

**Factors Influencing Access to Free Primary Education by  
Children in Urban Deprived Communities: A Case Study of  
Mathare Location, Nairobi North District**

**By**

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**Reg. No. C/50/8321/2004**

**A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Award of Master of Arts Degree in Sociology, University  
of Nairobi**

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## DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.



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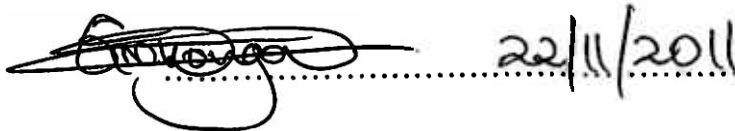
**November, 2011**

This thesis has been submitted for examination with our approval as the University Supervisors:



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## **DEDICATION**

This work is dedicated to my late paternal uncle; Ben Smith Wanyama Muganda, whose guardianship, inspiration and support motivates me today, twenty two years since his departure.

## **ACKNOWLEDGEMENTS**

I sincerely appreciate the support, assistance and wise counsel of my supervisors; Prof. Octavian N. Gakuru and Dr. Mike Chepkonga. Their invaluable help to me was instrumental throughout the preparation of this thesis.

I also recognize and appreciate other members in the Department of Sociology, in particular; Prof. Chitere, Dr. Mbatia, Beneah Mutsotso and Tom N. Nyangau, whose views gave me useful insights on how to improve this thesis.

I salute my lovely children Darlyn Inyanji Misiko and Leroy Symon Misiko, for their encouragement and patience for the time I stayed away from them to complete this document. Special thanks to my husband Jerry Misiko for his patience and moral support throughout the preparation of this thesis.

The Ministry of Home Affairs, through the Department of Children Services, merits my thanks for meeting part of the education costs of my M.A Programme.

I am grateful to my respondents from Mathare sub-location, without whose cooperation and willingness to volunteer information I could not have completed this study. I am also thankful to all the village elders (guides) and the Volunteer Children Officers (research assistants) whose support enabled me to access areas I could not have penetrated on my own.

Lastly but not least, I convey my sincere thanks to all my classmates; Muthoka, Kate, Osiro, Wanjiru and Nekesa for the solidarity and encouragement they maintained during the period of this study.

## **ABBREVIATIONS**

ACRWC	- African Charter on the Rights and Welfare of the Child
AIDS	- Acquired Immune Deficiency Syndrome
ANPPCAN	- African Network for the Prevention and Protection Against Child Abuse and Neglect
CDF	- Constituency Development Fund
CT	- Cash Transfer
EAs	- Enumeration Areas
EFA	- Education for All
FPE	- Free Primary Education
GER	- Gross Enrollment Rate
GOK	- Government of Kenya
HIV	- Human Immunodeficiency Virus
IDPs	- Internally Displaced Persons
MOE	- Ministry of Education
MOEST	- Ministry of Education Science and Technology
NCEOP	- National Committee on Education Objectives and Policies
OVC	- Orphans and Vulnerable Children
TB	- Tuberculosis
UNESCO	- United Nations Education and Scientific Cultural Organization
UNICEF	- United Nations Children's Fund
UNCRC	- United Nations Convention on the Rights of the Child
UPE	- Universal Primary Education
USAID	- United States Agency for International Development
IDPs	- Internally Displaced Persons

## **ABSTRACT**

Education plays an important part in the development of human resources. However, there are many obstacles which make it inaccessible to many, thereby denying them the opportunity for the realization of their personal potential and meaningful participation in the social and economic life of the society. Absolute poverty is chronic and pervasive. The economic disparities between the rich and poor continue to widen while increasing unemployment and hunger pose a real threat to the survival of millions of people. The complex nature of relationship between education and society will remain a research issue owing to the dynamic nature of societies, especially with the evolving technologies.

This was an investigative study on the factors that influence access to free primary education by marginal urban children. It sought to explain the situation among the urban poor since the inception of Free Primary Education (FPE) policy. The study also analyzed the importance or usefulness of FPE policy as seen by Mathare residents. The concern that so many Kenyan children are yet to enroll; have access to; or have dropped out of the FPE programme was a key concern for this study.

The current study focused on household heads and selected key informants. Specifically, the study involved 200 household heads and 10 key informants (including teachers from selected primary schools in the area). Data was collected using interview schedules and self administered questionnaires. Descriptive and inferential generalizations were used in the presentation and analysis of the data.

The study findings showed that parents with a high level of education may understand the importance of their children's education and therefore, make informed choices about schooling of their children with or without a FPE policy. A majority of the interviewed respondents (68%) affirmed the usefulness

of FPE, however, the choice of whether to enroll their children in public primary schools or high cost private schools is determined by other socio-economic factors like; monthly family income and level of education of parents. Although such options may be limited for Mathare residents, many did not all the same enroll their children at inception of FPE.

Further, the study revealed that 51.5% of the respondents had their children enroll in public primary schools at inception of FPE. The study also established that HIV and AIDS negatively impacts on children's access to FPE. It was established that children who are usually chronic absentee students eventually drop out of school. FPE was limited in implementation since some respondents felt that it had compromised the quality of education. In fact, 18% of the respondents felt FPE was not useful at all. Some of the parents preferred taking their children to non-formal education system where they allege the attention of teachers and quality of education was up to date.

The study recommends that the government should clearly explain the role of each stake-holder in implementing the FPE policy; Affirmative action for marginalized areas should be key, in order to achieve education for all (EFA). Additionally, restructuring of the FPE policy is required so that specific budgetary items are targeted instead of lump sum allocations. Accountability through participation model should be upheld in order to demystify the funding problem and enhance trust amongst stakeholders. The study further recommends stepping up campaigns on children's rights, empowerment skills and sensitization of the households to be able to combat effects of the HIV and AIDS scourge.



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## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background of the Study**

Education is one of the basic human necessities in addition to shelter, food, clothing and health services (Kinyanjui, 1981). It is also a basic human right as well as a cornerstone for economic and social development. Education improves the productive capacity of societies and their political, economic and scientific institutions. More importantly, it helps reduce poverty by mitigating its effects on population, health and nutrition (Lockheed, 1991). Besides, it facilitates developmental processes that enable a person's intellectual, emotional, spiritual and physical abilities to mature, thus enabling him or her to fully participate in community affairs (Otiende, 1992).

The multiple roles and importance of education makes it a key area of public policy in all countries. Given the role education plays in society, the Kenya government puts a lot of emphasis on basic education as one of the avenues for ensuring universal access to quality and relevant primary education (Koech Report, 1999). According to Lockheed (1991), basic education, also known as primary education, entails teaching the person basic skills of reading, writing and numeracy. More precisely, this level of education has two main purposes; to produce literate and numerate population that can deal with problems encountered at home and at work; and to serve as a foundation upon which further education can be built (Lockheed, 1991).

During the pre-independence period, there was a realization among Kenyans that good education carried with it social and economic benefits. These were reflected in income differences and social status which came to be associated with the level of schooling and quality of certification (Sagini Report, 1961). Furthermore, the restrictive and discriminatory nature of the colonial education system then was reflected in the racially segregated schools for

Europeans, Asians and Africans. For the Africans, upward mobility was restricted through the rigorous examination system (Koech Report, 1999). This then was part of the background on which Kenya acquired independence in 1963. It was therefore inevitable that the first task of independent Kenyan government was to expand education opportunities for Africans (Ominde Report, 1964).

In post independent Kenya, the development process was state-driven. Accordingly, the state promised to eliminate illiteracy, provide health care, fight poverty and tackle ignorance (Mutiso, 2005). Kenya's education policy has been spelt out in several documents, namely Development Plans; Commission Reports; Working Party Reports and Sessional Papers. The National Development Plans are those covering periods between 1964 - 2001 and the National Plan of Action on education for all (2003 - 2015). The Commission Reports include the National Committee on Educational Objective and Policies (NCEOP) of 1976, the Ndegwa Commission Report of 1971, Curriculum Development Mission of 1972, Ominde Commission Report of 1964, Mackay Report of 1981, Kamunge Report of 1988 and the Koech Report of 1999.

Previous recommendations relating to increasing access and improving quality of education include; expansion and re-organization of existing facilities, and the provision of new schools; cost reduction and elimination; directives binding parents to enroll their children in school; remedial courses for vulnerable groups; partnership with communities and parents; and inter-ministerial collaboration. Recognizing the important contribution of primary education to economic progress, the Ominde Report (1964), for instance, recommended the adoption of free primary education: It observed that primary education could be made free after it had been made virtually universal, and when a method of local taxation had been evolved which was capable of taking the place of school fees.

In 1974, the Kenya government introduced FPE for public schools from standard 1 – 4, in order to provide access for all. With enrolment of 1.8 million additional children- the impact was overwhelming- a growth rate that the system was unable to sustain. Enrolment almost doubled immediately showing a radical change during the 1973 – 1974 periods. Nevertheless, by 1979 the situation had reverted to what it had been before 1973, thus around 1 – 2 million children did not continue attending school. The explanation was that many of the children who had enrolled dropped out following the introduction of the building levy, which was launched by the then government to cope with extra classes so as to cater for the initial increased enrolment following the decree of FPE (MOEST, 2003).

More specifically, the Gachathi Report (1976) noted the imbalances in access to educational opportunities in the country at the provincial, district and divisional levels. The committee found out that the free primary education programme could only be completed in phases within the prevailing economic constraints. Part of the report's recommendations included; the reduction of regional inequalities of educational opportunities; and increasing opportunities of access for disadvantaged areas, for instance, slum settlements. The Gachathi report further pointed out that even if fees was removed from all seven years of primary education, there were still a number of non-fee costs which parents could not anticipate and which, some found it difficult to pay. Those costs included uniforms, building funds, equipments levy and activity fee. It was therefore proposed that the non-fee costs be controlled as they constituted one of the reasons for the high drop-out rates in primary schools. This report therefore recommended for the removal of fees from standards 1 – 7 and control of non-fee costs.

The NARC government introduced free primary education (FPE) for public schools in January 2003 (UNESCO, 2004). According to the Ministry of Education, Science and Technology (MOEST, 2003), the FPE programme allows

children access to education without discrimination. Presently, it is believed that the government has removed major obstacles that hinder school age children from accessing and completing primary education in urban slums and other disadvantaged regions; by providing learning material and abolishing building levy.

The FPE programme partly outlines the role of each stakeholder. For instance, the duty of parents and guardian's is to take their children to school and encourage them to stay, until they complete their studies. Besides, their duty at home includes clothing, offering shelter, providing food and health care for their children, among other roles. They (parents/guardians) have also to facilitate every child's access to primary school without discrimination (MOEST, 2003). However, there is a general misconception about the meaning of free education with parents taking the view that they were no longer expected to be responsible for some school activities like payment for remedial teaching (UNESCO, 2004).

According to the Kenya's National Action plan on Education for All 2003 – 2015 (MOEST,2003), about three-quarters of primary school age children have access to education, however less than 50% complete the cycle. In spite of governmental and parental commitment to keeping the children in school, a large number are still out of school. That so many children still do not have access to FPE in public schools in spite of the inception of FPE should be a matter of concern. This state of affairs raises the question: why do some children drop out of public schools, while others fail to enroll altogether? According to Reid (1987), children from poor families are less likely to have access to among other things, education which others take for granted. This study sets out to establish factors that influence how children have accessed FPE in Mathare.



## **1.2 Problem Statement**

The free primary education (FPE) policy that was launched in 2003 by the Kenya government was meant to allow children access to education without discrimination. In so doing, the government hoped to achieve high rates of enrolment and school resumption of children especially from marginalized urban areas, who had been disadvantaged by the past government policies. It is an accepted sociological reality that families everywhere differ with respect to socio-economic background, and that, these differences could have a remarkable influence over decisions like taking children to school. Since parents are expected or compelled to send their children to school, this study sought to establish the possible factors that influence access to FPE by marginalized urban children of Mathare as well as explanations for existing discrepancies.

In Nairobi, the capital city of Kenya, there are over 100 slum communities, including Mathare slums, which are homes to more than 2 million people (UNHCS, 2000). In the assessment of the priority problems per division, it was revealed that lack of education was number one priority for the Mathare Residents (PRSP, 2001 – 2004). Other problems included unemployment, poor planning, corruption and gender inequality. Several remedies could be suggested to the above problems, for example provision of education to the poor and marginalized could be key. It was therefore the concern of this study to establish the extent to which access to primary education has been made possible for Mathare children.

Discrepancies in access to education are usually manifested in low enrollments, poor retention, completion and transition in education (ANPPCAN, 2005). For example, The Kenya's 2001 – 2004 poverty reduction strategy paper highlighted that HIV/AIDS is a recent developmental problem causing poverty. The condition has aggravated mainly because the majority of those dying are

productive young people, leaving behind widows/widowers and children (orphans) who become dependent on other members of the family. Those who are afflicted with AIDS also consume resources, as they require drugs and special food. The situation is worsened by deteriorating economic conditions among the urban poor, thus making it difficult for children from such households to access health and other social services like education. This study therefore sought to, among others; examine the extent to which HIV/AIDS has threatened access to FPE by children in poor urban settlements. Besides, interplay of a number of factors ranging from the traditions of a people, the school environment, economic status of families and the effects of HIV/AIDS, may make education more of a privilege than a right to many children particularly those with poor and disadvantaged background.

