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Abstract

Gender and mainstreaming are currently the emerging issues in education in modern world. They are the issues that focus on inclusivity in education. Gender deals with the issues of including both men and women in total realisation of the development agenda of the society while mainstreaming is the process of planning for and including gender in the management of Teacher education programme in modern Africa and especially in Kenya. Whereas these two issues have been embraced in the developed world for enhanced and accelerated development, the situation is quite different in the developing world and especially in modern Africa. The established traditionalism and customary beliefs as well as conservatism in administration of education are the main barriers to managing gender in administration of education and especially Teacher education programme. Therefore, this paper is designed to discuss the concept of gender and mainstreaming in Teacher education programme in modern Africa, the need for mainstreaming gender in this programme in modern Africa and especially in Kenya, the benefits of gender mainstreaming in Teacher education programme for sustainable development in modern Africa and more so in Kenya, the best practices/approaches of conducting of this process in this continent, the challenges of administering gender mainstreaming process in Teacher education programme for sustainable development in modern Africa and particularly in Kenya and the considerations (recommendations) in undertaking this process in modern Africa.

Introduction

Gender management and especially gender mainstreaming in education is the most current and popular emerging issues in education. The genesis of this development was born in the United States of America, United Kingdom and continental Europe during and after the First (1914-1919) and Second (1939-1945) world wars when women were massively recruited to serve in various sectors of the economy. These regions were forced to do this because the male folk, who were traditionally engaged in these sectors, had been either killed or tied down in military duties in their countries and overseas. Therefore, the Jomtien World Declaration on Education for All (EFA) in Thailand was simply an emphasis of what had been started four and half decades earlier (UNESCO, 1990). This declaration brought to the limelight the need for inclusivity in education in the world. Implied and included in this milestone declaration on education was mainstreaming of people with disabilities and gender-related issues in education (UNESCO, 2009). Individual countries were encouraged to develop their own strategies of implementing the recommendations of the Jomtien conference in (UNESCO, 2005). In the case of Kenya, action was taken through the Sessional Paper number 5 in education (GoK, 1991). This paper called for affirmative action on administration of national education. The out-come of this policy saw increased enrolment of girls/women at all levels of education (Primary and Secondary School education sectors and Higher education sectors) as demonstrated by the annual national education reports. (GoK, 1999). This is the basis of the discussion of the present paper. That is, this is the genesis and the need for gender mainstreaming in Teacher education programme in modern Kenya. The discussion of paper specifically focuses on the concept of gender and mainstreaming of gender in
Teacher education programme in modern Africa and especially in Kenya, the need for administering gender mainstreaming in education in modern Africa and especially Kenya, the benefits of gender mainstreaming in Teacher education programme for sustainable development in modern Africa and more so in Kenya, the best practices/approaches of administering gender mainstreaming in Teacher education programme in this continent, the challenges of managing gender mainstreaming in education for sustainable development in modern Africa and particularly in Kenya and suggested approaches for conducting this process. This approach to the presentation of this theme will facilitate the understanding of the role and challenges of gender mainstreaming for the sustainable development in modern Africa and especially Kenya. The works of Kafu (2011, 2013) provide the proper frame-work for discussing the gender mainstreaming in education.

The concept of Gender Mainstreaming Gender in Education in Modern Africa.

Gender and gender mainstreaming are among the emerging issues in education in modern world (Kafu, 2011). Generally, these two are closely inter-related, inter-dependent and inter-twined issues in character. However, gender focuses on the roles of male and female folk in the development agenda of the society. This involves changed perception of women and men and their expected roles in modern society in Africa and more so in Kenya. The emerging perception of men and women’s roles in the development of modern society in this region of the world is in sharp contrast with that held by traditional societies (Occiti, 1969; Okot Bitek, 1968; Chinua Achebe, 1970). The latter society had clear, distinct social roles cut out for men and women while the modern African society is emphasizing cross-cutting roles. That is, the sharing and exchanging of roles for men and women in the development agenda of the society. The recent studies in gender issues in modern Africa place premium on equity and equality in social roles among peoples (men and women) of modern Africa (Lewis and Barbara, 2002). Hence the need for gender mainstreaming in formal education system and especially Teacher education programme as an inclusive strategy for total development in modern Africa. That is development that involves participation of all members of the society (Elaine and Lewis, 2002; Jomtien, 1990). From this perceptive arises the question, what is the need for, value of gender mainstreaming in education and, especially Teacher education programme today in Africa. The section of the paper that follows discusses the need for administering gender mainstreaming in Teacher education in modern Kenya.

