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.

_______________________
Cleophas Nyachieo Ondieki

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

_______________________
Prof. Gerald N. Kimani
Chairman and Associate Professor
Department of Educational Administration and Planning
University of Nairobi

_______________________
Mrs. Lucy W. Njagi
Lecturer
Department of Educational Administration and Planning
University of Nairobi
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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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>BEFA</td>
<td>Basic Education for All</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Deficiency Virus</td>
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<tr>
<td>ILO</td>
<td>International Labour Organization</td>
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<tr>
<td>JICA</td>
<td>Japanese International Cooperation Agency</td>
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<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<tr>
<td>KESSP</td>
<td>Kenya Education Sector Support Programme</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KNEC</td>
<td>Kenya National Examinations Council</td>
</tr>
<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
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<td>NFS</td>
<td>Non Formal School</td>
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<tr>
<td>NGO</td>
<td>Non Governmental Organization</td>
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<tr>
<td>SAP</td>
<td>Structural Adjacent Programme</td>
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<tr>
<td>TIVET</td>
<td>Technical Industrial Vocational and Entrepreneurship Training</td>
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<tr>
<td>UBEP</td>
<td>Undugu Basic Education Programme</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>YFC</td>
<td>Young Farmers Clubs</td>
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<td>WCFA</td>
<td>World Conference on Education for All</td>
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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 Division in Nairobi for a period ending 30th 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

Date: 25th June 2009
MINISTRY OF EDUCATION

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

RE: RESEARCH AUTHORIZATION

The bearer, Mr. Onilecki 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
THIS IS TO CERTIFY THAT:

Prof/Dr/Mrs/Dr. Alex Okello NAMURU

has been permitted to conduct research on:

ECONOMICS OF FISH PRODUCTION IN THE
IMPAVED CREATIVE INDUSTRIES IN NAIROBI

for a period ending: 1ST AUGUST 2009

CONDITIONS

1. You must report to the District Commissioner and the District Education Office 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. Examinations, 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) sets of your final report for Kenya and non-Kenyan respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

RESEARCH CLEARANCE PERMIT

Research Permit No. NCST/7/003/2/916

Date of issue: 29-06-2009

For receipt: KES 1,000

Applies to

National Council for Science and Technology

Republic of Kenya