

**FACTORS AFFECTING THE EFFECTIVE PERFORMANCE OF THE
UNIVERSAL PRIMARY EDUCATION PROGRAMME IN KENYA
A CASE STUDY OF KATISA PRIMARY SCHOOL IN
MBITINI (NZAUI DISTRICT)**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF LONG
DISTANCE STUDIES IN PARTIAL FULFILMENT TO THE AWARD OF
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Declaration

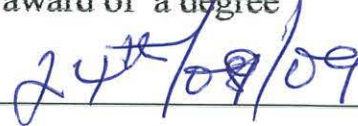
Candidate

I Timorthy Muteti Muia do here declare that my own work, except is entirely where acknowledged and that it has not been submitted before any university or institution of higher learning for the award of a degree

Signed-



Date



Approval

This research report has been submitted for examination with my approval
as the candidate's supervisor (s)

Supervisor

Mrs. Taligola

Signed.......... Date.....24/09/08.....

Acknowledgement

Aware that it is hardly possible for a research work to be carried out single handedly I wish to convey my heartfelt gratitude to the people and school here under for their material, moral or professional support. Without which, this report would not have become a reality. Foremost, I thank my supervisor Mrs. .Taligola who lovingly, patiently and tirelessly guided me during the demanding and turbulent period of study.

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List of acronyms:

CBO:	Community Based Organizations
M.D.Gs:	Millennium Development Goals
C.C.T:	Centre Coordination Tutors
D.E.O:	District Education Officer
E.S.I.P:	Ministry of Education and Sports
F.P.E	Free Primary Education
NGOs:	Non Government Organization
U.P.E:	Universal Primary Education
F.Y:	Financial Year
M.T.E.F:	Medium Term Expenditure Framework.
P.E.A.P:	Poverty Eradication Action Plan

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Abstract

The topic is about factors affecting the effective performance of the universal primary education programme in Kenya a case study of katisa primary school in mbitini (nzaui district)

The researcher targeted a sample size of 100 respondents which she used to provide the required information to cover the topic of study.

CHAPTER ONE

1.1 Background of the study

Universal Primary Education was initiated by the developed countries in order to see that the third world countries eliminate illiteracy by the year 2015. This was so because many of the third world children both girls and boys should get on board of the literacy class of the world since the rate of response towards education was low and not promising in their respective countries. This was referred to as the Education For All (E.F.A.) and this was reached upon under series of conferences. According to Action Aid (2004) by 1990 the vision wasn't realized but several third world countries showed interest in the new development Kenya inclusive and it was effected Poor quality and untrained teachers, Lack of text books and other scholastic materials, Poor enrolment, high dropouts and repetition in classes and Gender disparity where the girl child was denied education

Since its inception, UPE has yielded in the following aspects among others. Considerable increase in donor funding of UPE activities, Implementation of education sector investment plan, Improvement in the enrolment and Increment and improvement of teacher's pay.

1.2 Statement of the problem

Despite the fact that Katisa primary school is one of the schools under UPE, introduced to over Haul the education system in all, it is then ironical that it is failing to achieve its goals above because of cases like; funding, enrolment, community participation and absenteeism of the head teacher which has affected the effective performance of the program.

1.3 OBJECTIVES

1.31 General objectives

To identify the factors that hinders the effectiveness of UPE program in Katisa primary school

- (a) To access the impact of funding on the effectiveness of UPE program in Katisa primary school.
- (b) To identify whether the local community affects the effectiveness of UPE program in Katisa primary school.
- (c) To access the impact of pupil enrolment on the effectiveness of UPE program in Katisa primary school.
- (d) To identify whether absenteeism of the head teacher affects the effective performance of UPE program in Katisa primary school.

1.4 Significance of the study

Other researchers might profitably utilize the information from the findings to widen their scope and also develop their curiosity to investigate more areas that the researcher will not have covered.

The government and non government organization s [NGOs] may make better use of the findings to review and renew their commitment towards effective facilitation of UPE program for better results.

Parents and local leader might learn from the findings the importance of cooperating in the executive and sustainability of thee UPE program

There is no significant relationship between funding and the effective performance of UPE program

There is no significant relationship between pupil enrolment and the effective performance of UPE program.

