

**FREE PRIMARY EDUCATION AND PUPIL ENROLMENT IN PUBLIC
PRIMARY SCHOOLS.**

**ACASE OF KANGEMI SLUMS IN WESTLANDS
DIVISION IN NAIROBI**

**BY
FLORENCE .W. GACHURU
BED/ 6288/42/DF**



**A DISSERTATION SUBMITTED TO THE INSTITUTE OF CONTINUING
AND DISTANCE STUDIES IN PARTIAL FULFILLMENT OF
THE REQUIREMENT FOR THE AWARD OF A
BACHELORS DEGREE IN EDUCATION
OF KAMPALA INTERNATIONAL
UNIVERSITY**

AUGUST 2008

DECLARATION

This is a research submitted for the Award of Bachelor of Education. I certify that this research is my own piece of academic work and that it has never been submitted for any academic award or recognition in any academic institution.

Florence. W. Gachuru

(Student)

Signature.....

Date.....

APPROVAL

This is to certify that **FLORENCE.W. GACHURU** carried out a research study on school dropout in **KANGEMI** Division Wastelands in District in Kenya, under my supervision and approval.

MR. MULEGI TOM

SUPERVISOR

Signature: 

Date: 

DEDICATION

This research work is dedicated to my entire Family who assisted me both materially and morally to be able to successfully complete this research report.

ACKNOWLEDGEMENT

It is my great thanks to all those who assisted me both materially and morally to be able to successfully complete this study.

The first and sincere thanks go to my supervisor **MR. MULEGI TOM**, Lecturers of the institute of Open and Distance Learning, whose guidance, advice and efforts made this study what it is.

I also thank my husband and children whose moral support helped to successfully complete this research report.

I also thank God for giving me ample time and energy to carry out this study up to the end.

Again, sincere thanks go to my respondents and all those I have been discussing issues through out all stages of my study.

Lastly I wish to thank all those who helped me in typesetting this work.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF FIGURES.....	vii
ABSTRACT	viii
 CHAPTER ONE	 1
INTRODUCTION	1
1.1 Back Ground to the Study.....	1
1.2 Back Ground to the Subject of Study.....	1
1.3 Statement of the Problem	3
1.4 Objectives of the Study.....	3
1.4.1 General Objective	4
1.4.2 Specific Objectives	4
1.5 Research Questions	4
1.6 Significance of the Study	4
1.7 The Scope of the Study	5
 CHAPTER TWO.....	 6
REVIEW OF RELATED LITERATURE REVIEW.....	6
2.0 Introduction.....	6
2.1 Accessibility to Universal Primary Education	6
2.2 Challenges to the Implementation of Free Primary Education.....	8
2.3 The Quality of Primary Education in Kenya	11
2.4 Comparative Education and Accessibility across Countries	12
A comparative analysis of UPE in Kenya, Uganda, Malawi and Lesotho	12
 CHAPTER THREE	 15
RESEARCH METHODOLOGY	15
3.0 Introduction.....	15
3.1 Research Design	15
3.2 Sampling.....	15
3.3 Sample population	15
3.4 Sampling Techniques and Procedure.....	16
3.5 Data Collection Techniques and Instruments	16
3.5.1 Data Collection Techniques.....	16
3.6 Data Collection Instruments.....	17
3.7 Data Analysis and Presentation.....	17
3.8 Ethical Issues in the Study.....	18
3.9 Limitations to the Study	18

CHAPTER FOUR	19
DATA PRESENTATION, ANALYSIS AND DISCUSSION.....	19
4.0 Introduction.....	19
CHAPTER FIVE.....	24
SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	24
5.0 Introductions	24
5.1 Summary	24
5.2 Conclusions	25
5.3 Solutions/Recommendations	26
5.3.1 Promotion of Public Awareness	27
5.3.2 Early Marriages and Pregnancies should be stopped.....	27
5.3.3 Provision of free Universal Primary Education and free Universal Secondary Education.....	28
5.3.4 Promotion of Political Stability	28
5.3.5 Construction of classroom blocks	28
5.3.6 General Conclusion of the Study	29
REFERENCES	30

LIST OF FIGURES

Figure 4.1: Accessibility of Primary Pupils to Free Education in Public Primary Schools.....	19
Figure 4.2: Factors effecting the implementation of FPE in Kenya	20
Figure 4.3 Teacher Remuneration in Public Schools and how it affects their Performance	22

CHAPTER ONE

INTRODUCTION

1.1 Back Ground to the Study

The background to the study will be classified into two broad sub-topics: the background to the subject of study and the background to the area of study.

1.2 Back Ground to the Subject of Study

The development of education, to fight ignorance and enhance economic growth, is one of the major priorities the Government of Kenya (GoK) had immediately after independence in 1963. The Session Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya set a policy and pace for fighting illiteracy, ignorance and poverty in the country (GoK, 1965). Since then, the education sector has been subjected to more than ten reviews by state funded special commissions and working parties. The major reviews include: The 1964 Establishment of the second Public University; the Presidential Working Party on Education and Man power Training for the Next Decade and Beyond; and the 1998 Master Plan on Education and Training Task Force (GoK,1964;1976;1981;1988;1998). These reviews indicate the extent to which the government and other stake holders have gone in search for a policy frame work and laying strategies to make education serve the nation and meet the country's development needs.

