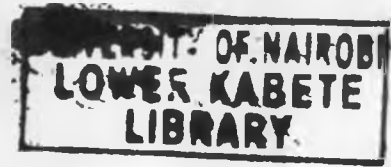


**THE EFFECT OF DONOR FUNDING ON THE ACHIEVEMENT OF
FREE PRIMARY EDUCATION IN NAIROBI COUNTY: A CASE
STUDY OF KASARANI DISTRICT (2006-2010)**

BY

OKUNGU ZACHARY OBUMBA

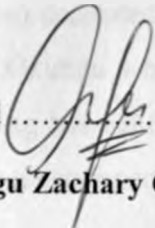


**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE
DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA),
UNIVERSITY OF NAIROBI.**

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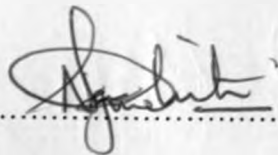
DECLARATION

This management research project is my original work and has never been presented in any other University or College for the award of Degree or Diploma or Certificate.

Signed .....
Okungu Zachary Obumba
D61/60119/2010

Date 18 NOVEMBER 2011

This management research project has been submitted for examination with my approval as the University Supervisor.

Signed .....

Date 18/11/11

Mr. Mohamed Mwachiti

Lecturer, Department of Finance and Accounting

DEDICATION

This study is dedicated to my dear wife Lilian and children Eddy John Okungu and Wendy Joano Nyabonga for their love, understanding and patience during the times I was away from home and could not be with them because of my studies. God's blessings should be upon all of you.

It is also dedicated to my late parents, Jonathan Okungu Obumba and Mama Sela Alice Awiti Okungu whose stewardship, strictness and unparalleled love showed us sound parenting has values far beyond material wealth. Their sacrifice for our education shall remain a permanent inspiration in our lives. May your spirits live forever.

ACKNOWLEDGEMENT

First and foremost, I thank the almighty God for the gift of life, good health and strength throughout my studies. I appreciate and wish to extend my best wishes and gratitude to all whose assistance and encouragement enabled me to complete this project.

Special thanks to my supervisor, Mr. Mwachiti for his invaluable input, dedication to this work, expert support, knowledge, motivation, patience and encouragement. God bless you mwalimu.

I would like to thank the entire Okungu family whose love and support has enabled me to pursue my studies with a lot of fulfilment. Special thanks to my wife Lilian for taking care of me and our children without complaining during the course of my study. Lilian, you are a wonderful wife and a mother, God will always bless you. To my son Eddy John and daughter Wendy Joano, you are great human beings who never wondered why *daddy* could not help with your home work or accompany you to play at Uhuru Park. May the almighty God reward both of you with good health and strength as you grow to achieve your dreams.

I wish also to thank my friends and classmates for good times we shared together. I cannot forget to mention Kennedy Riaga for his invaluable academic support and for being my friend. God bless you. To Nairobi City Council for providing me with the much needed data, specifically my sincere appreciation goes to Jacinta of Education department.

Finally, to my children Eddy John and Wendy; this is my word to you, “Strong trees do not grow with ease, the stronger the wind, the stronger the trees”. Thank you for always withstanding the challenges of life.

ABSTRACT

This study sought to establish the effect of donor funding towards the achievement of free primary education in Nairobi County; a case study of Kasarani District. Accordingly, the objectives of the study was to determine whether the number of girls enrolled in public primary schools within Kasarani District was related to donor funding and to establish whether the performance of pupils in the KCPE within Kasarani District was related to donor funding. The survey research design was used for the study. The sample size consisted of 17 schools in Kasarani District selected by way of random sampling and data was collected using structured questionnaire over five year period to 2010. The analysis of data collected was done by using the Statistical Package for Social Sciences (SPSS).

The findings of this study revealed that there is a relationship between girls' enrolment as a percentage of total enrolment and academic performance. However, this relationship is only explained by 22.6% variation in donor funding as a percentage of total funding. The study further established that donor funding of -0.883 had no effect on girls' enrolment and academic performance. This shows that lack of donor funding neglects primary school performance. Thereafter, one unit change in the number of girls enrolled resulted to an increase of 1.776 in donor funding whereas the change in academic performance by a unit mean score resulted into 0.003 increase in donor funding.

In view of the above findings, the study recommends that the government should work closely with the donors in order to increase the enrolment of girls in public primary schools. The government should also identify other factors that influence girls' enrolment and academic performance apart from the donor funding, effort should then be put to promote those factors.

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ABBREVIATIONS

EFA	-	Education for All
FPE	-	Free Primary Education
GoK	-	Government of Kenya
KESSP	-	Kenya Education Sector Support Programme
MOEST	-	Ministry of Education Science and Technology
MDGs	-	Millennium Development Goals
SMCs	-	Schools Management Committees
TIQET	-	Totally Integrated Quality Education and Training
UPE	-	Universal Primary Education

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background

Free Primary Education refers to the access to education by all children regardless of their economic, political or social background (UNESCO, 2000). The World Conference on Education for All (EFA) held in 1990 made it understood that by making primary education free it would include children from poor families and thereby perhaps become universal. Article I of the World Declaration on Education for All adopted at the conference clearly states that “Every person—child, youth and adult—shall be able to benefit from educational opportunities designed to meet their basic learning needs”, focusing on value, significance, and effects of education for individuals.

The Dakar Framework for Action of 2000 set the goal with the statement “Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete free and compulsory primary education of good quality.” This was further reflected in the Millennium Development Goals (MDGs).

Over the past decade several countries in Sub-Saharan Africa have abolished primary school tuition fees typically as part of renewed attempts to improve their education systems which have been in decline, and even suffered reduced enrolments after the initial growth following Independence. Whereas in the eighties and early to mid-nineties, cost-sharing had been a policy promoted by international financial institutions such as the World Bank, the direct (and indirect) costs to parents of their children’s education became obstacles to their attendance and continued enrolment. The inability of parents to afford such costs fell on girls disproportionately, typically being the first to be pulled out or allowed to drop out of school (UNESCO, 2004).

It has been observed that children from families with more socio-economic resources have a higher probability of being in school as compared to those from families with less socio-economic resources. This is because direct costs associated with education such as fees, books and uniforms are less likely to be an obstacle to wealthier families. The opportunity costs of children not being able to help at home, at the family farm or by earning additional income through child labour are less important to them (Basu, 1999).

Education participation for children coming from poor families and the girls is determined by both quantity and quality of schools (Buchmann & Hannum, 2001; Colclough et al., 2000; Ersado, 2005; Handa, 2002; Michaelowa, 2001; Vasconcellos, 1997). The case for quantity is obvious because when there are no schools or teachers available; children are not able to acquire education. Also the distance to school is expected to play a role. Colclough et al. (2000) conclude that schools are mostly visited by children living in the neighbourhood.

Quality is also important because it determines to what extent children benefit from going to school. When parents realize that their children gain less from low quality education, they may be less willing to send their children to school (Buchmann & Brakewood, 2000; Colclough et al., 2000). An often used quality indicator is the Pupil Teacher Ratio, which indicates how many pupils are attended to by each school teacher in a district, and hence indicates average class size (UNESCO, 2004).

Education offers a vital means to unlock and safeguard other human rights and also provides some of the scaffolding necessary to achieve the rights to good health, liberty, security, economic wellbeing, and participation in social and political activities. Literacy is important as it gives access to and enjoyment of all human rights. Through good education, the imbalances in life chances are lessened (UNESCO, 2002). Education also plays an important role in helping people to become literate, be able to numerate, become problem solvers, achieve self-actualization, economic sufficiency, civic responsibility, and satisfactory human relationships (Brimley & Garfield, 2005).

Good education offers the skill and knowledge that is necessary to move a nation forward both economically and socially. Good education is vital in improving productivity,

creativity in arts, invention in the sciences, perpetuation of cultural values, and reduction of negative practices such as child labour and forced prostitution (Aduawa-Ogiegbaen, 2006). All over the world, nations have had to review their educational systems to bring about the most desired change and development because everybody has come to realize that education is the major instrument for social change (Aluede, 2009).

