



2ND International Annual October Conference on Education and Lifelong Learning 2015

“Post 2015 Development Agenda:
Moving Education Forward”

CONFERENCE PROCEEDINGS / WORKING PAPERS / VOLUME ONE



SCHOOL OF EDUCATION FUNDAMENTAL STATEMENTS

Vision Statement

To be a globally competitive hub of education development
professionalization of educators, educationalists, researchers and mentors

Mission Statement

To provide exemplary leadership in transformative skill-based education
services founded on quality teaching and learning, research, innovation,
and life-long community service

Philosophy

Quality education for the service of humanity

Core Values

Honesty, respect, integrity, team spirit, democracy, inclusivity, transparency
and accountability

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School of Education, Kenyatta University, KENYA

Edited by:

Fatuma Chege

Emmanuel Manyasa

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William Orlale

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MESSAGE FROM CONFERENCE CHAIR

The School of Education, Kenyatta University successfully hosted the 2nd International Annual Conference on Education and Lifelong Learning at Kenyatta University, on 8th-9th October 2015, dubbed “*the KU October Conference on Education*”. The conference was graced by renowned educationalists, namely, Dr. Evangeline Njoka (Chief Guest Speaker and First Chief Executive Officer of the Kenya National Commission for UNESCO); Prof. Kabiru Kinyanjui (Keynote speaker and International Development and Education consultant); Prof. Alemayehu Bishaw (Keynote Speaker and Associate Professor, Dean Graduate Studies, Bahir Dar University, Ethiopia); Dr. John Mugo (Guest Speaker and Director, Data and Voice, Uwezo, East Africa) and Dr. Hellen Amunga (Host Speaker and Lecturer, Department of Educational Communication and Technology, Kenyatta University). These high profile speakers provided the framework for thematic discussions guided by expertise, experience and knowledge in education and the various thematic areas of the conference.

The conference was organised to fall in October, which is the month the World Teachers’ Day (October 5) is celebrated globally. The conference theme titled, “*Post 2015 Development Agenda: Moving Education Forward*” helped to accommodate a variety of relevant sub-themes that allowed the authors to address salient concerns in education in context of accomplishments of the Millennium Development Goals (MDGs) and recasted in the era of Post 2015 Sustainable Development Goals (SDGs). The sub-themes covered in this issue focus on educational processes including pedagogy, curriculum development, use of technology and innovation, equity and inclusiveness, educational management and transformation, as well as planning for the overall quality of education. In this context, the conference was able to pursue its core objective of providing a structured platform via which education scholars, policy makers, practitioners, and students disseminate and share knowledge generated through research in the field of education under the chosen broad theme.

Being a relatively young conference that was launched on 31st October 2014, it is indeed a great pleasure to witness the fruition of this publication which adds value to our October Conference which, without doubt, enhances the mandate of disseminating evidence-based knowledge, elicit wider feedback from readers and motivate further discussions and research on topical educational issues. This publication goes a long way to strengthen the processes of conferencing beyond the event of the conference *per se*. I therefore take this opportunity, on behalf of the Conference Committee and on my own behalf, to wish you meaningful and enjoyable readership and welcome you to the forthcoming Annual October Conference.



Prof. Fatuma Chege

Chairperson, Conference Organising Committee &
Dean, School of Education, Kenyatta University

January 2016

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CONFERENCE PROGRAMME

2nd International Conference on Education and Lifelong Learning
8th -9th October 2015
School of education, Kenyatta University

THEME: POST-2015 DEVELOPMENT AGENDA: MOVING EDUCATION FORWARD

Sub-themes:

1. Education and Emerging Issues
2. Research in Education Policy and Planning
3. ICT, Virtual Learning Technology in Education
4. Quality Education and Transformative Leadership
5. Education and Equity, Gender, Culture and Marginalisation
6. Teaching in Diversity and the Teaching Profession

ICT AND EDUCATION BEYOND BORDERS

Author:

Maina Emily Wanjiku

Kenyatta University- Kenya

Abstract

This paper sets out to explore what ICT and Education Beyond Borders is and some of the areas where it has been actualized. The purpose of this exploration is to show what has been achieved in provision for Education for All in the areas of conflict in selected areas and the lessons learnt for future improvement in endeavour to achieve Education For All goal.

The study is a desk review on related literature on what Education Beyond Borders is, The Vision and Mission of Education Beyond Borders, Open education and best practices .

