

UNIVERSITY OF NAIROBI

INSTITUTE OF DIPLOMACY AND INTERNATIONAL STUDIES

**EDUCATION FOR ALL: THE STATUS OF THE SECOND
MILLENNIUM DEVELOPMENT GOAL IN KIBERA SLUM**

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Requirements for the Award of the Degree of Master of Arts in**

International Studies

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DECLARATION

I, Njuguna Joyce Mutahe declare that this research project is my own original work and has not been submitted for a degree or any other award in any other University.

Signed: _____ Date: _____

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This Research Project is submitted for examination with my approval as the University Supervisor.

Signed: _____ Date: _____

Dr. Patrick Maluki.

DEDICATION

Dedicated to my best friend and dear husband John Okeyo, without whom, this work would not have been realized.

ACKNOWLEDGEMENT

I wish to express my sincere gratitude to my supervisor, Dr. Patrick Maluki for his guidance, comments and suggestions which have left me a better scholar at the end of the study.

I remain grateful to my husband John Okeyo for providing unwavering moral and financial support. Our sons Ray and Keith also encouraged me all along.

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ABBREVIATIONS AND ACRONYMS

CIDA	Canadian International Development Agency
DFID	Department for International Development
EFA	Education for All
ERS	Economic Recovery Strategy
FPE	Free Primary Education
FTI	Fast Track Initiative
GER	Gross Enrolment Ratio
KANU	Kenya African National Union
KENSUP	Kenya Slum Upgrading Project
KESSP	Kenya Education Sector Support Programme
MDGs	Millennium Development Goals
MOEST.	Ministry of Education, Science and Technology
NARC	National Rainbow Coalition
NGOs	Non-governmental Organizations
SAPs	Structural Adjustment Programmes
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UPE	Universal Primary Education

ABSTRACT

Since the introduction of free primary education in Kenya in 2003, the country has made remarkable progress towards the realization of the Education for All (EFA) goals. However, there are sections of the Kenyan society that have continued to lag behind in the achievement of EFA. Such regions include slum areas, like the Kibera slums in Nairobi. EFA is concerned with the enrolment of children of school-going-age to school and is also the subject of the second Millennium Development Goal (MDG). This study seeks to find out the extent to which the Second Millennium Development goal has been achieved in Kibera slums of Nairobi. The research study investigates the barriers that hinder the attainment of full enrolment in primary schools in Kibera slums. The study is based on Immanuel Kant's theory of liberal institutionalism. Kant proposed the formation of international organizations to facilitate cooperation between states. His views have been modified by neo-liberalists who advocate for international cooperation based on international regimes. The MDGs constitute an example of a regime. This study takes the research design of a case study. This design was chosen because it enables the researcher to trace out the natural history of a social unit and the relationship with the social factors and the forces involved in its surrounding environment. The design is supplemented by data obtained through interviews and use of questionnaires. Questionnaires were issued to two samples of respondents. The first sample was composed of 50 primary school teachers all teaching in formal and non-formal schools in Kibera. The second sample comprised of 50 community leaders in various villages of Kibera. 15 other respondents were interviewed. The study found full enrolment of children to primary schools in Kibera has not been realized with the respondents approximating that 10 to 15 per cent of children of school-going-age were missing school. Three main factors were found to contribute to the failure to realize the aim of the second MDG. The factors are: Extreme poverty, poor implementation of the Free Primary Education (FPE) programme and the negative social environment of the life in slums. Both study and policy recommendations have been put forward. The study recommends that there is need for more study to be done to determine the extent to which certain aspects of poverty contribute towards the failure to achieve full enrolment in primary schools in Kibera. Such aspects of poverty may include HIV/AIDS and disability.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Education is one of the basic human rights according to the Universal Declaration of Human Rights (UDHR) (1948)¹. The Constitution of Kenya 2010 also provides that every Kenyan child has the right of access to education and the government has the obligation to provide its citizens with education.²

In addition, Kenya is a signatory of the 1989 Convention on the Rights of the Child which states that children do not only have the right to education but also to participatory education.³ Through the second of the United Nations Millennium Development Goals (MDGs) nations, under the aegis of the United Nations committed themselves to the achievement of the Universal Primary Education (UPE) by the year 2015. The second MDG states that [States shall] “*ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.*”⁴

Kenya is one of the African countries that have made remarkable progress in the quest for Universal Primary Education (UPE). Some of the major landmarks in this regard include free primary education (FPE) which ultimately led to increased enrolments. The government of Kenya has since independence committed itself to providing universal education to all primary school going age children. The government reintroduced Free

¹The United Nations. (1949). *Universal Declaration of Human Rights*. Article 26 (1) New York: Author.

²Convention on the Rights of the Child, Article 43 (1) (f) and Article 53 (1).

³ Convention on the rights of the child section 3 c (4).

⁴The United Nations (2013).*Millennium Development Goals*. Available at <http://www.un.org/millenniumgoals/education>, Retrieved 10th October 2013.

Primary Education in 2003 a policy which is in line with Education for All (EFA) and Millennium Development Goal (MDG) of achieving Universal Primary Education (UPE) by 2015. This led to an increase in gross enrolment levels from 92% in 2002 to 104% in 2004 of school age population resulting in more than 1.5 million children who were previously out of school joining primary schools.⁵

Despite this progress, The Millennium Development Goals Report of 2012 indicates that, *'ensuring that all children are able to complete primary education remains a fundamental but unfulfilled target that has an impact on the other Millennium Development Goals'*⁶. The report also shows that more than half of all out of school children are in Sub Saharan Africa. Also, a recent report by EFA (January 2013) shows that the push towards universal primary education that occurred after world leaders met in Dakar is grinding to a halt. Kenya is amongst the ten countries with the highest number of out of school children in the world⁷.

A separate report by Oxfam shows that there are still many school going age children who are out of school in certain regions of Kenya. It revealed that 37.3% of children in Kibera slums are still out of school and the majority of those in school, 70% are attending non formal schools.⁸

⁵The World Bank and Unicef (2009). *Abolishing School Fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi and Mozambique*.p.34. The World Bank.

⁶The United Nations. (2012). *Millennium Development Goals Report of 2012*, New York. Author.

⁷UNESCO (2013).*Education for All Global Monitoring Report*, Education in Eastern Africa. Author.

⁸Quoted in Ogola, F.O. (2010).*Free Education in Kenya's Public Primary Schools: Addressing the Challenges*, OSSREA, Addis Ababa.

This research study seeks to find out the status of Universal Primary Education (UPE) in the slums of Kibera. It also seeks to study the factors that contribute to the failure to realize UPE in Kibera, despite the provision of Free Primary Education (FPE) by the government in Kenya.

1.1 Statement of the Research Problem

The Government of Kenya has set up specific objectives to ensure that it achieves Education for All and Millennium Development Goal number two which deals with achieving universal primary education by 2015. This is evident in the various policies put in place by the government such as Free Primary Education which is aimed at increasing access. This at first led to increased enrolment rates all over the country but with time the rate of enrolment has gone down significantly. This means that the number of school age children out of school continues to rise. Some school going age children do not enrol at all in the first place while others drop out before completing the primary education cycle.

This raises the question as to whether Kenya will attain the Education for All goals and the second Millennium Development Goals by the stipulated time of 2015. Kenya's progress and challenges in the attainment of these goals will be the focus of this study. The study will seek for answers to the following questions: What specific initiatives have been put in place by the Kenyan government to enhance implementation of EFA in Kibera slums? What are the challenges that hinder successful implementation of EFA in Kibera? Is the government doing enough to ensure that EFA is successfully implemented in Kibera slums?

1.2 Objectives of the Study

1.2.1 General Objective

The general objective of this study is to find out the extent to which EFA and Millennium Development Goal number two have been achieved in Kibera slums in Nairobi.

1.2.2 Specific Objectives

1. To determine the progress made by Kenya towards the achievement of EFA and the second Millennium Development Goal.
2. To identify the factors that lead to low primary school enrolment in primary schools in Kibera despite the provision of the free primary education by the government.
3. To study the challenges hindering Kenya from attaining the EFA and the second Millennium Development Goal by 2015.

1.3 Research Hypotheses

1. Despite Kenya's commendable effort to achieve the goal of Universal Primary Education (UPE), a significant number of children of school going age still remain out of school in Kibera slums.
2. Poverty is the main factor that contributes to the failure to realize full primary school enrolment in Kibera.
3. Lack of access to government supported primary schools is the greatest challenge hindering full realization of UPE in Kibera.

1.4 Justification of the Study

This study seeks to find out the extent to which EFA and Millennium Goal number two have been achieved in the slum areas of Kibera. The information obtained will be important to educational and developmental policy makers in designing suitable interventions towards the achievement of the goal.

Although there is growing recognition that the strategies adopted to achieve the goals of universal access and quality education are inadequate, there has been a failure to acknowledge the complexity of the barriers impeding children's access to education. This research study investigates the barriers that hinder the attainment of full enrolment in primary schools in Kibera slums. The information gathered in this research is useful not only for improving school attendance in Kenyan slums but also in the third world in general.

1.5 Literature Review

1.5.1 Introduction

The literature review focuses on the following areas of the study: Global status of EFA goals in 2014, and EFA goals in Kenya.

1.5.2 Global Status of EFA Goals in 2014

In 2014, UNESCO commissioned a study to determine the global status of the EFA goals, the 11th EFA Global Monitoring Report. One of the findings of the report was that

the EFA target of 2015 will not be met.⁹It was also reported that fifty seven million children were not in school at all, and therefore the target of ensuring access to basic education to all had not been achieved with only one year to the 2015 benchmark.¹⁰ A third of the children attending primary school were said not to have learnt the basics required of them, and thus, the goal of provision of quality education for all had not been met.¹¹ It was reported that globally, an additional 1.6 million teachers were needed to assure the provision of quality education in primary schools. It was also reported that the funding for basic education was underfunded by US\$ 26 billion. The budget allocations to basic education internationally was said to be declining, raising serious issues about the commitment of governments to the achievement of the EFA goal.¹²

The achievement of the six EFA goals globally from 1990 to 2013 is evaluated in this section. Regarding Early Childhood care and education, which is the first EFA goal, it was said that the number of under-5 mortalities had fallen by 48% between 1990 and 2012. However, 6.6 million children still died before their fifth birthday in 2012, showing that the goal ha still not been attained.¹³

The second EFA goal addresses universal primary education. According to the EFA global monitoring report, 2013 – 2014, 57 million children were still out of school. In sub-saharan Africa, 22% of children of school-going age were still not in school in 2011.

⁹ UNESCO (2014). *Teaching and Learning: Achieving quality for all- Global Monitoring Report, 2013/2014* (p.4) .New York: Author.

¹⁰ Ibid,p.4

¹¹ Ibid,p.4

¹² Ibid, p.6

¹³ Ibid, p. 2

Globally, 54% of the children out of school were girls. In Arab countries, the ratio was 60%. Many children still lived in conflict zones and the global monitoring report said that disability was a factor that contributed to children failing to attend school.¹⁴

The subject of the third EFA goal is youth and adult skills. Secondary school enrolment is the indicator used to assess the achievement of this goal. Between 1999 and 2011, Gross Secondary School enrolment ratio increased from 72% to 82%. It is expected that universal lower secondary education will become an explicit goal in a post-2015 development framework.¹⁵ Adult literacy is addressed in the fourth EFA goal. It was reported in the 2013 – 2014 EFA global monitoring report that a high number of adults, 774 million were illiterate and that the drop in the illiteracy rates in this category was too slow. It was expected that by 2015, only 29% of countries would achieve adult literacy while 37% were still too far from achieving it.¹⁶

The fifth EFA goal addresses gender parity and equality. By 2011, only 63% of the countries had reached the gender parity target and 9% were said to be very far from achieving the target. By 2015, 70% of the countries are expected to have achieved the gender parity goal. The goal of gender equality – which includes provision of appropriate schooling environment, practices free of discrimination and equal opportunities for boys

¹⁴ UNESCO (2014). *Teaching and Learning: Achieving quality for all- Global Monitoring Report, 2013/2014* (p.3). New York: Author.

¹⁵ Ibid, p.4.

¹⁶ Ibid, p.4.

and girls – is far from being achieved in many countries, and is likely to be the focus of a post-2015 development agenda.¹⁷

The sixth EFA goal addresses quality of education and is expected to feature prominently in the post-2015 framework. Two indicators are critical in assessing this goal: teacher-pupil ratio and text-book ratios in schools. At the primary education level, the pupil/teacher ratio exceeded 40:1 in 26 of the 162 countries with data in 2011. Less than 75% of primary school teachers are trained according to national standards in around a third of the countries with data. At the secondary education level, the pupil/teacher ratio exceeded 30:1 in 14 of the 130 countries with data in 2011. Less than 75% of secondary school teachers are trained according to national standards in half of the countries with data. In sub-Saharan Africa there is a lack of female teachers in primary schools that is even more acute in secondary schools. Among the countries with data, female teachers make up less than 40% of the total in 43% of countries at the primary level, in 72% of countries at the lower secondary level and in all countries at the upper secondary level.¹⁸

1.5.3 EFA in Kenya

Since Kenya's independence in 1963, the country has made a number of commitments to EFA through FPE at various times. The commitments are usually made through commissions of inquiry into the education system, presidential working parties, task forces and presidential decrees. The implementation of the commitments has faced various challenges and the goal of full enrolment to primary schools remains unfulfilled.

¹⁷ Ibid, p.5

¹⁸ Ibid, p.84

In this section, the various declarations of FPE and the challenges faced thereafter are analysed.

The earliest of these commitments was contained in the manifesto of the then ruling party, KANU.¹⁹ However, the sheer magnitude of the challenge of providing free primary education led the Ominde commission of 1964 to ask the government to be cautious in its approach to FPE. Instead, the commission urged that “citizens be encouraged to develop other sources to augment government efforts.” This call led to the famous “Harambee” movement in which the citizens would raise funds for educational infrastructure while the government paid teachers and provided school equipment.²⁰ While the Harambee movement led to a significant expansion of the educational infrastructure, it on the other hand defeated the intention of free primary education as the government had promised earlier.²¹ As a result of rising costs of basic education, more and more pupils dropped out of school and therefore, the goals of EFA in Kenya were not achieved in the 1970s.²²

The ruling party KANU again echoed its commitment to provide free seven years of basic education in its 1969 election manifesto. However, there was little action beyond the promise. In 1971, President Kenyatta ordered that school fees be abolished for the

¹⁹ Oketch, M. and Rolleston, C. (2007). Policies on Free Primary and Secondary Education in East Africa. Retrospect and Prospect. In *Review Research in Education* vol. 31 pp. 131 – 158.

²⁰ Ibid.

²¹ Boit, L.(2004).*Targeting Quality Education in Kenya in the Face of Universalizing Access*. Nairobi: NORRAG.