This study sought to answer the following research questions:

- What are the perceptions of Mathare residents regarding FPE?
- Has the abolition of school levies and provision of books by the government influenced the retention of children in Schools upon enrolment in Mathare Valley slums?
- How does the socio-economic condition of families in Mathare contribute to the retention or non retention of children in schools?
- Is there a relationship between HIV/AIDS prevalence and access to FPE by Mathare Valley slum children?

### **1.3 Study Objectives**

The general objective of this study was to examine factors influencing access to FPE by children in Mathare Valley Slums, Nairobi. The specific objectives were:

1. To examine the perceptions of Mathare residents as regards FPE.
2. To identify factors that influence retention of primary school children after enrolment.
3. To establish factors which contribute to drop out of children in schools.

4. To examine the extent to which HIV/AIDS prevalence threatens enrolment and retention of children in schools.

#### **1.4 Rationale of the Study**

One of the significance is the understanding of the extent to which children access FPE and an opportunity for the government planners particularly in the education sector to appreciate the patterns of distribution of education resources – which should be immediate and of great concern since the government is already committed to the provision of both free primary and even now secondary education. This study is organized and conceptualized along the framework of social stratification and social conflict which should contribute to the understanding of factors that influence access to FPE and hence call for attention to the implications of official public policies.

Education is generally considered as a vehicle for human development and poverty reduction, among other goals. However, Poverty has been observed to be highest among people without any schooling. According to the National Poverty Reduction Strategy Paper Report for 2001 – 2004, there are reduced levels of poverty among households headed by University Graduates. The power of the state to shape poor people's lives is nowhere more immediate and far-reaching than in education (UNICEF, 2004). School in this case becomes one of the most visible and important state institution in any village or settlement. That the poor may not be taking their children to school due to lack of basic needs justified the need for the current study.

In many countries, Kenya included, marginalized populations suffer from a convergence of disadvantages. For instance, children from urban slums face more than one barrier to social mobility in society. Thus, integration of such marginalized populations consists of at least two aspects: increasing the decision-making power and; ensuring that the marginalized population has the capacity to participate and share the benefits of national development. This

may involve increasing access to positions of power and removing discriminatory practices against them, through educational empowerment (UNESCO, 1994). It is therefore important to have an understanding of factors that influence access to education by marginal urban children, as is the case with most slum children, Mathare's included, especially after inception of FPE.

Further, there is a worldwide move towards the attainment of Universal Primary Education (UPE) and Education for All (EFA) (UNESCO, 2004). In Kenya, there is a growing emphasis for special attention, energies and resources to be invested in this area to ensure that children access FPE. Hence, it is expected that the current study results would contribute towards urban poor children by highlighting factors that may be influencing access of children to education as well as those factors encouraging drop out from schools. Effects of HIV and AIDS scourge as well as abject poverty within the slums, among others, are likely to undermine achievements attained or intended to be achieved in realizing access to FPE by all children.

Lastly, this study was carried out a few years after the re-introduction of FPE in Kenyan public schools. This re-introduction was expected to appropriately address the problems of declining primary school enrolment in Kenya (UNESCO, 2005). In spite of governmental and parental commitment to keeping the children in school, more than one million children are still out of school (MOEST, 2003). The current study therefore intended to help identify some challenges facing the urban marginal communities in the implementation of the FPE policy, in order to enhance the governments' policy of improving education access and raising school retention throughout the country (Nkinyangi, 1980).

## **1.5 Scope and Limitations of the Study**

The study was based in Mathare sub-location of Nairobi North District. It was limited to investigating factors influencing access to free primary education by marginal urban children. The Mathare sub-location (target area) has five Enumeration Areas (EAs - focal area). The study was confined to enumeration areas within Mathare sub-location; namely: Police Depot, Village 4B, Village3C, Village 3B and Village 2. The study targeted household heads as units of observation together with other community leaders who acted as key informants. Overall sample size was 210 (sample size 200 + 10 key informants) respondents.

This study sought to provide a situational analysis of FPE and the perception of Mathare residents on FPE. It also sought to identify factors that influence enrollment and retention of children in school. The factors were limited to socio-economic factors within the family such as income, occupation and level of education of household heads. The study further sought to examine the extent to which HIV/AIDS threatens access of children to FPE. This study limited itself to stratified random sampling and simple random methods.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

Education is an important basis of social life, through which mankind makes necessary adjustments to enhance survival. In functional terms, education performs innumerable tasks both for the individual and society. Since independence in 1963, the Kenya government has tackled the challenge of education system through commissions, committees and taskforces. The government addresses the provision of education and training for all as fundamental to the government's overall development strategy. The government views education as:

“A long-term objective to provide basic quality education to enhance Kenya's ability to preserve and utilize the environment for productive and sustainable livelihoods, to develop quality of the human race, to realize the universal access to education and training for all including the disadvantaged and the vulnerable and as a necessary tool for development and protection of the democratic institutions of human rights (MOEST, 2003)”.

Universal Primary Education (UPE) has since 2000, been a goal for most countries worldwide. World Bank (2004) notes that when fees were abolished in Malawi in 1994, enrolments went up by 51% and in Uganda enrolments went up by 70% in 1996. In 1999, Cameroon saw an increase from 88% to 105% while Tanzania enrolment rates soared from 57% to 85% in 2001. In Kenya, the rate went up by 90% after the new policy was introduced in 2003 (MOEST, 2003). Though the government continues to quote the success figures, dropout rates in public primary schools have increased due to unfriendly learning environment, poverty levels, child labour and impact of HIV and AIDS (Ayiekc, 2005).

Kenya's free primary education that was launched in January 2003 remains the most popular political programme. Findings of an assessment carried out in five of Kenya's eight provinces by UNESCO in 2004 demonstrated that the

programme had overwhelming support among the population, who saw it as a key strategy for alleviating poverty and guaranteeing the fundamental rights of the children. Understandably, (FPE) has opened doors for children from poor and vulnerable backgrounds to attend school and learn without interruption as the government provides all the required teaching and learning materials (UNESCO, 2004). However, the findings of this study indicate that there are serious challenges relating to children accessing FPE.

An assessment of FPE was carried out in February 2004 by UNESCO Nairobi office together with the Ministry of Education, science and Technology and its findings are published in a report that gives an over view of the situation in all the districts where the survey was conducted. In all Districts visited, the report indicates that people were happy with the government for intending to abolish levies that in the past had locked many children out of school. Parents, pupils and teachers infact reported that the abolition of levies would enable many children, of all ages, to go back to school, leading to massive enrolments.

The most important point in the said findings of FPE, however, was the fact that pupils were now being provided with text books, exercise books, geometrical sets and writing materials. The schools were also supplied with teaching aids such as wall charts and globes that enabled teachers to demonstrate the concepts they were teaching and ensure that learning was effective. Since pupils were provided with textbooks, they were now able to read ahead of the teacher, do their assignment on time and also revise on their own. All these had a positive impact on the teaching and learning process. Furthermore, the fact that the pupils were no longer being sent home to collect fees, meant that there was consistency in teaching and learning unlike in the past when lessons were interrupted, or many children used to absent themselves from school because they were not able to pay the required levies (UNESCO, 2004).

The reports generated from the same study acknowledge the fact that schools were receiving the FPE government grants as and when they were sent, and were able to do the necessary purchases within the provided guidelines. For the first time, primary schools were handling large sums of money that enabled them to plan for their activities. Besides buying the teaching and learning materials, the FPE funds were being used for doing repairs, providing desks and in some cases, even putting up toilets. Despite the glowing attributes, the assessment also shows glaring discrepancies and shortcomings in the programme. The report registers concern among parents, teachers, pupils and stakeholders on the lack of a clear policy about the programme that spells out, among others, the criteria for admission to schools, role of the various stakeholders in implementing FPE as well as ways and means of maintaining discipline in wake of the ban of the cane (UNESCO, 2004).

In particular, the UNESCO 2004 reports indicate that parents, school committees and community members were willing to contribute towards the capital development of their schools, but there was no clear provision of how they could do that. Head teachers lived under the fear of being reported to higher authorities if they asked parents to contribute some money for tuition and building, even when parents wanted to contribute out of their own volition. Some parents were also categorical that they could not contribute any funds to schools because they had information that education was free. Thus, there was confusion about the freeness of education and the extent to which the various players were required to give support (UNESCO, 2004).

Due to lack of clear policy, schools had problems in placing over-age pupils who resumed studies after having dropped out earlier. Furthermore, some of the over age pupils were unable to cope with the age groups in the classes they had enrolled in and, as teachers sought to assist them, syllabus coverage was slowed. It was reported for instance, that some of those who had dropped out of school had either been married or had engaged in such adult activities as



casual labourers. Thus making such children fit in the school environment was an uphill task. In many cases, they were undisciplined and therefore a bad influence on younger pupils (Republic of Kenya – MOE Stastical Booklet, 1999-2004). The UNESCO 2004 report deplored the inadequacy of updated information on FPE, leaving teachers and school committees to operate in the dark. There was a strong pitch that the ministry of Education, Science Technology needs to formulate a communication strategy for popularizing FPE and for keeping all stakeholders informed of new developments and other emerging issues.

Another major concern within the school environment is the severe shortage of teachers in schools. The UNESCO 2004 further reports that at least each school visited reported a shortage of two or three teachers. Not only were pupils missing lessons but also, even the subjects that were taught were poorly covered since teachers had to rush from one class to another due to shortage of teachers. Matters were made worse with the congestion in class rooms, which made it difficult for teachers to give individual attention to pupils. Worst hit were the slow learners and those who had resumed studies after many years of being out of school. There was hardly any time to give them remedial lessons to bring them up to the level of others (UNESCO, 2004).

Related to this was the fact that teachers did not give many assignments to pupils because they were not able to mark all the books. In the best of circumstances, teachers who gave assignments asked the pupils to exchange their books and mark them among themselves. The problem here is twofold: One, the pupils are under tested, so they cannot find out their strong and weak points. Two, the teachers were not able to get a feed back on the progress the pupils were making, or the problems experienced, thus remedial action could not be taken (UNESCO, 2004).

Notwithstanding the shortcomings, the reports underscore the overwhelming support of FPE and indicate a desire among the citizens to have the programme succeed. The crucial point is that there's a general outcry from the reports for the government to develop a policy and disseminate it widely to all the actors. The government cannot implement the programme alone; therefore it has to provide a framework of how others can come in (UNESCO, 2004). The extent to which the mentioned challenges and trends affect access to FPE by children from Mathare slums was one of the concerns of the present study.

## **2.2 Access to Education**

The development of education that unfolded in the western countries was telescoped in developing countries. In turn, the latter have evolved their distinctive characteristics after nearly a century of colonial rule and later, experimentation with independence in the post-colonial era. The process has been marked by severe conflicts with the traditional education and cultural systems [Carnoy, 1972].

There are many obstacles that make education inaccessible to many people, thereby denying them the opportunity for the realization of their personal potential and meaningful participation in the social and economic life. As a result, even after many years of massive investment in the development of educational systems, the plight of ordinary people especially in developing nations seems little, if at all improved. Instead, absolute poverty is chronic and pervasive and the economic disparities between the rich and the poor continue to widen, while growing unemployment and hunger as well as HIV/AIDS, pose a real threat to the survival of people (Gakuru, 1993).

According to the Ministry of Education, Science and Technology (MOEST, 2003) more than one million children of school-going age in Kenya have not benefited from free Primary Education (FPE). The same ministry says that most of these children are to be found in the country's urban slums among other

marginalized regions or areas. The extent and form of accessibility or inaccessibility, however, varies from region to region. Diverse factors attributed to the problem of access and dropout can be found in various research findings and reports. The factors also vary from one region to the next. For some regions poverty is the major reason for low enrolment and high dropout rates (UNESCO, 2004). Other factors may include social class, income levels within a family and the effects of HIV/AIDS. For this study, the factors were grouped as social-economic factors and HIV & AIDS. The following is a detailed review of these factors .

### **2.3 Socio-economic Factors**

Education, especially schooling, is also a major factor in human development and socio-economic change. Education also serves as a mechanism for selection and allocation of positions within the occupation structure, it is expected that equalization of education opportunities would contribute to the establishment of a just society (Kinyanjui, 1981).

There are many factors that contribute to differences in access and lack of equitable provision of education. According to the Central Bureau of Statistics (CBS, 1996), the problem of poverty, seen in terms of inability of a family to meet the education cost, is cited as the most common cause for children not completing the education cycle. Clearly, marginalized families and their children are exposed to relative deprivation and poverty. They not only lack the material and other possessions owned by wealthy members of society, but also lack good educational opportunities for their children (Gakuru, 1998).

Poverty is a major barrier to schooling and too many other types of educational opportunity (UNESCO, 2004; MOEST, 2004). In a situation of poverty, many parents and guardians find it very difficult to send their children to school. Similarly, many children from poor families drop-out because of failure to meet schooling costs. A study by Nkinyangi (1980) found out that the problem of

drop-out in primary schools was as a result of failure of their poor parents to meet the cost of primary education. Children from poor families, with uneducated household heads drop-out of school more frequently than from rich families (Reid, 1987). The National Poverty Reduction Strategy Paper (NPRSP), 2001-2004, report, revealed that there was virtually no poverty among households headed by university graduates, due to the fact that they have the ability to make informed choices about their families. The present study analysed these socio-economic factors among the urban poor of Mathare and how they influence access of children to FPE since inception.

