

## AN ASSESSMENT OF THE QUALIFICATION OF TEACHERS OF PHYSICAL EDUCATION AND SPORTS IN PUBLIC SECONDARY SCHOOLS IN BOMET COUNTY, KENYA

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### ABSTRACT

The purpose of this study was to establish whether there are qualified teachers in secondary schools in Bomet County teaching and administrating Physical Education and sports. Gross *et al* model of curriculum development and implementation guided this study. This study utilized survey method of research and the sampling designs used included simple random, purposive, convenient, and stratified random sampling whereas questionnaire and interview guide were the tools of data collection. There were 281 respondents who took part: 21 “teachers of physical education”, 21 heads or deputy head teachers, 1 QUASO and 237 students. Data analysis was done using descriptive statistics. The study made recommendation that is useful in reducing the gap between official and actual practice in Physical Education in schools in Bomet County.

**Keywords:** Curriculum, implementation, physical education.

### INTRODUCTION

The quality of an individual's (and a country's) well-being and health may be in direct proportion to the quality of physical education curricula experienced. Insuring physical education curricula is a responsibility of physical educators, with ultimate accountability resting with the profession. Professional physical educators are primary care-givers of students with regard to physical education; and schools are primary venues through which physical education should be delivered.

The International Charter of Physical Education and Sport, and supported by UNESCO Member States (Preamble Art. 1, 1978; reaffirmed by ICHPER.SD, 1991) declares access to physical education for all. Physical education and sport is a fundamental right for all. The Convention of the Rights of the Child (UNICEF, 1990) states that education shall be directed to: the development of the child's personality, talents, and mental and physical abilities to his/her fullest potential; the development of respect of human rights. The World-Wide Survey (Hardman and Marshall, 2000) with the support of ICSSPE and other international and regional agencies affirmed that physical education has been pushed into a defensive position, suffering from decreased time allocation, budgetary constraints, low academic status, and under valuation by authorities. The survey advocated increased action oriented partnerships of all concerned organizations and agencies; concerted international actions by all concerned to enable compliance with UNESCO's advocacy statement espousing the principle of physical education as a fundamental human right.

Ogi, (The Secretary General's Special Advisor) presented a report on 3<sup>rd</sup> April 2006 in New York saying, many people had been made aware of the power of sport and physical education to help build a better world, saying this was done more with passion than with money. He

stressed that sport was not just for entertainment but that recreation and physical education were also tools for social- economic development and peace.

From the fore going, there is a particular challenge in making opportunities for physical education available in less developed countries. There are many reasons for the breakdown of putting policy into practice. One of the reasons includes lack of adequately trained teachers, especially in secondary schools.

### **STATEMENT OF THE PROBLEM**

The pressure of examinations, many and congested school academics programmes, small school play- grounds, mushrooming of unchecked or unregulated ‘academies’, and the low status of physical education, has increased sedentary life of pupils, students and young adults. This has become a recipe for a myriad of problems ranging from poor academic achievement, lack of teamwork, health problems. In recent syllabi change by KICD, Physical Education lessons for forms one and two is only one per week and two for forms three and four. Nevertheless, teachers are not implementing this programme. This study sought to establish whether there are qualified teachers in secondary schools in Bomet County teaching and administrating Physical Education and Sports.

### **ASSUMPTIONS OF THE STUDY**

This study assumed that:

- (i) There was a Physical Education syllabus in every school in the County
- (ii) All schools in the County had competent teachers of Physical Education posted by the TSC
- (iii) Informants were privy to information required by the researcher

### **SIGNIFICANCE OF STUDY**

The study is deemed meaningful to the MOE, TSC and KICD that these agencies would use the findings to re-assess the state and status of Physical Education training and qualification of teachers in secondary schools and to come up with appropriate strategies on the policy of Physical Education that firmly secures the future of our youths in terms of physical education. This research will also enrich the literature on Physical Education and Sports in Africa and Kenya in particular since there are no previous researches hitherto on this topic.

### **JUSTIFICATION OF THE STUDY**

Physical education has long been an integral part of the school curriculum. However, many times the instruction declines progressively along the education ladder. The school set-up has become oppressive to the child in total disregard to the UN International Charter of Physical Education and Sport of 21st November 1978. It is plausible that a decline in all aspects of the educational paradigm will suffer from an unbalanced approach to improving the whole.

