REPUBLIC OF KENYA
MINISTRY OF EDUCATION

FINAL REPORT OF SYNTHESIS
OF CASE STUDY FINDINGS

SPRED OPERATIONAL RESEARCH
PHASE 2

OCTOBER 1995
EVALUATION OF EXISTING INITIATIVES TO ENHANCE PARTICIPATION IN KENYAN PRIMARY SCHOOL EDUCATION
BUREAU OF EDUCATIONAL RESEARCH REPORT

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ABBREVIATIONS

AIDS/HIV  Acquired Immunity Deficiency Syndrome
AMREF  African Medical Foundation
ASAL  Arid and Semi-Arid Lands
BER  Bureau of Educational Research
BICs  Bamako Initiative Centres
CCF  Christian Children Fund
CPK  Church of the Province of Kenya
     (formerly CMS)
DANIDA  Danish International Development Agency
DEB  District Education Board
FLE  Family Life Education
GoK  Government of Kenya
KCPE  Kenya Certificate of Primary Education
MoE  Ministry of Education
MRC  Madrassa Resource Centre
NGOs  Non-Governmental Organisations
ODA  Overseas Development Administration
PRA  Planning and Research Adviser
RMC  Research Methodology Consultant
SPRED  Strengthening Primary Education
STDs  Sexually Transmitted Diseases
ToR  Terms of Reference
TSC  Teachers Service Commission
UNDUGU  Undugu (Brotherhood), Society of Kenya
     (which is an NGO in Kenya)
UNICEF  United Nations Children Fund
USAID  United States Agency for International Development
VHC  Village Health Committee
VHW  Village Health Workers
WFP  World Food Programme
8-4-4  Kenya's System of education that has eight years
     of primary school, four years of secondary education
     and a minimum of four years of university education.
ACKNOWLEDGEMENTS

Phase 2 of the SPRED Operational Research was started with a great sense of urgency and great benefit from hindsight gained in Phase 1 of the Project. In particular, members of the SPRED research team were actually aware of their reduced and therefore rigorous time-scale for the completion of the study. This dictated a very strict adherence to the Terms of Reference for this phase of the study. The actual re-scheduling of research activities for Phase 2 from 18 to 12 months was done by Mr. Mohamed Naguib, the Research and Planning Adviser. This input from him set the research on course and is sincerely acknowledged.

Once again, as in Phase 1, I take this opportunity to appreciate the contributions made to this study by the committed group of researchers incorporating Mr. James Migwi, Prof. Daniel Sifuna, Dr. Margaret Ngau, Dr. Ruthie Rono, Dr. Judith Waudo, Dr. Jared Abagi, Mr Joshua Odhiambo and Mrs. Shiphrah Gichaga. Gratitude is also extended to the diligent team of the SPRED research assistants that included Mr. Andrew Riechi, Mr. Charles Ngome, Ms. Sarah Were and Mr. Kibet Ngetich. Their contributions to the entire research effort were exemplary.

For much of this Phase 2 of the operational research, Mr. Mohamed Naguib, the Research and Planning Adviser, worked closely alongside the members of the research team. This participatory approach provided on the spot sharing of views, advice and guidance as required Matters which touched on the policy of the Ministry of Education were readily highlighted by the Ministry's representatives in the research team. The close consultations notwithstanding, responsibility for the research product, especially any shortcomings therein, falls on the Kenyatta University researchers.

Members of the research team are greatly indebted to members of the Research and Evaluation Committee of SPRED for constant encouragement and urging that the work proceed on course. In particular, Mr. Robert Mbato as the committee's Chairman, Kirkcaldy as ODA Coordinating Officer used available opportunity to request that the research team pay careful attention to the Terms of Reference and the Terms of the Contract Regarding the latter, they exercised discretion when the situation warranted. All this is gratefully acknowledged.
Dr. Michael Crossley, the Research Methodology Consultant showed considerable insight, knowledge and patience in guiding members of the research team through qualitative data processing, analysis and report writing. His contribution to this study is invaluable. We look forward to his feedback.

Five support staff of the Bureau of Educational Research gave much needed back-up for SPRED work. Ms. Esther Okello and Ms Gorretteh Njire shared all the typing connected with Phase 2 of the research. This support is commended. Mr. James Awino and Mr. George Owino assisted with proof-reading whenever required. Along with Mr. Simon Wachira, they also supported photocopying, collating and binding of the various SPRED documents including this Final Report.

Ultimately, however, real credit goes to all those men, women and youth who provided the responses which constituted the data base for this Phase 2 of the SPRED research. Without their co-operation, sincerity and tolerance, there would be no research report to talk about. I urge them to accept my humble appreciation.

PROF. PAUL P.W. ACHOLA
DIRECTOR BUREAU OF EDUCATIONAL RESEARCH
& SPRED RESEARCH CO-ORDINATOR
EXECUTIVE SUMMARY

Introduction

1.1 This Executive Summary is the result of information obtained and analysed in an evaluation study of about 34 projects whose purpose was to reduce wastage in primary school education. The content of the Executive Summary consists of findings which are presented in greater detail in two larger documents that represent the conclusion of Phase 2 of the SPRED Operational Research, namely Evaluated Case Studies and Final SPRED Research Report, Phase 2. These two documents should therefore be consulted in case of need for greater clarity of what is contained in this Executive Summary.

1.2 The main concerns of Phase 2 of the SPRED Operational Research were spelled out in the Terms of Reference document. According to this document, members of the SPRED research team were:

- to evaluate existing innovation and experimentation already present within the primary school system designed to address the problems of wastage;

- to evaluate the impact of innovations and experimentation, both local and aid assisted on access to primary school education and students performance and to provide information on the relative cost of the impact achieved,

- to identify initiatives which should be promoted and expanded in scale as well as to outline those factors which cause some initiatives to have less impact, and;

- to assess and recommend effective strategies of targeting assistance to selected disadvantaged areas, schools and households where access is likely to be poorest.
1.3 Arising partly from the kinds of projects that were suggested in the ToRs as possible candidates for evaluation and from consultations among members of the SPRED research team and between members of the research team and the Panning and Research Adviser (PRA), as well as with the Research Methodology Consultant (RMC), 5 broad types of initiatives were used to classify the various projects that were identified for evaluation. These 5 categories were Health and Nutrition Initiatives; Non-formal Education Initiatives, School Facilities and Resources Initiatives; Community Education Initiatives; and Integrated Initiatives. Ultimately, about 34 projects which fell within the 5 broad categories were evaluated and detailed write-ups were done for 29 (or 85.3%) of these. Through a number of workshops held by members of the SPRED research team, 25 of the 29 projects were judged to be particularly relevant to solving wastage in primary schools and these were subsequently rated on a 5-point scale on the basis of a number of criteria which are detailed in the Final SPRED Research Report, Phase 2.

1.4 In terms of category or theme, the 34 projects and the 25 that were written up and ranked were distributed as follows:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Number surveyed</th>
<th>Number written and ranked</th>
</tr>
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<tbody>
<tr>
<td>Health and Nutrition</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School Facilities and Resources</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Non-formal Education</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Community Initiatives</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Integrated Initiatives</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>25</strong></td>
</tr>
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1.5 The 34 projects that were evaluated came from a sample of 10 districts namely Baringo, Embu, Kiambu, Kisumu, Kwale, Mombasa, Nairobi, Nyeri, Samburu and Turkana. Many of these districts were selected because they have serious rates of wastage in primary school education; many of them had in existence, projects which were of interest for possible evaluation in this study; and two, Kiambu and Nyeri, had community supported (appropriate) school feeding programmes.
1.6 Information about the activities of the different initiatives came from interviews with owners, project directors and managers, supervisors such as social workers, head teachers, teachers and project committee members. Also interviewed were intended beneficiaries who were mainly pupils, youth and children.

1.7 Having placed the study in its proper context in the above paragraphs, the rest of this Executive Summary contains the highlights of the larger Final SPRED Research Report, Phase 2, which itself contains a synthesis of findings from the evaluated case-studies. Specifically the rest of the Executive Summary contains:

- main findings from evaluated case-studies synthesized by category or theme;
- common factors which account for better success for some of the initiatives;
- common factors which tend to limit the success of some of the initiatives;
- initiatives recommended for priority expansion, replication and piloting;
- recommendations for policy action; and,
- recommendations for further research.

All the above are presented very briefly and the reader is urged to consult the larger synthesis report for details where necessary.

**Main Findings of the Research**

2.1 With regard to health and nutrition initiatives, it was established that areas where BICs exist, they have increased pupils’ access, attendance and retention in primary school through the provision of medical facilities which include medicines, sanitation facilities and clean water.

2.2 BICs have significantly contributed to increase enrolment of girls in primary school education by improving health status of pupils and community members and thus saving time which women and girls usually use as health caretakers; they have also sensitised community members to the importance of schooling especially for girls.
2.3 School feeding programmes have not only improved the diet of the pupils and consequently their health status but also have enhanced pupils academic performance.

2.4 The school facilities and resources initiatives have made available classrooms, workshops, offices, desks and chairs as well as learning materials. The provision of these facilities and resources has lessened the burden of the cost of education from the communities and increased participation and retention of pupils from low socio-economic background.

2.5 It was found that in areas or schools facilities where and resources are provided, there is a near equal access to primary school education between girls and boys. Schools supported by the Christian Children Fund in Samburu and also Stephen Kanja Primary School are good examples.

2.6 The provision of school facilities and resources has also reduced repetition and drop-out as well as improved academic performance especially among girls, in schools which are beneficiaries. School facilities and resources initiatives have also been successful in raising community awareness about the importance of education particularly with nomadic pastoralist groups. They seem to be eager to get involved in development projects.

2.7 Non-formal education initiatives have made important achievements despite their perennial financial problems that they experience. Destitute and street children as well as pregnant teenage girls are not only provided with shelter, food, clothing, medical and counselling services, but are also given basic education as a foundation for re-routing them to formal schools.

2.8 The non-formal education initiatives have helped disadvantaged children to enjoy life and schooling like other children through their holistic rehabilitation and education programmes. The initiatives have made them not only good children but have also given them the opportunity to compete and excel in formal schooling.
2.9 Although the non-formal education centres are small and cater for few disadvantaged children in their respective districts, they have made remarkable achievements in improving access and retention of these children.

2.10 In the only non-formal education programme for pregnant teenage girls (Jamaa Home) it was reported that over 70% of the girls who pass through the centre succeed in life.

2.11 Community Initiatives have played an important role in enhancing access to pre-primary and primary schools as well as improving performance and lowering wastage. The integrated curriculum especially for Muslim children has the advantage of shortening the learning period for pupils since they do not have to attend different schools separately.

2.12 Community initiatives have also improved the retention of disadvantaged children in basic education. The drop-out rate among girls in particular has considerably reduced and in a number of the initiatives, girls tend to outnumber boys and they perform better academically.

2.13 The integrated initiatives have managed to serve neighbourhood communities in addition to providing education to the needy children who would otherwise have missed access to basic education.

2.14 Integrated projects absorb many school drop-outs from formal primary schools and enable them to complete primary education with some continuing to secondary schools.

2.15 Integrated initiatives use various groups and especially women to provide health and family planning services at a minimal cost and which is payable in kind. These and related activities have resulted in reduced birth rates, teenage pregnancy and sexually transmitted diseases, and improved primary school enrolments and retention particularly among girls.
Common Factors Contributing to Success of Initiatives

3.1 In identifying factors which make some initiatives more successful than others, the guiding principles included how the projects contributed to improving access and retention in basic education programmes at affordable cost. The factors which made the projects successful are listed below.

3.2 It was concluded that in spite of the projects financial limitations many were able to provide such basic needs as shelter, food, clothing medical and counselling services for poor and destitute children.

3.3 The projects allowed poor children to have access to formal education through rerouting them back into schools or providing such children with non-formal education for acquisition of literacy and vocational skills.

3.4 Some of the projects increased the retention of many disadvantaged children in formal education by exposing them to the curriculum followed by formal schools.

3.5 The more successful projects managed to retain many disadvantaged children in school by charging lower fees, permitting some of this payment to be made in various forms such as through contribution of labour or materials or they had pupils’ fees paid by specific sponsors.

3.6 Most of the more successful projects had sound management practices which kept the costs of operating them low. The sound management took the form of collaboration with a number of interested parties in promoting the goals of the projects. Related to good management was strong commitment to the projects by some key staff.

3.7 More successful initiatives are normally staffed with project personnel who are transparent and accountable. They also regularly monitor the use of project facilities. Such qualities earn them the confidence of various sponsors and hence attract more resources for the project.
3.8 A good number of the more successful initiatives were able to provide resources and facilities necessary in promoting effective learning by the beneficiaries. Such projects provided classrooms and workshops, desks and chairs, textbooks and other learning materials as well as shelter and food.

3.9 Additionally, successful initiatives involved members of the community in the projects from the very start and maintain a consultative working relationship with them which enhances the record of success.

3.10 Some initiatives were successful because they adopted an integrated curriculum which included different components such as health training and formal education. Above an integrated approach some projects also established flexible methods of recruiting and handling disadvantaged children.

3.11 Finally, some initiatives were regarded as successful because the project officers took steps to ensure sustainability when sponsorship ends.

**Common Factors Contributing to Limited Success**

4.1 A number of common factors contributed to limited success in some of the initiatives. These included:

4.2 Weaker projects tended to suffer from being initially started without adequate consultation with the local communities. In such cases communities were not aware of the existence of the initiatives and were not involved.

4.3 Lack of transparency and accountability on the part of the organisers contributed to some projects failing to benefit the targeted groups. This includes situations in which questionable selection criteria permitted some children from economically advantaged background to obtain sponsorship for their education at the expense of needy children.
4.4 Some of the initiatives faced problems of inadequate physical facilities and human resources. Lack of trained personnel was another common problem with many of the weaker initiatives. These resulted in participation in the projects by very few disadvantaged children.

4.5 Poor management was a major problem with the weaker initiatives. Co-ordination between sponsors and the communities was generally limited and there was little or no safeguards for project funds.

4.6 There was a strong tendency in many of the non-formal initiatives to copy the curriculum and learning programmes of formal schools with neither the training nor the resources to do so satisfactorily.

4.7 Weaker initiatives also suffered from a lack of sensitization of the communities to be self-reliant and sustain the projects when sponsorship ends.

4.8 Another major weakness with many of the initiatives was heavy reliance on donor agencies for management and operational costs, which make them less sustainable without donor funding.

4.9 A general problem observed with many of the initiatives was lack of collaboration by initiatives running the same type of programmes.

4.10 Finally, there was lack of formal evaluation of the initiatives and programmes they offer so as to establish their strengths and weaknesses and future directions. Continuous monitoring was also lacking within the weaker initiatives.

Priority Initiatives for Expansion, Replication and Piloting

5.1 Projects which were strongly recommended for expansion replication and piloting were those which rated highly in terms of their contribution to:

- the education of disadvantaged children especially girls;
- increasing access to formal and non-formal schools;
increasing retention in both types of schools;
increasing academic performance of the learners; and
cost-effectiveness in the provision of services.

Based on the above criteria, 14 projects which were regarded as more successful, were recommended for expansion or replication or both based on their relative rank. The first 7 were proposed for expansion and replication while the remaining 7 were recommended for expansion only.

5.2 Specifically, the types of projects that are candidates for both expansion and replication were ranked as follows:

1. Nadirkonyen Catholic Street Centre (Non-formal education)
2. Plan International (School Facilities and Resources)
3. Action Aid Kariobangi (School Facilities and Resources)
4. Stephen Kanja Primary School (School Facilities and Resources)
5. Baragoi Out-of-School Children's Centre (Non-formal Education)
6. Christian Children Fund (School Facilities and Resources)
7. Muhaka Islamic Centre (Community Initiative)

5.3 The 7 initiatives that were earmarked for expansion only were ranked as follows:

1. Kongowea Community School (Community Initiative)
2. Madrassa Resource Centre (Community Initiative)
3. UNICEF Bamako Kisumu (Health and Nutrition)
4. Kabiro Community Centre (Integrated Initiative)
5. Compassion International (School Facilities and Resources)
6. Waa Primary School (Community Initiative - Low-cost boarding for girls)
7. UNICEF Bamako Baringo (Health and Nutrition)

5.4 The funds earmarked by ODA for piloting a few successful initiatives should involve those projects which members of the SPRED operational Research rated as particularly relevant for such an undertaking. One was selected from each thematic type as follows:
Non-formal Education:
- Nadirkonyen Catholic Street Children Centre

School Facilities and Resources
- Action Aid Kariobangi

Community Initiatives
- Muhaka Islamic Centre

Integrated initiatives

Health and Nutrition

Each of the above projects had very strong strengths which qualified them for priority consideration and the interested reader should consult section 7.3.5 of Synthesis Report for these factors.

Recommendations on Possible Forms of Assistance

It is important that those initiatives which have been identified as very successful and therefore candidates for expansion, replication and piloting be given various forms of support to enhance their activities. The best situation would be that in which the project is supported in whole; but where this is not possible only certain activities of the projects can be supported. The latter assumption guides the recommendations made below.

6.2 Based on the findings of the evaluations of non-formal education projects, any assistance for them should give priority to the provision of teaching and learning materials as well as trained teachers to handle the educational component of the initiatives' programmes

6.3 Projects which provide school facilities and resources should continue to give priority to key learning resources such as classrooms, desks and chairs and textbooks.
6.4 Support for community-based initiatives should take the form of training courses to improve the management skills of community managers of projects, the provision of trained teachers and of learning resources and physical facilities.

6.5 Integrated initiatives should also be supported with short-term training programmes for management staff, with trained teachers and instructors, physical facilities and learning or training resources.

6.6 Support for health and nutritional programmes such as BICs should take the form of supply of drugs and nets and training in the management of finances and drugs for the various centres support with school feeding programmes where possible is also recommended.

Policy Recommendations

7.1 Three policy recommendations are made to provide a legal back-up for some important recommendations made in this study. These are as listed below.

   a. The government should formulate a policy which allows school girls who become pregnant, re-entry into the formal education system after delivery.

   b. There is also need for a policy to incorporate those on non-formal education programmes which cater for children of school going age (6-14 year olds) within the jurisdiction of the Ministry of Education. Alternatively, a policy spelling out the rights of children who have been in non-formal education programmes to be admitted into formal primary and secondary schools should be formulated.

   c. The Government should a policy on criteria which qualify some learners as needy and therefore entitled (school) subsidies.
Recommendations for Further Research

8.1 According to this evaluation study of various projects, areas identified for further research are as specified below

- There is need to focus greater attention to the analysis of available MoE census data to determine the actual extent of wastage in primary school education in Kenya.

- Research is required which correlates successful initiatives and schools with examination (academic) performance.

- Research which focus on the impact of health and nutrition factors (school programmes) to academic performance should also be undertaken.

- There is need for a tracer study of primary school drop-outs to find out reasons why they dropped out and how they are fairing in the society.

- Research is needed on the incidence and impact of school girl pregnancies as relates to wastage in primary schools.

- Research is also required on the types of user charges in primary schools and their contribution to wastage at his level of schooling.

- Given that non-formal education programmes are on the increase for children and youth in Kenya, there is need for an intensive study to map out who are involved, and in what ways, in the provision of programmes. The end product should be a directory of providers for given districts and towns.

- Furthermore, a feasibility study should be undertaken in to the training need of and training strategies for non-formal education personnel.
Because of difficulties in obtaining information on costs of projects when such a focus is only one part of a broader evaluation study, it is recommended that a study which focuses specifically on costs of projects be conducted. Such a study can focus on the more successful projects identified in this study for expansion, replication and piloting.
Chapter 1

AIMS AND RATIONALE

Introduction

1.1.1 From the contract document governing the Strengthening of Primary Education Project (SPRED), it is clear that the main focus of the operational research is to formulate proposals which are meant to increase the number of children who enrol in Kenyan Primary Schools and the proportions of the enrolled children who complete the full primary school cycle of 8 years. In pursuit of this broad objective, Phase 1 of the SPRED operational research was devoted to illuminating factors which account for widespread lack of access to primary school education (non-enrolment), frequent repetition of classes by many pupils and marked enrolment loss (drop-out) of pupils who join the primary school cycle. This Phase 1 of the operational research also documented perceived remedial measures for mentioned causes of non-enrolment, repetition and drop-out.

1.1.2 The main focus of Phase 2 of the SPRED operational research was given in the Preamble to the contract document between the Bureau of Educational Research (BER), Ministry of Education (MoE) and the Overseas Development Administration (ODA). It was stated that the intention of this phase of the research was to:

Evaluate existing local innovations and aid-assisted interventions which may have had an impact on these problems (i.e. non-enrolment, repetition and drop-out).