Educational achievement and economic success are clearly linked just as education is linked to the health of a nation (Dike, 2002). Literacy and education influence social welfare through indirect effects on health, fertility, and life expectancy. Education engenders in the individual a continuous development of the physical, mental, and spiritual life. In all its forms, education seeks not only to transform natural resources for the benefit of humanity, but also generates skills and techniques for the solution to the problems of humanity and for socioeconomic and cultural transformations (Ajuzie, 2001). Literacy and schooling are vital for the technical advances and growth and must be encouraged for future research and development (Galbraith, 1984).

Education helps in creating professionals and technicians needed to keep the society functioning. Literacy promotes national progress as young people are trained for responsible careers which impact their countries tremendously (Taylor- Kamara, 2010). When any nation educates its people, it serves the good of the entire country. Citizens who are educated have a sense of purpose and the confidence to pursue careers that add stability to their nation (Taylor-Kamara, 2010). Education helps people to develop high cognitive powers for making good decisions. It acts as a formative agent in shaping the character, attitudes, and values of a child. It is a transmission agent of passing knowledge, experience, and skill from one generation to another (Taylor-Kamara, 2010).

1.1.2 Free Primary Education in Kenya

Since independence in 1963, the Kenyan government has faced the challenge of education system through commissions, committees and task forces. The most significant government reports and commissions included The Ominde Report of 1964, The Gachathi Report of 1976, The Mackay Report of 1981, The Kamuge Report of 1988 and The Koech Report of 2000 (Mutiso, 2011). These initial reports aimed at policies

fostering national unity and creation of sufficient human capital and were adopted from the colonial government. The reports in the 1980s were more focused on redefining education to foster national unity, social, economic and cultural aspirations of Kenyans (Mutiso, 2011). Education financing, quality and relevance were introduced in the 1990s. In 2000, the Commission of Inquiry into the Education System of Kenya (The Koech Report, 2000) recommended the Totally Integrated Quality Education and Training (TIQET). It outlined ways and means of enabling education to facilitate lifelong learning, national unity, and mutual social responsibility, accelerated industrial and technical development, while responding to changing circumstances (MOEST, 2005). Whereas the government did not adopt the TIQET program, some of its core recommendations such as curriculum rationalization were adopted and implemented.

In 2002, the NARC government implemented the FPE policy, which was a campaign pledge to the voters through MOEST. The FPE initiative focused on attaining Education for All (EFA) and in particular, Universal Primary Education (UPE). And as was expected in a country where a substantial proportion of children were out of school, the response was overwhelming. In many schools, the head teachers found themselves with more children to enroll than their capacity could hold. Due to the limited space and facilities, the heads turned many children away. Since the government had not given an age limit, even those who were 'over-age' were enrolled and this worsened the congestion in schools (UNESCO, 2005). Key concerns were access, retention, equity, quality and relevance and internal and external efficiencies within the education system (MOEST, 2005). Most classes were too large to be handled by a single teacher. On average, the teacher: pupil ratio in most schools was 1:50. This had a lot of implications on teaching and learning. The teachers were not able to give individual attention to the learners, especially to the slow ones, and this made it difficult for schools to offer quality education. Teachers were also unable to take full control of classes. Indiscipline was, therefore, rampant in schools (UNESCO, 2005).

The FPE implementation in 2003 was critical to attaining the EFA as a key objective to realizing the UPE goal (MOEST, 2005). The goal of the government was to have

education and training for development translated *Elimu Bora Kwa Maendeleo*. The MOEST is mandated with this mission and it works with the stakeholders to provide, promote and coordinate quality lifelong education training and research for Kenya's sustainable development and responsible citizenry. The ministry is responsible for providing appropriate regulatory framework, develop policies and guidelines, provide support, mobilize resources for education sector inputs and coordinate human capital development through education and training. The overall goal of MOEST and the government is to achieve EFA by 2015 in tandem with international commitments (MOEST, 2005).

Nyamute (2006) notes that the current cost of FPE is beyond the normal education budget allocation. The fact that the country's economy has not been performing as expected in recent year's means that it cannot support the realization of the UPE goals without the infusion of outside funds. Yieke (2006) adds that after the initial euphoria, it was noticed that there was lack of a sustained and comprehensive communications strategy for FPE. There was lack of consultation and information on the roles of various key stakeholders. As a result of this, there was confusion amongst teachers, parents, school committee members, sponsors and local donors. At the same time, there was lack of clear guidelines as far as FPE was concerned, and many issues were rushed without these being addressed adequately.

Prior to the introduction of FPE, education financing was cost-shared by the government, parents and communities. The Government financed teachers' and administrators' salaries as well as some school facilities, while parents and communities paid for tuition, textbooks, materials, examinations and infrastructure. In 2003, the Government introduced the FPE, making primary education free (UNESCO, 2005).

Kenya's level of investment in education is relatively high. Public expenditure on education as a percentage of GDP is 6.3%, higher than the average of high-income countries (5.2%); 22.5% of total government expenditure is on education, more than in high-income countries. However, public expenditure per pupil is highly skewed, with less than 1% of GDP per capita spent on primary education compared with 256.7% on tertiary education (UNESCO, 2005).

Though the Kenyan government increased the allocation of education financing to approximately 17 percent of the national budget from 2003 to date, the FPE programme is still strongly supported by donor funding. The UK, World Bank, Canada and UNICEF have been providing 'pooled' funding directly through the government to the Kenya Education Sector Support Programme (KESSP). The UK pledged \$88.8 million (Kshs. 6.75 billion) over a five-year period (starting in 2005) and the US \$7 million (Kshs. 532 million). UK's department for International Development (DfID) announced support of £55 million (Kshs 7 billion) over five years (2005 – 2010) to KESSP. An additional grant of Kshs. 582 million was agreed in 2009 to specifically target improving water/sanitation facilities for the poorest schools. Between 2005 and 2008, Kenya received \$21 million (Kshs. 1.6 billion) in Fast Track Initiative (FTI) Catalytic Fund Grants, a World Bank basket fund. The World Food Programme (\$13.9 million) and OPEC (\$9.9 million) too have contributed to making the programme a success (Karemesi, 2010).

The over reliance on donor aid to run Kenya's free primary education programme is a cause for concern. The cost of providing free primary education is beyond the scope of the ordinary education budget, economic performance has not been strong and donor finance is often temporary. This financing may not be sustainable (Karemesi, 2010).

The current cost of FPE is way beyond the normal education budget allocation. It is also a fact that the country's economy has not been performing well in recent years and cannot support the realization of the UPE goals without the infusion of outside funds. For the country to sustain universal access there will be a need for economic growth to generate public funds for education. Otherwise, prioritizing UPE is most likely to take away from the provision for other sectors of education as well as from the health sector (Sifuna, 2005).

The study will be conducted in Kasarani District, which is one of the seven districts in Nairobi County. There are 26 public primary schools in Kasarani District (see appendix IV). Kasarani District has been selected for study because it is home to both middle and low class city residents and also due to ease of accessibility by the researcher. These aspects make the schools in the district a representative of the public schools in Nairobi County.

1.2 Statement of the Problem

Primary school education in Kenya is free and the Kenyan government gives a certain fixed amount of money for every school-going child (MOEST, 2003). This policy of Free Primary Education (FPE) has seen a tremendous increase in enrolment of school going children from 5 million in January 2003 to 8 million by May 2009 (World Bank Report, 2009). This rapid increase in numbers of pupils has created constraints and challenges to successful implementation of FPE in Kenya, thereby compromising the performance and quality of standards (MOEST 2003).

The studies done by Muthwii and OWN and Associates in 2004 reported that the implementation of FPE policy in 2003, increased the net enrolment ratio by a further 22.3%. However, as in the 1970s, the implementation of free primary education was beset with difficulties. Rapid expansion in enrolment exacerbated problems of teaching and learning facilities, increased classroom congestion, and raised teacher: pupil ratios. Although the Kenyan government raised its education budget in 2003–2004 by 17.4% and was strongly supported by donor funding in its free primary education initiative, Muthwii (2004) raises questions about the sustainability of the policy.

