpersons</b>			
<b>Rapporteurs</b>	<b>Dr. Janerose Kibaara</b>	<b>Dr. Syprine Oyoo</b>	<b>Dr. Yattani Dido</b>
<b>TIME</b>	<b>AUTHOR/ TITLE</b>	<b>AUTHOR/ TITLE</b>	<b>AUTHOR/ TITLE</b>
<b>14.00-14.15</b>	<b>Olendo Rosemary, Oyoo Syprine, Mutua Josephine &amp; Mutisya Elizabeth</b> : Kenyatta University, NAIROBI KENYA <b>Email:</b> Murua.josephine@ku.ac.ke, olendo.rosemary@ku.ac.ke, Oyoo.syprine@ku.ac.ke	<b>Francis Murira Ndichu:</b> Kenyatta University NAIROBI KENYA <b>Email:</b> francisndichu172@gmail.com,franc	<b>Gatwiri Winniejoy Nkonge:</b> Kenyatta University, NAIROBI KENYA <b>Email:</b> joygatso@gmail.com <b>Title:</b> Social Justice in Education: Equality of opportunity in learning outcomes attainment through financing Public Day Secondary schools' resources in Kenya

	<p><b>Title:</b> Perception on Blended Mode of Learning during COVID 19 Pandemic among Continuing Education Program Students' of Kenyatta University, Kenya</p>	<p>is.ndichu@ku.ac.ke</p> <p><b>Title:</b> The Place of Philosophy in Educational Reforms: A Case of CBC in Kenya</p>	
14.15-14.30	<p><b>Mutuku W, Mwangi M.N, Wamue-Ngare G and Ndeda R.:</b> Kenyatta University NAIROBI KENYA <b>Email:</b>winifred.mutuku@ku.ac.ke, mutukuwinnie@gmail.com <b>Title:</b> Innovative Gender Responsive Strategies to Sustain Mentorship in Science, Technology and Engineering (Stem) for Equitable Youth Employment in the Post-Covid-19 Era, Kenya</p>	<p><b>Gilbert Kipkoech, Purity Muthima and Jackline Nyerere:</b> Kenyatta University NAIROBI KENYA <b>Email:</b>gkipkoech5@gmail.com <b>Title:</b> Education and Reforms (Teachers Preparation and CBET Uptake)</p>	<p><b>George Mathenge Wairungu:</b> Kenyatta University NAIROBI KENYA <b>Email:</b> wairungu.george@ku.ac.ke <b>Title:</b> Social Justice, Education and Disability: Reviewing Inequalities Affecting Learners with Exceptional needs in Inclusive Classroom.</p>
14.30-14.45	<p><b>Mutuma Michubu:</b> Kenyatta University, NAIROBI KENYA <b>Email:</b> mutuma.wilson@ku.ac.ke <b>Title:</b> Education in Crisis: Faculty Level of Preparedness in Adoption of Interactive Technologies in Teaching and Learning Process in Selected Public Universities in Kenya.</p>	<p><b>Edward Maina Andafu and Hardley Musiega Sogoni:</b> Kenyatta University KENYA <b>Email:</b> andafu.edward@ku.ac.ke, musiega.hardley@ku.ac.ke <b>Title:</b> Interrogation of the Teachers Service Commission's Proposed Teacher Education Reforms in Kenya: A Comparative Perspective Of Internationally Acceptable Standards.</p>	<p><b>Grace Bunyi and Otieno George:</b> Kenyatta University, NAIROBI KENYA <b>Email:</b> Bunyi.grace@ku.ac.ke, otinyango@gmail.com <b>Title:</b> Trends and Issues in the Feminisation of the Teaching Profession in Kenya</p>

