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Analysis of Kenya's education system to boost Egyptian soft power

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Abstract

This research paper analyzes Kenya's education system, focusing on its structure, number of schools, and compliance with the Kenyan constitution. It emphasizes educational equity for genders and diverse regions and the impact of ethnic and religious diversity. The study also examines the role of private sector investment in Kenya's education sector, particularly Turkish schools. The paper also examines constitutional and legislative aspects, including educational policy and the Ministry of Education's executive structure. It also investigates conflicts among authorities and Egypt's influence on Kenya's education system. The findings suggest ways for Egypt to improve diplomatic relations and capitalize on investment prospects within Kenya's education system.

Keywords: Kenya, education, constitution, system, evaluation, policies.

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Introduction:

In many political, economic, and social fields, Africa represents special importance for Egypt. Egypt has been interested in supporting its relations and opening up significantly to Kenya as one of the important countries on the African continent. Education has multiple aspects of importance through which these relations can be supported in many aspects of importance and relevance to Egypt's political and economic orientations, in particular in building solid relations with African countries through the various systems affecting Egypt in this direction, which requires activating each system in the performance of this role, each in his specialty.

Since its independence in 1963, the government of Kenya has recognized the importance of education as a basic right and a tool for achieving social and economic development. The current primary school population is estimated at 10.4 million in public and private primary schools. This rapid growth in the primary school population is attributed to the government's introduction of free primary education in 2002 and other interventions. The enrolment in our schools indicates that Kenya is on track to achieve the Education for All (EFA) and Millennium Development Goals (MDG) commitments by 2015. (education M.O., 2024)

Kenya has had several education commissions in both colonial and post-colonial periods, such as Phelps Stoke (1924), Beecher (1949), Ominde (1964), Bessey (1972), Gachathi (1976), Mackay (1981), Kamunge (1988), Koech (1999), and Odhiambo (2012), whose

terms of reference are comprehensive and varied. Each of these commissions and the Kenya Constitution (2010) contain numerous recommendations that have informed Kenya's education sector over the years to make education relevant and practical for both individual and national development. (Njoroge., 2017)

Kenya adopted a centralized education system in 1964 after gaining independence from Britain in 1963. Since then, its education system, with a uniform national curriculum, has witnessed many structural and curriculum changes. Kenya adopted the first system of education after independence, the 7-4-2-3 system, modeled after the British education system. It involved 7 years of primary education, 4 years of secondary education, two years of high school, and 3 years of university education. The current 8-4-4 system, based on the American educational system, which requires students to complete 8 years of primary education, 4 years of secondary education, and 4 years of university education, replaced the previous 7-4-2-3 system in 1985. The 8-4-4 system was adopted to improve the employment potential of school leavers by equipping them with more technical and vocational skills (Amutabi, 2003; Eshiwani, 1990). The previous system had been criticized for producing elitist school leavers more focused on gaining scarce formal sector jobs.

When the 8-4-4 system was introduced in 1985, Kenya had a free primary education (FPE) policy. However, in 1988, only three years into the 8-4-4 system, Kenya adopted the World Bank-IMF structural adjustment programs (SAPs) that, among other things, sought to reduce the government's role in providing social services such as healthcare and education. Accordingly, the government's role in providing primary school education was reduced to the payment of teachers' salaries. At the same time, parents were responsible for providing school uniforms, desks, stationery, school buildings and other infrastructure, and maintenance costs (Bedi, Kimalu, Mandab, & Nafula, 2004). The heavy education costs imposed on parents by SAPs soon led to high school dropouts and non-enrollment (Rono, 2002; Somerset, 2009). Consequently, children from poor families dropped out of school while those from

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well-to-do families remained in school and thrived, thereby helping to widen existing socioeconomic inequalities.

Kenya has a great interest in education, and the state believes that education is entrusted to Kenya's advancement. Kenya aspires to be significantly developed to achieve its wishes, so the President formed a presidential committee to review education and submit its report and recommendations comprehensively. It is named the Presidential Working Party on Education Reform (PWPER), appointed on September 29, 2022, by the president through Gazette Notice No. 11920, and they respectfully submit the report covering all the terms of reference and titled Transforming Education, Training, and Research for Sustainable Development in Kenya. In this report, the PWPER makes recommendations after extensive public participation, careful deliberations, and national validation by key stakeholders touching on the whole spectrum of our education, training, and research space. (Raphael M. Munavu, 2023)

For this reason, this research seeks to study the Kenyan educational system and the interactions of stakeholders with it and to identify its strengths and weaknesses so that a sharp vision can be formed. How can Egypt be helped in supporting Kenya in the field of education? Also, from the investment side, we can invest in this field in addition to supporting and activating the role of Al-Azhar Al-Sharif in Kenya, which is finally entitled to support Egyptian-Kenyan relations and be the nucleus of other studies in this direction, whether at the level of Kenya or a model that can be applied to other African countries.

A- The general framework of the research

1. The problem statement and questions of research:

Egyptian-Kenyan relations developed from Egyptian African relationships and have changed in the modern age. Under President Gamal Abdel Nasser (1952–1971), Egypt hosted African national liberation movements at their administrative offices in 5 Heshmat Street in Zamalek, supported them in all economic, political, and social areas, and helped establish the Organization of African Unity

in 1963, the African Union on July 9, 2002, and Egypt's foreign policy changed under President Sadat (1970–1981), from Abdel Nasser's socialist bloc to the Western bloc after the October 1973 war. The African circle's influence in Egyptian policy decreased after the Camp David Accords.

Egypt's African strategy under Mubarak (1981–2011) was consistent. After an assassination attempt in Addis Ababa on June 26, 1995, President Mubarak's political relations with African nations deteriorated.

African nations banned Egypt's membership in the African Union after President Sisi's 2014 election. They reestablished it at the 23rd regular African Summit in Malabo, Equatorial Guinea. This decision followed an 11-month freeze from July 5, 2013, to June 27, 2014, paralleling Egypt's July 2013 events.

Egypt has actively promoted this by participating in African Union conferences, hosting the African Forum in Sharm El-Sheikh, strengthening political relations with African leaders, sending the Egyptian president to many African countries, and supporting African development initiatives.

Despite Egypt's growing influence on Africa, African nations have maintained anti-Egyptian attitudes on significant topics. The Ethiopian Renaissance Dam was the main issue, and most African nations supported Ethiopia's not supported-historical and Egyptian legal rights, which supported Egypt's.

Egypt's national security depends on Egyptian-African relations; thus, they've taken center stage. are essential. Due to its importance and interest, this study has tried to contribute to solving this problem by evaluating Egypt's educational system as one of its primary soft power forces.

Soft power is the ability to get what you want through attraction rather than coercion or payments, largely derived from a country's culture, political ideals, and foreign and domestic policies. Higher education leaders can enhance a country's soft power by promoting a better understanding of power and increasing international student and cultural exchange programs. However, measuring the success of

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international education in terms of soft power benefits can be challenging, and national policies like restrictions on overseas students can damage a country's soft power capabilities. The concept of smart power, which combines both hard and soft power, is seen as an effective approach to foreign policy goals " (Nye, 2005) (Jack, 2024)

To establish Egypt's soft power in African nations, it is essential to conduct a comprehensive analysis of each country's distinctive educational systems. The Egyptian education system is characterized by its diverse components. Thus, this research examines the Kenyan educational system to learn how to use soft power, the education system, to improve Egyptian-Kenyan ties, a significant facet of Egyptian-African relations.

Kenya is among the most influential African nations due to its strategic location in the east. It benefits from seaports like Mombasa and land roads to Uganda, Ethiopia, South Sudan, part of Tanzania, and Congo. As shown by its COMESA economic alliance, its continental political influence and economic importance for Egypt are also contributing. Kenya is also a Nile River Basin country where Lake Victoria begins. This axis is crucial in Egypt-Africa relations.

To contribute to solving this problem, the researcher tries to answer the following main question.

What are the key characteristics of the Kenyan education system and how can Egypt's soft power in education support and develop it to strengthen relations between Egypt and Kenya?

To answer this question, it is necessary to answer these sub-questions.

- What are the main changes that have occurred in the education system in Kenya from the occupation period until now?
- What are the main components of the education system in Kenya and what are the interactions between its components?

- What are the basic features of education in Kenya and what is the interaction between them?
- What is the actual presence of foreign and religious education in Kenya?
- What is the actual international and Egyptian education in Kenya?
- What are the main challenges facing the education system in Kenya?
- What is the place of education in the Constitution and Kenya Vision 2030?
- What is the quality of education provided in Kenya?
- What is the reality of the Egyptian role in it, and how can it support Egypt's soft power?

2. Research objective.

This research aims to identify all the basic aspects of the Kenyan education system so that there is a sharp vision of this educational system and the systems affecting it.

3. Research importance:

The importance of this research stems from the achievement of the following points:

- Provide a clear picture to the Egyptian decision-maker so that he can use his knowledge about the Kenyan education system to make various political, economic, or educational decisions.
- Provide a model that can contribute to studies of other educational systems in other African countries.
- This will provide a clear picture to Egyptian investors in the private education field so that they can make investment decisions in Kenya in this field.

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4. Research limitations:

The Kenyan education system is at various stages, from nursery to university, in the present era.

5. Research Methodology:

The research will use several methodologies to reach the target of the research, which will be as follows:

5.1. Descriptive Methodology:

This is so that the reality is diagnosed through historical monitoring of the colonial period and, until now, with monitoring the structure and management of this educational system and its interaction with other state systems. In addition, the position of education in the list of state importance is examined by reviewing the constitution, Kenyan educational policy, and the official discourse of the state.

6. Research Tools:

6.1. Open Interviews: After conducting a basic review of the research topic and related research, the researcher found that open interviews with stakeholders and beneficiaries will complete the deficiency in some important aspects of the system study and, therefore, identify relevant personalities and groups that can provide complementary and necessary data and information to the research.

6.2. Focus groups:

Due to the research's relevance to many actors and beneficiaries of the educational system, the researcher found a need for interactive dialogue, which leads to foreseeing the full picture. The researcher also found that meetings are needed for some focus groups representing a major part of the Kenyan system.

7. Literature Review:

The study of the education system in Kenya was affected, as most African countries were affected by the colonial period of the continent, and this impact is still present today. Previous studies dealt with this topic in many ways, and therefore, we dealt with this historical dimension and also the dimension associated with building the education system and relations between Egypt and Kenya, especially in the field of education, and how we benefit from

supporting these relations through the study of the Kenyan education system.

Issues of quality, relevance, and equity have persisted, prompting ongoing efforts to refine and innovate education systems across the continent. This has led many researchers in education systems in Kenya to evaluate the educational system. The main evaluation study is PWPER (2023), which deep-analyses the education system in Kenya. The minister of education in Kenya also analyzes all the parameters of public and vocational education (education m.o., 2020).

Study of Bayram Balci (Bayram, 2021) It provides one of the most important case studies of overseas investment in education as a form of soft power for the movement. Many studies deal with the historical view from before the colonial perspective and tell post-colonial perspectives, like Abraham (2020). study titled Post-Independence Basic Education in Kenya An Historical Analysis of Curriculum (Inyega, Arshad-Ayaz, Naseem, W. Mahaya, & Elsayed, 2021) also comes from a historical study of education titled Development of the Education System in Kenya since Independence (M. Wanjohi, 2011). Some studies deal with the effects of colonialism on educational systems, like The Treatment of Indigenous Languages in Kenya's Pre- and Post-Independent Education Commissions and the Constitution of 2010 (Martin C. Njoroge, 2017).

Many studies deal with the quality of education systems, especially the main reports of the Ministry of Education. (education m. o., 2020) and the report of the President (PWPER, 2023) Also, a study titled Efficiency of Primary Education in Kenya: Situational Analysis and Implications for Educational Reform (Abagi & Odipo) The main studies we get out of the literature are reports from the Kenya National Bureau of Statistics (KNBS), and we deal with many reports, especially the following reports: economic survey 2024 (KNBS), 2024, and report of statistics, statistical abstract 2022, 2022 and a report of the economic survey titled be facts & figures (statistics, economy survey facts & figures, 2022) also, the

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last 2019 Kenya population and housing census was in four volumes, as follows: volume one v1 population by county and sub-county (statistics, population by county and sub-county, 2019) and v2: distribution of the population by administrative units (statistics, distribution of population by administrative units, 2019) also v3 distribution of the population by age, sex, and administrative units (statistics, distribution of population by age, sex, and administrative units, 2019) and (statistics, v4 distribution of population by socio-economic characteristics, 2019).

We found some studies related to Egyptian and Kenyan relations, specifically in the field of education. The main studies were: It's not direct research, but it will deal with some directions (Gubara, 2014). And titled Study The Diversity Factor in the History of Islam in Nairobi 1900–1963 (nkirote, 1987) and a study titled Withdrawal from Empire: Britain's Decolonization of Egypt, Aden, and Kenya in the mid-twentieth Century (Olson, 2008) finally, we refer to a study dealing with the future of education in Kenya according to Kenya vision 2030, titled a critique of education for liberation towards the achievement of Kenya vision 2030 (Mukhungulu, 2014).