There are several organizations that play a central role in financing primary education in Kenya. In particular, international (UNESCO, CIDA) and religious organizations that sponsor schools are an important source of finance for the schools. There are also NGOs that actively provide funds for the policy advocacy, review, development of schools and special programs such as education of the girl-child, training and in-servicing of school heads and teachers. The approaches, concentration, focus and volume of support varies from one organization to another (Yetu E, 2003).

Although donor funding is perceived as key to achieving free primary education in Kenya, little has been written or researched on its effect towards achieving the free primary education in Nairobi County. Muchemi (2005) studied the capability gap and challenges encountered in the implementation of free primary education strategy in Kiini West Division. Shishanya (2005) focused on the implementation process of free primary education strategy in Kenya, whereas Kariuki (2007) evaluated the financial management

practices on free primary education funds. These studies did not focus on the role of donors.

This research project endeavoured to evaluate the effect donor funding had towards the achievement of Free Primary Education in Nairobi County.

1.3 Objectives of the study

To determine whether the number of girls enrolled in public primary schools within Kasarani District is related with donor funding.

To establish whether the performance of pupils in the KCPE within Kasarani District is related to donor funding.

1.4 Importance of the study

This study is important for the following reasons. First, it will provide an understanding of the extent of donor funding towards the implementation of free primary education. Secondly, through the study, it will be established whether the achievement of free primary education in Nairobi County is reliant on donor funding. Thirdly, this study will be used for future research in determining the appropriate levels of relationship between the government and the donor communities in the education sector.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter summarizes the information from other researchers and commissions who have carried out their research in the same field of study. It will provide the reader with an account of how free primary education has evolved over the years and also offer insight into the problems still being encountered with the implementation of free primary education.

2.2 Theoretical Literature

Foster (1982) argues that most post colonial states seems committed to national policies in which education for all (EFA) and the free education at the primary level is guaranteed. Further, he argues that private and social rates of return are higher at the primary level than at any other level. Coleman (1990) summarized the importance of education in developing countries by declaring, “As is the state, so is the school- what you want in the state, you must put in the school”.

The belief by the Kenyan government that there is a link between education and economic development, is evident in the first 5-year National Development Plan (1964–1969) and in subsequent National Development Plans (1970–1974; 1974–1978; 1979–1983; 1984–1988; 1989–1993; 1997–2001; 2002–2008) as well as in the Sessional Paper No. 10 which also triggered policies of Universal Primary Education. Although it was believed that true economic value of education could only be realized through the expansion of secondary education, the government was sympathetic to the view of the Kenya Education Commission Report of 1964–1965 (Ominde Commission Report) that primary education was fast becoming a minimum basic educational requirement. The Kenya Education Commission (Ominde Commission) had also recommended the abolition of racially segregated schools and strongly advised that the government should take full charge in the formulation of education policies.

The ruling KANU party had committed itself to free primary education by the end of the decade and in 1971 a presidential decree abolished tuition fees in the most geographically disadvantaged areas and, in 1973, in all areas for Grades I to IV with a uniform fee of Sh.60 (US\$80 pence) imposed for Grades V, VI, and VII throughout the country (Republic of Kenya, 1964; NDP, 1974-1978). It was anticipated that these measures would result in a significant increase in enrolment in primary education. Although school fees had been abolished, no countermeasures were put in place to replace lost revenue, and consequently, primary schools resorted to the use of a building levy that in most cases turned out to be higher than the school fees charged previously. Enrolments initially doubled in most districts following the abolition of school fees but fell back to their original levels because of the introduction of the building levy (Muthwii, 2004).

The fourth National Development Plan (1979–1983) was released under a new political leadership. Jomo Kenyatta who was Kenya's founding President, died in August 1978 and was replaced by Daniel Arap Moi, his Vice President. President Moi continued with the policies of his predecessor under the KANU banner of *Fuata Nyayo* (follow the footsteps) by maintaining universal primary education as a standing educational objective of his new government. Although UPE had not been achieved, enrolment had grown from less than 50% in 1963, the year Kenya gained independence, to more than 85% by 1978 (Republic of Kenya, 1979; Republic of Kenya's NDP, 1979-1983), the language had shifted from that of emphasizing secondary education to that of recognizing primary education as the foundation of economic and national development. The following statement illustrates this, "The primary stage of education is the most important for any child since it is here that basic knowledge is given to the child and foundations for an economically productive and satisfying life are laid" (Republic of Kenya, 1979; Republic of Kenya's NDP, 1979- 1983). For once, the national education policy was in agreement with the international goal. The Plan brought forward what had been steady UPE progress by stating the government's policy to provide universal primary education of 7 years free of charge to all children of primary-school age. The government also aimed to abolish building and other school funds in primary schools and to provide free milk to primary school children throughout the country (Republic of Kenya, 1979; Republic of Kenya's NDP, 1979-1983).

During Moi's leadership, primary education continued to experience rapid growth, with Kenya achieving near universal primary education by the 1990s. Kenya's achievement in the development of basic education was a showcase among Sub-Saharan African countries at the World Conference on Education for All in 1990. However, in the years that followed, many of the gains made were lost or reversed for a number of reasons, including economic decline and the introduction of "cost-sharing." Enrolment and participation rates at the primary level declined between 1990 and 2000 and transition and completion rates stagnated. Gross enrolment at the secondary level also declined and gender and regional disparities widened, whereas children with special needs remained under enrolled. With this background, the National Alliance Rainbow Coalition (NARC) Government, which was elected in 2002, pledged to provide free primary education for all in its 2002 manifesto (OWN and Associates, 2004).

Consequently, Kenya (re)introduced free primary education in 2003 with a view to establishing "universal primary education" and meeting the EFA and MDG target of universal access by 2015. An interim target of a net enrolment rate of 85% was established for 2005 (Vos et al., 2004). Amongst the strategies adopted for meeting the EFA goals at the primary level was to legislate and enforce free and compulsory primary education (Ministry of Education Science and Technology, 2001). According to the Kenya Education Act (2001), every child in Kenya is entitled to Education, the provision of which is the responsibility of the government and the parents (section 7(1)). In addition, every child is entitled to free basic education, which is compulsory in accordance to section 28 of the UN convention on the rights of the child (section 7(2)).

Following the implementation of FPE policy in 2003, the net enrolment ratio in Kenya grew by a further 22.3%. However, as in the 1970s, the implementation of free primary education was beset with difficulties. Rapid expansion in enrolment exacerbated problems of teaching and learning facilities, increased classroom congestion, and raised teacher: pupil ratios. These problems, again as in the 1970s, are leading to high dropout rates and have affected the inflow of pupils in the 2nd year of implementation: 2004. Districts that registered a 20% increase in enrolment in 2003 hardly recorded more than 5% in 2004 (Muthwii, 2004; OWN and Associates).

Although the Kenyan government raised its education budget in 2003–2004 by 17.4% and was strongly supported by donor funding in its free primary education initiative, Muthwii (2004) raises questions about the sustainability of the policy. The cost of providing FPE is beyond the scope of the ordinary education budget, economic performance has not been strong, and donor finance tends to be temporary. She concludes that the FPE initiative of 2003, similar to interventions in the past, was pursued as a matter of political expediency and was not adequately planned resulting to dropout and falling educational quality. In view of these challenges, she considers the attainment of sustained FPE an illusion in the context of Kenya (Muthwii, 2004). Mukudi (2004) also addresses the issues of sustainability with regard to universal primary education in Kenya, including public resource capacity and educational quality. He asserts that economic performance in Kenya is a limiting factor and might be considered disappointing and concludes that without adequate investment, however, the synergies between educational access, economic growth, and poverty reduction may not be capitalized on and a vicious cycle may be observed in which global competitiveness becomes elusive in the absence of investment in knowledge creation. Vos et al. (2004) argue that given the financial constraints that Kenya faces, meeting the EFA target will require a more efficient resource allocation within the education sector and that the cost of the government bearing all household education costs would require a 91% budget increase or 0.8% of GDP and result in a net enrolment rate (NER) of 94% (Vos et al., 2004). The authors conclude that within a tight budget, cost-effectiveness considerations make a considerable difference (Vos et al., 2004).

