

Reforms and Innovations in Teacher Education: Facilitator of Access, Quality and Equity as Emerging Issues in Education in Kenya.

Patrick A. Kafu & Genvieve N. Simwelo

Abstract

Teacher Education Programme (TEP) is a critical component of education in the society. It determines the rate and level of development in any society. This is because the programme focuses on preparation and production of school teachers whose main role is to transform a society with relevant competencies for development. However, due to the dynamic nature of education and society, Teacher Education Programme experiences emerging issues in education. Today in Kenya, and indeed in the whole world, the concerns in education are access to education, quality in education and equity in education. These are current aspirations by all in education but somehow elusive to realise. However, when proper reforms and innovations in Teacher Education Programme are undertaken, it is possible to develop and manage these important developments in education. This paper explores and discusses how reforms and innovations in Teacher Education Programme in Kenya can facilitate the achievement of access, quality and equity in education.

Keywords: Reforms, Innovations, Teacher Education, Facilitator, Access, Quality, Equity Emerging Issues

Full text:

<http://www.eajournals.org/wp-content/uploads/Reforms-and-Innovations-in-Teacher-Education-Facilitator-of-Access-Quality-and-Equity-as-Emerging-Issues-in-Education-in-Kenya2.pdf>