

**KENYATTA UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**Financing of Primary School Education in Kenya:  
A Comparative Study of Nairobi City and Keiyo  
District**

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**A Thesis submitted in Partial Fulfillment of the  
Requirements of the Degree of Master of Education**

**JULY 2000**

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*Financing of primary  
school education in*



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## DECLARATION

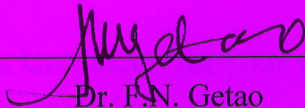
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## Acknowledgements

Special thanks are due to the following who in their own way helped to make this work possible.

Dr. F.N. Getao and Dr. F.X. Gichuru, both Lecturers in the Department of Educational Foundations Department, Kenyatta University, for their invaluable advice and guidance as my supervisors.

Thanks also go to the Education Officers of Nairobi City and Keiyo District, and the headteachers and parents of all the schools visited for taking the time to provide information that made this study a reality.

To my housemates at Kenyatta University, for your prayers and moral support during times of discouragement were highly appreciated. I would also like to thank Sylvia Cheptock, for tirelessly typing this work. Last but not least, I would like to thank Dad, Mum and Robert, for their financial support and their encouragement and understanding during the preparation of this study.

## **Abstract**

This study presents the results of a research investigating how public primary schools are financed in Nairobi and Keiyo, urban and rural areas. A sample of public primary schools in Nairobi City and Keiyo District.

The research is descriptive in nature. The research design used was an intra-national survey. The research utilized three research instruments namely, questionnaires, observation checklist and interviews. The questionnaires were administered to 330 parents and 33 headteachers of the primary schools visited. All the 33 primary schools were under observation. Sixteen headteachers and two education officers were interviewed.

The study discovered that among the sources of funds, parents were the greatest contributors of funds to primary schools. Much as the parents are the most important source of funds, headteachers found parents to be the most problematic.

Regarding the availability of educational resources, both areas, Nairobi city and Keiyo District suffered an acute shortage. The study established that resources such as workshops were lacking as a result of low participation of the community in the development of schools. Communities need to be educated on their role in the cost-sharing policy.

Some of the recommendations brought forward by the research, are that schools should come up with alternative ways to generate income so as to supplement the traditional ways of depending on parents and the government.

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# CHAPTER ONE

## BACKGROUND TO THE STUDY AND PROBLEM STATEMENT

### 1. Introduction

This study focused on government and community financing of public primary schools in Nairobi and Keiyo District. The study will look at how far the two areas have managed to acquire the required physical facilities for the 8-4-4 education system and the methods of financing they have adopted in order to obtain them.

This chapter gives the background of the study, states the problem of the study, purpose of the study, research questions, significance of the study, scope and limitation of the study.

#### 1.1 Background of the Study

The United Nations General Assembly in 1948 acknowledged that education is as much a basic human need as food, shelter and clothing. It thus stated that everyone has the right to education. It declared that education be free at least in the elementary and fundamental stage, and that elementary education be compulsory (Verspoor, 1984:26).

Education is an essential undertaking in the development of any society. It is perceived as a means of not only raising political and social consciousness but also for increasing the number of skilled workers and raising the level of trained manpower. These benefits, together with visible gains for individuals, have led to increased numbers of students in primary, secondary and university level (World Bank, 1990:93).

The role of Kenya's primary education can therefore be constructed as having the following objectives:

1. To produce a literate and numerate population that can deal with problems encountered at home and at work.
2. To serve as a foundation on which further education is built.
3. To enhance the physical development of the child.

Appreciating the important role education plays in a nation, many governments in the world have made it their duty and responsibility to provide education in seeking to meet the target of providing basic education for all.

In Kenya today, primary schools can be placed into two categories:

- a) Public Primary Schools
- b) Private Primary Schools

The ever-increasing demand for education has subsequently led to its increased cost.

The Kenyan Development Plan, 1997-2001, indicates that education still gets the largest percentage of the government budget. Currently, 57% of education allocation goes to primary education; 16.2% to secondary education and 20% to post secondary education. Despite the fact that 57% is allocated to primary education, it is not yet adequate to cover the recurrent and development cost of primary education.

In order to meet the cost of providing quality education, most governments all over the world have adopted the cost sharing policy. Knight (1983) states that "schools and communities in Britain have a mutual collaborative mechanism for financing education". As a means of supplementing government funds, charitable organisations, parents associations and teachers operate fairs, concerts or minor events in which pupils contribute. School facilities are also leased for a fee. Such activities help schools by contributing between 10 and 20 percent of their finances. Hunt (1983) states that "in the U.S.A., the local financing of education is mainly through property tax which is raised by the local school districts. States like New York and Pennsylvania have allowed local districts to levy non-property taxes for the benefit of the school".

Cost sharing policy in Kenya is a fairly a new practice. In the past, the government catered for the cost of Public Education in principle. Due to the escalating cost of running the education system, international economic recession, high foreign debts and diminishing exports, the government of Kenya has been forced to embrace structural adjustment policies resulting in a reduction of its annual expenditure. The cost sharing policy has been variously interpreted to mean that general community will be charged with the burden of financing education and parents will bear substantial responsibility of providing education.

According to the Kenyan Development Plan of 1989-1993, the government stated that in applying the cost sharing policy, consideration would be given to assigning to the government appropriated costs such as those related to general administration and provision of professional services. Parents and beneficiaries of education and training would in their part take up such costs related to the development and provision of educational facilities, equipment and personnel services. In the Current Development Plan (1997 – 2001), it is stated that the policy of cost-sharing between government, parents and communities, which has been in place since 1988, is to be maintained in financing public education.

In the Republic of Kenya (1988) Policy Paper, otherwise known as the “Kamunge report”, it is noted that the major item of government expenditure in education is the provision of administration and professional services. This expenditure includes recurrent expenditure on the provision of professional services by educational administrators and supervisors, teachers and other professional personnel. The development of curriculum and management of examinations also form services whose expenditure in the education budget are necessary for the maintenance of quality education. The Kamunge working party therefore recommended that the government continue to finance the provision of educational administration and professional services.

Table 1.1 shows a break down of government expenditure in teacher's salaries between 1985 and 1986..

Table 1: Funds Voted for School Teachers' Remuneration (Salaries, Allowances, Gratuities and Pension) 1985-86

Educational	Amount (K£000)	% of Allocation to sector	% of Recurrent Expenditure on Education
Primary	145,512	84.1	51.4
Secondary	29,528	73.3	10.4
Total	175,040	157.4	61.8

Source: Ministry of Education, Science and Technology, Estimates of Recurrent Expenditure 1985/86 (Eshiwani, 1993:136).

Regarding the financing of the educational facilities, equipment and material, the Kamunge working party noted that it was necessary to share such costs among the government, communities and parents. In the case of primary schools, the view was that communities and parents could finance the provision of physical facilities. The government would build and maintain boarding primary schools in hardship areas such as arid and semi arid areas. The working party's view was that the cost sharing strategy was an ideal way of providing physical facilities and some equipment by communities. It recommended that the government should however, continue to provide specialised equipment in order to maintain quality and enhancement of the teaching of subjects such as the sciences and vocational education.

Various arguments have been advanced against cost sharing policy. Munene (1994) points out that "communities in well to do regions like those in rich arable, agricultural and productive lands may be more advantaged than communities in poorer regions". The same can be said of urban and rural areas. This is because the urban area is usually

economically well off compared to rural areas which have no or few income generating industries. The urban areas are more likely to be more advantaged than the rural areas.

The implication of such disparities is far reaching as it touches on constrained educational opportunities emanating from financial disparities.

As the cost sharing policy is being practised in our educational system, there is a general feeling that parents are being burdened in the current policy. This is particularly so for parents who are financially handicapped, thus denying children from such disadvantaged backgrounds a chance to get education which is essentially their right. The report of the Presidential Working Party on Education and Manpower Training (1988) proposed that the 8-4-4 education system, being scientific and prevocational, needs heavy financial outlay due to the expensive equipment and facilities needed. There is therefore the need to document the extent to which communities have managed to acquire the needed facilities. There is also need to document the extent to which schools and communities have established alternative ways to generate revenue.

### **1.2 Statement of the Problem**

Since the implementation of the cost sharing policy in Kenyan, public primary school, parents and the general public have been required to involve themselves in the financing of their schools in order to cover for the reduced government subsidies in education. An important question arises as to what sources the public primary schools in Nairobi city and Keiyo district have used in order to finance the needed facilities for the 8-4-4 education system. This study will compare how well Nairobi City and Keiyo District have managed to finance the 8-4-4 education system at primary level. It is also important to know if these public primary schools have come up with any innovative ways of generating revenue.

### **1.3 Purpose of the study**

The study aimed at finding out:

- a) How primary education is financed in Nairobi and Keiyo District.
- b) To what extent the communities in Nairobi City and Keiyo District are involved in financing public primary education.
- c) The differences in financing education between Nairobi, the capital city and Keiyo District, which is mainly rural.
- d) The alternative innovative ways of fund-raising that the communities have employed in collaboration with other sectors such as the non-government organisations, international agencies and schools.

#### 1.4 Significance of the Study

The study is significant in the following ways:

Firstly, it is timely in that it will act as a way of evaluating the 8-4-4 education system. From available literature, it seems that very little study has been done on the implementation of the 8-4-4 education system at primary school level especially on the availability of the physical facilities.

Secondly, the study will identify the disparities in the provision and financing of education in different geographic settings, especially when such provision and financing is left to the communities.

Thirdly, the study will highlight the problems that public primary schools and the communities face in the financing of education, so that solutions to alleviate these problems can be found.

Finally this study will add to existing knowledge in financing of the primary education. It will also open avenues for further research in the area.

#### 1.5 Research Questions

The major research questions to be answered in this study are:

1. How are public primary schools in Keiyo District and Nairobi city financed?
2. Is there any difference between rural and urban primary schools with regard to finance and availability of physical facilities?
3. Why are there such differences between Keiyo District and Nairobi city in financing of public primary schools.
4. What problems are experienced with regard to the techniques employed by the parents and the local community in trying to finance public primary education?

### 1.6 Assumption of the Study

There are two main assumptions in this study. The first is that parents and the public at large have accepted cost sharing as a reality in the education system and are therefore actively engaged in providing all that is required to achieve quality education. The second is that Nairobi City and Keiyo District represent the urban and rural environment respectively.

### 1.7 Definitions of Operational Terms

*Public primary school:* Refers to primary schools that are maintained and supported by both the government and the local communities. Those public primary schools in Nairobi, for instance, are often referred to as city council schools. They do not charge tuition fee as opposed to private primary schools.

*Harambee:* This term was introduced by the late Mzee Jomo Kenyatta, the first president of Kenya, in his first public address after independence. It has since then acquired the status of a national motto. Harambee is a Kiswahili word meaning “pulling together”, virtually a call for communal participation in the form of monetary and services contributions for the development of community projects. It is a true self-help spirit.

*Cost Sharing:* This term refers to a policy introduced by the Kenyan government in the 1990's whereby the government caters for general administrative and professional costs and parents and other beneficiaries cover for other educational expenses such as

providing school facilities. 8-4-4- term refers to the education system currently followed in Kenya. It covers eight years of primary education, four years secondary education and four years of university. It was effected in 1985.

### 1.8 Scope and Limitations of the Study

The first limitation in the study was the area of study. It covered two areas of research namely Nairobi City and Keiyo District.

The second limitation of this study concerned temporal and financial constraints such that only 16 primary schools in Nairobi and 17 from Keiyo, out of a total of 181 and 157 respectively, were sampled for the study. However, this is by no means a small number for the purpose of generalisation of the findings.

Finally, since the principal source of data for this study is human beings, the study faces the difficulties usually associated with this source. It is difficult to obtain reliable information from human beings. This may lead the respondents to do self-evaluation as regards the information sought, leading to modifications or even detection of falsified responses.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2 Introduction

The literature reviewed in this chapter centres on theory and practice of primary education financing in various countries. This chapter also examines the 8-4-4 education system at primary level and its financial implications. The literature reviewed also tries to look into the validity of intra-national studies as well as rural and urban comparisons. The chapter first focuses on the theories and practices of primary school financing in various countries and then examines the patterns of financing primary education in Kenya.

##### 2.1.1 United States of America

The American political belief that man is created equal and is entitled to life, liberty and pursuit of happiness is reflected in many ways in the U.S.A. education. Each state is sovereign with reference to education. However, a common trend can be traced in all the states as far as educational structure is concerned. All states have pre-elementary, elementary, junior high, senior high and college. The number of years a child spends on each level differs from state to state. However it is generally 6 years of elementary education, 3 years junior high, 3 years senior high and 4 years college (university). This makes up a 6-3-3-4 structure. Each child is expected to attend school for at least 10 years, meaning that the child is going to be in school until the age of 16.