B- Theoretical framework.

1. A historical overview of education in Kenya.

It's important to study the historical development of the education system in Kenya, from the pre-colonial to the colonial and then to the post-colonial stages. This helps us understand the current situation and plan for the future. We will briefly address each part separately.

Therefore, we find that even research on sub-points in education is interested in studying them from a historical point of view because history is the main means of understanding the development and change of the current reality and the future through the past. For example, we find studies that study language in Kenya.

Government policies have a direct impact on education in Kenya, which means it is constantly changing to meet the socioeconomic and political needs of the nation. Consequently, language policy in

Kenya cannot be addressed without taking a historical perspective from the colonial to post-colonial periods. (Nabea, 2009) (Nabea, 2009)

From this standpoint, the educational system in Kenya during the three stages before, during, and after colonialism will be addressed at key points starting from the pre-colonial period.

1.1. Pre-colonial education system in Kenya.

"The pre-colonial education system in Kenya embraced restorative justice as a way to resolve conflicts and respond to wrongdoing, according to research on the traditional Kamba, Kikuyu, and Meru communities. (Abraham,2020). However, colonial education systems introduced by missionaries focused on serving religious purposes and training low-level functionaries, neglecting the needs of the local society. After independence, inherited colonial education systems continued to isolate the masses who lacked access to colonial languages. (kinyanjui,2009)."

This perpetuated a cycle of inequality and reinforced social stratification, as the education system favored those who could afford private schooling in English or French. Government efforts to promote local languages and cultures in the education system have been resisted by those who see Western education as the only path to success. As a result, many communities are still marginalized and disconnected from the education system, perpetuating the legacy of colonialism in Kenya.

"Pre-colonial Kenyan education had a limited impact on the education systems inherited during colonialism, which focused more on theory than practical subjects and neglected the people's social, political, and economic needs. After independence, the new rulers maintained the colonial education systems with minor modifications, leading to limited progress in African education systems. (Abraham,2020) "

As a result, the majority of Kenyan citizens were left marginalized and unable to participate fully in the new society. The lack of emphasis on practical skills and relevant subjects in the education system continued to hinder people's development and

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empowerment. It wasn't until later reforms were implemented that the education system in Kenya began to address the needs and aspirations of all its citizens, regardless of their social or economic status.

For example, vocational training programs were introduced to provide practical skills for those who were not pursuing traditional academic paths. Additionally, the curriculum was expanded to include subjects that were relevant to the local context and culture, allowing students to better understand and engage with their communities. Thus, we find that the impact of pre-colonial education has remained influential until the present time in some societies that are convinced that Western education is the basis for achieving success in life.

1.2. colonial education system in Kenya.

"The colonial education system in Kenya was stratified along racial lines, with separate systems for Africans, Europeans, and Asians. The Ominde Commission introduced the 7-4-2-3 system after independence, aiming to create a unified educational system. Subsequent reports like the Gachathi and Mackay Reports influenced the transition to the 8-4-4 system, emphasizing technical and vocational education. The 8-4-4 system, introduced in 1985, aimed to equip students with employable skills for self-employment or formal employment." (Wanjohi, 2011)

"Colonial education has had a significant impact on Indigenous languages, leading to linguistic losses due to government genocidal and assimilationist policies. The reconstruction of knowledge without these languages poses a great challenge for Indigenous peoples. (Marie,1998) Language loss involves more than just sounds, as it also affects socialization, knowledge, communication, and ways of knowing. Despite the merging of colonial languages in recent generations, the spirit and socialization of Aboriginal languages still persist in succeeding generations. (Marie,1998) Indigenous languages have a soul that can be known through the people themselves, and the process of renewal and rebuilding from within is crucial for preserving these languages." (Marie., 1998)

"Language assimilation can have a significant impact on cultural identity, as seen in the naming patterns of immigrants in the US. Immigrants from culturally distant countries or those facing discrimination may experience both the benefits and costs of assimilation in terms of their cultural identity." (Leah & Katherine, n.d.)

"The colonial education system in Kenya cultivated a sense of denial among elites towards their Indigenous heritage and impacted individuals' self-confidence in expressing and appreciating their native values and cultures. The government of Kenya has been reconstructing the formal curricula to incorporate Indigenous knowledge and practices to help students develop a sense of self-worth grounded in their cultural systems (Owuor 2007). The objective of curriculum reconstruction has been to utilize local resources to address socio-economic and political problems in Kenya (Owuor 2007). The government has recognized the importance of integrating Indigenous knowledge into the formal education system to respect and foster the country's rich cultures (Owuor 2007)."

Consequently, efforts have been made to incorporate traditional practices and beliefs into school curricula to promote cultural preservation and understanding.

"Colonial education affects cultural identity by imposing fixed identity categories and representations of the self and the other, perpetuating unequal power relations and neocolonial domination. Ryuko. (2008). Post-colonial efforts have emerged to challenge these constructions by reclaiming local languages, identities, and knowledge in education Ryuko, 2008). The use of colonial languages in education continues to privilege elites and maintain the divide, despite efforts to adopt local languages as mediums of instruction in post-colonial societies. Ryuko (2008)"

"Colonial education in the Philippines has shaped religious beliefs and practices by introducing Christian ideas through colonization. The reception of faith for Filipinos integrated Christian ideas into socio-cultural and ethical life. Post-colonial views depart from

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traditional religious interpretations, with young Filipino audiences expressing unorthodox religious ideas inspired by moral and communal considerations (Baring, 2021)."

1.3. post-independence education reform in Kenya.

"Post-independence education reform in Kenya has been a topic of discussion and analysis in various studies, including the challenges faced in primary education and the impact of political interference on the education system. The 8-4-4 system of education has been a significant development in Kenya's education system post-independence Justus, Adeela,"

"The major reforms in Kenyan education post-independence include the transition from the 7-4-2-3 system to the 8-4-4 system and then to the new 2-6-6-3 education system. The government has aimed to increase universal access to basic education by supporting free primary and free secondary education. Various education commissions have played a significant role in shaping the education system in Kenya since independence. Mana David Kamar. (2020)"

"Educational reforms impact student performance by focusing on standardized test scores, graduation rates, qualitative assessments, and attendance rates. These metrics help gauge improvements in academic achievement, long-term success, critical thinking skills, and student engagement (dowu, Nancy, Ololade, 2024).

"The post-independence education system in Kenya has failed to utilize education to develop and create the desired society, leading to a chaotic and divided society. The Ominde Education Commission of 1965 recommended reforms emphasizing equity, equality, quality, and easy access to education, but the government has not fully implemented these recommendations. Various education commissions formed post-independence have addressed challenges, such as the Kenya Education Commission of 1964 (Ominde Commission), which recommended a trilingual approach to education focusing on the native language, English, and Kiswahili. Patrick, Claude, and Elopement. (2023)" Njoroge. (2017).

2. Specific Provisions for Education in the Kenyan Constitution

Kenya's 2010 constitution makes specific provisions concerning education within eight separate articles. Section 53 makes the most general statement concerning education provisions, codifying the child's right to free and compulsory primary education. Additionally, this provision states that due regard should be paid to the rights and interests of learners in education and the parents who are the child's primary educators. Additionally, children must receive an education in the legally required medium and language of instruction. A citizen has the right to free and required access to the government's primary education. The state is also allowed, but not required, to build or fund educational institutions and must ensure marginalized communities and areas have access to educational facilities. In Section 55, the authority to establish educational institutions is given to individuals, religious organizations, and communities. The government and the parents of a child attending those institutions are to develop a board of management and national standards for educational institutions. (Inyega et al., 2021) (Odongo, 2022)

Kenya's 2010 constitution makes specific provisions for education. Article 53 of the Constitution codifies the child's right to free and compulsory primary education, choice regarding education, and the necessity of free post-basic education. Other provisions require Kenyan citizens to contribute to establishing educational institutions and rights to non-discrimination, leading to equal access and opportunity for all. The right to use the language of one's choice, a positive right to affirmative action measures, measures aimed at developing ethnic communities, and freedom of association also appear. Furthermore, the state is expected to promote intellectual property rights within educational programs and facilities and interpret sign language for hard-of-hearing people. (Odongo, 2022)

3. Education Provisions in the Kenyan Vision 2030.

Kenya Vision 2030 is an economic blueprint to transform Kenya into a middle-income industrializing nation. The vision will propel Kenya to achieve a comparable economic position to Singapore in

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20 years. In particular, the vision intends to transform Kenya into a frontrunner in global economic competition and to benchmark ourselves against the best. A strategy to achieve this is enunciated in Vision 2030, covering three pillars: economic and political governance. Education is a critical driver in the realization of these goals. The key education provisions in the Vision are:

- Networking TVET institutions with secondary schools and universities to provide the bridge for vertical and horizontal mobility for our youth as they meet future requirements and the changing needs of industries and employers. Strengthen and expand TVET institutions to produce a highly skilled workforce. Create programs that ensure that at least 75% of students enrolled in secondary school move to tertiary institutions, guaranteeing the transition, completion, and employment of these students. Strengthen the linkages between primary, secondary, and tertiary institutions and the industry so that our graduates respond to the needs of Kenyan, regional, and international job markets. - Enhance the leadership, management, finance governance, and incentives of all TVET institutions and eliminate the duplication and waste of resources from the current heterogeneous system that we have in TVET. Mitigate skills shortages and unemployment among TVET graduates due to a lack of necessary skills, knowledge, and attitudes. (De Wit & Altbach, 2021) (Ali, 2020)

The Ministry of Education is working on the Vision 2030 document and the sector plans that go with it. These plans consider the main ideas in Sessional Paper No. 1 of 2005 on the education, training, and knowledge sector policy framework. Among these are the role of the capacity and capabilities of the people as the engine of growth and the development of the three education sub-sectors, namely primary, secondary, and tertiary, as the basic foundations and tools for economic development. These include the knowledge, skills, ethical values, attitudes, and cultural identity defining the nation's future. Also, collaboration with different stakeholders is looked at, and there is a need to establish and operate a sustainable,

quality education and training system for Kenyans. (Dong et al., 2020) (Rahman and Qattan, 2021).

4. The Ministry of Education is a leading stakeholder in Kenya.

4.1. Background Information

The Ministry of Education derives its mandate from the Constitution of Kenya, Chapter Four Articles 43, 53, 54, 55, 56, 57, and 59, which provide for children's right to free and compulsory primary education, including quality services, and to access education institutions and facilities for persons with disabilities. There are also provisions on access for youth to relevant education and training, access to employment, participation and representation of minorities and marginalized groups in governance and other spheres of life, special opportunities in educational and economic fields, and special opportunities for access to employment. (Arias, 2024)

The Fourth Schedule of the Constitution of Kenya, Articles 185(2), 186(1), and 187(2), distribute functions between the national and county governments. The National Government undertakes education policy, standards, curriculum, examinations, granting of university charters, universities, tertiary educational institutions, research institutions, higher learning, primary schools, special education, secondary schools, special education institutions, and sports education promotion. At the same time, the county government has pre-primary education, village polytechnics, home-craft centers, farmers' training centers, and childcare facilities. (Nyambergi et al., 2023)

In addition, Parliament has enacted a series of Acts on various dimensions of education over the years, whose objects and goals the Ministry is expected to implement to give effect to the constitutional provisions about education and training.

Under Executive Order No. 1 of 2023 (Revised) on the Organization of the Government of the Republic of Kenya, the Ministry is headed by a Cabinet Secretary, assisted by three (3) Principal Secretaries, each heading a State Department. The three state departments are the State Department for Basic Education, the State Department for

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Vocational and Technical Training, and the State Department for Higher Education and Research. (education M.O., 2024)

4.2. Vision Statement of the Ministry of Education.

A globally competitive education, training, research, and innovation system for sustainable development.

Mission Statement of the Ministry of Education.

To provide, promote, and coordinate quality education, training, and research; and to enhance the integration of science, technology, and innovation into national production systems for sustainable development.

