

**A STUDY OF THE FACTORS AFFECTING
IMPLEMENTATION OF FREE PRIMARY
EDUCATION IN MAKADARA DIVISION IN
NAIROBI PROVINCE, KENYA**

By

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**A Research Project Report submitted in Partial Fulfillment for the
Requirements of the Degree of Master of Education in Educational
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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.



George Wanjala Wanyonyi

This research project report has been submitted for examination with my approval as the University Supervisor.



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DEDICATION

This research project is dedicated to my dear parents, Mr.Charles B.Wanyonyi and Mrs.Redempta N.Wanyonyi who both know what good education means and whose wise counsel I have treasured since childhood.

ACKNOWLEDGEMENT

I wish to acknowledge with great appreciation the assistance of those without whom the completion of this work would not have been possible. To those whom I am unable to mention individually, please accept my gratitude.

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My appreciation is extended to the head teachers and teachers in Makadara Division in Nairobi Province and the Makadara Division Education Office who assisted and participated in the study. I wish to specifically thank my friends; Mr. Michael Mangala of the Institute of Nuclear Science, University of Nairobi for his invaluable assistance in data analysis; Robert Sumbi for proof-reading and Ken Musebe for printing large copies of my proposal and the research project report.

My heartfelt gratitude and appreciation go to my parents, brothers, sisters and many other friends whose continued encouragement saw me through the end of the study. Most of all, I thank the Almighty God whose continued blessings saw me in good physical health and state of mind to undertake this study.

ABSTRACT

The Government of Kenya declared Free Primary Education in all public primary schools in January, 2003. This study set out to establish the factors affecting implementation of Free Primary Education Programme in Makadara Division in Nairobi Province.

Makadara Division of Nairobi was chosen because of the poor socio-economic backgrounds of the pupils especially those living in slums of the division. It was expected that there would be an initial surge in enrollments in the public primary schools due to Free Primary Education. The study therefore set out to explore the socio-economic factors that affect pupils' stay in school once enrolled under Free Primary Education programme. It also set out to establish the school-related factors affecting implementation of free Primary Education.

Literature was reviewed by considering the socio-economic, school-related and educational management-related factors that have affected implementation of Free Primary Education in the world, in Africa and in Kenya. Such factors included physical and human facilities, attraction to out of school employment and inspection of schools.

Head teachers and teachers of lower primary classes were chosen as the target population due to their direct experiences before and during implementation of Free Primary Education in their schools. The sample of the study comprised 19

head teachers from a target population of 26 and 196 teachers from a target population of 511 selected by simple random sampling. The Education Office at Makadara also provided relevant management-related data. Through use of questionnaires for head teachers, teachers and the Divisional Education officer, the study elicited information on various factors affecting implementation of Free Primary Education in public primary schools of the Division.

Some of the major findings of the study were that factors affecting the implementation of the Free Primary Education Programme included high pupil enrollments against a low teacher population. There was also an absence of some crucial facilities such as pupils' desks and classrooms. Due to poor socio-economic backgrounds of the children, factors such as domestic responsibilities have led them to be attracted to out of school activities such as passenger service vehicle touting, street hawking and general truancy. This has led to cases of dropout being reported.

The study therefore recommends that teachers' numbers be increased and facilities such as desks and classrooms in schools revamped to meet the requirements of the increased pupil population. It also recommends that the Government should strongly enforce the poverty eradication strategy to ensure fewer pupils drop out of school. This will make the objectives of the FPE programme more successful.

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LIST OF ABBREVIATIONS

CBS	Central Bureau of Statistics
EFA	Education for All
FPE	Free Primary Education
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
MAPET	Master Plan on Education and Training
MOEST	Ministry of Education, Science ad Technology
UN	United Nations
UNESCO	United Nations Educational, Science and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Investment in human resource enables individuals to effectively participate in the national development process. In particular, investment in education plays a significant role in human development through the process of empowering people to improve their well-being and to participate actively in nation building (Nafula, 2002). Education is thus a cornerstone of economic growth and social development and a principal means of improving the welfare of individuals (World Bank, 1990).

Most countries recognize that a literate and numerate population is as vital as a supportive physical infrastructure in the development of nations of the world. Indeed, the development success in a considerable number of countries shows that long-term investment in education and particularly in primary education pays off. Illiteracy has been identified as a fact that imposes both relative and absolute burden on the national economic well-being (UNESCO, 2000).

The concept of universal primary education can be traced to 1948 when the United Nations declared education a basic right for all. This meant that education be availed to all irrespective of social class, sex, colour, religion, tribe and race (Mukathe, 1999). The 1948 declaration was further stressed at the 16th session of

the United Nation General Assembly held between 1961 and 1962, which identified illiteracy as the main barrier to social and economic growth of third world countries (Micheni, 1993). In 1990, a conference on Education for All (EFA) was held in Jomtien, Thailand. At the conference, the Department for International Development (DFID) asserted that EFA was a fundamental human right. It also recognized that quality education empowers people in transforming their lives and the societies that they live in. The department also stressed that equity to eliminate educational disparities be pursued by all nations (UNESCO, 2002).

The Dakar World Education Forum in April 2000 further stressed on countries to pursue measures to ensure education for all people of the world by 2015. It not only called for improvement in early childhood care and education, equity and access to educational programmes for all people of the world but also on achieving a 50 percent increase in adult literacy by 2015. The forum at Dakar also advocated the improvement of all aspects of the quality of education (Republic of Japan, 2002). The conference further identified education as a foundation for higher living standards and democratic societies. The two conferences acknowledged that much as the countries of the world declared basic education available to all resulting in high enrollments, bigger challenges appeared to reverse the goals of Education for All. For example, more than 100 million children worldwide are today out of school with 60 percent of these being girls (UNESCO, 2001). It is clear that wastage in form of repetition, withdrawal and

dropout are still responsible for this. Today, almost 90 countries of the world are not on track to achieve universal education. The Group of 8 summit of 2003 noted that there was need to develop country commitment and have more response from developed countries towards better assessment of the whole EFA situation (Republic of Japan, 2002). The summit further called for more commitment that is political and resource allotment to achieve free primary education. Better national educational plans, measures for disadvantaged children and improvement in educational quality and assessment of the impact of HIV/AIDS on education systems were all needed too. Conditions within schools also require redress because they were identified as leading causes for the high wastage rates despite declarations by countries for Education for All (Webster, 2000).

The two post independence decades in Kenya experienced high enrollment rates at all levels of education, particularly in primary schools. This can be attributed to the KANU manifesto of 1963, which stated the Government of Kenya's commitment to increasing access to and achieving Universal Primary Education. The Kenya Sessional Paper No. 5 of 1965 and the various Government Development Plans also emphasized on basic Education for All citizens. Studies reveal that the Government of Kenya's declaration of 1974 scrapping levies from standard one to four resulted in massive school enrollments that eventually dropped as a result of a variety of factors. Declining enrollments continued in the

1980s and 1990s despite a continued declared Government commitment towards Free Primary Education (Nafula, 2002).

In the year 2000, Parliament enacted the Children's Act, which recognized education as a basic right to all children. The Act states the responsibility of the Government and the parents in providing education to the child. The Government of Kenya in January 2003 declared Free Primary Education and put in place an elaborate Programme for its implementation (Daily Nation, 2003, 10th January).

It is worth noting however that despite efforts towards Universal Primary Education in Kenya since independence in 1963, earlier gains in enrollment have recently been reversed at all levels of education, particularly at primary and secondary levels. High repetition and drop out rates, low completion and transition rates have been observed. These losses have been attributed to the high cost of education, increasing levels of poverty in the country, various socio-cultural factors and institutional or school related factors (UNESCO, 1994). These factors continue to influence negatively access, retention, equity and quality of education, facts that play against the international spirit of Education for All (Nafula, 2002).

The 2003 declaration of Free Primary Education by the Government of Kenya saw a sharp rise in enrollment in primary schools all over the country (Daily Nation, 2003, March 25th). With this declaration, the Government accelerated its

speed towards meeting one of the goals of EFA- that of free, compulsory education affirmed at Jomtien (1990) and Dakar (2000). However, many factors appear set to challenge Free Primary Education programme implementation (Daily Nation, 2003, January 5th).

The aim of this study therefore was to investigate the various factors affecting implementation of the Free Primary Education Programme in Makadara Division of Nairobi Province. This was due to the immense educational, social, economic and political implications the Free Primary Education Programme had for the people and Government of Kenya and the international community.

1.2 Statement of the Problem

Free Primary Education has been an objective of the Government of Kenya since independence in 1963. Sessional paper No. 10 of 1965 affirmed the Government's commitment towards Universal Primary Education. In 1974, a Presidential decree abolished payment of fees from class 1 to 4 in public primary schools as a move towards UPE.

UNESCO (2000) in its report indicates that despite many bold moves by the Government, direct and indirect costs of education coupled with other factors continued to ensure a high wastage rate with many children remaining out of school. This situation persisted despite the fact that Free Primary Education was seen as a tool to enhance enrollments especially for those unable to afford the cost

of education and to therefore open primary schooling to all Kenyan children regardless of their socio-economic background.

Kamau (2003) observed that Free Primary Education Programme as launched in January 2003 by the Government of Kenya faced many impediments. A variety of socio-economic and school related factors appeared largely responsible for this (Sunday Nation, January 5th, 2003). Kareu (2004) observed that the ratio of teachers to pupils in Nairobi in August 2004 for example, stood at about 1:100 under FPE yet only 39 teachers had been targeted for new recruitment. In the same month, 30 teachers were due to retire, 6 died and others either resigned or were on study leave. Kareu (2004) also said that many schools in the divisions of Nairobi faced many challenges including demand for classrooms and teachers.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors affecting implementation of FPE Programme in public primary schools in Makadara Division in Nairobi Province.

1.4 Objectives of the Study

The study carried out a survey to achieve the following objectives:

1. To establish if the facilities provided are adequate to support curriculum implementation under the Free Primary Education Programme.

need immediate attention. Thus, the high proportion of national resources absorbed by the education sector requires further justification.

Various Development Plans from the Government emphasize the primary stage of education as the most important for any child because it is here that basic knowledge is gained and foundations for an economically productive and satisfying life laid. Ominde (1965) acknowledged the crucial part that primary education plays in modern economic life. Kenya is also a signatory to various international conventions on Universal Education and its constitution recognizes Universal Primary Education.

Previous reports indicate the crucial need to take children through the full primary school cycle. However, such reports have suggested many problems such as lack of access, high dropout and high repeater rates in primary schools. Recognizing the contributions of primary education to the individual and society, it is important and critical that every Kenyan school- aged child should get an opportunity to access some basic education for at least eight years. Given the great response and support to the Free Primary Education Programme by the donor community and bilateral partners, the study sought to identify essential areas that require enhanced support. Through the study, the Ministry of Education, Science and Technology would also identify areas in its monitoring and supervision department that require redress with a view to establishing mechanisms for future planning and supervision.

A major limit was that important personnel from the Ministry of Science and Technology such as school inspectors and auditors, and pupils from the primary schools were left out of the study due to constraints of time and finance.

1.8 Delimitations of the Study

The geographical area was delimited to Nairobi Province and specifically to Makadara Division. This is because of the expansive nature of the province and because of the limitations of financial resources and time to collect data.

The study was also limited to public primary schools of Nairobi. Private schools were excluded as only public schools were funded by the Government under FPE. Due to constraints of time and costs, only headteachers, teachers and one Education official were involved in the research. Being an urban setup, the study's findings can only be generalized to the rural areas of the country with caution.

1.9 Basic Assumptions

The following were the basic assumptions of the study.

1. Respondents would give honest responses
2. Improved school and socio-economic conditions in Nairobi Province would lead to increased participation in the Free Primary Education Programme.

