



Institute of
Economic Affairs

Citizen Report Card on Service Delivery in Public Primary Schools



Findings from the Counties of
Baringo, Busia, Kajiado, Kilifi,
Mombasa, Nairobi and Taita-Taveta

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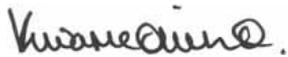
Foreword

Education is a vital tool in the development process of any country. Economists have argued that greater access to educational opportunities for citizens is correlated with accelerated economic growth, greater equality of opportunity, availability of skilled human power, better health outcomes, among other socially beneficial outcomes. The supply of basic social services including education services, directly affects the quality of life for all. The Constitution of Kenya 2010 and a variety of policy instruments and strategy documents emphasize cost effective provision of social services to all its citizens. Thus the Constitution of Kenya adopts a rights based approach to the provision of public education. Article 43 of the Constitution addresses the universal right to education for all. The Basic Education Act 2013 aims at promoting and regulating free and compulsory education, provide for accreditation, and registration, governance and management of institutions of basic education. The provisions of the Bill of Rights (Chapter Four) provide for the right to education as one of the socio-economic rights.

Article 53 (1) (b) states that every child has a right to free and compulsory basic education; and Article 54(1) (b) states that a person with any disability is entitled to access education institutions and facilities. Under the Fourth Schedule of the Constitution of Kenya 2010, education is classified as a function to be supplied by the national government with exclusion of the management of Pre-Primary Education, Village Polytechnics, Home Craft Centres and Child Care facilities which has been allocated to County Governments.

Thus the Constitution of Kenya adopts a rights based approach to the provision of public education. Article 43 of the Constitution addresses the universal right to education for all. The Basic Education Act 2013 aims at securing the constitutional rights referred to above. This Citizen Report Card brings out the perspectives of parents, guardians and regarding the educational services in the counties of Baringo, Busia, Kajiado, Kilifi, Mombasa, Nairobi and Taita -Taveta. The Report explores the quality of education services in selected sub-counties of these counties. The objective of the report card is to provide public agencies in the education sector with systematic feedback from the users on the quality of public education services. The IEA Kenya carried out the Citizen Report Card survey with the objective of providing service public institutions and policy makers in the education sector with feedback from citizens on the quality and adequacy of primary school education services at the county level. The survey sought to examine citizen satisfaction and experiences with public service delivery in primary school education. The objective is to provide service user's perspective to assist concerned authorities improve educational services in the seven counties.

The report is analysed along six broad themes (i) Availability, access and use of services (ii) Perceptions of quality and reliability (iii) Costs incurred by users (iv) Transparency of service delivery (v) Interactions with the service agencies and (vi) Information Provision. We are confident that this report contributes to policy discourse on improving the experience of learners and the outcome of learning.



Kwame Owino

CEO, Institute of Economic Affairs (IEA Kenya)



Acronyms and Abbreviations

AAIK	Action Aid International Kenya
COK	Constitution of Kenya
CRC	Citizen Report Card
CSO	Civil Society Organization
DANIDA	Danish Agency for International Development
FGD	Focus Group Discussion
IEA	Institute of Economic Affairs (IEA Kenya)
MOEST	Ministry of Education Science and Technology



1.0 Introduction and Background Information

1.1 Rationale for the Citizen Report Card

An assessment of public service providers enables them to evaluate their own services. It is best to allow service consumers and beneficiary communities themselves to do the assessment since they understand the real context and can give authentic information about their own satisfaction than anybody else. The Citizen Report Card Survey is an instrument that provides important feedback to the service provider on the adequacy, efficiency and quality of services from actual users of public services. One of the primary purposes of the survey is to empower citizens and motivate service providers to engage with them on service delivery.

1.2 Objective of the survey

This survey sought to gauge the performance of the education sector in terms of quality, participation of citizens in planning of activities and convenience of the service to the users in target counties.

1.3 Methodology

The methodology used in the study involved both qualitative (focus group discussions) and quantitative (survey) tools. Institute of Economic Affairs developed a broad checklist which Action Aid International Kenya's County based partner Civil Society Organizations implementing programmes in the target counties used to conduct Focus Group Discussions (FGD). A desk review of national policies and international commitments on education was also undertaken during the study.

The IEA Kenya also developed survey instruments, which were used to conduct a random sample survey of the households in the target counties in February 2016. This included two questionnaires; one for the Child attending a public primary school and the other for the parents/guardians or guardian of the child. This was necessary as accurate information on the quality of service delivery could only be obtained from either the child who is the direct consumer of free public education services and the parents/guardians or guardian. The tools were reviewed internally. They were also reviewed by AAIK, representatives of AAIK County based partners CSOs and all the enumerators.

1.4 Quality control

A total of twenty-eight enumerators for the field survey were recruited by AAIK partner CSOs implementing projects in the target counties. This ensured the sourcing for experienced enumerators from the target counties. All enumerators were trained by IEA Kenya in a two day workshop that was held on January 28 - 29, 2016 in Nairobi. The enumerators were introduced to the Action Aid and IEA Kenya project on the *Study on Status of Public Service Delivery* in the target counties. Areas covered during the workshop included: definition of a household, entering a household, behaviour in the household, ethical issues, functions of survey teams including the enumerator and supervisors, and how to carry out a one on one interview. The enumerators also had the opportunity to review the questionnaires.

The IEA Kenya together with Action Aid International Kenya also conducted a two day residential training on the CRC methodology to selected representatives of AAIK County based civil society organization partners. The participants at the training identified areas around which the questions for the community level focus group discussions on service delivery in the education sector should focus. They also reviewed the draft questionnaires.

1.5 Data collection and analysis

Data collection in the study was undertaken by the enumerators with close supervision by officers from IEA Kenya, AAIK and Action Aid's County based partners namely: Bare Care Centre (Baringo County), Busia Community Development Organization (Busia County), Kibera Community Development Agenda (Nairobi County), Sauti a Wanawake Organization-Pwani (Mombasa and Taita - Taveta Counties), Action Aid LRP Elangata Wuas (Kajiado County) and Citizen Participatory Development Group (Kilifi County). Filled questionnaires were reviewed by representatives of the County based partner CSOs. Data analysis in the study was done by IEA Kenya.

1.6 Limitations of the study

Words like "handled", "quality", and 'satisfaction' were asked in the manner that the respondent could best understand; thus, there is likelihood of subjectivity in the responses. The study acknowledges that service user's levels of satisfaction are highly correlated with expectations and importance that respondents assigned to services. Expectations and importance across regions vary and thus may result in variations in the satisfaction level. Such variations were not taken into account in the design of this survey.

1.7 Area of coverage

Action Aid International Kenya selected counties in the study on status of public service delivery in the education sector under the project titled *Enhancing Women and Youth Participation in National and County Governance in Kenya for Improved Accountability and Basic Service Delivery*. Action Aid International Kenya and IEA Kenya settled for primary school education sector for the Citizen Report Card exercise based on Action Aid's work around basic education in primary schools. A total of 745 respondents were interviewed from Sub-Counties in the target counties. Out of these, 55% resided in the rural area, 26% from peri-urban and 19% in urban areas.

Table 1.7a

County	Sub-Counties
Busia	Bunyala, Samia, Butula
Nairobi	Kamukunji, Langata, Kawangware
Taita-Taveta	Taveta, Wundanyi, Mwatate, Voi
Mombasa	Likoni, Nyali, Kisauni
Kilifi	Kaloleni, Kilifi South, Ganze
Kajiado	Kajiado West
Baringo	Baringo Central

The households were selected randomly. Households surveyed were visited twice, first for an interview with an adult of the household who included the guardian or the parents/guardians and then for an interview with a school-going child in the household. Given the number of households surveyed, it is possible to infer findings to the respective Sub-Counties, but not the County. However, the report will refer to Counties to reduce the wordiness in the document.

Table 1.7b: Sampled areas and population, and distribution of households

County	Gender	Respondents					
		Parents/guardians		Pupils		Total	
		Number	Percentage Composition	Number	Percentage Composition	Number	Percentage Composition
<i>Baringo</i>	Male	8	19%	20	48%	28	33%
	Female	34	81%	22	52%	56	67%
	<i>Sub total</i>	42	100%	42	100%	84	100%
<i>Busia</i>	Male	31	40%	42	55%	73	48%
	Female	46	60%	34	45%	80	52%
	<i>Sub total</i>	77	100%	76	100%	153	100%
<i>Kajiado</i>	Male	22	48%	24	53%	46	51%
	Female	24	52%	21	47%	45	49%
	<i>Sub total</i>	46	100%	45	100%	91	100%
<i>Kilifi</i>	Male	22	41%	29	55%	51	48%
	Female	32	59%	24	45%	56	52%
	<i>Sub total</i>	54	100%	53	100%	107	100%
<i>Mombasa</i>	Male	20	37%	27	47%	47	42%
	Female	34	63%	30	53%	64	58%
	<i>Sub total</i>	54	100%	57	100%	111	100%
<i>Nairobi</i>	Male	12	28%	24	56%	36	42%
	Female	31	72%	19	44%	50	58%
	Sub total	43	100%	43	100%	86	100%

<i>Taita-Taveta</i>	Male	17	30%	24	43%	41	36%
	Female	40	70%	32	57%	72	64%
	Sub total	57	100%	56	100%	113	100%
Grand Total	Male	132	35%	190	51%	322	43%
	Female	241	65%	182	49%	423	57%
	Total	373	100%	372	100%	745	100%

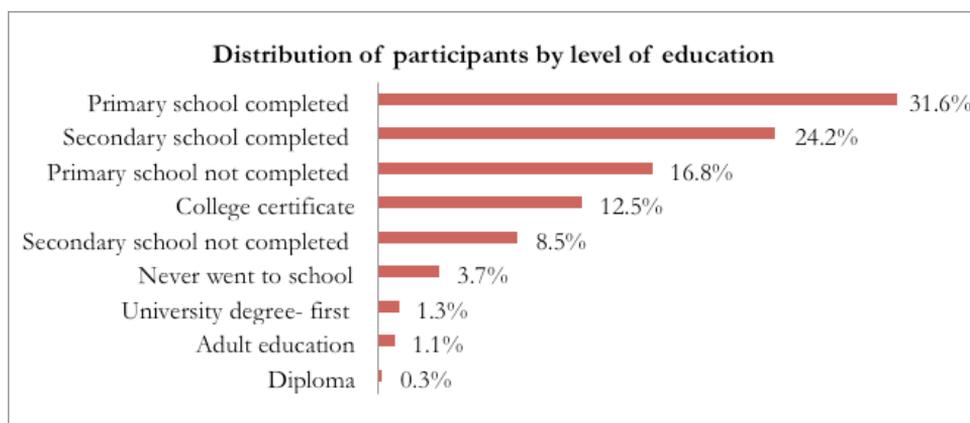
1.8 Socio-economic characteristics of the respondents

In order to describe the target population for this survey, it is important to mention some demographic characteristics such as gender, age group, education level and employment status. For the quantitative evaluation, some indicators were used to assess citizen's satisfaction with education services. These were: (i) satisfaction with the way education services were delivered, (ii) role played by the citizen in planning education services, (iii) level of education service provision, and (iv) where more effort is needed to strengthen the education services.

1.8.1 Characteristics of adult respondents (parents/guardians)

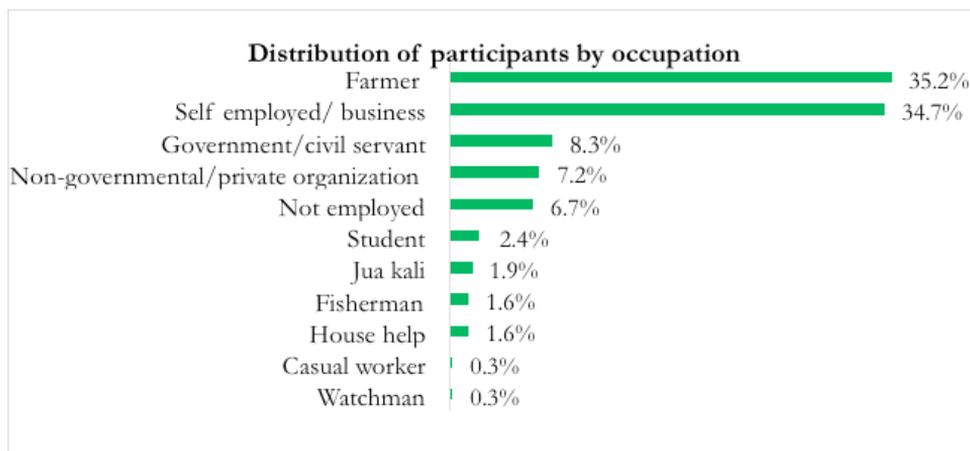
Fifty-nine percent of adult respondents in the survey were mothers, fathers were 32.6%. Other guardians included grandmother (2.6%). Thirty-one percent of the guardians/parents indicated having completed primary school education, 24% having completed secondary school education. Those who indicated having a first degree was 1% as shown in figure 1.8.1 below.

Figure 1.8.1: Characteristics of adult according to age group



Thirty-five percent of respondents indicated that they are farmers, 34% indicated that they are self employed. Those employed in government accounted for 8.3% of all adult respondents as shown in figure 1.8.2 below.

Figure 1.8.2: Characteristics of adult according to occupation



1.8.2 Characteristics of respondent pupils by age

Fifty-five percent of pupils surveyed were aged between 13 and 15, those aged between 10 and 12 accounted for 31.9% of child respondents. Only 0.5% indicated that they were between 19 and 21 years.

County	Age (years)			
	10-12	13-15	16-18	19-21
Baringo	20.9%	74.4%	4.7%	0.0%
Busia	30.8%	52.6%	16.7%	0.0%
Kajiado	23.8%	47.6%	28.6%	0.0%
Kilifi	25.0%	53.8%	19.2%	1.9%
Mombasa	33.9%	53.6%	10.7%	1.8%
Nairobi	37.8%	62.2%	0.0%	0.0%
Taita-Taveta	47.4%	49.1%	3.5%	0.0%
Weighted Average	31.9%	55.5%	12.1%	0.5%



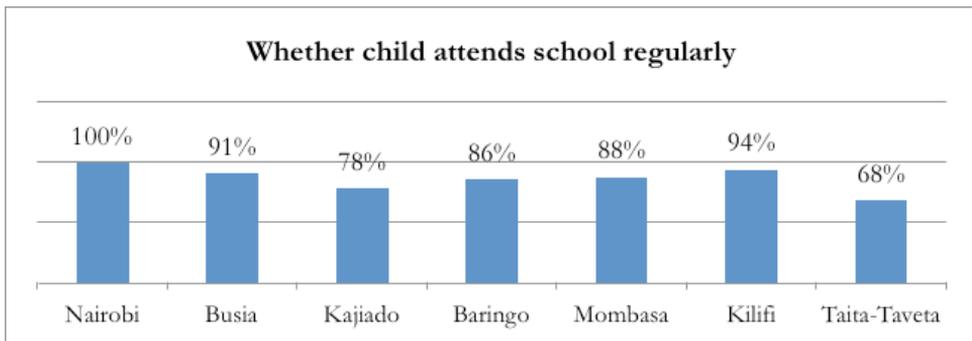
2.0 Summary of report card findings

2.1 Pupil attendance of school

Pupil attendance in public primary schools is highest in Nairobi as per parents surveyed in the Citizen Report Card survey on whether the pupil attends school regularly. Regular attendance is lowest in Taita Taveta County.

Parents and pupils surveyed gave varied reasons for pupils not attending school regularly. These included distance to the school (Kajiado and Taita Taveta counties), lack of sanitary towels for the girl child and food (Baringo County), and wild animals (Taita Taveta County).

Figure 2.1a: Pupil attendance of school



The study highlights that pupils in some counties were not able to attend school regularly due to the distance that they have to travel to get there. Overall Pupils in Kajiado and Taita Taveta counties travelled longer distances to school with 26% of parents surveyed in Kajiado County indicating that the child covers more than 5 kilometers. Such areas do require boarding schools as a way of ensuring that pupils attend school regularly and that they are not denied learning opportunities.

Table 2.1a: Distance pupils cover to school

	Baringo	Busia	Kajiado	Kilifi	Mombasa	Nairobi	Taita Taveta
Less than 1 km	22	49	9	41	63	51	29
1-3km	73	48	39	56	28	42	58
3-5km	4	4	26	2	8	7	10
More than 5km	1	1	26	2	-	-	3

2.2 Rating of education service

Parents' satisfaction levels with education services in general were low in the counties of Taita-Taveta, Nairobi and Kilifi at 45%, 50% and 52% respectively. Reasons cited by parents include among others inadequate number of teachers, poor academic performance, teachers not marking pupils homework, lack of text books and syllabus not being covered in school.

Table 2.2a: Rating of education service

	Baringo	Busia	Kajiado	Kilifi	Mombasa	Nairobi	Taita-Taveta
<i>Satisfactory</i>	65%	76%	74%	52%	78%	50%	45%

2.3 Quality and reliability of educational facilities

Reported sufficiency of classroom facilities by pupils surveyed is generally good with 98%, 89% and 88% of pupils in the counties of Baringo, Nairobi and Mombasa reporting that the school has enough classrooms respectively. Satisfaction levels by pupils are however low in Busia county with 53% of pupils indicating that the school has inadequate classroom facilities. Fifty-three percent of pupils in Busia County indicated that classroom lessons are held under trees or combined with other classes (38%) due to inadequate classrooms. Pupils satisfaction levels in terms of adequacy of infrastructure are low in Kajiado and Kilifi counties.

Table 2.3a: Quality and reliability of educational facilities

	Baringo	Busia	Kajiado	Kilifi	Mombasa	Nairobi	Taita-Taveta
<i>Enough classrooms facilities</i>	98%	47%	79%	69%	88%	89%	77%
<i>Enough furniture</i>	82%	71%	52%	57%	85%	68%	61%

2.4 Pupil reporting sufficiency of sanitation facilities

Sixty-four percent of pupils surveyed in Taita Taveta County are of the opinion that toilets/latrines in the school are inadequate. Satisfaction levels regarding adequacy of toilet/latrine facilities are generally higher in the counties of Nairobi and Baringo at 98% and 95% respectively. Pupils surveyed also raised concern with the cleanliness of sanitation facilities.

Table 2.4a: Sufficiency with toilets/latrines

	Baringo	Busia	Kajiado	Kilifi	Mombasa	Nairobi	Taita-Taveta
<i>Enough toilets/latrines</i>	95%	79%	93%	70%	79%	98%	64%

2.5 Water facilities

It is noteworthy that majority of pupils surveyed express concern about the safety of drinking water in school, 20% of pupils in Baringo County are of the opinion that drinking water in school is not safe. Some of the sources of water used in school identified by pupils are cart pushers, dam,

stream, tap water from common supply and tapped water from the tank. The availability of water is highest in Nairobi County.

Table 2.5a: Water availability and safety

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>Water is available</i>	80%	67%	64%	79%	91%	93%	61%
<i>Drinking water is available</i>	80%	41%	66%	41%	57%	45%	35%
<i>Adequate water facilities</i>	31%	67%	37%	73%	76%	67%	31%
<i>Drinking water not safe</i>	20%	59%	34%	59%	43%	55%	65%

2.6 Extra-curricular activities

Extracurricular activities including sports, drama and music are an important element of a pupil's life. The availability of grounds to play is reported lower in Mombasa and Busia and pupils indicate that they use the nearest school's playground or common playground in the locality for sports events. Over 50% of respondents in the survey indicated that the school has sport equipment. Kilifi and Mombasa counties had the highest percentages of pupils indicating so at 89% and 84%.

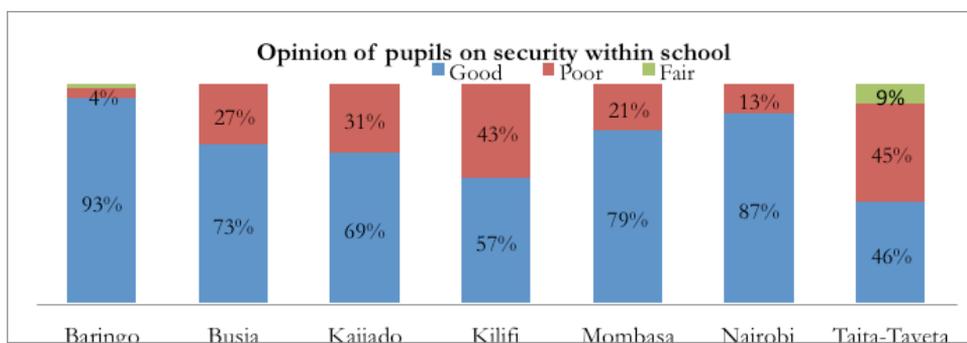
Table 2.6a: Availability of playgrounds and sport equipment

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>Playground available</i>	91%	73%	100%	82%	68%	98%	81%
<i>Sport equipment available</i>	64%	66%	64%	89%	84%	64%	64%

2.7 Security within the school

Almost half of pupil respondents in Taita Taveta County (45%) expressed concern with security within the school. Pupils in Baringo, Nairobi and Mombasa at 93%, 87% and 79% respectively are of the opinion that security within the school is good. Sixty-nine percent of pupils in Taita Taveta County indicated that the school does not have a fence around the compound, only 9% in Nairobi County indicated that the school lacks a fence.

Figure 2.7a: Pupil opinion on security



2.8 Teaching Staff

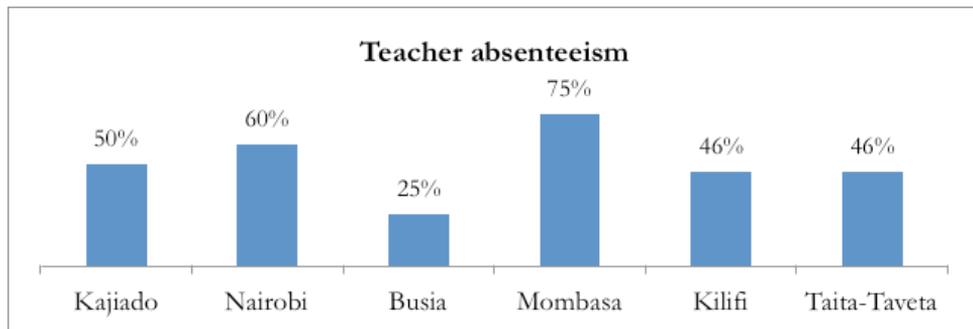
Failure by teachers to report to school and attend to classes directly impacts on academic performance as it denies pupils learning opportunities. Pupils in Taita Taveta and Baringo counties indicate that the teacher comes to school less regularly, pupils in the counties of Nairobi and Kilifi indicated that the teacher misses classes more often compared to the other counties. Compared to the rest of the counties, higher percentages of pupils from these two counties, Nairobi and Kilifi, indicate that the teacher does not come to class on time.

Table 2.8a: Teacher availability

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>Comes to class on time</i>	58%	86%	84%	45%	77%	49%	58%
<i>Comes to class whenever required</i>	70%	91%	86%	48%	88%	59%	70%
<i>Comes to school regularly</i>	55%	88%	84%	74%	81%	70%	55%

The common inconvenience to pupils accessing education in school identified by parents is teacher absenteeism as indicated by 76% of parents from Mombasa County and 60% from Nairobi County.

Figure 2.8b: Teacher Absenteeism



2.9 Teacher handling of pupils

In general, pupils surveyed indicated that they are handled properly by the teacher and that the relationship between them and the teacher is good. Though a smaller percentage indicate that they are not being handled well, reasons given by pupils for this opinion needs attention of the responsible officers.

Eight percent of pupils in Taita Taveta indicated that they are required to cook for teachers during lessons, 17% cite favoritism by teachers. Sixty-three percent of pupils are of the opinion that the teacher is less caring, seventy-one percent of pupils surveyed in Busia County are of the opinion that the teacher is rude/cruel, 20% of pupils in Taita Taveta County indicated that the teacher comes to school, drunk.

Table 2.9a: Teacher handling of pupil

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>Handled properly</i>	88%	91%	93%	82%	93%	86%	82%
<i>Good relationship with teacher</i>	88%	93%	84%	82%	94%	84%	88%

In all counties, pupils surveyed indicated lack of or inadequate number of teachers for the Science subject. Pupils in Kilifi and Mombasa counties say that they lack teachers for Islamic Religious Education (IRE). A percentage of pupils in all but one county, Mombasa, indicated inadequate or lack of teachers for the Mathematics subject. In instances where teachers are not available, such subjects are not taught in the school and can affect the choice a child makes in terms of selecting subjects aligned with his or her capacity or preference.

Table 2.9b: Subjects that lack teachers

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>English</i>	30%	2%	6%	6%	10%	-	30%
<i>Science</i>	15%	5%	27%	4%	24%	5%	15%
<i>Mathematics</i>	15%	8%	10%	2%	-	8%	11%
<i>Kiswahili</i>	7%	-	-	15%	-	8%	7%
<i>Social studies</i>	4%	-	4%	7%	-	5%	4%
<i>Christian Religious Education</i>	4%	-	-	15%	-	-	4%
<i>Islamic Religious Education</i>	-	-	-	4%	17%	-	-
<i>None</i>	26%	86%	53%	48%	48%	74%	26%

2.10 Pupil welfare services

The Government of Kenya in addition to providing Free Primary Education (FPE) also provides other assistance such as mid-day meals to specific schools and writing materials to reduce the cost of education to the families. The objective is to increase enrolment, retention and completion rates especially amongst the poorer communities and to ensure access of education to all.

Parents indicate that the pupil is provided with writing materials in school. Some of the items identified by most parents include exercise books, pencils and pens. Other materials identified by both parents and pupils include rulers, erasers and geometrical sets.

2.11 Discrimination

Concerned authorities should put in place measures aimed at eradicating teacher discrimination of pupils as fellow pupils tend to follow the teachers' example and also discriminate against the pupils who the teacher discriminates against lowering their confidence and impacting on their academic performance.

A higher percentage of pupils in five counties indicated discrimination an indication that not all pupils report incidences of discrimination. Percentage differences are higher in Mombasa and Taita Taveta. More pupils in Baringo, Busia and Kilifi indicated discrimination by the teacher compared to the student.

Those discriminated against indicate that discrimination can occur from multiple sources. Eight percent and 11% of pupils indicated discrimination by non-teaching staff in the counties of Kajiado and Kilifi respectively. Pupils cite discrimination on the basis of economic situation, social background, parents' complaining against the teacher, religion, disability, age and poor academic performance.

Table 2.11a: Pupil discrimination

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>Discriminated (Pupil reporting)</i>	16%	8%	29%	11%	16%	25%	35%
<i>Discriminated (Parent reporting)</i>	5%	6%	39%	16%	2%	14%	18%
<i>Discrimination by teacher</i>	60%	50%	-	44%	25%	31%	29%
<i>Discrimination by students</i>	40%	50%	85%	33%	75%	69%	65%

2.12 Facilities for pupils with disability

A big percentage of parents surveyed indicated that the school does not have facilities for children with disabilities. Scores indicating that the school had the facilities were higher in Busia County.

	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>No</i>	73%	5%	89%	63%	85%	34%	88%
<i>Yes</i>	14%	95%	-	4%	11%	18%	9%
<i>Do not know</i>	14%	-	11%	33%	4%	48%	3%

Facilities identified by parents include special unit for mentally challenged pupils, special toilets, ramps, special desks and learning materials.

2.13 Opportunities for participation

In terms of opportunities, pupils feel that they get reasonable opportunities for leadership and for participating in events. More pupils from Nairobi County indicated getting opportunities to raise concerns, make decisions in class and vote for leadership. Percentage pupils who get opportunities is however lower in the counties of Kajiado and Mombasa.

Table 2.12a: Pupil participation

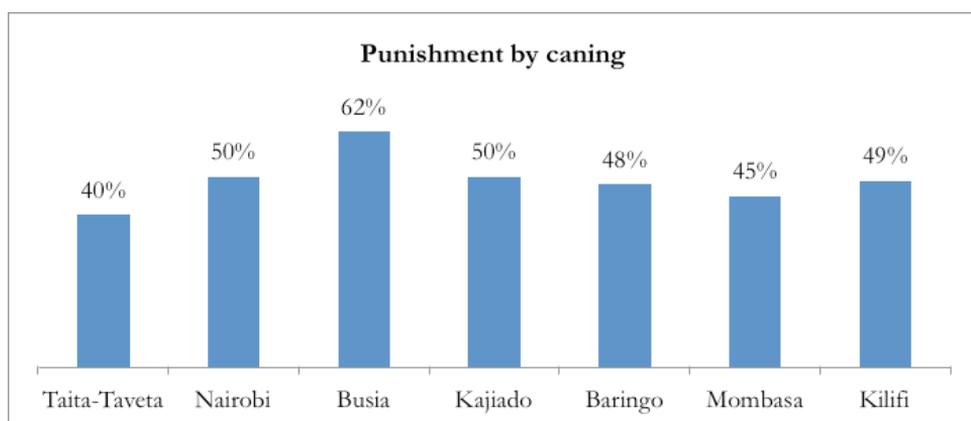
	<i>Baringo</i>	<i>Busia</i>	<i>Kajiado</i>	<i>Kilifi</i>	<i>Mombasa</i>	<i>Nairobi</i>	<i>Taita-Taveta</i>
<i>Opportunity to raise concerns</i>	67%	59%	42%	78%	43%	80%	63%
<i>Decision making in class</i>	55%	46%	21%	57%	38%	75%	56%
<i>Vote for leadership</i>	54%	58%	21%	40%	13%	57%	53%

2.14 Punishment in school

Corporal punishment continues to be a reality, including for female pupils, though the Ministry of Education, Science and Technology (MOEST) has initiated measures to stop it. Section 36 (1) of the Basic Education Act, 2013 states that “No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological.”

Sixty-two percent of pupils in Busia County indicate that they are punished by caning. Suspension from school and asking pupils to stand outside the classroom as a measure of punishment as reported by pupils in most of the counties denies the pupil learning opportunities.

Figure 2.13a: Punishment by caning



2.15 School handling of complaints/incidence

Parents surveyed from the counties indicate that they have at one time had a problem or have made a complaint to the school. A higher percentage of parents in Baringo and Mombasa indicate having got a response to the problem or complaint raised. A higher percentage of parents from Kajiado and Baringo indicate having got a suitable response for the problem or complaint

Table 2.14a: Parents reporting on problems and solution in school

	Baringo	Busia	Kajiado	Kilifi	Mombasa	Nairobi	Taita-Taveta
<i>Had a problem</i>	33%	16%	26%	50%	18%	30%	46%
<i>Response received</i>	100%	56%	56%	90%	88%	64%	63%
<i>Suitable solution</i>	93%	22%	100%	63%	80%	80%	81%

2.16 Payments to school

Parents surveyed are paying fees for items that have been outlawed such as admission fee and teacher motivation fee, and these include providing funds for organised events, school development and for security, which is against the prescription of the Ministry of Education,

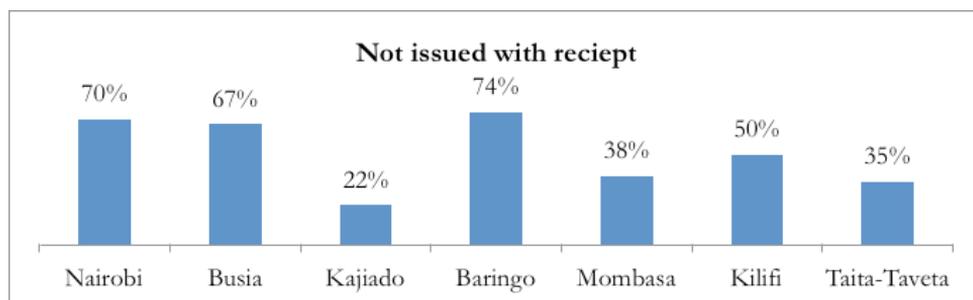
Science and Technology. Section 32 of the Basic Education Act states that “no person shall while admitting a child to a public school or a basic education institution collect any admission fee.”

Of greater concern is the parents are being coerced to make payments and non-payment can result into the child being sent away from school, which is against the objectives of free primary education. Section 29 of the Basic Education Act states, “No public school shall charge or cause any parent or, guardian to pay tuition fees for or on behalf of any pupil in the school.” The Act further states, “Other charges may be imposed at a public school with the approval of the Cabinet Secretary in consultation with the county education Board provided that no child shall be refused to attend school because of failure to pay such charges”.

All parents/guardians surveyed indicated making payments to the school for either an item/service. Payments were made for pupils’ lunch, tuition, school activities, examinations, security, teachers employed by parents association, report card and admission fee. One percent of parents interviewed indicated making payment towards teacher motivation in Nairobi. In Taita Taveta, 1% indicated making payments towards the pupils’ admission and 3% of parents indicated paying for security.

Contrary to Section 29 (c) of the Basic Education Act, which states, “no person shall collect levies without issuing an official receipt.” A number of parents indicated that they are not provided with receipts. The highest percentages of such cases are reported in the counties of Baringo, Nairobi and Busia.

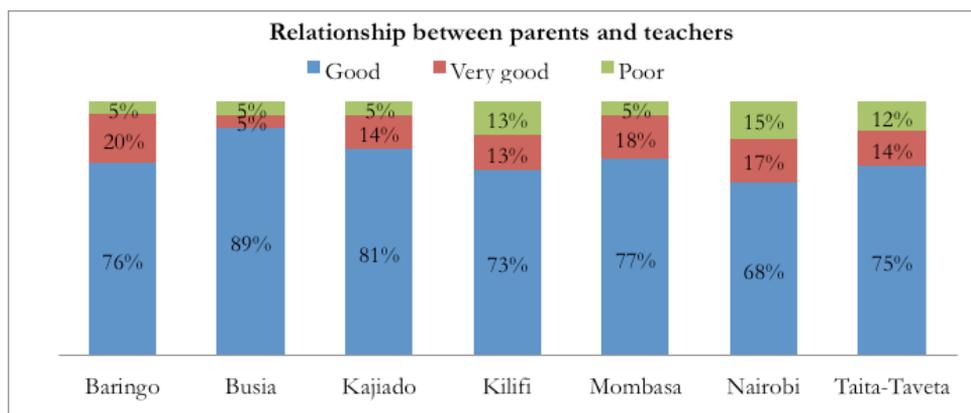
Table 2.15a: Issuance of receipts



2.17 Teacher, parent and management relations

Opportunities for interaction between the parents and pupils with the teachers and the management at the schools form an important process of improving the educational facilities and academic performance.. Eighty-nine percent of parents from Busia indicate that the relationship between them and the teacher is good. Parents surveyed also indicated that the relationship between them and the school is generally good.

Table 2.16a: Parent-teacher relationship



2.18 Recommendations for improvement

1. Increase water facilities and provide clean water as a measure against water born diseases among pupils.
2. Improve sanitation and toilet facilities by increasing the number of facilities and ensuring that the facilities are clean by hiring support staff such as teachers where there is need.
3. Install electricity in schools to enable pupils study for longer hours
4. Hire more trained teachers.
5. Improve on school security by building fences or walls.
6. Provide pupils with more learning materials especially textbooks.
7. Enforce the law by ensuring that pupils are not sent home for non-payment of outlawed levies and fees.
8. Buy more chairs and desks to cater for the high number of pupils and repair all broken desks and chairs.
9. School authorities should involve parents and pupils in decision making through increased consultation by opening up spaces for engagement.
10. School authorities should enhance accountability and transparency by for instance ensuring that receipts are provided for all payments made by parents and/or guardians
11. Implement school feeding programmes in drought prone areas such as Baringo and Kajiado counties where pupils travel long distances to get to school.
12. School authorities should ensure that all pupils are provided with the right amount of writing materials as per the requirements of the Ministry of Education, Science and Technology (MOEST).
13. Ensure that all schools have a play ground, ensure that schools have sport equipment and that extracurricular activities such as sports, music and drama are taking place in schools for the general well being of the child.
14. Build more health facilities to ensure that pupils get treated on time to enable them attend school.
15. Relevant authorities should ensure that inspection of schools is on course and that teachers are adhering to the public servants code of regulation and that they are attending school and lessons.

16. School authorities and relevant authorities should ensure that corporal punishment is banned from schools and that punishment administered to pupils does not interfere with their learning.
17. Provide sanitary towels to the girl child so as to ensure that they are not missing out on school as this will impact on their academic performance
18. Consider having more boarding schools especially for counties where pupils have to travel long distance to access education such as is the case in the counties of Kajiado and Taita Taveta.



3.0 County Specific Findings

3.1 Baringo County

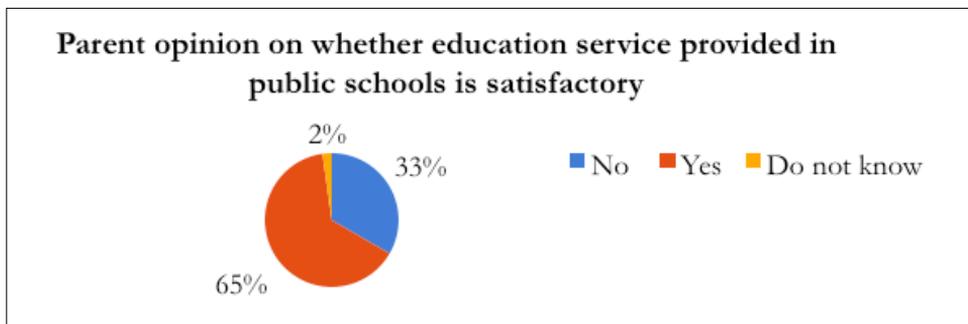
County Primary School Education Statistics

According to the Ministry of Education, Science and Technology,¹ Baringo County had 601 public primary schools with an enrolment of 131,717 pupils and an average school size of 219. Out of these, 535 are day schools, 4 are boarding schools and 56 are both day and boarding schools. The county has one school for boys and 594 mixed schools.

3.1.1 Rating of education service

Sixty-five percent of respondents surveyed rate education service delivery in the County as satisfactory. Thirty-three percent hold the opinion that service delivery in the County is not satisfactory.

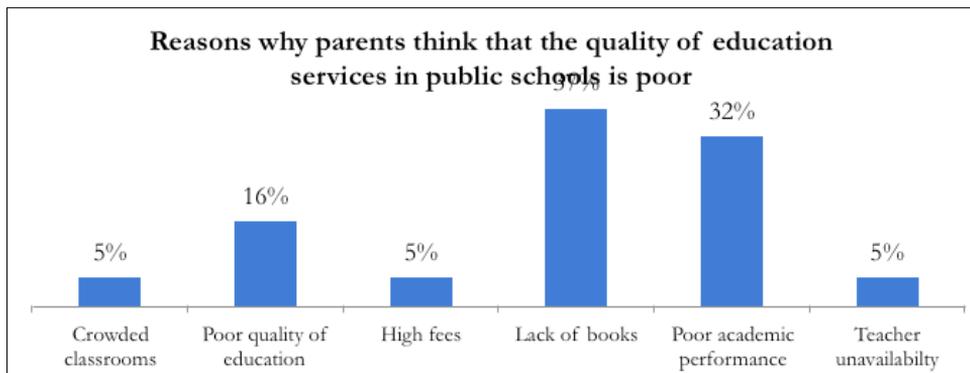
Figure 3.1.1a: Opinion on whether education service is satisfactory



Thirty-seven percent of parents/guardians hold the opinion that the quality of education services in the county is poor citing lack of books, 32% indicate poor academic performance.

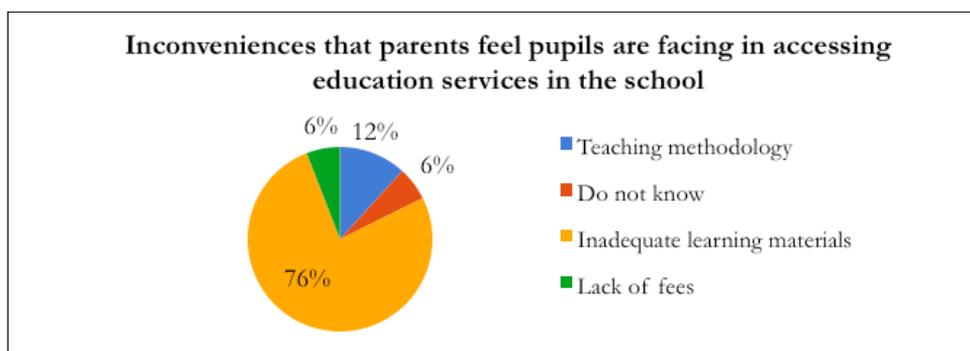
¹ 2014 Basic Education Statistical Booklet

Figure 3.1.1b: Opinion on why quality of education is poor



Forty-four percent of parents/guardians are of the opinion that the pupil is facing inconvenience in accessing education service. Seventy-six percent of parents/guardians who think so cited inadequate learning materials.