²² Ibid.

arid and semi arid districts including North Eastern Province, Turkana, West Pokot, Baringo, Narok, Elgeyo - Marakwet, Kajiado, Tana River and Lamu.²³

During the celebration of 10 years of independence in 1973, President Kenyatta issued a directive providing free primary education to pupils in class I to IV countrywide. Later, the president extended the provision to include all children in primary school. This directive led to a dramatic increase in enrolment in primary schools in the country. The number of children in classes I to VI increased from 1.8 million in January 1973 to 2.8 million in January 1974. To cater for this increase, school committees introduced building funds to provide the infrastructure that would be required to meet the influx of learners to school. In addition, the quality of learning declined significantly considering that the government did not employ extra teachers.²⁴

High drop-out rates were reported and by 1975, enrolment had reduced to 1973 levels.²⁵ In 1976, a second education commission, The National Commission on Educational Objectives and Policies, reported that economic constraints that the country was facing would continue to make provision of free basic education untenable. The commission recommended that the government should consider waiving school fees for children from disadvantaged homes.²⁶

²³ Sifuna, D.N. (2005). *The illusion of universal free primary education in Kenya*. Wajibu, 20(4). Retrieved October 8th, 2013 from <http://africa.peaclink.org/wajibu/indices/index158.html>.

²⁴ Boit, L.(2004). *Targeting Quality Education in Kenya in the Face of Universalizing Access*. Nairobi: NORRAG.

²⁵ Op cit.

²⁶ Boit, L.(2004). *Targeting Quality Education in Kenya in the Face of Universalizing Access*. Nairobi: NORRAG.

After 1976, basic education continued to get more and more expensive in Kenya. Consequently, more children dropped out of school. In 1983, a third commission of Education, the Mackay Commission introduced the 8.4.4 system of education that introduced technical subjects very early in the primary course. Subjects such as Agriculture, wood work, metal work and home science were introduced, ostensibly to equip the learners with technical skills in a country where unemployment had soared. But because the subjects required that parents provide the inputs needed for practical lessons, the system may have led to rising costs of education, hence dropping enrolment levels.²⁷ By 1988, cost sharing became the official financing policy of education in Kenya through the Kamunge report. By the time that Kenya attended the World Conference on Education for All (WCEFA) in Jomtien, Thailand, in 1990, there was too much rhetoric but too little action to actualize it.²⁸

In 1999, amidst rising drop-out cases in primary education, the Koech Commission of education reiterated the call for the government to provide free education in primary school. There however was little political will in this regard and FPE would not actualize in Kenya until 2003 when the National Rainbow Coalition (NARC) took over the government.²⁹

²⁷ Ibid.

²⁸ Sifuna, D.N. and Gichuru, X.F. (1979). Education for All in Kenya Since Jomtien. Nairobi. NORRAG.

²⁹ The World Bank and Unicef. (2009). *Abolishing School Fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi and Mozambique*. The World Bank.

1.6 Theoretical Framework

The EFA and the MDGs are based on the liberal institutionalism theory of international relations first forwarded by the German philosopher Immanuel Kant. In his book *Perpetual Peace*, Immanuel Kant discounted the realist view of hard-nosed competition for power among states. He said that states can cooperate with each other based on the reciprocity principle.³⁰ Kant went ahead to suggest that states could even cooperate to the extent of creating a world federation similar to today's United Nations.³¹ He therefore advocated for the formation of international organizations to facilitate such cooperation. Kant's arguments are based on the thinking that man is a rational being and can choose to forego short term individual gains so as to benefit the community in which he lives. In future, the individual gains would be realized ultimately.³²

Kant's views have been modified by neo-liberalists. Neo-liberalists agree with realists that states are unitary actors pursuing their own self interests in a system of anarchy. They however opine that states cooperate because it is in their own self interests to do so. This view of neo-liberalists has been vindicated by the fact that in some international organizations such as the European Union and the World Trade Organization, decision making requires consensus among members.³³

Based on this neoliberal thinking, the world today has adopted international regimes. An International Regime is a set of rules, norms, and procedures around which the

³⁰Goldstein, J.S. and Pevehouse, J.C. (2010).*International Relations*, 9th Edition. (p.85) New York: Longman.

³¹Ibid, p.85.

³²Ibid, p.86.

³³Ibid, p.86.

expectations of actors converge in a certain international issue area. Both EFA and MDGs are international regimes in which states have committed to set aside a larger proportion of their budgets towards human development and poverty eradication.

1.7 Research Methodology

1.7.1 Research Design

This research is based on a case study research design. The researcher found it convenient to adopt the case study design because the case study research design allows for the possibility of studying a selected case in necessary detail. Such a study is demanded of this study considering that a single topic will be considered and there is need to apply both primary and secondary sources of data to understand the research topic better. Both qualitative and quantitative approaches of study were used in the study.

1.7.2 Study Site

This study is conducted at Kibera slums. Slum areas have been identified as some of the areas where full enrolment in primary school has not been achieved, despite the introduction of free primary education in Kenya.³⁴

1.7.3 Target Population

The Kibera-UK Gap year company reports that there are approximately 1 million people in Kibera. All the inhabitants are of African descent drawn from various ethnic groups of Kenya. The original inhabitants are the Nubians, who today comprise 15% of Kibera.

³⁴Quoted in Ogola, F.O. (2010). *Free Education in Kenya's Public Primary Schools: Addressing the Challenges*, OSSREA, Addis Ababa.

Other than the Nubians, a significant population of Kibera comprises of the Kikuyu, the Luo, the Luhya and the Kamba ethnic groups. Half of the population in Kibera is composed of children less than 15 years of age. This latter population that is approximately 500,000 children is the focus of this research study.

All discussions were conducted in Kiswahili while all teachers' interviews were conducted in English. All individual interviews were conducted in Kiswahili. The language of use was determined by the preferences of the interviewees.

1.7.4 Sample Size

The sample size was determined using Cochran's formula. A sampling error of 10% was assumed. A confidence level of 95% was taken and the degree of variability was taken to be 0.5.

By Cochran's formula,

$$n_o = (Z^2 pq) / e^2$$

where n_o = sample size.

Z = Desired confidence level

p = Degree of variability (= 0.5)

q = (1 - p = 1 - 0.5 = 0.5)

e = Desired level of precision.

Therefore, n_o becomes $[(1.96)^2 * (0.5) * (0.5)]$

$$0.1^2$$

= 96 respondents.

In order to make provision for the unreturned questionnaires, the sample size as calculated above was increased by 20% to give a sample size of 115 respondents.

$$120/100 * 96 = 115.$$

This sample size was divided into two. Questionnaires were served to 100 respondents while unstructured interviews were conducted with 15 of the respondents. Of the 100 respondents who were served with questionnaires, 50 were primary school teachers in different schools in Kibera while the rest of the sample was composed of community leaders including religious leaders, (Christian and Muslim), village headmen as well as leaders of community based organisations (CBOs).

1.7.5 Sampling

The snowballing method was used to sample the respondents used in this research study. This is a non-probability method used when the desired sample characteristic is rare. Respondents are selected on the criteria of their ability to provide certain information that may be relevant to the study. In the case of this study, it was important to identify respondents who were conversant to the living conditions in the slums as well as the school attendance of pupils in schools in Kibera. It is for this reason that the first sample was chosen among primary school teachers of both formal and non-formal schools in Kibera slums. The second sample was taken from community leaders in the slum owing to their knowledge about the livelihoods of children in their neighbourhoods. Similarly, the respondents to the interview questions were selected from the community leaders.

The choice of teachers as the respondents for this study was informed by the fact that teachers are more likely to trace the absence of the pupils from school better than, say, head teachers. This is because the teachers are in a daily contact with the pupils in class. In addition, teachers are likely to detect the students who drop out of school faster than other stakeholders in a school set-up.

Community leaders were incorporated in the study on the understanding that the leaders are significant stakeholders in the provision of primary school education in Kibera. Most of the respondents were involved in the provision of non-formal primary education. In addition, such leaders were more likely to detect the activities of children who had dropped out of school.

The respondents were purposively selected to represent a wide geographical coverage of Kibera slums. While the snowballing method is very cost-effective, it has the disadvantage of introducing biases to the research. This weakness of the sampling method in this research study has been minimised by collecting data from three different samples.

1.7.6 Methods of Collecting Data

Both questionnaires and unstructured interviews were used for collecting primary data. C.R. Kothari in his book *Research Methodology: Methods and Techniques* recommends the method of unstructured interviews for collecting information as demanded of this study. He says that unstructured interviews allow the interviewer to restructure the

questions to suit the understanding of different respondents. He also says that through this method, the interviewer obtains more information and that too in greater details. Through the method of unstructured interviews, the problem of missing returns and non-response is minimized. Two types of questionnaires are employed for obtaining data in this study: Likert scale questionnaires and the structured open questionnaire.

Likert Data Questionnaires

Likert data questionnaires are used to discriminate between those respondents whose total score on an issue is high from those whose score is low. Likert data questionnaires constitute a suitable tool for measuring the respondents' attitudes towards a given topic. The scale therefore allows the interviewer to recognize how responses differ between different people and different stimuli. The scales are therefore suitable for measuring such a continuous variable like education.

Boone, H.N. (Jr.) and Boone A.D (2012) have classified Likert data into two classes namely Likert-type items and Likert scales. Likert-type items are single questions that use some aspect of the original Likert response alternatives. Even where multiple questions are used in a research instrument, there is no attempt by the researcher to combine the responses from the items into a composite scale. A Likert scale, on the other hand, is composed of a series of four or more Likert-type items that are combined into a single composite score/variable during the data analysis process. Combined, the items are used to provide a quantitative measure of a character or personality trait. Typically the

researcher is only interested in the composite score that represents the character/personality trait.

Likert-type items fall into the ordinal measurement scale. Descriptive statistics recommended for ordinal measurement scale items include mode or median for central tendency and frequencies for variability. Additional analysis procedures appropriate for ordinal scale items include the chi-square measure of association, Kendall Tau B, and Kendall Tau C.

Likert scale data, on the other hand, are analyzed at the interval measurement scale. Likert scale items are created by calculating a composite score (sum or mean) from four or more type Likert-type items; therefore, the composite score for Likert scales should be analyzed at the interval measurement scale. Descriptive statistics recommended for interval scale items include the mean for central tendency and standard deviations for variability. Additional data analysis procedures appropriate for interval scale items would include the Pearson's r , t -test, ANOVA, and regression procedures.

This research paper uses the Likert scale type of questionnaires. Ten statements were administered and the respondents were required to express their views alongside by ticking the appropriate scales. The statements were arranged in such a way that a high score for each of the respondents would indicate a high rate of truancy and a low school enrolment rate. The maximum score for each of the respondent was 50. The scores for each of the respondents were graded out of 50.

Data from samples 1 and 2 was arranged in frequency distribution tables and the mean for each of the samples calculated accordingly. The mean obtained for each of the samples was interpreted according to the table below.

Percentage	Interpretation
20% - 40%	High enrolment rates. Low incidences of truancy.
40% - 60%	A gradually increasing problem of low school enrolment and truancy.
60% - 80%	Incidences of truancy and school dropout rate is serious.
80% - 100%	Rampant truancy and very poor school enrolment trends.

Table 3.1: Interpretation of data collected from Likert scale questionnaires

Structured-Open Questionnaires

The other type of questionnaires used in this study is the structured-open type. Structured questionnaires are those questionnaires in which there are definite, concrete and pre-determined questions. The questions are presented with exactly the same wording and in the same order to all respondents. In structured open questionnaires, the respondents are free to give their responses in their own words.

Advantages associated with the use of questionnaires in research include the ability of the interviewer to reach respondents who would not easily be approachable, lack of bias from the interviewer since the respondents give answers in their own words and the ease of use when a large sample is required. Consequently, the questionnaire is found suitable for the kind of study proposed.

Interviews

The personal interview has been recommended as a suitable method for conducting surveys in which in-depth answers are required. Other advantages associated with the personal interview method include the possibility of the interviewer to make observations that are relevant to the study in the course of the interview, it enables the researcher to obtain qualitative data from a small sample and the rapport established with the interviewees leads to fewer refusals.³⁵ For these reasons, the interview method was used to collect data required for this study.

15 respondents were interviewed for this study. The characteristics of the interviewed sample are presented in section 3.9.1 below. The Interview questions are provided in appendix 3 of this research study.

1.7.7 Validity and Reliability of Data Collection Instruments

Validity refers to the ability of the research findings to reflect accurately the presence or absence of the concept that is being investigated in the study. On the other hand, reliability refers to the consistence of the research findings over time and place. The measure of reliability indicates whether if the study were to be replicated by an independent researcher applying similar methodology would obtain similar results.³⁶

To enhance both the reliability and the validity of the instruments used to conduct this research, the respondents for both the questionnaires and the interviews were chosen from a wide cross section of the community.

³⁵ Ibid.

³⁶ Mugenda O. and Mugenda G, (1999). *Research Methods: Quantitative and Qualitative Approaches*, (pp. 74-76) Nairobi: Acts Press.

In addition, a pilot study was conducted to test the suitability of the research instruments including the questionnaires and the interview questions. Necessary adjustments were made before the instruments were subjected to the actual survey.

1.7.8 Ethical Considerations

Approval was sought from the participating schools for permission to undertake the research. Informed consent was achieved through adequate prior briefing of the respondents on the purpose of the study, and they agreed voluntarily to participate in the study. Confidentiality of respondents is strictly assured.

1.7.9 Scope and Limitations of the Study

The study shall be concerned with the enrolment in primary schools only. Both public and private primary schools were considered in the study. Low cost private schools run by individuals, charity organizations and religious organizations have been found to play an important role in the achievement of EFA goals³⁷ and therefore will be considered for this study.

While the issues of quality of education impacted to the children from slum backgrounds is an important consideration, such a goal was not undertaken in this research, leaving it for future related research.

The second Millennium goal mentions the importance of gender parity in school enrolment. Gender considerations will therefore be considered in this study.

³⁷Tooley,J, Dixon,P. and Stanfield, J. (2008). *Impact of free primary education in Kenya: A case study of private schools in Kibera*. In the Education Management Administration Leadership Journal October 2008, vol.36, no.4 pp.449-469.

1.7.10 Chapter Outline

Chapter one is the introduction to the study. This chapter constitutes the research proposal. It provides the skeleton of the entire study. Contents placed under chapter 1 include background to the study, statement of the research problem, general and specific objectives of the study, research hypotheses, justification of the study, theoretical framework, research methodology, scope and limitations of the study and the chapter outline.

Chapter Two is entitled 'The Policy Framework for Universal Primary Education.' This chapter provides both the international policy framework and the legal framework that supports free primary education in Kenya. The chapter also gives an overview of Kibera slums and the two types of schools that provide primary education in Kibera, namely formal and non-formal schools.

Chapter Three is entitled 'An Assessment of the status of the second MDG in Kibera'. This chapter presents the results of a primary study conducted in the slums of Kibera in an effort to estimate the rate of enrolment to primary schools in the slums. The factors that contribute to lack of full enrolment were also investigated.