The Need for Gender Mainstreaming in Teacher Education Programme in Modern Africa.

According to UNESCO (2004, 2005), Jomtien (1990) and other recent studies in gender (African Gender Institute, 1997; Kasente, 2001; FAWE, 2001) gender mainstreaming in education is the practice of inclusivity and education for all (EFA) in the administration of education in the society. The emphasis in this practice of education is on equity and equality in access to education and related opportunities in the society. In other words, all members of the society including women, should have equal opportunity to access services in the society irrespective of their sex, age or station in life. This is what the United Nations charter of 1949 on Human Rights called for and was aptly picked up by the UNESCO (1978) Declaration that education is “a human right”. That is, no one should be denied opportunity to access education as declared in Jomtien Conference of 1990. Consequently, the Principles and Practice of education including Teacher education programme should be gender sensitive.

Generally, the need or value of gender mainstreaming in Teacher education programme for sustainable development in modern Africa is six-fold namely, facilitation in the creation and sustenance of a stable, progressive and productive societies in the world; promotion of participation of all members of the society in the development agenda of modern Africa; acceleration of the development of modern African societies; enhancement and promotion of the image of the womenfolk in education and society in modern Africa; provision of opportunity for establishment of equity and equality in access to education and related opportunities in the society and the creation and promotion of quality education and life in the modern African societies. In short, proper discussion of all these six issues demonstrate how mainstreaming of gender in Teacher education programme is critical in development of this continent and also a sure way of promoting the image of Africa especially modern Kenya in the international arena. These six highlighted aspects of this theme are briefly discussed here in below.

i. Facilitation in the Creation and Sustenance of Stable progressive and Productive society in Modern Africa.

The need for gender balance in modern society was recognised way back during and after the two world wars (1914-1919) and (1939-1945). This was the period that womenfolk took over the responsibility
of managing various sectors of the economy when the menfolk were called up for war service in Europe and the United States of America. It was then when it was then when it was recognised for the first time that women have the same ability capacity to play the roles that had been hitherto reserved for menfolk only. The potential of the former to manage various sectors of the economy was from then established and appreciated in these regions of the world. This development is what triggered the incessant calls for the development and creation of “plural” societies in the World (UNESCO, 1964). Implicit in this discourse was the need to involve all members of the society (men, women, youth and individuals with disabilities) in the set development agenda of the modern world including Africa. The anticipated consequence of this development was the creation of the stable global society as declared in the United Nations Charter of 1949. The most suitable instrument for achieving the goal of creating a stable (Fair, just and peaceful) global society was found to be education and, especially the Teacher education programme. Here, then lies the increased interest in gender-related issues including gender mainstreaming in Teacher education programme worldwide. This perception of education is what spurred the Jomtien Conference Declaration of Education for All (EFA) in 1990. Teacher education programme is the most appropriate programme of education to mainstream gender because it deals with Teacher preparation and related issues and the teachers are the creators of societies worldwide. Therefore, this programme of education is the best facility for sensitising and advocating for gender issues in the society. When this strategy is properly exploited, there is the likelihood of creating gender sensitive and tolerant societies globally will facilitate participation of all members of the society in the development agenda of the society.

ii. Promotion of Participation of All Members of the Society in the Set Development Agenda of Modern Africa.
By nature, Teacher education programme influences and sustains the development of the society. The programme prepares, produces and nurtures teachers who create the desired society (Kafu, 2015). Therefore, its influence on the created and sustained society is overwhelming and is in no doubt. The works of Acemoglu and Robinson (2006), Pereira (1997) and Makerere University (2002) demonstrate that gender mainstreaming is the best channel of fast tracking development in the society. This is because this practice in education enlightens, encourages and empowers all members of the society to participate actively in and own set development agenda of the society. Teacher education programme is thus the most effective tool of conducting this task since it creates and disseminates the desired culture in the society. Therefore, a well-designed Teacher education curriculum that includes gender mainstreaming will prepare and produce teachers who are gender sensitive and tolerant. Such era of teachers are likely to influence the society to respect and appreciate the role of all its members in the set development agenda. Hence accelerating the established development agenda of the society.

