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**A CRITIQUE OF THE 8.4.4 KENYAN EDUCATION SYSTEM IN LIGHT OF
COMPETENCE BASED CURRICULUM (C.B.C.)**

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**A Long Essay Submitted in Partial Fulfillment of the Requirements for the Award of the
Baccalaureate Degree in Philosophy**

Nairobi, 2022.

Declaration

I humbly take this opportunity to declare that this proposal paper is with due respect presented to you as a result of my due diligence and hard work attained through reading, research and reflection on the topic. It is my original print being submitted to you for the first time in accordance with the requirements of my study in the field of philosophy undergraduate bachelor's degree.

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Date.....

Dedication

I dedicate this work to all Kenyans and Africans at large, with the aim of awakening them to respond to both positive and negative impacts of Education. Moreover, in a special way to the government of Kenya through the ministry of Education to put into consideration all the possible solutions in curbing these impacts for the good of education and development of our country Kenya. Last but not least my late grandmother Grace Kadenyi who was of great support in my academics. May Her Soul Rest in Eternal happiness.

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Abbreviations/Acronyms

- ❖ **C. E.M.A.S.T.E.A** Center for Mathematics Science and Technology Education in Africa.
- ❖ **C. L. R. C.** Community Learning Resource Centers.
- ❖ **C. Q. A.S. Os.** County Quality Assurance and Standards Office
- ❖ **C. S. O** Curriculum Support Officers.
- ❖ **G.O.K** Government of Kenya.
- ❖ **I C T** Information Communication and Technology.
- ❖ **K.I. C. D.** Kenya Institute of Curriculum Development.
- ❖ **K.N.Q.A** Kenya National Qualifications Authority.
- ❖ **K.N.E.C** Kenya National Examination Council.
- ❖ **M.O.E** Ministry of Education.
- ❖ **N.A.C.O.S.T.I** National Commission for Science, Technology and Innovation.
- ❖ **T. P. A. D.** Teacher Performance Appraisal and Development.

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Operational Definition

Assessments: Teachers utilize a wide range of techniques and instruments to gauge their students' academic readiness, development, skill acquisition, and educational requirements.

Formative evaluation is a procedure created to gradually assess a student's understanding, learning requirements, and academic progress over the educational session.

Summative evaluation is a process designed to evaluate a student's academic achievement, skill development, and learning at the conclusion of a certain period of instruction.

Curriculum: Subjects taught in primary, intermediate, and university education.

The term "existentialism" is employed in the research to describe true individual living, thinking, and reasoning. Influence of the multitude is a philosophical justification against individual submersion.

Education assessment and resource centers: their job is to locate, evaluate, and place children with special needs.

Forms of knowledge: the subjects included in the curriculum at schools.

Pedagogy: The science of teaching.

Pragmatism: a philosophical method of approaching goals in a practical way.

Self-reliance: is the capacity for independence and the absence of dependence.

Abstract

The 8-4-4 educational system was examined in connection to self-reliance in the study. It attempted to comprehend how education functions in Kenya. The problem being many graduates are jobless in the country. This is clearly depicted in the current case study for instance in Nairobi. Many graduates leave their rural areas to urban in pursuit off employment, which in turn does not bear fruit. This leads to the *increase of crime rates, drugs & substance abuse, depression* high number of *suicidal* cases among the youth. The system of education, which is 8.4.4, has contributed much to this as seen in the work. We shall base our research on analyzing different works of different authors who have played a role in education. Philosophers like Paulo Freire whose work plays as a primary book in our paper. He uses the analogy of pedagogy of the oppressed. Looking at his work in relation to our education system, we can draw some similarities, which provoke the writing of this paper in relation to the current world. In addition, we shall also concentrate on Mwalimu Julius KamabarageNyerere on his philosophy of Education for self-reliant individuals in the society. 8-4-4. Has failed in producing of a holistic grown student who is self-reliant simply because of, its promotion of banking mode of learning which results in rote learning. To be able to curb this there is need to review the education system that is from 8.4.4. To a pragmatic system, which is being imitated slowly the 2.6.6 (C.B.C).

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

Men and women are said to be emancipated from their natural state through education, which is thought to be one of poverty and illiteracy, sicknesses, greed, anxiety, immorality, corruption, and enslavement or unfavorable situations.¹ In addition, there are widely held beliefs that investing in education is the best way to fight poverty in a nation and build infrastructure.² Some will assert, in defense of a position, that a population with a higher level of education benefits the socioeconomic progress of society and the well-being of its citizens.³

Plato, Julius Nyerere, and Paulo Freire are just a few of the philosophers who have emphasized the value of education in society. Through education, a person can be shaped into a useful part of society, promote their culture, and live a decent life. Kenya has continued to make significant educational investments since gaining political independence in 1963 in the hopes that doing so will aid in transforming the nation into a modern, progressive state. In terms of recurrent and non-recurrent expenditure, the educational system in Kenya has not been able to address the country's most pressing problems, despite the government spending more than 30% of its budget on improving education there⁴. A Presidential Working Party was formed in 1981 to assess the revision of the curriculum for whole educational system of the country. The panel recommended

¹Kessio, Kipkasi David, Chang'ach, Koskei David. *Education for development: Myth or reality? The Kenyan experience. International Journal of Learning and Development*, Vol.2 No.3: May 2012

²UNICEF, *State of the World's Children Report*, (New York: UNICEF, 1999)

³Fagerlind, Saha, J (1983) and I. Education: A comparative approach. New York: Pergamum Press Inc.

⁴Wanyama, P and Koskey, J, *Educational reforms in Kenya for innovation. International Journal of Humanities and Social science*. Vol 3. No.9; May 2013. Pg.113

changing the educational system from the existing 7-4-2-3 system to the current 8-4-4 system., this followed a similar overall structure to that of the American educational system. Currently planned to provide eight years of primary education and four years of secondary school, and four years of college studies, it was first launched in January 1985. English, mathematics, and career-related disciplines received a lot of attention. The emphasis on vocational education was meant to prepare students for jobs in the non-formal sector, for self-employment, and for pupils who would not pursue secondary education.⁵

New regulations were created in 2003 with the intention of enhancing students' career prospects and fostering their independence. One who is self-reliant is more engaged, capable, inventive, and autonomous.⁶ The 8.4.4 system's outputs ought to display the attributes listed if it promotes independence. We consider it to have failed if it does not line up with this. We will concentrate on the 8.4.4's contribution to this person's holistic growth after stating the history of how it came to be in this study. We will be able to determine whether it results in kids who are self-sufficient or whether it causes issues with the youth growth and development of the entire country. The investigation will also help us identify the primary reason for the failures of 8.4.4 and the possible remedy towards the same.

1.2 Background of Study.

In a nutshell, the 8.4.4 educational system was established and continues to be built to the primary school for eight years, the secondary school for four, and university for four years. The initial system, 7.4.2.3, had been in use since Kenya gained independence and had an overall

⁵Ministry of Education, Republic of Kenya. *8-4-4 the educational system*. (Nairobi: Government Printers, 1984).

⁶C. Jyotish, *Your life is created by the thoughts you have*. March 16, 2015, <http://www.sbtjapan.com>

structure similar to that of the United States; nevertheless, the presidential working party was given the duty of bringing these adjustments in 1981. The research was primarily powered by the high percentage of graduates who lacked work in white collar occupations, making it impossible for them to create income or advance themselves or the nation as a whole. Due to this, there have been an increase in high numbers of crime rates, high rates of drugs & substance abuse, depression and worst of all increase in the suicidal cases. The biggest contributor to this impact is the education system to be precise the 8.4.4. System. This philosophical problem has affected the country. During the research, we are able to realize that 8.4.4 has promoted *Banking method* of teaching, being the biggest problem in the developing of students who are self-reliant in the country.

The banking method has brought into being *Rote Learning* whereby the students focuses on theories not practicality. This is clearly seen, with the style in which the administration of concepts is done. The system has majored a lot in *Narrative education characteristics*. Where the teacher being the *narrator* the students as the audience become the recipient. To understand this let's take an example: there is no sonority of words or even transforming power, why say so. In a mathematics class, the teacher will say, "*4x4 is 16*" the student records it and memorizes. Same in a geography class, the teacher will go in the same line for instance, "the capital city of *Para' is Belem*."⁷ The pupil will write this down, remember it, and use the same words repeatedly without understanding what they really mean. The same thing occurs, for example, when we visit the bank; whatever money you deposit, you will also receive at withdrawal time, making this educational system comparable to a bank.

⁷P. Freire, *Pedagogy of the Oppressed*, (New York: Herder & Herde, 1970) 71

Characteristics of banking system of education.

- ❖ A teacher teaches and pupils are taught.
- ❖ The teacher talks and the students listen submissively.
- ❖ The students cooperate when the teacher makes decisions and enforces those decisions.
- ❖ The teacher is an expert, while the students are ignorant.
- ❖ The instructor places the independence of the students in contrast to his or her own professional authority, which is confused with the authority of knowledge.
- ❖ While the students are only objects, the teacher is the subject of the learning process.⁸

Having looked at the above characteristics we are able to deduce that 8.4.4 in Kenya has promoted rote learning through banking mode of administration of knowledge. This evident by the high number of graduates out here without employment both self and white collar. The M.O.E is to be blame on its mode of working this is through its management, it has failed at some point why say so, it aims in putting policies yet fail to implement the same. We are able to see each day there are reforms on the curriculum through K.C.I.D but no implementation.

On the other side the Teachers service commission has failed in its work, some of the offices under its jurisdictions have ghost workers. For instance, some of the C.Q.A.S.Os and the C.S.Os do not perform their duties, to ensure that the curriculum is adhered to the later. They just assume their offices and organize for irrelevant trips and meetings with the aim of allowances without minding the fate of learners, this makes some teachers to do whatever they feel for instance whether to complete or not complete the syllabus/content required. On the other side, some

⁸Freire, *Pedagogy of the Oppressed*, 73

practical classes are suppressed in order to serve the interest of teachers. Lessons like Art Craft, P.E to mention but a few which has the objective of improving on creativity and skills are replaced with core subjects like; mathematics, chemistry with the notion of boosting the mean score.