3. Increased support to educational supervision and inspection of the Free Primary Education Programme in the Province by the Ministry of Education would result in better implementation of the FPE Programme.

10.0 Definition of significant terms

Free Primary Education – Refers to education that includes no financial burden to the parents of the pupils. The Government takes up the financial cost of education.

Facilities – Refers to educational amenities enjoyed by students that are key to their performance which include classrooms, teaching personnel, desks, libraries, games and sports, laboratories etc.

School-related factors-Refers to various conditions in schools that affect the educational attainment of the child once enrolled in school. These may include the physical facilities and teaching and learning conditions.

Socio-economic factors-Refers to those social (for example peer pressure and domestic responsibilities) factors and economic (for example attraction to out school activities like hawking and general poverty) factors that affect the child in a way as to make him or her drop out of school.

Universal Primary Education- Refers to that education that meets the basic learning needs (literacy, oral expression, numeric, problem solving) and the basic learning content (knowledge, skills, value, attitudes) required by a human being to survive, to develop their full faculties, to live and work in dignity and to fully participate in development.

10.1 Organization of the rest of the Study

Chapter Two covers Literature review related to factors affecting implementation of the Free Primary Education Project. These factors are reviewed under various sub-topics including; Universal Primary Education around the World, Universal Primary Education in Africa and Universal Primary Education in Kenya. It also covers the topics on the socio-economic factors affecting implementation of Universal Primary Education and the Institutional and Educational-Management factors affecting the implementation of the Universal Primary Education. The Province of Nairobi during the introduction of Universal Primary Education is also discussed in this section. The conceptual framework for the study is also presented in this chapter.

Chapter Three deals with the Research methodology. The topics discussed in this chapter include Research design, target population, sample population and sampling procedure, Research instruments, validity and reliability of the instruments, and data collection and analysis procedure.

Chapter Four deals with data analysis, interpretation and discussion. The last chapter (Chapter Five) contains the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews relevant literature and provides a conceptual framework for the study. The chapter is divided into the following thematic sections: The origin and development of UPE around the world; UPE and its development in Africa; UPE in Kenya; socio-economic factors affecting FPE in Kenya; institutional factors affecting FPE; introduction of FPE in Nairobi; summary and conceptual framework.

2.1 Universal Primary Education around the world

Education is what goes on in a society's institutions of systematic planned learning (Mukathe, 1999). UPE has taken on many expanded meanings, as more is understood about its nature. It has been seen, examined and explained by different people from various disciplines using different perspectives for different reasons. Universal Primary Education in the literal sense would mean everyone in a population having a full primary school education (Webster, 2000). Free Primary Education is taken to mean an education, which includes no financial burden to the parents of the pupils. This means that no fees or levies should be charged and there should be no hidden costs, which can hinder any primary school pupil from benefiting from it. Indeed, the Government should take all financial responsibilities and the only responsibility left to the parents should be the provision of school uniforms for their children (UNESCO, 1993).

The concept of universal education is as old as humanity. During the renaissance, the state took charge of education away from the church in order to increase educational opportunities though education remained largely elitist (Mukathe, 1999). During the agrarian and industrial revolutions of the 18th century in Europe, Universal Education started gaining acceptance especially in France where great thinkers during the great French enlightenment like Diderot, Rousseau, Montesquie and Voltaire gave prominence to mass education. Martin Luther was also a great proponent of UPE.

Micheni (1993) says that the most modern advocacy for the UPE has been spearheaded by the United Nations through its various agencies. The universal declaration of Human Rights of 1950 proclaimed free and compulsory education as a basic human right. This declaration was further stressed at the 16th session of the General Assembly of the United Nations held between 1961 and 1962, which identified illiteracy as the main barrier to social and economic growth of the third world). This had critical implications particularly with United Nations member states, which started striving at making basic education available to all their citizens leading to high student enrollments. However, the dropout rates and grade repetitions were worsening in schools therefore occasioning a lot of wastage in the education system (UNESCO 1966).

A conference organized by UNESCO to reflect on these problems in 1972 suggested that education be made relevant and teaching and learning situations

improved to make education internally efficient (UNESCO, 1972). Various countries had different outcomes after this but a follow up UNESCO report still indicated relative high repetition and drop out rates (UNESCO, 1979). To stem this, some countries made progression to be automatic, but this move raised the question of educational quality including issues to do with textbook supplies, teacher quality, school facilities, teacher: pupil ratios and retention rates. Moreover late or no intervention measures were done mainly due to a weak monitoring system.

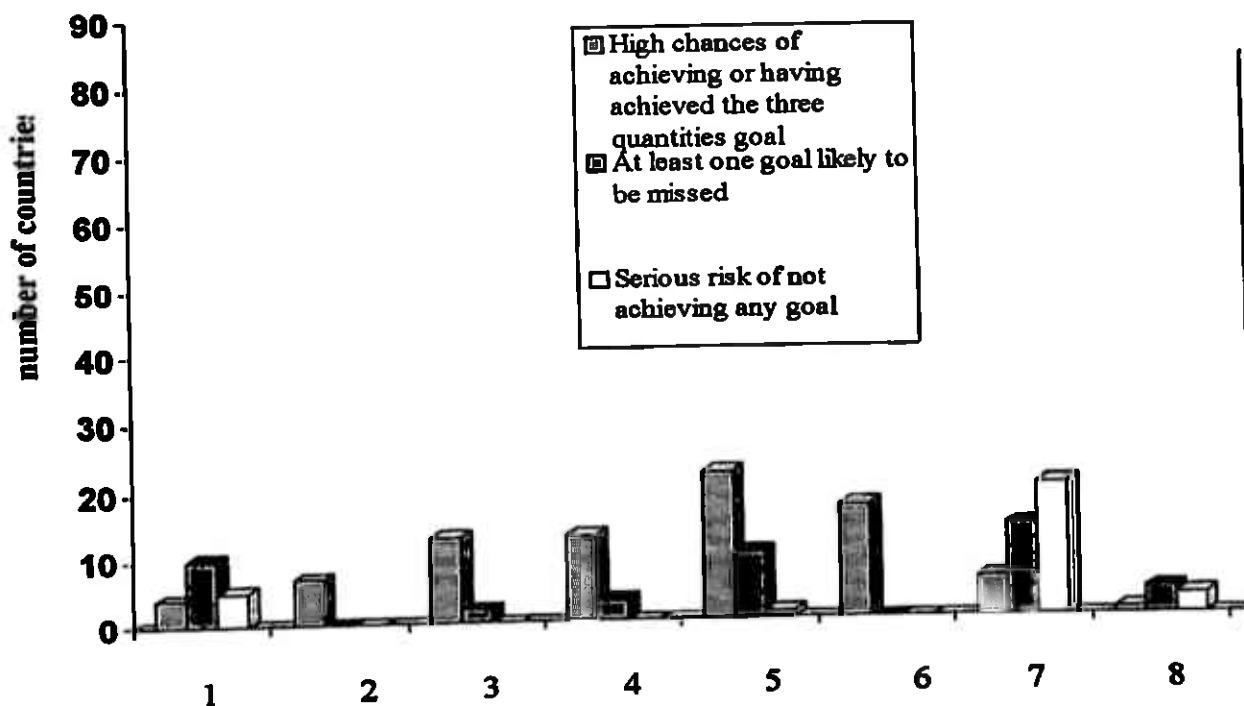
In 1977, the World Confederation of organizations of the teaching force declared that the youth of the world had an inherent right to participate in a free education system. It further said that universal education should be made available for all children and that the wealth of the world be harnessed to provide free compulsory education. Indeed, there has been a feeling that as a basic right to life, education should be completely free of charge. At the United Nations' 37th session in March 1983, the general assembly urged all states to consider the adoption of appropriate legislative, administrative and other measures, including material guarantees in order to ensure full implementation of the right to Universal Education, through inter alia free and compulsory primary education, universal and gradually free of charge secondary and other education (World Bank, 1984).

In March 1990, the international community put education on the global agenda during the world conference on Education for All held at Jomtien, Thailand. At

that time, governments set themselves the challenge of achieving Universal Primary Education by the year 2000. The conference set up the EFA secretariat to coordinate and monitor EFA activities with special attention on the low enrollment ratios, low completion rates and low achievements (UNESCO, 1992).

During the World Education Forum at Dakar, participants made commitment to attain six educational goals. They committed themselves to ensuring expansion of early childhood care and education, access to education of children in hardships, equity in educational access, achievement of 50% adult literacy, elimination of gender disparities and improvement of all aspects of educational quality. A comparison of regions done by UNESCO in 2002 observed however that most countries of Africa had little or no chance of achieving FPE (Figure 1).

Figure 1: Assessment of Dakar Goal Achievement, By Region



Source: UNESCO (EFA Global Monitoring Report, 2000)

Key:

1. Arab States/North Africa
2. Central Asia
3. Central/Eastern Europe
4. East Asia/Pacific
5. Latin America/Caribbean
6. North America/Western Europe
7. Sub-Saharan Africa
8. South/West Asia
9. World

The Jomtien conference had also discussed the debt crisis and called on more cost-effective strategies for provision of access to education for all world citizens.

Countries were also asked to identify other alternative forms of education that provided minimum skills and knowledge. The conference further called for cost-shifting strategies involving the shift of resources from other areas of government budgets and from higher levels of education to the primary education sector where EFA would be felt most (UNESCO, 1992). Jomtien resolutions further focused on improving managerial, analytical and technological capacities as a strategy to undertake educational change and reforms required (UNESCO, 1990). This would also involve decentralization of power and responsibilities for school management.

During the World Education forum in Dakar, the world community reached a consensus to ensure that by 2015 all children have access to, and complete, free and compulsory primary education of good quality (Republic of Japan, 2000). It also strove to emphasize equitable access to life skills programs. The conference further resolved to eliminate gender disparities in primary and secondary education by 2005 and to improve all aspects of the quality of education (Republic of Japan, 2000). The Dakar forum particularly urged the elimination of gender disparities in access, progression, and completion. It also stressed on improvement in the overall quality of education. Further commitments to UPE were seen at the July 2001 Genoa summit. Here, the World Bank, UNESCO, UNICEF and the Group of eight leading nations endorsed an action plan for ensuring that countries with credible education plans receive the necessary resources to accelerate progress towards Education for All (UNESCO, 2000).

Another effort to EFA was the Fast Track Initiative (FTI) launched at the meeting of the development committee of the World Bank in April 2002. The initiative's goals included deeper commitment to educational policy reform and efficient use of resources in developing nations, increased and better coordinated aid from industrialized countries to Less Developed Countries with poverty Reduction Strategy Papers and improvement in assessment of EFA goals (UNESCO, 2002).

Today however, more than 100 million children worldwide are out of school according to UNESCO. UNESCO (2002) reports that one in four children are unable to complete five years of basic education. The effects of HIV/AIDS and violent conflicts compound the problem in Africa and other developing countries

Many countries worldwide also lack a political commitment to achieve UPE by 2015. In countries that have achieved Universal Primary Education or are making sound progress, success has depended on strong political leadership, good governance, transparency, and an unequivocal commitment to poverty eradication, with primary education as a top priority (Republic of Uganda, 1999). Many of the countries of the world have shown reduced levels of public expenditure on education resulting in declining general enrollment ratios while others, despite increased education funding have shown decreases in Gross Enrollment Ratios (Webster, 2000).