Chapter Four is entitled 'Factors that contribute to the failure of the achievement of the second MDG in Kibera.' The discussion is based on the data obtained from both primary and secondary sources. In this chapter, the challenges facing the implementation of the EFA goals in Kibera are also discussed.

Chapter Five incorporates a conclusion, and a summary of the research findings. The chapter then provides study recommendations with regard to the issues under consideration.

1.8 Definitions

Affirmative Action: The practice of improving the educational and job opportunities of members of groups that have not been treated fairly in the past because of their race, sex, etc.

Gender Parity Index: The Gender Parity Index (GPI) is a socioeconomic index usually designed to measure the relative access to education of males and females. In its simplest form, it is calculated as the quotient of the number of females by the number of males enrolled in a given stage of education (primary, secondary, etc.). It is used by international organizations, particularly in measuring the progress of developing countries.

Gross Enrolment Ratio (GER): Total enrolment within a country in a specific level of education, regardless of age, expressed as a percentage of the population in the official age group corresponding to this level of education.

Informal settlements: Areas where groups of housing units have been constructed on land that the occupants have no legal claim to, or occupy illegally; unplanned settlements and areas where housing is not in compliance with current planning and building regulations (unauthorized housing).

International Regime: A set of rules, norms, and procedures around which the expectations of actors converge in a certain international issue area.

Marginalize: To relegate to an unimportant or powerless position within a society or group.

Net enrolment levels: Enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

School-going-age: This is the age bracket within which children are ordinarily expected to be attending school. In Kenya, the official school-going age for primary schools is 6 to 14 years and 14 to 17 years for secondary schools.

Slum: An urban district characterized by the following features: inadequate access to safe water; inadequate access to sanitation and other infrastructure; poor structural quality of housing; overcrowding; and insecure residential status.

Teacher-Pupil ratio: Student–teacher ratio is the number of students who attend a school or university divided by the number of teachers in the institution. For example, a student–teacher ratio of 10:1 indicates that there are 10 students for every one teacher.

Security: A condition that results from the establishment and maintenance of protective measures that ensures a state of inviolability from hostile acts or influences.

CHAPTER TWO

POLICY FRAMEWORK FOR UNIVERSAL PRIMARY EDUCATION

2.0 Introduction

This section focuses on the following aspects of the study: International policy framework for UPE, Kenya's quest for UPE through the FPE initiatives since independence and Legal provisions for primary education in Kenya. A section of the chapter also gives a brief overview of Kibera slums.

2.1 International Policy Framework for UPE

The following international policy items are discussed in this section: The Universal Declaration of Human Rights, 1948, The World Conference on Education For All, 1990, The Amman Mid-decade Review of Education For All, 1996, The Dakar Conference, 2000 and the Millennium Development Goals, MGDs.

2.1.1 The Universal Declaration of Human Rights, (UDHR), 1948

In Article 26 (i) of the UDHR, 1948, it is provided that "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."³⁸

This provision provides a radical perspective of basic education not just as a commodity to be bought by those who can afford, but as a human right. This right coupled with the

³⁸ The United Nations. (1949). *Universal Declaration of Human Rights*. Article 26 (1) New York: Author.

provisions of the Universal Primary Education Conferences, then imply that governments are required to finance education from the taxes that they collect. It must be noted however that it took more than four decades for an international framework to be created to operationalize this human right provision. This was in the form of the education for all conference in Jomtien, Thailand in 1990. At that time, 100 million children from all over the world did not attend school at all. Millions more attended school that did not equip them with basic numeracy and literacy skills.³⁹

Another provision of the UDHR is the right of choice of school from which children will attain the basic education. Article 26 (iii) states that “Parents have a prior right to choose the kind of education that shall be given to their children.”⁴⁰ Willimore, L. (2004) says that this provision of the UDHR has been violated in almost all countries of the world, yet it did not receive discussion in both Jomtien and Dakar conferences. According to him, when governments restrict parents to choose school service only from government schools and force those who are dissatisfied to pay full tuition fees in private schools, it amounts to a violation of the right to school choice. He suggests that governments should issue all children with vouchers equivalent to the amount financed by the government. That voucher should be usable in schools of the choice of the parent, whether state run or private. This discussion is relevant in the case of basic education in Kibera, where parents have to choose between formal (state-owned) and non-formal (private, low-cost) schools.

³⁹ Willimore, L. (2004). *Basic Education as a Human Right: Education for All Through Privatisation?* Oxford: Blackwell Publishing

⁴⁰ The United Nations. (1949). *Universal Declaration of Human Rights*. Article 26 (1) New York: Author.

2.1.2 The World Conference on Education for All, Jomtien, 1990

In 1990, the international community gathered in Jomtien, Thailand, to affirm its commitment to achieving universal primary education at the World Conference on Education for All. As part of the resulting EFA (Education for All) initiative, a broad coalition of governments, NGOs and development agencies committed themselves to six goals aimed at providing education to “every citizen in every society”. The goals are: Expanding and improving early childhood care and education, especially for the most vulnerable children; Ensuring that by 2015, all children, particularly girls and the disadvantaged, have access to quality free and compulsory primary education; Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015; Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes; Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women, and offering equitable access to basic and continuing education to all adults; Improving all aspects of the quality of education and ensuring excellence.

Underlying these goals is the realization that mere access to education is not sufficient—the quality and duration of education is equally important. In many developing countries, less than 60 percent of primary school pupils who enrol in first grade reach the last grade of schooling. Children must not only enrol in school; they must complete it. And human rights values and principles must be the guiding force in the classroom.

The EFA agenda assumes that public policy can radically transform education systems and their relation to society given adequate political will and resources, and that national policies and implementation must emphasize inclusion, literacy, quality and capacity development.⁴¹

2.1.3 The World Education Forum, Dakar, 2000

On 26th to 28th April 2000, World leaders and education stakeholders from all over the world gathered in Dakar, Senegal for the World Education Forum. The main objective of the forum was to evaluate the progress that had been made towards the achievement of the EFA goals since Jomtien, 1990. The event was hosted by five UN agencies namely United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Development Programme (UNDP), The United Nations Population Fund (UNFPA), UN International Children's Emergency Fund (UNICEF), and the World Bank.⁴²

The Dakar Conference had been preceded by the most comprehensive evaluation on education that had ever been undertaken, comprising of governments, aid agencies, non-governmental organizations and other participants in the educational sector. Data had been collected and analysed at national level before being synthesised at regional level.

The official document coming out of the Dakar Conference is known as the “Dakar Framework For Action, Education For All: Meeting our collective commitments.” The

⁴¹ <http://www.unicef.org>, Retrieved June 25th 2014.

⁴² UNESCO. (2000). *World Education Forum, Dakar, Senegal – Final Report*. Paris: Author.

document notes that considerable progress had been made towards the achievement of EFA since Jomtien 1990. However, a lot of ground was yet to be covered in this regard. The number of children enrolled in school had risen from an estimated 599 million in 1990 to 681 million in 1998. Eastern Asia and the Pacific, as well as Latin America and the Caribbean were close to achieving universal primary education. China and India had made impressive progress towards achieving universal primary education, especially with regard to girls. The number of children not enrolled in school decreased from an estimated 127 million in 1990 to 113 million in 1998. In Latin America and the Caribbean, for example, the number was more than halved, from 11.4 million in 1990 to 4.8 million in 1998.⁴³

Governments were reminded that Education for All was an obligation of the state and were required to take full responsibility to ensure that the goals and strategies of the Dakar Framework for Action were implemented. Governments were urged to partner with the civil society in this regard.

Secondly, the UNESCO was asked to coordinate the global action towards the creation of authentic, affordable and accessible education systems. UNESCO was quick to assure governments that were committed to the implementation of EFA that they wouldn't fail due to lack of resources. Later in July 2000, UNESCO lobbied for increased funding by the G-8 countries to governments that were committed to the achievement of EFA goals.⁴⁴

⁴³ Ibid.

⁴⁴ Ibid

The Dakar conference also recognised that the world had significantly changed since the Jomtien meeting ten years earlier. The world had about 30 new countries that had come to be as a result of the disintegration of the USSR. The collapse of communism in Eastern Europe had led to major shifts in national alliances. There had been a proliferation of ethnic conflicts and increased number of refugees and displaced persons. Participants therefore deliberated on the provision of education during emergencies.⁴⁵

Noting that there had been a revolution in information communication technologies over the previous 10 years, participants noted the great potential of the ICTs in quickening the goals of EFA. Two concerns were noted to threaten the achievement of EFA and FPE. First, the HIV/AIDS pandemic had badly affected the teaching force in many countries. Secondly, there was noted an increased gap between the rich and the poor. Poverty was noted as the main challenge to the provision of basic education for all.⁴⁶

2.1.4 Millennium Development Goals (MDGs), 2000

The Millennium Development Goals were agreed to by world leaders and adopted by the United Nations Assembly in September 2000 as a comprehensive international policy framework for fighting poverty and accelerating human development. The goals also aim at facilitating effective integration of the developing world especially Africa, into the global economy.

⁴⁵ Ibid.

⁴⁶ Ibid.

World leaders at that time agreed on a roadmap setting out eight time bound and measurable goals with twenty one specific targets and sixty indicators to be reached by 2015. The goals form Universally Accepted Development Bench marks for developing countries. The reaffirmation of the Millennium Development Goals in subsequent international conferences was an additional indication of the commitment of the international community to fight poverty and inequality, and to end the marginalization and exclusion of the poor.⁴⁷

There are eight Millennium Development Goals as elucidated here below. The achievement of the Universal Primary Education by the year 2015 is the second goal. Education is not only significant due to its central role in human well being, but also in the achievement of the other MDG's⁴⁸.

The eight Millennium Development Goals are; Eradicate extreme poverty and hunger; Achieve Universal Primary Education; Promote gender equality and empower women; Reduce child mortality; Improve maternal health; Combat HIV/AIDS, Malaria and other diseases; Ensure environmental sustainability; and Develop a global partnership for development.

Broad progress has been made in the attainment of MDGs all over the world which has led to saving many lives and improving living conditions for many others. The MDG

⁴⁷Ministry of Planning and National Development. (2005). *Millennium Development Goals in Kenya, Needs and Costs*, Nairobi: UNDP, Kenya, and the Government of Finland.

⁴⁸ Ministry of Education (2006) *Millennium Development Goals; Needs Assessment Report; Requirements for Goal No 2: Achieving Universal Primary Education*, Nairobi.

Report of 2012 indicates that the world has met some important targets ahead of the deadline. Many countries facing the greatest challenges have made significant progress towards universal primary education.

Sub-Saharan Africa remains the furthest from meeting the MDGs although enrolment rates of children of primary school age increased markedly from 58% to 76% between 1999 and 2010, the MDG target of ensuring that by 2015 children everywhere will be able to complete a full course primary schooling is yet to be achieved in this region as more than half of all out of school children are in Sub-Saharan Africa.⁴⁹ The report also indicates that 71% of girls were enrolled in school in 2007 up from only 53% in 1999. Despite this progress, more than one fourth of children in Sub-Saharan Africa are still not enrolled in school and millions more drop out of school early, fail to complete a full cycle, or graduate without basic reading and math competency. On average, only 63% of students who enrol in Sub-Saharan Africa complete the last grade of primary education according to the report.⁵⁰

However, there are some African countries such as Ethiopia, Tanzania and Zambia which are making progress towards MDG 2. Kenya is one of the African countries that continue to lag behind in attaining this MDG.

⁴⁹Republic of Kenya, Ministry of State for Planning, National Development and Vision 2030 (2012).*Kenya's MDGs Status Report to Date*. Post 2015 MDGs Forum, Presentation by G.M Mailu, Head MDGs-PIU.

⁵⁰ The United Nations. (2012). *Millennium Development Goals Report of 2012*, New York. Author.

2.1.1 Overview of MDGs Process in Kenya

In Kenya, work having a similar framework with the MDGs may be traced to the Sessional Paper no. 10 of 1965 which focused on the elimination of poverty, disease and ignorance. Subsequent government policy documents have since then focused on mainstreaming such human development programmes into policy, planning and budgeting processes.

Kenya started implementation of MDGs in September 2002 and the MDGs based planning was launched in 2004. The Economic Recovery Strategy (ERS) of 2002-2007 addressed most of MDGs through recognition of key Economic sectors. Kenya's Vision 2030 incorporated the MDGs with the aim of accelerating achievements of MDGs by redirecting spending to high priority areas.⁵¹

MDG 2 (Achieve universal primary education) is linked to the Social Pillar of Kenya's Vision 2030 which aims at building a just and cohesive society that enjoys equitable social development in a clean and secure environment.⁵² According to the Kenyan Government, Kenya is on track to achieve the second MDG since the Constitution of Kenya has put basic education as a right for every school age going child and the launch of FPE in 2003 which led to an increase in Gross Enrolment ratios (GER). However, the Kenyan government acknowledges that this goal has regional disparities as well as

⁵¹Government of the Republic of Kenya (2007).*Kenya Vision 2030*, Popular Version, Social Pillar. Nairobi.Author.

⁵²Ibid.

quality issues.⁵³ These disparities are mainly found in slums of the main towns and cities as well as in the North Eastern Province. These sections of Kenya where the provision of free primary education has not guaranteed the achievement of EFA goals are the subject of this thesis.

2.2 Kenya's Quest for Free Primary Education since Independence in 1963

Since Kenya's independence in 1963, the country has made a number of commitments to EFA through FPE at various times. The commitments are usually made through commissions of inquiry into the education system, presidential working parties, task forces and presidential decrees. The implementation of the commitments has faced various challenges and the goal of full enrolment to primary schools remains unfulfilled. In this section, the various declarations of FPE and the challenges faced there after are analysed.

The earliest of these commitments was contained in the manifesto of the then ruling party, KANU.⁵⁴ However, the sheer magnitude of the challenge of providing free primary education led the Ominde commission of 1964 to ask the government to be cautious in its approach to FPE. Instead, the commission urged that "citizens be encouraged to develop other sources to augment government efforts." This call led to the famous "Harambee" movement in which the citizens would raise funds for educational infrastructure while the

⁵³Republic of Kenya. (2012). 2030 *Kenya's MDGs Status Report to Date*. Post 2015 MDGs Forum, Ministry of State for Planning, National Development and Vision. Presentation by G.M Mailu, Head MDGs-PIU.