Attempts to enhance the education sector in the country depicted through the numerous working parties, is a reflection of GoK's commitment to internationally

established frame works and perspectives for the development of education. Kenya is a signatory to the UN Human Rights Charter and the Convention on the Right of the Child, both of which recognize education a right of every citizen. The right was reiterated in 1990 when 1,500 participants from 155 nations, including Kenya, and many NGO's reaffirmed education as a human right by adopting the World Declaration on Education for All(EFA). Article 1 of this Declaration states:

"Every person-Child, youth, adult-shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning".

It is almost a decade since the Jomtien meeting took place, and yet the situation of education in Kenya, like in the rest of other developing countries, has stagnated if not deteriorated to its lowest levels. The Jomtien commitments of EFA, including enhancing girls' education and the integrated vision of basic education have not been met. There has been slow progress towards achieving the objectives of education for all. Access to education has not increased sufficiently, and education quality has plunged. Teachers also find themselves earning far less in real terms as we approach the next millennium. The official review of developments at African region level since the Jomtien conference was set for 2000. However, we already know that the targets set in 1990 have not been met in this country. The short

comings are evident in the declining access and enrolment rates, the ever decreasing completion and transition rates as well as the declining performance in national examinations.

1.3 Statement of the Problem

Kenya has experienced a rapid expansion of the education system partly due to high government expenditure on education. Despite the high level of expenditure on education, primary school enrolment has been declining since early 1990's and until 2003 when gross primary school enrolment increased to 104 percent after the introduction of free primary education. However, with an estimated net primary enrolment rate of 77 percent, the country is far from achieving universal primary education (MOE, 2005). The worrying scenario is that the allocation of resources within the education sector seems to be ineffective as the increasing expenditure on education goes to recurrent expenditure (To pay teachers salaries). Kenya's Poverty Reduction Strategy Paper (PRSP) and the Economic Recovery Paper (ERS) outlines education targets of reaching universal primary education by 2015. The government is faced with budget constraints and therefore the available resources need to be allocated efficiently in order to realize the education targets.

This study therefore intends to deliberate on the role of free primary education on pupil enrolment in the country

1.4 Objectives of the Study

This section deals with both the general objective and the specific objectives.

1.4.1 General Objective

To evaluate the impact of Free Primary Education on pupil enrolment in public primary schools.

1.4.2 Specific Objectives

1. To assess the accessibility of school age going children to public primary schools
2. To analyze the challenges effecting the implementation of free primary education in public schools.
3. To evaluate how teacher remuneration in public schools and effects school performance in public primary schools.

1.5 Research Questions

1. How accessible are the public primary schools to the pupils?
2. What are the challenges effecting the implementation of free primary education in public schools.
3. How does teacher remuneration affect performance in public primary schools?

1.6 Significance of the Study

The study will draw understanding of the academia on the relevancy of universalizing primary education and how in impacts on the general literacy levels of the country.

To the policy makers, the study will help them realize primary education should be made both accessible and affordable to achieve the objectives of a sound education system. The policy makers will therefore be in position to come with appropriate intervention strategies to effectively deliver primary education to the intended beneficiaries.

1.7 The Scope of the Study

The study was taken up in Kangemi slums, Westlands division in Nairobi district of Kenya. The subject matter of the research was the challenges facing Universal primary Education programmes in Kenya. The study was guided by three objectives that included: to assess the accessibility of school age going children to public primary schools; to analyse the challenges affecting the implementation of Free Primary Education in public schools; and to evaluate the teacher remuneration in public primary schools and how it impacts on pupil performance.

The time period for the study will be the period 2003 to 2007 a period from which free primary education programmes started running in Kenya; as well as the period where large enrolment across public schools in Kenya was at its peak.

CHAPTER TWO

REVIEW OF RELATED LITERATURE REVIEW

2.0 Introduction

This chapter will review literature by other academicians, though strictly in line with the objectives of study. It will thus look at areas related to accessibility to the free primary education; the quality of primary education; and the remuneration of the teaching staff in primary schools.

2.1 Accessibility to Universal Primary Education

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns has been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans.

The Kenya Government policy to achieve Free Primary Education (FPE) has to be seen within developments within the wider international context. The Universal

Declaration of Human Rights, adopted in 1948, declared that “every one has the right to education”. The World Conference on Education for All (EFA), held in Jomtien, Thailand in 1990, sparked off a new impetus towards basic education especially with its so called vision and renewed commitment. It noted, “that to serve the basic needs for all requires more than a recommitment to basic education as now exists. What is needed is an expanded vision that surpasses resource levels, institutional structures, curricula and conventional delivery systems, while building on the best in the practices”.