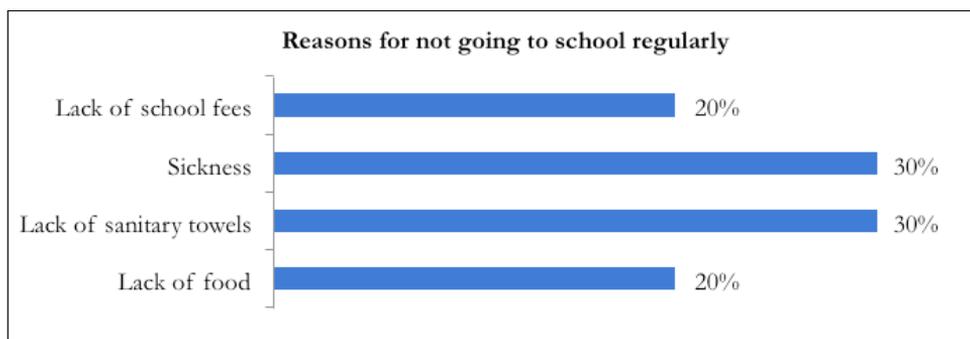
Figure 3.1.1c: Inconvenience in accessing education



3.1.2 Pupil attendance

Eighty-two percent of pupils surveyed indicated that they do not attend school regularly. Twenty percent attributed this to lack of food and 30% to lack of sanitary towels.

Figure 3.1.2 Reasons for not going to school regularly

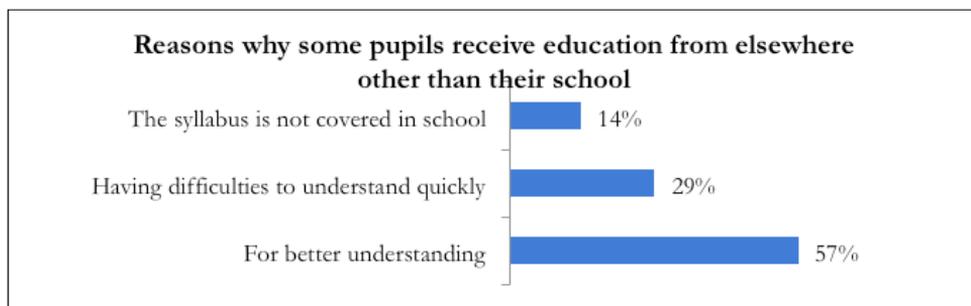


3.1.3 Additional lessons

Forty-eight percent of pupils indicated that they receive education from other sources beside the school, 52% do not. Fifty-seven percent of pupils who receive additional lessons outside school indicated the reason as the need for better understanding, 29% cited difficulties in understanding quickly and 14% indicated that the syllabus is not covered in school.

Thirty-nine percent indicated that they get additional lessons by means of tuition by other teachers, 39% tuition by their teacher and 33% through special education by individuals.

Figure 3.1.3: Reasons for additional education outside school

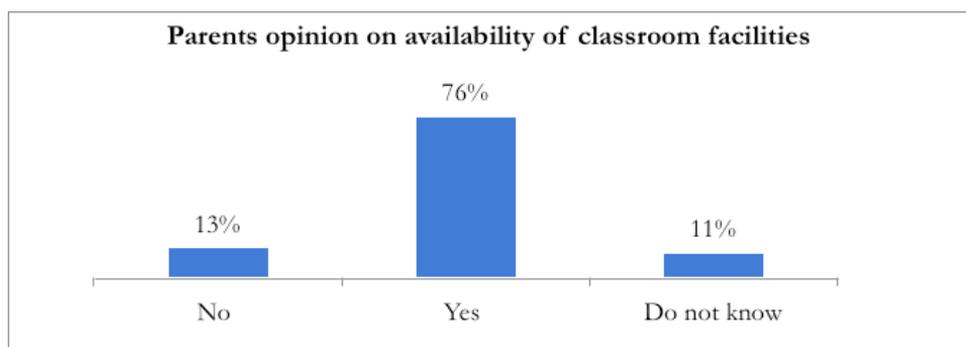


3.1.4 Availability of classrooms

Thirteen percent of parents/guardians are of the opinion that the school does not have enough classroom facilities, 76% indicated that the school has enough classrooms.

Sixty-three percent indicated that the school manages the challenge of inadequate facilities by having lessons under the tree, 31% by combining classes, 2% indicated by conducting classes in non-separated rooms and 2% said in temporary structures.

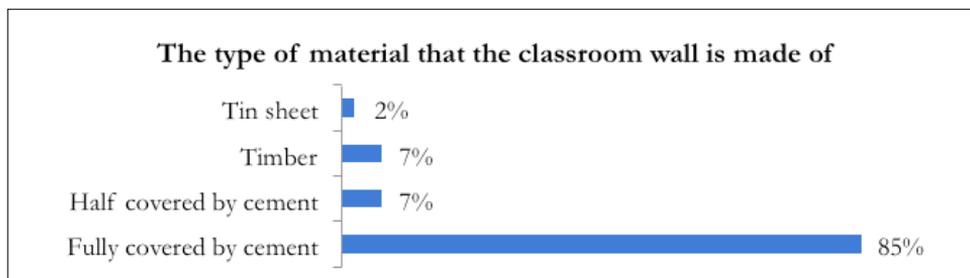
Figure 3.1.4: Opinion on availability of classroom facilities



3.1.5 State of classroom

Eighty-five percent of pupils indicated that the classroom wall is fully covered by cement, 7% indicated that it is covered with tin sheets. All pupils indicated that the classroom roof is covered by iron sheet. Ninety-six percent indicated that the floor is fully covered by cement, and 4% indicated that the classroom floor is covered by soil.

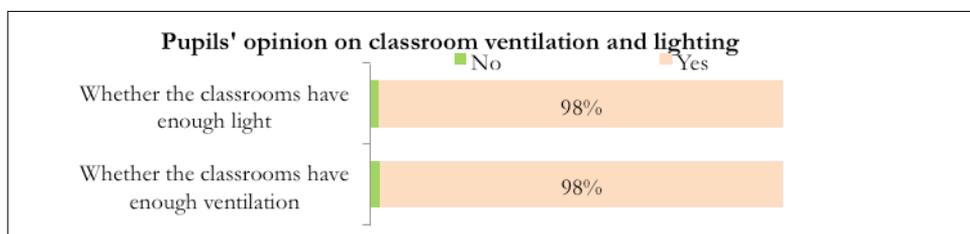
Figure 3.1.5a: Type of material of classroom wall



Five percent of pupils indicated that the classroom did not have windows. Seventy-two percent of pupils who indicated that the classroom had windows did indicate that the windows have glass, 22% indicated that the windows do not have glass and 7% indicated that they are wooden windows. Two percent of pupils indicated that the classroom does not have a door.

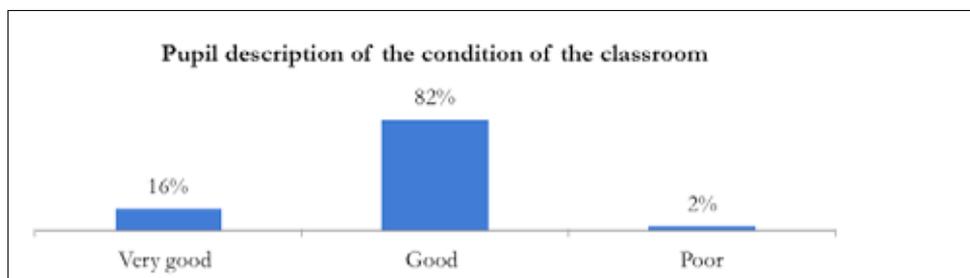
Ninety-eight percent of pupils are of the opinion that the classroom has enough light and ventilation. Two percent hold the opinion that the ventilation is poor and that the classroom does not have enough light.

Figure 3.1.5b: Opinion on classroom ventilation and lighting



In general, 82% of pupils are of the opinion that the condition of the classroom is good, 2% hold the opinion that it is poor.

Figure 3.1.5c: Pupil description of classroom



3.1.6 Availability of desks

Eighteen percent of pupils are of the opinion that the desks and chairs are inadequate while eighty-two percent hold the opinion that the desks and chairs are enough.

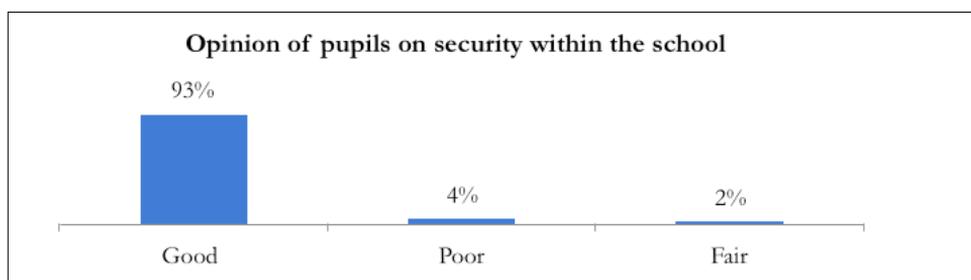
3.1.7 Facilities for children with disability

Ninety-five percent of parents/guardians who indicated that the school has facilities for children with disabilities indicated that the school has a special unit for the mentally challenged child. Five percent of parents/guardians indicated that the school does not have facilities for persons with disability.

3.1.8 Security within the school

Four percent of pupils are of the opinion that security within the school is poor. All pupils indicated that the school has a fence around the compound.

Figure 3.1.8: Pupil opinion on security within school

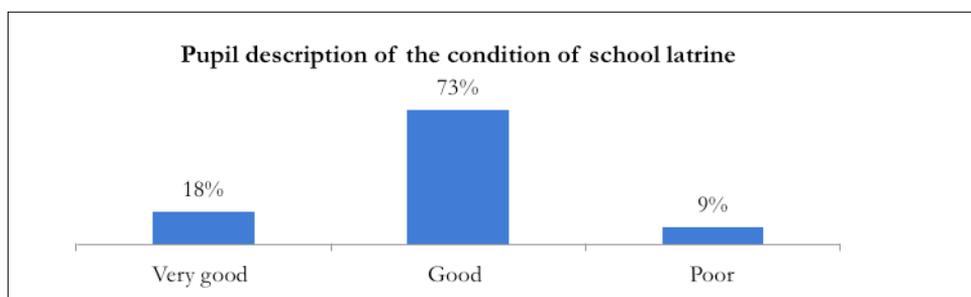


3.1.9 Availability of sanitation facilities

Ninety-five percent of pupils are of the opinion that the school has enough latrines, 5% are however of the opinion that latrines are inadequate. All pupils in the survey indicated that the school has separate pit latrines for male and female pupils.

In general, 73% of pupils surveyed are of the opinion that the condition of the school latrine is good, 9% are of the opinion that it is poor.

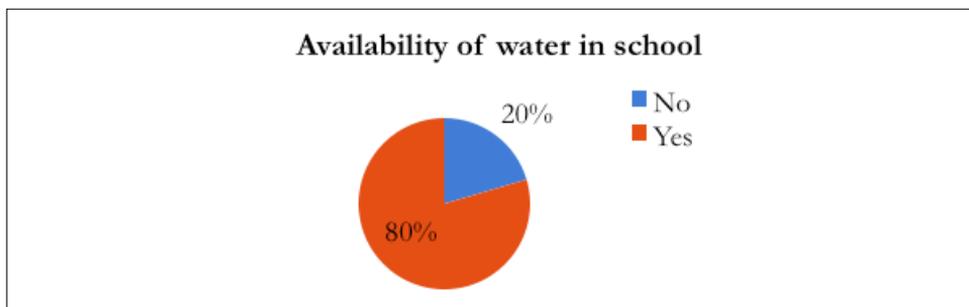
Figure 3.1.9: Pupil description of condition of school latrine/toilet



3.1.10 Availability of water

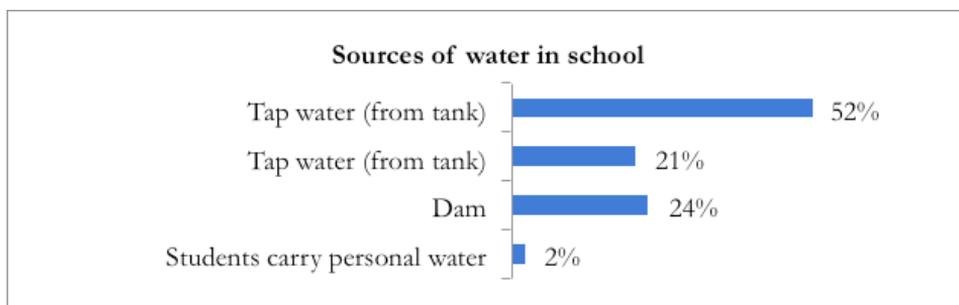
Eighty percent of pupils indicated that the school has water. However, 84% are of the opinion that water facilities in the school are inadequate. Eighty percent are of the opinion that the water in school is safe for drinking while 20% hold the opinion that it is not.

Figure 3.1.10a: Availability of water in school



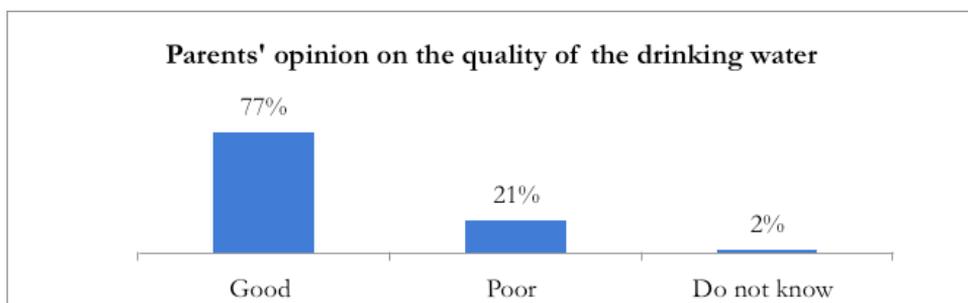
Slightly over half of the pupils surveyed, 52% indicated that the source of water in the school is tapped water from the tank. Two percent of pupils indicated that they carry drinking water from home.

Figure 3.1.10b: Source of water in school



Seventy-seven percent of parents/guardians surveyed are of the opinion that the quality of drinking water in the school is good, 21% are of the opinion that it is poor.

Figure 3.1.10c: Parent opinion on quality of drinking water

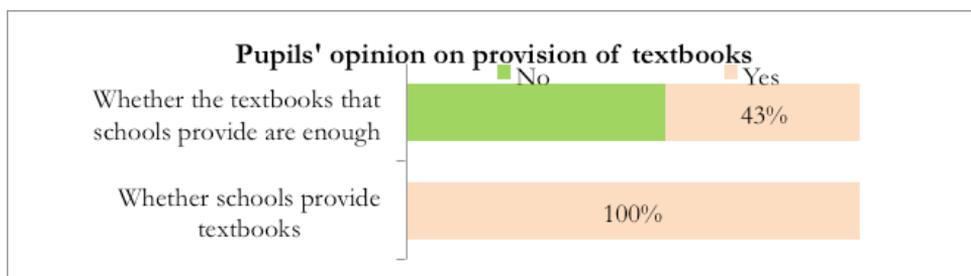


3.1.11 Provision of writing materials

Eighty-nine percent of parents/guardians surveyed indicated that the school provides the child with writing materials, 11% indicated that no writing materials are provided. Fifty-one percent of parents/guardians who indicated that pupils are provided with writing materials indicated that the children are provided with exercise books.

All pupils indicated that they are provided with textbooks at school however, only 43% of the pupils are of the opinion that texts books provided are enough, 57% hold the opinion that the textbooks are inadequate.

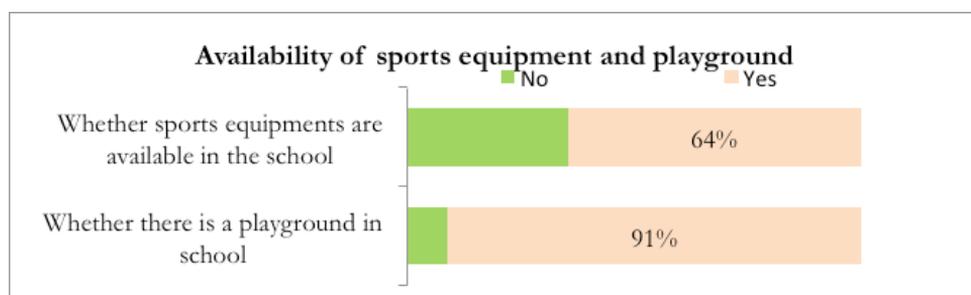
Figure 3.1.11: Opinion on provision of text books



3.1.12 Availability of playground and sport equipment

Nine percent of pupils indicated that the school does not have a playground. Seventy-six percent of pupils who responded so indicated that the school holds sports activities at the nearest school play ground.

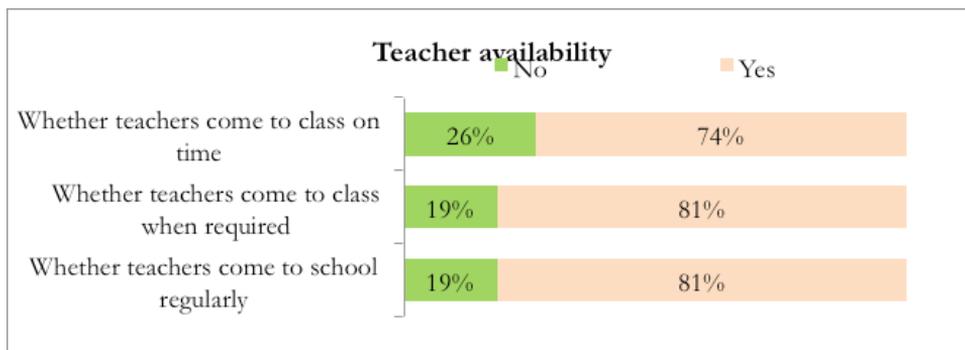
Figure 3.1.12: Opinion on availability of playground and sport equipment



3.1.13 Teacher availability

Nineteen percent of pupils surveyed indicated that the teacher does not come to school regularly. Seventy-four percent indicated that the teacher comes to class in time, and 19% indicated that the teacher does not come to class whenever required.

Figure 3.1.13: Pupil opinion on availability of teacher



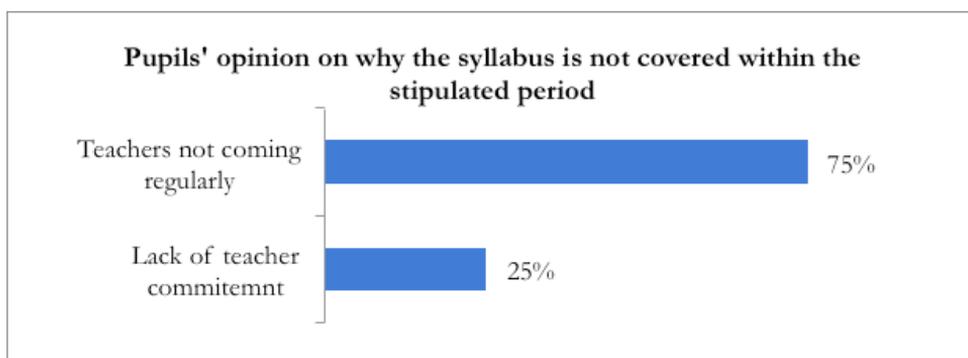
Seventy-eight percent of pupils indicated that they had teachers for all the subjects. Twenty-two percent indicated that they lacked a teacher for social sciences.

3.1.14 Completion of syllabus

Nine percent of pupils surveyed are of the opinion that the syllabus is not covered within the stipulated period, 82% are of the opinion that it is completed within the required time, 9% indicated that they were unable to tell.

Seventy-five percent of pupils who indicated that the syllabus is not completed on time attributed this to the teacher not coming to school regularly, 25% cited lack of commitment by the teacher.

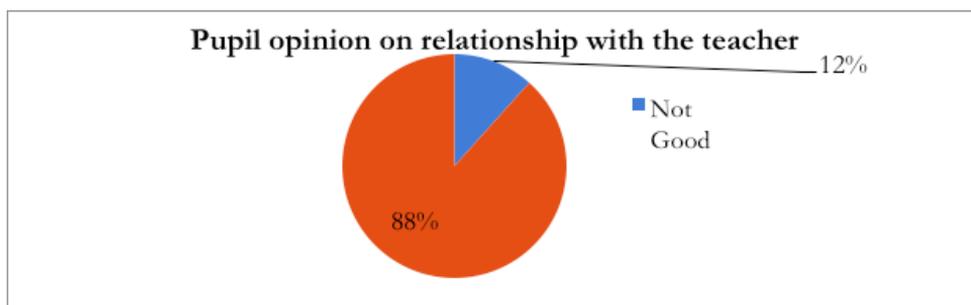
Figure 3.1.14: Pupil opinion on why syllabus is not covered



3.1.15 Teacher handling of pupils

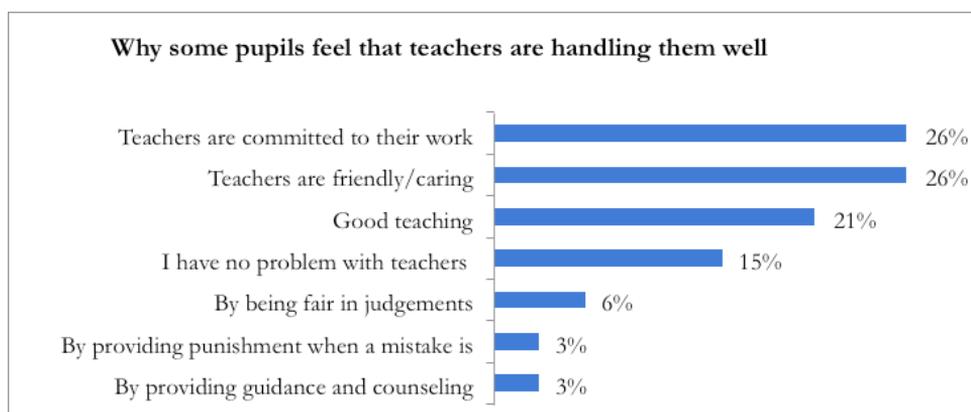
Eighty-eight percent of pupils are of the opinion that the teacher is handling them well and that their relationship with the teacher is good, 12% indicated that the teacher is not handling them well and that their relationship with the teacher is bad.

Figure 3.1.15a: Pupil opinion on relationship with teacher



Fifty-six percent of pupils who hold the opinion that the teacher is not handling them well indicated that the teacher is cruel, 44% indicated that some teachers are less caring. Of those who indicated that the teacher is handling them well 26% indicated that the teacher is friendly and caring.

Figure 3.1.15b: Pupil opinion on handling by teacher



3.1.16 Discrimination at school

Sixteen percent of pupils indicated that they face discrimination in school. Of these, 60% identified the teacher as the source of discrimination, 40% identified their fellow pupils. Fifty percent of pupils indicated that they are discriminated on the basis of their social background.

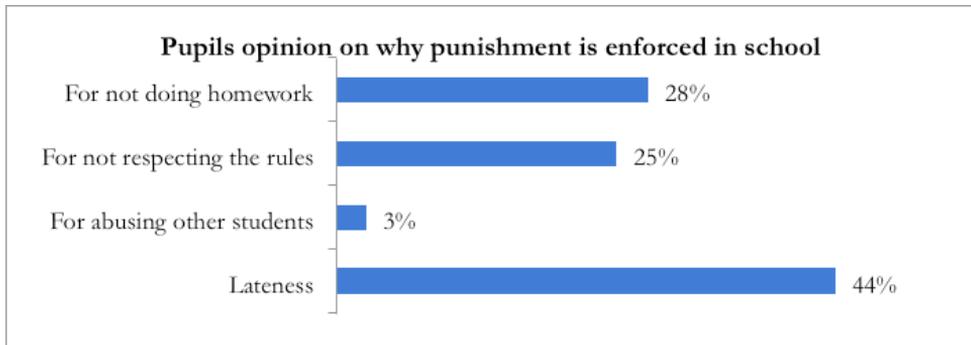
Six percent of parents/guardians are of the opinion that the pupil is discriminated in school. Citing discrimination on the basis of social background - 60%, economic situation - 20% and because a parents/guardian is interfering or complaining about a teacher at 20%.

3.1.17 Punishment in school

Sixty-two percent of pupils indicated that punishment is administered in school. Forty four percent indicated that pupils are punished for lateness, 28% for not doing homework, and 25% for not respecting rules.

Fifty percent indicated that they are punished by caning, 48% indicated kneeling and 2% indicated sweeping the compound or classroom.

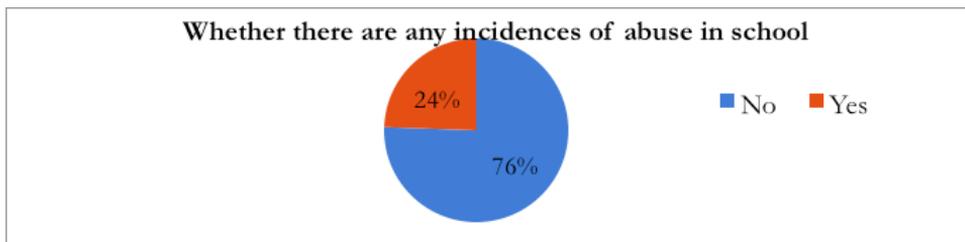
Figure 3.1.17: Pupil opinion on punishment at school



3.1.18 Abuse in school

Twenty-four percent of pupils indicated that there are incidences of abuse at school, 76% indicated that there are none. Eighty-seven percent of pupils who indicated abuse at school identified verbal abuse, 13% indicated physical abuse.

Figure 3.1.18: Abuse incidence at school



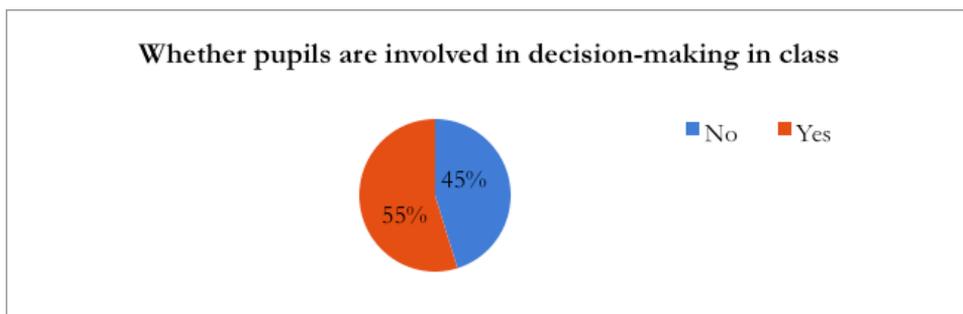
Fifteen percent of pupils indicated having personally experienced abuse in school. Out of this, 75% indicated having experienced verbal abuse, 25% indicated having experienced physical abuse at school.

3.1.19 Pupil participation

Sixty-seven percent of pupils indicated that they get opportunity at school to raise their concerns, 33% indicated that they do not. Seventy-four percent indicated that they get equal opportunity in leadership responsibility in class, 26% do not.

Fifty-five percent indicate that they are involved in decision-making in class. Of these, 77% of these pupils indicated that they elect their class prefects.

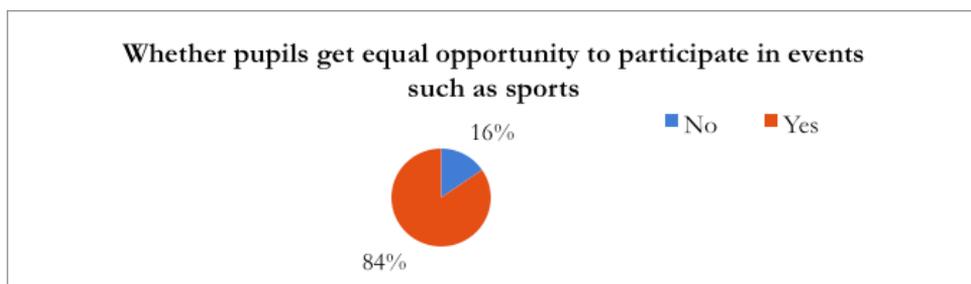
Figure 3.1.19a: Pupil involvement in decision making



Fifty-four percent of pupils indicated that pupil leadership in school is acquired through votes by pupils, 41% indicated selection by teachers and 5% indicated through selection by school management.

Of 16% of pupils who indicated that they do not get equal opportunity to participate in events such as sport, 88% indicated that the teacher selected the pupils to participate in such events.

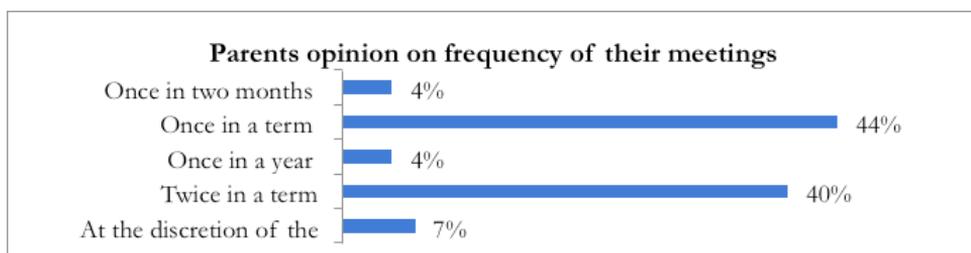
Figure 3.1.19b: Opportunity for pupils to participate in events



3.1.20 Parents/guardians, teacher and management relations

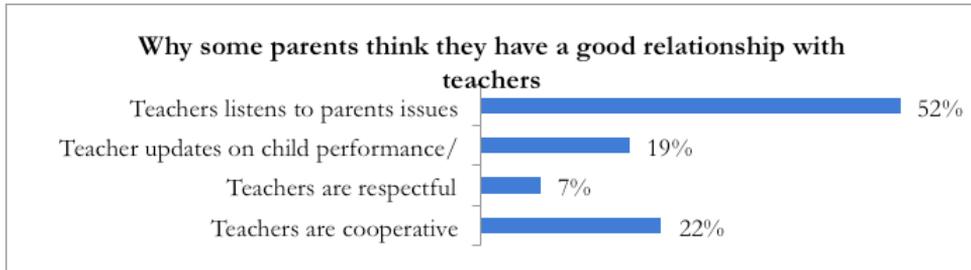
All parents/guardians surveyed indicated that the school held meetings for parents/guardians. However, 11% of them indicated that they are never notified about the meeting in advance. Forty-four percent indicated that the meetings are held once in a term.

Figure 3.1.20a: Frequency of parents meeting



Seventy-six percent of parents/guardians are of the opinion that their relationship with the teacher is good, 20% very good and, 4% poor. Fifty-two percent of parents/guardians of the opinion that the relationship with the teacher is good, indicated that the teacher listens to parents/guardians issues.

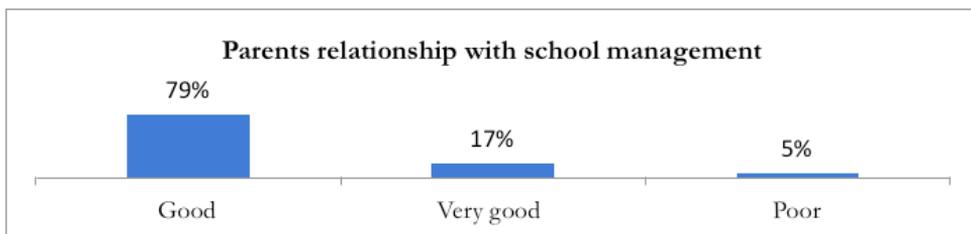
Figure 3.1.20b: Parents’ opinion on relationship with teachers



Seventy-nine percent of parents/guardians surveyed are of the opinion that their relationship with the school management is good, 17% that it is very good, and 5% that it is poor.

Twenty-nine percent of parents/guardians, who hold the opinion that the relationship with the school management is good indicated that the school management listens to parents/guardians. 25% indicated that the management considers parents/guardian’s ideas.

Figure 3.1.20c: Parents opinion on relationship with school management

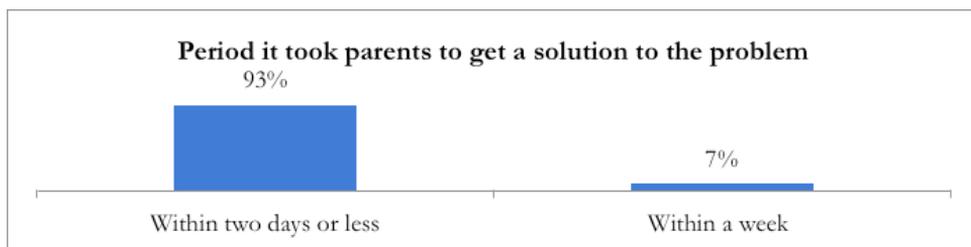


3.1.21 Problem incidence and solution

Thirty-three percent of parents/guardians indicated that they have experienced a problem with the school. Eighty-seven percent of parents/guardians who have experienced a problem with the school indicated that they discussed the problem with someone in school.

Fifty-three percent of parents/guardians complained or discussed the problem with the school head teacher, 47% with the class teacher. All parents/guardians indicated that they obtained or got a response or solution to the problem. Ninety-two percent responded that the solution was acceptable, 8% indicated that it was not.

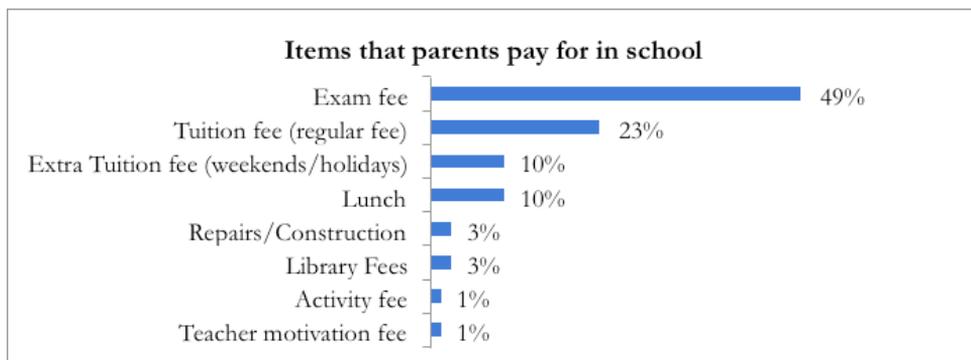
Figure 3.1.21: Time taken to solve problems raised by parents



3.1.22 Payments made to school

All parents/guardians in the survey indicated that they made payments to the school for an item or service. Forty-nine percent indicated that they paid for examination fee and 23% tuition.

Figure 3.1.22: Items that parent pay for in school

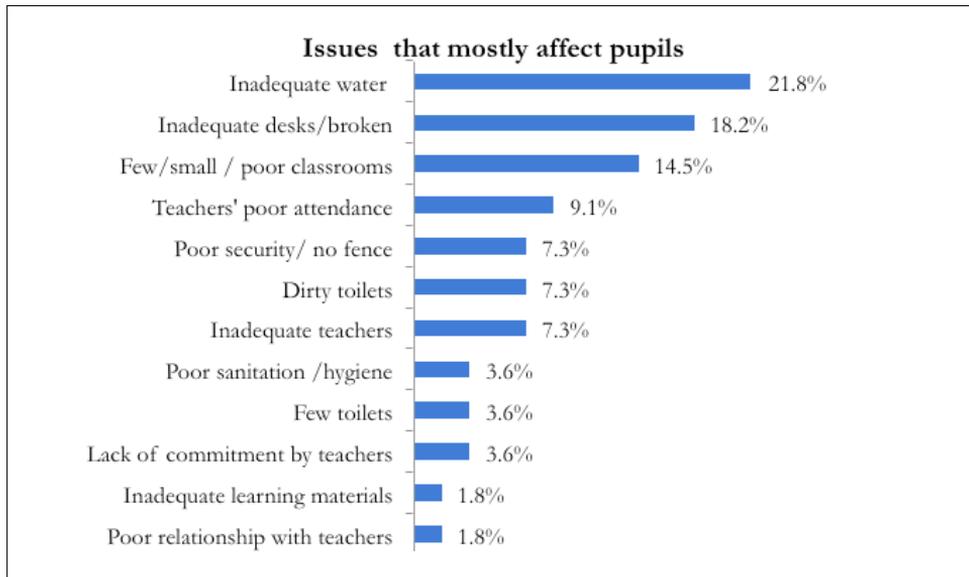


Only 24% of parents/guardians who made payments to the school indicated that they got a receipt, 74% did not get a receipt and 3% indicated that they received a receipt sometimes. Thirty-four percent of parents/guardians who did not get a receipt indicated that they did not know whether there is a receipt.

3.1.23 Issue of concern, satisfaction and dissatisfaction

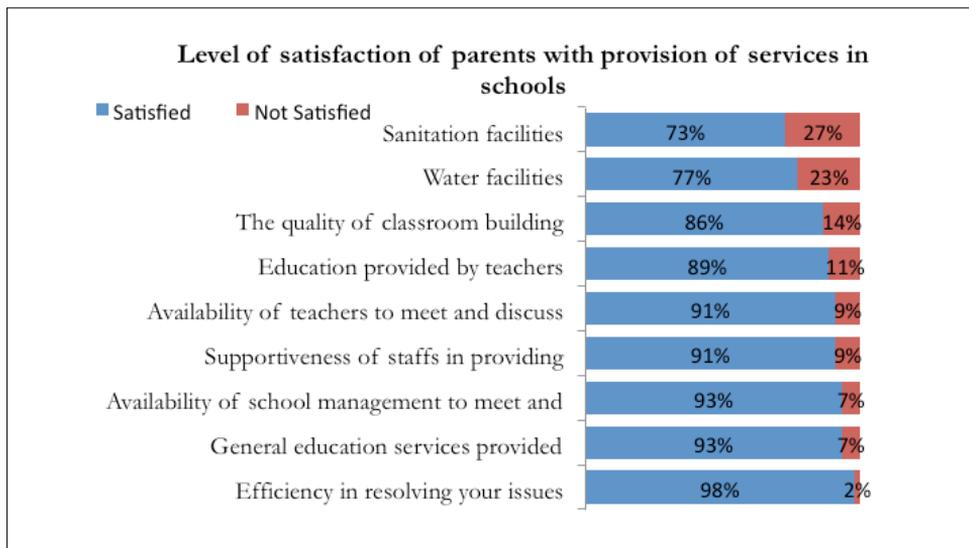
Twenty-two percent of pupils indicated inadequate water in school is a priority issue that needs to be addressed, 9% indicated poor teacher attendance and 4% poor sanitation/hygiene.

Figure 3.1.23a: Issues that mostly affect pupils



Twenty-seven percent of parents/guardians expressed dissatisfaction with regard to availability of water in school. Ninety-three percent expressed satisfaction with education services.

Figure 3.1.23b: Parent satisfaction and dissatisfaction levels



3.2 Busia County

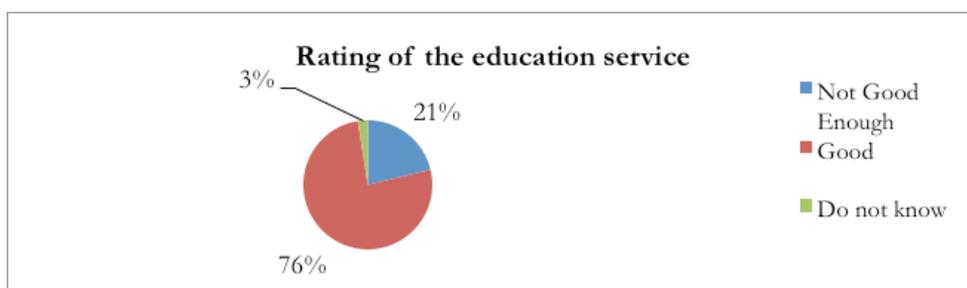
County Primary School Education Statistics

According to the Ministry of Education, Science and Technology (MOEST)² Busia County had 427 public primary schools with an enrolment of 238,348 pupils and an average school size of 558. Out of these 404 are day schools, 4 are boarding schools and 15 are both day and boarding schools. Eight of the schools are for boys, 11 for girls' schools and 404 are mixed schools.

