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Mwangi Ndirangu

Physical Facilities and Effective
Educational Provision in Kenya



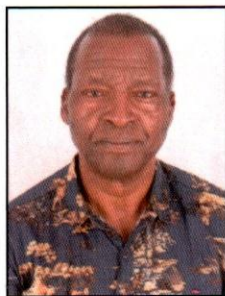
Table of Contents

| | |
|---|----|
| Chapter 1. Educational Provision for Academically Gifted Children in Kenyan Public Secondary Schools | 7 |
| Gifted Learners and Kenyan Public Schools | 8 |
| Gifted Education and Vision 2030 | 9 |
| Methods Used by Teachers in Identifying Giftedness | 9 |
| CBC and Specialized Programs for Gifted Learners..... | 10 |
| The Role of the Private Sector in Gifted Education..... | 11 |
| Legal Framework Supporting Gifted Education | 13 |
| Conclusion | 14 |
| References | 15 |
| Chapter 2. Provision of Early Childhood Education in Kenya..... | 19 |
| Importance of Early Childhood Education | 20 |
| Stakeholders in the Provision of Early Childhood Education in Kenya | 21 |
| Challenges Facing Early Childhood Education in Kenya | 24 |
| Diversity of Stakeholders and Quality Challenges in ECE | 26 |
| Conclusion | 29 |
| References | 30 |
| Chapter 3. Physical Facility Challenges Facing Kenyan Public Universities in Provision of Quality Education | 33 |
| Improvements and Policy Recommendations | 37 |
| Enhancing Funding for University Infrastructure | 39 |
| Promoting Sustainable Building Practices..... | 39 |
| References | 40 |
| Chapter 4. Physical Facilities and Quality Learning Environment in Public Secondary Schools in Kenya | 45 |
| Quality of Physical Facilities and Learning Environment..... | 47 |
| Library Facilities and Secondary Schools in Kenya | 48 |
| Play Facilities in Secondary Schools in Kenya..... | 49 |

| | |
|--|----|
| Conclusion | 49 |
| References | 50 |
| Chapter 5. Influence Adequacy of Physical Facilities and Quality of TVET in Kenya..... | 55 |
| Global Perspectives on TVET | 56 |
| TVET in Kenya: Policy Framework and Challenges | 57 |
| The Role of Physical Facilities in TVET | 57 |
| State of Physical Facilities in TVET Institutions | 57 |
| Importance of Workshops and Learning Resources..... | 58 |
| Library Facilities and Quality Education | 59 |
| Consequences for Skill Acquisition..... | 59 |
| Challenges Facing TVET Institutions..... | 60 |
| Recommendations for Improvement | 60 |
| Conclusion | 61 |
| References | 61 |
| Chapter 6. Lessons from Kenya's Change to Competency-Based Curriculum . | 65 |
| Core Principles of Competency-Based Curriculum | 66 |
| Benefits of Competency-Based Curriculum | 66 |
| Strategies for Effective CBC Curriculum Implementation | 67 |
| Competency-Based Curriculum: Successes and Challenges | 68 |
| Rushed Rollout: The Risks and Consequences of Implementing Kenya's CBC | 72 |
| Conclusion | 73 |
| References | 73 |

Physical Facilities and Effective Educational Provision in Kenya

The quality of physical facilities in educational institutions greatly influences learners' self-concept and academic performance across all levels, from early childhood to university. Well-maintained, conducive environments boost confidence, foster a sense of belonging, and enhance engagement, while poor facilities—such as overcrowded classrooms, inadequate sanitation, and outdated equipment—create stress and lower focus, self-esteem, and academic outcomes. In early childhood education, vibrant, well-equipped spaces nurture creativity and enthusiasm, while functional classrooms, labs, libraries, and ICT facilities in secondary schools and polytechnics enable dynamic learning experiences. For universities, quality infrastructure positions institutions as credible local and global academic partners. To improve education quality in Kenya, policymakers must prioritize investments in upgrading and maintaining physical facilities through regular assessments, increased funding, and ICT integration. This book critiques the state of educational facilities, urging policymakers to act decisively to provide environments that inspire academic excellence and nurture a transformative population.



Mwangi Ndirangu

Professor Mwangi Ndirangu is a scholar in the field of education, currently serving as a Professor of Education specialising in Curriculum and Instruction at Egerton University in Kenya. With a focus on Educational Technology, he began his academic journey at Egerton University in 1992 as an Assistant Lecturer and steadily advanced through the academic ranks, achieving the status of full professor in 2013. His teaching includes courses on Educational Communication and Technology at both undergraduate and postgraduate levels, where he stresses the significance of effective learning resources and innovative instructional strategies. His research interests cover curriculum development, teacher education, and the impact of media on education, with numerous contributions to peer-reviewed journals. Additionally, he has mentored a large number of postgraduate students, guiding them in addressing key issues in education through their thesis research.

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