Three is no significant relationship between head teacher absenteeism and the effective performance of UPE program.

1.6 Scope of the study

The research was carried out in Katisa school in Mbitini division Located in Nzaui district it took a period of three months and it targeted a population of 100 respondents who included 25 teachers 25 parents, 47 pupils, local council III, Chairman Board of governors Katisa primary school, and one of the education policy makers

The categories of the sample were coded in this study as A, B, D, E and F respectively as shown in the table below;

1.4 Limitations

The researcher met the following constraints while carrying out the research;
Some unreliable information was given due to misinterpretation of the research questions ad the purpose of the study by some respondents.

A lot of time was wasted as some of the respondents could not be easily season whereby some of the parents had gone to cultivate.

Some respondents could not easily give in the information fearing to be revenged on by subjects of the study.

To counteract the limitations and to ensure minimum interference of data quality, the researcher used the following;

Carried out a pre-test of the questionnaires to determining whether the respondents could in accordance to thee required information

Sought expertise opinions and continuously discussed with the supervisor.

Used observation to ascertain the authenticity of some respondents.

Avoided un necessary rounding off of values to increase on accuracy.

Non inclusion of a respondents name on the questionnaire made the

respondents free to give information Used mostly closed ended questions

CHAPTER TWO

2.1 Preview / introduction

Uganda is going through fundamental changes involving political, economical and social reforms. Education is one of the sectors where reforms were introduced to address issues of access, equity, relevancy and quality in education.

The major objective of such reforms in education sector included eradication of poverty, diseases and illiteracy and improving the standards of living of people generally. As for Uganda which Kenya had to borrow a leaf

Investment in education contributes to the accumulation of human capital, which is essential for higher incomes and sustained economic growth. Education has good economic returns in Uganda especially for primary education. Education is also linked to children's survival. (U.N.E.S.C.O 2004)

Accordance to the report from the ministry of finance, planning and economic development – Nzaui district current UPE challenges were as follows;
Maintaining or improving the quality with a very large increase in quality high classroom teacher ratio (1.6) for many years to come on existing projects.
Bottom up accountability, making schools accountable to parents and making administration responsible to parents' and teachers' concern.
Districts and central capacity for managing the decentralized system need attention in particular financial accountability.

2.2 Funding

The sector needs financial support. The allocation of 61.25bn for FY 2003/04 in the MTE leaves a funding gap of more than shs.10bn. This sector is seriously under financed (The Kenyan budget 2004-05).

The UPE blunder! Sir, I am very unhappy that over 100,000 candidates who passed their Primary exams were likely to drop out . The blame lies squarely on the government.

Sometimes or years ago, a statistician in the ministry of education should have projected how many candidates would be joining secondary schools. Knowing the short fall, the government would have planned in advance how to cater for new numbers of students. Most of the UPE funds have been embezzled!! (U.N.E.S.C.O 2004).

The government is financing UPE program but the funds seem to be inadequate for the proper implementation of the program towards effective performance due to assertions made by different people as above and the little funds are then in one way or the other embezzled. This brings about poor infrastructure poor staffing, and poor quality education as the environment is the major factor affecting the learning process.

2.3 Community participation / stakeholders

The community talked of here includes parents, local leaders and the school surrounding.

The responsibilities are appointed to different levels of community. The local council III, school management committees (SMC), centre coordinating tutors (CCT) among others are charged with the responsibility of monitoring the implementation of UPE program by;

Supervising and ensuring proper accountability of the conditional and on conditional grants sent to UPE schools

Sensitizing parents about their roles for instance provision of scholastic materials, provision of lunch to their children and attending school meetings and maintaining their children in school.

Ensure proper record keeping, daily attendance, punctuality, performance and others is done.

UPE money is not for personal gain. Parents should not prevent their children from going to school of house work and non contribution of school requirements. The government is investing in these children's education; parents should not frustrate it (Wainana 2004).