4.3. Kenya Ministry of Education State Department.

4.3.1 Basic education.

1. Basic Education State Department of Basic Education.

Functions Basic Education (Early Childhood, Primary, and Secondary) Education Policy Management: Primary and Secondary Education Institution Management School administration and programs Registration of Basic Education and Training Institutions Administration of Early Childhood and Pre-Primary Education, Standards, and Norms Management of Education Standards management of national examinations and certification; curriculum development Quality Assurance in Education: Representation of Kenya in UNESCO Adult Education Management (Ministry of Education)

2. The mandate.

Education Policy Management; Management of Continuing Education; Administration of Early Childhood Education; Standards and Norms; Management of Education Standards; Management of National Examinations and Certification; Curriculum Development; Quality Assurance in Education; Primary and Secondary Education Institutions Management; Teacher Education and Management; School Administration and Programs; Registration of Basic Education and Training Institutions; Special Needs Education Management; Representation of Kenya in UNESCO Adult Education Management; Tertiary Institutions and State Corporations University Education; Commission for Higher Education (CHE);

Higher Education Loans Board (HELB); To promote and integrate information and communication technology (ICT) at all levels of education and training. (Ministry of Education), (Al-Rahmi et al., 2020)

4.3.2. Higher education and research.

1. State Department for Higher Education and Research (SDHER)

-Core Functions

The core functions of the State Department are as follows:

University Education Policy; University Education Management; Management of Continuing Education (excluding TVETS); Science, Technology, and Innovation Policy; Public Universities and Constituent Colleges; Governance of Public Universities; Biosafety Management.

The Science, Technology, and Innovation Act of 2013, the Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya, and the Universities Act 2012 Revised (2015, 2016, and 2018) also serve as guidelines for the State Department's operations.

2. Mandate.

The State Department for Higher Education and Research derives its mandate from Executive Order No. 1 of 2023 issued under the hand and seal of the President on the sixth day of January, the year of our Lord two thousand twenty-three.

Scholarship for University Education

Semi-Autonomous Government Agencies (SAGAs) in the State Department

- The State Department has two (2) directorates, which are technical departments, namely:

Directorate of Higher Education (DHE) and Directorate of Research, Science, and Technology (DRST)

- directorate of higher education (DHE)
- Directorate of Research, Science, and Technology (DRST)

3. vocational and technological training.

3.1. State Department for Technical and Vocational Training.

-Vision

The vision for the TVET sub-sector is to provide skilled and globally competitive, employable human resources.

-Mission

To provide, promote, and coordinate the training sector by ensuring quality, inclusiveness, and relevance to enhance the national economy and global competitiveness.

5. Education policy in Kenya:

Article 1(3) of the Constitution of Kenya 2010 requires that children be entitled to an equal quality education irrespective of their differences. It is an age-long understanding and an imperative that access to education is the cornerstone for personal, family, and community growth and a prerequisite for realizing human rights and fundamental freedoms. Indeed, this was the understanding of Kenya before independence, which informed the objectives underpinning national education policies. (Mackatiani et al., 2020)

The mandate to oversee the sector in colonial times was through the Governor of Kenya, then the Department of Education, and later the State Department for Education, all subordinate to the Secretary of State for the colonies. At the dawn of independence, ministers, and their respective departments in charge of the functions of education began evolving, culminating in 1979 with the elevation of education to a full ministry. It remained rooted in the executive, each enjoying execution power and the prerogative of arbitrary law-making in varied lengths as chiefs of the respective policy. (Chelimo, 2021)

The different players in the education sector had a challenging time starting the job of giving citizens a good education because they didn't have a clear strategy or a way to work together because of an unnecessary framework that caused confusion, conflict, and repetition. Since then, the Ministry of Education has existed, but its operations have had numerous flaws. These challenges have further intensified at the national level and also in every corner of every part of Kenya, necessitating more independent-minded thinking,

responsive and focused administrators at the level of planning and implementation, and a real change that speaks to the heart of every parent, every child, and every guardian, as each wish to see immediate effectiveness in accessing and having equality to quality education.

Additionally, the state must encourage all learners to realize their maximum potential. This includes fostering humanity's intellectual, scientific, cultural, spiritual, and developmental abilities. By doing so, Kenya aims to create an educational system that guarantees equal access to education and nurtures and empowers individuals to reach their full capabilities.

5.1. challenges of applying Kenya's education policy.

Educational policies have heavily focused on providing schooling facilities, with little attention paid to their impact on beneficiaries. Progressive governments today advocate for the universal provision of education for all, which concerns what to teach, how best to teach it, and how to make people hungry for knowledge and education. In Kenya, the policy has been to improve and expand educational facilities and to produce more graduates in the various fields of learning.

The benefits of the education system are evident. The government funds educational facilities, while individuals cover living costs during training. Addressing these aspects and providing economic and educational opportunities are important to achieving expected returns. Leaving development to chance may lead to citizens perceiving education as a means to quick wealth. Needy citizens without education may feel deprived and resort to consumerism. Advocacy for citizen participation and self-help is increasing, but the government remains the main education provider. The challenge is to make these investments cost-effective for national goals. (Kinyanjui2022)

6. Structure of the Kenyan Education System.

According to the current system, Kenyan education now consists of three stages: the primary stage, the secondary stage, and the higher education stage. Each stage has its own distinctive characteristics.

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6.1. Status of pre-primary and primary education in Kenya.

It is important to note that the data and statistics that the research deals with in this part are data for the year 2020, which is the data of the Kenyan Ministry of Education, which is the latest and latest version of the ministry regarding public education, noting that the ministry's website, which provides its latest statistics on its main website, has stated that the number of primary schools is now 23.659 and that the number of secondary schools is now 9.383 schools and that the number of universities is 74 universities, which includes the number of 2.348 colleges without To mention any details or analysis of these data.

6.1.1 Status of pre-primary education in Kenya.

The primary stage of education in Kenya typically lasts for eight years, starting at the age of around six or seven. It focuses on building a solid foundation in mathematics, English, and science. The secondary stage follows, lasting four years and preparing students for the Kenya Certificate of Secondary Education (KCSE) examination. Finally, higher education includes universities and colleges where students can pursue further studies in various fields to earn degrees or diplomas. Each stage plays a crucial role in shaping the future of Kenyan students and preparing them for success in their chosen paths.

We will use some statistics to provide a very concrete background on Kenya's education system and help create an incredibly good vision of it. Because of the importance of this information, we depend on government statistics.

6.1.2 number of primary schools during the period 2017 to 2020,

The following is a presentation of the number of primary schools from 2017–2020, divided into public and private schools.

year	2017	2018	2019	2020
public	25,381	25,589	28,383	28,505
private	16,398	16,728	18,147	18,147
total	41,779	42,317	46,530	46,652

Tabel no 1 Number of Pre-Primary Schools, 2017-2020

Source (EDUCATION, 2020)

Table 1 shows the number of pre-primary schools between 2017 and 2020. In 2020, the total number of pre-primary institutions increased from 46,530 in 2019 to 46,652. This represents a growth of 0.3 percent in the number of schools. For public pre-primary schools, the number increased from 28,383 in 2019 to 28,505 in 2020, representing a growth of 0.4 percent. Some factors that contributed to the slight increase in the number of schools were the effects of the COVID-19 pandemic and the requirement for every primary school to have a pre-primary learning center to facilitate seamless integration of CBC within the Early Years Education (EYE).

The ratio of girls to boys in the pre-primary education enrollment stage must be considered to determine the extent of equity between the sexes at this stage, and this is evident from the distribution table of enrollment in the first and second years of kindergarten in Kenya in general.

grade	2019			2020		
	Boys	Girls	GPI	Boys	Girls	GPI
Pre-Primary 1	695,368	669,928	0.96	753,271	730,350	0.97
Pre-Primary 2	698,351	674,940	0.97	683,653	665,623	0.97
Total	1,393,719	1,344,868	0.96	1,436,924	1,395,973	0.97

Table 2: Source (EDUCATION, 2020, p. 13)

Tabel2: Enrolment in Pre-primary Education Level and Gender Parity Index, 2019–2020

Table 2 shows the enrolment at the pre-primary education level, by gender and grade, for 2019 to 2020. In Pre-primary 1, the number of boys increased to 753,271 in 2020, compared to 695,368 in 2019, representing an increase of 8.3%. The same case applies to girls in the same grade, with the number increasing from 669,928 in 2019 to

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730,350 in 2020, representing a decline of 9%. In Preprimary 2, there was a decrease in enrollment. There were 683,653 boys in 2020 compared to 698,351 in 2019, a drop of 2.1%. The number of girls was also affected, decreasing from 674,940 in 2019 to 665,623 in 2020, representing a percentage decline of 1.4%. In 2019, there was a GPI of 0.96 in Pre-primary 1, indicating a gender disparity in favor of boys. In 2020, the GPI was 0.97 for pre-primary 1 and pre-primary 2, implying that gender parity was achieved at the pre-primary education level. (EDUCATION, 2020, p. 13)

6.2. Number of Teachers and PTR in Pre-Primary Education Level, 2019-2020.

Learner-to-Teacher Ratios in Pre-Primary Education At the pre-primary education level, the standard pupil-to-teacher ratio is one teacher and an assistant teacher for every 25 learners. Table 3 presents the number of teachers and the teacher-to-learner ratios at this level. On average, the PTR for pre-primary education was 43, with the ratios in public and private schools being 52 and 26, respectively.

Category	Enrolment	Teachers		Total	PRT
		Male	Female		
Public	2,195,401	7,432	84,923	42,355	52
Private	637,496	3,930	20,139	24,069	26
Total	2,832,897	11,362	55,062	66,424	43

Source (EDUCATION, 2020, p. 17)

Tabel No. 3: Number of Teachers and PTR in Pre-Primary Education Level, 2019-2020

6.3. Number of classrooms in pre-primary schools in 2020.

Table 4 presents the number of classrooms in pre-primary schools in 2020. The total number of classrooms reported in pre-primary schools was 67,768. Of this number, 45,270 were permanent classrooms, while 22,498 were temporary. Public schools had the largest share, totaling 41,256, comprising 27,091 permanent classrooms and 14,165 temporary ones. On the other hand, private schools had a total of 26,512 classrooms, with 18,179 being permanent and 8,333 being temporary. On average, there were 42 learners per classroom, with public schools having a learners-to-classroom ratio of 53 compared to 35 in private pre-primary schools.

Category	Enrolment	Classrooms		Total	Class size
Public	2.195.401	27.091	14.165	41.256	53
Private	637.496	18.179	8.333	26.512	35
Total	2.832.897	45.270	22.498	67.768	42

Source (EDUCATION, 2020, p. 19)

Table No. 4: Number of Classrooms in Pre-Primary Schools and Class Size, 2020

6.4. Status of primary education in Kenya:

The Kenyan government has given special importance to primary education, and many programs have sought to develop education at this stage. The latest of these was this development program, which extended from 2015 to 2018.

Since its independence in 1963, the government of Kenya has recognized the importance of education as a basic right and a tool for achieving social and economic development.

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The current primary school population is estimated at 10.4 million in public and private primary schools. This rapid growth is attributed to the introduction of free primary education by the government in 2002 and other interventions. The enrolment in our schools indicates that Kenya is on track to achieve the Education for All (EFA) and Millennium Development Goals (MDG) commitments by 2015. (EDUCATION, 2020)

The following are some important statistics through which it is possible to identify the reality of primary schools in terms of their number, whether public or private, the number of students and teachers, and the most important data related to that.

6.5. Enrolment in Grades 1–6 (ISCED 1), 2020

Table 5: shows enrolment in Grades 1 to 6 in primary education, corresponding to ISCED 1. Public schools enrolled 85 percent of learners at this level. In addition, more boys than girls were enrolled in each of the grades at the ISCE 1 level.

Grade	Public			Private			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	534,735	498,307	1,033,042	113,192	109,645	222,837	647,927	607,952	1,255,879
2	554,485	513,561	1,068,046	105,400	102,335	207,735	659,885	615,896	1,275,781
3	547,307	514,311	1,061,618	99,931	97,835	197,766	647,238	612,146	1,259,384
4	540,689	509,765	1,050,454	91,150	88,581	179,731	631,839	598,346	1,230,185
5	577,882	548,886	1,126,768	89,081	86,932	176,013	666,963	635,818	1,302,781
6	571,187	556,583	1,127,770	81,321	79,634	160,955	652,508	636,217	1,288,725
Total	3,326,285	3,141,413	6,467,698	580,075	564,962	1,145,037	3,906,360	3,706,375	7,612,735

Source (education m. o., 2020, p. 26)

Table 5. Enrollment in Grades 1–6 (ISCED 1), 2020

6.6. Enrollment of Learners in Lower Secondary.

Table 6 presents the enrolment in ISCED 2, comprising Standard 7 and Standard 8. In a similar trend to ISCED 1, public schools accounted for 88 percent of enrolment at this level. This implies that as learners approach the terminal class in primary school, they tend to enroll more in public than private schools. Furthermore, more

boys than girls were enrolled in Standard 7, while in Standard 8, more girls were enrolled than boys. (Education m. o., 2020, p. 26)

Class	Public			Private			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
7	561,218	558,652	1,119,870	75,260	74,480	149,740	636,478	633,132	1,269,610
8	493,941	495,477	989,418	72,416	72,553	144,969	566,357	568,030	1,134,387
Total	1,055,159	1,054,129	2,109,288	147,676	147,033	294,709	1,202,835	1,201,162	2,403,997

Source (education m. o., 2020, p. 27)

Table 6 presents the enrollment in ISCED 2.