3.2.1 Rating of quality of service

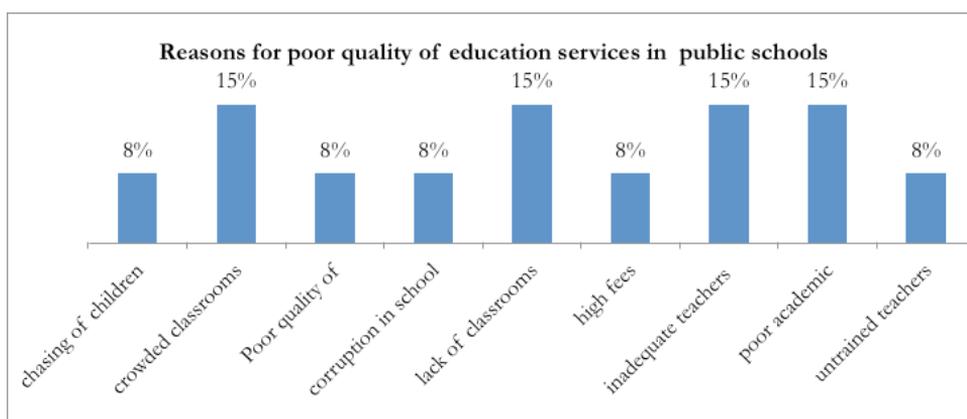
Seventy-six percent of respondents (parents/guardians and pupils) hold the opinion that education service in public primary schools in Busia County is good, against 21% who hold the opinion that the service relationship is not good.

Figure 3.2.1a: Rating of education service.



The main reasons by respondents in the survey for poor quality of services include inadequate and crowded classrooms, inadequate teachers and poor academic performance.

Figure 3.2.1b: Opinion on why education quality is poor

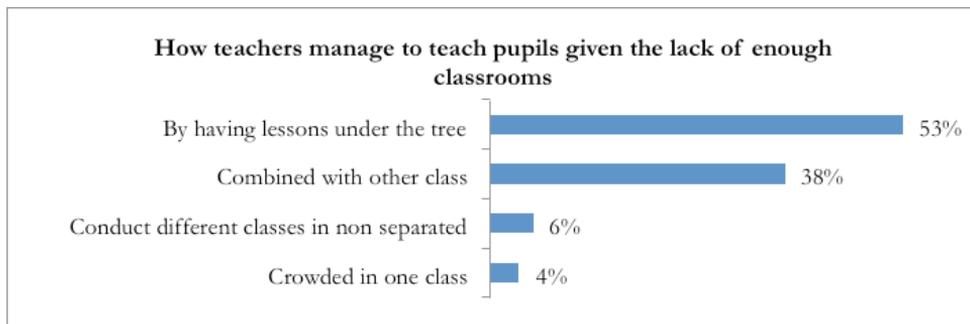


² 2014 Basic Education Statistical Booklet

3.2.2 Availability and condition of classroom

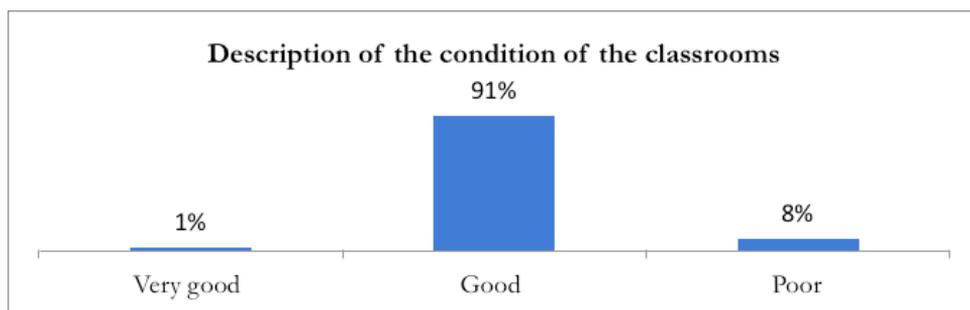
Fifty-three percent of pupils are of the opinion that the school does not have adequate classrooms. This is consistent with the opinion of 54% of respondent parents/guardians. Fifty-three percent of pupils indicated that the school managed the lack of classrooms by having lessons held under a tree within the school compound.

Figure 3.2.2a: teacher management of classrooms



Ninety-one percent of pupils have the opinion that the condition of the classroom is good. Eight percent hold the opinion that it is poor while 1 % say that it is very good.

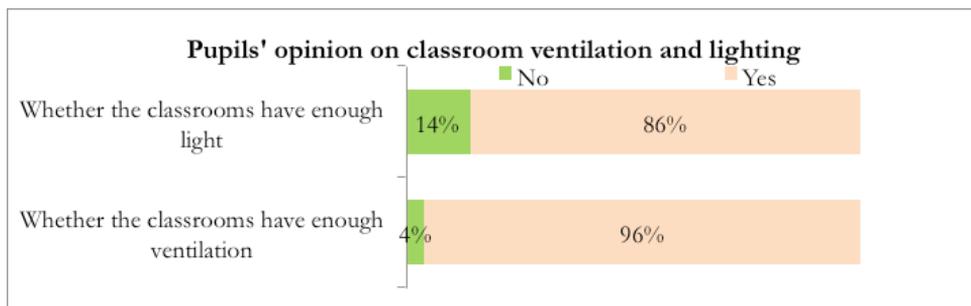
Figure 3.2.2b: Description of condition of classrooms



Ninety-two percent of pupils indicated that the classroom roof is made of iron sheets, 6% tiles and 1% thatch. Ninety-nine percent indicated that the floor is fully covered by cement block while 1% soil. Ninety nine percent indicated that the wall is fully covered by cement block. One percent indicated that the floor is half covered by cement.

Ninety-six percent of pupils are of the opinion that the classroom has adequate ventilation while 4% indicated that it does not. Eighty-six percent are of the opinion that the classroom has adequate light.

Figure 3.2.2c: Opinion on classroom ventilation and lighting



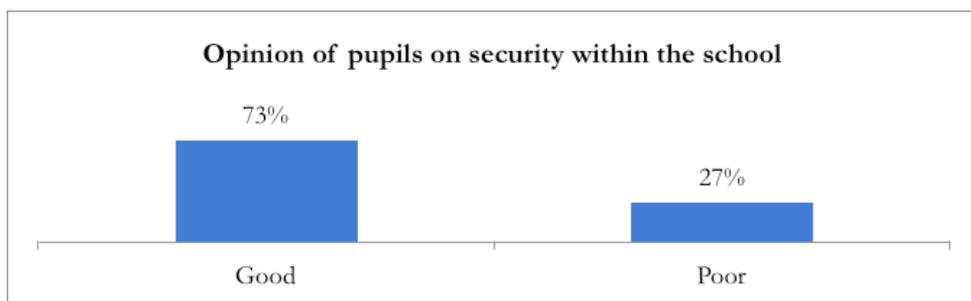
3.2.3 Availability of desks and chairs

Seventy-one percent of pupils hold the opinion that the furniture i.e. the desks and chairs are adequate. Twenty-nine percent however are of the opinion that the furniture is inadequate.

3.2.4 Security within the school

Majority, 73% of pupils are of the opinion that security situation in the school is good. Ninety-one percent indicated that the school has a fence around. Five percent indicated that the school has a fence that does not run round the entire compound while 4% indicated that the school does not have a fence or wall around the compound.

Figure 3.2.4: Pupil opinion on security within the school

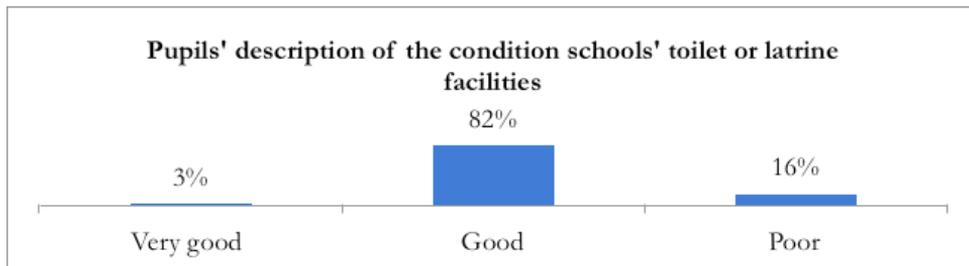


3.2.5 Availability of sanitation facilities

Seventy-nine percent of pupils are of the opinion that the school has adequate toilet/latrine facilities. Eighty-nine percent indicated that the toilet was a pit latrine while 11% indicated that it is a modern toilet.

Eighty-two percent of pupils against 74% of parents/guardians are of the opinion that the condition of the toilet/latrine is good. In general, 16% of pupils hold the opinion that the condition of the toilet/latrine is poor while 3% indicated that it is very good.

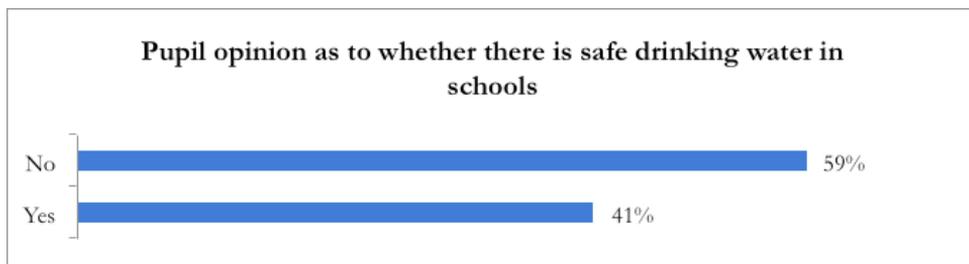
Figure 3.2.5: Pupil description of condition of school latrine/toilet



3.2.6 Access to water

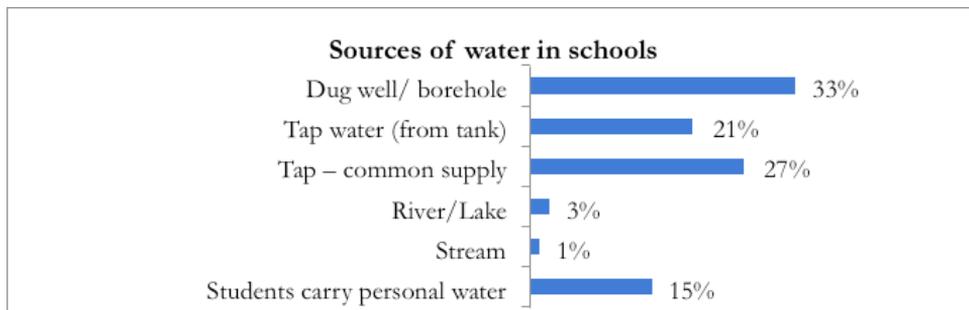
Sixty-seven percent of pupils indicated that the school has water. Thirty-seven percent are of the opinion that the school had adequate water facilities against 63% who hold the opinion that water facilities in the school are inadequate. Forty-one percent are of the opinion that there is safe drinking water in school.

Figure 3.2.6a: People opinion on safety of water at school



Thirty three percent of pupils indicated that the source of water in school was a dug well/bore hole while 1% indicated that the source was a stream.

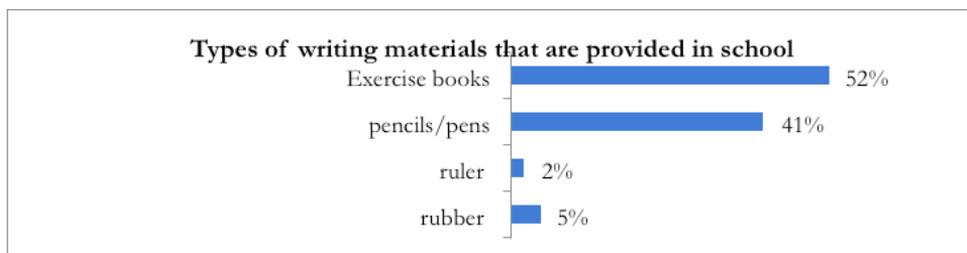
Figure 3.2.6b: Sources of water in school



3.2.7 Provision of writing materials

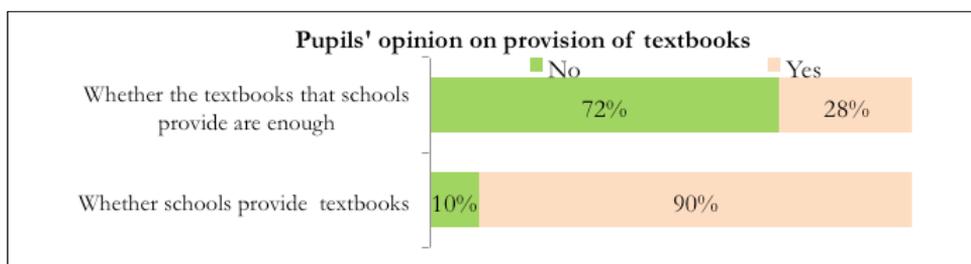
Eighty-nine percent of parents/guardians indicated that the child was provided with writing materials while 11% indicated otherwise. Out of the parents/guardians who indicated that the child was provided with writing materials, 52% responded that the child was provided with exercise books, 2% reported that the child was provided with an eraser.

Figure 3.2.7a: Writing materials provided in school



Seventy-two percent of parents/guardians who indicated that they are provided with textbooks said that the textbooks are enough. Twenty-eight percent indicated that they are not.

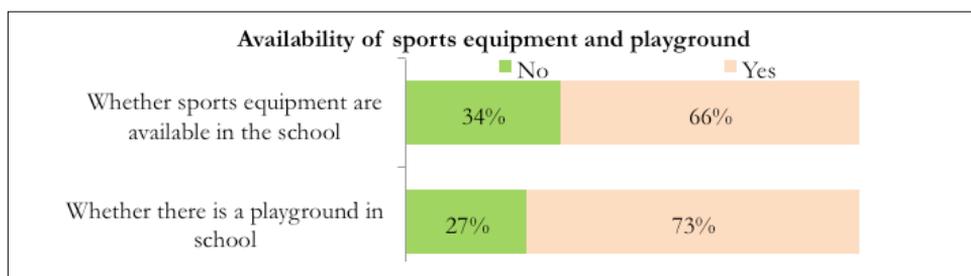
Figure 3.2.7b: Provision of text books in school



3.2.8 Availability of playground

Twenty-seven percent of pupils indicated that the school did not have a playground. Out of these, 53% indicated that sports were held at the nearest school's playground, 34% indicated that sports were held at the common playground in the village. Sixty-six percent indicated that the school had sport equipment while 34% indicated that it did not.

Figure 3.2.8: Availability of sport facilities

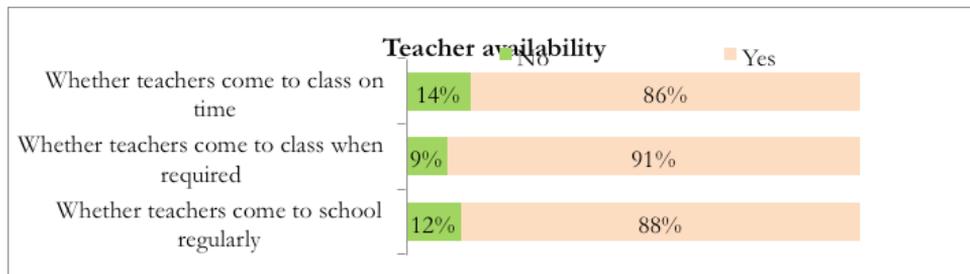


3.2.9 Access to education

Eighty-six percent of pupils indicated that they had teachers for all the subjects. Eight percent indicated that they lacked a teacher for Mathematics, 5% for Science and 2% for English.

Eighty-eight percent of pupils indicated that the teacher comes to school regularly against 12% who indicated that he/she did not attend school regularly. Ninety-one percent indicated that the teacher attends to the class when required while 9% indicated that he or she did not.

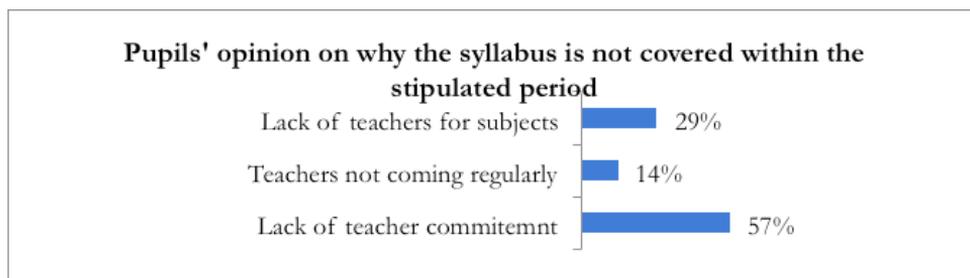
Figure 3.2.9: Teacher availability



3.2.10 Coverage of syllabus

Seventy-three percent of pupils indicated that the syllabus was fully covered in school. Fourteen percent indicated that it was not while 13% could not tell. The pupils attributed this to various factors with 57% attributing it to lack of teacher commitment.

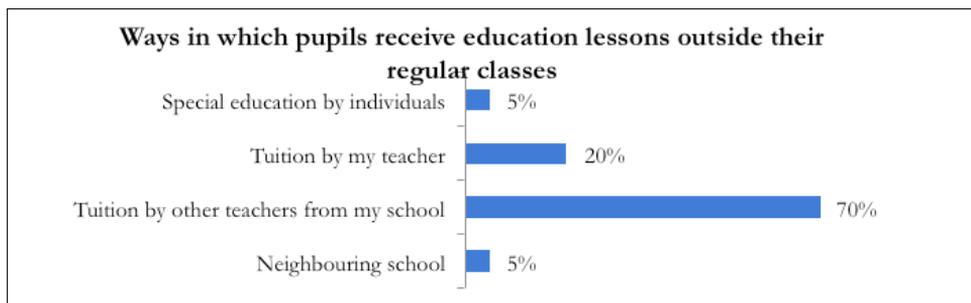
Figure 3.2.10: Pupil opinion on coverage of syllabus



3.2.11 Additional lessons

Seventy-eight percent of pupils indicated that they receive education from other sources besides the school. Sixty-three percent identified the need for additional lessons as lack of completion of the syllabus while 38% indicated that they have difficulties understanding quickly.

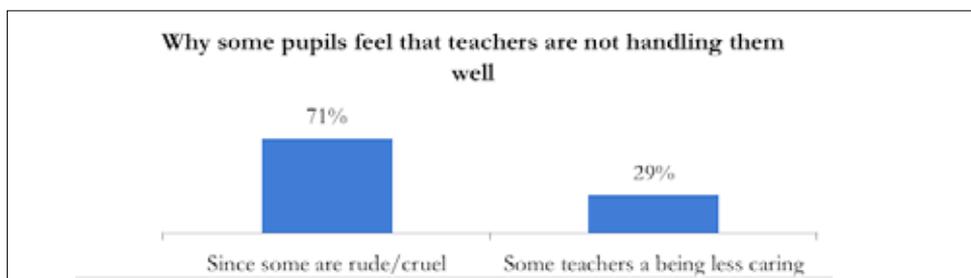
Figure 3.2.11: Ways in which pupils receive additional lessons



3.2.12 Teacher handling of pupil

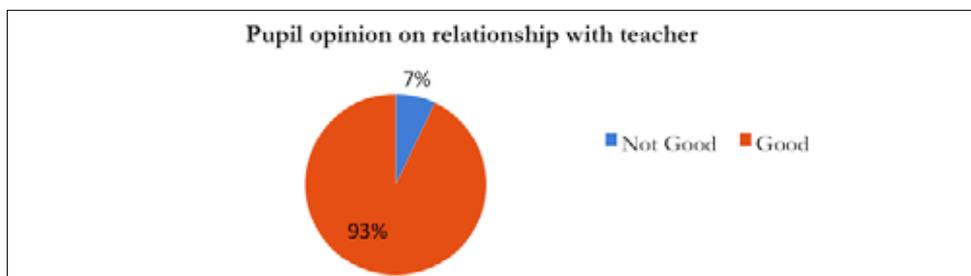
Ninety-one percent of pupils hold the opinion that the teacher was not handling them well. Out of these, 71% indicated that the teacher is rude or cruel while 29% indicated that the teacher is less caring.

Figure 3.2.12a: Pupil opinion on handling by teacher



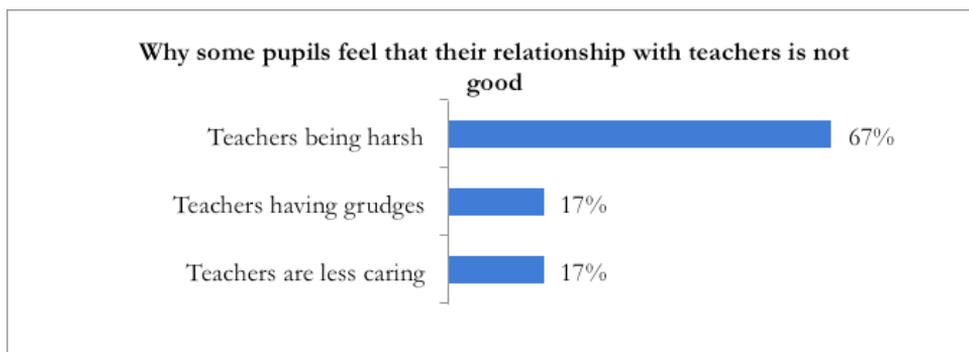
Of the 91% of pupils who responded that the teacher was handling them well, 25% indicated that the teacher was friendly while 19% indicated that the teacher provided guidance and counseling. In general, 93% of pupils hold the opinion that their relationship with the teacher is good while 7% hold the opinion that it is not. Sixty-seven percent of pupils who hold the opinion that their relationship with the teacher is not good indicated that the teacher is harsh. An equal percentage at 17% each indicated that the teacher has a grudge with him or her, and that the teacher is less caring.

Figure 3.2.12b: Pupil opinion on relationship with teacher



Fifty percent of pupils who hold the opinion that their relationship with the teacher is good indicated that the teacher is understanding. Fourteen percent indicated that the teacher is committed while 9% indicated that teachers provided moral and academic support.

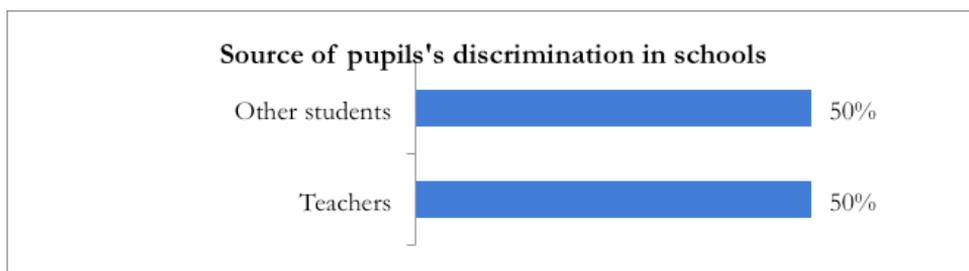
Figure 3.2.12c: Pupil opinion on poor relationship with teachers



3.2.13 Discrimination in schools

Eight percent of pupils indicated that they are discriminated in school. Pupils indicated that the source of discrimination was by teachers and other pupils equally at 50%. Sixty-seven percent of parents/guardians indicated that discrimination was on the basis of performance. Eighteen percent of parents/guardian respondent indicated that the child was discriminated in school. Discrimination was on the basis of economic situation, disability, religion and parents/guardians complaints and interference.

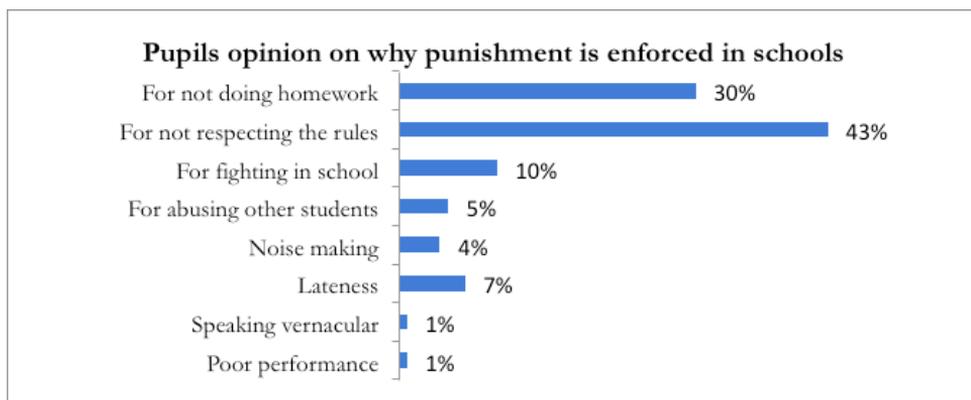
Figure 3.2.13: Source of pupil discrimination at school



3.2.14 Enforcement of discipline in school

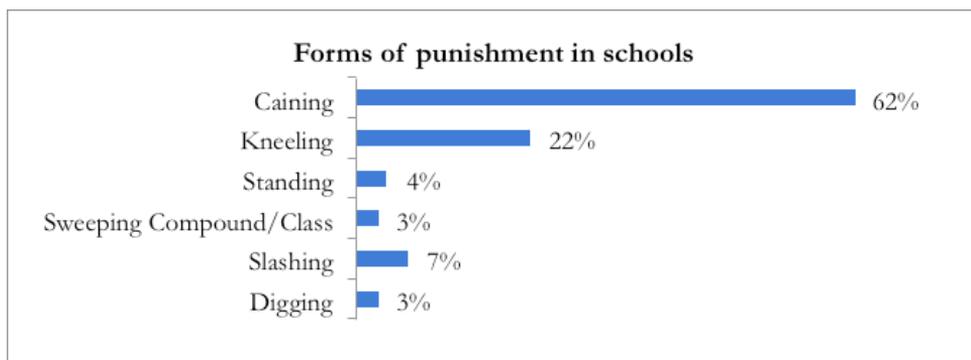
Eighty-seven percent of pupils indicated that there was punishment in school. Forty-three percent of pupils who indicated that punishment was meted to pupils indicated that pupils were punished for not respecting the rules. Seventy-one percent of parents/guardians hold the opinion that discipline is being enforced in school.

Figure 3.2.14a: Why pupils are punished at school



The main form of punishment was indicated by pupils as caning with 62% of pupils indicating that they had been caned. Four percent indicated that they were asked to stand outside the classroom. Sixty-nine percent of pupils indicated the teacher, 19% by the discipline master, 11% by the head teacher and 2% by the class prefect having administered punishment.

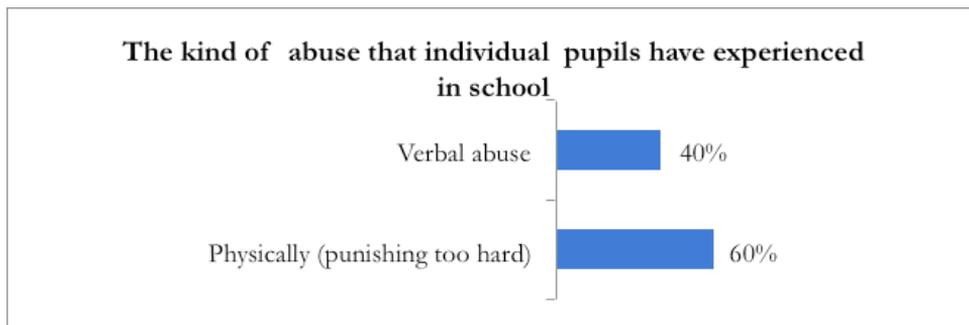
Figure 3.2.14b: Forms of punishment at school



3.2.15 Abuse and experience with abuse

Six percent of pupils indicated that there are incidences of abuse in school. Fifty-seven percent of these pupils identified verbal abuse while 43% identified physical abuse (pushing hard and beating). Thirty-three percent of pupils indicated having experienced abuse in school. Out of these, 60% indicated having experienced verbal abuse while 40% indicated physical abuse.

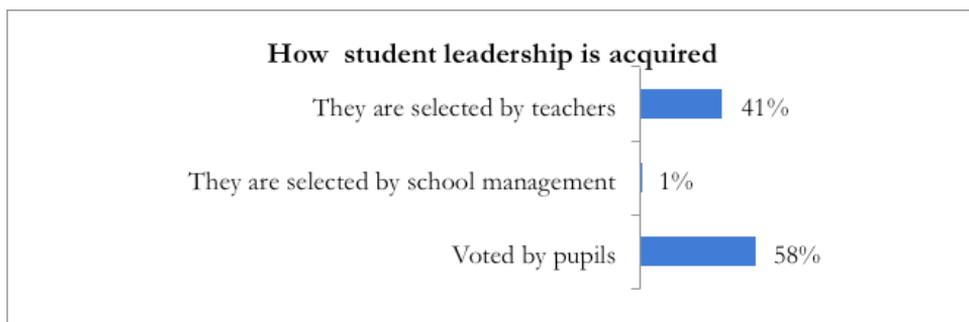
Figure 3.2.15: Kind abuse experienced at school by pupils



3.2.16 Participation in decision making

Fifty-nine percent of respondent pupils indicated that they get opportunity to raise their concerns in school. Eighty-five percent indicated that they get opportunity in leadership responsibilities in class. Forty-six percent indicated that they are involved in decision making in class. Forty-six percent indicated that they vote in their class prefect.

Figure 3.2.16: How student leadership is acquired



3.2.17 Availability of facilities for children with disability

Ninety-five percent of parents/guardians indicated that the school had facilities for children with disability. The facility identified by all parents/guardians who responded to the question was a special unit for mentally challenged children.

3.2.18 Parents/guardian involvement

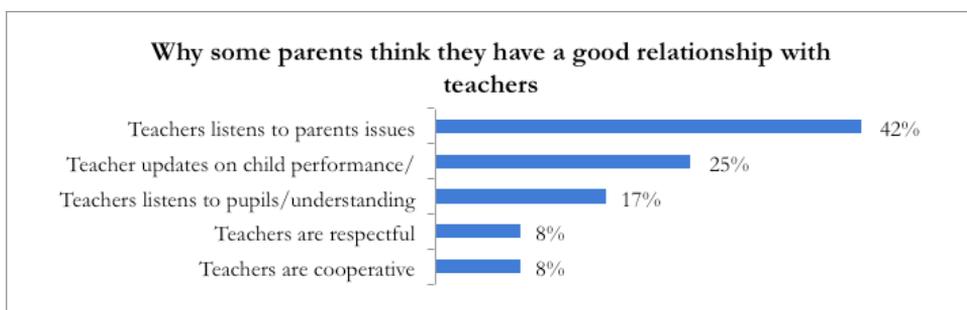
Ninety-six percent of parents/guardians responded that the school held meetings for parents/guardians. Four percent reported that no meetings were held for parents/guardians by the school. However, 12% of parents/guardians who reported that the school held meetings reported that they were not notified about the meeting in advance.

Most parents/guardians, at 75% indicate that the school holds a meeting with them once in a term, 12% twice a term, 11% once in two months and 3% once a year.

3.2.19 Parents/guardians teacher relation

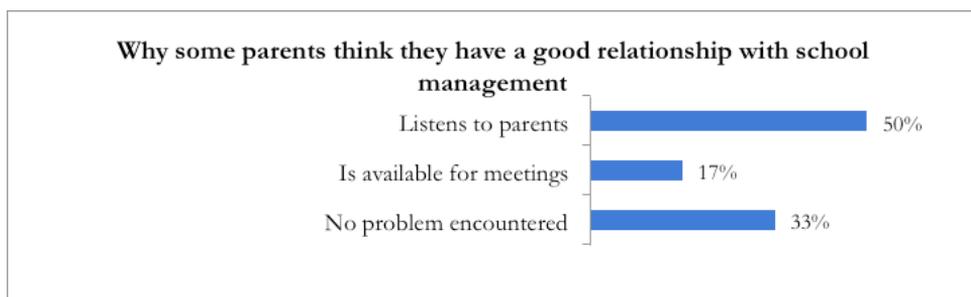
Eighty-nine percent of parents/guardians are of the opinion that their relationship with the teacher was good, 5% that it is very good and 5% that it is poor. Forty-two percent of parents/guardians who held the opinion that their relationship with the teacher was good said that the teacher listened to issues raised by the parents/guardians.

Figure 3.2.19a: Parent opinion on good relationship with teacher



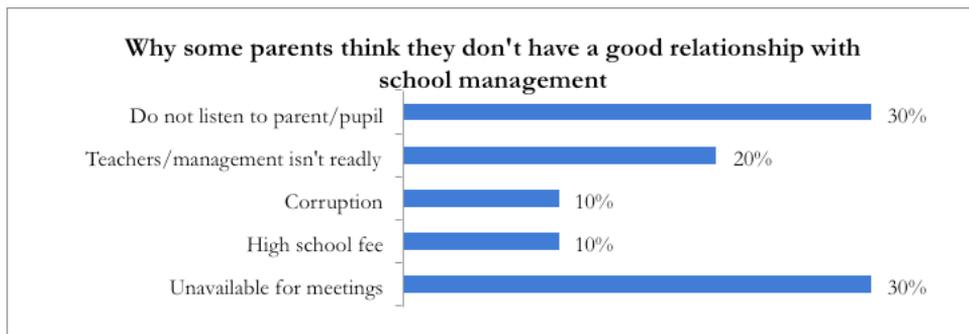
Eighty-one percent of parents/guardians are of the opinion that their relationship with the school management is good. The relationship is very good and poor for 4% and 14% of the parents/guardians respectively.

Figure 3.2.19b: Parent opinion on good relationship with school management



Fifty percent of parents/guardians who hold the opinion that their relationship with the school management was not good indicated that the school management is not available for meetings.

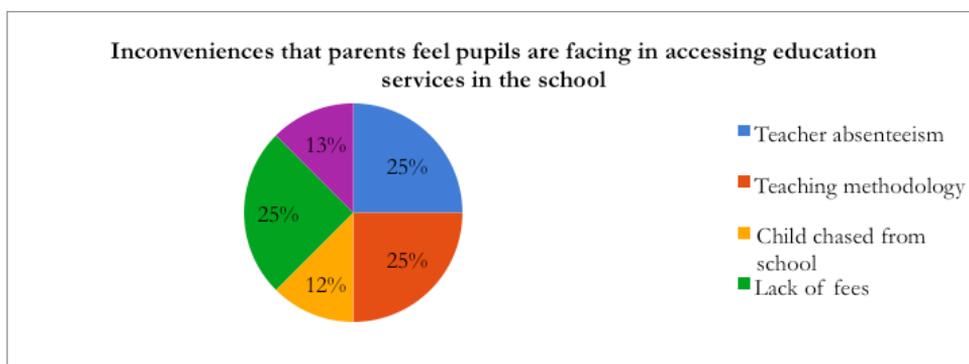
Figure 3.2.19c: Parent opinion on good relationship with teacher



3.2.20 Inconvenience in accessing education

Fifteen percent of parents/guardians indicated that the child faced inconveniences in accessing education. Among the reasons given was teacher absenteeism.

Figure 3.2.20: Inconvenience in accessing education



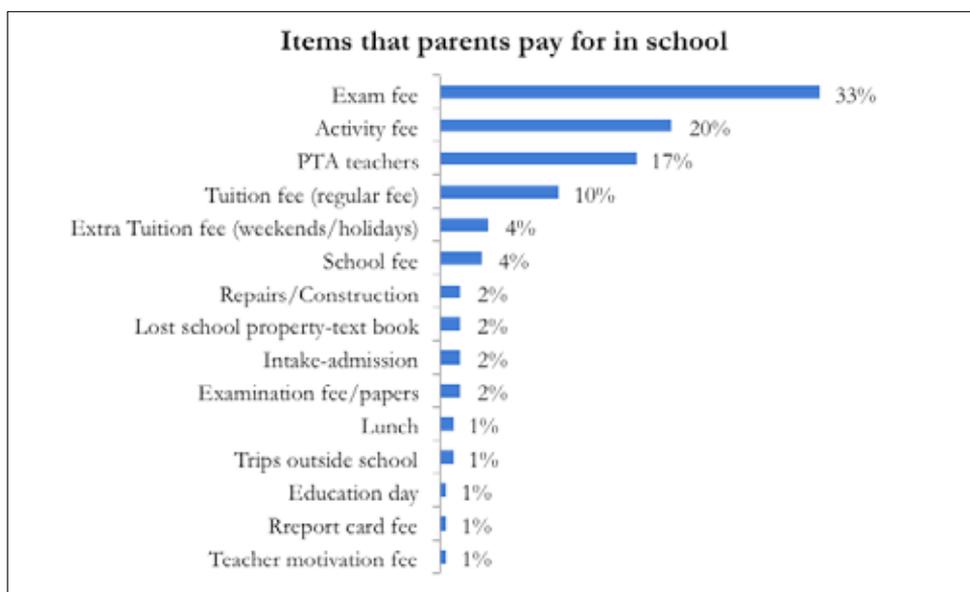
3.2.21 Problem and solution

Eighty-four percent of parents/guardians indicated having experienced problems with the school. Out of these, 57% discussed the problem with someone in school. Of those who discussed the problem, 63% discussed with the school head teacher and 38% discussed with the class teacher. Sixty percent of parents/guardians who complained about an issue to the school indicated that they obtained a solution to the complaint.

3.2.22 Payments made to school

All parents/guardians indicated having made some payments to the school. Most, 33% indicated having paid exam fees. Seventeen percent made payments towards the Parents/guardian Teacher Association (PTA) teachers. One percent indicated making payments towards teacher motivation.

Figure 3.2.22: Items parent pays for in school

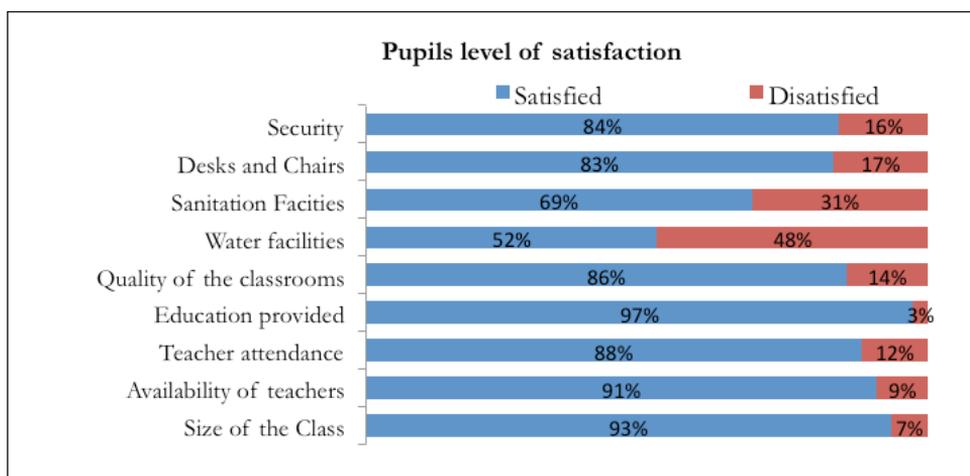


Majority of the parents/guardians respondents at 67% reported that they did not get receipts on items that they paid for in school. Thirty-one percent of parents/guardians indicated that they got receipts while 1% said that they sometimes get receipts. Fifty-nine percent of parents/guardians said that they did not know whether there is a receipt.