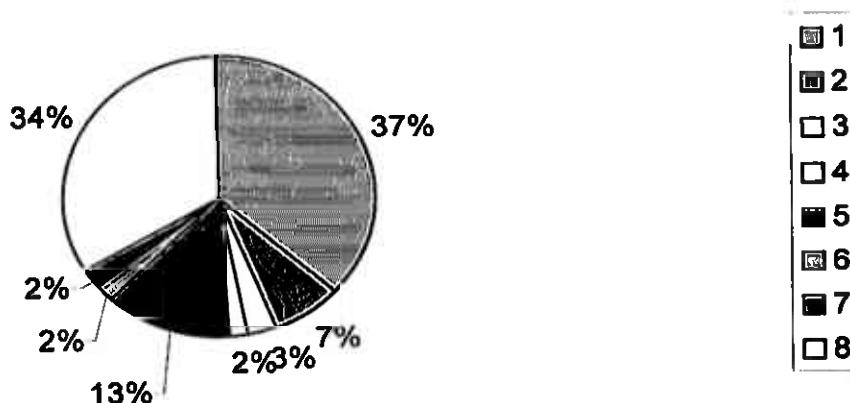
In a recent study, Oxfam (1999) listed lack of government input, poverty and chronic debt burden as major obstacles keeping millions of children out of school especially in Sub-Saharan Africa. Gender bias, wars and conflicts, working children and sub-standard education including poor teacher training and irrelevant curricula were also listed for blame. Countries worldwide that have failed to achieve UPE have shown less ability and commitment to increasing equity in access to education especially for their poorer citizens who are unable to meet the direct and indirect cost of education (UNESCO, 1980). Most primary educational systems also typically suffer the shortcomings of cost ineffectiveness, dependency and inequity (UNESCO, 2000).

A great percentage of out-of-school children are the disadvantaged. The unique circumstances of AIDS orphans will require creative, often unique solutions. For some working children, non-formal education is one means to provide them with access to learning. The study also observed that children with special needs need not be excluded from the formal system to enable them integrate them fully in the education system.

Educational quality should also not be compromised, much as the desire for UPE is sought. In too many countries, quantitative expansion of schooling is being achieved through questionable "short-cuts", such as double-or-triple shifting, which undermine education quality and thus make it hard to sustain demand. Of particular concern, is the practice of replacing trained professional teachers with

volunteers who have minimal training and no career prospects (UNESCO, 2000). World Bank reports list Indonesia, Philippines, and India as examples of countries that have overcome barriers and nearly achieved UPE. Most countries of sub-Saharan Africa had the highest number of out of school children (Figure2).

Fig. 2: Out-of-school Children: distribution by region (1999/2000)



Source: UNESCO EFA Global Monitoring Report (2000)

Key:

- | | |
|-------------------------------|---------------------------------|
| 1. Sub-Sahara Africa | 6. Latin America/Caribbean |
| 2. Arab States/North Africa | 7. North America/Western Europe |
| 3. Central and Eastern Europe | 8. South/West Asia |
| 4. Central Asia | |
| 5. East Asia/pacific | |

2.2 Universal Primary Education in Africa

African Governments have had an on-off relationship with UPE policies since independence (UNESCO, 1982). Today, most of them are constantly under political pressure to provide more facilities that are educational. A few years after independence, there was increasing demand for the “free” primary education largely because many Governments had promised their electorates’ free Universal Primary Education when they campaigned for elections immediately before independence (Coombs, 1972).

Later, African Ministers of Education met in Addis Ababa to plan for the development of African education in May 1961 where they recommended that each country should endeavor to offer Free Universal Primary education by 1980 (Coombs, 1982). Indeed, apart from recognizing universal access to education as a birthright, most African countries viewed UPE as capable of promoting equality among members of society and a weapon to eradicate ignorance, poverty and disease. It was also seen as an investment for the development of national unity and identity. Thus, UPE was for all intents geared at promoting human rights, equity, economic and social development (Omari, 1983).

Because of the earliest educational objectives set by African countries, Sub-Saharan African nations invested heavily in education. They also achieved impressive gains. UNESCO (2000) revealed in their study that between 1960 and 1983 the Gross Pupil Ratio in the region increased from 36% to 75%. The total

enrolments in the Sub-Sahara region also grew at an average annual rate of 6.5% during 1960-1970; 8.9% between 1970 and 1980 but in the 80's decade it dropped to 4.2%.

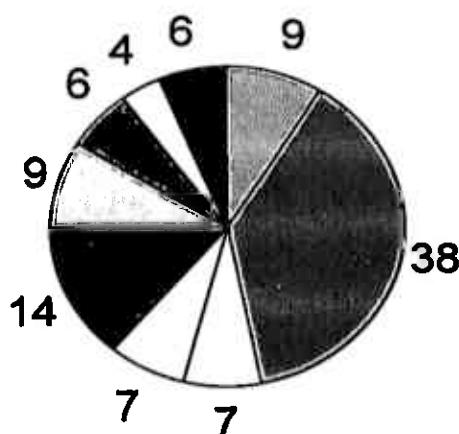
The educational expenditure of African countries was remarkable as compared to other regions in the 1960s and 1970s. Psacharopoulos (1981) notes that expenditure levels of most African countries took a greater share of the Gross National Product of a majority of the same countries during this period. Though the enrolment figures were rising, there still were too many children out of school. Many countries of Africa were declaring UPE and spending a lot of their national resources on the same but still many children remained outside the formal education system (UNESCO, 1979). A variety of reasons appeared responsible for these unfortunate trend most being tied to either culture, economic cost of education or poor schooling conditions.

Vaizey (1980) said that 13% of child laborers in Least Developed Countries were aged 15 and below. Child labor, he explained, was caused most fundamentally by the extent and nature of poverty that characterized such families. To him, the direct and opportunity cost of education kept most children away from school. The World Bank (1974) identified the major issues in education then, as those of formation of skills in planning and management; participation, equity and efficiency.

Odiwuor (2000) showed that HIV/AIDS has had a variety of effects on the education systems. For one, children affected by the pandemic are likely to be taken out of school because education then becomes a luxury with the loss of a breadwinner. Odiwuor (2000) noted that in the Ivory Coast, family expenditure on education was halved as HIV/AIDS affected families and that food consumption dropped by about 41% in such families. The study showed that in the poorest countries, the rapid expansion of educational systems had been accompanied by rapid increases in the proportion of public expenditure devoted to education. This had limited expenditure to other essential sectors and services. Today however, the African region appears likely to attract more educational aid that is mostly to be channeled to primary education (Figure3).

Many critics of the UPE Programme in the 1980s in Tanzania cited overcrowding in schools, poor supervision of teachers, shortage of manpower and physical facilities, and a big shortage of teaching and learning materials. Critics also found it absurd to make primary education compulsory if its quality was falling (Wandi, 1983).

Fig. 3: Regional distribution of bilateral education commitments (2000)



Key:

9% - Africa (North Sahara)

9% - South/Central Asia

38% - Africa (South Sahara)

6% - Middle East

7% - North/Central America

4% - Oceania

7% - South America

6% - Europe

14% - East Asia

Source: UNESCO EFA Global Monitoring Report (2002)

2.3 Universal Primary Education in Kenya

At the time of independence in 1963, Kenya was experiencing a very high rate of illiteracy as no large-scale efforts had been undertaken to eradicate it by the colonial Government (Carron, 1989). Kenya, like the rest of Africa, strongly believed in the important role that education plays in development and the

reduction of poverty. Kenya has thus had a gradual move towards embracing the concept of UPE since independence in 1963 (Gekonge, 1996).

The KANU manifesto of 1963 stated the government's commitment to increasing educational access and achieving UPE. Later, the Kenya Sessional paper No. 10 of 1965 reaffirmed the government's intention to adopt a definite schedule and date for achieving UPE (Republic of Kenya, 2003). Various development plans of the Government have recognized basic education as a vehicle for human and economic development (Government of Kenya, 1978).

In 1974, the Government introduced Free Primary Education for standards one to four. The suspension of fees boosted primary school gross enrollment rate by more than 49 per cent. Gross enrollment in standard one increased by 168.6 percent between 1972 and 1974 (Nafula, 2002). According to Sifuna (2001), this declaration saw an influx of children into schools, which the ministry of education was unable to cope. He blamed this on lack of prior preparations to cope with the influx and considered the presidential pronouncement as more political rather than policy driven. He says that due to this, schools lacked facilities like buildings and learning materials and parents inevitably started to be levied for the same resulting in higher levies than were the pre-1974 declaration. Consequently, parents started withdrawing their children from schools.

In 1979, the Government declared Free Primary Education up to standard seven and added this with a new milk scheme for primary-school going pupils. According to Sifuna (2001), this increased government expenditure on education but did not necessarily increase participation. To tackle the issue of high levies, the Government created Parent Associations for schools but most schools ended up having only management committees.

Following the Government of Kenya Report on the establishment of a second university, a new system of education (8-4-4) was introduced that placed emphasis on technical education. The system was not pre-tested and no one was ready for it. There were no trained teachers and no developed learning and teaching materials. The effects of introduction of the system coupled with the increasing poverty levels in the country saw a marked decline in enrollments and a high wastage rate in schools that free primary education as introduced in January 2003 was meant to address in Kenya (Daily Nation, 2003).

Table 1: Gross Enrollment Ratios in Kenyan Schools between 1990 and 2000

Year	Gross Enrollment Ratio as a %
1990	101.8
1993	78.0
1997	76.2
1999	86.9
2000	83

Source: (Republic of Kenya, 2000)

2.4 Socio – Economic factors and UPE

Before a country can achieve UPE, there are two prerequisites. In the first place, for various reasons, not all citizens of a country, even a country like Kenya where education is highly valued for its possibilities of social and economic mobility, will send all their children to school (Namaswa and Mutua, 1992). The reasons are varied, but in general, they are social, cultural and economic.

Free education, however, even if it were possible to remove all economic constraints, still leaves the citizens the option to send or not to send their children to school. The second pre-requisite for UPE, therefore, becomes “compulsion”, where all citizens are legally bound by law to send their children to school (Namaswa et al, 1992). A study conducted in 2001, identified high opportunity costs, early marriage and legal frameworks as reasons why most children are not enrolled in Asian countries (UNESCO, 2002).

Available data on direct and indirect costs of schooling suggest that apart from lack of government input and the chronic debt burden, a combination of other factors including poverty, gender bias, wars and conflicts and child labor all play substantial roles in ensuring that millions of children especially in Sub-Sahara Africa remain out of school (Oxfam, 2001). This situation is however difficult to overcome given that child labour is most fundamentally caused by the extent and nature of poverty (World Bank, 1984). Moreover, whether or not children work depends on cultural constraints, social relations of production, the industrial and

occupational structure and the nature of available technology (Psacharopoulos, 1981).

A UNESCO working group on Education Sector Analysis observed in 1996 that most African Governments lack ability to design social and poverty alleviation interventions and policies. Due to rising levels of poverty, the primary school system has witnessed low internal efficiency despite many attempts towards UPE. The biggest problem for UPE in Uganda for example was not levies but parents who rely on children to collect water, firewood, planting and harvesting. Such parents will require more than pronouncements to take their children and keep them in school (Republic of Uganda, 1999). In a survey on plantations, quarries and schools around Nyeri Town, researchers found that free education has only changed children's working times and pattern, not eliminated it (Daily Nation, 2003). It therefore recommends a reduction in the direct costs of education to families for example through reduced fees, subsidized transport, provision of learning materials, scholarships for the poorer members and even subsidies through school meal Programmes (UNESCO, 2003). Further, UNESCO advocates that to increase the demand for primary education and reduce the indirect costs, Governments should institute labor saving technology and make change in the school calendar to accommodate seasonal demand for child labor.

One constraining factor in UPE implementation is members of the community. UNESCO (1993) advocates parental involvement in the educational process

because this is more likely to ensure that their children attend school. A Government of Kenya (2000) report lists lack of community involvement and educational support in school planning, monitoring and evaluation as constraints to educational development. Financial support for primary education also needs to be strengthened. Educational financing typically suffers from the shortcomings of cost ineffectiveness where resources are often allocated to inputs that have only a weak relationship to educational productivity while inputs that enhance learning are under funded. There is also a high dependency on central government funding and increasing inequity (UNESCO, 1996).