This denies students the ability to improve on their practical skills for those not gifted with learning and understanding of the scientific subjects. Such students will struggle to memorize in order to give out and pass exams and after which nothing is left with them, they remain to be robots/zombies. No innovations nor self-reliance in them. This is propelled by T.P.A.D thing that the T.S.C put in place teachers will struggle to ensure their classes perform well in order to get salary increment and promotion without minding on the understanding and existentialism of the student through the concept given to them.

8.4.4 Has its main aim in competition and grading system. This is clearly seen with is continuous assessments after each level. This promotes banking method as a student will read to memorize in order maybe to achieve going to the higher level but not internalizing and practicing on what he/she gets from class. This leads to getting many graduates who have better grades in papers but practicality no; this leads to the problem of lack of jobs in turn resulting in crime, depression and suicidal cases. Practical example at 46th Kenyatta University graduation ceremony 7000 graduands graduated at that time; the problem arises for instance school of Business 1500 graduated on the same day. The challenge is how many financial agencies are there in the country? How much practical knowledge do these graduates have? The G.O.K on the other hand has failed in delivering the learning resources required by the system.

There is lack of enough C.E.M.A.S.T.E.A, I.C.T & C.L.R.C to facilitate in practical sessions to the marginalized groups in the country. This contributes to the promotion of rote learning. The system is overloaded with workload, which leads the student to promote banking method of

education with no time for research and practice. Why say so for instance a form one student doing 16 subjects and he or she is expected to perform in all and yet he/she is not good at it. This makes them adopt the mode and leave practicality aside. The system should aim at reducing the subjects to be suitable for all the categories of learners.

Given this, it should come as no surprise that the banking model of education views men as malleable, controllable beings. The more diligently the pupils sort the deposits assigned to them. The less critical consciousness they acquire, the less impact they would have on the world as world changers. They tend to just fit into the world as it is and to the piecemeal perspective of reality that has been deposited in them the more fully, they accept the passive position that has been imposed on them.

The banking technique will never advise students to think critically about the world around them. Instead, it will address important issues like whether Roger provided the goat green grass and stress how important it is to understand that, on the contrary, Roger gave the rabbit green grass.⁹ After considering that, we may agree that the G.O.K. should consider overhauling the entire system and adopting the *Competence Based Curriculum 2.6.6* (C.B.C.), which emphasizes practicality over theory.

1.3 Statement of Problem

8.4.4 Kenya's educational system has a philosophical issue that has to be resolved. It encouraged rote learning in our nation. Innovations and practicality have been denied to the nation, which has negatively impacted infrastructure development, youth and graduate development, and economic progress. This is evident in our daily lives, where a large number of recent graduates

⁹Freire, *Pedagogy of the Oppressed*, 74.

have fallen victim to depression, which has increased the number of suicidal attempts and criminality. All of this is attributable to the banking method of learning's implementation in Kenya's 8.4.4 system of education.

1.4 The purpose of the study

The following goals will serve as the foundation for this paper:

1. To critically examine the 8.4.4 system's role in this rote learning.
2. To assess the effects of Kenya's 8.4.4 educational system.
3. To commend the potential remedy for the effects that the 8.4.4 educational system has brought about.

1.5 Research Questions

1. What causes rote learning?
2. How can we curb these situations?
3. Is there need to change the system to pragmatism? (C.B.C 2.6.6)

1.6 Research Hypothesis

Having established the impacts of the 8.4.4 educational system in Kenya, there rose some of the possible solutions to be able to curb these. It is the duty of K.I.C.D to sit down and come up with the revised standard curriculum. The curriculum should be able to address the entire system, not basing on one side i.e. theoretical side but also practicality given a chance.

The M.O.E should also play its part by ensuring that whatever K.I.C.D needs to perform its duties is provided. It should also work hand in hand with the T.S.C body to be able to know how

much work force is on the ground depending on the workload, to mean the professionals in the field are they fully equipped with sufficient knowledge to be able to administer the right content.

The G.O.K on their side should ensure that all the stakeholders in the education system that is the P.T.A, Commission of University education and K.N. E.C, which is responsible with assessment of students, are well conversant with the main objectives of education in the country. Still on this point, the members in the bodies should be experts in the field of education, not individuals picked under the influence of their public appearance. Why say so some members holding these offices do not have enough capability hence getting advice from wrong direction and in the event of implementation, the system collides and fails.

Students should be subjected to a hands-on system always. Parents can achieve this and teachers not pushing on the issues of getting higher grades, however they need help in realizing their skills and capabilities in the society and to build on them. Moreover, we do not refute education but it should accompany skills to ensure that the dreams are realized. Lastly, they should also be taught on the issues of self-reliance this starts from the mode of teaching in schools, the teachers should not give 100% of the concept, the students should be allowed time to do more research in library and group discussions this makes them grow to be open minded and to reason critically.

The student should also be enlightened that white-collar jobs are not the only way to sustain themselves rather, should engage their academics to practicality. The system also should not only be fixed on regular assessments.

1.7 Limitations and Scope

The proposed research will be restricted to the educational process's practical application in relation to the library's organizational structure (utilitarian), where we will examine various books, journal articles, and internet sources that have been written by various writers in response to education. In an effort to enhance educators' ideas of education, it solely examines the self-reliance-related elements of the 8.4.4 educational system. Due to time and resource limitations, it will be restricted from fieldwork by not conducting interviews or creating questionnaires.

1.8 Justification for the Study

We can conclude from the study's conclusions that the education system needs to be reviewed. I advocate for a new system, which is in trial the C.B.C (2.6.6) to be adopted. Why say so we see the theory of self-reliance by Nyerere and pragmatism theory by John Dewy, they all advocate for education that leads to self-reliance. This can only be attained through the system which emphasizes more on practicality and creativity rather than theoretical.

We can see the negative impacts that 8.4.4 has promoted through its mode of delivering content. The banking mode denies opportunity for learners who are gifted in skills to apply their hands on technique, but instead struggle to memorize and immediately after exams, everything is wiped down. The students are also denied enhance to challenge themselves in the event they are alone. Through this I advocate for the C.B.C(2.6.6) for it will equip learners with skills rather than paperwork, which will lead to the development of students who are self-reliant regardless of white collar jobs or not. This will provoke the minds of scholars not only to focus on employment in the white-collar system but also to be innovative and creative with the knowledge they attained in school. It will also promote self-realization during different practical lessons.

Finally, the study may improve the creation of a curriculum that caters to each student's individual interests.

1.9 Literature Review

Having an understanding of what self-reliance is. Now is a good time to state Economic stability for both individuals and society results from self-reliance. This is accomplished through intellectual development, which entails an increase in information, comprehension, and critical thinking skills. This is psychological development. The mind will pick up the skills and knowledge required so that the person may support themselves. For instance, in an agricultural economy, people should have the skills to work for themselves and society in rural areas rather than being trained for white-collar employment. It promotes the growth of a person who is socially and politically capable.

In *Education for liberation and development Tanzania experience*, by Hundsdorfer and Hingen..¹⁰ They make an effort to emphasize the notion that an education that distances its participants from the community (teachers and students) does not foster independence. This is seen in the effects of the banking method of instruction, in which the instructor typically assumes the role of the knower and narrates concepts to pupils who are only recipients and are not given the opportunity to reflect on them. This results in the development of people who behave in a robotic manner, unable to protect themselves and preferring to wait for assistance. Self-reliance in education must foster creativity and innovative thinking at all levels if school dropouts are to become self-sufficient. By doing this, it will be ensured that education is for "creators" as opposed to "creatures."

¹⁰ Freire, *Pedagogy of the Oppressed*, 44.

In the book *The Arusha Declaration & T.A.N. U'S Socialism and independence policy According to Nyerere*, education must produce people who are capable of employing others, agents of change, and people who can fully realize their potential regardless of academic hurdles. This will put an end to the "diploma illness," which labels people as failures solely due to their academic shortcomings.

In *Philosophical Foundations of Education* by Ozmon, H.A and Craver, S.MAs pragmatists, they hold that knowledge is created when we engage with the outcomes of our choices, take notice of the action-response relationships across situations, and apply this knowledge to address following issues. Interacting with such an environment¹¹ therefore leads to the development of the knowledge required to address difficulties. It implies that learning via experience leads to the growth of self-reliance in addition to the acquisition of skills.

Paulo Friere's *Pedagogy of the Oppressed* served as the main inspiration for this essay. He makes the case that Kenya's educational system should not emphasize "pushing information into the alleged *"empty skulls"* of students since this dehumanizes them and makes them feel disconnected from the learning process. Therefore, instructors should encourage students to contribute creatively to the learning process. The instructor shouldn't run the class. They must refrain from forcing their preferences on the student.¹² This will foster the growth of students' creativity, which is essential for producing independent people with the imagination to apply the knowledge they have acquired in class to solve challenges in their immediate environment.

¹¹H. A. Ozmon, S. M. Craver, *Educational Philosophy's Underlying Principles*. (New Jersey: Prentice-Hall, Inc., New Jersey, 1995) 141.

¹²Freire, *Pedagogy of the oppressed*, 15.

Teachers and students should consider each other as partners in the expansion and discovery of knowledge. Since they are in a position of authority, teachers should not be regarded as trying to force students to accept what they say. Obliging the learner in this way would hinder efforts to foster critical thinking and fact-based evaluation in the learner. Therefore, it is the obligation of the teacher to establish the groundwork necessary for the kid to develop a sense of responsibility and role-playing while attending school.

In order to achieve self-reliance, teaching must be less focused with exam fixation, which prioritizes memorizing over higher level thinking. Learners should be given the opportunity to challenge conventional wisdom. Teachers should let students grasp the solutions. Students shouldn't just be "stuffed" with the teacher's story, which is unrealistic in Kenya's competitive environment and the rest of the globe. When words are stripped of their concreteness, they lose all meaning and become hollow, alienating, and verbose.¹³ After exams are over, students who have been exposed to this type of education frequently forget the material they have been tested on.