The community which includes the parents, local leader's ad stakeholders have an important role to play in the implementation of the UPE program for its effectiveness. Though it is taken to be free, they should no take every thing to be free. Parents have a role of providing scholastic materials and with the local leaders monitoring activities and stakeholders laying in a hand either financially or in any other way if not the benefit UPE turns to negatives.

2.4 Pupil enrolment

The biggest challenge for UPE is to improve education quality. The MDG is that by 2015, 100 percent of 6-12 year old children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

When UPE was introduced in 1999, gross primary enrolment surged from 3,4 million in 2001. Net primary enrolment rate also increased from 62 percent in 1992 to 77 percent in 1999/2001, according to household survey data. Although not directly comparable, the 200/01 UDHS estimates net enrolment at 79% but survival rate 100 percent for P.7 unrealistic.

Another concern is the retention rate to P.7 which still remains very low. For instance, the enrolment of UPE in 1997 was 21 in P.1; however, those who reached p.7 and registered for Pupils in 2003 were only 481,000 pupils (229% of those who enrolled). This is an abnormally high dropout rate that implies lack of requisite conditions for pupils to want to be in school and thus continue one outstanding challenge in primary education (The Kenyan Budget 2004-2005).

In an effort to accommodate the first cohort of Universal primary education [UPE], Government has announced that every pupil who passed primary leaving examination must be admitted into secondary schools (United nations report 2004).

Currently, primary education provides benefits to the poor directly. These benefits include increased incomes, better health outcomes and empowerment, especially for girls. The introduction of UPE with free education for four children in every family has transformed the situation of enrolment which has risen further each year since 1997. The key issue now is to keep enrolment high and improve quality in a very heavily burdened system.

The policy challenges are;

Target provision of lunch in poorer communities may be helpful if organized at a community level. Government has resolved that this is impractical as a national program.

It is important incentives for districts to use their resources to build class rooms as cheaply as it is compatible with their durability, there is a standard design under the existing program, but districts are encouraged to use their funds as efficiency as possible; (Wainana 2001)

When UPE was limited to four pupils per inception the enrolment prior UPE doubled and as now it is for every school going age children (6-12 years). The government has greatly tried to improve and increased facilities in response to the enrolment but shortages still occur. This has left the pupil- classroom ratio very high and it has affected the effectiveness of the program.

2.5 Absenteeism of the Head Teacher

Absenteeism and incompetence among universal primary education [UPE] school head teachers contributed to failure. They leave schools in hands of teachers to do their businesses. Last year, privately owned schools beat UPE ones (Wainana 2004).

CHAPTER THREE

Methodology

3.1 Research design

This chapter concern on the methodological aspects upon which findings interpretation and conclusions were drawn. It high light the process of research focusing on the area of study, population and sample size, source of data, research instruments and methods of data analysis.

3.2 Area of study

The research was carried out in Katisa primary school which is located in Mbitini district which lies in Nzaui district.

3.3 Sample size

The researcher targeted a sample size of 100 respondents which she used to provide the required information to cover the topic of study.

It consisted of 25 parents, 25 teachers' 47 pupils of which she used random sampling to arrive on this and pupils were selected from candidates' class. It also comprised of the chairman board of governors of the school, leaders in Mbitini division and one of the education policy makers.

The categories of respondents were coded as A ,b ,c ,d ,e and of respectively

Questionnaires and interview guides were distributed. Of all the 100 respondents everybody got a questionnaire and only 30 of them got the interview guide too. That is to say 100 questionnaire and 30 interview guides were distributed.

The 30 respondents who received both interview guide and the questionnaire included 7 parents, 10 teachers, 10 pupils the chairman board of Governors, the leaders in mbitini Division and one education policy maker. However, Some of the questionnaires and interview guides were not returned. Of the 100 questionnaires, 80 were returned.

Table ii

Respondents' category	Questionnaires supplied	Questionnaires returned	Percentage
A	25	20	25%
B	25	20	25%
C	47	37	463%
D	1	1	13&
E	1	1	1.3#
F	1	1	13%
TOTAL	100	80	100%

The above table shows that, of the 100 respondents in their categories who received the questionnaires, 80 managed to return the answered questionnaires which represents 80%.

3.4 Research Tools

The instruments that the researcher used to collect data from the respondents included; observation, interviews, and questionnaires.