The Ministry of Education established a system in which all 18,000 public primary schools received capitation grants straight from the Ministry through bank accounts. The annual amount is 1,020 Kenyan shillings (14 US dollars) per pupil, which is earmarked for purchasing educational materials, such as textbooks and notebooks, as well as for the repairing of school facilities and to ensure quality assurance. The total grant amount is determined by the number of pupils enrolled, whereby, large-scale schools enjoy advantages over schools with fewer pupils. Along with abolishing school fees, the government strictly prohibited each school from collecting levies or any money from parents. In the national budget for fiscal year 2005/06 (Kshs 360,087 million),

expenditure for the Ministry of Education (Kshs 94,927 million) accounted for 26.4% of the total budget and much of it was provided by donor agencies (Ministry of Education, 2006). It is in this regard that serious consideration is being given to the need for the diversification of funding through collaboration and partnership with other stakeholders in order to realize the objectives of KESSP (Ministry of Education, Science and Technology, 2005).

The Kenya Education Sector Support Programme 2005–2010 (KESSP) was launched in July 2005, as the master education plan for the country. The objective of KESSP is to put into operation a new policy document, the Policy Framework for Education, Training, and Research. The World Bank provided a supplementary 80 million US dollars to support the plan in addition to its funding for the support of free primary education (World Bank 2006). In fact, KESSP comprises 23 investment programs, 18 of which are related to UPE, and also advocates for the provision of educational opportunities to all Kenyans at various levels (Ministry of Education, Science and Technology 2005).

2009 was the seventh year of implementation of Free Primary Education (FPE) with support from Development Partners and the Kenya Education Sector Programme. In order to enhance access; more funds were injected into the primary school infrastructure by the Ministry of Education, Constituency Development Fund, Local Authority Transfer Fund and community contributions. The outcome of which was a rise in classroom capacity in primary schools from 209,000 classrooms in 2008 to 220,000 classrooms in 2009, an increase of 5.3%. The enrolment rose further by 2.3% from 8.6 million pupils in 2008 to 8.8 million in 2009 in primary education for both public and private schools. Enrolment in Non Formal Educational institutions also increased from 143,409 in 2008 to 163,340 in 2009 with majority enrolled in Nairobi slum areas and the ASAL districts. In 2009, there were 1,345 Non Formal schools, a majority teaching the formal primary school curriculum and only a third offering NFE learning curriculum (Economic Survey, 2010).

2.3 Empirical Literature

A case study by Kipkoech and Kyalo (2010) on the management challenges facing implementation of FPE in primary schools in Keiyo District established that primary school management face challenges in the implementation of the program. The head teachers identified delay in releasing of funds by the government as a major challenge which makes it very difficult for them to project and plan ahead. Another challenge noted by head teachers was conflict with parents which was precipitated by parents' resistance to any attempts to have them supplement the governments' effort in funding of the primary schools. The resistance was due to the misconception that education is free; hence the government should fund it. In conclusion, Kipkoech and Kyalo noted that the government should avail funds to schools at the beginning of the year to enable school managers to plan ahead. They recommend further sensitization of the public to ensure more support from the parents and other stakeholders on FPE. They suggest that the government should also consider increasing the funds meant for the co- curricular activities. A system should also be established where incase of misappropriation of funds in the school, all the members of the management committees are held accountable instead of punishing the head teacher alone.

U4 Anti corruption Resource Centre in 2003 conducted a case study titled Strengthening of Primary Education Project (SPRED Phase III) on behalf of DFID. The purpose of SPRED III was to improve access of poor children to better quality primary education. Outputs of the study included improved provision of basic teaching/learning materials to poor children on an equitable basis, improved policy planning and sector management, increased devolution of responsibility for school management to school level and improved monitoring and evaluation of the textbook programme at school and district level. Key outcomes and impacts of SPRED phase III included success in leveraging more effective allocation of the government education budget with increased non-salary expenditure, specifically a 25% average annual increase in GoK expenditure on textbooks leading to more books available for children across the country. Until January 2003, direct costs of primary education to parents remained prohibitive for many. However, within one year of schools receiving funding for books, NGO and Inspectorate

monitoring teams reported modest but significant increases in attendance (up 3% on average in the year following first receipt of books) and retention, more highly motivated teachers and pupils, and some evidence of improved learning achievement. With this support, declining trends in enrolment appeared to have halted, with no change, or increases varying between 2% and 23%, reported in June 2002 by schools monitored. The sound design and successful implementation of SPRED III proved very attractive to other external funding agencies and in response to the new government initiative for FPE, the World Bank agreed an 'emergency' project to disburse £33 million as a grant from July 2003. In addition, SIDA (Sweden) provided £3.3 million and CIDA (Canada) provided £3.4 million through DFID.

A research study commissioned by the William and Flora Hewlett Foundation and reported by Overseas Development Institute in February 2010, was based on a large number of semi structured interviews with a variety of donor agencies, including bilaterals, multilaterals, foundations and NGOs, as well as case studies on two countries – Mali and Uganda. The findings outlined why education sector had not attracted the necessary funding and suggested ways in which external support for basic education could be increased. The study established six key factors that appear to influence donor decisions around financing basic education. The most significant are donor prioritization and leadership, evidence and advocacy and aid architecture. In the case of basic education, the influence of top leadership was found to be particularly important for some donors, such as the UK and the World Bank. Furthermore, political and foreign policy concerns were influential. Other findings were lack of donor coordination, ineffective division of labour and unpredictability of aid which continues to limit the scale and effectiveness of financial support to basic education. Lack of a strong global coordination mechanism was also found to be a particular problem for the education sector. Despite its strong record on monitoring progress towards the EFA goals through its flagship Global Monitoring report, UNESCO has been unable to provide the leadership and global voice needed to raise additional financing for the sector.

A study commissioned by UNESCO in 2003/04 to assess whether free primary education (FPE) had turned the tables on the decline of primary school enrolments was based on five countries; Kenya, Malawi, Tanzania, Uganda and Zambia. These countries provided a range of experience dating back to 1994, when Malawi introduced free primary education, up to the present day, when in 2003, Kenya followed suit. The review of the countries' experiences with FPE revealed that abolishing tuition fees overcame some of the obstacles to attending school, as can be judged by the gross and net enrolment rate increases experienced in all the countries following FPE. The five countries had all realized the importance of educational quality; the challenge had been to create sufficiently quickly the increases in human resources, the networks of communication, management practices and behaviour that could reinforce, complement and build on the increased physical resources that had been provided, be they classrooms, textbooks, or, indeed, teachers. In all five countries, the governments were dependent on external finance for funding FPE, and this looked likely to be the case for the mid- to long-term. However the lessons emerging from this study that needs to be highlighted are as follows; First of all, it is clear that whilst implementing free primary education is seen as a sound macro policy, it needs to be integrated within a poverty reduction (and economic growth) strategy that anticipates and provides for the forward and backward linkages of the expanded system as well as of those children afforded education. This has implications for textbook production and distribution, school construction and maintenance, teachers' conditions of service, the relevance of the curriculum, the role that examinations play, the provision of early childhood education as an important route into primary education and the transition rates to post-primary education.

2.4 Summary of Literature Review

Kenya first attempted to achieve Universal Primary Education in 1964 through a 5 year National Development Plan (1964-1969) and also in the subsequent National Development Plans. This attempt was supported by views of the Kenya Education Commission Report of 1964- 1965 (Ominde Commission Report). Through presidential decrees of 1971 and 1973, the government abolished tuition fees for grades I to IV and

imposed a uniform fees of Kshs 60 (US\$ 80 pence) for grades V, VI and VII (Republic of Kenya, 1964; NDP, 1974-1978). Failure to put in place countermeasures to replace the lost revenue, primary schools resorted to the use of building levy that turned out to be higher than school fees previously charged and this affected the enrolment of pupils which had initially doubled in most districts (Muthwii, 2004).