3.2.23 Satisfaction and dissatisfaction levels

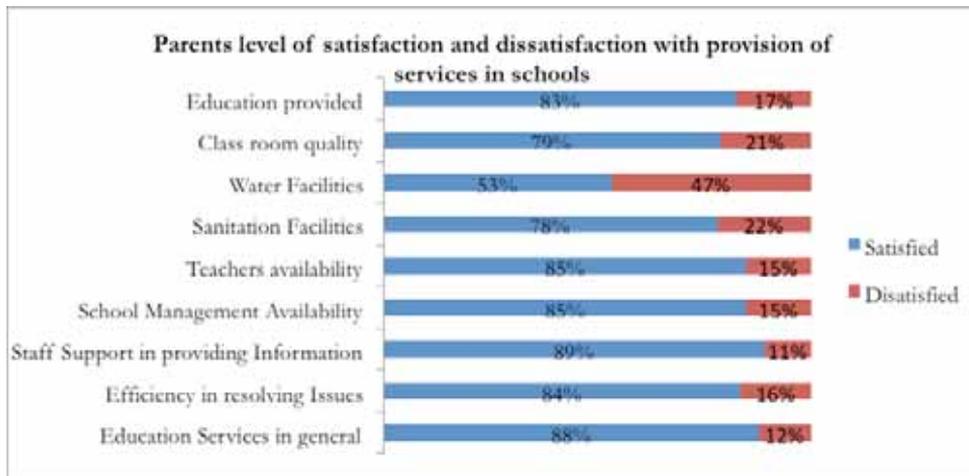
Satisfaction levels with education provided are high with only 3% of pupils indicating that they are dissatisfied. However, 48% of pupils are dissatisfied with availability of water in school.

Figure 3.2.23a: Pupils' level of dissatisfaction and/or dissatisfaction



Eighty-eight percent of parents/guardians are satisfied with education services in general. Most, 47% are dissatisfied with availability of water facilities.

Figure 3.2.23b: Parents' level of satisfaction and/or dissatisfaction.



3.3 Kajiado County

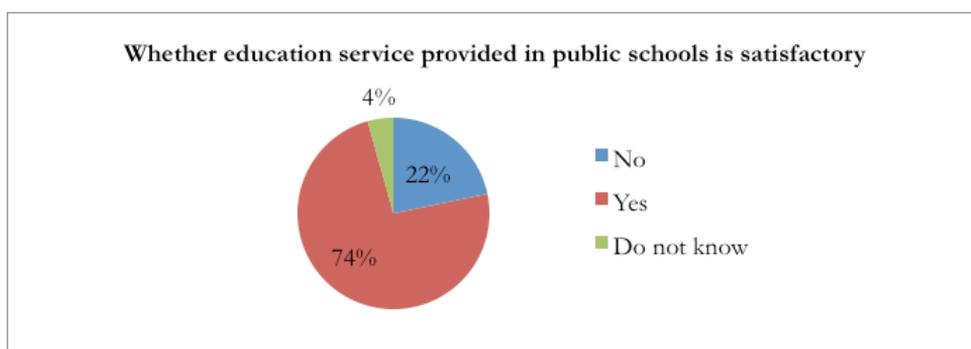
County Primary School Education Statistics

According to the Ministry of Education, Science and Technology³, Kajiado County had 372 public primary schools with an enrolment of 56,111 pupils and an average school size of 311. Out of these, 320 are day schools, 2 are boarding schools and 46 are both day and boarding schools. One of the schools are for boys, 2 for girl's schools and 365 are mixed schools.

3.3.1 Rating quality of education

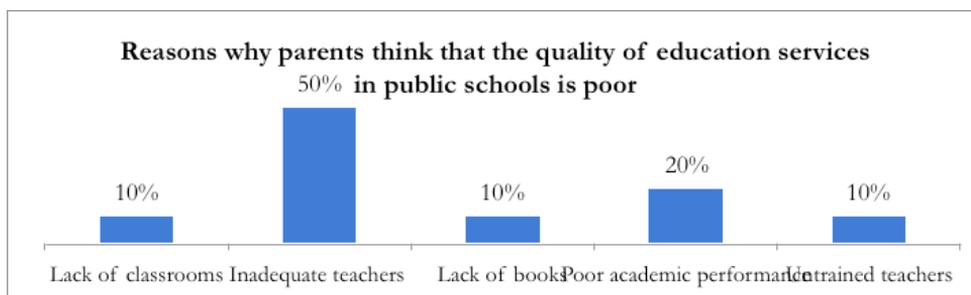
Seventy-four percent of parents/guardians in the survey are of the opinion that the quality of service provided in public primary schools in Kajiado county is satisfactory while 22% considers it unsatisfactory.

Figure 3.3.1a: Rating of education service



Fifty percent of parents/guardians who hold the opinion that the quality of service provided in public primary schools is not satisfactory cite inadequate number of teachers as the main reason.

Figure 3.3.1b: Parent opinion on why quality of education is poor



3 2014 Basic Education Statistical Booklet

3.3.2 Availability of classrooms

Seventy-nine percent of pupils are of the opinion that the school has enough classrooms with 21% holding a contrary opinion. Eighty-five percent indicated that the teacher managed lessons by conducting different classes in non-separated rooms, 15% indicated that they had morning and afternoon classes.

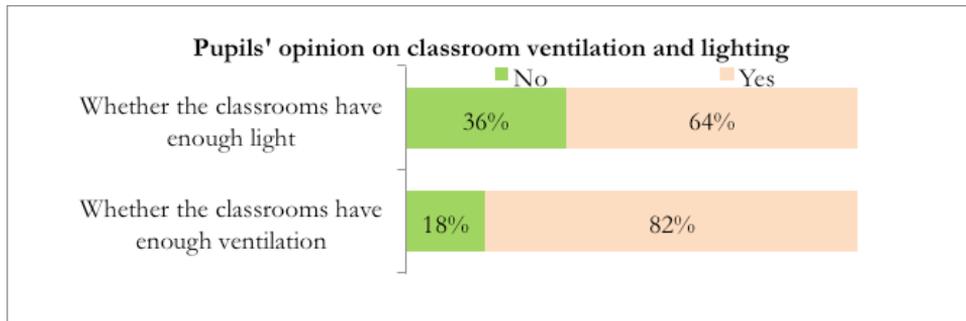
3.3.3 Classroom condition

All pupils surveyed indicated that the classroom roof is covered by iron sheet and that the classroom had windows. Eighty-four percent indicated that the classroom window did not have glass, 12% indicated that they were wooden windows, and 5% indicated that they were glass windows. Sixteen percent indicated that the classroom does not have a door.

Seventy-eight percent indicated that the classroom wall is fully covered with cement block, 95% indicated that the classroom floor was fully covered by cement block and, 5% indicated that the classroom floor is covered by soil.

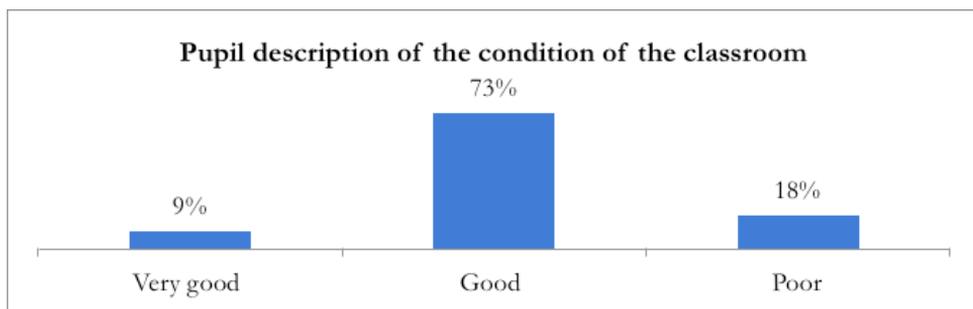
Eighty-two percent of pupils hold the opinion that the classroom has adequate ventilation and 64% are of the opinion that it has adequate light. In general, 73% of pupils describe the condition of the classroom as good.

Figure 3.3.3a: Pupil opinion on classroom ventilation and lighting



Seventy-three percent of pupils surveyed are of the opinion that the condition of the classroom is good, 9% say that it is very good and 18% hold the opinion that it is poor.

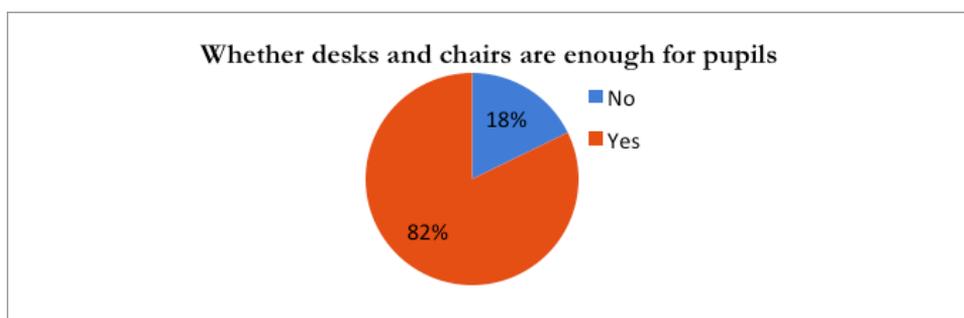
Figure 3.3.4b: Pupil description of condition of classroom



3.3.4 Availability of desks and chairs

Forty-eight percent of pupils are of the opinion that the desks and chairs are inadequate while 52% consider desks and chairs to be enough.

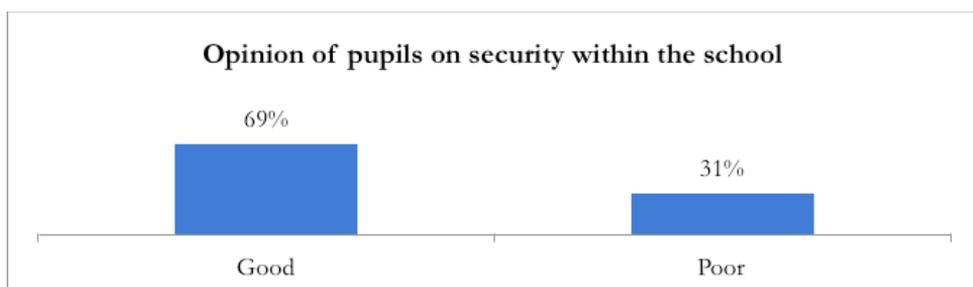
Figure 3.3.4: Pupil opinion on whether desks and chairs are adequate



3.3.5 Security within the school

Sixty-nine percent of pupils surveyed are of the opinion that security within the school is good. Forty-nine percent indicated that the school has a fence around the entire compound, 7% indicated that the fence was broken while 44% indicated that the school did not have a fence/wall around the compound.

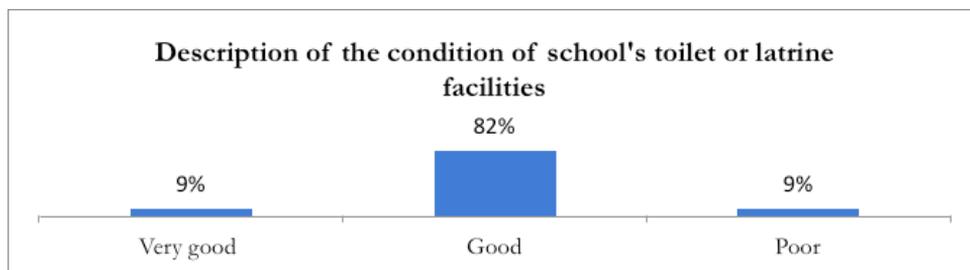
Figure 3.3.5: Pupil opinion on security within school



3.3.6 Availability of sanitation facilities

Ninety-three percent of pupils indicated that the school has a latrine; the remaining 7% indicated that it did not. All pupils surveyed indicated that the school had separate pit latrines for male and female pupils.

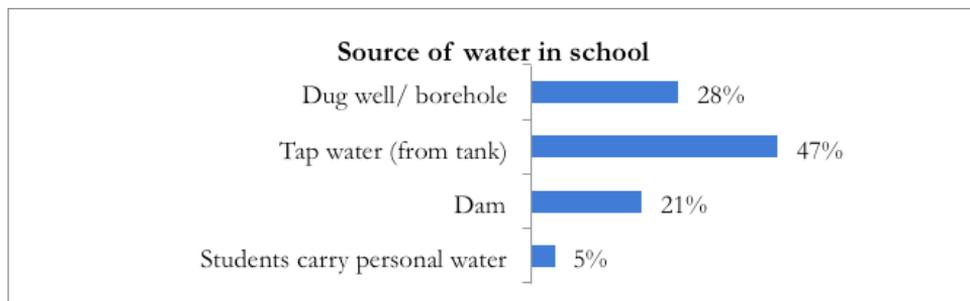
Figure 3.3.6: Pupil opinion on condition of school toilet/latrine



3.3.7 Availability and source of water

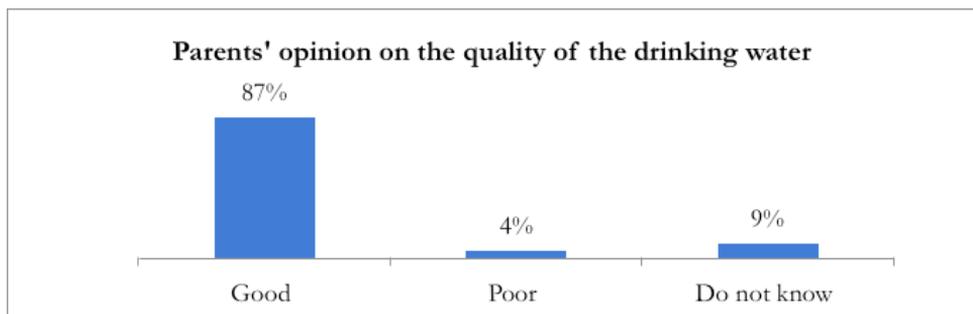
Sixty-four percent of pupils indicated that the school has water, 36% indicated that it does not. Seventy-three percent hold the opinion that the school does not have enough water facilities. Nearly half of the pupils, 47% indicated that the main source of water in the school is tapped water from the tank.

Figure 3.3.7a: Source of water in schools



In general, 66% of pupils surveyed are of the opinion that the school does not have safe drinking water. Eighty-seven percent of parents/guardians consider the drinking water in school to be good while 4% who hold the opinion that the quality of drinking water in school is poor.

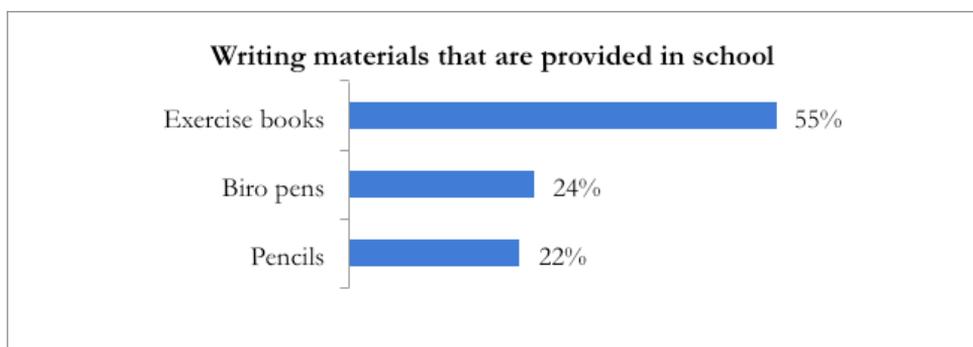
Figure 3.3.7b: Parent opinion on quality of drinking water



3.3.8 Provision of writing materials

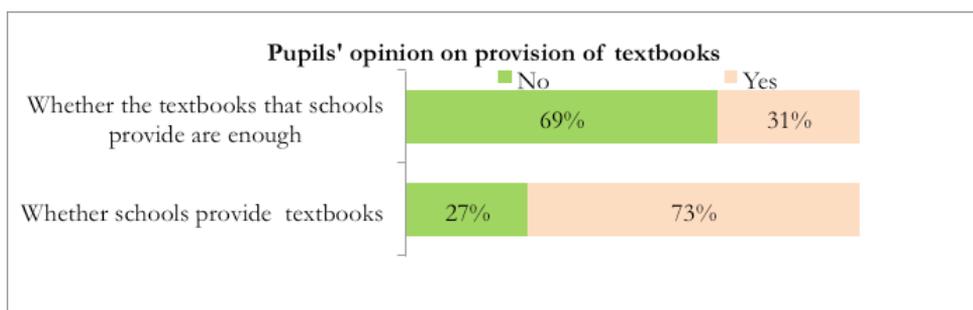
Sixty-nine percent of pupils indicated that they are provided with writing materials in school, 31% indicated that they are not.

Figure 3.3.8a: Writing materials provided at school



Seventy-three percent of pupils surveyed indicated that they are provided with text books in school. However, 69% of those who indicated that they are provided with text books hold the opinion that the text books are not enough.

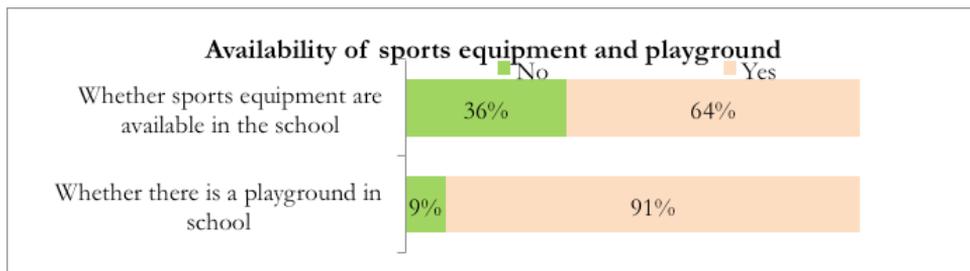
Figure 3.3.8b: Pupil opinion on text books provided at school



3.3.9 Availability of a playground

All pupils indicated that the school has a playground, and that the school has sport equipment.

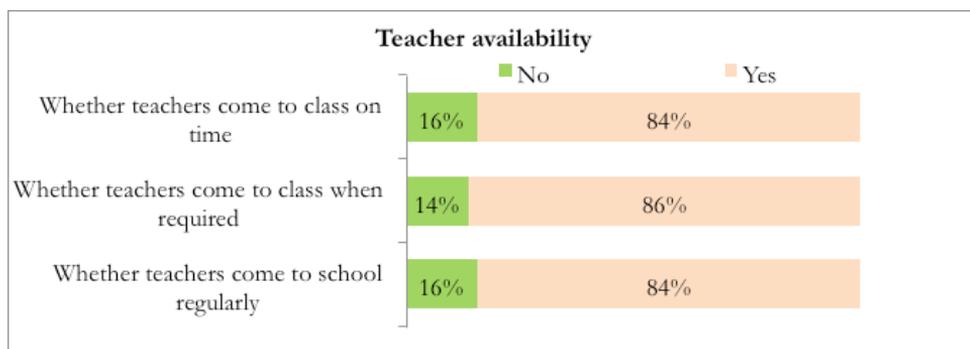
Figure 3.3.9: Availability of sport facility and equipment



3.3.10 Teacher availability

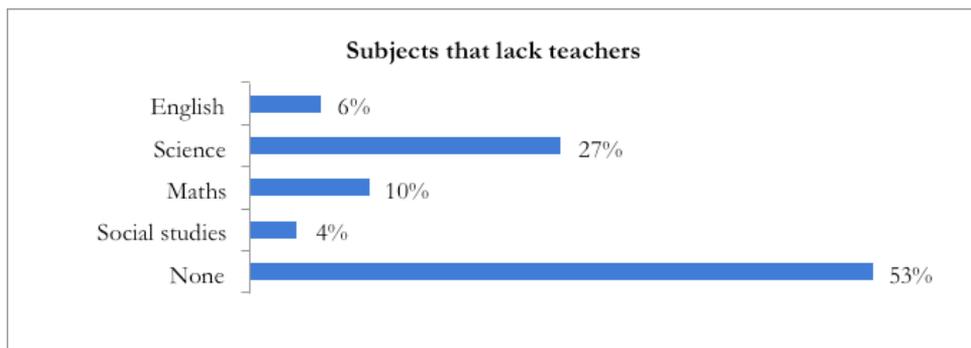
Eighty-four percent of pupils indicated that the teacher comes to school regularly, 16% indicated that he/she did not. Eighty-six percent indicated that the teacher attends to the class whenever required, and 84% indicated that the teacher comes to class on time.

Figure 3.3.10a: Teacher availability



Fifty-three percent of pupils indicated that they have teachers for all the subjects. Twenty-seven percent indicated that they lack a teacher for Science and 10% for Mathematics.

Figure 3.3.10b: Subjects that lack teachers

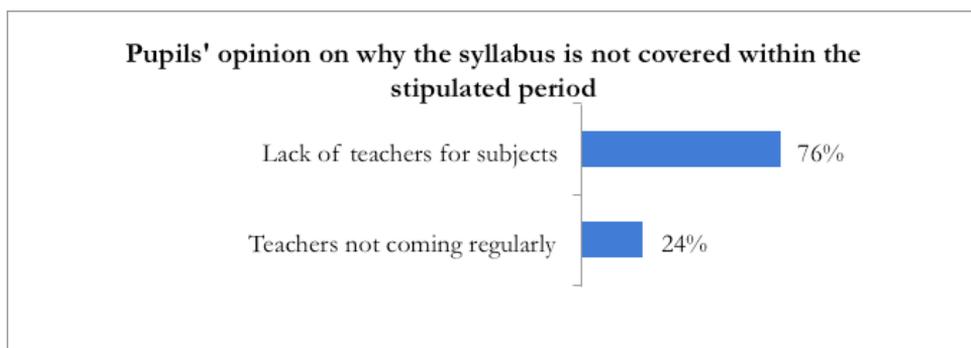


Eighty-six percent of pupils indicated that they receive education from other sources besides school. Out of these, 50% indicated that they receive additional lessons by other teachers, 25% by their teacher while 25% indicated that they received special education by individuals.

3.3.11 Completion of syllabus

Sixty-three percent of pupils in the survey are of the opinion that the syllabus is covered within the required period against 35% who indicated that the syllabus is not covered within the required time.

Figure 3.3.11: Pupil opinion on why syllabus is not covered in time



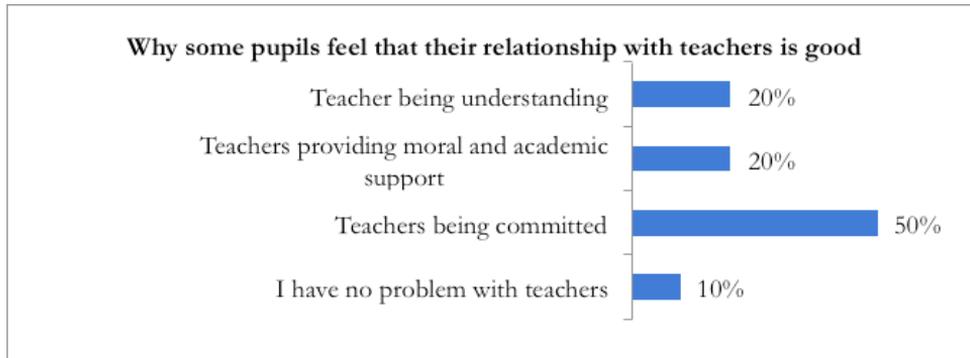
Seventy-six percent of pupils who indicated that the syllabus is not completed within the required period attributed this to lack of teachers for affected subjects, 24% attributed it to teachers not coming to school regularly.

3.3.12 Teacher pupil relations

Eighty-four percent of pupils hold the opinion that the relationship between them and the teacher is poor while 16% think that it is good. Pupils who indicate that the relationship is not good

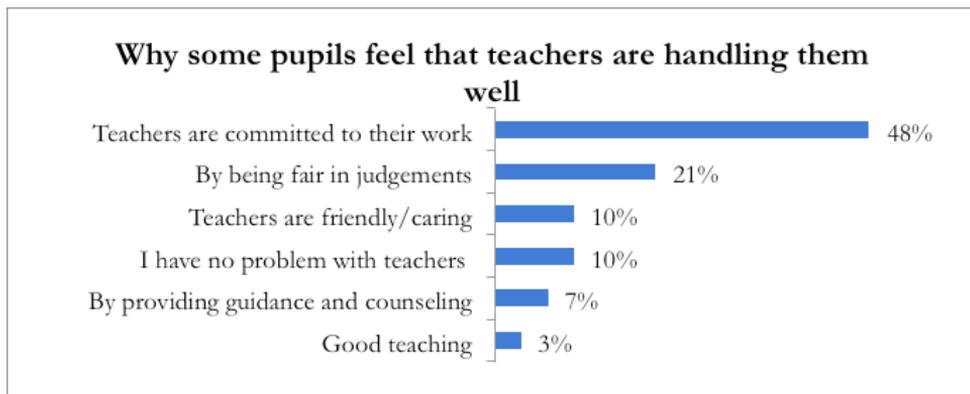
hold the opinion that the teacher is less caring whereas 50% of those who indicated that the relationship was good say that the teacher is committed.

Figure 3.3.12a: Pupil opinion on good relationship with teacher



Ninety-three percent of pupils surveyed are of the opinion that the teacher is not handling them properly. Pupils who hold this opinion are split equally between, the teacher being cruel or rude, and the teacher being less caring. Forty-eight percent of pupils who hold the opinion that the teacher is handling them well also indicated that the teacher is committed to his or her work.

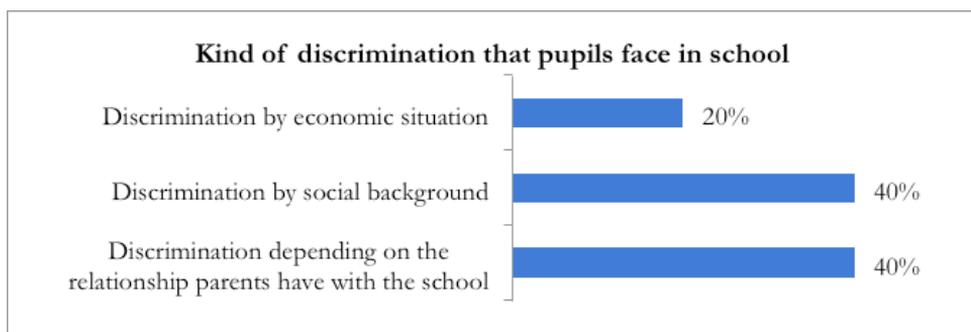
Figure 3.3.12b: Pupil opinion on handling by teacher



3.3.13 Pupil discrimination

Seventy-one percent of pupils indicated that they are discriminated against in school. Eighty-five percent indicated the source of discrimination as the teacher, 8% school management and another 8% cited non-teaching staff.

Figure 3.3.13: Discrimination pupils face at school

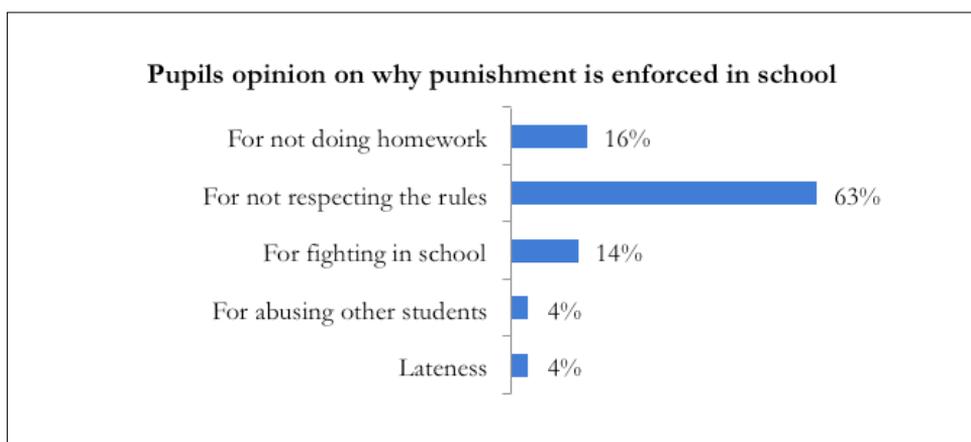


3.3.14 Enforcement of discipline

Ninety-eight percent of pupils indicated that there is punishment in school. Out of these, sixty-three percent indicated that pupils were punished for not respecting the rules. Fifty percent of pupils indicated that they were punished by caning, 48% by kneeling down and 2% were asked to clean the classroom or the school compound.

Eighty six percent of pupils indicated that they were punished by the teacher, 11% by the discipline master and 2% by the duty master.

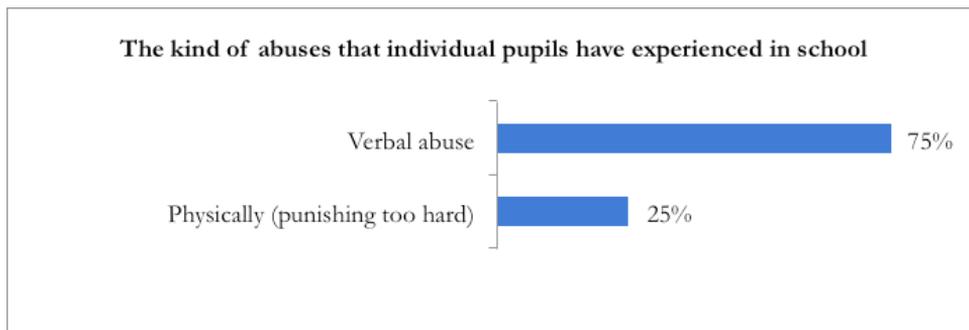
Figure 3.3.14: Pupil opinion on why punishment is administered at school



3.3.15 Abuse and incidence with abuse

Ninety-eight percent of pupils indicated that there are incidences of abuse in the school mainly through verbal abuse. Out of the pupils surveyed 61% indicated that they had personally experienced abuse at school.

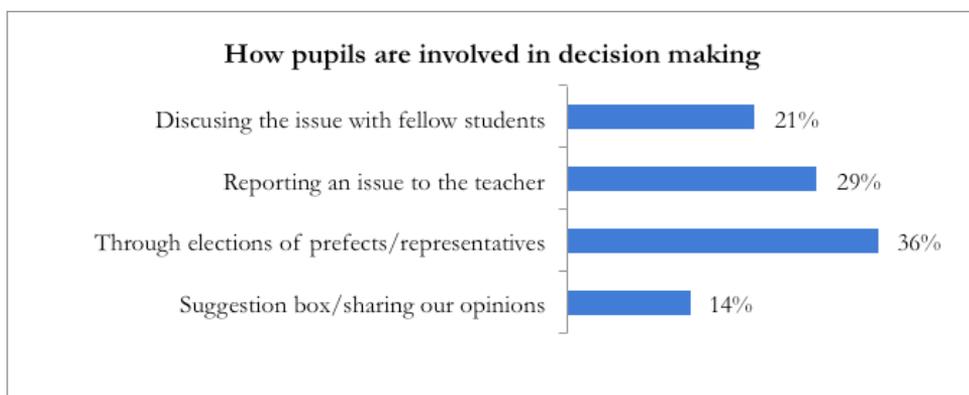
Figure 3.3.15: Kind of abuse pupils face at school



3.3.16 Pupil participation

Forty-two percent of pupils indicated that they get opportunity to raise their concerns. Fifty-seven percent indicated that they get equal opportunity in leadership responsibilities in class, 21% indicated that they are involved in decision-making in class and 36% indicated that they participate in the election of the class prefect or their representatives.

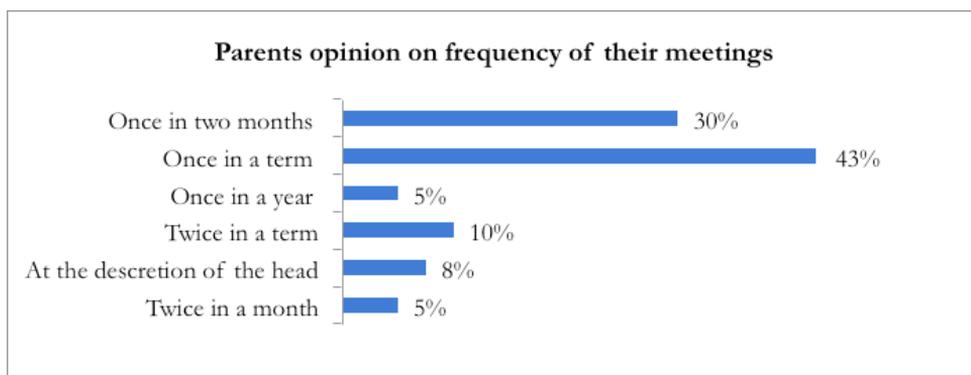
Figure 3.3.16: Pupil involvement in decision making



3.3.17 Parents/guardians, teacher and management relations

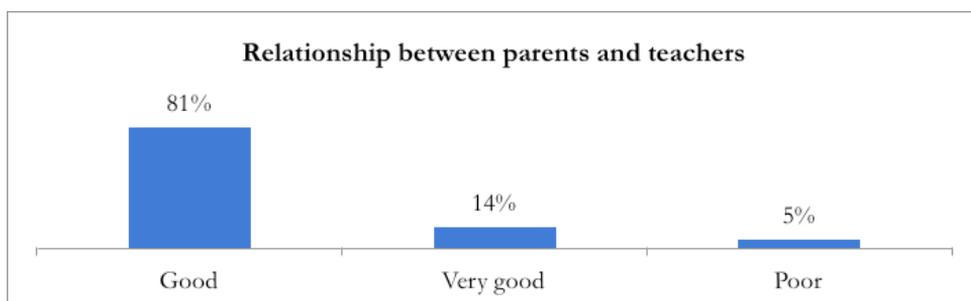
Ninety-six percent of parents/guardians indicated that the school held parents/guardians' meeting, 4% indicated it did not. Of parents/guardians who indicated that the school held meetings, 91% indicated that they were notified in advance about the meeting, 9% indicated that they were not. Forty-three percent indicated that the meeting was held once in a term.

Figure 3.3.17a: Frequency of parent and teachers meetings



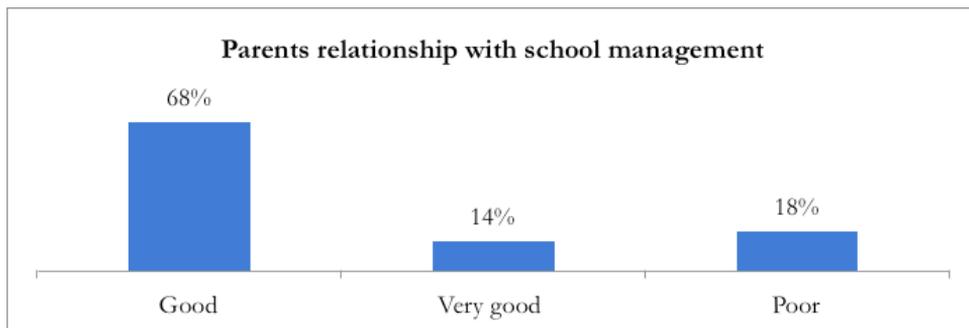
Eighty-one percent of parents/guardians surveyed are of the opinion that the relationship between them and the teacher is good, 5% think that it is poor. Thirty-three percent of parents/guardians who are of the opinion that the relationship between them and the teacher is good indicated that the teacher listens to issues that they raise. An equal percentage indicated that the teacher updates them on the child's performance. Seventeen percent indicated that the teacher is respectful; another 17% indicated that the teacher is cooperative.

Figure 3.3.17b: Relationship between parents and teachers



Eighty-six percent of parents/guardians who are of the opinion that the relationship between them and the school management is poor indicated that the management does not update them on issues.

Figure 3.3.17c: Relationship between parents and school management



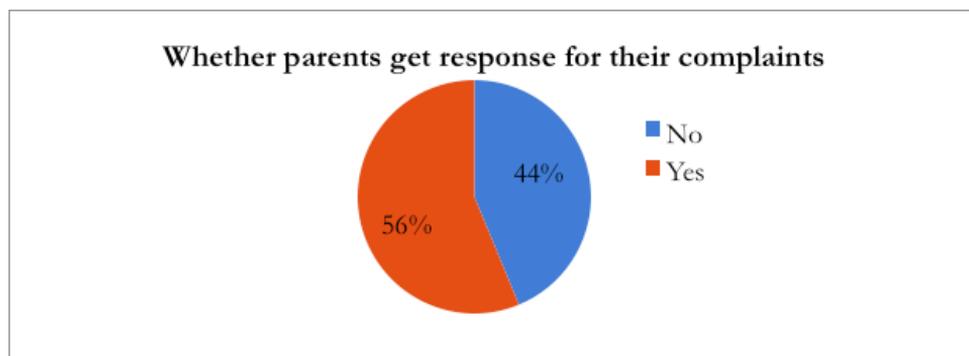
Of parents/guardians who are of the opinion that their relationship with the school management is good, an equal percentage (27%) indicated that the school management is available for meetings and that the management communicates regularly, and that the school management advocates for transparency. Parents/guardians who hold the opinion that their relationship with the school management is not good in equal percentage (50%) indicated that the management is unavailable for meetings, and that it does not communicate regularly.

3.3.18 Problems/complaints and solution

Twenty-six percent of parents/guardians in the survey indicated that they have experienced a problem with the school. Out of these, 92% indicated that they discussed the problem with someone in school. Sixty-nine percent discussed with the school head teacher and 23% with the class teacher. Eight percent did not discuss the problem.

Fifty-six percent indicated that they got a response or solution to the complaint. All parents/guardians who got a response indicated that the response or solution was acceptable. Seventy-three percent indicated that they got a solution within a week while 27% indicated that they got the response or solution within two days.

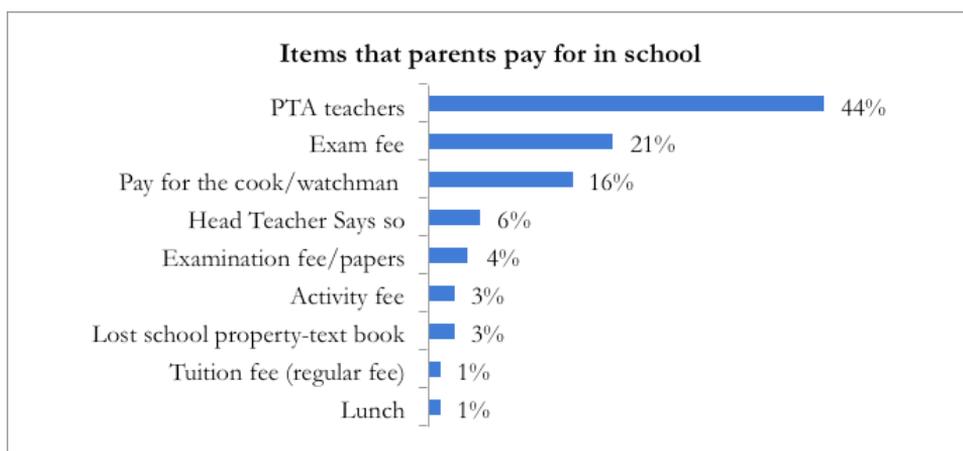
Figure 3.3.18: Whether parents get response for complaints



3.3.19 Payments to school

Eighty percent of parents/guardians indicated that they pay for a service or item (s) to the school. Seventy-six percent of parents/guardians who made payment to the school indicated that they got a receipt for the payment made, 22% indicated that they did not get a receipt and 2% indicated that they sometimes got a receipt. Seventy-five percent of those who never got a receipt indicated that they did not know whether there is a receipt.

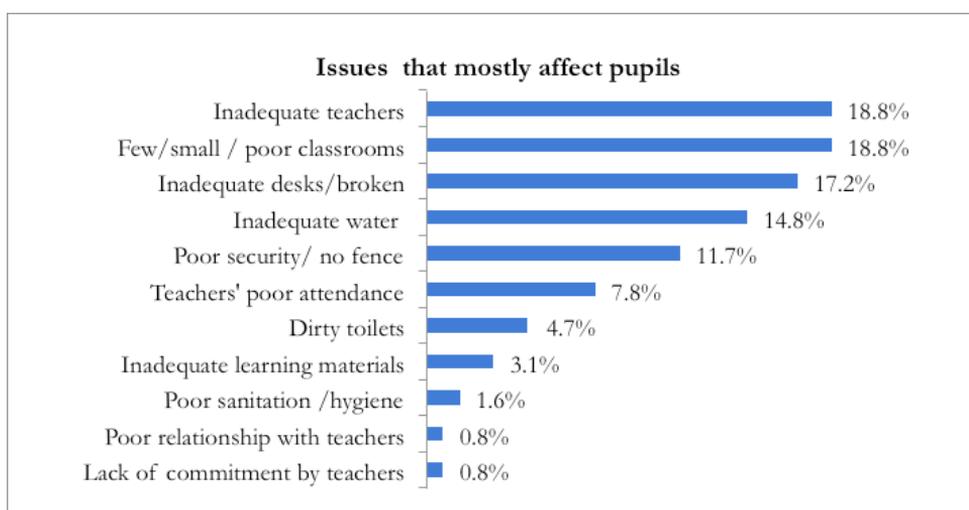
Figure 3.3.19: Items parent pays for at school



3.3.20 Satisfaction, dissatisfaction and issues of concern

The main concerns raised by pupils surveyed include inadequate number of teachers as expressed by 19% of pupils. Eight percent of pupils identified poor teacher attendance.