Education is free in elementary and high school. The role of elementary schools is to provide basic educational needs and to initiate the socialization process. The elementary school has to train children for reading and playing in group as well as develop social attitudes that will strengthen their social relationship. It is meant to teach children how to use their leisure time, to practice habits that are conducive to health and provide activities and experiences that will foster independence and responsibility.

mobile schools are taken to these

The cost of elementary education is met by local authorities, the state and federal government. Moehiman in his studies on the system of school financing in America notes that there is one source of revenue for public schools:

“In respect to public schools as well as to other terms of public revenue there are no new sources all of the money must come from the a single source. The people”(Moehiman, 1982:189)

Property tax is the source of local revenue for local authority.

“It is charged on land holding and buildings like homes, commercial buildings, factories, personal property, taxes on automobiles machinery livestock and non-tangible property like Stock”(Getao, 1996:125).

Listokin (1994) summarised two major trends that characterise the funding of schools in New Jersey as a heavy reliance upon local resources, especially the local property tax, and proliferation of state aid programmes. The federal government often finances education through programmes of its interest. It uses such financing means to influence the system in the direction it desires. To improve the social and economic position of its minority group for example, it finances integration in schools.

America believed for a long time that education was the responsibility of local governments. However, the failure by the local government to produce sufficient revenue to support education in America has led to the need for state-wide taxation.

There are several features that are uniquely American in the education system that could be borrowed or adopted by other systems. Americans expect that generally an average child will attend a public school near home. The child will go through elementary school to high school without having to sit for examinations. This has its advantages in that problems such as wastage in education through repetition or drop out due to failure are avoided. The question of teaching being examination oriented rather than child-centered does not exist in such a case. The cost of examination in this situation is zero. Mobile schools in America are used in remote rural areas. The mobile schools are taken to these

communities and television and video are used in teaching. This ensures that all children regardless of geographical setting are exposed to the same learning experience. This is similar to what the Kenya Institute of Education (K.I.E.) offers in its radio programs. In Kenya, radio programs offer the same learning experience to all listeners irrespective of the remoteness.

Getao (1996) list important features of elementary schools in the U.S.A. that have financial implications in that they reduce expenditure. These features are:

1. The walls of the classroom and furniture are moveable.
2. Progress to the next class is dependent on successful completion of the year's work although a child has to perform extremely poorly to be made to repeat.
3. There are no national examinations.

### 2.1.2 The French Education System

The aim of French education is to promote human culture, unify the French, promote social equality and transform France into an industrialised scientific and technology culture. The average French child is expected to spend 12 years in school; that is 5 years in primary, 4 years in the first cycle of secondary and 3 years in the final stage of secondary education 5-4-3 (Getao, 1996).

*The French education system was traditionally associated with the Catholic church. The Catholic church managed education and therefore it was its responsibility to finance it. The development of secular schools led to controversy with religious schools (those under the management of the Catholic church) as to who should get money from the state and how much of it.*

Garcia (1994) states that financing education in France is from various sources such as the state and local authorities, educational establishments having their own funds, certain private institutions such as the church, various associations and movements, household's,

commercial and industrial firms. However, the question of state aid to education continues to be a bone of contention in France.

### 2.1.3 Australia

The usual practice in many Australian states, according to a study conducted by Australian National Commission for UNESCO (UNESCO, 1980) on compulsory education, is that those interested in local schools form parents and citizen associations which perform the following functions:

- a) Raising of local funds for specific school projects.
- b) Mobilising and allowing local opinion in regard to particular educational and administrative issues.
- c) Serving as an effective means of parents education.

It is clear that community participation in education is encouraged in Australia.

### 2.1.4 Scandinavia

In Norway, public education is financed through general tax funds. The local authorities are responsible for planning and construction of primary schools, and also for supplying school equipment. In Sweden, all education is free; the state contributes a large amount towards the expenditures of primary schools (Sherman, 1980).

### 2.1.5 South America and the Caribbean

According to the World Bank discussion paper 257 (World Bank, 1991) on the quality of the primary education in Latin America and the Caribbean, it was noted that compared to other developing regions, Latin America spends a similar share of GNP on education, but a much smaller share on primary education.

This discussion paper points out that of all the investment in primary education, the teachers are the most expensive.

For quality and academic achievement at the primary level, the availability of textbooks and other educational materials is crucial. Many schools face critical shortages of instructional materials and this tends to lower the quality of teaching and learning. This is despite the fact that for quality education, schools have to be provided with learning materials. Financing of textbooks and instructional materials in Latin America is highly inadequate.

“In fact, for every dollar invested in textbooks and other educational materials, the primary education saved an average four dollars from reduced dropout and increased students flow efficiency”(World Bank, 1990: 58).

The table below shows that less than 1% of the total education budget is spent on learning material.

Table 2: Public Financing of Educational Material in Mexico, Costa Rica and Venezuela

	<u>Mexico</u>	<u>Costa Rica</u>	<u>Venezuela</u>
Primary Unit Cost	\$114	\$181	\$213
Primary Unit Cost spent on Educational Material	\$4.50	\$3.93	\$1.50
Educational Material Expenditure as % of Primary Spending	4%	2%	<1%
Education Material expenditures as % of Education Budget	1%	<1%	<1%

Source: World Bank Discussion Paper 257: Improving the quality of primary education in Latin America and the Caribbean (World Bank, 1990:97).

This provides a clear message to policy makers that the number one priority at primary school financing should be a reliable supply of quality educational materials.

According to Garrison (1993), in Mexico textbooks are available to about 75% of the children as a result of the national textbook programme. In Costa Rica, textbooks availability was estimated in 1991 at 45% (a nation wide average) although in rural areas it was about 15%.

The financing of education in Guyana involves donations from industrial and commercial sectors near the school, donations of land by individuals, contributions in the form of building materials and labour. Substantial funds are also raised through the organisation of fund-raising activities such as fairs, food sales and craft sales Paul Hamilton and Randolph, (1968).

#### 2.1.6 Asia

In Burma, parents teachers associations are a major source of input in financing of education. A 1972-1973 survey by the Ministry of education revealed that P.T.As provided 21.2% of the costs of building, 63.8% of the cost of furniture and equipment, 63.4% of repairs and 87.7% of general contingencies. Burma has recently introduced an innovative programme where the government contributes 41.5%, UNICEF 22.8% and the local community 35.6% of the repair costs of 434 new schools. This scheme represents a unity of state, foreign organisation and local communities in the financing of education (Scandlen and Black, 1980).

#### 2.1.7 Far East

##### a) China

The policy in China is to make education serve the proletarian politics to combine education and productive labour and education to be directed by the party. The curriculum in lower primary is set upon the Chinese community party and the national

education objectives. The curriculum emphasis is devoted to language, arithmetic, physical education, manual labour and political education.

Getao (1996) states the responsibility of financing primary education falls on the political party organisation. It raises the funds through low school fees taxes from local government and voluntary contributions.

#### b) **Japan**

The surprise recovery of Japan after the second world war is credited to its education system. The aims of Japanese education are broad but worthy of mention in connection to financing. These include:

- i) Provision of equal education for everybody without discrimination as to sex, class, social status or family origin.
- ii) Provision of compulsory education to all, with no tuition fees being charged for in state and local authority schools.
- iii) Schools are public but law will permits qualified persons to operate private schools. Teachers in all schools will be servants of the community hence they have to be conscious of their responsibility and maintain their dignity. Their position will also be respected (Getao, 1996:215).

#### 2.1.8 **Africa**

In Africa, the governments are directly responsible for funding public education. As a result of financial constraints faced by many African governments, education has had been affected and has been slow in development. In May 1961, the conference of African states on development recognised that the cost of producing any given quality of education was three times higher in Africa as a percentage of national income than in Europe or North America. The conference suggested that educational cost could be reduced by:

- a) Setting less elaborate standards and using cheaper materials of local origin.
- b) Greater reliance on self-help building.

Both Nigeria and Tanzania have identified three main sources of financing, namely;

- a) Government sources
- b) Local sources including local authority and private financing
- c) Private financing

Ozigi (1977) discusses sources of finance for Nigerian schools that include school based initiatives like the sales of magazines and organising and charging for pupils activities like drama. Swarthland and Taylor (1988) points out that in Botswana, support for schools are spearheaded by politicians. This support includes contributions of cash, material, labour and cattle.

A similar situation like that of Botswana is found in Zambia, Achola and Kaluba (1985). Besides the contribution of cash, community participation involves construction of teachers' houses or payment of teacher's rent.

Ten Weel (1973) pointed out, in a comparative study of Kenya, Tanzania and Ethiopia, that sources of funds tapped by educational systems of these countries are extremely few. His argument was that self-help, as a method of raising funds in the Tanzania and Ethiopia, is almost non-existent. School businesses which provide income are not utilised to attract funds to school or training projects and no national assets, such as minerals or nationalised industries, are available to support education. Ten Weel also states that the process of financing education in developing countries is virtually under-developed.

## **2.2 Pattern of Financing Primary Education in Kenya**

Modern primary education in Kenya emerged with the coming of European influence particularly missionaries during the 19th century. Over the years that followed, education

was transferred from the management of the church to the local government under the central government.

Up to 1970, primary education for Africans in Kenya had been financed in four ways.

- By grants in aid from the central government
- By local native council education rates
- By missionary funds
- By school fees

In 1974, the government took a major step towards attaining the long-term objective of primary education by offering free education to children in standard one to four. At the same time, school fees were standardised for standard five to seven to Kshs. 60 per year. As a result of this step, the total primary school enrolment shot up from 1,816,617 in 1973 to 2,734,398 pupils in 1978, an increase of 51% (Republic of Kenya, 1977:9).

The problem that schools had to deal with immediately were demands for extra classrooms and additional school learning materials. Despite the fact that parents had been relieved of tuition fees up to standard seven, in 1980, they had to cater for development costs for extra classrooms, alongside others expenses such as activity fee and equipment levy, so as to enable the schools to meet the great demand for education.

Many parents were of the opinion that the development costs were much higher than the tuition fee they paid before. As a measure of relieving the parents of the burden of development funds, the President, in 1978, directed all primary schools to form Parents/Teachers Associations which were to manage the affairs of the school. Some of the functions of the P.T.A. were:

- a) To organise the collection of funds for,
  - i) Expansions, development and general maintenance of the school.
  - ii) Approved school activities; and
  - iii) Meeting expenses incidental to the proper administration of the school.

- b) To provide the required physical facilities for the school.
- c) To approve the finances for appropriate expansion proposals submitted by the school committee.
- d) To elect the office bearers, i.e. school committee, treasurer and persons to represent the Parents Association, in the school committee and submit their names to the district education board or municipal or city education committee for appointment following the normal process (Eshiwani, 1993:99).

The President ordered that all primary school children were no longer required to pay development costs, equipment levy and activity fees. This was to ensure that primary education was free and within the reach of all children. The burden of development cost of the schools was transferred to the entire local community.

The government decided to restructure the education and training system with the aim of making them more practical oriented to achieve the policy of education for self-reliance. The 8-4-4 system was implemented in 1985, with a hope that all students completing every educational cycle would be able to utilise the skills and knowledge required to create self-employment.

Primary education in the 8-4-4 system aims at providing primary school pupils with adequate intellectual and practical skills for living in both urban and rural areas. The primary school curriculum is based on the following broad principles:

- a) Improving its quality, content and relevance to cater for the majority of the children for whom primary education is terminal.
- b) Making the eight year primary education available to all primary school-age children.
- b) Diversifying primary education in order to enhance competence in a variety of development tasks.

The subjects currently taught at primary school are:

- a) English
- b) Kiswahili
- c) Mathematics
- d) Science and Agriculture
- e) Home Science
- f) Art and Craft
- g) Music
- h) History and Civics
- i) Geography
- j) Religious Education
- k) Physical Education

Art, Crafts, Home Science and Agriculture are practical subjects. In Art and Craft, skills introduced are drawing, painting, graphic, collage/mosaic, weaving, ornament, making clay work/pottery, leather work, modelling, carving fabric, design, wood work, metal work. In Home Science the pupils are expected to be involved in the following activities: needlework, food preparation, childcare and care of the home. In agriculture the following practical activities are emphasised: growing of crops like vegetables and flowers for use and sale, rearing of domestic animals, making farm tools and caring for the soil and environment (Eshiwani, 1993:175).

The 8th classroom made it necessary to increase the number of teachers in primary schools by 11,500. A total of 13,370 classroom units plus a workshop and a home science room in every school was required. It was projected that the ministry would spend Kshs. 40 on every child on teaching resource and tools in technical subjects and that physical facilities would cost between Kshs. 80,000 and Kshs. 100,000 per school. In general the 8-4-4 education programme was to cost about KShs. 218,881,740 to implement. Also the change could increase the cost of education by an extra Kshs. 200 million per year for the next five years (Eshiwani, 1993:147).

Having considered the enormous cost that was to be incurred in this new system, alternative ways of footing the bill had to be looked into. The government in the Development Plan 1985 - 1988 advocated for cost-sharing with beneficiaries of education.

