

Education in Africa beyond 2015 MDGs: Reflections on philosophical underpinnings on assessment and evaluation of qualifications on technical education. A paper presented at the 2nd Africe Conference held at the University of Nairobi, Kenya Science Campus on 18th -19th June, 2015

By

Dr Atieno Kili K'Odhiambo

Senior Lecturer, Department of Educational Foundations, University of Nairobi

and

Dr Daniel Komu Gakunga

Lecturer, Department of Educational Foundations, University of Nairobi

Abstract

Assessment and evaluation of the productivity of technical workers without formal education vis-a-vis those with formal education prompt educationalists to question the authenticity of establishing technical institutions. Analysis of the innovativeness and creativity of technical workers point out that assessment and evaluation to certification and consequently employment should be restructured to focus on practicality which is oriented to solving problems rather than accumulation of theoretical knowledge. A system needs to be put in place to source people for vocational training without pegging the admission requirement on any certificate and orientating instructors to innovation and creativity, which can spur technological advancement in Africa.

Key Terms: formal education, technical institution, theoretical knowledge, practicality.