

SHAPING SECONDARY SCHOOL AGRICULTURE IN KENYA: STAKEHOLDERS INFLUENCE ON THE IMPLEMENTATION OF RELEVANT AND SUSTAINABLE SECONDARY SCHOOL AGRICULTURE CURRICULUM BETWEEN 1959 AND 2012

ABSTRACT

For over fifty years different categories of stakeholders in Kenya have initiated wide range of strategies and policies aimed at including agriculture in the secondary school curriculum with the purpose of creating relevancy in education. Whereas the stakeholders have invested technical and vast amounts of financial and material resources, there exists a mismatch between what is taught in schools and what the society expects from education. Among the dilemmas facing stakeholders and policy makers has been why the inclusion of agriculture in the school curriculum has remained inconsequential, and whether to redirect investment in school agriculture to other subjects and programmes with higher social and economic returns. Through qualitative research study of historical design, this paper seeks to document, examine, describe, analyze and interpret the stakeholders' strategies that have had influence on the implementation of sustainable relevant secondary school agriculture curriculum in the last fifty years. Partly through documentary sources, visits to archives and interview schedules to a wide range of respondents with relevant information on school agriculture, the paper traces the lessons learnt, analyzes the achievements which includes the growth and expansion of school agriculture from one school in 1959 to over four thousand schools in 2012. The paper ends by identifying the challenges the stakeholders have faced in the inclusion of agriculture in the school curriculum and suggests possible new strategies.