MACHAKOS UNIVERSITY

CENTRE FOR OPEN, DISTANCE AND e-LEARNING

IN COLLABORATION WITH

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL MANAGEMENT AND CURRICULUM STUDIES

BACHELOR OF EDUCATION

EFN102: HISTORY OF EDUCATION

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Purpose of the Course

The purpose of this course is to introduce the learner to the historical perspectives and development trends in education from the ancient to the contemporary world with an emphasis on Kenya.

Expected Learning Outcomes

By the end of the course, the learner should be able to:

1. Evaluate the meaning, scope and the role of history of education and its importance to teacher trainees.
2. Survey the historical developments of educational thoughts, ideas, and practices from the ancient civilization to the present age.
3. Assess the contribution of prominent educators and the relevance of their ideas to modern educational theory and practice.
4. Examine the factors and ideas which have shaped educational theory and practice in Africa during the pre-colonial, colonial and post-independence periods.
5. Trace the origin and development of modern education in Kenya.

Course Content

Introduction to history of education as a discipline: The scope and purpose; educational development in classical societies and the world; characteristics of education during classical times; samples of ancient civilizations: Egypt, Greece, Rome, the Hebrew, India, China; Christianity and education; Islam and education; education in the Middle Ages 11th century ─ 15th century: rise of universities; Renaissance and education; Reformation and education; *Development of education in Africa;* Introduction to African indigenous education ─ theory and practice of Africa indigenous education; *Development of education in Kenya;* pre-colonial to present: formal Western education in Kenya up to 1920; education in Kenya in the Inter-war period 1920 ─ 1945; education in Kenya from end of World War II 1945 up to Independence 1963; education in Kenya since Independence. Contemporary education issues in post independent Kenya, e.g., the strengths and weaknesses of the 8-44, Competence Based Curriculum.

Course coverage

WEEK	TOPIC	SUBTOPIC
WEEK 1	- Introduction to History of Education. - Early man's education	- Meaning, purpose and scope - Aims of education, type of education, Agencies of education, structure, method of Instruction, contribution to education.
WEEK 2	Education in ancient civilization: Egypt, China	- Aims of education; Type of education; Agencies of education; Structure;

			Methods of instruction; Financing; Contribution to education
Week 3	Education in ancient India, Greece	-	Aims of education; Type of education; Agencies of education; Structure; Methods of instruction; Financing; Contribution to education
Week 4	Education in ancient Rome;	-	Aims of education; Type of education; Agencies of education; Structure; Methods of instruction; Financing; Contribution to education
Week 5	CAT 1		
Week 6	Early Christian and Islamic civilization and Education	-	Aims of education; Type of education; Agencies of education; Structure; Methods of instruction; Financing; Contribution to education
Week 7	Education during the medieval Period; Rise of universities	- -	Aims of education; Type of education; Agencies of education; Structure; Methods of instruction; Financing; Contribution to education Forces behind rise of universities; types of universities
Week 8	Renaissance, Reformation, counter-reformation and education	- - -	Causes of renaissance, contribution of renaissance, Education theorist of renaissance. Causes of reformation, impact of reformation on education. Causes of counter-reformation, impact of counter-reformation on education.
Week 9	Education during the periods of Realism, Enlightenment, Scientific & Nationalism, Progressivism & Radicalism	- -	Background, impact and contributions to education theory and practice Educationist and their contribution
Week10	CAT 2		
Week 11	African indigenous education	-	Introduction to African indigenous Education: theory and practice of African indigenous education.

Week 12	Development of education in Africa	- Formal education in Africa during pre-colonial period - Colonial period - Post-colonial period
	Development of Education in Kenya	- Formal Western education in Kenya up to 1920; education in Kenya in the Inter-war period 1920 ─ 1945; education in Kenya from end of World War II 1945 up to Independence 1963; education in Kenya since Independence.
Week 13	Selected education commissions	- Education commissions before independence: Beecher, Binns commissions. - Education commissions after independence: Ominde, Mackay commissions.
Week 14	Contemporary educational issues in post independent	- The strengths and weaknesses of the 8-4-4, - Competence Based Curriculum. - Free primary and secondary Education
Week 15 and 16	End of Semester Examinations	

Instructional Methods
Online learning, Group work, Class discussion, Participation in Forum

Instructional Materials and/or Equipment
Handouts; Charts, CD ROMs, Recorded Videos, Projectors

Learner Assessment
Examination - 70%; Continuous Assessments-30%; **Total - 100%**

Core Reading Materials
1. Bogonko, N.S. (1981). *A History of Modern Education in Kenya (1895 –1991)Nairobi: Evans Brothers (Kenya) Ltd.* (classical).
2. Sifuna, D.N. et al. (2006). *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

Recommended Reference Materials
1. Anderson, J. (1970). *The struggle for the school,* Nairobi: Longman. (classical).
2. Sheffield, J.R. (1973). *Education in Kenya. Columbia University:* Columbia University Press. (classical).
3. Sifuna D.N. & A.M. Karugu.(1988). *Contemporary Issues in Education in East Africa.*

4. Kenyatta University, Faculty of Education & University of London Institute of Education. (classical).

Journals
1. Development of Education System in Kenya Since Independence; online 2011, http://www.kenpro.org/papers/education-system-kenya-independence.htm

2. History of Education Quarterly; online 2017 https://doi.org/10.2307/367292 *Journal of Education and Practice*, ISSN 2222-288X (Online) Vol.7, No.11, 2016; https://www.researchgate.net/publication/305984695

BACHELOR OF EDUCATION

EFN102: HISTORY OF EDUCATION

LECTURE 1

1.0 INTRODUCTION

1.1 Introduction
   In this lesson, we are going to discuss the purpose of learning history of education as teacher trainees. We shall discuss the meaning of the terms, "history" and "education" so that it may help us to understand the meaning of history of education. We shall then look at the scope of the unit.

1.2 Expected Learning Outcomes

By the end of this lesson, you should be able to:
1.2.1   Define the terms, "history, education, and history of education".
1.2.2   Explain the reasons for studying history of education as a teacher trainee.
1.2.3   Describe the scope of the unit from the ancient times to the present.
1.2.4   Describe the evolution of education during the prehistoric period.

1.2.1 Definition of History, Education and History of Education.
a) Historians have defined history as:
   - The record of all past human experience, showing how groups of people are and how they came to be. It is concerned with political, social, economic, scientific and technological factors and events, which have shaped the growth and development of mankind.

b) Education has been defined by some educationists as:
   - The total process by which human abilities and behaviour is developed;
   - The organized and continuous instruction aimed at imparting knowledge, skills, attitudes and understanding necessary for full participation in life.
   - Education is also seen as a social process through which a member of a society achieves individual growth and development and social competence, carried out in selected and well-defined institutional settings.

c) History of Education could be defined as:

- The study of the past development of educational systems, theories, practices and institutions within the general historical framework of political, social, economic, scientific, technological and cultural changes that different societies have gone through over time.
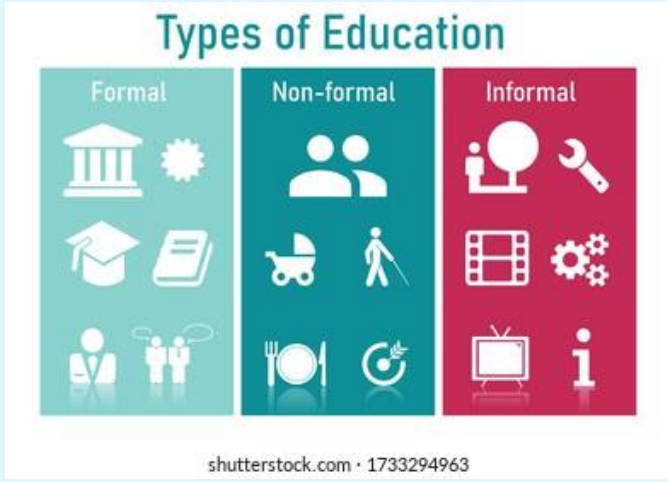
1.2.2 Reasons for Studying History of Education

History of Education is studied for the following reasons: Click the Link provided to read the notes.

1.2.3 The Scope of History Of Education

The scope of the History of Education embraces the description, elaboration and analysis of the formal, informal and non-formal aspects of education.

E-tivity 1.2.1. Aspects of education

Numbering, pacing and sequencing	1.2.1
Title	Aspect of Education
Purpose	The purpose of this e-tivity is to help you decribe the different aspects of education, their examples and characteristics.
Summary of overall task	Read the article and watch the video in the links provided and describe the aspects of education link video 1
Spark	
Individual task	a) Describe the three types of education. b) Identify three examples of each type of education in a) above c) List three characteristics of each type of education.

Interaction begins	a) Post three characteristics that clearly describe each of type of education in discussion Forum 1.1 b) Provide feedback on other learners' views and ideas on the type of education on the forum.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take one hour for example
Next	Education and the early man

1.2.4 EDUCATION AND THE EARLY MAN
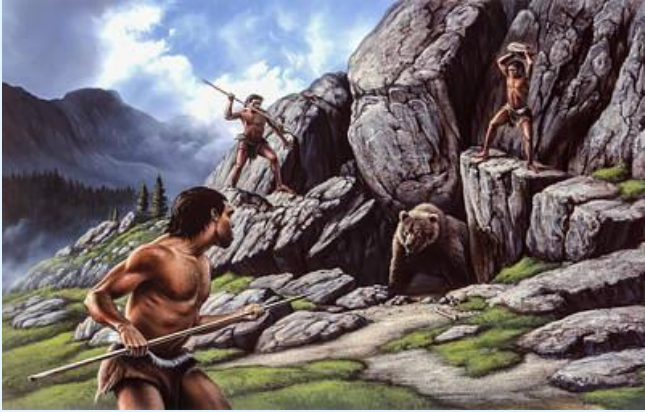
1.2.4.1 Introduction

- Man has existed on earth for between 0.5 and 1 million years. from 500,000 and 75,000 years ago, man refined the tools that he used. There was a great change in human culture from 75,000 to 20,000 years ago as early man started to express himself through art.
- During this period the life was very simple.
- Their means of livelihood were hunting and gathering wild fruits and vegetables
- They lived in crude huts
- Organization was tribal and usually headed by the oldest or wisest among members
- There was no reading or writing
- Information was transmitted through word of mouth, songs, gestures, ceremonial rites and the like.