14.45-15.10	<p><b>Peter Mugo Gathara:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> gathara.peter@ku.ac.ke  <b>Title:</b>  Blended Model of Teaching of Comparative Education; Challenges, Opportunities and Way Forward During Covid -19 Period.</p>	<p><b>Ireri Jeremiah, Ong'ang'a H. Ouko and Maureen M. Macharia:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> jeremiahireri@gmail.com, Ong'ang'a.hudson@ku.ac.ke, macharia.mweru@ku.ac.ke  <b>Title:</b>  Analysis of Contextual Factors Affecting Smooth Implementation of Cbc: A Study of Embu County Kenya</p>	<p><b>Henry Onderi and Ruth Otienoh :</b> Jaramogi Oginga Odinga University of Science and technology, KENYA  <b>Email:</b> honderi@jooust.ac.ke, rombonya@gmail.com  <b>Title:</b>  Community Perception of Rights of Persons with Disabilities (PWDs) to Participation in Community Based Socio-Economic Activities in Kenya: A case of Siaya County</p>
15.10-15.25	<p><b>Peter Nyaga Muchanje:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> muchanje.peter@ku.ac.ke  <b>Title:</b>  When Culture is Toxic: An analysis of Team Skills in Difficult Times in Learning Institutions</p>	<p><b>Janerose Mutegi Kibaara:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> janerose.mutegi@ku.ac.ke  <b>Title:</b>  Orienting Education for sustainable development, a Case of Competence Based Education (CBC) in Kenya</p>	<p><b>Joyce Achieng Ogogo and Nzoka Stephen M.:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> ogogo.joyce@ku.ac.ke, nzoka.stephen@ku.ac.ke  <b>Title:</b>  Inclusion of Learners with Disabilities in Early Years Education- A Case of Kiwanja Primary School, Nairobi City County, Kenya</p>
15.25-15.40	<p><b>Alabi, Oladimeji Mohammed:</b> Faculty of Arts, University of Ilorin, Ilorin, NIGERIA  <b>Email:</b>  alabi.om@unilorin.edu.ng, ladimohammed8@gmail.com  <b>Title:</b>  COVID-19 Pandemic and the Imperative of Functional Technology Education in Nigeria: A Historical Analysis</p>	<p><b>Peter Mwaura:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> mwaura.peter@ku.ac.ke  <b>Title:</b>  Kenyan preschool and grade-one teachers conception of child-based indicators of readiness for school</p>	<p><b>Lucy Wandiri Mbirianjau:</b> Kenyatta University KENYA  <b>Email:</b> mbirianjau.lucy@ku.ac.ke  <b>Title:</b>  Exploring Institutional Based Limitations to Female Student Participation in Science, Technology, Engineering and Mathematics (STEM) Disciplines in Selected Public Universities in Kenya</p>
15.40-15.55	<p><b>Anthony Muriithi Ireri and</b></p>	<p><b>Kamau Joyce Muthoni, Kimamo</b></p>	<p><b>Nyumba Tobias Ochieng and Williams Nigel:</b></p>