In other words, Phase 2 of the operational research is a continuation of Phase 1 and focuses on identifying measures which are already in place that aim at increasing access, reducing repetition and increasing retention in primary school education in various communities in Kenya. The main thrust of this phase of the research is to assess how effectively the various interventions are working at increasing enrolment, reducing repetition and reducing drop-out (increasing retention) in primary school education.
Specific Objectives of Phase 2

1.2.1 The detailed Terms of Reference (ToRs) of Phase 2 of the SPRED operational research were specified in the contract document as:

1. To evaluate existing innovation and experimentation already present within the primary school system (designed to address the problems of non-enrolment, repetition and drop-out (wastage). To evaluate both local innovation and aid-assisted experiments.

2. (a) To evaluate the impact of the innovations, experimentation, both local and aid-assisted, on:
   • access to primary education and
   • students’ performance

(b) To provide information on the relative cost of the impact achieved by each innovation/experiment.

3. To identify:
   • those practices (innovations and experiments) which should be promoted and expanded in scale.
   • in the cases of others, those factors which have caused the failure or lack of impact of the intervention.

4. To assess the effectiveness of different means of targeting assistance to selected disadvantaged areas, schools and households where access is likely to be poorest.

1.2.2 There was a recommendation in the ToR that the innovations and experimentations which were to be evaluated should have been those reaching large numbers of primary school children. In other words, one basis for regarding an innovation or a project as successful was to be the extent of its coverage of the target population.

1.2.3 It was agreed among members of the SPRED research team on the one hand and the Research Methodology Consultant (RMC) on the other hand, that Phase 2 of the SPRED operational research was basically qualitative in its approach to data collection.
and data analysis. This research report, therefore, largely reflects this qualitative approach to the study by members of the research team.

Composition of the Research Team

1.3.1 In Phase 1 of the operational research, there were 5 researchers from Kenyatta University and 2 staff seconded from the Ministry of Education. One of the researchers from Kenyatta University also served as Co-ordinator of the team. In addition, there were 4 research assistants to support the work of the seven research staff. The research team consisted of a total of eleven people. In Phase 2, the research team was expanded to 9 researchers consisting of 1 co-ordinator and 4 researchers from Kenyatta University and 4 MoE secondees, one of whom also served as a Joint Co-ordinator. In addition, there were 4 research assistants for the entire duration of this phase.

1.3.2 The research team for Phase 2 was more multidisciplinary in nature than was the case during Phase 1. It consisted of Sociologists, Anthropologists, Economists, Educationists, Child Development and Health and Nutrition experts. Furthermore, all the 4 MoE secondees were more senior than was the case in Phase 1 since three new senior officers were added to the one who was retained from the early phase. In terms of gender, there were 5 men and 5 women among the key members of the research team. Initially, there were 5 research assistants of whom 3 were men and 2 were women; one of the female research assistants left the team midway for another commitment so that only 1 female research assistant remained in the final team.

1.3.3 For fieldwork, members of the research team were divided into 4 groups, each headed by a key researcher. Each research team was fully responsible for collecting information on case studies in selected districts which fell within any of the five themes of Phase 2 of the SPRED Project. Apart from the research teams there were key researchers with overall responsibility for specific themes as follows:
### Themes and Researchers

<table>
<thead>
<tr>
<th>Theme</th>
<th>Researcher responsible</th>
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<tbody>
<tr>
<td>1. Non-formal Education Initiatives</td>
<td>Dr. J.O. Abagi</td>
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<tr>
<td>2. Community Initiatives</td>
<td>Dr. R.C. Rono</td>
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<td>3. Integrated Initiatives</td>
<td>Dr. M. Ngau</td>
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<tr>
<td>4. School Facilities and Resources</td>
<td>Prof. D.N. Sifuna</td>
</tr>
<tr>
<td>5. Health and Nutrition</td>
<td>Dr. J. Waudo</td>
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1.3.4 The four research teams and the specific districts or areas in which they worked were as follows:
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+ Co-Team Leader

* Team Leader
1.3.5 The above five researchers, assisted by the MoE secondee and the research assistants from Kenyatta University, as shown in the table, have produced the bulk of the case study reports on which this Synthesis Report draws generously.

**Research Framework**

1.4.1 The major focus of the operational research for Phase 2 was outlined in the Terms of Reference document in the form of "External aid interventions" and "Local community-based interventions". Members of the research team were guided with regard to external aid-assisted interventions, that the evaluation should focus on:

a. WFP-supported feeding programme.
b. Alternative curricula schools developed by UNDUGU.
c. Assessment and placement of disabled school age children developed by DANIDA.
d. Support given to schools by major NGOs such as Action Aid and Plan International.
e. Health and Community mobilization intervention by UNICEF.

In the case of local community-based innovations, those to be targeted were to include:

a. Various funding arrangements for books, teaching materials and buildings.
b. Provision of extra tuition and teachers.
c. Informal boarding arrangements.
d. Child care arrangements that affect children’s access to schools.

1.4.2 Even though members of the SPRED Research Team, in consultation with both the Planning and Research Adviser (PRA) and the Research Methodology Consultant (RMC), subsequently modified some of the "innovations" to be evaluated, the team remained strongly guided by the thrust of the study as stated in the Terms of Reference. Thus, in order to facilitate more effective co-ordination of Phase 2 of the research, 4 major areas for evaluation were identified and specific staff allocated to head each area. These four areas were referred to as "Projects" or "Themes" and listed out, with their sub-components, in the proposal document as shown below.
Project 1 - Health and Nutrition

- WFP-supported feeding programme and other local NGO or other assisted feeding programmes.
- Health and community mobilisation interventions by UNICEF.
- Initiatives by other NGOs, such as Action Aid and Plan International.

Project 2 - Non-Formal Education

- Alternative curricula schools developed by UNDUGU.
- Innovations/experimentations focusing on "out-of-school" children, including "street children".
- Innovations/experimentations related to assisting pregnant girls and curbing early (child) marriages.
- Initiatives by other NGOs, e.g. Action Aid and Plan International.

Project 3 - School Facilities and Resources

- Various funding arrangements for books, teaching materials and buildings.
- Informal boarding arrangements.
- Support given to schools by major NGOs such as Action Aid and Plan International.

Project 4 - Community Education

- Child care arrangements that affect children's access to schools.
- Provision of extra tuition and teachers.
- Rearrangement of time-tables in response to local conditions.
- Initiatives to integrate religious education and mainstream schooling by some Muslim community groups developed in Coast and North-Eastern provinces.
- Initiatives to increase community awareness of the value of education and the problems of wastage.
1.4.3 The research team was aware that the WFP-supported school feeding programme was one of the strongest in this domain, especially in ASAL districts. Nonetheless, WFP school feeding programmes were omitted from this evaluation study because they were judged to be non-sustainable by local communities and, moreover, there were the subject of a separate evaluation at the time of this particular study.

1.4.4 As the section on selection of initiatives or projects in Chapter 2 on Research Methodology will show, some adjustments were made to components within each of the four broad project areas. The 4 project areas were subsequently re-named 'Themes'. On completion of fieldwork, moreover, some initiatives emerged which could not readily be classified within the four themes which had been identified earlier. As a result, a fifth theme was identified and labelled as Integrated Initiatives. All the five thematic areas will be defined and clarified later in this research report.

**Time-Frame for the Research**

1.5.1 Due to loss of some 6 months during Phase 1 of the SPRED operational research, the initial 18 months duration for phase 2 of the research was reduced to 12 months. In effect Phase 2 of the research was scheduled to run between July, 1994 and early July, 1995. Details of the various research activities and the durations for their coverage were shown in Appendix D in the research proposal and are reflected in Annex 1A in this document.

1.5.2 During the meeting of the SPRED Research Team members with the Research Methodology Consultant in December of 1994, the time-scale for the pending research activities was carefully reviewed and agreed upon. Notable among these were:

- Completion of writing case studies in early March, 1995.
- Presentation and discussion of Theme Reports by the Research and Evaluation Committee in late March 1995.

While there were some slight delays in meeting the above deadlines, all activities specified up to the end of March, 1995 were completed. The writing of the 1st draft Of Synthesis Report was delayed slightly to the third week of July 1995.
Structure of the Synthesis Report

1.6.1 The structure of the report document for Phase 2 of the SPRED operational research was initially developed collectively by members of the SPRED Research Team. It was subsequently fully discussed during the joint meeting of the research team and the Research Methodology Consultant in December, 1994. What is outlined here as the structure of the report (called Synthesis Report) is the version that was finally endorsed by the joint meeting.

1.6.2 Apart from the usual preliminary pages which include acknowledgements and definitions of key terms, this report contains seven major chapters as well as a stand-alone executive summary. The executive summary contains major findings and recommendations of the study. In Chapter 1 are included the Terms of Reference for this Phase 2 of the SPRED research which also indicate the links with Phase 1, Part 2 of the operational research. This same chapter describes the research team and duties allocated to various key members as well as the time-scale for Phase 2. Chapter 2 is devoted to issues linked to the research process ranging from sampling of research districts and informants, the construction, piloting and refinement of research instruments, data collection on fieldwork activities to data preparation and analysis.

1.6.3 Chapter 3 examines the initiatives or projects studied. They are examined in detail as case studies which fall under the 5 themes identified earlier. Chapter 4 highlights those factors which contribute to the success of identified initiatives in terms of their ability to reduce wastage in primary school education. In contrast, Chapter 5 examines those factors which limit the impact or success of some of the projects that are meant to reduce wastage in primary school education. The results of both Chapters 4 and 5 feed into Chapter 6 in terms of lessons to learn from the working of the initiatives regarding their operational efficiency, cost-effectiveness, sustainability and replicability in other parts of the country. The final section, Chapter 7, concludes the report by highlighting the major links between the various phases of the SPRED operational research, the main recommendations and the policy and resource requirements that such recommendations entail. The report also has a section containing references and annexes.
Chapter 2

RESEARCH METHODOLOGY

Introduction

2.1.1 This phase of the SPRED operational research was concerned mainly with the evaluation of projects which were initiated to improve access, retention and performance in primary school education. Many of the specific tasks of the evaluation required a qualitative research approach to address them. In this respect, much of the data during this phase were gathered using qualitative techniques. Members of the research team selected projects which tallied with the five research themes, specified in Chapter 1, in a total of 10 districts. This chapter examines the selection of the districts, the specific projects and informants linked to the various projects that were reached during fieldwork. The chapter also discusses the research instruments that were used, the processing and the analysis of the information obtained during fieldwork. Experiences during fieldwork itself are discussed.

Selection of Research Districts

2.2.1 The initial 4 thematic areas that were identified for coverage by the SPRED research team have been discussed in paragraph 1.4.2 of Chapter 1. The specific initiatives that were sampled within each thematic area will be identified shortly. The first thing to discuss here is the way districts that were included in this study were sampled.

2.2.2 Since the main purpose of the entire SPRED operational research was to improve participation by children in primary school education, two criteria guided the selection of districts from which projects were sampled for evaluation: the extent of wastage in the particular district and the availability of relevant projects intended for evaluation.

2.2.3 The specific data used to identify the districts with severe wastage rates were the 1989 Census information and the 1993 Primary School Census. The 1989 Census had information on numbers and proportions of children in the 6-9 and 10-14 age brackets who were "At school", had "Left School" or had "Never Attended School". The 1993 Primary School Census included data on proportions of repeaters and drop-outs, Pupils enrolment numbers, as well as on proportions of "Trained" and "Untrained" teachers. Using a
combination of the scenario from these two sources of data, 15 districts, located primarily in
the Rift Valley, North-East and Coast provinces, and the large urban centres of Nairobi and
Mombasa, were identified, out of a national total of 54 districts, to have a severe problem of
wastage. These 15 districts were Wajir, Turkana, Mandera, Garissa, Samburu, Marsabit,
West Pokot, Tana River, Isiolo, Kajiado, Kwale, Narok, Kilifi, Mombasa and Nairobi.

2.2.4 Information on initiatives available in particular districts, local and foreign aid-assisted,
was also used to arrive at the final selection. For instance, use was made of data
on numbers of schools and proportions of children fed as part of the School Feeding
Programme and children receiving milk as part of the School Milk Scheme. In addition,
decision was made on the basis of information about the scale of operation in a particular
district or area of such aid agencies as UNICEF, AMREF, ACTIONAID, PLAN
INTERNATIONAL, COMPASSION INTERNATIONAL, THE AGA KHAN FOUNDATION
and various religious and non-governmental organisations. Information on operations of
the above agencies was obtained from their headquarters offices in Nairobi.

2.2.5 Taking into account the above two major criteria but also access to the geographical
area and security of the research team, the following 8 districts were selected for study:

- Turkana
- Samburu
- Nairobi
- Baringo
- Embu
- Kisumu (Rural and Municipality)
- Mombasa
- Kwale

At a later date, because of difficulties of finding appropriate school feeding
programmes in the initial 8 districts selected, Kiambu and Nyeri were added to access
only this particular type of initiative. Thus the total number of districts reached were 10. A
map of Kenya showing these 10 districts in relation to other districts is carried in this
research report as Annex IX.

2.2.6 Within the sampled 10 districts, 34 specific projects (initiatives) representing the
various thematic areas were evaluated. A list of these is attached in this report as Annex I
B. By theme the projects or initiatives studied are distributed as follows:
• Non-Formal Education - 12
• School Facilities and Resources - 8
• Health and Nutrition - 3
• Community Initiatives - 9
• Integrated Initiatives - 2

Total 34

After fieldwork was concluded, detailed write-ups were completed for 26 of the 34 initiatives (about 77%) for which members of the research team had full information. These appear in full as a separate but accompanying document on Case Studies Evaluated. Of the 26 written case studies, 25 (some 96%) were regarded as particularly important in addressing problems of primary school wastage. These 25 are reflected in Annex VIII A.

Selection of Informants

2.3.1 Informants who provided information in this study consisted of persons who had direct links with the different projects sampled for evaluation. There were several categories of such informants. The first category included owners or proprietors of the initiatives identified for evaluation. The second group were those responsible for the management of the initiatives and included project directors and officers. The third category of informants were those with supervisory roles in the projects and included committee chairpersons, head teachers, teachers, social workers and others of equivalent rank. The fourth and last group of informants were drawn from the intended beneficiaries of the various projects; they were mainly primary school pupils, other children of comparable age and parents of both types of children. The specific informants reached within each category are shown in Annex II of this report.

2.3.2 As shown in Annex II, owners or proprietors of the various initiatives studied were rarely found at project sites. Most personnel at this level operate mainly in the head-offices of the projects that tend to be located in Nairobi. As an alternative, therefore, it was the second category of informants, project directors or project officers, that were interviewed in many of the initiatives. This cadre of personnel were quite common in all those initiative types except for the community initiatives. Results in Annex II confirm that in most of the initiatives studied, many of the interviewed were either in supervisory roles or were intended
beneficiaries of the projects. It is the view of members of the SPRED research team that those interviewed were fully knowledgeable about the various projects and that even where they appear few, useful information was nonetheless obtained.

2.3.3. Overall, more men than women were interviewed except for pupils among whom there was greater gender balance. The over-representation of men in the sample generally may be a reflection of their over-representation in the different roles and positions in the projects.

Research Instruments

2.4.1 To obtain appropriate information for the study, four types of data collection instruments were initially designed for this purpose. These were document analysis guide; interviews schedules; questionnaires; and observation schedules. As will be shown shortly, the idea of using questionnaires for this phase of the SPRED Operational research was abandoned and reliance placed primarily on use of interviews. This technique allowed members of the research team to record a good deal of useful qualitative responses. Some of these responses are reflected in the write-ups on case studies as specific quotations.

A. Piloting

2.4.2 What required piloting were interview schedules and questionnaires. Three interview schedules were initially developed, one for owners/managers of projects, one for supervisors and the other for adult members of communities who were intended beneficiaries of the projects. The questionnaire was intended for obtaining information from pupil beneficiaries of the projects. All the four types of instruments were piloted in three districts namely Nairobi, Machakos and Embu. The piloting was conducted between August 29 and September 2, 1994. The three districts were selected for piloting because they had many initiatives that were relevant to Phase 2 of the SPRED operational Research.

2.4.3 Piloting of instruments revealed a number of things. First, all the four research instruments took a long time to complete. The interview schedule for managers/owners had 40 items, that for supervisors 64 items and that for community beneficiaries of projects had 32 items to cover. The questionnaire for pupils contained 30 questions. It was not
surprising that recommendations were made to radically review all of the four data collection instruments. Second, many members of the research team found questions posed to the four types of informants to duplicate one another. Third, some terms used in the instruments, such as 'initiatives', 'supervisors' and 'beneficiaries' were found to be vague and confusing for some of the informants. Fourth, the Research Methodology Consultant found the three interview schedules to resemble questionnaires for the collection of mainly quantitative data; he felt moreover that pupils should also be interviewed instead of filling out questionnaires as the thrust of the research was to collect qualitative data.

B. Refinement of Instruments

2.4.4 As a result of experiences gained from piloting, the three interview schedules were reduced to one. Three sections of the new interview schedule contained common questions regarding the initiative or project to be evaluated. Section A focused on background information about the project. Section B contained questions related to project implementation, objectives and activities. The last part of the interview schedule, Section D, carried various questions regarding the impact of the project. Section C of the interview instrument was divided into 4 parts dealing with four project themes namely school facilities and resources; health and nutrition; non-formal education; and community education initiatives. The interview schedule is attached to this report as Annex III. On the basis of the new modification to the interview schedule, for any of the three non-pupil categories of informants, only between 33 and 41 questions were to be answered and without repetition for purposes of data analysis.

2.4.5 Regarding pupils, the piloted questionnaire was converted into an interview schedule. The original, unnecessarily detailed 30 questions, were reduced to 6 basic questions about the project's objectives and impact. The pupil interview schedule or guide is Annex IV in this report.

2.4.6 One further modification to the research strategy which arose out of piloting, was the need to identify initiatives/projects before actually reporting to research districts. In this spirit, many of the projects that were actually evaluated were identified prior to reporting to the research districts. Nonetheless, there were a few 'discovered' in the field and because they were of great relevance to the study, they were included in the evaluation. Examples are Stephen Kanja Primary and Nursery School and Kongowea Community School in
Mombasa, Mubaka Islamic Centre and Waa Primary School in Kwale, Pand Pieri Street Children Programme in Kisumu and Kabiro and Mukuru Integrated Initiatives in Nairobi.

2.4.7. Furthermore, the number of initiatives that were intended for evaluation were reduced. This was in compliance with the recommendation of the Research Methodology Consultant, that it was better to study "a few initiatives in-depth than to superficially evaluate numerous initiatives in chosen districts in the time available". The evaluation of each initiative therefore represents a detailed case study and the case studies are compiled as a separate report in this Phase 2 of operational research. The reader is accordingly encouraged to consult the document on Case Studies for fuller presentation of the type of project that is of interest.

2.4.8 Finally, it was proposed that in conducting interviews there should be a division of labour with one member of the research team interviewing while the other records the responses. This modification arose from experience during piloting when it was noticed that interviewing and writing down responses by only one member of the research team took too long and could lead to inaccurate recording of the responses.

Fieldwork

2.5.1 The refinement of the research instruments took some time after piloting. When the refinement of the research instruments had been completed, it was now time to prepare members of the research team for actual fieldwork. Two workshops were held on 21st September and 26th September, 1994, respectively, to sensitize the research team on techniques of conducting qualitative research. The sessions focused on techniques of asking and recording qualitative research questions as well as on the concerns of evaluation research studies. There was some 'role-playing' which involved a member of the research team asking questions on the interview schedule and on a particular theme area, and one member of the research team responding to the questions. The two workshops provided adequate fieldwork training opportunity.

Planning and Preparation

2.5.2 Once it was agreed that members of the research team were adequately prepared for fieldwork, the various research instruments were produced in sufficient quantities for use in the field. The number of instruments produced was guided by the estimated sample
size. Taking into account each category of non-pupil samples, the number of interview schedules per each sampled project and by theme was as shown in Annex V. The pupil samples for each project by theme are also shown. Pupil sub-samples were smaller because it was anticipated they were to be interviewed in panels.

2.5.3 As was mentioned in Chapter 1, members of the research team were divided into 4 groups for fieldwork. Given that there were only two vehicles (land-rovers) available for fieldwork, it was planned that two teams conduct fieldwork during the same period in research districts outside Nairobi. Within Nairobi research personnel could use their personal vehicles. On the basis of this arrangement, research team 1 covering Turkana and Baringo districts, and research team 2 working in Samburu and Embu districts, were to collect data between October 10 and October 29, 1994. Research team 3 was to conduct fieldwork in Mombasa and Kwale from November 1-20, 1994. Lastly, research team 4 was to undertake fieldwork in Nairobi from October 11 - 21, 1994; and in Kisumu between November 1 and 13, 1994.