Rono, P.K. (1988) appears to agree that cost sharing is the only viable solution to easing the burden of financing education on the government. He argues that if the educational system is to keep on expanding without adversely affecting the quality of education then the beneficiaries of education have to contribute to its funding. Although the public seems to take cost-sharing as a new policy, they have increasingly been involved in financing the cost of education since the government declared free primary education in 1974 when parents were relieved of paying school fees. They have been paying for the cost of developing school facilities, buying schools books and equipment for science workshops and particularly more since 1984 when the government embarked on a new education system.

Nguru (1975) recognised income tax as the principal source of educational revenue in Kenya. He however pointed out that capital development and maintenance of primary schools in Kenya have been based almost entirely on the efforts of community self-help (Harambee). However, the contribution by the communities and individuals are also not uniform throughout the country. Other regions particularly those that are economically advantaged have an upper hand in terms of the amount collected.

Olembo's (1985) study on financing the construction of primary school building facilities in Kenya revealed that an equitable taxing structure must be established so that regional district or local school community taxpayers would provide some funds to help finance school building programmes. Another suggestion that has been advanced is that communities should make use of the natural resources at their disposal. Classroom

buildings do not necessarily have to be stone built with iron sheets. A grass-thatched timber classroom should be considered acceptable.

The literature reviewed has clearly indicated that despite a country being developed or still developing, primary education is financed by the public. The degree of public involvement varies from country to country. It is clear that under the cost-sharing policy, new ways have to be introduced to supplement the efforts of the parents.

There is need to study the rural/urban dimension. This is because there is reason to show that there exists an imbalance related to rural/urban disparity in education. Raju (1973) observes that primary schools are poorly equipped in rural areas. There is lack of suitable teaching aids and poor teaching facilities.

Sifuna D.N. (1986) also sees a positive correlation between school facilities and performance of pupils. Primary schools in Nyeri district are better equipped compared to those in Bungoma. Therefore Nyeri district has a better performance in National examinations compared to Bungoma. Sifuna's study also established that there was an acute shortage of educational resources required by the pre-vocational subjects such as, home science, music, art and craft rooms, workshops, workshop tools and equipment, textbooks and demonstration farms especially in Nairobi.

Silanda (1988) in a study on education and regional differences in Zambia focused on disparities in the provision of general education. Among the significant rural/urban disparities in the study were the effects of the physical accessibility of schooling in rural areas. These effects included postponement of children entry to school. In relation to teacher's quality, the study points out that urban areas had more and better trained teachers compared to those in rural areas. This was due to the ability of the urban areas to retain the teachers.

Eshiwani (1993) points out that economically richer districts have been able to put up classrooms, workshops, home science rooms and laboratories in secondary schools. However in a study by Eshiwani (1982), the provision of excellent classrooms, workshop and home science rooms in primary school level has had resulted in good academic performance such that buildings as a catalyst for good performance was insignificant.

### 2.3 Comparative Education Studies

According to Kandel (1937) the comparison of education systems of different countries lends to a variety of methods of treatment depending on the purpose of the study. The choice of which method to use largely depends on the problems under study, the variables being investigated and the level at which the variables are compared.

Comparative education is today accepted as a discipline with its own research methods and approaches. Most comparative education researches that have been done have looked into various phenomena in two or more countries. In recent years however, intra-national studies within a nation or state have been accepted. Lichtner, (1989) defines the scope of comparative education intra-national studies as “the comparison of a topic in two or more situations within one country” (Lichtner, 1989:9).

In his study on the effects of cost sharing on secondary education from high income and low income communities, Munene (1994) used differences in income as the basis of comparison of schools in Westlands and Eastlands areas of Nairobi. Kaime (1990) in his study on the factors influencing the implementation of the 8-4-4 prevocational curriculum in Kenya primary schools used disparities that exist in rural and urban areas as the basis for comparison of schools in Nairobi City and Nyandarua district.

This study on the financing of primary school education in Kenya is intra-national in scope and it uses the rural/urban dimension as the basis for comparison of schools in Nairobi City and Keiyo District. The strength in this approach lies in the fact that although there is unity in educational policy and structure, the Kenyan society is not

homogeneous as far as the conditions influencing the implementation of educational policies, access to and utilization of educational facilities is concerned. This provides a rich ground for a comparative education research within Kenya.

There have been few studies carried out on the community support given to schools and comparison between urban and rural schools vis-a-vis the community support given to them in particular. It is hoped that this study will be an added contribution.

## 2.4 Conclusion

This chapter looked at theories and practices of primary school financing in various countries. It has also traced the pattern of primary school financing in Kenya. It has also managed to point out a need to further explore the schools financing situation in regard to community support and rural/urban disparity in the provision of the 8-4-4 education facilities through the cost sharing policy at primary level.

## CHAPTER THREE

### METHODOLOGY OF THE STUDY

#### 3 Introduction

This is a comparative study on the financing of public primary schools in Nairobi City and Keiyo District. It compares public primary schools in an urban area, Nairobi City, and a rural area, Keiyo District. This chapter therefore examines the comparative education method used, describes the site, the research instruments used, as well as the method of analysis.

#### 3.1 Design of the study

Arriving at a single definition of comparative education is not a simple matter. Nicholas Hans admits that there is no general agreement as to what comparative education comprises or exactly what methods should be used in its study (Hans, 1949:1).

According to Dr. I.L. Kandel “Comparative Education” is the study of current education theories and practices as influenced by different backgrounds but is also the prolongation of history of education into the present (Kandel, 1937:163).

The definition this study considered most appropriate is by Carter V. Good. He defines it as “A field of study dealing with educational theory and practices in different countries for the purpose of <sup>en</sup>board<sup>en</sup>ing and deepening understanding of educational problems beyond boundaries of one’s own country” (Good, 1945:15).

Comparative education has undergone significant changes since the days of Kandel. Comparative education at the time only concentrated on nation-state comparisons. In recent years, this has changed. Noah and Ekstein note that; “...Comparison need not be between total nation units only even though the term comparative education has generally become synonymous with cross-national study education”. Both logically and

methodologically, the republic of comparative education should cover comparison among other kinds of units, whether larger or smaller than nation” (Noah and Ekstein, 1967:145).

P. Foster pointing to the direction comparative education is taking, observes that “Intellectual and methodological advances in comparative education have led to the virtual demise of the “Universal Export” and most practitioners in the field tend to be specialists on educational development in single countries or limited regions” (Foster, 1985:854).

Therefore, studies within countries have been recognised as legitimate within comparative education circles and are known as intra-national studies. This study is an intra-national study because it examines two areas within Kenya. The strength in this approach lies in the fact that although there is unity in educational policy and structure, the Kenyan society is in itself not homogeneous. This tends to influence the implementation of educational policies, access to education, and utilisation of education resources. The diversity created provides a rich ground for comparative education research within Kenya.

Brian Holmes’ problem solving approach was adopted as a research guide in this study.

The procedure appears as follows:

1. A problem or perplexing situation is encountered
2. Possible solutions are looked into
3. Reflection on the problem or analysis lead to clearer formulation
4. Analysis of the context in which all relevant data are considered.
5. New or refined hypothesis
6. Conclusion
7. Re-examination of the whole process (Holmes, 1981:61).

The researcher selected Brian Holmes's problem-solving approach due to its strength which lies in its practical approach to problem-solving in education and analysis of contexts in which the problem manifests itself to arrive at meaningful comparison.

### 3.2 The Study Approach

The survey method was used in this study to collect detailed descriptions. This method is used when one intends to only gather facts of existing phenomena rather than to manipulate variables.

The facts that this study sought were on the physical facilities in public primary schools in Keiyo and Nairobi as well as the methods public primary schools have employed in ensuring that they obtain the required physical facilities.

This survey methods calls for the use of research instruments such as questionnaires, interviews and observation, all of which were used in the study.

### 3.3 Areas of the Study

The areas chosen for this study were Nairobi City and Keiyo District. Nairobi City represented the urban environment while Keiyo District represented a rural environment. The criterion that determined the choice was purely practical, due to the close proximity to the researcher. This meant that the cost of travel was minimised.

Nairobi is the capital city of Kenya. It covers a total area of 3628 square kilometres. It is bordered to the north and partly to the west by Central province and partly to the west by Rift Valley province and to the east by Eastern province (Map 1). Nairobi province is divided into seven constituencies administratively: Mathare, Westlands, Bahati, Embakasi, Starehe, Dagoreti and Langata. The Nairobi City Commission is the local government authority that administers the city.

High potential land in Nairobi covers an area of 16,000 hectares whereas low potential land covers 38,000 hectares. According to an estimate of 1993, Nairobi had 1,698,000 persons; this comprised two thirds of the total urban population in Kenya (Republic of Kenya, 1988:112). As the nation's capital, Nairobi is characterised by high urban population increase. Of the urban population increase in Kenya's ten principle urban centres between 1972 and 1979, for example, 70 per cent occurred in Nairobi (Kinnison, 1978:6).

Nairobi is an industrial town and also the centre of all government operations. Wage employment has been the dominant economic activity. For the purpose of educational administration, Nairobi is divided into eight divisions making sixteen zones. It has a total of 181 public primary schools.

Keiyo District is one of the seventeen districts forming the Rift Valley province. The district was carved out of the former Elgeyo Marakwet District in 1994. It is bordered by Marakwet District to the north, Uasin Gishu District to the west, and Baringo District to the south east (Map2). The total area of the district is 1456 square kilometres and constitutes about 0.38% of the total areas of Kenya (380.367sq km) or 0.89 of the total area of the Rift Valley province (168.884sq km) (Republic of Kenya, 1997:4).

The district is divided into two constituencies, Keiyo South and Keiyo East. The district has two urban centres namely Iten which is the district headquarters and Tambach which was the former district headquarters. The total population of the district, according to an estimate in 1997, is 145,000 people. The table, below shows the population distribution per division.

Table 3: Population Density by Division (Persons Per. Sq. Km) in Keiyo District

Division	Area(Sq. km)	1989	1997	1999	2000
Kamarin	277	127	171	184	199
Tambach	281	26	35	37	40
Chepkorio	409	113	152	164	177
Soy	489	41	55	59	64
Total	1456	74	100	108	117

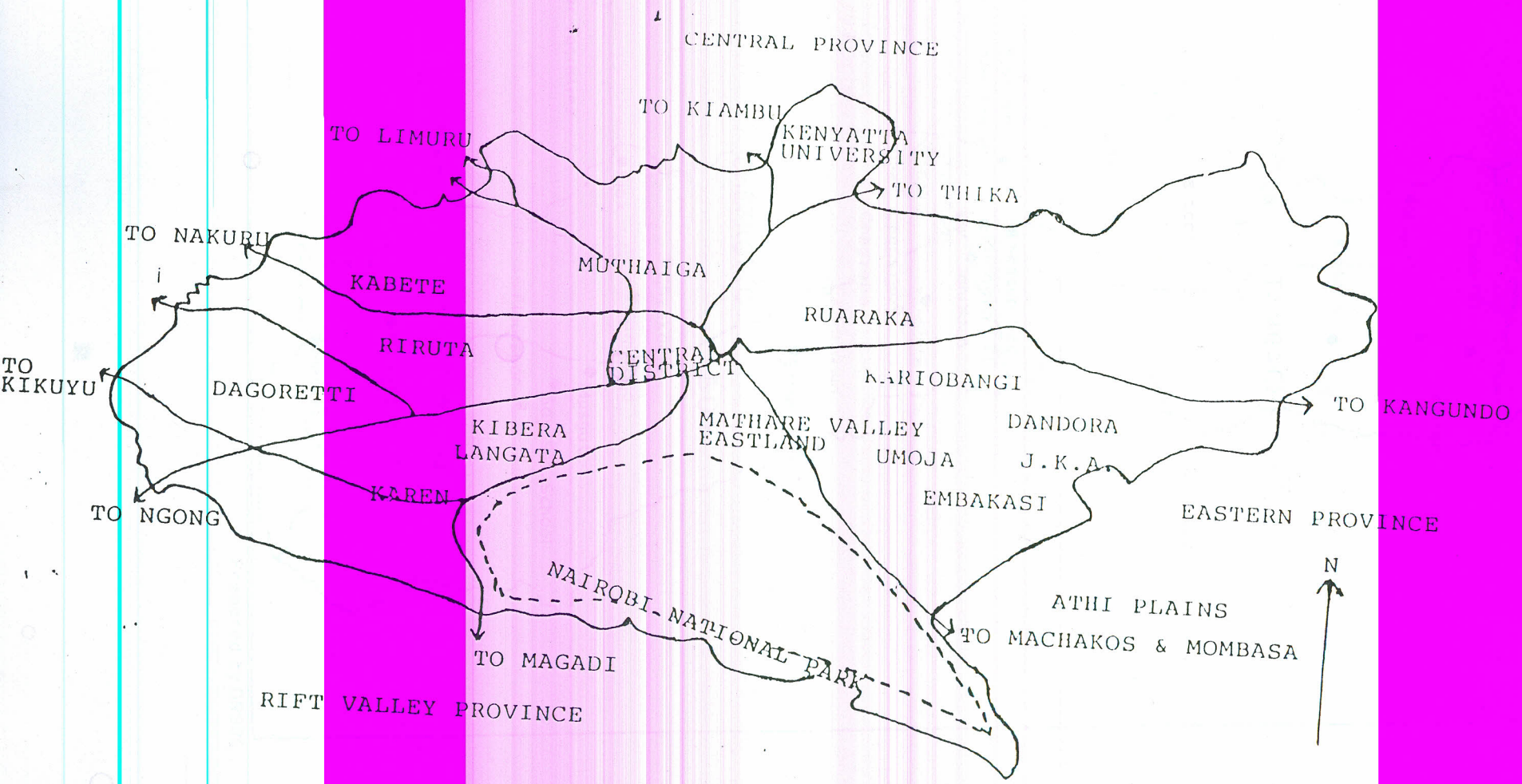
Source: Kenya Population Census 1989, Volume 1 (Republic of Kenya, 1989:13)

Income in Keiyo is high in well endowed areas like the enclosed areas of Kerio Valley. The highlands and the escarpment areas of the district produce most of the crops like maize, beans, coffee, tea and pyrethrum, which are the major income earners for the district. The welfare of the people in Keiyo is better than in other neighbouring areas due to the production of these crops.