Kipkoech and Kyalo in their 2010 studies on free primary education identified delay in release of funds by the government and resistance by parents to supplement the government's effort in funding of the primary schools as some of the problems faced, whereas U4 Anti Corruption Resource Centre established in 2003 that donors like world bank, SIDA and CIDA were more willing to offer grants for the provision of basic teaching/learning materials. The Overseas Development Institute reported in February 2010 that donor prioritization and leadership is one of the six factors that influence donor decisions around financing basic education. Others are evidence and advocacy and aid architecture. UNESCO in 2004 reported that the governments in all five countries they studied were dependent on external finance for funding FPE, and this looked likely to be the case for the mid- to long-term.

Though the Kenyan government increased the allocation of education financing to approximately 17 percent of the national budget from 2003 to date, the FPE programme is still strongly supported by donors by providing 'pooled' funding through the government to the Kenya Education Sector Support Programme (KESSP) (Karemesi, 2010).

This research is therefore to evaluate the effect of donor funding towards the achievement of free primary education in Kasarani District.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the overall methodology used in the study. It includes the research design, population of the study, sample design, data collection and data analysis.

3.2 Research design

A survey research design was employed in order to evaluate the extent of donor funding towards the implementation of free primary education in Kenya.

The quantitative methodology was used in establishing the level of donor funding towards the achievement of free primary education within Nairobi County. It was also to enable the researcher to determine the extent to which donors had contributed directly or indirectly towards the achievement of free primary education in Nairobi County.

3.3 Population of study

A population is defined as the total collection of elements about which we wish to make some inferences. According to Cooper and Schindler (2003), a population element is the subject such as a person, an organization, customer base or the amount of quantitative data on which the measurement is being taken. The target population for this study consisted of all the public primary schools in Kasarani District; Nairobi County. According to the records at the City Council of Nairobi, there were 26 public primary schools in Kasarani District as at December 2010.

Kasarani District had been selected for study because it is home to both middle and low class city residents and also due to ease of accessibility by the researcher. These aspects made the schools in the district a representative of the public schools in Nairobi County.

3.4 Sample design

Public primary schools in Kasarani District were stratified into two zones. The samples were then picked from each zone. A random sample of 17 public primary schools was selected from the two zones comprising 65% of the target population. The table below shows the number of schools in each of the zones.

Sampling frame for schools

Kasarani District	Ruaraka Zone (13schools)	Sample (10schools)
	Kahawa Zone (13schools)	Sample (7schools)

3.5 Data collection

This study used both primary and secondary data. The secondary data consisted of donor funding and budgetary allocations towards the achievement of free primary education in Kenya and were obtained from the Ministry of Finance and Education. The primary data was collected from the 17 sampled public primary schools through structured questionnaire by way of drop and pick later method.

3.6 Data Analysis

Statistical package for social scientists (SPSS) software version 17 was used to analyze the quantitative data. Pearson Correlation Analyses was used to examine the relationship between dependent variables; Donor funding/ Total Funding and the independent variables (Girls Enrolment/Total Enrolment and Academic Performance).

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + e;$$

Where:

Y= Donor Funding/ Total Funding (represents part of the funding attributable to donors)

X1= Girls Enrolment/Total Enrolment (represents gender parity brought about by donor funding)

X_2 = Academic Performance (measured by the average marks attained by the school in KCPE per pupil; school mean scores)

α = Constant and

β = Beta Coefficient

e = error term

CHAPTER FOUR

4.0 DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This section covers the analysis of the data, discussions and interpretation. The chapter commences with the descriptive statistics which gives the exploration of the variables used in the analysis. Then, Pearson correlation coefficients of dependent variable and independent variables are reported. Regression analysis results highlighting the model summary, analysis of variance and regression coefficients are reported at the end of the chapter.

4.2 Descriptive Statistics of variables

The results of the descriptive statistics were as shown in Table 4.1 and Figure 4.1 for scatter plot.

Table 4.1: Summary of Descriptive Statistics for the period 2006-2010

	Donor Funding/Total Funding	Girl Enrolment/Total Enrolment	Average Academic Performance
Mean	0.1161	0.5114	46.49
STDEV	0.0593	0.0153	4.91
Minimum	0.0280	0.4889	39.05
Maximum	0.2202	0.5444	59.72

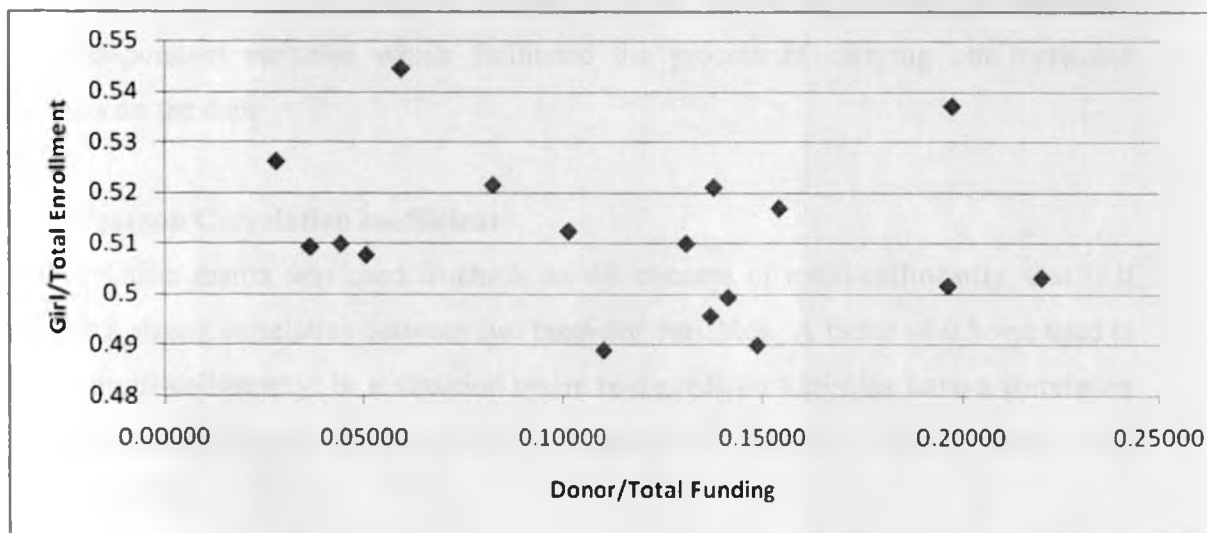
The Donor funding/Total Funding during the period had a mean of 0.1161 and a standard deviation of 0.0593. The maximum value of Donor funding/Total Funding was 0.2202 and the minimum value was 0.0280. This shows that on average donor funding forms

about 10% percent of the total funding. However, in some schools, donor funding was about 22% of the total funding within the 5-year period.

On the other hand the average Girls Enrolment/Total Enrolment during the period was mean of 0.51(51%) and a standard deviation of 0.015. The maximum level of Girls Enrolment/Total Enrolment was 0.5444 (54%) and the minimum value was 0.4889 (49%), resulting to a lower range of 0.05. this depicts that on average the ratio of girls to boys enrolment in primary schools were same as the enrolment ranged between 49% to 54%.