Data Collection

2.5.4 Responsibility for data collection in the different districts was divided among the members of the research team. Data collection in Turkana and Baringo which took place from October 10 to 29, 1994, was under the supervision of Prof. Daniel Sifuna as the research team leader. He was assisted by Mrs. Nderitu, Ms. Were and Mr. Ngetich. The Research and Planning Advisor, Mr. Naguib, joined the team briefly in Lodwar where he assisted in collecting data. Similarly, Dr. Margaret Ngau was during the same time period the head of the research team in Samburu and Embu. She was assisted in data collection by Mr. Odhiambo, Mr. Ngome and Mr. Riechi. The research team assigned to Nairobi and Kisumu districts was led by Dr. Ruthie Rono and also included Dr. Judith Waudo, Mr. Migwi, Mr. Riechi and Prof. Achola. Collection of data in Nairobi lasted from October 11 to 21, 1994; that in Kisumu from November 1 to 18, 1994. Dr. Okwach Absgi was the leader for the research team in Mombasa and Kwale districts. Data were collected in these two districts from 1st to 18th November, 1994.

2.5.5 Two strategies were followed during data collection. These were individual interviews and panel interviews. Many of the project managers and supervisors were interviewed individually; others were interviewed in groups as part of a panel. All the student beneficiaries were subjected to panel interviews. Both in the case of individual and
panel interviews, two members of the research team co-operated in the interviewing process; one member posed the questions to the informants and the other member wrote down the responses. This strategy proved to be quick and allowed for recording of more accurate responses than would be obtained by having one researcher perform both tasks.

2.5.6 In the majority of cases, key members of the research team asked questions while the research assistants did the recording of the responses. Occasionally, the two reversed their roles without any bad effect on the research process.

2.5.7 It was widely reported by members of the 4 research teams that many of the informants were co-operative and readily and honestly responded to the questions when they clearly understood them. The only real difficulty was experienced with questions to project managers and supervisors regarding funds spent on various aspects of the project. Usually the response was that they did not know or had no authority from senior officers at headquarters offices to disclose such information. In a number of instances, the informants deliberately declined to provide this information.

2.5.8 In addition to the use of interview schedules, information was also obtained from official records or documents on some of the projects. This document analysis approach had been agreed upon as an appropriate method by the whole SPRED research team. The most common records obtained on the projects were brochures, newsletters and annual reports. These documents were a useful source of information on the histories, aims and objectives of the projects. In a few cases, information was available on the financial profile of the projects but often in grossly aggregate figures; in other words, only broad areas of expenditure were reflected which made it difficult to determine expenditure on specific items such as equipment, desks, transport and rent among others.

2.5.9 During visits to projects careful observations were made regarding the state of the projects resources. Mainly, the focus was on the general availability of some of the key resources and the physical condition of these resources. For example, where members of the research team were evaluating projects on the provision of school facilities and resources, they observed the adequacy of such resources for learners and whether the resources were in good physical condition. In this way members of the research team were in a position to counter-check information given by informants about the adequacy and physical status of the various project resources and facilities.
Data Analysis.

2.6.1 Mention has been made of the fact that this phase of the SPRED operational research involved the collection of mainly qualitative data. Analysis of such data had therefore to rely on qualitative techniques. It was in this area of qualitative data analysis that the Research Methodology Consultant (RMC) was considered to have special strength. To this end, it was decided during the early part of the second leg of fieldwork in the first week of November, 1994, to invite the RMC in early December, 1994 to guide members of the research team in the area of qualitative data analysis. The relevant section of the Terms of Reference for the RCM's December, 1994 visit specified that:

The consultant's role will be to provide a constructive critique of the work of the research team, while it is in process. It is expected that the consultant will meet with all members of the BER research team, including field level staff. It is envisaged that a good proportion of the consultant's visit will be spent conducting and leading a workshop for the research team to assist them in the preparation and analysis of data for the presentation of a report for Phase 2.

2.6.2 In accordance with the Terms of Reference, the RMC held a two and a half day workshop with all members of SPRED Research Team except for 2 members who were out of Nairobi at the time. The workshop sessions involved full discussion of issues and included practical work on the data gathered. During the first day of the workshop, each of the 4 research teams reported on its work, describing the projects evaluated by members of the team, impressions gained about the projects, the main tentative findings and major problems experienced during fieldwork. Later that afternoon of the first day of the workshop, the RMC guided members of the research team through the qualitative presentation of case-studies, in this instance, each project evaluated was to be presented as a full case-study, in covering case-studies, the RMC stressed the description, analysis and interpretation of case-studies generally.

2.6.3 In the morning of the second day of the workshop, the RMC clarified the nature of qualitative research, reporting and evaluating fieldwork experiences, the process and techniques of case-study evaluation, and qualitative data analysis. The first morning session was followed by practical team sessions during which the respective groups tried to
sort and classify their case-study data using emerging themes that gave meaning to the collected data.

2.6.4 The afternoon session of the second day of the workshop was devoted to collectively working out the structure of both the case-studies and the Synthesis Report. The latter was to draw on information in the case-studies and was to be the final report of Phase 2 of the SPRED Operational Research. After a whole afternoon of deliberations, the RMC and members of the SPRED Research Team settled on the format for Case-Studies shown in Annex VI and that for the Synthesis Report shown in Annex VII.

2.6.5 A good proportion of the reports on case-studies were in fact drafted during the week of the workshop and subsequent days were primarily used to polish up many of the case-studies; a few case-studies were written—up after the workshop. In spite of this early start, much re-writing of case-studies was done with a view to improving their quality. This polishing up was necessary given that the Synthesis Report was to draw heavily on analysis presented in the case-studies. Chapter 3 of the Synthesis Report in particular was to draw generously from the case-studies.

2.6.6 Since case-studies were to form an important part of the Synthesis Report, they were written to address the Terms of Reference for Phase 2 of the SPRED Operational Research. In particular, the case-studies were written to ensure that they included factors which promote successful reductions in wastage in primary school education and factors which account for limited success in reduction of wastage.

2.6.7 A preliminary step in writing the Synthesis Report was the writing of Theme Reports. The theme reports brought together major findings drawn from case-studies presented thematically and strongly focused on the Terms of Reference. The Theme Reports constituted an interim report for informing MoE and ODA policy makers of some key findings of evaluation research for this phase. Sections of the Theme Reports are presented in this Synthesis Report as parts of Chapters 3, 4, 5, 6 and 7.
Problems Encountered

2.7.1 It is fair to say that problems experienced during fieldwork in Phase 2 of the SPRED Operational Research were fewer than those experienced in Phase 1, Part 2 when perceptions and opinions of MoE staff were surveyed. Two vehicles were available for fieldwork from the very start and this eased transport problems since each team that was on fieldwork had means of travel. Problems related to transport centred on mechanical or technical problems. Apart from this, many problems faced during this phase of the research had to do with the geographical features of some of the research districts and the fieldwork process itself.

2.7.2 To start with, the research teams in Turkana/Baringo and Samburu/Embu experienced mechanical breakdown in the vehicles assigned for fieldwork. Having these vehicles repaired was quite difficult and resulted in many inconveniences in these hardship areas. For instance, it was difficult to obtain spare parts and mechanics to put the vehicles back on the road. It was also difficult to obtain fuel for vehicles. Petrol was available only in specific places such as Lodwar town or Maralal and Baragoi and for much higher prices than initially budgeted for.

2.7.3 The other problem was related to difficulty of having access to some of the informants. In some areas, the arrival of members of the research team coincided with activities in research sites that made it difficult to reach certain groups of informants. For instance, it was harvesting season in Baringo when members of the research team arrived there for fieldwork. Because of this, some sampled informants, especially parents, were not available for interviewing. Similarly in Kisumu a number of members of the community were not reached because of personal commitment to other duties. In the Korogocho primary school, members of the research team were unable to interview school committee members because there were Parliamentary by-election campaigns in the constituency. The targeted committee members were too busy campaigning for the different political candidates. While the absence of some informants during interviews is not something unusual it does deny the research useful information particularly when a specific category of informants is involved. In this case, the group that tended to be absent was key members of local communities. It is instructive that the category of informants referred to as 'parents' is under represented in many of the research districts (see Annex II).
2.7.4 In a few instances some of the informants revealed little knowledge about the aims, objectives and activities of the projects that were being evaluated. Most of these were parents and other members of the local community that were the intended beneficiaries of the projects. This was certainly the case in Samburu, Embu and Kisumu. Some teachers also showed little knowledge of the activities of projects that were intended to benefit their schools. In the case of school-based projects, it was mainly headteachers and their deputies who had more knowledge about project activities. This meant that the commitment of teachers to the projects was questionable.

2.7.5 In the rural districts of Baringo and Samburu there were some informants who did not understand English and Kiswahili and it was therefore very difficult to interview them. In Baringo at least, one member of the research team was able to speak the local language and assisted in translation where possible. In Samburu, however, no member of the research team spoke or understood the local language. This meant that either another member of the community who understood English or Kiswahili had to do the interpretation or the informant could not be interviewed. Information obtained through third party interpretation could be inaccurate as members of the research team were unable to ensure its accuracy.
Chapter 3

THE EVALUATED CASE-STUDIES

Introduction

3.1.1 This chapter highlights the projects that were evaluated divided according to the five themes that were identified. Thus, a number of projects are discussed under the themes of health and nutrition; school facilities and resources; non-formal education; community initiatives; and integrated initiatives.

3.1.2 The main features and findings related to several projects under a theme are synthesised and summarised. For more details on each case-study (project) the reader should consult the separate report on case-studies. Within this chapter, the case-studies, divided according to themes, are synthesised under four main sub-headings namely definition and rationale; description of the initiatives and target groups; organizational structures; and main findings. These sub-divisions had been agreed upon during consultations with the RMC at the December 1994 workshop. Factors related to the case-studies grouped thematically are presented in the sections which follow according to the mentioned four headings.

HEALTH AND NUTRITION

Definition and Rationale

3.2.1. Freedom from hunger and malnutrition was declared as a basic human right in the 1948 Universal Declaration of Human Rights. Every man, woman and child has a right to be free from hunger and malnutrition in order to develop fully both mentally and physically. The elimination of Hunger and Malnutrition is a goal of the Third United Nations Decade of World Health Organisation Declaration on Health for All by the year 2000.

3.2.2 Food and health conditions have serious implications for primary school wastage. Prevalence of diseases and inaccessibility to health facilities, for example, result in high levels of absenteeism or drop out due to sickness. Prolonged poor nutrition status often has negative effects on cognitive abilities of pupils
3.2.3 Much evidence shows that children who go without food in school have low concentration span in class resulting in poor performance. Conditions of poor nutrition and health during the pre-school years have long term consequences on a child’s academic performance during the school period.

**Description of Initiatives**

3.3.1 The Health and Nutrition initiatives studied were three. These were Bamako initiative centres in Baringo and Kisumu Districts, the National School Feeding Council of Kenya programme in Kiambu and Nyeri Districts.

3.3.2 The Bamako initiative is a UNICEF strategy for the expanded implementation of primary health care conceived by the African Health Ministers, WHO Regional Committee and UNICEF in Bamako, Mali, in 1987.

3.3.3 Bamako initiatives are located in areas where health facilities are not easily accessible and the prevalence of child mortality and morbidity are high. In both Baringo and Kisumu districts there is a high prevalence of diseases such as Malaria, yellow fever, eye infections, worms infestation and others. For example in Kisumu district disease prevalence is about 50% and child mortality rate is high (being about 199 per 1000 live births (GoK and UNICEF, 1993). In the two districts, topography and climate have hindered the development of effective infrastructure, therefore hampering access to health facilities especially hospitals and health centres by a large proportion of the population. Clean and safe water is also a serious problem contributing to poor sanitation.

3.3.4 The Bamako initiatives in Kisumu were started in 1988 while those in Baringo began in 1992. The Bamako initiatives in these districts were established with the aims of strengthening community-based action for improving the survival and quality of life of women and children in particular. These initiatives were started because of the problem of inaccessibility to medical facilities, disease prevalence and high incidence of child morbidity and mortality. Bamako Initiatives mainly consist of a community pharmacy.

3.3.5 The National School Feeding Council of Kenya was started in Nyeri in 1969 with the aim of improving the health and nutritional status of pre-and primary school children by providing, at a minimal cost, a morning drink and a mid-day meal for children. In Kiambu the programme was started in 1993. This programme was started because many children
were doing without lunch because of long distances between homes and schools and due to lack of food in poor households. The programme provides a mid-day meal to school children. This study focused on Nyeri and Kiambu school feeding programmes because it was believed that they were community-based and had significant chances of sustainability. The School Feeding Council programme objectives are:

a) Reduce the problem of hunger and malnutrition among pupils.
b) Improve health and nutritional status of pupils and hence improve their academic performance.

3.3.6 The Bamako Initiatives target vulnerable groups particularly women and children. The National School Feeding Council targets all children. Although the programme is intended to focus on the children from low income families, it was found that it also focuses on many children from middle income groups.

Organization Structure

3.4.1 Bamako Initiative Centre (BIC) activities are implemented within the framework of a Primary Health Care Programme (PHC) under the leadership of District/Regional UNICEF offices. The Ministry of Health through Public health technicians assists in the supervision and monitoring of Bamako Initiative Centres (BICs). The management of BICs at the community level is the responsibility of the Village Health Committee (VHC), whose members are volunteers. The committee is headed by a chairman, who is assisted by a secretary, treasurer and other committee members. Membership of the committee is extended to village health workers, trainers of trainers, traditional birth attendants and pharmacy attendants. The main responsibility of this committee is the handling of administrative matters. The community's pharmacy ensures that basic essential drugs for the common diseases in the community are available. These services are run by selected Village Health Workers (VHWs) who work on a rotational basis. The VHWs working at the pharmacy are not paid a salary but may benefit from a fixed incentive (stipend) determined by the VHC. This was the general structure for Bamako initiatives in both Kisumu and Baringo.

3.4.2 The National School Feeding Council of Kenya programme in Kiambu and Nyeri were run by a School Committee composed of the school administration, parents-Teachers
Associations, District Community Development Officer, Health Representatives, District Field Officer for the National School Feeding Council Programme and other leading personalities in the community. This committee is responsible for sensitization, management and monitoring of the programme. The school administration under the school lunch committee is responsible for the day-to-day administration of the programme. The main activities include liaising with the National School Feeding Council District field officer in terms of food supply, co-ordination of cooking and supervision of serving of food to the target group.

Main Findings/Achievements

3.5.1 The health and nutrition initiatives surveyed have managed to achieve most of their objectives. Based on the informants' views and some secondary data, the major achievements are as outlined below.

3.5.2 Disease incidences have reduced. For example, cases of malaria, yellow fever, diarrhoea, respiratory infections, measles, skin diseases, eye infections and anaemia were reported to have decreased. An informant in Baringo observed.

Several diseases are being eradicated in Eldama Ravine division of Baringo District due to the Bamako initiatives. Some of the diseases that have been alleviated include diarrhoea, malaria, worm infestation, measles and other types of minor ailments that are prevented through immunization. (Personal interview, Baringo, 1994).

It was reported that easy access to medical facilities and availability of sanitation facilities especially latrines has greatly improved the living environment thereby reducing disease incidence.

3.5.3 The scope of BIC is wide and covers the entire community particularly women and children. On the other hand, the National School Feeding Council of Kenya caters for an average of 300 pupils per school in Nyeri and in Kiambu it caters for the entire school. The cost of running the school feeding programme varies from one school to another and
simply depends on the number of pupils enrolled in the programme. In the schools visited in 
Nyeri the cost of the feeding was Shs. 600 per term per pupil with the parents meeting 
half of that cost. In Kiambu where the entire school was enrolled in the programme the cost 
of the programme per term was Ksh. 120,000 which translated to Shs. 6 per day per pupil. 
The cost of running BICs varied from one site to another and mainly depended on duration 
of operation. Those that have been operational for a long time had tended to run at a 
minimal cost and basically through a Revolving Fund while those that were new tended to 
spend a lot more money to establish themselves. There has been improvement of health 
status of the people. This is attributed to increased toilet coverage and improved clean and 
safe water accessibility. BICs in addition to provision of medical facilities focus their 
activities on the provision of toilet and water. For example, between 1989 and 1994, toilet 
coverage increased from 22% to 79% and water from 20% to 59%. The provision of these 
services complement each other and end up contributing to overall health of the pupils. 
Furthermore improved access to these health facilities to the people contributed to the 
good health of the people as was the case of Katieno-Kowe in Kisumu District.

3.5.4 It was reported that the school feeding programme has not only improved the diet of 
the pupils and consequently their health status but also has enhanced pupil's academic 
performance because of regular school attendance. According to some teachers, school 
children who are enrolled into the feeding programme tend to perform better in the primary 
school National Examination.

3.5.5 In regard to the problem of school wastage, it was reported that the health and 
nutrition programmes have increased pupils' access and retention in primary schools. In 
the researcher's view, most of the informants were in agreement that BICs have played a 
major role in children's participation in primary education. As one informant noted:

BICs have increased pupils attendance in schools 
since the centres are close to the schools, therefore 
children do not waste time travelling to distant 
dispensaries. In cases of sickness parents do not 
retain children at home so as to go for medical attention 
or travel to buy drugs which are now available to them 
in BICs (personal interview, Baringo, 1994).
It was also reported that in upper primary, attendance is high because, for minor illness, pupils can buy drugs and come to school thereby enhancing their school participation rates.

3.5.6 Those interviewed noted that the BICs have significantly contributed to increased enrolment of the girl child in primary schools. According to an informant:

BICs services have reduced women's workloads such as tending to health needs of the family especially when members of the family are unwell, and fetching water. These services have freed the girls to attend school regularly and therefore reduced school drop-out (Informant, Kisumu, 1994).

3.5.7 It was reported that retention in school is high because of reduced absenteeism and drop-out due to improved health conditions. Due to improved health status of the pupils and the community members as a whole, the work load of mothers and girls as health caretakers has reduced thus freeing the latter to attend school.

3.5.8 The Bamako's sensitization programme "on the importance of schooling and health education" has increased school participation among girls. The sensitization programme in both Baringo and Kisumu is carried out by community health workers who go round the community and through barazas held to promote the BIC services. These VHW are normally trained on all aspects of BICs. It was reported that the sensitization programme on health education has contributed to improved health behaviour ad practices among the community members thereby reducing diseases prevalence. Through the village health committee, community members meet regularly to discuss general problems that affect them. This greatly improves the communication process in terms of management of the BICs and sensitising the community.

3.5.9 Evidence suggests that the school Feeding Programme has direct positive impact on pupil's performance. In Nyeri, informants noted that based on their observations, schools which insist on having a feeding programme normally perform better in the National Examination than schools which do not have a feeding programme. Research findings from this study show that the School Feeding Programme has to some extent contributed to increased enrolment, good school attendance and class participation. From
our observation in the schools children looked healthy, happy and were active. One informant had this to say about the programme:

Sometimes we receive information from schools about the improved alertness among pupils who benefit from our programme.
(Personal Interview, Informants, Nairobi, 1994).

3.5.10 In conclusion, it can be said that the health and nutrition initiatives have directly or indirectly contributed to improvement in pupils participation in school and to performance. Based on informants views and secondary data such as class registers, there have been increased enrolment rates, regular school attendance and performance as well as improved health and nutritional status of the pupils.

School Facilities and Resources

Definition and Rationale

3.6.1 Evidence from many less industrialised countries suggests that the inputs of a school which include the quality of physical facilities, availability of educational materials among others are strongly associated with student achievement. Among the most consistent indicators of higher achievement has been the availability of textbooks and other printed materials. In 19 recent assessments of the relation between the availability of printed materials and student outcomes in developing nations, 16 reported a positive relation (Heyneman and Jamison, 1980). Textbooks are therefore an important and consistent contributor to improved quality in schools.

3.6.2 In Kenya, like many of the sub-Saharan African countries, the provision of physical facilities and instructional materials has declined in recent years. Dilapidated buildings, missing or broken desks and chairs and a lack of good ventilation and sanitation are commonplace in African schools especially in the rural areas (World Bank, 1986). The introduction of the Structural Adjustment Programme has had a devastating impact on the problems of textbook production and distribution. The weak purchasing power of poor families has also reduced the demand for textbooks.
3.6.3 Recent research on the implementation of the 8-4-4 curriculum has established that a lack of facilities, namely workshops and tools is a major impediment to the teaching of academic and pre-vocational subjects. In many of the rural and urban schools, the construction of classrooms to accommodate an extra class following the change of the primary school system from seven to eight years was not completed. Practicals in art and craft were normally conducted in the open air because rooms for specific subjects had not been completed, and in a few places where they had been completed they lacked the necessary tools or equipment (Kaime, 1989 Sifuna, 1992).

3.6.4 The provision of relevant textbooks is also inadequate. Although there are many textbooks on the market, schools generally have a problem of securing the necessary funds to purchase them. In both urban and rural districts, communities through Parents’ Teachers’ Associations are positive in supporting their schools, but this has not worked effectively. In many cases where Harambee (self-help) fund raising meetings have been organised, they have not been able to generate sufficient funds to build the necessary infrastructure to meet the needs of the 8-4-4 school curriculum.