The growth of education was also influenced by the writings of philosophers like *Aristotle* and *Plato*. Their goal is the growth of a whole, fully developed person. Because of this, Aristotle frequently compared education to a midwife who " helps give birth to concepts that are already conceived in each of our souls." Based on his opinions, we can illustrate how 8.4.4 has regarded and continues to treat students as "tabula rasa," which is not appropriate. On the other hand, Plato argues that although understanding is present in humans in an inchoate, immature form, it is present nonetheless.

¹³Ozmon, *Educational Philosophy's Underlying Principles*,52.

1.10 Methodology of Study

The research will examine the effects of Kenya's 8.4.4 educational system on students' overall development using an analytical philosophical methodology. Analyzing is the process of dissecting an observation or hypothesis into more basic ideas in order to comprehend it. It is a science that is fundamental to all reasonable endeavors. Both good and negative effects will be assessed. Furthermore, it won't end here; rather, it will heavily draw from reliable library and, even more so, online sources that have something to say about the subject. The footnotes and bibliography list both the secondary and primary sources of the ideas used in this inquiry.

1.11 Theoretical Frame Work of the Study

The self-reliance theory and pragmatism serve as the foundation for this investigation. The goal of education, in accordance with the self-reliance idea, is to develop self-reliance. To accomplish these, education should be a personal process where one learns to be a self-reliant person in society throughout one's life¹⁴ No matter how few resources there are in nature, a self-reliant person makes use of them to better their own life as well as the lives of others. Nyerere originally made this theory well-known in his *Ujamaa Philosophy*.

Self-reliance is a cornerstone to creativity, and this idea is essential to decreasing poverty and suffering in Kenya.¹⁵ This theory is pertinent to our research because it allows for the evaluation of pedagogies that foster self-reliance, which is the capacity to rely solely on oneself in a self-sufficient society that manages its own affairs. A setting in which everyone works and no

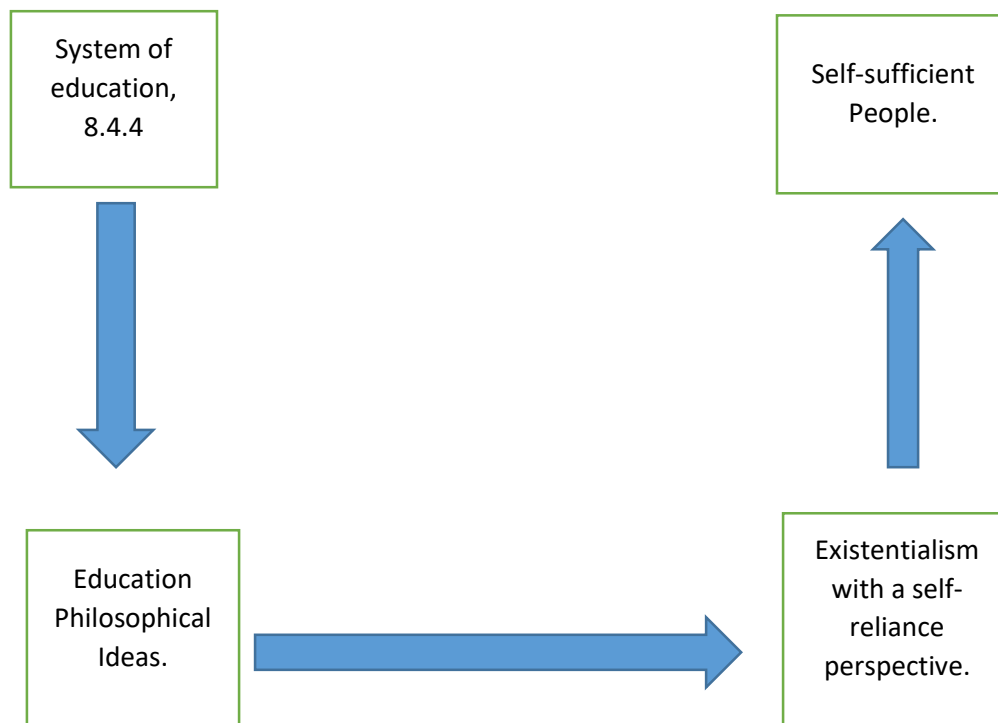
¹⁴R.J. Njoroge, G.A. Bennaars, *African philosophy and education*. (Nairobi; Trans Africa Press, 1986), 248–250.

¹⁵M.C. Ruwa, *Church and independence*. (Nairobi: Paulines Publication Africa, 2000) 11

one is abused.¹⁶ This theory sheds insight on the areas in which education must work to develop self-reliant people in all walks of life.

Pragmatism: The theory itself contributes to this by emphasizing instruction that encourages student participation. Instead of merely teaching knowledge and having pupils passively receive it, teachers. John Dewey and other pragmatists favor active instructors and learners.

Conceptual Framework of Nyerere's theory of self-reliance



The factors shown by arrows are those that, according to theory, have a substantial impact on our educational system and our ability to help students become independent.

¹⁶H. Hingen and V.H. Hundsdorfer, *Tanzanian experience in education for liberty and prosperity*. (Humburg: UNESCO Institute of Education, 1979), 20.

The theoretical underpinnings of this study are derived from the above system and are based on the concepts of independence. This ideology, along with concepts from two complementary educational philosophies—existentialism and pragmatism—will help create independent people.

1.12 Conclusion

We can all agree that education is a necessity in the life of an individual as its aim is to equip us with knowledge to be able to grow in all the dimensions. The primary goal of the 8.4.4 system of education was to promote students' independence, but this goal hasn't been entirely met. Education needs to be separated from the excessive emphasis on exams in order to be successful. On the other hand, theory courses shouldn't be overemphasized at the price of practical lessons, which are meant to provide students with knowledge and abilities they may use to create new jobs. The ability to balance in the development of a holistically grown student who can support themselves regardless of work in white-collar jobs or self-employment through creativity should be given equal attention. Last but not least, the curriculum and method of instruction need to be reviewed in order to create one that will address all the impacts.

To sum up I can state that as much as the 8.4.4 system might have failed us, we need also to enlighten our students not only to focus on attaining degrees or excellent performances. They should also put efforts on practicality and creativity on the knowledge they acquire in school. Parents and teachers should also support talent apart from academics. The G.O.K should ensure innovation centers are open for all and above all organize for expositions and trade fairs through different government bodies like, tourism, mining and petroleum, agricultural shows just but to mention a few.

CHAPTER TWO

THE 8-4-4 KENYA EDUCATION SYSTEM

2.1 Introduction

Being the second chapter of our work, it will examine the idea of education, the 7-4-2-3 and 8-4-4 systems' organizational structures, and many types of knowledge, a comparison of the two, and, lastly, the benefits and negative aspects of the Republic of Kenya's 8-4-4 system.

2.2 Concept of education

It is a philosophical issue that affects society as a whole since many people have thought about education in many contexts in an effort to comprehend it. As a result, other concepts have been developed, and in Kenya, systems like the 7-4-2-3, 8-4-4, and 2-6-3-3-3 have also been developed.

Garforth, defines education as all those actions that collectively make up what might be referred to as education¹⁷. This indicates that, in his opinion, there are numerous ways to effectively and practically fulfill educational goals and objectives. The aforementioned process contains other sub-processes that call for expertise in teaching approaches, pedagogical techniques specific to certain curricular subjects, and control mechanisms.

We might infer from his argument that education encompasses all of the procedures one goes through, whether directly or indirectly, purposefully or inadvertently, that help to shape him or her. We might infer from his argument that education encompasses all of the procedures one goes

¹⁷Garforth, F.W John, *Theory of Education*, (Oxford: Martin Robertson &Company 1979) 87.

through, whether directly or indirectly, purposefully or inadvertently, that help to shape him or her.

The author Paulo Freire, however, claimed in his book *Pedagogy of the Oppressed* that “education is an inter-subjective process of developing critical self-awareness. When the word "inter-subjective" was used, it signified that both professors and students were participating in a discussion as subjects. As a result, he believed that any education system should place a strong emphasis on the learner, the instructor, instructional strategies, and, finally, the standards by which the educational process should be evaluated.

Who is an educated person? Anyone considered to have spent a number of years in school and has a result gained. It can be either a certificate, diploma or degree. Therefore, bringing a social and economic gap among the members of the society.

2.3 The 8-4-4 Education System

After Kenya gained her independence in 1964, an education commission was formed headed by Prof. Ominde as the chair of this first educational commission. At this time, there exist 7-4-2-3 system of education just according to the society at that time which was stratified on *racial lines*. The stratified racial line led to the existence of three forms of education, which were, Asian education, African education and European education.

The three systems were separated by strict lines. For example, there was a stratification based on the colonial assumption that the average African's mental development was comparable to that of a typical 7-8-year-old European boy. As a result of this justification, it can be said that African education has a propensity to be hybrid, dangerously balancing African methods with European subject matter.

2.3.1 The system's structure is 7-4-2-3

Seven years were spent in primary school, four in lower secondary (forms one to four), two in upper secondary (forms five to six), and finally three in university.

2.3.2. Critics of the 7-4-2-3 educational model

It lacked the adaptability and know-how to meet the needs of the labor market and the changing ambitions of Kenyans as a whole. The 8-4-4 educational system was first implemented or adopted in Kenya in 1985. After the founding of the *Presidential Working Party* in 1981, which the late H.E. Daniel Toroitich Arap Moi assigned the commission with the job of looking into the curriculum reform for the entire country's educational system.

It issued a report with recommendations for changing the 7-4-2-3 educational system to the current 8-4-4, which was generally constructed in the same way as the American educational system. With Four years in secondary school, eight years in elementary school, and four years in university were planned to be offered. It placed more emphasis on courses like English, math, and vocational studies.

On a vocational basis, it sought to prepare students who choose not to pursue secondary education for independent employment and a career in the non-formal sector. However, new regulations were implemented in 2003 with the intention of enhancing students' career prospects and fostering their independence. An **independent/ self-reliant** person is more capable, imaginative, and having looked at the being of 8-4-4, we can now look at how it executed knowledge to learners.