As pointed out in the foregoing discussion, gender mainstreaming in Teacher education programme is an ideal instrument for promoting development in modern Africa. Therefore the participation of all members of the society in the set development agenda of the African continent will ensure the creation of stable and progressive society in this continent. Hence, facilitating the acceleration of the desired development on the continent. At the moment this aspect of development is lacking because a large proportion of the African population, the women, is not actively involved in the development agenda of the continent. Consequently, gender mainstreaming in Teacher education programme is likely to trigger and/or empower women to participate in the development of this rich continent. Such development will, in turn, promote the image of womenfolk in education and society.

The lamentations of Kenyan women parliamentarians on Friday, August 31, 2018 about their being under represented in the development agenda of the country drives home the need for gender mainstreaming not only in education in general but also but particularly in Teacher education programme in particular (Nation Media Group, 2018). This strategy will ensure there will always be a big pool of well educated women to participate in the national development agenda. Hence facilitating the setting and conducting the desired development forum in the African continent in general and modern Kenya in particular. Consequently, developing and enhancing the image of womenfolk in education and society as key players in the development agenda of the society. The result of such development is the creation and provision of equity and equality in education and related opportunities not only in this continent and particularly in modern Kenya but also in the whole world.

Kafu, (2018)
v. Creation and Provision of Equity and Equality in Access to Education and Related Opportunities in Africa and especially in Modern Kenya.

Studies so far conducted in Africa and more so in modern Kenya, demonstrate that womenfolk is not actively involved in the set development agenda of this continent (FAWE 2001; Association of African Universities, 2001). From these studies there is evidence that women are heavily under-represented in all spheres of life. This is affirmed by the absence of this group of people in the decision making organs in this continent as expressed the Kenya women parliamentarians. There is increased need to prepare and produce a pool of well educated women to participate in the development of Africa especially modern Kenya with vigour which is not visible today. This may be realised sooner than later if the Teacher education programme is properly harnessed to spearhead gender mainstreaming process. This may, in turn, promote the quality of life in Africa and perhaps, provide the opportunity to shed off the poor image of the continent riddled with poverty, disease and unnecessary as well as destructive conflicts.

vi. The Creation and Promotion of Quality Education and Life in Africa and especially in Modern Kenya.

Teacher education programme is one of the strongest tools of transforming any society. Gender mainstreaming in this programme may make it a more formidable instrument for effecting this process. This is because of the established adage in education that “educating a woman is like educating the whole society!” Mainstreaming gender in Teacher education programme will create and provide opportunity for women at all levels of formal education to demonstrate their potential and participate in the development agenda of the society. Hence not only accelerating the desired development on the continent but also promoting the quality of life for all. This is because well educated women will have the ability and capacity to promote the welfare of their respective societies.

The above discussed needs of gender mainstreaming in education in general and Teacher education programme in particular form the basis for demonstrating the benefits or value of this process in Teacher education programme for sustainable development in Africa. The section of this paper that follows discusses the benefits/value of gender mainstreaming in Teacher education programme for sustainable development in Africa and especially in modern Kenya.

The Benefits/Value of Gender Mainstreaming in Teacher Education Programme for sustainable Development in Africa and especially in Modern Kenya.

The benefits from the process of gender mainstreaming in Teacher education programme for sustainable development in modern Africa are enormous. Generally, this refers to valuable outcomes of this process in the content of Africa. Studies have revealed the process of gender mainstreaming in education is beneficial to humanity. Among the accruing benefits from the process of gender mainstreaming in education and especially Teacher education include the following:

- Sensitisation of the African society to gender-related issues.
- Promoting the quality of education and by extension the life of peoples of the African continent.
- Generating and tapping the existing potential of the African continent especially the talents of the womenfolk in the development of this region of the world. The potential of the latter portion of the African population has not been fully realised in the development agenda of this continent.
- Mainstreaming gender issues in Teacher education programme for sustainable development is likely to globalise/universalise the development agenda of the African continent. Hence promoting and enhancing the quality of the planned development agenda of this continent especially modern Kenya.
- This process facilitates the development and creation of stable, progressive and peaceful/peace-loving societies in the African continent. These types of society will ensure sustainable development agenda of modern Africa.
- Just like it has happened in Developed countries and the ‘Tigers of Asia, gender mainstreaming in Teacher Preparation programme when efficiently conducted will facilitate the development of respect and integrity for the womenfolk in Africa.
- The process of gender mainstreaming in Teacher education programme is likely to trigger the development of creativity and innovations in education and society. This trend in education will spur sustainable development in Africa.