6.7. Average School Size in Primary Education.

School size is a key factor in determining resource requirements and allocation. Table 7 shows the average school size at both public and private primary education levels. The overall average school size at the primary education level increased from 363 learners in 2019 to 367 learners in 2020 for public schools, while it stood at 178 for private schools, up from 173 in 2019. (Education m. o., 2020, p. 27)

Category	Indicator	2017	2018	2019	2020
Public	Enrolment	8,879,685	8,930,924	8,454,606	8,635,605
	No. of Institutions	23,139	23,336	23,286	23,368
	Avg. School Size	384	383	363	367
Private	Enrolment	1,410,470	1,458,902	1,617,434	1,441,223
	No. of Institutions	8,310	8,447	9,329	8,096
	Avg. School Size	170	173	173	178
Total	Enrolment	10,290,155	10,389,826	10,072,040	10,076,828
	No. of Institutions	31,449	31,783	32,615	31,464
	Avg. School Size	327	327	309	320

Source (education m. o., 2020, p. 27)

Table 7 shows the average school size in both public and private schools at primary education levels.

6.8. Gross Enrolment Ratios at Primary Education Level.

Table 8 shows the gross enrollment ratios (GER) at the primary levels of education. The GER stood at 97.5, a drop from 99.6 in 2019. The GER for boys was 98.8, while that for girls was 98.8. (Education m. o., 2020, p. 28)

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Ratio	2019	2020
Boys	98.9	98.8
Girls	100.4	96.2
Overall	99.6	97.5

source (education m. o., 2020, p. 28)

Table 8: Gross Enrolment Ratio at Primary Education Level, 2019-2020

6.9. Gender Parity Index at Primary Education Level.

Table 9 shows enrolments in primary schools by sex. and indicates a Gender Parity Index of 0.96, implying gender disparity at the primary education level in favor of boys.

Gender	2018	2019	2020
Boys	5,107,299	5,191,385	5,142,775
Girls	4,964,741	4,978,680	4,934,053
Total	10,072,040	10,170,065	10,076,828
Gender Parity Index	0.97	0.96	0.96

Source (education m. o., 2020, p. 30)

Table 9 shows enrolments in primary schools by sex.

6.10. Quality and Relevance in Primary Education:

"The quality of primary education in Kenya is influenced by factors such as class size, staff development, and pedagogical practices. Physical facilities in primary schools play a crucial role in implementing quality education, but there are challenges with inadequate facilities and poor maintenance. The government has allocated a massive portion of the budget to education, focusing on teachers' salaries, but there are recommendations to increase funding for overall education quality improvement. However, there are concerns about inefficiency in resource allocation and usage, highlighting the need for clear policies to address these issues." (Caleb et al., 2017) (Mackatiani, 2017)

The quality of education in Kenya's primary education sector remains a significant challenge. A 2018 report by the World Bank on early years of education found that only 25% of Kenyan students

were proficient in mathematics and 20% in reading. This is due to factors such as inadequate teacher training, a lack of resources, and poor curriculum design. As for secondary education, the 100% transition policy has led to congestion and strain on the existing infrastructure and human resources. In addition, Kenya's education system over-emphasizes summative examinations such as the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE). Similar quality challenges are also experienced in the tertiary sub-sector. (Raphael M. Munavu, 2023)

6.10.1. Number of Teachers in Primary Schools as a Gender.

Table 10 shows the number of primary school teachers by gender and school category. As of 2020, the number of primary school teachers was 222,780, compared to 218,760 in 2019. New hiring during the year under review accounted for the difference. The total number of teachers in private schools was reduced to 61,786, compared to 68,772 in 2019. The number of teachers in public primary schools increased marginally by 1.8 percent, while the number of teachers in private primary schools decreased by 10.2 percent in 2020. To complement the number of teachers employed by TSC, boards of management in public primary schools hired 33,783 in 2020. (Education m. o., 2020, p. 36)

Year	Sex	Public	Private
2016	Males	107,316	-
	Females	110,236	-
	Total	217,552	-
2017	Males	106,608	-
	Females	111,482	-
	Total	218,090	-
2018	Males	104,920	-
	Females	111,809	-
	Total	216,729	-
2019	Males	104,684	-
	Females	114,076	-
	Total	218,760	68,772
2020	Males	98,863	26,955
	Females	113,116	34,831
	Total	211,979	61,786

Source (education m. o., 2020, p. 37)

Table 10 shows the number of primary school teachers by gender and school category.

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6.10.2. Primary School Teachers by Qualifications:

The number of teachers by qualifications. In 2020, 70.2 percent of the teachers in public primary schools had certificate-level qualifications. Teachers with additional qualifications also served in public primary schools, with 17.2 percent and 11.7 percent holding diplomas and bachelor's qualifications, respectively. Teachers with master's and PhD qualifications represented one percent of teachers in public primary schools. (EDUCATION, 2020, p. 37)

6.10.3. Pupil-Teacher Ratio in Primary Schools:

The pupil-teacher ratio (PTR) is a major indicator of quality education. A lower PTR indicates increased contact between individual learners and the teacher, hence improving the quality of education. Conversely, an extremely high PTR implies a teacher has limited contact with individual learners. The pupil-teacher ratio in primary schools. The pupil-teacher ratio (PTR) for public primary schools was 41:1 in 2020. In the private school category, the ratio was 23:1. Despite the 38 Basic Education Statistical Booklet and the 2020 optimal PTR at the primary education level, the Teachers Service Commission uses staffing norms to distribute teachers in public primary schools. The norm provides for the placement of one teacher per classroom plus additional teachers based on 2.5 percent of the total number of classrooms in a school, regardless of the number of students enrolled in the class. (EDUCATION, 2020, pp. 37–38)

6.10.4. Capacity Building of Teachers on Competency-Based Curriculum.

The number of teachers trained on CBC between 2019 and 2020. In 2020, 131,275 teachers were trained on various aspects of CBC, compared to 138,733 in 2019. The slight drop was due to the effects of COVID-19, when face-to-face training could not be undertaken. It is important to note that the training also targeted private school teachers. (EDUCATION, 2020, p. 39)

6.11. Access to Electricity in Primary Schools.

The proportion of public primary schools with access to electricity According to the Ministry of Energy, all public primary schools—

97 percent of the 23,368 schools—were connected to electricity., with 81 % connected to the national grid and 14 % connected to solar. There were an additional 82 public primary schools in 2020, showing that more schools were connected to the national grid despite the proportion of schools remaining at 81 %. Nevertheless, there were challenges regarding failed transformers and accrued power bills, leading to disconnection from the grid in some schools. (EDUCATION, 2020, p. 43)

6.12. Basic ICT Infrastructure in Primary Schools:

The number of computers and tablets in primary schools and the proportion of schools with functional internet connectivity. There were 876,476 computers and tablets for educational use in primary schools, with public schools accounting for 95 % of the devices. This may be attributed to the provision of digital literacy program (DLP) gadgets to public primary schools by the government, as envisioned in the Kenya Vision 2030 flagship project. Regarding internet connectivity, 19.7% of public primary schools had functional internet, compared to 43.2 % of private schools. (EDUCATION, 2020, p. 44)

7. STATUS OF SECONDARY EDUCATION.

The situation of secondary education will be discussed, along with important metrics related to quality, relevance, equity, and accessibility. The number of secondary schools, average school sizes, enrollment and enrolment rates, gender parity index, and enrollment regional effectiveness across all access indicators. The assessment of educational inputs, on the other hand, includes funding, curriculum, materials supporting it, infrastructure, equipment, human resources, and learning results. The rates of completion, transition, and retention/survival are further measures of educational quality.

7.1. Number of Secondary Schools:

Table 11 shows the number of secondary schools. As of 2020, there were 10,390 secondary schools, a decrease of about one percent from the 10,487 schools in 2019. Public secondary schools

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increased by 1.9 percent, from 8,933 to 9100, over the same period, while private secondary schools decreased by 17 percent. Public secondary schools accounted for 87.6 percent of schools.

Category	2017	2018	2019	2020
Public	7,543	8,791	8,933	9,100
Private	1,415	1,479	1,554	1,290
Total	8,958	10,270	10,487	10,390

Source (EDUCATION, 2020, p. 45)

Table 11. shows the number of secondary schools. As of 2020 Enrollment in Secondary Education by Class and Category: Table 12 shows the enrollment by class and sex for the year 2020. The population of students was higher in Form 1 and progressively reduced in the subsequent classes in public secondary schools. On the contrary, more learners were enrolled in Form 4, with a gradual decrease in the population of learners in preceding classes in private secondary schools.

Class	Public			Private			Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Form 1	470,371	477,614	947,985	16,975	22,698	39,673	487,346	500,312	987,658
Form 2	444,311	448,248	892,559	17,432	23,006	40,438	461,743	471,254	932,997
Form 3	416,634	417,307	833,941	18,785	22,793	41,578	435,419	440,100	875,519
Form 4	369,733	358,378	728,111	21,103	23,891	44,994	390,836	382,269	773,105
Total	1,701,049	1,701,547	3,402,596	74,295	92,388	166,683	1,775,344	1,793,935	3,569,279

Source (EDUCATION, 2020, p. 46)

Table 11: Enrollment by Class and Category of Secondary Schools

7.2. Gross Ratios at Secondary Education Level:

Table 12 shows the evolution of Gross Enrolment Ratios (GER) at the secondary level of education. Nationally, the gross enrollment ratio improved by 7.4 % to 76.5 in 2020 from 71.2 in 2019. The average GER for boys was higher than that for girls, at 78.6 and 74.5, respectively.

Sex	2016	2017	2018	2019	2020
Boys				69.9	74.5
Girls				72.6	78.6
Overall	66.8	68.5	70.3	71.2	76.5

Source (EDUCATION, 2020, p. 47)

Table 12: Enrollment by Class and Category of Secondary Schools

7.3. Kenyan Education System and Curriculum Design.

Among the specific changes in the education system have been the amendments and modifications of the content of the curriculum. The curriculum illustrates the vehicle used in the delivery of educational goals. Different curriculum designs are employed to serve the diverse needs and demands of the education sector. However, the county is still faced with several challenges that hinder the realization of the full benefits of the laid-down education goals and developmental needs. These challenges affect, among other things, the curriculum content, operational aspects, and, therefore, the value of education to the national populace and other key stakeholders. This paper, thus, examines the current state of the Kenyan higher education sector and, in particular, the challenges facing the development and operation of the curriculum. The paper looks into opportunities that would allow the industry to respond adequately to the nation's changing economic and social needs. The Kenyan education system and curriculum design must be adaptable and relevant to the evolving economic and social landscape. to meet the needs of the modern workforce. This requires a focus on practical skills and critical thinking. Furthermore, the curriculum should incorporate technology and entrepreneurship education. Additionally, collaboration with industry and international partners is essential for curriculum development.

Kenya has established the Kenya International Curriculum Development Authority, an institution affiliated with the Ministry of

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Education that is responsible for managing, monitoring, and developing curricula.

7.3.1 National Center for Curriculum Development (KICD): Origins and Tasks

The Kenya Institute of Curriculum Development (KICD) is an education institute in Kenya responsible for developing, reviewing, and overseeing the implementation of the country's curriculum. The institute was established through the Kenya Institute of Education Act of 2013 and began operation in 2014. Dr. Julius Jwan, the director, currently heads KICD. As with all of the tasks defined for professionals in Kenya's education sector, the work done at KICD is based on the legal framework of the Kenyan government. Specifically, the main objective of KICD is to promote the improvement of the education system by developing a curriculum per the Constitution of Kenya (2010) and the Basic Education Act (2013). KICD is also charged with researching the curriculum for the future development of the education sector in line with Vision 2030. Lastly, KICD's work is also guided by the following ministry-themed development activities: the Jubilee Manifesto, the Big Four Initiatives, the Kenya Constitution, and the Sustainable Development Goals. (Koros and Achieng, 2023)

To ensure that all relevant matters are given due attention, KICD has various directorates, departments, units, and specialist sections dedicated to providing the best service possible. These entities deal with curriculum development, monitoring, and evaluation of education and training systems; material development; research development and innovation; quality assurance; and industry linkage and collaboration. In the same breath, KICD is committed to its mission, which is to foster curriculum development and supervision of its implementation, monitoring, research, and development; innovation for TVET and other sub-systems; technology integration and development; material development and creativity for diversity; quality assurance; and industry linkage and retraining of education and training. The functions vested in KICD outlined above require dedication, hard work, and team culture. At

KICD, people take initiative, demonstrate leadership, and are ethical in their day-to-day activities. These values are translated through the programs and activities undertaken at the institute. (MUTHURI, 2023)

7.3.2. Accreditation of the Kenyan School Curriculum by KICD

The publisher submits the learning material samples for scientific review after they have received approval, and then the material's intended use begins. Following approval, publisher review and the Kenya Institute of Curriculum Development (KICD) verification signatures are authorized before it is ready for publication. Formulation of certificates for the approved book, verification of proof copies, appropriate production, preparation of the publishers' HSK login, and production of publisher HSK access rights are the final steps before the publisher can access the HSK portal. The checklists and procedures followed in the guide are expected to ensure that published materials are approved interventions and of acceptable quality with defined minimal errors. Only quality teaching and learning materials that meet the set standards will be approved for use in the teaching and learning of the approved interventions. (Mohamed, 2023)

Efficiently managing printed materials requires regional offices to oversee and improve operations. We ensure compliance with strict standards through thorough checks and procedures. Vigilance and problem-solving are vital in addressing any issues during production and shipping. It is recommended that independent publishing be discouraged, and thorough documentation prioritized for increased efficiency and accountability. We will provide a detailed manual to streamline authorization procedures and support your success.