2.3.3. Forms of Knowledge in Kenya's 8-4-4 System

In this instance, knowledge is expressed in the school curriculum. However, Hirst asserted in Woolfolk (1989) that there are seven (7) different types of knowledge, each with its own particular issues, techniques for testing, recognizable logical framework, and testability against experience. The aforementioned categories of knowledge were all part of the 8-4-4 inform of knowledge, which also comprised mathematics, human science, theology, physical science, fine arts, literature, history, moral knowledge, and philosophy. Hirst also proposed the presence of several forms of knowledge as part of his endeavor to defend liberal education and give it significance.

The 8-4-4 framework treated and still treats these types as being taught at educational institutions. But when the system specifies its structure, they are distributed in layers. Mathematics, Kiswahili, English, agriculture, home science, business education, music, religious education, art & craft, geography, and other topics were added to the primary curriculum as soon as 8-4-4 was put into place.¹⁸

However, in secondary school, the different types of knowledge were categorized as Humanities, which included Religion, Geography, History, Social Studies, and Ethics. The second category was "Sciences," which included "Physical Sciences" and "Biological Sciences." The technical group, which made up Business education, Music, Art, Agriculture, Home Science, and Physical Education, was the third category. The language group, which included the two foreign languages Kiswahili and English,¹⁹ was the fourth and most recent group. The 8-4-4 system's

¹⁸Eshwani, G, *Education in Kenya since independence*. (Nairobi , 1993).173

¹⁹Ibid. 176

supporters also claimed that it would satisfy the needs of self-sufficient students who are self-employed and independent as well as the needs of the country.

Has this happened, though? If not, a second issue arises: "What is it about Kenyan education's lack of content that makes it a culprit of failing to achieve the aim of self-reliance?" The major point being made here is that the curriculum had specific goals and objectives for each level of study. For instance, the primary school curriculum's goal stated that students should have the opportunity to "acquire sufficient basic foundation for the world of labor in the context of economic and manpower demands of the nation."

"To value and uphold the dignity of labor." There were opportunities to archive these types of knowledge for the M.O.E. and the State. Agriculture, Home science, and Art & Craft were among them²⁰. The secondary school curriculum aims to prepare students to contribute positively to societal advancement, make confident career decisions, and handle post-secondary vocational education.

Additionally, the pupils were required to exhibit the following attitudes: *Integrity, Self-Respect, Sense of Purpose, Self-Reliant, Cooperation, National Patriotism, and Self-Adaptability*. This was in line with the secondary school curriculum's goal of include pre-vocational subjects in addition to the core academic ones. However, due to factors such a shortage of teaching resources, inadequate learning tools, and an overloaded curriculum, challenges in implementing the curriculum resulted in the necessity for revisions to be made to the content.

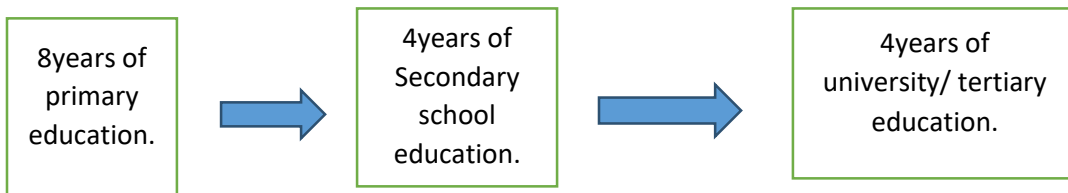
With the intention of fixing the issue, a new commission was created as a result of this. By making various changes to the secondary school curriculum, *the Kamunge Report of 1992* gave

²⁰Eshwani, G, *Education in Kenya since independence*, 173.

the subject matter a sort of breath of fresh air. Reducing the number of participants to be taken from 10 to 8 was one of many factors that contributed significantly. While some subjects were dropped, the majority of them were integrated.

Additionally, this did not satisfy the need for an improved educational system. Another committee was established to look into the educational system. The committee, which was lately referred to as *fully Integrated Quality Education and Training*, which was presided over by *David Koeh*. The committee noted a severe drop in the quality of primary education and linked this to overloaded curricula, poorly educated instructors, and a lack of staff in the sector (schools). With these results, it was clear that the issues with this educational system were still present and were producing undereducated, ineffective graduates who were unable to communicate effectively or read fluently.

2.3.4. Kenya's 8-4-4 educational structure



2.4 The Contrast between the 7-4-2-3 and 8-4-4 Systems.

	THE 7-4-2-3 SYSTEM	THE 8-4-4 SYSTEM
1.	The three countries of East Africa once shared it. (Kenya, Uganda & Tanzania)	Kenya was and is the only country using it.
2.	It considered seven years of primary education.	Eight years of primary education are considered.
3.	Six years were spent in secondary school. That equated to two years of senior high school and four years of junior high.	Secondary school lasts only for 4years.
4.	It was made up of three years of university study.	A four-year university or other postsecondary education is required.
5.	C.P.E. was used as the major method of assessment in primary school. (Certificate of primary education).	Mode of primary school assessment was & is K.C.P.E (Kenya certificate of primary education.)
6.	K.C.E was used for secondary school assessments (<i>Kenya certificate of education</i>).	secondary school setting K.C.S.E. assessment was and is used (<i>Kenya certificate of secondary school education.</i>)

2.5 Advantages and Disadvantages of 8-4-4 System of Education

As much as 8-4-4 might have not attained the required/intended goals. It brought some achievements into being which included;

2.5.0 Advantages of 8-4-4 Kenyan Education system

First, through 8-4-4 the country was able and is still able to foster Nationalism, Patriotism and promoting national unity. This is clearly seen from the objectives and aims of the curriculum as stated by the M.O.E. These can be adopted through activities like; Music and drama festivals, sports and culture and through Benchmarking.

Second, the system enabled and continues to enable the nation to advance the social, economic, technological, and industrial requirements for its development. This can be depicted through government sponsorship whereby some research center like, K.I.S, K.E.F.R.R, K.A.R.I. were developed with the aim of doing research on environment. In schools and societies, groups like S.T.E.M were developed with the aim of giving students a platform to display their talents and skills in mathematics, science and technology. Through this program several innovation and inventions have been developed.

Third, it promoted social equality and responsibility. Depending on its nature of banking method, equipped learners with high expectation observed through its competition mode observed through performance. Learners had to study at all cost in order to attain the required grades in the competitive world. Last but not least, it emphasized the importance of establishing a culture of worldwide awareness and goodwill toward other countries. This was and still is discernible through extracurricular activities including athletic, musical, and dramatic competitions held in

schools at all levels. Each exercise demonstrates thankfulness for the various civilizations throughout the world.

2.5.1 Disadvantages of 8-4-4 education system

1. Examination-focused

One of the 8-4-4's biggest failings because it focused so much energy on it is this. Exams are administered at the conclusion of an educational cycle, which makes it evident that it has adopted summative assessments to evaluate students. K.N.E.C., for instance, administers both K.C.P.E. and K.C.S.E. It affects negatively how the curriculum is put into practice in the educational system. This is because passing exams is the main focus of schooling. This compelled student to concentrate on performing well on exams in addition to studying new material. You don't learn to increase your knowledge; rather, you learn to ace exams.

On the other hand, teachers lost focus and spent too much time on the creation and administration of exams, which revealed student's academic inferiority if they failed. It was and still is prominently represented during, examination period for K.C.P.E and K.C.S.E when they are released, and schools auction off mean scores. This turns out to be a failure simply because students and teachers are now more interested in using information to develop skills than in acquiring knowledge, depriving individuals with naturally skilled hands of the opportunity to demonstrate their superiority.

2. Over emphasis of Content coverage

The 8-4-4 curriculum was and continues to be primarily theoretical and motivated by demands that students perform well on exams. This is perceived from the perspective that learners are more interested in abstract concepts and factual knowledge than they are in developing their

skills. Application of knowledge and invention were not prioritized; instead, just learning the material was done.

On their side, teachers put a lot of attention on *covering the curriculum*. The curriculum ultimately failed to meet Kenyans' needs for acquiring practical, technological, and entrepreneurial skills. Because 8-4-4 did not meet the worldwide standards of the 21st Century, it failed, which led to a development of a statuesque situation where all students who go through the system (8-4-4) find it difficult to leave the *Doctrine of Certificates*.

3. There are no special needs curricula

All learners, regardless of their difficulties, were to be included in the system's initial design. The curriculum, however, lacked an efficient place and direction for the students with special needs. Instead, the system lumped all students together, even those who are physically, visually, or audibly challenged, preventing them from understanding what is required of them. For instance, putting them through the same national exam as the regular pupils.

4. A lack of infrastructure for ICT

The system failed because it placed insufficient focus on ICT. Most primary schools lacked infrastructure and had poor instructional resources. As a result, insufficiently skilled ICT students were raised as a result. This is evident from the fact that technology is not given a chance in basic schools, which only offer Mathematics, Social Studies, English, Kiswahili, and Science.

However, a select handful who are quirky went out of their way to incorporate computer courses and languages like French, German, and Spanish, which were never part of the main aim and were only offered and completed as extra subjects.

Although computer studies are offered as an elective in the majority of secondary schools, only a small number of students choose to take it. Because professions in the 21st century require basic computer abilities, graduates of the educational system often struggle to obtain employment.

Short courses in computer packages are now in demand as a result of this. In order to be called computer literate, this is turning into a second course for high school pupils. Because of this, persons without privilege often find themselves shut out. However, they can only use the *Microsoft Office* components of the bundle. They overlook the fact that mastering a talent involves repeated practice and is therefore more crucial, they do not put more emphasis on practicality. This hence denies them chances of gaining experience.

5. Didn't have career guidance

In contrast to other educational systems around the globe, 8-4-4 forces pupils to confront the inescapable question, "WHAT NEXT?" This so signals the start of educational failure because so much time was devoted to studying for the test and passing it rather than taking the time to contemplate on the jobs they would like to pursue.