In 2000, the Dakar Framework for Action, to which Uganda is also a signatory, reaffirmed the vision as set in the Jomtien EFA Declaration, setting out goals such as; Ensuring that by the 2015, all Children, particularly girls, Children in difficult circumstances and those belonging to Ethnic minorities, have access to and complete free and compulsory primary Education of good quality. Further more, the United Nations adopted the Millennium Declaration in September 2000 – looking backward to 1990 and ahead to 2015 to have produced substantial improvement in the lives of the people. One of the Millennium Development Goals (MDG) is to achieve Universal Primary Education since Education is the foundation of democratic Societies and globally competitive economies. It is the basis for reducing poverty, and inequality, increasing productivity and enabling the use of new Technologies.

Primary Education is the gate way for higher levels; education must be the first priority. Therefore, the MDG called on the World to ensure that by 2015, all Children boys and girls alike of School going age, are able to complete a course of Primary Education.

2.2 Challenges to the Implementation of Free Primary Education

According to IRC and UNICEF Kenya 2005, although the attendance rates in schools have increased to 87 percent in the country overall, the drop out rates are still high with only 23 percent of children completing primary school. Attendance rates are considered to be lower in the areas of conflicts because vulnerable children orphaned by HIV/AIDS and children working in exploitative and harsh conditions often do not have access to education or other humanitarian services.

There is a dearth of programming to reintegrate children associated with fighting forces who have experienced physical and psychosocial trauma into the education system. Women and children comprise an estimated 80% of the displaced and live in over 200 camps with limited services for both primary education and secondary education.

According to Lawrence Mishel and Joydeep Lay, Economic Policy Institute April 2006 report on primary school dropout rates/graduation rates, he found that the oft cited, statistics of a national over graduation rate of 60%, and 50% graduation rate among the minorities. The actual graduation rate is, about 75% for African American and Hispanic pupils, and 82% overall for the nation. In addition the study, finds out that high school completion has been decreasing and with the dropout rate of 18 percent.

According to the statistical report on school dropout rates in the United States 2001 data from the United States Census Bureau 2004. It computed that the national elementary school drop out and completion rates are disaggregated by background

characteristics such as sex, race/ethnicity, family income, age, region of the country and state. The statistics reports that in 2000-2001, the four year completion rates range from a high of 90.1% in Northern Dakota to a low of 65% in Louisiana.

In the findings of Christopher B. Swanson reports on statistical data 2004 of Public primary school completion, class of 2001 in the urban institute, indicates that the national primary school graduation rate is 68% and the analysis reveals that for members of historically disadvantaged minority groups, the national rates barely reaches 50%, with additional variations by state, geographical region, students family, race and gender.

In the findings of Richard Fry, Pew Hispanic Center, June 2003 Report on Hispanic Youth dropping out of school in the United States, indicates that for 16-19 years old United States education Latino Youth, the drop out rate is 15%, African American Youth is 12% and for the White non Hispanic is 8%.

According to Education Statistical abstract data in Uganda 2002 suggest that the causes of school dropout of pupils are the lack of interests accounting for about 43% of dropouts. The next hindrance is the family responsibility which accounts for about 14% of dropouts.

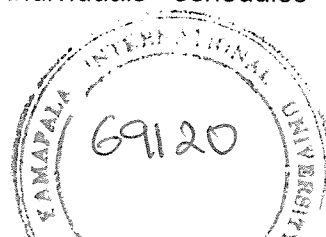
In contrast, the Uganda DHS Data Survey 2001 suggests that the cost is a factor for school dropout accounting for 55% of dropouts.

The United States bureau of the census 1990:182 argues that the aspects of unequal opportunities are the funding and cost of education. Children do not have equal opportunities if they attend schools with unequal resources and therefore they are forced to drop out of schools. According to the report, it estimated that in 1998 the average expenditure per pupil ranged from \$3950 in Utah and \$4634 in Oklahoma to \$10,650 in Alaska and \$10,427 in Jersey.

The perception that the child has ad enough school and no longer wants to attend is another factor accounting for 25% of dropouts. Dropouts happen at all levels but the highest percentage occur during transition from P1 to P2 and from P6 to P7. 32% of P1 pupils dropout before P2. Another 32% dropout between P6 and P7. The result is a low competition rate of those who started in P1 in 1997 just 33% reached P6 in six years and just 22% reached P7 in 2003.

Feeding/lack of meals; Hunger is yet another reason for school dropout. This is due to parent's failure to pay midday meals for their children. Children who are malnourished or even just temporarily hungry do not learn as well as healthy, well-nourished children learn. In the finding of the nathend examination board 2000, looked at the performance of P3 and P6 pupils in science and social studies and concluded that Urban Schools performed better partly because of better feeding. 55% of urban schools provided food and this encourages children to stay at school compared to rural schools in which 13% provides food to children.

In the findings of Snyder and Sickmind, 1999, argues about the atmosphere of fear. Perhaps even worse than the rigidity that precludes individuals' schedules of



learning the atmosphere of fear in which some students must function. In national survey, researchers found that 4% of high school students missed at least one day of school in the 30 days before the survey because they felt unsafe at school. They further argued that 20% of males and 1% of females reported having physical fights at school at least once during the year.