	<p><b>Cecilia Nyambura Mwangi:</b> Kenyatta University, NAIROBI KENYA <b>Email:</b> ireri.anthony@ku.ac.ke, mwangi.cecilia@ku.ac.ke <b>Title:</b> Financial Attitudes, Self-Control and Hope as Correlates of Satisfaction with Life among First Year Students in Kenyatta University, Kenya</p>	<p><b>Githui, Ong'ang'a Hudson Ouko:</b> Kenyatta University, NAIROBI KENYA <b>Email:</b> jmkamau@mku.ac.ke, KGithui@mku.ac.ke, ong'ang'a.hudson@ku.ac.ke <b>Title:</b> ECD Policy Framework and Pre-Primary School Teachers' Capacity in Quality Service Delivery in Muranga County Kenya.</p>	<p>Kenyatta University, NAIROBI KENYA <b>Email:</b> tnyumba@uonbi.ac.ke, tnyumba@uonbi.ac.ke <b>Title:</b> Villain or scapegoat? Elephants and academic achievement of pupils and schools in Trans Mara District, Kenya</p>
<p><b>E. AFRICAN TIME</b> <b>15:55-16:10</b></p>	<p><b>Betty Mulavi, Fransciscah Irangi Wamocho, Dr. Molly Ogalloh:</b> Kenyatta University NAIROBI KENYA <b>Email:</b> mulavibetty@gmail.com <b>Title:</b> Effects of Adapted Computer Use on Mathematics Performance of Students with Cerebral Palsy in Joytown Secondary School Kiambu County, Kenya.</p>	<p><b>Khasiala Emmaculate, Kisilu Kombo and Peter Mugo Gathara:</b> Kenyatta University NAIROBI KENYA <b>Email:</b> 1996emmaculate@gmail.com <b>Title:</b> Challenges Faced by Primary Schools in the Implementation of Government Poliecis on Sanitation in Nakuru County, Kenya</p>	<p><b>Pamela Atieno Ooko:</b> Jaramogi Oginga Odinga University of Science &amp; Technology, KENYA <b>Email:</b> atienopamela71@gmail.com <b>Title:</b> Modeling behavior modification practice and enhancement of reading abilities: Evidence among learners with Dyslexia in Kenya</p>
<p><b>16:10-16:25</b></p>	<p><b>Habil Otanga:</b> University of Nairobi, KENYA <b>Email:</b> habil@uonbi.ac.ke <b>Title:</b> Attitudes and Practices, and Personality Predictors of Risk Taking towards COVID-19 among University Students in Kenya.</p>	<p><b>Nyakwara Begi:</b> Kenyatta University, NAIROBI KENYA <b>Email:</b> begi.nyakwara@ku.ac.ke <b>Title:</b> Challenges in the Transition from Theory-Based To Practical-Based Education in Kenya</p>	<p><b>Saheed Olanrewaju Jabaar: Yusuf Maitama Sule University, Kano NIGERIA</b> <b>Email:</b> jsolanrewaju@yumsuk.edu.ng, saheedjabaar@gmail.com <b>Title:</b> Nexus between Education, Social Justice and Global Security</p>
<p><b>16:25-16:40</b></p>	<p><b>Christine Wasanga, Mary Kamina and Esther Gachara:</b> Kenyatta University Nairobi <b>Email:</b> wasanga.christine@ku.ac.k</p>	<p><b>Ong'ang'a H Ouko Rachel Kang'ethe and Yattani Dido:</b> Kenyatta University NAIROBI KENYA</p>	<p><b>Abu Ahmed Adamu, Stephen Adekunle Ajayi, Alhassan, Jibril Attahiru:</b> Kenyatta University, NAIROBI KENYA <b>Title:</b></p>

	<p>e; kamina.mary@ku.ac.ke; gachara.esther@ku.ac.ke</p> <p><b>Title:</b> Enhancing Mental Health Among Teachers and Students In Schools Following the Covid 19 Pandemic</p>	<p><b>Email:</b> Ong'ang'a.hudson@ku.ac.ke, kangethe.rachel@ku.ac.ke,buna.yattani@ku.ac.ke</p> <p><b>Title:</b> Competence Based Curriculum: A Critical Analysis of Universities' Preparedness for The 1st CBC Cohort, in Kenya</p>	<p>Achieving Sustainable Development Goals Through Quality Education: A Case Study of Public Library Minna, Niger State, Nigeria</p> <p><b>Email:</b> Ahmed.abu@futminna.edu.ng</p>
<p>16:40-17:00</p>	<p><b>PLENARY / WRAP UP AND HOUSEKEEPING</b></p>		

**CONFERENCE DAY 2 THURSDAY 7<sup>TH</sup> OCTOBER 2021**

<b>E. AFRICAN TIME</b>	<b>ACTIVITY</b>	<b>FACILITATOR</b>	
08.00-08:30	Login in and Virtual Registration of Participants	Dr. Peter Gathara Session Chairperson	
08:30 - 8:50	<p align="center"><b>International Keynote Speaker</b></p> <p align="center"><b>Prof. Ignatius Isaac Dambudzo</b></p> <p align="center"><i>(Zimbabwe Open University)</i></p> <p align="center"><b>Topic:</b> Information Literacy for Lifelong Learning, Challenges and Opportunities for the Teacher in Africa</p>	Dr. Josephine Mutua Rapporteur	
08:50 - 09:00	<b>DISCUSSIONS</b>		