3.6.5 The World Bank supported survey of primary school facilities has also expressed alarm at the shortage of teaching and learning materials. An evaluation of school materials completed in 1990 showed that textbooks, workshops and laboratories were in short supply with a deteriorating student textbook ratio (now standing at 7:1) in key subjects at the primary school level. (Government of Kenya and UNICEF, 1992).

3.6.6 The availability of school facilities and resources has an important bearing on wastage in primary education. There is research evidence showing that lack of school facilities and teaching and learning resources contribute to high a wastage (SPRED Research Report, Phase 1 Part 2, 1994). In many districts in the country, situations exist where demand for schooling exceeds available classroom capacity in the schools. Most of the large urban areas experience this problem and subsequently results in non-enrolment, repetition and drop-out. There are districts where wastage is exceptionally high largely because communities lack the financial resources to support the education of their children by way of putting up buildings and providing teaching/learning resources.
Description of Initiatives And Target Groups

3.7.1 Action Aid Kenya (AAK) is one of the largest operational Non-governmental organisations (NGOs) working in Kenya. It is an affiliate of Action Aid, the fourth largest development charity in the U.K. It is non-profit, non-political and its development programmes are community-based. Action Aid Kenya implements community based integrated programmes in six selected areas with a population of approximately 60,000 people each. Five of the programmes are in rural areas while one (Kariobangi) is urban but the focus of this study is on the latter.

3.7.2 The Kariobangi programme was started in 1987 through the funding of the Catholic Church. Kariobangi in Nairobi is a slum area characterised by poverty and high unemployment. The programme aims to provide school facilities and learning materials started through the efforts of the headmaster of Baba Dogo Primary School who approached donors and explained the dilemma of school children who hail from slums. A survey conducted by Action Aid showed the need for intervention. Initially the project was run by the Catholic Church but later Action Aid got involved directly.

3.7.3 Through the efforts of the Headmaster of Baba Dogo Primary School, donors were approached to address the plight of children in the school who came from slum areas. After conducting a survey, Action Aid started a programme of assisting children enrolled in four slum schools which fall within the jurisdiction of Kariobangi project (Korogocho, Marura, Ngunyumu and Baba Dogo). Although generally all community members resident in the areas of Action Aid operations benefit in one way or the other, the focus is largely on children of poor single women, through the provision of school facilities and resources. Besides the Spain-based Child Sponsorship Scheme, there are other organizations which collaborate with Action Aid in the provision of school facilities and resources. They include the Catholic Church, the World Vision and Child Care international., The Community is expected to meet 40% of the overall cost of the project which is usually provided in kind such as labour. School facilities provided by Action Aid include; construction of classrooms, workshops and water tanks. The resources among others cover: desks, chairs, for pupils, furniture for staff room, textbooks, teaching aids, uniforms and fees for individual pupils, support for school feeding programmes and co-curricular activities as well as in-service training for teachers and PTA members.
3.7.4 The Christian Children Fund Project in Samburu was initiated by the Catholic Church in the area which was sympathetic to the plight of the communities following a prolonged drought. The Samburu District is an arid section of the northern part of the Rift Valley Province which is inhabited mainly by the pastoralist communities of the Samburu and Turkana. The District like other ASAL regions has experienced long spells of devastating droughts that have contributed to a high mortality in livestock the main economic source of livelihood. The church started in early 1980s to assist some families to educate their children. For continuity and sustainability, the church approached the Christian Children Fund for support and the programme was handed over in 1986. The Christian Children Fund is an umbrella organisation of the programme, but gets support from individuals, Non-Governmental Organizations, donor agencies, embassies and the Kenya Government. The activities include: construction of classrooms, the supply of desks and books. There are also community related services in health, agriculture, promotion of small scale business and construction of residential houses.

3.7.5 The Wamba Community Project was initially started as a community Development Project with the main focus on schools and direct sponsorship of individual children. When the sponsor (World Vision) realized that it was difficult to attain set goals, let alone ensure sustainability, the local communities were incorporated in the development efforts of the initiative. With the changed focus, all community members including all pupils, teachers, parents started to benefit from the initiative. The main activities include: a school feeding programme, construction of classrooms, workshops, equipping workshops, provision of low cost boarding facilities, textbooks and construction of water tanks.

3.7.6 The Plan International came to Embu District in 1982 through the invitation of a former Member of Parliament. The organization is operating in Gachoka Division which is part of lower Embu, a drought-stricken section of the District with no effective agricultural activities. The division is mainly inhabited by a low income population. Although schools in this division have high enrolments, parents were experiencing problems of putting up school facilities and raising money for their children's education. Plan International - Embu sponsored by Plan International with its headquarters in the USA. Initially, the main focus was on sponsored children, but so as to ensure that more people benefit from the initiatives, the organization is now focusing on the entire community through the provision of health, water and other essential services. Schools are supplied with learning/teaching facilities and resources throughout Gachoka Division for the benefit of all children. The chief source of revenue for recurrent expenses of the initiative is Plan International in
America. While to meet budgetary shortfalls, especially on development projects, the organisation attracts funds from other donor agencies like USAID, ODA and foreign governments. The main components and activities include: construction of classrooms, workshops, home science rooms, toilets both for schools and community, water tanks and boreholes. Resources cover textbooks, desks, workshops, equipment. There are community tailored activities such as drugs and nets, relief food, farm inputs and training for members in health matters.

3.7.7. Compassion International in Embu started operating in 1984 through the Bishop of the Church of the Province of Kenya. The organization is operating in Siakago Division which, like Gachoka is drought stricken where many families could not economically support themselves. As a result, there were many children who could not go to school due to lack of funds to pay fees and other educational levies. Upon receiving requests for help, the Bishop contacted Compassion International which agreed to start development initiatives in Embu district where it works in collaboration with the CPK church. Initially the main components and activities of the project were provision of food to the poor. This was followed with the supply of beds, working utensils, purchasing of textbooks, exercise books, teaching materials, desks, uniforms for the sponsored children, health care and the construction of water tanks.

3.7.8 Stephen Kanja Primary School in Kwale District started in 1965 as Majimboni Primary School. Kwale district falls in the marginal economic zones of the country. By 1985, the school, like many others in the district, had very poor physical facilities and teaching/learning resources. Mr. Stephen Kanja, a tour guide, visited the school during a rainy day and noticed that rain seriously disrupted classes for children who learnt under trees as well as in buildings due to leaking roofs. This state of affairs evoked the sympathy of Mr. Kanja who approached philanthropic tourists to assist in building and rehabilitating the school, it was in recognition of this contribution that the school's name was changed from Majimboni to Stephen Kanja Primary School. The school is situated in Majimboni Location which boarders Shimba Hills National Park. Its proximity to the park and the road leading to it, has given the school a vantage position that has helped to draw attention of tourists to its problems. The main activities include: the construction of 13 classrooms, one workshop, a home science block and administrative block, a pre school unit, toilets, provision of desks and a few textbooks and stationery.
3.7.9 All the initiatives studied have their main objective of promoting the education of children from poor families through the building of physical facilities in schools which serve their communities as well as the provision of teaching/learning facilities, such as desks, books, uniforms, school fees, beds, mattresses and others. Some of the initiatives attempt to improve the socio-economic conditions of the communities involved by facilitating the establishment of income-generating activities. In order to improve the quality of education in schools, some initiatives have training programmes for Parents Teachers’ Associations and in-service training of teachers.

Organizational Structures

3.8.1 Most of the projects usually adopt a simple organizational structure which involves a field office with a project manager in some cases with a deputy. The project manager represents the sponsor in the field office. The project manager also monitors the progress of the project. Most initiatives have community development workers deployed at the divisional and local offices to facilitate reaching the intended beneficiaries especially sponsored children and their parents. Some of these local offices are located in schools. In most cases, field officers and their assistants are recruited from within the communities of the project to enhance easy communication.

3.8.2 The field officers work closely with a management committee or committees. Members of these committees are community representatives nominated by the project officers after consultations with relevant local leaders. Community members of the committees may work on voluntary basis or for a token sum of money. The committees’ main task is to identify community needs and plan implementation activities. For all initiatives studied, community/school activities are channelled through Parents’ - Teachers’ Associations. In most of the projects, the larger community participates through the supply of locally available materials such as rough stones and timber and the provision of labour especially for construction in the Plan International project, they also undertake to pay the contractor.

3.8.3 After development priorities have been identified, during the implementation stage, head teachers are asked to suggest suitable sites for putting up buildings. This was true of CCF Samburu. Some CCF offices were however located in schools with a Sponsor Relations Department which organises fund-raising activities and monitors the academic
performance of sponsored children. It also offers counselling and remedial services for children who are academically weak.

Main Findings/Achievements

3.9.1 The School facilities and resources initiatives surveyed have realised a number of achievements. First, projects have made available facilities and resources such as classrooms, workshops and offices. Pupils have received quality desks and chairs as well as learning materials. The provision of these facilities has lessened the burden of the cost of education. As one informant stated:

The provision of furniture has helped both the parents and pupils because they don't pay anything for them. The programme has also supplied textbooks to a good number of pupils and has therefore promoted learning among them.

Pupil informants at one of the schools summarised the achievement of the initiative as follows:

We have very beautiful buildings in our school. We have been provided with stationery. The school now has enough classrooms and desks which make our learning easy. Attendance in school is quite regular because we are not sent home every now and then to bring money for books and buildings.

3.9.2 The provision of school facilities and resources is perceived to have increased pupil participation and retention. For all the projects, the informants were satisfied that enrolment has increased. This is particularly significant with respect to enhanced participation of pupils from the low socio-economic backgrounds. One Informant aptly expressed the achievement as follows with respect to the Compassion International initiative:
Much has been achieved in respect to pupil enrolment. Since most of the sponsored pupils are from poor families, if there was no sponsorship, all these pupils none of them could be in school because they could not afford the funds needed in the school. This has really helped the pupils to enrol and remain in the school.

3.9.3 What was perceived to be equally important and significant with regard to enrolment is that in areas where the initiatives are operative, there is a near equal access between boys and girls. This was particularly the case for the Christian Children Fund in Samburu, a district like others in the ASALs which normally registers low female enrolment. High enrolment for both girls and boys was also witnessed at the Stephen Kanja Primary School. The school has the highest standard one enrolment in Kwale District which, according to the official statistics, is among the districts with the lowest enrolment rate in the country. The school registers a very high enrolment largely because of the absence of school levies that are normally expected of every standard one entrant that works against potential pupils not only in Kwale but also in other parts of the country.

3.9.4 Factors that have contributed to increased enrolment have equally contributed to reductions in drop-out rates and repetition. Many informants indicated that the supply of school facilities and resources has increased school attendance and reduced drop-out rates. The initiatives have helped to reduce the cost of education which is a major contributory factor to repetition and drop-out.

3.9.5 For the Kariobangi Action Aid initiative in particular, it was also credited with keeping children off the streets. Instead, many of the children who enrol remain in schools. Many no longer engage in unstable, unreliable and illegal income earning activities such as unlicensed hawking or brewing of illicit drinks.

3.9.6 Another important area of achievement is improvement in academic performance. D.E.B. (District Education Board) School at Wamba town in Samburu District was said to have improved its academic performance partly due to the initiative. A vivid example is Stephen Kanja Primary School which performs quite well in national examinations. It is reportedly one of the few schools that take most of their pupils to national schools during the selection of form one students. The Kwale primary schools' inspector confirmed this in the following words
The improved performance of this school in the Kenya Certificate of Primary Education (KCPE) was attributed to the commitment of teachers who work in collaboration with parents; the availability of teaching and learning resources that include appropriate books and an improved learning environment. In the past, before this project was launched, the school lacked adequate classrooms: it never used to do well because some classes were held under trees, hence learners were constantly subjected to the vagaries of weather.

With regard to this improved performance, what seems highly encouraging is that girls perform slightly better than boys. During a group interview, standard seven boys expressed their experiences as follows:

It is quite difficult to beat the best girls in our class. Whatever methods we employ, at the end of every term we always trail them. Consequently we have now given up in trying to undo them.

3.9.7 The initiatives have also been successful in raising community awareness about the importance of education. The Samburu, Turkana and other nomadic pastoralists are often characterised with the attitude of ‘resistance to change’. Informants in the Christian Children Fund and World Vision reported positive attitudes to schooling. The community members are quite eager to get involved in development projects. The projects in Embu and Kwale have also had the effect of assisting low income communities to play an active role in education. The Stephen Kanja Project by including a nursery school block sensitised the leaders of the area on the importance of pre school education. Through their campaigns, the pre school education unit now enrols many pupils and efforts have been mace to promote nursery education in other parts of the district. The increased awareness of the importance of education in areas where the initiative are operative has also contributed to more female participation in education since it has worked against the practice of early marriages that is prevalent in some of the areas where the initiatives are operating.
NON-FORMAL EDUCATION INITIATIVES

Definition and Rationale

3.10.1 Since Kenya gained its independence in 1963, the formal education sector in the country has witnessed remarkable progress, particularly in quantitative terms. At primary school level, for example, the national statistics show that we have achieved an impressive enrolment rate of about 85%, with a female: male ratio of 49:51. Despite such improvement, many school-age children still have limited access to schooling and those who manage to enrol fail to complete basic education programmes. The mostly affected children are those from poor families, particularly those in rural and arid areas. For instance, whereas national enrolment at primary level is 85%, provincial and district ratios vary widely. In Central, Eastern and Nyanza provinces the enrolment ratios are over 90%, while in ASAL provinces of Eastern and North Eastern the ratio is between 20 and 24 percent, with a female: male ratio of 32:68, but even lower in some districts in these provinces (Abagi & Okumbe, 1993; GoK, 1994).

3.10.2 The Kenyan government and the public are committed to improving access and retention for school going children in order to promote equity in reference to basic education. In different districts in the country attention has been focused on building more conventional primary schools and providing school facilities. The rationale for this is the need to provide basic education for all children. However, as indicated in SPRED Phase 1 many children are still out of school, at the same time school drop-out is still a major problem in many districts. The factors behind these problems are well documented elsewhere and we know that many school age children are economically and socially disadvantaged, and thus cannot join mainstream formal primary schools.

3.10.3 SPRED Phase II has indicated that individuals, communities, religious organisations and NGO are paying particular attention to those persons and groups that are historically, socially and economically disadvantaged in educational provision. In different ways, such agencies have been providing disadvantaged school age children who could have not get access to schooling and those who dropped out of school with alternative avenues of acquiring basic education and training. In this study we refer to such initiatives as Non-formal Education.
3.10 4 The meaning of non-formal education in this study does not exactly refer to the conventional definition of the term. The GoK Report on “Basic Education For All,” 1992 for example, defines non-formal education as:

a range of educationally specifiable activities which fall outside hierarchically structured, chronologically graded educational system running from primary through to institutions of higher learning and other nationally certificated Post school training institutions. Educational programs within this category include non-formal basic education and vocational training programs, as well as skills proficiency and improvement courses offered by the Directorate of Industrial Training (DIT) and other private institutions (GoK, 1992)

Coombs and Monzor (1974) in their book: Attacking Poverty: How Non-Formal Education Can Help, indicate that non-formal education is any organized, systematic, educational activity carried outside the framework of the formal system. This includes, for example, agricultural extension and farmer training programmes, adult literacy programmes, occupational skill training given outside the formal system, youth clubs with substantial educational purposes and various community programmes of instruction in health, nutrition, family planning, co-operatives and the like.

3.10.5 Under SPRED we take Non-Formal Education to mean all those organised educational activities (literacy and skills training programmes) carried outside the framework of the formal system of schooling. Such activities are aimed at providing disadvantaged school age children with basic education and survival skills. Some of the characteristics of such initiatives include:

- rehabilitating street children and providing them with basic education which enables some of them re-route to formal conventional schools.
- rehabilitation of pregnant teenage girls, providing them with basic education and then re-routing some of the girls to formal schools.
- giving a second chance to poor children to have access to education through alternative school arrangements.
- providing disadvantaged children and youths with practical/vocational skills, knowledge and attitudes for survival as normal individuals in society.
3.10.6 We perceive non-formal education to include rehabilitation of historically, socially and economically disadvantaged school going children and re-routing successful children into regular schools to resume learning formally. Those who do not join regular schooling, are given opportunity to utilize the skills and knowledge acquired from the centres. We call such initiatives non-formal education simply because they offer basic education and training outside the conventional formal schools. They are also directed to disadvantaged children who could have otherwise missed formal schooling.

3.10.7 Non-formal education programmes are established with acknowledgement that such programmes provide a second chance to disadvantaged children to have access to basic education. There is a wide recognition among those who run non-formal education programmes that

- basic education is a fundamental right, for all children, girls and boys, poor and rich, and the destitute;
- basic education and training is an important vehicle to personal and social development;
- levels of education and training, and
- education for them to grow up as responsible children.

3.10.8 The "sharp eye in education" motivation as reflected in Lodwar Centre was experienced in all the centres visited. The co-ordinator of the centre indicated that the term "Nadirkonven" in Turkana language means sharp eye. The name was derived from the Turkana Community living around where the centre was established who used to make illicit brew at night successfully, it connoted that they had very sharp eyes. The centre hopes to transform this aspect of sharp eyes in bottling to sharp eyes in education (Personal interview: Lodwar Street Children Centre, 1994)
Description of Initiatives and Target Groups

3.11.1 The Non-formal Education initiatives studied were seven. Two of them: Nadirkonyen Catholic Street Children Centre and Bendera (Baragoi) Out-of-School Centre are located in ASAL regions of Turkana and Samburu Districts respectively. The former centre is located in Lodwar town, and the later is in Baragoi town. Three of the initiatives: Jamaa Home, St. John Community and Undugu Centre are located in different low residential areas of Nairobi, in the Eastlands region of the city. Jamaa Home and St, John Community are located in Uhuru and Pumwani Estates respectively. While the Undugu Society programme we visited is in Shauri Moyo Estate, overlooking Muthurua Railways quarters (there are several Undugu Society programmes in the city). Pand Pieri and Werna centres are located in the slums of Kisumu, and Mombasa municipalities. Pand Pieri is in Nyalenda Estate, while Wema centre is in Likoni area overlooking Likoni ferry.

3.11.2 As mentioned above, these Non-formal education initiatives are paying particular attention to school age girls and boys that have historically, socially and economically been disadvantaged in shelter, health and educational provision. These include street children and youth, poor urban and rural children, pregnant teenage girls, nomads and pastoralist children and youth. Out of seven non-formal education centres, five target street children. These are: Wema Centre, Pand Pieri: Nadirkonyen and Bandera rehabilitate poor and street children from ASAL Districts.

Organizational Structures

3.12.1 The Centres are non profit initiatives operating with little bureaucratic machinery in order to offer non-formal education and training to the disadvantaged school age children and youth. Five of these centres: Nadirkonyen, Jamaa, Pand Pieri, Bendera and Undugu are supported by Christian Churches (tour by Catholic Church and one by CPK). Two centres: Nadirkonyen and Bendera were initiated by the local communities who experienced the mushrooming of street children in their towns. Wema Centre and Undugu society were started by individuals (a man and a woman). These initiatives are run by a Director or Programme Co-ordinator who are assisted in day to day running of the programmes of social workers and teachers. Bendera Non-formal education program is co-ordinated by the school head of a local formal primary school. The activities in this centre are tailored (adapted) on the life style of the local community. The centres have the following components.
1. Rehabilitation programmes which deal with settling of the street and other disadvantaged children: Provision of shelter, meals, health and guidance and counselling.

2. An educational programme which deals with teaching of academic subjects. The 8-4-4 syllabus is used just like in formal schools.

3. A skill training programme which deals with practical and vocational training: Provision of skills in knitting, carpentry, metal work, home science, and moral instruction.

4. A socialization programme which deals with the inculcation of socio-cultural moral values, norms and attitudes.

Jamaa Home has a special unit dealing with motherhood and child-care looking after the children of teenage girls.

3.12.2 The centres are guided by the principle of "self-reliance." Thus, the children learn by doing. The bigger children, for example, clean their rooms and wash their clothes. The teaching-learning process is also pupil centred. Children are given the opportunity to be innovative and practise what they learn. The centres are sensitive to the conditions of disadvantaged. There is also good and warm relationships between the centres and their clients.

Main Findings/Achievements

3.13.1 The achievement of non-formal education projects visited are viewed from their main objective of providing the school age children with alternative route to basic education after missing the first chance of schooling. The pertinent issue is whether the children are rehabilitated and are going through a learning process. Are the children happy and healthy? Have they been re-routed to formal schools? Are demands for such centres increasing or decreasing?