⁵⁴ Oketch, M. and Rolleston, C. (2007). Policies on Free Primary and Secondary Education in East Africa. Retrospect and Prospect. In *Review Research in Education* vol. 31 pp. 131 – 158.

government paid teachers and provided school equipment.⁵⁵ While the Harambee movement led to a significant expansion of the educational infrastructure, it on the other hand defeated the intention of free primary education as the government had promised earlier.⁵⁶ As a result of rising costs of basic education, more and more pupils dropped out of school and therefore, the goals of EFA in Kenya were not achieved in the 1970s.⁵⁷

The ruling party KANU again echoed its commitment to provide free seven years of basic education in its 1969 election manifesto. However, there was little action beyond the promise. In 1971, President Kenyatta ordered that school fees be abolished for the arid and semi arid districts including North Eastern Province, Turkana, West Pokot, Baringo, Narok, Elgeyo - Marakwet, Kajiado, Tana River and Lamu.⁵⁸

During the celebration of 10 years of independence in 1973, President Kenyatta issued a directive providing free primary education to pupils in class I to IV countrywide. Later, the president extended the provision to include all children in primary school. This directive led to a dramatic increase in enrolment in primary schools in the country. The number of children in classes I to VI increased from 1.8 million in January 1973 to 2.8 million in January 1974. To cater for this increase, school committees introduced building funds to provide the infrastructure that would be required to meet the influx of learners

⁵⁵ Ibid.

⁵⁶ Boit, L.(2004).*Targeting Quality Education in Kenya in the Face of Universalizing Access*. Nairobi: NORRAG.

⁵⁷ Ibid.

⁵⁸ Sifuna, D.N. (2005). *The illusion of universal free primary education in Kenya*. Wajibu, 20(4). Retrieved October 8th, 2013 from <http://africa.peaclink.org/wajibu/indices/index158html>.

to school. In addition, the quality of learning declined significantly considering that the government did not employ extra teachers.⁵⁹

High drop-out rates were reported and by 1975, enrolment had reduced to 1973 levels.⁶⁰ In 1976, a second education commission, The National Commission on Educational Objectives and Policies, reported that economic constraints that the country was facing would continue to make provision of free basic education untenable. The commission recommended that the government should consider waiving school fees for children from disadvantaged homes.⁶¹

After 1976, basic education continued to get more and more expensive in Kenya. Consequently, more children dropped out of school. In 1983, a third commission of Education, the Mackay Commission introduced the 8.4.4. system of education that introduced technical subjects very early in the primary course. Subjects such as Agriculture, wood work, metal work and home science were introduced, ostensibly to equip the learners with technical skills in a country where unemployment had soared. But because the subjects required that parents provide the inputs needed for practical lessons, the system may have led to rising costs of education, hence dropping enrolment levels.⁶² By 1988, cost sharing became the official financing policy of education in Kenya through the Kamunge report. By the time that Kenya attended the World Conference on

⁵⁹ Boit, L.(2004).*Targeting Quality Education in Kenya in the Face of Universalizing Access*. Nairobi: NORRAG.

⁶⁰ Op cit.

⁶¹ Boit, L.(2004).*Targeting Quality Education in Kenya in the Face of Universalizing Access*. Nairobi: NORRAG.

⁶² Ibid.

Education for All (WCEFA) in Jomtien, Thailand, in 1990, there was too much rhetoric but too little action to actualize it.⁶³

In 1999, amidst rising drop-out cases in primary education, the Koech Commission of education reiterated the call for the government to provide free education in primary school. There however was little political will in this regard and FPE would not actualize in Kenya until 2003 when the National Rainbow Coalition (NARC) took over the government.⁶⁴

2.3 Legal Provision for Primary Education in Kenya

Primary school education in Kenya is supported by three main legal instruments namely: The constitution of Kenya 2010, Sessional Paper no.1 of 2005 and the Basic Education Act of 2013.

2.3.1 The Constitution of Kenya 2010

Article 43 (1) (f) provides that every person has the right to education. Article 53(1) states that every child has the right to free and compulsory education. In article 55(a), the constitution provides that the state shall take measures, including affirmative youth programmes to ensure that the youth access relevant education and training. These provisions have been expounded into greater detail in several Acts of parliament including the Basic Education Act of 2013.

⁶³ Sifuna, D.N. and Gichuru, X.F. (1979). Education for All in Kenya Since Jomtien. Nairobi. NORRAG.

⁶⁴ The World Bank and Unicef. (2009). *Abolishing School Fees in Africa: Lessons from Ethiopia, Ghana, Kenya, Malawi and Mozambique*. The World Bank.

2.3.2 Sessional Paper No.1 of 2005

The overall goal of the education sector in Kenya is to achieve Education for All and the relevant Millennium Goals (MDGs) by 2015. Since independence, the Government has addressed challenges facing the education sector through commissions, committees and taskforces. Recent policy initiatives have focused on the attainment of EFA and in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity, quality and relevance. The implementation of Free Primary Education (FPE) is critical to the attainment of UPE as a key milestone towards the realization of the EFA goal.

The objectives of Kenya's education are clearly spelled out in Sessional Paper No. 1 of 2005 on Education, Training and Research and they include:

To develop a comprehensive Early Childhood Development Education (ECDE) policy, paying attention to gender, vulnerable and disadvantaged children; ensure that all children including girls, children in difficult circumstances, and those from marginalized or vulnerable groups, have access to and complete free compulsory primary education.

To enhance access, equity and quality at all levels of education and training, eliminate gender and regional disparities in primary and secondary education, improve the quality of all aspects of education and training so that recognized and measurable outcomes are achieved, especially in literacy, numeracy and essential life skills relevant to the world of work. To achieve universal adult literacy, especially for women by 2015.

To monitor and evaluate progress towards the achievement of the above objectives, the Ministry of Education has set specific targets as follows;⁶⁵

To attain UPE by 2005 and EFA by 2015. To achieve a transition rate of 70% from primary to secondary school level from the current rate of 47%, paying special attention to girls' education without adversely affecting the boy child; To enhance access, equity and quality in primary and secondary education through capacity building for education managers. Finally, to achieve 50% improvement of levels of adult literacy by 2010; The education sector has set indicators, including: increase primary school enrolment to 100% by 2015; raise completion rates to 100% by 2010; and achieve gender parity at primary, secondary and university levels by 2015⁶⁶. The sector's key priority is to improve the performance of education in terms of access, quality and relevance by reduction of the cost burden.

However, this may not be achieved as inequalities in education access and participation do not seem to be narrowing irrespective of educational developments such as FPE and school feeding programmes.

2.3.3 Basic Education Act of 2013

The government of Kenya established the Basic Act 2013 to “promote and regulate free and compulsory basic education”.⁶⁷ This Act requires the Cabinet Secretary in charge of

⁶⁵Ministry of Education, Science and Technology (2005a).*Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research*. Nairobi: Republic of Kenya.

⁶⁶Ministry of Education, Science and Technology, (2005b).*Kenya Education Sector Support Programme [KESSP] 2005-2010*. Nairobi: Republic of Kenya.

⁶⁷ Ministry of Education, Science and Technology (2013) *Basic Education Act of 2013*. Nairobi: Republic of Kenya.

Education to provide for the establishment of; Pre-primary, primary and secondary schools, mobile schools, and adult and continuing education centres, within a reasonably accessible distance within a country; Appropriate boarding primary schools in arid and semi arid areas, hard- to- reach and vulnerable groups as appropriate such as children in the slums.⁶⁸

This Act further states that “no public school shall charge or cause any parent or, guardian to pay tuition fees for or on behalf of any pupil in the school. That other charges may be imposed at a public school with the approval of the Cabinet Secretary but that no child shall be refused to attend school because of failure to pay such charges.

According to this Act, a child of compulsory school age is not supposed to be employed in any labour or occupation that prevents such child from attending school. It is the duty of the Cabinet Secretary to; Provide free and compulsory basic education to every child; Ensure compulsory admission and attendance of children of compulsory school age at school or an institution offering basic education; Ensure that children belonging to marginalized, vulnerable or disadvantaged groups such as children from the slums are not discriminated against and prevented from pursuing and completing basic education; Provide human resource including adequate teaching and non-teaching staff according to the prescribed staffing norms; Provide infrastructure including schools, learning and teaching equipment and appropriate financial resources; Ensure quality basic education

⁶⁸Ministry of Education, Science and Technology (2013) *Basic Education Act of 2013*. Nairobi: Republic of Kenya.

conforming to the set standards and norms and ensure compulsory admission, attendance and completion of basic education by every pupil.⁶⁹

2.4 Kibera Slums

Kibera is arguably the largest slum in Africa. Its population is not well known and some analysts place it at as high a figure as 1 million residents while the Kenya National Bureau of Statistics place it at 634,491. Kibera is divided into with 13 villages each varying in terms of population, culture, ethnicity and religion.⁷⁰The villages comprising Kibera slum include Kianda, Makina, Soweto West, Raila, Gatwekera, Kisumu Ndogo, Kichinjio, Mashimoni, Laini Saba, Soweto East, Silanga, Lindi, and KambiMuru.⁷¹

The history of Kibera is traced to the early 20th Century when the then colonial government allocated pieces of land on the edge of Nairobi to Nubian soldiers who were serving in the King's African Rifles. The land was later nationalized but the Nubians stayed put and rented some of the land to newcomers.⁷²Kibera continued to attract the low income earners from the rural areas who would move to the city of Nairobi in search for better opportunities in life.⁷³

⁶⁹ Ministry of Education, Science and Technology (2013) *Basic Education Act of 2013*. Nairobi: Republic of Kenya.

⁷⁰Allavida Kenya. (2012). *Access to and Quality of Basic Education in Kibera, Nairobi: Study and synthesis report*,p.1.Nairobi: Author.

⁷¹Karari,P. M.(2009).*The Challenges Facing Slum Upgrading Programme in the Realization of the International Elements of the Right to Housing: A Special Focus on Kibera slum in Nairobi*, A r b e i t s b e r i c h t Nr. 56, Internet-Fassung.

⁷²The Economist. (2012). *Boomtown slum: A day in the economic life of Africa's biggest shanty-town*, London: The Economist.

⁷³ Ibid.

Most houses are shacks made of mud walls with a concrete floor and tin roofing. Most of the “landlords” do not live in the slums and the shacks are rented out to residents who sublet them to the new comers.⁷⁴ An average shack measures about 12 feet by 12 feet and the rent for such a shack is approximately Ksh. 700.00. The population density is very high and an average shack is occupied by up to 8 people, with many of them sleeping on the floor. The government is “absent”, in the words of *The Economist*, an accurate description, especially when one considers that “houses” are not planned at all. The space between them is not sufficient for a vehicle to pass through and during heavy rains, the slum is largely flooded.⁷⁵ Public health facilities are virtually non-existent, although there are a number of civil society and international organizations which intervene in this manner. Much of Kibera is not connected to the national electricity grid. However, there have been reports of illegal power connections in the slum which poses an extra danger to the lives of most of the residents.⁷⁶

Kibera is a source of cheap labour to the city of Nairobi and the firms in the nearby industrial area. Residents make their way to and from their place of work each day on foot presumably because many of them cannot afford public transport. *The Economist* pays attention to the entrepreneurial nature of the shanty town and concludes that Kibera might be one of the most entrepreneurial places in the planet. The businesses that are said to thrive very well in the slum include food business (It is said that most of the residents find it cheaper to buy food than to prepare it in their houses), entertainment (for example,

⁷⁴Kibera-UK the Gap Year Company (2007).*Facts & Information about Kibera* available at <http://www.kibera.org.uk/facts>, Retrieved on October 10th2013.

⁷⁵The Economist. (2012).*Boomtown slum: A day in the economic life of Africa's biggest shanty-town*. London: The Economist.

⁷⁶ Ibid.

video joints and sale of cheap liquor), retail business and even provision of security services.⁷⁷ Child labour is evident not only in the support of these micro-businesses, but also in the more established firms and houses in the neighbourhood.

There are only six public primary schools in Kibera; Olympic, Old Kibera, Toi, Joseph Kang'ethe, Jamhuri and Mbagathi. Also, there are only three government sponsored secondary schools; Olympic, Langata and Karen 'C' serving the people of Kibera by the virtue of being in Langata constituency. There is no government vocational training centre in or around Kibera. The few available training centres are run by civil society organizations. One of the most significant features of these public schools is their large enrolment and very high teacher to student ratio. In the course of this study, for example, it was found that Olympic Primary School had an enrolment of 3500 pupils, Jamhuri Primary School has a population of 1200 pupils while Ayany Primary school was found to have a population of 1800 pupils.

Despite the large numbers of pupils in each of the public schools, many of the children in Kibera wouldn't still be absorbed in to the school system. This has led to the growth of Non-formal Schools (NFSs) which are managed by religious institutions, community based organizations and individuals. At current, the number of informal institutions is not yet known because many of them are not yet registered. Others keep on sprouting without any coordination or government regulation.⁷⁸ However, one Kibera-based publication,

⁷⁷ Ibid.

⁷⁸ Allavida Kenya (2011) *Access to and Quality of Basic Education in Kibera, Nairobi: Study and synthesis report*, p.4. Author.

The Kibera Journal estimated the number of non-formal schools in Kibera in December 2010 to have been 288.⁷⁹

From the foregoing, one realizes the many factors that make the achievement of EFA goals a difficult task in Kibera. First, the children get exposed to very dehumanizing levels of poverty such that more often than not, the children will be called upon to supplement family income through child labour. Child labour is utilized not only in the hawking businesses within the slums but also in the industries surrounding the slum. Girls get engaged as domestic workers. Some also get involved in prostitution. It has also been known that girls in slum areas are forced to miss school due to lack of essential health provisions like sanitary towels.

Secondly, due to the poor sanitation, the outbreak of water borne diseases like cholera and dysentery is common and severe upon the children. This causes them to frequently miss school. Related to this is the scourge of HIV/AIDS that has made many children orphans at an early age. Occasionally, some of the children are forced to miss school to take care of their ailing parents and siblings.

One other reason why children from slum areas will be likely to miss school is that the living conditions in the slum areas predispose the children to delinquency. Wide spread use of cheap illicit brews like *chang'aa* and *Busaa* only compound an already bad situation.

⁷⁹Namale, D. (2010). *Consider Slum Children, Appearing in The Kibera*. Kibera Journal, available at <http://www.kiberajournal.org/?p=122>, accessed on October 10th 2013.

CHAPTER THREE

AN ASSESSMENT OF THE STATUS OF THE SECOND MDG IN KIBERA

3.1 Introduction

In this chapter the results of a study conducted to determine the status of the Universal Primary Education (UPE) in Kibera slums in Nairobi are presented. The survey was conducted between 21st and 26th October 2013 in the different villages of Kibera slums.

A sample of 115 respondents was purposively selected to provide information informing this study. Respondents included 50 primary school teachers in different schools in Kibera as well as community leaders including religious leaders, (Christian and Muslim), village headmen, and leaders of community based organisations (CBOs). Questionnaires and unstructured interviews were used to collect the data. The questionnaires used to collect the information are included in appendices 1 and 2. The interview questions are provided in appendix 3.

3.2 Results of the Study

3.2.1 Sample Characteristics

The sample of 115 respondents was divided into three. 50 of the respondents who were primary school teachers in various schools in Kibera slums were served with questionnaire 1. 50 of the respondents who comprised of religious leaders, community leaders as well as leaders of CBOs were asked to respond to questionnaire 2. 15 of the respondents were asked to respond to the questions in appendix 3 in unstructured interviews.

