

7.5. Inequalities Due to Admission Policy and Subject Specialization

The implementation of the 8-4-4 system of education in Kenya in 1981 under the President Moi regime was supposed to be a harbinger of increased access to HE by students given its broad curricula. It replaced the former system of education (the 7-4-2-3) which was accused of being mostly academic and only trained students for white collar jobs. Kenya being mostly an agricultural economy, majority of the students graduating from the education system became jobless for lack of practical skills. The Prof Mackay led Commission which was charged with reviewing the education system that had been in use since independence, found it unrealistic to drive the economic demands at the time and accordingly replaced it with the Canadian 8-4-4 system of education that had a broader curriculum and laid emphasis on the science subjects, vocational and practical subjects (Kagame of Kenya, 1993).

But the implementation of the new system may have come to haunt Kenyans now as three quarters of the students who sit their final examinations miss out on the universities central placement based (KUPDECIP) list. It is expected that those who miss out on the JAB list seek admission in private universities and other middle level colleges but this has proved to be a major challenge owing to inadequate and poorly equipped middle level colleges. Since 1998 when the pressure from the World Bank allowed governments in Sub-Saharan Africa to privatize higher education, no did the demand of the middle level colleges begin as most of them have been collapsed into universities and constituent colleges of public universities who are struggling to keep afloat due to inadequate funding from the exchequer. The collapse of middle level colleges has constructed students admission in tertiary institutions. According to Kenya national Examinations Council Reports (KCNEC 2011, 2012, 2013 and 2014, there were 557 488 KCNEC candidates in 2010, 411783, in 2011, and 436349 in 2012. The year 2013 recorded the highest number of KCNEC candidates at 446,696.

However, from 2011 to 2013, it turns out that more than 400,000 school leavers from Kenyan secondary schools were unable to proceed with any form of education. In 2013, out of out of 446,696 KCNEC candidates, only 121,365 representing 27.5 percent had managed to score C+ and above (Kaimenyi (2014) and who would possibly be admissible in Kenya's public and private universities going by the Commission for University Education regulations 2013. The remaining lot was to pursue their careers in middle level colleges and other technical and vocational colleges. However, enrollment in national polytechnics, other technical and vocational institutions including youth polytechnics is low at an average total enrollment of 75,000 students per annum. This is despite the fact that the country releases slightly over 500,0000 student per year with less than grade C+ who are expected to enroll in middle level colleges.

Kenyan students graduating from Ugandan universities



Source: Kahari (2014)

7.6. The A Level Segment and Subject Specialization

Most of the students interviewed argued that they were attracted to Uganda's system of education due to the A level segment that allowed them to pursue subjects of their choice unlike Kenya where they were forced to do all subjects including those they were not talented in. Every year when KCNEC examination results are released, scores of students score grades that cannot take them to university by Kenyan standards. The Kenya's Commission for University Education (CUED) only allows those with grade C+ and above in KCNEC to be admitted to university education. The remaining lot who are the majority, are advised to pursue their careers in middle level colleges and Youth polytechnics. In his speech during the release of 2013 KCNEC results, the Kenyan Cabinet Secretary for Education noted that out of 446,696 candidates, only 121,365 representing 27.5 percent had managed to score C+ and above (Kaimenyi, 2014). Those would possibly be admissible in Kenya's public and private universities going by the Commission for University Education regulations 2013. The remaining lot were advised to pursue their careers in middle level colleges and other technical and vocational colleges. He stated thus:

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Roman Wölfel



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