Kerio Valley forming a large part of Keiyo District, receives minimum rainfall. This is therefore suitable for only limited agricultural production. Crops here do not do well and hence do not fetch significant incomes for the farmers. The community in the Valley suffers frequent loss of their animals because of cattle rustling. This worsens their level of welfare as they cannot rely on livestock sales to generate income. Poverty is therefore rampant in the Kerio Valley. The inhabitants rely on food relief for their survival in most cases. Wage earning in Keiyo District is from the formal sector that comprises mainly of teachers and civil servants. Educationally, Keiyo District is divided into four divisions and has seventeen zones with a total of 157 primary schools. The next section looks at how sampling was done in Nairobi City and Keiyo District.

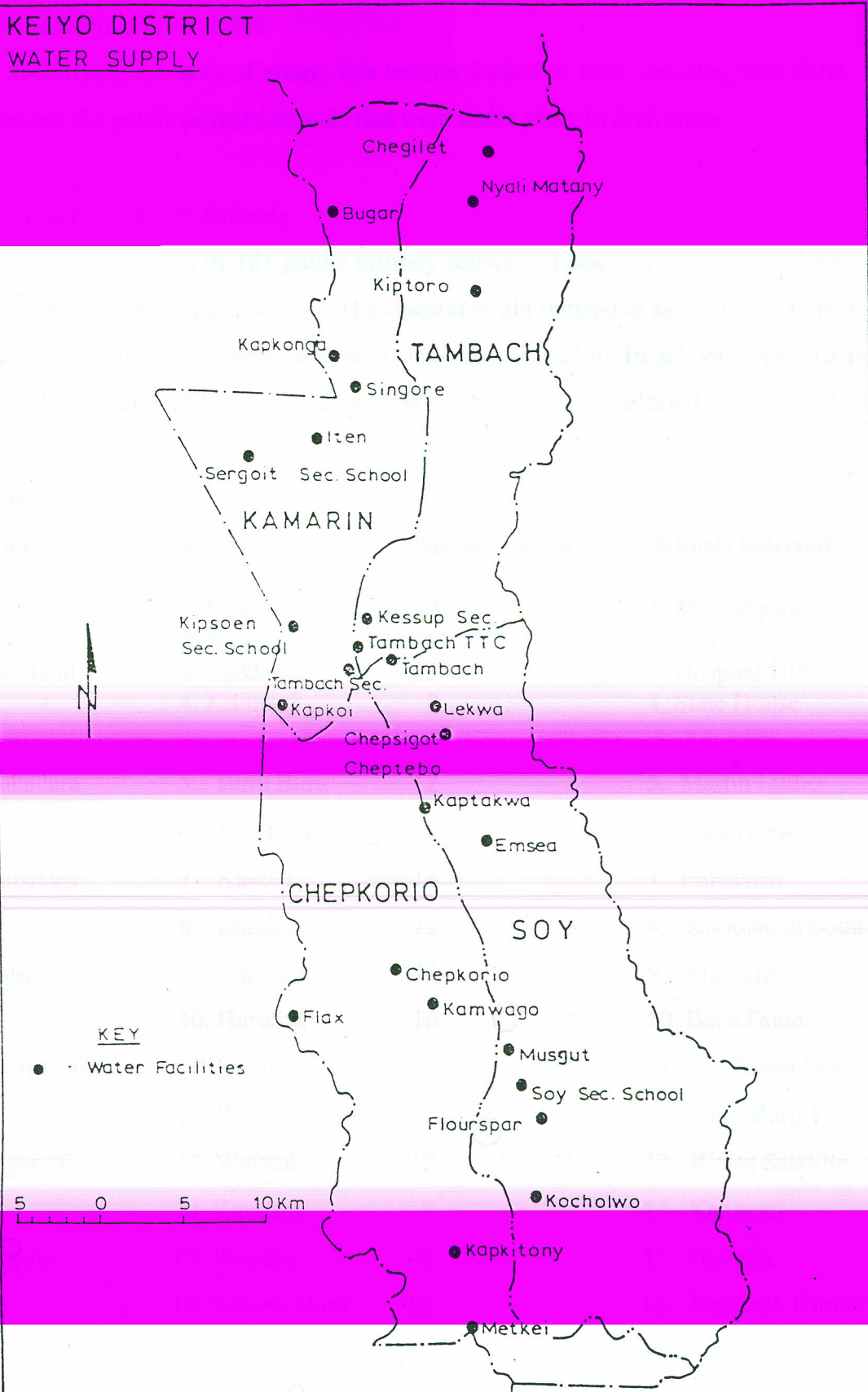
MAP 1

MAP OF NAIROBI AREA



Source: Morgan, W.T.W.; Nairobi City and Region; 1978.

# KEIYO DISTRICT WATER SUPPLY



### 3.4 Sampling Procedures

After identifying the area of study, this section looked at how sampling was done. It pointed out the public primary schools that were under study in both areas.

#### 3.4.1 Public Primary Schools

Nairobi City has a total of 181 public primary schools. These fall under eight divisions that are grouped into sixteen zones. The researcher did purposive sampling. She picked out school that she knew from each zone. Therefore a total of 16 schools were studied. The list below shows the divisions, zones and schools that were selected.

#### Nairobi

Divisions	Zones	No. of Schools	Schools Selected
1. Starehe	1. Central	12	1. Moi Avenue
	2. Ngara	15	2. City
2. Westlands	3. Parklands	13	3. Hospital Hill
	4. Kilimani	8	4. State House
3. Makadara	5. Buru Buru	12	5. Martin Luther
	6. Viwanda	9	6. Plainsview
4. Embakasi	7. Kayole	14	7. Embakasi
	8. Dandora	12	8. Kariobangi South
5. Mathare	9. Kahawa	15	9. Muthaiga
	10. Huruma	16	10. Baba Dogo
6. Kamukunji	11. Eastleigh	7	11. St. Teresa Boys
	12. Bahati	10	12. Buru Buru 1
7. Dagoretti	13. Waithaka	10	13. Riruta Satellite
	14. Kangemi	9	14. Kangemi
8. Langata	15. Woodley	9	15. Olympic
	16. Nairobi West	10	16. Shadrack Kimalel

Keiyo District has 157 public primary schools grouped in four divisions and seventeen zones. A purpose sampling was used to selected one school from each zone. Therefore 17 schools in Keiyo district were studied.

### Keiyo District

Divisions	Zones	No. for Schools	Schools Selected
1. Kamarin	1. Mutei	8	1. Munu
	2. Kamarin	11	2. Anin
	3. Bugar	9	3. Singore
2. Tambach	4. Kessup	10	4. Rimoi
	5. Kaptum	10	5. Kibendo
	6. Lel	7	6. Leibuinet
	7. Keu	7	7. Chebiret
3. Chepkorio	8. Metkel	9	8. Tugumoi
	9. Kamusor	10	9. Simotwo
	10. Chepkorio	9	10. Chepkorio
	11. Kapyemit	13	11. Flax
	12. Mosop	10	12. Kapkenda
	13. Kitany	9	13. Biwott
4. Soy	14. Kochoiwo	11	14. Setano
	15. Chemoibon	9	15. Kimwarer
	16. Soy	5	16. Kewapwen
	17. Kibargoi	<u>10</u>	17. Chepsigot
		<u>157</u>	

The entire study covered 33 public primary schools in Nairobi City and in Keiyo District.

The questionnaires were administered to all the headteachers of the selected schools. The questionnaires were administered personally by the researcher due to the fact that mailed

### 3.4.2 Head teachers

All the headteachers of the 33 public primary schools studied were key informants in the study because as headteachers they are the managers of the public primary schools and are therefore in a better position to discuss the financing of their public primary schools.

For in-depth interviews, eight headteachers from each of the two areas were randomly selected. Therefore a total of sixteen (16) headteachers were subjected to in-depth interviews.

### 3.4.3 Parents

Parents are assumed to be key contributors in the financing of public primary schools. It was important therefore to assess their contribution. Ten parents from each of the selected primary schools were asked to fill in a questionnaire. Therefore, a total of 330 parents were involved in the research. The questionnaires were given to parents through the help of the headteachers, convenience randomisation was used in selection of parents to be given the questionnaire. The researcher had requested that parents of pupils in standard eight be used. This is because parents of pupils in standard eight in most cases have been associated with the school longer and are therefore able to point out what their contribution in the school has been.

### 3.4.4 Education Officers

The researcher, held in-depth interviews with two education officers. The education officers are in a position to discuss the communities' contribution in the financing of primary education in their respective areas. They were also able to point out the government's policy and practice in regard to financing of public primary schools, for they are the government's mouth piece.

## 3.5 Research Instruments

### 3.5.1 Questionnaires

The questionnaires were administered to all the headteachers of the selected schools. The questionnaires were administered personally by the researcher due to the fact that mailed

questionnaires have less return rate, thus limiting the possibilities of generalisation. The questionnaire to the headteacher sought information on:

- The contribution of the parents
- The contribution of the community
- The contribution of the government
- The contribution of various bodies like NGOs and missionaries
- The opinion of the headteacher in regard to the current policy

This information was covered in eighteen questions.

The questionnaires to the parents were administered with the help of the headteachers. The co-operation of the parents/teachers association was enlisted in this case. The questionnaire to the parent sought information on the parents' contribution and their opinion in regard to the current policy. The parents were expected to answer a total of eleven questions.

Both the headteachers and parents' questionnaires consisted of both open and close-ended questions. Open-ended questions were used to get views from the respondents while close-ended questions were used to gather specific information.

### 3.5.2 Interviews

Interviews have an advantage of allowing the interviewee a chance to express him/herself freely. Sixteen headteachers and two education officers were subjected to in-depth interviews. The interviews focused mainly on two key areas:

- The constraints in the current financing techniques of public primary schools
- Recommendations of appropriate financing techniques

### 3.5.3 Observation

Observation was used in this study as a key research instrument. Since the study intended to collect detailed descriptions on the physical facilities of public primary schools, as

demanded by the survey method that was adapted for this study, the researcher spent time (half an hour during each visit to the school) to:

- The condition and type of school buildings
- The school facilities such as workshops available in each school.
- The equipment available in the workshops.

An observation checklist was designed so as to aid in collecting the required data.

### 3.6 Research Details

The entire research covered a period of two months. The researcher first made a first visit to the selected schools and introduced herself, explained the purpose of the research, and left questionnaires with the headteachers. An appointment was then fixed with the headteacher when the researcher could collect the questionnaire, carry out an observation in the schools and have an interview with the headteacher in the case of schools where interviews were to be done. In total, each of the selected public primary schools had a minimum of two visits from the researcher.

The research was not without difficulties. The researcher found it difficult in certain schools to obtain appropriate data elicited in the questionnaires. Since the schools had end-term examination going on during the time of the field work, headteachers did not welcome interruptions. Secondly, some headteachers did not honour the appointments, forcing the researcher to re-schedule the data collection work.

Questionnaire collection from parents was rather slow. The researcher had to make, in some instances, a third visit to the schools in order to obtain at least more than half of the questionnaires.

As for the interviews carried out, most headteachers interviewed were enthusiastic to discuss the nature of their school's finances. However, there was a small percentage of those who could not open up. It seemed they saw the research as an attempt to probe how they handled their resources.

## CHAPTER FOUR

Transport in Keiyo District was a major problem that the researcher encountered. Educational zones in the area are far apart and are hardly accessible. This factor delayed the researcher thus prolonging the research to cover more days than planned.

### 3.7 Data Analysis

The data gathered through questionnaires, interviews and observation were analysed qualitatively. However, absolute figures were used for comparison. The percentage was worked out and the data tabulated for comparative purposes.

### 3.8 Summary

This chapter has outlined the research design and methodology used. The sampling procedures and the research instruments used in the study have been discussed. The field work report and procedure for data analysis has been discussed. The next chapter presents data, analyses and then interprets the data.