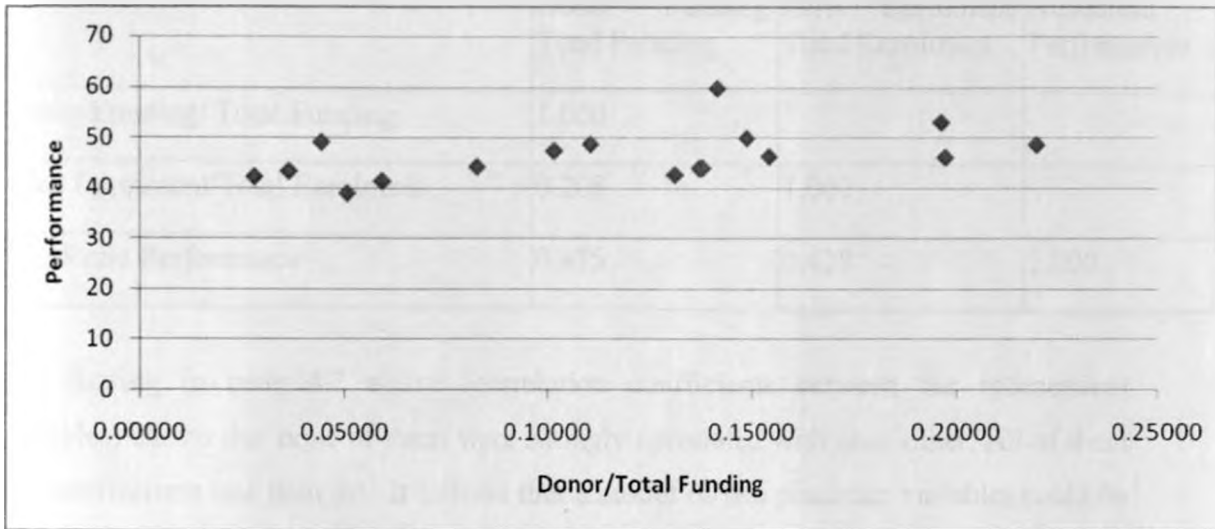
The average Academic Performance during the period was a mean of 46.49 points and a standard deviation of 4.91 points. The maximum level of Academic Performance was 59.72 points and the minimum value was 39.05 points. This illustrates that on average, the primary schools performed below the basic average (50 points). However, the best performing school was 59.72points.

Figure 4.1: Scatter Plot- Donor/Total Funding and Girls/Total Enrolment



The scatter plot shows a moderate upward trend. The trend seems to be linear and as such a linear regression analysis could be used for further analysis.

Figure 4.2: Scatter Plot- Donor/Total Funding and Academic Performance



The scatter graph shows downward trend. The trend seems to be linear and as such a linear regression analysis could be used for further analysis.

4.3 Correlation and Regression Analysis

The results from scatter plots above indicated a linear relationship between the dependent and independent variables which facilitated the process of carrying out regression analysis on the data.

4.3.1 Pearson Correlation coefficient

A correlation matrix was used to check on the concept of multi-collinearity, that is if there is a strong correlation between two predictor variables. A factor of 0.5 was used to check multi-collinearity. In a situation where two predictor variables have a correlation coefficient of more than 0.5, then one of them must be dropped from the model using their P- values.

Table 4.2: Pearson Correlation

	Donor Funding/ Total Funding	Girls Enrolment/ Total Enrolment	Academic Performance
Donor Funding/ Total Funding	1.000		
Girls Enrolment/Total Enrolment	0.208	1.000	
Academic Performance	0.475	0.428	1.000

The finding in table 4.2 above (correlation coefficients between the independent variables) shows that none of them were strongly correlated with each other. All of them had coefficients less than 0.5. It follows that a model of two predictor variables could be used in forecasting level of donor funding towards the achievement of free primary education within Nairobi County.

4.3.2 Goodness of Fit of the Models

The strength of the model was tested by the coefficient of determination, that is, the percentage variation in the dependent variable being explained by the changes in the independent variables. The findings were as shown below.

Table 4.3: Model Summary

	R	R Square	Adjusted R Square	Std. Error of the Estimate	F-Sig.
2006	.418a	.175	.057	.2434429	.261
2007	.165a	.027	-.112	.2637720	.824
2008	.125a	.016	-.125	.3124204	.896
2009	.460a	.211	.099	.2755989	.190
2010	.077a	.006	-.136	.2769995	.960

Predictors: (Constant), Academic Performance, Girls/Total Enrolment

Dependent Variable: Donor /Total Funding

The coefficient of determination (R²) equals 0.226. This shows that Academic Performance and Girls Enrolment/Total Enrolment explain 22.6 percent of the variation in Donor funding/Total funding leaving 77.40 percent unexplained. The P- value of 0.001 implies that the model is significant at the 5 percent significance level.

Table 4.4: Regression Analysis

	2006	2007	2008	2009	2010
(Constant)	2.369	-.975	.172	-4.356	-.357
Girl/Total Enrolment	-2.820	2.267	-.513	5.936	1.076
Performance	-.016	-.001	.006	.033	-.001

Predictors: (Constant), Academic Performance, Girls Enrolment/Total Enrolment

Dependent Variable: Donor Funding/ Total Funding

The results show that donor funding/total funding is negatively related with girl enrolment/total enrolment in 2006 and 2008. Donor funding/total funding is also negatively related with academic performance in 2006, 2007 and 2010.

Table 4.5: Regression Coefficient

R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
.907a	.812	.730		.23667	2.026

Predictors: (Constant), Av. Academic Performance, Average Girls/Total Enrolment

Dependent Variable: Average Donor /Total Funding

The results show that donor funding is positively correlated with academic performance girls' enrolment/total enrolment given a correlation coefficient value of 0.907. R-square

value of 0.812 was established. That is, 81.2% of the changes in girls' enrolment and academic performance are influenced by donor funding.

Table 4.6: ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	.009	2	.005	.082	.022a
Residual	.784	14	.056		
Total	.793	16			

Predictors: (Constant), Academic Performance, Girls Enrolment/Total Enrolment

Dependent Variable: Donor Funding/ Total Funding

ANOVA findings (P value of 0.022) in table 4.4 shows that there is relationship between the predictor and response variables

4.3.3 Regression Equations

The coefficients in Table 4.7 below were used to write the regression equation for the Donor Funding / Total Funding:

Table 4.7: Regression Coefficients

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.883	2.619		-.337	.041
Av. Girl/Total Enrolment	1.776	4.408	.122	.403	.032
Average Performance	.003	.014	.067	.223	.027

Using un-standardized coefficients (B values), the established multiple linear regression equation becomes:

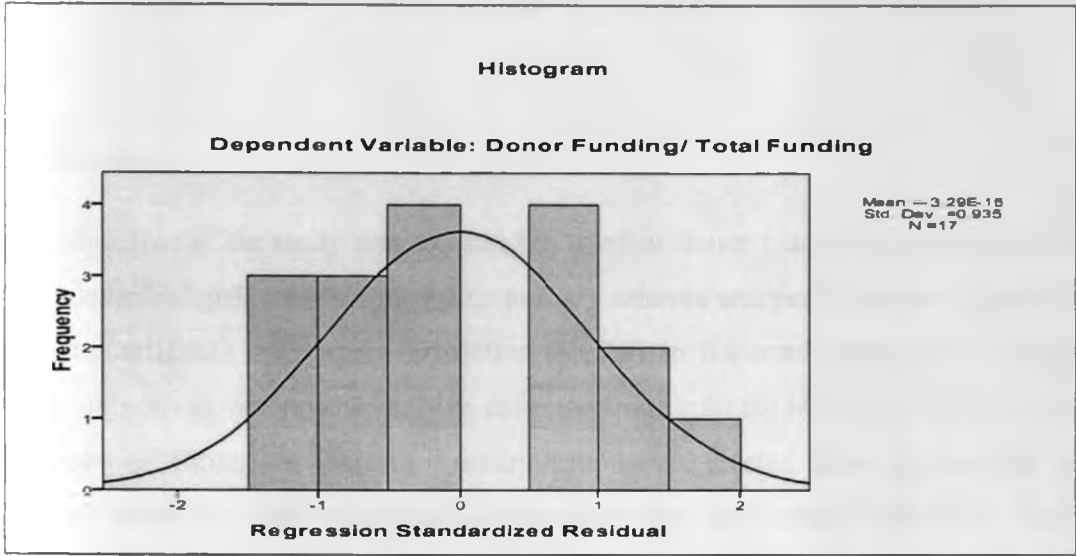
$$\text{Donor /Total Funding} = -0.883 + 1.776 * \text{Girls /Total Enrolment} + 0.003 \text{Academic Performance}$$

Constant = -0.883 shows that when Academic Performance, Girls Enrolment/Total Enrolment were all rated zero, Donor Funding/ Total Funding average would be rated at -0.883. This shows that lack of donor funding negates primary school performance.