7.3.3. Disseminating KICD-Endorsed Curriculum

KICD has developed and disseminated designs for Grades 1 to 3, 4 to 6, and 7 to 9. In August 2019, drawings for Grade 9A were provided, and this year, drawings for Grade 7 were also provided. The print runs, certified by KICD, were then given to Grade IV and Grade 1 learners. Schools may purchase books and materials for direct distribution under the priority program aimed at lowering the

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cost and speed of the process. To find out who the Illustrators' Guild is, illustrators who meet the minimum conditions are encouraged to register. (Omariba, 2022)

Comics and animated writers in full-color designs of various themes are drawn in short stories. These age-appropriate examples directly interact with the real world, show children historical and refreshing activities for reflection, and provide a challenge for creativity. Authorities expect the illustrations to have different meanings, simple and consistent shapes, sizes, colors, textures, weights, and styles, and relieve the learner from art culture. Children should, therefore, not be frightened, discern continuously, and connect the symphony chances of articulated ethnic groups within Kenya.

7.3.4. Aims and Objectives: CBC Curriculum Implementation in Kenya.

In their statement on the new education curriculum, the Kenya Institute of Curriculum Development defines the CBC curriculum as "an educational system that emphasizes the significance of developing both skills and competence rather than having isolated knowledge in the learning process." This new curriculum structure is the outcome of a long, diverse search for an alternative to unnecessary content that did not sufficiently engage the needs of Kenyan society. It has had input from consultants within and outside the country, including several experiences and several successes and failures from different projects within the country. Much of its content comes from the report of the Presidential Taskforce on Reforms in Education of 2016. The stakeholders eventually accepted that report in the Kenyan education sector. (Njiru and Odundo, 2024)

The nature of the curriculum, as articulated in that report, and the need to improve education generally and respond to skills needs in industry transformed the education sector. Indeed, the 2010 Constitution redefined the dispensation of the education sub-system in Kenya. The two dimensions of the mission of education and the nature of the broad education sub-sector are at the core of this series of books, which focus on at least some of the aspects or debates

involved in the recent situation and the journey to the establishment of the new system. But, as a new system and a third way of schooling, the need to articulate and address various challenges, including policy formulation, new conceptual build-up, and concrete feed into the reality of our schools, the change-over phase, and the accommodation of the implementation of the new structure and content, is considerable. (Mutuota et al., 2020)

7.4. Challenges of Implementing the CBC System in Kenya.

Curriculum reform policies remain among the most important education reforms in most countries. Kenya is implementing a new competency-based curriculum (CBC). As the implementation of the new deficit continues, it is likely to create several challenges. These include the lack of universal access to the facilities and resources required to implement CBC. In Kenya, for years, educational facilities and schools have received insufficient resources for implementing the competence-based curriculum. Besides, it is important to note that Kenya will continue to experience scarcity problems regarding resources. With CBC, new learning resources must be developed, such as textbooks, games, and sports equipment. CBC is also a curriculum that requires most learners to have access to technology due to the use of ICT in the teaching and learning process. This is not easy to put in. Many parents lack the necessary financial resources to meet all these challenges for the development and education of their children. This might be the major challenge in implementing CBC. (Kubai2023)

The Kenya Institute of Curriculum Development has worked with various stakeholders to give KICD feedback on areas that are difficult to implement. From that feedback, there are challenges, such as an increased workload for teachers. 23% of primary education teachers teach multi-grade and have an increasing number of students. These teachers are overworked, so the labor law requirements may not be satisfied when teaching the CBC model. Another challenge is the adequacy of already trained teachers. Teachers have already been trained and bought new ones because many have not been trained to keep up. Another challenge is the

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intended schedule for training, while others are trying to build teachers. Another challenge is an inadequate facility for students in Kenya. Low parental ability to meet the needs of children (PPtB) and inadequate KICD passable tools are significant. The assessment is also the last challenge. There are insufficient facilities for children with disabilities. So, trying the new skills-based curriculum in Kenya will be exciting but cause many hiccups. In conclusion, despite the possible benefits of the new skills-based curriculum, the challenges that hinder the successful implementation of CBC include scarcity, inadequate facilities to accommodate children with disabilities and ineffectiveness. (Muthanje et al., 2020)

7.4.1. Difficulties Applying the CBC System as a Parent.

One of the difficulties a parent faces is when the child cannot do homework. When teachers give students coursework, they expect the children to do the work themselves. The parent's role at this stage should be more of a supervisor, guide, and enthusiast who helps if the child gets stuck. This is not what is happening in many families. In many homes, the parent, often the mother, does the child's homework because the students cannot do it themselves. This level of assistance, helping the child even when they do not want help, is worrying. It ends up with the parent doing the work and the student getting credit for it. Consequently, the student develops a habit of laziness and dependence on others, leading to a sense of entitlement. (Murundu & Murundu, 2020)

Homework should be a continuation of class work, such that the child goes home to do it knowing which content was covered and can attempt to do the homework independently. Another challenge is gaining and losing knowledge. Children lose their knowledge when they return to school after a break for terminal exams. When the next grade level begins, the teachers have to go back and start from where teachers in the previous class left off. This repetitiveness lowers the pace of the curriculum, and we end up not managing to finish half of the syllabus because foundation knowledge was not solidified properly. The CBC curriculum may have been launched without schools and teachers being fully ready.

In the same way, there may be students who were not prepared but were pushed through it regardless. (Isaboke et al., 2021)

8. Vocational education in Kenya.

The British colonialists introduced the vocational education system in Kenya. It was borrowed from the German and American vocational educational systems. On December 8, 1950, African Local Authorities asked for technical, commercial, and agricultural skills to be taught at the primary school level to produce Africans capable of earning their living directly after leaving school.

The provision of social amenities like the Kenya Government grant, the construction of roads, medical services, efficient disposal of waste, electricity supplies, water and drainage services, housing, transportation, and social services offered, and the provision of vocational education and training are some of the essential services that African Local Authorities will aid in promoting a good relationship among different sections of the community.

This integrated training program assists young Kenyan school dropouts in acquiring the necessary skills to participate productively in their nation's economic development. Many opportunities are available in vocational-technical education. Teachers at the vocational center and classroom students identify training fields for special job opportunities. Job market research data provided by the job members and future workforce needed for the occupation's constant reassessment of vocational education programs makes it possible to upgrade and refine specific training courses. New courses are designed to meet changes within occupational fields.

8.1. Institutions of Vocational Education in Kenya

In Kenya, laws like the Vocational Education and Training Act regulate vocational education institutions, including technical training institutions. With the new Constitution, a legal and institutional framework for institutions and administration was required. In 2011, the Ministry of Higher Education, Science, and Technology initiated a process to reorganize the sector to ensure its contribution to the economy and employment creation. The Technical Industrial Vocational and Entrepreneurship Training

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(TIVET) Authority was created to regulate and finance institutions under its mandate. The constitution had by then disclosed a new reality that provided for governance in two halves: the national government and the 47 counties that were both required to cooperate in planning matters. (Lv et al., 2022)

Policies associated with TIVET were reviewed. Two key policy documents were designed and developed: 1) A comprehensive national TIVET policy and strategy within the broadly envisaged Skills Development Framework (2013) and 2) Kenya within a Global Context for TVET (2014), now called the TVET Policy Framework (2014), and briefly herein TVET, aimed at promoting national and international cooperation in the development of skills and attitudes, as well as knowledge and technical delivery skills to improve performance across a spectrum of trades, crafts, and services. The essence of regulatory interventions is the quality of skills offered in diverse TIVET institutions, contributing to employability. The scheme emphasizes a profile for TIVET skills providers that ensures enough teachers, tutors, and trainers in teaching and non-teaching staff to provide the necessary support to create trouble-free learning conditions for young and adult students. To meet this end, Kenya TIVET institutions draw on instructors in employment service centers. The framework calls for the secretariat and specific skilled teachers to undertake divergent functions to date referred to as administrative officers/deputy principals' positions varying from stock and store management, engineering, and agricultural workshops, or heads of departments relying on the size, specialism, and capacity of the individual institution. (Li et al., 2021)

8.2. Avenues for gaining access to technical education in Kenya:

Kenya has different grades of training that are geared towards providing individuals with technologically oriented knowledge, skills, and attitudes. These are tailored to meet the demands of all sectors of the economy.

In 1985, a comprehensive and extensive report on technical education was meticulously compiled. This exceptionally detailed

report, meticulously produced by a highly skilled and dedicated task force on the Review of Technical Education, astutely noted and brought to light the glaring inadequacies and shortcomings in the quality and relevance of the educational programs offered at the post-primary level. As a result, this groundbreaking report highly recommended and urged the immediate formulation and implementation of a well-structured and all-encompassing national policy on education that would address and rectify these pressing issues. (Li & Pilz, 2023)

Technical education programs, or middle-level manpower programs, equip individuals with the needed expertise for technical roles. They offer comprehensive understanding, practical training, and specialized courses to meet industry demands. With a wide range of subjects, graduates can pursue diverse careers. These programs emphasize communication, problem-solving, teamwork, and critical thinking. Students gain real-world experience through internships and industry collaborations. Continuous professional development is encouraged to stay current with emerging technologies. These programs cultivate innovation and contribute to industry growth. Overall, they bridge the gap between theory and practical application, shaping competent professionals who contribute to industry progress. (Iatsyshyn et al., 2020)

Technical education in Kenya is provided in vocational schools, technical training institutions, and polytechnics. These institutions play a crucial role in equipping students with the practical skills and knowledge necessary for engineering, architecture, information technology, and other technical disciplines. Polytechnics in Kenya offer comprehensive theoretical coursework and prioritize direct training, ensuring students are job ready. Students gain a deep understanding of core technical subjects and have access to well-equipped workshops. The emphasis on practical training fosters problem-solving abilities and enables students to tackle real-world challenges. Polytechnics in Kenya collaborate with industry experts to ensure their curriculum remains up to date. Technical education enhances graduates' employability and contributes to the nation's

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socio-economic development. Polytechnics bridge the gap between academia and industry, producing competent graduates. Technical education empowers individuals and transforms societies, driving innovation and contributing to a sustainable future. (Wang, 2024) (Whitty et al., 2022)

Entry into the programs at this level may be at a basic, craft, or fundamental level. These three levels constitute the stages of a government-sponsored, modulated course that is meant for youth and adults who wish to improve their qualifications. A parallel candidate may also join the program at the departmental level if he or she has attained certain levels of achievement at the Kenya Certificate of Education and has acquired three years of relevant practical experience after obtaining the Kenya Certificate of Education. (Li & Pilz, 2023)

In addition to these courses, the colleges also provide short, tailor-made, demand-driven courses to suit the needs of organizations and other people in industry. These courses are usually offered to be compatible with recognized examinations such as City and Guilds, the Kenya National Examinations Council, and the Kenya Accountants and Secretaries National Examination Board (Wang, 2024) (Li & Pilz, 2023).

8.3. Public Perception of Vocational Training in Kenya:

In Kenya, the perception of parents, students, and the general public about vocational training is that it is for students who have failed the Primary Education Certificate Examination. For this reason, advanced and skilled class students find that vocational training is not worthy of their status and desire to be absorbed into other schools to fit into society. Also, the technical teachers who teach the content of the lessons do not find the necessary time allocated to them in the school timetable, the diverse students in the school, or the treatment of practical materials. (Li & Pilz, 2023)

The study's overall objective will be to determine the public's perception of traditional cultural expressions in Kenya. The specific objectives of the study will be to determine public awareness of available TCET programs and services offered in the market,

identify professional and employment opportunities for graduates, determine schoolchildren's perception of TVET subjects, suggest factors of positive and negative public awareness, suggest strategies for developing positive public perception of TCET, and present recommendations to improve the concept of traditional cultural expressions in Kenya. However, with the current push for vocational education reform, there is an opportunity to change these perceptions and improve the status of vocational training in Kenya. (Whitty et al., 2022)

9. The Evaluation and Challenges of Higher Education in Kenya:

9.1. Historical Development of Higher Education in Kenya

These initiatives contributed significantly to establishing what are now a wide range of schools within the Missionary Education Network. After the founding of these schools, an Education Council was established in London to create a central education department to oversee education and contribute to setting standards for teaching and examinations.

