

MAKERERE UNIVERSITY INSTITUTE OF SOCIAL RESEARCH



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IMPLEMENTATION OF CURRICULUM REFORM AND ITS IMPLICATIONS

(The Case of Kenya)

THE
NOTE

1. HISTORICAL BACKGROUND OF KENYA EDUCATION SYSTEM

1.1 Education is intimately associated with social and economic and political development in any nation. In Kenya's pre-independence education was provided within the context of social and economic organization. Colonial education system was exclusive and organized along racial lines with the few Africans receiving an education conceived to be inferior. The enthusiasm for education increased tremendously after independence which led to phenomenal growth in education at all levels.

1.2 In pre-colonial process of education, moral and ethical values were known and accepted as a way of life by all. Democratic practices of Government, justice and co-curricular activities were imparted to the society on an informal basis. The mode of delivery involved practical application of new knowledge in a real life situation. This inclusive process of education was, however, disrupted by the colonial government through the segregated education system.

1.3 Education Structure before Independence

The education was stratified into:

- European Schools – for managerial staff
- Asian/Arab Schools for skilled labour
- African Schools – for unskilled labour

There was no communication between the European, Asian and African systems, until 1960.

1.4 Education Structure after Independence (in 1963)

The education system was unified into

- Primary schools – 7 years
- Secondary Schools – 4 years
- Higher Education – 2 years
- University Education – 3 years

In 1986 the education system was changed to include practical subjects so that the education system was composed of:

- Primary Education – 8 years (current student ENROLMENT grew from 891,500 in 1963 to about 7.2 million in 2003)
- Secondary Education – 4 years (student enrolment grew from 30,000 in 1963 to about 848,000 in 2002)
- University Education – 4 years (minimum)(student enrolment grew from 3,443 in 1970 to about 72,000 in 2003)

Due to the growth of the industrial sector the demand for technical graduates increased which led to expansion of technical training institutions.

Post-secondary School Institutions

Kenya has a diverse range of both public and private post-secondary school institutions numbering over 1,000 which include:

- Polytechnics,
- Teacher training colleges,
- Institutes of technology,

- Technical training,
- Training institutes of government departments,
- Private Commercial colleges, and
- Universities

2. CURRICULUM REFORM BEFORE INDEPENDENCE

After the First World War (1914-1918) Africans began to demand for formal education. It was, however, the Second World War (1939-1945) which served to enhance and increase Africans desire and fight for good education. Having participated in the war, they brought back technical skills and gained more courage and confidence after observing human weaknesses in the Europeans.

Between 1924 and 1944 an attempt was made by the colonial government to introduce technical education in African Schools giving the impression that it was for lower classes of people and was therefore resented. In 1949 due to increased demand for education by Africans, the colonial government appointed a Committee to make recommendations on African Education, chaired by L.J. Beecher.

The Beecher Report recommended "that at all levels of education, and as a condition of entry to the next level, considerable emphasis be placed on character and on the acquisition of practical skills". This was also viewed negatively by the Africans as it was seen as barring them from acquiring normal academic western education.

Instead of admitting Africans into the existing European or Asian Secondary Schools, a whole new "African System of Secondary Schools" was created in 1926 on a much lower level of capitation.

The context and purpose of African Education was set by an occupational limitation stating, "It was no use educating Africans to become modern farmers, because no African could ever become a modern farmer".

In 1949, African Education was established as a hybrid between a European model with European subject matter and education appropriate to the African population. The education was provided primarily by Christian missionaries and therefore inspired by their ideals and purposes.

In 1962 a Universal "Syllabus for African Primary and Intermediate Schools" was published. It was the first comprehensive revision since 1953. The subjects included:

- Mathematics
- Nature Study and Science
- Agriculture
- History
- Music
- Geography

3. CURRICULUM REFORM AFTER INDEPENDENCE

3.1 Preamble

At the time of Independence in 1963, Kenya was faced with a severe shortage of skilled manpower to assume the multiplicity of responsibilities that had previously been held by foreigners. These shortages were dealt with through a tremendous expansion in primary, secondary and tertiary education. Practically every student who successfully completed ordinary level school certificate was invited to wage employment in the modern sector of economy.

Since Independence in 1963, several Commissions and Working Parties have been formed to review education in the Kenyan Education System. These came up with reports, some of which are:

- The Ominde Report of 1964;
- The Gachathi Report of 1976;
- The Mackay Report of 1981;
- The Kamunge Report of 1988; and
- The Koech's Report of 1999.