#### 4.1 Sources of Funds for Running of Public Primary Schools

This chapter is divided into four parts. The first part presents, analyses and interprets the data on the sources of funds and problems associated with getting funding. The second part presents policies and strategies for the use of existing physical facilities in public primary schools in Nairobi city and Keiyo District. The third part looks at the availability of teacher's houses. The last part is a comparative analysis of financing of public primary schools in Keiyo District and Nairobi City.

#### 4.1.1 Sources of Funds

Questions 1, 2 and 3 in the teachers' questionnaire were specifically asking for information on sources of funds for primary schools. In Nairobi City 16 head-teachers were asked to list the sources of funds for their schools. The following categories were

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4 Introduction

This chapter presents, analyses and interprets the data gathered for this study. The aim of the study was to investigate the extent to which public primary schools in Nairobi City and Keiyo district have acquired the facilities needed for the 8-4-4 education system at primary level.

The questions this study sought to answer were:

- a) How are public primary schools in Keiyo District and Nairobi City financed?
- b) What are the differences that exist between Keiyo District and Nairobi City in financing of public primary schools?
- c) Why are there such differences between the financing of public primary schools in Keiyo district and those in Nairobi City?
- d) What problems are experienced with regard to the techniques employed by the parents and community in trying to finance primary education?

This chapter is divided into four parts. The first part presents, analyses and interprets the data on the source of funds and problems associated with getting funding. The second part presents analyses and interprets the data on availability of physical facilities in public primary schools in Nairobi city and Keiyo districts. The third part looks at the availability of teacher's houses. The last part is a comparative analysis of financing of public primary schools in Keiyo District and Nairobi City.

#### 4.1 Sources of Funds

Questions 2, 3 and 5 in the headteachers' questionnaire were specifically seeking for information on sources of funds for primary schools. In Nairobi City 16 head-teachers were asked to list the source of funds for their schools. The following sources were listed:

- Parent association
- Council grants
- Harambee
- Donations

The above sources were mentioned as showed in table 4 below.

Table 4: Sources of funds in Nairobi city.

Sources of Funds	N=16	Total Percentage (%)
1. Parents association	16	100
2. Harambee	6	38
3. Council grants	5	31
4. Donations	4	25

In Keiyo District the following were listed by 17 headteachers as their source of funds.

- Parents association
- Harambee
- Donations
- Farm produce

The breakdown of the source is shown in table 5 below.

Table 5: The Sources of funds in Keiyo District

Sources of Funds	N=17	Total Percentage (%)
1. Parents association	17	100
2. Harambee	12	71
3. Donations	10	59
4. Farm produce	4	23

#### 4.1.1 Parents Association

The questionnaires the parents filled had a total of 11 questions. Questions 1 to 4 were generally seeking background information on parents. Question 5 to 9 were seeking information on the contribution of parents. Questions 10 and 11 were open-ended questions that sought the opinion of the parents on the current policy of financing of primary school.

In Nairobi 160 questionnaires were distributed among 16 schools, each school getting 10 questionnaires. Out of the 160 questionnaires handed out, 140 questionnaires were returned. This means that the return rate was 87%. The researcher considered the rate satisfactory considering that the researcher had planned to visit each school twice. The first visit was to leave the questionnaires for distribution and the second was to collect them.

In response to question 6 of the questionnaires, parents were expected to tick against “yes”, in cases where the school provided the item listed and “no” for the item the school did not provide. The response for Nairobi is shown in the table below.

Table 6: Response on Items Provided by School/Parents (Nairobi)

Item	School Provided	Parents provided
Textbooks	40	100
Exercise books	10	130
School equipment e.g. chalk, home Science tools	60	80
School furniture	110	30

In Keiyo district, 170 questionnaires were handed out. Only 120 questionnaires were returned thus a return rate of over 70%. This rate was acceptable to the researcher since it was a return rate of over 50%.

The response for question 6, in Keiyo was as follows.

Table 7: Response of Items Provided by School (Keiyo)

Item	School provided	School did not provide
Textbooks	30	90
Exercise books	9	111
School equipment e.g chalk, home science tools	40	80
School furniture	76	44

From the response shown in the tables, it can be concluded that in both areas most parents provided textbooks, exercise books and school equipment, for their children. Those parents who provided school furniture, for example, desks were new parents in the school. It seems the tradition in both areas is such that if a parent was new in the school, meaning he/she has not had any child in the school, the parent was expected to pay an amount of money needed to cover the cost of the desk the child was to use.

Question 5 of the parents' questionnaire, asked the parent if they ever paid some money to the school, at any given time. The response of all parents to this question in both areas was positive. Question 5c expected the parent to quote the amount he/she paid. In Nairobi, most parents gave an average of four thousand shilling (KShs. 4,000) per term. New parents in some schools paid six thousand shillings (KShs. 6,000) at the beginning of the term.

In Keiyo District, parents paid an average of two thousand shilling (Shs. 2000) per year. In addition to that new parents paid six hundred shillings (KSh. 600) as they joined the school. In both areas, many parents stated that they could not be specific about the exact amount of money they have paid to the school because, apart from the payments that they were aware of each term such as watchmen fee, there were other payments, such as activity fee and development funds, which were occasional.

The money paid by parents in both Nairobi City and Keiyo district covered for the following areas:

- Providing both exercise and textbooks
- Building or developing funds
- Maintenance fund
- Providing stationery for the school
- Examination fee

Transport and lunch fee was mentioned in Nairobi but was absent in Keiyo. At the time of research, activity fee had been stopped through a presidential decree in December 1996. The headteachers in the schools visited in both Nairobi and Keiyo indicated that it had been the responsibility of parents to finance all extra-curricula activities within and outside the school.

From the data collected, it is clear that parents play a central role in the financing of public primary schools. Their contribution seems to touch on every aspect of school requirements. It should be noted that parents' contribution in the schools visited was not used in isolation but alongside other sources of funds.

Despite the fact that parents are key contributors in the financing of public primary schools, majority of the headteachers in both areas stated that parents formed the most problematic source of funds. This is because of most parents' inability to raise the amount of money agreed upon by the parents association. One headteacher in Nairobi stated:

“Majority of the parents in this school are from the neighbouring slum area who depend on employment as casual workers or are unemployed. These people are struggling to feed themselves; how are they expected to raise money to build or equip a school workshop”?

In Keiyo District poverty also seems to be the disabling factor among parents, making it difficult for them to contribute fully as required by the schools. The parents are usually forced to pay in instalments and this makes it difficult for the schools to plan. The worst hit areas in Keiyo District are schools in Kerio Valley. Kerio Valley is an arid region and is often hit by drought. This means that there is little income generating activity being carried out here. Parents in this region therefore have very little income to contribute to the schools.

Four headteachers in Keiyo District revealed that schools could not collect funds in time from parents since majority of them in the highlands of Keiyo Valley depended on agricultural produce whose payment either comes annually and is sometimes irregular.

Several headteachers, both in Nairobi and Keiyo revealed that some parents were unwilling to make any sort of payment to the schools specifically since 1997, when they learnt of the ban on activity fee. The headteachers were of the opinion that parents should be made to understand that the ban was directed only on activity fee. The Ministry of Education should make an official statement in this regard. The table below shows the responses of headteachers to question 14 which sought to find out the percentage of pupils who pay the full amount of building fund expected of them.

Table 8: Rate of Payment of Building Fund

% of Paying building fund	Keiyo Headteachers	Nairobi Headmasters
Less than 50 per cent	10	8
Between 50 – 80 per cent	5	5
Between 81 – 90 per cent	2	2
100 per cent	-	1

Parent in both areas of Nairobi and Keiyo felt that too much was left for them to do in regard to the education of their children. All parents were of the opinion that other ways of financing should be encouraged in order to ease the burden on parents.

The services offered by parents consist a wide range of services. The list is as follows:

#### 4.1.2 Harambee

Harambee ranked second as a source of income to public primary schools in Nairobi City and Keiyo District. 38% of the headteachers in Nairobi and 71% of the headteachers in Keiyo District listed harambee as the source of income as shown in tables 4 and 5.

Harambee in both regions was used in cases where primary schools needed to undertake major projects like building extra classrooms, cases of construction of eighth classroom, construction of workshops and library. Harambee usually involved the entire community. As a way of communal participation in the development of schools, Harambee took the form of monetary contribution and other services. Question 9 of the parents questionnaires asked parents whether they offered any form of services to the school's development. In Nairobi, more than half of the parents, had not offered any service to the school. Their contribution was mainly monetary. In Keiyo District, out of the parents who responded, 96 had offered the school some form of service other than monetary contribution.

The table below shows the breakdown of the parents who offered some sort of services in schools.

Table 9: Number of Parents who Offered Services

	Those who have given some service		Those who have not given any service	
	No.	%	No.	%
Keiyo District	96	80	24	20
Nairobi City	56	60	84	40

The services offered by parents covered a wide range of areas. The list is as follows:

- Organising harambee - Nairobi
- Serving as committee members - Nairobi and Keiyo
- Tree planting - Nairobi and Keiyo
- Buying building material (sand) - Keiyo
- Teaching during school holidays - Keiyo

The most common idea in the spirit of harambee, is to get the community, make monetary contributions. This is what has enabled most primary schools to move this far. As already mentioned, harambee has been used to construct the 8<sup>th</sup> classroom. The table below shows the number of 8<sup>th</sup> classrooms required.

Table 10: Number of Schools required in Keiyo district and Nairobi city

Region	Number of 8th classroom required
Keiyo District	177
Nairobi City	367

Source: Eshiwani, 1993:121.

Both education officers of the two regions confirmed that the target for an eighth classroom had been reached in both Nairobi and Keiyo. This was done through harambees that were organized on the onset of the 8-4-4 system. The problems related to harambee, as admitted by the interviewed headteachers, is at organizational level. The headteachers admitted that it was difficult to organise the local community, the school community, and the local administration in order to have harambee. In most cases the guests of honour were local politicians and getting them to commit themselves to participate in the harambee was a task most schools found very difficult to bear.

As one headteachers in Keiyo District stated:

“Getting these politicians to accept to be guests of honour in an harambee is not easy. It involves at times travelling as far as Nairobi looking for them and who knows, you may not even be successful despite the expense you have already incurred”.

The guests of honour have always influenced the amount collected at the Harambee. Those schools that are not so lucky to have influential guests of honour have not been able to collect large sums of money to enable the schools carry out the intended projects. The other problem mentioned by headteachers in both areas is poverty. The success of the harambee depended on the economic power of the particular community. Headteachers in both areas complained that their schools have not held as many harambee meetings as they wished because of the difficulties mentioned.

#### 4.1.3 Donations

Donations were a source of funds for public primary schools in both areas. 25% of headteachers in Nairobi mentioned donations as a source of funds whereas 59% of headteachers in Keiyo also made the same claim as shown in table 4 and 5. In Nairobi City, donations mentioned were mainly sponsorship for needy pupils, provision of textbooks to the selected schools, and donations of building materials to schools. The mentioned donors were Action Aid, Care International and personal donations from local personalities. The schools that benefited from donations from NGOs, included schools like Baba Dogo where Action Aid donated some textbooks and sponsored pupils from disadvantaged backgrounds. Baba Dogo borders slums from where it draws the majority of its pupil population. The same applies to Shadrack Kimalel primary school and Olympic which are situated in Kibera areas. The schools that were targeted by the NGOs were those which had a big population concentration in slum areas.

59% per cent of the headteachers in Keiyo indicated that donations formed a source of funds in their schools; in fact a large percentage compared to Nairobi's 25% per cent.

The donors operating in Keiyo District are:

1. ASAL
2. SIDA
3. DANIDA
4. Care International

5. FIDA
6. Kabito
7. Kenya Fluorspar

ASAL in Keiyo District is a project funded by the Netherlands government in corporation with the Kenya government. ASAL project looks at various Key developmental aspects in the community such as health, agriculture and education. In Keiyo District, it has concentrated its activities in the drier regions mainly in the Kerio valley. In primary education, the research revealed that ASAL project has assisted several schools, in putting up classrooms, workshops and buying school books and equipment. The primary schools that had received assistance from ASAL project are:

- Chepsigot
- Rimoi
- Kibendo
- Singore

International NGOs such as SIDA, DANIDA CARE and FIDA have also made contributions to primary schools, such as:

- Tugumoi
- Kewapwen
- Kimwarer
- Anin

The commendable activities of international donors, have also helped in building of water tanks for the schools. Water is a big problem to a primary school such as Anin in Kerio valley which is in a very dry place. DANIDA donation has helped to put up two classrooms in Singore. The research revealed that an important contribution to the primary schools has been in the school feeding programme. In Keiyo, Kabito, a local NGO, has a program that provides hot lunches for pupils of Kimwarer. Others schools such as Anin and Tugumoi were also provided with hot lunches provided by FIDA in the

past but at the time of research, this project had been suspended. In Nairobi, Kariobangi and Baba Dogo schools were provided with hot lunches in the past by Care International, but this has also been suspended. It was noted that school feeding programmes had a very positive impact on the health of primary school children. It has also been noted that enrolment increases and daily attendance becomes regular where school feeding programmes were successful.

