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DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

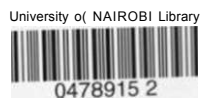
**SLUM DWELLERS' RESPONSE TO FREE PRIMARY EDUCATION:
A CASE STUDY OF KIBERA SLUM, NAIROBI.**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS IN
SOCIOLOGY (RURAL SOCIOLOGY AND COMMUNITY
DEVELOPMENT)**

BY

NJERU, CAROLINE N. C50P/7883/05

SUPERVISOR: DR PIUS MUTIE



DECLARATION

I declare that this project paper is my original work and has not been submitted for a degree award in any other university

Njeru, Caroline N.

Signature

Date

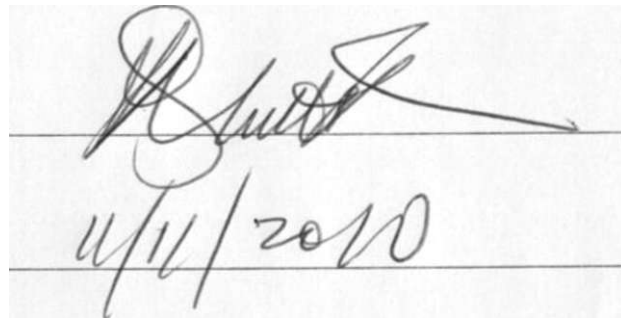
I I U I*

This project has been submitted for examination with our approval as University Supervisor

Dr Pius Mutie

Signature

Date



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Department of Sociology and Social Work

Faculty of Arts

University of Nairobi

P.O BOX 45020

NAIROBI

DEDICATION

This project paper is dedicated to Prof, and Mrs Njeru and family for their love, encouragement and support.

ACKNOWLEDGEMENTS

Among those that I would like to thank for completing this study are my supervisor Dr Pius Mutie and Prof Njeru for their continued advice, counsel and guidance throughout the study.

I also would like to thank the Ministry of Education officials for facilitating my data collection exercise. A special thanks to the local leaders, teachers, pupils, parents, schools, management committees, local NGOs and CBOs in Kibera for providing the required data.

I also thank George Munene, Martha Kiara, David Mbuvi, and Fredrick Njeru among many other people who supported me and without whom I would not have collected data and completed this study.

LIST OF ACRONYMS

CDF	Constituency Development Fund
EpA	Education for All
FPE	Free Primary Education
GoK	Government of Kenya
HIV/ AIDS	Human Immunodeficiency Virus/ Acquired immune Deficiency Syndrome
KANU	Kenya National Union
MDGS	Millennium Development Goals
MOEST	Ministry of Education Science and Technology
NARC	National Rainbow Coalition
NER	North Eastern Region
NGOs	Non Government Organizations
SMC	School Management Committee
SSA	Sub Saharan Africa
UNESCO	United Nations Educational, Scientific, & Cultural Organization
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
WEF	With effect from

ABSTRACT

It has been a government development agenda since 1963, to wipe out ignorance, illiteracy and disease. Thus realization of universal basic education has been identified as a pillar; the most powerful instruments for reducing poverty and inequality and for setting the basis for sustained economic growth. According to an article on the Daily Nation, 2007, free primary education was celebrated as enabling as many students as possible to get a chance to at least learn to read and write. This programme was very opportune in addressing the challenges facing education levels in Kenya, more particularly in Kenya's informal settlements, such as Kibera. This is because; its main target areas were the arid and semiarid areas and informal settlements. These areas experienced high drop rates and low school enrollments because of the obstacles and barriers presented in them. The parents could not afford the basic requirements due to their low socioeconomic empowerment as much as they would wish to see their children in school.

Even though FPE was anticipated to change the way of life in its selected areas, the state of affairs is different. It is for this reason; the objective of this study was to determine how Kibera slum dwellers have responded to Free Primary Education. Response was explored through perception and levels of participation by stakeholders in the FPE programme and more specially the parents. The supposition been the understanding people have on a thing or issue positively or negatively influences their involved in it or with it.

The study used both qualitative and quantitative method if data collection. Similarly the data obtained were analyzed using both qualitative and quantitative methods.

The study found out that the response towards FPE in Kibera is low. This was attributed to the low levels of perception and levels participation of the Kibera

slum dwellers. The parents believed that FPE was equivalent to absolute no payments and any contribution by the parents is however, misplaced and should be discouraged. Many of the residents of Kibera slums are low income earners who rely on wages for survival. This has adversely affected levels of access and participation in FPE in Kibera slum.

Despite the understanding that FPE successful implementation depended on various stakeholders' participation in it - decision making, goal setting, and teamwork, this was not the case in Kibera Slum. This called for its improvement to effectively rise above the challenges it faces in its implementation. This meant increased stakeholders commitment to the collective active involvement of all stakeholders in the entire planning, monitoring and evaluation of FPE. Every agent is necessary to its success, the earlier they become part of the team the better for its growth and sustainability.

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CHAPTER ONE

1.1. Background

According to Wolfensohn (2000), no country has succeeded without educating its people; education is the key to sustaining growth and reducing poverty (Hirsch, 1987). In 1963, according to sessional paper No 1 of 1965, Kenya agenda for development was the eradication of ignorance, illiteracy and disease. Since then this has remained a major development agenda in Kenya. To the Millennium Development Goals, goal number two achieving universal basic education has been identified as a pillar towards eradicating poverty in the world by at least half by 2015; thus but to mention a few examples on the importance of education. However, according to World Bank (2006), the quality of education is very important; the most powerful instruments for reducing poverty and inequality and for laying the basis for sustained economic growth. Investment in education therefore has many benefits for people, society and the world as a whole. Some of the major benefits of Education include:

- I. Enabling people to read, reason, communicate and make informed choices
- II. Increasing individual productivity, earnings and quality of life. Studies show that each year of schooling increases individual earnings by a worldwide average of about 10% (Hirsch, 1987).
- III. Greatly reducing female vulnerability to ill health.
- IV. Being fundamental in the development of democratic societies.
- V. Being vital to building up a highly-skilled and flexible workforce - the backbone of a dynamic, globally competitive economy.
- VI. Being crucial in creating, applying and spreading knowledge, thus crucial to a country's prospects for innovation, comparative advantage and foreign investment inflows.

According to a report on the status of education access in Kenya by Elimu Yetu coalition (2008), the Education for All (EFA) campaign and the Millennium Development Goals (MDGs) have focused the world's attention on ensuring that no child is excluded from receiving primary education. The report also states that the right to education is a fundamental right. It occupies a central place in the human rights agenda and is essential for the exercise of all other human rights and for development. As an empowerment right, education is the primary vehicle by which economically and socially marginalized adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities. Individuals can exercise none of the civil, political, economic and social rights unless they have received a certain minimum level of education (Elimu Yetu Coalition, 2007).

Apart from education been a basic right and key to development, even with the United Nations Millennium Development Goal is to achieve Universal Primary Education, more specifically to "ensure that by 2015, boys and girls, alike to be able to complete a full course of primary schooling, currently, there are many children, in the tune of millions around the world, disadvantage in receiving access to education at the primary school age. This is despite the, many successes achieved since the Millennium Development Goals were launched. For example, China, Chile, Cuba, Singapore and Sri Lanka are all examples of developing countries that have successfully completed a campaign towards universal primary education (Sylva, 2003).

Many African countries, like other developing ones, have enacted their own Education Acts or endorsed Parliamentary Sessional Papers to commit themselves to Education For all (Jawa, 1987).

The government considers primary education as the most 'general' of all educational skills and also a basic human right that is to be provided to all Kenyans. The expected minimum duration of schooling is eight years. General work skills begin to be imparted to children at this level. The specific objectives of primary education are stated in Sessional Paper No. 6 of 1988 on Education and Manpower Development for the Next Decade and Beyond (GoK 1988). These include (i) imparting literacy, numeracy and manipulative skills; (ii) developing self-expression and utilization of the senses; (iii) developing a measure of logical thought and critical judgment, and (iv) laying the foundation for further education. Primary education is also tailored to developing awareness and understanding of the environment; to developing the whole person including the physical, mental and spiritual capacities; to appreciation and respect for the dignity of labor and to develop positive attitudes and values towards the society (Nafula, 2002).

Schooling in today's Kenya consists of eight years of primary school, four years of secondary school and four years of University. Primary grades, commonly called "standards", give instruction in language, mathematics, history, geography, science, arts and crafts and religions. Secondary grades, called "forms", emphasize academic subjects, especially science and vocational subjects at the upper secondary level. The academic year runs from January through December. The language of instruction is English throughout the school system, though in some areas instruction is provided in indigenous languages in the first three grades. In addition to government schools, there are a number of private schools, many of which serve Asian and European communities (East African Living Encyclopedia, 2008).

Free primary education enables as many students as possible to get a chance to at least learn to read and write (Daily Nation, 2007). During NARC's campaigns in

2002, one of the promises was to offer FPE once it was voted into power. Through the MOEST, NARC introduced Free Primary Education when it took over from KANU in December 2002 (UNESCO, 2005). According to a press statement on free primary education (2004), when the NARC Government declared Free Primary Education in January 2003 the intention was to remove all levies that previously prevented children especially the vulnerable groups from accessing education. Kenya's Free Primary Education Policy, which was implemented in January 2003, opened up opportunities for disadvantaged and marginalized children who had never enrolled in school or had dropped out because they simply could not afford the costs (Ahn and Silvers, 2005). Owing to the fact that a substantial proportion of children were out of school, the response was overwhelming. In many schools, the head teachers found themselves with more children to enroll than their holding capacities (UNESCO, 2005).

Free primary education main areas it targeted were the arid and semiarid areas and informal settlements. This was because as stated earlier, these areas experienced high drop rates and low school enrollments because of the obstacles and barriers presented in them. The parents could not afford the basic requirements due to their low socioeconomic empowerment as much as they would wish to see their children in school. Thus the government over and above the removing all the obstacles as levies and school fees, further introduced in these areas, primary school feeding programme in collaboration with World Food Programme. Food was another factor that made the children not to attend school. This was intended to increase the retention of the pupils in schools. Kibera hence was part of these programme areas. Thus this study was out to understand free primary education response in Kenya, and more specifically in Kibera.

According to UN-HABITAT Press Release (2007), a slum is an area that combines characteristics such as inadequate access to safe water, inadequate access to sanitation and other infrastructure; poor structural quality of housing; overcrowding and insecure residential status. This is the current situation of Kibera slums whose proximity to the CBD and the manufacturing industries could lead to many children being induced and lured into economic activities due to the high poverty levels. FPE was a programme right placed to accelerate development in Kibera. The understanding is that, according to the World Development Report (2000/2001), education is fundamental to development of human resource capacities for sustainable economic growth and development. By imparting new skills and knowledge to people, education expands human capabilities, increases labor productivity and enhances essential participation and partnerships in nation building. Education is a vital tool in achieving greater autonomy, empowerment of women and men and addressing gender gaps in the distribution of opportunities and resources (Muganda, 2002; Muthaka & Mwangi, 2002).

Given this background, this study therefore sought to investigate the response of the people towards free primary education more specifically in Kibera slum. In the attempt to understand the response of the people towards free primary education, this study further wanted to understand more specifically, the perception the slum dwellers have and the levels of participations of the various stakeholders in its implementation. In Kibera, the focus of this study, with the inception of FPE, the response has continued to be unsatisfactory, that is, below the expectation of both the government and the community members themselves. This paper further sought to understand the constraints that have led to this predicament; the enrollment rate is still low while the dropout rate remains prevalent in these schools.

1.2 Problem Statement

Despite heavy investment in the 8-4-4 system of education, enrolment at various levels of education is characterized by regional and gender disparities and declining gross enrolment ratios. The education system experiences high wastage as a result of repetition and drop-out rates (Abagi, 1997a; 1997b; GoK, 1995; 1996; MoEST, 1996).

To reduce the high wastage, the government in 2003, introduced FPE. This programme was characterized by non-payment of school fees, and free supply of stationery (books, pens, pencils, rulers, rubbers) to all public primary schools. To ensure that children attend school on a regular basis in arid and semi arid and informal settlements as Kibera, FPE in these areas, introduced school feeding programs. The school feeding programme is primarily funded by World Food Programme and the World Bank. The idea of school feeding program was that children are provided with meals at school with the expectation that they will attend school regularly. School meals have led to improved concentration and performance of children in school.

This programme was very timely in addressing the challenges facing education levels in Kenya, more specifically in Kenya's informal settlements, such as Kibera. Kibera is a home to thousands of low-income households. It has a number of non-formal schools, which serve children in these areas, but are not supported by FPE grants, resulting in poor capacity to serve the targeted children. There is a concern about insufficient and under-resourced public schools; lack of recognition and support for community and private-sector providers, general apathy and lack of awareness on the plight of children and status of primary education in informal settlements; congestion in schools; poor sanitary conditions; shortage of learning and instructional materials; child labor as a result of high poverty levels, resulting in regular absenteeism or total drop-

out of children from school; and lack of a comprehensive policy framework on non-formal education in Kenya (Elimu Yetu Coalition, 2007).

However, one of the outcomes of the introduction of FPE was increased number of pupils enrolled in primary school nationwide, even though, most the schools did not have adequate classrooms to accommodate the large number of pupils enrolled under FPE. More so, according to Becca Baker, in an article in Washington Week (2007) says that although the free education system brought more children into schools, the drop-out rates are high. Due to the free education, the children have come to school but because of the drive of poverty, you find that even though they have come, at times they also drop out of school because of the same reasons - the poverty at home". Currently, many of the children who had rejoined school in January 2003 have dropped out. Most of these have dropped out either to work to complement the family's income, or to take care of their siblings or sick parents (GOK/UNICEF 2004, p.18). A good number of the classrooms were too congested and had very limited facilities. As a result, schools were facing a serious teacher shortage, which jeopardized the quality of teaching, and cases of indiscipline became more rampant (Felicia A Yieke, 2005). This constrained a lot of school management committees, who are mandated to improve the state of learning facilities hampered by the government's ban on school levies. Moreover, many primary schools are understaffed as a result of the free primary education programme (Sifuna, 2005).