3.4.1 Interviews

Interviews were conducted in both Swahili and English with the respondents who answered the interview guides.

3.4.2 Questionnaires

The questionnaires mainly comprised of closed ended questions

3.4.3 Observation

The researcher visited the school to observe the school and other areas of concern.

3.4.4 Procedure of data collection

The researcher seek permission from school administrators to carry out research, explained to them the purpose of the research, administered questionnaires and interviews, used the first week for distributing questions and at the same time making appointments with respondents for interviews. After two weeks, the researcher also committed other two weeks for interviews, while at the same time picking the answered questionnaires.

34 Procedure of data analysis

Percentages were used to analysis information collection from respondents with respect to the four specific objectives.

- Assessing the impact of funding on the effective performance of UPE program

- Identifying whether the local community affects the effectiveness of UPE

- Assessing the impact of pupil enrolment on the effectiveness of UPE program.

Identifying whether absenteeism of the Head teacher affects the effectiveness of UPE program in Katisa primary school.

After analyzing data, the researcher used average percentage to draw general conclusions on the hypothesis that;

There is o significant relationship between funding and the effective performance of UPE program.

There is no significant relationship between community participation and the effective performance of UPE program

There is no significant relationship between pupil enrolment and the effective performance of UPE program

There is no significant relationship between Head teacher absenteeism and the effective performance of UPE Program.

3.5 Reliability of research instruments

For the purpose of collecting valid and reliable data .The research questionnaires had been tested by piloting .The instruments had to be distributed to teachers to fill. It was discovered that some items were not yielding accurate responses They were either restructured or eliminated

3.6 Procedure of Data analysis

After gathering the data, it had to be treated statistically by first coding it and tabulating it in order to carry out analysis.

The frequencies and the percentages generated helped to generate the relationship between the variables .After the analysis of data findings were discussed in the relation with the reviewed literature and recommendations made-

CHAPTER FOUR

4.0 Data presenting / Data Analysis

The table below shows the number of respondents of teachers, pupils, community leaders and policy makers

Table 4.1: Codes and number of respondents

Parents	A	25	
Teachers	B	25	
Pupils	C	47	
L.C.III chairman	D	1	
B.O.G chairman	E	1	
Educ. Policy maker	F	1	
Total		100	

The focus of this study was based on establishing the factors affecting the effectiveness of U.P.E program. Data was collected and analyzed basing on the four specific objectives.

Basing on the information gathered, the respondents rated the funding factor frequencies as in the questionnaire as reflected in the table below;

Table 4.2

Factors	Funding frequency	%
Very effective	18	25.7
Effective	32	45.7
Medium	19	27.1
Less effective	11	15.7
Not sure	00	00
Total	70	100

The above table states that 25.7% of respondents there is very effective funding, 45.7% say that it is just effective, 27.1 % say that it is medium and 15.7% say that it less effective

Table 4.3 community participation

Factor	Frequency	%
Very effective	33	41.2
Effective	20	25
Medium	11	13.75
Less effective	16	20
Not sure	00	00
Total	80	100

The above table states that 41.2 % of the respondents claim that community effectiveness is high, 25 % say it is just effective , 11% say it is medium participation and 20 % say that it is less effective

Table 4.4 Head master absenteeism and the implementation and progress of U.P.E

Factor	Frequency	%
Administrative problems	22	20
Indiscipline cases	19	17.2
Parents interference	19	17.2
Teachers loose of morale	20	18.1
Performance decline	30	27.2
Total	110	100

The above table talks about headmaster and absenteeism on the progress of U.P.E states that 20 % administrative problems, 17.2 say indiscipline case , 17.2

parent interference , 18.1% teachers loose morale and 27.2 % performance decline which comes from the majority side

All responses to the question were corresponded to very effective, effective, medium and less effective. The results are as shown;

TABLE VII:

Responses to whether high pupil enrolment has affected UPE program negatively

GROUP CODES	Very effective		Effective		Medium		Less effective		TOTAL	
A	....	...	03	04%	07	09%	10	12%	20	25%
B	02	02%	05	06%	03	04%	10	12%	20	25%
C	20	25%	10	12%	07	09%	....	....	37	46%

The above results indicates that, of the 80 respondents, who returned answered questionnaires, 41(22 + 19) rated high pupil enrolment as a very effective and an effective factor affecting UPE program. This presents 51%.