2.3 The Quality of Primary Education in Kenya

Universal Primary Education (UPE) was introduced in 1997 to provide “free” education to all primary school-going age (6-13 years) children in Kenya. Its introduction was enthusiastically welcomed nation wide. Leading to an increase in enrolment in government aided schools. Education for all (EFA) is part of the Millennium Development Goals by 2015. Article 48 of the Universal Declaration of Human Rights states that, “Every one has the Right to Education: Education shall be free at least in the elementary and fundamental stages: Elementary education shall be compulsory”.

It has been universally recognized that education is an important area of action to increase the visibility of economic, social and cultural transformation. However, education for al began as far as 1949 and it was compulsory. The countries in support of EFA include: India: The constitution of independent India provides free and compulsory for all children up to the age of 14 years. Article 45 of the directive principles of state policy lays down:

“The state shall Endeavour to provide within ten years of commencement f this constitution for free and compulsory education for all children until they attain the age of 14 years.

2002 Genoa Compliance Report on Universal Primary Education Commitment

... “We reaffirm our commitment to help countries meet the Dakar Frame Work for Action goal of Universal Primary Education by 2015... We will help foster assessment systems to measure progress, identify best practices and ensure accountability for results.”

Drawing on the World Declaration on Education for all made in Jomtien in 1990, the Universal Declaration of Human Rights and the Convention on the Rights of the Child, The Dakar Frame Work, adopted at the World Education forum in Senegal in APRIL 2000, embodies a revitalized collective commitment to achieve education for all (EFA) by 2015.” This commitment puts particular emphasis on the fulfillment of the goals and strategies of EFA, in practice, through multi sectoral participation and through the use of the already existing structures, institutions and infrastructures.

Since the 2001 Genoa Summit, relevant institutions, which have advanced the goals of EFA, have included the working group on EFA, the high – level group meeting on EFA (both of which are subsidiary bodies of the United Nations) and the G8’s Education Task Force. Further, Forums which have addressed EFA include the international conference on education in Monterrey (March, 2002), and the UN special session on Children (May 2002).

2.4 Comparative Education and Accessibility across Countries

A comparative analysis of UPE in Kenya, Uganda, Malawi and Lesotho

In Kenya, Lesotho, Malawi and Uganda, free primary education (UPE) was viewed as a step toward achieving universal basic education and as part of scaling up poverty reduction. The removal of school fees contributed to poverty reduction by ensuring universal access to basic education, which in turn could help break the

cycle of poverty. It is a significant intervention in Sub Saharan Africa, which is lagging behind in achieving universal primary education (UPE). The four countries represent different stages of the process over time, using different scales, and different scales, and different approaches under different political, social, and economic contexts.

Universal basic education is largely understood as universal primary schooling. Only after the Jomtien conference on Education for All (EFA) in 1990 was it understood that by making primary education free would it include children from poor families and there by perhaps become universal. Schooling costs for families are a major constraint to achieving UPE. Direct costs can include general fees, examination fees, salary to-ups, text books, materials, uniform, feeding, transportation, sports and culture. Indirect costs are the opportunity cost of labour at home or work thus all

By eliminating direct costs of schooling, families could send their children to primary school, thus increasing demand. On the supply side, very few school systems in Africa were keyed to education for all from the onset, and a strategy combining the elimination of fees together with the reform of the EFA system is needed.

Relevant contextual similarities among the four countries included the fact that all are emergent multiparty democracies. In Malawi, Kenya and Lesotho, free primary education was the key election issue on which the new government came to power. All countries have, or have had until recently, high poverty and illiteracy rates and low primary enrolment and completion rates. All four countries were highly centralized and lacked fiscal discipline. Differences among the countries included scale(population size, density, GDP, GDP per capita, foreign debt, and foreign aid) and the FPE starting point(i.e., organization structures, national enrolment rate---

NER, institutional capacity, and school ownership). Local social and cultural differences within each country are as great as those among the countries and provided differing FPE contexts.

Malawi was the first of the four countries to start working toward UPE, by abolishing school fees grade by grade in 1991. FPE was launched for all grades by September 1994 after an election campaign where the strategy changed to the “big bang” approach for all grades at the same time. Uganda had a sleeping UPE policy from 1987, but not until relative stability in 1997 was FPE implemented, following the new government’s manifesto, Uganda also used the big bang approach. FPE was in the constitution of Lesotho, but instability delayed implementation until 2000, after the 1999 elections. Lesotho adopted a sequential strategy, phasing in from grade 1. The newly elected government of Kenya adopted the big bang approach in 2003.

In all four countries, atop-level dynamic political initiative triggered FPE implementation, leaving little time for detailed planning before start up. In some cases, there was little time even to negotiate with stake holders. In Malawi, a two-day national policy symposium was held and a mass media campaign mobilized the population. In Uganda, the radio was used for dissemination and communication; Lesotho, learning from both countries, used the traditional form of community consultation and mass media; in Kenya, a stake holder forum was created, which set up a task force and reported to the government. What FPE would and would not cover, and how, varied some what from country to country owing to contextual differences, especially of school ownership. Key issues in introducing FPE included maintaining the social contract with the electorate.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods to be used in data collection, processing and analysis. The study population, sample selection procedures, data collection techniques, data processing; research design and analysis of information as well as some of the problems that are likely to affect the validity of the research findings.

