

## **The Evaluation Dilemma in Kenya Education System**

**By**

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### **Abstract**

*Kenya strives to achieve Education for All (EFA) in order to contribute to various developmental endeavours. Like any country she has national goals of education that reflect the prevailing needs for which the offered education should aim at addressing. Through evaluation a nation is informed on the performance of the education system and its outputs. Given this critical role the evaluation system should be accurate, credible, and realistic in providing data to advise the stakeholders on the quality, efficiency, effectiveness, competency and reliability of both the system and products. Kenyan education has since colonial period relied on summative evaluation as the standard measure for judging and awarding grades and certificates to its products. Bearing in mind that Kenyan society attaches a lot of value to grades and certificates the two are determining factors for quality products. They predetermine the academic and profession destiny of the products. Notwithstanding this approach the summative evaluation system in Kenya has high potential of anomalies regarded as examination irregularities. Due to this many stakeholders are left wondering and questioning how much confidence should continue to be entrusted in the system. Many questions arise such as what could be the alternative strategies for gauging the product's performance in the event of lack of confidence in the summative evaluation? Which best approaches can gauge learning achievements in a schooling system? The paper hopes to address the two questions by conceptualizing the meaning of Education and evaluation, analysing its function, criterion, and standards upon which evaluation is judged.*

**Keywords:** *Education, Summative Evaluation, Quality Product, Dilemma*