1.2.4.2 Early man Education
This includes the aims, type, content, methods of instruction, agencies of education and contribution to the evolution of education as provided in the following link

E-tivity 1.2.2 Evolution of education during pre-historic period

Numbering, pacing and sequencing	**1.2.2**
Title	Evolution of education during pre-historic period

Purpose	To help you identify educational means during the pre-historic period
Summary of overall task	Watch this <u>video</u> and identify educational tools used in pre-historic period.
Spark	
Individual task	Using bullets list educational tools used in the pre-historic period.
Interaction begins	a) Post three educational tools used in the prehistoric period on discussion Forum 1.1. b) Provide positive and constructive feedback on other learners views and ideas regarding educations tools used during the pre-historic period
E-moderator interventions	1. Ensure the learners are focused on the contents and the context of discussion 2. Stimulate further learning and generation of new ideas 3. Provide feedback on the learning process Close the activity
Schedule and time	This task should take 30 minutes
Next	Ancient Chinese And Egyptian Education

1.3 Summary

In this lecture we have discussed the definition of history of education, reasons for studying history of education which include: improving the quality of education and strengthening the professional competence of the teacher, making comparison within a historical context, developing our powers of thinking and exposing ourselves to other disciplines. We have also discussed the scope which includes formal, informal and non-formal education together with the development of education from the ancient civilization to the present.

We have discussed the evolution of education in pre-historic period: the aims, type of education, content, methods, contribution of early man's education to present day education practices.

1.4 Self-Test Questions

1. In your own words, explain the meaning of history of education.
2. Explain how the study of history of education will enable you become a better teacher.
3. Why is it important to study education of the early man.

1.5 Further Reading

Sifuna, D.N. and Otiende, J.E., (2006). *An Introductory History of Education,* Nairobi, Nairobi University Press.

2.0 ANCIENT CHINESE AND EGYPTIAN EDUCATION

2.1 Introduction

In this lesson we will discuss the basic philosophy of early Chinese and Egyptian education. The Chinese education was based on the writings of Confucius and other Chinese philosophers which dealt with the accumulated wisdom of many hundred years. We will look at the agencies of education, methods of instruction, organization of grades and financing of the education for both Chinese and Egyptian education. Together with that, we will look at the contribution these two ancient education systems have contributed to the present education practice and theory.

1.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
2.2.1 Discuss the aims of education in ancient China and Egypt.
2.2.2 Explain the type of education offered in ancient China and Egypt.
2.2.3 Discuss the agents of education in ancient China and Egypt.
2.2.4 Explain the methods of instructions used in Ancient China and Egypt education.
2.2.5 Describe the structure of education in ancient China and Egypt.
2.2.6 Discuss how education was financed in Ancient China and Egypt.
2.2.7 Evaluate the contribution of ancient China and Egyptians education to the development of theory and practice of modern education.

a) EDUCATION IN ANCIENT CHINA

E-tivity 2.2.1. Education in Ancient China

Numbering, pacing and sequencing	2.2.1
Title	Education in ancient China
Purpose	The purpose of this e-tivity is to help you understand the different aspects of education in ancient China based on Confucianism.
Summary of overall task	Read the articles below and identify the features of ancient Chinese education: i) Article 1

	ii) <u>Video</u>
Spark	
Individual task	a) Using bullet points, describe five features of ancient Chinese education.
Interaction begins	a) Post five features of ancient Chinese education b) Provide feedback on the learners' views and ideas regarding the ancient Chinese education.
E-moderator interventions	1. Ensure the learners are focused on the contents and the context of discussion 2. Stimulate further learning and generation of new ideas 3. Provide feedback on the learning process 4. Close the activity
Schedule and time	This task should take 40 minutes.
Next	Ancient Egyptian education

2.2.1 Aims of Education

1. Ideological and ethical (moral) learning

The education stressed on the teachings of Confucius concerning relationships, order, duty, and morality.

☐ The teachings of Confucius consisted of five fundamental relationships which are as follows:
- o Between sovereign and subject
- o Between father and child
- o Between husband and wife
- o Between older brother and younger brother
- o Between older friend and younger one

☐The teachings were also based on doctrine of submission. Within the above relationships they were required to submit as follows:
- o Subject to sovereign;
- o Son to father;
- o Wife to husband;

- o Younger brother to older brother;
- o Younger friend to older one

☐ There were five cardinal virtues that guided the lives of the Chinese which were included in Confucius teachings. These were:
- o Benevolence or universal charity
- o Justice
- o Conformity to established usage
- o Prudence or rectitude of heart and mind
- o Fidelity or pure sincerity

2. Cultural development- to maintain their cultural patterns and usage.

3. Civil service- to prepare students to take the state examinations to qualify for higher status in life and for positions in the government.

2.2.2 Types of Education
The education offered in ancient China consisted of the following: Link

2.2.3 Agencies of Education
- o Home- the locus of learning for the young. Practical training of the young was given by family who instilled in them duty in a conservative and unchanging state and to become good submissive citizenry.
- o Private schools- villages had elementary private schools. School fees were required and only boys of upper classes would have access to education.
- o House of teacher or rich pupil, a deserted pagoda, or any other place.
  There was no national system of education.

2.2.4 Structure of Education
- Elementary- the child started school at the age of 7. School began at sunrise and ended at about five in the afternoon with only one hour for luncheon. School sessions were held throughout the year.
- Higher education- mainly for preparation for taking the government examination.
  - o Lowest examination- honors called HsiuTs'ai, similar to the Bachelor of Arts degree
  - o Next examination consisted of 3 sessions and each session lasted 3 days- honors called Chu-jen equivalent to Master of Arts
  - o Final examination lasted 13 days- honors called Chin- shih similar to doctoral degree

- Those who failed became teachers in the elementary schools.

2.2.5 Methods of Instruction
- The Confucian Method- outdoor teaching was prevalent
- Direct and exact imitation
- Memorization- the whole time was devoted to memorization. The Chinese characters used in writing, the Classics, and the Four Books and other learning materials had to be memorized thoroughly.

2.2.6. Financing
The schools were supported by the tuition fees of the pupils.

2.2.7. Outstanding Contribution

The outstanding contribution of early China to education is the administration of civil service examinations. This has been adopted by almost all countries of the world today.

b) **EDUCATION IN ANCIENT EGYPT**

Egyptian civilization is the oldest in the long history of man which reached its peak between 4,000 B.C. and 1,000 B.C. The following E-tivity will held you understand this civilization and its education.

E-tivity 2.2.2 Education in Ancient Egypt

Numbering, pacing and sequencing	**1.2.2**
Title	Education in ancient Egypt
Purpose	The purpose of this e-tivity is to: i) help you understand the ancient Egyptian civilization ii) Explain its influence on modern education.
Summary of overall task	Read the articles below and identify the features of ancient Egyptian education: i) Article 1 ii) Article 2
Spark	
Individual task	**(a)** Using bullet points, describe four features of the Egyptian civilization **(b)** Explain the three social classes that led to the type of education offered in Egypt.
Interaction begins	a) Post four features of ancient Egyptian civilization. b) Three social classes in the Egyptian civilization on discussion Forum 2.1

	c) Provide feedback on other learners' views and ideas regarding the Egyptian civilization.
E-moderator interventions	1. Ensure the learners are focused on the contents and the context of discussion 2. Stimulate further learning and generation of new ideas 3. Provide feedback on the learning process 5. Close the activity
Schedule and time	This task should take one hour
Next	Education in ancient India and Greece

The study of ancient Egyptian education focuses on the function of the Egyptian schools, which aimed at providing the youth with a basic knowledge in a variety of ways. We will look at the aims, content, structure and contribution of this ancient civilization in the following link

2.3 Summary
In this lesson, we have learned that the ancient Chinese education was based on Confucius writings. It aimed at instilling ideologies and moral principles that guided the life of the people. These were based of the five books and doctrines of Confucius. It assisted the young ones to develop culturally and also trained the young men who wanted to join civil service. China is the first to have used examination in education which was in three levels. All those who had to join civil service had to undertake the examinations. There were three levels of education, elementary, secondary and higher education. its main contribution was the administration of examination which has been adopted in the whole world.

Education in Egypt is based on the earliest recorded civilization. Religion was part of all happenings in the ancient civilization whereby they had over two thousand deities each touch a specific aspect of life. There were three social classes, the upper, middle and the lower class and the type of education that was offered was in line with the class of people. The people in lower class were not educated. There were many contributions that are in use in today's civilization which include modern art borrowing from Egyptian models, modern architecture borrowing design from the construction of pyramids among others.

2.4 Self-Test Questions

1 Discuss the Confucius method of teaching.

2. what was the basis of ancient Chinese education. Elaborate.

3. Religion was given a prominent place in all aspects of life in ancient Egyptian civilization. Discuss.

2.5 Further Reading

Dawson, W. R. (1925). Science progress in the twentieth century. 109-119. (classic)

Rymer, D. (2020). Education in Ancient Egypt. Give me history .

Sifuna, D.N. and Otiende, J.E., (2006). An Introductory History of Education, Nairobi, Nairobi University Press.

LECTURE 3

3.0 EDUCATION IN ANCIENT INDIA AND GREECE

3.1 Introduction.

In this lesson, we will discuss how education developed in ancient India and Greece. We will discuss the aims, the type, methods of instruction, structure and contribution of ancient Indian and Greece education

3.2 Learning Outcomes

By the end of the lesson, you should be able to:

3.2.1 Discuss the aims of education in ancient Indian and Greece.

3.2.2 Explain the type of education offered in ancient Indian and Greece.

3.2.3 Discuss the agents of education in ancient Indian and Greece.

3.2.4 Explain the methods of instructions used in Ancient Indian and Greece education.

3.2.5 Describe the structure of education in ancient Indian and Greece.

3.2.6 Discuss how education was financed in Ancient Indian and Greece

3.2.7 Evaluate the contribution of ancient Indian and Greece education to the development of theory and practice of modern education.

3.2.8 discuss the contributions of the Greek educationist to modern education theory and practice.