It is also important to consider re-allocations in search of a lower student: teacher ratio and to strive to build schools with low cost, local materials. The Government of Kenya acknowledged in 2000 that the declining economic situation combined with frequent droughts, health and nutritional factors, the impact of HIV/AIDS and other diseases and the inability of parents to pay school levies had all contributed to the poor attendance rates leading to increased repetitions and dropout (Republic of Kenya, 2000).

Specifically, the Government mentioned poverty, cultural practices of barring girl education, cost sharing and lack of political will as the major factors why UPE had not been achieved (Government of Kenya, 2000). A survey carried out by a local consultancy firm among head teachers and parents between 1994 and 1995 shows that poverty and high private cost of education are the main impediments

to enrollments. Due to the high cost of living including rent, food, transport and miscellaneous expenses most parents especially of the low and middle-income bracket have difficulties ensuring that their children get basic education (Sunday Standard, 1998).

Other than economic problems of the family, lack of home facilities for study due to the low economic status of the parents especially the urban poor where there are no lights, there's overcrowding and poor living conditions all may interplay to cause wastage leading to UPE not being fully realized (Raju, 1973). He further blames lack of communication between schools and parents and the poor means of transportation especially in rural areas.

Community involvement is also important because FPE will only be effective when it becomes the active concern of all (Sunday Nation, 2002). Blame has also been laid on early pregnancies or marriage by girls, indiscipline and poor health for UPE failure in the past (Republic of Kenya, 1995). While blaming the current high debt servicing by the Government of Kenya, a study also estimated that good quality universal primary education in Sub-Saharan Africa would cost less if debts were scrapped (Nafula, 1999). Thus, direct and indirect costs, the perceived futility of schooling, culture and religious beliefs all influence decisions on participation in the school system and therefore on Free Primary Education initiative (Webster, 2000). Moreover, high dropouts affect marginal groups such as girls and children from homes of low socio economic status whose labor

contributions towards family support are required elsewhere where the costs of schooling are of great significance.

The Jomtien Conference (1990) stressed sustained commitment by national Governments to sound, long-term policies that recognize the strategic contributions of primary education to development to enable Governments tackle issues of access, affordability, quality, and inclusion. Governments should ensure sufficient and equitable financing of education and real participation by civil society and communities (UNESCO, 1990). Children from ethnic minorities in many countries are likewise especially at risk of being denied access to adequate education, as are other disadvantaged groups like street children.

Studies reveal that to implement a new system, the Government must give itself time to plan thoroughly. The damages of implementing a new educational system in a hurry are well illustrated by the tragedy that the 8-4-4 systems occasioned (Namaswa et al, 1992). The introduction of FPE implies that the Government has to face substantial increases in cost in providing new teachers, new buildings and equipment to accommodate the extra pupils. After 1974, this declaration forced the government to employ many untrained teachers, which may have severely compromised quality (Masai, 1984). The Kenya National Union of Teachers (KNUT) estimates that about sixty thousand new teachers have to be employed to cope with the increased new pupil entrants (Daily Nation, 2003). To keep the standards upto date therefore, primary education financing has to go up; failure

may mean that free education was not going to effectively solve some of the problems it was intended to solve (Mongare, 1992).

The magnitude of repetition and withdrawal as reflected in past studies was much higher than often thought and despite promotion of enrollments by free education even as early as the 1970s, various Government policies exacerbated the problem (Nkinyangi, 1980). These studies further revealed that apart from distances from school and opportunity costs to students, general socio-economic disparity in the country meant that children of educated and wealthier parents had substantial educational advantage over those from poorer, illiterate residents. The poverty situation in the country has continued worsening as observed in Table 2.

Table 2: Poverty levels in Kenya (Adult Equivalents).

	1992	1994	1997
Rural	48%	47%	53%
Urban	29%	29%	49%

Source: Republic of Kenya, 1998

Noting that that the poverty line in 1997 was income of less than Ksh. 1238.9 and Ksh. 2,648.00 in rural and urban areas respectively, this trend is likely to translate itself to constrain educational development in the country. The Republic of Kenya (2000) report lists increasing poverty levels, the high cost of education and socio-cultural beliefs as likely impediments to educational development. It also blames poor health, nutrition, and impact of HIV/AIDS as leading cause of poor attendance rates in Kenya schools. UNESCO in its studies notes that planning to

achieve EFA must take into account the effects of HIV/AIDS pandemic (UNESCO, 2002). Economic hardships, high unemployment rates and retrenchments, have led to high dropout rates of children from schools. Lowered enrolments in the past have also been blamed on the introduction of the Structural Adjustment Programmes where children from low-income families were unable to meet the rising cost of education.

2.5 Educational Management and Institutional Related Factors and UPE

The effectiveness of policies for UPE even if well thought out, could be blunted at the implementation level, if teachers, pupils and parents do not see the effects and benefits of those policies (Webster, 2000). To improve primary education and therefore achieve the objectives of FPE, it is vital to enhance the learning environment, improve the preparation and motivation of teachers and strengthen educational management (World Bank, 1990). This can be done through improving the curricula, providing instructional materials, improving classroom teaching and learning, organizational restructuring and strengthening teachers' motivation through improved remuneration policies, career opportunities and working conditions.

Studies have shown that the Government can impact positively on educational quality if it were to build new schools, renovate existing ones and recruit and post teachers (Webster, 2000). Shortage of buildings and equipment could lead to frustrations of both the teachers and the pupils due to overcrowding in classrooms

and sharing of the very few facilities that exist like textbooks (Masai, 1994). This is bound to affect the functioning and effects of the Free Primary Education Programme negatively.

Earlier in the 1980s, 60% of the Government of Kenya's education budget went to primary education. Gradually in the 1990s, this reduced to 50% and below. This move burdened communities to build workshops, libraries, boarding and recreational facilities. Because parents gradually took most burden of financing primary education except pay for teachers' salaries, this has denied high quality primary education (Mokaya, 1996). Government may thus be constrained to increase educational expenditure.

Raju (1989) identified an irrelevant curriculum, a de-motivated and thus unprofessional teaching force, poor medical care and conflict between the old and new ways of life as great contributors to educational wastage. Within the schools, he found that most were ill equipped and that the curriculum was uninteresting to learners. He thus called for adaptation of a new curriculum and of the teaching methods to the requirements of a developing country. To him, the type and quality of education, educational facilities and school environment play an important role in cultivating shaping and developing the required human capital. Given the disparity in physical facilities between schools, lack of provision of such facilities by some parents and communities may affect quality (Webster, 2000). Teachers also need to be prepared to handle the surge in numbers and of indiscipline cases.

Findings report that new learners under the FPE Programme are likely to have worked as touts, housekeepers, gardeners or street urchins, who have developed a level of independence unlikely to fit in a formal disciplined set-up (Daily Nation, February 28th).

A fundamental FPE issue related to schools is that of efficiency in the monitoring and supervision of the programme. To improve access, retention and quality under the FPE, monitoring systems should be strengthened to reflect and track the quality of the educational process and educational outcomes (Republic of Uganda, 1999). To this end therefore, educational administrators at whatever level require a certain requisite level of preparedness and sustained support if the FPE Programme has to keep running unhindered. The programme needs reform-minded and quality-driven officers (Daily Nation, 2003, February 27th). Further, it is vital to build the capacity of local officials, community leaders, parents and teachers in expenditure-tracking and social audits. This is because of the expected high expenditure levels by the Government of Kenya on the FPE Programme.

Gachathi (1974) observed that it is unfair and inhuman to expect teachers to teach children under trees or in improper buildings without accommodation or sanitation. Furthermore, sun, rain, dust and wind can drastically compromise the quality of teaching besides causing destruction of costly equipment. The expansion of school enrollment, studies reveal, affects performance negatively. A

UNICEF (1994) report suggests that large classes significantly weaken assessment of quality assurance systems. Moreover, mass education has the likely effect of giving prominence to the quality differences between schools making family background to continue being both an advantage and a disadvantage (Masai, 1984).

Well-trained teachers are critical for good, quality primary education. Estimates of the number of additional teachers needed worldwide to achieve UPE by 2015 range from 15 to 35 million. A minimum of 3million is needed in Africa (UNESCO, 2002). Past studies have also revealed that inequitable distribution of teachers between and within districts, lack of community involvement in school planning and monitoring and evaluation and lack of curriculum relevance, adversely affect the implementation of Free Primary Education (UNICEF, 1994). The quality of education cannot thus be simply brought about by imposition of new system of education without taking into account how it may affect or be affected by other factors of a country's development (East African Standard, 1996).

2.6 Nairobi Province and Introduction of UPE

The Province of Nairobi also hosts the capital city of Kenya and is located in the southeasterly part of the country. Nairobi has 191 public primary schools most of them partially maintained by the city council. There are eight educational divisions of the city namely Makadara, Embakasi, Langata, Westlands, Kamkunji,

Kasarani, Dagoretti and Starehe. Educationally, the city's eight divisions are divided into sixteen zones. The total enrollment of pupils as at March 2003 stood at 195,330 (Nairobi City Council, 2003). The total public primary teacher population is 4,027.

Table 3: Public primary schools pupil population in the divisions and zones of Nairobi

Division	Zone	No. of Pupils
Makadara	Viwanda and Buruburu	19,380
Embakasi	Dandora and Kayole	41,077
Langata	Nairobi West and Karen	16,096
Westlands	Kilimani and Parklands	21,886
Kamkunji	Bahati and Eastleigh	15,538
Kasarani	Ruaraka and Kahawa	28,773
Dagoretti	Riruta and Waithaka	25,108
Starehe	Juja Road and Central	27,472

Source: Nairobi City Council Education Department

The introduction of Free Primary Education in Nairobi witnessed a sharp rise in pupil enrolment (Daily Nation, 2003, January 8th). In some schools like Olympic Primary in Kibera, the enrollment had tripled at introduction of Free Primary Education. This had created a strain in the physical and human resources in most schools of Nairobi and a direct need to re-think the planning of schools (Daily Nation, 2003, January 8th).

By the end of 1988, there were 181 primary schools in Nairobi enrolling 138,925 pupils. Studies at the time revealed an alarming low acreage of land under the primary schools (Owuor, 1989). Most schools within the Central Business District (CBD) and in the eastern division had very little land and could therefore not expand. Yet, large enrollments into these schools continued. With the coming of the Free Primary Education Programme, some schools took on an alarmingly large number of pupils leading to a crisis in the physical space available for both teaching and learning (Daily Nation, January 20th, 2003).

Although the qualifications of the teaching force in Nairobi was generally adequate; there was an added number of pupils. By 1980, the city's pupil: teacher ratio stood at 32.5 with 99% qualified compared favorably with the national percent average of 65%. Generally, the enrollment in Nairobi is higher than most of the other districts. This can be attributed to the higher level of socio-economic status of majority of Nairobi residents than that of the populations of other districts (Owuor, 1989). However, the enrolment ratios in the province keep increasing with uncorresponding increase in facilities. In a study conducted in 1989, Owuor observed that the acute shortage of standard one places in Nairobi had pushed parents to seek places outside. Owuor (1989) also identified the high cost of living, home background, the school environment and weakness in the entire educational system as causes for the wastage rates in Nairobi. The educational facilities within the city can be said to be overstretched evidenced by the long queues for standard one places, and the high number of eligible, school

age children who are out of school (Owuor, 1989). According to the Ministry of Education, 162,200 children were enrolled in primary schools in 2001. This figure rose to 194,013 in 2003 with introduction of Free Primary Education without a corresponding increase in school facilities. Given the socio-economic conditions currently in prevalence, a rising number of urban slum children are not attending formal school (MAPET, 1998). The report also acknowledges that over 50% of Kenyans live beneath the poverty line leading to low educational training and quality. Thus, most parents, and communities are unable to meet the charges required of them, particularly because education costs are not the only costs they have to meet (MAPET, 1998). The welfare monitoring survey (1994) confirms this trend (Table 2).