3.1 Research Design

The study will use both qualitative and quantitative methods of data collection. It will be both a descriptive and analytical study, closely looking at a cross section of issues. This will enable the researcher collect as much information as possible in reference to the research area and objectives of study.

3.2 Sampling

This section includes the sample population, the sampling techniques and the sampling procedure.

3.3 Sample population

The study population will include the parents, teachers, community leaders and pupils from the selected schools. Key informants such as the district education officer and the staff at the district education offices will play a key role in the study.

A total of 80(eighty) respondents was used in the study. These included; 40 pupils, 20 teachers, 10 community leaders, 10 staff members from the district education office (including the district education officer). Both female and male respondents was

Used in the study to minimize gender bias in the study. The study also involved both government and privately owned schools to ensure a fairly representative study.

3.4 Sampling Techniques and Procedure

Multiple sampling techniques were employed to ensure the validity and reliability of the research findings. Simple random sampling was employed to the pupils however; care was taken to ensure that there is fair representation between the male and female respondents. Deaf children were purposively picked because they are the focus of this study. Simple sampling technique was also applied during the selection of the respondents from within the members of the general community where the pupils come from. Purposive sampling was used to the district education officer and the staff in that office because, this category of respondents is deemed to have information directly linked to education policy on the deaf child.

3.5 Data Collection Techniques and Instruments

A number of research instruments and techniques were used in the collection of data.

3.5.1 Data Collection Techniques

The research instruments used were in two broad categories: the primary data collection techniques and the secondary data collection techniques.

The data collection techniques that were used in this study include interviews, which were both structured and none structured. The structured interviews helped ensure reliability and consistency of the information released by different respondents on similar issues; while the none-structured interviews helped capture detailed information on particular issues of concern. Interviews were mainly used to get information from the pupils and the members of the general community.

Observation was another vital data collection instrument that was used to collect data especially from the schools themselves critically looking at the pupils and teachers behaviors in the course of the day as classes are conducted. The most preferable observation style that was employed was the non participant observation style, to ensure minimum disruption of the classes.

3.6 Data Collection Instruments

The most important research instruments in this study included: the questionnaires, the pupils result records, the pupils attendance lists, the inventory of all the pupils in the schools; the observation check lists; and the interview guides. The questionnaires were used particularly to collect data from the teachers and the staff from the district education office at the different levels of management. The interview guides helped maintain consistence and uniformity of the questions asked in order to ensure that there was reliability of the findings of the study. The observation check lists on the other hand were to ensure that we observe phenomena within the confinements of the study. Other research instruments that were used in the study included: text books by different scholars related to the subject of study, Journals, news papers, Magazines and the internet.

3.7 Data Analysis and Presentation

Data was analyzed using largely descriptive qualitative methods and simple quantitative methods. Analysis and presentation of data was in form of frequency tables, bar charts, pie-charts and pyramids. The classification, coding and sorting of data was done both manually and by use of data analysis tools like the Pearson's linear correlation coefficient (PLCC).

3.8 Ethical Issues in the Study

Since the researcher attaches great significance to the uprightness of the study, ethical issues were rated highly from data collection, analysis, reporting and presentation of the research findings. Great attention was given to the different categories of the respondents to ensure that none is offended both during and after the entire process of study. To fellow researchers and academicians, the researcher ensured that there are no intentions of plagiarism in the process of study. Most importantly, the researcher did all was possible ensure that, to the best of her ability, she complies with the requirements of a formal academic research, while carefully and most consistently following the guidelines set by the awarding institution of learning.

3.9 Limitations to the Study

The main limitation to the study arose as a result of the various categories of respondents with holding and falsifying information. This was however over come through strict adherence to the ethical norms of an academic research. This made the respondents build confidence into the researcher and the research assistants, hence making them freely release the anticipated information.