This is abundantly visible when students are asked what they would like to do; from their responses, it is impossible to tell whether they have a satisfying response because they tend to focus more on the what than the why or the when of professions. Because of this, the applicants (fourth-year students) have little to no understanding of the reality of job options when they sit for their final K.C.S.E.

Being a doctor, engineer, or pilot are among the classic occupations that the majority of them have the worst cases of. A course called "Doctor" is not offered at any university or college in the world; instead, it is called "Medicine." Along with all of these career-related confusions. The

Cluster Points is a new born. These are the deciding elements that tertiary/university institutions utilize to allow students to pursue careers.

After examining the 8-4-4 system, we may conclude that Kenyans' freedom from the Colonial mistake was its primary goal. Its purpose is to enable the student to solve his or her own difficulties and become a self-sufficient, comprehensive member of society. Was the issue resolved by the system, though? In his book *Pedagogy of the Oppressed*, Paulo Freire says that "any solution cannot be achieved in utopian terms. Therefore, in order for the oppressed to engage in the struggle for their liberation, they must not view the reality of oppression as a closed environment from which they are incapable of changing. Due to the fact that, whereas this perspective is a required but not a sufficient prerequisite for liberty, it must become the driving element behind liberating action. Not that the oppressed were discovered to be the oppressor's antithesis, without whom the oppressor could not exist."²¹

When the system was rolled out initially, it aimed at outshining the initial system as it had failed. However, the Oppressed (Kenya), did not mind about, the Oppressor (colonial) and this was somehow the failure of the system. Why to say so? It is simply seen from the commission entitled with the work; some were not conversant fully with the system. Starting from the M.O.E, to the K.I.E former curriculum body, before it changed to the recent K.I.C.D and to the implementers of the curriculum T.S.C there was no proper co-ordination.

The rising of corruption in the three parastatals brought division among them. For instance, as mentioned in the failures of the 8-4-4, learners who needed special attention did not get inclusivity in the system. How can this be justified? The T.S.C trains teachers and employs them

²¹Freire, *Pedagogy of the Oppressed*, 49.

to help our brothers and sister in need of this special education. However, the M.O.E on its side does not provide the necessary required resources e.g. construction of the facilities in our schools. This is what Paulo states as; any solution cannot be achieved in idealistic terms.²² We need practicality. The K.I.E by then provided ideas to the M.O.E. the M.O.E adopted without seeing the practical aspect of it hence blindly rolling out the structure, later on the system, which was, supposed to be a liberator turned out to be the Oppressor.

This is manifested in the society today, students go through the system but at the end, when faced with the reality of not getting the White-Collar job, they drop into depression and frustrations. This later leads them to drugs, substance abuse, and addiction. When all this is not attended to the result escalates to Suicidal cases, which has raised an alarm among youth simply because of the rising numbers.

2.6 Conclusion

Through this, we can deduce that the 8-4-4 only fostered/promoted Rote learning whereby the child only acts as a Recipient/Audience as the teacher becomes a Narrator. He/she narrates as the student who is the recipient/audience receives. The student is denied a chance to display his/her talent hence becoming the Oppressed. For the teacher who gains his/her promotion through the performance of his/her students. He/she is forced to become an oppressor same to the curriculum.

The banking method takes its cause fully. Assessments after assessments, pumping of concepts, no conceptualization, cramming takes over. The student downloads his/her answers in the examination script and that marks the end of the cause. Two to three months later, he/she cannot comprehend and actualize what she/her learnt before exams.

²² Freire, *Pedagogy of the Oppressed*, 48.

From that, we can state that the intelligence of the learner depends on his/her cramming power, which is not the best. By so doing, the system cannot deliver a Self-reliant individual in the society. Therefore, the 8-4-4 did not, and has not attained its motivation of bringing up a Self-reliant student.

CHAPTER THREE

THE COMPETENCE BASED CURRICULUM. (C.B.C)

3.1 Introduction

As we, all know curriculum review in every country is mandatory for the attainment of quality and standard education. The more the society is advancing towards a more complex entity with a myriad of challenges need to be solved. Moreover, for this reason there was need to review the curriculum not only by itself but also by its structure, reason being the noble challenge faced by the initial system 8-4-4. The challenge being *Philosophy of education for Self-reliant* has never been fulfilled. Therefore, in this chapter we shall look at a brief history of the C.B.C, its benefits and conclusion.

3.2 Competency-based education

Following the National Educational Needs Assessment conducted in 2009 by the M.O.E through the curriculum development committee and education stakeholders, who created the National Educational Needs Assessment team. They presented their findings, which recommended implementing C.B.C. The objective is to connect the education sector with the 2010 *East African Community Agreement Treaty and the present amended Kenyan Constitution & Vision 2030*.

Following the completion of the adoption, the implementation replaced 2017. This admirable choice, nonetheless, was made gradually. In a few selected schools around the nation, the phases started in Grades One through Four. Later that same year, the implementation was completed in Primary school. The system is made up of several components, such as guidelines, tests, grades, and academic reports based on how well pupils have mastered new skills. The emphasis is on a certain set of competencies (knowledge, abilities, values, and attitudes) that are connected to good

academic performance. This makes it a style of education that emphasizes the application of knowledge, which calls for teachers who are both competent and qualified.

In contrast to 8-4-4, which focused mostly on banking mode, a rote learning method, and failed to produce students who could support themselves, this has a liberating effect. Paulo Freire describes the traits of an oppressed educational system in his books, and he states the following:

- ❖ The teacher teaches and students are taught.
- ❖ The teacher knows everything and students know nothing.
- ❖ The teacher thinks and students are taught about.
- ❖ The teacher talks and the students listens.
- ❖ The teacher disciplines and the students are disciplined.
- ❖ The teacher acts and the students have the illusion of acting through the actions of the teacher.
- ❖ The teacher chooses the program content and the students who are not consulted adopts it. ²³

This demonstrates how the banking technique weakens the strength of students' credulity and helps oppressors' objectives by encouraging their credulous. These oppressors don't care whether the world is disclosed or transformed. The oppressor utilizes their "humanitarianism" to maintain a lucrative arrangement. We may say that C.B.C. is the necessary system to embrace because it works to address this issue through its excellent structure and goals. It places a strong emphasis on utility, which will quickly translate into effectiveness as it has been put into practice.

²³Freire, *Pedagogy of the Oppressed*, 73.

3.3 The Structure of C.B.C

Just like any other work plan, for it to be effective it must have a structure for easy execution. Therefore, for education system and curriculum to be fully administered it should have a framework. For C.B.C is as follows; 2-6-3-3-3. This meant that a learner would have to undergo 17 transitions.

3.3.0 Pre-primary education

This is the first entry in the system. It lasts for a period of 2years. For admission to take place, the M.O.E set standard age of 4years. The two years are divided as follows.

Preprimary one (PP1) and preprimary two (PP2).

3.3.1 Lower Primary

After a successful completion of pre-primary education. All learners are admitted to the next level, which is the lower primary. Here learners enroll to Grades. At this level, three grades are grade 1, grade two and grade 3. There is also an assessment for one to proceed to the next group/set of 3years. K.N.E.C examines learners together with class-based assessment.

3.3.2 Upper Primary

It also consists of three classes, which include grade 4, grade 5 and grade 6. Same as in the lower primary, at the end of grade 6 learners are assessed again to measure their readiness for the next level.

3.3.3 Junior high school or lower secondary

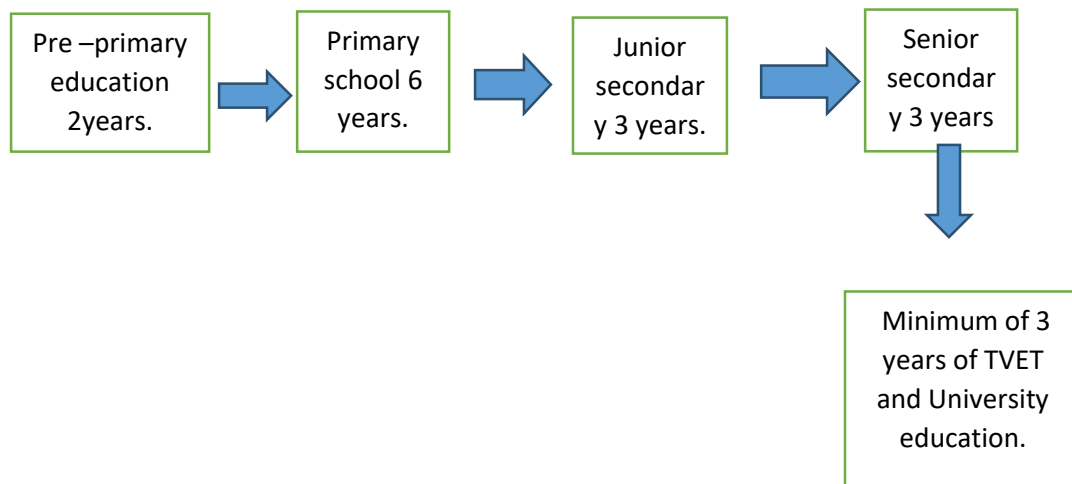
It also has three levels or grades, and at the conclusion of each, K.N.E.C. will examine each student to see if they are prepared for senior school.

3.3.4 Senior High/Senior Secondary

At this level, the learner now begins to specialize based on their professional choices. Social sciences, arts & sports sciences, and S.T.E.M are the three categories being used to group careers. After that, the student will either enroll in a technical or vocational school, go to college, or start a business, depending on their career options. This follows a K.N.E.C. evaluation that was successful.

3.3.5 College/University education

A learner will spend at least three years pursuing higher education and training. However, some professions call for lengthier time frames.



After examining the C.B.C.'s structure, we may infer how it was created in order to emphasize the importance of gaining information and skills. Lastly, using such skills in actual life circumstances. This is due to the fact that every learning period ends. The curriculum's goal is for learners to have these competencies stored in several states, which include:

The seven central competencies of the C.B.C.

