



KENYATTA UNIVERSITY

CONTINUING EDUCATION PROGRAMME (CEP) 2021/2022

EXAMINATION FOR THE DEGREE OF MASTER OF EDUCATION

EMP 811: CHALLENGES OF EDUCATIONAL PLANNING IN DEVELOPING COUNTRIES

DECEMBER 2021 SESSION

TIME: 3Hrs

INSTRUCTIONS: Answer Question ONE and any other TWO Questions.

1. (a) Citing relevant examples, discuss how each of the following contextual trends pose challenges to educational planners in Kenya. (18 marks)
 - i. Demographic change and migration
 - ii. Climate change
 - iii. ICT revolution
 - iv. Health
 - v. Geo-political factors
 - vi. Globalization
- (b) Discuss THREE benefits of employing the Sector Wide Approach while planning education for a given country. (12 marks)
2. The move by Kenya's Teachers Service Commission (TSC) to enrol teachers in the Teacher Professional Development training programme has been met with stiff opposition from teachers and their unions. Illustrate how a consolidated model for policy making can be used to create a basis for positive engagement between the teachers and the TSC on professional development issues. (20 marks)
3. Increased diversity of learners is a big challenge facing education systems in many countries in the 21st century. Using suitable illustrations, discuss THREE models of incorporating diversity that can be used by educational planners. (20 marks)

4. 'Policy making could be viewed as a political process as well as a technical process'. Using the Competency Based Education system currently being rolled out in Kenya, illustrate the interplay between the political and technical processes in policy making.
(20 marks)
5. The education sector in many developing countries has always faced the challenge of striking a balance between expanding access and maintaining quality. Discuss measures that these countries could take to attain this balance in the context of SDG No 4.
(20 marks)