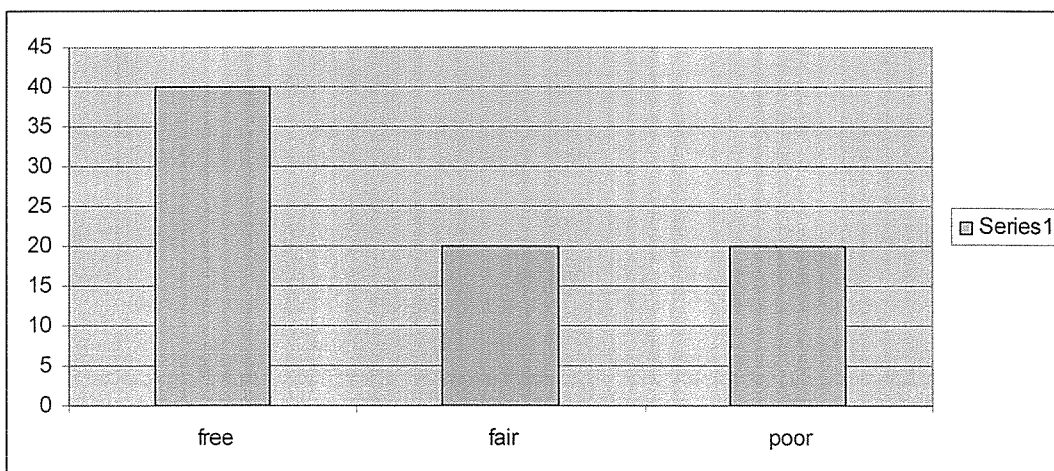
CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents the main findings of the study and the relevant interpretations of those findings. Various aspects relating to the accessibility of primary pupils to free education in public primary schools, challenges effecting the implementation of free primary education in public schools and teacher remuneration in public schools to ICT and teaching and learning in primary schools. Activities available, relevant interpretations and Implications of all issues raised above are made.

Figure 4.1: Accessibility of Primary Pupils to Free Education in Public Primary Schools



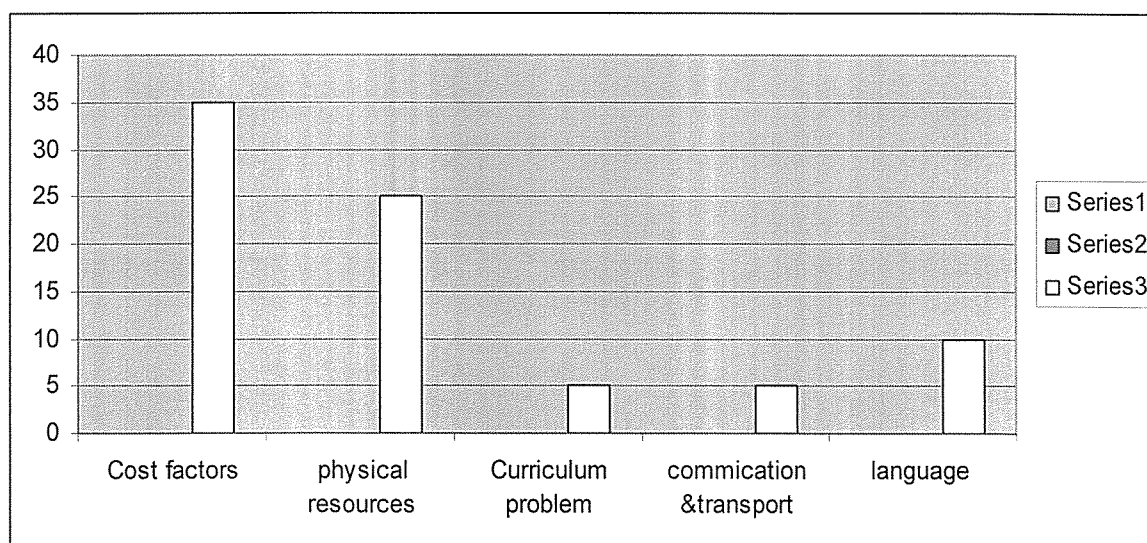
Source: Primary Data

Figure 4.1 above shows that 40% of the respondents; where of the view that there was free access to universal primary education this has enabled many school age going children to access primary education. While category number 2 which makes

up 20% (20) of the respondents as per Figure 4.1 above, were of the view that there was fair accessibility to primary education in primary schools noting that despite the fact that free education is wide spread all over the country many school age going children find it hard to access primary education.

Category number 3 which is the minority 20% of the respondents reported that the access to free primary education in Kenya was bad with some areas not having anything like proper infrastructure for example accessible roads, more especially with pupils having to walk for longer distances so as to access schools has hindered many pupils from accessing free primary education.

Figure 4.2: Factors effecting the implementation of FPE in Kenya



Source Primary Data

While conducting the research the researcher contacted respondents, and the responses elaborated below were generated. 35 % (35) of the respondents reported that factors related to costs were the biggest problem hindering the implementation of free primary education in Kenya. With the ratio of 1:100 teachers-pupil ratio hiring

more teachers to reduce the load is quite costly for many schools on addition the inadequate supply of text books to pupils' classes which kills responsible teacher's creativity