Suba (2003) observes that poverty levels within the slums and other informal settlements in Nairobi coupled with poor nutrition and poor housing could affect provision of education under FPE. He also cites lack of basic amenities for life, begging in the city, drug addiction, crime and child labour in the households of the middle –income classes as basic impediments to free education. Further, the sheer number of children of school-going age in these areas by far outstrips the number of primary schools available. Moreover, transport is hard for such poor. Most children from such localities are also viewed as social misfits and deviants. After the initial surge of pupils to most schools therefore, such children are likely to go back to their initial non-formal setup schools.

Table 4: Education, health shares and non-food expenditures, 1994

Province	Education	Health	Non-Food%
Nairobi	6.4%	12.4%	55.8%
Central	10.6%	9.6%	28.5%
Coast	8.9%	13.0%	26.6%
Eastern	11.5%	12.5%	30.7%
North Eastern	4.6%	7.3%	29.1%
Nyanza	12.6%	21.7%	27.2%
Rift Valley	11.6%	14.8%	27.8%
Western	24.0%	20.2%	25.5%
Rural	13.3%	15.4%	25.5%
Urban	7.2%	12.7%	50.2%
Average	10.4%	14.1%	33.3%

Source: Republic of Kenya (1998)

Because of the large number of the disadvantaged in Nairobi seeking to join primary school or already in school, new measures have to be taken to enable them remain in and complete the school cycle (Kareu, 2004).

2.8 Summary

Many countries of the world are today trying to take stock of the gains that they have made towards ensuring that their citizens gain access to basic education that is free and primary to all. Most of them have declared free primary education, yet many national plans of countries of the third and developing world have yet to

address issues of access, equity and quality despite declaring FPE. Many institutions are working in support of EFA with the World Bank and UNESCO perhaps the two most important.

Most countries of Africa have lacked commitment to put political will and resources towards ensuring FPE. As a result most pronouncements to this end have not been met with corresponding support leading to an influx of children to schools without enough teachers, classrooms, desks and other crucial curriculum support materials. In Kenya, the drive towards FPE started back after independence and intensified after the 1974 presidential directive. However, little assessment and monitoring was done to assess the problems that the move may have caused either within the schools or outside the schools which may have made education to become expensive and out of the reach of most rural peasants and urban poor.

With the latest declaration of FPE in Kenya, Makadara Division of Nairobi Province also saw a great influx of new pupils to schools. The challenge for the Government remains that of ensuring provision of adequate physical and human resources to enable the programme to succeed and thus ensure that the country attains its pledge of providing basic education to the primary school-going population.

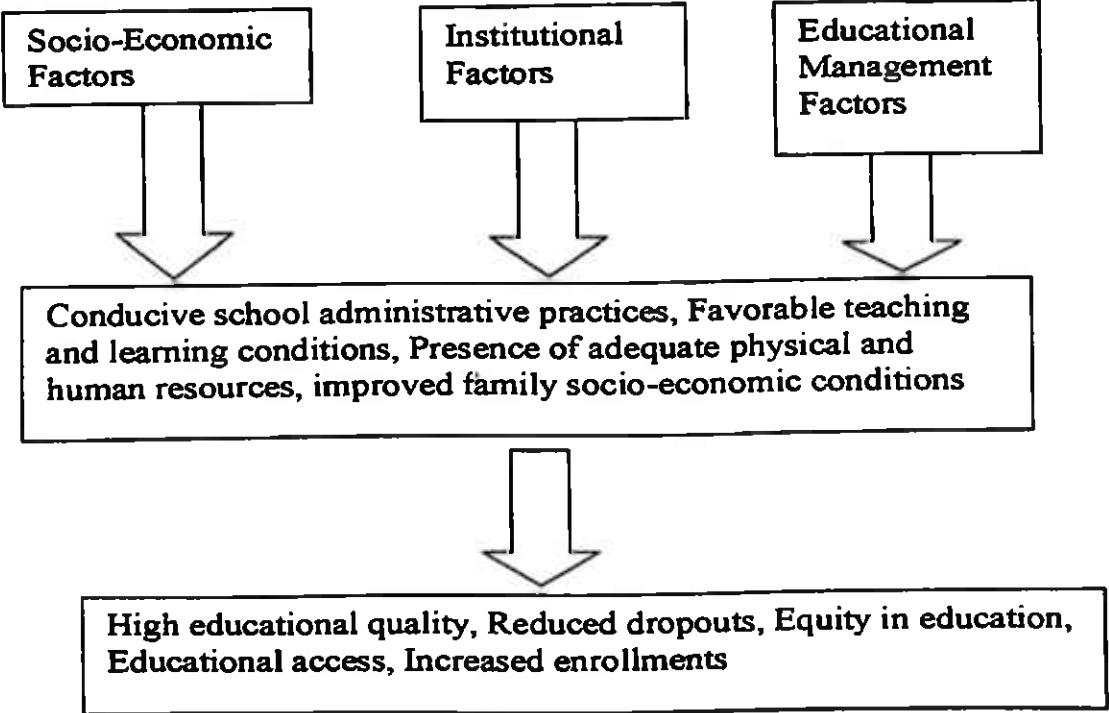
2.8 Conceptual Framework

The conceptual framework attempted to link barriers to Free Primary Education as either economic for example availability of uniform, opportunity cost, distance from school and general poverty levels in Kenyan house holds or social including the impact of disease such as HIV/AIDS and peer pressure.

Other barriers included school related ones such as monitoring and inspection of schools, equity in provision of physical facilities, administration of schools, teacher: student ratios and curriculum relevance to newcomers. The above factors could affect implementation of the Free Primary Education Programme as illustrated in Figure 4.

The conceptual framework of this study is based on intra-school and out-of school factors that affect implementation of FPE.

Figure 4: Conceptual Framework of the inter-related factors affecting implementation of Free Primary Education



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter discusses the following topics related to methods adopted for this research: Research design, Target population, Sample and sampling procedures, Research instruments, Validity and Reliability of the instruments, Data collection procedure and Data analysis techniques.

3.1 Research Design

A research design is a plan showing how the problem of investigation will be solved (Ngechu, 2002). Survey research method was used and it involved teachers, headteachers in Public primary schools and the Education officer in Makadara Division. In this study, the researcher intended to establish possible factors affecting Free Primary Education Programme. The study sought to establish whether such factors were socio-economic, institutional/school – related or educational management related.

Survey research was chosen because it was better suited to obtain information describing existing phenomena by asking individuals about their perceptions and attitudes towards implementation of the new programme. Surveys are also popular in educational research as a means to collecting information about the popularity or success of a programme (Mugenda, 1999).

a) Teachers Questionnaire

The questionnaire had three sections. The first section of the questionnaire included demographic details about the background of the teachers including their ages, teaching experience and workshops attended with regard to the FPE Programme. The second section included items on the availability of physical and other curricula materials to meet the demands of FPE. The last section had items on the socio-economic factors affecting FPE and the teacher's opinion on how to improve FPE in their schools. Items were adapted from Wandji (1983).

The items used in the questionnaire included questions that required yes/no answers, filling in blank spaces, explaining (giving ones own opinion) and ticking the applicable answer/s.

b) Head teachers Questionnaire

This questionnaire had four sections. Section A of the questionnaire included details on the background of the headteachers including their ages, teaching experience and workshops attended since introduction of FPE. Sections B and C contained items on the physical facilities and human resources available for FPE. Section D contained items on the socio-economic factors affecting FPE and headteachers' general opinion towards improvement of FPE Programme in their schools. Items were adapted from Wandji (1983).

The items used in the questionnaire included questions that required yes/no answers, filling in blank spaces, explaining (giving ones own opinion) and ticking the applicable answer/s.

c) Education Officers Questionnaire

This questionnaire had three sections. The first section of this questionnaire dealt with the demographic details of the respondent Education Officer including his /her age, education management experience, and FPE courses attended. Section B consisted of items related to the implementation of FPE in schools within their zones including the problems the Education Office was facing in implementing the FPE Programme. The third section comprised items about socio-economic factors and how they affect implementation of FPE.

3.5 Validity of the Instruments

Validity is the degree to which a test measures what it purports to measure (Borg and Gall, 1989). A preliminary survey was conducted on a small sample size similar to the population in the proposed study. This assisted in determining the accuracy, clarity and suitability of the instrument.

The preliminary survey was conducted on ten teachers and three head teachers randomly selected from three public primary schools across Makadara Division of Nairobi who were left out of the final study. The Zonal Education Officer also took part in the survey. Discussion was held with the teachers, headteachers and

Zonal Education Officer during the pre-test to find out if the instruments measured what they purported to measure, to improve on wording and to clarify some items. To avoid some extraneous influence on the research, the teachers and schools that participated in the pilot study did not take part in the final study.

3.6 Reliability of the Instruments

Reliability is defined as the level of internal consistency or stability over time, of the measuring research instrument. A pilot study was used to test the reliability of the instrument done to adjust the instruments in order to clarify questionnaire items that were noted to have weaknesses.

The Split-half method was used to test for reliability in order to tell whether the sub-groups of the items on the instrument yielded essentially the same results (Koul, 1984). The split half method was also suitable because of the impracticability of re-testing or the concern that other factors could influence the retest scores (Charles, 1988). Therefore, the questionnaires were administered only once on the item results. The self-correlation of the whole research used the Spearman – brown prophecy formula as shown:

$Re = 2r/1+r$ where, Re = Reliability Coefficient and r = the reliability

A coefficient of 0.1 is said to be weak while that of 0.9 is strong whereas one is perfect (Herneson, Morris and Fitz-Gibbon, 1987). A co-efficient of 0.6 was obtained which was considered strong.

3.7 Data Collection Procedure

The researcher acquired a research permit from the office of the Makadara District Officer. Letters of introduction from the Provincial Director of Education's office and the City Education Office were also obtained. Permission from the head teachers of the schools from where data was to be collected was also sought and obtained.

The researcher collected data using questionnaires given to the primary school teachers, head teachers and Education official. All respondents were assured of the confidentiality of their responses.

3.8 Data Analysis Procedure

Data collected from the questionnaires was edited to identify the items not well attended to or those items wrongly responded to. This included spelling mistakes and wrong data entry. Data was classified according to the demographic variables of age, level of professional training and other courses attended by teachers and head teachers after introduction of FPE. It similarly identified the school-related factors affecting FPE, and the educational management and socio-economic factors affecting FPE. Thereafter it was analyzed using the SPSS computer programme.

Tables were used to illustrate the distribution of variables. Descriptive statistics (percentages, averages and frequencies) were used to describe the results obtained from the data.

CHAPTER FOUR

DATA ANALYSIS AND INTREPRETATION

4.0 Introduction

This chapter analyses and presents the findings of the study. The chapter is divided into five sections: Questionnaire return rate, Demographic data of respondents, Physical facilities available, Socio-economic influences on FPE and Educational management data. Descriptive statistics (percentages and frequencies) are used to describe the data and are presented using frequency tables and percentages.

4.1 Questionnaire return rate

A total of 14 head teachers (representing 74%), 139 teachers (representing 71%) and one Education Officer took part in the study through answering questionnaire items. The table below shows the response rates.