It is because of these and many other factors; this study focuses on Kibera slums. The main aim of the study was to highlight the response of the Kibera slum dwellers towards free primary education. The study though limited in terms of its scope, and resources, sought to understand three aspects that inform the response of the community namely their perception, their participation and

challenges they face in the implementation of FPE. Even as education broadens their options, helping to lift them out of poverty, this is more enhanced if the people's response is to the affirmative.

1.3 Research Questions

The study will be guided by the broad research question of how have Kibera slum dwellers responded to Free Primary Education?

The study further has the following specific research questions:

1. What is the perception of Kibera slum dwellers towards free primary education?
2. Who participates in FPE and at what level?
3. What are some of challenges to slum children's participation in FPE and how are these challenges addressed?

1.4 Study Objectives

The broad objective of this research is to study how Kibera slum dwellers have responded to Free Primary Education.

The specific objectives to this study are:

1. To establish the general perception of Kibera slum dwellers towards FPE.
2. To establish who participates in FPE and at what levels.
3. To find out the challenges facing FPE implementation and how they can be mitigated.

1.5. Justification of the Study

Prior to the introduction of free primary education, many children did not attend school due to the high cost of education. Many parents could not afford to pay school fees for the children and therefore participation in education was low. The aim of free primary education was to encourage and enable such children, especially those from low income households to attend school and receive an education. This study sought to find out the impact of free primary education since its inception and so gain a deeper understanding on its implications in the participation in primary school education. This study will provide a deeper understanding and analysis of the effects of Free Primary Education on the participation in education in Kenya. Findings of this study will further inform the development actors in the region and contribute to the development of viable strategies in addressing participation in free primary education. This will yield to more realistic and achievable education development policies.

1.6. Scope of the Study

The study will focus on the response of Kibera slum dwellers response towards FPE. The response a factor of perception to the programme, has affected their participation alongside other stakeholders in the implementation of free primary education in Kibera slum. The study will further look into the various challenges and ways or responsive mechanisms that are used or rather can be used as perceived in the community, to improve on its impact to the slum. .

1.7. Definition of Key Concepts

1.7.1. Education

Education is the wealth of knowledge acquired by an individual after studying particular subject matters or experiencing life lessons that provide an understanding of something. Education requires instruction of some sort from an individual or composed literature. The most common forms of education result from years of schooling that incorporates studies of a variety of subjects. It is the most powerful instruments for reducing poverty and inequality and for laying the basis for sustained economic growth. This because, education enables people to read, reason, communicate and make informed choices; increase individuals' productivity, earnings and quality of life. Education is vital to building up a highly-skilled and flexible workforce - the backbone of a dynamic, globally competitive economy as well as creating, applying and spreading knowledge, crucial to a country's prospects for innovation, comparative advantage and foreign investment inflows.

1.7.2. Slum

A slum as defined by the United Nations agency UN-HABITAT, is a run-down area of a city characterized by substandard housing and squalor and lacking in tenure security. It's also a place with no investment that keeps costs so low that the poorest of the poor can afford them and a neighborhood with minimal or no basic services such as sanitation and water. It is a settlement were educational facilities are also characterized by non-formal establishments, with high incidences of illiterate persons, or uneducated.

1.7.3. Slum children

These are children living in the slum areas.

1.7.4 Free Primary Education

Is education offered free of charge to pupils and starts from nursery school to standard eight. The aim of the free primary education programme is to provide more school opportunities, especially for the poor communities as payment of school fees tends to prevent a large proportion of the children from attending school.

1.7.5. Perception

Perception is the process by which people translate sensory impressions into a coherent and unified view of the world around them. Though necessarily based on incomplete and unverified (or unreliable) information, perception is 'the reality¹ and guides human behavior in general. It can further be said to be the comprehension people have on something.

1.7.6. Participation

It is the joint consultation in decision making, goal setting, sharing of benefits accruing, as well as responsibilities, teamwork, and other such measures in an attempt to foster or increase stakeholders commitment to collective objectives.

Participation requires mutual partnership among the stakeholders or different parts of the agreement. It is because of the many actors in the system that calls for improved levels and mechanisms of engagement to realize its success.

CHAPTER TWO

2.0 Literature Review

2.1. Outline

This chapter reviews theoretical and empirical studies conducted internationally and within Kenya on participation in education. This section has examined issues affecting participation in education and how these issues could have a bearing in the area of study. The chapter further discusses the theoretical framework.

2.1.2. Education in Africa

The Universal Primary Education (UPE) policy in the form of fee abolition has become popular in many countries in sub-Saharan Africa (SSA) for achieving Education for All (EFA) since the mid- 1990s. Theoretically, fee abolition reduces the private cost of education, which results in relatively greater freedom to choose a school to obtain a higher private rate of return to education. Nonetheless, if such a policy sacrifices the quality of education, then the overall productivity of the educated person could decline and subsequently reduce the rate of return to education. Such a phenomenon could be manifested as pupils' behaviors such as dropouts and school transfers (M. Nishimura and T. Yamano, 2008).

According to Achoka et al. (2007), the universal declaration on human rights in 1948 by the United Nations Organization embraces education as a basic human right. Kenya subscribes and is a signatory to this declaration as well as to the international protocol that established Education for All (EFA) agenda in Jomtien, Thailand, 1990 and the World Education Forum (WEF) in Dakar,

Senegal, 2000. Accordingly, Kenya's Educational Sector Strategic Plan and Implementation Matrices: 2003-2007, shows her commitment to

- Eliminate poverty as a hindrance to educational development
- Promote human rights through provision of education
- Attain sustainable development by the provision of quality basic education for all

Direct cost of education can include general fees, examination fees, salary top-ups, textbooks, material, uniform, feeding, transportation, sports and culture. Indirect costs of education are the opportunity cost of labor at home or work. By eliminating direct costs of schooling, families could send their children to primary school, thus increasing demand.

According to Benn, (2008) in Kenya, Lesotho, Malawi and Uganda, free primary education (FPE) was viewed as a step towards 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 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 approaches under different political, social, and economical contexts.

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 (Berui, 2008). All countries have until recently, high poverty and illiteracy rates and low primary enrolment and completion rates.

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 and President Museveni prior to the 1996 elections, originally favored the production of road and increased defense although he was initially against increases to education on the grounds that education was a non-productive sector of the economy, abolition of fees was mentioned in a small part of his campaign. The electorate responded remarkably to this part of his platform and only then did it take on as much force in his bid for re-election. 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 Tanzania, pressure to abolish fees stemmed from social discontent of civil society which was highlighted by NGOs. The government was resistant to change for a variety of reasons some felt that fees helped support feelings of self-reliance among communities; meanwhile, to others worried that using donor funding to eliminate fees would make Tanzania more aid-dependent. Individuals in the government that were receiving salary top-ups in conjunction with projects were particularly against fee removal, as were local governments that used the fees as tax revenue (Uko-Aviomoh et al, 2007)

In all four countries, a top-level dynamic political initiative triggered FPE implementation, leaving little time for detailed planning before startup and the involvement of the various stakeholders who include among others the parents, teachers, pupils, and community. In some cases, there was little time even to negotiate with stakeholders. 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. In Lesotho, learning from both countries, used the traditional form of community consultation (pitsos) and mass media; in Kenya a stakeholder forum was created, which set up a task force and reported to the government. What FPE would and would not cover, and how, varied somewhat from country to country owing to contextual differences, especially of school ownership (Benn, 2008).

Key issues in introducing FPE included maintaining the social contract with the electorate, establishing quality education, and developing the capacity to impendent and sustain FPE. The criticism of FPE raised questions about its sustainability, the lack of time for planning, slowness to deliver, and problems in quality education. The public response to FPE was overwhelming and created access shock. Enrollments jumped by 68 percent in the first year in Malawi and Uganda, 75 percent in Lesotho and 22 percent in Kenya. This led to overcrowded classrooms; double and triple shifts; and shortages of teachers, textbooks and materials. Many enrolled are over-age pupils who should have been taking adult education. Ministries supported by international agencies, put in place distance in-service teacher and paraprofessional training and retained teachers for large classes; multigrade teaching in small schools; and in education for all. There was implementation of crash classroom construction programs and in the case of Lesotho, temporary tents, particularly using community involvement as a lead-in to participation in school management (Benn, 2008).

In Nigeria's attempt at UPE in the 1970s, the driving force was the desire to produce skilled manpower. Primary education was seen as a means to vocational and secondary training, and not as an end in and of itself (Kelly & Lassa, 1983).

2.1.3. FPE in Kenya

The free primary education declaration of the 1970s

In the 1963 election, when the Kenya African National union (KANU) became the ruling party, it published a manifesto that committed to offering a minimum of seven years of primary education. This was re-echoed again in 1969 when it was emphasized that it was the government's guiding principle to give priority in educational programmes to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labor. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which has a low-average enrolment would get an opportunity to attend school (Nyamute, 2006).

In 1971, a presidential decree abolished tuition fees for the districts with unfavorable geographical conditions since there were said to make the populations in these areas poor. These include areas such as North - eastern province, Marsabit, Isiolo, and Samburu (Nyamute, 2006).

A second presidential decree in 1973 directive provided free education for children in standards I-IV in all districts of the country. It went further and provided a uniform fee structure for those in standards V-VIII in the whole country. The aim of the free primary education programme was to provide more school opportunities especially for the poor communities. In 1974 due to staggering rise for pupil enrollment, (in standard one rose by one million above the estimated figure of about 400,000, standard one to six rose from 1.8 million in 1973 to nearly 2.8million in January) the government had to re-strategize so as to cope with the lost revenue. School management committees resulted to raising school revenue under the guise of a "building levy". With the enlarged

enrolment, a country-wide building programme had to be launched to cope with these extra classes. The building levy turned out to be higher than the school fees charged prior to the decree. This frustrated many parents who had little alternative but to withdraw their children (Nyamute, 2006).

Many children dropped out following the introduction of the building levy. The high dropout rates were also as a result of the quality of education. As a result of the high enrolments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Professionally unqualified teachers were hired for the new classes. Beyond the recruitment of more unqualified teachers his government played a very minor role in the implementation of the "free primary education". Overall the effect of the government intervention in primary education and the implication arising out of it made primary education much more expensive than before (Nyamute, 2006).

2.2. Right to Education

The Children's Act further observes the child rights to education in Section 7(1), which states that every child shall be entitled to education, the provision of which shall be the responsibility of the government and parents. While Section 7(2) affirms the right and entitlement for every child to free basic education which shall be compulsory in accordance with article 28 of the UN Convention on the rights of the child (GOK, 2002).

The right to education is one of the basic human rights stipulated in the Universal Declaration of Human Rights, 1984. In Kenya, this right has recently been livened through the launch of the Free Primary Education program (hence FPE) by the newly elected NARC government (Mathooko, 2009)

2.3. Access to Primary Education

Despite all the signs of rising "education unemployed" and the relative devaluation of occupational positions, in most of Africa, as in other developing regions, schooling still remains the only route of upward mobility for the lower classes. Because they are either unable, or more appropriately, unwilling to effect a more straight forward design for the redistribution of national wealth, policymakers in most developing countries increasingly prescribe schooling. As a result, the masses clamor for it and governments respond by allocating substantial portions of their recurrent budgets to it. Between 1960 and 1968, for example, public expenditure on education doubled in Africa and Latin America and almost tripled in Asia. Between 1970 and 1973, although educational expenditure declined elsewhere, public expenditures for education doubled in the Arab states. These figures do not reflect the private costs of education, consisting of direct costs to parents as well as income foregone by pupils (Simmons ed., 1980)

2.4. Factors that Contribute to Access and Attendance

School access and attendance are factors that can determine the success of a child's education. Attendance promotes academic performance: lack of access to schooling can be extremely detrimental to a child's future. There are several factors that contribute to lack of access and poor attendance around the globe. These include location, gender, cost and language (Sylva, 2003).

Location contributes to a child's lack of access and attendance to primary education. In certain areas of the world it is more difficult for children to get to school. For example, in high-altitude areas of India, severe weather conditions for more than 7 months of the year make school attendance erratic and force children to remain at home (Sylva, 2003).

Gender contributes to a child's lack of access and attendance to education. Although it may not be as obvious a problem today, gender equality in education has been an issue for a long time. Much investment in girls' education in the 1900s addressed the widespread lack of access to primary education in developing countries. There is currently a gender discrepancy in education. In 25 countries the proportion of boys enrolling in primary school is higher than girls by 10% or more, and in five; India, Nepal, Togo, Turkey and Yemen, the gap exceeds 20%. The worst disparity is found in South Asia, where 52% of boys and only 33% of girls enroll; a gap of 19%. Enrollment is low for both boys and girls in sub-Saharan Africa, with rates of just 27% and 22%. Girls trail respectively behind. It is generally believed that girls are often discouraged from attending primary schooling, especially in less developed countries for religious and cultural reasons. Today some 78% of girls drop out of school, compared with 48% of boys. A child's gender continues to contribute to access and attendance today (Sylva, 2003)

Costs contribute to a child's lack of access and attendance to primary education. High opportunity costs are often influential in the decision to attend school. For example; an estimated 121 million children of primary-school age are being kept out of school to work in the fields or at home (UNICEF). For many families in developing countries the economic benefits of primary school is not enough to offset the opportunity cost of attending. Besides the opportunity costs associated with education, school fees can be very expensive, especially for poor households (Peeverly, 2006).

In developing countries throughout the world, the educational context is characterized not by monolingual settings, but rather multilingual situations. Often children are asked to enroll in primary schools where the medium of instruction is not her home language but rather the language of the government

or another dominant society. According to Mehrotra (1988) "Long-term experience now seems to suggest that a vernacular medium is educationally preferable because sound teaching must, to some degree, interact with the home life of the child and must initially be based on concepts formed during the child's pre-school experiences. In a situation where the parents are illiterate if the medium of instruction in school is a language that is not spoken at home the problems of learning in an environment characterized by poverty are compounded and the chances of drop-out increase correspondingly. In this context, the experience of the high achievers has been unequivocal: the mother tongue was used as the medium of instruction at the primary level in all cases. Students learn to read more quickly when taught in their mother tongue, students who have learned to read in their mother tongue learn to read in a second language more quickly than do those who are first taught to read in the second language. In terms of academic learning skills as well, students taught to read in their mother tongue acquire such skills more quickly. It is of considerable advantage to society if many people are multilingual (Peeverly, 2006).