Many of these Reports made specific recommendations on the curriculum and content of Kenyan education at various levels.

3.2 Primary Education

3.2.1 In the **Ominde Report of 1964** the Objectives of Primary school education was noted as the basis both for training in many of the skills of organized life and for further education. It contained three elements:

- literacy
- numeracy
- rudiments of citizenship

The Ominde report recommended the following changes in the curriculum:

- More emphasis was given to the Science content.
- Agriculture was abandoned as a subject and included in general Science to principally create a new interest in agriculture that could be exploited.
- History was given an African accent.

- Geography was to allow for greater concentration on the geography of Kenya and of Africa.
- English became the medium of instruction instead of vernacular.
- Swahili was to become a compulsory subject, to encourage national unity; although this was not affected.

These changes were expected to be in consonance with the concern with nation building in an African context and also with the needs of the majority of primary school leavers, who would not be continuing with formal education.

3.1.2 **In the Gachathi Report of 1976**, the objective of Primary level education was revised to concentrate on the achievement of the highest possible level in numeracy, literacy, scientific and social understanding.

The Curriculum of upper-primary was revised to include:

- (i) Languages - (English and Kiswahili)
- (ii) Mathematics
- (iii) Sciences - Biology, Agricultural Science, Physical Sciences (Elementary Chemistry and Physics), Home Science and Health Education, Geography
- (iv) Cultural Studies- History, Civics, Music, Art and Craft, Physical Education, Dance and Movement, Religious Education, Social Ethics.
- (v) Vocational Studies - Masonry and Bricklaying, Business Education (Typing, Book-keeping and Commerce)

3.1.3 **In the Mackay Report of 1981** the primary education was raised from 7 years to 8 years under the new 8:4:4 system of education. It was re-structured to offer:

- Numeracy and literacy skills in the first six years.
- Basic education with practical orientation in the last 2 years of primary education as recommended by the Gachathi Report.
- A revamped single examination, the Certificate of Primary Examination, CPE, to be taken at the end of primary education.

3.1.4 **The Kamunge Report (1988)** found the primary school curriculum to be rather overloaded in terms of the subject content and the number of subjects being studied and examined.

The report recommended a review of the Curriculum to allow for more time to cover the content more effectively and to reduce the subjects being studied and examined to three vocational subjects, namely, Agriculture, Business Education and one other subject selected from the Home Sciences, Music or Art and Craft.

The subjects being studied and examined were subsequently reduced to 13 and categorized into seven groups as follows:

- English Language and Composition
- Kiswahili Language and Composition
- Mathematics
- Science and Agriculture
- Geography, History, Civics and Religious Education
- Art and Craft and Music
- Home Science and Business Education

It was also recommended that Social Education and Ethics be taught at all levels including at secondary schools.

- 3.5 **The Koech's Report** of 1999 noted that Primary School curriculum was still overloaded and highly focused on examinations. It therefore recommended that the curriculum be divided between examinable and non-examinable subjects as follows:

Examinable subjects

- Mathematics
- English
- Kiswahili
- Science (including Agriculture)
- General Paper

Non-Examinable subjects

- Music
- Art and Craft
- Physical Education
- Home Science

- 3.6 On 20th March 2004, the curriculum was revised as follows:

Subjects examinable by KNEC

- Mathematics
- English
- Kiswahili
- Social Studies and Religious Education
- Science

Subjects to be assessed by School

- Creative Art
- Physical Education
- Mother Tongue

3.2 Secondary Education

At the time of independence when the economy was expanding at a relatively high annual rate of 5.2%, the demand for educated manpower was considerable.

The Secondary School education prepared graduates for clerical and administrative cadres of white-collar jobs, and was associated with escape from arduous occupation such as in agriculture. It was training for higher responsibility.

3.2.1 **The Ominde Report of 1964** therefore recommended the following on curriculum:

- Broadening the concept of Secondary education;
- Introduction of post-primary education to provide an outlet into the production side of industry, including agriculture , Trade Schools and Vocation Training;
- Introduction of an art or craft as a subject;
- Relevance in the History syllabus of Kenya history and history of any other part of the world; instead of the Kings and Queens of England;
- Making Kiswahili a compulsory subject in secondary school, but English would remain the language of instruction
- Offering Agriculture in addition to basic sciences – physics, biology, chemistry and mathematics, as foundations for training in agriculture at diploma or university level;
- Approval of harambee secondary schools (community initiative).