3.13.2 Our study indicate that despite financial problems, all the seven centres visited are achieving their objectives in one way or the other. Destitute and street children and pregnant teenage girls have been provided with shelter, food, clothing, medical services
and counselling services. More important, they are being provided with basic education as a foundation of helping others re-route to formal schools. For example, through Undugu Basic Education Programme (UBEP) eight hundred and ten learners have benefited from the programme since 1979. Pumwani UBEP had an enrolment of 173 students (99 boys and 74 girls) at the time of this study. Enrolment at Nadirkonyen has also been growing steadily since 1991. The centre now serves 166 children (128 boys and 33 girls) compared to 54 children in 1991. Since 1980 when proper records were kept a total of 956 street children have benefited from programmes run by Pandpieri centre. In Kisumu non-formal (evening continuation classes) the majority of beneficiaries are Ayas (housekeepers). The enrolment in this programme in different centres by gender were given as follows:

<table>
<thead>
<tr>
<th>Centre</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arina</td>
<td>GO</td>
<td>2</td>
<td>62</td>
</tr>
<tr>
<td>Kaloleni</td>
<td>19</td>
<td>A</td>
<td>23</td>
</tr>
<tr>
<td>Union</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>Central</td>
<td>10</td>
<td>3</td>
<td>13</td>
</tr>
</tbody>
</table>

Source: Director of Social Services, 1994 (Kisumu).

The biggest achievement, according to the programme officer, is that these adult learners get a second chance to formal schooling.

Seeing the children happy and healthy, and going to school is the biggest achievement that the centre has attained. We are now able to provide basic education and fit them in normal local schools. The centre is attracting many children from the street. (Personal Interview: Director: Wema, 1994).

Indeed, what the Director of Wema Centre expresses applied to the seven non-formal education centres studied.
The co-ordinator of Nadirkoyen Centre described the achievement of the centre by saying that:

The nutrition and health of the children have greatly improved, and around 180 children have already been rehabilitated. The centre follows up children who have been routed into schools and meets all their educational needs. They are taken to hospital when they are sick and in my view the centre has contributed to retention and access in primary education in the district. (Personal Interview, Co-ordinator: Lodwar, 1994).

3.13.3 The centres have helped disadvantaged children to enjoy life and schooling like other normal children through their holistic rehabilitation and education programmes. The children who are re-routed to normal schools perform just as well as other children in the schools. It was reported to us that initially the headteachers of formal schools rejected children from the centres because of perceived negative influence on their pupils. But "because most of those enrolled from the centre(s) are doing well in their class work such attitudes no longer exist." One of the key informants at Jamaa Centre indicated that 70 per cent of the girls at the centre succeed in life. The achievement of the centre was described in the following words:

We are so happy with our girls. They do so well once they get out here. One of our ex-trainee has succeeded to become a lawyer and her experience at the centre has made her so sensitive to girls in such circumstances that at times she offers her services to such cases. It is good to see such good turn outs (Personal Interview, Informant: Jamaa Home, 1994).

3.13.4 Beneficiaries of the non-formal education programmes in these centres express their deeper feeling about what they have gained from the programmes. The centres have made them not only good children but have also given them the opportunity to compete and excel in formal schooling. Many pupils from these centres have been made to be committed and aim high in education and in the world of work. What beneficiaries themselves talk about is a good indication of what the centres have achieved. For example, one girl at Wema centre expressed her satisfaction as follows:

Translation

Now I get food to eat, a place to sleep and I don't feel cold as I used to before joining the centre. I am very happy that now I can read and write. I also know how to knit a sweater.

Another beneficiary from Nadirkonyen Centre had this to say:

(the centre) provides us with education, all needs free of charge, we are taught cleanliness, we are able to bathe everyday. Brother takes us to boarding schools and back. We are given clothes which we did not have before. We have access to electricity, playing grounds and others. If it was not for the Nadirkonyen Centre we would have possibly been dead out there in the streets because of being poisoned or eating spoilt food (Personal Interview,: Beneficiary, Nadirkonyen Centre, 1994).

3.13.5 The amount of resources and time invested in the studied initiatives indicate how committed they are to improving educational opportunities to the disadvantaged groups (female and males). Our discussion with Undugu administration indicated that the centre spends seventy per cent of their budget on the provision of education, training and care of children. In 1993, for example, the total budget was approximately Kshs. 80 million. The approximate figure for different votes were given as follows: Social Service Kshs. 10 million; school sponsorship Kshs. 4 million; UBEP schools Kshs. 4 million, vehicles and fuel Kshs. 50 million.
In Nadirkonyen Catholic Street Children Centre, the programme co-ordinator gave the following breakdown of costs: Education Kshs. 200,000; transport Kshs. 155,00; salaries Kshs. 160,000; clothes Kshs. 60,000; health 36,000; and equipment Kshs. 36,000. Wema centre, on the other hand spends approximately Kshs. 150,000 per month. The director of the centre indicated that monthly breakdown in terms of expenditure is as follows: Rent Kshs. 15,000; salaries Kshs. 20,000; water Kshs. 15,000; electricity Kshs. 21,000; and Kshs. 28,000 is spent on school fees every term. According to the director, the bulk of the money goes on food.

Generally, the issue of budget and expenditure appeared to be very sensitive to the management of the initiatives studied. The researchers felt that several factors could explain this reluctance including: lack of proper book-keeping, lack of transparency and accountability, suspicious about competitors knowing the sources of funding, the management having no control of the budget and expenditures, among others. However, these constraints need to be confirmed by a thorough and systematic study, covering many initiatives, with a primary focus on financing of initiative or NGOs supporting education in the country.

Although the centres are small and cater for few disadvantaged children in their respective districts, what they achieved are remarkable. They have in their own way, through non-formal education, improved access and retention of disadvantaged children in primary education. Bendera Centre has already been replicated in the district. Two other centres have already been started at Nachola and Ngilai in the district. St. John's Community is also thinking of replicating the activities of the centre in another disadvantaged environment.

**COMMUNITY INITIATIVES**

**Definition and Rationale**

Community initiatives refer to those initiatives that are started by members of a community. They are started on the basis of the principles of felt needs, agreed upon goals and co-operation. The initiatives are community-owned. This means that most of the members of the community look at the initiatives as belonging to them. In addition, most of the community members are fully involved in the initiatives' activities which are geared towards agreed upon goals.
3.14.2 Most of the community initiatives evaluated were initiated by the respective communities. Members of the community felt the need and came up with the idea of starting the initiative to address their problems. In addition, the community members are involved in planning and implementing the initiatives' activities. In a few cases, the initiative was started by a few people in the community who later sensitised the rest of the community members.

3.14.3 Although a community may receive some assistance from a donor or the government, the community remain the owner of the initiative. As owners they are involved in planning, implementing, monitoring and evaluation of the initiative's activities. The personnel running the initiative are accountable to the members of the community.

Description of Initiatives and Target Groups

3.15.1 Six community initiatives were studied. Most of them targeted the poor in the communities where they are located. They basically targeted the education of children from poor families in the community as well as ensuring that as many children as possible enrol and remain in school until they complete the primary school cycle.

3.15.2 Madrassa Resource Centre (MRC) was started with the aim of addressing the problem of early childhood education for Muslim children. Prior to its introduction, Muslim children were not attending secular nursery schools. Instead they joined Madrassa where they were exclusively taught Islamic religion. On attaining primary school enrolment age, some of these children continued with Madrassa while others enrolled in secular primary schools. However, those who joined secular primary schools kept performing very poorly because their background in Madrassa education was not related to what they were learning in secular schools. As a result of this, many secular primary school headteachers were reluctant to admit Muslim children who had been attending Madrassa into their schools. This contributed to poor participation of Muslim primary school-age children in education.

3.15.3 The Aga Khan Foundation carried out a study which led to the establishment of MRC in 1986 with the basic objective of developing a participatory community-based model of preschool education with Islamic religious traditions and culture. An integrated curriculum was introduced designed to prepare Muslim children for primary education by enhancing their access to schooling. In addition it would enhance their chances of
performing well in secular schools while at the same time maintaining the Islamic religious instruction. At the end of 1994 there were six hundred and ninety three children in fourteen nursery schools and the primary school children were six hundred and ninety three.

3.15.4 The Islamic and Al-Noor Nursery School is situated in Lodwar town in Turkana District which is in the ASAL region. It was set up by the Muslim community and was targeted to benefit the homeless and destitute local Turkana children. The initiative is funded by the Islamic community through the Jamia Mosque of Nairobi and the Islamic Foundation of the Young Muslim League. The initiative provides food, shelter, clothing and education coupled with a general inculcation of these destitute children into the Islamic way of life. There were 40 destitute children who were residing at the centre and 110 children from the local community who were enrolled in nursery school at the centre.

3.15.5 Muhaka Islamic Centre situated in Diani location of Kwale District was set up by the local community based on the need for an integrated curriculum. The notion of an integrated curriculum was sold to the community by the Maalim who is the principal of the centre and the community embraced the idea. The nursery school follows an integrated curriculum where both secular and religious education are taught. The primary school follows the 8-4-4 curriculum with Islamic teaching.

3.15.6 Inuka Self Help primary and Nursery School situated in Likoni division of Mombasa District was set up by a group of doctors with the aim of enhancing access and improving performance and participation of the local children in primary school education. These three doctors also aimed at providing medical services to the local community. The initiative is situated in a slum area, densely populated with people who are generally poor. Most of the parents from this area are unable to pay enrolment levies in secular primary schools to enable their children gain access to schooling. School attendance was also low due to negative attitudes towards girls education, early marriages and pregnancies.

3.15.7 Waa Primary School is situated in Ngombeni Waa zone in Kwale District along the Mombasa-Ukunda road. The low-cost boarding section for girls was started by the Kwale County Council in 1960. The boarding sections for boys was phased out in 1964. The objective for boarding girls was to reduce incidents of early marriages and pregnancies.
3.15.8 Kongowea community school is situated in Kengeleni zone of Kisauni division of Mombasa. The school was started by the community with the assistance of the Ministry of Culture and Social Services. Its aim was to cater for the educational needs of poor children who had either dropped out of school or had never enrolled due to the parents inability to meet the financial requirements of the secular primary school. It was set up in 1994 and it provides literacy and numeracy skills to children from Kongowea Estate and the neighbouring communities.

3.15.9 The management of these initiatives is through parents committees elected by parents themselves. The funding of the initiatives is mainly by communities which in some cases also pay for teachers' salaries. Some have however received assistance from organisations such as the Aga Khan Foundation, UNICEF, the Teachers Service Commission and others. The Madrassa Resource Centre (MRC) has a different administrative structure with a director and a training co-ordinator and their assistants.

**Major Findings/Achievements**

3.16.1 The findings indicate that community initiatives have played a major role in enhancing access to pre-primary and primary school, improving performance in primary and lowering wastage. The MRC for example has played a major role in the access and performance of the Muslim children to secular education. Muhaka Islamic initiative has enabled the Muslim children to get both Islamic and secular education under one roof. The integrated curriculum such as the ones offered in MRC and Muhaka initiatives has the advantage of shortening the learning period for pupils since they do not have to attend the different schools separately. Although the period is shortened, the length of the day is longer and heavier for the child. For example, in Muhaka learning starts at 7.00 a.m., lunch break is shorter and there is an extra lesson after school to cover the Islamic education. This is especially true for Muhaka and the Jamia mosque initiatives'. In Jamia centre learning starts at 7.45 a.m. and afternoons and evenings are devoted to Islamic education.

3.16.2 The integrated curriculum, in addition has the advantage of reducing the education costs since the parents can now pay fees once for both types of education. In Muhaka for example each child pays an equivalent of Ksh. 25 per term in cash or kind. The Jamia Centre uses about Ksh. 50,000 per month to meet the needs of the 140 nursery children and the 40 orphans who live at the centre.
3.16.3 Kongowea community school had great impact on enrolment. In 1994 when the school started it had between 320 and 400 pupils. The school has a higher number of girls enrolled compared to the number of boys. Although the enrolment is commendable the quality of learning that takes place is doubtful. This is because there are many children with very few teachers using one hall. This arrangement is not conducive to efficient learning.

3.16.4 The Jamia Mosque initiative has also done a commendable job in assisting destitute and orphaned children to gain access to schooling. Many of the children who would be still on the streets have now been provided with food, shelter, clothing and basic education. The fact that the initiative is re-routing children into secular schools is commendable. Since the initiative started, 90 children have been promoted and transferred to two centres established in Machakos and Isiolo by the Islamic Foundation. They are centres that cater for the education of older children.

3.16.5 Waa Primary School initiative has improved girls access to education and academic performance over the last two years. The schools’ computer print out for the 1993 KCPE results indicate that there are eight girls and only two boys among the academically best ten pupils in the school. The informants also reported that the drop out rate among girls has reduced significantly. The statistics available at the school showed that there were more boys than girls enrolled in classes, one to three. From standard four to eight, the number of girls in most cases was double that for boys. This was attributed to the boarding facility for girls from standard four onwards and the tendency for boys to drop-out of school to become beach boys or "Manambas".
INTEGRATED INITIATIVES

Definition

3.17.1 In this study "Integrated Projects" refer to projects that have a combination of initiatives with various components and activities that are run concurrently to complement and support each other in addressing the needs of the target beneficiaries. Although such projects are scattered all over the country two projects that are located in Nairobi were evaluated. These were Kabiro and Mukuru.

3.17.2 The two integrated initiatives, Kabiro and Mukuru were started because of a felt need. Both of them are located in slum areas of Nairobi; and although their main objective is to provide basic education and skills training to children and youth from very poor households they have components that cater for other community needs such as health and nutrition, sanitation, family life education (counselling), and shelter for identifying their problems, suggesting solutions, planning on how to implement the solutions, in the actual implementation and to a lesser degree, in evaluating impact.

3.17.3 The initiatives aim at reducing illiteracy, poverty, suffering of social injustices and improving the general living standards of the poor in informal settlements (Slums) in the city. The needs of the poor are inter-woven and any attempt to tackle one in isolation of the others can frustrate the efforts of very committed individuals, organisations or even governments. It was logically prudent for those concerned with these initiatives to plan and adopt an integrated approach for their project.

Description of the Initiatives and Target Groups

3.18.1 Mukuru Promotion Centre is located in Mukuru slums in the industrial area of Nairobi. At present the centre runs four schools that are located in slums that are neighbouring the main Mukuru slum. The schools are: Mukuru Centre, Kayaaba Centre, Lunga Lunga Centre and St. Catherine Centre. The four centres are co-ordinated from the Mukuru Centre. The four schools cater for children and youth from the slums as well as from the streets of Nairobi and other destitutes such as refugees and those displaced during ethnic clashes. The Kabiro initiative is situated within Kawangware slums of Nairobi. The initiative serves the people of Kawangware and Riruta slum areas.
3.18.2 In Mukuru slum many parents could not afford to send their children to school due to poverty. Many children were being forced to drop-out too because their parents could not pay the required school levies, or buy books and uniforms. Once the children dropped out, they either ran into the streets or simply became a burden to their poor parents. Some of the parents became very concerned about the negative development and worried about the future prospects of these youngsters. These parents met and decided to seek audience with Sister Mary, who was then the headmistress of Our Lady of Mercy South B Primary School. Many pupils were dropping out from this school. Sister Mary and the initial group of parents decided to approach the chief of the area and the District Officer. After a series of meetings, during which period more parents of the community were mobilized, the community decided to start Mukuru Promotion Centre. The centre was first established as a non-formal school in 1985. In 1990, the centre expanded its focus and began a full primary school. This project was therefore started through the initiatives of the community members themselves.

3.18.3 The Centre is supported by a number of organizations and individuals. Some of the major sponsors are: Sisters of Mercy, Tern Des Hommes of Holland, Lutheran World Relief, ICS, Monos, Unidas, Nazareth Hospital, some Foreign Embassies and about 100 individuals most of whom are businessmen. The community including the learners themselves, teachers, parents and other community members participate in running the centre. They make financial contributions as well as providing labour.

3.18.4 The finance officer at Mukuru Promotion Centre gave a budget plan for 1995 and projections of capital investment for 1995/96. The recurrent expenditure (for books and stationery, transport, communication, utility bills, school feeding programme, personnel salaries and miscellaneous expenses) for 1994 was estimated at Ksh. 5,398,957. In addition the community around the four centres, parents of enrolled children and the children themselves contributed labour in clearing the compounds, preparing meals, washing own clothes and during construction of physical facilities. The government assists by paying the salaries of 17 out of the 70 teachers that are employed on this project.

3.18.5 The investment expenditures between January and December 1994, was given as Ksh. 1,261,630. This is in addition to labour contributions by the beneficiaries.
3.18.6 The projected capital investment for 1995, (construction of 28 classrooms, latrines, offices toilets and rent for residential houses) was about Ksh. 4,016,590.00. The cost for establishing another centre at a new site in the 1995/96 fiscal year was estimated at Ksh. 54,000,000. The land on which the new centre will be constructed has been donated by the Local Government. It is also expected that parents and the local community will contribute labour during the construction. This is because the rationale for establishing this project is "Community Participation".

3.18.7 Like in most other slum areas there is, in Kawangware and Riruta slums, high level of illiteracy, poverty, poor sanitation, ill health and illegal economic activities that are carried out by the poor as part of their survival strategies. In 1979, a lady by the name Lucia Wahu who is a member of this community approached a Non-Governmental Organization (NGO) called "Institute of Cultural Affairs" for assistance. The NGO carried out a needs assessment of the community in 1979. After the survey, members of the community were mobilized to discuss the findings and identify their priority needs. This was followed by a 5 day workshop for community members during which all in attendance brainstormed on possible intervention strategies and modalities for their implementation. Committees were formed to handle each component of the project. Later the community, through their leaders, presented their ideas to various government ministries, development agencies and NGOs where they sought technical and financial support for their projects. Although this project was started through the initiatives of one member of the community it has developed into a community based initiative.

3.18.8 Determining operational costs of this project was very difficult as no specific figures were available and the sources of revenue are varied. However, there is very strong community participation and the management committee is charged with the responsibility of raising funds through donor support, collection of subsidized user charges, appeal for technical and professional support from relevant ministries and community's contribution of labour and sometimes volunteer service.

3.18.9 The formal school had (in 1994) 860 pupils. It was reported that parents pay Ksh. 150 per month for each child. Assuming that all parents pay directly or through a sponsor, the school collected Ksh. 1,548,000.00 that year. Also, every child registering in the school for the first time is required to pay Ksh. 700 as registration fee. Standard One to Standard Six classes have double streams. Since there are 14 classes, simple division gives an average enrolment of 60 pupils in each class. There were 120 pupils enrolled in Standard One in 1994. The school collected Ksh. 84,000.00. The revenue collected is used to partly pay the teachers' salaries. Other sources of money have to be found.
3.18.10 The initiative receives financial support (amount not stated as it varies each year on the basis of community identified priority needs that are approved by the donor) from USAID. The Ministry of Health provides health personnel to assist in community health education, primary health care, child immunization, family planning and other related services. The ministry also donates drugs, contraceptives and condoms. The beneficiaries are requested to pay Ksh. 2.00 for injection and immunization syringes. The Ministry of Education (City Education Department) provides technical and professional support - supervision and professional guidance to teachers and school administrators.

3.18.11 Finally, the community provides manual labour, particularly during construction of physical facilities and a selected committee participates in the management of the project as volunteers.

3.18.12 Kabiro Community Centre is supported by the United States Agency for international Development (USAID) through the Centre for Development and Population Activities and the Ministry of Health. The main support comes from the community members. The USAID provides both financial and technical support in planning, implementation and evaluation of the project activities. The Ministry of Health provides support personnel, supplies some drugs and helps to train community members who are in charge of health related activities of the project. The community members make small contributions through subsidized payment for the services they receive. In addition, the community members provide manual labour whenever there is need to construct buildings.

3.13.13 The formal schools serve primary school-age children whose parents are unable to send them to government schools due to poverty. The management of Mukuru and Kabiro initiatives have flexible policies on admission age while school uniform is not a requirement in Mukuru schools. The schools admit children who are a little bit over-age and place them in academically appropriate classes following an internal assessment. The children are then progressively promoted. Because of this flexibility the schools attract children who have dropped out at various classes and those who never had access to formal schooling. The most needy children in the initiatives are assisted to find sponsors.

3.18.14 The projects provide health services to all members of the community, particularly those from the surrounding slums. The Kabiro centre provides immunization and growth monitoring for the under-fives, teaches family life Education (FLE) to the youth, provides family planning services and diagnostic services for minor illness and sells prescribed
drugs from the community pharmacy. Both projects provide counselling services to individuals and families particularly those affected by AIDS and those having marriage difficulties. The Mukuru centre provides shelter to children from very far-off slums, street children whose parents cannot be immediately traced and other destitute children. All the children in Mukuru schools are provided with lunch while those who shelter there get supper and breakfast as well.

3.18.15 Both Mukuru and Kabiro centres have non-formal education programmes which focus on skills training for the youth. Of the Mukuru centres, Kayaaba is the one which offers courses in carpentry and masonry in addition to formal schooling. The Kabiro Community Centre teaches tailoring and carpentry to the youth. Both centres offer counselling and FLE to the youth.