Education Beyond Borders (EBB) as a non-profit Non Governmental Organization (NGO) is devoted to closing the global education divide through teacher professional development and community education. The major focus mainly being advancing and supporting movement of education especially for students in disadvantaged regions in different parts of the world. There are 59 million teachers worldwide and 30 million more are required to achieve the goal of United Nations "Education for All" (EFA) initiative by 2015. It is on record that 104 million children in the world do not go to school at all and 50 per cent live in countries facing conflict. It has been observed that in many countries teachers seem lethargic about ICT integration especially in curriculum delivery and prefer the outdated mode of notes. As a panacea to this scenario the ever changing technology space and the philosophy behind ICT in education programme in training has been activated (Otedo,2010). Findings from a study on analysis of assessment opportunities of learning spaces, online versus face to face methodologies, indicate that continuous assessment methodology based on ICT have a positive impact on the learning process as well as the obtained grades in the final exams. Review from a study investigating the role of open and distance learning in improving access to higher education in Kenya indicate technology related devices are more widely preferred to print by students and that e learning has a positive effect to higher education.

Review has shown that traditional educational approaches, to teaching are outdated and irrelevant and online education gives students a broad and diverse access to many educational opportunities. Though the concept of Education Beyond Borders is very noble, a lot still needs to be done to motivate the teachers to be more receptive to ICT and achieve the post 2015 education agenda.

Key words: e learning, Computer Based Instruction, Virtual Learning environment

Introduction

The Education for All (EFA) movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 governments pledged to achieve EFA and Governments, development agencies, civil society and the private sector are working together to reach the EFA goals. However in areas of conflict Education Beyond Borders, a non- profit NGO, is devoted to closing global education divide through professional development and community education is making efforts towards this end. This Canadian non- profit foundation created in 2002 has a mandate of fostering educational opportunities and providing educational facilities in disadvantaged regions of the world. As an organization, it has an unique exposition regionally and globally aimed at getting together representatives of secondary and higher education from all round the world . It has a vision as a seed of new world where people overcome great challenges by learning. This non denominational organization has a mission of closing the global divide through Teacher Professional Development and Community Education.

Objectives of Education Beyond Borders is to help youngsters from poor families in developing countries in form of:

1. Developing scholarships, training, small projects, giving of financial aid to students with limited resources, commitment to defending and promoting quality education as a fundamental human right applicable to all.
2. Transforming and developing individuals and communities.
3. Developing a fair, non-discriminatory society which offers opportunity to all.
4. Empowering teachers in disadvantaged regions to deliver quality education and learning for their students which is achieved through a sustainable, peer led teacher training which is owned and facilitated by local teachers.
5. Spreading knowledge , best practice and peer support among teachers around the world.

According to Statistics, there are 59 million teachers worldwide however,30 million more are required to achieve the goal of the UN's "Education For All" initiative by 2015. 104 million children do not go to school at all, and 50 per cent live in countries with conflict.

Teacher training is uneven, protracted or unsupported. In terms of membership, there are teachers and volunteers structured to reflect good teaching where local communities are empowered , leadership developed, and learning is intrinsic. Education Beyond Borders operates through partnership with individual corporations , governments, NGOs, local/ global agencies and stakeholders to connect global best practices. Education Beyond Borders prohibits discrimination on basis of race, colour, gender, religion, national origin, age, disability, and sexual orientation. It is committed to equal opportunity in employer relations.

Training method/ mode of delivery

Instruction is delivered by on demand video where student will have pre recorded lecture prior to class. Face to face interaction is usually for solving problems after allotted time, after which students meet again in class. This training method focuses on learner centred methods. The training initiative is anchored on qualified professional teachers, youth vocational training, work opportunities and basic training for young people in different trades. It aims at strengthening civil society, support information method and means to existing NGOs. This has therefore created educational centres to 275 million children without schooling access to basic education as well as specific education.

Education beyond borders in various parts of the world

According to Education for All (EFA) goals, each and every child has a right to education, however this has been systematically violated as a result of armed conflict. This conflict is most prevalent in Eastern Democratic Republic of Congo, Yemen, Southern Sudan, Syria, Lebanon and Haiti. Education gives children their best hope of escaping poverty. For young girls, it acts as catalyst for progress in areas like nutrition, child survival and combating infectious diseases. For children trapped in conflict, education can help to create a sense of normalcy and keep alive the hope of a better future.

In Haiti, the movement helps people to liberate themselves from oppression and isolation. It is aimed at ending slavery, guarantees universal access to education and violence against women

and girls, replaces oppression with dignity and sustainable livelihoods.

Education without Borders in Sri Lanka is conducted in partnership with organizations that have the necessary expertise and resources to provide training. ICT Without Borders acts as a link between such organizations and the communities. Teachers are seen as multipliers and technologies as accelerators. The impact of ICT in this programme has increased student management and engagement, personalized learning, school retention, and higher enrolment in secondary and tertiary education. In South Africa the project is located in Fezeka Secondary, St. Francis Adult school and community in the vicinity of Gugulethu in the outskirts of Cape Town. Existing projects by this organization are spread out in South America in Bolivia, El Salvador, Guatemala, Peru and Dominican Republic. To augment their finances, income generating projects are undertaken. A case in point is in West Africa, with palm oil plantation project, football matches and small projects to help street children.