Girls Enrolment/Total Enrolment = 1.776 shows that one unit change in Girls Enrolment/Total Enrolment results in 1.776 units increase in Donor Funding/ Total Funding average other factors held constant. A t-significance of 0.032 was established showing that the relationship between girl enrolment and donor funding is significant.

Academic Performance = 0.003, shows that one unit change in Academic Performance results in 0.003 units increase in Donor Funding/ Total Funding average other factors held constant. A t-significant value of 0.027 was established depicting a significant relationship with donor funding.

Figure 4.3: Histogram



The histogram/frequency polygon depicts normal distribution as shown in Figure 4.3.

It therefore satisfies the second order condition that there is a relationship between donor funding/Total funding and the two predictor variables.

Figure 4.4: Normal P-P Plot of Regression Standard Residuals

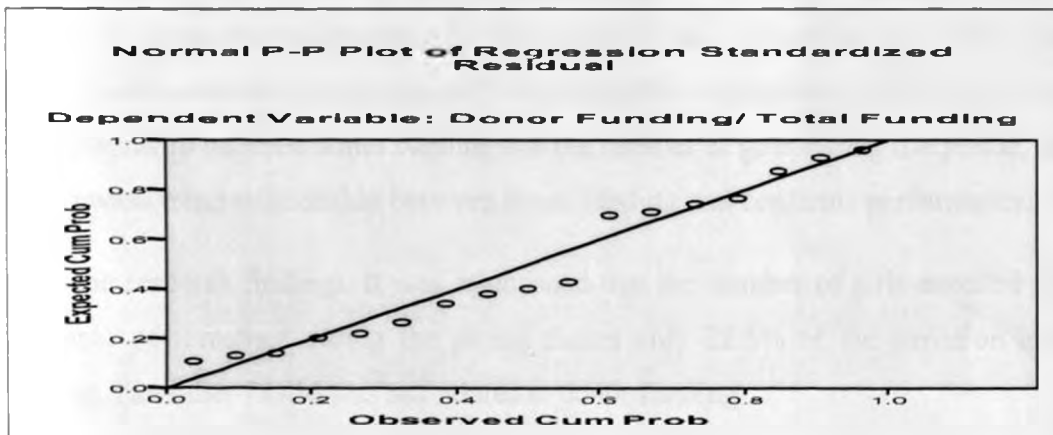


Figure 4.4 shows, the data seem not to be clustered around the 45 degree line indicating that the data is normally distributed. It follows that all the two second condition measures were satisfied.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The objective of the study was to establish whether donor funding is influenced by both the number of girls enrolled in public primary schools and performance of pupils in the Kenya Certificate of Primary Education (KCPE) in Kasarani District. To achieve the study objectives, secondary data was collected from both the Ministry of Finance and the Ministry of Education whereas primary data was collected from the sampled public primary schools using structured questionnaire for the period 2006-2010. The data collected was analyzed using descriptive statistics and Pearson Correlation Analysis to examine the relationship between the dependent and independent variables. The following conclusions were then drawn from the research findings.

The average donor funding over the period was 0.1161. This level of donor funding supported girls' enrolment which averaged 51% as compared to the academic performance of an average score of 46.49.

The findings revealed that there is a relationship between donor funding as a percentage of total funding and the number of girls enrolled as a percentage of total enrolment together with academic performance. Even though the findings depict an upward trend in the relationship between donor funding and the number of girls during the period, there is a downward trend relationship between donor funding and academic performance.

From the research findings, it was established that the number of girls enrolled and the academic performance during the period shares only 22.6% of the variation in donor funding. The other 77.4% was not related to donor funding.

It was further established that one unit change in the number of girls enrolled resulted to an increase of 1.776 in donor funding. The change in academic performance by a unit mean score resulted in to 0.003 increase in donor funding. From the findings, it is evident

that enrolment of girls greatly influenced the level of donor funding unlike the academic performance which had very minimal influence.

5.2 Conclusion

In general, the findings of the study corroborate those of UNESCO in 2003/04 which was to assess whether free primary education had turned the tables on the decline of primary school enrolments.

The reintroduction of free primary education in 2003 was with a view to establish universal primary education and also to meet the EFA and MDG target of universal access by 2015. Following the implementation of FPE policy in 2003, the net enrolment ratio in Kenya grew by a further 22.3%.

In this context, Kasarani district recorded impressive enrolment of girls over the period 2006-2010 resulting to a mean of 51% as a percentage of total enrolment. The donor funding as a percentage of total funding also had a mean of 0.1161. The extent by which any change in donor funding influenced a change in Girls' enrolment as a percentage of total enrolment and academic performance was explained by 22.6% leaving 77.4% unexplained.

5.3 Policy Recommendations

In order to sustain the level of girls' enrolment, it is important for the government to work hand in hand with the donors with an aim to increase funding to public schools. This will go a long way in achieving the EFA and MDG targets.

However, the government should find ways of improving the academic performance of public primary schools. Failure to address the academic performance may negatively impact the enrolment of girls in public primary schools.

Since increase in donor funding only explains 22.6% of the increase in both girls' enrolment and academic performance, the ministry of education should identify the other unexplained conditions that influence the enrolment of girls and academic performance. Enough effort should then be put in addressing those unexplained factors.

5.4 Limitations of the Study

In the collection of data from the public primary schools in Kasarani District, the study encountered gaps since the headmasters of many schools could not estimate the value of indirect donor funding for the period 2006 to 2010.

By focusing on the effect of donor funding towards the achievement of free primary education in Nairobi County, the study restricted its scope to quantitative data in terms of girls' enrolment as a percentage of total enrolment and academic performance. The study did not delve into the qualitative aspects of achievement.

The study only focused on Kasarani District for a period of 2006 to 2010.

5.5 Suggestions for further studies

Given that this study's findings indicate that only 22.6% of academic performance and girls' enrolment as a percentage of total enrolment was entirely influenced by donor funding, there is need to expand the scope of the study to assess what other factors influence academic performance and girls' enrolment in public primary schools.

There is also need to undertake the study in other counties in the country so that it can be established whether there is a relationship between academic performance and girls' enrolment.

Further studies may also look into the qualitative aspects of achievement of free primary education such as quality of education offered by free primary education as opposed to limiting themselves to the quantitative aspects such as girls enrolled and the KCPE mean scores.

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LETTER OF INTRODUCTION



UNIVERSITY OF NAIROBI SCHOOL OF BUSINESS MBA PROGRAMME

Telephone: 020-2059162
Telegrams: "Varsity", Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, Kenya

DATE 19 SEPTEMBER 2011

TO WHOM IT MAY CONCERN

The bearer of this letter ZACHARY O. OKUNGU


Registration No. D61/60119/2010

is a bona fide continuing student in the Master of Business Administration (MBA) degree program in this University.

He/she is required to submit as part of his/her coursework assessment a research project report on a management problem. We would like the students to do their projects on real problems affecting firms in Kenya. We would, therefore, appreciate your assistance to enable him/her collect data in your organization.

The results of the report will be used solely for academic purposes and a copy of the same will be availed to the interviewed organizations on request.

Thank you.


JUSTINE MAGUTU
ASSISTANT REGISTRAR
MBA OFFICE, AMBANK HOUSE

UNIVERSITY OF NAIROBI
SCHOOL OF BUSINESS
MBA OFFICE
P. O. Box 30197
NAIROBI

CITY COUNCIL OF NAIROBI



TELEGRAM "SCHOOLING"

TELEPHONE: 221166/224281

EXT: 2426 /2590

CITY HALL ANNEXE

P. O. BOX 30298 GPO

NAIROBI

CITY EDUCATION DEPARTMENT

GL/NC/142 VOL I/60

30th September, 2011

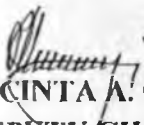
**Headteachers
Kasarani District Primary schools
Nairobi.**

RE: RESEARCH AUTHORIZATION

This is to certify that *Zachary O. Okungu*, a postgraduate student at the University of Nairobi has been granted authority to collect data in your school for his academic research.