Figure 3.3.20a: Issues of concern to pupils



The highest level of dissatisfaction by parents/guardians surveyed was with regard to sanitation facilities and availability of water with 53% and 52% of parents/guardians indicating that they were dissatisfied, respectively. Seventy-eight percent of parents/guardians expressed satisfaction with the education provided.

Figure 3.3.20b: Pupil satisfaction and/or dissatisfaction

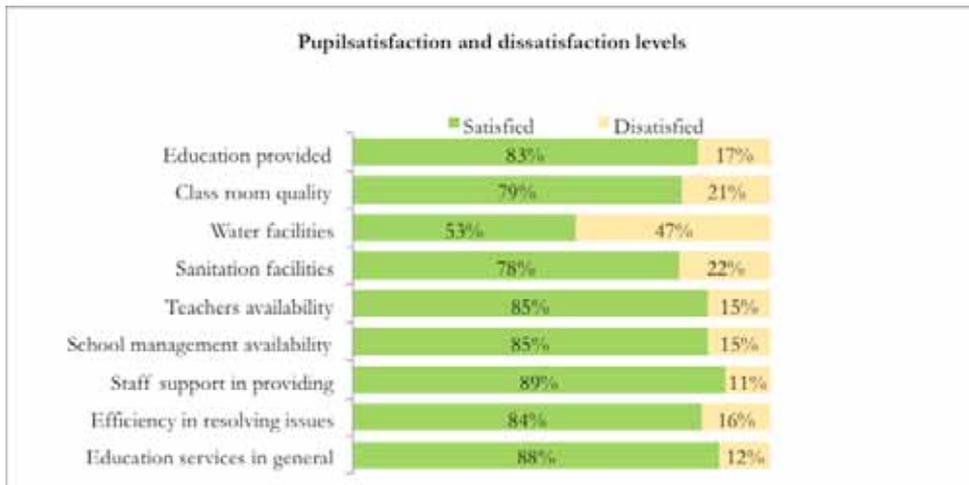
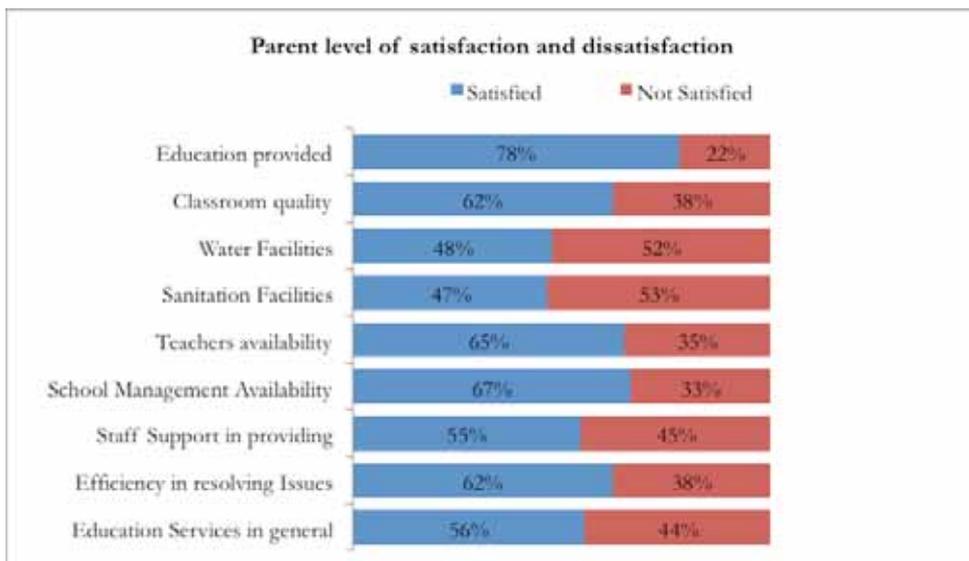


Figure 3.3.20c: Parent satisfaction and/or dissatisfaction



3.4 Kilifi County

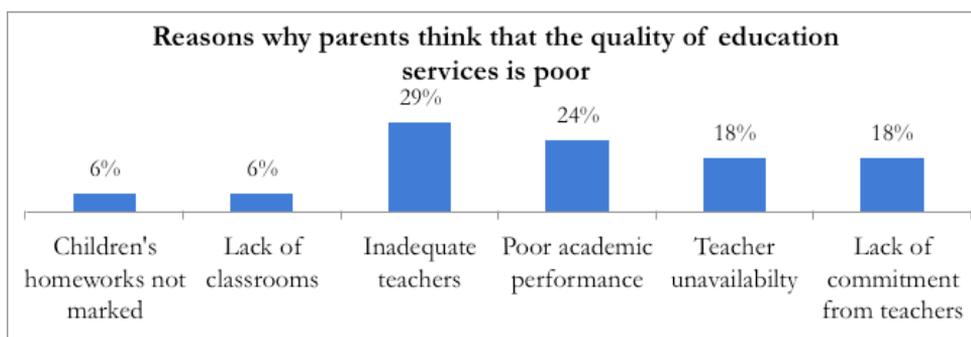
County Primary School Education Statistics

According to the Ministry of Education, Science and Technology,⁴ Kilifi County had 526 public primary schools with an enrolment of 268,420 pupils and an average school size of 510. Out of these, 510 are day schools, 6 are boarding schools and 5 are both day and boarding schools. All public primary schools in the county are mixed schools.

3.4.1 Rating of education service

Fifty-two percent of parents/guardians surveyed are of the opinion that education provided in public primary schools in the County is satisfactory, 9% are not able to tell. Thirty-nine percent hold the opinion that it is not satisfactory. Out of these 29% cite inadequate teachers, 24% poor academic performance.

Figure 3.4.1: Parent opinion on why education quality is poor

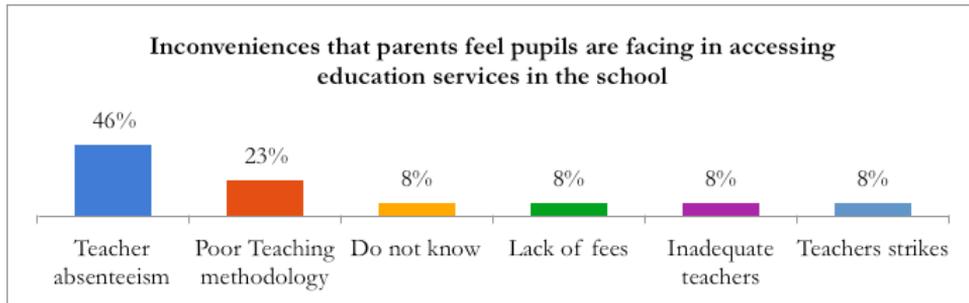


3.4.2 Inconvenience in accessing education

Fifty-six percent of parents/guardians are of the opinion that the pupil is facing inconvenience in accessing education. Forty-six percent of parents/guardians who hold this opinion cite teacher absenteeism, 8% cite inadequate teachers.

4 2014 Basic Education Statistical Booklet

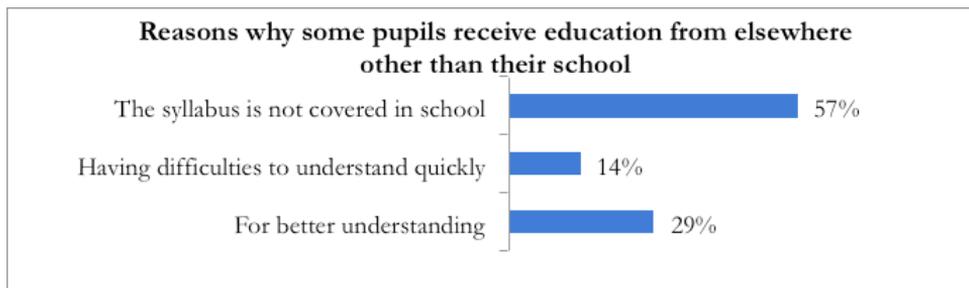
Figure 3.4.2: Inconvenience pupils face in accessing education



3.4.3 Additional education

Seventy-eight percent of pupils surveyed indicated that they receive additional education outside the regular classes at school, 22% do not. Fifty-seven percent of pupils who indicated getting additional lessons indicated that the syllabus is not covered in school.

Figure 3.4.3: Reasons pupils' access education from elsewhere

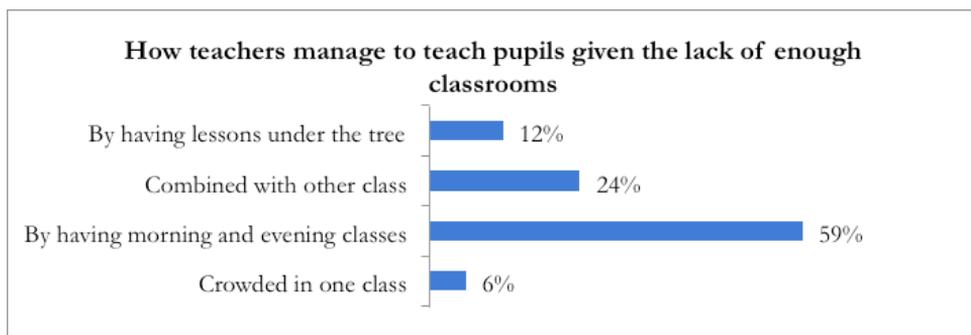


Out of those who received additional lessons, 33% indicated that they received lessons from their teacher, 33% received special education by individuals, 22% by other teachers and 11% from the neighbouring school.

3.4.4 Availability of classrooms

Thirty-one percent of pupils are of the opinion that the school does not have enough classrooms. Fifty-nine percent of pupils who hold this opinion indicated that teachers managed the situation by having morning and evening classes, 12% indicated by conducting lessons under a tree.

Figure 3.4.4: Teacher management of classroom space

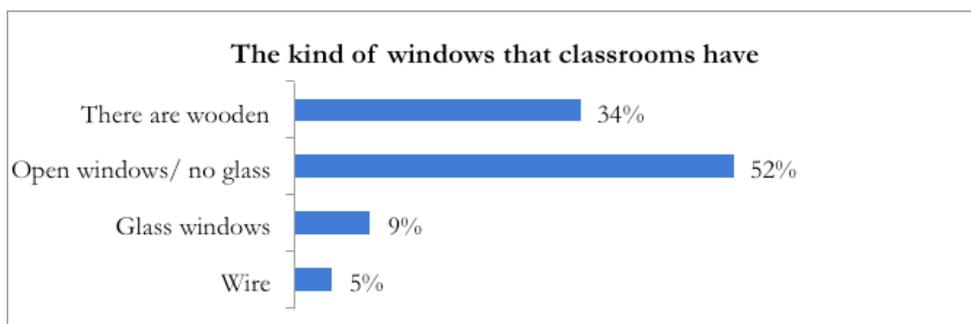


3.4.5 State of classrooms

Ninety-four percent of pupils indicated that the classroom wall is fully covered by cement, 4% half covered by cement block and 2% indicated that it was covered by mud. Eighty-nine percent indicated that the floor is fully covered by cement block, 11% by soil. Ninety-eight percent indicated that the roof was fully covered by iron sheets, 2% by thatch.

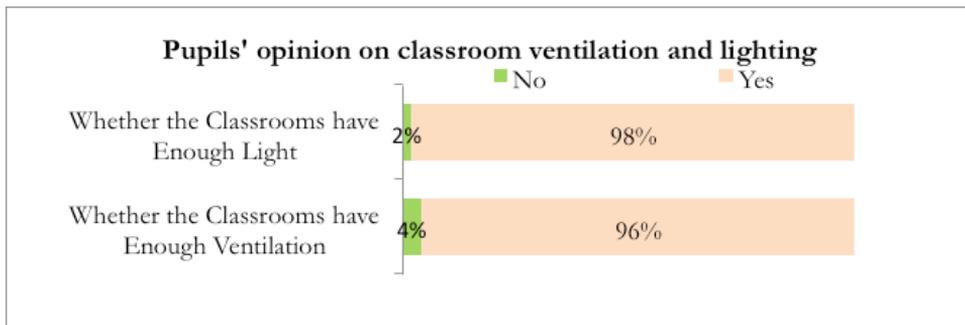
Sixteen percent of pupils indicated that the classroom does not have a window. Of the 84% of pupils who indicated that the classroom has a window, 52% indicated that the windows do not have glass, 34% indicated that they are wooden windows, 9% indicated windows with glass and 5% indicated windows with wire mesh. Forty-one percent indicated that the classroom does not have a door.

Figure 3.4.5a: Kind of windows in school



Ninety-eight percent of pupils are of the opinion that the classroom has enough light, 96% are of the opinion that the classroom has enough ventilation.

Figure 3.4.5b: Pupil opinion on ventilation and lighting

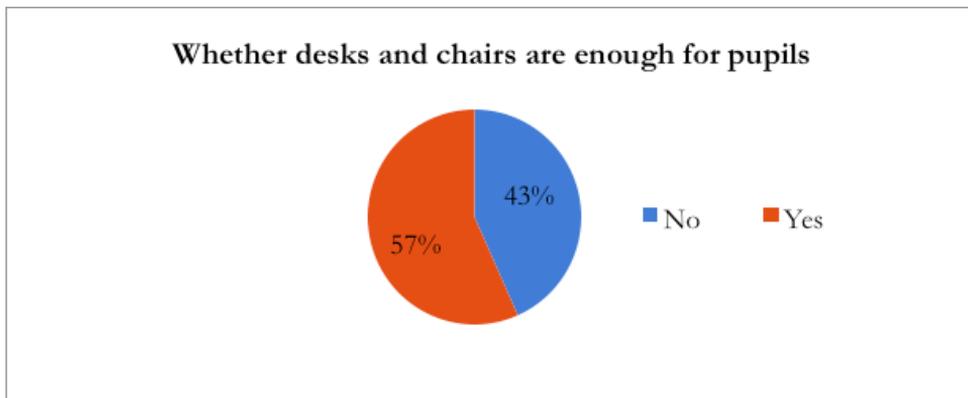


In general, 52% percent of pupils surveyed are of the opinion that the condition of the classroom is good, 26% hold the opinion that it is poor.

3.4.6 Availability of desks and chairs

Fifty-seven percent of pupils are of the opinion that the classroom has enough desks and chairs, 43% indicated that the desks and chairs are not enough.

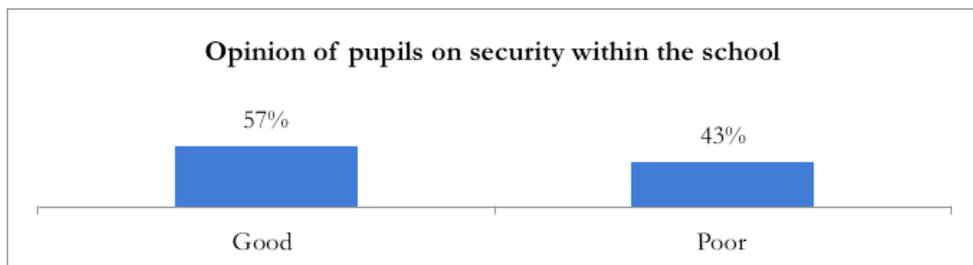
Figure 3.4.6: Pupil opinion on adequacy of furniture



3.4.7 Security within the school

Forty-three percent of pupils surveyed are of the opinion that security within the school is poor. Fifty-three percent of pupils indicated that the school does not have a fence around the compound the remaining 47% indicated that it has.

Figure 3.4.7: Pupil opinion on security within school

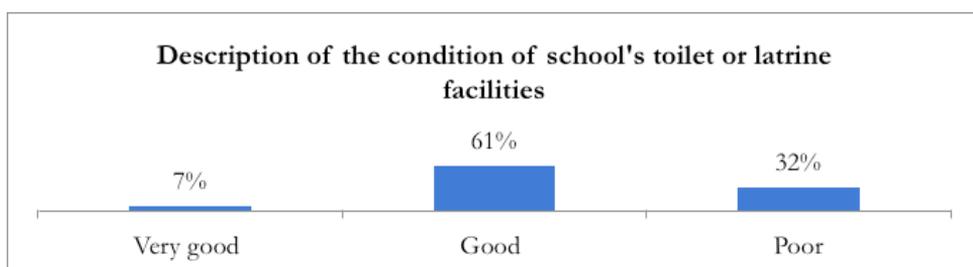


3.4.8 Availability and quality of sanitation facilities

Seventy percent of pupils surveyed are of the opinion that the school has enough toilet/latrine facilities, 30% hold the opinion that it does not.

Fifty-six percent of parents/guardians are of the opinion that the quality of school latrine is good, those who hold the opinion that it is good or very poor are 20% and 13% respectively.

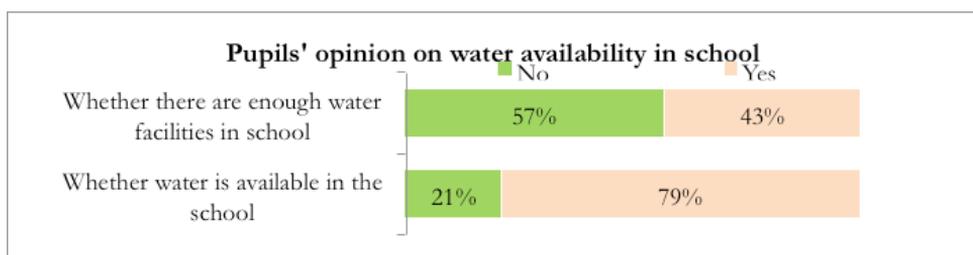
Figure 3.4.8: Pupil description of condition of toilet/latrines



3.4.9 Availability of water

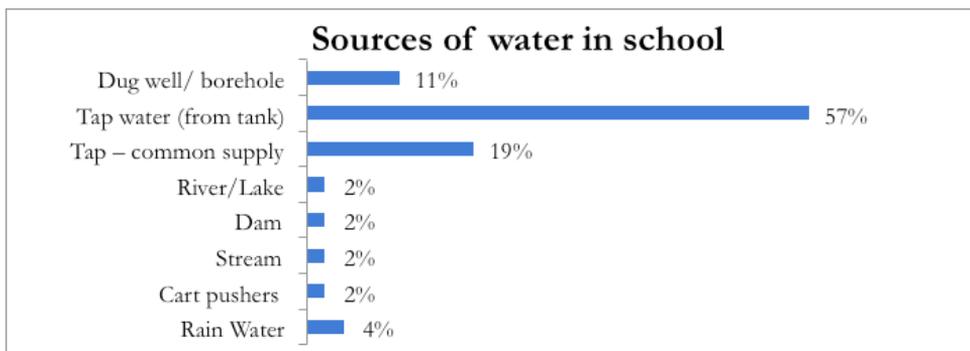
Seventy-nine percent of pupils indicated that the school has water, 57% are of the opinion that the school does not have adequate water facilities.

Figure 3.4.9a: Availability of water in school



Forty-one percent of pupils are of the opinion that the drinking water in school is safe, 59% hold the opinion that it is not. Fifty-seven indicated that the source of drinking water in school is tapped water from the tank.

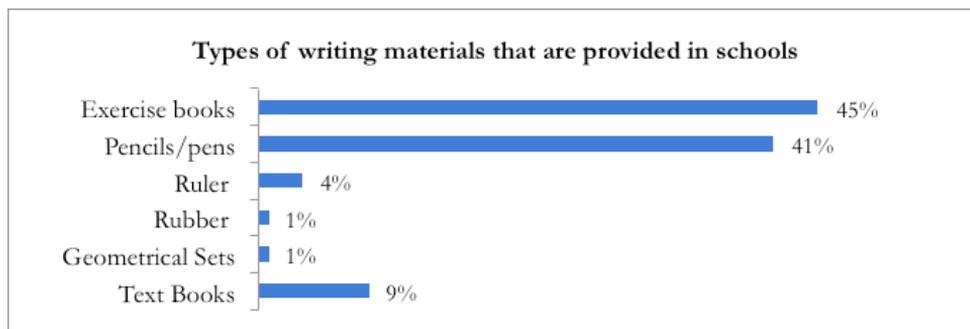
Figure 3.4.9b: Sources of water in school



3.4.10 Provision of writing materials

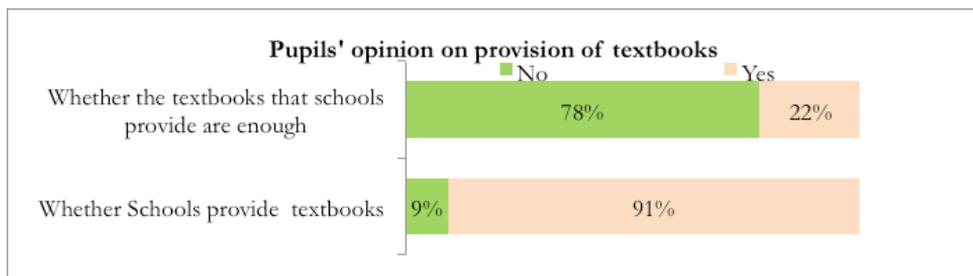
Ninety-six percent of parents/guardians indicate that pupils are provided with writing materials in school, 4% indicate that they are not. Of those who indicated that pupils are provided with writing materials, 45% cited exercise books, 41% pens and pencils, 1% geometrical set.

Figure 3.4.10a: Writing materials provided in school



Nine percent of pupils indicated that they were not provided with text books at school. Out of the 91% who indicated that they were provided with text books, 78% indicated that the text books are not enough.

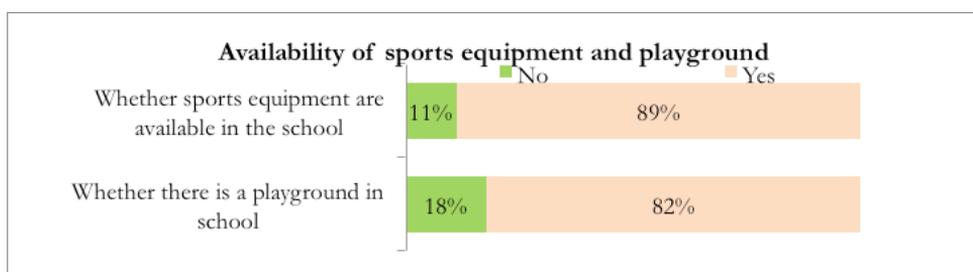
Figure 3.4.10b: Pupil opinion on text books provided at school



3.4.11 Availability of playground and equipment

Eighteen percent of pupils indicated that the school does not have a playground. Out of these, 50% indicated that sports activities are held at the nearest school playground, another 50% indicated that sports are held at the common playground in the village.

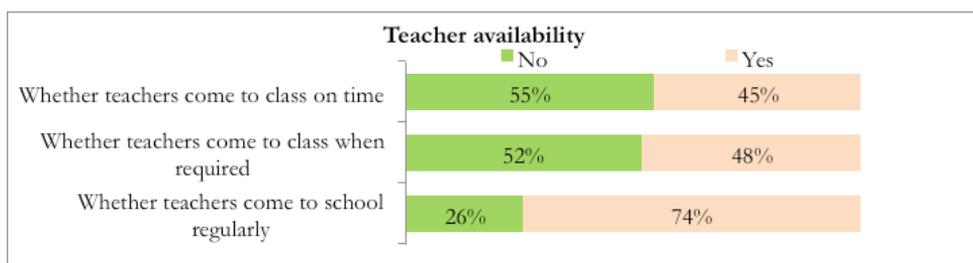
Figure 3.4.11: Availability of sports facility and equipment



3.4.12 Teacher availability

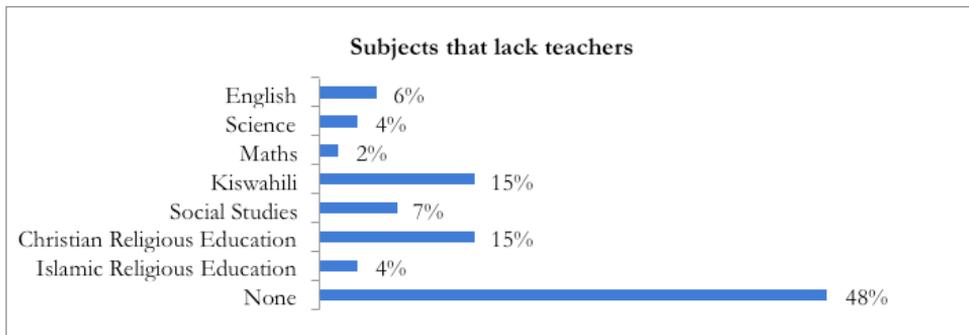
Twenty-six percent of pupils indicated that the teacher does not come to school regularly, 52% indicated that the teacher does not come to class whenever required, 55% indicated that the teacher does not come to class on time.

Figure 3.4.12a: Teacher availability



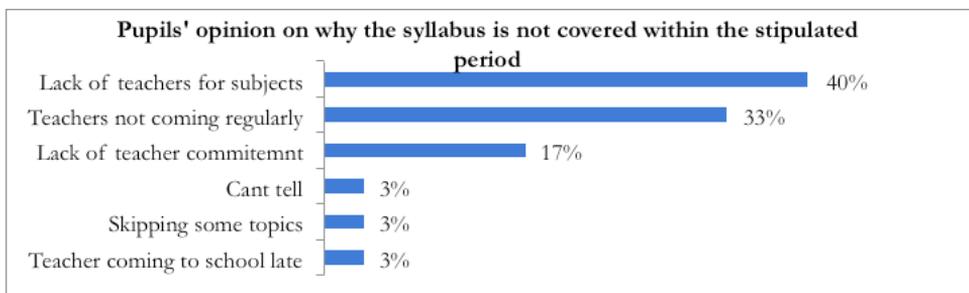
Fifteen percent of pupils indicated that they lack a teacher for Christian Religious Education subject, 4% for Islamic Religious Education.

Figure 3.4.12b: Subjects that lack teachers



Sixty-one percent of pupils are of the opinion that the syllabus is not covered within the required time, 31% indicated that it is covered within the required time. Forty percent of pupils who indicated that the syllabus is not completed within the required time attributed this to lack of teachers for affected subjects.

Figure 3.4.12c: Pupil opinion on why syllabus is not completed in time

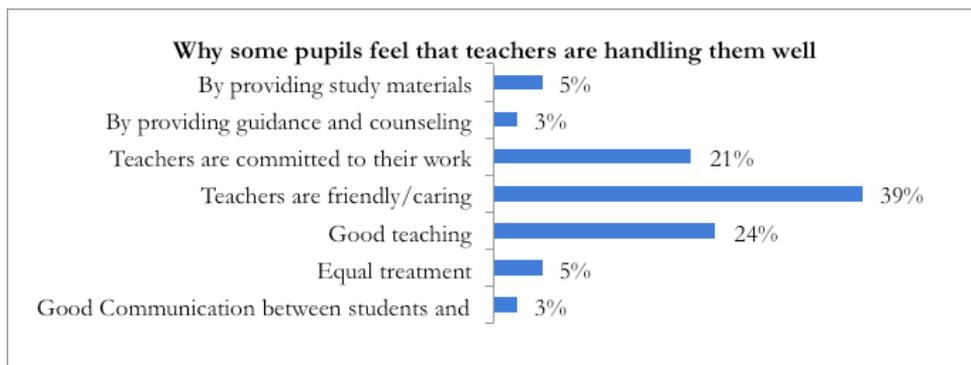


3.4.13 Teacher handling of pupils

Eighty-two percent of pupils are of the opinion that the teacher is handling them well, 18% are of the opinion that they are not being handled well.

Twenty percent of pupils indicated that the teacher comes to school drunk. Thirty-nine percent of pupils who indicate that the teacher is handling them well say that the teacher is friendly and caring.

Figure 3.4.13: Pupil opinion on good handling by teacher

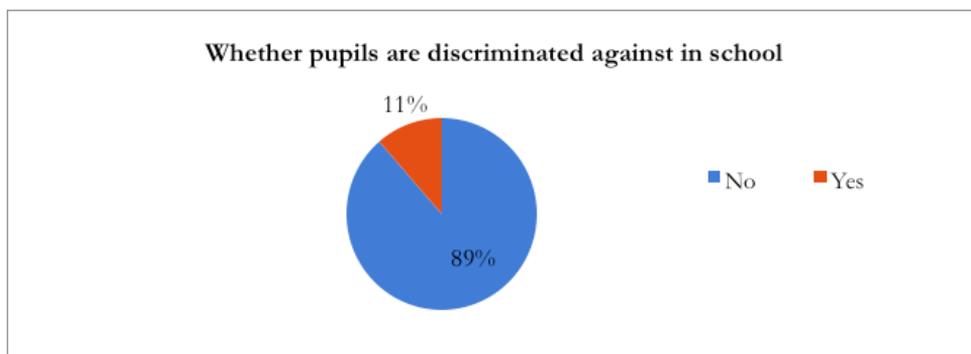


In general, 82% of pupils are of the opinion that the relationship between them and the teacher is good, 18% are of the opinion that it is not.

3.4.14 Discrimination at school

Eleven percent of pupils indicated that they face discrimination at school. Out of these, 44% cited the teacher as the source of discrimination, 33% cited other pupils, 11% cited the school management and an equal 11% cited non-teaching staff.

Figure 3.4.14: Pupil discrimination at school

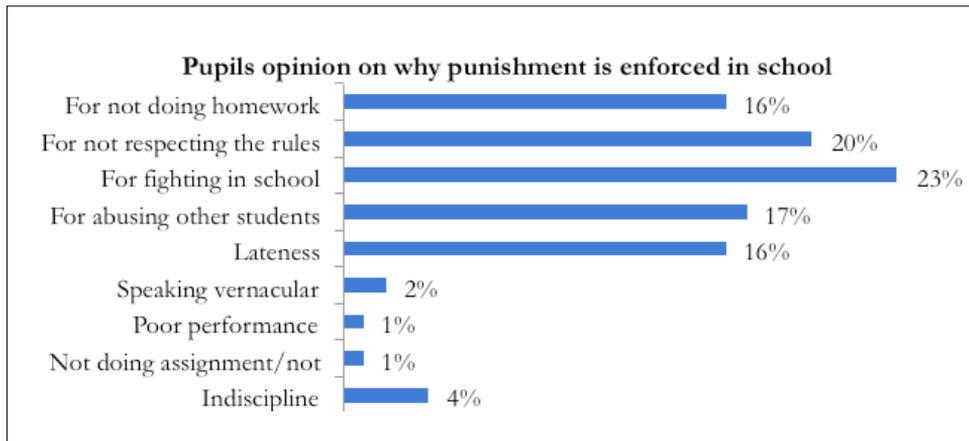


Sixty-seven percent of pupils indicated discrimination on the basis of their social background while 33% indicated discrimination on the basis of their economic situation.

3.4.15 Enforcement of discipline

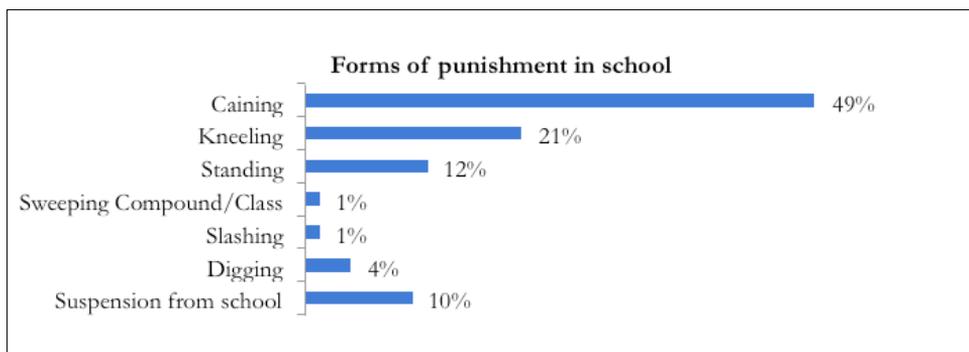
Ninety-one percent of pupils indicated that punishment is enforced in school. Sixteen percent cited punishment for not doing homework, 23% indicated for fighting in school.

Figure 3.4.15a: Why punishment is administered at school



Forty-nine percent of pupils indicated punishment by caning. Ten percent indicated suspension from school. Fifty-four percent say that punishment is by the teacher, 21% by the discipline master.

Figure 3.4.15b: Form of punishment at school

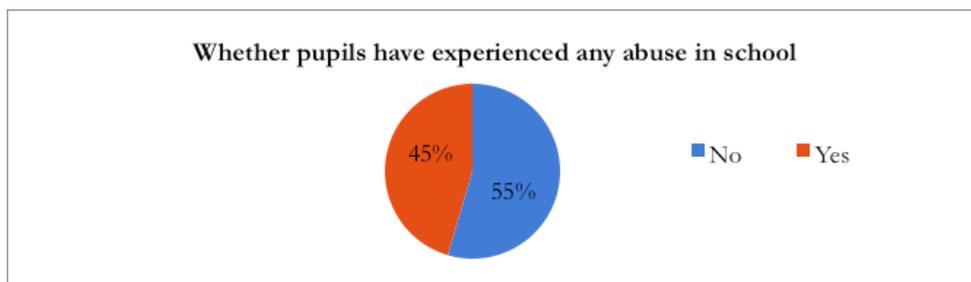


3.4.16 Abuse at school

Thirty-six percent of pupils indicate that there are incidences of abuse in the school. Out of these, 67% cited verbal abuse, 17% physical abuse and an equal percent cited mental abuse.

Forty-five percent of pupils indicated that they have personally experienced abuse in school, 55% have not. Fifty-six percent cited verbal abuse, 19% physical abuse and 25% mental abuse.

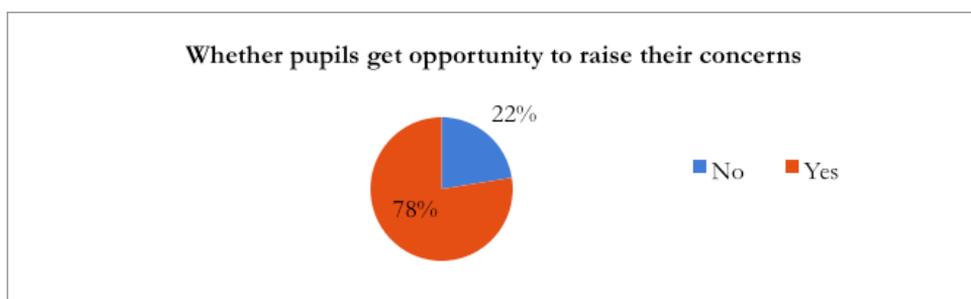
Figure 3.4.16: Pupil experience with abuse at school



3.4.17 Pupil participation

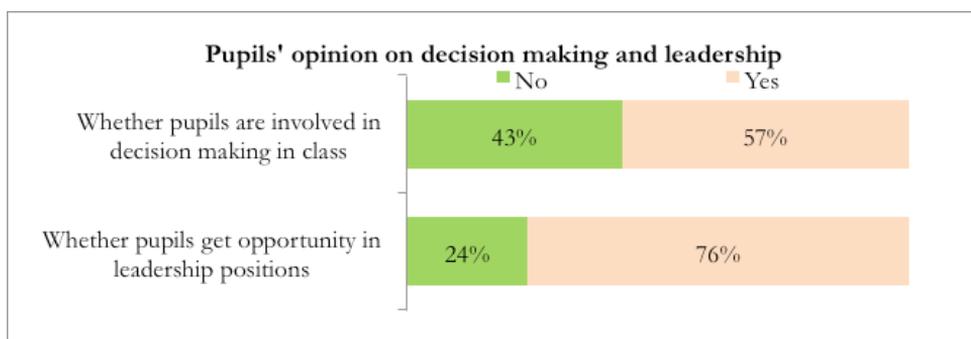
Seventy-eight percent of pupils indicated that they have opportunity at school to raise their concerns.

Figure 3.4.17a: Pupil participation



Seventy-six percent of pupils indicated that they get opportunity in leadership positions, 57% indicated that pupils are involved in decision-making in class. Forty percent indicated that pupil leadership is voted by pupils. Seventy-eight percent indicated that they get equal opportunity to participate in events such as sports.

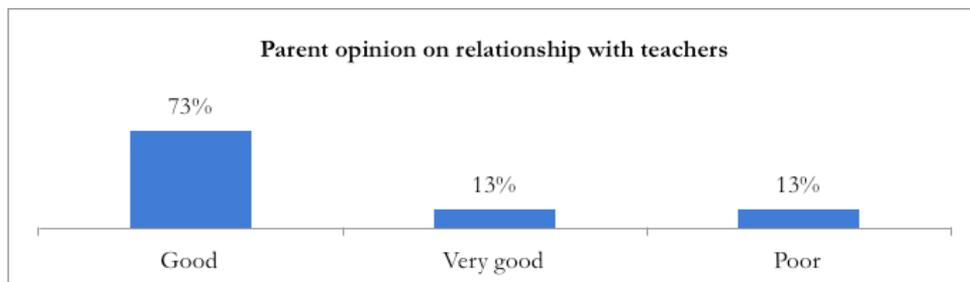
Figure 3.4.17b: Pupil opinion in inclusion in making



3.4.18 Parents/guardians, teacher, management relations

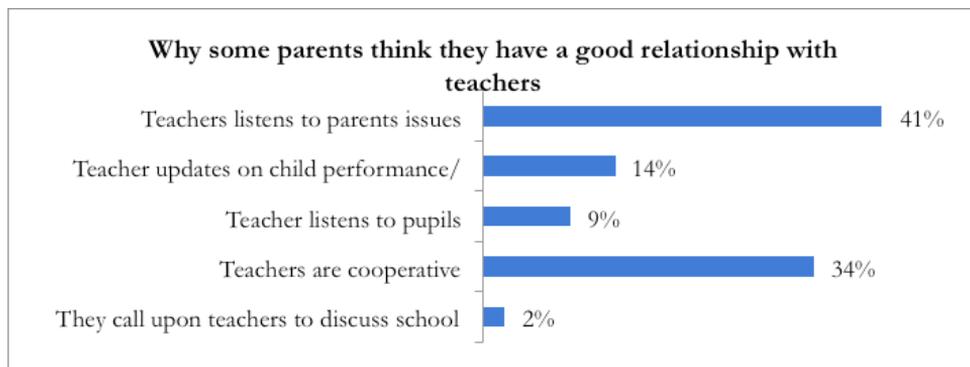
Ninety-eight percent of parents/guardians indicated that the school holds meetings for parents/guardians in school, 2% indicate that it does not. Of the parents/guardians who indicated that the school holds meetings for teachers, 7% indicated that they are not informed in advance about the meeting.

Figure 3.4.18a: Parent opinion on relationship with teacher



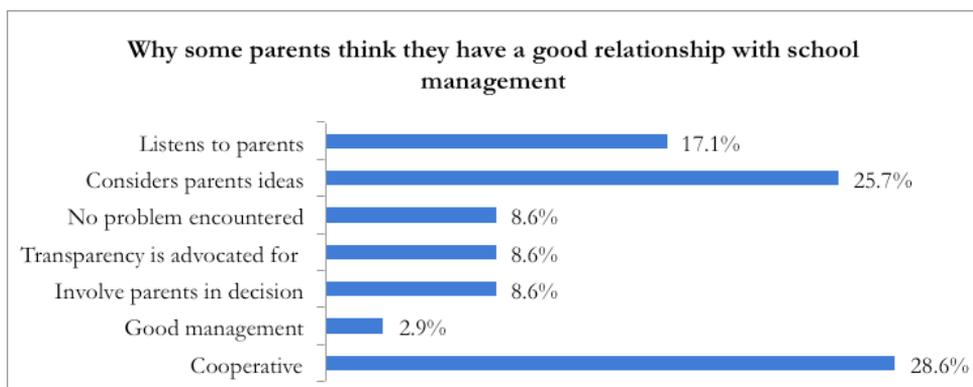
Of parents/guardians that hold the opinion that the relationship is poor, 67% indicate that the teacher does not understand and 33% that the teacher is not committed.