3.2.2 **In the Gachathi Report of 1976**, the objective secondary school was redefined and was expected to facilitate the achievement of national

unity, good citizenship and equalization of opportunities.

School leavers were expected to contribute to the social, cultural and economic development of the country in a very major way.

The aim of secondary school education was structured in order to orient school leavers towards occupation other than those founded in the modern sector.

Secondary school objectives were therefore structured to include:

- Integration with rural development;
- Diversification of the curriculum so that agricultural sciences play a central position and students given broadly based education for competence in a variety of development skills;
- Development of personal qualities of creativity, innovativeness and thinking; and
- Development of a sense of ethical values.

The Gachathi Report recommended the following;

- diversification of the secondary school curriculum to give a stronger practical orientation;
- teaching basic science courses as a minimum;
- introduction of core compulsory subjects related to basic skills, knowledge and attitudes;
- giving prominence to agricultural Sciences;
- giving stronger emphasis on other applied sciences;
- Making Kiswahili a compulsory and examinable subject;
- Increasing teaching of cultural subjects such as art and music; and
- Introduction of subjects such as technical drawing, engineering sciences, agricultural sciences and economics.

3.2.3 **The Mackay Report of 1981** recommended four important aspects, namely,

- a) The elimination of the 'Advance level Secondary education and introduction of the 8:4:4 system of education -
 - Primary School - 8 years
 - Secondary School - 4years
 - University Education – 4 years minimum
- b) Expansion of post-secondary school institutions, to increase the national middle level manpower in all spheres. These institutions were expected to absorb those students who would have been admitted to form V, and prepare them for useful and practical employment.
- c) Establishment of the 2nd public university.
- d) Establishment of a Council for Higher Education

The 8:4:4 system of education provided for vocational education to enhance the development of industry in the country.

3.2.4 **The Kamunge Report of 1988** noted that the Secondary School Curriculum was overloaded in terms of content and number of subjects. The subject that were being taken and were examinable were 10 made up of 7 compulsory subjects, and 3 subjects chosen from 3 groups as follows:

Group 1 - Compulsory Subjects

1. English
2. Kiswahili
3. Mathematics
4. Biological Sciences or biology
5. Physical Sciences or Physics, or Chemistry
6. Geography

7. History and Government
8. Group 2 - One subject from
 - Christian Religious Education
 - Islam Religious Education
 - Social Education and Ethics
9. Group 3 - One subject from
 - Home Science
 - Agriculture
 - Woodwork
 - Metal work
 - Building
 - Power Mechanics
 - Electricity
 - Drawing & Design
10. Group 4 - One subject from
 - French
 - German
 - Art and Design
 - Music
 - Accounting
 - Commerce
 - Economics
 - Typewriting
 - Office Practice

The Kamunge Report recommended that the curriculum be reviewed to ensure effective coverage of the content and to assist in strengthening career orientation. In 1992, the Curriculum was subsequently revised and examinable subjects reduced from 10 to 8 as follows:

1. Group 1: Compulsory subjects
 - Mathematics
 - English
 - Kiswahili
2. Group 2: Sciences - Two subjects from
 - Biology or Biological Sciences
 - Physics
 - Chemistry or Physical Sciences
3. Group 3: Humanities - At least One subject out of 6 options
4. Group 4: Applied and Industrial Education Subjects
(At least one subject out of 11 options)
5. Group 5: Foreign Languages and other subjects
(At least one subject out of 8 options)

3.2.4 **Koeh's Report of 1999** also noted that the secondary school curriculum was still overloaded in terms of subjects to be studied and examined. It recommended further revision of the curriculum to make the load manageable.

Both the **Kamunge Report** and the **Koeh's Report** were not subjected to public debate. Consequently, students had problems with obtaining the right cluster of subjects for admission into some degree programmes at the public universities. For example, Medicine, which require Biology, Chemistry, Mathematics or Physics OR Engineering that requires Mathematics, Chemistry and Physics.