### **THEORETICAL FRAMEWORK**

It is envisioned that the main challenge that brings a lot of disparity between the promise and reality in schools is the implementation of an innovation or even the existing policy.

Gross et al (1971) put forth an implementation package. Physical education teachers can either accept or reject physical education curriculum based on their capability. This is seen in terms of their training and qualification as the prime implementers of the programme.

### DEFINITION OF TERMS

**Physical education** – it is also called physical training and it is the study, practice, and appreciation of the art and science of human movement. In this study, it refers to an instructional programme built around basic motor activities, which help achieve the goal of physical, emotional, and mental well-being for every student.

**Curriculum** - Bishop (1985) defines it as all the experiences a pupil undergoes under the guidance of the school. In this study, the term is used to refer to all the experiences that secondary school students undergo in the course of learning and acquiring skills in Physical Education as a subject.

**Implementation** - Fullan (1982) defines the term as the process of putting into practice an idea, programme, or set of activities new to the people attempting to bring about change. In this study, the word curriculum implementation is used to refer to the process of putting into use the Physical Education programme as stipulated by the 2003 curriculum changes in secondary schools in Kenya.

### REVIEW OF RELATED LITERATURE

#### Curriculum implementation

Successful implementation of a change depends on what teachers know, think and do. The most powerful impact on the transformation of student acquisition of skills in physical education occurs when teachers change their practices and beliefs. Because change at times is inevitable, physical educators must become leaders in the change process if they wish to have a positive impact on their schools and classrooms.

Institutionalization occurs when changes become part of people's every day behaviour and beliefs. Some innovations are abandoned soon after implementation before reaching institutionalization. Of major concern is whether good changes have been 'lost' through failure to carry them past the implementation to institutionalization. Of equal concern is who is to blame? Unfortunately, failure to bring innovation to institutionalization is frequently charged on to the resistance of teachers. Fullan (1993) quotes an anonymous statement that reflects a widely accepted view that if a new programme works, teachers get little of the credit; if it fails, they get most of the blame.

Fullan (1993) has established that for stability and change, the mental health and attitudes of teachers are crucial to success. For teachers of physical education to implement this curriculum depends on what they think and do. Routine, overload, too broad a range of educational goals and expectations in other subjects coupled with the ambivalence of youth toward the value of physical education, present intolerable conditions for sustained development of physical education. Because of the high demand on the time of teachers, those who are committed often feel exhausted and burned-out. Other teachers experience isolation in the absence of official support. Although change is a personal experience, each teacher affected by change must have the opportunity to work through this experience in ways in which rewards will at least match costs. Because officials advocating and developing changes get more rewards than costs, and teachers who implement change experience more

costs than rewards. This explains why, although everyone wants change, conditions remains the same in dissemination of physical education curriculum. It is imperative that all teachers within a system work together to improve student learning irrespective of their station in school. The outcome will always be positive and far reaching if supported by the administration.

Innovations and reforms can improve or worsen existing conditions. Most teachers respond to a ‘practicality’ ethic. Doyle and Ponder (1978) discuss three aspects of this ‘practicality’ ethic: congruence, instrumentality, and cost. These are explained as:

**Congruence** refers to the teacher’s best estimate of how students will react to the change, and how well the innovation will fit the teacher’s situation.

**Instrumentality** concerns the *hows* of implementation; philosophy, theory, or general principles are unacceptable because they lack procedural referents. Teachers must have some understanding of the operational meaning of the change before they can make a judgment.

**Cost** can be defined as the teacher’s investment-to-return ratio of experiences. Personal cost in time, energy, and feelings of inadequacy constitute the major costs of changes in education. Fullan observes that, from the perspective of individual teachers, the balance between incentives and disincentives helps explain the outcome of change efforts.

