

**FACTORS INFLUENCING IMPLEMENTATION OF  
NON- FORMAL TECHNICAL CURRICULUM IN  
NON-FORMAL PRIMARY SCHOOLS IN EMBAKASI  
DIVISION, NAIROBI PROVINCE, KENYA**

**By  
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**A Project Report Submitted in Partial Fulfillment for the  
Requirements of the Degree of Master of Education in  
Curriculum Studies  
University of Nairobi**

**2009**

## **DECLARATION**

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

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**Cleophas Nyachieo Ondieki**

This research study has been submitted for examination with our approval as the University Supervisors.

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**Prof. Gerald N. Kimani**

Chairman and Associate Professor

Department of Educational Administration and Planning

University of Nairobi

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## **DEDICATION**

For my father, the late Paul Theodore Nyachieo Momanyi, who inspired me to  
always do my best and aim even higher in life.

## **ACKNOWLEDGEMENTS**

The success of this work was doubtless due to many people. However, I also hasten to apologize that only a handful will be mentioned due to the limited space available. I thank my family especially the children for their encouragement and understanding when the exigencies of scholarship kept me away from them. My principal supervisor Prof. Gerald Kimani merits particular gratitude notably for his guidance and encouragement. Mrs. Lucy Njagi my supervisor, too, deserves special tribute for her thoroughness and detailed assessment of my work. I also thank Prof. F. W. O. Aduol, Principal, Kenya Polytechnic University College, for initiating the idea of postgraduate work and throughout urging me on.

My field research was successful due to the active participation of headteachers/managers, teachers, learners and education officials. Mr. Samson Okongo Okemwa of Kayole Secondary School was instrumental in identifying several non formal schools. To all of them, I extend a warm hand of gratitude. Deep and sincere thanks are as well due to my friend and long time academic partner Mr. Ibrahim L. Bakari for his wonderful role throughout the master's degree programme. Mr. Njoroge Wamugunda of the Kenya Institute of Education (KIE) library provided much needed help in locating and retrieving important data. Last but by no means least are many staff members of the Kenya Polytechnic University College who, likewise, offered much needed logistical assistance.

## **ABSTRACT**

The purpose of this study was to establish the factors influencing the implementation of non formal technical curriculum in non formal primary schools in Embakasi division, Nairobi province, Kenya. The division has the second largest percentage of non formal schools in Nairobi province. Technical subjects are the major distinguishing characteristics from the predominantly academic 8-4-4 educational system. Factors considered in the implementation of the non formal technical curriculum were learning-teaching facilities, teachers' academic and professional qualifications, students' characteristics, the role of quality assurance officers and government policy on non formal education.

A cross sectional survey design was used since it ensured that all types of non formal primary schools in Embakasi division were represented, the design was based on stratified random sampling which focused on NEE registering bodies. The major business were Gender and Social Services, Attorney General and the ministry of education through stratified random sampling almost all types of non formal schools were captured including those in slum areas. Respondents were headteachers/managers, teacher and students.

After sampling these three categories of respondents appropriate questionnaires were then administered. Purposive random sampling was used to get relevant education officers for interview.

From the study it was found that virtually all non formal schools had extremely limited teaching-learning facilities and materials. Appropriate classroom, textbooks, tools and equipment were almost wholly lacking. Moreover, professionally qualified teachers were very sparsely distributed. Another key finding was that most students came from economically poor backgrounds where the token fee charged was generally unaffordable. In terms of supervision the impact of quality assurance officers was minimal. It appeared that the main reason was a total lack of a Government policy on non formal education.

It was apparent from the findings that teaching-learning materials are critical to the implementation of the non formal technical curriculum. Facilities are another essential requirement. Professionally qualified teachers are equally necessary more so because of the technical curriculum which requires special expertise. There is also need to financially or materially subsidize non formal schools so as to reduce the financial burden on poor parents.