More extreme levels of poverty often confront families in the guise of impossible choices. Children of poor families are less likely to have access to things which others take for granted and which they themselves see as important (Reid, 1987). The direct consequences for the children of such families can be adverse. Parents not only lower their material and economic expectations, but also adopt child-rearing practices, that are not approved by society, for instance, lack of parental interest in their children's schooling. Furthermore, parents who are struggling against societal expectations usually exhibit parental indifference. It is difficult for anyone to provide a child with a sense of warmth and security when they themselves feel deprived of these comforts. Constant experiences of poverty and relative deprivation common in some communities, for instance slums, are said to influence the response to those difficulties, which is also transmitted from generation to generation (Willis, 1978). These difficulties in turn become a source of family stress and unnecessary for children's psychological development due to the vicious cycle of insecure parental-child relationship (Pringe, 1980), hence may hinder access to education.

According to previous studies on poverty in Kenya, the proportion of the urban poor that fall under the poverty line is nearly 30% (World Bank, 1994). In the urban areas, there is the working class who are poorly paid, the self employed

and the unemployed who live in the urban squatter settlement (Gakuru, 1998). Although the official policies aim at a balanced development, the society is structurally divided into regions and social groups among which there are differences in opportunities and life chances (Kinyanjui 1981; Kitching, 1980; Nkinyangi, 1980 and Gakuru, 1992). Access to education is therefore associated with the emergence of poverty, seen in terms of poor regions and poor social groups, like those characteristic of Mathare slums which are disadvantaged in the provision of education services and thus reinforcing inequalities and further poverty.

According to the Nairobi District poverty Reduction Paper (2001-2004), poverty has been widely conceived by city residents as a chain of linked difficulties. These are themselves constituted by a cycle of inadequate food, shelter, and reduced likelihood of finding a job or even keeping it. This in turn translates into little income and inability to afford quality basic education, transport, housing, clothing for both self and even the family. Definition of poverty relating to the inability of one to meet his/her basic needs such as food, shelter, clothing, education, health; even though common among the school goers overshadow the deepest senses of poverty of the mind, poverty in terms of vulnerability and powerlessness are aspects of isolation and deprivation which dominates many of the Nairobi poor (MOEST 2004). The ability of many urban slum dwellers to afford basic services directly reflects a people's poverty status and scenario, which in turn may undermine their children's access to education as may be the case with Mathare. The study established how factors of household income and level of education have a direct impact on the choice a family makes on the children's education.

Class and class conflict is central in contemporary Kenyan society. Social class as a factor influence the access by children to basic education (Leys, 1975 and 1978; Kinyanjui, 1981). Kinyanjui confirmed problems associated with Marxist formulation of class in non-industrialized societies. During the 1970's in Kenya

for instance there was, and is even today, evidence of the relationship between social class and educational access as well as education outcome (Thias and Carnoy, 1972). The social class definition of a family strongly influence the academic achievement of its children; firstly, limited incomes among lower class families restrict the provision of tuition fees, school books and other material inputs that are necessary to ensure good performance or continuation in school. Secondly, lower class families seem to have lower aspiration for their children's education than do upper class families (Kohn, 1963). This study established that socio-economic situation based on class is a determinant of where households in the urban setting choose to reside, hence affects the choices made, including access to education.

Historically, the development of schooling was associated with how closely a district or region was integrated into the colonial economy. In turn, this relationship influenced the social demand for schooling and the amount of funds the local government authority and the people of the area are willing to devote to the development of education . At the individual level, schooling had, and still has, a direct relationship to one's amount of wealth (Nkinyangi, 1981). In the post-independence period in Kenya agrarian reforms in the way of government incentive on credit, allocation of development resources and other facilities tended to be concentrated in historically advantaged regions and among the classes of the so called progressive farmers and businessmen, a process which widened existing differences in wealth, income and children's life opportunities, which include access to education (Leys, 1975).

In his study, Nkinyangi (1980) observes that at regional levels Kenya's districts are greatly differentiated in all regards from qualities and social class composition to allocation of pedagogical class, materials and equipment. In his analysis of the socio-economic determinants of repetition and early school withdrawals at the primary level, Nkinyangi found out that regional disparities in socio-economic among the social classes affect parental ability to meet

educational costs and provide the kind of home background and the kind of school which can enable a child to gain or fail to gain the most advantage from existing selection procedures (Nkinyangi, 1981). A child growing up in Mathare slums, for instance, may not have many choices to make as compared to a child in an upper social class family. The adverse family circumstances of economic and material deprivations confront children living in deprived conditions. In turn, this may cause severe emotional tension and even discord amongst family members, which sometimes could hinder a child's participation in education (Cooper, 1993). The current study established that before inception of FPE, many children in Mathare slums had dropped out of school for failure of their parents to afford school building levies and other education material.

A study by Thias and Carnoy (1972) in Kenya, found a strong relationship between parental education and the level of schooling their off-spring attain. If one's parent were literate, a respondent had on average 60 per cent higher education than if they were illiterate. Thias and Carnoy also found out that earnings of the better educated were consistently higher than those of the less educated (Thias and Carnoy, 1972). The current study's findings suggest that the level of education of parents within Mathare does influence the choices parents make towards their children's education. Further, the parents' attitudes towards facilitating the access of their children to FPE are greatly influenced by their own literacy levels.

Among other characteristics that help to explain differentials in access to education and participation, poverty and social class are very useful especially in a case where a study is carried out in an area of similar socio-economic conditions and characteristics. A study on pre-school education by Gakuru (1992) for instance, concluded among other things, that: social class indicators of family income, occupation, education and material possession are key factors in the determination of school enrolment. This study indeed

investigated and established strong interrelationships between the socio-economic factors and access to FPE.

#### **2.4 HIV/AIDS and Access to Education**

Bennell (2005) assessed the available evidence of the impact of HIV/AIDS on teachers, the schooling of orphans and other directly affected children in sub-Saharan Africa, for which he reported that HIV/AIDS affects schooling as follows: Students' enrollment or intake is lower than expected among the urban poor as a result of lower fertility levels, higher infant and adult mortality, and increased poverty among AIDS-affected households. Bennell further observed that the number of orphans' child carers, and children with AIDS-related illness have increased. Further, the educational performance of the children is also expected to deteriorate markedly with higher repetition and drop out, resulting in poor learning outcomes. Studies and literature have singled out HIV & AIDS as major hindrances to accessing education, by children within marginalized communities (UNESCO, 2002). The current study sought to establish, from the interview with the teachers & household heads, how HIV and AIDS direct impact on the school-going children from Mathare slums.

One of the recommendations that came out of the World Education Forum in Dakar, Senegal, in April 2000 was that countries ought to mobilize political will to achieve Education For All by 2015 (UNESCO, 2002). In a world where global economic prosperity is increasing, it is alarming that about 113 million primary age children are not in school, while 24 million of those enrolled drop out before completing five years of primary education. Several factors account for the situation. They include acute poverty, ravaging HIV/AIDS, debilitating debt burden, retrogressive cultural and social practices as well as hostile school environment (UNESCO, 2004).



In sub-Saharan Africa, for instance, there are about 13 million AIDS orphans for which the prospects of receiving any kind of education are dim, unless they can benefit from deliberate interventions. In many families, HIV-related illness and consequent loss of earning make sending a child to school impossibly expensive. Schools are also suffering due to the illness and deaths of many teachers from HIV/AIDS. In Zambia, for instance around 75% of the teachers recruited each year are needed to replace those who have died of AIDS. In Malawi, pupil teacher ratios in some schools swelled to 96 to 1 due to the HIV related illness among teachers (UNICEF, 2004). With these few selected analyses, it can be deduced that HIV/AIDS is an emerging factor that hinders access to education. The impact may even be worse in poverty stricken households, like the urban slums due to poor health, malnutrition and the inability of the marginalized population to promptly meet the cost of medication.

Circumstances in which AIDS orphans and children affected by HIV/AIDS find themselves require as a matter of urgency, creative approaches by communities, households and other stakeholders. An attempt to launch fresh initiatives on HIV/AIDS and school health in national Education For All (EFA) plans/besides fighting regional and gender inequalities in access to education is crucial. Burundi, Kenya, Rwanda, Uganda were to take a critical look at their plans to assess the extent to which they address the HIV/AIDS crisis and its impact on educational access. This step was taken following the reports that many children in the cluster countries are in poor health condition and suffer malnutrition and that many are affected by HIV/AIDS with the number increasing daily (UNESCO, 2002).

A study carried out by UNESCO in analyzing the challenges facing the implementation of FPE in Kenya found out that HIV/AIDS was impacting negatively on FPE (UNESCO, 2004). The report revealed that AIDS had taken its toll on communities; affecting households, thus reducing the possibility of

children enrolling in schools. Similarly, deaths due to HIV/AIDS had created a large pool of orphans, who are not able to attend school at all, or consistently, as they lack basic needs like food and clothing. Inconsistent children, it was established, do not concentrate on their studies and some end up dropping out of school. Some schools also reported cases of HIV positive children who were not able to attend school regularly due to opportunistic diseases. HIV/AIDS had also reduced the capacity of communities to support schooling given that it had killed productive members of the society (UNESCO, 2004). Responses given in this study depicted a similar scenario; and that the situation has influenced access of children to FPE.

The recently published framework strategy paper produced by UNAIDS Inter Agency Working group on AIDS, School and Education notes that; the attainment of full participation and access to education cannot be achieved without urgent attention to HIV/AIDS. Although HIV affects all sectors, its most profound effects are concentrated in the education sector (UNICEF, 2004). There are groups of school children whose lives are at greatest risk; children in households with sick family members and children whose parents or guardians have died of AIDS (Bennell, 2005). It is widely believed that the education of children who are directly affected by the epidemic is adversely affected in a number of ways. The main contention is that, given very difficult home situations, orphans are often forced to drop out of school altogether with little chance of ever returning to school (Bennell, 2005). Indeed, situations like these ones (sick family members, deaths or high cost of medication) are made even harder in slums where families may be experiencing a variety of other socio-economic constraints and deficiencies in infrastructural facilities, overcrowding and congestion (Emanuelle, 2004; Esther de Vrcede, 2003), hence failing to see schooling as a priority.

Although theoretically education plays an important part in the development of human resources, there are many obstacles which make it inaccessible to

many, thereby denying them the opportunity for the realization of their personal potential and meaningful participation in the social and economic life within a society. Absolute poverty is chronic and pervasive. The economic disparities between the rich and poor continue to widen while growing unemployment and hunger pose a real threat to the survival of millions of people. The complex nature of relationship between education and society will remain a research issue owing to the dynamic nature of societies, especially with the evolving technologies (UNESCO, 2004).

Communities and specifically families are finding it extremely difficult to cope economically and psychologically with the number of orphans. Many orphans have to work to support themselves or young siblings dependent on them. In such a situation, schooling ceases to be a priority. However, Kelly's observation may differ from one country to another. A study carried out in Botswana by Bennel et al (2005) revealed that although the school environment is not child-friendly, attending school is still an important part of leading a normal life. The study further established that orphans have particularly strong emotional and psychological incentives to attend school. The home environment for orphans is likely to be much, less attractive than school. The study further observed that provision of school meals is also a major incentive to attend school among disadvantaged children (Bennell, 2005). This appears to be a strong retention factors for the children. From the findings of this study, school feeding programmes are an incentive for children to remain in school. However, the findings further establish that HIV & AIDS threaten to undermine efforts made for children in Mathare to access FPE.

## **2.5 Theoretical Framework**

A theoretical framework is important to any study because of the role it plays in promoting and understanding of the factors that may influence or are related with an identified problem. Whether stated or not, some form of theory

is the basis that determines behaviour, strength and needs of individuals as well as a community. To explain the phenomenon of access to education, this study adopted three theories namely; Conflict Theory, Social Stratification and Theory of Underdevelopment.

### **2.5.1 Conflict Theory**

Conflict theory stresses that in any social system or society conflicts of interest will exist between different groups, or categories of people. This theory also stresses that some groups will have more power than others and that the most powerful groups will take advantage of their position to maximize their interest. Thus, conflict theorists agree that schools teach and gain acceptance for the prevailing norms and values of the society, but these are the norms and values that especially serve the needs of the advantaged and powerful people in society (Ritzer, et al, 1992). This may be demonstrated in the kind of governance, where the masses, and especially the poor, may not be involved in decision making during the initial stages of implementing new policies, like the free primary education in Kenya.

Karl Marx is undoubtedly the master theoretician of conflict sociology. According to Marx, the existence of different social classes is the continuous source of inevitable conflict and the changes in the social structure occur through violent upheaval affecting class composition. Societies are divided into classes with unequal resources. Since such marked inequalities exist, there are divisions of the social system. Society is seen as essentially full of tension. According to Marx, it is the social being that determines man's consciousness. Marx further reiterates that the ideas of the ruling class are in every age, the ruling ideas, thus the class which is the dominant material force in the society is at the same time, its dominant intellectual force (Marx, 1878)

When children in school learn that competition and achievement are the route to economic rewards, they are also meant to believe that high status in society

is legitimized or approved (Ritzer, 1992). Not only do children learn in school that competition and achievement are the routes to reward, but more important, they also learn to believe in the correctness of this method of obtaining rewards. Even those who do not excel in the competition generally believe in and accept the system. Often losers blame themselves for not getting the rewards. Rarely do they question the legitimacy of the norms and values of the system (Harverman et al, 1994). Children from slums who may fail to access FPE for instance may simply identify with the socio-economic environment around them and fail to be exposed to the wider world. Further, the children may even lack the avenues for lobbying for appropriate actions, but instead, accept that their plight of failing to access education is a matter of fate, facilitated by their lower class status.