Table 5: Questionnaire Return Rate

Respondents	Target Population	Sample Number	Number Returned	%
Head teachers	26	19	14	73.7
Teachers	511	196	139	70.9
Education Officers	1	1	1	100

From Table 5, it can be seen that 14 of the targeted 19 head teachers and 139 of the targeted 196 teachers completed the questionnaires. This was due to problems such as absenteeism and reluctance to participate among some head teachers and

teachers of the sampled schools. Some teachers and head teachers viewed the study suspiciously at times giving excuses to exclude their participation. Most were however willing to participate in the study.

4.2 Demographic data of respondents

Teachers were asked to indicate their age and gender. The responses were computed in a table format as shown below.

Table 6: Gender and age of teachers

Age (Years)	Male		Female		Total	
	Teachers		Teachers			
	N	%	N	%	N	%
1-25	3	2.2	6	4.3	9	6.5
26-30	5	3.6	9	6.5	14	10.1
31-35	7	5.1	21	15.1	28	20.2
36-40	10	7.2	34	24.5	44	31.7
41-45	8	5.8	36	25.9	44	31.7
Total	33	23.7	106	76.3	139	100.0

Table 6 shows that out of 139 teachers who took part in the study, 33 (23.7%) were male while 76.3% of the respondents were female, 36 (25.9%) of them between the ages of 41-45. It is likely that a variety of reasons have combined to make the division's teaching staff predominantly female. Such reasons include the possibility that a majority of the said teachers are married to city-based workers

and they are thus likely to choose a professional life here than do their male counterparts. This is shown in Table 7.

Table 7: Marital Status of Teachers

Marital Status	Male		Female		Total	
	N	%	N	%	N	%
Single	3	2.2	16	11.5	19	13.7
Married	27	19.5	78	56.1	105	75.5
Separated	2	1.4	3	2.2	5	3.6
Divorced	1	0.7	6	4.3	7	5.0
No Response	1	0.7	2	1.4	3	2.2
Total	34	24.5	105	75.5	139	100.0

Most respondents were married women. Seventy-eight (78) out of 139 teachers were married women, which represents 56.1% of the total. Asked to respond about their gender, 11 representing 57% of the total sampled head teachers responded that they were female. Head teachers were also asked to indicate their ages. Eight out of 14 (57%) indicated that they were between 36 and 45 years of age. Four head teachers (29%) said they were over 45 years of age. Asked to respond about their professional qualifications, Table 8 gives a summary of the responses.

Table 8: Educational and professional qualification of teachers

Qualification	f	%
B.Ed	4	2.9
Approved Teacher	23	16.5
S1	18	12.9
P1	77	55.4
P2	9	6.5
Other	8	5.8
Total	139	100.0

Most respondents (55.4%) were P1 teachers. Three respondents had an East African Certificate of Education (EACE), one had a Bachelor of Arts qualification while four had A-Level certification. Respondents were also asked to give their teaching experience.

Table 9: Teaching experience of teachers

Duration	N	%
(Years)		
1-5	19	13.7
6-10	33	23.7
11-15	41	29.5
16-20	29	20.9
More than 20	17	12.2
Total	139	100.0

Table 9 shows that 41 respondents (29.5%) had a teaching experience of 11-15 years. Those who had an experience of between 16-20 years were 20.9%. It can be seen that Makadara has a large number of experienced and trained teachers. Nine (64%) of the head teachers said they had been heading schools for over ten years.

Head teachers were also asked to state the types of FPE- related in-service courses they had attended, length of the courses and the time the courses took place during the year. Twelve (85.7%) headteachers indicated they had attended a two-day workshop dealing with management of finances in February 2003. Eleven (78.6%) indicated that they had attended a workshop on implementation of curriculum under FPE in May 2003 while seven said they had attended a one-day seminar dealing with how to cope with new entrants in FPE in May 2003.

The Education office indicated that eleven workshops had been planned before end of August 2003 but only five had been held since introduction of FPE. These seminars mainly had to do with management of funds needs of special groups and monitoring of new entrants in schools. It seems that the Ministry of Education supported early initiatives to the training of head teachers and teachers towards FPE.

From their responses, it seems the courses on Management of FPE finances were given more emphasis because the Ministry of Education gave this training an

extra day above the rest of the other courses. It also seems that all the courses were done early during initial FPE Programme implementation. It is important that continuous training of teachers and headteachers goes on throughout the year. A series of special courses for teachers and head teachers should have been continuously organized because most head teachers indicated limited knowledge of management and accounting procedures, which was crucial in FPE. The Ministry of Education conducted fewer workshops than planned due to limited finance and manpower.

4.3 Physical facilities and FPE

Headteachers were also asked to state the sizes of their school compounds. Four respondents (28.6%) indicated that their school compounds were less than one acre. The results are represented in Table 10.

Table 10: Area of school compound

Area in Acres	N	%
Less than 1	4	28.6
1-2	6	42.9
3-4	3	21.4
Over 4	1	7.1
Total	14	100.0

According to the Ministry of Education, the minimum land required for establishment of a primary school is one acre (Republic of Kenya, 1984). Table

10 shows that ten schools representing 71.5% had an acute shortage of land (Less than 2 acres). It seems that very few schools (4) representing 28.5% had large enough area for expansion. When asked to indicate the type of materials used for the construction of buildings in their schools, headteachers gave the following responses (Table 11).

Table 11: Type of Building Materials Used

Item	Material Used	f	%
Roof	Iron Sheets	8	57.1
	Asbestos	6	42.9
Wall	Mud and Poles	1	7.1
	Cement blocks	13	92.9
Floor	Mud	1	7.1
	Cement/Sand/Concrete	13	92.9

N=14

Most primary schools (92.9%) in Makadara Division are permanently built according to the responses given. All the schools were either roofed using asbestos (42.9%) or by iron sheets (57.1%). Apart from one school which had some walls made out of mud and poles, all others had walls made out of cement blocks (representing 92.9%). Most floors in the schools were made of concrete and cement.

Many schools had three streams in most classes in the year 2002. Following FPE, thirteen head teachers (92.9%) responded to having added an extra stream at the start of the new FPE Programme. This had an effect on the availability of buildings and other facilities in the schools.

Table 12: The Status of Physical Facilities and Equipment in Schools

Facility	Adequate		Inadequate		Not available		No response	
	f	%	f	%	f	%	f	%
Classrooms	9	64.3	4	28.6	-	-	1	7.1
T/ Offices	2	14.3	9	64.3	-	-	3	21.4
Playgrounds	3	21.4	9	64.3	1	7.1	1	7.1
Kitchen	1	7.1	-	-	12	85.7	1	7.1
Dispensary	1	7.1	-	-	9	64.3	4	28.6
First aid Box	1	7.1	9	64.3	2	14.3	2	14.3
Workshop	2	14.3	5	35.7	7	50.0	-	-
T/ Houses	-	-	3	21.4	10	71.4	1	7.1
Latrines	2	14.3	8	57.1	-	-	4	28.6
Library	4	28.6	9	64.3	1	7.1	-	-
Stores	3	21.4	9	64.3	2	14.3	-	-

N=14 Key: T/Houses = Teachers' Houses

T/Offices Teachers' Offices

Certain essential features ought to be included in school buildings. These features which curriculum is not easy to operate without include adequate space for

movement, classrooms that lock, large working spaces, storage space, adequate staffrooms, teachers' houses and latrines (Sifuna, 1990). When asked to respond to the adequacy of physical facilities, head teachers responded as per Table 12 above. According to this table, most teachers (71.4%) indicated that teachers' houses were not available and 50.0% said their schools did not have any workshops. Children also need a lot of space for play yet one school admitted to having no official playground. This situation is corroborated by the general comment given by respective head teachers concerning the availability of buildings and other facilities in their respective schools. When asked to give a comment, 71% headteachers said that the facilities were either inadequate or like dispensaries, not available at all.

Within classrooms, teachers indicated the adequacy of physical facilities since introduction of FPE. Table 13 shows the responses given to this question item.

Table 13: Status of Classroom facilities in schools

Facility	Adequate		Inadequate		Not available		No response	
	f	%	f	%	f	%	f	%
Pupils desks	109	78.5	28	20.1	2	1.4	-	-
Pupils chairs	99	71.2	35	25.2	5	3.6	-	-
Teachers desk	104	74.8	29	20.9	6	4.3	-	-
Class doors	127	91.4	12	8.6	-	-	-	-
Class windows	89	64.0	46	33.1	-	-	4	2.9
Cupboards	57	41.0	59	42.4	23	16.5	-	-
Radio	17	12.2	31	22.3	91	65.5	-	-
Chalkboard	117	84.2	11	7.9	-	-	1	0.7
Electricity	56	40.3	36	25.9	47	33.8	-	-

N=139

Most teachers (78%) rated pupils' desks as adequate. Some classroom facilities were rated as inadequate because they were not enough for the purpose they were meant for or because a replacement or major repair was needed. These included pupils' chairs (25.2%), classroom windows (33.1%) and cupboards (42.4%) that were all declared inadequate. Table 14 also shows that there was a shortage of desks (20.1%) and in some schools, pupils had to share or even go without. Facilities such as radio were unavailable according to 65.5% of teacher respondents. Where available the radios were either shared between classes or locked in the head teachers' offices. Electricity was adequate as indicated by

40.3% of respondent teachers and unavailable according to 33.8% of the teachers. It seems that some primary schools of Makadara have facilities to cope with the FPE Programme though some of the facilities were inadequate in several schools. Most schools that had problems of lack of equipment urged either their pupils to bring some from home or used both pupils and teachers to improvise or make some (Table 14).

Table 14: What schools did to solve problem of inadequacy of equipment

Teachers response	N	%
Pupils bring from home	62	44.6
Teachers bring their own	61	43.9
Teachers and pupils make some	109	78.4
Nothing is done	4	2.9

It seems that teachers and pupils of the schools of the division relied on the making and improvisation of some facilities, which though crucial, were lacking. Several teachers indicated that apart from urging both teachers and pupils to bring some equipment from out of the school, 44.6% urged the pupils to carry the equipment from their homes. Teachers also carried some equipment that was missing to school. Such materials that were either improvised or carried from home were Music, Home science, Art, and Craft-related materials such as sewing cloth and musical instruments like pianos and flutes. Most schools indicated receipt of water from pipes within their schools (Table 15).

Table 15: Source of water used in schools

Source	N	%
Pipe within the school	11	78.6
Borehole	2	14.3
City Council Trucks	1	7.1

N=14

Some schools have opted to drill their own boreholes to supplement the water from pipes. Others depend on city council trucks. According to 13 headteacher respondents (92.9%) most schools do not engage in any activity that is self reliant which may supplement central Government efforts. Schools thus require to be encouraged to engage in some form of self-assisting activities. This reliance on central Government funding is seen in Table 16 of the responses.

Table 16: Material and financial assistance to schools by groups

Source	f	%
Estates/community near school	2	14.3
City council	7	50.0
UNICEF/UNESCO	1	7.1
Ministry of Education (Kenya)	12	86.7

N=14

The Ministry of Education (85.7%), followed by the City Council (50.0%) recorded the highest frequency of assistance to schools. It appears that the city council is active in the management of city primary schools. However Table 18 shows that almost the entire primary school material and financial support

(85.7%) comes from the central government. It is necessary that an attempt be made to integrate communities as crucial players in primary education as only two schools showed close association with the community around. Such communities can be called upon for example to engage in the repair of buildings and equipment and to provide general services to schools. Likewise, school pupils could engage in activities within the communities that could create good relationship between the two educational partners such as voluntary estate clean-up campaigns.

Table 17: Type of assistance to schools from the Ministry of Education

Assistance	f	%
Syllabuses	8	57.1
Textbooks	1	7.1
Teaching aids	1	7.1
Financial Assistance	12	85.7

N=14

The involvement of the Ministry of Education appears to include supervision of curricula implementation and direct financing of schools through FPE. Involvement of the Ministry was also noted in provision of syllabuses to 57.1% of respondent headteachers. Asked to specify which people had visited the schools concerning FPE, Table 18 shows the responses.

