**CAMPUS:** KISII UNIVERSITY ELDORET CAMPUS

**SCHOOL:** EDUCATION ARTS

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**ADM NO:** EDP11/05468/15

**COURSE TITLE:** CONTEMPORARY ISSUES IN EDUCATION

**COURSE CODE:** EDFO 421

1. **Examine the implications of millennium development goals(MDG) and implications of education for all in Kenya**

INTRODUCTION

Millennium development goals are drawn from the actions and targets contained in the millennium declaration that was adopted by the government during the united nations summit. Hence, Kenya has aims and objectives in educational planning derived from the general aims of education.

1. Eradicating extreme poverty and hunger

The government has formulated strategies to curb hunger by fulfilling the MDG goal of reducing the population who suffer from hunger by 2015.low GDP in the last two decades has slowed down and impact has been felt on the agricultural sector which is the main source of income for most Kenyans. The factors that impacted negatively on agricultural growth included:

1. Mismanagement of farmer support institutions that affected the areas of marketing, credit, seeds, and farm inputs.
2. Dumping of agricultural commodities, such as dairy, maize, and sugar in the local market.
3. Depreciation of the Kenya shilling resulted in large increases in the cost of imported agricultural inputs.
4. Reduction in donor support reduced resources available for investment in agriculture.
5. Decline in budgetary allocation to the agricultural sector.

Rural development programme has been expanded to fight the menace where young people are encouraged and trained in various sectors like farmers associations, credit and rural financial services, producer and processor groups etc to give them a foundation in poverty reduction.  
To achieve the hunger reduction goal, the government will meet the cost of infrastructure, farmer support services and social welfare programmes; while smallholders will pay for materials and services directly benefiting them, such as fertilizers, improved seed, and credit through the economic stimulus project. Government should ensure farmer access to inputs and services at affordable rates.

1. Achieving universal primary education

The millennium development goal on education is to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.  
The introduction of FPE in January 2003 has led to significant educational achievements. Enrolments in public primary schools increased significantly from. Despite this performance, primary education continues to experience a number of challenges, such as overstretched facilities, overcrowding in school’s high pupil-teacher ratios, high cost of equipment for children with special needs, diminished support by communities, gender and regional disparities, increased number of orphans in and out of school as a result of HIV/AIDs, poor management, and internal inefficiency that negatively impacts on access, equity and quality.   
In order to address the above challenges, the government is already undertaking  
Certain measures such as providing additional support to low-cost boarding schools in ASALs; providing special capitation grants for special education; providing support to NFS institutions offering the primary school curriculum in slum areas; mobilizing resources from development partners in support of the FPE initiative; and improving school health and nutrition in collaboration with the ministry of health.  
The government has also introduced economic stimulus project to upgrade at least two primary school in each constituency.

1. Gender equality & empowerment of women

The millennium development declaration commits member countries to promote gender equality and the empowerment of women as effective ways to combat poverty, hunger and disease and to stimulate development that is truly sustainable.  
Gross gender inequalities persist due to prevailing discriminatory practices, leading to inequality in opportunities, wage/employment, ownership of property, and access to education and training. Overall, women continue to have less access to social services and productive resources than men. Women remain vastly underrepresented in parliament and local authorities and account for 8.3% of the seats in the national assembly. In the recent past, the government has appointed women to key positions, but this is still below expectations. There are also large wage gaps and only a small proportion can be explained by gender differences in education, work experience or job characteristics.  
Much has been done by the Kenyan government to counter the issue of gender,  
For instance, marked progress has been made in increasing women’s participation in leadership and decision-making (e.g. In parliament, the public service including the judiciary, the police force and the local authorities). The free primary education programme has also accorded equal educational opportunities to boys and girls, resulting in almost gender parity in primary school enrolment and also gender disparity has been witnessed in every government ministry under the law that women take at least one third of leadership positions.  
A wide range of interventions, coverage targets and costs has been proposed and fall under the five main categories:

1. Social mobilization, awareness creation and Sensitization.
2. Institutional strengthening and programme implementation. Lobbying and advocacy for gender sensitization.
3. Building coalitions and mobilizing support for policy development, law reform, enactment and implementation.
4. Research, information, monitoring and reporting.