A key recommendation from the study is the urgent need to introduce a clear government policy on non formal education. That way vital standards concerning teaching-learning materials and facilities, teachers academic and professional qualifications as well as staffing norms will be put in place. With an official policy it will also be possible to have regular supervision from quality assurance

officials. All these will enormously contribute to the implementation of the non formal technical curriculum which is very relevant to the learners particularly in terms of leading to gainful employment. The non formal education sector remains a largely unexplored area. It is therefore important that more studies be conducted both in urban and rural areas. Researches should be conducted on the implementation of the academic curriculum. Another area for study is on challenges of evaluating the curriculum for national examinations.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

AIDS	Acquired Immune Deficiency Syndrome
BEFA	Basic Education for All
FPE	Free Primary Education
HIV	Human Immuno Deficiency Virus
ILO	International Labour Organization
JICA	Japanese International Cooperation Agency
KCPE	Kenya Certificate of Primary Education
KESSP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KNEC	Kenya National Examinations Council
MoE	Ministry of Education
NFE	Non-Formal Education
NFS	Non Formal School
NGO	Non Governmental Organization
SAP	Structural Adjacent Programme
TIVET	Technical Industrial Vocational and Entrepreneurship Training
UBEP	Undugu Basic Education Programme
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
YFC	Young Farmers Clubs
WCFA	World Conference on Education for All





REPUBLIC OF KENYA



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Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref: **NCST/5/002/R/548/4**

Date:

**25<sup>th</sup> June 2009**

**Ondieki Cleophas Nyachieo**  
**University of Nairobi**  
**P.O Box 30197**  
**Nairobi**

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *Factors influencing implementation of Non-Formal Primary Schools in Embakasi Division, Nairobi Province*

I am pleased to inform you that you have been authorized to carry out research in Mt.kenya region in Embakasi Dision in Nairobi for a period ending 30<sup>th</sup> August 2009.

You are advised to report to the Provincial Director of Education District Commissioner before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report/thesis to this office.

**PROF. S. A. ABDULRAZAK Ph.D, MBS**  
**SECRETARY**

**The Provincial Director of Education**  
**Nairobi**

**The District Commissioner**  
**Nairobi East District**  
**Nairobi**

## MINISTRY OF EDUCATION

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PROVINCIAL DIRECTOR OF EDUCATION  
NAIROBI PROVINCE  
NYAYO HOUSE  
P.O.BOX 74629- 00200  
NAIROBI

Date: 2<sup>nd</sup> July, 2009

To:  
All Head teachers  
Of Non-Formal Primary Schools  
**Embakasi Division**  
**NAIROBI PROVINCE**

### **RE: RESEARCH AUTHORIZATION**

The bearer, Mr. Ondieki Cleophas Nyachieo who is a post-graduate student at the University of Nairobi, has been granted authority by the Provincial Director of Education **to undertake research on Factors influencing implementation of Non-Formal Primary Schools in Embakasi Division, Nairobi Province.**

The purpose of this letter is to introduce him to you and ask you to accord her all the necessary assistance he may require from you.

**RAPHAEL MATHEKA**  
**FOR: PROVINCIAL DIRECTOR OF EDUCATION**  
**NAIROBI**

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THIS IS TO CERTIFY THAT:

Prof/Dr/Mr/Mrs./Miss. CLEOPHAS NYACHIEO

of (Address) ONDIEKI

UNIVERSITY OF NAIROBI

PO BOX 30197 NAIROBI

has been permitted to conduct research in EMBAKASI

NAIROBI EAST Location,

NAIROBI District,

NAIROBI Province,

on the topic FACTORS INFLUENCING

IMPLEMENTATION OF NON FORMAL

TEACHING CURRICULUM IN NON

FORMAL PRIMARY SCHOOLS IN


EMBAKASI

for a period ending 30TH AUGUST, 2009

Research Permit No. NGST/5/002/B/548


Date of Issue 25.06.2009

Fee received KSHS.1000



Applicant's Signature

Secretary  
National Council for  
Science and Technology



REPUBLIC OF KENYA

RESEARCH CLEARANCE  
PERMIT

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GP/K 6055—3m—10/2009

(CONDITIONS—see back page)

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