Conflict theorists also see the education system organized to favour the interest of the most powerful members of the society. Schools are organized and operated in ways, that give the children of the advantaged groups a better chance of succeeding and thus the school perpetuate inequalities in the social structure. Instead of gaining education for success, as functional theorists may argue, conflict theorists, argue that the system favour the children of higher status families and works against the lower status (Ritzer et al, 1992).

The introduction of FPE for instance, does not necessarily mean safety nets have been provided for the poor children. The families (parents and guardians) are expected to cater for other costs of food, transport and clothing of which a child needs to participate effectively in education. However, the policy formulators and implementers of the FPE program may have assumed that all communities and or parents are empowered with the necessary resources to meet all their children's needs.

In as much as functionalists view the education system as providing an integrating function, skills and as a fair and equitable system that gives

everyone a chance at success, based on individual ability and hard work; conflict theorists view these norms and values as favouring the already dominant groups in society. Conflict theorists see the education system as providing a docile work force that will be used by the dominant economic interest. They see unfairness and inequity in the educational system—a system that operates to keep lower status children in their place at the bottom of social structure while giving children of the advantaged groups a greater likelihood of success. Thus, in the implementation of education policies, the socio-economic status of the poor may be ignored by failing to put intervening strategies in place to specifically address the plight of children from lower socio-economic class. For instance, functionalism of the FPE programme would only be possible in Mathare if the public schools attended by children from marginalized communities were to be equipped to the level of private schools that are attended by children from upper status families.

### **2.5.2 Social Stratification Theory and Education**

The relevance of using education, occupation and incomes as measures of social stratification has been pointed out by Gerth et al (1964) who observe that; schooling and stratification are everywhere associated. This is true whichever of the Weberian dimension of stratification under discussion. Social stratification can be construed as a system of structural inequality in the things that matter in society (Heller, 1969). These things include both tangible and symbolic goods of that society. Social stratification is any ordering of society's members using any convenient criteria such as income, education, life style and ethnic background (Dahrendorf et al, 1959).

At independence in Kenya, as it was in many other African countries, it was the possession of the necessary educational credentials which tended exclusively to determine and justify selection to elitist positions. Along with the position also came *wealth, power and prestige*, the three basic dimension of social

stratification. Conventionally, society is polarized into two antagonistic classes: the bourgeoisie and proletariats; the capitalists who own the means of production and distribution; and the working classes who own nothing but their own labour (Marx, 1878). The ownership of the means of production, for instance, by a section of society and the non-ownership of the same by another section leads to different style of life, hence inequality and conflicting socio-economic interests (Matras, 1975). Given the social inequalities existing in a socially and economically stratified society, access to opportunities or services such as education may be inaccessible for lower cadres of the social class hierarchy (like those of Matharc) who may be victims and or casualties of the survival for the fittest game.

Among the social stratification theorists there is consensus on the role that social classes play with regard to the equitable distribution of material wealth and socially desired cultural resources including education (Gakuru, 1979). The concept of social class is useful since it refers to more than just the effect of parental education, occupation, incomes or any of a number of correlated variables that are used to measure socio-economic status. As Kohn (1963) points out, the concept of social class is useful because it captures the reality in creating basic conditions of life at different levels of the social order.

According to Kohn (1963), members of different social classes by virtue of enjoying or suffering different conditions, come to see the world differently in developing different conceptions of social reality, different aspirations, hopes and fears, different conceptions of all that they desire to achieve. Other scholars perceive stratification as being synonymous with social class. Dahrendorf (1959) and Krauss discount this and describe social class as conflict groups which challenge the existing distribution of authority prerequisites and other advantages in an association.

The socio-economic status of a family is important in the sense that it determines whether or not the family can afford to enroll its child in school and ensure that he/she completes his/her studies. The findings of this study confirmed that, the social position of a family in turn determines the kind of attitudes towards education within a family. Furthermore, opportunities and possibilities throughout one's life cycle are to some extent, determined by the stratum to which one is born (Heller, 1969). As discussed earlier, a child born and brought up in slum environment may have limited chances of accessing education hence limited possibilities for personal and, to a larger extent, community development; unless deliberate measures, like providing for other education costs, food, clothing, shelter, security and learning materials, are put in place by mitigating the effects of poverty and other factors on the slum populations.

Both conflict and stratification theories affirm the fact that polarization of society into social classes is a major cause in the disparities of access to education and other opportunities or services. However, the two theories tend to overlook the integrative function of education where it is possible for children from a lower social class, given the same environment with their counterparts from higher social class, to excel and break away from the vicious cycle of poverty. It also overlooks the impact of such factors as socio-political stability on access to education by children from all social classes especially those in informal settlements like Mathare. Thus, in case of political instability just like the 2007-2008 post-election violence, the children in informal settlements are likely to have limited access to education as compared to their counterparts in well to do settlements.

### **2.5.3 Theory of Underdevelopment**

Underdevelopment is the state of an organism (for instance a country) that has not reached its maturity. It is often used in reference to economic



underdevelopment, or deliberately created poverty by imperialism; including lack of access to health care; to drinkable water; food; education and housing (*Wikipedia free encyclopedia*). This definition relates to the situation in Mathare, in that children fail to access FPE as a result of policies that favour a few privileged individuals whereby children and their parents alike may not have direct control over. Underdevelopment is having a low level of economic productivity and technological sophistication within the contemporary range of possibility.

Underdevelopment further refers to a situation in which resources are being actively used, but in a way which benefits dominant states and not the poorer states in which the resources are found. Underdevelopment is a wholly negative condition which offers no possibility of sustained and autonomous economic activities for communities. Historic situations of dependency have conditioned contemporary underdevelopment in Africa, Asia and Latin America. Underdevelopment is not an original state as some apologists would have us believe. Foreign factors are seen not as external but as intrinsic to the system, with manifold and sometimes hidden and subtle political, financial, economical, technical and cultural effects inside the underdeveloped country (Leys, 1975).

Contemporary underdevelopment is in large part an historical product of past and continuing economic and other relations between the satellite underdeveloped and the now developed metropolitan countries. Capitalist system has enforced a rigid international division of labour which is responsible for the underdevelopment of many areas in the world. The division of labour is ultimately the explanation for poverty, and a necessary condition for the efficient allocation of resources. The most explicit manifestation of this characteristic is in the doctrine of comparative advantage (Leys, 1975).

Dependency theory is viewed as a possible way of explaining the persistent poverty of the poorer countries. The traditional neo-classical approach is virtually nothing on this issue except to assert that the poorer countries were late in coming to solid economic practices. However, Marxist theorists viewed persistent poverty as a consequence of capitalist exploitation of the poor by the rich. The world systems approach, argues that poverty is a direct consequence of the evolution of the international political economy into a fairly rigid division of labour which favoured the rich and penalized the poor. Dependency is an ongoing process. It is a very deep-seated historical process rooted in the internalization of capitalism. Most dependency theorists regard international capitalism as the motive force behind dependency relationships. Dependency proponents believe that national interests can only be satisfied by addressing the needs of the poor within a society (Leys, 1975).

According to Colin Leys (1975), the social and political system which had emerged in Kenya by the end of the 1960s cannot be regarded as stable. The post-independence years were exceptionally favourable for the consolidation of neo-colonialism. The years had witnessed intense class struggles; in the course of these struggles the power of the state was used forcefully to give the petty bourgeoisie the various forms of protection it wanted, to subdue the unions and to progressively eliminate political opposition. The result was a structure of social control, based on clientelism and of ideological domination based on a mixture of tribalism, free enterprise, ethics and development doctrines; reinforced by a restrained but effective system of repression, in which organized opposition was outlawed. The assertion of state power by the then dominant combination of classes continued to reflect the underlying reality of increasing sharp social and economic contradictions.

A similar picture of Schumpeter's *dynamic income inequalities* can be found in his *Theory of Economic Development*: Schumpeter recognizes that the upper strata in his society are like hotels which are always full of people, but people

who are forever changing. Schumpeterian underdevelopment relates to aspects of technological change whose mechanisms are based on the existence of increasing and diminishing returns, imperfect information, barriers to entry and resulting imperfect competition. Schumpeterian underdevelopment happens if a nation chooses to be efficient in the wrong industry. This mechanism works similarly as with individuals: the most efficient dish-washer in the country has a much lower income than the most efficient lawyer (*Wikipedia free encyclopedia*).

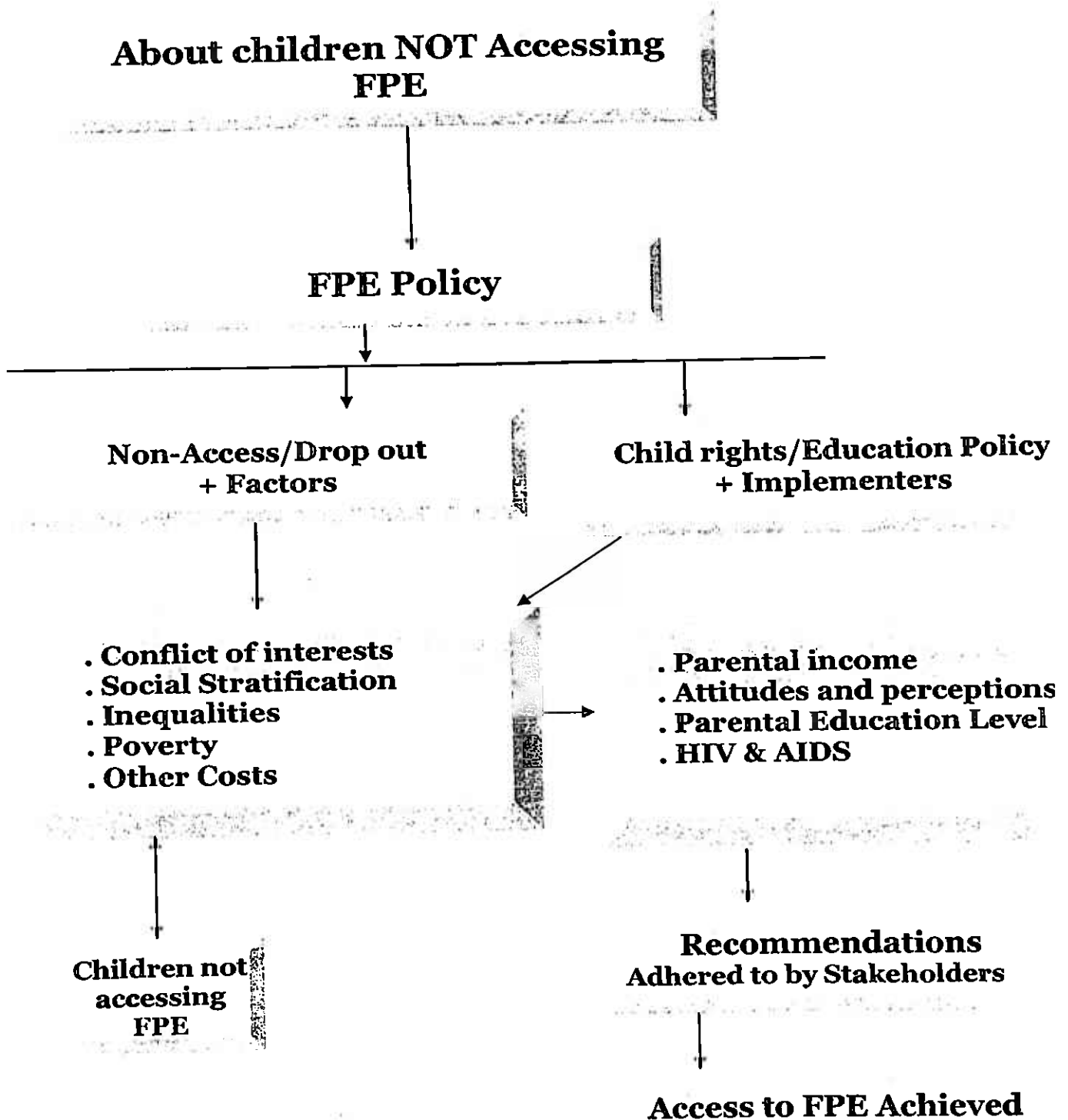
In any system with differing degrees of increasing returns and a mixed pattern of collusive and classical distribution of gains from a development process, some nations and, indeed, some individuals will better access benefits than others (Leys, 1975). The theory of underdevelopment therefore explains the root causes of deep-seated international, regional as well as local disparities and inequalities (imbalances) found in resource allocation. These inequalities further influence the development and implementation of relevant policies such as the FPE Policy, for a particular people in society. Underdevelopment leads to and/or is related to class struggles evident in a slum situation (like Mathare) where basic needs of shelter, food, and clothing are still a challenge for many let alone having their children access FPE.

The conflict paradigm and its related theories of underdevelopment and dependency provide a theoretical basis for explaining the influence on development of both external and internal factors. The underdevelopment and dependency theories focus on the relationship between and within societies in regard to social, political and economic structures. The underlying assumption of the theoretical orientation is that developed and underdeveloped as relational concepts within and between countries are inversely related. This perspective treats education as a reproductive mechanism of underdevelopment and dependency (Leys, 1975).

Kinyanjui (1979) criticized the underdevelopment and other development oriented theories for inspiring only a few studies on education because of their strong economic bias. He cites the work of Carnoy (1972) as an example of some of the few studies on education and underdevelopment which focused on the interaction of the global economy and the national economies instead of the internal dynamics of peripheral societies and their influence on the development of education. Due to this theoretical gap, Kinyanjui (1979) was encouraged to apply the classical conflict theory of social classes and social production in the study of educational inequalities in Kenya.