The strategies for mobilizing necessary resources should focus on increased budgetary allocations to the ministry responsible for gender, budgetary allocations in the sector ministries towards activities for mainstreaming gender within sectors, and the balance from international development partners as part of their commitment to the millennium declaration. Most Kenyan households are experiencing abject poverty, whose prevalence is higher among women, and should not therefore shoulder a big burden in the implementation of the recommended actions.

1. Reducing child mortality

This goal aims at reducing mortality rates of infant children, however this has been dealt a blow as there is inequity in access to health care services while the cost of accessing health care is high especially for the poor. The opportunity is that the ministry of health is endeavouring to strengthen programmes that are currently supporting child health. These includes; immunization, control of diarrhea diseases and acute respiratory infections, nutrition HIV/AIDs, and malaria.  
Effective low cost interventions available can prevent at least 2/3 of child deaths.  
Some of these interventions are preventive such as breastfeeding, use of insecticide treated materials, complementary feeding, zinc and vitamin a supplementation, improved delivery procedures, and immunization.  
The curative aspects include treatments such as oral rehydration therapy, antibiotics for sepsis and pneumonia, anti-malarial and newborn resuscitation. In addition, lack of improvement in child health indicators may be attributed to the risk of mother-to-child HIV/AIDs transmission coupled with other contextual HIV/AIDs and poverty synergies.  
The interventions for both maternal and child health are essential and should not be financed by user fees as this discourages the poor from accessing the required services.

**IMPLICATIONS OF EDUCATION FOR ALL IN KENYA**

Six internationally agreed education goals aim to meet the learning needs of all children, youth and adults by 2015.

1. Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
2. Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete, free and compulsory primary education of good quality.
3. Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes.
4. Aachieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
5. Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
6. Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

CONCLUSION

In conclusion, the millennium development goals are intended to be part of a ‘compact’ between poor nations and rich nations ensuring that rich devote resources to helping poor countries develop. The education system in Kenya has rapidly introduced the free primary and secondary to foster education for all.

1. **What are the major challenges that face Education sector in Kenya today, provide remedies to these current issues that is experienced in education sector.**

INTRODUCTION

There are several challenges that have been as blocks for attainment of goals and objectives of education in Kenya. Some of these challenges are natural, some financial in nature while others are economically and socially induced. Political challenges also are a major reason why these goals and objectives are still not achievable.

Here are some of the challenges of education in Kenya:

* + Lack of adequate infrastructure and shortage of permanent classrooms in primary schools, particularly in poor counties. For example, in North Eastern parts of the country.
  + Lack of clear legal guidelines on the implementation of inclusive education and non-formal education programs. The guidelines provided for implementation of educational plan are always inefficient.
  + Lack of reliable data on children with special needs, out-of-school children and illiterate adults and youth. This result due to inadequate machines and personnel in collecting, analyzing and recording correct data.
  + Shortfall of adult literacy teachers as well as teaching and learning materials. There are no proper motivation and clear follow up on adult education which discourages education in this level.
  + Low transition rates from primary to secondary, secondary to higher education institutions, and higher education to special fields or job market.
  + Outdated curricula for technical, vocational education and training.
  + Inadequate physical facilities for technical, vocational education and training as well as mechanisms for quality assurance.
  + Limited resources for expansion of universities to cope with the number of students leaving secondary schools.
  + Mismatch between skills offered by universities and the demands of the labor market.
  + High number of HIV/AIDS orphans.
  + High pupils to teacher ratios in densely populated areas and low pupil to teacher ratios in less populated regions.
  + Due to the need to contain the wage bill to manageable levels, the government does not employ new teachers, but only replaces those who leave through death, resignation or retirement. This has led to shortfall of teachers in schools.

1. **Remedies to this current issue that is experienced in education sector.**

* The Ministry of Education has drafted a national policy on ECE, which provides guidelines on the implementation of the ECE programmes. The draft policy is under discussion with the stakeholders before being finalized and adopted.
* Adult literacy survey was conducted between June and August 2006 and findings should establish the actual literacy levels in the country.
* Draft policy on gender and education is being developed.
* Draft policy on Open and Distance Learning (ODM) being developed.
* Review of all laws on education and training is on-going through a task force on legal frame work for education and training.
* Ministry of Education has prepared a draft paper on teacher employment and deployment

CONCLUSION

In conclusion Kenya has over the ages faced numerous challenges in education sectors which has hindered its progress in curbing illiteracy and creating awareness. Fortunately, there are ways to mitigate those challenges and enable it attain its goals and objectives.

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