The 41 respondents consisted of 3 respondents from category A, 7 respondents from category B, 30 respondents from category C and the respondent in category D.

Of the 30 respondents who returned answered the interview guide, 22 of them mentioned high pupil enrolment as one of the barrier to effectiveness of UPE program. They said, it increased pupil teacher ratio where one teacher is teaching 100 pupils in one class which affects monitoring of pupils' activities in class, lading to poor performance

It has increased pupil- class room ratio where pupils are so congested and this is not creating a good learning environment. That there has only been provision of only a few more class rooms by the government of which have not been enough.

4.4Identifying whether Head teacher absenteeism affects the effectiveness of UPE program in Katisa primary school

All responses were corresponded to very effective, Effective, Medium and less effective. The results were as follows:

The above results indicates that, of the 80 respondents, who answered questionnaires, 16(7 + 9) rated head teacher absenteeism affecting the effective performance of UPE program. This presents 20%.

The 16 respondents comprised of 3 respondents from category A and 12 respondents from category C,

Of the 30 respondents who answered interview guides, 5 of them mentioned head teacher absenteeism as one of the factors affecting UPE. They said, at times if the head teacher is not at school, things do not move on well. Teachers take it for granted and in some instances, pupils escape from school and thy only concentrate when the teacher is around.

However, several other factors were mentioned and among them were, Lack of a clear goal for UPE Political instability in areas, ignorance of the community about the benefits from UPE, poor national income figures among many others.

Out of observation, the researcher noticed that indeed, these four factors affect the effectiveness of UPE program

The teachers were poorly fed. The type of food which was given to the teachers was of poor quality and this does not motivate them to do work effectively. The pupil's quality was again worse and this shows lack of enough funds.

The library was only holding the title but without equipments.

Some pupils were in class but without books, pens and other scholastic materials. Some did not have uniforms and their friends were laughing at them. This affects their learning ability and it indicates lack of community participation. Worse of it, one parent came bitterly quarreling because they had sent her daughter at home to be got a uniform

Some pupils were not catered for in class, the teacher only concerned himself on a few students who sit in front and the back benches some times do not take notice in class as the teacher is writing on the chalk board.

When it comes to marking books, the teacher only marks the first learner who finish the work quickly and the rest are not catered for which greatly affects U.P.E. This is as a result of high pupil enrolment.

Some visitors came asking for some administrative information, but in the absence of the head teacher, the teacher who was consulted gave stupid answer of 'I know nothing about that'. This affects U.P.E.

Basing on this therefore, there is significant relationship between funding, community participation, pupil enrolment, head teacher absenteeism and the effective performance of UPE program.

CHAPTER FIVE

5.0 Discussion, summary, conclusion, recommendation and suggestions.

This study centered on establishing the factors that do affect the effective performance of UPE program.

This chapter therefore deals with discussions of findings, conclusion and giving recommendations in relation to chapter two (related literature) and chapter four of this report.

5.2 Summary of findings and Discussions

To guide the study, four hypothesis were formulated and four specific objectives. One questionnaire and one interview guide were constructed to seek answers; the questionnaires are answered by all respondents, and the interview guide was answered by only 30 respondents who answered the questionnaire too. The findings were got and assessed using percentages and average percentage.

When data relating to the hypothesis was subjected to average percentage test, 50% of the respondents who answered the questionnaire and 53% who were involved in the interview guide noted that, indeed, funding, community participation, pupil enrolment, head teacher absenteeism do affect the performance of UPE program in Katisa primary school and even this was proved out of observation hence the four hypothesis were rejected.

It is a fact that U.P.E is affected by many factors and these factors have hindered its effectiveness. The program is under financed and this has caused side effects like lack of enough facilities, late payments for the teachers, and even the academic community is poor and also poor staffing.