On 20th March 2004, the Ministry of Education Science and Technology announced the revision of the curriculum to allow examinable to be reduced to a minimum of 7 and maximum of 9 as follows:

3 compulsory subjects

- English
- Mathematics
- Kiswahili

2 Science subjects from

- Biology
- Chemistry
- Physics

Other Subjects from (2-4)

- Geography
- History
- CRE/IRE/Social Education and Ethics
- Agriculture
- Foreign Languages
- Business Studies
- Computer
- Art/Design
- Music

4. CURRICULUM REFORM IN HIGHER EDUCATION

Higher Education comprises all types of education and training beyond the basic education (primary and secondary school education). Higher education forms a logical progression in terms of human resource development after primary and secondary education.

Higher education utilizes the basic knowledge and skills to create in the individual, a capacity to effectively contribute in terms of work and productivity towards national and international development.

Higher education in Kenya includes all institutions offering education and training at all levels beyond the basic education cycle, and in particular, but not limited to:

- All teacher training colleges.
- Institutions offering technical and vocational education and training.
- Sectoral colleges within various Government ministries.
- Non-governmental institutions offering commercial and other skill-development courses at a level beyond basic education.
- Institution offering pre-university programmes; and
- Public and private universities.

4.1 Vocational and Technical Education

The specific objectives of vocational and technical education are:

- to lay foundation in vocational skills required for socio-economic development;
- to expose students to scientific and technological trends, skills and ideas;
- to develop vocational and entrepreneurial skills as a basis for further training and employment;
- to develop appropriate vocational attitudes, initiatives, and creative thinking oriented to work;
- to inculcate skills which are applicable to various trades, vocations and professions; and
- to develop an appreciation for dignity and manual work.

Since independence, there has been tremendous growth and development as a result of direct Government involvement and community participation.

4.1.1 Between **1960's and 1970's** the Government developed industrial education and home science in 35 secondary schools and established 18 technical secondary schools.

4.1.2 **By 1987** there were:

- 4 national polytechnics
- 17 institutes of technology
- 545 youth polytechnics
- 18 technical training institutes (formerly technical secondary schools)
- several tailor made vocational and technical training programmes for school leavers run by Government ministries, state corporations, non-governmental organisations, and industrial firms.

4.1.3 **The Ominde Report** stated that vocational and technical education had to include:

- basic elements such as literacy or language or a knowledge of calculation,
- education related to the nature, purpose and organization of economic activity,
- the technique of government,
- the role of politics,
- the nature, and structure of society ,
- the place of music, art and drama in the social life.

The type of training took account of all levels of employment and therefore the content had a wide range of subjects, and had different entry requirements as follows:

- Operatives (unskilled to semi-skilled) – required some primary education
- Craftsmen – required complete primary education
- Technicians – required four years of secondary education
- Senior Technician – required six years of secondary education
- Technologist – required University education

Education was meant for the development of the economy and the building up of the national life.

The institutions were to offer specific skills related to occupational activities. This basically involved the acquisition of the knowledge and technical skills which are necessary for the practice of various trades, vocations and professions.

The Gachathi Report also recommended expansion of these post school system of education and training in technical, commercial and other professional skills, to absorb the expected increased output from the technical secondary schools.

The Kamunge Report of 1988 recommended that:

- Technical training programmes be diversified and their capacity expanded;
- Industrial attachment be formalized as part of their training; and
- Entrepreneurship skills be included in the curricula of vocational and technical training.

Historically the content for each area of specialization has been taught and examined separately, despite the fact that there is commonality in many areas.

In terms of quality assurance, the Kenya Institute of Education develops a range of artisan courses for use in post-primary and post secondary training institution while the Ministry of Education supervises and inspects its own vocational and technical as well as some in private sector.

There are, however, many institutions offering certificates and diploma without coordinated supervision.

The Koech's Report (1999) recommended that a unit approach be adopted at all middle level institutions in order to facilitate credit accumulation and transfers to higher level of training. The courses should also be rationalized and harmonized.

4.2 **University Education**

University education is the apex of the formal education. Universities have the roles of teaching, of undertaking research, developing and advancing knowledge, storing and disseminating such knowledge. University education and training are expected to respond to the demands of national development and emerging socio-economic needs.

4.2.1 **Public Universities**

The development of university education in Kenya started with the establishment of the Royal Technical College in Nairobi in 1956. offering the degrees of the University of London. In 1961 it was renamed the University College of Nairobi as a Constituent College of the University of East Africa.

In 1970, the University College of Nairobi, was transformed by an Act of Parliament into the University of Nairobi, thereby becoming Kenya's first public university.