Similarly, in his study of primary school dropout and repetition in Kenya, Nkinyangi (1980) focused on the internal dynamics of the social class structure and regional differences as the main sources of inequalities in educational provision and outcomes. There was also an attempt by Gakuru (1979) to explain the social significance of pre-school education on the basis of social class inequalities and the structural differences in the schooling system.

## 2.6 Conceptual Framework



Source: Author 2011

The conceptual framework highlights issues of policy in FPE that either supports or undermines its implementation. The responsibility is vested upon the Government to ensure survival and development of the child. Of all the primary school going children, only three-quarters of them have access to education and less than 50% complete the cycle (MOEST, 2003). Some of the factors that influence access of children to FPE relate to: conflict of interests for the policy developers and implementers, inequalities in society caused by social stratification, impact of abject poverty on households, low income levels of families, education levels and the impact HIV/AIDS scourge.

In spite of governmental and parental commitment to keeping the children in school, more than one million children are still out of school. That so many children still do not have access to FPE in public schools should be a matter of concern. The current study sought to; examine the perceptions and attitudes of Mathare residents as regards FPE, identify factors that influence retention for primary school children after enrolment, establish socio-economic factors that contribute to drop out of children in schools and finally examine the extent to which HIV/AIDS threatens enrolment and retention of children in schools.

## **2.7 Operational Definition of Key Terms and Concepts**

Definitions and operationalization of concepts is important in bringing about general agreement about the use of terms in this study. Conceptualization is defined as a process through which we specify precisely what particular terms used in the study mean. The end product of conceptualization is a specification of a set of indicators (Mugenda, 2003).

### **Free Primary Education**

Free primary education (FPE) allows children access to education without discrimination. The Government of Kenya has removed major obstacles that hinder children of school age from accessing and completing primary education as is the case with many urban slums and other disadvantaged areas. FPE implies that fees and levies for tuition in public primary schools have been abolished. Given that FPE is a joint responsibility, parents are still required to meet the cost of; examination fees for standard eight, school uniforms, school meals, transport, boarding facilities and health care (MOEST, 2003).

### **Usefulness of FPE**

In the current study usefulness was used to denote the perceptions the respondents had as to whether the decree of re-introducing Free Primary Education was a worthwhile course of action by the government.

### **Drop-out**

This refers to the termination and failure of children to complete primary school. Some children experience varied difficulties progressing with their education, hence do not derive full benefit from education, even after the declaration of free primary education. Absenteeism, temporary and final drop-out are usually associated with conditions of poverty, low income levels, diseases, lack of personal or environmental motivation among others.

### **Basic education**

Basic education is the minimum education package that every Kenyan must have for progressive existence in society. Basic education cycle comprises of pre-primary, primary and secondary education. The package includes communication skills, motivation towards knowledge acquisitions, functional literacy and numeracy, relevant life skills and self confidence in utilization of knowledge.

### **Access**

Access addresses the open-ended nature of education, which in this context is recognized as a basic right of every child of school-going age. For instance, free primary education has opened doors for children from poor and vulnerable backgrounds to go to school and learn without interruption. Access assumes availability of opportunities at all levels and sectors of education for all those who are eligible and meet the desired criteria. It embraces the concept of inclusiveness for all potential learners. Expanding access to quality education is viewed in this study as an effective way of improving equity for all children of varied socio-economic backgrounds.

### **Children of school-going age**

Children of school-going age are boys and girls, aged between 6-13 years. However, under the FPE programme, many children are accorded eligibility to attend school even if their ages may exceed the bracket of 6-13 years. This inclusiveness for all potential learners is meant to sustain access of children to FPE.

### **Marginalized children**

Marginalized children fall under populations or groups within a society whose interests are not represented by the core policy of the society. Because of their inferior or disadvantaged position with respect to the socio-economic, political or cultural power structure of society, they lack influence on government



policies of national development and are the last group to benefit from the fruits of National Development. Marginalized children within Mathare slums fall under the marginalized populations which are identified according to socio-economic characteristics such as income levels (wealth), levels of education, geographical location and other physical conditions like housing and infrastructure (roads, health and education facilities).

### **Household Heads**

In the current study a household head is an individual in one family setting who provides actual support and maintenance to one or more individuals who are related to him through adoption, blood or marriage. A household head is also applied to one whose authority to exercise family control and to support the dependent members is founded upon a moral or legal obligation or duty. Head of family in this context manages the affairs of the family living in a household, who need not be the husband/father or wife/mother, but could be a grandparent, uncle, aunt, son or daughter.

### **Variables**

Study variables are the characteristics of units that vary, taking on different values, categories or attributes for different observations. Two variables are of importance in the study namely: dependent and independent variables.

Independent variables are those that are treated in the study in order to establish what effect or differences in them will have on the variables proposed as being dependent on them. Dependent variables on the other hand are those that vary as a result of changes in the level of the independent variables or variables (Mugenda, 2003).

### **Independent Variables**

***Social-economic status:*** Effects of parental education, occupation, income levels, type of housing (Kohn 1963).

### ***Prevalence of HIV/AIDS***

Prevalence refers to how serious a condition and its consequences are. In this study, HIV & AIDS related incidences affecting orphans within the family; enrolment or absenteeism caused by such incidences, measures the concept.

### **Dependent Variables**

#### ***Access to FPE***

This was used to measure the reported response of enrolment of children to schools after the inception of FPE in Public primary schools.

#### ***Non-Access to FPE***

This term was used to denote the reported non-retention or drop out after enrolment of children even with the inception of FPE in public primary schools.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter outlines techniques that the researcher used for data collection and research instruments. In this chapter, a detailed explanation as to why particular data collection methods and research instruments were preferred is provided.

### **3.2 Site Description**

The study was carried out in Nairobi North District, which is one of the eight Districts in Nairobi province (currently now referred to as Nairobi County). The District shares common boundaries with Westlands to the west, Kasarani to the North, Makadara to the South and Embakasi and Njiru to the East. It has an area of about 10.6 square kilometers, which is divided into five administrative locations; namely, Starhe, Kariokor, Mathare, Huruma and Ngara.

The target study area was Mathare sub-location. The area was purposively selected since it is one an area where most children are found on the slum alleyways and or within neighbourhood during school hours. Mathare sub-location comprises of the following enumeration areas (EAs): Police Depot, Village 4B, Village3C, Village 3B and Village 2 (CBS, 1999).

The first settlers in Mathare valley are said to have moved from Pangani, then an informal settlement. It was demolished in 1938 and people forced to seek refuge elsewhere within the city. By 1950, the slum had only about 5,000 people. On several occasions, residents were evicted, but they gradually returned. Subsequent years saw the forces of rural-urban migration combine with hard economic conditions to lead to a steep rise in the slum population (Undugu, 1995 and CBS, 1999). At the time of this study the population of Mathare was estimated at about a million.

Like those of other slums, Mathare Valley residents do not have a sense of belonging since the land where they live is either owned by private developers, city council authorities or the government. Their housing is usually small, temporary and inadequate. Toilets and other basic infrastructure like roads are normally absent or in dire condition. Social halls, playgrounds and other public services are lacking. The drainage system is in a pathetic condition, as is garbage disposal. These conditions expose slum dwellers to a lot of health hazards. Unemployment is a common problem if not rampant. Majority of the people derive their livelihoods from either casual jobs or self-employment (Undugu, 1995).

Primary education targets children aged between 6 - 13 years. The goal of the sub-sector is to provide access to quality education to all eligible children on an equal basis and prepare them for secondary education and subsequent training. The number of primary school pupils countrywide rose dramatically, from 5.9 million in 2002 to 7.2 million in 2003; 7.4 million in 2004 and 7.6 million in 2005 (Economic Survey, 2006). The sharp rise notwithstanding, there are regional imbalances. Regions like North Eastern province, parts of Coast, Rift valley, Eastern provinces and urban slums have generally lower enrollments (UNESCO, 2006). According to the statistics section (MOE, 2004), North Eastern and Nairobi provinces recorded the least gross enrollment rate (GER) of 26.6 and 43.2 percent respectively. Nairobi was also named among the provinces with least primary completion rate placing it at 44.9 percent. This general empirical data/information provided the basis for the study of levels of access to schooling by children in Mathare slums.

### **3.3 Unit of Analysis and Observation**

According to Mugenda and Mugenda (2003), a unit of analysis is the subject, object, item or entity from which one measures the characteristic or obtains the data required in the research study. In this study, the unit of analysis was

access to FPE by children within Mathare sub-location; whereas the units of observation were household heads and informants within the area of study.

### **3.4 Target Population**

Mugenda and Mugenda (2003), define target population as the set of individuals, cases or objects with some common observable characteristics from which a researcher wants to generalize the results of the study. According to CBS 1999, the target population for this study, was all the 10,067 households in Mathare sub-location focal areas (EAs). The study targeted 200 representatives of Enumeration Areas; as well as local leaders, teachers, government officers who acted as Key informants of the study. Singleton (1988) defined key informant as a contact person who helps a field researcher gain entry to, acceptance within, and information about the research setting.

### **3.5 Sampling Procedures**

According to Mugenda (2003), a sampling design is that part of the research plan that indicates how cases are to be selected for observation. In this study, purposive stratified random sampling method and simple random method was used. Stratified sampling is a method for obtaining a greater degree of representativeness decreasing the probable sampling error. Rather than selecting your sample from the total population at large, the researcher ensures that appropriate numbers of elements are drawn from homogeneous subjects of that population. In using stratified random sampling for this study; the population was divided into various categories as EAs using the CBS (1999) data. Each of the EA formed a stratum. In each stratum/category, a sample was drawn by simple random sampling method. In simple random sampling all individuals in the target population have equal probability of being sampled. This eliminates bias (Kothari, 1999).

### 3.5.1 Sample Size

According to Kothari (1999), an optimum sample is the one that fulfills the requirements of efficiency, representativeness, reliability and flexibility. A representation of 2% was purposively drawn from each EA to satisfy these requirements of optimality and representativeness. The sample size for the household heads is as shown in table 3.1 below. The Mathare sub-location (target area) has six EAs (focal area). Overall sample size was 200 respondents and 10 key informants.

**Table 3.1: Sampling Frame**

<b>Area</b>	<b>Total population</b>	<b>Sampling Percentage</b>	<b>Sample size</b>
Police Depot	714	X2%	1
Village 4B	1496	X2%	99
Village 3C	2633	X2%	25
Village 3A	1620	X2%	25
Village 2	2002	X2%	40
<b>Total</b>	<b>10,067</b>		<b>200</b>

Source: CBS 1999

### 3.6 Key Informants

Mathare Location has twenty (20) public primary schools. However, for purposes of time and cost implications, five (5) public primary schools were randomly selected for inclusion in the key informant sample out of which five head teachers were interviewed. The other key informants were: 1 Children Officer, 1 Education Officer and 3 Local leaders. All the key informants were purposively selected due to their direct involvement in the community within the target study area. They provided valuable information that helped enrich the findings of the current study.

### **3.7: Sources and Methods of Data Collection**

This study collected data from household heads and key informants. Secondary data was obtained from reviewing past studies, journals and other publications relevant to the topic in question. The data was expected to establish the factors that have contributed to enrollment, non-enrollment, retention and/or non-retention of children in school after the inception of FPE program in 2003.

Both quantitative and qualitative methods of research were elicited to ensure uniformity in the interpretation of concepts. The data was primarily obtained through personal interviews, conducted with the help of questionnaires and structured interviews. The questionnaire was structured in such a way as to allow for uniformity of collected data. It contained close-ended questions, partially closed questions and open-ended questions. The questions were structured in a manner that allowed uniformity of data collection.

The interview schedule elicited information from respondents on income, education, occupation and marital status. It also sought their views on the accessibility of children to FPE. A self-administered questionnaire was used to collect information and data from purposively selected 5 head teachers of public primary schools in Mathare location as well as the other key informants. The questionnaire consisted of both open and closed ended questions; questions on levels of enrollment, retention or drop out and other factors that may have contributed to access of children to FPE. The questions also established whether respondents thought that HIV & AIDS prevalence was a threat to access to education by children in the slum area.

### **3.8: Data Analysis**

The data collected was subjected to the Statistical Package for Social Sciences (SPSS) and analyzed using qualitative and quantitative techniques. Descriptive statistics (percentages and frequencies) were created. Tables were used for

presentation. Descriptive generalizations and associations were used to deduce conclusions on some variable characteristics. Where possible, chi square tests were used to infer the variable associations.

Descriptive Statistics are indices that describe the sample or the population. They were used to describe and analyze data thereby enabling the researcher to organize data in an effective and meaningful way. Variables were categorized by summarizing patterns adduced from responses elicited from the study. The descriptive statistics generated were frequencies and percentage tables. Averages, like the mean, and percentages are amongst the most widely used of descriptive statistics. This is because they are not only easy to calculate but also because they are, especially percentages, a useful device for comparing the relative sizes of two quantities.

Inferential statistics are used to make a decision about whether it is likely that an association exists in the larger population from which a sample was drawn. The major reasons for understanding statistical concepts and procedures are to aid in drawing inferences and testing hypothesis about population parameters on the basis of sample statistics, and to make decisions on knowledge of the reliability of statistical estimates (Mugenda and Mugenda, 2003). This study did not directly test hypothesis, but discussed inferential deductions from the findings.