Figure 3.4.18b: Parent opinion on good relationship with teacher



Sixty-three percent of parents/guardians are of the opinion that the relationship with the school management is good, 24% are of the opinion that it is poor. Twenty-nine percent of parents/guardians who indicate that the relationship is good say that the teacher is cooperative, 26% say that the teacher listens to parents/guardian’s ideas.

Figure 3.4.18c: Parent opinion on good relationship with management



Twenty-nine percent of parents/guardians who indicated that the relationship is not good say that the management does not listen to them, another 29% say that the management is not readily available.

3.4.19 Enforcement of discipline in school

Eighty-eight percent of parents/guardians are of the opinion that discipline is being enforced in the school through punishment, 4% are of the opinion that it is not and 8% do not know.

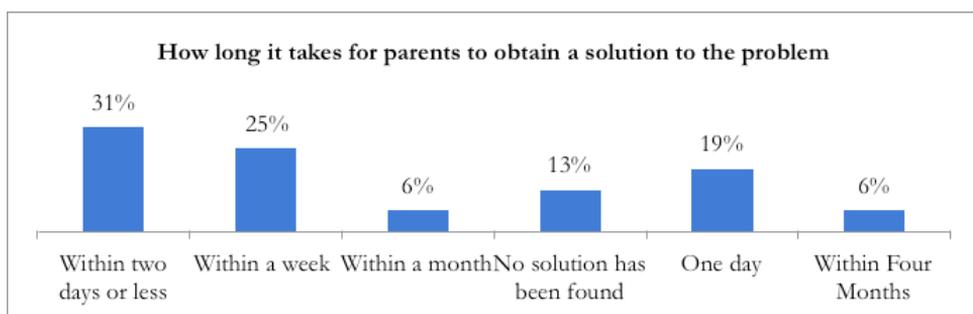
3.4.20 Problem/incidence resolution

Fifty percent of parents/guardians indicated that they have had a problem with the school. Out of these, 83% indicated that they discussed the problem with someone at school, 17% did not.

Ninety percent of parents/guardians indicated that they got a response to their complaints, 10% indicated that they did not. Eighty-one percent indicated that the complaint was acceptable, 19% said that it was not.

Sixty-three percent of parents/guardians indicated that they obtained a solution to the problem raised. Nineteen percent indicated that the problem was solved within a day, 25% indicated that it was solved within a week.

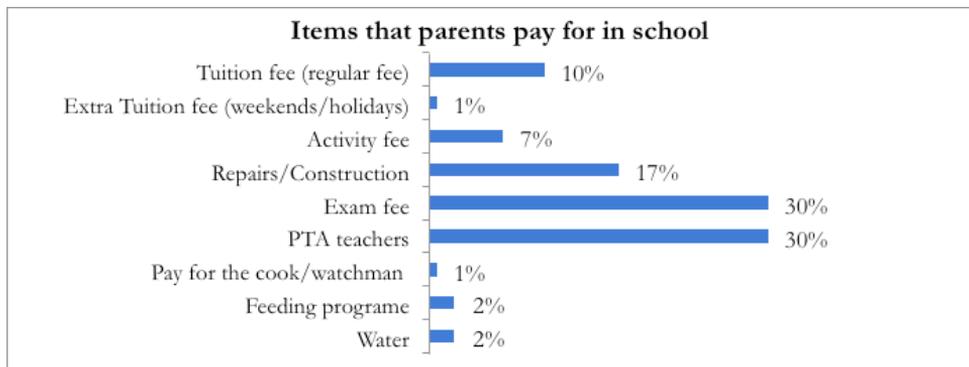
Figure 3.4.20: Time it takes to address parent concerns



3.4.21 Payments made to school

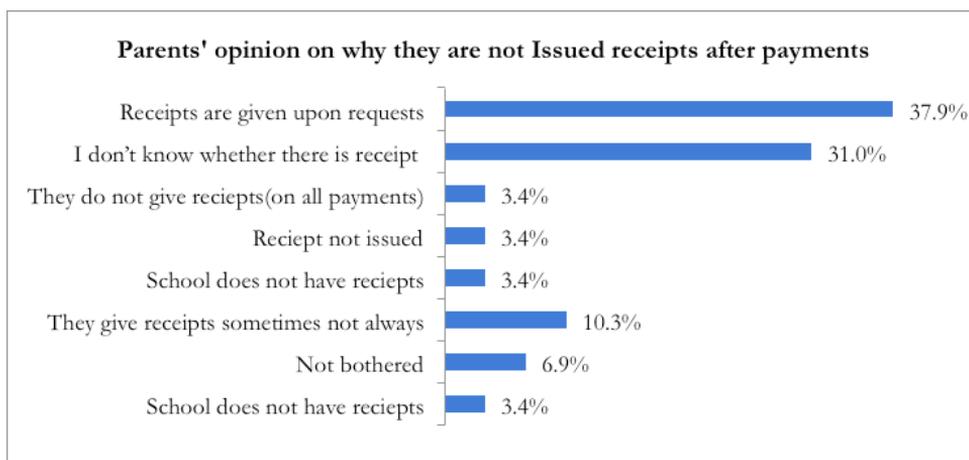
Ninety-six of parents/guardians indicated that they made payments for an item or service in school, 4% did not. Of parents/guardians who indicated having made payments to the school, 30% indicated that they paid for Parents/guardians Teacher Association Teachers, 7% paid activity fee.

Figure 3.4.21a: Items parents pay for at school



Fifty percent of parents/guardians indicated that they did not receive receipts for payments made. Out of this, 31% indicated that they do not know whether there is a receipt.

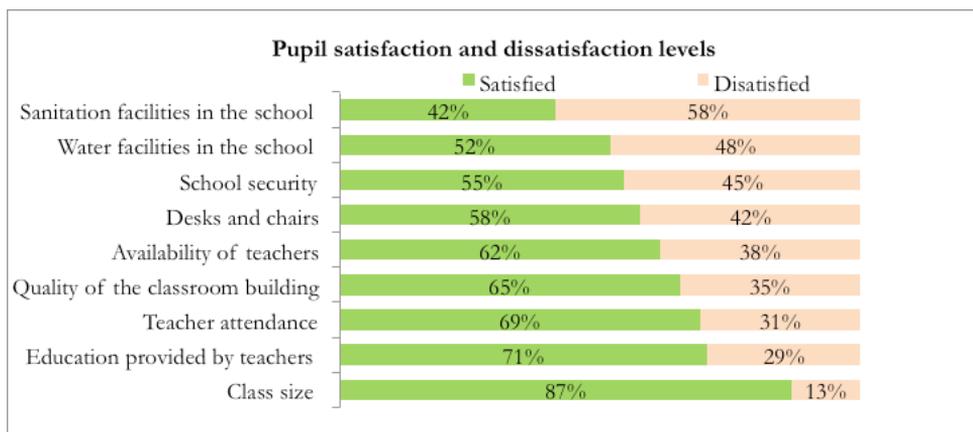
Figure 3.4.21b: Parent opinion on why receipts are not issued



3.4.22 Satisfaction and dissatisfaction levels

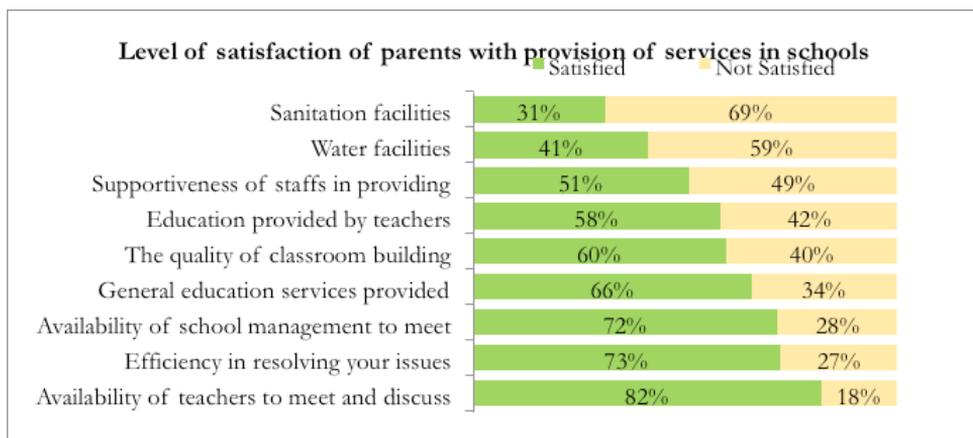
Seventy-one percent of pupils express dissatisfaction with education provided by teachers, 62% expressed satisfaction with availability of teacher.

Figure 3.4.22a: Pupil satisfaction and/or dissatisfaction



Forty-two percent of parents/guardians indicated dissatisfaction with education provided. Sixty-six percent indicated satisfaction on the general education provided.

Figure 3.4.22b: Parent satisfaction and/or dissatisfaction



3.5 Mombasa County

County Primary School Education Statistics

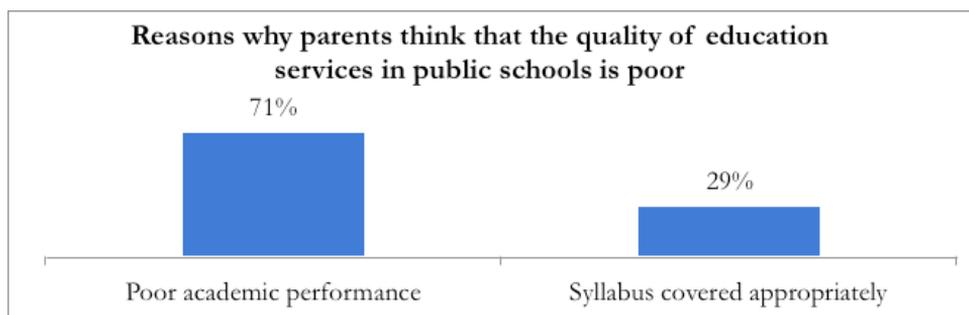
According to the Ministry of Education, Science and Technology,⁵ Mombasa County had 96 public primary schools with an enrolment of 66,519 pupils and an average school size of 693. Out of these, 87 are day schools, 12 are boarding schools and 5 are both day and boarding schools. Eight of the schools are for boys, 6 for girls' schools and 82 are mixed schools.

3.5.1 Rating of quality of service

Seventy-eight percent of parents/guardians surveyed are of the opinion that education service provided by public primary schools in the county is satisfactory, 22% are of the opinion that it is not.

Seventy-one percent of parents/guardians who indicated that the service is not satisfactory cited poor academic performance, 29% were of the opinion that the syllabus is not covered appropriately.

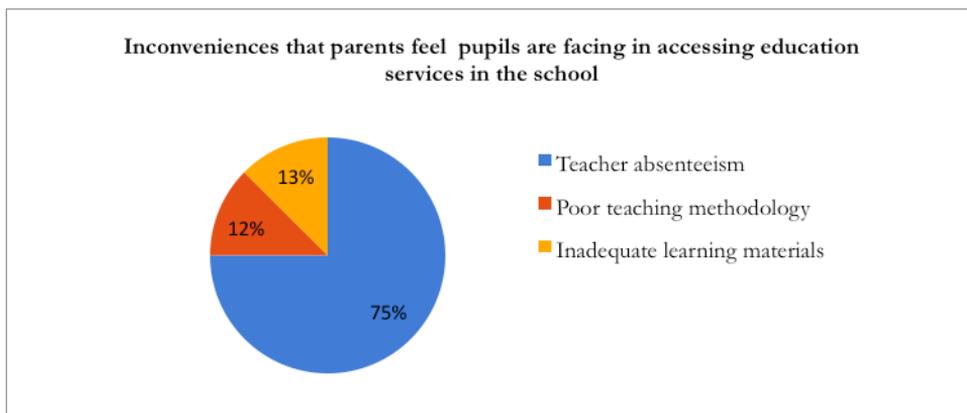
Figure 3.5.1a: Parents' opinion on poor quality of education



Twenty-six percent of parents/guardians hold the opinion that the pupil faces inconvenience in accessing education in school, 76% do not. Seventy-five percent of parents/guardians who hold the opinion cited teacher absenteeism.

⁵ 2014 Basic Education Statistical Booklet

Figure 3.5.1b: Inconvenience pupils face in accessing education



Of the 12% of parents/guardians who indicated that the pupil does not attend school regularly, 57% indicated that the school is far, 14% cited lack of proper transport, and 14% cited lack of fees.

3.5.2 Additional education

Twenty-two percent of pupils surveyed indicated that they receive additional education from other sources besides school, 78% do not.

Of those who receive additional education, 88% cited difficulties in understanding quickly, 13% indicated that the syllabus is not covered in school. Fifty-five percent indicated that the lessons received were by special education individuals, 36% indicated tuition by their teacher and 9% tuition by other teachers.

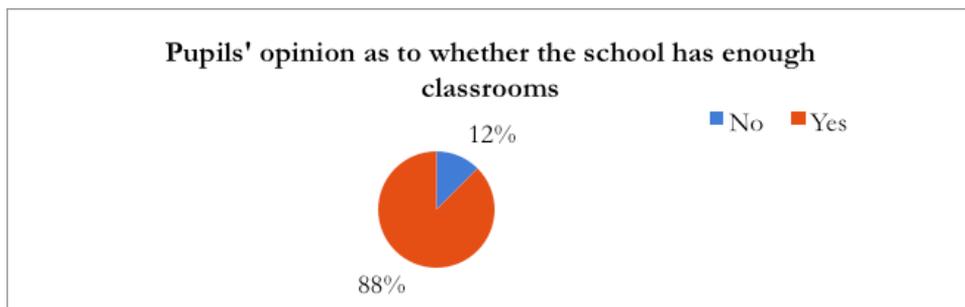
3.5.3 Facilities for children with disabilities

Only 11% of parents/guardians indicated that the school had facilities for children with disability, 11% were not able to tell. Sixty-seven percent of parents/guardians who indicated availability of facilities for children with disabilities cited special unit for the mentally challenged children, 17% indicated special learning materials, and 17% indicated that the school has a block for children with disability.

3.5.4 Availability of classrooms

Eighty-five percent of parents/guardians are of the opinion that the school has adequate classrooms, 88% of pupils' surveyed hold a similar opinion. Fourteen percent and 13% of parents/guardians and pupils respectively hold the opinion that the classrooms are inadequate.

Figure 3.5.4: Pupil opinion on classroom adequacy



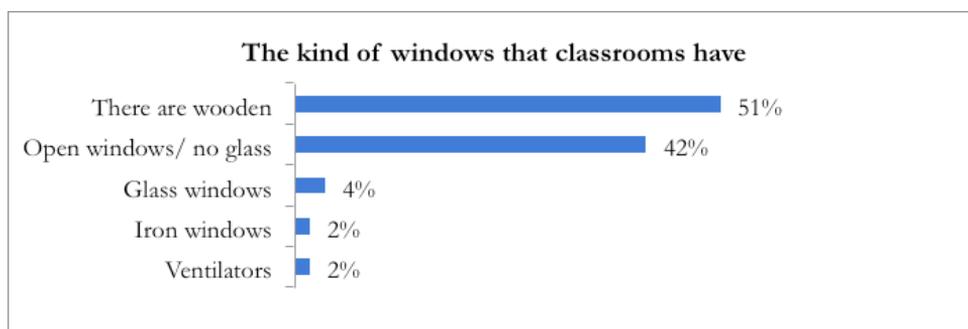
Sixty-seven percent of pupils indicated that the teacher managed the lack of enough classrooms by combining classes, 33% indicated by having morning and evening classes.

3.5.5 State of classroom

Ninety-eight percent of pupils indicated that the classroom wall was covered by cement, 2% indicated by tin sheet. Ninety-six percent indicated that the floor was fully covered by cement, 4% by soil.

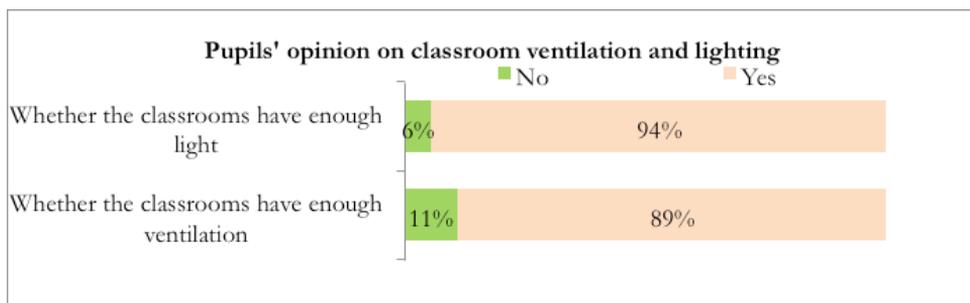
Ninety-five percent of pupils indicated that the classroom had windows, 5% indicated that it did not. Of pupils who indicated that the classroom had a window, 51% indicated that they were wooden windows. Five percent of pupils indicated that the classroom did not have a door.

Figure 3.5.5a: Kind of windows classrooms have



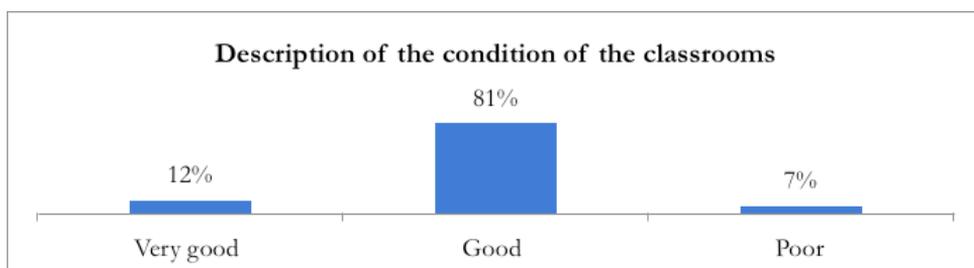
Ninety-four percent of pupils indicated that the classroom had adequate light. Eleven percent indicated that the classroom did not have enough ventilation.

Figure 3.5.5b: Pupil opinion on classroom ventilation and lighting



In general, 81% of pupils indicated that the condition of the classroom was good, 12% are of the opinion that it is very good and 7% that it is poor.

Figure 3.5.5c: Pupil description of classroom condition



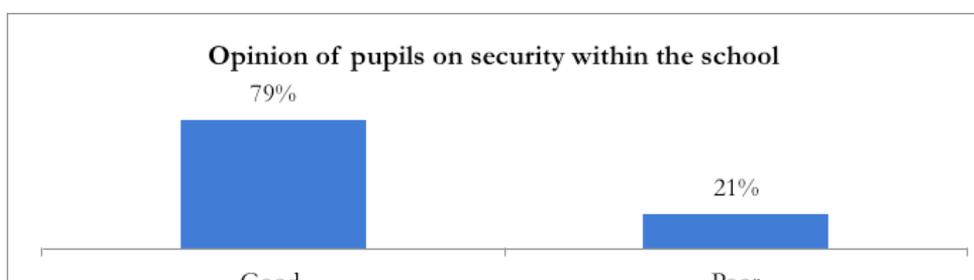
3.5.6 Availability of desks and chairs

Eighty-five percent of pupils are of the opinion that the classroom has enough desks and chairs, 15% feel that the desks and chair are not enough.

3.5.7 Opinion on security

Seventy-nine percent of pupils' surveyed hold the opinion that security in the school is good, 21% are of the opinion that it is poor. Fifty-two percent indicated that the school has a fence around the compound, 45% indicated that it does not, and 4% indicated that the school is partly fenced.

Figure 3.5.7: Pupil opinion on security within the school

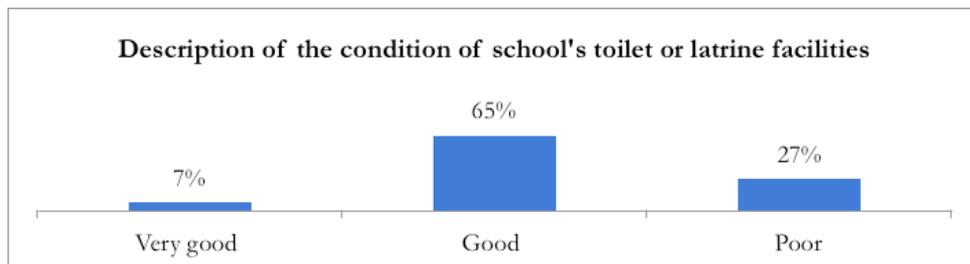


3.5.8 Availability of sanitation facilities

Seventy-nine percent are of the opinion that the school has enough toilets or latrines. Ninety-two percent indicated that the school has separate toilets for male and female pupils, 8% indicated that there were no separate toilets.

In general, 65% of pupils are of the opinion that the condition of sanitation facilities at the school is good, 7% very good and 27% hold the opinion that it is poor.

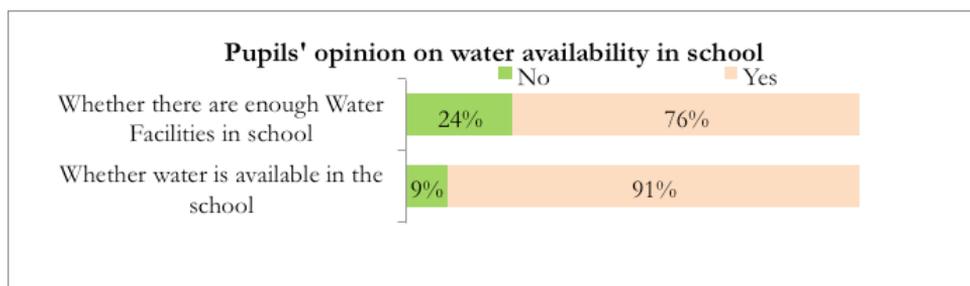
Figure 3.5.8: Pupil description of latrine/toilet condition



3.5.9 Availability of water

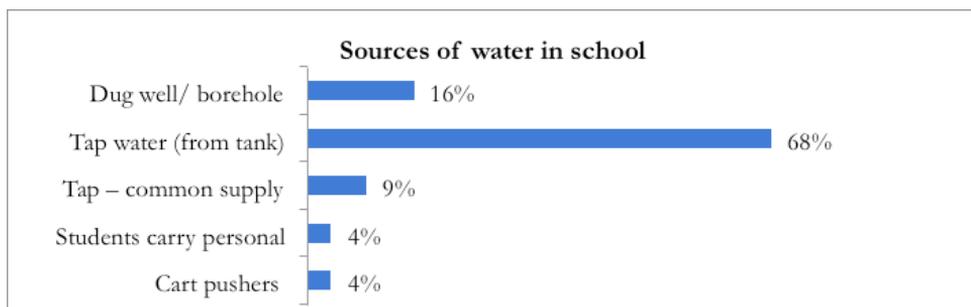
Ninety-one percent of respondent pupils indicated that the school has water, 9% indicated that it did not. Thirty-one percent of parents/guardians are however of the opinion that water facilities in the school are inadequate.

Figure 3.5.9a: Availability of water



Fifty-six percent of parents/guardians are of the opinion that the quality of drinking water in school is good. This is corroborated by 57% of pupils who hold a similar opinion. Four percent of pupils surveyed indicated that the water in school is brought in by cart pushers.

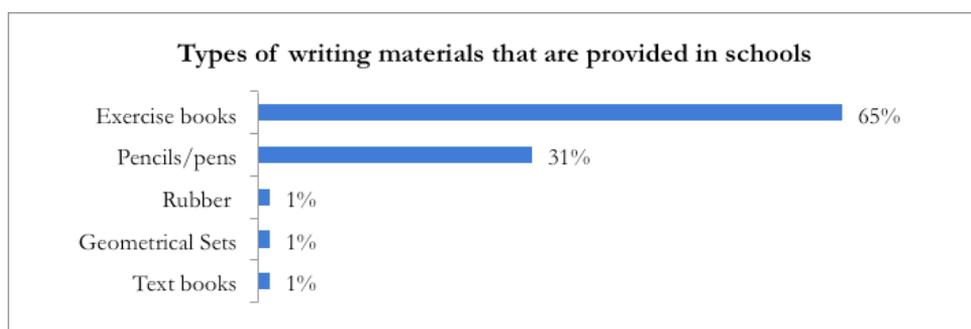
Figure 3.5.9b: Sources of water in school



3.5.10 Provision of writing materials

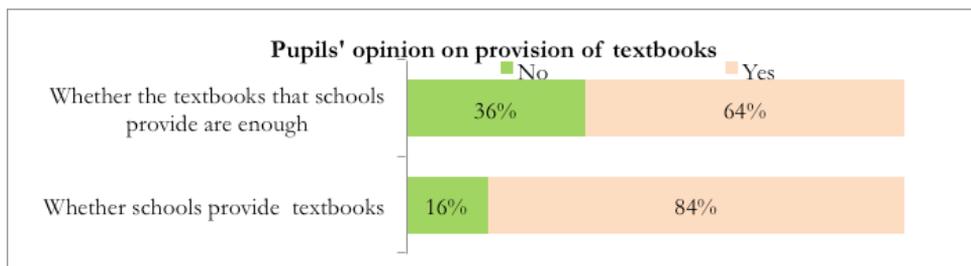
Ninety-one percent of parents/guardians indicated that the pupils are provided with writing materials in school, 9% indicated that they are not. Of those who indicated that pupils are provided with writing materials, 65% indicated that pupils are provided with exercise books.

Figure 3.5.10a: Writing materials provided in school



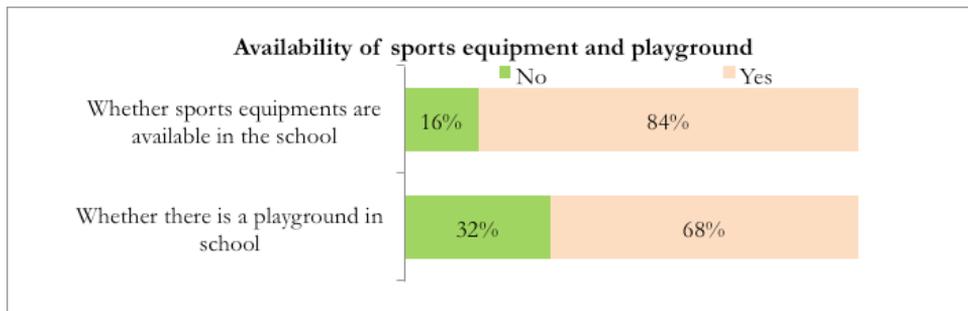
Eighty-four percent of pupils indicated that they are provided with text books in school. However, 64% of them indicated that the books provided were inadequate. Sixteen percent indicated that they are never provided with text books.

Figure 3.5.10b: Pupil opinion on provision of text books



Thirty-two percent of pupils indicated that the school does not have a playground. Fifty-two percent of pupils who indicated that the school does not have a playground indicated that sports activities were held at the common playground at the village, 30% indicated that it was held at the nearest school's play ground, 17% indicated that the school does not hold sports activities.

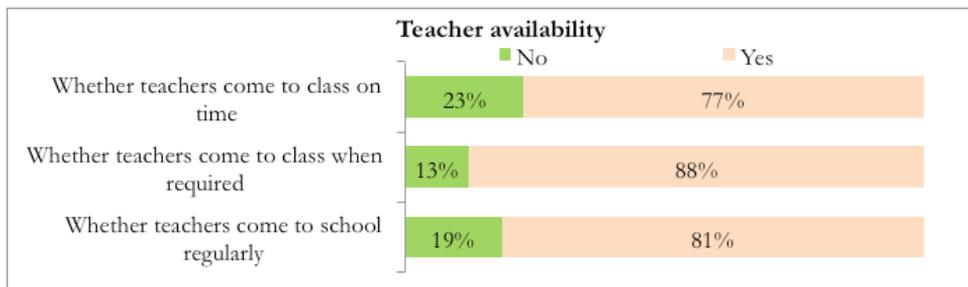
Figure 3.5.10c: Availability of sport facility and equipment



3.5.11 Teacher availability

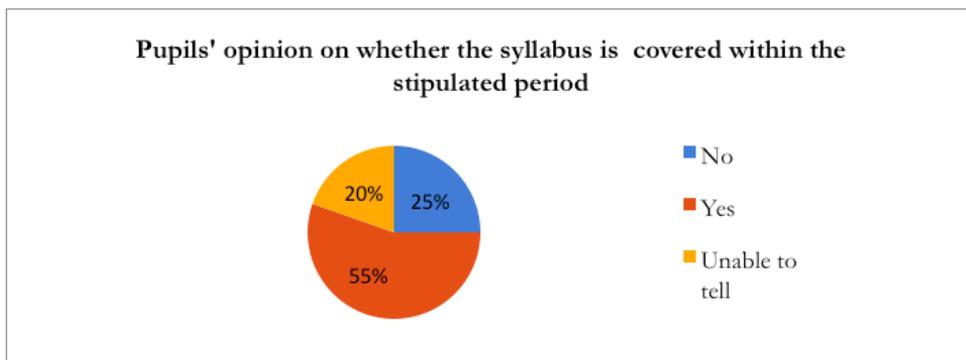
Twenty-three percent of pupils indicated that teachers do not come to class on time, 13% that the teacher does not come to class when required, and 19% that the teacher does not come to school regularly.

Figure 3.5.11a: Teacher availability



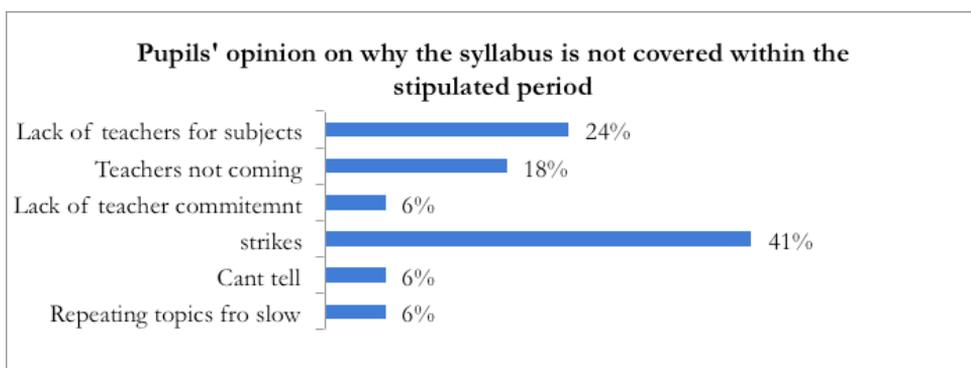
Forty-eight percent of pupils indicated that they did not lack teachers for subjects. Twenty-four percent indicated that they lack teachers for science subject, 17% for Islamic Religious Education (IRE) and 10% for English.

Figure 3.5.11b: Pupil opinion on whether the syllabus is completed in time



Fifty-five percent of pupils surveyed are of the opinion that the syllabus is covered on time, 25% hold the opinion that it is not covered on time, 20% percent are not able to tell. Eighteen percent of pupils who indicated that the syllabus is not completed on time attributed this to teachers not coming to school regularly.

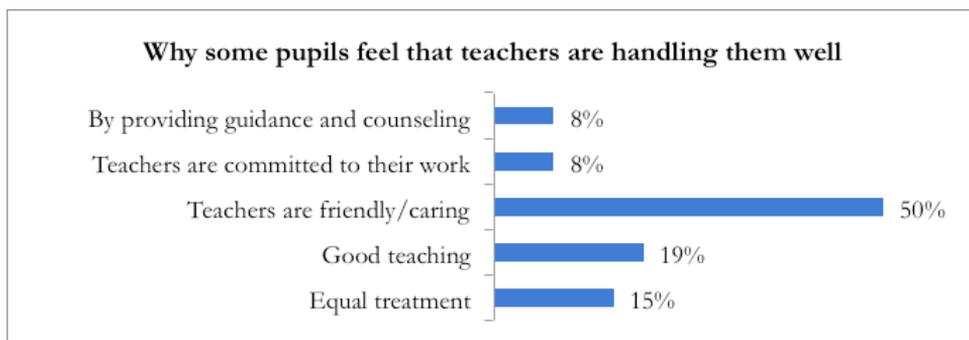
Figure 3.5.11c: Pupil opinion on why the syllabus is not completed in time



3.5.12 Teacher pupil relations

Ninety-three percent of pupils are of the opinion that the teacher is handling them properly. Out of these, 50% say that the teacher is friendly. Fifty percent of pupils who indicated that the teacher is not handling them well, cited cruelty, an equally 50% are of the opinion that the teacher is less caring.

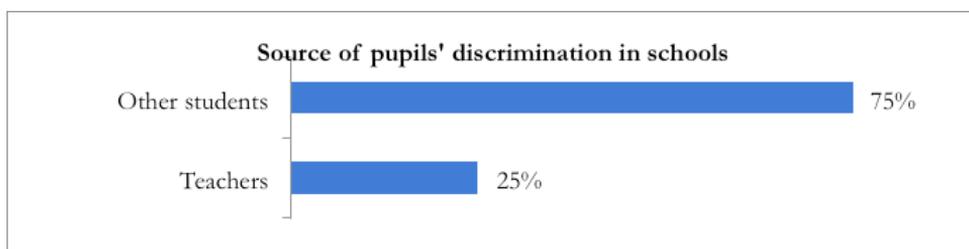
Figure 3.5.12: Pupil opinion on good handling by teacher



3.5.13 Discrimination in school

Sixteen percent of pupils indicated that they are discriminated in schools, 84% indicated that they are not. Twenty-five percent of pupils cited the teacher as the source of discrimination.

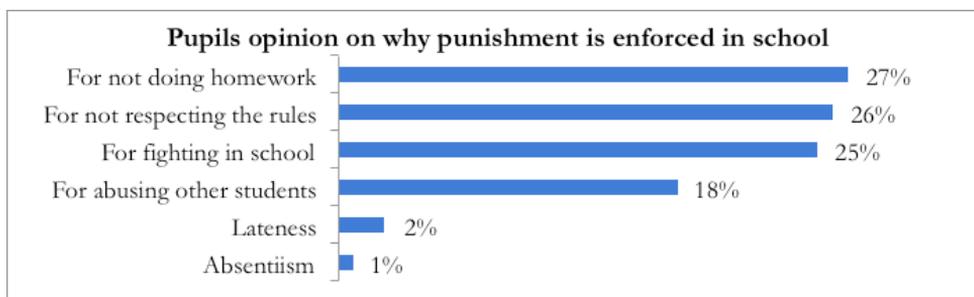
Figure 3.5.13: Source of pupil discrimination at school



3.5.14 Discipline enforcement in school

Seventy-nine percent of pupils indicated that punishment is administered in school. Twenty-seven percent cited that pupils are punished for not doing homework.

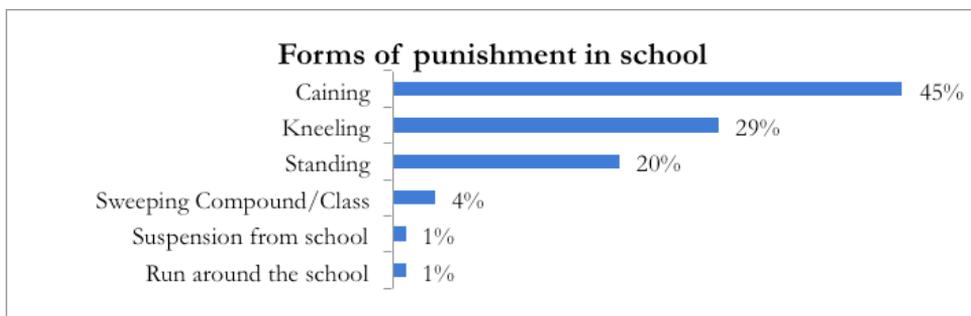
Figure 3.5.14a: Why punishment is enforced at school



Forty-five percent of pupils indicated that they were punished by caning, 29% were asked to kneel.

Fifty percent indicated that they were punished by the teacher, 26% by the discipline master, 18% by the head teacher, 5% by the class prefect and 1% by the duty master.

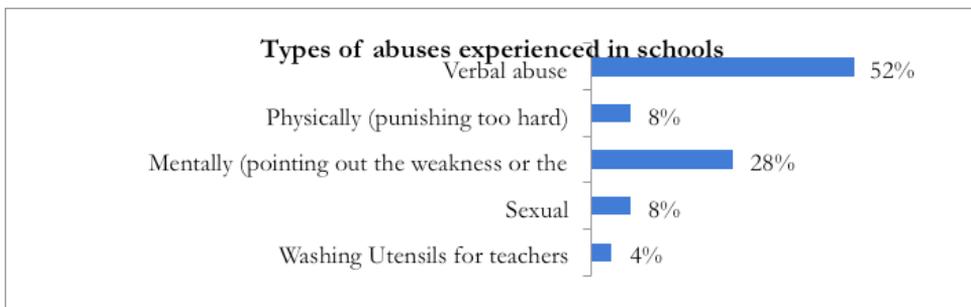
Figure 3.5.14b: Forms of punishment at school



3.5.15 Abuse in school

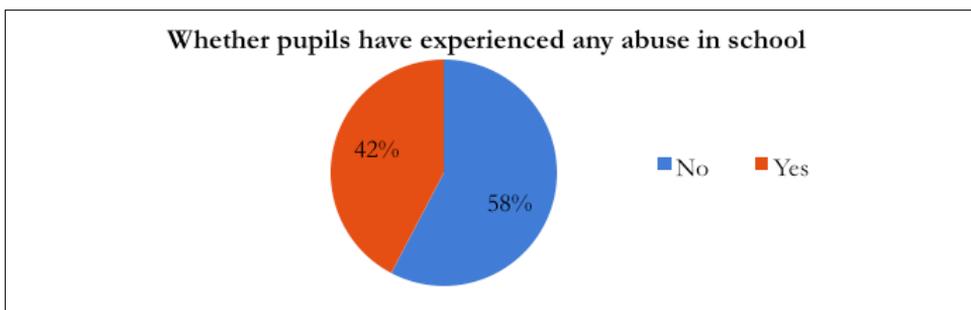
Thirty percent of pupils indicate that there is abuse in school. Fifty-two percent of pupils who indicated so cited verbal abuse, 25% cited mental abuse including pointing out the weakness of the pupil, 8% cited physical abuse including pushing too hard.

Figure 3.5.15a: Types of abuse pupils experience at school



Forty-two percent of pupils indicated having personally experienced abuse at school. Out of these, 60% indicated having experienced verbal abuse, 27% indicated mental abuse and 13% indicated physical abuse.

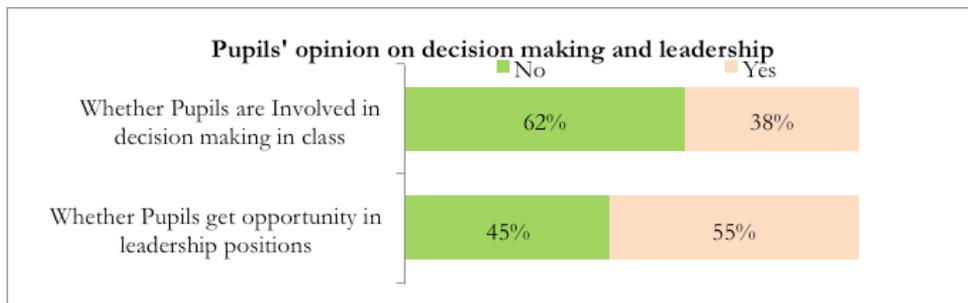
Figure 3.5.15b: Pupil experience with abuse at school



3.5.16 Pupil participation

Forty-three percent of pupils indicated that they get opportunities in school to raise their concerns, 57% do not. Seventy-seven percent indicated that they get equal opportunity to participate in events like sports, 23% indicated that pupils do not get equal opportunities to participate in activities.