2.5. Free Primary Education in 2003

Due to the 2003 general election, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for the critical non-teaching staff and co-curricular activities. The government and development partners were to pay Ksh, 1.020 for each child in that year. The FPE did not require parents and communities to building new schools, but they were to refurbish and use existing facilities such as community and religious buildings. If they wished to charge additional

levies, school heads and committees had to obtain approval from the MoEST which is a fairly lengthy and tedious process (Muthui, 2004).

The implementation of universal primary education program in Kenya was a matter of political expediency rather than planned education forum. No situation analysis and evaluation of both the quality and extent of primary education preceded its implementation. (Uko-Aviomoh et al, 2007).

Primary school Net Enrolment Ratio (NERs) rose by 22.3% following NARC intervention in January 2003. It was also estimate that another three million children were not enrolled in school (Muthui, 2004).

2.6. Participation in Free Primary Education

Free Primary Education (FPE), introduced in Kenya in 2003, has enabled 1.3 million poor children to benefit from primary education for the first time through the abolishment of fees and levies for tuition. The gross enrolment rate in primary education jumped from 86.8% in 2002 to 101.5% in 2004 (MoEST 2003). According to the Effects of Fee-free education initiatives GB5 2008 discussion draft, school fee abolition is seen as one of the strategies and a major measure to improve the enrolment and participation rates. Tuition fees and other private costs of schooling are viewed as a barrier for many children to access and complete primary education. They are especially burdensome in countries where poverty imposes tough choices on families and households about how many and which children to send to school, and for how long. School fees represent a regressive taxation on poor families, and the enrolment of poor, excluded and vulnerable children is very sensitive to fees, even when these are nominal.

According to MoEST 2003, 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 have 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.

Within this broad policy framework, since independence in 1963, the expansion of learning institutions has been one of the greatest achievements in the education sector. Kenya has achieved an impressive increase in adult literacy. The achievements in literacy have reflected the country's impressive progress in expanding access to education during the last four decades largely by establishing a comprehensive network of schools throughout the country. The substantial expansion of education has generally resulted in an increased participation by groups that previously had little or no access to schooling. Enrolment of a greater percentage of girls and indeed the attainment of Universal Primary Education (UPE) has been the long-term objective in the primary education sub-sector (MoEST 2003).

According to Sifuna 2005, the policy (FPE) sounds commendable as a means of cushioning children from poor socio-economic backgrounds from failing to participate in education or dropping out of school, as well as being determinative of efforts to achieve UPE and EFA. However, it is argued that the numerous problems that have bedevilled the implementation of the interventions, and the fact that the cost of it is beyond the current education budget allocation, casts

very serious doubts on the viability of the current FPE experiment. This is all the more so as a similar experiment in the 1970s seems to have achieved very little in terms of expanding educational opportunities for the marginalized groups.

Myrstad (IPEC, 2000) says that in situations where education is not affordable or parents see no value in education, families send children to work, rather than to school. This particularly affects children in poverty and those belonging to the culturally and socially disadvantaged and excluded groups. As a result, they easily become victims of child labor exploitation. Other cultural demands and practices e.g. family demands like domestic chores and home care for sick parents and relatives, still hinder many children from full participation in schools. Dropout cases are therefore bound to continue, but probably not on the high levels experienced in the past regime. School feeding programs are being implemented as incentives to keep children in school. Tribal clashes also contribute to displacement, which hinders participation in education (African path, 2007).

The introduction of FPE in 2003 offered a ray of hope to thousands of children who could not afford to pay fees, but it is feared that poverty and deprivation has kept many out of school (Peter Kimani, 'Child labor on the rise in Africa,' Daily Nation May 10 2006).

2.7. Key Challenges of Free Primary Education

One of the greatest challenges that countries must face when implementing FPE is the limited capacity of schools. Furthermore, in some countries, the amount of financing and the way it is distributed may be undercutting the quality of education that is being provided. Corruption may also be a problem, resulting in lack of materials and/or funds at the school level. In addition to finance-related issues, there are also other problems with the way FPE has been implemented.

teacher training programs have tried to alleviate teacher shortages with FPE, but once in the field teachers have not been able to implement quality teaching. Moreover, in Kenya and Cambodia, materials arrived late resulting in confusion and wasted time. Finally, an additional implementation challenge for some countries is that information is often inconsistent or unclear, leading to disagreements over the responsibilities of each stakeholder (Uko-Aviomoh et al., 2007)

The major challenges facing primary school education in Kenya prior to the introduction of FPE include unsatisfactory levels of access and participation, regional disparities, declining quality and relevance, rising educational costs, poverty incidence, and declining government financing (prior to FPE), internal inefficiencies and school wastage. Other shortcomings are associated with limited educational capacity in densely populated regions, dilapidated physical infrastructure, rising costs and reduction in real Government expenditure on education, cost-sharing strategy and its implications, socio-economic backgrounds of pupils and high incidence of poverty, poor health and nutrition, HIV/AIDS and its implications for education demand and supply, lack of coherent and consistent policy guidelines, and incapacity to adequately provide and use reliable data and research findings in planning for education (Bwonda and Njeru 2003). The average national pupil-teacher ratio worsened from 34:1 to 40:1 on introduction of FPE (CBS 2004, p.30). This fact, coupled with insufficient learning resources, has greatly compromised quality of education in the public schools. After the initial euphoria of FPE which saw the fall of many private schools (especially the mushrooming "academies"), some parents have pulled their children out of public schools and returned them to private schools, which perform better (African path, 2007).

According to Gichura (2007), FPE calls for additional instructional materials, especially textbooks, supplementary reading materials, reference books, exercise books and other stationery, need for additional teaching staff, especially in areas mentioned above, where there are high pupil/teacher ratios, retraining of staff to cope with the new situation in classrooms and the need to build the capacities of education managers and inspectorate staff to continuously manage and supervise the programme, for timely intervention.

According to Elimu yetu Coalition 2003, after introducing the programme in January 2003, there has been a problem of slow movement of funds. For example, money that should have been disbursed in January 2004 reached the schools in June. This adversely affected the school operations given that this is the only money available to the schools.

Other challenges to the FPE programme include poverty, unemployment, HIV/AIDS, low transition to secondary school, low value of education among the low class and inadequate educational planning and implementation/management capacity. Apart from finding the money to pay for extra teachers, the government also has to persuade them to take posts in "less desirable" areas. There has been a lot of resistance from teachers and head teachers to change (GOK/UNICEF 2004, p.18).

The current cost of FPE is way beyond the normal education budget allocation. It is also a fact that the country's economy has not been performing well in recent years and cannot support the realization of the Universal Primary Education (UPE) goals without the infusion of outside funds (Sifuna, 2005). The implementation of FPE, like similar interventions by previous governments, has been a matter of political expediency rather than a well thought out and planned reform. The NARC government, like its predecessors, did not carry out a

situation analysis, prior to the implementation of FPE. The inefficient administration at the MoEST, which attempts to deal with problems relating to funding and infrastructure in an ad hoc manner, only serves to exacerbate the situation. With these challenges, similar to those faced by previous governments, the attainment of UPE may continue to be illusionary (Sifuna, 2005).

Other challenges to the FPE programme include poverty, unemployment, HIV/AIDS, low transition to secondary school, low value of education among the low class and inadequate educational planning and implementation/management capacity (GOK/UNICEF 2004, p.18).

2.8. Outcomes of Free Primary Education

The FPE outcomes so far include, first and foremost, increased access, especially from the poorer quintiles of the populations; and increased provision of textbooks, classrooms, and teachers, with a very considerable scale of change in Malawi, Uganda and Lesotho. Other main outcomes include the realization of UPE's implications, the impact on the electorate, and closer inter ministerial and donor/lending agency cooperation. Unforeseen outcomes include a possible push out effect of overcrowding on disabled and weaker pupils and falling survival rates. Some of the reasons for high dropout rates include school costs, the need for labor, pregnancy or early marriages, disability or illness, or a lack of interest in attending school (Benn, 2008).

The reality of delivering on the pre-election pledge - made before politician had time to consider the costs and logistical challenges involved - is become more and more apparent. While the government and donors are scrambling to find money to pay for schools, teachers and facilities and local authorities are rushing to compile statistics on Kenya's hundreds of thousands of new school-goers, school classrooms are bulging like never before. Many schools are coping with a

100 percent or more increase in numbers. For instance, there are three schools close to slum areas of the capital city of Nairobi which had registered increases of 1,400 pupils. Average classroom sizes had risen from 50 to 60 and 70 pupils, with one teacher per classroom while facilities remained the same. In many schools, teachers have been forced to do shift work with separate groups of children in the morning and afternoons for no extra pay (Mathooko, 2009)

2.9. Success of Free Primary Education

Underestimation of the impact on enrollment, a narrow reform focus, and failure to consider the broader social, economic, and political climate may have all had a negative impact on the success of the policy. Free primary education marked a discursive transition from the colonial-era and Banda-era framing of education as a privilege to a framing of education as a right. But FPE transformed expectations without transforming practices or the relations of power and authority that they reflected. There was no significant change in administrative structures, in educational goals, or in daily educational practices following the FPE declarations. Schools operated as they had before but with more children and more resource shortages.

The FPE policy officially removed school fees and several constraints to attendance (including language, uniforms and corporal punishment). But it did not transform the structure of the education system or the mechanism for judging initial success or failure (Kenala, 2007). Prior to abolishing fees many countries did not undertake a sectoral assessment to fully understand the driving forces behind school participation. These forces are embedded in the social, political, and economic context of the school. Governments also do not always plan for what happens to students after they completed primary education, including opportunities for further education or the ability to find jobs (Uko-Aviomoh et al., 2007)

2.10. Theoretical Framework

2.10.1. Participation Models and Theory

According to Gibbon (1907), very man who rises above the common level has received two educations: the first from his teachers; the second, more personal and important, from himself."

Participation models and theories have been developed with the intension of attempting to predict whether an adult learner will participate in adult education. These models have incorporated a multitude of factors that include personal qualities, family structure, socioeconomic status, and availability of resources.

Cross (1981) presented the common themes of participation models including Miller (1967), Boshier (1973), and Rubenson (1977). These themes are summarized as follows:

1. Participation is a function of the interaction of the person and environment.
2. The perception by the adult learner of positive and negative forces in the educational environment has an influence on the decision to participate.
3. Adult learners are thought to have control over their educational destiny.
4. Self-esteem is directly related to choices of education and the success one experiences.
5. Group identity has a powerful influence on participation. Identifying peer groups is a successful strategy for recruitment and retention of adult learners.
6. The sense of congruence between the learner and the learning situation or the outcomes of the learning situation is a common theme.

7. The notion that basic needs must be met before higher order needs for achievement or self-actualization is maintained.
8. The expectation of reward is a motivating factor for adult learners.

Cross (1981) attempted to move toward a more fluid and interactive model with her Chain-of Response (COR) Model. The COR Model describes participation as a stream of action that moves from the individual learners attitudes and perception (self evaluation, attitudes toward education, life transitions) and moves toward environmental factors (availability of information, barriers, family support). The proper combination of these factors results in participation, which changes attitudes about education and self-perception. The net result is a sense of momentum that the learner develops for learning activities.

The interdisciplinary, Sequential Specificity, Time Allocation, Life Span (ISSTAL) Model (Crookson, 1987) draws heavily on the theory of social participation is a part of a life long pattern and is influenced by the family cohort. In other words, participation in education results from a pattern of social participation, and not an individual and independent behavior as assumed in previous works. The ASSTAL Model utilizes data on learner family structure and evaluates the learner's current level of participation assuming that the current level of thirty-year-old adult learned is predictive of how active a learner will be at forty or fifty. Crookson (1987) has developed a continuum of variables polarizing general, Tran situational variables (climate topography, culture and social structure) to more individual variables (attitudes, expectations, retained learning). Crookson (1987) borrows from Cross (1981) in terms of the information variable but has increased the complexity to include awareness of educational opportunities, beliefs about the value of participation, and plans "cognitions about decisions to respond".

Crookson (1987) presented the concept of "attitudinal dispositions which include general and specific attitudes of interest in learning. These dispositions are closely tied to Houle's (1961) typology and reflect the individual's motivation to pursue learning. Among attitudinal dispositions are also retained information, which reflects the learner's knowledge of available resources, and situational variables, which are those learning opportunities the learners find in their immediate surroundings.

These participation models have valuable contributions to this study. In this study, that learner is described as the children of Kibera.

2.10.2. Reinforcement Theory

Principles of Reinforcement

Reinforcement theory was developed by the behaviorist school of psychology, notably by B.F. Skinner (Laird 1985, Burns 1995). Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior. Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization. Negative reinforcement on the other hand strengthens a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. Punishment creates a set of conditions which are designed to eliminate behavior (Burns, 1995, p 108). Burns says that punishment is widely used in everyday life although it only works for a short

time and often only when the punishing agency is present. Burns notes that much Competency Based Training is based on this theory, it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice.

The theory has got three basic principles which are the Rules of Consequences. The three Rules describe the logical outcomes which typically occur after consequences.

1. Consequences which give Rewards increase a behavior.
2. Consequences which give Punishments decrease a behavior.
3. Consequences which give neither Rewards nor Punishments extinguish a behavior.

Reinforcement theory boils down to a Main Point: Consequences influence behavior.

Relevance of the reinforcement theory to the study

According to this theory, behavior is a function of its consequences. The consequences of participating in education therefore enables one to become literate and do simple arithmetic calculations so that they can function effectively in the modern society, one also gets equipped with sound base from which to continue their formal education after successfully completing primary school, participating in education also gives pupils strong national identity and good understanding in their national language e.g. Kiswahili which is the national language of Kenya and acquainting individuals with the basic social and cultural rules of society. Individuals after participating in education are able to develop habits that conform to the cultural norms and values of their society. The Positive reinforcement or 'rewards' encourage one to participate in education as he/she is motivated by the end result which constitute most of the reasons mentioned above. Negative reinforcement also influences behavior. For

example, one will participate in education to avoid being ridiculed by his/her peers and the other members of the society and to conform to the norms of society. Other negative reinforcements like corporal punishment could lead to pupils participating in education so that they are not subjected to this and other forms of punishment e.g. being asked to kneel down by their teachers or being paraded on the basis on performance in a parents day meeting (every student will want to be at the beginning of the line where the top students are and no student will be happy being placed by merit at the end of the line).