3.2.2 Features of the Sample Responding to Questionnaire 1

Questionnaire 1 (see appendix 1) was responded to by 50 teachers from primary schools around Kibera. There was 100% return rate of the questionnaires. The features of the sample are presented below in form of pie charts. The data indicates the composition of the sample in terms of type of school taught as well as in terms of gender.

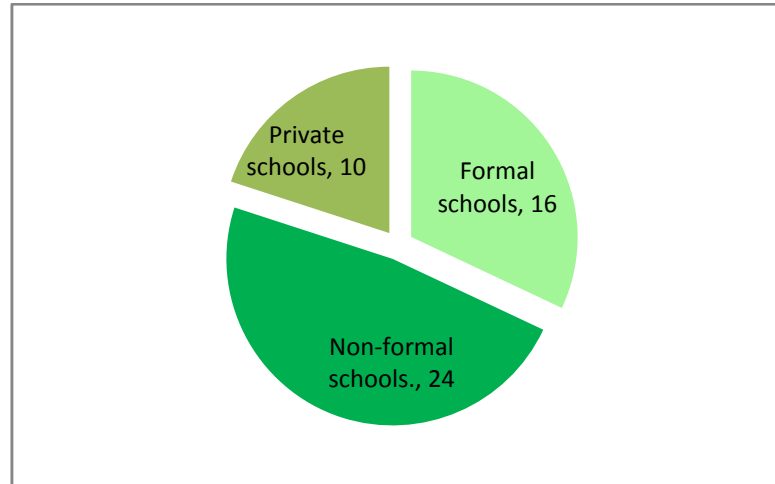


Figure 3.1: Features of the sample responding to questionnaire 1 according to type of school taught

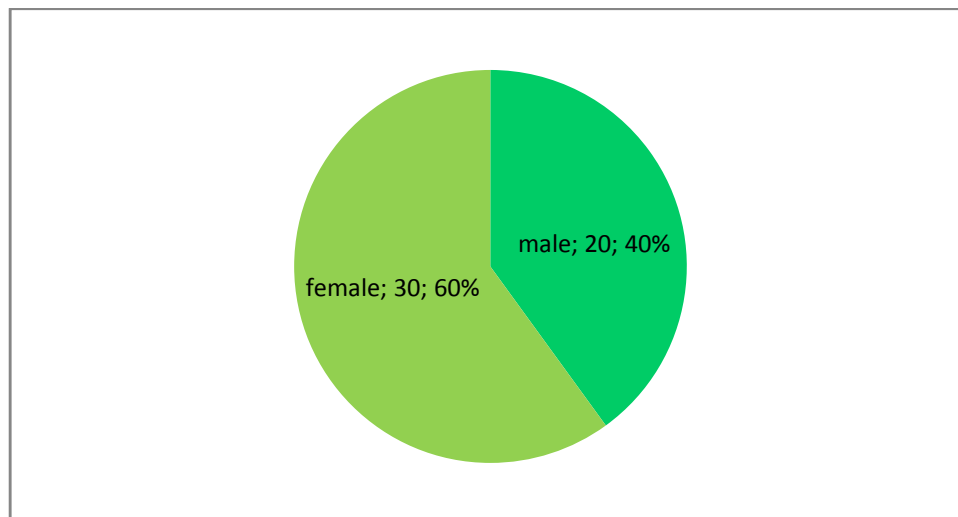


Figure 3.2: Features of the sample responding to questionnaire 1 according to gender

3.2.3 Features of the Sample Responding to Questionnaire 2

Questionnaire 2 (see appendix 2) was responded to by 50 respondents who are community leaders around Kibera. There was 100% return rate of the questionnaires. The features of the sample are presented in the figure below in form of a pie chart. The data indicates the composition of the sample in terms of vocation.

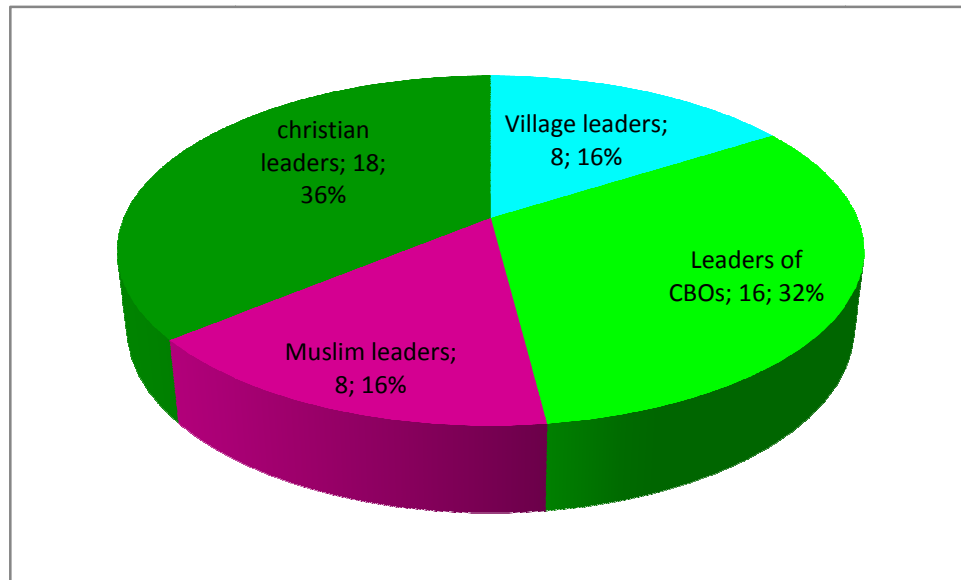


Figure 3.3: Features of the sample responding to questionnaire 2

3.2.4 Features of the Sample Responding to Interview Questions

The interview questions used for this study are presented in Appendix 3. 15 respondents were interviewed. The characteristics of the interviewed sample are shown in the figure below.

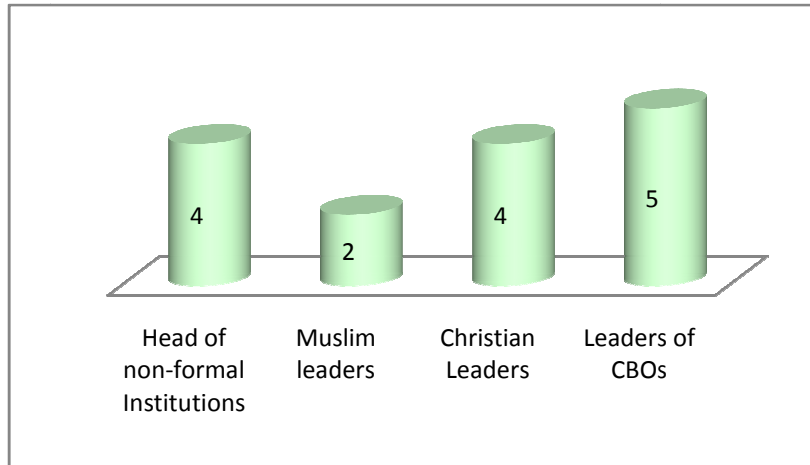


Figure 3.4: Features of the sample responding to interview questions

3.3 Estimating the Percentage of School Going Age Children who are Currently Missing School in Kibera

All the 115 respondents were asked to estimate the percentage of children of school-going- age who were out of school in Kibera. The responses are presented in form of the bar graph in figure 5 below.

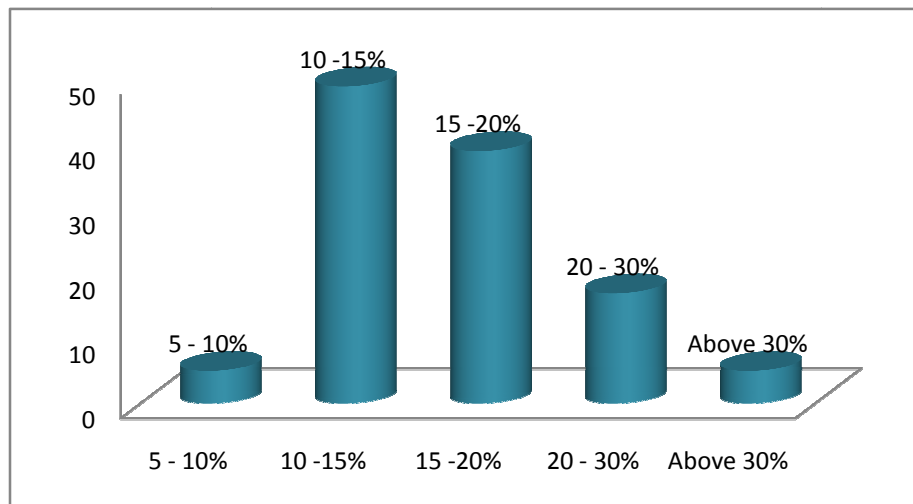


Figure 3.5: Percentage of school-going-age children not attending school in Kibera

The majority of the respondents estimated the percentage of school-going-age children not attending school in Kibera at between 10% and 20%. There are 88 respondents in this category accounting for 76.5% of the study sample. This finding will be compared to the estimates of other researchers in a discussion in chapter 4 of this research study.

3.4 An Estimation of the Status of School Enrolment and Attendance by Children in Kibera Slums by Primary School Teachers

The results presented in this section are obtained from questionnaire 1, section two. The questionnaire was administered to 50 primary school teachers in different schools in Kibera. This section is a Likert type scale.

Ten statements were administered and the respondents were required to express their views alongside by ticking the appropriate scales. The statements were arranged in such a way that a high score for each of the respondents would indicate a high rate of truancy and a low school enrolment rate. The maximum score for each of the respondent was 50. The scores for each of the respondents were graded out of 50.

Data was analyzed using descriptive statistics using statistics package SPSS version 20.

The results are presented in the table below.

Statement	Mean	Std. Deviation
More than 10% of our pupils drop out of school before completing their primary school years.	4.56	0.501
Our school does not have the capacity to enroll all the deserving children who apply to join us every year.	4.68	0.471
Many children of school-going age living in Kibera do not attend school.	4.36	0.485
I know several girls who have dropped out of school in the last one year due to early pregnancies.	3.68	0.471
I am aware that some of the pupils in our school do engage in drug taking including alcoholism.	4.48	0.505
There is a very high rate of absenteeism by children in our school.	3.96	0.832
I am aware that some of the pupils in our school get engaged in wage-earning labour during school days.	4.00	0.808
The impoverished environments in which many of our pupils live in contribute to their poor attitude towards school.	4.16	0.792
Teenage girls frequently miss school due to lack of proper health facilities including sanitary towels.	4.2	0.756

Table 3.2: An Estimation of the status of school enrolment and attendance by children in Kibera slums by primary school teachers

3.5 An Estimation of the Status of School Enrolment and Attendance by Children in Kibera Slums by Community Leaders

The results presented in this section are obtained from questionnaire 2, section two. The questionnaire was administered to 50 community leaders in Kibera. This section is a Likert type scale.

Ten statements were administered and the respondents were required to express their views alongside by ticking the appropriate scales. The statements were arranged in such a way that a high score for each of the respondents would indicate a high rate of truancy and a low school enrolment rate. The maximum score for each of the respondent was 50. The scores for each of the respondents were graded out of 50.

Data was analyzed using descriptive statistics using statistics package SPSS version 20.

The results are presented in the table below.

Statement	Mean	Std. Deviation
I know many children in my neighbourhood who are of school-going age and yet they do not attend school.	4.06	0.890
Negative influences of the life in slums make some children to develop a wrong attitude towards education.	4.08	0.804
Lack of facilities to cater for the disabled children in the slum and in schools makes some of the disabled children to be kept out of school.	4.04	0.856
Some children keep out of school due to lack of fees and related expenses such as school uniform.	4.12	0.799
Girls living in slums are very much likely to be involved in sex and many drop out of school due to pregnancies.	4.04	0.832
Conditions in most schools in Kibera including sanitation and overcrowding in classes facilities are not inviting to pupils and therefore they contribute to the failure of children sticking in school.	4.28	0.858
By getting introduced to monetary economy too early in life, children in Kibera get lured to money-making activities at the expense of education.	4.16	0.710
Extreme poverty in the slums is the greatest cause of failure to achieve full enrolment of children to schools in the slum.	3.80	0.782
Some pupils fail to enroll in school because there are no chances for them in the schools in the slums.	4.32	0.683
Girls are more likely to drop out of school more than boys.	4.06	0.890

Table 3.3: An Estimation of the status of school enrolment and attendance by children in Kibera slums by primary school teachers.

3.6 Factors Contributing to the Failure to the Realization of Full Enrolment to Primary Schools in Kibera

In this section, the responses from all the respondents to the structural questions in the questionnaires are presented.

To the question “*What are some of the factors that contribute to the failure to the realization of full enrolment of children in Kibera schools?*” the responses received include: truancy, child labour, poverty, disability, child prostitution, and high numbers of orphaned and vulnerable children (OVC).

The data may be presented in the graph as shown below:

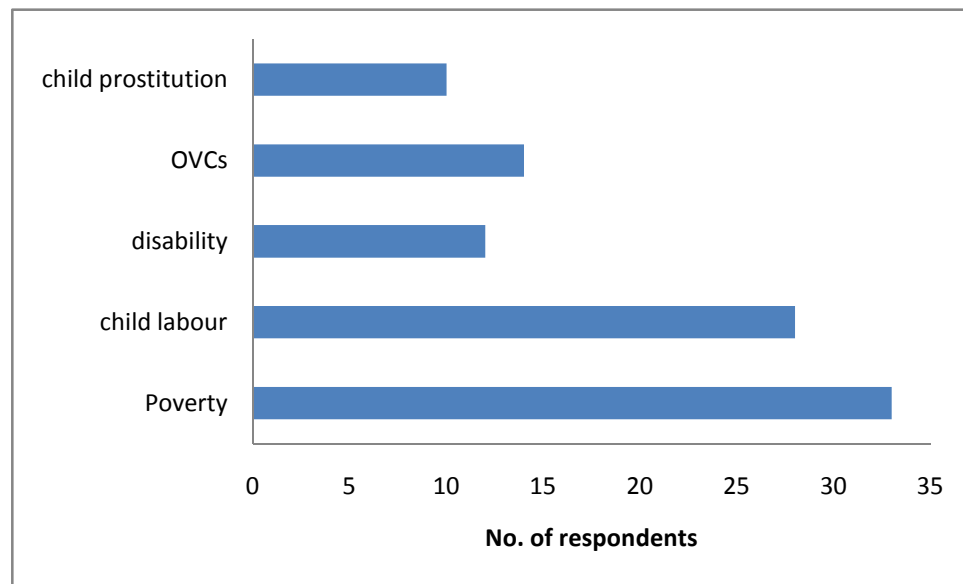


Fig 3.6: Factors that contribute to the failure of full enrolment in Kibera schools

All the teachers interviewed reported that their respective schools had received applications to admit some children with disabilities. The types of disabilities reported were: Hearing impairment, blindness and physical disabilities.