An important contribution in Keiyo District is the presence of Kenya Fluorspar in Keiyo Valley. Fluorspar is a local industry that has supported local primary schools bordering it. A school like Kimwarer is built on grounds that Kenya Fluorspar donated. Kenya Fluorspar has given school building materials for construction of several classrooms. In Nairobi, no mention was made of a local industry involved in financing of primary schools.

Donations as sources of income are not without problems. When headteachers were asked to comment on problems related to donations, it was claimed that donations were subject to the generosity of the donor; whatever the donor decided to give, the schools have to accept. The other problem was that the donations were not always reliable. Donations also were not a constant source of income. The school could not depend on donors to run on a day to day basis. The timing of the donor was also another problem. The donor has discretion over what time to make the contribution.

#### 4.1.4 City Council

City council has a limited source of funds for its public primary schools. All the 16 public primary schools that were sampled in Nairobi were under the City Council. All the 16 schools had been built on land donated by the City Council. The schools were maintained by the City Council. The Council had employees who worked in schools as non-teaching staff. City council, in principle, catered for electricity, water and telephone bills of the public primary schools.

When asked to cite any problems the headteachers had in regard to City Council as a source of funds, the headteachers accused the City Council of not honouring its obligation in time. The payment of electricity and telephone bills was for example often overdue, and the delays caused disconnections. The other problem the headteachers mentioned was that by virtue of the fact that a school was identified as a city council school, it lost its independence, such that if a school wanted to utilise its facilities such as school halls for activities meant to generate income, it had to seek permission from the City Council and the process touched on a lot of bureaucracy. The situation at the moment is that when a school hires out its school hall for instance, the payment is made direct to City Hall offices and it becomes City Council revenue. The support public primary schools in Nairobi have enjoyed in the past from the City Council has been slowly reducing. However, the contribution of City Council to the public primary schools in Nairobi can not be underestimated. Education officers in Nairobi City Council have a big role in that together with Teachers Service Commission, they ensure that the schools in the areas maintain the required standards.

#### **4.1.5 Farm Produce**

The use of income from farm produce as a source of income for public schools is unique to Keiyo District. The source was exploited by 23% of public primary schools in Keiyo. The crops that were mentioned in this practice included maize and pyrethrum. These crops were grown on school land. The headteachers who used proceeds from the school farm as a source of income admitted having some problems. The management of the school farms was a problem in the sense that the headteacher had to ensure that the school farm was cultivated in time and all the required farm inputs were purchased. All this required money that the schools do not always have.

Politics was also cited as interfering with the smooth running of school farms. Headteachers complained that some parents were not convinced that all the income from the school farms was put into the running of the schools.

could discourage schools that wanted to invest in agricultural produce as a source of income.

When one headteacher was asked why his school did not carry out income generating projects such as growing maize, he remarked that such an undertaking was a risky one in that it was a long-term investment. The school would have to wait for about nine months before it reaped profits. He stated that most primary schools did not have that kind of money to invest in long term investments. The other risk he mentioned was that success in farming was subject to weather conditions that are not easily predictable. In cases when the weather is not favourable, crops fail and all that was invested in the field may run to a loss.

#### 4.2 Problems Related to Financing of Public Primary Schools

Headteachers revealed that there were other problems in financing besides those directly related to the source of finances. Table 11 and 12 show other problems, and the percentages of headteacher who responded to it. The numbers used, do not add upto 100 per cent because these are problems that were mentioned by few headteachers. In the case of Keiyo. Some problems were listed by more than one headteacher thus the leading to a total of 24 instead of 17.

Table 11: Other problems related to Financing Nairobi Schools (Headmasters)

Problems	N= 16	%
1. Rising cost of school equipment	7	44
2. Breakage	3	19
3. Vandalism	1	6
4. Political interference	1	6

Table 12 : Other Problems related to Financing Keiyo District

Problems	N=17	%
1. Rising cost of school equipment	10	59
2. Breakage	4	24
3. Political interference	3	18
4. Corruption	3	18
5. Lack of interest by the community	2	12
6. Few parents	2	12

#### 4.2.1 Rising cost of school equipment

Inflation over the past years has led to high cost of various commodities, school equipment included 44% of the headteachers in Nairobi and 59% of those in Keiyo District cited the rising cost of school equipment as a big problem. The headteachers complained that the money the schools managed to raise could not cover their school budget requirements. In most cases they budgeted only to realise that prices have changed many times upwards.

#### 4.2.2 Breakage

Majority of the public primary schools visited in both areas had several items in need of repair. The classroom windows and furniture were the most affected. However, only 19% of the headteachers in Nairobi and 24% of the headteachers in Keiyo considered it a problem. The headteachers complained that usually they ended up using the scarce resources in replacing broken equipment only to have the equipment broken again within a short time. This was the case with window panels that were broken by pupils while playing, other breakages were as a result of ageing of the equipment and facilities.

of headteachers in Keiyo District. These headteachers complained that the local community did not make any contribution towards the financing of the schools. The

#### 4.2.3 Vandalism

Vandalism was mentioned as a problem by 6% of the headteachers in Nairobi. The school equipment that was vandalised the most were football poles, school sign posts and classroom furniture. Vandalism, therefore demanded that the headteachers replace the damaged equipment.

#### 4.2.4 Political Interference

This was a problem that was cited in both areas. 6% of the headteachers in Nairobi and 18% of the headteachers in Keiyo noted this as a problem. The problem seems to be common in public primary schools that enjoyed political patronage. The politicians wanted more say in the administration of school finances. With such interference from politicians, schools are unable to manage their finances smoothly. Such cases put headteachers in difficult positions in that they are not free to exercise their administrative skills.

#### 4.2.5 Corruption

Only 18% of the headteachers in Keiyo district mentioned corruption as a problem. Corruption was mentioned as being inherent in the administration of school finances. This was especially so among school committees. The school committees were not transparent as concerns the use and accounting of money, particularly money collected during Harambee.

#### 4.2.6 Communal Indifference

The indifference of the local community towards school activities was mentioned by 12% of headteachers in Keiyo District. These headteachers complained that the local community did not make any contribution towards the financing of the schools. The

community did not participate actively during school activities such as Harambees, thus leaving this responsibility to parents with school going children. The headteachers felt that the entire community should take responsibility and pride in the schools within their locality. The Education Officer in Keiyo described this problem as a big hindrance.

#### 4.2.7 Few Parents

Monetary contributions to public primary schools was expected from each parent regardless of the number of children a parent had in the school in Keiyo District. This therefore presented a problem in schools with few parents. 12% of the headteachers who were in schools having low pupil and parent enrolment noted the problem. One school had as few as 30 pupils meaning that parental enrolment was less than 30 in this particular school. Such a school can not do much as far as development in the school was concerned and if the school depended on parents' contribution as a source of income for running the school.

### 4.3 Availability of Physical Facilities in Public Primary Schools

The 8-4-4 education system made several demands on schools. At primary school level, the schools were expected to have physical facilities to facilitate the proper teaching of practical subjects. The practical subjects taught at primary school level that need physical facilities include:

- 1) Home science - Home science workshop which is supposed to have sewing machines, large working tables, gas/electric cookers, charcoal jiko, assorted cutlery, washing buckets and sinks, among other items.
- 2) Art and craft - Workshops are supposed to be equipped with tables for painting and assorted paint for art. For craft, tools such as screw-drivers are needed.
- 3) Music - A room with assorted musical instruments, traditional and modern; for example drums and a piano or keyboard.
- 4) Agriculture - A field where demonstrations can take place. It should be large enough to be used by all classes.

- 5) Physical Education - A large play ground for a variety of games. Necessary items such as football and nets should be available.

It is clear that much is expected for the purposes of practical work in primary schools. This study focused on three physical facilities namely home science and art and craft, workshop and library. A library is very important. A well established primary school under the 8-4-4 system is expected to have a fully functional library. Table 13 shows the availability of home science and art and craft workshops and a library in the public primary schools in Nairobi City.

Table 13: Availability of Physical Facilities in Public Primary Schools in Nairobi City

School	Home Science			Art/Craft			Library		
	A	B	C	A	B	C	A	B	C
Riruta Satellite		√			√		√		
Shadrack Kimalel		√		√			√		
St. Teresa Boys	√			√			√		
Buru Buru 1			√			√			√
Plainsview	√			√			√		
Baba Dogo		√			√			√	
Moi Avenue		√			√			√	
City			√		√			√	
Olympic		√			√			√	
Martin Luther		√			√			√	
Kariobangi South		√			√			√	
Muthaiga			√			√		√	
Embakasi		√			√		√		
Kangemi	√				√		√		
State House		√			√			√	

Hospital Hill	√	√	√
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## Key

- A - Not available
- B - Available but not equipped
- C - Fully equipped

The above table indicates that only three (3) of the 16 schools had fully equipped home science rooms. The home science rooms had stores, teacher's rooms and demonstration rooms. The equipment found in these home science rooms varied but the common included:

- Various types of cookers
- Sewing machines
- Associated cutlery
- Washing buckets

Ten (10) public primary schools had the rooms available but were not in use as home science rooms. The rooms were either unoccupied or had been converted for other uses.

Three (3) schools did not have rooms meant for home science use.

Art and crafts rooms that were in active use were only in two (2) schools. Three (3) schools did not have them.

A fully functional library was found in only two (2) schools, Buru Buru 1 and Hospital Hill primary schools. Six (6) schools had no rooms meant for library use.

It is clear that few public primary schools in Nairobi had fully functional workshops. The workshops in majority of the schools were idle or were used for other purposes thus defeating the purposes for which they were put up. The headteachers interviewed confirmed that most practical subjects were taught in theory.

Majority of the public primary schools in Nairobi have workshop rooms but are not in use because of lack of equipment. This is because most of these schools are under the City

Council. The City Council built the schools with all the required structures. In some schools, the City Council went as far as equipping the schools, but over time the schools have had the equipment lost or broken and are unable to replace them since City Council support has greatly reduced. The empty structures are therefore either idle or are used as multi-purpose halls or extra classrooms.

Schools like Plainsview Kangemi and St. Teresa Boys do not have workshop structures. Plainsview is relatively new; it was established in 1991 and at a time when City Council support of schools had reduced. The City Council only put up the administration block and the classrooms in the school. St. Teresa Boys is an old school that has been under the management of the Catholic Church; City Council support to the school has therefore been absent.

When asked to comment on the availability of the physical facilities, one headmaster said that although schools lacked the equipment for teaching practical subjects like home science, art and craft, there was little the schools could do. This is because of the huge expense involved in equipping a workshop. One headmaster complained that they still lacked teachers who could teach subjects such as metal and wood work. The schools therefore had to hire professionals who are not teachers. The hiring of such professionals has not been on a regular basis.

Availability of physical facilities	Availability of equipment	Availability of teachers
Available	Available	Available
Available but not equipped	Available	Available
Available but not equipped	Not available	Available
Not available	Not available	Not available

14 schools had none of any facilities in any of the three categories. The other 14 schools had some rooms but even these have little equipment. The other 14 schools did not have any mom

Table 14: Availability of Physical Facilities in Public Primary Schools (Keiyo District)

Schools	Home Science			Art and Craft			Library		
	A	B	C	A	B	C	A	B	C
Anin	√			√			√		
Chepsigot		√		√			√		
Muno	√			√			√		
Flax	√			√			√		
Chebiret	√			√			√		
Leibunet		√		√			√		
Kapkenda	√			√					√
Chepkorio	√			√			√		
Kimwarer	√			√			√		
Kewapwen	√			√			√		
Singore	√			√			√		
Biwott	√			√			√		
Rimoi	√			√			√		
Kibendo	√			√			√		
Tugumoi	√			√			√		
Simotwo		√		√			√		
Setano	√			√			√		

Key

A - Not available

B - Available but not equipped

C - Fully equipped

Table 14 shows that three (3) only schools in Keiyo District which have home science rooms but even these have little equipment. The other 14 schools did not have any room

for home science. None of the schools visited in Keiyo District had an Art & Craft room. One school, Kapkenda, had a room for use as a library; the other 16 schools did not have any room for use as a library.

Public primary schools in Keiyo are either of mud structures or are of semi permanent nature, made of timber. The schools visited were still trying to erect permanent stone buildings. The headteachers admitted that the focus of the public primary schools in Keiyo is to complete building permanent classrooms and administration blocks before embarking on building workshops.

However, the effort to erect permanent buildings in these schools seems to have been going on for a long time. In one school, the headteacher confirmed that they have been building the classroom since 1987, and so the school has only two permanent classrooms. The rest including the administration block are mud and semi-permanent buildings.

#### **4.4 Availability of Teachers' Houses**

Headteachers were asked in question 14 of their questionnaire, if their schools had Teacher's houses. The tables 15 and 16 show the number of schools with Teacher's houses and the number of houses.