Reinforcement theory is a functional theory which means that all of its components are defined by their function (how they work). Therefore if teachers or guardians want to increase participation in education they should give a reward (anything that increases the behavior) when the behavior is shown i.e. provide a consequence of reward and provide a consequence of punishment (anything that decreases the behavior) when the behavior is not shown. Skinner's theory is therefore applicable to classroom settings with the idea that using reinforcers could increase the frequency of productive behaviors and decrease the frequency of disruptive behaviors.

2.10.3. Maslow's Hierarchy of Needs

Abraham Maslow's theory of needs can also be useful in the analysis of PFE and its impacts on children's participation in education. He developed a theory of personality that has influenced education. He states that humans start with a very weak disposition that is then fashioned fully as the person grows. He set up a hierarchy of five levels of basic needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

- a) *Physiological Needs* which are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature in the person's search for satisfaction.
- b) *Safety Needs* are the needs for security. Children often display the signs of insecurity and the need to be safe.
- c) *Needs of Love, Affection and Belongingness* come once the safety needs are fulfilled. Maslow states that people sought to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.
- d) *Needs for Esteem* involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.
- e) *Needs for Self-Actualization* is described by Maslow as a person's need to be and do that which the person was "born to do." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless.

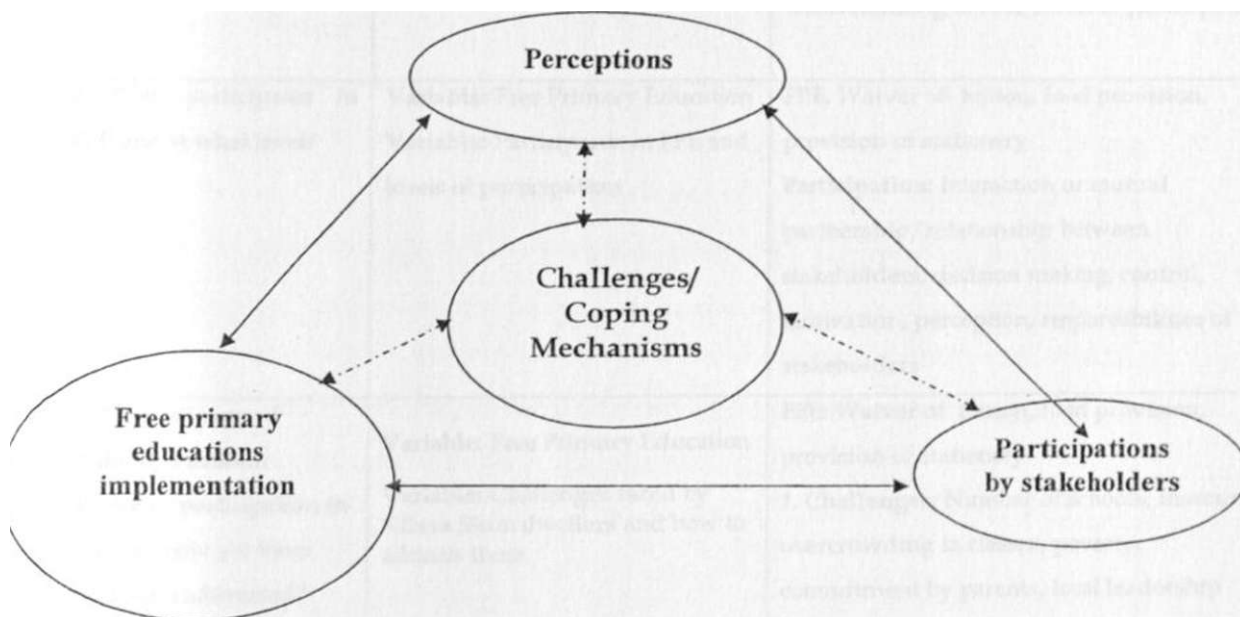
Relevance of Abraham Maslow's theory to the study

Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that lack of education is one of these hindrances. Education should change to person-growing approaches and that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. It is important then when a child is born, he/she receives the Physiological Needs, Safety Needs, Needs of Love, Affection and Belongingness so as to activate and encourage their self esteem, and eventually lead to the Needs for Self-Actualization where in most cases one will want to pursue their

education in order to actualize themselves and become and do what they were born to do. It is important to see that person's basic needs are satisfied so that they can discover their vocation in life, their calling, fate or destiny. This is especially focused on finding the right career through pursuit of education and transcending ones cultural conditioning and become a world citizen.

2.3 Conceptual Framework

Diagram 1: Conceptual understanding of Kibera slum dwellers response towards Free Primary Education (Own illustration)



As indicated in the diagram, the implementation of the FPE success in kibera slum is a factor of the perceptions of the slum dwellers as well as the levels of participation of the various stakeholders. These factors, perception and participation are also caused by FPE implementation they exist in a system. The challenges posed and so are the remedies, affect all the aspects: perceptions, participation and free primary success as well as improve them respectively.

2.4: Operation of variable

Table a: Operationalization of the variables

Research Questions	Variables	Indicators
Main research question: How have Kibera slum dwellers responded to Free Primary Education?	Variable: Free primary education Variable: Kibera slum dwellers response	FPE: Waiver of tuition, food provision, provision of stationery
1. What is the perception of Kibera slum dwellers towards free primary education?	Variable: Free Primary Education Variable: Perceptions of Kibera slum dwellers	FPE: Waiver of tuition, food provision, provision of stationery Perception: attitudes to encourage the likes and dislikes of the stakeholders, understanding of FPE, levels of participation
2. Who participates in FPE and at what level?	Variable: Free Primary Education Variable: Participants in FPE and levels of participation	FPE: Waiver of tuition, food provision, provision of stationery Participation: interaction or mutual partnership/relationship between stakeholders; decision making, control, motivation, perception, responsibilities of stakeholders
3. What are some of challenges to slum children's participation in FPE and how are these challenges addressed?	Variable: Free Primary Education Variable: Challenges faced by Kibera Slum dwellers and how to address them	FPE: Waiver of tuition, food provision, provision of stationery 1. Challenges: Number of schools, Insecurity, overcrowding in classes, poverty, commitment by parents, local leadership 2. Remedies: Change of perception, government increase of school allotment. Government tame and discourage school heads, SCM empowerment, education officers and politicians work with the community, community involvement

CHAPTER 3

3.0 Methodology

3.1. Introduction

This chapter describes the study site and how it was selected. It further points out the research methodology, various types of data, the sample and sampling process and its characteristics. This chapter also describes the methods of data analysis.

3.2 Research Design

The study used both quantitative and qualitative designs because of the nature of the study. However, the study was more qualitative since it sought to obtain detailed information on complex and sensitive yet important aspects of the FPE program. Qualitative approach enabled the researcher to effectively analyze the changes, observe the interactive social relation and the diverse value systems that are characteristic of FPE intervention. To be able to justify and show factual evidence the study employed quantitative approach to capture the social demographic characteristics of the respondents.

Data collection exercise was mostly participatory. It involved the active involvement of all stakeholders in as far as FPE in Kenya is concerned. The stakeholders in this case include children, parents, chiefs, District Education Offices, PTAs, school management committees, area education office; head teachers and ordinary teachers; local opinion leaders in the area and pupil representatives.

3.3 Site Selection and Description

This study was done in Kibera slum in Nairobi. The name "Kibera" is derived from kibra, a Nubian word meaning "forest" or "jungle". (www.Affordable Housing Institute blog). The slum originated in 1918 as a Nubian soldiers' settlement in a forest outside Nairobi, with plots allotted to soldiers as a reward for service in the First World War and earlier wars ("The Strange Allure of the Slums", The Economist, 5th May 2007).

Kibera is located southwest of Nairobi city centre and is equal to about 75% of the area of Manhattan's Central Park (approximately 2.5 square kilometers, 256 hectares, or 630 acres). Nairobi Dam is to the south. It is sited approximately 5 km south east of the city centre of Nairobi. It holds more than a quarter of Nairobi's population. The estimated population density is 300,000/km² (WannAfrica.com article). The slum is further divided into nine administrative units, villages, which include: Kianda, Soweto, Gatwekera, Kisumu Ndogo, Lindi, Laini Saba, Siranga/Undugu, Makina and Mashimoni. Its population is put at anything between 600,000 and 1.2 million (The Economist, 5th May 2007). Land in Kibera, belongs to the government but temporary occupation licenses are obtained through the area Chief, assisted by a number of assistant chiefs. The village settlement patterns tend to overlap with ethnic identities. The inhabitants of some of the villages such as Makina, Lindi and Kianda appear to be slightly well off as compared to their counterparts in other villages.

Kibera slum was selected for this study for a number of reasons. Main among them it is because of the nature and scope of the study, FPE in an informal settlement. The selection of the study area was further informed by: limitation in resources and scope; its proximity to the CBD, and the kind of pupils likely to be found in Kibera, may be induced into Child Labor due to this proximity. The slum has a relatively high poverty level, hence the children in this area would

most benefit from FPE. Kibera in Nairobi, Kenya is the largest slum in Africa total population estimated at 400,000 in 1991 ([www.AffordableHousingInstitute](http://www.AffordableHousingInstitute.com) blog).

3.4. Target group

The study targeted households, who had their children in public primary schools. The study administered the questionnaire to either the head of the household or his or her spouses. In this study, majority of the respondents were the spouses since the household heads were out to work or deceased or mother-headed households. A semi-structured questionnaire was administered to one hundred and twenty (120) households. Key informant interviews were administered to two education officers, two school teachers, two school management committee members, two administrative officers, political representatives more specifically constituency development fund in Langata constituency. The study further conducted four focus group discussions. Two of the discussions were with purposively selected parents and two with purposively selected pupils in public schools in the slum.

3.5 Sampling procedures

The study used stratified - simple random and purposive sampling designs. The study found out that the slum is mainly served by two city council schools. Even though it was prudent to concentrate on a few villages, the study sampled all the nine villages to get the experiences from almost all the corners of the slum. Even though this was tasking in terms of drawing the sample of 120 respondents from the thousands of the slum populations, the responses were worth the risk. That notwithstanding it was hard still to random sample an entire village. With the help of the village elders, the researcher tried to stratify the villages and at least get samples from the various parts within the village to arrive at the fourteen anticipated per village to arrive at a sample of 120 respondents for the study. This way the researcher was able to capture the heterogeneity that existed in the

target population pertaining to factors influencing perception and participation as well as challenges experienced in the implementation of FPE. How the sample was selected from the villages is as shown in table one below.

Table 1: Respondents' distribution per Village

Villages	Frequency	Percentage
Gatwikira	15	12.5
Silanga	15	12.5
Mashimo	14	11.8
Kisumu Ndogo	13	10.8
Lindi	13	10.8
Soweto	13	10.8
Kianda	13	10.8
Laini Saba	12	10
Makina	12	10
Total	120	100

Source; Field Data 2010

The study employed purposive sampling in the selection of key informant interviewees and focus group discussion participants. The aim of the informants, interview ensured that the study obtained information on perception, participation and challenges faced in the implementation of FPE. Focused group discussions complemented data collected in the above methods of data collection..

3.6 Types of Data

The study utilized both quantitative and qualitative data. The study collected the data therefore through administration of survey tool - respondent's questionnaires, which were administered to the sample of 120 respondents; key interview guides and focus group discussions.

3.7 Sources of Data

This study comprised both primary and secondary data. These included data being collected from selected household/parents; children, employees of schools and government officials from MoEST, NGOs dealing with children, bursaries dealing with FPE.

3.8 Methods and tools of data collection

They included oral interviews, observation, focus group discussions, and documentary review. The tools included questionnaire, key informant guide, FGD guide, observation, eyes, camera and checklist. This is as summarized below:

Table b) Sources of data, methods and tools

Sources of data	Method	Tool
Heads of household	Oral interviews	Questionnaire
Key informants	Key informant interview	Key informant guide/ check list
Children's forum	Focus Group discussions	FGD guide
Parents forum	Focus Group Discussion	Observation
Community members	Observation	Eyes, camera
Existing literature	Desk review	Checklist

3.9 Data analysis

Once collected, the data was appropriately analyzed. First, quantitative data was coded (for open-ended questions) and entered into the computer using the Statistical Package for Social Sciences (SPSS) software. This data was then organized, reduced, presented and interpreted using such summary statistics as means percentages, tables and graphs.

Second, qualitative data was organized into patterns and interpreted on the basis of themes generated from the objectives of the study.

CHAPTER 4

4.0 Data Presentation and Analysis

4.1 Introduction

This chapter presents the study findings based on the survey data and other information obtained from the field through key informants interviews. It presents findings on the demographic and socioeconomic characteristics of the respondents, and further presents findings on the research questions in relation to socioeconomic factors influencing the response of Kibera slum towards free primary education.

The chapter has six sections on: the socioeconomic demographic characteristics of the respondents, the perceptions of Kibera slum dwellers of FPE; the participation levels of various stakeholders in the implementation of FPE in Kibera slum, the challenges faced, conclusion and recommendations from the finding. These survey findings are complemented by the key informant interviews held and the focus group discussions. The researcher observed some of the issues raised in the study which further informs this chapter.