Table 18: Category of Educational administrators and Curriculum agents who made visits to schools

Agent	f	%
Provincial Director of Education	2	14.3
Provincial Inspector of Schools	2	14.3
Zonal Inspector of schools	11	78.6
Local Government	6	42.9
Parents	7	50.0

N=14

The responses given indicate that curriculum agents visited the schools frequently. Fifty percent of the parents appeared involved in the sampled schools. Asked to indicate the type of curriculum activity the MOEST staff performed when they visited the school, Table 19 shows a summary of responses.

Table 19: Curriculum activities conducted by MOEST staff in schools

Activity	f	%
Check general school progress	7	50.0
Check school Records	6	42.9
Give advice on Methods of teaching	5	35.7
Inspection of classes/Class sizes	9	64.3
To attend meetings	7	50.0
To conduct seminars	6	42.9
To help solve problems	5	35.7
To provide the school with materials /teaching aids	3	21.4

N=14

The frequencies indicate that the schools were given supervision and advice from the authorities responsible for them. Three respondents out of fourteen (21.4%) indicated that Ministry of Education staff provided equipment and other materials to the schools. Inspection of class sizes (64.3%) was a main activity largely to determine the sizes of classes because of high pupil enrollment in the early part of the year following declaration of FPE. Meetings between Ministry of Education staff together with teachers and headteachers were also common (50.0%). There appeared to have been various visits by Ministry of Education officials to ease problems of primary schools under FPE. Table 20 shows responses from the 14 headteachers to the question of the problems schools have faced under FPE.

Table 20: Problems in schools since introduction of FPE

Problem	f	%
Shortage of teachers	11	78.6
High enrollments	9	64.3
Shortage of school Equipment	8	57.1
Shortage of Classrooms	7	50.0
Poor Supervision of teachers	4	2.6
Dropouts of new pupils	4	28.6
Negligence by parents	4	28.6
Weak pupil academic performance	4	28.6
Conflicts between teachers and parents	2	14.3
<hr/>		
N=14		

It seems that shortage of teachers is a major problem. Eleven respondents reported teacher shortage as a problem since introduction of FPE while eight (57.1%) of the respondents cited shortage of school equipment and materials as a problem. High pupil enrollment was cited by nine (64.3%) of the 14 respondents as a problem.

The Ministry of Education recommends a maximum teaching load of 35 lessons per week (Republic of Kenya, 2003). When asked to state their average teaching loads per week, most teachers indicated an average of between 31-35. This is an average of seven lessons per day, which though within the recommended load, is considerably high in view of the increased number of pupils under FPE. Table 21 shows this.

Table 21: Teaching load per week

Teaching Load	f	%
21-25	8	5.8
26-30	19	13.7
31-35	94	67.6
Over 35	17	12.9
Total	139	100.0

Though the teaching load is within the one recommended by the Ministry of Education, it ignores the increase in class sizes. This is due to the increase in the number of streams of pupils after introduction of FPE. Considering that personal

attention to pupils especially in the lower school section is needed a lot, there is general concern that the number of teachers available under FPE needs to be urgently increased.

The Ministry of Education, Science and Technology also recommends a book ratio of 1:3 for the lower classes in primary school and 1:2 for the upper primary section of the primary school (Republic of Kenya, 2003). Asked to state the average pupil -book ratio in their classes, teachers indicated that more books were available to pupils in the compulsory subjects of English, Mathematics and Kiswahili than in the other subjects. Table 22 reveals the responses.

Table 22: Average Pupil/Book Ratio

Subject	English	Maths	Swahili	GHC	CRE	Art	Home Science
Pupil/Book Ratio	5:1	5:1	5:1	8:1	10:1	10:1	9:1

4.4 Socio-economic conditions and FPE

To identify whether FPE objectives of sustaining pupils in schools was being realized, teachers were asked to indicate whether any cases of pupil dropout had occurred in their classes since introduction of FPE in January 2003. Results are shown in Table 23.

Table 23: Cases of dropout since introduction of FPE

Teacher response	N	%
Yes, dropouts have occurred	79	56.8
No, there have been no dropouts	21	15.1
No response	39	28.1
Total	139	100.0

Most teachers (56.8%) agreed that dropout of pupils had occurred during the period after FPE was introduced. Asked to indicate which factors they thought were responsible for the dropouts under FPE, Table 24 gives a response summary.

Table 24: Factors responsible for pupil dropout

Factor responsible	N	%
Peer pressure	79	56.8
Attraction to out of school employment	74	53.2
Irregular school attendance	71	51.1
Lack of interest in school	69	49.6
Change of place of residence	43	30.9
Negligence by parents	29	20.9
Domestic responsibilities	27	19.4
Poor health of pupils	26	18.7
Poor health of parents	19	13.7
Early marriages	14	10.1

N=139

It seems that family socio-economic background is a major factor in the dropout of pupils from schools. Of the total teacher respondents, 53.2% thought that pupils dropped out of school to engage in some form of employment like hawking to supplement family income. Seventy-nine teachers (56.8%) of the total respondents think that peer pressure is to blame for the dropout in schools. Fifty percent (50%) of teachers thought lack of interest in school was to blame for dropouts among new pupils.

The education office agreed that apart from early marriage and poor health of pupils, all other cited reasons were reported to him most frequently as causes for the dropouts under FPE. Parents placed a lot of emphasis on overcoming their families' economic hardships. The Education office also said that many cases of dropout among those who lived in the slums of the division occurred due to the need to supplement family income rather than provide for children's education.

When asked to indicate the mode of transport used when visiting schools in the zone, the Education officer cited use of public service vehicles, which is a slow way of reaching schools. It is important therefore that a Ministry of Education vehicle or motorcycle is availed to divisional education officers for constant movement across the 26 schools of the zone if FPE Programme supervision, inspection and evaluation are to be effectively done. Most respondents indicated that levies and other dues earlier charged in schools had been abolished. However, it seems that parents in the sampled schools paid for educational trips,

examination fee for standard eight pupils and the cost of health care, school uniforms and transport to and from school.

Summary

The study shows that while attempts by the Government of Kenya at providing free primary education looks to have taken off quite successfully, several factors appear to be challenging the implementation of the programme. Such factors include a high teacher to pupil ratio, shortage of crucial teaching and learning materials such as textbooks and pupils' desks and absence of enough classrooms for the large number of pupils who have enrolled in the new programme. In addition, new entrants to the FPE programme continue facing daily socio-economic problems within their individual households thereby making some of them to drop out of school in order to persue these socio-economic concerns. Lack of adequate means of transportation to inspect schools and irregular administration of FPE-related seminars were noted to be problems facing the Ministry of Education division office. However, the FPE Programme appears to have taken off well in schools within Makadara Division.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Summary

The Government of Kenya has placed a lot of emphasis, material and financial resources on the Free Primary Education Programme. Upon declaration of FPE, thousands of children, who were initially inhibited from attending school by among other factors prohibitive levies, flocked into public schools. According to the Government, major obstacles that hinder children of school-going age from accessing and completing primary education in many urban slums, rural areas and arid and semi-arid areas need to be removed.

The purpose of this study was to investigate the factors affecting implementation of the FPE Programme in Makadara Division of Nairobi Province. The choice of the factors was based on the assumption that more facilities would be needed in the primary schools of Makadara Division with the increase in the number of pupils under FPE. It was also assumed that the socio-economic conditions of the parents of the division would play a big part in the retention of the new pupils in schools once enrolled.

The study is of significance and importance to Kenya owing to a number of considerations. First, large sums of money and other materials have been put into this programme. Secondly, many Kenyan parents have placed their hopes and aspirations on this programme as the best way of their children accessing

education in a country where a lot of premium is placed on education. The researcher was limited by among other factors non- inclusion in the research of important personnel from the Ministry of Education, Science and Technology and pupils from the primary schools due to constraints of cost and time.

Literature review was organized into subsections dealing with a comparison of UPE initiatives in the world and in Kenya. From the literature review, a conceptual framework was developed. The socio-economic, school-related and education-management related factors that affect implementation of FPE were discussed.

The study was survey in design. The target population comprised primary school teachers of Makadara Division from the 26 primary schools of the division, head teachers and an educational officer. Data from all the respondents was obtained from administration of questionnaires. A pilot study was conducted on twenty randomly selected public primary school teachers from three schools and three public primary school head teachers of the Division to enhance the reliability of the instruments. The findings of the pilot study gave reliability score of 0.66 for headteachers questionnaire, 0.71 for teachers. The questionnaire return rate for teachers was 71% and 74% for head teachers.

5.1 Research findings

The findings of the study were presented in accordance with the research objectives. The following are brief findings of the study:

1. Some resources available in the schools (both human and physical) are not adequate to sustain the high enrollments of pupils under FPE. Such inadequate resources include teachers, classrooms, textbooks and desks.
2. Some socio-economic factors appear to be affecting implementation of FPE programme leading to dropouts especially by new pupils. Such factors included economic hardships by individual households, peer pressure and a general lack of interest in school by new entrants.
3. The Ministry of Education is involved in the inspection and supervision of the administration and management of FPE. However, a few challenges face the Ministry including inadequate transport for MOEST personnel to inspect schools and scarce financial allocations towards administration of seminars and workshops related to FPE.

The researcher also found out that the teachers appeared very concerned about the facilities available for FPE given the constraints in place. Nevertheless, they were happy at the general policy framework under which the FPE Programme was mooted.

5.2 Conclusions

Based on the findings of the study, conclusions were made. First, it seems FPE had taken off well. It however needs further resource allocation financially and

materially. The programme needs strong encouragement despite its problems in order to ensure participation of many children in the educational process.

The second conclusion from the study was that schools with weak physical facilities and human resource bases were likely to compromise the quality of education they offer under FPE. A possible explanation for this was that such schools are likely to have absence of crucial teaching and learning facilities necessary for curriculum implementation. The teacher-pupil ratio was also quite high meaning that personalized attention to pupils especially in the lower primary level would be hard to achieve.

The third conclusion of the study was that the Ministry of Education's inspectorate wing was yet to ensure monitoring and evaluation of educational quality under FPE. A possible explanation for this was that financial allocations to the supervisory and inspection arms of the Ministry was low thus making it largely unable to strengthen the capacity of headteachers, teachers, and school management committees in planning and implementing the FPE Programme in schools.

The fourth conclusion made from this study was that many parents and pupils are faced with a number of socio-economic difficulties. Such parents are likely to address these family socio-economic concerns first thus making some pupils to

drop out of school. This inconsistency in school attendance is likely to compromise their educational attainments.

5.3 Recommendations

Based on the findings of this study and conclusions, the following recommendations towards improvement of the FPE Programme were made:

1. There is need to increase the number of teachers in public primary schools especially those in the lower primary school section where a large pupil population was noted. This recommendation was made in view of concern by head teachers and teachers about the high pupil enrollment in classes in different schools, which was cited as a major problem.
2. It is also recommended that the Government increase both human and financial allocations to the inspectorate wing of the Ministry of Education to ensure that it continuously monitors the FPE Programme. Training of teachers and head teachers through workshops and seminars by MOEST inspectors needs to be on- going and not just at the beginning of the year. These kinds of training and courses are very useful as they link teachers closely with existent conditions in schools and new methodologies. Student-teachers in Teacher Training Colleges also need to be educated on the new conditions in schools under the FPE programme so that they are better prepared once they are posted to schools.
3. It is strongly recommended that the Government enforces the Poverty Eradication Strategy as a measure of ensuring that the socio-economic effects

on individual households is reduced to ensure that fewer pupils drop out of schools.