Collaboration and communication, problem-solving skills, creativity and imagination, civic engagement, self-efficacy, and digital literacy.²⁴ Education, as we all know, is not only a means of empowering intellectual people, but also a means of socially developing people so they may become fully independent students. As a result, the system also places a strong emphasis on virtues like love, responsibility, respect, unity, and integrity.

3.4 The benefits of C.B.C education system in Kenya

From the analysis and our study, we can state that C.B.C is a preferential system over 8-4-4. The aim being seen from through its structure, values and core-competencies. The benefits so far that we can state are as follows.

A. It encourages improved decision-making as a skill

Contrary to 8-4-4, C.B.C. seeks to provide students the opportunity to explore the subject matter from all sides. The curriculum gives the teacher the latitude to design the students' learning experience without dictating what they should study. Instead, he or she lets the student make the decision on their own. Unlike 8-4-4, which was focused on a single point and had a defined orientation.

B. System that is learner-centered

Contrary to 8-4-4, which gave the teacher complete control and reduced students to puppets, C.B.C. majors place more emphasis on the learner as an individual than on academic achievement. This improves the teachers' comprehension of what is expected of the pupils in terms of their

²⁴ <https://kicd.ac.ke/wp-content/uploads/2017/10/CURRICULUMFRAMEWORK.pdf>. pg21. Monday 21 August 2022.

strengths and weaknesses. As a result, it gives the chance for students to establish a positive relationship with the instructors who guide them in developing their skills and professions.

C. Balance school system

Unlike the 8-4-4, which was heavily focused on the intellectual parts, it offers a distinctive assessment with various areas of the learner's growth in classwork and extracurricular activities.

D. Focus on Competencies

It is not so much concerned with intellectual aspects rather; it centrally focuses around learners discovering their potentials in life. This is demonstrated by the fact that it develops venues where students can favorably relate to gaining the knowledge and abilities to interact with diverse disciplines as they reach their pinnacles.

E. It is based digitally

An opportunity for progressive learner assistance is created in the system by the teacher-learner alliance. This may be demonstrated through the adaptable teamwork atmosphere and the inclusion of ICT in the educational process.

F. It promotes Community Service Learning

Interaction between people is what shapes society as a whole. C.B.C. contributes further to this by involving students in community outreach activities; this exposes them to applying the knowledge they have learned during their education. The professors can detect students' originality and potential by identifying their talent thanks to their active engagement. This aids in the development of their talent.

G. It is a Distinction of Theory and practical

The system bases its focus in testing learners on their capacity for differentiating what they have learnt in class from how practically they can apply instructional methods to applying the

abilities outdoors. The teacher will be able to see the potential of each student and understand what motivates them. As a result, it's simpler to assist them in overcoming their weaknesses and strengthening their strengths.

H. It promotes Parental empowerment and Engagement

Unlike 8-4-4, C.B.C requires parents to be present in the intellectual journey of their children hence bringing positive outcomes in pre-primary, lower primary and upper primary levels. This is by helping them in their home activities related to class work.

I. Fosters Excellence

Contrary to 8-4-4, the C.B.C. believes that a learner's greatness is determined by their preeminence and their areas of interest rather than only by competitions for success in internal and external examinations and rankings.

J. It is an inclusive and diverse system

The technique is designed to assist the students in understanding how each person's brain functions differently and uniquely. The concept that varied gifts are acceptable and that no gifting is independent is conveyed to learners. Because of this, all educational institutions are required to accept all students, regardless of how well they perform in school or how difficult they may find it to be physically, mentally, or emotionally. The understanding of valuing national diversity, including that of race, language, culture, religion, gender, and ethnicity, is also given to the students.

K. It encourages critical thinking and problem-solving

In contrast to 8-4-4, it introduces students to a method of learning that calls for them to apply logic, sound judgment, and, in the end, creativity to find solutions. Additionally, it helps the student

see that each problem comes with a justification. As a result, it is their responsibility to figure out how to solve the problem without cramming an answer.

3.5 Constrains of C.B.C.

It is an expensive system of education to a developing country, Lack proper infrastructure, poor mobilization of the state resources and Exploitation of human resources.²⁵

3.6 Conclusion

Having analyzed what is C.B.C and its journey, we can deduce that education is not only acquisition of knowledge but also values of life. Being so C.B.C has tried to participate in this basic formation unlike 8-4-4. Indeed, according to Freire, the oppressors' interests lie in altering the consciousness of the oppressed rather than the circumstances that subjected them to oppression. Because it is easier to rule the downtrodden if they can be made to adapt to their circumstances more. Therefore, in order to produce a student who is holistically developed and self-reliant, the government must make every effort to ensure that the nation's educational system is followed.

For this to be preserved, a system that encourages pragmatism, like C.B.C., needs to be supported financially and given the tools necessary to preserve its own mission and the state's mission.

²⁵ Sifuna, D. N & Obonyo, M. *Competency Based Curriculum in Primary Schools in Kenya - Prospects and Challenges of Implementation*. Journal of Popular Education in Africa. (2019). 3(7), 39 – 50.

CHAPTER FOUR

THE RELEVANCE OF C.B.C OVER 8.4.4 AS A TOOL FOR SELF RELIANCE EDUCATION

4.1 Introduction

In this chapter, I would like us to reflect how Education (C.B.C) is used as a tool towards self-reliance in the society. It will base on the philosophy of Mwalimu Julius Kambarage Nyerere. He bases his understanding of education on his *self-reliance* and *emancipation policies*. It is therefore appropriate for us to explain these theories in more detail by first comprehending what Nyerere's definition of the term "*self-reliance*" means, his involvement in the field of self-reliance education, the three goals of his policy, and a review of the policy. This is where Nyerere got the notion for emancipation, which became the main reason for education in the modern world, like Kenya. We shall also look at the contrast between C.B.C and 8.4.4.

4.2 The term self-reliance

It gains its root from two words that is "self and reliance." Therefore, for us to define/ give it meaning we have to deduce the meaning of each word as it plays an important role. This will be done systematically by starting from the term self. When referring to a *person* as (the agent) or the *I* of the particular human being, the term "self" is frequently employed. This qualifies it to the idea of individuation—the idea that his soul and body are separate from those of other souls and bodies²⁶. From a philosophical standpoint, there are three main ideas about the self that are evolving. They include *spiritualism*, *materialism*, *phenomenology*, and *existentialist*.

²⁶Blackburn. S, *Oxford dictionary philosophy* (London; oxford university press) 152.

The essentialist view of the human being includes spiritualism and materialism. In this sense, self is viewed as a thing, substance, or essence. Self-reliance is therefore essentially made up of material that refers to the empirical body and all of its perception for them.²⁷

While dependence indicates a condition of being where you are dependent on something or someone else describing a connection wherein object A is dependent on phenomena B to exist. The inter-subjective relationship that A and B embrace is clear from this. We can now define self-reliance after looking at this. When a human being's embodied subjectivity depends solely on himself that is referred to as *self-reliance*.

4.3 The broad objectives of Nyerere's policy of self-reliance education

Just as each and every state has its broad objectives of education depending on the system and the country. The general goals of the ESR system of education were to "prepare youth for employment in Tanzania's predominately agricultural society, to enable learners to know, appreciate, and develop a culture of Tanzania that preserves the national tradition, individual freedom, responsibility, tolerance, and respect."

Therefore, every citizen was encouraged to be open-minded and curious as well as have the ability to learn from others and contribute to society. These traits were all promoted by ESR. This made it possible to incorporate the Ujamaa/socialist aspect into education, which included the capacity to recognize and enhance national culture as well as a sense of individual and collective responsibility in all spheres of endeavor.

His emphasis on equality and respect for human dignity, as well as cooperative activities and productive work, is evident from his statement that "schools must become communities that

²⁷D. Hume, *Treaties of human nature*, 2nd edition, (London: oxford press 1978) 92

practice self-reliance and there must be sharing of resources that are produced by people's efforts to everyone and exploitation by none." He went on to emphasize that higher education institutions, particularly secondary schools, must contribute to their own maintenance. The communities of business and education must coexist. Each one ought to have an essential part of its farms or workshops that generates food for the neighborhood and raises the national income.

4.4 Nyerere and Self-Reliance Education

As stated by Nyerere in *Education for Self-Reliance* (1967) fully outlines the requirement for a new articulation of the structure and subject matter of Tanzanian education. The needs are a result of irritations caused by inherited colonial education's flaws. In most East African nations, colonial education was mostly based on capitalism. As a result, colonial education has a number of characteristics. First, Nasongo and Musungu tend to support a class of elites, which promotes inequality and class structure.²⁸

Second, it alienated its participants from society and dissuaded them from providing selfless service to the neighborhood. Thirdly, it frequently lacked conventional informal knowledge and wisdom and instead placed a strong emphasis on formal book learning. Last but not least, it frequently proved to be ineffective, deterring students and children from putting forth effort.

The post independent education in Tanzania on its side simply wanted to avoid the colonial aims and curriculum and thus this was to enhance its own ideas for example, as its social, political, and economic theory, it adopted socialism. The three tenets of the ideology were respect for human equality and dignity, the prohibition of all forms of exploitation and the equitable distribution of the fruits of collective labor.

²⁸J.W. Nasongo, "A *Philosophical Examination of Views on Education for Africa*," (Nairobi Kenyatta University, unpublished M.E.D. thesis) 82.

His concept may be described as not existing in a vacuum. Simply because it wasn't a mystifying form of spiritual advocacy but rather something substantive or useful, it should be described as "alienation of citizens or monopoly of power."²⁹

In 1862 at **Bagamoyo**, the Holy Ghost fathers set up a school, however, the criteria of education at that particular time according to him was elementary and attached with spiritual morality and apart from academic's learners were to also achieve a spiritual purpose.

Furthermore, this resembled an illusion in terms of its objectives and the eventual establishment of a state, particularly in terms of the general tenets, practical functions, and civic implications of education. As much as the state relied on the educated, enlightened, and disciplined wing of workers it generated, mission schools produced the majority of them. The main focus of education was therefore theological and evangelical, while the rest of the curriculum was secular and appropriate for the state. Since there were no disputes between the state and the mission, this led to a peaceful environment. A mission school, in Nyerere's opinion, would most importantly contribute to the moderation and civilization of young people for the good of the state in the future.