To respond to the needs of disabled children in Kibera, some schools had hired teachers who had some training in special education. This trend was noted in all schools represented including public schools, private schools and non-formal schools. In all the responses received, none of the schools represented was reported to have put into place measures to enable children with disability to receive specialised attention. All the respondents said that disability was an important factor in contributing to the failure for full enrolment in schools in Kibera.

The recommendations raised in addressing the problem of lack of full enrolment in schools include: slum eradication, targeting poor families and OVCs for financial support, providing uniforms and school feeding programmes, and adopting strict measures to discourage child labour and prostitution.

The community leaders interviewed attributed the high drop out rates of children from primary school to poverty, insecurity, child labour, child prostitution, indiscipline in schools, overcrowding in schools, and lack of sufficient facilities in public schools. The suggestions raised to improve school enrolment include: provision of free lunches and uniforms for pupils from slum areas, construction of more public schools in Kibera and increasing police presence in Kibera so as to check on insecurity.

CHAPTER FOUR
FACTORS THAT CONTRIBUTE TO THE FAILURE OF FULL SCHOOL
ENROLMENT IN KIBERA

4.1 Introduction

In this chapter, the data presented in the previous chapter is analyzed so as to determine the status of primary school enrolment in Kibera, according to the respondents in this study. In another section of the chapter, a discussion on the factors that contribute to the failure of the EFA goals in Kibera is presented. Finally, the chapter explores the challenges facing the realization of full school enrolment in Kibera. The latter two sections of the chapter are based on secondary data.

4.2 Primary School Enrolment in Kibera According to the Respondents in this Study

Ten statements were administered in a questionnaire to each of the category of the respondents. Respondents were required to express their views alongside by ticking the appropriate scales. The statements were arranged in such a way that a high score for each of the respondents would indicate a high rate of truancy and a low school enrolment rate. The maximum score for each of the respondent was 50. The scores for each of the respondents were graded out of 50.

Data from samples 1 and 2 was arranged in frequency distribution tables and the mean for each of the samples calculated accordingly.

The results of the study are presented in the tables below:

Statement	Mean	Std. Deviation
More than 10% of our pupils drop out of school before completing their primary school years.	4.56	0.501
Our school does not have the capacity to enroll all the deserving children who apply to join us every year.	4.68	0.471
Many children of school-going age living in Kibera do not attend school.	4.36	0.485
I know several girls who have dropped out of school in the last one year due to early pregnancies.	3.68	0.471
I am aware that some of the pupils in our school do engage in drug taking including alcoholism.	4.48	0.505
There is a very high rate of absenteeism by children in our school.	3.96	0.832
I am aware that some of the pupils in our school get engaged in wage-earning labour during school days.	4.00	0.808
The impoverished environments in which many of our pupils live in contribute to their poor attitude towards school.	4.16	0.792
Teenage girls frequently miss school due to lack of proper health facilities including sanitary towels.	4.2	0.756
Statement	Mean	Std. Deviation
I know many children in my neighbourhood who are of school-going age and yet they do not attend school.	4.06	0.890

Negative influences of the life in slums make some children to develop a wrong attitude towards education.	4.08	0.804
Lack of facilities to cater for the disabled children in the slum and in schools makes some of the disabled children to be kept out of school.	4.04	0.856
Some children keep out of school due to lack of fees and related expenses such as school uniform.	4.12	0.799
Girls living in slums are very much likely to be involved in sex and many drop out of school due to pregnancies.	4.04	0.832
Conditions in most schools in Kibera including sanitation and overcrowding in classes facilities are not inviting to pupils and therefore they contribute to the failure of children sticking in school.	4.28	0.858
By getting introduced to monetary economy too early in life, children in Kibera get lured to money-making activities at the expense of education.	4.16	0.710
Extreme poverty in the slums is the greatest cause of failure to achieve full enrolment of children to schools in the slum.	3.80	0.782
Some pupils fail to enroll in school because there are no chances for them in the schools in the slums.	4.32	0.683
Girls are more likely to drop out of school more than boys.	4.06	0.890

Table 4.1: Establishing the status of primary school enrolment in Kibera slums

The average of the mean columns in the result tables above was found to be 4.16, which translates to 83.2%. The table below was used to interpret the data:

PERCENTAGE	INTERPRETATION
20% - 40%	High enrolment rates. Low incidences of truancy.
40% - 60%	A gradually increasing problem of low school enrolment and truancy.
60% - 80%	Incidences of truancy and school drop out rate are serious.
80% - 100%	Rampant truancy and very poor school enrolment trends.

Table 4.2: Interpretation of data collected from Likert scale questionnaires

According to the respondents of this study, therefore, there is ‘rampant truancy and very poor school enrolment trends’ in Kibera slums.

4.3 Factors that Contribute to the Failure of the EFA goals in Kibera

4.3.1 Primary Study

The primary study was designed to find out the influence of extreme poverty and negative social environments as factors influencing primary school enrolment in Kibera slums. The findings may be presented in the tables below.

Statement	Mean	Std. Deviation
Lack of facilities to cater for the disabled children in the slum and in schools makes some of the disabled children to be kept out of school.	4.04	0.856
Some children keep out of school due to lack of fees and related expenses such as school uniform.	4.12	0.799
Conditions in most schools in Kibera including sanitation and overcrowding in classes facilities are not inviting to pupils and therefore they contribute to the failure of children sticking in school.	4.28	0.858
By getting introduced to monetary economy too early in life, children in Kibera get lured to money-making activities at the expense of education.	4.16	0.710
Extreme poverty in the slums is the greatest cause of failure to achieve full enrolment of children to schools in the slum.	3.80	0.782
I am aware that some of the pupils in our school get engaged in wage-earning labour during school days.	4.00	0.808
The impoverished environments in which many of our pupils live in contribute to their poor attitude towards school.	4.16	0.792
Teenage girls frequently miss school due to lack of proper health facilities including sanitary towels.	4.2	0.756

Table 4.3: Investigating the impact of extreme poverty on enrolment to primary schools in Kibera

The table above shows that generally, there is agreement that extreme poverty makes a significant contribution towards the poor enrolment to primary schools in Kibera. This can be seen by considering the means of the respondents to various items of the questionnaires. The means of the questionnaire items range from 3.80 to 4.28. The standard deviation values are relatively large, suggesting that the respondents do not agree on the contribution of each of the components of poverty inquired into as contribution towards low enrolment.

Statement	Mean	Std. Deviation
Negative influences of the life in slums make some children to develop a wrong attitude towards education.	4.08	0.804
Girls living in slums are very much likely to be involved in sex and many drop out of school due to pregnancies.	4.04	0.832
I know several girls who have dropped out of school in the last one year due to early pregnancies.	3.68	0.471
I am aware that some of the pupils in our school do engage in drug taking including alcoholism.	4.48	0.505

Table 4.4: Investigating the impact of negative social environment on enrolment to primary schools in Kibera

The results in the table above show that negative social environment was considered a significant contributor to poor enrolment trends to primary schools in Kibera. The high mean concerning the used of drugs and alcohol among primary school pupils should be

an issue of concern to educators. Girls in Kibera are likely to drop out of school due to early pregnancies as indicated by the results above. The low standard deviation figure (0.471) regarding this issue indicates general agreement among respondents about this.

4.3.2 Secondary Data

Three main factors are discussed in this section, namely: extreme poverty, negative social environment in slums and poor implementation of free primary education.

Extreme Poverty

Extreme poverty contributes to low school enrolment in a number of ways including attrition due to increased cost of education, attrition due to child labour, and health related factors. The elimination of extreme poverty is the issue of concern to the first MDG.⁸⁰ The suggestion that an increase in cost of education leads to reduced enrolment has been forwarded by Vos, R., et al. (2004) who say that an increase in the cost of education hits severely at the enrolment to school among the ultra poor. They say that an increase of 26 per cent in schooling costs (such as fees) in Kenya reduces overall primary school enrolment by 1 per cent.⁸¹ They say that a 26 per cent rise in schooling costs would lead to a fall in school enrolment of the poorest first quintile of the population by 3 per cent, as they are more sensitive to rising private educational costs.⁸² Meanwhile, price increases have no impact on the school enrolment decision for the richest quintile.⁸³

⁸⁰ Millennium Development Goals (MDGs): Goal 1 is to eradicate extreme poverty and hunger.

⁸¹Vos, R., Bedi,A., Kimalu,P.K., Manda,D.K., Nafula,N.N. and Kimenyi,M.S. (2004). *Achieving Universal Primary Education: Can Kenya Afford it?* Economics Working Papers, Paper 200447, Available at http://digitalcommons.uconn.edu/econ_wpapers/200447, Accessed on 10th October 2013.

⁸² Ibid.

⁸³Ibid.

The Child Protection Society of Kenya (n.d) conducted a research to find out the reasons given by the children who had dropped out of schools from slum areas of Nairobi. 163 children were interviewed. According to 76% of the children, lack of fees was mentioned to have contributed to their dropping out of school. An additional 3.1% claimed to have dropped out of school when their sponsor withdrew. The other 24% cited what may be thought of as 'social problems' including family problems, and 'not being interested'.⁸⁴

Related to extreme poverty is the issue of poor health conditions of the slum dwellers. There are health related issues that compromise the health of slum dwellers and sometimes lead to increased absence from school by sick children. Most of Kibera slum dwellers use paraffin or charcoal to cook and light the house. The smoke and the smell in the small house structures are a major cause of respiratory ailments.⁸⁵ One other issue related to the health of the residents is the lack of proper sanitation facilities in the slum. This includes toilets and sources of clean drinking water. This may lead to increased frequency of absence from school by children to seek for medical attention. Allavida Kenya (2012) has reported that some formal primary schools in Kibera have one toilet shared between up to 350 pupils, clearly illustrating the danger of sanitation-related diseases in schools.⁸⁶

⁸⁴ Child Protection Society of Kenya (n.d.) *Child Labour and exploitation in Kenya Report*, Nairobi: Author.

⁸⁵ Ibid.

⁸⁶ Allavida Kenya (2012) *Access to and Quality of Basic Education in Kibera, Nairobi: Study and Synthesis Report*, p.17, Nairobi. Allavida Kenya.

It has been reported that 1 in every 5 people in Kibera slums are infected with HIV/AIDS.⁸⁷ This state of affairs affects the enrolment of children to schools in two ways. First, children may be left at home to take care of their sickly parents and siblings. Secondly, the children may be forced to drop out of school to fend for themselves and their siblings. Children may also stay out of school when they fall sick themselves due to the unhygienic conditions in which they live.

A number of writers have associated child labour with incidents of dropping out of school. In a survey in the slums of New Delhi, Badgular, P. and Puri, V. (n.d.) found that child labour contributes to children staying out of school. The types of labour that children were found to be involved in include assisting in household chores, taking care of young ones as well as in wage earning employment in which the wages earned by the children were used for supporting the family⁸⁸. Similar observations were made by Nicaise, I. et al. (2000) in their study in the slums of Bangkok, Thailand. In their study, they found that children dropping out of schools in Thai slums would get involved in retail trade as well as in farming.⁸⁹

The problem of child labour in Kenya has been tackled by Suda, A. C (2000). Kenyan children of the age of 6 to 14 who do not attend school have been estimated to be 3 to 4

⁸⁷Karari, P.M. (2009).*The Challenges Facing Kenya Slum Upgrading Programme in the Realization of the International Elements of the Right to Housing: A special focus on Kibera slums in Nairobi.* Institut für Soziologie, Arbeitsbericht Nr. 56, Internet-Fassung

⁸⁸ Badgular, P. and Puri, V. (n.d.).*Reasons for drop out amongst children living in slum areas of Delhi.* New Delhi: Lady Irwin College.

⁸⁹ Nicaise, I. et al. (2000). *School Dropouts in Thailand: Causes and remedies.* Bangkok: Thammasat University.

million.⁹⁰ These children are said to be employed in quarries, mines, commercial agriculture, hawking, transport industry as touts as well as in the domestic sector. Children are also said to be involved in invisible economic activities including commercial sex, pornography, bonded labour and in domestic service where the children take care of siblings while the parents fend for the family.⁹¹ Plate 1 enclosed in the appendices of this research study shows children in Kibera slums pulling a cart during school hours ostensibly to earn some wage.

Negative Social Environment in Slums

Past studies have found Kibera as a place characterized with too much social upheaval and where any academic endeavour is a task laced with great difficulties.⁹² This section pays attention to such social disturbances as they occur in Kibera and seeks to shed light on how the issues discussed affect the enrolment of children to school. The main issues of discussion here include child prostitution, organized crime, drug use, alcoholism, rape, petty theft and early pregnancies.

In an article in *The People Newspaper*, Jared Kefa decries the high levels of child prostitution in Kibera. In an investigative report published on July 16th 2011, he unearths very well established patterns involving child prostitution.⁹³

⁹⁰ It is important to note that this figure was quoted before the introduction of the free primary education in Kenya. The more recent figure is 1 million children. See footnote 38.

⁹¹ Suda, A. C (2000). *The Invisible Child Worker in Kenya: The intersection of poverty, legislation and culture*. In the Nordic Journal of African Studies, 10(2): 163 -175.

⁹² Keffa, J. (July 16th2011). *Is Kibera becoming a safe haven for child prostitution?*p.43. Nairobi: In The People Newspaper. Mediamax.

⁹³ Keffa, J. (July 16th2011). *Is Kibera becoming a safe haven for child prostitution?*p.43. Nairobi: In The People Newspaper. Mediamax.

Keffa says that the “flourishing” trade targets young girls between 12 and 17 years of age. According to him, girls get lured to this livelihood in the mistaken thinking that the practice would earn them a living. The practice was reported to be rife in the slum villages of Gatwekera, Mashimoni, Laini Saba, and Kisumu ndogo areas.⁹⁴

The girls engaged in this exercise were found to have come from dysfunctional families. The illicit trade is seen to them as a means to survival. Consider for example the case of Jane Miheso, who explains that she was introduced to prostitution by her classmates when she was in class eight. At the time of the interview, Jane has already cleared Secondary school and has even gone to college to study hair beauty. She says that after some time in the profession, she was able to link up with rich ‘clients’ who financed her education in exchange of her bodily favours.

The story of Maureen Adhiambo is rather different. She lost both parents in HIV and AIDS-related complications. Being the eldest in a family of five, she was forced to drop out of school so as to fend for her young siblings. She was first employed as a house help in Nairobi west but she later quit school and started selling food to construction workers. She would then get involved in prostitution with the construction workers as her clients.⁹⁵ Sixteen-year-old Agnes Wairimu says after the death of her parents, a friend introduced her to commercial sex work along Nairobi’s Koinange Street and she has been into the business for three years. “With no parents and lack of formal education, I had to make a quick decision before hunger killed me, and that choice is what I am surviving on today.