The university was expected to develop manpower which had the motivation, the skills and knowledge to serve the nation. The University was expected to direct its effort into advancing technological independence which would facilitate social and economic development of the country.

In 1970, Kenyatta University College became a constituent of the University of Nairobi enrolling the first batch of Bachelor of Education students in 1972.

By 1976, the University of Nairobi was offering the following programmes:

- Human Medicine,
- Agriculture,
- Veterinary Medicine,
- Architecture, Design and Development
- Science,
- Education,
- Law,
- Commerce,
- Engineering,
- Arts,
- Adult Studies.

The duration of academic programmes was between three years and five years.

The Gachathi Report recommended that:

- The courses should be adapted to the changing needs of society to effectively contribute to national development.
- A permanent commission on Higher Education be established by 1977 to advise the Government on the planning, curricula, staffing and financing of higher education.
- Kenyatta University College should become a full university by 1986 with a target student enrolment of 5,000 by 1989 to address the expected increased output from secondary schools.

The Mackay Report of 1981 recommended the establishment of the Second public University.

The second university, Moi University, was to be designed so that graduates of professional disciplines would possess sound knowledge of Society, appreciation of human and management factors as they relate to the professional and a clear appreciation of Kenya's political and social aspirations. The university would offer technology-oriented academic programmes:

With the introduction of the 8:4:4 education system in 1986, the minimum duration of university education was increased to 4 years, and curriculum adjusted to accommodate some content which used to be covered under the abolished 'A' level education.

Currently there are 6 public universities and one constituent college.

- University of Nairobi (1970)
- Moi University (1984)
- Kenyatta University (1985)
- Egerton University (1987)
- Jomo Kenyatta University of Agriculture and Technology (1994)

- Maseno University (2000) and
- Western University College of Science and Technology (2002)

The universities offer diverse academic programmes.

4.2.2 Private Universities

From 1970 private entrepreneurs started becoming involved in providing university level education in Kenya. The first private university to be established was the United States International University (USIU) in 1970. Since then the number of private institutions offering university level education have increased to 17 comprising 6 chartered, 5 operating with Letters of Interim Authority and 6 with Certificates of Registration, as follows:

Chartered Private Universities

- University of Eastern Africa, Baraton (1991)
- Catholic University of Eastern Africa (1992)
- Daystar University (1994)
- Scott Theological College (1997)
- United States International University (1999)
- Africa Nazarene University (2002).

Private Universities operating with Letter of Interim Authority

- Kenya Methodist University (1997)
- Kabarak University (2002)
- Kiriri Women's University of Science and Technology (2002)
- Aga Khan University (2002)
- Strathmore Universities (2002)

Private Universities operating with Certificates of Registration (1989)

- East Africa School of Theology
- Nairobi Evangelical School of Theology

- Nairobi International School of Theology
- Kenya Highlands Bible College
- St. Paul's United Theological College
- Pan Africa Christian College

The Koech's Report noted that one of the major challenges facing university education was the pressure to continuously review the curricula and content for each teaching subject in order to keep abreast with the rapidly growing body of knowledge.

Several areas in the content of various not adequately addressed by academic programmes of universities.

These were:

- Marine Sciences (oceanographic studies leading to sustainable utilization of the Indian Ocean as a natural resource);
- Arid and Semi-Arid land Sciences (studies leading to development and utilization of the natural resources);
- Water engineering (modern technologies of generalism, conservation, and utilization of water as a resource);
- Nationhood, moral and ethical studies (studies aimed at imparting the youth with the desire to practice mutual social responsibility and to pursue nationalistic value); and
- Aeronautical engineering.

4.2.3 Commission for Higher Education

The Commission for Higher Education was established in 1985 as recommended by the Gachathi and Mackay Reports of 1976 and 1981 respectively to ensure quality in university education as one of its functions. The Commission has performed reasonably well with respect to private universities. However, this has not been possible with reference to public universities due to conflicts in the Acts that established public universities with that which established the Commission for Higher Education.

Kamunge Report of 1988 recommended that the functions and legislation of the Commission for Higher Education and those of public universities be reviewed with a view to streamlining their functions and responsibilities. This would enable the Commission to ensure quality in public universities as it does for private universities.

Curriculum Reform

Before the Commission was established in 1985, there were 11 private institutions offering university education, and all of them except one, were religious in nature and offering only theology and theology related programme. Five of those institutions now have been awarded charters and have diversified their programmes and are offering a range of liberal arts programmes.