Qualitative analysis (content analysis) was done through coding and classification. According to Hancock (2002), content analysis involves coding and classifying data through categorizing or indexing. The basic idea is to identify from the transcripts the extracts of data that are informative in some way and to sort out the important messages hidden in the mass of each interview (Hancock, 2002).



### **3.9: Problems Encountered During the Study**

The irregular nature of the population; due to displacements during and after the 2007-2008 post-election violence, caused the respondents to keep shifting residence in search of safety.

Secondly, respondents were suspicious and wondered whether to give information or not. Some of them sought to know the tribes/ethnic group of data collectors before volunteering their information. Some still demanded and or expected some sort of reward, claiming to be IDPs, displaced from their previous homes and occupations. The researcher had to convince them that the study is for the purpose of attaining a university degree. The researcher having worked previously in the area as a District Children's Officer helped in winning their (respondents') confidence in the research team.

Thirdly, some respondents were a bit hesitant to reveal their true income; wondering why I would be interested and yet the study would not add value to their individual economic status.

Finally, the research was carried out during the rain season, especially in Nairobi. Apart from the rains hindering the movement during data collection, the slum alleys became impassable with the mixture of rainwater, mud and human waste flowing freely.

## CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

This Chapter is divided into two parts. Firstly, data is presented showing distribution of various variables from the study. Secondly, the data is analyzed and interpreted systematically. The chapter uses descriptive statistics to present the data collected from the field. Tables and percentages are used in the presentation of the findings.

The data presented and analyzed in this chapter were collected from 200 household heads and 10 key informants. The purpose of data collection from these respondents was to ascertain factors that influence access to FPE by marginalized urban children. From the purposively selected 5 schools, data was collected from 5 head teachers. The objective here was to determine the extent to which children were enrolled after the inception of FPE and to assess the implementation of the FPE policy. The findings are as follows;

### 4.2 Sex and Marital status of Respondents

**Table 4.1: Gender Distribution of the Respondents (N=200)**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	84	42.0
Female	116	58.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

As shown in table 4.1, out of the 200 respondents interviewed, 42% were male while 58% were female. The possible explanation of this distribution is that women in the study area are involved in economic activities right within the slum estate. Consequently, some of the women were found to be housewives

and household heads at the same time. Some respondents cited displacement as well as deaths due to the 2007 post election violence as the reason for male absence and the subsequent varied distribution.

**Table 4.2: Marital Status Distribution of the Respondents (N-200)**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Marrried	150	75.0
Single	33	16.5
Divorced	9	4.5
Widowed	8	4.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

As shown in table 4.2 the sample of parents had more married respondents (75%), followed by those who were single (16%). Those widowed and divorced had each 4% of the sample population. Some of the female respondents claimed to be married and at the same time household heads, basing their arguments on the fact that their spouses were not actively involved in the day to day socio-economic activities of the family.

## 4.2 Educational Level of Household Heads

**Table 4.3: Education Level Completed by Respondents (N-200)**

<b>Education Level</b>	<b>Frequency</b>	<b>Percent</b>
Primary	136	68.0
Secondary	55	27.5
College	6	3.0
Never been to school	3	1.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

There were differences in terms of the levels of education completed among the respondents. Most of the respondents (68%) had completed primary school education, while 27.5% had completed secondary school. College and university graduates were 3% and 1.5% had never been to school. A majority (68%) of the respondents, as seen in the frequencies in table 4.3, managed to attain primary education. This variance, as cross tabulated and analyzed here below, has an impact on the attitude towards children's education.

**TABLE 4.4: Cross tabulation for respondents whose Children ever Dropped out of school by Education level completed (N=200)**

			Education Level Completed by respondents				Total
			Primary	Secondary	College	Never been to school	
Children ever dropped out	Yes	Count	26	9	0	0	35
		Expected Count	23.8	9.6	1.0	.5	35.0
		% Children ever dropped out	<b>74.3%</b>	<b>25.7%</b>	<b>.0%</b>	<b>.0%</b>	<b>100.0%</b>
	No	Count	110	46	6	3	165
		Expected Count	112.2	45.4	4.9	2.5	165.0
		% Children ever dropped out	<b>66.7%</b>	<b>27.9%</b>	<b>3.6%</b>	<b>1.8%</b>	<b>100.0%</b>
Total	Count	136	55	6	3	200	
	Expected Count	136.0	55.0	6.0	3.0	200.0	
	% Children ever dropped out	<b>68.0%</b>	<b>27.5%</b>	<b>3.0%</b>	<b>1.5%</b>	<b>100.0%</b>	

The present study sought to establish how access to FPE is associated with the level of education of parents or guardians of the child. The education level of respondents was related to both enrollment of children and their drop out from schools. Of the 35 respondents whose children had once dropped out of school, 74.3% had completed primary education, 25.7% had completed secondary education and none of them (0%) had any college or university education, hence suggesting that the higher the parent's education, the higher the likelihood of that parent to value his/her child's education. The concern over inequalities both in the past and presently continues to influence children's access to education. Little wonder that some of the parents who may have been victims of past inequalities are faced with similar challenges as they seek education for their own children. Failure to achieve high levels of schooling for these parents translates to low paying or casual jobs; such that when faced with the responsibility of meeting other hidden costs of education like uniform, books, transport, examination fees (which may be out of reach for many), their children end up dropping out of school. This in the long run creates a vicious cycle of illiteracy.

#### 4.4 Location of Respondents

Table 4.5: Area/Location of Respondents (N-200)

Area/Location	Frequency	Percent
4B	99	49.5
2	50	25.0
3C	25	12.5
3A	25	12.5
Depot	1	.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 4.5 shows the location of the respondents in the sample. Some areas had been de-populated while others had increased in population size, due to the effects of the 2008 Post-Election Violence. At the time of the visit, some residents were still camping at the Huruma chief's camp as, Internally Displaced persons (IDPs).

The present study established that the most populated area was Mathare 4B, followed by 4A. Mathare 3C and 3A had more or less the same representation of the sample (see table 3.1). Mathare Depot was the most de-populated at the time of the visit due the displacements that had occurred previously as earlier mentioned. This finding depicts that the socio-political environment of any given region is important and indeed determines whether children of that particular region will access education or not. Continuous political unrests means that communities are displaced hence learning of children is likely to be disrupted.

#### 4.5 Age Category of Respondents

**Table 4.6: Age Category of Respondents (N=200)**

Age Category	Frequency	Percent
18-25	59	29.5
26-33	82	41.0
34-41	44	22.0
42 and above	15	7.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

From the findings (table 4.6) the highest number (41%) of respondents were aged between 26-33 years, 29% were aged between 18-25 years, 22% of the sample were aged between 34-41 years, while those aged 42 years and above formed only 7.5%.

Young people aged 15-24 years, the age cohort normally associated with youth, are a noticeable segment of populations in most African countries. Some countries have come to accept 30 years and above as a prolonged youth category usually categorized with youth dependence. The tendency to extend the category of youth to 30 years and beyond seems to be a reflection of emerging phenomenon of youth dependency as already mentioned. In some countries, youth age group is between 15 to 35 years of age (Cornia, 1992; Donohue, 1982). According to Bennell (2005), large sections of young people have become increasingly marginalized or are excluded from education, health care as well as access to salaried jobs. Rapid population growth coupled with a youthful population pose serious challenges to governments in terms of providing health, education, and employment, social security services and housing. Associated with housing is the problem of difficult living conditions of families, giving rise to the culture of street vending, street gangs, alcoholism and drug addiction. These forms of marginalization leave limited options for young people particularly as relates to access to education.

#### 4.6 Occupation of Household Heads

**Table 4. 7: Occupation of Respondents (N-200)**

<b>Occupation</b>	<b>Frequency</b>	<b>Percent</b>
Small scale business	66	33.0
Unemployed	49	24.5
Skilled trade	38	19.0
Unskilled labour	35	17.5
Professional	6	3.0
Hawking	6	3.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

As shown in table 4.7, 33% of the respondents had small scale businesses, 24.5% were unemployed, 19% had a skilled trade, and 17.5% were unskilled labourers, while professionals and those who participated in hawking had 3% each. These findings depict a high trend of unemployment in the area of study. Household heads that fall in the category of the unemployed are likely to compromise their children's education due to limited choices on the basic needs in life as well as their children's access to education.

Employment is a headline dream for many young people. Unfortunately, it has proved elusive for the majority of the populations in Kenya, particularly in the slums (Table 4.7). Despite government promises to tackle this problem, it has remained the biggest obstacle to economic development and thus limiting parents' choices for their children's education. Lack of opportunities of earning a livelihood lead to a large scale unplanned migration of young people. Rural urban migrations lead to increased pressure on social services and amenities hence the continued mushrooming of slums (GOK, 2009). Training is known to increase income significantly. This view is also expressed by Yambo (1992) who said training is said to be a tangent to the specific productive activities in which the entrepreneurs engage in. Training encourages product horizons in terms of quality differentiation and as such leads to more output thus more incomes.

In Mathare, a big number of youth are idle. They are either out of college, school dropouts or rural migrants seeking a livelihood in town. When they fail to get jobs they engage in criminal activities like prostitution, drug abuse or work for drug barons. According to the National Youth Situation Analysis of 2009, in Mathare Bondeni area where *chang'aa* (a local alcoholic brew) is distilled, young people are in charge of the entire process and are paid for it. In the long run this brings about alcoholism or even death to habitual use of this illicit and dangerous liquor. Those who seek self-employment face such obstacles as harassment from local government over licenses and business



permits. This uncertainty in the area of occupation negatively impacts on the affected household heads and in the long run has its toll on children's access to education.

These findings are related to similar observations by Chiguta (2002) and Bennell (2000).

Deep rooted economic crisis that has affected nearly every country in Sub-Saharan Africa has had a profoundly negative impact on the well-being of the entire population in the region (Chiguta, 2002). Many Africans particularly the youth are unemployed and experience a decline in their welfare owing to a fall in incomes (Bennell, 2000). The growing problem of unemployment makes the youth question the importance and relevance of education. Many young people are failing to find jobs in a largely stagnant formal sector. School-going children lack the motivation – seeing their friends, elder brothers and sisters who complete school before them staying for long periods at home without gainful or productive employment.

#### 4.7 Monthly Income of Respondents

**Table 4.8: Monthly Income Range of Respondents (N-200)**

Income Range in Ksh.	Frequency	Percent
0-5000	166	83.0
6-10000	31	15.5
11-20000	1	.5
21000 & above	2	1.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

The highest monthly income recorded was 25,000. Table 4.8 shows that 83% of the respondents had a monthly income range of between 0-5,000; 15% earned

between 6,000-10,000; while those earning between 11,000-20,000 were less than 1% and those earning 21,000 or more were only 1% for each of the income categories. With the economic situation prevailing globally, these income levels (e.g. those earning ksh. 0-5000) cannot sufficiently meet basic needs as well their children's education. The following cross tabulation further explains the impact of income as a variable on access to education.

**Table 4.9: Cross tabulation for respondents whose Children Enrolled in the FPE by Monthly Income Range (N=200)**

			Respondents' Monthly Income				Total
			0-5000	6-10000	11-20000	21000 & above	
Children Enrolled in FPE	Yes	Count	88	14	1	0	103
		Expected Count	85.5	16.0	.5	1.0	103.0
		% Children Enrolled in FPE	85.4%	13.6%	1.0%	.0%	100.0%
Total	No	Count	78	17	0	2	97
		Expected Count	80.5	15.0	.5	1.0	97.0
		% Children Enrolled in FPE	80.4%	17.5%	.0%	2.1%	100.0%
Total		Count	166	31	1	2	200
		Expected Count	166.0	31.0	1.0	2.0	200.0
		% Children Enrolled after FPE	83.0%	15.5%	.5%	1.0%	100.0%

Income is one of the most important variables in measuring socio-economic status. In this study, income was measured in terms of monthly earning per household head in Kenya Shillings (Ksh.) as reported by respondents interviewed. Findings of this study relate access to FPE to income levels of a

child's parent or family. Out of the 103 parents whose children were enrolled in public primary schools after inception of FPE, 85.4% had a monthly income range of between Ksh0 - 5,000; 13.6% of the respondents had an income range of between ksh 6,000 - 10,000 and 1% had an income range of ksh 11,000 - 20,000. None of the respondents whose monthly income range is Ksh 21,000 and above had their children enroll after inception of FPE, since they had all along been able to pay minimum expenses for their children's education.

There is a general trend of a lower proportion of respondents whose children enrolled in public primary schools at the inception of FPE with increase in monthly income and a high proportion of respondents whose children enrolled in FPE from households with low income. As shown in table 4.9, none (0%) of respondents with a monthly income of Ksh 21,000 and above had their children enroll in FPE; while 85.4% of those who had their children enrolled in FPE had a monthly income of less than Ksh 5,000. It is therefore likely that a family's income level is crucial in determining the kind of education that its children receive. With a certain level of income, a family can be able to meet its education obligations to a child without having to wait for a country's decree of FPE policy. For those with low levels of income it is unlikely that they can afford to educate their children save for the intervention of policies like FPE.

Therefore, the level of income of a family may be an important influence on the education of children. In this study, the association is a direct inverse relationship. As observed, those parents with relatively higher levels of income are more likely to prioritize education of their children even if it means enrolling their children in high cost private schools, while those with low levels of income are less likely to do so since their limited income is used to meet the very basic needs of food, shelter and clothing. From the findings, it is possible to infer that access to FPE in this context has explained the varying proportions. The general increase in enrollment of children after inception of FPE is not as a result of parents' preference for the public school, rather it is

largely a case of simply being unable to meet the educational requirements, both financial and material as may be the case in high cost private schools.