All the above outlined factors combined will make the African womenfolk visible, attractive for others and aggressive to participate in the set development agenda for modern Africa. In addition, the womenfolk will be taken seriously as important
partners in the development of the continent. Since the women will have been empowered by accessing educational opportunities made available to them through the process of gender mainstreaming in Teacher education programme, they are likely to contribute immensely to the development. But for the discussed benefits/value of gender mainstreaming in Teacher education programme process to be realised, there is need to develop policy frame-work and relevant strategies to govern this process professionally and strategically. This is what the following section discusses.

**Best Practices/Approaches for conducting Gender Mainstreaming in Teacher Education Programme in modern Africa.**

Gender mainstreaming in education is a complex process that requires good policy frame-work, management practices/strategies and commitment. These are the structures that govern the administration of this process in education and especially Teacher education programme. These requirements for the implementing such innovation in education as gender mainstreaming. King and Mason (2001) in their publication on ‘‘Engendering Development through Gender in Equity, Resources and voice’’ emphatically point out that without proper policy frame-work, management systems and strategies gender mainstreaming in education will always end up as mere wishful thinking or wasted effort. This view is candidly captured in the Makerere University Gender Mainstreaming Division (2004/5 publication on ‘‘the focus, Good Gender Practices for Development’’, Quarterly Publication of 2004 and 2005. In designing and developing the policy frame-work for conducting gender mainstreaming in Teacher education programme in modern Africa and especially in Kenya, consideration should be given to the recommendations of Mukasa and Tanzam (2002) which include conducting situational analysis to determine the scope of the required Policy frame-work.

Generally, the policy frame-work for gender mainstreaming should cover the purpose of gender mainstreaming in Teacher education programme; the need for this structure in this process; the role of the designed policy frame-work for is administering process; the scope of this structure; provision for reviews and monitoring the designed and practised Policy frame-work and the anticipated challenges of conducting the process of gender mainstreaming in modern Kenya. After this exercise has been successfully carried out then comes the concern for strategies to be used in implementing this process. Strategies are normally the methods and skills that are needed to competently administer the process of gender mainstreaming in Teacher education programme in modern Africa and especially Kenya. The developed and administered strategies are usually intended to operationalize this process. Ideally, this development involves a series of steps. The first step concerns conducting the needs assessment/situational analysis to determine the existing status of gender-related issues in modern Africa. This activity is then followed by step two which covers designing and administering appropriate gender-related policies to govern the process. Thirdly, considerations should be given to the required expertise and investment in administering the process. The fourth step concerns the existing practices of managing gender-related issues in modern Africa and especially Kenya, while the fifth step involves drawing up the budget for the proposed process of gender mainstreaming in Teacher education programme and the last step six provides for reviews and monitoring mechanisms of the process. When all these six stages of developing and using the required strategies are done then comes the implementation phase of this process of gender mainstreaming in Teacher education programme. This development is usually based on the established national philosophies (political and educational) and policies that govern gender issues in modern Africa and especially Kenya. Arising from this phase of developing and using strategies and policy design are the challenges of conducting gender mainstreaming in Teacher education programme in modern Africa and more so in Kenya.

**Challenges of Managing Gender Mainstreaming in Teacher Education Programme in modern Africa.**

Gender mainstreaming is one of the emerging issues in education and in effect it is an innovation in education and teacher education programme (UNESCO, 2003; Kafu, 2011). Usually emerging issues in education, characteristically, generate new and occasionally serious challenges that impact on the administration of education including Teacher education programme. The generated challenges range widely. These may range from cultural, perceptive, administrative, technical and logistical to investment needs. Therefore, without having proper understanding of these challenges may impact seriously on their management in education and more so Teacher education programme (Kasente, 2001). This paper out-lines and briefly discusses some of the notable challenges that arise when conducting the process of gender mainstreaming in Teacher education programme in modern Africa and more so in Kenya. It is important
to note that most of these challenges are global in character and are not Africa-specific in nature (FAWE, 2002). However, the following are the challenges of relevance to the present discussion.