⁹⁴ Ibid.

⁹⁵ Ibid.

It may not be the best decision but it was [all what I could do] under the prevailing circumstances then.”⁹⁶

From the illustrations above, it has been shown that child prostitution is rife in Kibera and that it affects the school attendance patterns of children in the slum.

Another issue that may be characterized as a component of the negative social environment in Kenyan slums is insecurity. Mudege, N.N, Zulu, E.M. and Izugbara, C. (2008) have done a detailed study on how insecurity affects school attendance and enrolment in slums in Kenya. Though their research is based on Korogocho and Viwandani slums, their findings are relevant to the situation of Kibera.⁹⁷

They have identified the various ways in which insecurity leads to children being absent or dropping away from school. First, it was found that boys lived in fear of police harassment, where they would be accused of belonging to illegal gangs. This points to extortion by the police, because such allegations are made, just so that the victim would give a bribe. This kind of harassment by the police contributes to dropping out of school because, if a pupil is imprisoned, even for a few days, they do not only miss school for the few days, but will as well be introduced to characters who may influence him towards dropping out of school completely.⁹⁸

⁹⁶ Hussein, A. (September, 8, 2013). *Kibera: The slum where child prostitution is rampant*, available at <http://krazyinsidekenya.wordpress.com/2013/09/08>, Retrieved on October 13th 2013.

⁹⁷Mudege, N.N, Zulu, E.M. and Izugbara, C. (2008) How Insecurity Impacts on School Attendance and School Dropout among Urban Slum Children in Nairobi. In *The International Journal of Conflict and Violence*, Vol. 2 (1) 2008, pp.98-112.

⁹⁸Ibid, p.104.

Okombo, O. and Sana, O. (2012) have made some contribution explaining the fundamental basis of the insecurity that typifies the Kenyan slum. They say that by the government failing to recognize the slums, provision of essential services by the state are equally neglected. Most significant of these services are police protection and public schools. For example, Kibera slum with a population of close to one million residents is served by six public schools only. On the other hand, police patrols in the slum are a complete rarity.⁹⁹

Left to their own, residents form village vigilante groups that fit the existing void in protecting their own community. Residents contribute some protection fees every month so as to continue to enjoy the services of these vigilante groups. Initially formed as part of community policing efforts, currently, vigilante groups have evolved to become dangerous criminal gangs, out to lock out the police and the state from the field of their influence.¹⁰⁰

In 2010, the government banned 33 of the gangs but by 2013, 46 groups were said in a government report to be in existence in different parts of the country.¹⁰¹ A government report released in September 2013 has said that there are six criminal gangs operating in Kibera slums namely The Nubians, Kibera Battalion, Siafu, Kamukunji Pressure Group, Yes We Can and J-10. The gangs engage in extortion, provision of security, mobilising

⁹⁹Okombo, O. and Sana, O. (2012). *Taking stock of socio-economic challenges in the Nairobi slums: An inventory of the pertinent issues between January 2008 and November 2012*, p.14. Nairobi: Friedrich-Ebert-Stiftung.

¹⁰⁰Ibid, p.15.

¹⁰¹Wabala, D. (September 1st, 2013) *Kenya has 46 criminal gangs, report reveals*. In *The Star Newspaper*. Nairobi: Radio Africa Group.

residents to attend political rallies, resolving disputes, provision of water and illegal tapping of electricity.¹⁰²

One other way that insecurity leads to children dropping out of school involves the fear of rape among girls. Research by Mudege, N.N, Zulu, E.M. and Izugbara, C. (2008) clarifies that the fear of rape also affects boys as well, though it was found that girls were more likely to drop out of school due to the fear of rape than boys. The research found that the parents would withdraw their children from schools if they feared that the children might fall victim to rape or gang rape.¹⁰³

The long distance that pupils have to cover so as to access education especially in public formal schools was also mentioned as a risk factor. The research explains that it is normally difficult for some parents to secure places for their children in schools near home. This forces children to walk for long distances so as to access education. In the process, the children, especially girl children, get exposed to the risk of being attacked by slum-based gangs and militia.¹⁰⁴

The insecurity in the schools was mentioned as a reason why some students had dropped out of school. It was said that some pupils would bring weapons to school, including guns. Pupils who perceived themselves as ‘wanted’ by the weapon-wielding-child have

¹⁰²Gumbihi, H. and Ombati, C. (September 6th, 2013) *Kibera ‘Worst gang zone’ in the city*. In The Standard Newspaper. Nairobi: The Standard Group.

¹⁰³Mudege, N.N, Zulu, E.M. and Izugbara, C. (2008) How Insecurity Impacts on School Attendance and School Dropout among Urban Slum Children in Nairobi. In *The International Journal of Conflict and Violence*, Vol. 2 (1) 2008, pp.98-112.

¹⁰⁴Gumbihi, H. and Ombati, C. (September 6th, 2013) *Kibera ‘Worst gang zone’ in the city*. In The Standard Newspaper. Nairobi: The Standard Group.

been known to absent themselves from school, or in some cases, to drop out of school all together.¹⁰⁵

Inter-gang wars in the slum have also been known to lead to schools closing down for sometimes and to the absence from school by some of the pupils. Sometimes, as the gangs engage in battles, the slum is not safe even for parents to walk out of the shacks in which the family lives.

Family breakdown was also mentioned as a major reason why children would drop out of school. In some cases of violence within the home, especially in cases where the parents fight all the time, some children might prefer to stay at home to monitor the situation and protect one parent from the other parent.¹⁰⁶ When violence erupted in the home, school-going children could not study and do their homework. This also had a direct impact on their school attendance since such children would sometimes drop out of school because they were afraid the teacher would beat them for not doing their homework.¹⁰⁷ Divorce was found to increase the likelihood of children dropping out of school “dramatically”.

One reason for this is that one parent might be unable to meet all the costs that had hitherto been borne by the two, opting to pay the basic bills first, like food and housing, and having to get the children do away with education. It was also found that children would keep off school to avoid the taunting by other children, who might have heard the

¹⁰⁵Mudege, N.N, Zulu, E.M. and Izugbara, C. (2008) How Insecurity Impacts on School Attendance and School Dropout among Urban Slum Children in Nairobi. In *The International Journal of Conflict and Violence*, Vol. 2 (1) 2008, pp.98-112.

¹⁰⁶Ibid, p.109.

¹⁰⁷Ibid, p.109.

commotion between the parents. One must also note the possibility of trauma induced by the separation on the children to cause them to opt to keep away from school.¹⁰⁸

Poor Implementation of the Free Primary Education

The Free Primary Education (FPE) in Kenya came to being in 2003 after the then NARC government came to power after defeating President Moi's KANU party that had ruled the country since independence in 1963.¹⁰⁹ The public got to learn about the forth coming policy during the election campaigns in 2002 and very few people expected that such a policy decision would be implementable in January 2003, considering the implications that it would have, not just for the education sector but also for the entire economy. One would have expected that the government would at least take time to place structures through which the disbursement of the funds would be done. The new government was after all inheriting a bureaucracy that had been accused of gross incompetence and corruption. It would have been prudent to put in place anti- corruption policies and measures to detect, prevent and punish corruption tendencies that would encumber the radical decision. That did not happen.¹¹⁰

In January 2003, the new government announced that the implementation of the free primary education policy was to start immediately. Stakeholders were not questioned about the way forward. Neither were their new roles in the education process clarified. There was no communication whatsoever about the implementation procedures. To make

¹⁰⁸ Ibid, p.109.

¹⁰⁹ Allavida Kenya.(2012). *Access to and Quality of Basic Education in Kibera*, Study and Synthesis Report. (p.1). Nairobi: Author.

¹¹⁰ Kimenyi, M. (September, 7th 2013). *The Bad Economics of Free Primary Education*. In the Saturday Nation Newspaper, Nairobi: Nation Media Group.

the matter worse, the funds that were needed to run the schools were not released until six months later when the schools were already in second term.¹¹¹ The extent of the problems that awaited the new policy was not known as yet.

Following the announcement that the government would provide free primary education in public schools, it is reported that school enrolment went up by 1.5 million children.¹¹² Despite the gain in enrolment on introducing free primary education, it has been reported that more than 1 million children in Kenya still do not attend school.¹¹³ Even worse is the observation that the rates of enrolment have started to decline.¹¹⁴

A question that must be relevant to this research is whether the FPE programme indirectly contributed to attrition in Kenyan slum schools. A number of authors have raised questions surrounding the implementation of free primary education. Allavida Kenya (2012) compared the quality of education offered in non-formal schools in Kibera with that offered in public formal schools and found that the latter offered a higher quality education.¹¹⁵ However, one notices a curious contradiction when one considers the years of establishment of these non formal schools. It was found that these schools were established in two 'waves'. The first 'wave' came to being in the 1990s and this may be explained to be as a result of the introduction of cost sharing policies in schools

¹¹¹ UNESCO, Nairobi Office (2005) *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*.p.8.UNESCO.

¹¹²Allavida Kenya (2012) *Access to and Quality of Basic Education in Kibera*,p.1 Nairobi: Study and Synthesis Report. Author.

¹¹³Ibid, p.1.

¹¹⁴ UNESCO, Nairobi Office (2005) *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*.p.6.UNESCO.

¹¹⁵Allavida Kenya (2012) *Access to and Quality of Basic Education in Kibera*,p.6.Nairobi: Study and Synthesis Report. Author.

after 1990, in line with the structural adjustment economic policies (SAPs). The second 'wave' was found to have been established between 2001 and 2010. This coincides with the establishment of free primary education. While this is an area that may need further research, it is possible that provision of free primary education may have contributed to increased attrition rates in public schools.

Another related problem is the challenge of over-age children. A study by the UNESCO Nairobi office (2005) found that the free primary education policy did not provide any special provision for the admission of such children. The study found that only a quarter of the children that were enrolled in the schools sampled were in the classes that they were supposed to be in. The rest were overage children.¹¹⁶ With increased number of overage children in classes, coupled with weak disciplinary measures in public primary schools, indiscipline was to significantly increase. This problem was particularly pronounced in slum areas. The over-age pupils harassed the younger children and led to their dropping out of school.¹¹⁷ The UNESCO study also states that being over-age impacts negatively on the retention rates of girls in schools. This is because at some age, the girls are more likely to leave school and get married off due to cultural pressure.¹¹⁸ A programme implemented better should have recognized such a challenge and provide for special schools where the needs of older children who had missed school earlier on would be met. An example of an intervention that should have accompanied the free primary

¹¹⁶ UNESCO, Nairobi Office. (2005). *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*. p.6. Nairobi, UNESCO.

¹¹⁷ Mudege, N.N, Zulu, E.M. and Izugbara, C. (2008). *How Insecurity Impacts on School Attendance and School Dropout among Urban Slum Children in Nairobi*. In *The International Journal of Conflict and Violence*, Vol. 2 (1) 2008, p.108.

¹¹⁸ UNESCO, Nairobi Office. (2005). *Challenges of Implementing Free Primary Education in Kenya: Assessment Report*. p.6. Nairobi. Author.

education especially in slum areas is the introduction of centres of accelerated learning targeting over-age children where vocational training and skills training may also be offered.

Kimenyi, M. (2013) says that the heavy investment that has gone into the primary sub-sector in Kenya since the introduction of the free primary education in 2003 has not produced a commensurate return to the country.¹¹⁹ He says that the response to the free primary education has been the introduction of a large number of private schools, increasing from 4.4 percent in 2005 to 10.5 percent in 2010. Many of the private schools that have come up in response to the free primary education are low cost schools some of them located in slums. When one compares the cost of education in these private schools compared to that in public schools, it was found that the spending per pupil is lower in the private schools than in the public schools. 64 per cent of children in private schools pay fees less than the median per child funding levels in public schools. The quality of education offered in public schools is however much poorer in public schools.¹²⁰

This state of affairs is explained in terms of “client-power”. Client-power refers to the ability of the parents and pupils to hold teachers and the school administration to accountability. According to Kimenyi, client-power in Kenyan public schools weakened dramatically following the introduction of free primary education. On the other hand, client-power increased in private primary schools as competition between the schools intensified. This, to some extent explains the popularity of non-formal schools in Kibera,

¹¹⁹Kimenyi, M. (September, 7th 2013). *The Bad Economics of Free Primary Education*. In the Saturday Nation Newspaper, Nairobi: Nation Media Group.

¹²⁰ Ibid.

even when the government has provided free education in public schools notwithstanding that the standards of education in non-formal schools has been judged to be inferior to that available in public schools.¹²¹

Finally, one of the factors that contribute to less than 100% enrolment in schools is the lack of special facilities in schools to cater for children with disability. A study by Allavida Kenya (2012) found that most children with disability attending school in Kibera had a visual (66 percent) or hearing (25 percent) disability. Those with physical disability and those with mental disability accounted for 2.5 and 6 percent respectively. The incidence of disability in Kibera was found to be very high with one public primary school recording 11 percent of its population being children with disabilities. On the other hand, children with disability in non-formal schools constitute less than 1 percent.¹²²

The small proportion of children with physical disability and mental challenges may point to a group of children who are un-enrolled in school. This may be attributed to the challenge of mobility for such children in the slums. Interventions targeting such children must be put in place for full enrolment to be realized.¹²³

¹²¹ Ibid.

¹²² Allavida Kenya (2012) *Access to and Quality of Basic Education in Kibera*, p.14. Nairobi: Study and Synthesis Report. Author.

¹²³ Ibid, p.ix.

4.4 Challenges Hindering Kenya from Attaining the EFA Goal by 2015

Two challenges have been identified as having contributed to the failure of Kenya to achieve EFA despite the heavy investment in education. First is corruption in the education sector and the second is un-conducive political environment.

Lack of Accountability and Transparency in the Education Ministry

One of the strongest criticisms against the manner in which free primary education was introduced in 2003 is the lack of a reliable accountability and transparency system. The anticipated educational policy would entail large sums of money released from the national treasury with a very wide network of recipients comprising of 18,000 primary schools.¹²⁴ Considering that Kenya had already acquired a reputation for misappropriation of public funds well before 2003, there was need to place robust legal and structural arrangements to prevent pilfering, embezzlement and other forms of financial impropriety in the education sector. Since this was not done, the education sector has now become widely known for massive financial misconduct.

In 2013, Kenya's education sector was ranked fifth in the Transparency International Global Corruption Report.¹²⁵ According to the report, more than 48 million US dollars (equivalent to 4.2 billion Kenya Shillings) intended for the Kenya Education Sector Support Programme (KESSP) was lost through misappropriation in the financial years

¹²⁴ Wash In Schools. (2013). *Kenya: Enabling Policy Environment for WASH in schools*. Available on, <http://www.washinschoolsmapping.com/projects/Kenya.html>, Retrieved, October, 20th2013.