#### 4.8 Enrolment of children in the FPE Programme

**Table 4.10: Respondents with Children Enrolled in FPE Programme (N-200)**

<b>Enrolment after FPE inception</b>	<b>Frequency</b>	<b>Percent</b>
Yes	103	51.5
No	97	48.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Of the 200 Household heads interviewed, 51.5% had their children enrolled in public primary schools after the inception of FPE, while 48.5% did not enroll their children in the programme. When asked why they did not enroll their children; the responses ranged from fear of quality of education to ratio of children to teachers in public schools. Increased enrolment in public schools was cited to have compromised the attention teachers give to pupils (UNESCO, 2005). Some household heads had their children enrolled in non formal schools with definite sponsors as they did not want to miss out on the rare privilege.

**TABLE 4.11: Cross tabulation for respondents whose Children Enrolled in the FPE by the Parent's Education Level (N-200)**

		Education Level Completed by respondents					
			Primary	Secondary	College	Never been to school	Total
Children Enrolled in FPE	Yes	Count	79	22	1	1	103
		Expected Count	70.0	28.3	3.1	1.5	103.0
		% Children Enrolled in FPE	76.7%	21.4%	1.0%	1.0%	100.0%
Total	No	Count	57	33	5	2	97
		Expected Count	66.0	26.7	2.9	1.5	97.0
		% Children Enrolled after FPE	58.8%	34.0%	5.2%	2.1%	100.0%
Total		Count	136	55	6	3	200
		Expected Count	136.0	55.0	6.0	3.0	200.0
		% Children Enrolled after FPE	68.0%	27.5%	3.0%	1.5%	100.0%

Of the 103 respondents who had their children enrolled to public primary schools after the inception of FPE, 76.7% had completed primary education, 21.4% secondary and 1% college education. It can therefore be deduced that FPE policy came as a long awaited solution to majority of parents with low level of education. It is also likely that it is mainly children of such parents who dropped out of school in big numbers when school levies had been previously introduced and likely enrolled en mass into the FPE at re-inception.

These findings on the influence of educational background, are consistent with various studies that have been done before (Gakuru, 1992; Nkinyangi, 1980), that in situations of poverty, many parents find it very difficult to send their

children to school; and that many children from poor families drop-out of school because of failure of their parents to meet education costs. Household heads with higher level of education are more likely to enroll or encourage their children to remain in the schooling system with or without FPE policy decrees and also strives to ensure that their children complete their studies. One of the likely reasons for this is because they had formal education themselves, therefore are more likely to appreciate its importance. On the other hand, household heads without schooling or low levels of education are less likely to appreciate the importance of education given the fact that they themselves have not been exposed to it.

In conclusion, children from households with no schooling stand a little chance of being educated in the absence of legitimate and deliberate policies like that of FPE as compared with those whose parents/guardians have high level of education. Further, highly educated household heads are likely to secure well paying jobs and or other business opportunities which in turn boost their economic status hence better options for their children's education.

#### 4.9 Primary school drop out

**Table 4.12: Respondents with Children ever dropped out of school (N=200)**

<b>School Drop out</b>	<b>Frequency</b>	<b>Percent</b>
Yes	35	17.5
No	165	82.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

When asked whether their children ever dropped out of school 17.5% of the respondents replied "yes" while 82.5% responded "no". Out of the 35 parents who had their children drop out of school 82.9% cited lack of money as the

reason, 11.4% cited lack of interest while 5.7% of the respondents had had their children drop out to get married. Even though primary completion rates improved from 68% in 2003 to 76% in 2006, and 81% in 2007, however 19% of children who enroll do not complete the primary cycle (UNICEF, 2009). Achieving Education for all and millennium development goal requires continuing improvement in primary completion rates.

As discussed elsewhere in this study (section 2.4) HIV and AIDS contribute heavily to the high level of primary school drop outs (key informants confirmed this finding). Key informants interviewed alluded to the fact that school costs of books, clothing, food as well as transport are a major cause of school drop out for children from the slums. Peer pressure, drug abuse, teenage pregnancies, early marriage and other factors contribute to 30% of all the school drop outs. While FPE Policy has been generally positive, it has inevitably created some negative consequences; for instance skewed allocation and mismanagement of resources, overcrowding, teacher distribution and deployment imbalance as well as consequent concerns over quality of education. In turn such factors may lead to high wastage rates, and system inefficiency through repetition, dropping out hence low completion and transition rates (GOK, 2009).

Majority of the key informants felt FPE was fairly important, citing the many challenges faced by the programme; for instance it has exacerbated the problem of teaching and learning facilities, congestion of classrooms due to influx of new pupils and the increased teacher to pupil ratio. The key informants embraced the usefulness, explaining that some children who had earlier dropped out of school got a chance to enroll again. They further alluded to the fact that other education costs needed to be addressed for the success of FPE Policy.

#### 4.10 Perceptions of respondents on the usefulness of FPE

Table 4.13: Usefulness of FPE (N-200)

Usefulness of FPE	Frequency	Percent
Extremely useful	34	17.0
Useful	102	51.0
Fairly useful	28	14.0
Not useful at all	36	17.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Table 4.15 shows varying views on just how useful the FPE is and its impact on residents of Mathare sub-location. Majority of the respondents, (68%), affirm the usefulness of the FPE policy with an explanation that many children who were idling in slum alleyways were now in school. A further 14% of the respondents felt that the FPE policy was fairly useful. However, 18% felt that the FPE Policy is not useful at all. Respondents further reiterated that student neglect by teachers, laxity in follow up by education officials and overcrowding in classes were some of the challenges facing the implementation of the FPE policy. These findings closely relate to findings of the assessment, (UNESCO, 2005) on Challenges of FPE. The present study revealed that some parents likely withdrew their children almost immediately after enrollment on learning that the quality of education in public schools had been compromised in terms of quality and attention of teachers to pupils.

Findings on the attitude of respondents towards FPE were further cross-tabulated against choice of enrollment of children as follows:



**TABLE 4.14: Cross tabulation for respondents whose Children Enrolled in the FPE by Usefulness of FPE (N-200)**

			Usefulness of FPE				Total
			Extremely useful	Useful	Fairly useful	Not useful at all	
Children Enrolled in FPE	Yes	Count	27	56	10	9	102
		Expected Count	17.4	52.3	14.4	17.9	102.0
		% Children Enrolled in FPE	26.5%	54.9%	9.8%	8.8%	100.0%
	No	Count	7.5	46.5	18	26	98
		Expected Count	16.7	49.8	13.6	17.1	98.0
		% Children Enrolled in FPE	7.2%	47.4%	18.6%	26.8%	100.0%
Total	Count	35	103	28	35	200	
	Expected Count	34.5	102.5	28.0	35.0	200.0	
	% Children Enrolled in FPE	17.1%	51.3%	14.1%	17.6%	100.0%	

**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.177(a)	3	.000
Likelihood Ratio	24.351	3	.000
Linear-by-Linear Association	22.201	1	.000
<b>N of Valid Cases</b>	<b>199</b>		

SPSS output

0 cells (.0%) have expected count less than 5%.

The Pearson chi-square equals 23.177. The larger the value of chi-square, the more likely that the findings are independent of chance, and that a true relationship exists. The probability is (.000) less than .001

Enrollment of children in the FPE programme and attitude of parents towards the usefulness of FPE is significantly related ( $P < .05$ ). This means that getting findings due to chance are within the set limit. The higher one rated the usefulness of FPE, the higher the chances were of enrolling their children after the inception of FPE. The interpretation is that both enrollment and usefulness vary in distribution and are dependent. Household heads who appreciated the usefulness of education are more likely than not to enroll their children, unlike those who do not appreciate the usefulness of education.

These findings can be related to the study by Gakuru (1992), which revealed that among the poor parents, those with none or negligible exposures to schooling are more likely to enroll their children in nursery schools than those with Primary or some Secondary level education. Probably, parents who are victims of early school withdrawal have either lost faith in the power of the school as a means of access to desired employment opportunities for their children or are aware of the repetition in education content between pre-school and the early years of primary education.

#### 4.11 Respondents' Perception of HIV and AIDS Prevalence

Table 4.15: HIV/AIDS Prevalence in Mathare (N-200)

HIV Prevalence	Frequency	Percent
Very High	95	47.5
High	41	20.5
Low	60	30.0
Very Low	4	1.5
<b>Total</b>	<b>200</b>	<b>100.0</b>

Of the 200 respondents interviewed, 68% reported high prevalence of HIV and AIDS in the area of study; 30% however, were of the opinion that the HIV prevalence is low, while 2% believed that the prevalence is very low. On probing further, all the respondents conceded that the HIV and AIDS scourge has had its toll on access of children to FPE. Majority also pointed out that though awareness and better treatment have been stepped up in the area, they, nevertheless, acknowledged that many residents continue being taken ill and some eventually die of HIV related diseases, which in the long run affects children's access to education.

This study sought to establish whether access to FPE is related to HIV and AIDS prevalence. As presented previously, 68% of the interviewed were of the opinion that there was a high prevalence of HIV and AIDS within the study area. The respondents cited the high prevalence of opportunistic illnesses among the Mathare population, increasing numbers of orphans as a result of one or both parents dying of AIDS and children who fail to attend school in order to attend to their sick parents or guardians.

The 10 Key Informants interviewed, cited high prevalence rates of HIV and AIDS in the area. In one of the schools, a respondent narrated how sometimes teachers have turned their teaching time to counseling children, families or entire community on matters pertaining to the HIV & AIDS scourge. The informants further affirmed that some of the children in the public schools were household heads due to loss of parents to AIDS, or with ailing parents, thus could not attend school consistently. Some key informants cited incidences where children were either nursing their sick parents, involved in child exploitative labour or attending to their orphaned siblings. Such children, the respondents added, are eventually likely to drop out of school even with FPE in place.

Key informants further observed that HIV and AIDS have created a large pool of orphans who are not able to attend school effectively as they are required to look for cheap labour in order to meet basic needs of food and clothing for other siblings. Children engaged in child labour similarly threaten the achievement of Universal Primary Education, Education for All and Millennium Development Goals. In addition to non-enrolment of some of these children, and combining school with work by many others, child labour (cheap labour) poses moral issue of long standing concerns of children rights. The findings especially from the teachers revealed that children affected by HIV and AIDS do not concentrate on their studies and some end up dropping out of school.

Children nursing HIV infected parents, the study established have not been empowered in any way to tackle Home Based Care for the sick. Many of such children could be exposed to infection for lack of life skills and practical knowledge. Furthermore, key informants emphasized on the very urgent need to control Tuberculosis, an opportunistic disease, in order to protect the care givers including children. Given the communicable nature of Tuberculosis and other opportunistic illnesses related to HIV & AIDS, the children's health is threatened and could ultimately hamper their participation in FPE programme.

This finding is in relation to the UNICEF/GOK 2009 situation analysis on general trends in primary education, which revealed that large numbers of orphans occasioned by HIV and Aids is estimated at 12-15% at Primary School level, hence compromises the efforts being made to enable children access Free Primary Education.

## **CHAPTER FIVE: SUMMARY OF FINDINGS AND RECOMMENDATIONS**

### **5.1 Summary of Findings**

The study set out to assess the factors that influence access to FPE by marginal urban children. In particular, attempts were made to account for proportions of respondents whose children enrolled in public primary schools after inception of FPE, previous drop outs, attitudes of parents to FPE policy as well as the impact of HIV and AIDS.

One of the most important findings of the study was that the attitude the household heads have toward the FPE policy is a major factor in determining how children access education. It was found that majority of the respondents (68%) affirmed and the key informants the usefulness of FPE. The findings also indicated that their children enrolled back to public primary schools at the inception of FPE. The explanation of this finding is that, increased enrollment in school increases with interest or how importantly one values education hence the positive response to the FPE policy. The higher one rated the usefulness of FPE, the higher the chances were of enrolling their children to public primary schools after the inception of FPE.

Another finding of the study indicates that income levels of a household or family affect the decision a parent/guardian makes in regard to the education of children. To confirm this, 85.1% of the respondents whose children were enrolled in public primary schools at the inception of the FPE had a monthly income of less than Ksh 5,000. None of the parents with a monthly income of Ksh2 1, 000 and above had their children enroll in public primary schools after inception of FPE. The explanation of this finding is that those parents with a high income levels (Ksh.21, 000 and above) have the ability to make decisions on their children's schooling even in the absence of a FPE policy.

The study findings also showed that the level of education completed by a parent/household head influences the access of children to FPE. The findings revealed that those respondents who had at least a college education had never had their children drop out of school; and that 76.7% of the parents who had enrolled their children in public primary school as a result of introduction of FPE had only managed to complete primary school level. The explanation for this finding is that, parents who have attained high level of education understand the importance of education and therefore are likely to make informed decisions concerning their children's education without having to wait for decrees of FPE or any affirmative strategy there may be.

The study established that HIV and AIDS were impacting negatively on FPE. The scourge and its effects have taken toll on parents causing children to remain at home to take care of their ailing parents. Similarly, it has created a large pool of orphans who are not able to attend school effectively as they are required to look for cheap labour in order to meet basic needs of food and clothing for other siblings. Children engaged in child labour similarly threaten the achievement of Universal Primary Education, Education for All and Millenium Development Goals.' In addition to non-enrolment of some of these children, and combining school with work by many others, child labour (cheap labour) poses moral issue of long standing concerns of children rights. The findings especially from the teachers revealed that children affected by HIV and AIDS do not concentrate on their studies and some end up dropping out of school. There is the fear that those children nursing their sick parents are exposed to the danger of getting infected themselves. Many hours meant for class lessons are diverted to address the issue of HIV/AIDS and children. The study further established that 68% of the parents interviewed and all of key informants agree to the fact that HIV/AIDS prevalence in the area is quite high.