09:00-09:15	<b>HEALTH BREAK</b>		
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**PARALLEL SESSIONS**

**SESSION 2 (9.15-12.30)**

Label	BREAK AWAY - A	BREAK AWAY - B	BREAK AWAY - C
Session Chairpersons	<b>Dr Esther Waithaka</b>	<b>Dr. Samuel Mutweleli</b>	<b>Dr. Peter Mwaura</b>
Rapporteurs	<b>Dr Rosemary Olendo</b>	<b>Dr Peter Gitonga</b>	<b>Dr Elizabeth Mutisya</b>
E. AFRICAN TIME	<b>AUTHOR &amp; TITLE</b>	<b>AUTHOR &amp; TITLE</b>	<b>AUTHOR &amp; TITLE</b>
<b>09.15 -09.30</b>	<p><b>Nancy Mayoyo, Francis Likoye and Jackton Ogeno:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> Mayoyo.nancy@ku.ac.ke, likoye.francis@ku.ac.ke, ogeno.jackton@ku.ac.ke  <b>Title:</b>  The impact of victimized undergraduate students' mental health on academic engagement</p>	<p><b>Prince Addai-Tuffour and Mary Nasibi:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> <a href="mailto:nasibi.maru@ku.ac.ke">nasibi.maru@ku.ac.ke</a>, rincetuff2017@gmail.com  <b>Title:</b>  PE Teachers' Pedagogical Skills, Academic Learning Time (ALT-PE) And Students' Participation in Physical Education Lessons in Kumasi Metropolis, Ghana.</p>	<p><b>Adamu, Mohammed Saba, Goshie, Rhoda Wusa, Abubakar, Fati and Dogara, Ladan</b> Federal University of Technology, Minna, Niger State, NIGERIA  <b>Email:</b> mohd.adamu@futminna.edu.ng</p>
<b>E. AFRICAN TIME</b> <b>09.30- 09.45</b>	<p><b>Opio Patrick:</b> Kyambogo University, UGANDA  <b>Email:</b> opiopatrick4@gmail.com/ opatrick@kyu.ac.ug  <b>Title:</b>  Monetary incentives and its effects on</p>	<p><b>Rachel Okinyi, Samson Kariuki and Jackline Nyerere:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> rachelokinyi@gmail.com, rachelokinyi@gmail.com  <b>Title:</b>  Technical and Vocational Education in Kenya and</p>	<p><b>Chepkwony Beatrice, John K. Keter and Simon K. Macharia:</b> University of Kabianga, Kericho, KENYA.  <b>Email:</b> johnketer96@gmail.com  <b>Title:</b>  Undergraduate Students' Attitudes Towards</p>