4.1.2 Socioeconomic demographic characteristics of respondents

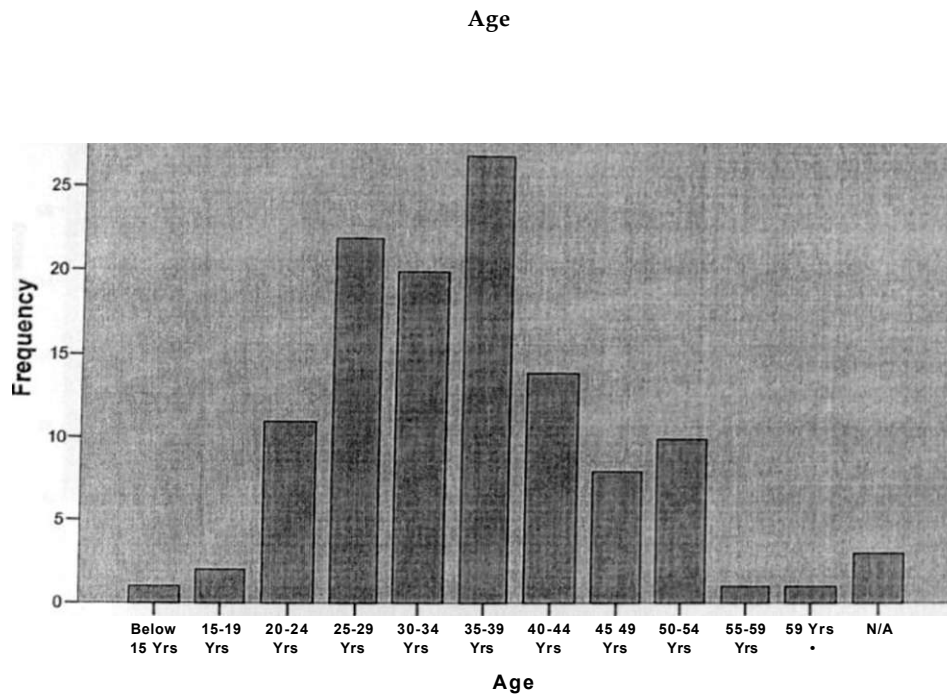
4.1.2.1 Study sample and location

This study was conducted in Kibera slum, an informal settlement, home to thousands of low-income households. Non-formal schools, which serve children in these areas, are not supported by FPE grants, resulting in poor capacity to serve the targeted children. This study focused on the entire Kibera. The slum is divided into nine villages Kianda, Soweto, Gatwikira, Kisumu Ndogo, Silanga, Lindi, Laini Saba, Makina and Mashimoni.

4.1.2.2 Age

The respondents' age was sought by this study. They were as in figure 1.

Fig 1: Age of the respondents



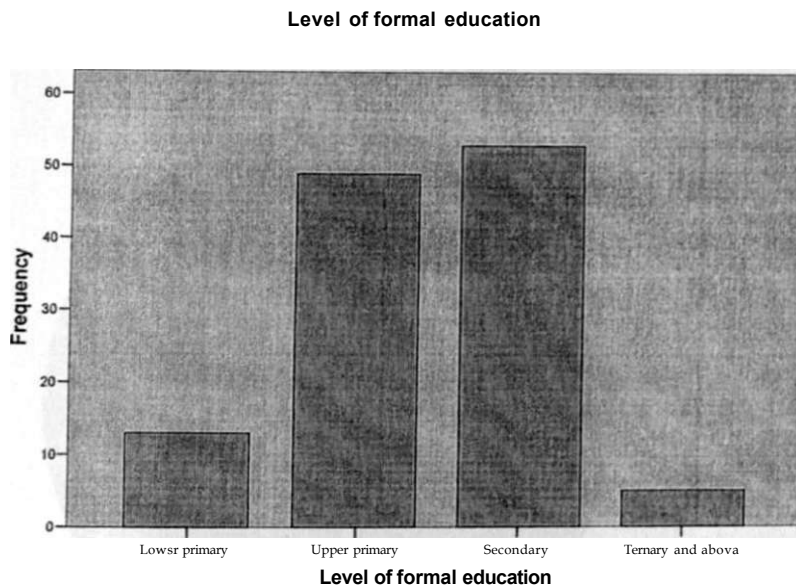
Source: Field Data, 2010

From figure two above approximately above eighty seven percent of the respondents are below fifty years. It can also be approximated that seventy percent are below forty years of age. Generally, majority of the residents were young.

4.1.2.3 Education levels of the respondents

The respondents were further asked of their education levels. The data received is analyzed in figure two.

Figure 2: Level of highest formal education of the respondents



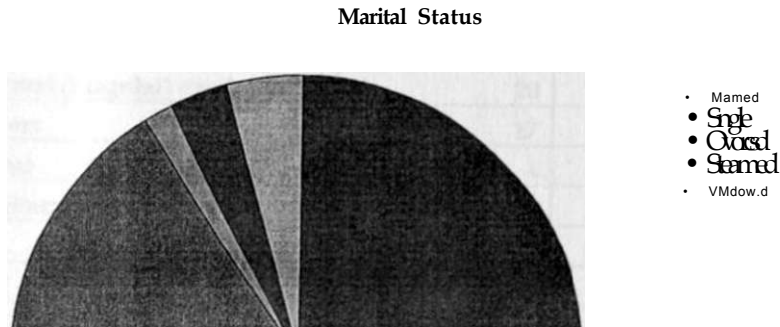
Source: Field Data, 2010

From figure two above, only an estimated four percent have acquired tertiary education and above. According to the education system in Kenya, secondary and primary education provides general education. It is at tertiary level that one acquires skills, which are professionally relevant. Forty four percent have attained secondary education and forty percent have either been in primary education.

4.1.2.4: Marital status of the respondents

To understand this data further the marital status of the respondents as in figure 4 below, was asked.

Figure 3: Marital Status of the respondents



Source: Field Data 2010

From figure 3, an approximately seventy percent of the respondents were married. However, the study did not directly inquire the kind of socioeconomic activity engaged by the spouses. Twenty percent of the respondents were single.

4.1.2.5 Socioeconomic activities of the respondent

The responses to the socioeconomic activities of the respondents are as in table 2.

Table 2: Socio economics activities of the respondents

Socioeconomic activity	Frequency	Percentage
Off-farm income business	26	21.7
Informal (regular) employment	24	20.0
Homemaker	21	17.5
Informal (irregular) employment	20	16.7
Traders	17	14.1
Formal Employment	6	5.0
Religious Worker	3	2.5
N/A	3	2.5
Total	120	100

Source: Field Data

Of all the respondents only five percent were in formal employment. Fourteen percent were in trade that was trade in small kiosk and vegetable stands which hardly made much profit to allow for their growth. Majority of the respondents were uneducated, approximately forty percent are in casual employment and seventeen percent of the respondents were home makers. The homemakers had no source of income to add to the family's income level. Sixteen percent of the respondents engaged in irregular casual jobs.

On their income levels the responses are as indicated in Table three.

Table 3: Income levels in Ksh. per year

Income level	Frequency	Percentage
0-3000	45	37.5
3001-6000	31	25.8
6001-9000	15	12.5
9001-11000	3	2.5
11001-14000	2	1.7
Over 14000	1	.8
N/A	23	19.2
Total	120	100.0

Source: Field Data 2010

It is evident from the Table three that approximately nineteen percent of the respondents did not earn any income. Another estimated thirty seven percent earned less than three thousand shillings in a year. That makes an estimated over fifty six percent of the respondents earned less than three thousand shillings per year.

4.2.1 Perceptions of Kibera slum dwellers towards FPE

The first objective sought to establish the perception of Kibera slum dwellers towards FPE. The level of response to something is a factor of how it is perceived, or and how it is understood. Perception can be said to be the process by which people translate their impressions into a coherent and unified view of the world around them. It can further be said to be the comprehension people have on something. People will understand something, according to the reinforcement theory, as a factor of repeated benefits or anticipated benefits from it. Such perception leads to the level of participation, more still, a factor of the rewards they anticipate or are attaining according to participation theorist. The level of participation therefore can be used to imply the perception people have

on something. Perception is therefore very critical in gauging the levels of response of Kibera residents towards free primary education.

This study found out that free primary education having being introduced in 2003 as part of election manifesto for the winning party National Rainbow Coalition (NARC), Kibera dwellers perceived the programme as one absolutely free. From the survey conducted, table below tabulates responses by Kibera parents.

Table 4: What is your understanding on FPE

Understanding	Frequency	Percentage	Cumulative percentage
Fully funded education	89	74.2	74.2
Education provided by the government	13	10.8	85
Subsidized education	2	1.7	86.7
N/A	16	13.3	100
Total	120	100	

Source: Field data 2010

As eluded earlier, Kibera slum dwellers, perceive FPE as a government project that is fully funded and run solely by the government. These sediments were echoed by an informant in one of the focus group discussion as an education system where the parent only gives birth to a child and takes him or her to school. What happens thereafter it is not the business of the parent but of the the state to ensure that the child is well educated.

It is because of these misconceptions as one school committee member informed this study that has led to the negative perception of FPE in Kibera. To him, and so is the government officers, the policy informing FPE states that it is an education system that allows children access education without discrimination of whatever kind. To attain this, the government anticipated to remove the

education, and developing the capacity to implement and sustain FPE by the various stakeholders; parents being the key stakeholders.

In an attempt to understand further the perception of the people of Kibera towards FPE, the study sought to know if the programme had been of benefit to them. The study's proposition was that people will positively perceive something if they anticipate gains from it. This is as illustrated in Table 5.

Table 5: Did you think FPE is of benefit to slum dweller?

Benefited	Frequency	Percentage
YES	90	75
No	28	23.3
N/A	2	1.7
Total	120	100

Source: Field Data 2010

The response was to the affirmative. However, twenty three percent thought otherwise. Even though majority of the respondents' major benefit of FPE was the ability to take the children to school, the focus group discussions with the parents had opposing opinion. From Table five, an approximately twenty three percent shared the same opinion. They strongly argued that parents were been 'forced' to pay fees such as exam fee, security, tuition, and cooks fee. Worse still, these payments were hardly communicated to the parents in good time to plan how to pay them, they were impromptu to payments required by the school heads. Because of the perception that the payments are forced on them, according to the school management committee informant, it was very hard to collect these levies from die parents. Consequently, the accumulated amounts per term or even per year, was very high for majority of the slum dwellers to pay. This perception was not limited to the parents alone. However, from the

obstacles such as fee and levies for tuition in primary education. Though this is so, the programme should be a shared responsibility between various stakeholders which does not exclude parents. This is because the right of the child's education does not only rest on the government but also with the parent.

As much as the parents thought of FPE as absolutely free, some of the parents had a varying opinion. One discussant informed the researcher that when one compares the cost of taking a child to school, public primary school, before FPE was initiated, and now, the difference is quite noticeable. In her case, it would cost up to twenty thousand shillings per month. If that is compared to small levies of uniform, food and exam fees totaling to less than five thousand shillings FPE is comparably free. Her opinions were supported by one school committee member an informant in the study. According to him, majority of the parents' opinion that FPE has no payments of fees was misinformed. It is practically impossible for the parents to have absolute free education for their children. As much as they perceived such payments as - exam fees, food payments, school uniform among other levies as 'forced' payments, FPE policy guidelines were very clear on this matter. As stipulated in the Education Act Cap 211, whenever the government funds were not sufficient to manage the school, which they are, the policy guidelines provides for such levies to be asked of the parents but with the approval of the minister of education.

In addition to this, the negative perception by the community members can be attributed to the fact that the process of FPE planning and implementation was faulty. The parents are not represented in the process, with the process used as a political agenda for political gains not necessarily the well being of the people. Instead of leaving sufficient time and opportunity for a detailed planning before starting the implementation of FPE program, has been reduced to political contract with the electorate, with disregard to the establishment of quality

children discussions they thought that FPE ought to be an education system where by their parents pay nothing towards their education in primary school, except tuition fee, exam fee and food. More so, the number of city primary schools in the slum is four. The children said that many times they would end up playing the whole day in school since there were no teachers in their classes. In addition to this, the number of teachers in these schools is very small, classes are overcrowded rising the question of how effective is the FPE programme in ensuring that the children get good quality education.

Apart from the number of teachers being small, the few available teachers even being under Teachers Service Commission, and hence salaried by the government, demand 'tuition fee' for every child in class or else they won't concentrate in teaching the child. Thus as one village elder lamented; even though Kibera people are poor, they have to struggle to get their children into private unregulated primary schools in the slum, where at least quality education is guaranteed. It is ironical though that the parents were of the opinion that in these informal private schools the fees payable was relatively high but fixed. Once paid, the school will take care of the children's' school requirements.

From the above discussion one can quickly understand the differences in opinion by the parents, children and the government officers or the government. The various stakeholders in FPE implementation have varying understanding of the programme. For instance, the government has guidelines informing FPE process whereas the parents are not informed of the policy guidelines. The result has been that the government seems to impose a system unto the people, who believe that if the same government refers to the programme as free, it should therefore be free indeed. Furthermore they see themselves as poor people in dare need of help from the same government. This study found out that even though

this was the common understanding, the slum dwellers understood the importance accruing from educating their children as in Table 6 below.

Table 6: What does education mean to you?

Meaning	Frequency	Percentage
Gain knowledge	42	35.0
Acquire skills	19	15.8
Key to success	19	15.8
Pillar of development	13	10.8
Investment in a child	11	9.2
Enlightenment for community	9	7.5
N/A	7	5.9
Total	120	100

Source: Field Data 2010

In the Table 6 above, only seven of the respondents did not give a response. However, the rest agreed that it was of great importance to educate the children, as an investment and weapon to fight poverty and misery in the society. Of all the discussions held, and the key informant interviews, all shared the same sediments. Teachers were very much concerned for the children's education. They said that though the population in the schools has gone up, and they are few, they have endeavored to do all within their ability to teacher the pupils. They referred to them as the hope of the slums development more so for the nation. Free primary education programme has opened up more school opportunities especially for the poor communities. With its inception, there has been an overwhelming rise for pupil enrollment and reduced cases of drop outs before completion of the eight years of primary education.

In conclusion therefore, despite the various opinions expressed, it was evident from the study that FPE is negatively perceived by the residents. They have the

perception that FPE should be absolutely free and if there are levies then, it ceases to be free. This notwithstanding, they are willing to pay if they are informed they have to do so for the well being of their children. As the teachers informed this study, the best education can only be in the public schools because it is the responsibility of the government to ensure all school going children get to learn. The public primary school do not have a limited capacity for admission nor categories, it encompasses all unlike private schools. The programme is further perceived as politically motivated. As in any African society, so is Kibera; any political goody comes free of charge as pronounced.