From the interview with the teachers as key informants, it was revealed that there are a number of pull factors that influence retention of children in school after enrollment. These factors are; non-payment of fees, feeding programmes for children, free instructional material for teachers & students, provision of free uniforms and provision of boarding facilities and other alternative care services namely, Guardianship, Foster and Adoption for the very vulnerable groups within the slums. Analysis of the responses of the head teachers and other key informants indicated that several factors contributed to the drop out of children from school. Some of these factors include; peer pressure, teenage pregnancies, drug abuse, poverty, interest in sporting activities, lack of food, tuition fees, lack of uniform, lack of interest and general parental neglect, parents' illiteracy, HIV/AIDS effects, lack of role models as well as the recent post election violence and displacement. It was further revealed that some children are forced by parents to transfer to non-formal schools in an attempt to attract sponsorship. In the event of missing sponsors such children eventually drop out of school.

## **5.2 Conclusion**

While the FPE policy has been generally positive, it has inevitably created some negative consequences. System resources have been strained and at times misappropriated, as well as overcrowding, teacher distribution and deployment imbalances and consequent concerns over quality of education. In turn, such factors may lead to high wastage rates and inefficiency through repetition, dropping out, low completion and transition rates. Even though primary completion rates have improved from 68% in 2003, 76% in 2006 and 81% in 2007, however 19% of children who enroll do not complete the primary cycle (UNICEF, 2009).

From the study findings, it is evident that even though Kenya has made gains in the provision of FPE increased gross enrollment ratio, there are



factors that should urgently be addressed to promote access of all children to FPE.

### **5.3 Policy Recommendations**

This study recommends that the government should de-mystify the FPE policy and clearly provide for the needs of children in disadvantaged regions like slum areas. There is need to give direction on access, retention and completion strategies. The FPE policy should also give proper guidelines on the admission and exit criteria.

Secondly, the study recommends that FPE should be implemented within the broader frame work of Education for All (EFA). In this sense the government and other relevant stake-holders will adopt holistic approaches and strategies aimed at expanding access, ensuring retention and completion. The study suggests affirmative action for vulnerable groups, for instance children within the slums. The diverse non-government system should encompass many schools and centers which serve low socio-economic groups, for example Mathare slums in Nairobi, Non- government schooling initiative from FPE grants should exceed the current 28% in order to benefit those children who are enrolled in non-formal schools.

Thirdly, this study recommends that the government should revise the criteria for disbursing funds with a view to giving more allocations to schools in slum areas. Budgetary allocations need not only be increased in education expenditure, but to be disaggregated to specific areas or items; for instance - ASALS, slums, school-related psychosocial support, monitoring and evaluation of FPE as well as expansion. Bursary, CDF and HIV funds should also be disaggregated in the same manner. Efficient monitoring mechanisms should be put in place for accountability purposes and to avert wastage of resources.

Right to survival and development are part of the four pillars of the UNCRC principle rights of the child. This study recommends that campaigns and lobbying should be stepped up in educating the communities on the right of the child to education, parental responsibility issues and the role of the government. Some parents imagine that they are doing their children a favour, without realizing that it is the right of the children to receive education. Besides rights, the African Charter on The Rights and Welfare of the Child stipulates the responsibility of a child. Both rights and responsibilities packages should be made available to the children (in child friendly versions) since children are major stake-holders in matters affecting them.

The study further recommends that the government should intensify the campaign against HIV and AIDS in schools and design special interventions to support those affected and infected by the scourge. Teachers and pupils need to be equipped with life skills and knowledge to enable them support and counsel the affected households. Child participation fora should be established and strengthened where children can engage and express their feelings and share experiences so that they can be identified and helped.

Last but not least, the study recommends that the government should intensify and promote partnerships to ensure sustainability of FPE programme. The roles of sponsors and external partners need to be clearly spelt out. The study also recommends that the government should define the roles of head teachers, parents, political leaders, school committees and the children. Stiffer penalties should be put in place for stake holders who fail to carry out their responsibilities. The Department of Children Services together with other partners in the Children Sector, (for instance UNICEF), should step up awareness on alternative family care services, as a social protection strategy, and promote/intensify

safety nets like the direct cash transfer (CT) to households taking care of orphans and vulnerable children (OVC).

To achieve the recommendations, some of the strategic decisions should include and not limited to:

- Developing simple but clear guidelines that should be shared by all stakeholders; guidelines on governments role, the parents and the school obligations in the policy
- Providing directions on matters related to access, admission criteria and transfers
- Promoting community participation in school management to provide a sense of ownership and accountability
- Stepping up the feeding programmes at school in order to relief the burden of parents from poverty stricken homesteads of having to withdraw children from school to give an extra hand in income generation.

#### **5.4 Further Research**

This study recommends that further research be done to ascertain access to FPE by disadvantaged children in other regions in the country. Such comparative studies will provide findings that will help define regional differentials. The study also recommends that a national survey be conducted to assess the extent to which the impact of post-election violence has affected schooling of children.

Further research is required in the area of controlling T.B infections among populations where HIV & AIDS prevalence is high. In this study, issues of serious T.B infections were highlighted in an attempt to obtain information on effect of HIV and AIDS on access to FPF. This will help to indicate the extent control of T.B can reduce the impact of HIV and AIDS.

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## APPENDICES

### APPENDIX A: INTERVIEW SCHEDULE FOR HOUSEHOLD HEADS

#### Personal Details

Respondent's Name (optional) \_\_\_\_\_ Date \_\_\_\_\_

Sex

Male ( )

Female ( )

Age Category: 18-25 ( )  
(In years) 26-33 ( )  
34-41 ( )  
42 and above ( )

Are you single, married, divorced or widowed (specify) \_\_\_\_\_

Location \_\_\_\_\_ Area \_\_\_\_\_

Sub Location \_\_\_\_\_

#### Education and Occupation

1. What level of education did you complete? \_\_\_\_\_

Primary ( )

Secondary ( )

College ( )

University ( )

Other specify) \_\_\_\_\_

2. What is your main occupation currently?

Small trade (specify) \_\_\_\_\_

Casual labourer (not permanently employed) \_\_\_\_\_

Business (specify) \_\_\_\_\_

Professional: Teacher, policeman, nurse, engineer \_\_\_\_\_

White collar: typist, clerk, office assistant \_\_\_\_\_

Skilled labourer: plumber, mason, mechanic, driver e.t.c. \_\_\_\_\_

Unskilled labourer: watchman, house help messenger e.t.c. \_\_\_\_\_

Housewife \_\_\_\_\_

Unemployed \_\_\_\_\_

Other (specify) \_\_\_\_\_

3. (For those married only)

Is your spouse involved in any income generating activity?

If yes (specify) \_\_\_\_\_

4. Which of the following monthly income interval best suits you? (Kshs)

0 -----5,000 ( )

6 -----10,000 ( )

11 ----- 15,000 ( )

16 ----- 20,000 ( )

21 & above ( )

Other (specify) \_\_\_\_\_

### **Family size and composition**

5. How many children do you have? \_\_\_\_\_

6. How many are female and how many are male?

Female \_\_\_\_\_

Male \_\_\_\_\_

7. What is the age of each child and the highest level of school attained so far?

a) Name of the child \_\_\_\_\_

Age \_\_\_\_\_

Level of education attained \_\_\_\_\_

Where presently \_\_\_\_\_

(Employed, schooling, at home etc)

b) Name of the child \_\_\_\_\_

Age \_\_\_\_\_

Level of education attained \_\_\_\_\_

Where presently \_\_\_\_\_

(Employed, schooling, at home etc)

c) Name of the child \_\_\_\_\_

Age \_\_\_\_\_

Level of education attained \_\_\_\_\_

Where presently \_\_\_\_\_

(Employed, schooling, at home etc)

### **Information on sibling schooling**

8. Have any of your children dropped out of school before completing his/her cycle? \_\_\_\_\_

9. What class was he/she in then? \_\_\_\_\_

10. What was the reason for early drop out from school?

Lack of money ( )

Other siblings' school ( )

Had no interest ( )

Wanted him/her help at home ( )

Others (specify) ( )

11. What do you understand by Free Primary Education (FPE)?

12. Did your child enroll in school after the inception of Free Primary Education?  
\_\_\_\_\_

13. How do you rate the usefulness of FPE?

Extremely useful ( )

Very useful ( )

Useful ( )

Fairly useful ( )

Not useful at all ( )

14. What are the reasons for your answer in (14) above?

15. What do you think children in this area have benefited from FPE?

---

---

---

16. What are your reasons in No. 16 above?

---

---

---

17. In your view, do you think HIV/AIDS affects schooling of children in this area?

18. If yes in what ways?

---

19. What is your opinion on HIV prevalence in this are?

Very high

High

Low

Very low

## APPENDIX B: QUESTIONNAIRE FOR HEAD TEACHERS

Dear Sir/Madam

I am from the University of Nairobi. I am interested in studying the factors influencing the children's access to FPE. I kindly request you to fill this questionnaire to help me accomplish this objective.

This study has the permission of the government.

### Personal Details

Head teachers Name \_\_\_\_\_ Date \_\_\_\_\_

Name of school \_\_\_\_\_

Location \_\_\_\_\_

Area \_\_\_\_\_

Sub-location \_\_\_\_\_

Sex Female ( )

Male ( )

Age Category: 18-25 ( )

(In years) 26-33 ( )

34-41 ( )

42 and above ( )

### About the School

1. How long have long have you been a teacher? \_\_\_\_\_

2. How many years have you been the head teacher of this school?

3. How many pupils are in your school

Male \_\_\_\_\_

Female \_\_\_\_\_

Total \_\_\_\_\_

4. On average, how many pupils are there per class?

5. What is the total number of

Classes \_\_\_\_\_

Stream \_\_\_\_\_

6. How many teachers are there in your school excluding yourself?

Male \_\_\_\_\_

Female \_\_\_\_\_

Total \_\_\_\_\_

### **Pupil Enrollment and Drop-out**

7. How do you rate the Mathare community's response to FPE?

Highly receptive ( )

Receptive ( )

Fairly receptive ( )

Not receptive ( )

8. In your opinion, what are the reasons for the above response?

\_\_\_\_\_

\_\_\_\_\_

9. How many new children enrolled in your school with the inception of FPE?

Male \_\_\_\_\_

Female \_\_\_\_\_

Total \_\_\_\_\_

10. What do you think prompted the trend in No. 9 above?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. After the launching of FPE programme, are there any pupils who dropped out of your school after enrollment?

12. If your answer for No. 11 is yes, indicate the number of pupils who dropped out of each class.



Standard 1 \_\_\_\_\_

Standard 2 \_\_\_\_\_

Standard 3 \_\_\_\_\_

Standard 4 \_\_\_\_\_

Standard 5 \_\_\_\_\_

Standard 6 \_\_\_\_\_

Standard 7 \_\_\_\_\_

Standard 8 \_\_\_\_\_

13. a) What were the reason for dropping out of school

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) For each reason, indicate the total number of pupils

Sickness (specify) \_\_\_\_\_

Lack of food \_\_\_\_\_

Lack of clothing \_\_\_\_\_

Lack of interest \_\_\_\_\_

Parents moved elsewhere \_\_\_\_\_

Transferred to another school \_\_\_\_\_

Others (specify) \_\_\_\_\_

14. Do you think HIV/AIDS affects in any way children's access to FPE in this area?

15. If your answer in No. 15 is yes, in what ways?

\_\_\_\_\_

16. Can you say HIV prevalence in this area is

Extremely high ( )

Very high ( )

High ( )

Low ( )

Very low ( )

17. In your view, what are the strongest retention factors for children in school?

---

---

18. What factors hinder children from accessing or benefiting from FPE in this school?

---

---

---

19. Give any other information you may consider necessary for this study?

---

***Thank***

***you very much for your co-operation***

**APPENDIX C: STRUCTURED QUESTIONS FOR OTHER KEY INFORMANTS**

**Personal Details**

Name \_\_\_\_\_

Location \_\_\_\_\_

Area \_\_\_\_\_

Sub-location \_\_\_\_\_

Area \_\_\_\_\_

Sex Female ( )

Male ( )

Age Category: 18-25 ( )

(In years) 26-33 ( )

34-41 ( )

42 and above ( )

**Community participation**

1. How long have you been in this community? \_\_\_\_\_

2. What is your main occupation?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What community activities do you participate in?

\_\_\_\_\_  
\_\_\_\_\_  
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**Views on children's access to FPE**

4. What do you understand by FPE?

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5. In your view(s), has FPE addressed the plight of children education in

Mathare?

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6. Have all the children benefited from FPE so far?

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7. What are your reasons for the previous response?

a) Benefited

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b) Not benefited

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8. In summary, what factors influence the access of children to FPE?

a) Factors enhancing access (Enrolment and retention in school)

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b) Factors promoting school dropout

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9. In your view(s) do you consider HIV/AIDS as a major factor toward the access of children to FPE?

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11. What are your reasons?

a) If no

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b) If yes, Can you say HIV prevalence in this area is

Extremely high ( )

Very high ( )

High ( )

Low ( )

Very low ( )

12. Give any other information you may consider necessary in this present study.

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***Asante sana***