EDUCATION IN ANCIENT INDIA

E-tivity 3.2.1. Education in Ancient India

Numbering, pacing and sequencing	3.2.1
Title	Education in ancient India
Purpose	The purpose of this e-tivity is to help you describe different religions that influenced education in ancient India.
Summary of overall task	Read the articles below and describe the features of ancient Indian education: i) Article 1 ii)Article 2

Spark	
Individual task	a) Using bullet points describe the three religions that influenced the education in this civilization. b) Describe the caste system and explain its influence on education.
Interaction begins	a) Post three religions that influence education in ancient India in discussion Forum 3.1 b) Provide feedback on other learners' views and ideas regarding the ancient Indian education.
E-moderator interventions	1.Ensure that learners are focused on the contents and context of discussion. 2.Stimulate further learning and generation of new ideas. 3.Provide feedback on the learning progress. 4.Close the e-tivity
Schedule and time	This task should take one hour
Next	Ancient Greece education

3.2.1. Education in Ancient India
 Follow this Link to read on the aims, types, content, and structure, agencies of education and methods of instruction of ancient Indian education.

EDUCATION IN ANCIENT GREECE

There were two forms of education in ancient Greece: the old and the new, formal and informal. The following E-tivity will help you go deeper into understanding the two types of education.

E-tivity 3.2.2. Education in Ancient Greece

Numbering, pacing and sequencing	**3.2.2**
Title	Education in ancient Greece

Purpose	The purpose of this E-tivity is to help you describe the different features of the two systems of education in ancient Greece
Summary of overall task	Read the articles below and describe the features of ancient Greece education: i)Article 1 ii) Article 2 iii) Article 3
Spark	
Individual task	a) Using bullet points describe the features of each system of education in ancient Greece to include aims, type, content, structure, methods, financing and contribution to modern education. b) Identify three differences in the two systems of education.
Interaction begins	a) Post five features of each system of education in ancient Greece in discussion Forum 3.1 b) Provide feedback on other learners' views and ideas regarding the ancient Indian education.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take one hour
Next	Ancient Roman education

3.2.3. Greek Educationists.

- Due to a conflict between the old and new Greek education, there arose education theorists, known as the "Great mediators".
- They constructed a middle ground, revolving around the individual rather than Athenian citizenship.
- Among them were: Socrates (469-399BC), Plato (427-347BC), Aristotle (384-328BC).

- They led to the development of two classes of higher education: the rhetorical schools-public life, training in oratory
- The dialectic philosophical schools- dealt with speculative metaphysical and ethical questions.
- These two led to the growth of university of Athens.

E-tivity 3.2.3. Greek Educationists.

Numbering, pacing and sequencing	3.2.3
Title	Greek educationist
Purpose	The purpose of this e-tivity is to help you explain the contributions of the Greek educationist to modern theory and practice of education.
Summary of overall task	Read the articles below and outline the contribution of three Greek educationists. 1. Article 1 ii) Article 2
Spark	
Individual task	a)Using bullet points highlight four contributions of each of the following: Socrates, Plato, Aristotle b) Explain how the contributions are applied in modern education
Interaction begins	a) Post four contributions of Socrates, Plato, Aristotle on discussion Forum 3.1 b) Provide feedback on 0ther learners' views and ideas regarding Greek educationists.

E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion.
	2. Stimulate further learning and generation of new ideas.
	3. Provide feedback on the learning progress.
	4. Close the e-tivity
Schedule and time	This task should take 40 minutes
Next	Ancient Roman education

3.3 Summary

In this lesson, we have discussed education in ancient India where we found that it is highly influence by religion. It was mainly meant to offer intellectual knowledge, religious knowledge and passing on cultural practices. There were 4 castes in Hindu and the education offered was to maintain the status quo. Indian education contributed greatly to the use of the symbol "0".

We have also look at two systems of education in ancient Greece, the old which is Spartan and the new which Athenian. The aim of Spartan education was to produce good soldiers who would defend their state from their enemies. Education was offered to both boys and girls and was funded by the state.

The Athenian education was both intellectual and military and was aimed at producing a rounded citizen who was intelligent and also who would provide military prowess for th the state. Girls were only offered domestic education at home. The pupils paid their fees government only catered for the military training.

In our next lesson, we will look at education in ancient Rome.

3.4 Self-Test Questions

1. 1 Explain how Aristotle's education ideas have been applied in modern education.
2. What was the contribution of Socrates to Education and how is it still being applied in education today.
3. Explain three reasons why Plato's ideas on education are considered to be modern than the other educationists.

3.5 Further Reading

Education in ancient Greece. (n.d.). *Wikipedia, The Free Encyclopedia*

Richa, J. (2018). Culture trip, Education in classical cultures . *Britania* .

Sifuna, D.N. and Otiende, J.E., (2006). *An Introductory History of Education,* Nairobi, Nairobi University Press.

LECTURE 4

4.0 ANCIENT ROMAN EDUCATION

4.1 Introduction

In this lesson, we will discuss the aims of education in ancient Rome, the type of education offered, who were involved in educating the young ones, the methods that were used for instruction, how education was financed and who did the financing and finally, discus the contribution of ancient Roman education to the present day theory and practice of education. we will also look into the contribution of the educationist of this period to the present day theory and practice.

4.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
4.2.1 Discuss the aims of education in ancient Rome.
4.2.2 Explain the type of education offered in ancient Rome.
4.2.3 Discuss the agents of education in ancient Rome.
4.2.4 Explain the methods of instructions used in ancient Rome education.
4.2.5 Describe the structure of education in ancient Rome.
4.2.6 financing of education
4.2.7 contribution to modern day theory and practice

PART ONE: EARLY ROMAN EDUCATION

Education was very important to the Ancient Romans. The rich people in Ancient Rome put a great deal of faith in education. While the poor in Ancient Rome did not receive a formal education, many still learned to read and write. Roman schools were for rich boys; most Roman kids did not go to school. Do the following E-tivity to understand how Roman education came to be and the main features of the ancient education.

E-tivity 4.2.1. Early Roman Education

Numbering, pacing and sequencing	4.2.1
Title	Early Roman Education
Purpose	The purpose of this e-tivity is to help you explain the influence of Greek education in the development of early Roman education.

Summary of overall task	Read the articles below and identify the features of education that romans borrowed from the Greeks. i) Article 1 ii) Article 2
Spark	
Individual task	a) Using bullet points identify and explain the educational features that were adapted from the Greek education. b) List three methods used for instruction.
Interaction begins	a) Post Five features of Early Roman education that were adapted from Greek education in the discussion Forum 4.1 b) Provide feedback on other learners' views and ideas regarding early Roman education.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take one hour.
Next	Roman Educationsits

PART TWO: LATER ROMAN EDUCATION
4.2.**1 Aims of Education**
- Oratorical- for capability improvement especially in public speaking, perfection in public speaking and debate.
- Civic- to train the students for public service.

4.2.2 Types of Education
- Speech training
- Civic training
- Literacy training
- Vocational education

Content to Be Studied
- In elementary includes rudiments of reading, writing, calculation and arithmetic.

- In secondary school, grammar was the chief study with literature, prose, poetry and language. Geography, history, mythology and natural science were also studied.
- In higher school, rhethorics was the chief study with declamation, extemporaneous speaking, and debate.
- In the university, applied science and professions such as law, medicine, architecture and mechanics were in the curriculum.

4.2.3 Agencies of Education
- School of litterator (teacher of letters)- for elementary level, attended by both boys and girls.
- School of grammaticus (teacher of grammar)- in secondary level attended by boys only.
- School of the rhetor (teacher of rhetoric)- in the higher level.
- Athenaeum- in the university level developed as the center of learning around the library.

4.2.4 Methods of Instruction
- Memorization- used in elementary level. Class sessions were from sunrise to sunset but no class was held during summer and holidays were many. Writing and reading were taught from dictation.
- Drill and writing exercises- in secondary level. Intensive drill on grammatical elements like parts of speech, syntax and pronunciation. Practice in writing paragraphs, themes, compositions and poetic expressions.
- Public speaking practices- in third level. Public speaking like declamations, eulogies, funeral orations, exhortations and extemporaneous speaking.

4.2.5 Structure of the education
- At age 7- 10, boys and girls entered the litterator.
- At age 10- 16, boys entered secondary level
- At 16 or older, boys entered the school of the rhetor for two to three years.
- Those who hurdled the school of the rhetor went to the Athenaeum for a professional course.

4.2.6 Financing
- Only the children of well- to- do families could attend school
- Classes were conducted in the homes of some pupils or in some vacant public buildings.
- Emperor Trajan provided scholarships for poor students
- Antonius Pius exempted teachers from paying taxes and military service
- Marcus Aurelius ordered the establishment of a salary scale for teachers
- Hadrian started paying pensions to retired teachers

4.2.7 Outstanding Contribution to Education
- Methods of organization, management and administration
- Organized body of civil law which became the basis of the legal systems in many countries including the Philippines

E-titivy 4.2.3 Roman Educationists

- Among the Roman educational writers, Cicero, Tacitus, and Quintilian stood out. Below is an E-tivity that will help you understand their contribution to education.

Numbering, pacing and sequencing	**4.2.2**
Title	Roman educationists
Purpose	The purpose of this e-tivity is to help you understand the contributions of Roman educationists to modern theory and practice of education.
Summary of overall task	Read the articles below and identify theories of education by Quintilian: i) Article 1 ii) Article 2
Spark	
Individual task	a) Using bullet points highlight four points on Quintilian's educational theory. b) Explain how the theory is applied in modern education.
Interaction begins	a) Post four educational theories of Quintilian on discussion Forum 4.1. b) Provide feedback on other learners' views and ideas regarding Quintilian educational theory.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take one hour.
Next	Early Christian Education

4.3 Summary

In this lesson, we have discussed the forms of education in ancient Rome. In the early Roman education, it was mainly informal in which knowledge was passed from parents to children while the later Roman education was more specialized with four levels of schools inspired by Greek educational practices. Quintilian is known to have contributed a lot in education theory during this period. The type of education in the later period was mainly on speech, civic, literacy and vocational education. and was done through memorization, drill and writing, and public speaking. The later education was adopted by the areas that were under the Roman rule and helped in the growth of the empire.