4.2.2 Levels of participation

The second objective to this study was to establish who participates in free primary education and at what levels. This study is of the opinion that the levels of participation of the various stakeholders positively or negatively affect the quality of education offered. Participation in this study is made to mean joint consultation in decision making, goal setting, sharing of benefits and responsibilities, teamwork, and other such measures through which FPE attempts to promote or enhance the stakeholders commitment to its collective objectives. The main objective being ensuring all school going children are not denied to opportunity to school because of lack of school fees. As noted earlier, FPE has shared responsibilities. It requires therefore mutual partnership between the government, parents, teachers, communities, political leaders, religious organization, civil society, trade unions, private investors and development agencies. It is because of the many actors in the system that calls for improved levels and mechanisms of engagement to realize its success. As the government aims at removing major obstacles that hinder children of school-going age from accessing and completing primary education in Kibera slum, the other partners should equally play their various roles. The government can only pay up to Ksh

1020 for every child per year. According to School management Committee this amount is not sufficient to sustain a child in school for a year. This section therefore highlights the various stakeholders' roles in implementation of FPE in Kibera slum.

This study was limited in terms of time, resources and capacity to do an in-depth analysis on the levels of participation. However, the study will provide information to a number of the main stakeholders as the parents, school management committee, the government, and constituency development fund.

4.2.2.1 City Education Department

Primary education issues in Nairobi where Kibera slum is situated are controlled by the Nairobi City Council. The City Councils mandate is informed by the Local Government Act Cap 265 revised 1998. The mandate been, with the consent of the Minister, to manage basic education in its area of jurisdiction. Within the City Council of Nairobi, the responsibility solely rest under City Education Department. They should: establish and maintain schools and educational institutions; make grants to any school or educational institution within Nairobi city council area or jurisdiction; and provide bursaries to assist needy persons and children in its area.

The City Education Department has education management staffs who oversee the management or early childhood education centers including nursery schools and pre units, and public primary schools. It is the mandate of the City Education Department to ensure all primary schools in the city deliver quality education programmes, ensure policies and guidelines are followed and supervises, coordinate and implement education programmes in the city. They act as Teachers Service Commission agents on deployments, promotions, supervision and discipline of education field staff as well as the admissions of

pupils. To ensure these the departments has deployed Divisional Advisors, TAC Tutors at zonal levels on curriculum advice and implementation of primary education.

These said officers should work in close collaboration with the communities, private and other providers. As the study found out, this has not been effectively done. The parents did not know of the education officers so did the children. In the slum of Kibera, they are only four of these schools and none in the heart of the slum. They are in the outskirts of the slum, making many parents especially for nursery school going children and in lower classes to take their children to informal schools within the slum. Education therefore, to the parents, is free to those who are near these schools as one informant commented.

4.2.2.2 Parents

Apart from the government and city council, the parents are the most critical players in the implementation of FPE. From the discussions and key informant interviews, the parents are the major stakeholders in the implementation of FPE. Informed by FPE policy document, parents' role in FPE implementation is stipulated. This include: paying for their children's Kenya Certificate of Primary Education fees, school uniforms, school meals, transport to and from schools, medication, and boarding facilities. However, from the survey conducted, the parents seemed not to fully understand these obligations. The study found out that the parents themselves had their own perceived roles as in Table seven below.

Table 7: In your opinion how have parents been involved in the implementation of FPE?

	Frequency	Percentage
Taking their children to school	53	44.2
Providing basic needs for their children	24	20.0
Purchase of desks/iron sheet/stationery/uniforms etc.	23	19.2
Collaboration with teachers	10	8.3
N/A	10	8.3
Total	120	100

Source: Field Data 2010

Forty four percent believed their role was to take their children to school. This further explains why the parents perceived FPE as absolute free education. It was interesting to hear some parents claim that the government has all it takes to educate their children for free. Further still, twenty percent of the respondents believed their role was to provide basic needs for their children while only twenty seven percent of the respondents believed they had a role at school. According to the parents their roles were not well understood unlike the period before 2003 where they knew their children's education was entirely their responsibility. They mostly thought, with the implementation of FPE, their having to pay for food, books and other requirements for their children to attend school was a change of plan by the government

4.2.2.3 School Management Committee

Apart from the government and parents, there are parents' representatives who manage the school affairs - School Management Committee (SMC). SMC is mandated to manage city council schools. As per the FPE policy guideline they should advise chairman and secretary of District Education Board/Municipal Education Committee of staffing needs; provide buildings in schools and advise

on staffing needs; maintain religious tradition in case of sponsors for a school and lastly collect and account for funds accruing to schools.

SMC is established by Nairobi City Council, City Education Department under section 9(1) of the Education Act. This committee is not an exclusive parent's affair, as the community perceived it; its membership has representatives from all the stakeholders in FPE implementation. The committee comprises of: 8 persons elected by the parents whose children are at the school (class representatives); 3 persons nominated by the sponsors of the school according to section 8(1) of the act; where there is no sponsor, three persons are appointed by the chairman and secretary of the District Education Board of the Municipal Education Committee from among people dedicated and experienced in the field of education; two (2) persons appointed by the chairman and secretary of the District Education Committee or councilors of the municipality. All the appointments are forwarded to the chairman and secretary of the District Education Committee or the Municipal Education committee for approval. The head teacher takes up the role of the committee secretary but can not have the vote.

This committee is guided or informed by a number of legislations. The main being the Education Act cap 211 (revised 1980) under the laws of Kenya. It is in the same act where issues of: registration of schools; discipline of pupils and teachers; school inspection and supervision; and education standards regulations are addressed. Other pieces of legislation include: the Teachers Service Commission Act, 1967 cap 212; the Kenya National Examination Act, 1980, cap 224 A; Kenya Institute of Education (KIE) - Education Act 211 - Sect 23 (1); the Local Government Act of 1963, Chap 265 and the Children's Act among others. This committee is involved in school infrastructure development, early childhood education and acquisition of books.

The policy guidelines aside, the parents have a totally different understanding on the school management committees. They did inform this study they hardly know these committee members in their schools. It is a committee they accused of colluding with the teachers to ask for more money from the parents. They were working against the parents over campaigning for their wellbeing. According to them, any one requesting parents to pay more money in school was their enemy, and little do they know that the policy guidelines for FPE allows for the SMC to sought more money from parents to meet the school needs and requirements to ensure the smooth running of the school activities. Their opinions are as in Table eight.

Table 8: Involvement of school management committees in the implementation of FPE

	Frequency	Percentage
Monitor teachers and management performance	43	35.8
Accountability of funds	17	14.2
Build classes	7	5.8
Identify needs of pupils / teachers / school	7	5.8
Advice parents accordingly	5	4.2
Pay teachers (PTA)	1	0.8
N/A	40	33.3
Total	120	100

Source: Field Data 2010

However, the parents interviewed in this study approximately thirty six percent believed the SMC should monitor school performance and monitor teachers. There are those respondents who thought SMC should advise parents accordingly. It can be seen the parents are not willing to be part of the FPF process; they want other parties to perform their role, and in such cases, they are not willing to compensate them. The situation is worsened by the fact that the

SMC is composed of class representatives elected by the same parents. As one SMC member informed this study that the SMC members feel abandoned. The parents, their power, have backed down, the teachers on the other hand have taken a back seat, no sufficient funds to run the school, whom do they run to for help?

In the same accord approximated seventeen percent of the respondents believe that SMC should be accountable to all funds in the school as well as be responsible in school development - how can this happen, which funds do they manage? The government looks upon the SMC to manage the schools though it gives its allocation which at times its delayed, the teachers look upon the same committee to run the school, parents are worse as they accuse them of incompetent and corruption making it hard for this committee to effectively discharge their duties. The government through City Education Department has trained some of the committee members on how to manage and run the school, and have refresher trainings and seminars. However, they are volunteers.

4.2.2.4 Community

The community hardly participates in the implementation of FPE unless one has a child in school. As the respondents interviewed reported, they have taken a back seat in this process. This is in Table nine below.

Table 9: Involvement of the community in the implementation of FPE

Community involvement	Frequency	Percentage
Ensuring parents take children to school	31	25.8
Providing security in schools	16	13.3
Identifying needy children and helping them	6	5.0
Helping in school construction	6	5.0
Collaborating with CBOs /NGOs	2	1.7
N/A	59	49.2
Total	120	100

Source: Field Data 2010

As indicated above, half of the respondent did not have any idea of any involvement of the community in FPE. The children in discussions had the same sediments. They did not know any role played by the community in their school. The rest of the respondents, that is twenty five percent of the respondents in the survey, thought the community should ensure children in the community are taken to school. One of the village elders in Kibera noted that the children have become naughty and parents defensive such that you cannot dare question any one on the wellbeing of their children or the children themselves. The administration and the community, as much as they may be willing to assist, can only advise and encourage die children to be taken to school but can not force the un-cooperating parents to do so. As for the remaining respondents, they believed that the community has a major role to play in ensuring the schools are well maintained and security ensured for the children as well as sponsor and help the very needy. They should be informed that the well being of the society depends on how best each member of the community participates in the education of the children in that society. In the old times every adult member of the society assumed the role of a parent and ensured the best is accorded to the children as assets in the community.

Informed by the survey findings and informants, the community has been a major challenge to the implementation of FPE. It is from the community that uneducated and idle people, rapist, pose a security threat in the area thus heavily impacting of the smooth running of schools in this area. Some of the issues being: illegal brews, sale of drugs they use and abuse, insecurity issues that have resulted to poor academic standard and increasing misery in the slum.

4.2.2.5 Other stakeholders

Among the other stakeholders are the politicians, teachers, and donor agencies. The politicians - the area member of parliament and councilors, were accused of neglect towards implementation of FPE. They visit the area to discuss and help by solving issues facing their constituents. They are also unreachable by the parents. However, the children were of a different opinion. They said the politicians once in a while brought food to their schools. They have helped the very poor to be in school as well as help solve conflicts in school, and helped build the schools. An interview at the constituency development office revealed that this fund (CDF), since its inception in 2003, in Langata constituency where Kibera slum is situated, has been involved in supporting development through improvement of sanitation, infrastructure, education, and health and water provision in the constituency. The fund in its 2007 magazine had spend Ksh 6 million worth of educational bursaries. The bursaries are however, not for primary education. Bursaries are only awarded to high or secondary school children and those in tertiary schools.

For FPE, CDF has supported infrastructural development in primary schools. The primary schools supported are (within Kibera slum) Kibera primary school - construction of perimeter wall; Olympic primary school - toilet block, and perimeter wall. The projects are proposed at location level by the Location

Development Committees. They are decided upon in order of priority and availability of funds by the Constituency Development Committee. School committees at times do submit proposals though not as recommended. CDF only limits its involvement to infrastructural development.

The donor's participation has not been very visible. It should be enhanced. In Kibera slum, there are schools sponsored by donor's organizations or individuals. Even though the fees are subsidized the criteria of admission vary from one school to another with a limited capacity per school. Very few community members end up benefiting. Secondly, the support is never guaranteed, even though the parents have to contribute some amount which to some, is still high for them.

In conclusion therefore, participation as a function of the interaction between parents, community, teachers, government, donor community, politicians among others, highly influences each one's perception towards FPE in Kibera slum. The parents as adults have the mandate to have full control over their children's educational destiny. The other partners come in to help the parent achieve this objective. As much as the other partners and more specifically the government have equal mandates, it is the parent's primary basic requirement to ensure his child attains the best affordable education. They should earnestly use available resources, and learning opportunities they can find in their immediate surroundings. By so doing they will equally motivate other stakeholders to participate in the implementation of FPE in Kibera slum.

According to reinforcement theorists the negative or passive participation emanates from negative reinforcement in the slum (Laird 1985, Burns 1995). The consequences of the participant's involvement in FPE implementation is not pleasing leading to majority being discouraged from effectively contributing

towards the process. Their weakened motivation could be explained by the rate of blame shifting among the stakeholders (Burns, 1995).

4.2.3 The challenges faced in the implementation of FPE

The third objective sought to find out the challenges facing FPE implementation in Kibera slum and how they can be mitigated. In the previous section the researcher highlighted the participation and perception on the slum dwellers towards FPE. Because of the negative perception and low levels of participation, the implementation of FPE has faced many challenges. The level of success in the implementation of the programme would be measured by improved school access and attendance by the slum children. This is because according to this study, attendance promotes academic performance. With the academic performance still low in Kibera slums, it was logical to look at the challenges facing the access to FPE in Kibera slum.

From the literature review, a number of factors were identified to lead to this:- location of schools, limited capacity of schools, gender, cost of education and language (Sylva, 2003). It is unfortunate that these major challenges facing primary school education are similar to those prior to the introduction of FPE include unsatisfactory levels of access and participation, regional disparities, declining quality and relevance, rising educational costs, poverty incidence, and declining government financing, and internal inefficiencies and school wastage. This is as illustrated in the table below.

Table 10: Challenges facing FPE implementation in Kibera slum

Challenges	Frequency	Percentage
No adequate number of schools	44	36.7
High poverty levels :- no advancement beyond std. 8	13	10.8
Inadequate teachers	6	5.0
Hidden charges	5	4.2
Parents not taking children to school	4	3.3
Mis-allocation of funds	4	3.3
Corruption with the school system	2	1.7
Poor health of parents and children (HIV/AIDS)	2	1.7
Low quality education	2	1.7
Delay in disbursement of FPE funds	1	.8
N/A	37	30.8
Total	120	100

Source: Field Data 2010

From the table above, approximately thirty six percent of the respondents raised the issue of the number of schools in the area. One of the local leaders informed this study that it was unfortunate; Kibera slum has only two city council primary schools, Kibera and Olympic primary. Further still these schools are not in the slum but at the peripheries of the slum. It is because of the number of the city school and with the ever growing number of children in the slum that as the parents informed this study, they have to bribe the officials to have their children admitted in the schools. Free education is only free education to those near these schools. Furthermore, as the women too lamented it is free to men who are hardly concerned with the education of their children. It is worrying to note that in the neighboring estates there are very many council primary schools. As a result, most parents in the slum have resulted to taking their children to private schools within the slum. Therefore, there are no major benefits realized from FPE.