At the start of the 20th century, the colonial government in Kenya formalized the educational system. Before the arrival of the colonial governments, formal educational opportunities existed in the form of Maktabs (Muslim religious classes), Kurasas (Christian schools), and Indigenous schools based on the initiation of the young into traditional skills, culture, and knowledge. Missionary influence in education was evident during the pre-colonial and colonial periods. During the pre-colonial period, missionaries established several schools, and by 1846, 3,000 children were receiving their education through mission-run schools. Similarly, during the colonial period, the founding of African intermediate schools was envisaged right from 1875, when Alexander Mackay founded a mission at Rabai on the coast of Kenya. The founding of such schools by mission organizations was seen as a service to the government. In the formative years, the settlers and business enterprises viewed education as a prerogative of the settlers or their European workers. Africans were to work for the white people, and they didn't need

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anything more complicated than catechism instruction and basic plant knowledge. In their wisdom, African workers killed the spirit of initiative. Large campaigns were mounted in Europe and America to provide funds for building mission schools. (Boone et al., 2021) (Moskowitz, 2024)

9.2. Current Structure and Institutions of Higher Education:

Graduate and postgraduate schools are Kenya's two main types of higher education institutions. There were 26 government-funded public universities and approximately thirteen private universities in 2007. The higher education institutions that are not universities are family-binding and suffered from low status until 2002. The Commission for Higher Education accredited approximately 106 institutions between 2003 and 2002, including public and private universities and middle-level colleges. The higher education system's capacity has been expanding rapidly in the past five years since 2002, but the supply cannot meet the fast-growing demand of students. Higher education is facing a significant issue of inclusion. The rapid expansion of higher education in a relatively short time has resulted in a significant challenge to the capacity of the system to regulate, manage, and ensure superior quality control. Regarding geographical distribution and concentration, the distribution of institutions and students in Kenya is very uneven. (Kumar et al., 2022) (Nerad2020)

The Commission for Higher Education (CHE), established in 1985, is the government agency regulating and coordinating higher education in Kenya. It sets admission requirements for all students to higher education and ensures the proper functioning and standards of the HEIs. The National Council for Science and Technology also plays a vital role in promoting and regulating higher education related to science and technology. The government is responsible for planning, financing, and regulation in higher education and establishes the general framework for the management of universities by defining rules and procedures for governance. The government also bears most of the recurrent expenditures of universities. The Education Act of 2001 liberalized

the private sector's participation in the HEIs. Since 2002, all new registrations of institutions offering higher education other than universities have been as private institutions. (Boughey & McKenna, 2021)

9.3. Challenges and Opportunities in the Kenyan Higher Education System

In the 1990s, there was a steady growth in unemployment and underemployment among Kenyan university graduates. Opportunities in the private sector have become limited and shrinking. The public sector has been unable to absorb the increasing number of graduates or accommodate the radicalization of Kenyan youth since the 1980s. In the past, men and women with higher education used to be promised political protection as a condition for personal loyalty by those in charge of the political leadership in Kenya. When the autocratic single-party regime fell, structural adjustment programs that had resulted in significant retrenchment during the 1990s made this political patronage disappear. Those from the state corporations were sold on the altar of neoliberal economics, similar to the fate of large multinationals in the evolving global village that is no respecter of artificial corporate legal persons. In the process, the self-esteem of the highly educated was eroded, particularly when the younger generation discovered some of their parents, who had conned their way into high positions of responsibility and rewards, were less qualified or incompetent. (Cesco et al., 2021)

The current higher education system in Kenya comprises five categories of institutions: public universities, such as Moi University; public university constituent colleges; private universities, such as the United States International University; private university constituent colleges; and technical and business management colleges, such as the Kenya Polytechnic University College. Kenya, like many other African countries, has made significant gains in easing access to higher education. There has been a growing demand for highly educated or skilled labor. The number of public institutions has increased, and private higher

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education institutions are being licensed at a growing rate. However, the population is growing rapidly, and this increase in capacity is still not enough to meet demand. Graduates from the Kenyan higher education system faces formidable labor market problems. (Bharucha, 2024)

9.4. Transferring from High School to College: Comprehending the Procedure:

In Kenya, various educational reforms in the education sector have ensured that all learners can access tertiary education. It is, therefore, particularly important for participants within the education system to understand the transition process from secondary school to university education and the challenges experienced during this transition process. This is primarily because a lot is expected of participants during this crucial transition period. Various stakeholders in the education sector have played a key role in preparing learners for the transition to university education. These stakeholders include parents, secondary school teachers, organizations offering career guidance and counseling, prospective institutions of higher learning, and the examining body, among others. Institutions of higher learning have also recognized that they play a key role in the orientation and preparation of secondary school leavers. (Kocatürk & Karadağ, 2021)

9.4.1. Correlation Between Academic Performance and University Admission in Kenya

The threshold academic performance that students have to attain to access university education is an important consideration for quality higher education anywhere in the world. Statistics on the selected student characteristics of interest, performance in university entry examinations, the performance of the selected students in universities, and completion rates are used to determine the impacts of differences in standards or admission criteria on later differences in outcomes. When university students are not able to complete their graduation on time but take additional years to complete their studies, such as in the United States (US), they accrue opportunity

and handling costs, with potential loss in earnings, social insurance benefits, as well as taxes that could be collected on their earnings.

9.5. Future Trends and Recommendations for Improvement.

The future lies with the Open University as it grapples with technological challenges. This will be the major recruitment area concerning the brand-new provision system: distance education. This system can respond to the elevated expectations of increased equity in access, flexible timing, adults, and lifelong learning. A multipurpose higher education system that would adapt to the various levels of the socio-economic ladder could not avoid offering this kind of service, especially with the overwhelming growth of demands for higher education. The future of overall higher education will also depend on the capacity of the institutions in the system to merge with global knowledge acquisition, sharing, and utilization. Compliance with national quality standards will remain a principal condition for sustainability. Each institution will have to invest and integrate different actions to ensure that the growing number of students are satisfied while reducing their dissatisfaction. Several factors will influence the future of higher education in Kenya based on trends noted in earlier sections and combined with the current circumstances and difficulties discussed earlier. These factors will include continuous changes in Kenya's socioeconomic environment and labor market, the national and international agenda and commitment, the impact of technology, the national capacity to manage change, and the impact of the quality and relevance of current production systems on the national development agenda. Taking all the trends that have been observed, it is expected that an eclectic higher education system will emerge that will offer a variety of courses adapted to the diverse needs of the various segments of the youth and adult Kenyan population. Access, equity, relevance, quality, management, and research are all expected to feature more prominently in the future discourse on higher education policy.

9.6. Funding Educational Programs in Kenya.

Securing adequate and sustainable funding for educational programs in Kenya remains a critical and formidable challenge in the country's continuous evolution and advancement of higher education. Given the ever-growing demands and complexities of the educational landscape, it has become increasingly imperative to address the pressing need for increased financial support. By effectively tackling this issue head-on, considerable progress can be made in ensuring the availability and accessibility of quality education for all Kenyan students, thereby fostering long-term socio-economic development and empowering future generations.

A multi-faceted approach is required to facilitate educational institutions' comprehensive development and growth. This encompasses collaborative efforts between government bodies, private stakeholders, philanthropic organizations, and international partners to establish sustainable funding mechanisms that can withstand the test of time. By harnessing the power of strategic partnerships and leveraging diverse funding sources, the educational sector in Kenya can embark on a transformative journey toward excellence and innovation.

Additionally, promoting awareness and advocacy surrounding the importance of investing in education is crucial. By engaging with communities, parents, students, and educators alike, we can foster a shared understanding of the significant impact that well-funded educational programs can have on individuals and society as a whole.

This would further reinforce the urgency of prioritizing this issue on national agendas and encourage the allocation of resources necessary to propel the educational system forward. Furthermore, to maximize the impact of available resources, it is essential to establish robust fiscal management systems and practices within academic institutions. This entails rigorous monitoring, evaluation, and transparency to ensure funds are allocated efficiently and effectively. By implementing innovative financial strategies and adopting best practices, we can optimize the utilization of funds and

cultivate an environment of accountability and sustainability. Ultimately, securing adequate and sustainable funding for educational programs in Kenya is not merely a goal but a vital prerequisite for the advancement and prosperity of the nation. We can revolutionize the educational landscape through unwavering commitment, collaboration, and strategic planning, empowering students and positively impacting communities. By investing in education today, we are investing in a brighter and more prosperous future for Kenya.

Governmental actions to finance education and support poor students in Kenya can take various forms, including household contributions, student loans, financial aid, private and external sponsorships, and user charges. However, public funding plays a crucial role in ensuring access to education. When financing higher education in the country, it is essential to consider the amount needed for quality education, who should bear the costs, how funds are collected and allocated, and who is responsible for financial policy. (Moshtari & Safarpour, 2024)

One of the challenges is aligning the allocation of public resources with policy objectives. The exemption from user charges may be justified based on public responsibility, community affiliation, national consciousness, student body composition, institution type, and management. There is collaboration, coexistence, and interdependency in Kenya among different higher education institutions. Private universities have emerged due to declining education quality and government challenges, but they have not been able to produce a sufficient and adequately trained workforce. (Macharia et al., 2020)

Government interventions to fund education and aid impoverished students in Kenya can manifest in diverse ways, such as familial contributions, student loans, financial assistance, private and external sponsorships, and user charges. Nonetheless, government funding is vital to facilitating educational access. Regarding higher education financing in the nation, it is imperative to contemplate the

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required amount for high-quality education, the allocation and collection of funds, and the party accountable for financial policy.

Efforts by the government to finance education and assist impoverished students in Kenya can take different forms, including contributions from families, student loans, scholarships, private and external support, and user fees. Nevertheless, public funding is essential for ensuring access to education. When financing higher education in the country, it is crucial to consider the amount required for providing quality education, who should bear the costs, how funds are gathered and distributed, and who is responsible for financial policy. (Oranga et al., 2020) (Kibuku et al., 2020)

Governmental measures to finance education and assist underprivileged students in Kenya can take various forms, including household contributions, student loans, financial aid, private and external sponsorships, and user fees. Nevertheless, public funding is crucial to ensuring access to education. For financing higher education in the country, it is crucial to consider the necessary amount for quality education, who should bear the expenses, how funds are collected and allocated, and who is responsible for financial policy. (Oranga et al., 2020)

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The government must ponder novel policy options and financial strategies, such as international alliances, grants, and support from charitable foundations. Examining innovative financing mechanisms like income share agreements and impact investing can yield sustainable financing choices. Expanding revenue streams and

evaluating alternative methods can bolster the permanence and efficacy of Kenya's higher education funding system.

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The government needs to consider new ways to make policies and financial plans, like working with other countries, getting grants, and getting help from charities. Looking at new ways to get money, like income share agreements and impact investing, can help find better ways to fund things. Finding other ways to make money and thinking about other ways to do things can strengthen Kenya's higher education funding system.

One problem is ensuring that the government uses public money best for everyone. Not making students pay for things might be okay because the government is in charge, the community is involved, the country is important, the students are different, the schools are different, and the way they work is different. In Kenya, different schools work together, live together, and depend on each other. Private schools started because the government had problems with schools, and the quality was not good, but they could not find enough good workers. (Mackatiani et al., 2020)

Ensuring equitable access and fostering collaboration are crucial for Kenya's strong and inclusive higher education sector. By addressing financing challenges, transformative educational opportunities can empower individuals and contribute to national development."

10. Religious Education in Kenya: Approaches in Education and Beyond.

Due to the diverse ethnic composition of Kenya, different religions like Islam, Christianity, Hinduism, Buddhism, Judaism, and Sikhism are practiced in the country. Each religion has various sects, such as Sunni, Salafist, Shiite, Sufi, and Ahmadiyya within Islam. There are Catholic, Protestant, Methodist, Anglican, Pentecostal, and Baptist denominations in Christianity. While there are Mahayana, Theravada, and Vajrayana branches of Buddhism, there are Vaishnavites, Shaivites, Shaktas, and Smartas who practice Hinduism. Judaism has Orthodox, Conservative, and Reform branches, and Sikhism is divided into Khalsa Sikhs and Sahajdhari Sikhs. (Gupta)(Karangi2022)

Educators face the monumental challenge of comprehensively teaching religious education in Kenya, which addresses the rich tapestry of different beliefs and practices. They strive to create an inclusive curriculum that covers the major religions and encompasses the diverse sects within each religion. This ensures that students gain a deep understanding of the nuances and complexities of religious diversity in Kenya. (Ali, 2022)

In Kenya's public and private schools, religious education is approached with sensitivity and respect for all faiths. Schools aim to foster an environment of religious tolerance and promote interfaith dialogue among students. They provide opportunities for students to learn about and appreciate various religious traditions through classroom instruction, guest speakers, field trips to places of worship, and engaging in community service projects that promote religious understanding and unity. (Mutuku, 2023)

Moreover, teachers in Kenya are trained to teach religious education in a way that encourages critical thinking, empathy, and open-mindedness. They facilitate discussions and debates that explore the similarities and differences between religions and sects, enabling students to analyze and evaluate different religious perspectives. This approach helps students develop a well-rounded understanding

of religious diversity and cultivates a spirit of inclusivity and mutual respect. (Chesire et al., 2022).