Fullan (1993) attributes the failure of the promotion of change to several reasons. The strategies promoters other than teachers commonly use do not work because those strategies are derived from a ‘world’ that is different from the teacher’s world. Innovations, sometimes, cannot be translated into practice with available resources. Innovations may advocate good ideas and resources, but assume unrealistic conditions. Innovations may produce no clear evidence that they would benefit a particular teacher’s students. Some innovations do not clearly specify procedural content; others fail to acknowledge personal costs, the meaning of change to teachers, and conditions and time required to develop the new practices. Fullan points out that the reasons why teachers reject certain innovations are every bit as rational as reasons why advocates promote them. The message to everyone outside the role of teachers is, “understand the subjective world-the phenomenology-of the role incumbents play as a necessary precondition for engaging in any change effort with them” (Fullan 1993:131).

Researchers have identified teacher isolation and its opposite: collegiality, as the best starting point for understanding what works for teachers. Relationships with others are critical variables. Change involves learning to do something new, and interaction is the basis for social learning. New meanings, new behaviours, new skills, and new beliefs depend significantly on whether teachers are working in isolation (Goodlad,1984; Lortie,1975; Sarason, 1982),or are exchanging ideas, support, and positive feelings about their work (Mortimore, et al., 1988).Significant educational reform involves changes in beliefs, teaching styles and materials. In the final analysis, teachers, as interacting professionals, need to be in a position to decide whether the change is meaningful to them. Physical educators interacting as professionals can succeed in effecting changes to lead children in developing to their full potential in physical education, after all,

...the teacher, like the artist, the philosopher, and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner creative impulse, not dominated and fettered by an outside authority (Bertrand Russell, 1950:159).

## Qualified teaching personnel

Throughout the European region, physical education teaching degree and diploma qualifications are acquired at a range of higher education institutions. For secondary school, teaching qualifications are predominantly acquired at university level institutions. In Kenya, physical education teachers for secondary schools used to train in Kenyatta University but the programme fizzled out due to Structural Adjustment Programmes (SAPs) in the 1990s. At that time, the government was forced by International Monetary Fund (IMF) to put a freeze on teacher employment and the employment of physical education educators has been seen as non-core since then. Currently teachers of physical education form part of training done in Kenya Science Teachers' College (KSTC) and Kagumo Teachers' College for Diploma certification. KSTC has since faced out diploma courses because it has become Kenya Science Campus, a branch of University of Nairobi (UoN). For primary school teaching, qualifications tend to be acquired at pedagogical colleges, but not exclusively so in European countries. In Kenya, physical education forms an integral part of training in all the government and other private Teachers Training Colleges (TTCs). In approximately half of the countries in Europe, physical education teacher graduates are qualified to teach a second subject. Though not applicable to all countries, a common scenario across Europe is the practice of having qualified 'specialists' physical education teachers at secondary level and 'generalist' teachers at primary level. Some countries do have specialist physical educators in primary (elementary) schools but the variations are wide and there are marked regional differences. In some countries, a generalist teacher in primary schools is often prepared inadequately or inappropriately to teach physical education.

There are some concerns both in developing and developed countries on the level of physical education instruction in schools. Primary school teachers are not training well. In Norway and Sweden, it is possible to teach physical education in primary schools without any prior training, no wonder that a Swedish physical education professional protests '... generalists keep the PE level low'. (EUPEA Forum, 2002). Some teachers in Europe undertake required INSET or Continuing Professional Development (CPD). In some countries, inadequate promotional infrastructure and finance can inhibit participation in INSET/CPD.

## RESEARCH DESIGN AND METHODOLOGY

### Research design

The study utilized a descriptive survey method of research. A survey research collects data about variables of subjects as they are found in a social system or society. The central feature of survey is the systematic collection of data in a standardized form from an identifiable population or representative sample. This included or even focused totally on what the individuals surveyed thought or felt about the topic (Robson, 1993).

### Study population

The study comprised all public secondary schools in Bomet County. The County had a total population in secondary schools of 15413 students and 504 secondary school teachers and 4 QAS officers.

### Sampling procedures and the sample

To get a representative sample and significantly reduce chance error in the study, all the schools in the County were stratified as per their category like boys', girls' only schools, mixed schools and also if the school is county or extra county. To calculate the number of

sampled teachers per school category, the total numbers of teachers in each category were multiplied by the ratio of teachers sampled to the total number of secondary school teachers in the County (Too, 2004).

All teachers who teach or are trained in Physical Education and their respective head teachers or deputy head teachers in the 21 sampled schools responded to the Teachers' Questionnaire and Head teachers'/ deputy head teachers' interview guide respectively. Convenient Sampling was used to get 1 QAS to respond to interview guide.