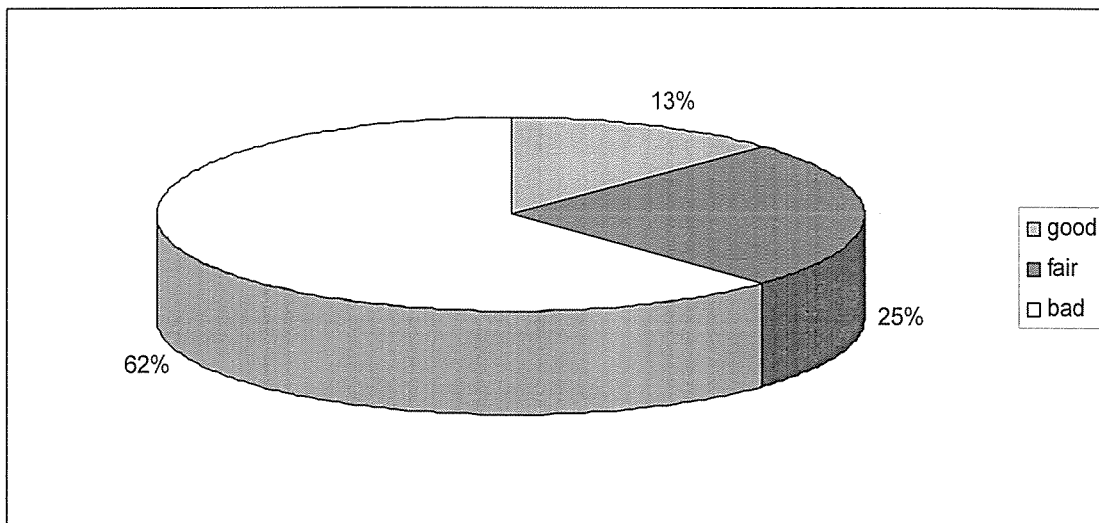
The above figure 4.2 shows that 25% (25) of the respondents reported that, there are no physical resources in form of class rooms, text books, books, pencils, among others and with pupils studying under trees especially in rural areas implementation of free primary education has proved a big challenge especially with bad weather it was reported that pupils don't study since they have to do it under trees and on rainy season its impossible to conduct any classes thus effecting the implementation of free primary education to all school age going children in the country.

While 10 %(10) of the respondents, when asked to explain the challenges in the implementations of free primary education in schools, sad that language are critical factor. Teaching in English as a Foreign Language is very challenging. Teachers of primary schools are faced with challenges of introducing a foreign language to primary school pupils given the fact that these pupils can learn and understand more clearly using their local languages. 5% percent of the respondents reported that the school curriculum was a big hindrance in the implementation of free primary education

Category 5% of respondents when asked about the challenges effecting the implementation of free primary education reported that transport and communication is a challenge in the implementation of FPE in Kenya. This is so in the sense that in rural primary schools its some times very difficult for primary pupils to access schools since they have to move for very long distances to get to schools and yet still

with bad weather and impassible roads accessing schools is quite are big challenge and has effected the implementation of free primary education in Kenya

Figure 4.3 Teacher Remuneration in Public Schools and how it affects their Performance



Source: Primary Data

As shown in the above figure 4.3 13% of the respondents involved in the study reported that there was good remuneration in form of salaries, allowances among others in primary schools. They reported that this has motivated them and helped them to develop and grow, gain skills, knowledge and experience which has improved their performance in universal primary schools.

While Category number 2 which makes up 25% of the respondents as per Figure 4.3 above, were of the view remuneration in schools was fair however they expressed some discomfort with their pay and reported that to some extent this has brought about some dissatisfaction which in turn has effected negatively on their level of performance in schools

Category number 3 which represents the majority 62% of the respondents disagreed with all the above and reported that there is poor remuneration in universal primary schools. The situation has left teachers with barely enough money to meet their basic needs and as a result teachers are left with no choice other than looking for other sources of income. This has affected individual performance since some employees feel that there is no level of personal growth and they don't feel secure and comfortable within these schools.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introductions

This chapter lays down the summary, conclusions and recommendations as was derived from the research findings. The researcher also suggested areas for future research. The results obtained show the interplay between teaching and learning, transfer of knowledge, skills to pupils and the facilitation necessary to conduct meaningful pupil education.

5.1 Summary

In summary when respondents were asked about the level of accessibility to free primary education in Kenya 40% of the respondents; where of the view that there was free access to universal primary education. While category number 2 which makes up 20% (20) of the respondents as per Figure 4.1 above, were of the view that there was fair accessibility to primary education in primary schools and category number 3 which is the minority 20% of the respondents reported that the access to free primary education in Kenya was bad.

While conducting the research the researcher contacted respondents, and the responses elaborated below were generated. 35 % (35) of the respondents reported that factors related to costs were the biggest problem hindering the implementation of free primary education in Kenya. 25% (25) of the respondents reported that, there are no physical resources which has effected the implementation of free primary

education While 10 %(10) of the respondents, when asked to explain the challenges in the implementations of free primary education in schools, said that language was are critical factor. 5% percent of the respondents reported that the school curriculum was a big hindrance in the implementation of free primary education and 5% of respondents reported that transport and communication is a challenge in the implementation of FPE in Kenya.

When asked about how remuneration effects performance 13% of the respondents involved in the study reported that their was good remuneration While 25% of the respondents were of the view remuneration in schools was fair and the majority 62% of the respondents disagreed with all the above and reported that their is poor remuneration in universal primary schools.

5.2 Conclusions

Although technological advances might revolutionize the tools that are available with which to teach, none of these technologies have yet to revolutionize the dialog and thinking that is necessary in teaching and learning. The role of Information technology in learning cannot be denied, and the ability to use it is becoming a required skill in the workforce. However, IT remains a tool that must be used properly in an appropriate learning environment; it does not by any means replace teaching.