The community neglects the program which has participated into problems like high drop out rates, gender disparity, and many other problems. The learning ability of the child depends on the environment and health, but parents send their children to school without provision of lunch and in addition, books and other scholastic material are not provided.

The enrolment in UPE schools has greatly increased, but the facilities increment directed towards the increment in enrolment has been very low.

The pupils are so congested in the class rooms, whereby monitoring their activities is difficult. The teacher –pupil ratio has greatly increased and even pupil-book ratio greatly increased. Health services for example the pit latrines are not enough. The school is having only six 96) pits or rooms for the whole school including teachers.

In U.P.E schools, when head teachers are not at school, some teachers become reluctant and even the pupils dodge classes, teachers dodge their lessons because their boss is not around. This greatly affects U.P.E program'

5.3 Summary

In summary, indeed inadequate funding lack of community participation, high pupil amendment and head teacher absenteeism has affected UP program.

Inadequate funding has caused poor staffing, poor quality education, poor physical instruments like classrooms, scholastic materials.

The community has failed to play its role assigned to it of supervising and ensuring proper accountability of conditional and unconditional grants sent to UPE schools, providing scholastic materials, lunch to the children, attending school meetings and maintaining their children in school.

The fact is that, the introduction of UPE program in Government aided schools was embraced with a mixed feeling amongst the community. The latter think that since UPE was conceived during an election times, then the government is the one concerned.

High pupil enrolment has caused a high teacher pupil ratio and besides that, the scholastic materials for the intended number of pupils is lacking together with the infrastructure was like classrooms to accommodate the increased number.

Head teacher is sometimes not at school and whenever not there, the system running is affected for example, some teachers dodge classes which has hindered UPE program effectiveness in the school.

5.4 RECOMMENDATIONS AND SUGGESTIONS ON THE WAY FORWARD

The following recommendation and suggestions are made as a way forward.

It is difficult for a teacher who has no training in accounting matters to effectively manage school funds. Therefore, the government should consider employing accounts clerks in schools to manage the FPE funds, as happens in secondary schools.

The money (Shs 1020) given for FPE per pupil per year for teaching and reading materials as well as for other expenses is not enough. It is imperative, therefore, for the government to source for more funds (from both local and external resources) in order to increase the allocation per pupil.

The ministry auditors and inspectors should be visiting schools more often and
Should offer guidance to school committees and head teachers on a continuous basis.

Kenyans seem to know very little about the FPE apart from the fact that education is free. There is, therefore, need for a clear campaign to sensitize the population about the policy and the program, including explaining clearly the roles of the various stakeholders in the implementation of the program.

The government should address the long-term sustainability of the FPE program, as well as issues of quality assurance and maintenance of standards.

There is need for the government to differentiate between urban schools and rural schools in the allocation of funds, instead of awarding equal amounts to schools solely on the basis of enrollment.

Overall, the government should also address the macro socio-economic issues and challenges that affect not only enrollment, but also learning and retention rates. These include poverty, hunger, sanitation, disease, etc.

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APPENDIX B:

Dear respondents, you are required to respond to questions here below and the information gathered shall be treated with high confidentiality.

1. What do you think are the hindrances to effective performance of UPE program?

- (i)
- (ii)
- (iii)
- (iv)

2. Suggest ways in which inadequate funding has affected the effectiveness of UPE program.

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.....
.....

3. In what ways has lack of community participation hindered the effectiveness of UPE program.

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.....
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4. Give ways in which you think high pupil enrolment has affected effectiveness of UPE program.

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5. What change do you see when the head teacher is not at school compared to when he is around?

.....

.....

If is not at school, what changes do you see compared to when he is around?

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.....

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.....

APPENDIX C:

Kampala International University
P.O. Box 20000
Kampala Uganda

The Head teacher /
Katisa P/S

Dear Sir/Madam,

RE: REQUEST FOR A RESOURCE PROJECT

UNDERTAKING IN YOUR SCHOOL

I am an undergraduate in the above mentioned institution and offering education at degree level. I am required to have resource project undertaking to complete my course of which I have identified your school for this. The area of concern is to identify the factors that do hinder the effective performance of U.P.E program in Uganda.

Let me hope my request will be granted.