	teacher retention in rural primary schools of Uganda, case of Kotido District.	Educational Reforms	eLearning During COVID-19 Pandemi
09.45 -10.00	<p><b>Peter J.O. Aloka and Joyce A. Odhiambo:</b> School of Education, University of Witwatersrand, SOUTH AFRICA  <b>Email:</b> jairopeteraloka@yahoo.com  <b>Title:</b>  Perceptions on Using Eclectic Therapy Model in Enhancing Management of Delinquent Behaviours among Students in Kenya.</p>	<p><b>Zipporah W. Gichuhi:</b> Kenyatta University  NAIROBI KENYA  <b>Email:</b> gichuhi.zipporah@ku.ac.ke  <b>Title:</b>  What Role Would School Libraries Play in the Successful Realization of the Competency Based Curriculum (CBC) Goals in Kenya?</p>	<p><b>Fred Juma Wakasiaka:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> fred.wakasiaka@gmail.com, wakasiaka.fred@ku.ac.ke  <b>Title:</b>  Use of Learning Strategies in Information Communication Technology on Standard Seven Pupils' Academic Self-Concept in Bungoma County, Kenya</p>
10.00-10.15	<p><b>Phyllis Magoma, Esther Waithaka and Teresa Mwoma:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> Waithaka.wsther @ku.ac.ke  <b>Title:</b>  Type of School and Teachers' Professional Identity.</p>	<p><b>Adewale Adepoju and Ogunsakin Oluwasegun Dare</b> Tai Solarin University of Education, Ijagun, Ogun State, Nigeria  <b>Email:</b> adepojuadewale@gmail.com, segunogunsakin4r@gmail.com  <b>Title :</b>  Assessment of Communal Conflict and Challenges of Peacebuilding Education in Democratic Nigeria</p>	<p><b>Julius Nabende:</b> Kenyatta University  NAIROBI KENYA  <b>Email:</b> nabende.julius@ku.ac.ke  <b>Title:</b>  Higher Education and Sustainable development: A focus on Muslim Higher Education in Kenya,2000-2020</p>
E. AFRICAN TIME 10.15-10.30	<p><b>Rachel Okinyi. Jackline Nyerere, and Winniejoy Gatwiri:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> nyerere.jackline@ku.ac.ke  <b>Title:</b>  University education in Kenya and climate change policies</p>	<p><b>Lawan Abba Babamaragana and Wilson Muna:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> babamaragana@gmail.com, wmunah2007@gmail.com  <b>Title:</b>  The Myth of Globalisation: Global Partnership for Education in Subsaharan Africa in the Context of Covid-19</p>	<p><b>John Peter Bwire:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> johnpeterbwire@gmail.com  <b>Title:</b>  Shortfalls in Teaching and Learning in online education</p>

<p>10.30-10.45</p>	<p><b>Rita Otibhor Salami, Ngozi Celestina Uzoagba and Prisca Oluchi Chuks-Ibe:</b> Federal University of Technology MINNA NIGERIA  <b>Email:</b> r.otibhor@futminna.edu.ng,ngozi.uzoagba@unn.edu.ng,pochuksibe@futminna.edu.ng  <b>Title:</b> The Role of Research in The Development of Higher Education in Nigeria</p>	<p><b>Leonard Mwangangi, Hannah Mwaura, Mueni Kiio and Samson Ondigi:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> isikaleonard@gmail.com, annmwa2000@mail.com, mueni.kiio@ku.ac.ke, mueni.kiio@ku.ac.ke  <b>Title:</b> Shaping a global citizen through teaching and learning of primary school social studies.</p>	<p><b>Sarah Rotich:</b> University of Northern Colorado  <b>Email:</b> sdrotich@gmail.com  <b>Title:</b> The Science of Reading: Promoting Evidence-Based Practices for Teaching Reading through Online Professional Development</p>
<p>10.45-11.00</p>	<p><b>Itolondo Wilfrida, Mange Daniel and Rwothumio Joseph:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> witolondo57@gmail.com, mange.daniel@ku.ac.ke, rwothumiojoseph@yahoo.com  <b>Title:</b> Contribution of Financial Rewards in The Promotion of Academic Staff Performance Outputs in Public Universities in Uganda.</p>	<p><b>Olivia Opere, Isabella Kamere and Violet Wawire:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> oliviaopere@gmail.com  <b>Title:</b> Peace Education Curriculum in the context of peaceful coexistence in Secondary Schools in Nairobi City, Kenya.</p>	<p><b>Abu Ahmed Adamu, Stephen Adekunle Ajayi and Uwaebuka Wisdom Madu</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> Ahmed.abu@futminna.edu.ng, Ajayi.stephen@federalpolyede.edu.ng, maduwisdom40@yahoo.com  <b>Title:</b> Academic Corruption and National Development: Dissecting the Popular Practices with Unpopular Consequences in Nigeria's Tertiary Institutions of Learning.</p>
<p><b>E. AFRICAN TIME</b> 11.00-11.15</p>	<p><b>Janerose Mutegi Kibaara and Purity Muthima:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> janerose.@ku.ac.ke,muthima .purity@ku.ac.ke  <b>Title:</b> Demand determinants for Agriculture teachers' for the achievement of the Kenya's Big 4 Agenda.</p>	<p><b>Violet Wambui Wainaina, John Ndiritu and Rugar Thaddaeus:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> wambuiwainaina7@gmail.com,Ndiritu.john@ku.ac.ke, rugar.thaddaeus@ku.ac.ke</p>	<p><b>Eunice njogu:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> educonference@ku.ac.ke  <b>Title:</b> Universities' preparedness for CBC graduates transition</p>