The problem of few school impacts negatively on the children education. First and foremost, the children have to pass through an insecure slum on their way to school. According to the teachers, the children have to be in school by six o'clock in the morning. This means that they have to walk through the slum as early as five o'clock to get to school. The children themselves cited this as a major challenge. Many children have been sexually abused on their way to school, and majority of the parents do not escort them to school. There are no well stipulated plans to ensure the safety of the pupils to and from school.

Once in school, the number of pupils per class has increased. It is estimated that the capacity per class has increased from fifty pupils per class to over eighty. It is even more complicated for the few teachers in the schools to effectively attend to the needs of all the pupils in their classes. From the survey findings five percent of the respondents' noted the lack of teachers in schools as a challenge facing FPE implementation in the area. This was echoed by all the discussants and informants to this study. Moreover as informants informed this study, the teachers were reluctant to teacher and sought other means to earn more income to themselves through tuition fees, or even teach in informal schools.

Poverty according to an estimated eleven percent of the respondents was the second greatest challenge facing the residents of the area. The parents who cried foul the system is not free as stated were arguing that the fees, levies, cost of living has gone up out pushing more and more of the slum dwellers deep into poverty. The payments that they pay in public school, one hundred and forty shillings per child per term for food, exam fees, and three hundred shillings for tuition per term per child. As one parent lamented, if you have more children in school that means that you pay more money to the school. The cost of living has increased rent, food stuffs and many other costs. For instance, even though the parents may be willing to support their children in school, these accumulated

levies make the cost of keeping a child in school very expensive thus they see nothing free in the programme keeping in mind there are other equally competing needs for the parent such as food and rent. Worse still, the fees being asked from the parents have no particular order or standard. They are impromptu to payments required by the schools as four percent of the respondent's responded.

Four percent of the respondents believed that the parents are to blame for the lack of effective implementation of FPE in Kibera slum. As supported by key informants, the parents pose the greatest impendence to the implementation of FPE. They do not want to pay anything since the education is free. They are looking for absolutely free education even provision of basic needs for the children. Even with the school feeding programme, where World Food Programme through the government gives all public schools in Kibera slum maize, beans, cooking oil and salt. The parents are required to pay at least Ksh 50 per month per child, for firewood and cooks fee, and have to be forced to do so instead of voluntarily pay. Other parents neither pick up report forms nor have time for the children at home. As the children noted most of the parents are idle, they are involved in drinking, use and abuse of substances as alcohol, bhang; thus could not even cater for the small bills such as uniform, tuition fee, security, exercise books and rent. Other parents are reported to abuse their children, by forcing them into child labor is as to supplement the family income. Other parents due to their nature of work for example a watchman; is never at home when the child is at home. The child lack follow up from the parents on school work.

FPE implementation faces political challenges. For instance the politicians want to be associated with programmes that give them a political mileage. They are visible in the slum during campaign periods after which the slum dwellers have

themselves to run to for help. They hardly pay the schools a visit, and sit down to discuss on the issues affecting schools and education standards in the slum area. Because of these reasons the slum lack major social amenities as power supply, and poor sewage and sanitation systems. According to the children their school latrines are in bad state; they have to use the ones in the slum even though the slum latrines are not good either. More over they have to pay for such services.

Apart from the politicians, educational officers are not known in the area. They as well don't meet with the parents, teachers and pupils to share issues affecting education in Kibera. As the study was informed, they will make it to attend the annual parents meetings or technical appearances in schools and only greet the teachers but they have no time to attend to issues which need their attention in the city council primary schools.

The local leadership is not recognized in implementation of FPE. The chief, the village elders are not empowered to force children in school. Teachers can not discipline the children by the cane as the law on children rights forbids this.

It is clear that the levels of participation have resulted to too many challenges in FPE implementation in Kibera slum. The program should not be reduced to a government affair to plan and impose it on the schools and parents. The process should be all inclusive in the entire planning, monitoring and evaluation.

As per the theories of participation and reinforcement, further still informed by the researchers conducted on participation and perception, they are not exclusive. The planning and implementation of FPE is not perceived as a government project but as a shared responsibility exercise. Incentives and positive reinforcement are required to motivate all the agents of FPE in Kibera slum to participate in the FPE programme implementation process.

From the study findings, the main recommendation for the above challenges is change of perception by the stakeholders on FPE and increased participation of the agents. Other recommendations are as in the Table ten, from the survey conducted during this study.

Table 11: What can the government do to improve FPE

Suggested action	Frequency	Percentage
Build more schools	14	35.9
Ensure FPE is fully free / Reduce levies	8	20.5
Equip schools adequately	6	15.4
Take support to the next level (Secondary school education)	4	10.3
Motivate teachers	3	7.7
Revise the syllabus	2	5.1
Monitor teachers/system more closely	1	2.6
Government to provide school uniforms	1	2.6
Total	39	100

Source: Field data 2010

Note: Only 39 respondents answered this question.

The government has a key role to play as expressed in the table above. However, keeping in mind FPE is a shared responsibility, the above can effectively and sustainably be attained through corporate responsibility. As noted earlier, and as the respondents further alluded to each of the stakeholders stated in the previous section should improve on their participation towards FPE. As thirty five percent of the respondents suggested, the government should facilitate the establishment of more primary schools in the area. This will involve the rest of the stakeholders and mostly the parents. Prior to 2003, there was the 'Harambee' spirit, one of pooling together for development projects. The same spirit would help equip the schools. In the survey fifteen percent of the respondents suggested schools should be equipped adequately. Such investment is costly. As the government allocates money towards general account, the amount allocated per child per

year is not sufficient. As part of the government mandate, as ten percent of the respondents suggested, there should be plans to support the children to their next level of education after primary education, college, secondary or polytechniques. Many of the pupils dropped out of school soon after primary school due to lack of money.

As the parents would claim the government should establish structures for FPE to be free indeed; it is not be attainable as they have a role to play. The survey revealed that twenty percent of the respondents want the programme fully free or further subsidized. Though the government can help tame and discourage rowdy school heads and committees on making demands for payments anytime they feel like, parents should contribute to subsidize deficits arising from the insufficient finding by the government.

The same SMC should be empowered to run schools efficiently and effectively not the teachers. These committees need to be given motivation packages especially parents who have no other means of livelihood. Two percent of the respondents would wish to have the teachers' monitored and more closely supervised. The SMC as per the policy mandates are responsible of this task. With the empowerment they can effectively ensure this is achieved. More so, the education officers and managers who sit in the SMC will be better placed to handle such matters.

As the teachers' informed be this study, parents should be more involved in the implementation of FPE to be more successful and efficient. In one school with an estimated 300 parents only 50 on average parents, show up for school meetings. They should be reminded that "Children need more of your presence over present and be available for the children at school, at home and in the community. From the survey seven percent suggested these teachers should be

motivated. As much as it is the responsibility of the teacher to teach, such motivation would entail more infrastructures to decongest classes, increase the number of teachers per school and the parents following up closely on the performance of the pupils and mutual understanding between them, to improve the performance of the child.

The community has laxed a lot in FPE implementation. Since unity is strength the community should come together and recognize that the problem of development, illiteracy is a problem affecting the whole in the community. They should endeavor to create avenues and ways of helping among others, the orphans, and the very needy within their communities.

CHAPTER 5

5.0 Summary, Conclusions and Recommendations

This chapter presents a brief summary of the findings which were presented in light of the research questions and objectives. The study aimed at determining the response of Kibera slum dwellers to free primary education. To understand the response, the study was out to understand the perceptions the slum dwellers have towards free primary education, the perceptions of the various stakeholders in Free primary education and lastly, what challenges have been faced in the implementation of free primary education and possible solutions towards its effective implementation.

The site for this study was appropriate given the underlying motives that guide free primary education. Kibera being a slum area, and informal settlements where majority of the population are poor, free primary education was thought ideal to enable the slum children access at least basic education - primary school education.

5.1 Summary

The study found out that there were varying degrees of response towards FPE. Even though the researcher did not categorize the levels of response, it was generally found out the response vary from one household to another, one socio class to another, one partner in terms of stakeholders to another. For instance, to the poor parents, their response was negative. They could not comprehend how free the education system is when: they were paying tuition for their children's, paying for food, buying books both exercise and text books. Secondly, the quality of education has deteriorated leaving many with no choice, but to take them to private school even though they are more expensive. Thirdly, the children are unable to proceed to secondary school after successfully completing their

primary school education or attend colleges or youth polytechniques, due to lack of financial capability by their parents or guardians to pay for them. However, according to the teachers and the education officers, the primary school enrollment rates have gone up with the implementation on FPE in Kibera slum in the available city council primary schools.

A summary of the research question findings are as follows:

5.1.1 Kibera slum dwellers perceptions towards FPE

The study found out that the level of understanding the meaning of FPE policy among Kibera slum dwellers is low. The timing of its implementation following the 2002 general election, the parents thought and this is their understanding that FPE should be absolutely free. The government should cater for the needs of FPE program wholly. When the government said it will remove the obstacles and barriers that hinder children access to primary education, for the parents this simply meant no more paying of anything for their children to learn in schools. Thus with a politically motivated perceived programme, and as in any African society, such a programme should be free of charge as pronounced, and of the best quality.

As noted earlier the differences in opinion by the parents, children and the government officers or the government was key to this study. This as the study found out was a factor of the fact that the various stakeholders in FPE implementation have varying understanding of the programme. As much as the government formulated the guidelines that informed FPE process, the parents for instance seemed not to be aware of the said guidelines. The school management committee members were aware since they were taken for a two day workshop to be taken through their roles. The lack of involvement of all the

stake holders in the process of planning and implementation is a key factor as to why the various stakeholders perceived the same programme differently.

5.1.2 Levels of participation

The second objective of this study was to understand the levels of participation of the various stakeholders in the FPE. According to the government's FPE policy guidelines, FPE has shared responsibilities. The assumption or rather the expectations are that there is mutual partnership between the various stakeholders, who include: the government, parents, teachers, communities, political leaders, religious organization, civil society, trade unions, private investors and development agencies. With the number of actors in the system there should be highly improved levels and mechanisms of engagement to realize successful implementation of FPE. The main stakeholders according to the policy were mainly on the government and parents. The government was to remove major obstacles that hinder children of school-going age from accessing and completing primary education in Kibera slum - fees payable as the parents supplement what the government could not be able to offer. Other stakeholders were to fill in gaps realized as the CDF, donor community; the community itself, while others such as the government officials, city council education department were to ensure FPE is implemented to the required standards.

The level of the parents' participation in FPE implementation was found out to be low. One of the reasons for this was the fact that they misunderstood the FPE policy on its implementation. In fact they did not know of the policy except for the SMC members. Consequently, they were unwilling to pay the fees asked of them to supplement the Ksh 1020 given out by the government per child. Due to the increased demand of FPE with limited resources in terms of number of schools and capacity intakes, the teachers were overwhelmed by the work load, and as much as they strive to give the very best they are not able. As the study

found out there were no donors specifically known by the parents who supported FPE other than World Food Programme (WFP) that gave food to schools. The CDF was limited in its financial capacity and priority areas of its plans. The community role was not known by the parents hence they seemed unconcerned on the FPE implementation.

5.1.3 Challenges faced in FPE implementation and possible recommendations

After discussing the perception and the participation of the various agents towards FPE implementation in Kibera slum, which mainly among the parents was low, this study anticipated a number of challenges in the implementation of FPE programme. The main ones have been those of perception and participation by the various stakeholders more specifically the parents. The specific challenges included: few city council primary schools in Kibera more specifically four which are in the peripheries of the slum in reference to the number of school going children in the slum. Due to the number of available vacancies, the distance to school and quality of education offered in these schools, most parents in the slum have resulted to taking their children to private schools within the slum.

Secondly the available schools had more pupils than their normal capacity. This study also found out that the situation was worsened by the number of teachers posted into these schools who are too few to adequately teach the children by giving them the required attention. This means that they were too few to effectively attend to the needs of all the pupils in their classes. Thirdly was the issue of poverty. The study found out that the parents are mostly casual laborers, whose level of income was very low in comparison to the socioeconomic state in Kenya; more specifically in an urban setting as in Kibera. For them the fees, levies, cost of living was worsening their poverty levels with majority especially men indulging in bad behaviors such as drug use and abuse, and abandoning the children to the care of the women.

There are high rates of HIV and AIDS infections as the researcher observed leading to majority of the women widowed after their husbands have died of AIDS. Other challenges include laxity of parents to support the children in school both morally and basic requirements including follow up on their performance in school. The political support towards FPE is wanting in Kibera. The political elites are not available in Kibera to sit down and discuss issues facing their electorate and sought ways of solving them. These have led to another challenge that of poor infrastructural development as well as poor environment in Kibera is not conducive for learning. The local leadership is neither recognized in implementation of FPE nor empowered to enforce FPE. The challenges are many but the stated above were major challenges as discussed in chapter four.

To be able to mitigate these challenges the respondents recommended a total transformation of the stakeholders' perception towards FPE and their increased participation in its implementation. They said that the government and parents are the key agents in FPE and should take the lead, embrace the challenges and improve on their levels of participation. To them it is the government primary mandate to establish more primary schools in the area and deploy more teachers into these schools. However, the parents should be more than willing to supplement the government efforts, as it was in the 'Harambee' spirited initiative, one of pooling together for development projects as well provision of other school amenities such as desks, office chairs, stationery, and overall school development.

The respondents further suggested, parents as the main representatives in school management committees, should be empowered to run schools efficiently and effectively not the teachers. These sentiments were shared by the informants to this study adding that the committees' members need a motivation package, to have them effectively perform as per the policy document guidelines, as

managers of the city council primary schools. As they perform their mandate, parents should double their efforts if FPE is to be more successful and efficient, and that their "Children need more of their presence over present and be available for the children at school, at home and in the community. The motivation should not be limited to parents and SMC but also to teachers. As much as it is the responsibility of the teacher to teach as his duty, such motivation would entail more infrastructure to decongest classes, increase the number of teachers per school and the parents following up closely - mutual understanding between them, to improve the performance of the child.