**Organization Structure**

3.19.1 Kabiro Community Centre has three major components: the health unit, the primary school and vocational training. There is an overall co-ordinator for all the components. However, there is a project manager for each component. Each manager is assisted by a committee that draws its membership from the community. While the schools have headteachers as the immediate supervisors, the health unit has an operational supervisor who oversees the day-to-day operation of the clinic and the pharmacy.

3.19.2 The project employs community health educators and other relevant personnel. All the teachers in the primary school and the vocational training centre are employed by the project. To assist in the management of the schools are: a school board and Parents-Teachers Association (PTA). At the time of the evaluation in 1994, the primary school had 18 teachers and 14 classes with a total enrolment of 860 pupils.

3.19.3 Mukuru Promotion Centre was started as a non-formal school in 1985. A formal school was started in 1990. This initiative has expanded into three other schools: Lunga-Lunga, Kayaaba and St. Catherine. Sister Mary, the founding member of this project, is the overall co-ordinator of the activities of the four schools. In each of the schools there is a headteacher who is incharge of the day-to-day operation of the school. To assist the teachers there are a few support staff employed by the project. In addition, the parents and community members participate in clearing the school compounds, in cooking the
children’s meals and in providing labour during construction of school facilities. The children who live in the centres do their own washing, clean their rooms and participate in cooking their meals.

3.19.4 The co-ordinator is assisted by a financial controller who is employed by the project. This is the officer who handles financial matters under the supervision of the co-ordinator. All the finances are audited by external auditors. The project employs fifty three (53) teachers and the Teachers Service Commission (TSC) provides seventeen (17) teachers who include the project co-ordinator. In 1994, the four centres had a total enrolment of 2,800 pupils.

Main Findings/Achievements

3.20.1 The integrated projects have managed to serve whole communities in addition to providing education to needy children who would otherwise have missed access to basic education. The communities identify their priority needs and they fully participate in finding solutions and in the actual implementation of the intervention strategies. The main achievements registered are outlined in the sections which follow:

3.20.2 The formal primary schools of the Mukuru and Kabiro initiatives have a total enrolment of 3,660 pupils from the slum areas in industrial area, Riruta and Kawangware. Respondents said the majority of the pupils are either drop-outs from government primary schools due to financial and social problems or they never had any access to formal schooling. The interviewed headteachers / project co-ordinators, teachers and beneficiaries (pupils and parents) reported that the schools have very low drop-out rates. All the schools have graduated a large number of pupils, some of whom have continued to secondary schools. The co-ordinator of Mukuru project said that needy pupils who gain admission to secondary schools are assisted to find sponsors.

3.20.3 The children who cannot be admitted into the formal schools for various reasons are admitted into the vocational training centres for skills training. Graduates of these programmes have found wage employment in the informal sector or have started their own small-scale businesses either individually or in partnership. This has helped to improve the living standards of the households. The expected long-term effect is that the households will be in a better position to pay for their children’s education. Secondly, the community awareness on the importance of education has been raised. In fact, it was reported that
parents of children attending the schools sponsored by the two projects are very enthusiastic and supportive of the projects’ activities. This is because they have been sensitized and have seen the benefits of education.

3.20.4 Community members are organized into groups—youth groups, women groups and income generating groups (men and women) and taught FLE, environmental care (hygiene), health care and nutrition. In addition, family planning services are provided at a minimal fee by very understanding personnel. The reported impact of these activities are lower birth rate, reduced teenage pregnancy, reduced school drop-outs, increased primary school enrolments, reduced cases of sexually transmitted diseases (STDs), improved living standards and greater community awareness about the importance of education and care of the environment.

3.20.5 The health and nutrition education, the immunization programme for under fives and the diagnostic clinic and pharmacy have helped to reduce child mortality, marasmus and kwashiorkor among school-age children, and the general health of community members has improved. This, coupled with the feeding programme in the Mukuru centres, have helped more children to access education and participate fully in the learning-teaching process. The children do not worry where they will get the next meal and therefore they can concentrate better on their work. Also, the feeding programme has made schooling attractive to destitute children - the environment is safer and much more friendly than being on the streets.

3.20 G The peer counselling programme has had a major positive effect. Respondents reported a reduction of anti-social activities among the youth and health personnel reported fewer cases of STDs. Although HIV cases are still high, there is positive change of attitude among the youth about their sexuality, if this trend continues one can hope that tomorrow’s parents are going to be better enlightened on matters of social and family relationships and the opportunities availed for children (boys and girls) in the future may be better balanced. This is because the activities of the project have cultivated interest of the beneficiaries.

3.20.7 The projects are cost-effective. They cater for many clients at minimal cost. For example it was reported that the Kabiro initiative has benefited 50,000 people out of a target population of 200,000 (Republic of Kenya. 1939 National Census), and 16,000 children have been immunized. The beneficiaries participate in many ways such as: making small contributions according to ability, labour contribution and most importantly,
they provide social and political support to those who manage the initiatives. At the Kabiro clinic, each parent pays only ten shillings for the registration of a new child while new parents pay a flat fee of 700 shillings when children are admitted in standard one in the primary school and a monthly contribution of 150 shillings. In Mukuru parents are asked to pay a flat fee of 100 shillings on a child's admission to school and PTA contribution of only 10 shillings. However, no child is denied admission because of inability to pay.

3.20.8 Ability to run several activities concurrently whose outcomes support and supplement each other in meeting social, psychological, physical and economic needs of the target groups has greatly influenced the success of these initiatives.
Chapter 4

THE MOST SUCCESSFUL INITIATIVES AND FACTORS CONTRIBUTING TO THEIR SUCCESS

The Most Successful initiatives

4.1.1 Although about 34 projects were researched, detailed write was done for 29 of these. During several seminars held by members of the SPRED Research Team in May 1995, twenty five (25) of the written projects which were judged to be particularly relevant; to solving wastage at the primary school level, were rated on a number of criteria and accordingly ranked. The major criteria used in rating the initiatives were the following:

1. the number of beneficiaries [with an emphasis on girls and those who were considered disadvantaged],
2. the extent to which the initiative had succeeded in increasing access to formal schools, non-formal education, and in providing technical/life and other skills,
3. the extent to which the initiative had succeeded in increasing retention in or reducing drop-out from formal schools and non-formal education programmes
4. the extent to which the initiative had helped to improve the academic performance of the beneficiaries,
5. the extent of the reliance on donor agencies, the local community or other sources for management and administration of the initiative, the cost of personnel and salaries, consumable resources, construction and building and materials,
6. the extent of local community involvement in accessing the provision of the initiative, their day-to-day involvement in the management and administration of the initiative, their participation in and support for the initiative,
7. the cost effectiveness of the initiative in terms of overall costs and unit cost,
8. the potential of the initiative in increasing the number of beneficiaries, expanding existing physical facilities and recruiting local staff,
9. the potential of the initiative for expansion at its present site/location, and/or at a different site/location in the same area,
10. the potential for replicability of the initiative in another part of the country,
11. the potential for sustainability of the initiative without donor, local community or other sources of funding,
12. the extent to which expenditure levels contributed to the costs of management and administration of the initiative, the cost of personnel and salaries, consumable resources, construction and building and materials,
13. the potential for local community support for the costs of management and administration of the initiative, the cost of personnel and salaries, consumable resources, construction and building and materials.

4.1.2 Each of the above 13 criteria were applied to each case-study and divided into specific components as reflected in Annex VIII A, where the relative rankings of the studied projects are also shown. The rating score for each component ranged between 5 for the most favourable rating and 1 for least favourable rating. Thus, for the 38 components rated in Annex VII A, the highest possible score was 190 (i.e. 38 x 5 = 190) and the lowest was 33 (i.e. 38 x 1 = 38). The range on the scale was therefore 152. Obviously, none of the evaluated projects obtained the maximum score of 190 or the minimum one of 38 points. In fact Annex VIII A shows that the best rated project scored 146 points and the least rated had a score of 98 points, yielding a relatively smaller range of 48 points.

4.1.3 it is proposed in this research report that all those projects rated between 1 and 13, scoring a total of between 146 and 126 points on the rating scale ( a range of 20 points only). be regarded as the most successful initiatives. According to this decision the 14 initiatives (56%) by the theme and location are as shown below:
<table>
<thead>
<tr>
<th>Theme</th>
<th>Project</th>
<th>Overall rank</th>
<th>Location &amp; District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Non-Formal Education</td>
<td>• Baragoi out-of-school Children's Centre</td>
<td>1</td>
<td>Baragoi, Samburu</td>
</tr>
<tr>
<td></td>
<td>• Nadirkonyen Catholic Street Children Centre</td>
<td>12</td>
<td>Lodwar, Turkana</td>
</tr>
<tr>
<td>2. Community Initiatives</td>
<td>• Muhaka Islamic Centre</td>
<td>2</td>
<td>Diani, Kwale</td>
</tr>
<tr>
<td></td>
<td>• Madrassa Resource Centre</td>
<td>3</td>
<td>Mombasa town</td>
</tr>
<tr>
<td></td>
<td>• Waa Primary School (Boarding for Girls)</td>
<td>4</td>
<td>Ngombeni, Kwale</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>8</td>
<td>Kongowea, Mombasa town</td>
</tr>
<tr>
<td></td>
<td>• Kabiru Community Centre</td>
<td>8</td>
<td>Kawangware, &amp; Riruta, Nairobi</td>
</tr>
<tr>
<td>3. Integrated Initiatives</td>
<td>• Stephen Kanja Primary School</td>
<td>5</td>
<td>Majimboni, Kwale</td>
</tr>
<tr>
<td>4. School Facilities &amp; Resources</td>
<td>• Plan International</td>
<td>7</td>
<td>Embu</td>
</tr>
<tr>
<td></td>
<td>• Christian Children Fund</td>
<td>11</td>
<td>Samburu</td>
</tr>
<tr>
<td></td>
<td>• Action Aid, Korogocho, Primary School</td>
<td>13</td>
<td>Kariobangi, Nairobi</td>
</tr>
<tr>
<td></td>
<td>• Compassion International</td>
<td>13</td>
<td>Embu</td>
</tr>
<tr>
<td>5. Health and Nutrition</td>
<td>• UNICEF Bamako Initiative</td>
<td>5</td>
<td>Kisumu District</td>
</tr>
<tr>
<td></td>
<td>• UNICEF Bamako Initiative</td>
<td>8</td>
<td>Baringo</td>
</tr>
</tbody>
</table>
Factors Accounting for Success of Initiatives

4.2.1 What now remains is to outline those factors which make some initiatives more successful than others. The guiding principles in considering evaluated projects as successful included their contribution to improving access and retention in basic education programmes (primary school and non-formal education) at affordable cost, particularly among groups considered poor or in some way disadvantaged. The factors which made the projects successful in this respect are outlined below.

4.2.2 The first factor which has made the initiatives to be regarded as successful is their focus on serving disadvantaged children especially girls. Most of the projects had very clear objectives related to uplifting the condition of poor children. In spite of their own financial limitations many of the initiatives were able to provide such basic needs as shelter, food, clothing, medical and counselling services for poor and destitute children.

4.2.3 Secondly, the projects allowed poor children to have access to formal or non-formal education. Sometimes children in non-formal educational programmes were re-routed back to formal education where they performed quite well. Other children from non-formal schools who for one reason or another could not be admitted to formal schools, were admitted into vocational centres for skills training.

4.2.4 A related point regarding the success of some of the projects has been their ability to increase the retention of many disadvantaged children in formal education. Even a good number of those in non-formal schools follow the curriculum of formal schools. Thus, the various centres or projects have made many disadvantaged children to be committed to education and skills training for the world of work.

4.2.5 Projects which were particularly successful in retaining disadvantaged children were those with low charges, especially for education. Most of such initiatives were charging low fees, or they had the pupils’ fees paid by specific sponsors. In some cases, parents or guardians of pupils were allowed to pay in-kind, such as through contribution of materials and labour rather than in cash which many could not afford. Because of the reduced fee burden many parents and guardians were willing to send children to formal or non-formal schools.
4.2.6 The successful projects also had sound management practices which kept the costs of operating them low. Much of this sound management took the form of collaboration with a number of interested parties in promoting the goals of the projects. Sponsors of some of the projects co-operated with Government Ministries, NGOs, and other groups in the provision of their services. Some cost-sharing governed this collaboration with each party paying less than would be the case without the collaboration. For instance, in some of the educational initiatives, the MoE provided trained teachers while other partners provided desks and chairs, textbooks and other learning materials.

4.2.7 Related to the foregoing factor was strong commitment to work and the goals of the initiative by some key staff. Such personnel made great sacrifices, knew what they were doing and were on the whole motivated to help disadvantaged school children. While this devotion to duty was quite pronounced within community initiatives and also within integrated initiatives, it was also seen in a number of other projects. At least the projects studied revealed clearly that some of the initiatives achieved their goals due to the vision and devotion to duty by their key officers.

4.2.8 The most successful initiatives were also able to acquire valuable resources and facilities so necessary in promoting effective learning. For instance, some projects devoted to the promotion of basic education provided classrooms, desks and chairs, textbooks, dormitories, food and clothing. Such initiatives also regularly monitored the use of these facilities and resources. The provision and maintenance of the resources and facilities through effective sponsorship opened up access to education for many disadvantaged children.

4.2.9 Another factor that contributed to the success of those initiatives that were able to attract ample resources, was the honest and responsible utilization of the resources by project personnel. Because of this transparency and accountability, project officers had the confidence of various sponsors and were thus able to attract more resources including funds for new programmes.

4.2.10 Additionally, the involvement of parents and the community in the activities of the initiatives also contributed to their success. Those initiatives which involved members of the local community from the very start and which maintained a consultative working relationship with them, enhanced their record of success. Working in concert with communities encouraged them (the communities) to identify and articulate their various
needs and to prioritise them. Involvement has thus increased the community's awareness about the importance and relevance of various programmes for their children and themselves. Projects with strong community acceptance and involvement stand a greater chance of being sustained when direct external sponsorship ends.

4.2.11 In certain respects the support of communities for some of the projects and the retention of pupils have depended on improved academic performance. A number of initiatives have therefore been considered as successful because they have improved the academic performance of the learners. This has been true of formal education programmes especially those receiving support for facilities and resources and also non-formal education programmes. For example the District Education Board (DEB) school in Wamba supported by World Vision, Stephen Kanja Primary School supported by rich tourists reported increased attendance, retention and improved academic performance among their pupils. Similar reports came from non-formal education programmes at Nadirkonyen in Lodwar town, Turkana and Jamaa Home for pregnant school girls in Nairobi. In some cases initiatives have contributed to better academic performance by improving the health and nutritional status of the children. Examples of such projects are the various Bamako Community Health initiatives in Baringo, Kisumu and also the National School Feeding Council of Kenya Programmes in schools in Nyeri and Kiambu districts. These school feeding programmes have improved access and retention in primary schools, especially among girls.

4.2.12 Another factor which has contributed to the success of initiatives is their integrated curriculum and activities. This has been particularly the case for Muslim children in projects evaluated in Mombasa and Kwale. Integration of Islamic education with secular education has led to the retention of many Muslim children in formal and non-formal educational programmes.

4.2.13 Some projects have also succeeded because they had sound or flexible methods of recruiting and handling disadvantaged children. A number of initiatives that handled street children had staff who knew good techniques of selecting the children for their centres. Similarly, educational programmes offered to the children recruited from the streets were flexible in their admission and promotion standards. For example, the level of knowledge of the learner and not chronological age was more important in assignment to a class; and children could move to the next class depending on amount of knowledge acquired and not on years completed.
Lastly, some initiatives were regarded as successful because their officers were taking steps to ensure sustainability when sponsorship ends. For example, in a few of the initiatives considered successful, community development and related agencies did mount campaigns to prepare the communities to take over the financing and management of the projects when sponsorship expires. Notable cases were Compassion International and Stephen Kanja School initiative.
Chapter 5

FACTORS CONTRIBUTING TO LACK OF IMPACT OF SOME INITIATIVES

5.1 A careful examination of the written case studies by members of the SPRED research team, revealed a number of common weaknesses which make some of the initiatives to operate less efficiently and effectively. The common weaknesses were identified and highlighted at a joint seminar where the initiatives were also rated and ranked. Essentially, these weaknesses centred around inadequate involvement in some projects by members of local communities, insufficient resources and physical facilities, poor management of the affected initiatives, heavy dependence on donor resources and an inability to retain beneficiaries such as street and slum children.

Involvement of Local Community

5.2.1 Less successful projects tended to be those which were initially started without adequate consultation with the local communities. This often meant that the objectives were not clearly explained nor were the communities sufficiently sensitised before the initiatives were launched. In such cases, community members were not aware of the initiatives and were therefore not involved. A good example of this was with the BICs. Due to lack of adequate publicity, particularly sensitization, some members of the community as well as schools have not been reached in terms of health promotions and were not aware of the existence of BICs. Another example was the Wamba Community Project run by World Vision to support the education of needy children. Teachers associated with this project put the problem this way:

We are only requested to allow sponsored pupils out of class to meet the CDWs (Community Development Workers) for health monitoring or to write letters to their sponsors. Our requests for what should be provided are usually turned down in favour of other alternatives without being consulted although teachers are in a better position to know the priority needs of the school.

5.2.2 This problem is exacerbated by lack of transparency on the part of the organisers. This in some cases contributed to the initiatives failing to benefit the targeted groups.
Aspects of this problem featured in the Plan International Programme in Embu. It was reported that although the initiative is supposed to focus on children from economically needy homes, owing to the ignorance of the poor parents, coupled with reportedly questionable selection criteria, children from economically able backgrounds were being sponsored at the expense of the needy ones. One beneficiary summarised these problems as follows.

The direct assistance of foster children is not that direct support for poor families. Junior officers are corrupt. They take some children of rich people and accompany their photographs with poor houses and show that they deserve support. The tendency of having one officer representing many schools is bad. This tends to disadvantage the relatively less developed schools in some cases and in others, headteachers influence officers to favour their schools.

Lack of Resources and Physical Facilities.

531 Many of the initiatives face the problem of inadequate physical facilities and resources. Inadequate space is a serious handicap particularly for non-formal education initiatives such as Wema, Jamaa and Pand Pieri Centres. The integrated initiatives of Mukuru and Kabiro seem to have overstretched the available facilities and resources. Both projects have limited amounts of land and the facilities are mainly temporary. The classrooms are over-crowd and teachers find it hard to give the necessary individualised attention. This also applies to a few of the community initiatives especially Kongowea. 310s also lack facilities to house pharmacies and some of them, especially in Baringo, have had to close because of lack of money to purchase more drugs and mosquito nets. With regard to the School Feeding Council Programme, although it is heavily subsidised, some parents still cannot afford to enrol their children because of poverty and high inflation. The Director of the programme observed:

... food prices keep going up so that parents continue to pay more, thus many may not be able to pay even when it is heavily subsidised.
As a result of this hardship only a few pupils in the schools surveyed participate in the programme. In addition the cost of fuel often added to the fees paid by each pupil thereby making the programme very expensive and only accessible to a few who can afford it.

5.3.2 Lack of trained personnel also appeared to be a common problem with many of the weaker initiatives. BICs for example lacked trained pharmacists leading to inappropriate proscription of drugs particularly wrong dosages. In some cases drugs do not sell easily because the local communities tend to have a preference for injections over drugs which they believe is a more effective treatment. Some educational initiatives did not only lack materials such as books, but they also lacked sufficient numbers of trained teachers. In the Kongowea Community School for example, the children were grouped into four groups and taught at the same time by a few teachers despite their different levels of ability. At the Jamia Islamic Mosque over 50 children were taught by one teacher. The teacher-pupil ratio was equally high at the MRC. With the exception of Undugu Society, many of the teachers in a good number of initiatives were untrained.

**Poor Management.**

0.4.1 Management appeared to be another common problem in the weaker initiatives. Problems of management observed in the BIC projects were typical of the general situation. Some community representatives that were involved in running of the BICs alleged that some Key officers were not honest in the management of project funds. In the words of one observer:

> These women who disperse the drugs claim that they are saved but when it comes to accounting for the money they are not very honest. But on the other hand, what can one do when they are the ones who volunteer to do the job.

Thus, a related problem had to do with reluctance of some community members to work in BICs on a voluntary basis; also fluctuations in involvement in BIC activities arose from competing economic and social activities. In Baringo for instance, involvement of members of the communities is lowest during planting and harvesting seasons; and most women have to balance participation in BICs activities with family roles.
5.4.2 Another serious problem that run through most of the initiatives is poor sensitization of the communities to be self-reliant and sustain the initiatives. One informant expressed this problem with regard to support given to pupils in formal schools in one of the initiatives as follows:

There is a tendency of terminating sponsorship prematurely at standards 4,5,6 and 8. This forces those pupils to drop out. When sponsorship is terminated prematurely at primary school, usually there is no explanation. Sponsor’s local officers do not allow direct communication between beneficiaries and sponsor’s international headquarters. There is also very poor relationship between the sponsor and the local community as well as mismanagement of funds which are channelled to unplanned projects.