His research topic is the *'Effect of Donor Funding Towards the Achievement of Free primary Education in Nairobi County; A case study of Kasarani District'*.

You are therefore requested to accord him necessary assistance that may be required in this study.


**JECINTA A. CHARLES
DEPUTY CHIEF ADVISOR TO SCHOOLS
FOR: DIRECTOR CITY EDUCATION**

CC: Zachary O. Okungu
P.O. Box 26529-00100
Nairobi.

Education Officer, Kasarani District

Appendix III: Questionnaire

Instructions

The questionnaire has two sections. Kindly answer all the questions in each section. If a question is not applicable, kindly indicate "N/A". If you do not have knowledge, then indicate "NK" The interview to sign and stamp against the name of the school.

PART A: Demographic Data

1. Please indicate the following details of your school;

Name of Primary School.....Stamp:

District.....

Division.....

2. Indicate the following;

a) Location of school Slum area () middle class area ()

b) Number of streams per class _____

c) Number of pupils _____

d) Number of teaching staff _____

e) Number of non teaching staff _____

3. Indicate the number of enrolment of pupils per class for the following years

	Class 1	Class 2	Class3	Class 4	Class 5	Class 6	Class 7	Class 8
2003								
2004								
2005								
2006								
2007								
2008								
2009								
2010								

4. Indicate the number of enrolment of girls per class for the following years

	Class 1	Class 2	Class3	Class 4	Class 5	Class 6	Class 7	Class
2003								
2004								
2005								
2006								
2007								
2008								
2009								
2010								

5. Please indicate the average performance of your school in the KCPE in the following years;

Year	2003	2004	2005	2006	2007	2008	2009	2010
Performance								

Appendix IV: List of Schools in Kasarani as at December 2010

	Name	TSC Code	Zone
1	Baba Dogo	934001001	Ruaraka
2	Daniel Comboni	934001035	Ruaraka
3	Drive In	934001040	Ruaraka
4	G.S.U.	934001045	Ruaraka
5	Garden Estate	934001003	Kahawa
6	Githurai	934001020	Kahawa
7	Kahawa Garrison	934001048	Kahawa
8	Kahawa Primary	934001006	Kahawa
9	Kamiti	934001007	Kahawa
10	Kariobangi North	934001005	Ruaraka
11	Kasarani	934001004	Kahawa
12	Kenyatta University Primary	934001022	Kahawa
13	Kiwanja	934001037	Kahawa
14	M. M. Chandaria	934001051	Ruaraka
15	Mahiga	934001019	Kahawa
16	Mararui	934001050	Kahawa
17	Marura	934001047	Ruaraka
18	Mathare 4a	934001038	Ruaraka
19	Mathare North	934001032	Ruaraka
20	Murema	934001049	Kahawa
21	Muthaiga	934001008	Ruaraka
22	Ngunyumu	934001039	Ruaraka
23	Njathaini	934001033	Kahawa
24	Roysambu	934001027	Kahawa
25	Thika Road	934001023	Ruaraka
26	Tree Side Special	9340	Ruaraka

Appendix V: KCPE Performance

	Schools	2006	2007	2008	2009	2010
1	Drive in	43.04	43.82	43.84	45.25	45.54
2	Daniel Comboni	53.54	38.38	38.09	38.03	43.45
3	Kenyatta University	55.87	52.82	50.31	54.16	52.02
4	MM Chandaria	41.16	39.38	42.79	41.8	42.18
5	Roysambu	48.77	48.34	50.64	47.08	50.88
6	Mahiga	43.86	44.86	43.38	45.47	42.29
7	Marura	50.66	45.86	43.01	44.41	46.76
8	Githurai	43.79	43.64	42.76	43.5	43.36
9	Muthaiga	62.86	62.21	58.94	57.36	57.25
10	Murema	49.74	47.31	50.78	50.24	51.58
11	Kariobangi North	37.83	38.77	39.27	40.28	39.11
12	Kasarani	49.99	49.79	47.96	49.46	45.77
13	Thika Road	47.08	44.88	46.82	46.77	45.96
14	Kahawa Primary	51.59	47.23	50.43	45.62	48.68
15	Mathare 4A	39.49	36.46	45.85	45.42	46.57
16	Mathare North	50.62	48.76	46.59	45.4	45.83
17	Baba Dogo	43.13	45.01	42.56	43.81	45.93

Appendix VI: Enrolment in Primary School: 2006 to 2010

	Schools	Total Enrollment					Girl Enrolment				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
1	Drive in	1537	1519	1309	1387	1220	802	765	674	736	654
2	Daniel Comboni	1959	1942	1820	1744	1663	1020	1016	976	919	870
3	Kenyatta University	865	904	1066	1169	1107	460	471	517	566	538
4	M M Chandaria	1636	1540	1341	1366	1179	908	835	716	751	638
5	Roysambu	1390	1540	1630	1515	1550	684	788	831	778	809
6	Mahiga	1339	1493	1626	1568	1402	656	724	811	784	708
7	Marura	1295	1361	1470	1325	1236	690	720	797	716	668
8	Githurai	1343	1502	1784	1869	1777	651	752	926	970	929
9	Muthaiga	1206	1316	1301	1300	1251	585	642	654	655	647
10	Murema	1153	1249	1348	1402	1503	560	612	681	663	745
11	Kariobangi North	1437	1166	1033	1016	1016	756	594	509	513	513
12	Kasarani	1066	1070	1280	1282	1273	557	555	630	633	622
13	Thika Road	1443	1370	1128	1156	1444	767	709	576	575	761
14	Kahawa Primary	1161	1184	1284	1452	1478	566	573	625	711	734
15	Mathare 4A	1015	1049	875	1527	1555	523	552	439	765	786
16	Mathare North	1411	1531	1522	1501	1501	716	762	775	785	787
17	Baba Dogo	1643	1680	1631	1627	1557	848	863	853	857	818

Appendix VII: Donor Funding: 2006 to 2010

	Primary School	Donor Funding					Total Funding				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
1	Drive in	0	0	0	980,000	0	1567740	1549380	1335180	2394740	1244400
2	Daniel Comboni	100,000	0	0	110,000	60,000	2098180	1980840	1856400	1888880	1756260
3	Kenyatta University	0	55,175		3,092,800	285,500	882300	977255	1087320	4285180	1414640
4	M M Chandaria	0	200,000	170,000	0	93,360	1668720	1770800	1537820	1393320	1295940
5	Roysambu	109,600	0	109,600	0	150,000	1527400	1570800	1772200	1545300	1731000
6	Mahiga	484,315	650,034	0	0	199,763	1850095	2172894	1658520	1599360	1629803
7	Marura	0	570,880	0	564,596	836,862	1320900	1959100	1499400	1916096	2097582
8	Githurai	80,000	0	150,000	100,000	0	1449860	1532040	1969680	2006380	1812540
9	Muthaiga	100,000	100,000	200,000	1,000,000	0	1330120	1442320	1527020	2326000	1276020
10	Murema	531,975	0	842,939	0	82,251	1708035	1273980	2217899	1430040	1615311
11	Kariobangi North	497,000	0	0	0	0	1962740	1189320	1053660	1036320	1036320
12	Kasarani	0	0	2,600,000	0	1,000,000	1087320	1091400	3905600	1307640	2298460
13	Thika Road	0	550,000	1,100,000	0	0	1471860	1947400	2250560	1179120	1472880
14	Kahawa Primary	0	0	948,300	225,700	0	1184220	1207680	2257980	1706740	1507560
15	Mathare 4A	453,840	277,850	0	259,278	0	1489140	1347830	892500	1816818	1586100
16	Mathare North	0	0	0	403,760	649,555	1439220	1561620	1552440	1934780	2180575
17	Baba Dogo	310,000	349,820	130,000	300,000	250,000	1985860	2063420	1793620	1959540	1838140