In Syria, 3 million children are languishing in camps in neighbouring Lebanon, Jordan and Turkey. The initiative is helping 1,500 Syrian children where teachers, aid agencies and education charities provide access to education. Children aged 8-9 years have never gone to school, engage in child labour, early marriages and are forced to sell their kidneys and other organs to survive. A pilot project in Lebanon designed by Kevin Watkins of the United Kingdom Overseas Development Institute in conjunction with United Nations Children Fund and United Nations High Commission for Refugees has created an opportunity to establish right to education irrespective of border.

Information and communication technologies (ICTs) in the context of education beyond borders

Definition

'ICTs is a generic term referring to technologies that are used for collecting, storing, editing and passing on (communicating) information in various forms.' ICT contributes immensely to the national Gross Domestic Product (GDP). Acting as an enabler, ICT can result in

improved market competitiveness of a nation's products and services, can impact positively on governance as well as narrow poverty reduction while addressed through effective and focused utilization in key sectors such as education, industry and agriculture. However in African countries, like most developing countries, training materials still depend on content developed and managed in the developed world and this results in substantial costs incurred while accessing content.

Why it was necessary to establish ICT and education without borders

In general, ICT goals in Africa are: to establish an environment that encourages networking of services and applications; promoting e-commerce and trade, promotion programmes for goods and services; promoting Internet access to exchange and access digital content; establishing e-government; promoting education and on-line services; strengthening network security; building and developing e-society and ICT human resources. ICTs provide an opportunity for nations to address the digital divide and reduce poverty while registering economic growth. Developed and some developing nations have seen the emergence of a vibrant ICT sector that significantly contributes towards national gross domestic product (GDP). It is this ICT sector that should be built, in most cases, through public-private partnerships.

Current ICT initiatives and projects

Kenya has placed considerable emphasis on the importance of ICT in its Education Sector Support Programme as evidenced in the recent promulgation of the National ICT Strategy for Education and Training. The Ministry of Education has taken steps to support the implementation of the strategy either by direct action or through the various institutions and agencies with which it works. In addition, there are many other organizations not involved directly with the Ministry of Education that continue to be active in implementing and supporting projects involving ICT in education.

Advantages of Using ICT

Learning is enhanced, cross cultural exchanges, students speak other languages and participate in virtual field trip. There is increased access to education in remote areas. There is enhanced practical skills necessary in the workplace mainly

critical thinking, problem solving and teamwork. Distance learning is improved through virtual and interactive face to face encounters. However some of the challenges facing Education without Borders include lack of qualified teachers, fear of redundancy, lack of computers /obsolete computers/broken down computers, expensive computers, lack of electricity, burglary, increased moral degradation and lack of initiative by administrators.

Best practice

New Zealand is currently experiencing digital technology which transforms education through Ultra- Fast Broadband (UFB). There is also visual collaboration which has sparked learning and heightened global awareness adding extra value to lessons, making content more absorbing for students, encouraging intercultural and cross border teamwork Powell (2014). To keep the pace of digital technology, New Zealand has launched innovative programmes in postgraduate qualification in digital and collaborative learning. Collaborative classrooms are online spaces where groups assemble in collaborative workspace. Video conferencing is also enhancing learning. This is through international action and cooperation focused on development in the Southern countries promoting change and awareness of communities at home. This has the objective of helping youngsters from poor families in developing countries. Aid is in form of:

1. Developing scholarships, training, small projects, giving of financial aid to students with limited resources, commitment to defending and promoting quality education as a fundamental human right applicable to all.
2. Education is viewed as a driving force in the transformation and development of individuals and communities.
3. Education is viewed as instrumental and development of fair, non-discriminatory society which offers opportunity to all.
4. ICT Tools for Education has advantages and disadvantages. For one, Images can be used to maintain and improving the retentive

memory of students, Teachers can explain complex instructions and ensure student comprehension, Create interactive classes and make learning more enjoyable, improve student attention and concentration. On the other hand, Setting up is troublesome, expensive and hard for teachers to use. ICT Without Borders acts as a link between such organizations and the communities. Teachers are seen as multipliers and technologies as accelerators.

5. The impact of ICT is increased student management and engagement, personalized learning, school retention, higher enrolment in secondary and tertiary education.
6. Teachers are seen as multipliers and technologies are accelerators.

What's the future of ICT

There is need for great innovation and forward thinking. One should be able to work, learn, and study anywhere wherever they want and campuses should to be accessible where learners are.

Conclusion

ICT Without Borders acts as a link between such organizations and the communities. Teachers are seen as multipliers and technologies as accelerators. The impact of ICT is increased student management and engagement, personalized learning, school retention, higher enrolment in secondary and tertiary education.

Recommendation

Education without Borders is an initiative that should be strengthened to assist learners in areas of conflict and ICT is critical for education delivery and should be enhanced. Due to the critical nature of Education without Borders, there is need for great innovation and forward thinking. The concept of working, learning, and studying anywhere wherever should be encouraged to guarantee access to education. Kenya government should increase the impetus of integrating ICT in all sectors of learning.

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