Figure 3.5.16: Pupil involvement in decision making

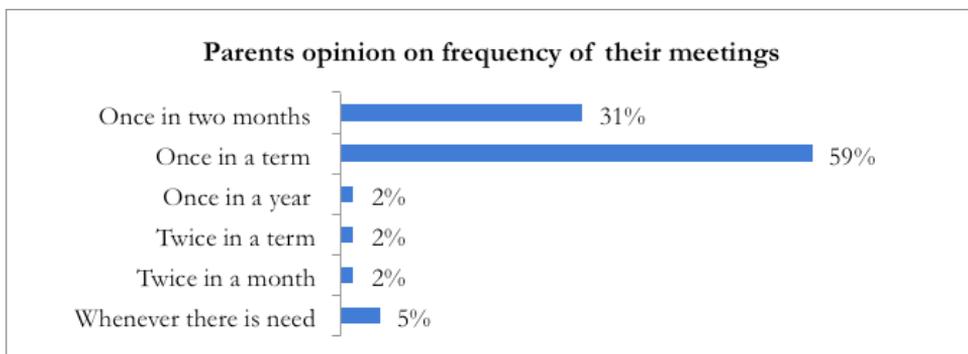


3.5.17 Parents/guardians meetings in school

Ninety-eight percent of respondent parents/guardians indicated that parents/guardians meetings are held in school. However, 4% of parents/guardians who indicated that meetings are held in school indicated that they are never informed in advance about the meetings.

Fifty-nine percent indicated that the meetings are held once in a term, 31% indicated that they are held once in two months.

Figure 3.5.17: Frequency of parent teachers meetings



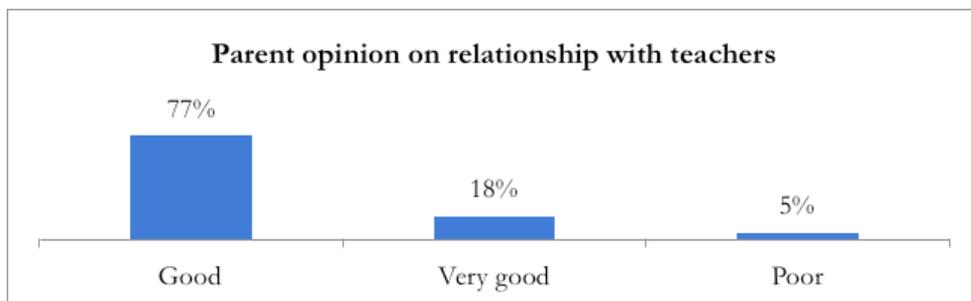
3.5.18 Parents/guardians, teachers, management relationship

Seventy-seven percent of parents/guardians are of the opinion that their relationship with the teacher is good, 18% that it is very good and 5% say that it is poor. Sixty-two percent of parents/

guardians those who hold the opinion that the relationship with the teacher is good indicated that the teacher updates them on the child’s academic progress.

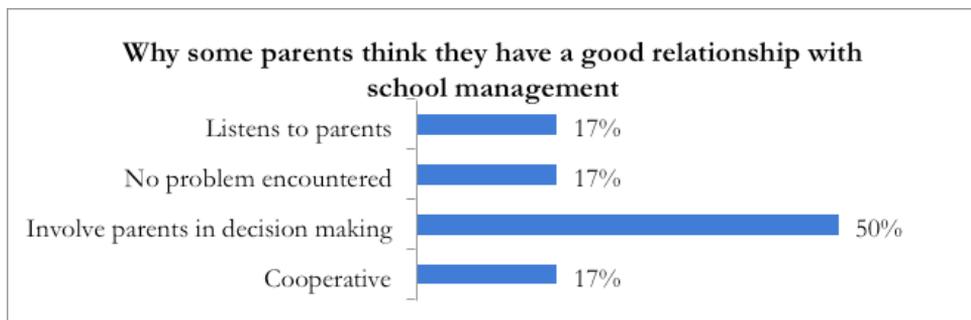
All parents/guardians who hold the opinion that the relationship with the teacher is not good indicated that the teacher is not understanding.

Figure 3.5.18a: Parent opinion on relationship with teachers



Seventy-four percent of parents/guardians are of the opinion that their relationship with the school management is good, 19% say that it is very good and 7% say that it is poor. Fifty percent who hold the opinion that the relationship is good indicated that the school management involves parents/guardians in decision-making.

Figure 3.5.18b: Parent opinion on good relationship with school management



3.5.19 Problem/incidence resolution

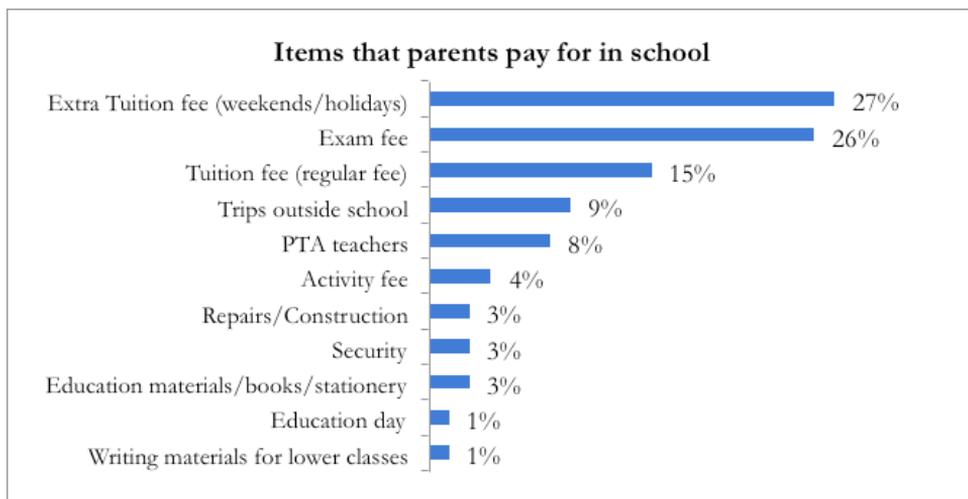
Eighteen percent of parents/guardians indicate having had a problem with the school, 82% have not. Of those who have had problems, 88% discussed the problem with someone at school, 12% did not. Fifty percent discussed the problem with the class teacher, 38% with the head teacher and 13% with the school management board.

Eighty-eight percent of parents/guardians who complained or discussed a problem indicated that they got a response, 13% did not. Eighty percent of parents/guardians who got a response indicated that they obtained a solution to the problem/complaint, 20% did not. Fifty percent indicated that they got the solution within a week another 50% within two days.

3.5.20 Payments to school

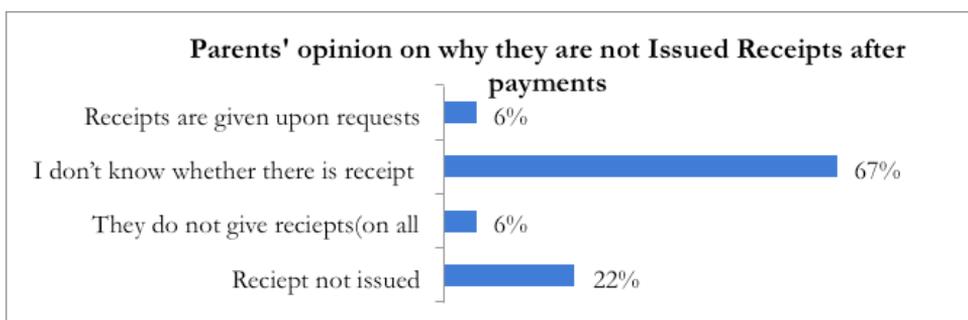
Eighty-eight percent of parents/guardians indicated that they made payments for an item or service at school. Out of these, 27% cited extra tuition, 26% exam fee and 3% paid for security.

Figure 3.5.20: Items that parent pay for in school



Thirty-eight percent of parents/guardians who made payments to the school indicated that they did not get a receipt. Sixty-seven percent of those who did not get a receipt indicated that they did not know whether there is a receipt.

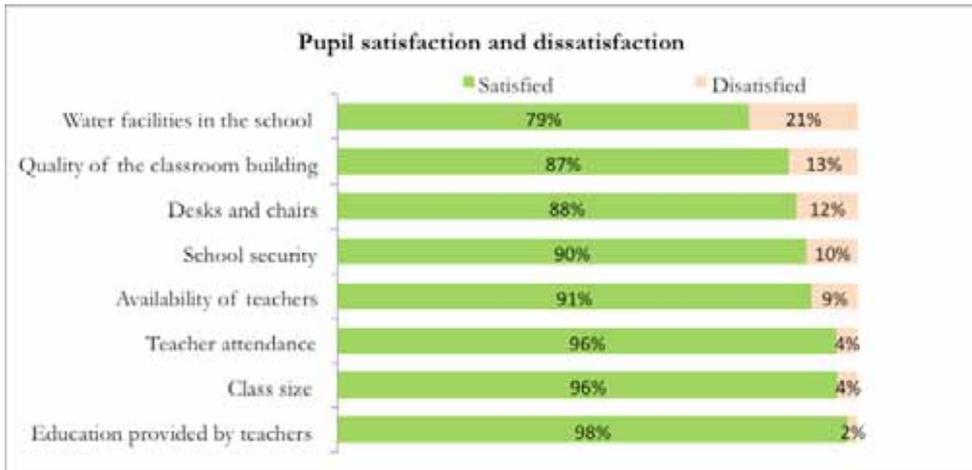
Figure 3.5.20: Parents' opinion on why receipts are not issued



3.5.21 Satisfaction and dissatisfaction

Twelve percent of pupils expressed dissatisfaction with the availability of chairs and desks in the classroom. Nine percent are dissatisfied with the availability of the teacher. Nineteen percent of parents/guardians surveyed expressed dissatisfaction with the sanitation facilities at school.

Figure 3.5.21: Pupil satisfaction and/or dissatisfaction



3.6 Nairobi County

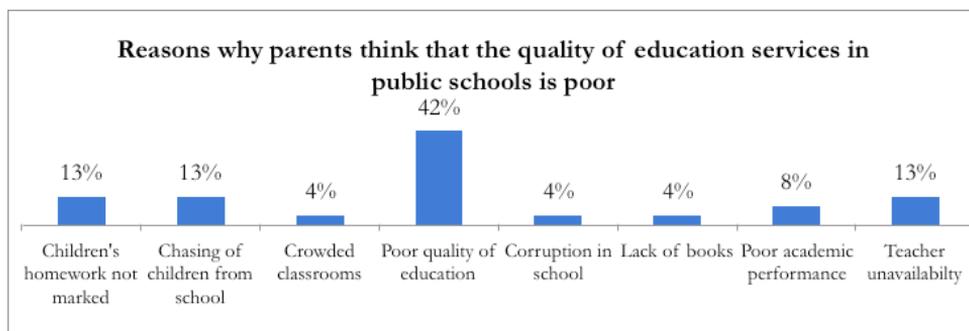
Primary School Education Statistics

The number of public primary schools in Nairobi County as at 2014 was 197 with an enrolment of 182,370. The average school size was 926 pupils. The County had 178 day schools, 12 boarding schools and 5 day and boarding schools. Three schools were for boys, 4 for girls and 188 mixed.

3.6.1 Rating of education service

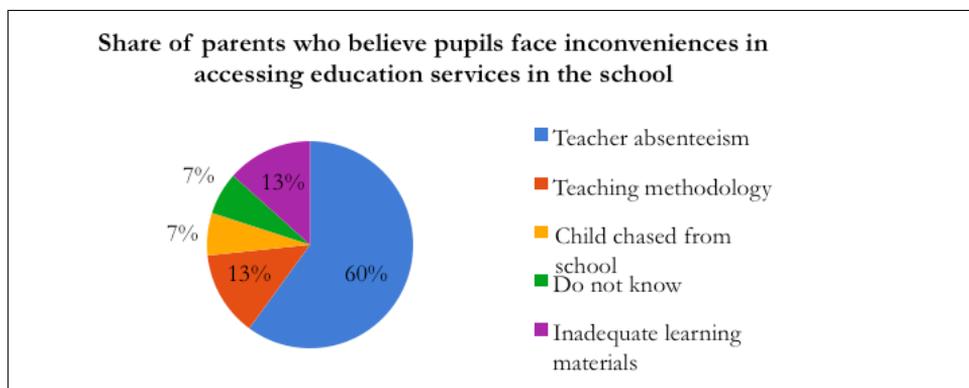
Of parents/guardians who indicated that the quality of education in public primary schools in Nairobi County is poor, 42% are of the opinion that the quality of education is poor, 13% indicated that the teachers do not mark children's homework.

Figure 3.6.1a: Parent opinion on poor quality of education



Forty-nine percent of parents/guardians hold the opinion that the pupil is facing inconvenience in accessing education services. Sixty percent of parents/guardians who hold this opinion cite teacher absenteeism.

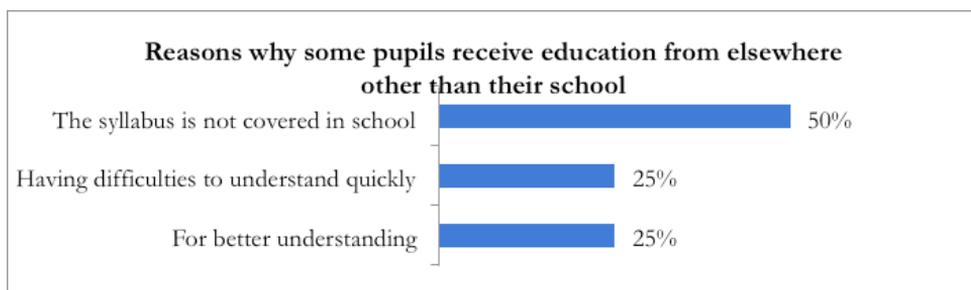
Figure 3.6.1b: Inconvenience pupils face in accessing education



3.6.2 Reasons for additional education outside schools

Fifty percent of pupils indentified lack of completion of syllabus as the reason for additional lessons outside school. Twenty-five percent indicated that they sought additional education because they have difficulties in understanding quickly. While another 25% indicated that they required better understanding.

Figure 3.6.2: Reasons for additional education outside school



Fifty-nine percent of pupils receiving additional lessons indicated that they accessed it through extra tuition by teachers while 41% receive additional lessons from individuals who are not teachers.

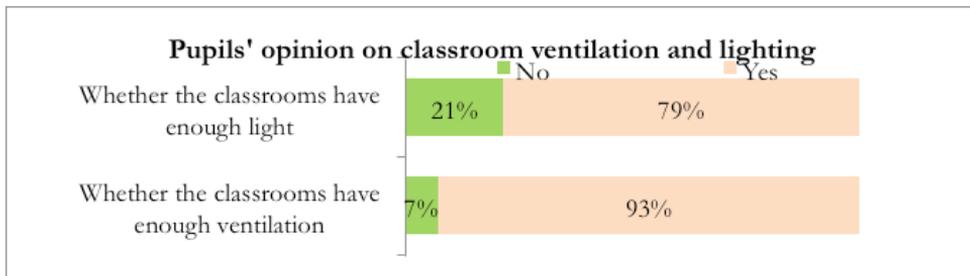
Sixty-seven percent of the parents/guardians who indicated that their children got additional lessons outside school indicated that they pay a teacher for the service while 22% make payments to individuals who are not teachers.

3.6.3 Availability and state of classrooms

Eighty-nine percent of pupils are of the opinion that the school has enough classrooms. Eighty percent of pupils who reported inadequate number of classrooms said that teachers managed lessons by combining classes while 20% said that the teachers crowded pupils in one classroom. Ninety-three percent of pupils said that their classroom wall is fully covered by cement block. Ninety-six percent of pupils responded that the classroom floor is fully covered by cement block. An equal percentage of pupils at 50% responded that the classroom windows had or did not have glass. All pupils responded that the classroom had a door.

Ninety-three percent of the pupils are of the opinion that classroom has adequate ventilation while 7% hold the opinion that it is poor. Seventy-nine percent of the pupils hold the opinion that the classroom has enough light while 21% hold the opinion that the lighting is inadequate.

Figure 3.6.3: Pupil opinion on classroom ventilation and lighting

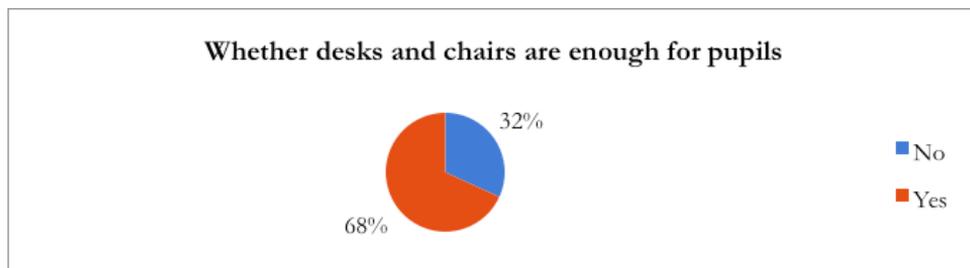


In general, 80% of the pupils hold the opinion that the condition of the classroom is good, 11% that it is very good and 9% that it is poor.

3.6.4 Availability of desks and chairs

Sixty-eight percent of the pupils were of the opinion that the classroom has adequate desks and chairs. The remaining 32% said that the desks and chairs were inadequate.

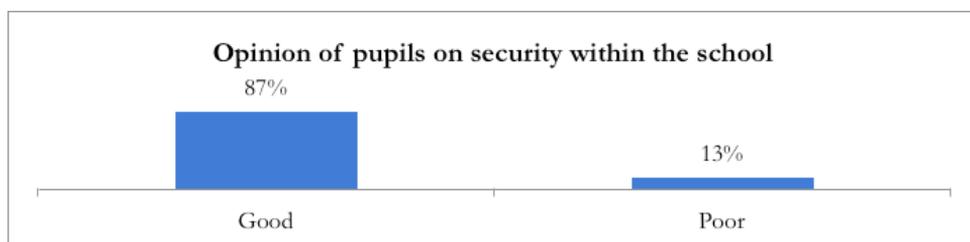
Figure 3.6.4: Pupil opinion on adequacy of desks and chairs



3.6.5 Security within the school

Eighty-seven percent of pupils were of the opinion that security in the school is good while 13% said that it is not. Linked to security, 86% indicate that the school has a fence/wall around. Five percent reported that the wall/fence ran halfway round the school while 9% reported that the school lacked a fence/wall around it.

Figure 3.6.5: Pupil opinion on security within the school

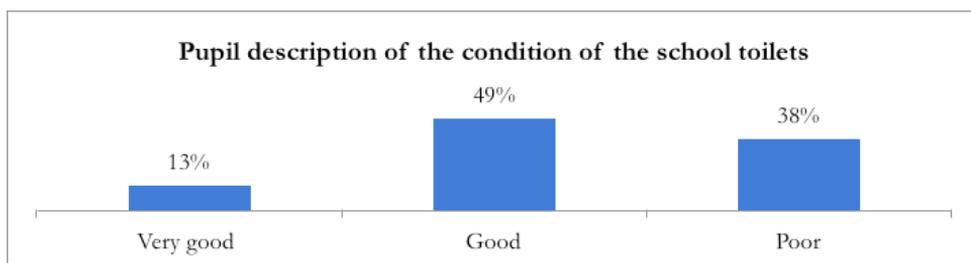


3.3.6 Availability of sanitation facilities

All the pupils in the survey indicated that the school has separate toilets for male and female pupils. Ninety-one percent said that it was a modern (flush) toilet while 9% said that it is a pit latrine.

Thirteen percent of pupils hold the opinion that the state of the school toilet is very good, 49% hold the opinion that it is good while 38% say that it is poor.

Figure 3.6.6: Pupil description of school toilet/latrine



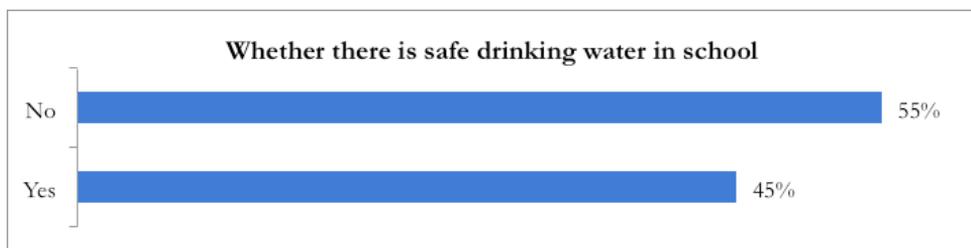
3.3.7 Availability of water in school

Ninety-three percent of pupils said that the school has water with the rest stating otherwise. Sixty-seven percent was of the opinion that water facilities were adequate while 33% were of the opinion that it isn't. Fifty-five percent reported that the school lacked safe drinking water against 45% who reported that the school has safe drinking water.

3.3.8 Source of drinking water in school

Forty-nine percent of the pupils responded that safe drinking water in the school is obtained from a tap connected to the common supply while 47% reported that it is obtained from a tank.

Figure 3.3.8: Pupil opinion on safety of drinking water at school



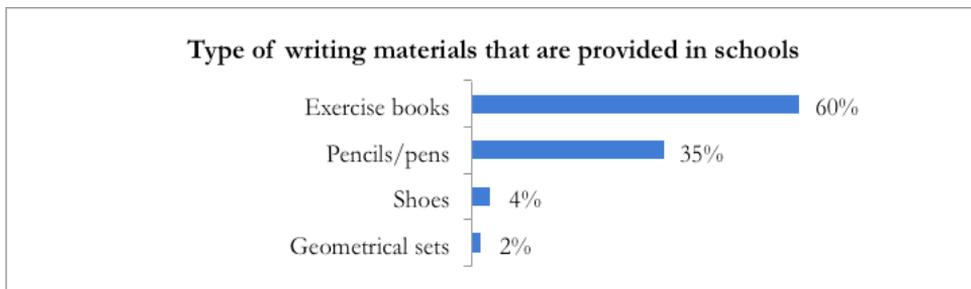
Two percent of the respondents said that they obtained safe drinking water from a borehole. Another 2% carried water to school from home.

Fifty-one percent of parents/guardians are of the opinion that the quality of drinking water in the school is good. Twenty-nine percent and 4% said that it is poor and very poor respectively. The remaining 16% could not tell.

3.3.9 Access to reading and writing materials

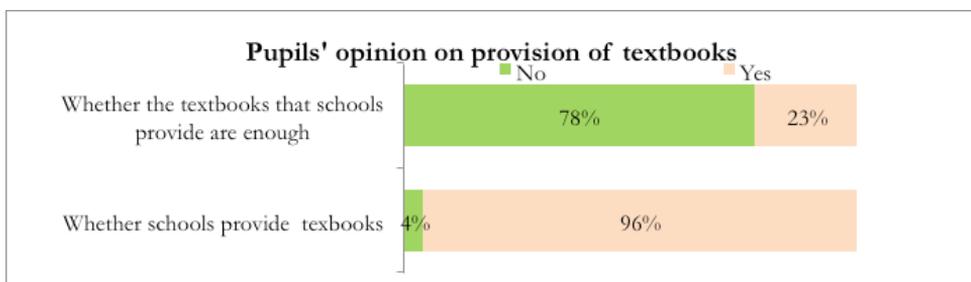
Seventy-seven percent of parents/guardians indicated that the pupils are provided with writing materials. Sixty percent of these parents/guardians indicated that the children are provided with exercise books, 35% with pencils and pens and 2% indicated that the child is provided with a geometrical set.

Figure 3.3.9a: Type of writing material provided at school



Ninety-six percent of pupils responded that the school provided them with textbooks while 4% said that they were not. Out of the pupils who reported that they were provided with textbooks 77.5% reported that the textbooks were not enough.

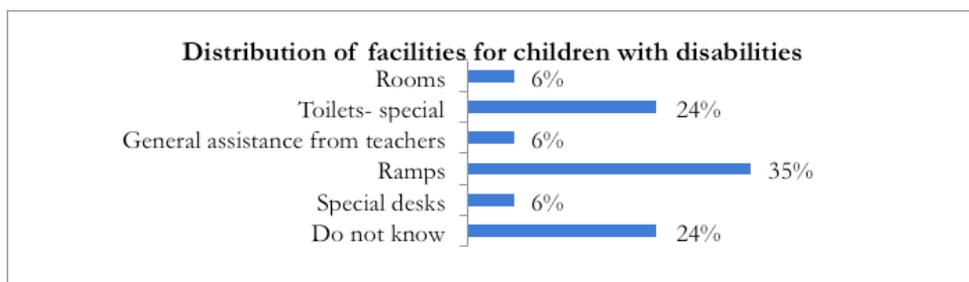
Figure 3.3.9b: Pupil opinion on provision of text books



3.6.10 Facilities for children with disability

Eighteen percent of parents/guardians respondents indicated that the school has facilities for children with disabilities as indicated below.

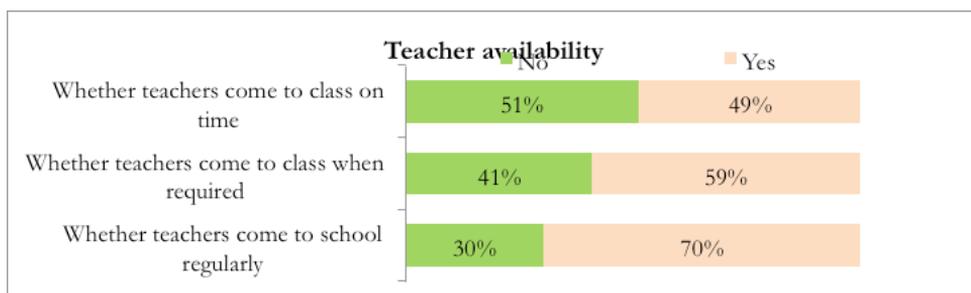
Figure 3.6.10: Distribution of facilities for children with disabilities



3.6.11 Teacher availability

Thirty percent of pupils responded that the teacher does not come to school regularly. Only 59% of pupils indicated that the teacher attended to the class when required. Fifty-one percent indicated that the teacher does not come to class on time.

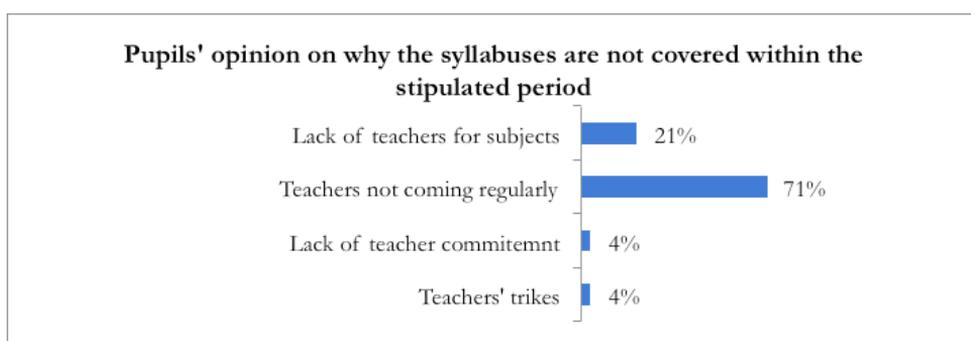
Figure 3.6.11a: Teacher availability.



Seventy-four percent of pupils indicated that they have teachers for all subjects. An equal percentage at 8% says that they do not have a teacher for Mathematics and Kiswahili.

Seventy-one percent of pupils are of the opinion that the syllabus could not be completed in time as the teacher does not come to class regularly, 27% attributed this to lack of teachers for affected subjects while 4% attributed it to teacher strikes. Another 4% attributed it to lack of teacher commitment.

Figure 3.6.11b: Pupil opinion on why syllabus is not covered within the required time



3.6.12 Teacher handling of pupils

Fourteen percent of pupils are of the opinion that the teacher is not handling them well. Out of these, 63% indicated that the teacher is less caring while 25% said that the teacher is cruel.

Of the 86% pupils who hold the opinion that the teacher is handling them well, 39% say that the teacher is fair while making judgment. Twenty percent hold the opinion that the teacher is committed to his/her work as shown in the figure below.

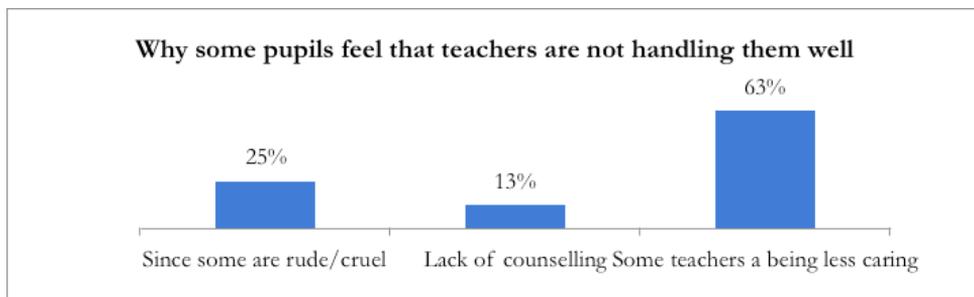
Figure 3.6.12: Pupil opinion on good handling by teacher



3.6.13 Pupil teacher relations

Eighty-six percent of pupils hold the opinion that the teacher handles them well, 14% hold the opinion that they are not handled well. Sixty three percent of pupils who indicated that the teacher is not handling them well responded that the teacher is less caring, 25% that the teacher is rude.

Figure 3.6.13a: Pupil opinion on poor handling by teacher.



Twenty percent who hold the opinion that the teacher is handling them well indicated that the teacher is committed to his/her work, 95% that the teacher is friendly and caring.

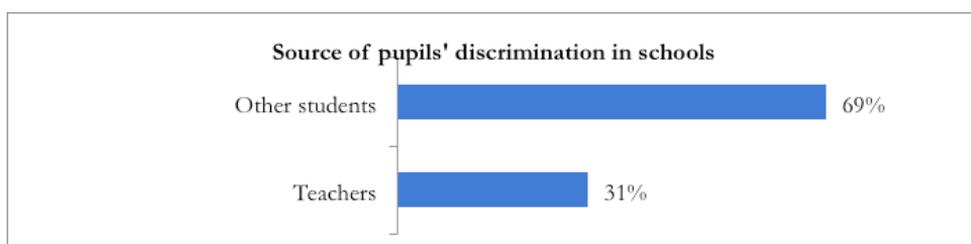
Figure 3.6.13b: Pupil opinion on good handling by teacher



3.6.14 Pupil discrimination

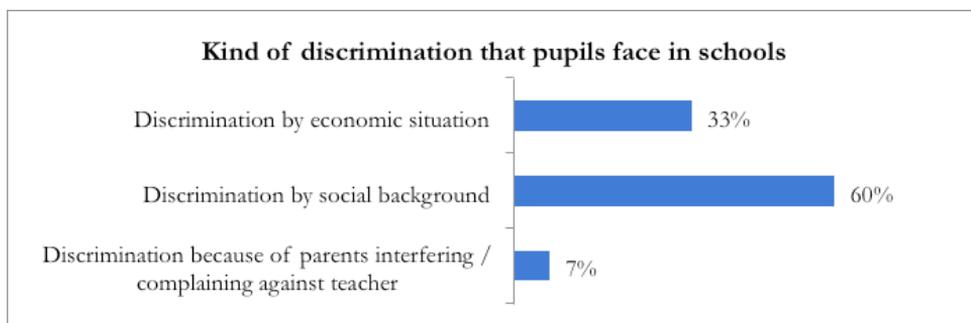
Twenty-five percent of the pupils identified the source of discrimination at school as fellow pupils and teachers at 69% and 31% respectively.

Figure 3.6.14a: Source of pupil discrimination at school



Sixty percent indicated that discrimination is on the basis of their social background. Thirty-three percent cited discrimination on the basis of their economic situation while 7% cited parents/guardian' interference or complaints about the teacher.

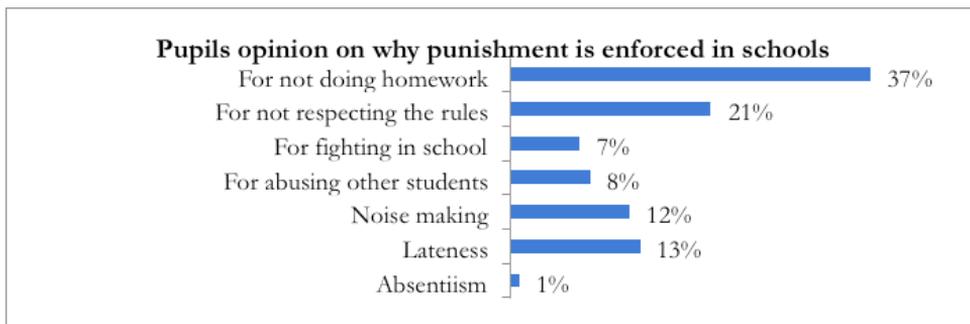
Figure 3.6.14b: Kind of discrimination pupil face at school



3.6.15 Enforcement of discipline

All pupils surveyed indicated that punishment is meted in their school as shown in the below.

Figure 3.6.15: Pupil opinion on why punishment is enforced at school



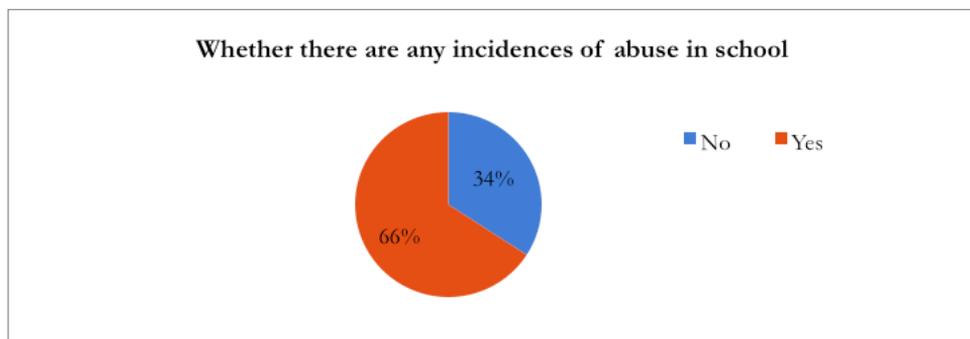
Fifty percent indicated that they were caned, 28% were asked to kneel, 12% were asked to stand outside the classroom and 11% were required to clean the school compound or classroom.

Seventy percent of the pupils indicated that they were punished by the teacher, 10% by the discipline master, 15% by the head teacher and 5% by the duty master.

3.6.16 Abuse and experience with abuse in school

Sixty-six percent of pupils responded that there incidences of abuse in the school. Abuse included verbal, physical, and mental (pointing out the weakness/status of the child) as indicated by 64%, 33% and 2% of pupils respectively.

Figure 3.6.16: Abuse incidence at school

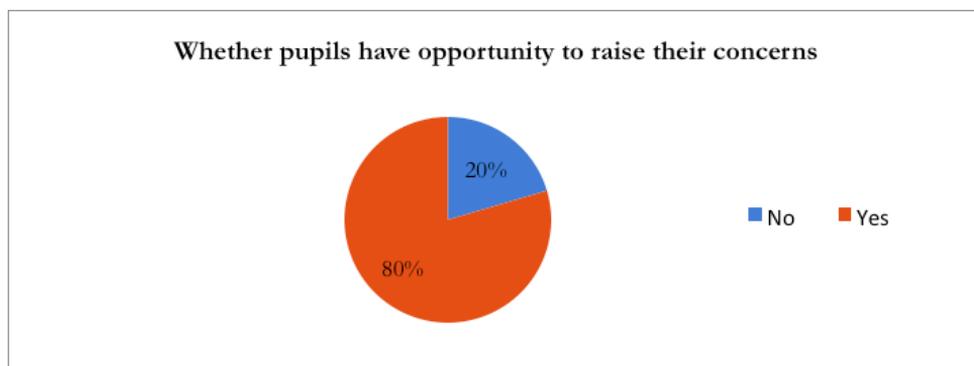


Seventy-seven percent of pupils reported that they have personally experienced abuse in school. Abuse experienced included verbal, physical (pushing), mental (pointing child's weakness) and physical (beaten) at 59%, 35%, 3% and 3% as indicated by the pupils respectively.

3.6.17 Pupil participation and voice

Eighty percent of pupils responded that they are given opportunities in school to raise their concerns. Seventy-five percent indicated that pupils in their school get equal opportunity in leadership.

Figure 3.6.17: Pupil participation



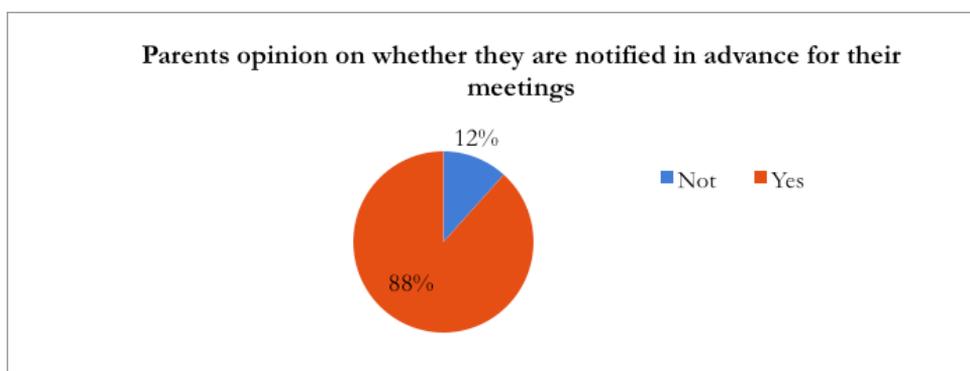
Sixty-one percent of pupils indicated that they are involved in decision-making. This includes election of prefects and representatives as indicated by 38% of the pupils. Fifty-seven percent of pupils say that they vote for their pupil leaders and representatives. Forty-three percent indicate that the teacher selects pupil leaders and representatives.

Ninety-one percent of pupils indicated that they get opportunity to participate in sport events. The 9% that does not get opportunity said that teachers select the pupils to participate in events.

3.6.18 Parents/guardians, teacher and school management relations

All parents/guardians in the survey indicated that the school holds meetings for them in school. However 12% indicated that they are not notified in advance about the meeting.

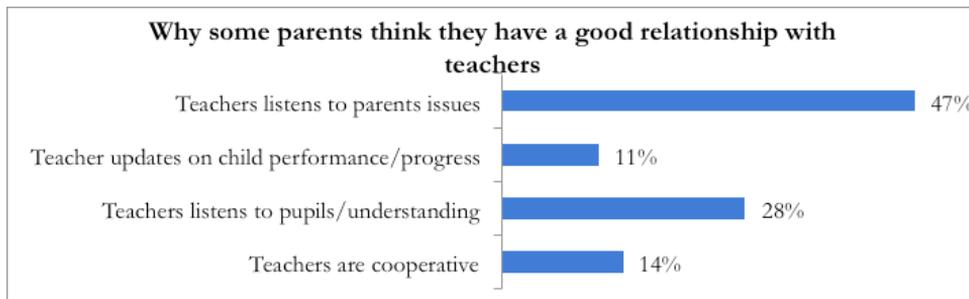
Figure 3.6.18a: Parent opinion on notification of meetings



Sixty-eight percent of parents/guardians hold the opinion that their relationship with the teachers is good. Seventeen percent indicated that it is very good while 15% indicated that it is poor.

Forty-seven percent of parents/guardians who responded that the relationship between them and the teacher is good indicated that the teacher listens to parents/guardians' issues. Twenty-eight percent said that the teacher listens to the pupils, 14% said that the teacher is cooperative and 11% said that the teacher updates them on the child's progress. Seventy-five percent of parents/guardians indicated that the relationship with the teacher is not good.

Figure 3.6.18b: Parent opinion on good relationship with teachers

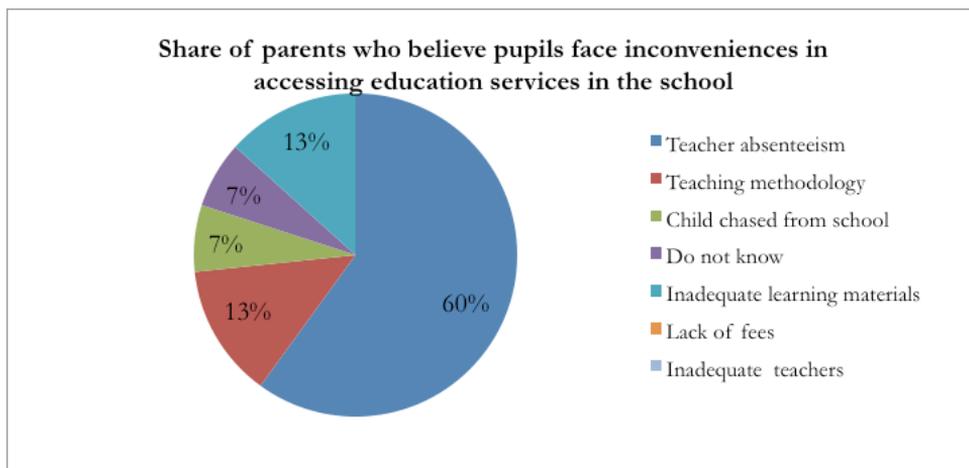


Seventy-four percent of parents/guardians indicated that their relationship with the school management is good while 26% indicated that it is poor. Fifty percent of parents/guardians who hold the opinion that they have a good relationship with school management indicated that management listen to them while 20% indicated that the management is available for meetings.