1. Cultural Factors.
Traditionally in Africa, women are respected individuals. This is because they are responsible for the survival of the society through their procreation role. This perception of womenfolk in Africa is noted/associated with widely practised dowry paying phenomenon for women among most African societies affirm during marriages in modern Africa. But beyond this important role of women, there is little evidence that women are given any serious regard in modern African social life. In effect, women are not given fair treatment when it comes to participation in public life because they are treated/perceived as children. This practice has impacted negatively on the girl/women education since the colonial era. There has been a tendency to favour boy/men education more seriously in modern Africa than girl/women education. This practice has negated the effort to gender, mainstream in education and more so Teacher education programme in modern Africa although there has been increased improvement since the Jomtien Declaration of 1990 (Jomtien, 1990). But the adopted strategy has not been the best, the strategy of conducting gender mainstreaming across all levels of the education sector. Ideally, this process should have been introduced first at the Teacher education programme level. The programme that prepares school teachers who serve as transformers of the society and therefore the best instruments for bringing changes including gender issues in the society. Even though, engendering the administration of education including Teacher education programme in modern Africa is tall call. This is because the process involves many challenges that must be overcome before the gender mainstreaming in education in general and Teacher education programme can be fully realised in modern Africa. Among these challenges are the concept of gender; prevailing cultural factors concerning (attitudes) gender-related issues; technical and logistical factors, education administration-related issues/factors and facilitation-related factors to managing gender issues in education and especially Teacher education programme in modern Africa. These challenges are now briefly discussed herein below.

i Concept of Gender.
Gender is the most misunderstood or confused term in modern Africa and especially in Kenya. To many people in this continent, the term gender is confused with women! This misconception gender has been the hardest hindrance to the introduction and administration of gender-related issues in modern African education systems. More often than not gender-related issues including gender mainstreaming in Teacher education programme are considered women issues. And of no importance at all. And given the fact that in most African societies, women are not held in high esteem regard, nobody pays attention to gender discourses (Ada Okoye, 2002). Hence, the prevailing negligence of all the issues related to gender in this continent and more so in Kenya.

2. Cultural Factors.
All societies in the world including the Kenya society have their own unique cultural practices they hold dearly. These cultural practices can either promote or negate the development of the society. In the case of modern Africa issues that have to do with women are not taken seriously. This attitude has seriously affected the continents ability and capacity to embrace fully gender-related issues. And therefore, promote the role of women in the development of consequently to absorb gender-related issues in the administration of education and especially Teacher education programme in modern Africa requires a change in the established attitudes towards women and the issues related to womenfolk. This process will require time and proper planning in order to bring about the desired change in the prevailing attitudes. The best approach is to mount aggressive advocacies and focused campaigns for women issues. As pointed out, the existing misconception of gender is a major hindrance to the development and administration of gender-related issues such as gender mainstreaming in Teacher education programme through this process is essential for sustainable development in modern Africa and especially in Kenya, it has not been properly exploited.

3. Technical Challenges.
These challenges concern such structures as policy frame-work that should govern gender mainstreaming in Teacher education programme and the expertise that is expected to sustain this process. Generally, these structures are at best not available or if available they are not adequate and more often than not, in appropriate/irrelevant altogether. The education policies and preparation and supply of the required local expertise are necessary for governing and providing leadership/championship in conducting the process of gender mainstreaming in Teacher education programme (Makerere University, 2002). In most countries in modern africa, the issue of gender mainstreaming in Teacher education has not picked up. (African Gender Institute, 1999). There is no evidence that some effort is being made to conduct this process.
Given the casual treatment of gender issues in modern Africa, gender mainstreaming in Teacher education programme is a slow process or is likely to take long for this to be done, there is to design and develop education policies that are friendly pro-active to this process and also there is need establish programmes for capacity building as back-ups for this process of gender mainstreaming in Teacher education programme. This strategy will ensure/guarantee proper administration of this process and availability of the required expertise. Hence facilitating the development and administration of gender mainstreaming in Teacher education programme for sustainable development in modern Africa.

4. Logistical Factors.
These are usually strategies that facilitate the design, development and administration of gender mainstreaming in Teacher education programme in modern Africa and especially in Kenya. Among these strategies is the availability of the relevant information on this process, sharing of this information and professional management of the same for the purpose of conducting gender mainstreaming meaningfully in Teacher education programme. Regrettably, this is the weakest link in the process of administering gender mainstreaming in education across modern Africa. This factor combined with ambiguous systems designs meant for management of this process, have obliterated the effort to administer this process in many African countries. Therefore, there is need to design, develop and administer proper education policies and systems designs for managing information for conducting this process for sustainable development in modern Africa. And also develop and introduce systems designs that can be used to bring efficiency in its management.

