



Participatory Learning Materials Design for Educational Quality Improvement in Kenyan Primary Schools: A Teacher Training Theoretical Framework

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Abstract

Educational quality improvement in Kenyan primary schools is a critical area of focus due to the significant disparities in access and learning outcomes. Theoretical development will be employed using qualitative methodologies such as literature review, expert consultation, and scenario analysis to inform the design of effective learning materials. The theoretical framework will provide educators and policymakers with guidelines on how to create and implement effective learning materials that meet local needs while improving teaching practices. Recommendations include integrating teacher training programmes into the design process, fostering a culture of innovation among teachers, and utilising technology for material development.

Keywords: *Africanization, Community Engagement, Participatory Approaches, Teacher Development, Quality Assurance, Social Constructivism, Technological Pedagogical Content Knowledge (TPACK)*

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