

# **Increasing Teacher Quantity and Quality Using School-Based ODL Instructional Delivery Mode: A Case Study of Teacher Training at Egerton University**

**Francis N. Wegulo**

**College of Open & Distance Learning**

**Egerton University, Njoro**

[fwegulo@yahoo.com](mailto:fwegulo@yahoo.com)

## **Abstract**

Kenya is a signatory to the Education for All (EFA) Declaration, which sets specific targets to be fulfilled by all member countries by 2015. Towards the realization of the said targets, the Kenya government joined other African countries in declaring primary education free for those eligible starting January 2003. This move has prompted unprecedented demand for education across the country, and gender lines. Not surprising, the move has elicited numerous challenges, notably inadequacies with teachers, books, infrastructures and related facilities. At the same time the Kenya government has continued to re-examine the primary school curriculum with a view to making it responsive to the societal values and objectives. These dynamics call for support and contribution from public and related institutions, especially in terms of human resource (teacher) training, as well as professional advice that is critically required for the attainment of the targets. It is in view of this challenge that Egerton University, alongside other public universities in Kenya, embarked on a programme to up-grade the knowledge and skills of primary school teachers. This paper based on a desk review of experiences and policy documentation, describes the approach that has been used by this institution in training of hundreds of primary school teachers, who under normal circumstances may have experienced serious difficulties not only in accessing but eventually acquiring university education and degrees. The approach is christened “school-based”, since the students (primary school teachers) use their school-holiday time to pursue their studies in the sciences, languages, and humanities. This is an innovative approach to ODL, a kind of in-service/continuing education that works to the multiple advantages of the learners, the University, the Kenya government, and the larger community. It is a model worth emulating by countries that are pressed with inadequacies of both capital and human resources, but with targets such as EFA to realize.