4. The study also recommends that the Ministry of Education increase financial allocations towards development of physical facilities in schools because many schools appear to have absence of crucial physical facilities. Availing more physical facilities to schools would lead to an improvement of the quality of education because better learning and teaching goes on in a school environment where resources are available

5.4 Suggestions for further research

This study suggests the following areas for further research:

1. There is need to find out whether the educational system is effective internally. This could be checked by carrying out further research on pupils to establish the effect of FPE on their classroom academic performance.
2. There is need to evaluate the quality of education provided in schools since FPE was introduced in the country. It is important to know the extent to which the expansion of primary education has affected its quality.
3. A comparative research or study about the implementation of the FPE programme between rural and urban schools needs to be done.

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APPENDICES

APPENDIX 1

LETTER TO RESPONDENTS

George W. Wanyonyi,

University of Nairobi,

Department of Educational Administration & Planning,

P.O. Box 92, Kikuyu.

Dear Sir/Madam,

QUESTIONNAIRE ON FREE PRIMARY EDUCATION

I am carrying out a study on the factors affecting the implementation of the Free Primary Education Programme in public primary schools of Makadara, Nairobi. This is a requirement for the fulfillment of the Masters degree course in Educational Administration and Curriculum Planning. Your co-operation and honest responses are important. All your responses will be treated with utmost confidence. You may not give your name, but kindly complete all sections of the questionnaire as your input and support towards this research is important towards enhancement of the Programme in the country.

Thank you.

Yours faithfully,

Wanyonyi G. W.

APPENDIX II

HEADTEACHERS QUESTIONNAIRE

This questionnaire consists of five sections.

Section A consists of items concerning the background of the respondent.

Personal information will be held confidential.

SECTIONS B, C and D consist of items concerning the conditions in schools affecting implementation of Free Primary Education Programme.

Section E consists of items relating to the socio-economic factors affecting implementation of the Free Primary Education Programme.

You will be required to tick, rank or explain different items as they appear on the schedule.

SECTION A: BACKGROUND INFORMATION

1. Name of the school.....

2. What is your Gender?

Male ()

Female ()

3. What is your age in years?.....

4. What is your marital status?

Unmarried/Single ()

Married ()

Divorced ()

Separated ()

5. What is your highest professional level of Education?

University Graduate ()

Approved Teacher ()

S1 ()

P1 ()

P2 ()

Others (Specify).....

6. For how many years have you taught?.....

7. In how many different schools have you taught since you started teaching?.....

8. For how many years have you been head of school(s)?.....

9. Which In-service courses have you attended since introduction of Free Primary Education?

COURSE	COURSE DURATION	DATE/MONTH

SECTION B: PHYSICAL FACILITIES

10. What is the size of the school compound?.....

11a). In your school, rate the adequacy of the following facilities: (Please tick appropriately).

FACILITY	ADEQUATE	INADEQUATE	NOT AVAILABLE
Classroom(s)			
Teachers Offices			
Playground(s)			
Kitchen			
Dispensary			
First Aid Box			
Workshop			
Teachers Houses			
Latrines			
Library			
Stores			
Others (specify)			

b) Please give a comment on the availability or non-availability of buildings and other facilities in your school?

.....
.....

12. What kind of building materials is used for roof, walls and floor?(Please tick).

Roof	Iron sheets	()
	Others (specify).....	
Walls	Mud and poles	()
	Cement blocks	()
	Others (specify).....	
Floor	Cement/sand/stones	()
	Others (specify).....	

13. From where does the school get its water?

Pipe within the school	()
Borehole (well)	()
Others (specify).....	

14. Indicate the number of streams in the following classes for the years 2002 and 2003.

2002		2003	
Class	No. of Streams	Class	No. of Streams
1			
2			
3			

15. What self-reliance activities exist in the school?

None ()

Agriculture ()

Brick Production ()

Cultural Activities ()

Others (specify).....

16a) What material/Financial assistance have you received from the Ministry of Education after introduction of Free Primary Education? (Tick options (s) applicable)

- Syllabuses ()
- Textbooks ()
- Building Materials ()
- Desks ()
- Exercise Books ()
- Teaching Aids ()
- Other Materials (specify).....
- Other Financial (specify).....

b) Have you received any material or financial assistance towards the FPE Programme in your school from the following groups? (Tick option(s) applicable)

- The Provincial Development Committee ()
- The Estates/Community near the school ()
- The City Council ()
- UNICEF/UNESCO ()
- Any other (specify).....

SECTION C: PERSONELL INFORMATION

17.a) What was the total pupil population before introduction of Free Primary Education?

.....

b) What was the total pupil population immediately after introduction of FPE in January 2003?.....

c) What is the current pupil population?.....

18. How many teachers are there currently in the school?

Male number ()

Female number ()

19. What has been done to enable teachers to acquire attitudes and skills towards the FPE Programme in your school?

Teachers attend seminars/workshops ()

Any others (specify).....

20a) Who are the people that have visited the school in relation to FPE?

Provincial Director of Education ()

Provincial Inspector of schools ()

Ministry of Education inspectorate Staff ()

Divisional Education Officer ()

Zonal Inspector of Schools ()

Local Government Education Officers ()

Parents ()

Any other (specify).....

b) What was the purpose of the Ministry of Education staff visit? (Tick option(s)applicable)

- Check General School Progress ()**
- Check School Records ()**
- Gave advice on the Methods of teaching ()**
- Inspection of classes /class sizes ()**
- To attend meetings ()**
- To help solve problems ()**
- To provide the school with materials /equipment/teaching aids()**
- Any other (Specify)**

21. As head teacher, which of the following problems have you faced in the school since introduction of FPE? (Tick as many as are applicable)

- Shortage of classrooms ()**
- Shortage of school equipment and materials()**
- Shortage of teachers ()**
- Poor supervision of teachers ()**
- Indiscipline by new pupils ()**
- Dropouts of new pupils ()**
- High pupil Enrollments ()**
- Low pupil Enrollments ()**
- Conflicts between teachers and parents ()**
- Negligence by parents ()**
- Weak academic performance of new Pupils()**

2. In your school, which of the following do parents still have to pay for? (Tick where applicable)

Equipment levy ()

Dues on extra studies ()

Examinations fees ()

Building Fund ()

Uniform fees ()

Educational trips ()

Other(s) (specify).....

23. Give recommendations that in your opinion would make Free Primary Education more successful in your school.

.....
.....

APPENDIX III

TEACHERS' QUESTIONNAIRE

This Questionnaire consists of three sections. Section A consists of items concerning the background of the respondent. Personal information will be held confidential. Section B consists of items concerning the conditions in schools affecting implementation of Free Primary Education Programme.

Section C consists of items relating to socio-Economic factors affecting implementation of Free Primary Education Programme. You will be required to tick, rank or explain different items as they appear on the questionnaire.

SECTION A: BACKGROUND INFORMATION

1. Name of the school.....

2. What is your Gender? Male ()

 Female ()

3. What is your age in years?.....

4. What is your marital status? Single/Unmarried ()

 Married ()

 Separated ()

 Divorced ()

5. What is your highest professional qualification?

B.Education ()

Approved Teacher ()

S1 ()

P1 ()

P2 ()

Other (specify).....

6. What is your teaching experience in years?.....

Below 1year ()

1-5years ()

6-10years ()

11-15years ()

16-20years ()

More than 20years ()

SECTION B: PHYSICAL FACILITIES/PERSONELL QUESTIONS

7a). In your classroom, rate the adequacy of the following:

FACILITY	ADEQUATE	INADEQUATE	NOT AVAILABLE
Pupils desks			
Pupils chairs			
Teachers desks			
Class doors			
Class Windows			
Cupboards			
Radio			
Chalkboard			
Electricity			

b) In your opinion, are the available facilities in the school assisting in the achievement of the overall objectives of the Free Primary Education or they are overstretched?

Yes, they are adequate ()

No, they are overstretched ()

c) What is your average teaching load per week?.....

8. Which of the following problems have you faced in your classroom since introduction of Free Primary Education? (Tick options applicable)

- Shortage of teaching Materials e.g. textbooks, chalk ()
- Shortage of pupil materials e.g. exercise books ()
- Shortage of evaluation Materials e.g. Paper, pencils ()
- Shortage of teaching aids e.g. wall charts ()
- Lack of creative Arts and craft equipment/materials ()
- Lack of science equipment ()
- Shortage of Games and sports Equipment ()
- High teaching load ()
- Indiscipline of new pupils ()
- Dropout of new pupils ()
- High pupil enrollment in class ()
- Low Pupil enrollment in class ()
- Negligence by new parents ()
- Weak academic performance of new pupils ()

9. What is the average pupil/Book ratio (number of pupils sharing one book) in the following subjects?

SUBJECT	English	Maths	Swahili	GHC	CRE	Art	Home science
PUPIL/BOOK RATIO							

b) If yes, which of the following factors do you think are responsible for dropout among pupils under the Free Primary Education Programme? (Tick as many as are applicable)

- Lack of interest in School ()**
- Change of place of residence by parents ()**
- Domestic responsibilities ()**
- Negative attitude to learning ()**
- Early marriages ()**
- Negligence by parents ()**
- Peer pressure ()**
- Irregular school attendance ()**
- Poor health of parents ()**
- Poor health of pupils ()**
- Attraction to out of school employment ()**
- Any others (Please specify).....**

12. Give recommendations that in your opinion would make Free Primary Education more successful in your school.....
.....

6. Which in-service courses, workshops and other training related to free education have you undergone since introduction of Free Primary education?

COURSE	COURSE DURATION	DATE (MONTH)

B: EDUCATION MANAGEMENT AND FREE PRIMARY EDUCATION

7.As an education officer, which of the following problems have the schools you have visited in your zone faced since introduction of the Free Primary Education policy? (Tick as many as are applicable)

- Shortage of School Land ()
- Shortage of classrooms ()
- Shortage of teachers ()
- High Enrollments ()
- Low Enrollments ()
- Slow disbursement of FPE funds from Government ()
- Dropout by new entrants ()
- Indiscipline of new entrants ()
- Conflicts between teachers and parents ()
- Negligence of parents ()
- Any other (please specify).....

8. Which of the following do parents still have to pay for in the schools you have visited?

Equipment levy ()

Dues on extra studies ()

Examination fees ()

Building fund ()

Uniforms fee ()

Others (please specify).....

9. What means of transport do you use when visiting schools in your zone?

Personal vehicle ()

Public service vehicle ()

Ministry of Education Vehicle ()

Motorcycle ()

Go on foot ()

10a). How many workshops, seminars and other training have you organized for teachers and headteachers since introduction of Free Primary Education?

For teachers ()

For headteachers ()

b) Which of the following areas in management of Free Primary Education have been covered during the seminars you have organized? (Tick options applicable)

- Management of Funds ()
- Curriculum implementation ()
- Use of physical facilities ()
- Needs of disadvantaged groups ()
- Coping with new Entrants in schools ()
- Monitoring dropouts in schools ()
- Other (s).....

C: SOCIO-ECONOMIC CONDITIONS AND FREE PRIMARY EDUCATION

11.a) Has there been any case(s) dropouts of new pupils from schools in your zone since introduction of Free Primary Education?

Yes()

No ()

b) If yes, do you think the following reasons explain why new pupils dropped out of school?

- Uninteresting school curriculum** ()
- Domestic responsibilities** ()
- Need for child to supplement family income** ()
- Poor health of pupils** ()
- Poor health of parents** ()
- Retrenchment of parents** ()
- Economic hardships of parents** ()
- Early marriage** ()
- Peer pressure** ()
- Any others (specify).....**

12. Give recommendation(s) that in your opinion would make Free Primary Education more successful in your zone.

.....

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