

An Investigation in to the Status of Kenya's Information Communication Technology (ICT) Policy in the Education System

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Abstract

While it is apparent that the information revolution has changed the way the world learns, conducts business or governs, there is a compelling divide between the digital 'Haves' and the 'Have nots'. Despite the many initiatives taking place in our educational institutions, there is no uniformity in the adoption and implementation of ICTs in our secondary schools. The central problem of this study was the vexed question of the status of the Kenya National ICT Policy on Education and Training. The study adopted a descriptive research design which involved collecting data in order to determine the status of ICT Policy in Education and Training in Kenya. Out of a target population of five ICT experts in the Ministry of Education Science and Technology, six from Kenya Institute of Curriculum Development, seven from Teachers' Service Commission and eight from Computer for Schools Kenya, all the respondents were purposively sampled giving a total of 26 respondents. The sample responded to items in the research instruments which were administered by the researcher. The instruments were Questionnaires and Interview Schedules for TSC ICT Department, Ministry of Education ICT Department, Kenya Institute of Curriculum Development Media Department and Computer for Schools Kenya officials. The researcher visited all the three sections of the Ministry of Education and the Computer for Schools Kenya offices and administered the instruments. The vast field of collected data was condensed and summarized before being analyzed using statistical methods such as the mean, percentages, frequency tables and graphs. The findings of the study have shown that Kenya adopted her ICT Policy on Education and Training in the year 2006. It further emerged that the Ministry of Education developed ICT curriculum for secondary schools in 1996. The study noted that computer studies are optional and most public secondary schools lacked the facilities needed for the subject. This means that computer curriculum could not be implemented in most secondary schools and the objective of making all secondary schools graduates computer literate is far from being achieved. Most teachers were found to be computer illiterate thus hindering the use of computers in secondary schools as an instructional tool. For effective implementation of the National ICT Policy on Education and Training, the study noted that the government re-look into the ICT policy on education and training and come up with clear-cut implementation strategies and policies. The government should ensure that computer studies are made a core unit in secondary schools and in all teacher training programs. It was also noted that the government should fast track the digitization of the curriculum and provision of e-books to all secondary schools for equitable access. This would ensure uniformity in the ICT policy on education and training implementation process and help the government to achieve her objective of making all secondary schools graduates computer literate.

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