NATIONAL RESEARCH REPORT - KENYA

Dr. Christopher M. Gakuuu and Dr. Harriet Kidombo
INTRODUCTION

• Status of pedagogical integration of ICT in education in ten selected educational institutions in Kenya.

• The data was collected between October 2007 and August 2008 and entered in the Panaf Observatory on ICT in Education in Africa (www.observatoire-tic.org).
Introduction to research team

- University of Nairobi
- Dr. Christopher Gakuu
- Dr. Harriet Kidombo
- Research team: Dr. Omondi Bowa
- Ann Ndiritu; Naomi Gokonyo and Augustine Mwangi
<table>
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<tr>
<th>SCHOOL</th>
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<th>LOCATION</th>
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METHODOLOGICAL CHALLENGES

• Ambiguous questions in the interview guides and questionnaires
• Multiple interpretations by both the respondents and the researchers.
• Emergence of new factors which conflicted with data collected earlier due to time lag
• Change of respondents in subsequent visits resulted in conflicting descriptions of ICT use in some schools.
METHODOLOGICAL CHALLENGES

• Logistical issues - difficulties in securing appointments with the head teachers, uncooperative attitude
• Too busy and unavailable for interviews.
• Discomfort with taking photographs of their schools
• Payment for taking pictures
• Unwillingness by teachers to give documents such as lesson plans for unexplained reasons.
• Technological challenges of using the iPod and camera.
LESSONS LEARNED

• Effectiveness of focus groups discussions
• Importance of team approach in data collection - division of labour.
• Value of triangulation
• Use of mixed-method approach in research
DATA ANALYSIS AND RESULTS

a. National ICT Policies

• Recognize the role of ICTs in education and development.

• ICT as a universal tool in education and training.

• Emphasizes its integration to improve access, learning and administration.

• Seek to establish policy frameworks; install digital equipment, connectivity and network infrastructure.
a. National ICT Policies......

• Basic computer knowledge in teacher training
• Seeks to facilitate universal access and equitable distribution of ICT infrastructure
• Reach formal and non-formal education sectors
• Affirmative action for gender and youth, Arid and Semi Arid Lands (ASAL) areas, Islands, rural and urban-poor schools, and special needs institutions.
b. Status of ICT equipment, connectivity and access

- 9/10 Learning institutions had computers.
- 6/10 of the institutions were connected to the internet.
- 3/10 of the computers were connected to internet.
- The ratio of learners to computers was 1: 24
- 8/10 of the institutions had an ICT advisor/technician.
- All the schools offered computer skills to teachers and students.
- All learners and teachers had access to computers in the school.
ICT integration in Teacher Training

• The KTTC has a clear presence of ICT in her teacher-training curriculum.
• ICT is inbuilt in all curriculum subjects. There is an educator professional development programme that focuses on the teacher – trainer.
• Weekly professional training in ICT
• 33.62% have participated in continuing education professional development courses that included ICT integration
c. Factors that encourage ICT use

- Availability of basic ICT equipment
- Management support in all the schools
- Provision of literacy skills to learners - 40 – 100 hrs per week
- Investment in educational resources – Encyclopaedias, CD – ROMs
- ICT skills of the school manager and ICT awareness among teachers and learners
- Urbanization
d. Factors that hinder ICT use

- The lack of a unifying National ICT Curriculum –
- Lack of ICT infrastructure –
- Technophobia
- Lack of ICT skills by educators and school managers
- Government has not employed ICT technicians for the schools –
- Converting manual teaching notes to ICT format requires both time and skill.
- Teachers feel that this is also an added load –
- Old, slow computers - donations
e. Impact on teaching and learning...

- Access to learning materials installed in Encarta encyclopaedia etc.
- Improved grammar and spelling
- Clarified concepts in the sciences and mathematics
- More interesting presentations to the learners
- Improved the formatting, editing, storing and retrieval of information
f. Policy and equity issues

• Gender
• Local content
• Special needs
• Language
POLICY DIALOGUE - outcomes

- Invest in professional training of teachers
- Introduce ICT integration in teacher training curriculum
- Regular equipment maintenance
- Need for effective leadership
- Modernize classrooms to accommodate ICT use.
POLICY DIALOGUE- outcomes......

• Need for effective supervision of computer labs by school management –
• Provide optimum access to the labs
• Review the sample to make it more representative
• Incorporate more partners so as to broaden the scope and research capacity
END

• THANK YOU