### Research tools

This study was carried out using questionnaires and interview guides. The teachers of Physical Education completed the questionnaires. Interview guide was administered to the head teachers/deputy head teachers and a QAS officer.

### Data collection and analysis

Piloting in Kericho County to validate and determine reliability of the research tools was done. Reliability value,  $r$ , for the questionnaire was 0.78. The second phase was collection of data for the study analysis. The research tools were administered to respective respondents by the researcher. Each respondent was encouraged to respond individually. Enough time was given to all respondents for accuracy purposes. Descriptive statistics were employed in data analysis. These included frequency tables, and percentages were used.

## RESULTS

The configuration of this study gave what in the absence of available official data is plausibly regarded as a suitable cross –section of respondents for the purpose of the study. Table 4.1 shows the age and gender of the teachers who teach physical education.

**Table 4.1: Age and gender of teachers of Physical Education**

	Age bracket (Years)	Gender		Total	
		Male	Female		
Below 26		1(4.8%)	0(00)	1(4.8%)	
26-30		8(38.1%)	0(00)	8(38.1%)	
	31-35		8(38.1%)	1(4.8%)	9(42.9)
36-40		1(4.8%)	0(00)	1(4.8%)	
	41-45		0(00)	1(4.8%)	1(4.8)
46 & above		1(4.8)	0(00)	1(4.8%)	
<b>Total</b>		<b>19(90.5%)</b>	<b>2(9.5%)</b>	<b>21(100%)</b>	

From Table 4.1, most teachers of physical education are within the ages of 31-35 (42.9%). This shows that majority of teachers who take physical education are in the middle ages. The gender of teachers of physical education showed skewed disparity with males forming 90.5% and females only 9.5%. This is a clear indication that female teachers have not come out strongly to assert their authority in this field of study and that physical education is still dominated by male teachers. Table 4.2 shows the qualifications and the training levels of teachers who perform the teaching of physical education in secondary schools in this county under study.

**Table 4.2: Qualification of teachers of teaching Physical Education**

Qualification	Trained in Physical Education		Total	
	Yes	No		
Diploma in Ed.	5(23.8%)	2(9.5%)	7(33.3%)	
	BA/BSC+ PGDE	1(4.8%)	0(00)	1(4.8%)
B.Ed	2(9.5%)	11(52.4%)	13(61.9%)	
<b>Total</b>	<b>7(33.3%)</b>	<b>14(66.7%)</b>	<b>21(100.0%)</b>	

Table 4.2 indicates that 61.9% of the teachers of physical education are graduates with Bachelor of Education degree (B. Ed) and those with Diploma in Education (Diploma in Ed.) are 33.3%. Conversely, it is these Diploma trained teachers who are trained in physical education as 23.8% said they were trained in physical education in either Kagumo Teachers College or KSTC, while 66.7% are not trained, and these are graduates from public universities except those who have upgraded their training to graduate level (9.5%).

Table 4.3 shows the feelings of the physical education teachers on the issue of further training, attending workshops or seminars related to physical education and sports.

**Table 4.3: Teachers' need to improve Physical Education teaching**

Opinion	Frequency	%
Agree	11	52.4
Strongly Agree	8	38.1
Undecided	2	9.5
<b>Total</b>	<b>21</b>	<b>100</b>

At this point, 90.5 % ( 52.4% and 38.1%) of teachers felt that there was a need to improve the teaching of physical education in their schools. This is a clear indication that teachers are not doing enough to give the required instructions in this curriculum area that be fits its status in the school curriculum. The research found out that there was no qualified QAS in physical education in the District. Only two of the head teachers were trained in Physical Education. As mentioned earlier in Table 4.2, 66.7% of teachers given physical education lessons are not trained as compared to 33.3% who are trained. Among the teachers given lessons to teach physical education, 61.9% have never attended any INSET courses. In addition, only teachers who graduated from Kagumo and KSTC were the ones staffing physical education curriculum in schools. This group formed only 28.6%.