4.4 Self-Test Questions

1. discuss the relevance of Quintilian's theory on examination to our country's examination system.
2. Explain the major differences between Kenya's educations system to that of Later Roman education.
3. Identify the contribution of Cicero and Tacitus to the development of education theory and practice.

4.5 Further Reading

Education in the earliest civilizations. (n.d.). *Britannica* .
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Sifuna, D.N. and Otiende, J.E., (2006). *An Introductory History of Education,* Nairobi, Nairobi University Press.
Trueman, C. N. (2000). Roman Education. https://www.historylearningsite.co.uk/ancient-rome/roman-education/#google_vignette.

LECTURE 5

5.0 EARLY CHRISTIAN AND ISLAMIC EDUCATION

5.1Introduction
In this lesson, we shall look at how human civilization has been influenced by the Hebrew relition and Christianity. We shall also look at Islamic education and its contribution to human civilization

5.2 Expected Learning Outcomes

By the end of this lecture you should be able to:

5.2.1 Compare Hebraic and Christian educational ideas
5.2.2 Identify the contributions of Hebraic-Christian education to the course of human civilization.
5.2.3 Identify the objectives of Islamic education.
5.2.4 Identify the features of Islamic education.
5.2.5 Highlight ways in which Islamic education has contributed to educational and scientific development in modern times.

5.2.1 Hebraic and Christian educational ideas.

EARLY HEBREW EDUCATION
  Aims of education
  • Moral- to develop faithful and obedient servants to God (Yahweh), to assure harmony and glorious future for God's chosen people.
  • Preparation for destiny- instruct each succeeding generation to perform its task faithfully
  • Holiness- to attain holiness before the eyes of the Lord
  • Observance of religion- to keep stylized observance of institutionalized religion under the Torah and the Decalogue.
  • Torah- body of rules and regulations of religious ceremonies, social relationships and domestic customs.
  • Decalogue- the Ten Commandments.

  Types of education
  • Religious and civic education- it was integrated. Education was spiritual and theocratic.
  • Democratic education- education was democratic and universal. It was an obligation for one to get an education.
  • Domestic education- for future women and wives to be trained in housekeeping and preparation of food.
  • Vocational education- considered very essential
  • Human relation- taught how to treat relatives, strangers, and slaves with respect
  • Physical education- very little provision

  Content to be studied

- History of the Hebrews and God's relationship with them.
- The Jewish Law or Mosaic Law- consisted mainly of Pentateuch (first 5 books of the Old Testament of the Bible) and the Talmud (collection of ancient rabbinic writings on Jewish law and tradition).
- Psalms and proverbs- important parts of the Old Testament
- Explanations of festivities- Passover, Shabuoth (Pentecost), harvest festival, and Tabernacles.
- Music, sacred and common- they use lyre and harp
- Reading and writing
- Foreign languages

Agencies of education
- Home- parents were responsible for the education of their children
- Public School- founded by Joshua ben Gamla: every town had a school. There was to be 1 teacher for 25 pupils. More than 25 pupils but less than 40 required an assistant and more than 40 pupils, 2 teachers.
- Temple- or synagogue where Torah and the Talmud were expounded.
- Institution for lay prophets- to study the historical and sacred background of Judaism. Interpretation of the law, art of sacred music and above all Jewish righteousness.
- Schools or colleges for scribes- were organized in the homes of scribes given an intensive, analytical study of the Torah and the Talmud. They also studied charity, chastity, truthfulness, prudence and temperance.

Organisation of grade levels
- Between Exodus and the captivity, organization was in terms of the family.
- Formal elementary instruction had three levels:
- Ages 6- 10-chief text was the Pentateuch
- Ages 10-15- chief text was the Mishna, first part of the Talmud
- Over 15- chief text was the Gemara, second part of the Talmud
- Higher education- for lay prophets, rabbis and scribes

Methods of instruction
Education was compulsory- the boys were taught in the school and the girls at home.
- Oral- the spoken word was used for lack of writing materials
- Memorization- pupils were required to memorize passages and sentences learned. They used extensive mnemonic devices for memorizing.
- Audio- visual aids
- Exposition- followed by questions
- Temple worship- student was free to go to the temple any day of worship but it was compulsory for all males to visit at least three times.

School day was long. It started early in the morning and lasted into the evening with a short recess at noon. There was a vacation only when there was a festival.

Financing
- In elementary, there were some expenses. The teachers were not paid regularly but they had other means of livelihood and they were allowed to receive gifts from the parents of their pupils.

EARLY CHRISTIAN EDUCATION

Aims of education

- Relationship between God and man- to develop the right relationship between God and man
- Salvation- to save men from eternal damnation
- Social relations based on love- Jesus wants to reform society. He taught that instead of hatred, love should be the basis of social relationship.

Types of education

- Religious- to restore the right relationship between God and men for the salvation of mankind;
- Ethical (moral) and social education- to remove all injustice, greed, hatred and slavery
- Universal and democratic education- education is open to all Christians.

Content to be studied

- The word of God, principle of love, requisites for salvation, faith and forgiveness.
- The Sermon on the Mount (Beatitudes)

Agencies of education

- Informal teaching- different places where there were people to listen to Him

Organization of grade levels

There were no gradations but Christ encouraged the education of children.

Methods of instruction

- Lecture (telling)- very intimate, simple, direct, natural and conversational way.
- Dialectic (question and answer)- free to ask questions and Jesus answered for clarification
- Aphorism- use of short expression or saying to point out a general truth
- Parable method- used parables to bring home His points
- Figures of speech- like simile, metaphor, hyperbole
- Miracles- as in healing the sick and technique to teach His disciples
- Concrete examples- such as sheep, camel, needle, house, treasure and the like.
- Motivation- used the elements of reward and punishment
- Modeling- Jesus lived what He taught.

Financing

Jesus was never paid for His teachings and He never collected any fees from His hearers.

5.2.2 Outstanding contribution of Hebraic and Christian education
Hebraic Education

- Monotheism- the concept of one and only God
- The Ten Commandments- the general guide to ethical conduct
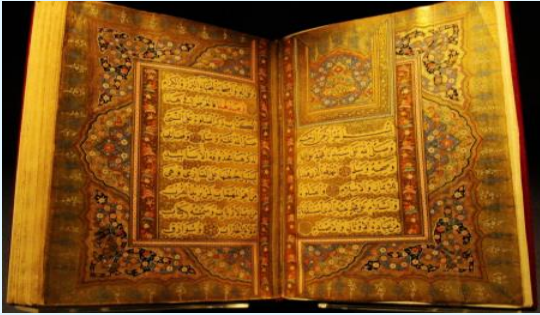- The Bible

Early Christian Education

- The outstanding contribution of Christ to humanity is Christianity which established a social order quite different from those of other faiths.
- The methods of teaching of Jesus, too, have never been surpassed in their effectiveness.

ISLAMIC EDUCATION

Islamic Education has had a great influence to modern education. Read the following Article and watch the Video and write the aims, type of education, content, structure, methods of instruction financing of Islamic education to modern day education and civilization.

E-tivity 5.2.1 Muslim contribution to the Medieval Europe

Numbering, pacing and sequencing	**5.2.1**
Title	Muslim contribution to the Medieval Europe
Purpose	The purpose of this e-tivity is to help you to explain how Muslims influenced education during the medieval period.
Summary of overall task	Read the articles below and summarize the contribution of Muslims to European education in medieval period and renaissance: i) Article ii) Article 2
Spark	
Individual task	a) Using bullet points, explain six contributions of Muslims to education during the medieval period and renaissance and modern education.
Interaction begins	a) Post six contributions of Muslims to education during the medieval period and modern education on discussion Forum 5.1. b) Provide feedback on other learners' views and ideas on the needs Assessment.

E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take one hour.
Next	Education during the Medieval Period

5.3 Summary

In this lesson, we have learnt that Hebraic education was meant to impart a sense of religious identity and moral principles which has influenced Christianity and education by fostering moral regeneration in the society. We have also discussed the main features of Islamic education and seen how it differs from the western education.

5.4 Self-Test Questions

a) Between Hebraic and Christian educational ideas, which of the two is more influential in modern society?

b) Using any literature available to you, give examples of Jewish personalities who were artisans to illustrate the deep respect the Jews had for the dignity of labour.

c) Differentiate between Koranic and formal schools.

d) Explain how aspects of ancient Islamic education bear relevance to school education in Kenya today.

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5.5 Further Reading

Sifuna, D.N. and Otiende, J.E., (2006). *An Introductory History of Education,* Nairobi, Nairobi University Press.

Lottich, K.V., (1961). *The Foundations of Modern Education*. New York: Rinehart and Wiston Inc. (classic)

Al Ibrashi, M. A.(1967). *Education in Islam*. Cairo: The Supreme Council for Islam Affairs(classic)

LECTURE 6

6.0 EDUCATION DURING THE MEDIEVAL PERIOD

6.1 Introduction
In this lesson, we are going to look at the different types of education that were offered during this period

6.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
6.2.1 Identify the three types of education during this period.
6.2.2 Discuss the contributions of the three types of education to modern day education
6.2.3 explain the forces that contributed to the rise of universities in Europe
6.2.4 Describe the structure, organisation, methods of teaching and types of universities

6.2.1 Types of education during the Medieval period.

The middle ages are also referred to as the 'Dark ages', the early middle ages lasted from the **sixth to the eleventh centuries**.
It was characterized by:
Feudalism, a system in which nobles gave land to less powerful nobles in exchange for service or labour.
Manorialism, a system in which a lord protected peasants who worked on his land and gave him food.
Guild, a group of people working in the same kind of business who banded together to protect their rights.
There were three lines of education institutions that developed at this period. The type of education was based on class structure, the cleric, the knight and the craftsmen.
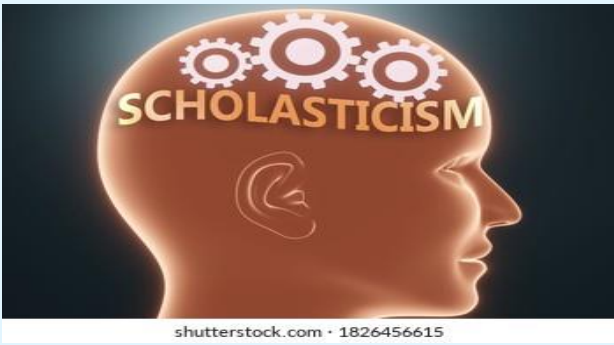These were:
- **Related to church**- medieval manors and the clergy educated their children in church monasteries and parish schools.
- **Feudal aristocracy**- Feudal lords educated their children according to chivalric code and by the church. This was directed to **knightly education** of the feudal aristocrats and **guild education.**
- **Craft and vocational education**- prepared craftsmen in use of tools and other productive skills.

