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**UNDERGRADUATE UNIVERSITY EXAMINATIONS**  
**SCHOOL OF MANAGEMENT AND LEADERSHIP**  
**DEGREE OF BACHELOR OF EDUCATION ARTS**

**EAP 302: EDUCATION POLICIES AND MANAGEMENT**

**DATE: 2<sup>ND</sup> APRIL 2025**

**DURATION: 2 HOURS**

**MAXIMUM MARKS: 70**

**INSTRUCTIONS:**

1. Write your registration number on the answer booklet.
2. **DO NOT** write on this question paper.
3. This paper contains **SIX (6)** questions.
4. Question **ONE** is compulsory.
5. Answer any other **THREE** questions.
6. Question **ONE** carries **25 MARKS** and the rest carry **15 MARKS** each.
7. Write all your answers in the Examination answer booklet provided.

**QUESTION ONE**

Read the Case Study below carefully and, answer the questions that follow:

**HISTORY OF REFORMS IN EDUCATION SECTOR IN KENYA**

The first post-independence government had an immediate task after immediately after independence: education reform reverse the policies by the colonial government. The colonial policies deepened racism, inequalities, imbalances in access and discrimination against the natives. Under colonialism, the natives were provided inferior education that prepared them for non-skilled labour: menial work, religious codes and sometimes vocational training. This was meant to prepare them to serve at the bottom of the society. The reforms were thus carried out to present a diversity of cultures and traditions in knowledge and to champion Afro-centrism in the curriculum. From then onwards, undertook numerous reforms at different times with the aim of improving education. In line with the need to reform education, in 1964, the Ominde Commission introduced a single educational system to promote national unity and inculcate learners' desire for national service. The Commission recommended abolishment of racial segregation in schools and urged the government to offer bursaries to African children to enable them to join schools hitherto dominated by Europeans and Asians.

The Commission recommended pursuance of six broad goals of education: national unity; national development; individual development and self-fulfilment; social equality; respect and development of cultural heritage; and international consciousness. These goals would guide the education system in the country to date. The recommended changes included subject content for History and Geography to reflect national cohesion. The 7-4-2-3 System was adopted with seven years of Primary education, four years of ordinary level secondary education (Form 1–4), two years of advanced level Secondary education (Form 5–6), and a minimum of three years of university education. In 1972, The Bessey Kenya Curriculum Mission report found that the curriculum did not achieve education goals. Among other things the curriculum omitted practical and creative activities in Agriculture. The curriculum also was indifferent to Kenya's cultural heritage and the entire environment in which children, as well as young people, were growing. In 1976, the government set up the

Gachathi Committee to evaluate Kenya's education system; define new set of educational goals; formulate programmes to stem rural-urban migration; and propose plans to promote employment creation by investigating unemployment as one of the largest problems confronting the country. The Committee redefined policies and made recommendations on national unity and socio-economic as well as cultural aspirations of Kenya. The Committee recommended the establishment of the National Centre for Early Childhood Education at the Kenya Institute of Education. The Committee also made recommendations on addressing unemployment and the 7-4-2-3 structure of education. In 1981 the Mackay Presidential Working Party on Establishment of a Second University of advised on the establishment of Moi University. This was established to offer courses to support the development of the necessary human resource and carry out research to address the technological needs of the country. The Working Party also recommended the restructuring of the education system by replacing the 7-4-2-3 with the 8-4-4 Structure. In 1983 the Presidential Committee on Unemployment (The Wanjigi Committee) recommended strategies for combating the challenge of unemployment in Kenya with specific focus on education and training. It recommended measures to improve relevance of education and training during the implementation of the 8-4-4 System.