### Research findings

Most of the teachers given the responsibility of teaching physical education in Bomet County are not equipped with the pedagogy of physical education. The study established that none of the QUASOs in the District is an authority in physical education and not all the administrators safe for two were ever trained in physical education. The KICD has often believed that the physical education frameworks will work without knowing the level of training and workload of the teachers in the field. Fullan has established that because of the high demand on the time of teachers, those who are committed often feel exhausted and burned-out. The research established that most teachers trained in physical education teach either languages or mathematics and sciences in the curriculum. These subjects have very high number of periods per week in the curriculum. The teachers who are not trained in physical education and are given such lessons are those with lessons way below the Curriculum Based Establishment (CBE). They only accept physical education lessons to top

up on the few lessons so that they do not get transfers for being underutilised. A case in point is a teacher in one of the sampled schools whose subject had been faced out by the MOE had all the physical education lessons in the school given to him, but all he had to do was read storybooks.

Most of the teachers fit into what Hardman and Marshall (2001) in their International Survey described as “remote-control teachers” (drop students off and return at the end of the lesson, leaving them to do “their own thing”). Such teachers, who are not properly trained, provide haphazard lessons or supervised play, or are unprepared to meet the expectations and responsibilities associated with delivering quality programme to their learners.

The use of unqualified personnel raises other issues of concern. Teacher training programmes essentially challenge pre-service students to incorporate a diverse set of pedagogical practices designed to improve the delivery of physical education. Teachers of physical education are not only expected to know their field, but they must also be aware of other aspects of teaching that are peculiar to physical education, for instance, the element danger is always present in most physical education activities, and teachers must be familiar with the correct teaching procedures that may prevent accidents and injury. The teacher of physical education must be able to demonstrate the skills and techniques of the many activities that make the physical education curriculum. The demonstration must be correct. This is a concern raised by Manitoba Physical Education Teachers’ Association (2001) that teachers are legally responsible for ensuring that safe conditions are provided in their physical education classes. Can this be replicated in our schools in Kenya? Before the freezing of teachers’ recruitment in 1998, only KU trained teachers of physical education at degree level. The University has since scaled down her training. Equally, TSC has never advertised posts in physical education as opposed to the yearly adverts on the main academic subjects.

The County QAS Officer interviewed puts it very aptly that when the MOE noticed that physical education lacked qualified staff and that most of those who had initially trained at the degree level were leaving TSC for greener pastures, it (MOE) began emphasizing on sports and games in secondary schools. The problem with this kind of arrangements is that teachers in charge of sports and games only follow a calendar of sports and games sent to them by KSSSA. There are pitfalls to this. First, not all students will fit into the calendar because sports and games emphasize competition. Secondly, most schools give one or two teachers to be in charge of sports and games. One of the sampled schools has a student population of 948. How will one teacher ensure all students take part in games in a span of one hour? Another issue with sports and games is that without the pedagogy of physical education, teachers prepare students with the aim of winning a competition. The pressure to win is so intense that when they fail to do so, strikes become imminent either within the school or with the winning school.

## **CONCLUSION**

The research found that the students in secondary schools are largely denied a chance to participate fully in physical education. This is against their fundamental human right as stipulated by the UN Convention of 1978. The research established clearly that there are very few teachers of physical education currently practising and their other subjects of specialisation over work the few who are in the field. The majority of teachers given the responsibility of delivering quality physical education are not trained. This is a pointer to a serious problem affecting the teaching and learning of this subject.



**ECOMMENDATIONS**

This research recommends that the MOE should come up with a clear policy on the training of teachers to teach physical education in all schools in the country and the TSC should be compelled to ensure that adequate teachers of physical education are deployed to schools in Bomet County.

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### Abbreviations/Acronyms used in the study

CPD	Continuous Professional Development
FPE	Free Primary Education
ICHPER	International Council for Health Physical Education and Recreation
ICSP	International Committee of Sport Pedagogy
ICSSPE	International Council of Sport Science and Physical Education
INSET	In-service Training
IOC	International Olympic Committee
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
KSSSA	Kenya Secondary Schools' Sports Association
KSSP	Kenya Education Sector Support Programme
KSTC	Kenya Science Teachers College
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
QAS	Quality Assurance and Standards
TSC	Teachers' Services Commission
TTC	Teachers' Training College
UN	United Nations
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children and Education Fund
WBCSD	World Business Council for Sustainable Development
WHO	World Health Organization