Curriculum reform in universities has been driven by many factors, such as liberalisation of higher education, technological changes and hence changes in market demands, competition between local universities, and the entry of university education provision by foreign universities into the Kenyan market.

These forces have given rise to the emergence of unique programmes such as:

- Common courses to be taken by all students studying for the first degree at a university, including entrepreneurship;
- Office administration;
- Environmental Studies;
- Degree in Clinical laboratory Science;
- Bachelor of Technology in Agriculture;
- Bachelor of Science in Applied Biology;
- Computer Science;
- B.Sc. in Information Systems and Technology;
- B.Sc. in Economics and Mathematics;
- Bachelor of Science in Hotel and Restaurant Management;
- Bachelor of Science in Tourism Management;
- Management Information Systems;
- Bachelor of Business Information System.

In private universities, the Commission approves the academic programmes before they are introduced and ensures that they are contextualised to the Kenyan situation but still maintaining international academic standards.

5. CHALLENGES OF HIGHER EDUCATION

Koech's Report of 1999 made recommendations on various levels of higher education as follows;

5.1 At Certificate Teacher Training (21 public and 8 private institutions). Primary school teachers were expected to teach 14 subjects some of which they never passed in secondary school or never studied. This lowered their performance. It was therefore recommended that:

- Graduates should teach only subjects studied and passed in secondary school.
- The curriculum and content be revised to include emerging issues and make it compliant to new approaches in basic education including early childhood.
- The subjects be reduced from 14 to 10, of which 4 should be core (compulsory), English, Kiswahili, Mathematics and Professional studies.

5.2 At Diploma and Graduate Teacher Training (2 institutions)

Although both diploma holders and degree holders teach at secondary schools, there was no defined mechanism for promotion of diploma holders to pursue university studies.

There was need to harmonise the curriculum of Diploma Teacher Training Colleges with those of universities to allow for credit transfer.

5.3 Technical and Vocation Education and Training

Historically, the content of each area of training has been taught and examined separately, despite the fact that there is commonality in many areas. It would be more economical for the courses to be taught jointly, and only separated at the specialization level.

It was therefore recommended that the unit approach be adopted in all middle level institutions in order to facilitate credit accumulation and transfer.

5.4 Pre-University Education

Due to the high demand for university education, universities have developed pre-university programmes and bridging courses to enable students who have not met the necessary cluster subjects for admission into specific university academic programmes to upgrade their qualifications.

These programmes are, however, not harmonized so that a university will only consider for admission into degree programmes students who have graduated from their on pre-university programmes or bridging programmes. There is need for these programmes to be harmonized.

5.5 University Education

- 5.5.1 Over the past 40 years after independence, there has been a tremendous increase in the expansion of university-level education and training in terms of both physical facilities and enrolment.

The university level education has been experiencing critical challenges in its endeavor to effectively play its apex and leadership roles in national growth and development through,

- Production of appropriately trained work-force by developing and mounting relevant academic programmes;
- Initiation and sustenance of appropriate research in all areas of relevant to national development
- Production, conservation and dissemination of knowledge.

Some of the key challenges facing university education are financing Research and Development and Relevance and Quality of academic programmes.

5. 5.2 Research and Development

Closely associated with challenges of financing university education is Research, which is most affected by shortage of funding. Research is a critical component of university education and has a direct impact on quality and relevance of academic programme. It plays a vital role in industrial transformation, economic growth and poverty reduction.

Due to prevailing circumstances in which fewer scholarships are available internationally, and limited Government funding to universities, postgraduate studies have been affected with fewer students, pursuing postgraduate studies.

5.5.3 Relevance and Quality

As a result of the rapidly changing global market, university level training of a work-force that is relevant and suitable for the contemporary market

becomes a major challenge. The dynamic nature of international socio-economic factors dictate the adoption of effective short-term and long-term strategies in designing academic programmes; yet programmes have to also meet the required academic standards. This calls for university training which equips the graduates with marketable multi-functional skills which provide them with the capacity for teamwork, innovation and critical thinking.

The scenario is also complicated with globalisation of higher education, which has brought with it an increased provision of cross border higher education with questionable standards and relevance.

Distance education and open learning modes are a reality and ensuring quality is a challenge that has to be faced by universities as well as other levels of educational institutions.



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