Table 15: Availability of Teachers' Houses (Nairobi)

School	No. of Teacher's houses
Riruta Satellite	-
Shadrack Kimalel	-
St. Teresa	1
Buru Buru 1	-
Plainsview	-
Baba Dogo	1
Moi Avenue	-
City	-
Olympic	1
Martin Luther	1
Kariobangi South	-
Muthaiga	1
Embakasi	-
State House	1
Hospital Hill	1
Kangemi	1

Table 16: Availability of Teachers' Houses (Keiyo District)

School	Number of teacher's houses
Anin	3
Chepsigot	4
Muno	-
Flax	10
Chebirei	-
Leiboinet	2
Kapkenda	8
Chepkorio	-
Kimwarer	4
Kewapwen	4
Singore	7
Biwott	6
Rimoi	2
Kibendo	4
Tugumoi	1
Simotwo	5
Senato	2

The teachers' houses in Nairobi primary schools were of a permanent nature. They had electricity and tap water. The teachers' houses in the eight (8) schools under study were built by the City Council. The teachers occupying the houses were expected to maintain them. One headteacher, when asked to comment on lack of teachers' houses in Nairobi, stated that lack of space and high cost of construction hindered schools in Nairobi from building teachers' houses. The availability of rental housing in Nairobi did discourage

primary schools from building houses for teachers, as opposed to rural areas where it was difficult to get rental houses. Therefore, an effort to encourage primary schools in rural areas to provide housing for their teachers is an attempt to attract teachers.

Majority of the teachers' houses in Keiyo District are of a semi-permanent nature, made of timber or iron-sheets. A school like Flax primary school is a boarding school and has about 10 teachers' houses. All of them were made of timber and were at least ten years old. Kimwarer primary school had the houses constructed with iron-sheets through a donation from Kenya Fluorspar. Only Chepsigot and Kapkenda schools had constructed permanent houses for their teachers. This was made possible by parents' contribution.

#### **4.5 A Comparative Analysis of Financing of Public Primary Schools in Nairobi City and Keiyo District**

Financing of public primary schools in Keiyo District and Nairobi City does not differ much. The main source of funds in both cases is parents. Parents in both areas contribute towards similar school needs.

There are, however, a few areas that stand out as different in the financing of public primary schools in these two areas. Nairobi is a capital city and the economic power of its inhabitants is higher compared to that of the rural areas such as Keiyo District. Therefore, the amount of money asked for, from each parent in Nairobi schools tends to be more. Some public primary schools in Nairobi City required parents to make contribution totalling KShs. 10,000/- per term whereas in Keiyo District, parents were paying about KShs. 2,000/- per term.

The amount contributed was utilised in several ways for instance buying stationery and supplying teachers with teaching materials. In Keiyo District, several headteachers complained of lack of basic items such as chalk and teachers' guide books.

Parents involvement in Keiyo District in terms of community participation is greater in Keiyo than in Nairobi city. Several parents in Keiyo District at least offered some form of service to the school. The service parents offered include:

- Clearing the school Compound
- Fencing the school
- Carrying building stones, and
- Offering tractors for school use.

In Nairobi city, the parents who offered some sort of service did so as official members of the school committees. Any form of manual service was absent in Nairobi. This could be attributed to the social setting of Nairobi which is more individualistic, unlike a rural setting like Keiyo where people are more closely knitted, and getting parents to work together is not much of a problem.

A large number of donor bodies were present in Keiyo District compared to Nairobi that had only two NGOs working with public primary schools. In Keiyo District, the NGOs are concentrated in the arid areas. In Nairobi, the NGOs were seen in schools that had a large population of their children drawn from slum areas. The involvement of NGOs with the schools was minimal in Nairobi as compared to Keiyo District where they seem to offer more funds to the schools than to the individual child.

No school in Nairobi city was involved in any extra income generating activity. In Keiyo District, 23% of the schools were involved in farming activities of some sort, as a way to earn extra money for the school. Such activities may be absent in Nairobi because of the role city council plays in the schools. The council seems to have a big say in the management of the schools. One headteacher complained that although they had in the past hired out the school multi-purpose hall, the money went directly to the City Council. None of the income received was used by the school.

There is a big contrast in the physical facilities in Nairobi City and Keiyo District. All the schools visited in Nairobi city were of permanent structures, with piped water,

electricity and telephone services. The schools are accessible through good roads and transport to these schools is reliable. Keiyo District, on the other hand, had only three schools that had complete permanent buildings. The other schools had mud-built and thatched structures or semi-permanent buildings as classrooms and administration blocks. Only four schools had electricity and only three had piped water. Telephone services were absent. Infrastructure in Keiyo District was also poor. The roads to most of the schools were not all season roads and transport services were unreliable. These difficulties made communication from the schools to other areas very difficult. One headteacher noted that the schools in these areas were under-staffed because the place failed to appeal to new teachers. Schools in the areas that lacked teachers had to rely on community teachers who are untrained in most cases. The community teachers were paid by the parents associations.

#### 4.5 Summary

The number of non-teaching staff is another area of contrast. Schools in Nairobi were staffed with non-teaching staff paid by the City Council. The staff consisted of a typist, who typed internal exams and any other form of correspondence, a watchman, an accounts clerk, groundsman and cleaners. In Keiyo, the only non-teaching staff mentioned were watchmen who are paid from the contribution of parents. Parents had to pay to have internal examinations typed at a commercial typing bureau in the nearest town. The school compound and classrooms were cleaned by the pupils.

Concerning examinations, one headteacher in Keiyo District put it that examinations were more often never typed and printed. This is because of delays caused by inadequate funds to cater for the entire cost. Due to the distance from the typing bureau, school examinations were often delayed and therefore were sometimes not ready in time for use.

Recreation is an important aspect in the education process. The recreational facilities that were available in both areas appeared neglected. The recreation facilities available in Keiyo District were football, volleyball, and netball fields. The same fields were used as athletics fields. The fields were not levelled out, were unmarked and some of them

lacked the necessary facilities. When headteachers were asked to comment on the sports equipment, they said that sports equipment were expensive and usually of low quality and could not last for even a term. The money for the equipment was drawn from the contributions of the parents.

Nairobi public primary schools had similar recreational facilities. The state of the fields was not much different from that in Keiyo. The fields were not marked and others were too dusty. A school like Moi Avenue primary school was short of space and did not have an adequate playing field. However, three schools in Nairobi City had built a swimming pool through the contribution of parents. One school was still constructing a swimming pool. It was not clear how the swimming pool would be managed.

#### 4.6 Summary

This chapter has presented, analysed and interpreted the data gathered. The next chapter will make conclusions from the study, make recommendations and suggest areas for further research.

## CHAPTER FIVE

### CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

#### 5 Introduction

The study's objectives were to determine:

- a) How public primary schools in Nairobi City and Keiyo District are financed?
- b) To what extent public primary schools in Nairobi City and Keiyo district have acquired the required physical facilities for the 8-4-4 education system.

This was a comparative study. The intra-national approach to comparative studies was used. This approach stipulates that comparison is possible within one country. Rural and urban environments were chosen for comparison. The selected areas were Keiyo District, representing a rural environment, and Nairobi representing an urban area.

The sample was made up of headteachers, parents and education officers. In total, there were 33 headteachers and 330 parents. The research instruments utilised in the study were questionnaires, interview schedules and an observation checklist. Data were analysed both qualitatively and quantitatively. This chapter summarises the findings, gives recommendations and suggestions for further research.

#### 5.1 Sources of School Funds

Both areas of Nairobi City and Keiyo District were found to have common sources of income for public primary schools. These sources are:

- Parents
- Harambee
- Donations

Out of the three sources, parents was the most exploited. The parents contribution to public primary schools in both areas was virtually evident in every aspect. Parents listed their contribution to public primary schools as mainly in the following areas:

- Provision of textbooks and exercise books
- Building or development funds
- Maintenance fund
- Provision of stationery for the school
- Paying for internal examinations

As much as parents were rated as key contributors to the schools source of income, headteachers in both areas agreed that parents were the most problematic source of funds. The reason given for this was that of parents are often unable to pay the amount required from them by the school. The parents and headteachers attributed this inability to various factors, among them poverty and parents being over-burdened with many responsibilities. However, despite this problem, all the schools visited depended on parents as their chief source of school income.

Harambee was used in both areas for major projects such as building workshops or classrooms. This source of income involves the community as a whole. Headteachers in both areas complained that their schools had not been able to organize harambees as often as they wished. The reasons were mainly due to obstacles headteachers met in trying to organise harambees. The obstacles given included difficulties in indentifying guests of honour, and the high expenses incurred in the preparation of harambees; expenses which many schools can barely afford.

Donations also featured as a source of funds in both areas. Donations were given as a form of assistance to the public primary schools by well-wishers. This assistance came in such forms as:

- Sponsorship of individual pupils
- Supporting feeding programmes
- Building of school facilities such as classrooms, workshops
- Donations of stationery and textbooks

Agriculture

Physical Education

The assistance was drawn from various NGOs and local well-wishers. The headteachers noted that since donations to schools were on voluntary terms, the schools could not depend on them since they could not budget on the basis of their availability. The donor also determined the time to donate and could also terminate assistance as they desired.

In Nairobi City, the role of the City Council in the financing of public primary schools featured significantly. The Council is responsible for building of its schools. All the schools visited during the research had been built on land owned by the City Council and their construction undertaken by the Council. The Council was also responsible for other expenses in principle, such as paying telephone, electricity and water bills. The City Council personnel were also used in public primary schools for tasks such as repairs and maintenance of the school facilities. Nairobi headteachers confirmed that the role of the Council in public primary schools financing has dwindled over the past years. In fact headteachers revealed that in most cases, the schools had to ensure that they paid their telephone and electricity bills to avoid the risk of disconnection.

Farm produce as a source of income for public primary schools was only present in Keiyo District. The public primary schools grow crops in the school land. The headteachers stated that they still experience problems with farm produce in that managing the farms was expensive and time-consuming. Politics from parents who felt that the income from the school farms was not properly accounted for also made farming difficult.

## 5.2 Availability of Physical Facilities

The practical subjects taught under the 8-4-4 system primary school level require rooms and well-trained teachers. These subjects include:

- Home Science
- Art and Craft
- Music
- Agriculture
- Physical Education

The physical facilities of concern to this study were:

- Home Science rooms
- Art and Craft rooms
- Library
- Teachers' houses

In Nairobi City, only three schools out of sixteen (16) public primary schools, had functional home science rooms. Three (3) had an Art and craft rooms and two (2) had libraries. This revealed that majority of the public primary schools did not have workshops required by the 8-4-4 education system at primary school level. The absence of workshops in these schools does not mean that the practical subjects were not taught. Headteachers revealed that the subjects were taught only theoretically. When asked if the absence of the workshop affected the learning or performance of the subjects, they stated that it didn't. Most of the headteachers argued that the subjects were examined, to a great extent, theoretically.

This statement is supported by a study by Eshiwani (1993) which showed that among the most important indicators of achievement at primary school level, buildings are not significant. Dedication on the part of pupils and teachers seems to be the most significant factor in academic achievement.

Keiyo District was no better either as concerns the physical facilities in the 17 schools visited. Three (3) of them had a home science room, which was barely equipped. Only one (1) school had a library though with minimal stock of books. No school visited had Art and Craft rooms. For those schools without these facilities, practical lessons were carried out in the fields or in the classroom. The teachers seem to be managing quite well without the workshops and the tools that go along with them.

From this situation, one can safely conclude that the implementation of the 8-4-4 curriculum is faced with seemingly insurmountable problems in both areas. Despite the

launching of the systems in 1985, few schools in both areas have made any significant inroads in the provision of the most basic facilities and equipment.

### 5.3 Recommendations

There is a lot of concern about the large scale investment in education made by most countries today, especially in the third world where resources are scarce. The great faith shown in such investment in the 1950s and 1960s as an answer to economic and social problems has now given way to doubt and to suggestions that resources would better be spent in other areas (Eshiwani, 1993:130).

A general feature of the third world has been that the rate of increase in public expenditure on education has been greater than the increase in total public expenditure, which has in turn exceeded the rate of increase of GNP. Concern about the increased cost of education has also led to attempts to make education more efficient. Several attempts have been undertaken to see if better results could be obtained for the money spent or at least the same results produced at less cost. The argument put forward is that countries may not be spending too much on education, but may be using their resources inefficiently. The emphasis nowadays is on quality and relevance rather than quantity in education. The present world recession with its accompanying inflation has reinforced the determination to cut down on government spending on education. In many countries, attempts have been made to get the individual recipient of the benefits of education to pay a bigger share of the cost.

In the wealthier countries of the world, "free" and compulsory education to all children at primary and secondary school is the rule. For parents, this means that the cost of education to them is limited to books and transport. However, the situation in Kenya is such that the government spends, a huge amount of what is allocated to primary education in recurrent and development expenses and yet parents, are still over-burdened under the cost-sharing policies.