Poor co-ordination between the sponsors and the community tended to contribute to lack of information about the operation and limited sustainability of the initiatives.

5.4.3 With regard to non-formal education initiatives, it was observed that there is a tendency to copy how learning programmes run in conventional schools. Some children who have been loose in the streets find it difficult to adjust to a fixed and routine timetable.

5.4.4 Another problem observed was that there is a general lack of consultation and collaboration by initiatives running the same type of programmes.

5.4.5 Finally, there was lack of formative evaluation of the initiatives and programmes they offer so as to establish strengths and weaknesses and future directions. The effectiveness of many of the initiatives is not formally monitored.

**Response by Slum and Street Children**

5.5.1 The initiatives targeting slum and street children seem to experience some peculiar problems. Some of the children who had been in the streets for long, find it hard to adjust to school schedules. Consequently some of them find it hard to break old street habits and norms like drug abuse and smoking. Also because these children are used to handling money, which is not readily available at the centres, some of them immediately run back
into the streets whenever opportunity arises. Teachers reported frustrating experiences in teaching these children. Perhaps in their adverse reactions to these frustrating experiences teachers contribute a great deal to drop-out of children from the various projects. As children interviewed in one rehabilitation centre observed:

Teachers are abusive especially about food and often insultingly urge us to return to the streets.
Teachers use corporal punishment when the Brother is away.

Some children also drop out of the centres when their parents migrate to places far away from where they cannot afford transport to the centres. High mobility of slum dwellers also affects some initiatives because of lack of continuity with members already sensitised about the importance of a particular initiative.

Heavy Reliance on Donor Support

5.6.1 A major weakness with many of the initiatives including the ones which have been rated relatively successful, is the heavy reliance on donor support. A good number are successful on outcome factors such as the clientele they capture, increasing access, retention, improving academic performance and being cost-effective, but however tend to fair badly on issues of reliance on donor agencies for management and operational costs. They are therefore not sustainable without donor funding. Many of the initiatives which are heavily dependent on donor support also happen to be those which target the more marginalised groups such as street and slum children. This strong dependence on donor support was well expressed in by one:

Many people in the community feel that ACTIONAID has plenty of money and can do everything.
Chapter 6

LESSONS FROM THE INITIATIVES

6.1 There were a number of important insights to be gained from the way many of the projects were initiated, managed and operated. These insights or lessons should be quite useful to various parties involved in the provision of primary education. In this chapter we discuss lessons that various actors can learn from the life history of the evaluated initiatives or projects in order to better promote expanded and effective provision of primary education. We examine lessons that can benefit the projects themselves those that can benefit donors or sponsors, the Ministry of Education and other related Ministries. The lessons revolve around matters related to the projects cost-effectiveness, operational efficiency, sustainability and replicability. The chapter ends with a discussion of the implications of the evaluation of the projects for further research.

Lessons for Projects

6.1.1 Lessons for projects is that those in which the community was involved from the very beginning and which maintained a consultative working relationship with them stood a better chance of success than those which did not fully involve communities. It is therefore clear that any project meant for a community should involve members of that community fully in terms of initiation, planning and administration.

6.1.2 The second lesson is that the successful management of projects often depended heavily on the dedication and vision of one or more staff. Commitment of some project officers to the goals and objectives of projects was a key ingredient in their efficient management and success. For instance, where project staff were dedicated, tolerant and friendly in serving intended beneficiaries of projects, the latter felt enthusiastic and encouraged to participate fully in the projects activities. It is therefore important for project officers to recognise that the success or failure of the project heavily depends on the degree of their dedication and approach to duty.

6.1.3 The third lesson is that projects stand a better prospect of continued success where their officers have trained local staff to sustain them when sponsorship ends. This is one need that projects should pay a great deal of attention to, mainly by training some members of local community to continue project activities at the end of
Lessons for Sponsors/Donors

6.2.1 The first lesson for sponsors concerns the importance of an integrated approach in initiating, planning and managing projects. It was found in this study that those projects which tended to be more successful, simultaneously addressed diverse needs of intended beneficiaries such as education, health, feeding, shelter, financial support for small businesses and skills training. In this respect, as much as possible, projects should address several basic needs of the intended beneficiaries.

6.2.2 A further lesson to take note of is the need for sponsors to co-ordinate their support for projects in order to minimise duplication of effort and possible conflict. In a number of instances this study found that lack of co-ordination between sponsors left some beneficiaries without support when they still needed it. In some cases sponsors feared expanding their projects in areas where other sponsors were already present for fear of "clashing". There is need to co-ordinate and streamline what the sponsors can do best and for which types of beneficiaries.

6.2.3 A good number of donors/sponsors are for example devoted to improving access and retention of disadvantaged children in basic education programmes. Donors would do well to find out their counterparts who share their vision, goals and objectives, with the aim of collaborating in their efforts. In this way they can enhance collaboration in their efforts for better services to their common target groups.

6.2.4 For the majority of the projects which were studied, there were no sponsorship deadlines which led the members of the community to assume that the sponsors were there to stay. This made it difficult to envisage sustainability of projects should sponsorship be withdrawn or terminated. It is therefore important from the very start of projects for donors to make sustainability a core project objective, inform intended beneficiaries about the planned duration of sponsorship and for the donors to prepare, through training, members or the community to sustain the projects.

6.2.5 Honest and accountable use of resources by project officers promoted greater success for a number of initiatives. It is therefore important for sponsors of projects to closely monitor and supervise the use of project resources to ensure maximum benefit to intended beneficiaries.
Lessons For The Ministry of Education (MoE)

6.3.1 Difficulties remain in defining and identifying genuinely needy children who should benefit from sponsorship of educational programmes. The MoE needs to take a lead in the proper and early identification of needy but bright children who deserve sponsorship for their education.

6.3.2 Contrary to popular view, children of marginalised groups as well as their parents hold high educational aspirations provided they can afford to meet the costs of education. Education policy makers and planners therefore need to take this fact into account in their future approach to marginalised groups especially the pastoralist and slum communities.

6.3.3 In the management of centres for street and slum children it is apparent that tolerance and dedication are some of the key virtues on the part of the organisers. Teachers in such initiatives for example were found to be tolerant, dedicated and even loving when handling pupil's problems. Teachers appointed by the Teachers Service Commission (TSC) to serve in such centres or initiatives should be retained for a long time, rather than transferred frequently, if they are to have a lasting impact on the vulnerable and needy children.

6.3.4 As it has already been pointed out elsewhere in this report, although many of the initiatives seem to be doing a commendable job, those that tend to register limited success do so due to lack of sufficient facilities and resources. In order to achieve their stated goals these initiatives need support from the Ministry of Education. For instance, the provision of trained teachers by the TSC for a good number of the initiatives is a move in the right direction.

6.3.5 It was reported that some KCPE holders from some of the initiatives do experience considerable difficulties in securing places for form one in good secondary schools despite the high scores they obtained. This undoubtedly is frustrating to the pupils, the communities as well as the initiatives managers. This could in turn encourage school drop-out as the learners see their efforts as being a waste of time. The Ministry of Education needs to address this issue largely by opening up admission into good secondary school for all children who perform well in the KCPE.
6.3.6 It was observed that in many of non-formal education initiatives, it was the school-age children (3-13 years) who attended these educational programmes. This appears contrary to the conventional beliefs about Adult Education classes in the country which fall under the management of the Ministry of Culture and Social Services. This certainly calls for the need for the Ministry of Education to get involved in these initiatives.

6.3.7 A few of the surveyed initiatives were quite flexible in levying charges for their services. They allowed for other forms of payment where there were problems in securing cash. For educational projects in particular, some parents may be better able to pay through the contribution of their labour, in the form of food items or materials required by schools. The Ministry of Education should look seriously into these possibilities for specific groups of learners and their parents or guardians.

6.3.8 One particular initiative namely Waa Primary School in Kwale, confirmed that the provision of low-cost boarding facilities especially for girls, greatly improves their access to end retention in school as well as their academic work. The Ministry of Education needs to take note of the beneficial aspects of boarding schools for disadvantaged children and should devise ways of constructing and running them as cheaply as possible.

6.3.9 The availability of school feeding (lunches) improved attendance, retention and performance of children in educational programmes. The Ministry of Education, through its various organs should encourage schools to have feeding programmes of one kind or another as a matter of priority.

6.3.10 Some of the initiatives surveyed, especially the Madrassa Resource Centre in Mombasa, have succeeded in the use of local material to prepare learning resources and teaching aids, thus keeping educational costs low. The Ministry of Education can learn a lot from this kind of initiative with a view to encouraging many educational programmes and schools to adopt the practice at MRC.

Lemons For Other Ministries and Agencies

...
children. With regard to contributions by communities to the success of the initiatives, where availability of cash is a problem, other modes of payment like the provision of labour or materials need to be explored.

6.4.2 It was also noted that initiatives which involved communities in determining development priorities and in the implementation process were on the whole more successful in attaining their objectives. Where this participatory approach was working well, a sense of common ownership was initiated among all parties. On the other hand where non-participatory approach was adopted in the management of initiatives, the degree of success was minimal. The participatory approach also has the advantage of sensitising the communities towards sustainability of the initiatives through management, securing of funds, and capacity building by training the necessary personnel.

6.4.3 The presence of initiatives or projects in different communities raised awareness of the importance of such programmes as pre-school and primary school education. Girls in particular benefited more from the improved community awareness. In this respect other Ministries and sponsoring agencies need to be aware that their bold and dedicated involvement in a community is likely to lead to other benefits not at first anticipated.

6.4.4 It is also clear that learners followed educational programmes more enthusiastically where the curriculum integrated activities of importance and relevance to the community. Integration of Islamic education with secular education is a good example. To guarantee more widespread success in promoting effective learning other Ministries and donor agencies should integrate local activities and values into their educational programmes.

6.4.5 Most of the projects evaluated in this study were sponsored by committed individuals (foster parents) from outside Kenya. These persons have demonstrated a sense of vision and dedication in supporting the less fortunate among our citizens. The lesson to learn from this for everyone is that the time has come for able Kenyans to also become sponsors (foster parents) of useful projects for the disadvantaged citizens of this country.
Insights For Further Research

6.5.1 From the survey of initiatives targeting marginalised groups such as slum communities and pastoralists, it is apparent that they have high aspirations and interest in the education of their children. It is suggested that more research should be carried out among these communities to establish their real attitudes towards schooling instead of working from assumptions that they have negative attitudes to education.

6.5.2 To attain sustainability, some initiatives have introduced the cost-sharing system with communities. While this approach seems to work well with more economically able communities, cost-sharing may work to the detriment of the marginalised groups. More Research needs to be conducted to establish viable methods for cost-sharing in such contexts.

6.5.3 Many of the initiatives, especially the non-formal programmes, tend to copy learning programmes run in conventional formal schools. Some children who are used to loose street life find it difficult to adjust to fixed routine time-tables. There is need for more research to find ways of blending conventional programmes with non-formal ones.

6.5.4 Although it was established that initiatives involving communities in their management were on the whole successful, the limited time for the study made it difficult to research deeply into the nature and modalities for community participation. This needs to be done in the future.

6.5.5 Many of the project personnel that were interviewed in this study either did not know or were reluctant to reveal the costs of the various activities of their projects. As a result much of the little information about project costs provided in this study is either sketchy or unreliable. A study which focuses strongly on the cost of projects’ activities, especially those projects which are rated highly in this report for replication and expansion, should be undertaken as a matter of urgency.
Chapter 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 In this final chapter we highlight a number of key points about Phase 2 of the SPRED Operational Research. These key points focus on the link between this phase of the research and Phase 1 which was completed in late 1994; the main recommendations arising from the research findings in Phase 2 and the attendant policy and resource implications of the findings.

Links Between Phases 1 and 2 of the Research

7.1.1 Phase 1 of the SPRED Operational Research was devoted to two main tasks namely a review of available literature of previous studies on wastage in primary school education and opinions of selected staff of the Ministry of Education on factors contributing to wastage in primary school education and about possible solutions. Wastage was defined as non-enrolment and repetition of classes in and dropping out from primary schooling in effect phase 1 of the research was intended to illuminate the extent of wastage in primary school education and its major causes and possible remedial measures for the various causes.

7.1.2 Phase 2 of the research is devoted to the task of evaluating projects (or initiatives) already in operation on the initiative of local groups and external sponsors that may assist in improving access to and retention in primary school education. Particular attention in this second phase, as in the first phase, was to be given to vulnerable groups such as children of pastoralist communities, urban poor and the girl child(females).

7.1.3 In summary, Phase 1 and Phase 2 of the SPRED Operational Research are related in the sense that the first phase explored the perceived extent of wastage in primary school education in Kenya, established their possible causes as well as possible solutions as revealed by previous studies and opinions of key Ministry of Education staff. Phase 2 identified and evaluated various interventions or projects already in existence to overcome some of the causes of wastage revealed in Phase 1 of the SPRED Operational Research. Phase 2 had the additional aim of recommending the expansion or/and replication of those projects which are found to be successful in reducing wastage in primary school education and recommending areas for further research.
7.1.4. Having so far outlined the main links between Phase 1 and Phase 2 of the SPRED Operational Research, we propose in the following sections main recommendations which arise from the findings of Phase 2 of the study. This is followed by recommendations about those projects which should be expanded in their present areas of operation and/or replicated in other parts of the country. The resource implications which accompany recommendations for expansion and replication are also discussed. The next section of the Chapter outlines some areas which need policy formulation to provide a legal back-up for some of the outlined recommendations. The chapter ends with recommendations for further research on issues identified in this study as requiring more illumination.

**Main Recommendations**

7.2.1 Two Terms of Reference (ToRs) guide the presentations in this concluding chapter. The first one required members of the research team to identify:

those practices which should be promoted, and expanded in scale (see 5.2a)

The second aspect of the ToRs which guides this last chapter directed members of the research team to pay:

particular attention to assessing the effectiveness of different means of targeting assistance to selected disadvantaged areas, schools, and households where access is likely to be poorest (see 5.4).

Thus sections of this last chapter identify those projects which members of the research team have found to be leading candidates for expansion and/or replication and the specific activities about some of these projects which should be promoted.

7.2.2 The evaluated initiatives achieve a high level of success where the communities are fully involved in identifying their needs and priorities and in the implementation of the initiatives activities. To develop the sense of belonging and attachment by the local communities where initiatives are located, deliberate steps should be taken to directly involve the target groups in the development of initiative. Even though such communities may not be in a position to contribute financially they could make their contributions in kind
and in form of labour. This measure would ensure community support and to some extent facilitate the initiative's sustainability.

7.2.3 Any donors, NGOs, the government, or other interested parties who are keen on assisting poor children to access education need to take integration of activities into consideration. Higher returns to investment and/or cost-effectiveness in education are likely to be more difficult to achieve without this consideration. The basic human needs of the poor need to be addressed if education is not to become secondary to survival. Provision of other services such as health and nutrition and shelter were observed to be major contributory factors to the success of educational initiatives. It is recommended therefore, that these complementary services be part and parcel of initiatives as a means of enhancing their success.

7.2.4 In order to keep the costs down in the establishment of schools and other facilities for the poor, the buildings and other facilities need not be elaborate. Buildings should be simple so long as they meet the basic requirements and are reasonably comfortable to cultivate an environment conducive to learning. Therefore, the current local government and city by-laws need to be reviewed so that they don’t become a hindrance to development instead of facilitating it. The main rationale behind this proposal is that there are projects surveyed in this study, (e.g. Kabiro and Mukuru schools) which have proved viable in providing education to the needy members of society at low cost. It is recommended that the MoE encourage the establishment of more schools and related facilities of the same type with the support of donors, NGOs and financially able individuals. Such facilities need to be located as near to the beneficiaries as possible and should be targeted at the slum areas and other pockets of poverty in the country.

7.2.5 The management of projects was an important component in the success of many initiatives. It is therefore recommended that in future, the management of projects such as those catering for school facilities and resources, should be strengthened through short training courses. In particular members of communities in which projects are located need training in resource and financial management to become effective administrators of projects.
7.2.6 To assist in the proper management of projects, donors should develop criteria for accountability of finances and resources. Sponsors of projects should include a package of management procedures to ensure good monitoring and management. The sponsors should also organise and finance short-term training courses in project management for project personnel.

7.2.7 Results of this research confirmed that when girls have adequate time to devote to their studies, they performed just as well as boys and in some cases even better. The implication here is that parents and other community members should be sensitised to the importance of education for girls; that they should not over-burden girls with household chores at the expense of their studies.

7.2.8 Parents and the community should be sensitised on the importance of education for girls that they should not over-work girls and should in fact find ways of reducing their workload. For example some communities should be sensitized on water catchment techniques and other means of easily accessing water. This would release time for girls who are usually preoccupied with fetching water for households.

7.2.9 Because it has been established that boarding schools for girls minimise the risks which face them when they are in the wider community, such facilities should be expanded or started elsewhere. The MoE should assist communities by providing teachers while other donors assist in the provision of such key learning resources as textbooks, desks, chairs and lighting. At the same time, teenage mothers should be allowed to re-enter the formal education system.

7.2.10 Furthermore, many children drop-out of school because they may not afford to buy school uniforms or other school requirements. Schools need to have greater flexibility in terms of non essential school requirements. In addition, in cases where a parent cannot afford to pay for school levies, in cash, the school can identify other forms of payment such as bringing food items or other materials equivalent to amount required for the school to sell and obtain money for use. This will make it possible for more children to get access to education. A good example where this practice is found is at the Muhaka Islamic centre where parents pay school levies through bringing "Makuti" to school which is then sold for about KShs. 25 per bundle. This is a replicable and sustainable method of enabling parents to afford education.
7.2.11 Parents and the community at large should also be sensitized on the use and maintenance of sanitation facilities in schools in order to reduce disease incidences among pupils. It is well understood that the provision and maintenance of sanitation in schools, is the responsibility of pupils, teachers and parents.

7.2.12 A good number of communities can afford to provide their children with school lunches. What is required is sensitising them to the importance of good feeding in promoting effective learning. There is need therefore for sensitization programmes for parents and communities on the provision of school lunches as a collective undertaking.

7.2.13 Health and nutrition programmes should be incorporated in the primary school curriculum at an early age so that pupils develop proper nutritional and health behaviour and practices. This is because conditions of poor nutrition and health during early years of school can have long term consequences on pupils’ progress and academic performance during years of schooling. This activity is the responsibility of the MoE but they should be assisted by other experts in designing and developing the appropriate curriculum.

7.2.14 There is the further proposal that UNICEF’s Bamako Initiative Programmes should target schools. At the moment they hardly do this and largely focus on the wider community thus by-passing schools. At the same time, pupils and teachers in schools should be used as change agents to enhance health and nutrition awareness in the communities.

7.2.15 The Government, and particularly the MoE, should work out criteria for identifying the needy and deserving children for subsidised programmes. The best strategy is to determine this at the household level (micro-level) than at the regional level (macro-level) as is the case at the moment.

7.2.16 Once the needy children have been identified, MoE should work out efficient and cost-effective mechanisms of offering disadvantaged children subsidies such as bursaries and scholarships. Furthermore, schools servicing disadvantaged children, whether formal or non-formal should be provided with trained teachers paid by the Teachers Service Commission (TSC) and given any other assistance as their heads suggest. School projects evaluated in this study that were thus supported (Mukuru and Kabiro) had pupils who were performing well academically.
7.2.17 The MoE policies on admission of pupils to primary and secondary schools should be reviewed to make sure that children from disadvantaged backgrounds are not barred from access to education opportunities. All the children who merit should be given equal chances of joining secondary education and other post primary training institutions regardless of their social backgrounds. This move would greatly encourage many children to pursue their goals and hence reduce wastage in education.

7.2.18 It was clear from the studied initiatives that lack of collaboration and co-ordination of relevant agencies was a major factor limiting the success of these initiatives. It is recommended that there should be streamlining, harmonising and co-ordinating of the activities of various agencies working in support of primary school education to avoid duplication and unnecessary rivalry between them the Government is best placed to facilitate collaboration between the various agencies. For many of the educational programmes, including non-formal education programmes, the MoE should take a leading role in working out and supervising links with relevant donors and other government ministries to strengthen the provision of needed resources and facilities.

7.2.19 A perceived key weakness with a number of initiatives was lack of sustainability. It is recommended that agencies involved in the provision of programmes which enhance access and retention in basic education programmes, should ensure sustainability of their projects after termination of sponsorship through a clear indication of the time span of the projects, sensitization and establishing of the necessary management structures within the community. In other words, sponsors of projects should train members of the local community to acquire the management capacity of sustaining the projects when sponsorship officially ends.

