

The Distance Learning Mode of Training Teachers in Kenya: Challenges, Prospects, and Suggested Policy Framework

Ezra K. Maritim

Abstract:

Globally, distance learning has gained legitimacy as an effective mode for learning and training. This legitimacy has occurred as a result of, *inter alia*, its flexibility with respect to time, pace and entry requirements, affordability, cost effectiveness, and reputation for high quality. In Kenya, distance learning –although relatively new – is being promoted to attain the Millennium Development Goals, Universal Primary Education, and the Kenya Vision 2030 targets. The majority of those who enroll for distance learning are teachers. This paper examines the utility of a distance learning approach for training teachers in Kenya: its challenges, prospects, and the need for a policy framework. It critically interrogates the readiness of the providers, the learning and policy environments. The paper concludes that current dual-mode providers do not meet the requirements of the defining features of distance learning, and offers specific quality assuring policy directions.

Keywords: distance learning; school-based programme; teachers; Kenya

Full text: <https://www.tandfonline.com/doi/full/10.1080/02680510903202100>