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IMPEDIMENTS TO PEDAGOGICAL IMPLEMENTATION OF 21ST CENTURY SKILLS IN TEACHER EDUCATION IN SUB-SAHARAN AFRICA. THE KENYAN EXPERIENCE AT KABARAK UNIVERSITY Jean Claude Zigama, Ph.D. Lydia K. Kobiah, Ph.D.

Higher education in Africa has been thriving to widen access to quality education in the last two decades through diverse locally, regionally and globally initiatives (EFA, MDGs, Vision 2020/2030, SDGs, Agenda 2063...). However, a cocktail of impediments has been slowing down the implementation of these noble agenda. This paper intends to examine pre-service teachers' perceptions of possible pedagogical issues to effective teaching of the 21st century skills and how the latter will impact their professional lives. Twenty-First Century (21st) Skills are skills required for learners (at all levels of education systems in Africa) to function and succeed in global-oriented and globalized 21st e-society (e-everything and e-everywhere). The purpose is to unpack the main impediments in the pedagogical integration and mainstreaming of 21st Century skills in teacher education as perceived by pre-service teachers at Kabarak university in Kenya. Embedding 21st century skills in teacher education is necessary and long overdue in sub-Saharan Africa, especially in meeting the requirements of Competence-Based Curriculum (CBC) standards. This paper purposes to explore pre-service teachers' perceptions of how 21st Century skills are integrated in their professional preparation, their ability to effectively implement 21st Century skills at secondary education level and work-related skills for their professional survival. The paper will also offer practical proposals and strategies for African nations to re-examine and reform their teacher education curricula as a condition sine qua non for teachers to be fit for purpose at the exit of their preparation.

Keywords:

Teacher Education, 21st century skills, Competence-Based Curriculum, e-everything (e-everywhere), pedagogical implementation

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