The community should realize that it is their solemn duty to support education of the children in the slum, as part of the overall development of their community. They should come together and perceive the problem of development, illiteracy as a problem affecting all the members of the community. They should endeavor to create avenues and ways of helping among others, the orphans, and the very needy within their communities.

5.2 Conclusion

The goal of achieving universal education, and the basis of FPE to ensure that all school going children attain primary basic education should be compulsory to all children. This is because, the enforcement of FPE, is inline with the millennium development goals, which aims at reducing by half, the poverty levels in our society by **2015**. Further still, every child by **2015** is expected to be able to access basic primary education. This cannot be realized since the obstacles facing its implementation are more dynamic and calling for more dynamic approaches.

The success of the initiative and especially in informal settlements won't be achieved and sustained unless we review the problems in the sector once again. FPE was meant mainly for arid and semi arid areas and slums (informal

settlement) where the children could hardly afford to go to school. The economic challenges facing the nation are ever increasing as a result of increasing population and changing economic times. This can be noted even in the just released 2009 census results where the country's population stands at above thirty eight million people.

The response towards FPE in Kibera is low. This can be attributed to the low levels of perception and levels participation of the Kibera slum dwellers. Even though the study could not ascertain the levels of perception and participation, it implied the same from the reactions and involvements of the various stakeholders in FPE implementation in Kibera slum. For instance, the parents were reluctant to pay the fees asked of them at school. The study realized that the parents' concerns are not for the child to attend school but learn in the school. They believe that FPE was equivalent to absolute no payments and any contribution by the parents is however, misplaced and should be discouraged. The parents should be sensitized further on their role in the process. The community was less concerned of the education of the children in the community other than their own. Teachers were overwhelmed by the work load. All stakeholders should therefore have the same understanding of FPE and their levels of participation. If these two aspects of FPE were addressed, though cannot get any process devoid of them, the challenges as raised in this study could be solved to a great extend.

Apart from the understanding and getting to know the various stakeholders participation in FPE successful implementation, helpful participation need to be enhanced. This would entail joint consultation in decision making, goal setting, profit sharing, teamwork, and other such measures through which FPE will see increased stakeholders commitment to the collective active involvement of all stakeholders in the entire planning, monitoring and evaluation of FPE. Every

agent is necessary to its success, the earlier they become part of the team the better for its growth and sustainability. The most important agent to encourage and involve in the process is the parents. As in one of the schools has inscribed in their walls:

- o The children need more of your presence than presents
- o The road to success is always under construction

This calls more for improved community participations as well as increase the number of public primary schools in Kibera, and more so the quality of education in the slum; curb the rising number of unregulated and unregistered private schools in the slum and allocations to schools.

The road to success is always under construction so is FPE.

5.3 Recommendations

The study was limited in many aspects. The project was school project with very litde resources invested in it for extensive and elaborative research on the FPE in Kibera slums. The study would therefore recommend:

1. The community should be involved in policy formulation on FPE. This will allow the community, to be actively involved in the education system. The community should be empowered to be able to force the children attend school that is to own education system. According to this study, this will be for the wellbeing of the same community. They should come up with ways of supporting the very needy within them, especially orphans, since the community is a social unit, and hence reduce to great extend dependency syndrome of FPE on the government.
2. The Government should come up with clear and in an inclusive process, guidelines to inform implementation of FPE for more effective and

sustainable programme. It should through education officers from the Ministry of Education and Nairobi city Council ensure all primary school meet the required standards to offer effective and quality education. This will include more support through Constituency development Fund and other devolved funds to infrastructural development of education facilities and staffing with well trained and motivated teachers.

The government should empower provincial administrators to ensure children within their areas of jurisdiction attend school. They should be able as it was in the previous government, able to mobilize resources for the establishment of schools and ensure all parents take their children to school.

3. The government has many projects and programmes to undertake in the community. Its mandate is nationwide but that of a Non Government Organization is localized. NGOs can play a key role in helping complement government's efforts to offer quality and efficient learning in school. There funds are channeled purposively to that project. Even though NGOs support is seasonal, that is, it ends with the availability of resources; the government can take over the running of the projects at the end of the contract periods. NGOs have the capacity to empower the people of Kibera slum to be able to create wealth within the slum and its environs. As it was found out by the research some donor agents have established schools in the slum but cannot accommodate many pupils due to their limited capacity and lack favorable environment - infrastructural development, to work with the government. This support is not limited to NGOs but also should include Community Based Organizations, Faith Based Organization, Corporate bodies and Institutions and individuals

4. Further research required to answer a number of research questions that arose in this study. They include among others:
 - o How can NGOs effectively involved to enhance FPE effectiveness in Kibera or more broadly in informal settlements
 - o How can the community be involved in the FPE process representing the diversity in the slum for increased response towards FPE in Kibera?
 - o How can the children participate in FPE process to enhance its effectiveness?
 - o How does the education level of the parent(s) affect the response they have towards FPE?

NB: This study strongly recommends an in-depth study on the response of Kibera residents towards FPE to get detailed data from the area, and do comparative study with other parts of the country with different setup.

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APPENDIXES

1. Survey Questionnaire

STUDY ON EFFECTS OF FREE PRIMARY EDUCATION ON SLUM
CHILDREN'S PARTICIPATION IN EDUCATION: A CASE STUDY OF
KIBERA, NAIROBI.

Questionnaire for the household, August 2010

Introduction

Request for your participation

My name is Caroline Njeru. I am a MA student at the University of Nairobi, conducting a survey on Free Primary Education in Kenya a case of Kibera Slum. This is for the sole purpose of successful completion of my Masters Degree in Sociology (Rural Sociology & Community Development). You were randomly chosen among other household heads to assist for this exercise of for data collection and the information collected will assist the government and other stakeholders in future planning on Free Primary Education. The information you give to me will be treated with confidence and will not be used for other purposes except for the general report for the masters' project. The interview will take about 30 minutes.

Thanking you in advance for your time and cooperation.

Division	
Location	
Village	
Interviewer Name	
Date (DDMMYY)	

SECTION ONE: SOCIO-DEMOGRAPHIC AND SOCIAL ECONOMIC PROFILE (Please

Complete this part fully)

<i>H ii I</i>		<i>i\5? Mm ii.! r</i>		<i>St</i>	
f i l l i l l		Level of formal education			
1. Below 15yrs •	1. Male •	1. Christian •	1. None •	1. Married •	
2. 15-19 yrs •	2. Female •	2. Muslim •	2. Lower primary •	2. Single •	
3. 20-24 yrs •		3. Hindu •	3. Upper primary •	3. Divorced •	
4. 25-29 yrs •		4. Traditional •		5. Separated •	
5. 30-34 yrs •		Others (specify)	4. Secondary •	6. Widowed •	
6. 35-39 yrs •			5. Tertiary and above •	Other (specify	
7. 40-44 yrs •					
8. 45-49 yrs •					
9. 50-54 yrs •					
10. 55-59 yrs •					
11. 59 yrs + •					

1.6 Village	1.7 Household size	1.8 Ethnic affiliation (name)	1.9 Economic activity engaged in
1. Kianda	1.1-2	•	1. Formal Employment
2. Soweto	2.3-4	•	• 1.0-3000
3. Gatwikira	3. 5-6	•	2. Informal (regular) employment
4. Kisumu Ndogo	4.7+		2.3001-6000 • 3 6001-9000 • 5. 9001-11000 • 6.11001-14000 • 7. Over 14000
5. Silanga		•	3. Informal (irregular) employment
6. Lindi		•	4. Off-farm income business
7. Laini Saba		•	5. Traders
8. Makina		•	6. Retiree
9. Mashimo		•	7. Religious Worker
			8. Homemaker
			9. Other

ftm

SECTION TWO	PERCEPTIONS AND PARTICIPATION IN FPE I would like to ask you some questions about your own knowledge and perceptions about FPE
2.1	Have you ever heard of FPE? 1. Yes • 2. No • (<i>If "no" Terminate the interview</i>)
2.2	How did you first come to learn of FPE?
2..3	What does education mean to you?
2.4	What is free FPE to you?
2.5	Do you think FPE is of benefit to slum dwellers? 1. Yes •— 2. No •
	If Yes why do you think so?
	If no, why do you think so?

2.6	<p>How many of your children have benefited from FPE'</p> <p>1. Male</p> <p>2. Female</p>
2.7	<p>How many have completed school under FPE'</p> <p>1. Male</p> <p>2. Female</p>
	<p>If not why have they not?</p>
2.8	<p>What kind of changes would you like the government to make in as far as the implementation of FPE program is concerned?</p>

2.9 In your opinion how have the following stakeholders:

	i) Have been involved in implementation of FPE?	ii) How can their participation be enhanced?
Parents		

School Committees		
Local Community		
The school		
Politicians (MP, councilor)		

The Government (MoEST)		
Donors		
Education officers (Divisional and District Education offices)		
Others		

2.10 What challenges have been encountered in the implementation and participation in FPE?

2.11 What have you done as a community or as a parent to overcome these mentioned challenges (probe for specific challenges?)

2.12 What is your recommendation to mitigate these challenges?

2.13 What is your final comment on FPE in Kibera?

Thank you for your co-operation

2. Key Informant Interview Guide

**STUDY ON EFFECTS OF FREE PRIMARY EDUCATION ON SLUM CHILDREN'S
PARTICIPATION IN EDUCATION:
A CASE STUDY OF KIBERA**

**KEY INFORMANT INTERVIEW GUIDE
August 2010**

Request for your participation

My name is Caroline Njeru. I am a MA student at the University of Nairobi, conducting a survey on Free Primary Education in Kenya a case of Kibera Slum. This is for the sole purpose of successful completion of my Masters Degree in Sociology (Rural Sociology & Community Development). You were randomly chosen having been identified as informed on FPE implementation in Kibera Slum. The information you give to me will be treated with confidence and will not be used for other purposes except for the general report for the masters' project. The discussion will take about 30 minutes.

Thanking you in advance for your time and cooperation.

Date:

Interviewee's name: _

Organization/ Institution/ job description: _

Position of the Interviewee: _____

Venue of the interview: _

Interviewers name:

Guiding questions

- What is FPE?
- How is FPE perceived according to you in Kibera slums
- What are the benefits of FPE
- Who are the main stakeholders in FPE do you know
- What is the role of your institution/ organization in FPE
- What are the main challenges facing the implementation of FPE in Kibera slums
- What recommendations can mitigate these challenges
- What is your final comment on FPE implementation in Kibera slums

Thank you for your cooperation

3. Focus Group Discussion Guide - Parents

STUDY ON EFFECTS OF FREE PRIMARY EDUCATION ON SLUM CHILDREN'S PARTICIPATION IN EDUCATION: A CASE STUDY OF KIBERA

Parent FGD guide, August 2010

Request for your participation

My name is Caroline Njeru. I am a MA student at the University of Nairobi, conducting a survey on Free Primary Education in Kenya a case of Kibera Slum. This is for the sole purpose of successful completion of my Masters Degree in Sociology (Rural Sociology & Community Development). You were randomly chosen among other household heads to form a group discussion an exercise for data collection and the information collected that may assist the government and other stakeholders in future planning on Free Primary Education. The information you give to me will be treated with confidence and will not be used for other purposes except for the general report for the masters' project. The discussion will take about 30 minutes.

Thanking you in advance for your time and cooperation.

Date:

Village:

Location:

Division:

Focus Group Guide questions

1. Name and ages of the participants
2. What is your understanding of FPE program?
3. Discuss the benefits of the FPE program in the community?
4. How have the following factors influenced access or implementation or attendance of FPE?

- a. Income
 - b. Ethnic/cultural affiliation
5. In what ways have the following: parents; school community; local community; politicians; donors; education officers among others been involved in the implementation of FPE, how can their participation be enhanced in the implementation of the FPE program?
 6. Do you know of any children in this area who are not attending school? What are the reasons for them not attending school (absenteeism, repetition and drop-out both to boys and girls)?
 7. How has this affected their education and community at large?
 8. What major challenges have been experienced in the implementation of FPE?
 9. What coping mechanisms have been put in place so as to deal with the problems experienced during the participation and implementation in FPE?
 10. What can be done to improve the implementation of FPE in the community?

Thank you for your co-operation

4. Focus Group Discussion Guide- Children

STUDY ON EFFECTS OF FREE PRIMARY EDUCATION ON SLUM CHILDREN'S
PARTICIPATION IN EDUCATION:
A CASE STUDY OF KIBERA

Children FGD guide, August 2010

Request for your participation

My name is Caroline Njeru. I am a MA student at the University of Nairobi, conducting a survey on Free Primary Education in Kenya a case of Kibera Slum. This is for the sole purpose of successful completion of my Masters Degree in Sociology (Rural Sociology & Community Development). You were randomly chosen among other primary school going pupils to form a group discussion an exercise for data collection and the information collected that may assist the government and other stakeholders in future planning on Free Primary Education. The information you give to me will be treated with confidence and will not be used for other purposes except for the general report for the masters' project. The discussion will take about 30 minutes.

Thanking you in advance for your time and cooperation.

Date:

Village:

Location:

Division:

Focus Group Guide questions

1. Name and ages of the participants
2. What is your understanding of FPE program?
3. Discuss the benefits of the FPE program in the children in this community?

4. How have the following factors influenced access or implementation or attendance of children in FPE?
 - a. Income
 - b. Ethnic/cultural affiliation
5. In what ways have the following: parents; school community; local community; politicians; donors; education officers among others been involved in the implementation of FPE, how can there participation enhanced in the implementation of the FPE program?
6. Do you know of any children of in this area who are not attending school? What are the reasons for them not attending school (absenteeism, repetition and drop-out both to boys and girls)?
7. How has this affected their education and community at large?
8. What major challenges have been experienced in the implementation of FPE?
9. What coping mechanisms have been put in place so as to deal with the problems experienced during the participation and implementation in FPE?
10. What can be done to improve the implementation of FPE in the community?

Thank you for your co-operation