10.1. Education in Kenya: Islamic Instruction within Schools and Beyond.

In Kenya, as in many parts of Africa, Islamic teaching, usually provided by local Islamic teachers, was the most widespread form of education before the advent of Christianity and Western-style schooling. Even where formal schools were established, the creative and different learning methods of the traditional, informal Islamic school have continued to have a wide appeal, even to some parents who actually send children to Western-style schools. Muslim leaders and educational officials have been working incessantly to offer a blend of elements of modern education within the fundamental tenets of traditional Islamic education. Their task has become more urgent and challenging because of the need to keep pace with the rapid social and economic changes that have taken place over the years. (Ali, 2022) (Wangila, 2023)

There is a deep sense of respect and acknowledgment for the diverse range of religions and their inherent differences within educational institutions. This manifests through the thoughtful provision of dedicated classes for religious education within government schools. These classes are meticulously tailored to cater to the unique teachings and practices of various religions, encompassing not only Islamic, Christian, and Hindu but also numerous others. Specialized teacher's adeptness in their respective religious traditions diligently serves as guiding lights to ensure that every student's spiritual journey is nurtured with the utmost care and authenticity. It is paramount that the sanctity and individuality of each faith are upheld and protected, with the school remaining steadfastly impartial, free from any inclination towards favoring a particular religion. (Inyega et al., 2021). (Nyamai, 2020)

10.1.1 Islamic Education in Kenya: An Integrated School Approach.

Regular schools, integrated schools, and madrassas are unique institutions in the Kenyan education system. Regular schools offer a

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comprehensive curriculum, while integrated schools focus on inclusivity. Madrassas provide Islamic education. Together, these institutions empower students with diverse knowledge and skills.

10.2. Differences Between Schools and Madrassas.

The term madrassa is not simply a translation of the word school; rather, it is a Swahili word that refers to a place where a blend of Muslims and cultures, particularly the Qur'an, is fostered. The administrator determines its size and shape, so there are no requirements. It offers a traditional school structure and emphasizes the implementation of religious texts. The number of students taught is unlimited, which could be 5 students in the Southlands, like the Madrassa Al-Ghafail Mosque, which accommodates up to 1,500 male and female students from pre-school to secondary levels. We conducted a scientific interview with the director, Sheikh Abdullah, who mentioned that students typically attend madrassas after completing studies in regular schools every day, and the majority of students only have religious studies and do not deal with any academic schools. This type of student gets day study from early morning sometimes after fajr prying till night, and some of them have boarding accommodation for almost 60 students because they have not found enough to accumulate.

Another model, such as Madrassa Qubaa, which is part of the larger Qubaa mosque complex in Mombasa, focuses on providing both religious and academic education for its students. The curriculum at Madrassa Qubaa includes not only Quranic studies but also mathematics, science, and languages. Integrating academic subjects in madrassa education is a key distinction between madrassas and traditional schools in Kenya. This unique approach presents both opportunities and challenges for the evolution of higher education in the country. The Kenyan government has also officially recognized these schools, which frequently provide a more in-depth and extensive Islamic religious curriculum.

10.3. principal distinctions among madrassa, integrated school, and school.

The government does not interfere in any way in determining the courses that are taught in Madrassa. Those in charge of it have complete freedom to teach whatever curricula they want, but only that it be considered that they are compatible with the values of Kenyan society of acceptance of others and peaceful coexistence.

Regular schools in Kenya are the most prevalent educational institutions. They follow the national curriculum, providing a well-rounded education to students of all backgrounds. These schools play a vital role in shaping young minds and fostering inclusivity and diversity. By promoting critical thinking and critical thinking skills, regular schools empower students for their futures. They also offer extracurricular activities, allowing students to explore their passions. As the foundation of Kenya's education system, regular schools prepare individuals to face the challenges of the modern world. It could be public or private schools.

Integrated schools, on the other hand, are designed to accommodate students with special needs or disabilities alongside their non-disabled peers. These schools provide an inclusive environment where all students can learn together, regardless of their abilities. Integrated school also means this type of school that integrates regular schools and Islamic religious schools but is not deep in religion. Also provides a well-rounded education for students of all backgrounds. It aims to create a diverse and inclusive learning environment while promoting cultural understanding. This approach emphasizes academic excellence alongside religious studies, creating a balanced educational experience. It also provides students with a well-rounded education that prepares them for success in both their academic and spiritual lives. The integrated school approach also aims to foster a keen sense of community and social responsibility among students. It's only in private schools.

But madrassas are Islamic educational institutions that concentrate on teaching Islamic theology and the Quran, as well as various aspects of Islamic history, jurisprudence, and traditions. These

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institutions aim to provide students with a comprehensive understanding of Islam, allowing them to delve deeper into the teachings and principles of the religion. Students who seek to expand their knowledge and explore the beliefs and practices of Islam can receive religious education from these institutions, which frequently operate in parallel with conventional schools, offering a balanced and holistic educational experience. Through their relentless curriculum and qualified instructors, madrassas strive to nurture the intellectual and spiritual growth of students, fostering a solid foundation in Islamic teachings and values. By embracing the rich cultural heritage and scholarly traditions of Islamic scholarship, these institutions play a crucial role in preserving and propagating the essence of Islam.

10.4. Curriculum of Madrassa.

The madrassa does not adhere to a standardized curriculum; rather, each school sets its own. Most madrassas, such as Madrassa Munawara and Qubaa Madrassa, follow curricula from Saudi Arabia. There are also a small number of schools that teach the Azhari curriculum and a minority that teach a Shiite curriculum. These different curricula allow for a diverse range of educational experiences within the madrassa system. By not having a standardized curriculum, each school can tailor its teachings to suit its specific goals and values. This flexibility can lead to a rich tapestry of knowledge being imparted to students as they receive an education that is uniquely tailored to their individual needs. The influence of Saudi Arabian curricula is widespread within the madrassa system. Many of the well-known madrassas, such as Madrassa Munawara and Qubaa Madrassa, have decided to adhere to the Saudi Arabian educational framework. This choice is often made due to the keenness of Saudi Arabia and the movement of many Saudis at the official and individual levels to impose the unified Saudi curriculum, which bears the name Basaaer, a unified curriculum at the level of African countries.

In addition to the Saudi Arabian curriculum, there are a few madrassas that teach the Azhari curriculum. This curriculum takes

its name from the prestigious Al-Azhar University in Cairo, Egypt. Known for its emphasis on Islamic theology and jurisprudence, the Azhari curriculum aims to provide students with a deep understanding of the foundational principles of Islam. Students who study this curriculum are exposed to a rigorous academic program that prepares them for careers in religious scholarship and leadership.

While Saudi Arabian and Azhari curricula dominate the madrassa landscape, there are also a small number of schools that teach a Shiite curriculum. This minority curriculum follows the teachings and traditions of Shia Islam, which diverge from the mainstream Sunni Islam followed by the majority of Muslims. By offering a Shiite curriculum, these madrassas provide a valuable platform for Shia Muslims to receive an education that aligns with their religious beliefs and practices. This ensures that students from all branches of Islam have the opportunity to gain experience and grow within the madrassa system.

The absence of standardized curricula in Islamic religious matrasses presents a formidable obstacle to Kenya's education system. Despite attempts by the Kenyan government to negotiate a unified curriculum with Muslim leaders, an agreement could not be reached. Consequently, each madrassa administers its curriculum based on its religious orientation. The Kenyan government refrained from imposing any mandates in this matter but cautiously approached it. Madrassas are granted autonomy to determine their curriculum, provided it upholds privacy and does not disrupt the multicultural fabric of Kenyan society or promote animosity among its people.

Madrasas receive their funding from private donors rather than from the government as a means of supporting Islamic religious education. These donors typically cover the majority of the expenses for these schools. In most cases, students must pay for their education, with limited exceptions for individuals who cannot afford the costs. It is important to note that only a small number of schools provide students with free education entirely through

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donations. Additionally, the Shiite sect is known to provide free education in areas where the Sunni sect is dominant as a means of attracting students in low-income communities to embrace their beliefs.

11. The experience of Turkish schools in Kenya as an applied model.

Turkish schools in Kenya are considered a model of using soft power to build strong relationships with governments through education and create a presence at the community level that achieves its goals and creates an actual presence and loyalty among students and graduates from these schools. In addition, it is a huge investment model that can achieve material profits with all these expected achievements.

It also explains that one person with a vision and determination can achieve a lot, which is sometimes worth more than what countries achieve, which is what Golan presented in the experience of Turkish schools at the level of the whole world and Africa in particular, including the experience of Turkish schools in Kenya, these schools affiliated with the Golan movement, which is called the Hazmat movement, which is spread on the level of the African continent, including Kenya, which is a rich experience in Kenya, in which we met one of the officials of these schools in Mombasa, Mr. Zafer, to explore Including the vision, philosophy and reality of Turkish schools in Kenya because there is no research available to the researcher on this subject.

11.1. History of the Turkish Gülen Movement (Hizmet) and Education in the World.

Turkish international schools have been established in strategically important African countries like Nigeria, Kenya, and Senegal. These schools follow the national curricula of the countries they are located in but also offer Turkish language courses as part of extracurricular activities to enrich students' experiences. Students who graduate from these Turkish international schools in African countries often have an easier time adjusting socially when they come to Turkey for further studies. (Bakari, n.d.) (Chedia, 2023)

"The Gülen movement, also known as Hizmet, was founded in Turkey in the 1960s and has become one of the fastest-growing Islamic movements globally. It has established schools, institutions, and businesses in over one hundred countries. The Fethullah Gülen-led movement first appeared in the early 1980s and gained popularity abroad in the 1990s, becoming one of the most significant Islamic movements in Turkey and elsewhere. The Gülen movement's modus operandi and internal structure set it apart from traditional organizations, making it effective but also raising suspicions among some policymakers. (Nico et al., 2015)

The Gulen movement has expanded significantly during thirty years of work to achieve its philosophy that the achievement of the correct Muslim person is through the preparation of the correct education at all stages of life; this movement, through donations, has many of the ingredients that enabled it to apply its philosophy, which came in a meeting with one of the officials of Turkish schools in Kenya, Mombasa, Mr. Zafer, who enumerated the possibilities of the movement after thirty years of work based on volunteerism and donations.

Promising—let's say I am going to give this amount, but they are not sure they are going to get that amount. However, Allah helped them because they were sincere in their intentions. In the beginning, there were small groups, but they soon began to expand. Within 30 years, we had established our presence throughout Turkey. It starts with the houses, secondary schools, and university student houses, and then we start opening university preparation courses in Turkey. After universities, hospitals, and television, we start opening schools. Before the government closed all those entities, in Turkey, we had more than 1300 schools, 13 universities, and between 10 and 20 channels. These channels encompass news, education, and children's content. We must be present in every aspect of life, both past and present, to ensure that Shaytan never feels left behind. And we follow our followers, women; Hazmat follows; they follow everywhere. Schools, universities, working life, etc. (Elin, 2024)

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Hojefendi (Gulen) guides us and raises a generation like this, which spreads all over the world. We started in Central Asia, then Africa. Before the issue with the Turkish government arose, we had established schools in 51 countries across Africa. 51 countries? In Africa only? You know, Africa has 53. 54. 54. countries.

11.1.1. Philosophy of education of the Gülen movement (Hizmet).

The group believes that building the right Islam must be through building the right Muslim, which provides a model for the human being who serves his country and his religion by being a real example that shows the value of Islam and is loyal and useful to his country.

Therefore, studying in Turkish schools depends on building a system of values within the student from a young age. Their reference in this is the writings of Imam Saeed Nouri in the series *Risale I Nur*, not in-depth religious studies such as the sciences of hadith, jurisprudence, and the sciences of the Qur'an, but a value system stemming from the Sunni Islamic religion, as well as education by example and accurate follow-up through a tight system to follow up students and their behavior.