Reality is, no matter how we feel about it, it is inevitable that Information Technology will become much more pervasive in education. For better or worse, it will also affect what and how pupils learn. Its impacts must be considered in terms of the natural evolution of a curriculum to equip pupils with the tools and skills that they will need in

their future careers. I think the appropriate questions to ask are where and how should we use information technology rather than whether we should use it or no.

Various technologies have been promoted over the last 100 years. Yet none has been as debated as the use of ICT. Some promote it vigorously and others see it as a threat. Many teachers still do not accept web references used by their pupils as valid and solid, or at least criticize their pupils for not using “real” references such as books.

5.3 Solutions/Recommendations

The major objective of the study was to know the major factors that cause school dropout in Nairobi district, Kagemi Slums in Westlands division. The data was collected using observation, interview and the questionnaire.

The findings of the study indicated that many people in Kagemi Slums in Westlands division, they are aware about the problem of school drop out, the causes and the ways of how to fight the problem of school drop out. On the other side, however, some elders have a belief that continuing with education is wastage of time and the resources for marriage. Further still others have the belief that education is against society's culture, beliefs and norms because it delays the youth to marry and to widen the clan and it exhausts resources for marriage.

Government and some NGOs had worked in hand with the local people, community leaders to provide necessary information and assistance to fight the problem of school dropout in Nairobi district, Kagemi Slums in Westlands division.

5.3.1 Promotion of Public Awareness

It should be noted that, community or public awareness about the importance of education should encouraged in fighting the problem of school dropout. The governments and some NGOs should train more resident division mobilizers to reach village levels to sensitize people about the importance of education in causing development and in fighting poverty among the people. The government and NGOs should train more resident division mobilizers to become key players in fighting the problem of school drop out in Nairobi district, Kagemi Slums in Westlands division.

School dropout can no longer be a problem responsible only for government and NGOs but for everybody should participate and offer the support in fighting the problem of school dropout in Nairobi district, Kagemi Slums in Westlands division.

Community members should also take the responsibility of assisting the NGOs and the government in providing assistance and knowledge that are important in fighting the problem of school drop out in Nairobi district and Kagemi Slums in Westlands division in particular.

5.3.2 Early Marriages and Pregnancies should be stopped

The government and the NGOs should train community leaders and some community members and given the authority to arrest and sensitize those parents and their children who drop out of schools due to early marriages and pregnancies. Such parents and their children should be taken to the courts of law and asked to pay some fee as fine because of negligence. However, on the side of the boy child,

they should be given imprisonment for a good period of time. Therefore through this measure school dropout will be reduced to the big extent.

5.3.3 Provision of free Universal Primary Education and free Universal Secondary Education

It should be noted that, the government and some NGOs should promote Universal Primary Education and Universal Secondary Education. The government and NGOs should make sure that schools provide free services to pupils or to the people. Further still even in institutions of higher learning the fees/payments should be reduced to the minimum level so that even the low income earners can afford to pay fees for their children in higher institutions of learning. Through this policy, it will help the government to fight the problem of school drop out problem caused by lack of school requirements like high fees structures, lack of uniforms and stationary.

5.3.4 Promotion of Political Stability

It should be noted that the government and NGOs should promote political stability in the war affected areas. It should put in place armed forces in the politically unstable areas to provide security among the rural people.

5.3.5 Construction of classroom blocks

Further still, the government and the NGOs should construct classroom blocks/buildings to facilitate better learning of the pupils. For example the Action-Aid and the Plan International Programmes should be further promoted to provide classroom blocks so as pupils study well. Therefore, as a result of this policy, the

governments and the NGOs will manage to fight the problem of school drop out in Nairobi district, Kagemi Slums in Westlands division.

5.3.6 General Conclusion of the Study

From the findings of the study, it concluded that the government and the NGOs are providing a lot of services and the assistances to fight the problem of school drop outs.

From the findings of the study, it concluded that the community members of Kagemi Slums in Westlands division know the problem of school dropout and the major factors for its cause and how it affects the development of Uganda and Kagemi Slums in Westlands division in particular.

The respondents of the study concluded by requesting more NGOs and the government support to provide more services and assistances to the Sub-County so that they can work closely together to fight the problem of school drop out in Kagemi Slums in Westlands division, Nairobi district.

REFERENCES

Division of Human Resources. Dropout Prevention programs, arguing that effective schools must address the needs of potential drop outs.

Finish for the Future (1993). American's communities respond, Alexandria, U.A.

National Association of Partners in Education.

Lawrence Mishel and Joy Deep Roy, Economic Policy Institute, April 2006, Report on High School drop out rate/graduation.

Report on school drop out data 2001, from US Bureau.

The Rights of Children to Education, Article 18, Subsection 1, Page 6 Focusing on the Rights of Children to Education in the Constitution of Uganda.

The Uganda DHS EdData Survey, 2001, Focusing School Drop out rates.