The same year that Nyerere is born, Makerere Technical School transforms into a college. Only 25 Tanganyika students were enrolled in the institution. However, in 1944 when the college received university status in accordance with foreign policy, only one or two post-secondary students were given the opportunity to continue their studies.

The above-named education system in Tanganyika clearly depicts Paulo Freire argument in his book of pedagogy of the oppressed. The people suffer by toiling harder under the British domination and colonization. This is one of the cases being facing the contemporal world now. He aimed at raising the literacy levels and international image of the junior society.

²⁹H. Hinzen, Hundsdofer, "*The Tanzania experience,*" *Education for Liberation and Development* (London: UNESCO institute for education Hamburg Evans brothers Ltd. 1978), 98

By the conclusion of the ten years following independence, Tanganyika's total enrollment was 7-9 million in primary school and 2.6 million in secondary school, thanks to this plan's significant expansion during the course of five years (1964–1969). His manifesto stated that he wanted his administration to identify with educational innovation, which was unmistakably seen as a sign of advancement because it helped advance literacy and knowledge, which drew a new nation into the web of internal relations, and it promoted the ideas of creativity and independence.

Being so inquisitive, he analyzed critically the western education curriculum upon his findings he criticized and brought his own treaties. The treaties made him realize that education provided by colonial government aimed at preparing young people for the service of their country. He preserved his educational philosophy by putting it into practice in other Wards, due to public educational policy that was in line with the time period of the society aiming to a socialism made of existence, he characterized human dignity, equally, co-operative endeavor, and have productive job. He put greater effort into establishing local schools where students would learn independence. Teachers, employees, and students should build a social unity akin to that of a family, where children and relatives of the parents are also members.

In view of realizing his policy of E.S.R, he went further to revise the syllabus, curriculum and textbooks development and production. To make this happen, he brought in the project assistance form UNICEF and UNESCO Mpangoo WA Tanzania (MTUU).

In his post 1967, shows educational ideas shift from the view of “self” as a collective mass of society. However, he advances the view that education should be for “liberation”. This makes him view the purpose of education as being, a “tool to transmit from one generation to the next, the accumulated wisdom and knowledge of the society and act as a preoperational tool to the young

people for their future membership in the society and active participation in its maintenance of development.”³⁰

Individuals take center stage in his defense of the idea of "education for emancipation." In contrast, it forces him to accept the individual polarity of society because otherwise, he would sink into a myopic state of mystifying the human condition. This does not mean that Nyerere abandons the early values of education that invested in society. At this time, he recognizes that giving society an absolute worth would turn society's inhabitants into inanimate objects.

4.5 The Concept of Education for Liberation

Education for liberation can be understood in various ways. For instance, in Logic, it implies “being freed from” constraints, in order for one to be able to do certain things. In this case, “Liberation presupposes a constraint whose removal enables man to do certain things.”³¹Nyerere conquers this with what we termed as the logical view whereby liberation only points to certain restraints and limitations that need removal, which would lead to the state of being where an individual is able to carry out certain tasks.

Liberation is a philosophical psychological concept that assumes the specific creature or element that has to be freed. This could mean releasing physical or emotional restrictions. Last but not least, liberation deals with the ethical worth or value associated to liberation processes or state formation. Mwalimu welcomes it in an effort to pinpoint what liberation's essential qualities are.

Therefore, education gains a task of increasing man’s mental and physical freedom all this with the aim of increasing control over themselves, in their own lives and the environment to which they live in. Secondly, education has also to liberate both body and the mind of man. The main

³⁰Hinzen, *The Tanzanian Experience*, 97.

³¹Njoroge R.J, *Philosophy and Education for Liberation and creativity*. (Trans Africa Nairobi 1986) 57.

aim being to make one more of a human being because he/she is aware of his/her potentials as a human being and is in a positive life enhancing relationship with, his/her neighbors', environment and himself/herself.

Therefore, the ideas imparted to human beings by education or realized in the mind through education, should be liberating ideas so do it apply to the skills acquired through education should also be Liberating skills. Without realizing this, nothing else can be termed/ credited as education. Hence, "teaching which induces a slave mentality or sense of great impotence is not education at all. Rather it is an attack on the minds of man."³²

4.6 The role of education in Liberation of Human Person

According to Nyerere's arguments, liberation is an ongoing process, involving systematic eradication of mental and physical impediments to freedom. For example, Africa needed political liberation during colonial era and that is why rebellions were experienced. The same way states handled this so do education was in dire need and necessity had to be followed by eradication of political, economic and social structures at variance with the African subjectivity.

Additionally, post-independence Africa has and still practices Eurocentrism, which tends to keep Africans reliant forever. These impulses have motivated Africans to look outside of their own subjectivity for the standards of valuable abilities, knowledge, and moral and aesthetic judgment. This argument shows that for Liberation to be fully realized, both the mental and physical aspects must occur simultaneously or successively. He also emphasized the importance of mental freedom in achieving true humanity. If the mind is bound, physical freedom is of little or no importance.

³²Hinzen, *The Tanzanian Experience*, 45.

For instance, there is still some type of imprisonment in Africa despite the political independence there that has been achieved. In this situation, a helpless surrender to the situation is common.

He also sees one of the main goals of education as the liberation of the individual. He sees education as a means of increasing a person's independence. Because of this, education must liberate a person's body and intellect. Development must be freed from some constraints and hindrances, such as ideas, poverty, slavery, colonialism, ignorance, and reliance. In his opinion, this can be accomplished through empowering learners' brains with freeing concepts and abilities.

Finally, to wrap off on Nyerere's perspective on education, it suggests logical approaches in the sense that education should pique curiosity and spur investigation. Because of this, it is necessary to question long-held beliefs and conventions. A human being should be able to reason independently, come to his or her own judgments, and carry them out. The primary goal of such an approach is the development of the "Self," which is independent and free.

The rejection of this claim in any form tends to emphasize the crucial role that free people play in creating a free society rather than exalting a condition of individualism. Additionally, a society composed of free individuals is more conducive to the fulfillment of progress and independence.

4.7 The contrast between C.B.C. and 8-4-4

We can infer some of the elements that C.B.C has utilized that the 8.4.4 did not by studying the growth of the Kenyan educational system and the Nyererean worldview. This puts it in the position of serving as a tool for independence, as seen by the contrasts listed below.

4.7.1 Cluster Division

Both approaches classify learners into the proper categories. As a result, each pupil develops their own unique individuality. But it was and is still treated differently. For instance, in 8.4.4, there are 4 years of secondary school, followed by 4 years of university. Contrarily, C.B.C. consists of a 2-year pre-primary phase, 6 years of primary school divided into lower and upper classes, 3 years of junior high school, and 3 years of senior high school. The student's ability and course of study will determine how long their tertiary education will last.

4.7.2 Work Execution plan

Like any activity, the two systems had a unique method for delivering or carrying out the material. When teaching and studying 8.4.4, it focused heavily on theoretical and financial principles. The C.B.C. curriculum, however, places a lot of emphasis on practical tasks that students do while their teachers serve as facilitators. The practicality aspect is what Nyerere terms as self-reliance.

4.7.3 Assessment mode

Both methods require evaluation at some point, just like every human activity does. This led to agreement between the two systems, but 8.4.4 was so highly exam-focused that it fueled an intense sense of competition that, in the end, never produced the best. However, C.B.C. lays a big focus on recognizing and assisting skills. It is through this acquisition of skills that a learner becomes self-reliant.

4.7.4 The Curriculum

Both of them have a guiding constitution or blueprint, which is the curriculum, like any other firm or organization. However, the organization has an impact. Due to the overabundance of

theoretical classes and tasks in the system of 8.4.4, cramming strategies rather than conceptual knowledge were developed. Contrarily, the curriculum at C.B.C. is learner-friendly and prioritizes analytical and practical skills over lecture-based instruction. This enables the growth of creative and analytical individuals. It is by this that a learner becomes a self-reliant individual.

Being the blueprint C.B.C has tried to simplify the tasks for both the learners and the teacher. It has also pointed out some differentiating factors such as;

- ❖ In *8-4-4* there is mentioning of class to mean the level of studies. However, for *C.B.C* the name changed to Grade.
- ❖ In *8-4-4* the Early Childhood Education consisted of 4 years namely, kindergarten, baby class, nursery and pre-unit. With *C.B.C* all these were summarized into two years that is the, PP1 and PP2.
- ❖ In *8-4-4*, courses were referred to as Subjects, however, for *C.B.C* they are now referred to as learning areas.
- ❖ In *8-4-4* course content was divided into Topics and sub topics, for *C.B.C* they are now referred to as Strands and sub strands.
- ❖ In *8-4-4* there is mentioning of Learning outcomes/ objectives, which means the results attained after the lesson for both the teacher and the student. In *C.B.C* this terms have been changed to Lesson objectives.
- ❖ In *8-4-4* the materials and resources used in teaching and learning both inside and outside classrooms they were referred to as learning resources. For *C.B.C*, this has been renamed to Teaching aids.³³

³³ <https://kicd.ac.ke/wp-content/uploads/2017/10/CURRICULUMFRAMEWORK.pdf> pg 27 Tuesday 14 august 2022 16:00pm.

4.8 The evaluation of the policy

Since independence, Nyerere's assertions on the benefits of freedom have been debated, particularly in relation to the Kenyan Educational System. However, it has produced mixed results in terms of changing the education sector in modern/third-world countries, particularly Kenya. Through educating the school system, its students, and teachers about the principles of socialist culture and the responsibility that the school has for the underprivileged community, it has changed the views that were once Eurocentric.

4.9 Conclusion

According to Nyerere, education for self-reliance is a practical component intended to offer the society actual solutions. It is a style of education where everyone works hard and no one is exploited. It ultimately comes down to sharing the resources that other people produce. In order to encourage citizens to rely on their own developments and fulfill their full potentials, education for self-reliance must liberate people. By emphasizing a practical approach to learning, C.B.C. is supporting Kenya, in contrast to 8.4.4, which advocated the banking method.