This study revealed that there is room and avenues that can ease the burden borne by parents and the government in regard to financing of public primary schools. The recommendations made here are of special reference to Nairobi city and Keiyo District.

The source of funds that were listed had been in use for a very long time. Public primary schools should seek other ways to raise money for their schools. In Nairobi City public primary schools have limited space but this does not mean that they can not carry out income generating projects within their compounds. The schools can hire out their facilities for use as car parks. School halls can also be hired out at a fee and the money should go directly to the school and not the City Council.

Public primary schools in Keiyo District on the other hand are fortunate to have space (land) which is agriculturally productive. They should, therefore, intensify their farming for maximum profit. Schools in the Keiyo Valley which are in arid areas should try projects such as bee-keeping which does not require arable land.

Since it is a government policy, financing of primary level education should be viewed as a partnership between the local communities and the central government. The government should propagate its policy of cost-sharing in the community. The problem of community indifference is not a Kenyan phenomenon. The project impact in Philippines also faced the same problems of lack of awareness. A continuous promotional campaign was required to maintain parental and community acceptance (Foster, 1985:8). The local administration should encourage the local communities to fully participate in supporting their schools because the support the local communities give the schools currently is lukewarm.

Parents should also be made aware of cost-sharing and the policy should be clearly spelt out to them as their responsibility. The findings of the study pointed to the need for a better integration between school and community in Keiyo, mainly due to the permanent residence of the rural population. There is also the need to improve community

participation in urban schools. This could be done by more involvement of parents in school activities and, alternatively, the schools themselves should engage more in communal activities so that they (parents) do not relent giving support to their schools activities. Public primary schools in Nairobi city should encourage parents to be more involved in the schools. They should be encouraged to offer all sorts of service to the school. It is not enough for them to give only monetary support; they should also help in manual work since such activities contribute to the reduction of costs the schools incur.

According to the year 2000 projection, enrolment at primary and secondary schools levels will be nearly twice what it is now. This will certainly place a very heavy financial burden on the government and the people of Kenya. Assuming therefore that parents will continue to play an active role in construction of school facilities to meet the expected demand, every effort must be made to sustain the Harambee spirit that has been the backbone of school development during the past twenty-five years.

Public primary schools in Nairobi City and Keiyo District should also seek ways of reducing costs so as to utilise the scarce resources. Repairing breakages in their public primary schools tends to cost them a lot of money. Glass windows, for example, are usually broken as soon as they are replaced. However, if the schools could improvise on the windows, for instance by using materials that did not break easily such as wood, they could save money which could be put into other use. Secondly the concept of preventive maintenance and the role of the headteachers in the day to day maintenance of school property should be stressed. Workshops and seminars directed at school maintenance should be mounted nationally for educational administrators of all ranks. This is important because increasingly there is little money available for rehabilitation of the existing school facilities (Eshiwani, 1993:213).

Schools should improve on the materials they use. In Keiyo District for instance, where most of the schools had either mud structures or semi permanent (timber structures) for classrooms, the schools were still struggling to put up stone buildings. This is too

expensive for the schools for now. Mud and timber resources are cheap and locally available. The construction of high class and costly buildings must be discouraged. The public primary schools should be encouraged to use cheap and locally available materials. They should not do away with the structures they have, but only seek to improve them and channel the remaining funds to other crucial areas such as providing textbooks and other learning materials.

On physical facilities in Keiyo District and Nairobi City workshops were inadequate and too few schools had managed to build and equip a workshop. This study recommends that public primary schools should be built in close proximity of each other. This would enable them to collectively establish one home science room, for instance, in one school, one art and craft in another, and a library in the other. These schools could then ensure that the workshops are fully equipped and they can take turns in using the available joint facilities there.

The existence of workshops without equipment was evident in most schools visited. Headteachers complained that equipping the workshops was very expensive and schools could not afford. A solution to this problem could be making the "Jua Kali" sector to play an important role in making tools. Such tools would include, traditional musical instruments, cooking utensils and cookers, jembes, pangas, chairs and desks. The equipment could be sold to schools through the now defunct Kenya schools equipment scheme. Such arrangement could act as an incentive to "Jua Kali" artisans to be competitive in terms of the quality of their goods. This could also be a boost to the 8-4-4 system of education as it is supposed to be the producer of the Jua Kali artisan. Such arrangement has worked in Ghana and Benin where some continuation and new schools were made production centres to produce certain needed facilities en masse on a commercial basis for supply to other schools.

At the moment the situation is that every public primary school is in the process of building the two workshops and a library. Even schools that are within less than a

kilometre of each other are competing to have all the needed facilities. This means that in the long run, the community's efforts in Harambee are duplicated and its scarce resources spread out thinly, with little less impact.

On the issue of Harambee, this study discovered that much as the Harambee movement is considered a major source of funds by primary schools, the problem of organising Harambees exists and as one headteacher suggests, all Harambees could be organized under the district focus, and all the money raised could be distributed to all schools equally. Of course, this may not solve the question of disparity between districts, yet a major aim of education in Kenya is equal distribution of educational opportunities and resources.

There are districts with relatively few primary schools situated in the semi-arid areas of Kenya and many of them populated by nomadic and pastoralistic Kenyans. To address the imbalance in education between these and other districts in Kenya, the government should continue building boarding primary schools so that children can continue to attend such schools. It is not possible for primary education in these areas to catch up with the others if they are not assisted by the government. Therefore, government support in marginal districts should continue with an aim of reducing inequity in primary school education.

#### **5.4 Suggestions for Further Research**

The study found out that primary schools in Nairobi City and Keiyo District were still along way from having fully functional physical facilities as required by the 8-4-4 system. The study only looked at the sources of funds to primary schools and the problem associated with the sources. It also sought to find out the nature of the physical facilities available in these schools. Therefore by nature, the study is not exhaustive. More research should be done to determine why primary schools are not yet fully equipped as required by the 8-4-4 system. Further research could look at variables such

as parent's and the community attitude towards the 8-4-4 system, and more especially, prevocational curriculum.

More research should be done to assess how far the parents and the community at large understand or are aware of their responsibility in the financing of the education of their children, especially in this era of cost-sharing. Research should be done to establish whether there is a relationship between availability of physical facilities such as workshops and examination performance in practical subjects.

An evaluation study is needed on the objectives of the 8-4-4 system, indeed as far the prevocational curriculum is concerned. It would be important for educational planners to know whether primary school leavers are better placed for employment or self-employment.

A comparative study on financing of primary education on two different countries preferably Kenya and another African country should be done. Finally the findings of this study could be enhanced if more research was done to cover other rural and urban areas in Kenya.

## 5.5 Summary

This chapter gives the conclusion and makes recommendations for further study in line with the research objectives the study set out to address.

This study being descriptive in its purpose has described how public primary schools in Nairobi City and Keiyo District are financed. It has explored the availability of physical facilities in Nairobi and Keiyo primary schools. The study has also described the magnitude and scope of the differences that exist in the two areas in regard to physical facilities and sources of funds.

Finally, recommendations for further research have been made in consideration of the constraints of this study.

presented at the 2007 International (Practical) Workshop with Special Reference to Southern Africa, Tlokweng

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## 7.0 APPENDICES

### 7.1 Observation Checklist

1. a) How many classrooms does the school have?.....
- b) What type of material were used to construct them?.....
- c) What furniture is in the classroom?

2. a) Does the school have an administration block? .....
- b) How many offices does it have? .....
- c) The nature of furniture in the office?

3. What other buildings are in the school?.....

1. School hall            Yes ( )    No ( )

2. Ablution Block      Yes ( )    No ( )

4. How many workshops does the school have?

Home Science    Yes ( )    No ( )

Art & Craft        Yes ( )    No ( )

Library            Yes ( )    No ( )

5. a) Does the school have an agricultural field? .....

What size? .....

Is it currently in use?.....

6. a) Does the school have a play ground?.....

b) What games are played? .....

c) Does it have the necessary infrastructure? eg. Football poles .....

d) The Condition of the field, is it dusty, levelled out, etc.? .....

.....

## 7.2 Headteacher's Interview Schedule

1. How long have you been in your current position? .....
2. Where does the school get funds for running it on a day to day activities?  
.....
3. a) How could you describe the parent's contribution to the financing of the school?  
.....  
b) Are they willing to participate?
4. What is the government's role in financing of primary schools?.....
5. How do you support the non-teaching staff in your school in terms of their wages?  
.....
6. In your opinion could you consider rural schools disadvantaged in any way in terms of financing? .....
7. How successful has the implementation of the 8-4-4 education system been in your area, especially in terms of provision of physical facilities, for example, workshops?  
.....  
.....
8. What can primary schools do to be able to meet the required target in terms of physical facilities?.....
9. In your opinion, how has the community participated in the financing of primary schools?.....
10. Do the community and parents in general understand the concept of cost-sharing?  
.....  
.....

**7.3 Education Officer's Interview Schedule**

1. Have the primary schools in your area acquired the needed physical facilities in regard to 8-4-4 system .....  
.....
2. What does the government contribute in terms of financing of primary schools? .....  
.....
3. What is the government's policy as far as cost-sharing is concerned? .....  
.....
4. Has the government taken any step in educating the community on this concept of cost-sharing? .....  
.....
5. Do you think rural schools are disadvantaged in any way as far as financing is concerned? .....  
.....
6. Are there unexploited means of financing primary schools in your area? .....  
.....

## 7.4 Questionnaires to Parents

1. Name of School .....
2. How many children do you have in this school?.....
3. What classes are they? .....
4. Have you ever had any other children in this school before?.....  
If yes, how many? .....
5. Have you ever paid some money to the school at any time?  
a) Yes ( ) No ( )  
b) If yes, please indicate what it was for .....  
.....  
c) How much did you pay? .....
6. Does the school provide the following items for your child:  
a) i) Textbooks Yes ( ) No ( )  
ii) Exercise books Yes ( ) No ( )  
iii) School Equipment Yes ( ) No ( )  
iv) School Furniture Yes ( ) No ( )
7. In cases where the school does not provide any of the above, how do you ensure that your child is provided with them?.....  
.....
8. Have you ever had to pay money for any development in the school?.....  
.....  
.....
9. Have you ever offered any form of services to the school before?  
a) Yes ( ) b) No ( )
10. In your opinion would you like the contribution to the school to be made voluntarily?  
.....  
.....
11. In your own opinion are there many methods you could recommend to the school to use in order to generate income?.....

**7.5 QUESTIONNAIRES FOR THE HEADTEACHERS (INFORMATION REQUIRED WILL BE FROM THE YEAR 1994 UPTO DEC. 1996)**

1.
  - a) Name of School .....
  - b) Duration spent in the present position in the school .....
2. The following have been some of the sources of income for primary schools. Please indicate the sources of income for your school, in order of importance.
  - a) Donations/Gifts/Aids from local agencies
  - b) Harambee contributions
  - c) Loans
  - d) Council grants
  - e) School fees
  - f) Any other, specify
    - i) .....
    - ii) .....
    - iii) .....
3. What are the sources of funds for construction of new classrooms/workshops?  
.....
4. What kind of costs were parents required to meet? Specify .....
5. Who is responsible for the provision of the school's equipment? e.g. textbooks, typewriters, bookshelves?.....  
Any other (specify) .....
- Furniture .....
- Transport .....
6. Has the school been receiving adequate supplies of textbooks?  
.....  
.....

7. What items of school facilities are fully financed by the government? .....

.....

.....

8. What items of school facilities are financed in one way or other by:

a) Parents?

- i) .....
- ii) .....
- iii).....
- iv) .....

b) Community?

- i) .....
- ii) .....
- ii) .....
- iv) .....

9. Does your school have a library?

a) Yes ( ) No ( )

c) If yes, who supplies it with books? .....

10. Does your school have a workshop?

a) Yes ( ) No ( )

b) If yes, who supplies it with equipment?

11. Does your school have teachers' houses? If yes,

a) How many? .....

b) Who financed them? .....

c) When was the last house built? .....

d) Who maintains and renovates them? .....

12. Does the school charge building fund per parent regardless of the number of children the parent has in the school?

1) Yes ( ) No ( )

13. Do parents find it difficult to pay building fund? .....

14. What percentage of the pupils end up paying the full amount of building fund each year?

- a) Less than 50%
- b) Between 50-80%
- c) Between 81-99%
- d) 100%

15. In your opinion, which problems have been involved in the financing of school facilities in your school. Please tick:

- a) Rising cost of school equipment and supplies ( )
- b) Delayed grants ( )
- c) Inadequate grants ( )
- d) Inadequate payment of school funds by pupils ( )
- e) High payment imposed on pupils/parents ( )
- f) Unexpected problems in the schools which require money. ( )
- g) Political interference ( )
- h) Corruption ( )
- i) Others .....

16. What are some of the untapped sources of income for primary schools that can be improved?.....

17. In what ways can the current sources of income for primary schools be improved?.....

18. What methods of raising funds do you suggest the government and schools should emphasise on to enable the country succeed in its education programmes?.....