5. Administrative Factors.
As alluded to elsewhere above, modern Africa has not embraced fully gender-related issues as regards education. This is due to the lack of proper education policies and relevant systems for conducting the process. Consequently, there is no available expertise and supporting in structures to efficiently manage gender mainstreaming in education and especially Teacher education programme in modern Africa. Therefore, for this continent to succeed in this front, there has to be change in the attitude towards gender-related issues by African societies and also develop and enhance management systems designs and the level of available expertise to manage gender mainstreaming process in Teacher education programme in particular in modern Africa.

Efficient management of gender mainstreaming in Teacher education programme requires a wide range of facilitations. Among these facilitations are expertise, finance, technical and logistical support. These are the basics for introducing and conducting any innovation in education including this process. Regrettably, most of the relevant and required facilities for mounting successfully this process are either lacking or if available, they are in short supply. In other words, the process of gender mainstreaming in Teacher education is both skill-intensive and resource-intensive. Modern Africa can ill-afford these two categories of facilitation for conducting this process for sustainable development in the continent. There is need, therefore, to invest heavily in this process if modern Africa is to achieve its dream of sustainable development that is likely to make this competitive and comparable to other regions of the world.

Recommendations.
Following the above discussion of the basics of the process of gender mainstreaming in Teacher education programme in modern Africa and especially Kenya, the following recommendations are made.

1. Preparedness for this innovation. There is need in this continent to enlighten the societies of the need for and the role of gender mainstreaming in Education and Teacher education programme for sustainable development.

2. The discussion of the process of gender mainstreaming in Teacher education programme in modern Africa and especially Kenya, clearly demonstrates that this process is not only important but strategic in initiating sustainable development in this continent. Therefore, it is prudent for all countries including Kenya in modern Africa to embrace this model of Teacher education programme for sustainable development. This model of Teacher education programme will provide opportunity for school teachers to prepare, enlighten and sensitisise all members of the society in gender-related issues including participation in national development agenda.

3. Generally, gender mainstreaming in Teacher education programme creates and provides the best opportunity for creation of stable, progressive and just societies. This is the type of society that is conscious of human rights and has the initiative to trigger development. In such a society all members of the society are motivated to
participate aggressively in the set national development agenda because they have been exposed to gender-related issues through the effort of teachers. Hence fast-tracking the anticipated sustainable development in modern Africa. In view of this fact, it is recommended that advocacy of and structured campaigns for the role of gender main-streaming process in Teacher education programme as a facility for sustainable development be stepped up for the benefit of the society. In effect, this model of Teacher education programme is an asset for development in modern Africa and more so Kenya.

4. Since the process of gender main-streaming in Teacher education programme in modern Africa and more so in Kenya, is skill-intensive and resource-intensive, it requires proper planning and management strategies. The process requires a variety of specialised expertise and an array of resources for its efficient administration. It is, therefore, recommended that countries in modern Africa including Kenya invest adequately in this process for the development of the relevant expertise and resources that support it.

**Conclusion.**
This paper has shed light to yet unexplored educational innovation that has the potential for initiating and supporting sustainable development in modern Africa especially in Kenya. Arising from this observation, the following conclusions are drawn.

1. Gender main-streaming in Teacher education programme has great potential for initiating sustainable development in modern Africa. In effect, this process is untapped asset for fast-tracking development in modern Africa especially Kenya. Therefore all African countries should embrace this innovation in education.

2. The process of gender main-streaming in Teacher education programme is ideal for realising sustainable development in modern Africa. This is because the process involves and empowers all members of the society in national development agenda. Consequently, embracing this innovation will give the womenfolk the visibility and prominence in development of this continent that are missing today.

3. Gender main-streaming in Teacher education programme in modern Africa and especially Kenya is the best facility for creating a stable, cohesive and well integrated society. This, will reduce the frequent conflicts that occur and hamper development well integrated society. Creation of such a society will develop a culture of respect for human rights peace, justice and freedom of association and expression. Such development promotes creativity and innovations for national and international development.

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