CHAPTER FIVE

THE SUMMARY, RECOMMENDATIONS AND GENERAL CONCLUSION

5.1 Introduction

Being the final chapter, it will present the research findings and discuss the applicability of John Dewey and Nyerere's philosophy to the current state of education in Kenya. Whether or not our difficulties are resolved, we will also present the summary and recommendations in relation to the research objectives. Finally, we'll draw a broad conclusion.

5.2 Relevance of Nyerere's philosophy of education to the contemporary education in Kenya

Following his two themes that is, Liberation and education for Self- reliance, they underscore Nyerere's vision of the ideal education. The two are relevant to education in Kenya today. For us to justify our claims, we have to consider some facts that are important in education and philosophy.

His educational perspective was based on Tanzania's primarily socialist social, economic, and political structure. Second, there were very few schools in Tanzania that were unable to accept more than 80% of applicants. Third, agriculture was the mainstay of Tanzania's economy and the country's population was primarily rural. Last but not least, Britain colonized the two colonies that later became Tanzania and left them with a legacy of colonial education.

5.3 Summary and recommendations on the Objective questions that inspired the writing of the paper in relation to self-reliance philosophy of Nyerere

Some of the societal realities that Nyerere used to support his educational philosophy are those described above. Though both nations may have a similar cultural past (especially a pre-colonial historical affinity), it is important to remember that Kenya's current social realities differ from those of Tanzania, which served as the model for Nyerere's philosophy. Kenya, for instance, has a capitalist economic and political structure. In comparison to Tanzania, Kenya has millions more educational establishments. However, both of them made the mistake of inheriting the colonial Britain's educational system.

After examining the contrasts and similarities between the two nations. We can infer that the types of students for whom Nyerere's educational philosophy was intended would have a hard time adjusting to contemporary Kenya. However, this is not the end of the matter, simply because the Kenyan educational system should be developed to serve the interests of both Kenya and the rest of the globe.

As a result, the M.O.E. and G.O.K. must make changes to the curriculum of our schools, particularly in some subjects covered by different syllabi. In East Africa, where the M.O.E. and G.O.K. are located, unemployment is a natural result of the educational system because the graduates are not equipped to find employment on their own. Because they are available in Western nations, we added foreign courses to our school's curriculum that are redundant and ineffective.

I believe that education should first educate students for life in their society. The Nigerian educational system, however, separates the learner from the community for which it is meant to prepare them. Thus, the Kenyan educational system experiences the same thing. The Kenyan curriculum needs to be revised to take into account cultural identity, social identity, economic

needs, and political needs in order to uproot and remove this issue. In order to build morally upright human character that can stand on its own, the system must be reoriented from being viewed as a corridor to earn a meal ticket.

This states that "all schools, particularly secondary and other higher education institutions, must contribute to their own maintenance and they must be an economic community." But that shouldn't be the case; instead, our educational system ought to be set up and built to be self-sufficient, with the capacity to genuinely address the fiscal problem that has long bedeviled our country. The educational philosophies of Nyerere may be used as a guide when redesigning our educational system so that it can help students become self-sufficient by teaching them practical skills like agriculture, handicrafts, and other entrepreneurial endeavors. This will assist in resolving the issue of unemployed graduates in Kenya.

According to Bassey Ubong "African emerging countries should have an educational philosophy that creates people who can stand on their own after school."³⁴ The emphasis must be urgently shifted away from education for job searching and toward education for self-reliance. Exams are important, but putting too much emphasis on them may inhibit students from understanding other elements of education, such as "creative dialogical & normative components that are vital to the attainment of authentic education." It is clear that Kenya's existing educational climate has to improve. If it must handle the several problems that the nation is currently suffering, including "absolute poverty, high mortality rates, theft of public resources, and lastly ethnic strife."³⁵

³⁴Ubong .B. "*National Philosophies of Education and Impact on National Development*", Journal of educational and social Research (special issue) Nigeria 2011 vol1, no 2.

³⁵Ombaka.D.M, *Free Education and Some of its Consequences in Kenya*. (Education and reality reflections on Luigi Giusianis book, 2007) 72.

Most of the time, education fails to identify and elevate the chosen few who perform poorly on exams at the expense of the others. Instead, it concentrates on selecting and placing the few who pass examinations. The 8.4.4 system depicts this clearly, showing that the process of human liberty has not been completed. Similar to that, Nyerere's vision of self-reliance continues to be a mirage.

5.4 Suggestions arising from the research

In this essay, we've looked at Paulo Freire's and Julius Nyerere's ideas on what Kenyans and Africans as a whole should learn. Comparing educational ideas to those of education for independence and education for liberation was the "elephant task" that participant's undertook. We have had the possibility to distinguish between a number of ideas throughout the process that, in our opinion, come from Nyerere's contribution to the understanding of the ideal education for Kenya and Africa as a whole. According to Nyerere's education for independence, everyone who is physically capable, including those who are intelligent, must labor. As a result, Nyerere urges the use of a practical approach to learning, which he refers to as "learning by doing." Instead of using this method for manual labor, it was advised that it be used for something useful, beneficial, or creative, which would ultimately help to solve societal problems.

But when he asks, "How many of our students spend their vacations working on works that could improve people's lives without pay; tasks like clearing a village's drainage system and illustrating and explaining the value of deep pit latrines,"³⁶ He displays satisfaction with pupils' involvement or contribution to problem-solving. There have been numerous revisions of the Kenyan educational system, including the establishment of the examinations for K.C.P.E. and

³⁶Nyerere J.K, *Ujamaa, Essay on socialism*, (London: oxford university press 1968) 26.

K.C.S.E. introduction of a new educational system from 7-4-2-3 to 8-4-4 and current implementation of 2-6-3-3-3 (CBC), albeit not fully, all in the quest of education that will generate students who are self-reliant.

I would recommend to the M.O.E & G.O.K not only to be quick in the implementation of the new system (CBC). However, it should also put into consideration the necessary required resources and personnel to ensure its functionality. To the stakeholders and the state at large to embrace the efforts of the government and participate in developing the child's totality through experience. To accomplish this the school curriculum must be selected and organized, in terms of projects and activities, which are relevant to the abilities, needs and the interest of a learner.

According to pragmatists like Dewey and Freire, a child's experience at home and at school should be continuously related because they are both extensions of the home. The formation of scientific attitudes of open-mindedness and objectivity in each student as well as the promotion of an individual's intellectual and social development, which amounts to the goal of education, make this crucial. The ultimate goal of all educational pursuits should be self-reliance. This is possible because subjectivity, which is envisioned and realized through the emancipation process, alludes to the "Self" aspect, which indicates that education's goal is to create individuals who are self-sufficient.

As a result, an independent person is a sign of an independent society. Similar to the debate over education between experimentalists and pragmatists I also suggest that the G.O.K. make significant investments in the pragmatic system of education if it wants our educational system to generate students who are self-sufficient. In this situation, only C.B.C. has shown effects of a light at the end of the tunnel. Therefore, needs to be given enough resources on a professional and material level. It is necessary to implement reforms inside M.O.E. and among other stakeholders.

The anti-corruption department should regularly conduct audits and raids in the ministry. This is simply because our education system has not been that bad rather, the problem are the officials spearheading the sector are motivated with the art of self-interest. For example, a C.S.O being driven with appetite of money, he/ she will reinstate a teacher who is not partaking his/her duties properly simply because he/she is going to gain something in the event he/she defends the culprit.

Sabotaging of the system of education is also a problem leading to a low education credit in the country. I therefore, recommend to the government to take staunch action on staffs and people found guilty of this. It is also my appeal to each citizen to embrace change always whenever it is presented to him or her. Anyone who sabotages it is a clear indication that he/she is not a patriot and should face the law. To the teachers who participate in sabotaging the system should be relieved off their duties.

Lastly, I recommend that the members of state should adopt C.B.C. This is simply because it promotes pragmatism kind of education. We have seen through our study the impacts of 8-4-4 in production of non-self-reliant individuals. This is a challenge, which has brought rise in poverty, crime rate in the country, drugs & substance abuse, stress & depression and lastly suicidal cases³⁷. All these are because of banking mode of education that was encouraged by 8-4-4 system. For our country to be able to produce self-reliant student, practical kind of education system/ curriculum needs to be implemented, for our case the C.B.C.

³⁷ <https://www.standardmedia.co.ke/education/article/2001411261/how-the-8-4-4-system-has-been-a-thorn-in-the-flesh-since-its-inception>.

5.7 General Conclusion

In order to draw a conclusion, it should be emphasized that the entire research project focused on the idea of self-reliance in a variety of contexts, including those relating to production, defense, and education. However, it focused so much on education that it neglected to mention how the curriculum should be changed.

Due to its position as an instrument for freedom, education has greatly contributed to the growth of the state. This relates to politics, the economy, and infrastructure. In light of Plato's claims regarding the three societal classes, which include philosopher kings who act as administrators, rulers, and the workers, enlightened members of the community are to encourage organization and the provision of appropriate opinions for the societal transformation.

It is my appeal to the G.O. K, M.O. E & K.C.I.D, Kenya and Africa at large to adopt pragmatic system of education unlike banking modes, which promotes Rote learning. This is because it is only through pragmatism we will have self-reliant individuals who can solve any challenge that comes before them.

Last but not least, I'd like to encourage parents to support the new system rather than undermine it. Only the M.O. E's assistance in educating the public about the nation's ideals and objectives can archive this. Without making the aforementioned findings, it would be naive to believe that the ideas discussed and given above are entirely comprehensive. This study would likewise fall short. Therefore, it is crucial that we acknowledge that there is potential for improvement in the study.

My modest belief is that Nyerere's educational philosophy may have effects outside of Kenya, especially for other African nations south of the Sahara and the Caribbean, which also deal

with problems akin to those Kenya faces. In light of the current situation, we must reconsider our national objectives and create a national development ideology and educational philosophy.

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