Serfs, an agricultural class worked in the field from an early age. Their education was direct and informal, was by imitating the skills of their parents. This class was largely uneducated.

Read this Article and make notes on the different types of Mediaval education during this period.

E-tivity 6.2.1 Factors that Led to Scholasticism during the medieval period

Numbering, pacing and sequencing	6.2.1
Title	Factors that Led to Scholasticism
Purpose	The purpose of this e-tivity is to help you to explain the reason for scholasticism during the medieval period.
Summary of overall task	Read the articles below and summarize the reasons that led to scholasticism. I. Article II. Article 2
Spark	 shutterstock.com · 1826456615
Individual task	Using bullet points identify five factors that led to scholasticism during the medieval period.
Interaction begins	a) Post five factors that led to scholasticism in discussion Forum 6.1. b) Provide feedback on other learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 40 minutes
Next	The rise of universities

6.2.3 Forces that Contributed to The Rise of Universities

European universities can be said to have come into existence in the late Middle Ages: from the eleventh to the thirteenth centuries.
They are a feature of the comparative peace that ensued when the northern men, the Teutons, accepted a settled life in the tenth and eleventh centuries. In the resulting quest for universal knowledge, the need arose for higher education, for dialectic discussions and for intellectual interests.

The Forces Behind the Rise of Universities
Many influences combined to produce the universities. Universities did not originate under exactly similar conditions. Among the forces or influences that produced universities were as in the following Article

6.2.4 Describe the structure, organization, methods of teaching and types of universities

Each university had its own characteristics.
- -In France and England universities were outgrowths of the Church. Thus, the university of Paris came to be known for its dialectic and scholastic pursuits.
- In southern Italy, universities came into being or were influenced by contacts with the Saracens, Normans and Greeks, leading to the study and practice of medicine by the University of Salerno.
- -In northern Italy a struggle with the German Emperor for its right led to great interest in Roman and Canon Law at Bologna, the first organized university.

Medieval universities were organized around teachings faculties and student population.
- They were organized like guilds, for no individual then was sure of his rights, even of life and property, unless these were protected by specific guarantees secured from some organization. The same therefore applied to groups of students, or teachers, which recognized as distinct bodies. Thus the term university meant a corporate body of persons.
- Being heterogeneous masses of students, drawn from all over Europe, language and kinship constituted the most natural division in the universities. Students and masters were therefore organized in groups according to their national affiliations. It was to these nations that charters containing privileges were granted.
- The masters were organized into faculties; (faculty means a kind of 'knowledge'). These were to regulate studies and methods. In time the name 'faculty' applied to a department of study, like the faculty of law, theology or arts. Later, 'faculty' came to refer to a body of men in control of a Department of Study. This body of men later gained control of granting degrees.

Methods of teaching.
- Medieval universities used methods of teaching based on the formal *lecture*, which would be memorized by the students.
- Lectures involved *reading and explaining* the required texts.
- Students then *debated* the relevant points with each other, and sometimes the students and masters held public *disputations*.
Latin was the language used for lectures.

Examinations
- The examination for the award of degree was strict. After *three to seven years* at university, the student had to *defend a thesis* before the members of the faculty.
- The examinations were *oral and tested the ability to defend and dispute*.

- If the candidates passed, they would become masters, doctors or professors, since these were synonymous in the early university period.
- All these signified that a student was able to *defend, dispute and determine a case, and so was authorized to teach publicly;*
- All such students were admitted to a guild of masters or teachers, or faculty, a level of parity with its other members.
- The preliminary degree, the baccalaureate, or bachelors was a term signifying a beginner in any field or organization, and was formal admission as a candidate for the license.
- Initially it was not a degree by itself, but in the fifteenth century it became a distinct stage in the educational process, defined as a minor degree. The masters or doctorate merely indicated two aspects of the final conferment of the privilege: the master was a more private and professional test and the doctorate was public and ceremonial. In due course 'master' was preferred in England and 'doctorate' on the continent.
- The development of three successive degrees was therefore a result of slow historical growth and not a feature of the medieval university.

E-tivity 6.2.2 Contribution of St. Thomas Aquinas to education

Numbering, pacing and sequencing	6.2.2
Title	Contribution of St. Thomas Aquinas to education
Purpose	The purpose of this e-tivity is to help you identify some of the contributions of educationist during the medieval period.
Summary of overall task	Read the article below and summarize the contributions of St. Thomas Aquinas to education 1. Article 1
Spark	
Individual task	Using bullet points describe five contributions of St Thomas Aquinas to education.
Interaction begins	a) Post five contributions of St. Thomas to education on discussion Forum 6.1. b) Provide feedback on 0ther learners' views and ideas on the needs Assessment.

E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 40 minutes
Next	Renaissance

6.3 Summary

In this lesson, we have discussed the three types of education: the church related education, the chivalric education and the guild education. We have also discussed the forces that led to the rise of universities and the characteristics of universities at this period.

6.4 Self-Test Questions

a) outline the contributions of the three types of education to modern day education.
b) discuss the forces that influenced the rise of universities in the medieval period.

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6.5 Further Reading

Robinson, J. (2018). *History of West Europe*. New York: Ozymandias Press.
New York: Barkes and Noble.
Sifuna, D.N. and Otiende, J.E., (2006). *An Introductory History of Education,* Nairobi, Nairobi University Press.

LECTURE 7

7.0 EDUCATION DURING THE PERIOD OF RENAISSANCE AND THE REFORMATION

7.1 Introduction.
In this lesson, we are going to discuss what renaissance is and the causes of renaissance. We shall also look at the types of humanism education that developed during this period and the proponents that championed this type of education. We shall then discuss reformation and counter reformation and their influence to education.

7.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
7.2.1 Explain what renaissance is.
7.2.2 Discuss the causes of Renaissance
7.2.3 Describe the types of education during this period and the proponents of these type of education.
7.2.4 Explain what reformation and Counter reformation stood for.
7.2.5 Educationist during the reformation.
7.2.6 Discuss the impact of reformation and counter reformation to education.

E-tivity 7.2.1 Meaning of Renaissance and its causes.

Numbering, pacing and sequencing	7.2.1
Title	Meaning of Renaissance and its causes.
Purpose	The purpose of this e-tivity is to help you to understand what renaissance is and what caused it.
Summary of overall task	Watch theVideo, and read the Article and summarize the meaning of renaissance and it causes.
Spark	

Individual task	a) Explain what you understand by renaissance b) Using bullet points identify four causes of renaissance
Interaction begins	a) Post the meaning and four causes of renaissance on discussion Forum 7.1. b) Provide feedback on other learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take take 40 minutes
Next	Types of education during the renaissance

7.2.3 Describe the types of education during this period and the proponents of these type of education.

The Renaissance was characterized by two educational features:

(a) Liberal Education / Italian/individualistic humanism

- Renaissance education encouraged the development of freedom and individualism, moving away from the medievalism and supernaturalism of the Romans towards the free Germanic spirit. - Educationally, the Renaissance influenced language, developed a broader and more liberal kind of education which aimed to develop the whole man in mind, body, taste, knowledge, heart and will.
- This education encouraged the development of the free man, possessing his own individuality and the power to participate effectively in everyday life, based on a wide knowledge of life in the past and an appreciation of the opportunities in the present.

Thus from the fifteenth century onwards there were four growing tendencies in European education:

- o an endeavour to make it natural and practical instead of abstract and theoretical, including an aesthetic element unknown in medieval education;
- o the education of care for the body, which had been greatly neglected and dispersed in previous cultures;
- o a move to extend education to all classes of people, and not merely to the clerics as was formally the case;
- o an endeavour to adopt gentle and attractive methods of teaching, instead of the harsh and repulsive methods formerly used.

 Agencies and Organizations: Elementary; Court school; University

(b) Humanistic Education / Northern/social humanism

- Humanism is the most significant intellectual movement of the Renaissance. It Blended concern for the history and actions of human beings with religious concerns.
- Humanists were scholars and artists who studied literature and philosophy and believed these would help better understand the problems of humanity.
- It would also help understand and appreciate classical antiquity in order to learn how to conduct ones live.

- o Stressed <u>manual and social reform</u> as the best means of <u>providing rich and free lives</u> for the masses as well as for the elite.
- o Aimed at <u>social reform, religious and moral literacy, literary and democracy</u>.
- o The type of education for the Northern humanism included <u>religious, moral and social education.</u>
- o Content of the curricula included<u>, classical and biblical literature, church catechism, little study of physical education, music and art.</u>

Agencies and organizations: Elementary schools; Secondary schools; Universities. Secondary and University were open only to males.

Educational theorist of the renaissance
   1. **Vittorino da Feltre** (1378-1446)
Real name: Vittorino Ramboldini, his philosophy of education consisted of elements of classical and Christian humanism. He was also teacher and Set up La Giocosa (Pleasant House), a secular boarding school.
Core of Feltre's curriculum included:
- Classical literature, mathematics, natural sciences, ethics, history and geography.
- Methods:
   - o postulated that student should be motivated by appeal and interest rather than coercive corporal punishment.
- recognized individual differences and advocated for adapting the work of the individual to his needs and capacities
- Encouraged physical fitness and dexterity by developing a balance between mental activity and physical activity
- Teacher encouraged to praise his students
- developing the power to think
- the inclusion of play in the curricula
- Encouraged student self-government, introduced as means of character education and method of institutional governance.