¹²⁵ Transparency International.(2013). *Global Corruption Report: Education*, p.8. New York. Author.

from July 2005 to June 2009. This has been approximated to be equivalent to 11,400,000 text books each estimated at an average price of 367.5 Kenya Shillings per textbook.¹²⁶

Indeed the donors to the FPE programme including the United Kingdom's Department for International Development (DFID), and the Canadian International Development Agency (CIDA) have put bilateral support for the Ministry of Education on hold. Moreover, donors including Canada, the United Kingdom, Germany, the Netherlands and France, have already asked for a refund of the amounts from their programmes that were misappropriated.¹²⁷

Corruption in the education sector may be seen to affect enrolment in three ways. First, the facilities that should have been supplied to schools are not supplied, contributing to an increase in the rate of drop out cases, due to congestion and other reasons as discussed earlier. Secondly, corruption makes education more expensive. Kimeu, S. (2013) says that many public schools in Kenya are still charging extra fees for tuition in contravention of the Basic Education Act, 2013.¹²⁸ This makes education more expensive and may keep some children out of school. Corruption in the education sector has been noted to occur in the form of teacher's absence from school. According to a Transparency International Report, the rate of Kenya's teacher absenteeism stands at 30 percent, which is one of the highest in the world. A recent World Bank report places it at 45 percent. According to Harry Anthony Patrinos, the Education Sector Manager at the World Bank, an average of

¹²⁶Ibid, p.45.

¹²⁷Ibid, p.45.

¹²⁸Kimeu, S. (2013). *Misappropriation of funds for free education in Kenya*. In Transparency International (2013) Global Corruption Report: Education, p.45. New York

16 per cent of teachers in Kenya are away from school each day, while 27 per cent will be in school but not teaching. Two per cent would be in class but not teaching.¹²⁹

Teacher absence increases indiscipline in schools and may therefore contribute to truancy and drop out cases. The Transparency International: Education (2013) Report warns that due to weak monitoring structures in the educational sector, corruption in the sector may increase in the days to come.¹³⁰

Un-conducive Political Atmosphere

The political goodwill required to eliminate slums in Kenya as a long term solution to improve the livelihoods of slum dwellers has been lacking. The ideal solution to the problem of slum proliferation in Kenya would be to improve the livelihoods of slum dwellers. In this section, the politics behind the Kibera slum upgrading project are briefly addressed. The government of Kenya in collaboration with the UN habitat chose Kibera as the first slum on which to implement the first slum upgrading project which would then be extended to other slum areas of Kenya.¹³¹

However, the Kenya Slum Upgrading Project (KENSUP), as the project came to be known, did not go beyond the Kibera project, and even that project ended in controversy.

Karari, P.M. (2009) cites some of the challenges that the slum upgrading project faces to

¹²⁹ Quoted by Kigotho, W. (October 16th 2013) *Graft breaks link between Academics and Jobs*, says *Transparency International Report*. In *The East African Standard*, Nairobi. The Standard Group.

¹³⁰ Kimeu, S. (2013). *Misappropriation of funds for free education in Kenya*. In *Transparency International (2013) Global Corruption Report: Education*, p.45. New York: Transparency International.

¹³¹ Karari, P.M. (2009). *The Challenges Facing Kenya Slum Upgrading Programme in the Realization of the International Elements of the Right to Housing: A special focus on Kibera slums in Nairobi.*, p.5. Institut für Soziologie, Arbeitsbericht Nr. 56, Internet-Fassung

include highly politicized development process, competing interests among the NGOs, lack of land tenure among the landlords and the tenants, as well as the government officials allocating the upgraded houses. Until these political challenges are addressed, slum upgrading in Kenya will continue to stall.¹³²

¹³² Ibid.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of the Study

This study has focused on the status of the second Millennium Development Goal in Kibera Slums in Nairobi. The second Millennium Development Goal is concerned with education for all (EFA) especially through the full enrolment to primary schools of boys and girls of school-going-age. The study has taken the research design of a case study. This research design was chosen because it lends itself well to a study in which careful and complete observation of an individual or situation or an institution is needed. It allows for a study of each and every aspect of the concerned unit in minute details and then from case data, generalizations and conclusions are drawn.

The study is presented in five chapters Chapter One is the introduction to the study. This chapter constitutes the research proposal. It provides the skeleton of the entire study. Contents placed under chapter One include background to the study, statement of the research problem, general and specific objectives of the study, research hypotheses, justification of the study, theoretical framework, research methodology, scope and limitations of the study and the chapter outline.

Chapter Two presents the literature review supporting the study. The chapter is divided into the following subtitles: Introduction, International Policy Framework for Universal Primary Education (UPE), Kenya's quest for free primary education since 1963, Legal provision for free primary education in Kenya, and Kibera slums.

Chapter Three is entitled 'An Assessment of the status of the second MDG in Kibera'. In this chapter, the data collected is presented and discussed. Some of the data is presented in tables and graphs. A discussion based on the findings is also presented.

Chapter Four is entitled 'Factors that contribute to the failure of the achievement of the second MDG in Kibera.' The discussion is based on the data obtained from both primary and secondary sources. In this chapter, the challenges facing the implementation of the EFA goals in Kibera are also discussed.

Chapter Five provides a brief summary of the study, a conclusion and recommendations.

5.2 Summary of the Research Findings

The unit of study was the slum area of Kibera in Nairobi. An in-depth inquiry was done into the current status of enrolment to primary schools in Kibera. To do this, a study involving 115 residents of Kibera was conducted. Their views on various issues of relevance to enrolment of children to primary schools were determined.

According to the respondents of this study, about 10 - 15% of children of school-going age do not attend school in Kibera. In a scale of 1 – 100 where 100 represents rampant truancy and very poor school enrolment trends, the first sample rated the problem at 83.2%. This was interpreted to mean that there is rampant truancy and very poor school enrolment trends in Kibera.

An inquiry into the factors that contribute to the failure to realize the ideals of the Second Millennium Development Goal in Kibera was conducted. The factors that were found to

make the greatest contribution towards attrition from primary schools in Kibera include extreme poverty, negative social environments and poor implementation of free primary education. As for the contribution of extreme poverty to the problem of low enrolment, 43 out of 50 respondents from the first sample either 'agreed' or 'strongly agreed' with the statement that 'The impoverished environments in which many of our pupils live in contribute to their poor attitude towards school.'

The research also made an attempt to determine the status of enrolment of girls in schools in Kibera slums. 31 respondents out of 50 in the first sample agreed with the statement that 'Teenage girls frequently miss school due to lack of proper health facilities including sanitary towels.' As for the second sample, 35 of the respondents agreed with the statement that 'Girls living in slums are very much likely to be involved in sex and many drop out of school due to pregnancies.' When the second sample was asked to comment on the statement that 'Girls are more likely to drop out of school than boys', 34 respondents agreed with the statement.

The access of the disabled children to primary education was also measured. 40 of the respondents from the second sample agreed that 'Lack of facilities to cater for the disabled children in the slum and in schools makes some of the disabled children to be kept out of school.'

The challenges identified to hinder the implementation of the free primary education in Kibera include the lack of accountability in the education ministry as well as an un-conducive political atmosphere.

5.3 Conclusion

This research study has established that the enrolment of school-going-age- children to school has not yet been achieved so far. In the approximation of this study, between 10 to 15 percent of such children are out of school. While several of the factors that lead to this situation have been discussed in the study, one factor that stands out is extreme poverty. It is important that the government pays attention to measures needed to eliminate extreme poverty.

This study has established that the implementation of the free primary education would have helped to achieve the goal of EFA in Kibera if it had been done with greater efficiency. For example, targeting the ultra poor in slums with subsidies and provision of support services for children with disabilities would make a lot of difference in the attainment of the goals. It has also been established that corruption has hindered the full realization of the intentions of FPE.

The considered view of this study is that enough measures are not yet in place to help achieve the EFA goals in Kibera and other slums by 2015. It is therefore likely that the goals may not be achieved unless all the stakeholders change tact as far as the education of poor children is concerned.

5.4 Recommendations

Both study and policy recommendations are going to be suggested towards the realization of UPE in Kibera slums.

5.4.1 Recommendations

The present study has established that extreme poverty is one of the causes of lack of full enrolment to primary schools in Kibera. There is need, however, for a study to be done on the most effective ways of targeting slum dwellers for poverty eradication programmes by both state and non-state actors. Further, there is need to study the extent to which specific aspects of poverty such as HIV/AIDS and disability contribute to lack of full enrolment to primary schools in Kibera.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR A TEACHER

This questionnaire should be filled by a teacher in the Institution.

Introduction

My name is Joyce Mutahe Njuguna, a postgraduate student at the University of Nairobi. in partial fulfilment of the requirements of the degree of Master of Arts in International Studies, I am conducting a research on *Education for All: The Status of the Second Millennium Development Goal in Kibera Slums in Nairobi*. Your participation in this research by responding to this questionnaire will be appreciated. All your responses will be treated with utmost confidentiality and will be used for academic purposes only.

SECTION ONE

DEMOGRAPHIC INFORMATION

Teacher's gender Male:

Female:

Type of school

Please tick appropriately:

(a) Formal School.

(b) Non-formal school.

(c) Private school.

SECTION TWO

This section aims at estimating the percentage of children not enrolled in school in Kibera.

In your estimation, what percentage of school-going-age children are out of school in Kibera?

5-10 %	<input type="checkbox"/>
10-15%	<input type="checkbox"/>
15-20%	<input type="checkbox"/>
20-30%	<input type="checkbox"/>
Above 30%	<input type="checkbox"/>

SECTION THREE

This section aims at determining the status of school enrolment and attendance by children in Kibera slums. Tick as appropriate.

5= strongly agree; 4=agree; 3= neutral; 2= disagree; 1= strongly disagree.

	Statement- School enrolment	1	2	3	4	5
1	More than 10% of our pupils drop out of school before completing their primary school years.					
2	Our school does not have the capacity to enrol all the deserving children who apply to join us every year.					
3.	Many children of school-going age living in Kibera do not attend school.					
4.	I know several girls who have dropped out of school in					

	the last one year due to early pregnancies.					
5	I am aware that some of the pupils in our school do engage in drug taking including alcoholism.					
	Statement- School attendance	1	2	3	4	5
6	There is a very high rate of absenteeism by children in our school.					
7	I am aware that some of the pupils in our school get engaged in wage-earning labour during school days.					
8.	The impoverished environments in which many of our pupils live in contribute to their poor attitude towards school.					
9.	Teenage girls frequently miss school due to lack of proper health facilities including sanitary towels.					
10.	Poor sanitation in the slums contributes to poor health among the children leading to increased rate of absenteeism.					

SECTION FOUR:

In this section the factors contributing to the failure to the realization of the second MDG (full school enrolment of boys and girls of school-going age) in Kibera are investigated.

1. What are some of the factors that contribute to the failure to the realization of full enrolment of children in Kibera schools?

2. i) Does your school receive applications to accept disabled children from Kibera?

- ii) Does your school have any special arrangement to cater for the disabled children? If yes, what arrangements are these?

- iii) What kinds of disability do you encounter among children from Kibera slums?

iv.) Do you think that disability contributes to some children missing to attend school?

3. What should be done to ensure that all children of school-going age are enrolled in school?

Thank you for your participation

APPENDIX 2

QUESTIONNAIRE FOR THE IDENTIFIED COMMUNITY LEADER IN KIBERA

This questionnaire should be filled by the identified community leader in Kibera.

Introduction

My name is Joyce Mutahe Njuguna, a postgraduate student at the University of Nairobi. In partial fulfilment of the requirements of the degree of Master of Arts in International Studies, I am conducting a research on *Education for All: The Status of the Second Millennium Development Goal in Kibera Slums in Nairobi*. Your participation in this research by responding to this questionnaire will be appreciated. All your responses will be treated with utmost confidentiality and will be used for academic purposes only.

SECTION ONE

DEMOGRAPHIC INFORMATION

Gender: Male:

Female:

Responsibility

in

the

community:

SECTION TWO:

This section aims at estimating the percentage of children not enrolled in school in Kibera.

In your estimation, what percentage of school-going-age children are out of school in Kibera?

	<input type="checkbox"/>
5-10 %	<input type="checkbox"/>
10-15%	<input type="checkbox"/>
15-20%	<input type="checkbox"/>
20-30%	<input type="checkbox"/>
Above 30%	<input type="checkbox"/>

SECTION THREE

This section aims at determining the status of school enrolment by children in Kibera slums. Tick as appropriate.

5= strongly agree; 4 =agree; 3= neutral; 2= disagree; 1= strongly disagree.

	Statement	1	2	3	4	5
1	I know many children in my neighbourhood who are of school-going age and yet they do not attend school.					
2	Negative influences of the life in slums make some children to develop a wrong attitude towards education.					
3.	Lack of facilities to cater for the disabled children in the slum and in schools makes some of the disabled					

	children to be kept out of school.					
4.	Some children keep out of school due to lack of fees and related expenses such as school uniform.					
5	Girls living in slums are very much likely to be involved in sex and many drop out of school due to pregnancies.					
6.	Conditions in most schools in Kibera including sanitation and overcrowding in classes facilities are not inviting to pupils and therefore they contribute to the failure of children sticking in school.					
7.	By getting introduced to monetary economy too early in life, children in Kibera get lured to money-making activities at the expense of education.					
8.	Extreme poverty in the slums is the greatest cause of failure to achieve full enrolment of children to schools in the slum.					
9.	Some pupils fail to enrol in school because there are no chances for them in the schools in the slums.					
10.	Girls are more likely to drop out of school more than boys.					

SECTION FOUR:

In this section the factors contributing to the failure to the realization of the second MDG (full school enrolment of boys and girls of school-going age) in Kibera are investigated.

4. What are some of the factors that contribute to the failure to the realization of full enrolment of children from Kibera in schools?

5. What should be done to ensure that all children of school-going age are enrolled in school?

Thank you for your participation

APPENDIX 3

INTERVIEW QUESTIONS

INTRODUCTION

My name is Joyce Mutahe Njuguna, a postgraduate student at the University of Nairobi. in partial fulfilment of the requirements of the degree of Master of Arts in International Studies, I am conducting a research on *Education for All: The Status of the Second Millennium Development Goal in Kibera Slums in Nairobi*. Your participation in this research by responding to this questionnaire will be appreciated. All your responses will be treated with utmost confidentiality and will be used for academic purposes only.

SECTION A

DEMOGRAPHIC INFORMATION

Gender Male:

Female:

1. Responsibility in the community/ vocation.
-

SECTION B

This section aims at estimating the percentage of children not enrolled in school in Kibera.

2. In your estimation, what percentage of school-going-age children are out of school in Kibera?

5-10 % 10-15% 15-20% 20-30% Above 30%

SECTION C

Factors that contribute to failure of full primary school enrolment in Kibera schools.

3. What are some of the factors that contribute to the failure to the realization of full enrolment of children from Kibera in schools?
4. What should be done to ensure that all children of school-going age in Kibera are enrolled in school?