In 1988 The Kamunge Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond recommended the cost-sharing policy in education in Kenya. In 1999, the Koech Report Commission of Inquiry into the Education System of Kenya recommended adoption of Totally Integrated Quality Education and Training (TIQET). In 2012, the Odhiambo Task Force on the Re-alignment of the Education and Training Sector to the Constitution of Kenya of 2012 recommended a more flexible and comprehensive structure for the Kenya education system and the need for curriculum reform to specify the expected competencies at every level of learning. Further, the Task Force called for a review of the structure of education to 2 years of Pre-primary, 6 years of Primary (3 years Lower and 3 years Upper), 6 years of Secondary (3 years Junior and 3 years Senior), 2 years minimum of Middle Level Colleges and 3 years minimum of University Education. It also recommended expansion of access to education at all levels, revamping of accreditation and assessment, establishment of the National Qualification

Framework for determining and assessing the level of achievement and competencies of learners who had gone through different learning systems or different education structures. At tertiary level, the Task Force recommended fast-tracking of the national skills and competencies training programmes at TVET, development of university curricula and programmes based on the curricula offered at the Basic Education cycle and need for the Commission for University Education (CUE) to quality-assure the programmes offered at all universities in the country. In 2020 the Fatuma Chege Task Force on Enhancing Access, Relevance, Transition, Equity, and Quality for Effective Curriculum Reforms Implementation, recommended domiciling of Junior Secondary School (JSS) in the Secondary 5 Schools.

The report emphasized the need for a gradual expansion of infrastructure, human resources, and funding to facilitate a smooth transition and ensure the quality and effectiveness of Competency-Based Education and Training (CBET) at all levels. Other key provisions included the need to strengthen the systems for Competency Based Assessment; standards and quality; governance and M&E of education and training. The report further recommended a review and alignment of all Teacher Education programmes to the CBC and CBA; enhancing of SNE, Parental Empowerment and Engagement (PEE), Values-Based Education (VbE); and, Community Service Learning (CSL). Recommendations of the reports of these Commissions and Task Forces were implemented through policy directions and various Sessional Papers, including Sessional Paper no. 10 of 1965, Sessional paper no. 1 of 2005 and Sessional Paper no. 1 of 2019.

**Required:**

- a) The first post-independence government education reforms were to amend the colonial policies. Explain four justifications why this was important (4 Marks)
- b) In 1964, the Ominde Commission came up with very important recommendations. Discuss implications of any four (4 Marks)
- c) The Bessey Kenya Curriculum Mission report found that the curriculum did not achieve education goals. What were the main problems and comment on status now (3 Marks)

- d) In 1976, the government set up the Gachathi Committee to evaluate Kenya's education system. Why was this important (3 Marks)
- e) In 1981 the Mackay Presidential Working Party on Establishment of a Second University was formed. Analyse its three key recommendations (3 Marks)
- f) In 1983 the Presidential Committee on Unemployment (The Wanjigi Committee) seems not to have worked. Argue the statement with three support (3 Marks)
- g) In 2012, the Odhiambo Task Force on the Re-alignment of the Education and Training Sector to the Constitution of Kenya seem to be gaining attention now. Justify with five reasons (5 Marks)

### QUESTION TWO

- a) In 1999, the Koech Report Commission of Inquiry into the Education System of Kenya recommended adoption of Totally Integrated Quality Education and Training (TIQET). Provide your understanding of TIQET (4 Marks)
- b) School as a Formal Social Organization has elements and characteristics to qualify it. Explain any six of them (6 Marks)
- c) It is important to understand The teacher and the teaching activity which goes hand in hand. Explain any five role of the teacher (5 Marks)

### QUESTION THREE

- a) The learner's learning environment is guided by the policies. Illustrate five influences of the environment to the learner (5 Marks)
- b) Illustrate the Policy implementation phase (5 Marks)
- e) Explain five Function of basic education (5 Marks)

**QUESTION FOUR**

- a) Describe any five Importance of the education Act (5 Marks)
- b) Outline any five functions of Kenya Institute of Curriculum Development (KICD) (5 Marks)
- c) Explain any five Functions of education administrative processes (5 Marks)

**QUESTION FIVE**

- a) Analyse any five Importance of humanistic theory in education (5 Marks)
- b) Financing free primary education; primary; secondary; special education; tertiary and university has faced many challenges. Discuss any five (5 Marks)
- c) Describe any five Characteristic of a good teacher (5 Marks)

**QUESTION SIX**

- a) Identify any five Benefits of future prospects of education (5 Marks)
- b) Explain any five Teacher role in National development (5 Marks)
- c) In 2020 the Fatuma Chege Task Force on Enhancing Access, Relevance, Transition, Equity, and Quality for Effective Curriculum Reforms Implementation (5 Marks)