   2. Desiderius **Erasmus** Roterodamus (October 28,1466 – July 12, 1536) known as **Erasmus of Rotterdam**, a Dutch Renaissance humanist , theologian and great writer
"Prince of the Humanists"
- Prominent among the Northern humanists was Erasmus of Rotterdam (1467 – 1536) who aimed to remove the common ignorance that was basically the root of the gross evils imputed to the Church and the state.
- He opposed dogmatism and appealed for tolerance, freedom and the ideals and interests of a contemplative life.
- Education for him was the most important factor in the much-needed moral, religious, educational and social reform of the time.
- His work was primarily educational, and aimed to eradicate those abuses in society that were the result of ignorance.
- He used satire as a tool to bring about reform.
- He also discussed educational subjects, advocating a study of the child and personal care in directing its studies.
- He emphasized the importance of the mother, of play and keeping education in touch with the times.
- He prepared important new Latin and Greek editions of the New Testament.
- He saw the defects in education system where schools were poorly managed, teachers ill prepared, and curriculum disorganized.
- Methods:

- Pointed out that effort of learning should be directed at knowledge of truths and knowledge of words.
- Important to understand subject before memorization – know how to read, take notes, then learn by heart.
- Emphasized grading of instructional materials
- Advocated politeness in education; (praise and rewards)
- Use of mild and kind admonition, motivated by attractive methods. (gentleness, not physical punishment).
- Grammatical rules- start with most simple.
- Recommended girls to pursue studies to assist educate their own children and taking part in intellectual life of the husband.

7.2.4 The Reformation and Education
Click the Link and read on education during the period of reformation, counter reformation and the educationist who contributed to education during this period.

7.3 Summary

In this lesson, we have learnt that renaissance is the rebirth of knowledge and emphasized worldliness and broadening one's social outlook with possibilities of self-actualization. It was characterized by liberal education which advocated for freedom and individualism and at the same time humanistic education which advocated for reforms in the society and emphasized the language of Greece and Rome. We have also seen how reformation and counter-reformation contributed to education during this period.

7.4 Self-Test Questions

a) Discuss the main characteristics of the renaissance.

b) Highlight the main contribution of the education theorist during the renaissance period.

c) Discuss what led to reformation and counter-reformation.

7.5 Further Reading

Wilds, E. H. and Lottich, K.V. (1961). *The Foundations of Modern Education*. New York: Rinehart and Wiston Inc. (Classic)

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Sifuna, D.N. et al. (2006). *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 8

8.0 EDUCATION DURING THE PERIOD OF REALISM

8.1 Introduction
In this lesson, we are going to examine development of education through the 17th century. We shall look at those who contributed to theory and practice of education and how it has been applied in education of our time.

8.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:

8.2.1 Discuss the background of the realism in the 17th Century.

8.2.2 Discuss the impact of realism during this period.
8.2.3 Discuss the contribution made by individuals to educational theory during this period.

8.2.1 The Background of the Realism in the 17th Century.

New Ideas and Education
In the seventeenth century the enormous heritage of the past clashed with overwhelming body of new ideas.
It was thus the century characterised by the **Pansophia** and Thirty years War (1618-1648)
The abundance of legacies of the past led to the compilation of a number of **encyclopaedias** whose authors tried to channel the flood of scholarship into some **universal system of knowledge**: **Pansophia.**
The idea was to ensure that the learners were given full information on every subject, so that they could see the relationship between any given subject and others, and general principles behind the various subjects.
The Thirty Years war (1618-1648) was a calamitous experience for larger parts of Europe, and led to German realm splitting into hundreds of principalities, with Switzerland and Netherlands becoming independent Germany.
Plunder and misery were evident all over Europe.

8.2.2 The Impact of Realism during this Period.
It was against this background of Pansophism and war, that **utilitarian** and **realistic** tendencies in education were to develop.
Click the Link and read about realism and education, types of realism, contribution of realism to education theory.

8.2.3 Contribution to Educational Theory

John Amos Comenius (1592-1670) was born at Nivnitz in the kingdom of Bohemia, at a time when the tides of religious hatred was high. He is the greatest exponent of realist movement. Indeed, he may justly be called the father of modern education. His educational contributions were as follows:

a) A series of Texts for Learning Latin
- These texts were intended to afford a grasp of all scientific knowledge, while also facilitating the learning of Latin.
- They contained an arrangement into sentences of several thousand Latin words, for the most familiar objects or ideas.
- The Latin printed on the right part of the page, and the left was translation in vernacular.
- Comenius wrote four graded books in addition to the first ever-illustrated book, a text accompanied by pictures

b) The Great Didactic.
In the Great Didactic, he spelt out what the theory and practice of education should be.
- He held 'knowledge, morality and poetry' to be the aim of education.
- Maintained that education was to be for both sexes and all classes.
- In the Great didactic he also arranged a course of instructions extending from infancy to manhood: a four-grade school system. The course of each stage was to last six years starting from birth, and each stage was to be a preparation of what was to follow, though complete in itself.
- The present conventional division of the school system into nursery, primary, secondary and university education is along the lines of advocated by Comenius.

(c) The Pansophia
- He attempted to create an encyclopaedic or organization of human knowledge, of arts and sciences: Pansophia.
- In his books, each chapter leads to the next, and thus embodies his universal principle of method: proceeding from what is best known to what is less familiar. His idea was to produce wise men.
- Education would provide them with an understanding of their own ends and of the world.
- Education was therefore a process that continued throughout life.

(d) Method of Education
- Being an experienced teacher, he advocated the use of inductive method, in keeping with sense-realism.
- He advocated using models, pictures and copies, based on the objects themselves.
- He therefore recognized that children's faculties have to be drawn out of their natural order, perception, memory, reason and imagination.
- He also recognized the value of physical exercises and manual training.
- He insisted that schools should be built in healthy situations, having plenty of free space.

Despite his educational achievements, his theoretical writings remained unknown until the nineteenth century, when his methods were rediscovered and published. Till then his influence was slight except for scientific method of language teaching derived from his textbooks. Today, however, all these constructive suggestions of Comenius for experience-based education remain a subject for debate amongst educational theoreticians and practitioners the world over.

E-tivity 8.2.1 Features of Education in the 17th century

Numbering, pacing and sequencing	8.2.1
Title	Features of Education in the 17th century
Purpose	The purpose of this e-tivity is to help you to understand and describe the features of education in 17th century.
Summary of overall task	Read the articles below and summarize the features of education during the 17th century. 1. Article 1
Spark	
Individual task	Using bullet points describe four features of education during the 17th century.
Interaction begins	a) Post four features of education during the 17th century in discussion Forum 8.1. b) Provide feedback on other learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 40 minutes
Next	Education during the 18th century.

8.3 Summary

In this lesson, we have learnt that the 17th century was characterized by pansophia, a universal system of knowledge. We have discussed three types of realism: humanistic, social and sense realism. We have also looked at the contributions of John Amos Comenius to education theory and practice

8.4 Self-Test Questions

a) Discuss the three types of realism.

b) Highlight the main contribution of the education John Amos Comenius during this period.

8.5 Further Reading

Mayers, F. (1969). *A History of Education Thought*. Columbus, Ohio: Merrill. (classic)

Curtis, S.J. (1968). *Short History of Educational Ideas*. London: University Tutorial Press. (classic)

Sifuna, D.N. F.N. Chege, & Oanda, I.O. (2006) (Eds) *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 9

9.0 EDUCATION DURING THE PERIOD OF ENLIGHTENMENT: 18TH CENTURY.

9.1 Introduction.
In this lesson, we are going to examine development of education during the period of enlightenment. We shall look at those who contributed to theory and practice of education and how it has been applied in education of our time.

9.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:

9.2.1 Discuss the background of education during the Enlightenment period.

9.2.2 Discuss the contribution to educational theory and practice in the 18th Century.

9.2.1 Background of education during the Enlightenment Period

To the pessimists of the time, learned seventeenth century Europe appeared to be dominated by two largely unassailable sources of authority: Graeco-Roman literature and Scriptures.

In contrast the eighteenth century was **a time of optimism, guided by reason, natural law, a cosmopolitan faith in universal progress, and a belief that mankind was at long last free from superstitions, prejudices and savagery**.

The eighteenth century saw general revolt against absolutism and ecclesiasticism.
The revolt in the eighteenth century falls into two epochs:
During the first half, the movement was directed against repression in religion and thought, leading to nationalism and scepticism of Voltaire (1694-1778) and 'Encyclopaedists'.
In the second half it was against repression in politics and towards an assertion of the right man, leading to emotionalism and naturalism of Jean-Jacques Rousseau (1712-1778).
Thus the eighteenth century has appropriately been called the Age of Reason, or Enlightenment.
In the eighteenth century:
- ✓ Education was solely being extended to all classes of society,
- ✓ Passing from the hand of the clergy to laity.
- ✓ Latin being replaced by vernaculars;
- ✓ The study of nature and culture was receiving more attention;
- ✓ Men were being taught to live in the present and not in the past.

The prospect of education at the beginning of the century was bleak.
- ✓ Elementary education was inadequate.
- ✓ It did not offer good schooling: most common people were unable to attend any school;
- ✓ teachers were either poorly trained or unfit for the classroom;
- ✓ classes were un-graded, studying whatever the teacher happened to teach;

- ✓ girls were not featuring;
- ✓ the course offered were perfunctory, really ending on the twelfth birthday, and were irrelevant to future social and moral life.
- ✓ Though reading, writing and arithmetic were offered, the practice was still poor: memorization and rote- learning were rampant.

In the grammar and secondary school the picture was no different.
- ✓ Though secondary schoolteachers were better prepared and the curricula more carefully designed, school life was irrelevant to social life.
- ✓ It was based on classics and was of very low standard, so that students were not offered meaningful educational experiences: classical schools were not suitable for this.

Inadequacy was evident at the universities; men of ability even refused to be associated with them.

Redeeming Feature
Despite the bleakness of education at the beginning of the eighteenth century, there was redeeming feature with the **presence of perspective individuals who recognized these weaknesses and tried to initiate reform**.
These individuals advocated that society **should throw aside institutions with a corrupting and distorting influence.**
They demanded better schools with fully trained teachers, and spelt out the importance of education in the society.
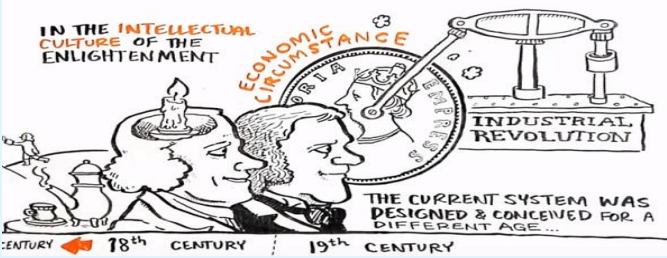Jean-Jacques Rousseau was one such individual.