7.2.20 After detailed consultations and deliberations on the findings, recommendations and resource and other implications of the two Phases of the SPRED Operational Research, a national conference should be organised to disseminate the overall findings of the project. All those interested in the development of education in this country, including donors, NGOs, religious organizations, other groups and notable individuals should be invited to participate in the conference.
Recommendations on Expansion, Replication and Piloting of Initiatives

7.3.1 According to findings presented in Chapter 4 some 14 projects out of 25 (or 56%) were regarded as more successful than others and therefore deserving greater attention for expansion or replication elsewhere in the country. The 14 projects were re-assessed for purposes of deciding which of them should be expanded and replicated, and which should only be expanded. A decision was to be made also about which projects should be piloted with ODA reserved funds for this purpose.

7.3.2 The criteria for re-assessment focused on the contribution of the various projects to the increased participation of disadvantaged children in educational programmes. The specific factors rated were those shown in Annex VIII B, namely their contribution to the education of disadvantaged children and especially girls, their increasing access to formal and non-formal schools, increasing retention in both types of schools, increasing academic performance of the learners and the extent to which they were cost-effective.

7.3.3 Based on the above criteria, the 14 more successful initiatives changed ranks slightly as Annex VIII B shows. Members of the SPRED research team suggest that the leading 7 initiatives based on the new rank are good candidates for both expansion and replication; the remaining seven projects are candidates for expansion only largely on account of their lower rating. Thus, the 14 projects require action as follows:

(a) Projects for both expansion and replication

Action Aid Kariobangi (School Facilities and Resources)
(b) Projects for expansion only

- Kongowea community School (Community Initiative)
- Madrassa Resource Centre (Community Initiative)
- UNICEF Bamako, Kisumu (Health and Nutrition)
- Kabiro Community Centre (Integrated Initiative)
- Compassion International (School Facilities and Resources)
- Waa Primary School (Community Initiative)
- UNICEF Bamako, Baringo (Health and Nutrition)

7.3.4 Members of the SPRED Operational Research Team were informed that ODA have earmarked funds for piloting of successful initiatives as part of the outcome of evaluations of projects in Phase 2 of the study. It has been pointed out in informal discussions that since the funds are limited, only a few priority projects should be recommended for piloting. In reaction to this information, members of the research team re-assessed the 14 more successful initiatives using in addition to the 5-point scale that had been developed, such other criteria as potential for expansion or replication, and potential for sustainability.

7.3.5 From the deliberations of members of the research team during a workshop and further consultation with some senior members of the research team, it was agreed that the following five projects, one representing each thematic type, be recommended to the Research and Evaluation Committee for possible piloting and for the additional reasons which are given:

This type of initiative was recommended because it caters for disadvantaged pastoralist / nomadic children, serves girls and boys about equally and is sustainable because of the support of the Catholic church which is a 'permanent' partner of the community.

The Centre is supported by the Islamic Community which is a long-standing partner in development, caters for disadvantaged Muslim Children and has a flexible method of meeting education costs (use of makuti). It also represents successful integration of secular and religious (Islamic) education.
• Kabiro Community Centre (Integrated Initiative)
This centre was given priority because it is the type of initiative which has very strong support in the community, has in-built supporting components such as health and vocational training, is low-cost and caters for a large number of disadvantaged children.

This initiative best illustrates a close working relationship between a sponsor and the community on open and almost equal terms. The initiative caters for large number of disadvantaged slum children in schools, namely Korogocho, Baba Dogo, Marura and Ngunyumu. It also supports resources critical to learning, namely classrooms and laboratories, desks and chairs, text-books and other learning materials.

This initiative is proposed for piloting because it was found to have greatly improved the health situation of children and adults, school enrolment, attendance and performance. It is also sustainable because it has strong community support. Any piloting of this type of initiative should link the Bamako centres to schools and/or use newly constructed or improved Teacher Advisory Centres (TACs).

7.3.6 It was suggested that each of the above types of initiative should be piloted in another part of the country where wastage in primary school education is a serious problem. When piloting, necessary modifications will need to be made because of different circumstances. It was further suggested that a pilot project which combines some of the key components reflected in the five initiatives be set up in a city such as Nairobi where school wastage is an acute problem.

7.3.7 Four other initiatives performed very well on the basis of the criteria used above. These were Mukuru Promotion centre, Wema Street Children, Udungu Society and St. Community Centre. They have not been earmarked for expansion or replication on account of their too heavy reliance on donors and much less reliance on the local community for almost all aspects of their operations. We propose nonetheless that these four projects should be regarded as possible alternatives for expansion at least.
Resource Implications of the Recommendations on Expansion and Replication

7.4.1 It is true that one of the clauses in the TORs for Phase 2 of the SPRED Operational Research directed members of the SPRED research team to determine the relative cost of each studied initiative that was aimed at reducing wastage in primary school education. Actual experience during fieldwork was that information on costs of specified components of projects and even on the projects as a whole was difficult to obtain. Such information was asked for during interviews with various project personnel but many either lacked the correct information, or were unwilling to reveal it. As a consequence, the few figures on costs given were patchy and unreliable. In this respect, only general observations are made regarding possible support for projects in case they are expanded, replicated or piloted.

7.4.2 With regard to resource implications, it is important that initiatives which have demonstrated a high degree of success in their operations are considered for support to enhance their activities. These are initiatives which were rated high on such aspects as increasing educational access, retention and performance of the beneficiaries, reliance on and accessibility to the local communities, cost effectiveness, sustainability without external funding, and replicability in other parts of the country among other factors. On the basis of this rating 50 per cent of the initiatives were identified as having been successful across the themes which were studied, namely, health and nutrition, school facilities and resources, community based initiatives, non-formal education programmes and integrated programmes. The successful initiatives featured in all the ten districts sampled for the study.

7.4.3 The health and nutrition initiatives which appeared successful on the ranking criteria were the UNICEF Bamako Initiatives Centres (BICs) in Kisumu distinct followed by Baringo district. These two initiatives target disadvantaged groups. In terms of resource support, it is necessary that BICs which built pharmacies and are struggling to sustain themselves are assisted in the purchase of drugs and nets on a cost-sharing basis. Further assistance for many of the BICs is needed in the training of personnel especially pharmacists and members of village health committees in skills for generating and managing funds.
7.4.4 As for school facilities and resources, the most successful initiatives were as follows: Stephen Kanja in Kwale, Plan International in Embu, CCF in Samburu, Action Aid in Nairobi, compassion International in Embu and Christian Children Fund in Samburu. These initiatives all target disadvantaged children. Some support for those initiatives appears to be in the area of sensitizing the communities on the need for self-reliance and sustainability and materials and financial assistance to sponsored pupils when they qualify for secondary education.

7.4.5 The community-based initiatives which were most successful include Muhaka Islamic Centre in Kwale, Madrassa Resource Centre (MRC) in Mombasa, Waa primary School in Kwale, and Kongowea Community School in Mombasa. Muhaka and MRC address the issue of an integrated curriculum, Waa primary is a low cost girls boarding school while Kongowea is for disadvantaged children. These initiatives require some resource support in the form of teaching and learning facilities and the provision of trained staff, especially teachers.

7.4.6 The more successful non-formal education initiatives were Baragoi out of school Centre and Nadirkonyen Catholic Street Children Centre in Samburu and Turkana districts respectively. The two districts are in the ASAL region. The centres deserve resource assistance to expand since they target districts which experience very low enrolment and retention of primary school children. Support is needed in the provision of teaching and learning materials as well as supplying trained teachers to handle the educational component of the centres’ programmes.

7.4.7 Among the integrated initiatives, Kabiro Community Centre in Nairobi was rated as being most successful. It targets slum children in Riruta and Kawangware. Demand for services which are provided by this initiative has increased tremendously and has outstretched the available facilities and resources. Some assistance is needed in the construction of temporary classrooms to ease the problem of over-crowding in the existing facilities.

7.4.3 It is by the same token not being implied that the 11 projects which have been left out of direct consideration for expansion or replication are valueless. Rather, a selected few among them can be expanded if resources allow. In the short-term, however, they may need to continue their operations at the current levels. They are making a useful contribution overall and we would all be worse off without them.
Recommendations on Policy

7.5.1 In order to give a legal framework for implementing some of the recommendations proposed above, a few policy guidelines should be formulated. The major ones are the following:

a. The government should formulate a policy which allows school girls who become pregnant re-entry into the formal education system

b. There is also need for a policy to incorporate those non-formal education programmes which cater for children of school going age (6-14 year olds) within the jurisdiction of the Ministry of Education. Alternatively, a policy spelling out the right of children who have been in non-formal education programmes to be admitted into formal primary and secondary schools should be formulated.

c. The Government should have a policy on criteria which qualify some learners as needy and therefore entitled to (school) subsidies.

Recommendations for further Research

7.6.1 The recommendations made in this section should be read in conjunction with those made in sections 6.5.1 to 6.5.5. of chapter 6. Where the recommendations complement each other, they can be combined under a single study.

7.6.2 This evaluation study of over 30 projects also identified a few gaps in knowledge which call for further research. This is in keeping with the Terms of Reference which stated that one of the outcomes of the SPRED Operational Research should be "Initiation of new Research".

7 6.3 The specific areas where new research should be undertaken are specified below:

- There is need to focus greater attention to the analysis of available MoE census data to determine the actual extent of wastage in primary school education in Kenya.
• Research is required which correlates successful initiatives and schools with examination (academic) performance.

• Research which focuses on the impact of health and nutritional factors (school feeding programmes) to academic performance should also be undertaken.

• There is need for a tracer study of primary school drop-outs to find out reasons why they dropped out and how they are faring in the society.

• Research is needed on the incidence and impact of school girl pregnancies as relates to wastage in primary schools.

• Research is also required on the types of user charges in primary schools and their contribution to wastage at this level of schooling.

• Given that non-formal education programmes are on the increase for children and youth in Kenya, there is need for an intensive study to map out who are involved, and in what ways, in the provision of such programmes. The end product should be a directory of providers for given districts and towns.

• Finally, a feasibility study should be undertaken into the training needs of and training strategies for non-formal education personnel.
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Continuous / Evening classes

SAMBURU

"Bendera (Baragoi)

"CCF

World Vision

Wamba

EMBU

"Compassion

International

3

MOMBASA

"Madrassa Resource Centre (MRC)

"Kongowea Community

Bangladesh St Mary’s (Primary)

Community School

Kengeleni Primary

Non-formal

Community initiative

Non-formal Education.

School facilities & Resources

Resources

School facilities & Resources

Resources

Integrated Curriculum

Non-formal

Secular School

(Housed in the Kongowea)
Liwatoni Muslim School
Bahwan Muslim School
Self-help Nursery and Primary School
"Raha Home (Street Children)
"Wema Centre (Street children)

Integrated Curriculum
Integrated Curriculum
(Madrassa / Secular)
Community Inuka Self-help Nursery Initiative
Non-formal/Education
Non-formal Education

"Waa Primary School
Stephen Kanja Primary School
Muhaka Islamic Centre*
Mwakigema Primary School
School Feeding

Low boarding cost for girls
School facilities/resources
Integrated Curriculum - Madrassa religious secular
School facilities/resources
Health and Nutrition

3 KWALE

NYERI / KIAMBU
ANNEX III
SPRED PROJECT
INTERVIEW SCHEDULE FOR EVALUATING INITIATIVES

SECTION A: BACKGROUND INFORMATION

1. In which district is the project located?

2. What is the name of your school/institution?

3. What is the position of the informant?

4. What is the name of your project(s)?

5. Who is the sponsor(s)?

6. What is the geographical coverage of the project(s)? (location/zone)

7. When was the project(s) started?

SECTION B: PROJECT IMPLEMENTATION

8. Whose idea was the project(s)? (probe for who took the initial steps to have the project started)
9. What are the objectives of the project(s)? (Probe for who the beneficiaries are)

10. What are the specific activities/components of the project? (Probe as shown in specific themes).

11. How many people are intended to benefit from this project(s)? (Probe for gender, age groups and socio-economic groups)

12. Are the parents/members of the local community involved in the implementation of the project(s)? (probe for what they do).
13. Who else is involved in supporting the project(s)? (Probe for nature of involvement)

14. How do you plan this project?

15. How do you monitor it?

16. What proportion of your project's annual budget do you spend on various items? (probe as per specific theme)

17. What proportion of the annual budget do the community contribute?
18. In your view what makes your project work? (Probe for what they do to make the project run will)

19. How does institution relate with: (*For owners and program officers only):
   (a) Other NGOs?
   (b) Donors (specify)?
   (c) Local community (beneficiaries)?
   (d) the government?

   (probe for the kind and nature of relationship)

20. Are there additional community activities that are carried out to ensure that children go to school? (probe for child care arrangements, provision of books and learning equipment integration of formal and secular education, informal boarding arrangements, timetable and community sensitization)
IF THERE ARE COMMUNITY PROJECTS LIST THEM AND FOLLOW THEM UP IN SECTION C, PART IV.

SECTION C: PART I: SCHOOL FACILITIES AND RESOURCES

21. What to the project provides for the beneficiaries? (probe for facilities and resources)

22. What other materials are provided by the project?

23. If the initiative provides books probe for the following:
   (a) subjects and classes provided
   (b) books for general reading
   (c) ratio and usage of books provided

24. What proportion of your project's annual budget do you spend on
   (a) equipment?
   (b) buildings?
(c) transport?

(d) desks?

(e) chairs?

(f) books?

PART II: HEALTH AND NUTRITION

25. What are the common diseases affecting children in your school?

26. What does the project provide in the area of health and nutrition?
   Probe for: 
   (a) Availability of clean water 
   (b) Latrines 
   (c) Immunisation 
   (d) Food (type quality and quantity) 
   (e) Drugs 

27. What proportion of your project's annual budget do you spend on the following:
   (a) Drugs?
   (b) Transport?
   (c) Food?
   (d) salaries?
PART 111: NON-FORMAL MEDICATION

28. What does the programme offer? (probe for curriculum, training programmes and courses and who provides them)

29. What educational/training resources and materials are available for the programme? (probe for their course)

30. (a) How long does the programme last?

(b) What happens after the learners complete the programme?

31. What happens to those who do not complete?
32. What proportion of your project's annual budget do you spend on:

(a) materials?

(b) facilities?

(c) rent?

(d) transport?

(e) salaries?

33. Does your institution relate to other schools and other educational institutions? (If so probe for which institutions and how they relate, also probe for KIE and KNEC)

PART IV. COMMUNITY EDUCATION

34. Who originated these additional project(s)? (probe for sources).

35. What do these community project(s) offer?
36. How does the community plan for the project(s)?

37. How do you monitor the project’s activities?

38. What makes this community based project(s) work?

39. Who meets the cost of running this project(s)

40. What proportion of your project’s budget do you spend on materials, salaries, rent, equipment? (probe as it relates to the type of project)

41. In your view, what has these additional project(s) achieved so far? (probe for reduction in drop-outs, increased in enrolment, improvement of academic performance, reduction in repetition, improvement in attendance, gender parity and disadvantaged groups).
42. What have been the weaknesses of the projects?

43. What measures are necessary to make these project(s) more effective?

44. Do you intend to continue the project(s) (Probe for why)

SECTION D: IMPACT OF PROJECT(S)

45. Since the beginning of the project, how many people on the average have benefited annually? (Obtain full information if available)

46. In your view, what has the project achieved so far? (Probe for reduction of drop-outs, increase in enrolment, improvement of academic performance, reduction in repetition, improvement of pupils health, improvement in attendance, gender parity and disadvantaged groups).
47. In your view, what aspects of the project have been less successful and why?

48. What measures are necessary to make the project(s) more effective?

49. What can the MoE learn from your project? (Focus on project experience)

50. What can other project/organisations learn from your project?

51. When is the sponsorship of your project ending?

52. What plans are there to sustain the project(s) when sponsorship ends?

53. Do you have any other comments about the project(s) you would like to make?
54. Probe and observe the following:
   Sex of informant
   Nationality
   Length of time worked in the project(s)
   Work experience

THANK YOU VERY MUCH FOR YOUR CO-OPERATION.
ANNEX IV

SPRED RESEARCH PROJECT
PUPILS INTERVIEW GUIDE

Name of school/institution:
District:
Standard:
Gender: No. of Boys
No. of girls

1. Do you know why this project was started in your institution? (probe for pupils awareness about the rationale and objectives of the project).

2. What do you like about the project? (probe for details of what is liked: the organisation, the facilities, the curriculum, time, etc.)

3. What don’t you like about the project? (probe for problems/constraints)

4. (a) What have you gained from the project? (probe for academic performance)
   (b) Have some of your colleagues gained some special/unique benefits which you know about? (probe for gender uniqueness in terms of benefits).

5. Has the project in any way changed the way:
   (a) You attend school? (probe for retention)
   (b) you learn?
   (c) you relate to your fellow pupils?
   (d) you relate to your instructors/teachers?
   (e) duties are allocated to you at home?

6. If you are given a chance to suggest how to improve the project, what suggestions would you give? (probe for rationale for each point mentioned).
## PROPOSED SUE-SAMPLES FROM IDENTIFIED PROJECTS

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<th>Total</th>
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<tr>
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<th>III. School Resources/Facilities</th>
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|                      |       |         |                   |        |            |        |

**GRAND TOTAL** 460 103
AGREED FORMAT FOR CASE-STUDY REPORTS

1. Common SPRED Title: "SPRED OPERATIONAL RESEARCH PHASE 2: EVALUATION OF EXISTING INITIATIVES TO ENHANCE PARTICIPATION IN KENYAN PRIMARY EDUCATION".

2. Specific Initiative title and Names of Researchers.

3. Background and context (origins, location, sponsors, data collection and informants).

4. Objectives and Beneficiaries.

5. Organisational Structure.


7. Achievements (enrolment, repetition, drop-out, performance, other).

8. Strengths and Weaknesses Reported by Informants.

9. Problems Reported by Informants (resources, personnel, management, relations, other)

10. Remedial Measures.

11. Evaluation linked to (objectives and unintended effects) - relating to impact on educational wastage (strengths and weaknesses).

12. Lessons to Learn (For Project/MoE/Donors/Sponsors/Other) Relating to sustainability, operational efficiency, cost effectiveness and replicability.

NB/ This agreed format should be used with some flexibility where appropriate.
ANNEX VII

AGREED FORMAT FOR SYNTHESIS REPORT

SPRED OPERATIONAL RESEARCH: PHASE II: EVALUATION OF EXISTING INITIATIVES TO ENHANCE PARTICIPATION IN KENYAN PRIMARY EDUCATION

PRELIMINARY PAGES

- Title Page
- Inside Cover
- Research Team
- Table of Content
- Abbreviations and Key Definitions
- Acknowledgements

EXECUTIVE SUMMARY (For use as a stand alone Summary Report)

1. AIMS AND RATIONALE

1.1 Terms of Reference
1.2 Continuity from Phase I
1.3 Team Membership
1.4 Research Framework
1.6 Report Structure.

2. RESEARCH METHODOLOGY

2.2 Research sites

2.3.1 Piloting
2.3.2 Refinement
2.4 Field-work

2.4.1 Planning and Preparation
2.4.2 Training
2.4.3 Data Sources
2.4.4 Data Collection

2.5 Data Analysis
2.6 Problems Encountered
2.7 Methodological References

3. THE INITIATIVES - CASE-STUDIES

3.1 Introduction
3.2 Health and Nutrition
3.3 School Facilities and Resources
3.4 Community-based initiatives
(Definitions/Description/Main findings/Main recommendations)
For each theme

4. SUCCESSFUL INITIATIVES AND FACTORS CONTRIBUTING TO THEIR SUCCESS (Relating to Objectives and unintended effects and impact on Wastage)

5. FACTORS CONTRIBUTING TO LACK OF IMPACT OF SOME INITIATIVES

6. LESSONS FROM THE INITIATIVES (eg. Relating to Sustainability, Cost effectiveness, Replicability and Operational efficiency etc.)

6.1 For Project
6.2 For Sponsor/Donor
6.3 For Ministry of Education
6.4 For Other Ministries
6.5 For Further Research
6.6 Other
7. CONCLUSIONS

7.1 Links between Phases I and II of the Research
7.2 Main Recommendations
7.3 Policy and Resource Implications

8. REFERENCES

9. APPENDICES
<table>
<thead>
<tr>
<th>Initiative</th>
<th>Location</th>
<th>Theme</th>
<th>Target/Focus</th>
<th>Numbers of Beneficiaries</th>
<th>Increasing access to formal schools?</th>
<th>Decreasing school dropout rates in &amp; among girls</th>
<th>Improving academic performance?</th>
<th>Overall Costs</th>
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**TOTAL** 100 100 100 100 100

**RANK** 1 2 3 4 5
ANNEX IX
KENYA PROVINCES AND DISTRICTS MAP

Districts where initiatives were sampled are shaded.