When these children are young and you give them good things, their character becomes nice, doesn't it? For instance, I have also committed the Quran to memory. When you memorize at an early age, it is easy. But as you get older, it is not easy to memorize. The same is true for values. When you provide them with a strong moral education from an early age, you can ensure that they learn positive values instead of negative ones. It can be challenging to sway their opinions. Of course, we can't say everyone is good, but we want to change and affect their lives as much as possible. (Elin, 2024)

People so that they learn Islam in the Sunni way, not Shia. Nineteen. Then, in 1993, we started from Nakhchivan; we had a border with Nakhchivan, Azerbaijan, and we started going to all those countries. I studied at my university. When the Russian Empire collapsed, Hojefendi encouraged our Abis. Abis means the teacher's brother. Abi means brother. Our teachers told us to go to where we came

from. We must assist our people, as they lost their religious identity under the communist regime. In 1993, the Nazi regime began operations within the borders of Azerbaijan. From that point on, within a span of two to three years, we established numerous schools throughout Central Asia, including Mongolia. Central Asia. Yes, Central Asia. The floor outside. We share similarities with countries such as Azerbaijan, Kazakhstan, Kyrgyzstan, Tajikistan, and Mongolia, all of which have Turkish roots. Even in Mongolia, they have established a school to educate people about the true essence of Islam. It's important to note that the Western media often portrays Muslims as terrorists. We aim to change this perception by demonstrating the true essence of Islam, which is peace, a concept that politicians often fail to acknowledge (Elin, 2024).

11.2. Turkish schools in Kenya.

We had an interview with the director of the Turkish school in Mambas, Mr. Zafer, and we will discuss the main point we got from this meeting.

Researcher: *Okay, so how many schools are in Kenya?*

Mr. Zafer: One, four, five, six, seven, eight, eight schools—one in Malindi, two in Mombasa, and I think four or five in Nairobi. *(Researchers expel: Okay, all of this is called beginning from nursery until.)* No, no, it's... has differences. One school is a nursery school, and the other is a primary school. There is one school from nursery to secondary, let's say K to twelve. There are some only secondary schools. The difference, let's say, in Malindi is also from K to twelve, like that.

Researcher: *Yes, it's not all the same. Yes, okay, so there are many classifications here. As you know, in education in Kenya for the school, so some of them are integrated, some are governmental, some of a British system, and so on So if we want to make a classification for the Turkish school, is it's becoming integrated or like the governmental international?*

Mr. Zafer: Light schools are not integrated. They do extracurricular activities to integrate moral values. Normally, the schools follow the Cambridge curriculum. Cambridge, yes. Cambridge curriculum.

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They follow international schools, follow Cambridge, and also light international schools and light academia. Academia follows the 8-4-4 system, the new CBC, and 8-4-4. The customer said he wants to continue using his trading account. But the light international schools follow the Cambridge curriculum and are recognized by... (*researchers expel Cambridge, it's been like the global*). Yes, international, but as you know, England has a Cambridge security club, which is recognized by Cambridge, and they recently received accreditation from the Council of International Schools (CIS). In addition to providing science education, Muslims and Christians also impart moral education. Christians are taught Christian values, while Muslims are taught Muslim values.

Researcher: *So, it means that Turkish schools have Muslims and Christians?*

Mr. Zafer: Yes, everywhere. You know, let's say that...

Researcher: *But is Qubaa only for Muslims?*

Mr. Zafer: Qubaa, yes, since it is... We also have two Christian students. Here? Indeed, they chose to stand here due to their family's mixed Muslim and Christian heritage. However, they adhere to our curriculum, except for this IRA lesson. Regrettably, they did not participate in the IRA Islamic religious lesson. They don't. Yes, we don't force them. Yes (*research expel and also, they didn't take a religion or some of CRA*). We apologize for the inconvenience. Our Christian teachers provide them with private lessons. This is a private lesson we give them. (Elin, 2024)

11.3. Impact of Turkish education on the local community:

The Turkish school has acceptance from the Kenyan community because of its outstanding academic successes and the great moral values that students are raised on, complemented by an in-depth study of religion in the madrassa attached to religious education in primary school.

The impact of Turkish schools in Kenya has been significant, with private schools associated with the Gülen movement achieving impressive results in national exams like the KCPE and KCSE. These schools aim to create a new elite and have been compared to

Aga Khan Foundation schools in Kenya. The Turkish state has supported school projects in Kenya, and the Gülen movement uses schools to lobby for Turkey and improve diplomatic relations between the two countries (Angey, 2012).

11.4. Challenges faced by the Gülen group with the Turkish government:

The Gülen movement has faced accusations of being a cult and attempting to infiltrate the Turkish government. The movement has also been accused of being involved in the failed coup attempt in Turkey in 2016. Despite these controversies, the Turkish schools in Kenya continue to be popular among parents seeking quality education for their children. The schools run by the Gülen movement in Kenya have been praised for their high academic standards and focus on character development. Many parents appreciate the emphasis on discipline and moral values within the schools. The Turkish schools in Kenya have also been recognized for promoting cultural exchange and understanding between the two countries. (Gunter, 2018)

Gülen was a key ally of President Erdogan. Still, after the 2016 coup, the Turkish president announced that the Gülen movement was one of those who orchestrated this military coup and accused them of being a terrorist group, which the movement completely denied and condemned the president. He orchestrated this coup to get rid of the rivalry of politicians and also to any peaceful opposition forces, as the group shifted from supporting him to opposing him because it accused him of not keeping his promises, that he was helping Israeli policy against the Palestinians, and that he spoke in public other than what he does, behind the doors.

Turkish President Erdogan has mobilized all his political power at various levels to convince countries that this movement is terrorist, and appropriate measures must be taken against it, including the closure of schools around the world.

12. The actual state of Egypt's education system in Kenya:

There needs to be more existing literature on the specific part of the historical dimension in Kenya that the researcher is monitoring.

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Therefore, several scientific interviews were undertaken with relevant individuals to investigate this subject. These interviews aim to gather information and establish a foundation of knowledge on the topic. The following individuals have been interviewed:

1. Dr. Saleh Bowzer is the school owner of the mosque in Qubaa and the owner of the Qubaa Islamic Madrassa and Qubaa Islamic School, which Turkish schools in Mombasa manage.

2: Sheikh Abdullah is the director of the Ghfoil madrassa, affiliated with the Ghfoil mosque in Mombasa. The madrassa only focuses on religious science education and has 1,500 students from primary to secondary.

3: Mr. Zafer Allen, Director of the Qubaa Islamic madrassa in Mombasa and the Turkish Qubaa Islamic School, oversees approximately 1440 pre-school, secondary, and state and international education students. It was associated with a religious instruction madrassa operated by Al-Zahr al-Sharif. However, according to Dr. Saleh Bwazer, the owner of the school and madrassa, he closed the madrassa as a result of his dissatisfaction with the administration's performance and the views of senior Al-Azhar members.

4: Sheikh Hassan Faraj is the director of Munawara madrassa in Mombasa, which has 1530 students who study religious science exclusively, starting at the elementary and secondary level.

5: Sheikh Ahmed Idriss is the director of the Alfalah Madrassa, located near the Makena Mosque in the Kibra district of Nairobi. This madrassa focuses only on teaching religious science to students at the primary and secondary levels.

6: Islamic qadi Sheikh Saleh, a director of the Islamic madrassa, belongs to the TSS mosque in Mombasa and deals with three elders of Al-Azhar Al-Sharif who used to supervise before.

7: Professor Khamis, the Director of the Sheikh Zayed School in Mombasa, is involved in studying governance, international education, and religious sciences. The school has around 1,500 students.

8. Conduct interviews with around 10 Al-Azhar Al-Sharif Kenian graduates from different fields of study in Nairobi.

Ambassador Mohammed Al-Moallem served as the Ambassador of Kenya to Egypt from 1997 to 2003.

The synopsis of these renowned interviews can be summarized as follows:

1. Kenya does not have any Egyptian schools or universities, whether they are religious institutions offering general or religious education or public or private.

2. Several of Azhar's nine Sheikh preachers are stationed in various places in Kenya, where they are dispatched from Azhar for two years each.

3. Several Islamic institutions, including the Peasant School in Nairobi, were previously established, but their tenure ended approximately seven years ago.

4. The Madrassa Qubaa, owned by a Bwazer family and managed by elders from Al-Azhar, had the largest group of bachelor elders, consisting of approximately seven individuals. However, the school was closed seven years ago due to the administration's dissatisfaction with the elders' performance and the madrassa attendance.

C. Conclusions and recommendations based on research.

Firstly, the search results.

1. The Kenyan education system has undergone various stages from pre-independence to the present, and its vision remains highly volatile. More clarity is needed regarding the vision that can fulfill Kenya's desires.

2. The state highly values education at all levels, seeing it as the means to achieve targeted development for Kenya's renaissance.

3. The executive and legislative administrations of the education system possess a well-organized framework, but there remains some duplication in the areas of responsibility.

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4. The education system needs more funding to fulfill the constitutional mandate of offering cost-free public education. At the same time, families still face a massive portion of the financial burden of teaching their children, even within the public school system.
5. The private sector makes significant educational investments, from preschool to high school. However, its high cost makes it inaccessible for most students.
6. Kenya's diverse ethnic and religious composition significantly impacts the educational system, which aims to strike a delicate balance between fostering citizenship and upholding individuals' rights to practice their chosen religion and worship while ensuring that these rights do not encroach upon the rights of others.
7. Many regions in Kenya still need access to educational services and require more infrastructure.
8. No school or educational institution can offer both religious instruction and academic education in a way that fully meets the expectations of Muslim parents. Consequently, Muslim students have significant challenges and responsibilities when seeking to pursue both academic and religious education. They must attend two separate schools each day: one that offers solely academic instruction and another that combines academic and spiritual teachings. Subsequently, upon finishing his studies, he enrolls in another educational institution to pursue religious instruction, which imposes a significant hardship on him and his family.
9. The government supports domestic and international investments made in the education sector.
10. While Kenya offers ample educational investment options, Egyptian education is notably absent from schools and institutions.

11. Parents are currently expressing unhappiness with the education system, due to the responsibilities imposed on them by the CBC system. They perceive the educational system as inefficient in handling the CBC system and believe extensive rehabilitation is necessary for the entire school system.
12. More teachers and more training and development are needed.
13. Vision, certainty, and planning play crucial roles in demonstrating and validating Kenya's values, culture, and educational vision. Golan effectively demonstrated this concept through his movement, which utilized education to implement his ideas by establishing schools worldwide, including in Kenya.
14. Al-Azhar's influence in Kenya has diminished regarding the number of Al-Azhar missions. Its presence is random and does not align with a comprehensive plan to accomplish an objective.
15. Education presents a lucrative investment opportunity, and no private sector or charitable donations offer education completely free of charge. Even the Sheikh Zayed School, backed by the UAE, provides education at a lower cost than other private schools, making it an excellent value accessible primarily to the middle class. But still with amounted fees.

2. Recommendations

The recommendations in this study are derived by utilizing the findings to provide strategies for Egypt to develop a strategic vision that facilitates the implementation of executive actions to strengthen its relations with Kenya through the education system.

1. A singular governing entity must oversee policy coordination across multiple African domains, including education.

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2. Al-Azhar remains a distinctive paradigm that offers an exemplary comprehensive education by combining specialized religious instruction with academic education, effectively addressing the issue of familial distress.
3. The Gülen movement's educational model encompasses many ideas regarding the benefits of education. Its primary objective is to provide an exceptional education that satisfies the community, facilitates the transmission of cultural values, fosters internal loyalty, and generates profits without relying on free assistance. This model incorporates the essential elements necessary for achieving genuine success.
4. Charter schools based on the Gülen model are employed. These charters manage existing schools through contracts, thereby avoiding substantial investments in infrastructure.
5. The education system that Egypt has implemented in Kenya should be cohesive and independent without interference from religious leaders and educators in mosques and schools. Instead, it should be fully interconnected and under the centralized control of the Kenyan government.
6. By offering scholarships and training to exceptional Kenyan Al-Azhar graduates and having them work in Kenya under the supervision of Al-Azhar Al-Sharif, we can enhance their influence through their language and culture. Additionally, this approach is more cost-effective, as the funds allocated for one envoy, which amount to a minimum of three thousand dollars per month, can be used to provide substantial salaries for 12 Kenyan preachers.
7. This presentation focuses on investment in the education system in Kenya, specifically examining the potential contributions of both the private and government sectors. It highlights the role of private institutions as a model for Egypt, displaying their excellent academic body and experience in university infrastructure.

8. Utilizing the expertise of local quinine faculty in academic teaching within schools offers a cost-effective and efficient approach to investing in education. The management is Egyptian and includes several professionals in numerous subjects.
9. There is a strong focus on administering educational systems that can be allocated resources in Kenya.

Recommendations for future studies:

The researcher recommends the following studies:

First, all educational systems in African countries should be studied to determine how to activate Egyptian soft power to support relations with these countries.

Second: Conducting quantitative and qualitative studies of Egypt's mental image in various courses in Africa so that a deeper understanding of man on the African continent can be found.

Through interviews conducted by the researcher, it was found that there is a severe deficiency in it.

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