9.2.2 Contribution to Educational Theory and Practice in the 18th Century.

Jean-Jacques Rousseau was born in Geneva, Switzerland, the son of a watchmaker. His mother died when he was a week old, leaving him to his father's erratic care. However he read through a miscellaneous collection of books available at home, including the first century writer Plutarch's tales of Ancient Greek and Rome, which made a lasting impression on him. In many ways Rousseau was a child of enlightenment.

Follow the link on the contribution of Jean-Jacques Rousseau

E-tivity 9.2.1 Features of Education in the 18th century

Numbering, pacing and sequencing	9.2.1
Title	Features of Education in the 18th century
Purpose	The purpose of this e-tivity is to help you to understand the features of education in 18th century.
Summary of overall task	Read the articles below and summarize the features of education during the 18th century. 1. Article 1 2. Article 2

Spark	
Individual task	Using bullet points describe four features of education during the 18th century.
Interaction begins	a) Post four features of education during the 18th century a) b) Provide feedback on the learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 60 minutes
Next	Education during the 19th century.

9.3 Summary

In this lesson, we have learnt that education was extended to all classes during this period. Latin as a language of instruction was replaced by vernaculars and we have discussed the contributions of Jean-Jacques Rousseau on individual's development which proceeds by stages, each possessing its own special characteristics and requiring distinctive pedagogical emphasis.

9.4 Self-Test Questions

a) Discuss the main characteristics of education during the period of enlightenment.
b) Highlight the main contribution of Jean-Jacques Rousseau to modern education.
c) Research on other two educationist during this period of enlightenment.

9.5 Further Reading

Mayers, F. (1969). *A History of Education Thought*. Columbus, Ohio: Merrill.
Curtis, S.J. (1968). *Short History of Educational Ideas*. London: University Tutorial Press.(classic)
Sifuna, D.N. F.N. Chege, & Oanda, I.O. (2006) (Eds) *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 10

10.0 EDUCATION DURING THE PERIOD OF SCIENCE AND NATIONALISM: 19TH CENTURY

10.1 Introduction

In this lesson, we are going to examine development of education through the 19th century century. We shall look at those who contributed to theory and practice of education and how it has been applied in education of our time.

10.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
10.2.1 Discuss the background of Science and Nationalism to education in the 19th Century.
10.2.2 Discuss the features of education during the 19th Century.
10.2.3 Discuss the contribution made by individuals to educational theory during the period of science and nationalism.

10.2.1 The Background of Science and Nationalism to Education in the 19th Century.

The closer one approaches the present, the more difficult it becomes to outline historical movements under a simple formula or a simple theme. This is particularly the case in trying to outline the broad intellectual and social contours of the nineteenth century. If there is any unifying link binding the nineteenth century to the eighteenth century, this is to be found in the doctrine of progress. At every turn it was clear that men were overcoming the world around them, at a rate never before imagined or thought possible.

The nineteenth century in Europe was an age of conflicting ideologies. As the historian Merz said, 'no age has been so rich in rival theories, so subversive of old ideas, so destructive of principles which stood firm for many ages'.

In the nineteenth-century, its various social-political dogmas replaced the much-eroded inherited commitments to the church and the monarchies.

The socio-political dogmas developed within the context of the continuing individualism.

Education inevitably graphically reflected the influences of these trends in society.

10.2.2 Features of education during the 19th Century.

Click the Link and read on the features of education during this period. on education and its contribution to education.

10.2.3 Contribution made by individuals to educational theory during the period of science and nationalism

Click the <u>link</u> and read on the individuals who contributed to education theory and practice during this period.

10.3 Summary

In this lesson, we have learnt that new social and economic changes called upon the schools, public and private, to broaden their aims and curricula. Schools promoted literacy, mental discipline, good moral character and also prepared children for citizenship, for jobs, and for individual development and success.

10.4 Self-Test Questions

a) Discuss the main features of education during the period of science and nationalism.
b) Highlight the main contribution of the education theorist during the 19th Century.
c) Research on how national education systems developed.

10.5 Further Reading

Mayers, F. (1969). *A History of Education Thought*. Columbus, Ohio: Merrill. (classic)
Curtis, S.J. (1968). *Short History of Educational Ideas*. London: University Tutorial Press. (classic)
Sifuna, D.N. F.N. Chege, & Oanda, I.O. (2006) (Eds) *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 11
11.0 EDUCATION DURING THE PERIOD OF PROGRESSIVISM AND RADICALISM: 20TH CENTURY.

11.1 Introduction

In this lesson, we are going to examine development of education in the twentieth century, and the changes molding education to provide social and economic innovations.

11.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
11.2.1 Discuss the features of education during the period of progressivism and radicalism
11.2.2 Discuss basis of progressivism and radicalism in education during the 20th century.
11.2.3 Discuss the contributions made by individuals during the period of progressivism and radicalism.

11.2.1 Features of education during the period of progressivism and radicalism

In general, twentieth-century educational trends are mainly the concerns of the educational philosopher and the sociologist.
Education during this period was influenced by the following:

a) Industrialism
Round the steam engine grew the factory;
round the factory, the manufacturing town;
round the manufacturing town the network of trade relations, and an economic unit.
Industrialism thus brought great changes in the socio-economic structure that had to be changed and reordered.
The middle class challenged the political status quo:
They sought social change, were against traditional, aristocratic education, and opposed religious dominance.
They wanted liberal and popular education under state control.

b) Nationalism

After the French revolution came the Napoleon. This stirred up a fervent patriotism, which gave a new lease of life to the old national divisions. Cultural unity was transformed into political cohesion and unity. Popular national education was seen as a means to develop the spirit of nationalism.

c) Democracy.

The extravagances and horrors of French Revolution brought about revolutionary movement against the eighteenth century enlightenment, freedom and reason. Freedom and reason were no longer viewed as adequate, as the sole directors of human conduct. The older traditions of the church and monarchies were re-established. But the success of this regressive movement was to be short-lived and partial,

for the liberalization movement went on unabated. The democratic spirit sought to the re-organisation of social institutions to better serve the common welfare. Education was also to be re-organised.

(c) Capitalism

With the development of the factory system, power came to be concentrated in the business of management groups.
The business groups were supportive of education as a way of maintaining social stability and increasing economic stability.
The reactionaries saw education in terms of fitting the young into social order of the state and perpetuating the status quo.
Notably the context of these views was that industrialization provided necessary surplus funds for establishing and maintaining large scale national systems of elementary schools.

Clink the <u>link</u> to read on the meaning of progressivism and radicalism in education.

11.2.2 Basis of Progressivism and Radicalism in Education.

Clink the <u>link</u> provided and read on how progressivism and radicalism developed and how the two influenced education.

11.2.3 Contributions made by individuals during the period of progressivism and radicalism.

E-tivity 11.2.1 Contributions by individuals during the period of progressivism.

Numbering, pacing and sequencing	11.2.1
Title	Contributions by individuals during the period of progressivism and radicalism
Purpose	The purpose of this e-tivity is to help you to understand the individuals who contributed to progressive education ideas.
Summary of overall task	Read the articles below and summarize the contributors of progressive education ideas. <u>Article 1</u>

Spark	
Individual task	Using bullet points describe four contributors of progressive education ideas..
Interaction begins	a) Post four contributors of progressive education ideas. b) b) Provide feedback on the learners' views and ideas on the needs Assessment.
E-moderator interventions	5. Ensure that learners are focused on the contents and context of discussion. 6. Stimulate further learning and generation of new ideas. 7. Provide feedback on the learning progress. 8. Close the e-tivity
Schedule and time	This task should take 20 minutes
Next	African Indigenous education.

11.3 Summary

In this lesson we have discussed the background to education in the period 20th century. We have also identified the contributions of John Friendich Herbat, Hohann Pestaozzi, and John Dewey among others on education theory and practice. We have looked at how their contributions is still in use in our education system today.
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11.4   Self-Test Questions

1.Discuss on the educational ideas of the following individuals: John Friedich Herbat, Johann H. Pestalozzi, Friedrich Froebel, and Maria Montessori.
Show how the ideas of each one of them can be incorporated into school education.
7. Explain how educational ideas of John Dewey, Remer and Ivan Illich may be relevant to the theory and practice of education in school today.

11.5 Further Reading

Mayers, F. (1969). *A History of Education Thought*. Columbus, Ohio: Merrill. (classic)
Curtis, S.J. (1968). *Short History of Educational Ideas*. London: University Tutorial Press. (classic)
Sifuna, D.N. F.N. Chege, & Oanda, I.O. (2006) (Eds) *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 12

12.0 TRADITIONAL AFRICAN SYSTEM OF EDUCATION

12.1 Introduction

In this lesson, we shall discuss African Indigenous education. But first, we ask ourselves, did African have a system of education? We can get the answer from our definition of education that we learnt in our first lesson. From that definition, we are certain that Africans had their own system of education.

12.2 Expected Learning Outcomes

By the end of the lesson, the learner should:

12.2.1 Discuss the view that before the coming of Europeans to Africa, African had their own systems of education

12.2.2 Describe the aims, content and learning methods of the traditional African education.

12.2.3 Explain the philosophical foundations of African traditional system of education.

12.2.3 Discuss how aspects of indigenous education in Africa are relevant to the theory and practice of early childhood education.

12.2.1 Introduction to African system of education

Traditional African education has also been used to refer to African Indigenous Education or the Pre-colonial Education. It may not be common knowledge that long before the coming Arabs and Europeans to Africa, the African people had developed their own system of education. However many Europeans had the impression that Africans were not educated because as they claimed Africans were primitive, savage and with no culture to perpetuate.

This mistaken belief arose from the fact that Africans did not have any formal schools to teach their young ones nor did they know how to read and write. Such views limit the definition of education to schooling or having literacy skills, which by no means provides us with the full meaning of education. Now, when we consider the definition of education, we see it as the *"whole process by which one generation transmits their culture from one generation to the succeeding generation"* or *"the process by which people are prepared to live effectively and efficiently in their environment"*.