11.15-11.30	<p><b>Evans Mwasiagi, Kisilu Kombo and Frederick Gravenir:</b> Kenyatta University NAIROBI KENYA  <b>Email:</b> mwasiagi.evans@ku.ac.ke, kisilu.komb o@ku.ac.ke, gravenir.fredrick@ku.ac.ke  <b>Title:</b> Social Entrepreneurship Education and Regulatory Framework for Sustainable Development Goals: A Research Agenda</p>	<p><b>Chitechi Everlyn Wemali, James Kibii Koske and Innocent Oso Ngare:</b> Kenyatta University Nairobi  <b>Email:</b> <a href="mailto:Chitechi.everlyn@ku.ac.ke">Chitechi.everlyn@ku.ac.ke</a>  <b>Title:</b> Climate Change Education for the Youth in Institutions of Higher Learning: A Lifelong Learning Approach.</p>	<p><b>Iddrisu Bariham:</b> Tamale, Ghana  <b>Email:</b> <a href="mailto:bariham.iddrisu78@gmail.com">bariham.iddrisu78@gmail.com</a>  <b>Title:</b> Making Schools Safe Spaces for Learning: an Evaluation of Sexual Gender Based Violence (Sgbv) in Ghanaian Schools.</p>
11.30-11.45	<p><b>Mworia Rose, Wekhuyi George, Macharia Ann and Katam Elizabeth:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> <a href="mailto:rnmworia@gmail.com">rnmworia@gmail.com</a>, anyawira2006@gmail.com, <a href="mailto:georgewafulawekhuyi@ymail.com">georgewafulawekhuyi@ymail.com</a> and <a href="mailto:katam.elizabeth@ku.ac.ke">katam.elizabeth@ku.ac.ke</a>  <b>Title:</b> Teaching and Learning Gaps: A Narrative Review in Kenya.</p>	<p><b>Ntoiti A. Kathure, Lucy Mawang, Edward Kigen, Theresia Kinai:</b> Kenyatta University, NAIROBI KENYA  <b>Email:</b> <a href="mailto:ntoiti@yahoo.com">ntoiti@yahoo.com</a>, <a href="mailto:mawang.lucy@ku.ac.ke">mawang.lucy@ku.ac.ke</a>, <a href="mailto:kigen.edward@ku.ac.ke">kigen.edward@ku.ac.ke</a>, <a href="mailto:kinai.theresia@ku.ac.ke">kinai.theresia@ku.ac.ke</a>  <b>Title:</b> Mental Distress, Coping Strategies, and Academic Achievement among University Students  <b>Abstract:</b></p>	
11.45-11.55	<b>DISCUSSION</b>		
11.55-12.15	<b>HEALTH BREAK</b>		
12.15 -12.45	<p><b>CLOSING CEREMONY &amp; ANNOUNCEMENTS</b></p> <p><b>Prof. Kisilu Kombo</b></p> <p><i>(Ag. Dean School of Education, Kenyatta University Nairobi Kenya)</i></p> <p><b>Official Closing and Issuance of Certificates:</b></p> <p><b>Vote of Thanks</b></p>		

	<b>Closing Prayer</b>
<b>12.45</b>	<b>PARTICIPANTS LEAVE AT THEIR OWN PLEASURE</b>