From these definitions, we can clearly see traditional African education was complete and effective in transmission of knowledge and skills required in preparation for a productive life in the community. Let us now examine the aims, content and methods as used by the African education system.

Q Think of the community from which you come from and reflect on the aims, methods and content of the indigenous education of the people.

12.2.2 Describe the aims, content and learning methods of the traditional African education

Click the Link and read on the features of Africa Indigenous Education.

E-tivity 12.2.1 Philosophical bases for Africa Indigenous education

Numbering, pacing and sequencing	12.2.1
Title	**Philosophical bases for Africa Indigenous education**
Purpose	The purpose of this e-tivity is to describe the philosophical bases for Africa Indigenous Education,
Summary of overall task	Read this Article and describe five philosophica bases of Africa Indigenous education.
Spark	RITE OF PASSAGE shutterstock.com · 1908847315
Individual task	Using bullet points describe five philosophical bases for Africa Indigenous Education.
Interaction begins	a) Post five philosophical bases of African indigenous education on discussion Forum 9.1. b) Provide feedback on other learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 40 minutes

12.3 Summary

From this lesson, we learn that African had a form of education with aims, content and teaching methods. The philosophy that guided African indigenous education included perenialism, communalism, functionism, preparationism and holistism.

12.4 Self-Test Questions

a) Explain how aspects of indigenous education can be used in teaching early childhood education.

b) Explain what you understand by philosophical foundations of African education.

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12.5 Further Reading

Ocitti, P. J. (1973) *African Indigenous Education, As practiced by the Acholi of Uganda.* Nairobi: East Africa Literature Bureau.(classic)
Sifuna, D.N. et al. (2006). *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 13

13.0 DEVELOPMENT OF EDUCATION IN AFRICA

13.1 Introduction.
In this lesson, we are going to discuss how formal western education was introduced into Africa and examine the players who introduced t
his formal education.

13.2 Expected Learning Outcomes

By the end of the lesson, you should be able to:
13.2.1 Discuss how formal western education was introduced in Africa.
13.2.2 Describe the main players and they role they played in the development of education in Africa upto 1920.
13.2.3 Explain the main factors behind the development of education during the period 1920-1945
13.2.4 Discuss the impetus behind the formulation of policy of education 1920-1945
13.2.5 Explain factors behind the development of education from 1945 to 1960
13.2.6 Highlight the impetus behind the formulation of policy of education between 1945-1960
13.2.7 Discuss the factors that led to development of education in Africa between 1960-2000.
13.2.8 Highlight the policies that held the development of education during this period.
13.2.9 Changes in Systems of Education during this period.

13.2.1 Introduction of Formal western education in Africa.

The most obvious characteristic of education in Africa in the 19th century is that it was almost entirely in the hands of Christian missionaries. These missionaries had been active for decades before the colonial governments (British, French, German, Belgiam) declared their territories protectorates.
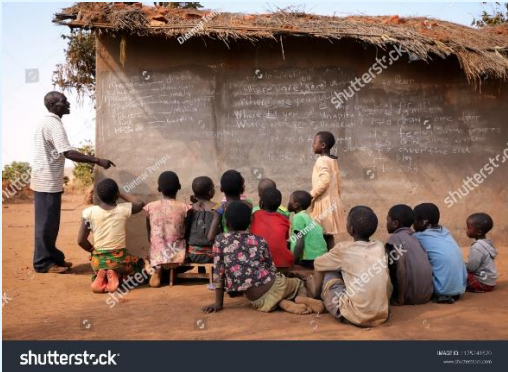
Factors behind the Development of Education
Click on the Link to read the factors that led to the development of education in Africa before 1920 to 2000 together with policies of education that were introduced during this period.

13.2.8 Policies on Education in Africa 1960 – 2000

E-tivity 13.2.1 A Post-Colonial Perspective on African Education Systems.

Numbering, pacing and sequencing	13.2.1
Title	A post-colonial perspective on African education systems.
Purpose	The purpose of this e-tivity is to help you understand Post-Colonial Perspective on African Education Systems

Summary of overall task	Read this <u>article</u> plus research on other materials and summarize post-colonial perspective on African education systems
Spark	
Individual task	Using bullet points identify three features of post-colonial perspectives on African education systems.
Interaction begins	a) Post ten policies on education in Africa between 1960-2000 b) Provide feedback on the learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take one hour for example
Next	Changes in the system of education.

13.2.9 Changes in Systems of Education.

- Large portions of resources to put education.
- Priority was put on expansion of secondary and higher education.
- Curriculum reform through curriculum revision laid emphasis on local needs. At lower levels, the curriculum was adapted to African needs. And background through adoption of textbooks and subject matter designed for the needs of children growing up in an African society.
- New teaching methods were incorporated into the school education systems.
- Attempts were made to break away from university structures of the metropolitan colonial countries, with some adaptation at newly established universities.

- Another change was in the organisation of courses in universitytype institutions of higher education. Universities in Africa have had to offer a comprehensive range of professional training adapted to local conditions regardless of whether the courses were then accepted within the European pattern of university studies or not.
- Manpower needs further led to the creation of new degree structures, like the B.Ed. (Bachelor of Education).
- There were also changes related to the length of training in some degree structures.
- Other changes included university entry requirements.

The problem of unemployment led to various experimental programmes being set up in many countries designed to complement the formal school education by providing programmes of outof-school education and training for young people.
- The aim of these programmes was to provide education for national consciousness and skills training.
- Thus among the changes in systems of education in Africa has been the emphasis on non-formal education. This involved a deliberate provision of this type of education in order to enhance their educational attainment.

- Another change in systems of education has been the diversification of the school curriculum. This allowed students to be exposed to vocational skills of their choice in addition to acquiring the cognitive skills learnt in preparation for university work.

13.3 Summary
In this lesson, we have look at the development of education in Africa pre-colonial period to the year 2000. We have identified factors that contributed to the development of education during the various period and identified the main players and their roles during the period. To add on that, there were several policies that were formulated and helped in the development of education in Africa.

13.4 Self-Test Questions

a) Discuss the contribution of the following to the development of education in Africa before 1920:

i) Christian missionary enterprice
ii) Colonial Government
iii)Africans

a) Discuss the main factors that led to the development of education in Africa between 1920 and 1945.

Discuss the main features in the formulation of policies on education in Africa during the 1945-1960 period.

a) outline the contributions of the three types of education to modern day education.
b) discuss the forces that influenced the rise of universities in the medieval period.

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13.5 Further Reading

Jolly, R. (1969) (ed). *Education in Africa. Nairobi*: East Africa Publishing House. 1969. (classic)
Sifuna, D.N. et al. (2006). *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.

LECTURE 14

14.0 DEVELOPMENT OF EDUCATION IN KENYA

14.1 Introduction
In this lesson, we shall discuss the development of education in Kenya and the main players and their roles in the development of western education.

14.2 Expected Learning Outcomes

By the end of this lecture you should be able to:

14.2.1 Discuss the establishment and development of formal western education in Kenya ght of the role played by:
a) European Christian Missionary Societies
b) Government Officials
c) Africans in Kenya

14.2.2 Discuss the response of Africans in Kenya to the establishment and development of formal western education.

14.2.3 Discuss the factors behind changes in the development of education during the 1920-1945.

14.2.4 Identify major agents who helped shape the policy on education.

14.2.5 Describe features of change in the system of education after independent.

14.2.1 The establishment and development of formal western education in Kenya

Click the Article and read on the development of education in Kenya with reference to the contribution of missionaries, the Government and the response of African to education before 1920.

14.2.3 The factors behind changes in the development of education during the 1920-1945

E-tivity 14.2.1 Factors that led to changes in the development of education during this period

Numbering, pacing and sequencing	14.2.1
Title	Factors that led to changes in the development of education between 1920 -1945.
Purpose	The purpose of this e-tivity is to help you to identify the factors that led to changes in the development of education during this period.
Summary of overall task	Research of the factors that led to changes in the development of education between 1920-1945.

Spark	
Individual task	Using bullet points explain five factors that led to the changes in the development of education during this period.
Interaction begins	a) Post five factors that led to changes in the development of education in Discussion Forum 11.1. b) Provide feedback on other learners' views and ideas on the needs Assessment
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 40 minutes
Next	Agents who helped shape the policy of education.

14.2.4 Major agents who helped shape the policy on education

The government provided policies that affected the whole system of education in the country.
Click the **link** and read on policies in the development of education in Kenya.

E-tivity 14.2.1 Africans demands in education by 1945-1963

Numbering, pacing and sequencing	14.2.1
Title	Africans demands in education by 1945-1963
Purpose	The purpose of this e-tivity is to help you to understands what type of education Africans demanded.

Summary of overall task	Research on the demands that Africans wanted for the education of their children:
Spark	
Individual task	Using bullet points explain five demands by Africans for the education system of their children.
Interaction begins	a) Post five demands by Africans in the education system in discussion Forum 11.1. b) Provide feedback on other learners' views and ideas on the needs Assessment.
E-moderator interventions	1. Ensure that learners are focused on the contents and context of discussion. 2. Stimulate further learning and generation of new ideas. 3. Provide feedback on the learning progress. 4. Close the e-tivity
Schedule and time	This task should take 40 minutes
Next	Contemporary issues in education

14.3 Summary

In this lesson, we have discussed the major roles the colonial government, the missionaries and African themselves played in the development of education in Kenya. We have also looked at the policies that helped the development of education and the main features of education for the Africans that was mainly technical and elementary that led to Africans demanding for better education and for their children to proceed to secondary school and higher education

14.4 Self-Test Questions

1. Identify the policies that led to the development of education from 1920 to present time in Kenya.
2. Discuss the major changes that have taken place in education since independence
   1. Research on Education commissions before and after independence.
   2. The lecturer will allocate topics on contemporary issue to be discussed in groups of 10 each.

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14.5 Further Reading

Eshiwani, G.S. (1993). *Education in Kenya since independence.* Nairobi: East African Educational Publishers.(classic)

Bogonko, S.N. and Sifuna, D.N. (1986). *A History of Education in Kenya*. Nairobi: Kenya Publishing and Book Marketing Co. Ltd. (classic)

Sifuna, D.N. et al. (2006). *Themes in the Study of the Foundations of Education*. Nairobi: The Jomo Kenyatta Foundation.