3.6.19 Inconvenience in assessing education services

Sixty percent of parents/guardians hold the opinion that teacher absenteeism is an inconvenience in their children's access to education. Other issues identified include inadequate learning materials and teachers as shown below.

Figure 3.6.19: Inconvenience that pupil face in accessing education



3.6.20 Problem and solution

Thirty percent of parents/guardians indicated that they have experienced a problem with the school. Out of these, 83% reported that they discussed the problem with the school. Forty six percent indicated having discussed the problem with the class teacher and 38% with the school head teacher.

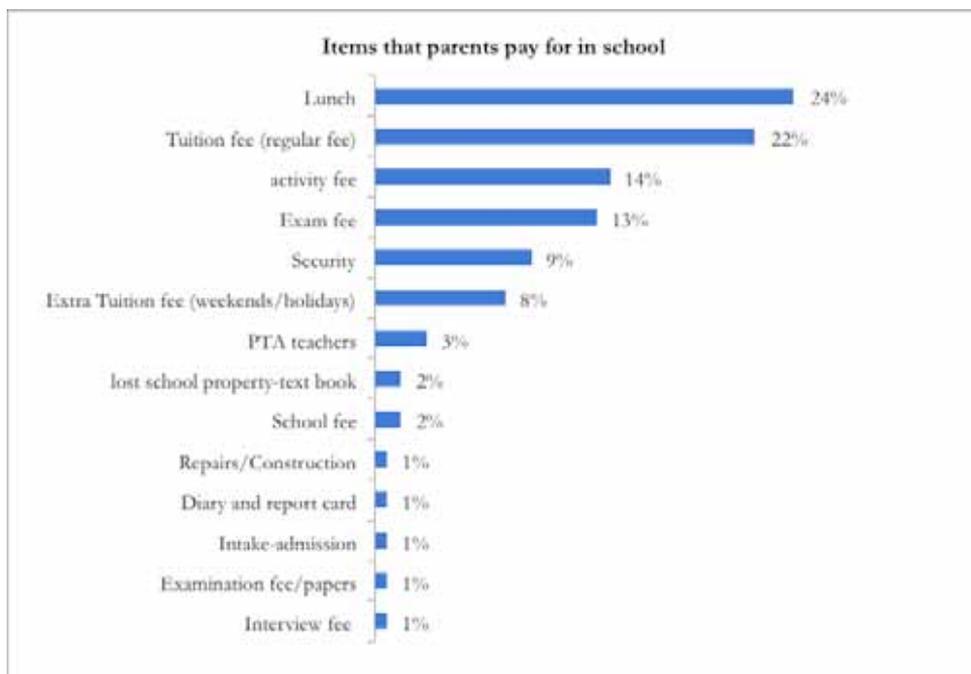
Fifty-seven percent of parents/guardians who received response to the problem raised indicated that the response was acceptable to them. Sixty percent indicated that they received a response within two days or less.

3.6.21 Payments made to the school

Ninety-three percent of parents/guardians reported having paid for something in school. Most parents/guardians indicated making payments for the child to have lunch in school as shown in the table below.

Seventy percent of parents/guardians who indicated having made payments to the school reported that they did not receive a receipt for payment made. Twenty-seven percent indicated that they were given receipts whereas 2% reported that they were at times given receipts. This is however not in tandem with Section 29 (c) of the Basic Education Act which states that “no person shall collect levies without issuing an official receipt.”

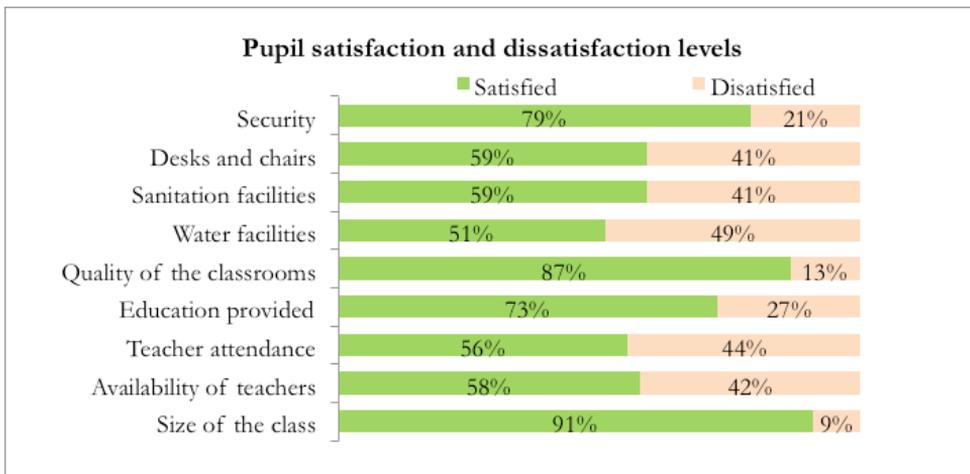
Figure 3.6.21: Items parents pay for in school



3.6.22 Satisfaction and dissatisfaction levels

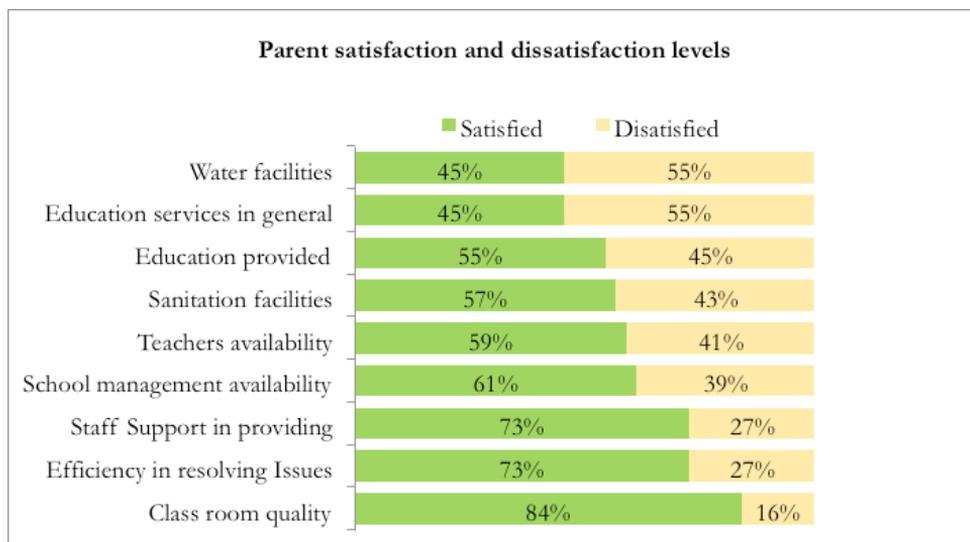
Pupils interviewed in the study were most dissatisfied with water supply. This is closely followed by poor teacher attendance and inadequate furniture as shown in the table below.

Figure 3.6.22a: Pupil satisfaction and dissatisfaction levels



Forty-one percent of parents/guardians indicated that they are dissatisfied with teacher availability as indicated in the figure below. Fifty-five percent indicated dissatisfaction with education services in general.

Figure 3.6.22b: Parent satisfaction and dissatisfaction levels



3.7 Taita-Taveta County

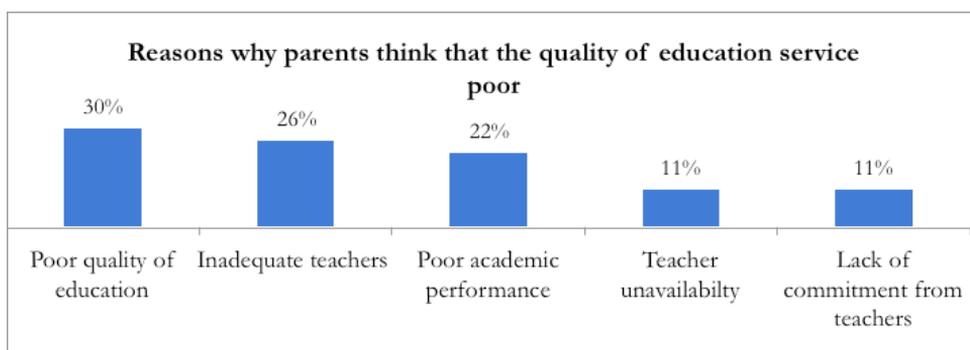
County Primary School Education Statistics

According to the Ministry of Education, Science and Technology,⁶ Taita-Taveta County had 252 public primary schools with an enrolment of 63,130 pupils and an average school size of 251. Out of these, 243 are day schools, 1 is a boarding and 5 are both day and boarding schools. All public primary schools in the county are mixed.

3.7.1 Rating of education service

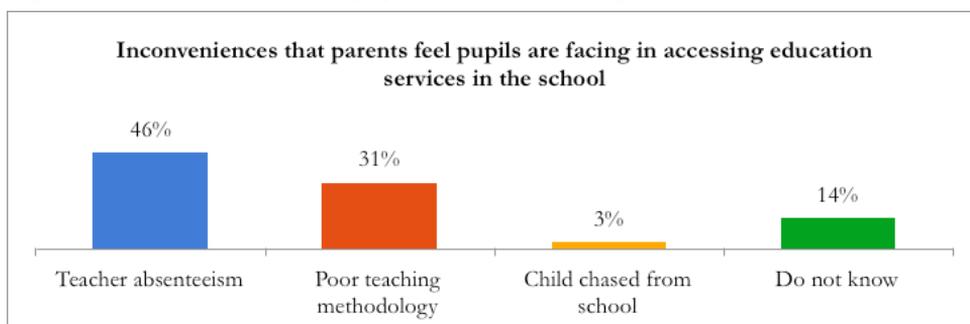
Forty-five percent of parents/guardians surveyed are of the opinion that education service provided in public primary schools in Taita-Taveta County is not satisfactory. Twenty-six percent of parents/guardians who hold this opinion cite inadequate number of teachers.

Figure 3.7.1a: Parents' opinion on poor quality of education



Forty-one percent of parents/guardians are of the opinion that the child faces inconveniences in accessing education services in the school. Forty-six percent of parents/guardians who hold this opinion cited teacher absenteeism.

Figure 3.7.1b: Inconvenience pupils face in accessing education

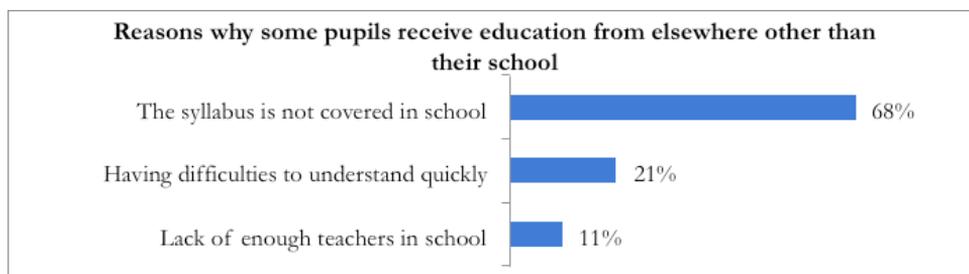


6 2014 Basic Education Statistical Booklet

3.7.2 Education from sources outside school

Twenty-two percent of pupils surveyed indicate that they receive education from other sources apart from the school, 78% do not. Sixty-eight percent of pupils who get additional lessons say that the syllabus is not covered in school.

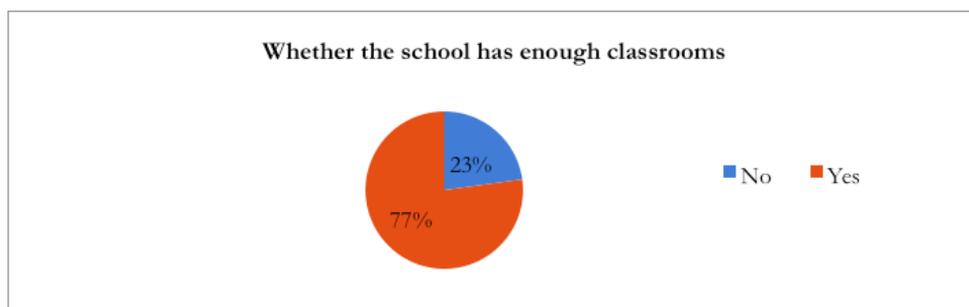
Figure 3.7.2: Reasons pupils get additional education outside school



3.7.3 Availability of classrooms

Seventy-seven percent of pupils are of the opinion that the school has enough classrooms, 23% indicated that the classrooms are not enough. Out of these, 56% indicated that the challenge of inadequate classrooms is managed through morning and evening classes.

Figure 3.7.3: Pupil opinion on adequacy of classrooms



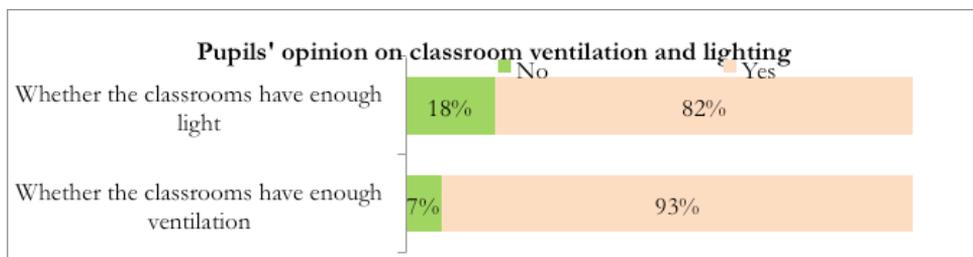
3.7.4 Condition of classrooms

Eighty-three percent of pupils indicate that the classroom wall is fully covered by cement block, 16% half covered by cement block and 2% by timber. Eighty-one percent indicate that the floor is fully covered by cement, 19% by soil. Ninety-eight percent indicate that the roof is covered by iron sheets, 2% by thatch.

Sixteen percent indicate that the classroom does not have a window. Twenty-five percent of those who indicate that the classroom has windows say that the windows are without glass. Nine percent of respondents indicated that the classroom does not have a door.

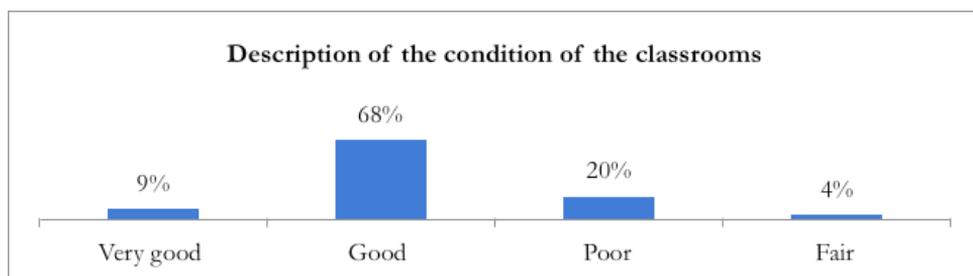
Eighteen percent of pupils are of the opinion that the classroom does not have enough light, 7% hold the opinion that the classroom does not have enough ventilation.

Figure 3.7.4a: Pupil opinion on classroom ventilation and lighting



In general, 68% of pupils are of the opinion that the condition of the classrooms is good, 9% that it is very good and 20% indicate that it is poor.

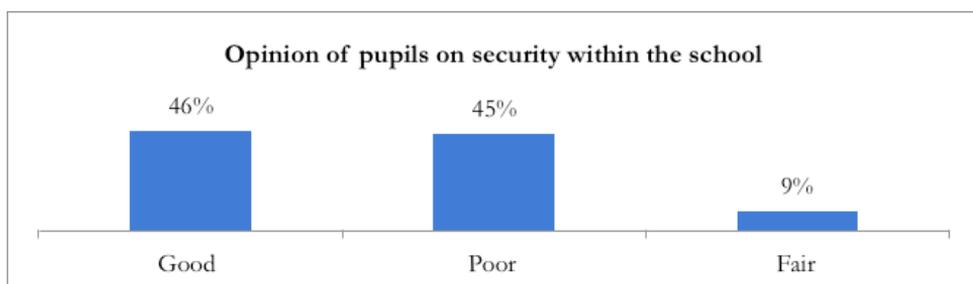
Figure 3.7.4b: Pupil description of classroom



3.7.5 Security within the school

Forty-five percent of pupils are of the opinion that security within the school is poor. Sixty-nine percent indicated that the school does not have a fence around the compound, 2% indicate that the school is partly fenced.

Figure 3.7.5: Pupil opinion on security within the school

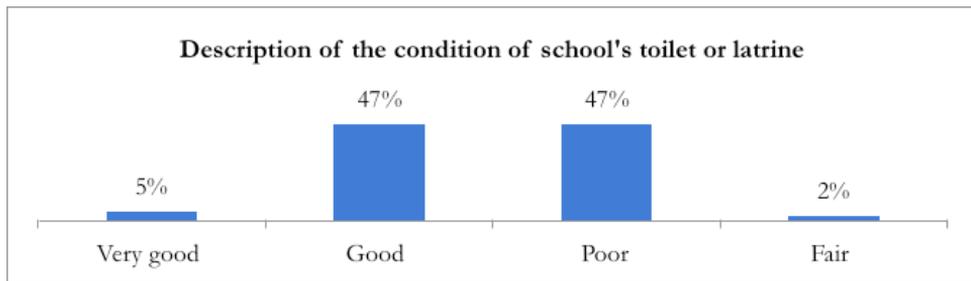


3.7.6 Availability of sanitation facilities

Sixty-four percent of pupils are of the opinion that the school has enough toilet/latrine facilities, 36% hold the opinion that they are not enough.

In general, 47% of pupils are of the opinion that the school latrine is good, another 47% hold the opinion that the condition is poor.

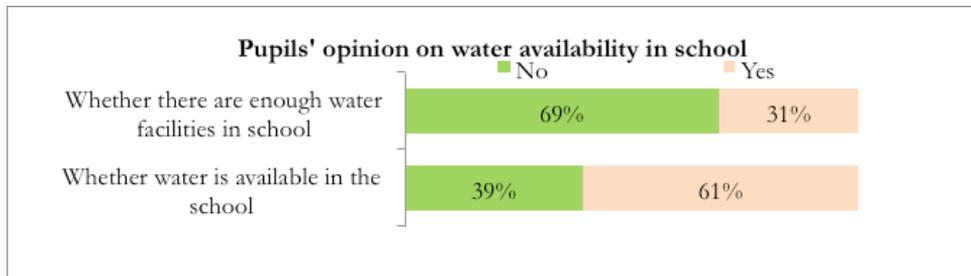
Figure 3.7.6: Pupil description of condition of school latrine



3.7.7 Availability of water

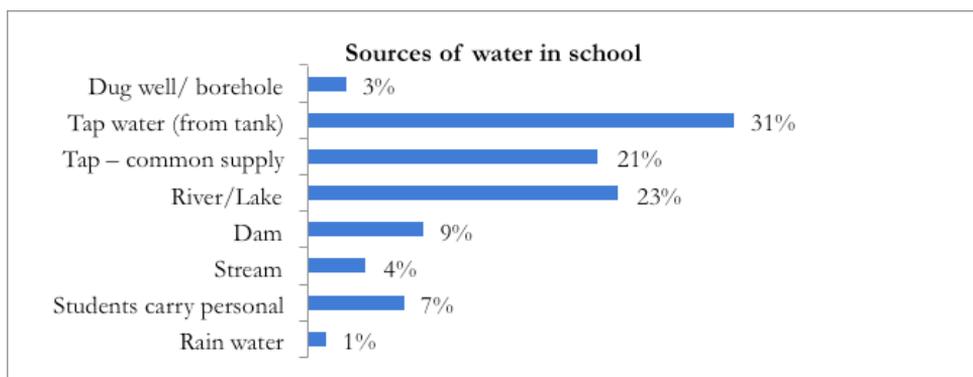
Sixty-one percent of pupils indicated that the school has water. However, 69% of pupils are of the opinion that the water facilities are inadequate.

Figure 3.7.7a: Availability of water in school



Sixty-five percent of pupils are of the opinion that drinking water in school is not safe. Nine percent indicated that the source of water is a dam, 2% indicated that it is a stream.

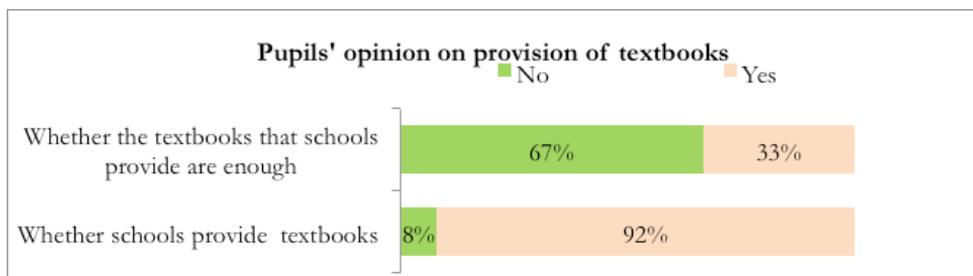
Figure 3.7.7b: Sources of water in school



3.7.8 Availability of text books

Ninety-two percent of pupils indicated that they are provided with textbooks; however 67% of pupils who indicated so are of the opinion that the textbooks are not enough.

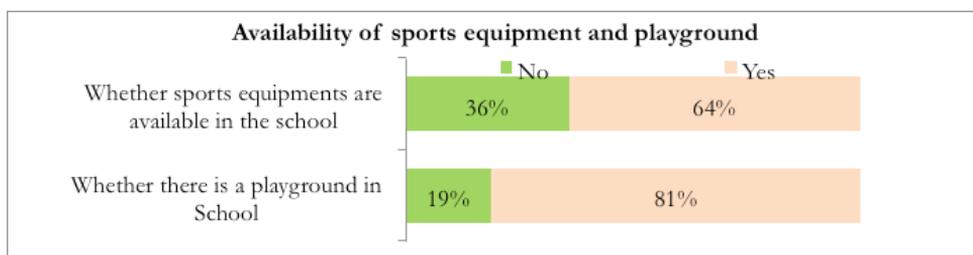
Figure 3.7.8: Pupil opinion on provision of text books



3.7.9 Availability of playground and sport equipment

Nineteen percent of pupils indicated that the school does not have a playground. Ninety percent of pupils who indicated so say that school sport events are held at the nearest school play ground, 45% cited the common playground in the village.

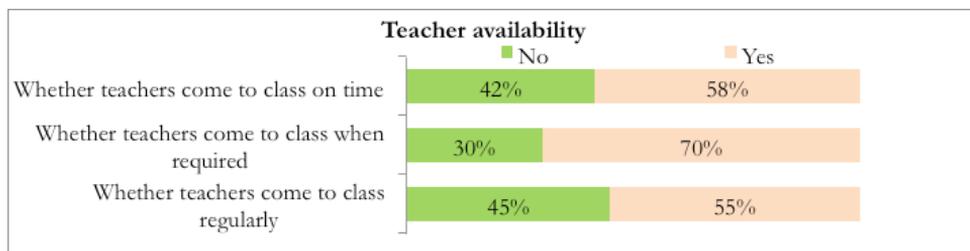
Figure 3.7.9: Availability of sport facility and equipment



3.7.10 Teacher availability

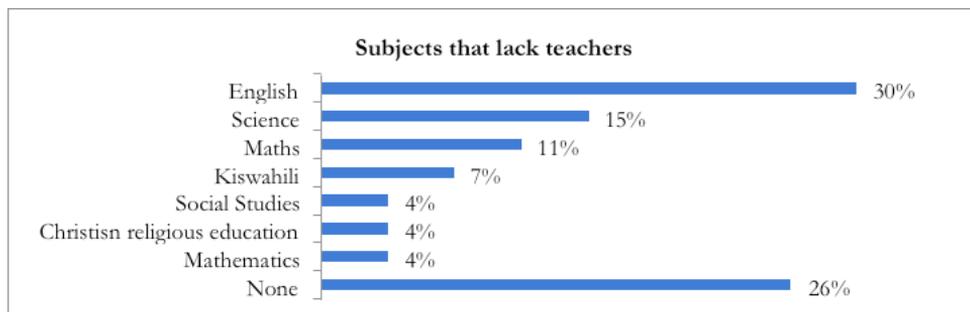
Fifty-five percent of pupils indicated that the teacher comes to class regularly. Thirty percent indicated that he/she does not come to class whenever required, and forty-two percent indicated that the teacher does not come to class on time.

Figure 3.7.10a: Teacher availability



Only 32% of pupils indicated that they have teachers for all the subjects. Thirty percent indicated that they lack a teacher for the English subject, 15% for Science and 11% for Mathematics.

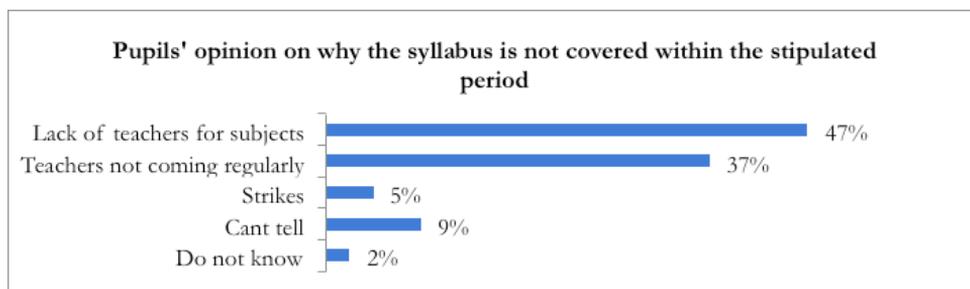
Figure 3.7.10b: Subjects that lack teachers



Only 25% of pupils are of the opinion that the syllabus is covered within the stipulated period, 31% are of the opinion that it is not covered in time while 45% are unable to tell.

Forty-seven percent attribute the failure to cover the syllabus in time to lack of teachers for affected subjects, 37% say that the teacher does not come to school regularly.

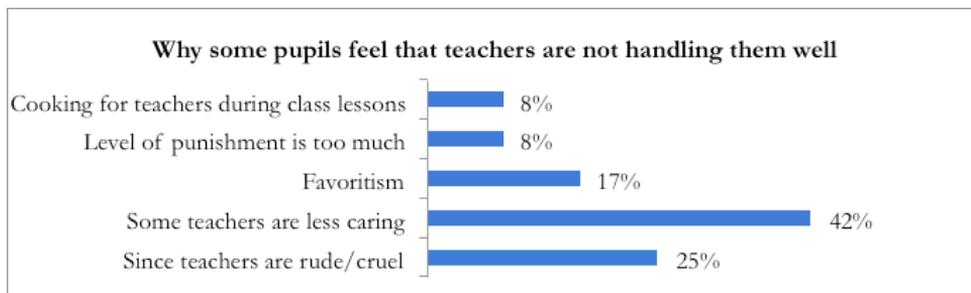
Figure 3.7.10c: Pupil opinion on why the syllabus is not completed in time



3.7.11 Teacher-pupil relationship

Eighteen percent of pupils are of the opinion that the teacher is not handling them well, 82% hold the opinion that they are handled well.

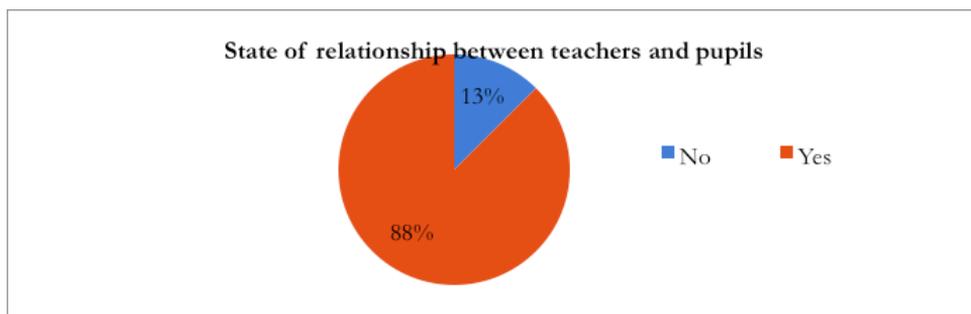
Figure 3.7.11a: Pupil opinion on good handling by teacher



Thirty-six percent of pupils who hold the opinion that the teacher is handling them well indicated that the teacher is friendly and caring, 26% cited good teaching.

In general, 88% of pupils are of the opinion that their relationship with the teacher is good, 13% are of the opinion that it is poor.

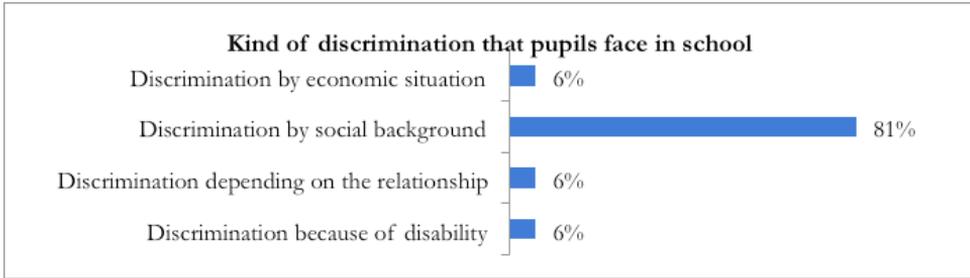
Figure 3.7.11b: Pupil opinion on relationship with teachers



3.7.12 Discrimination at school

Thirty-five percent of pupils indicated that they face discrimination at school. Out of these, 29% cited the teacher as the source of discrimination, 65% cited other pupils and 6% non-teaching staff.

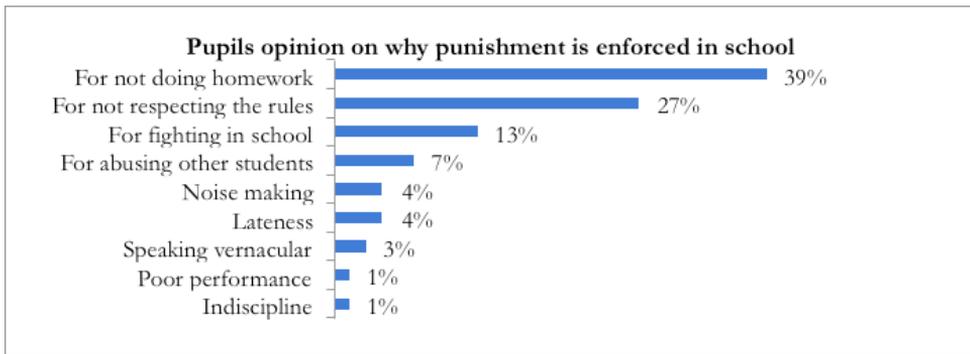
Figure 3.7.12: Kind of discrimination pupils face at school



3.7.13 Enforcement of discipline

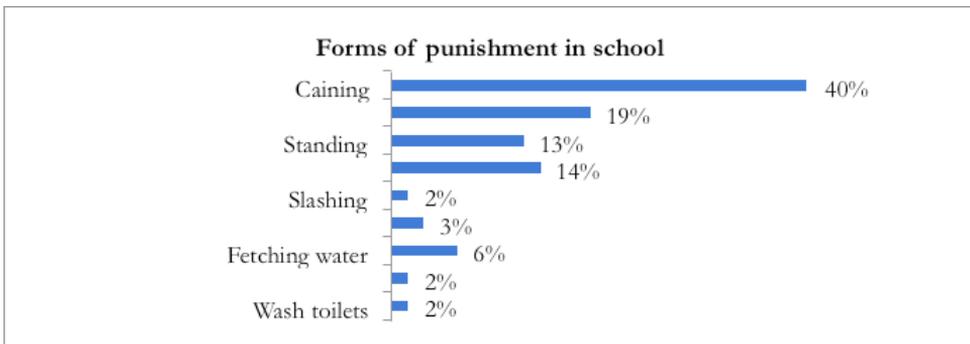
Ninety-one percent of pupils surveyed indicated that punishment is enforced in school. Thirty-nine percent indicated punishment for not doing homework. Eighty-six percent of parents/guardians are of the opinion that discipline is enforced in school through punishment.

Figure 3.7.13a: Pupil opinion on enforcement of punishment



Forty percent of pupils indicated that they are punished by caning, 14% cited sweeping the classroom or school compound. Two percent indicated that they were punished by the class prefect.

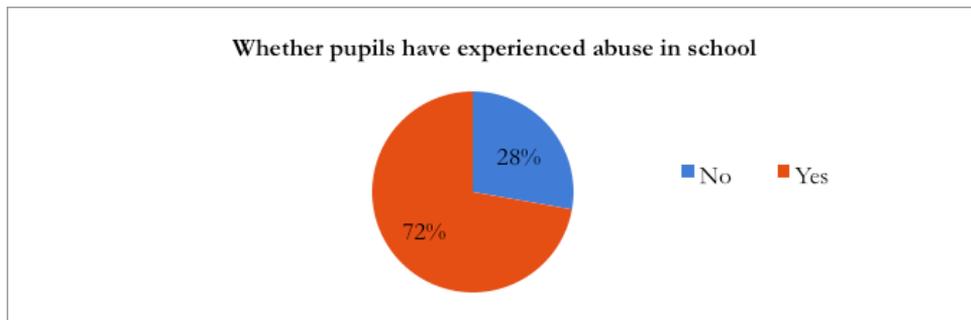
Figure 3.7.13b: Forms of punishment at school



3.7.14 Abuse in school

Forty-five percent of pupils surveyed indicated that there are incidences of abuse at school. Sixty-five percent cited verbal abuse, 9% as physical. Twenty-two percent cited sexual abuse.

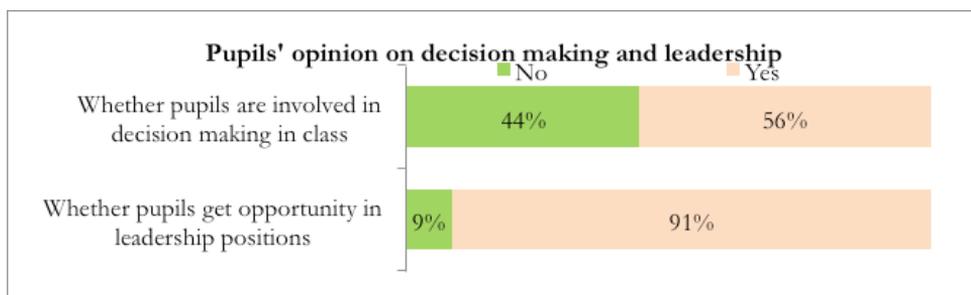
Figure 3.7.14: Pupil experience with abuse at school



3.7.15 Pupil participation

Sixty-three percent of pupils indicated that they get opportunity at schools to raise their concerns.

Figure 3.7.15: Pupil participation in leadership and decision making

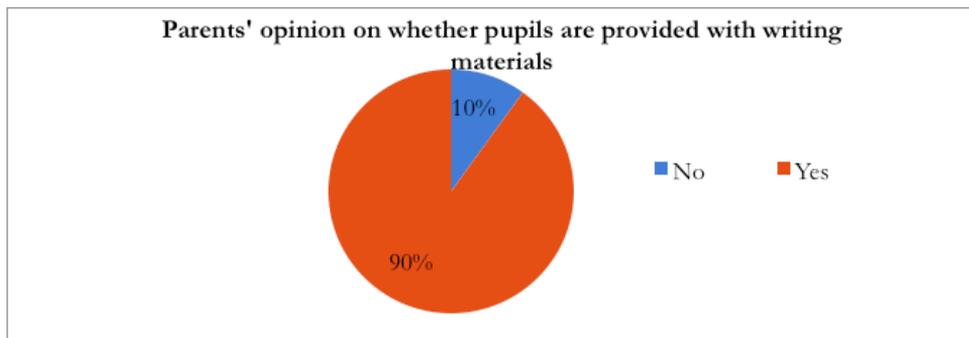


Fifty-six percent indicated that they are involved in decision making in class, 91% indicated that pupils get opportunity in leadership positions. Fifty-three percent indicated that pupils get to vote in their leaders.

3.7.16 Provision with writing materials

Ninety percent of parents/guardians surveyed indicated that the child is provided with writing materials at school, 10% indicated that writing materials are not provided. Fifty-two percent indicated that pupils are provided with exercise books, 48% indicated pencils and pens.

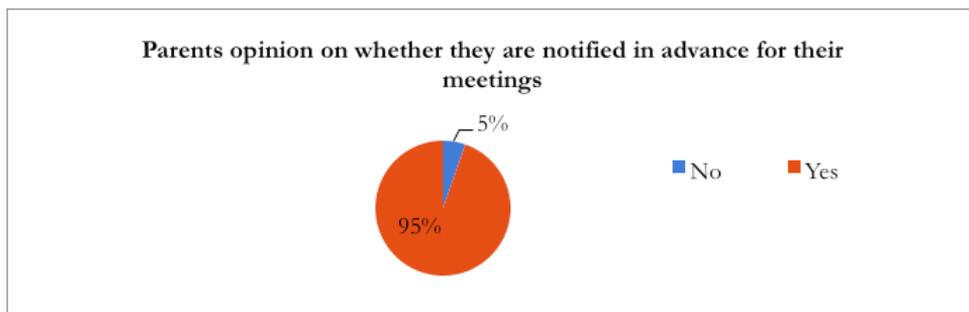
Figure 3.7.16: Writing materials provided at school



3.7.17 Parents/guardians, teacher management relationship

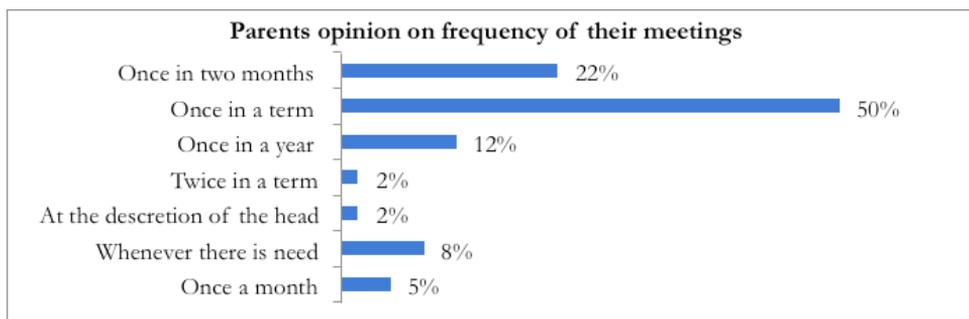
Ninety-six percent of parents/guardians indicated that the school holds meetings with parents/guardians, 4% indicated that no meetings are held for parents/guardians. Five percent of parents/guardians indicating that meetings are held said that they are not notified in advance for their meetings.

Figure 3.7.17a: Parent opinion on notification of meetings



Fifty percent of parents/guardians indicated that the meetings are held once in a term, 22% indicated once in two months. Two percent indicated twice in a term.

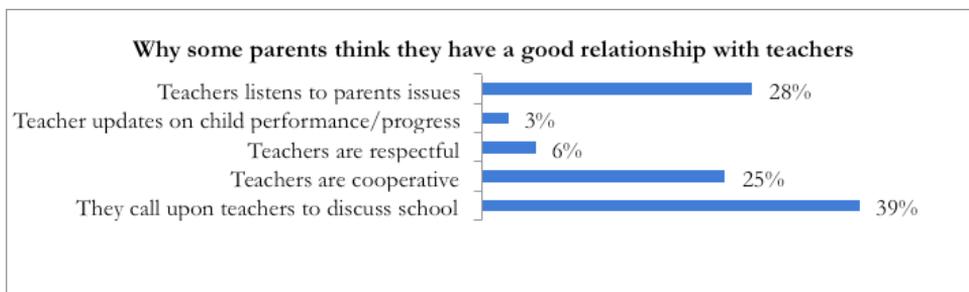
Figure 3.7.17b: Frequency of parent-teacher meetings



Seventy-five percent of parents/guardians are of the opinion that their relationship with the teacher is good, 14% say that it is very good and 12% that it is poor.

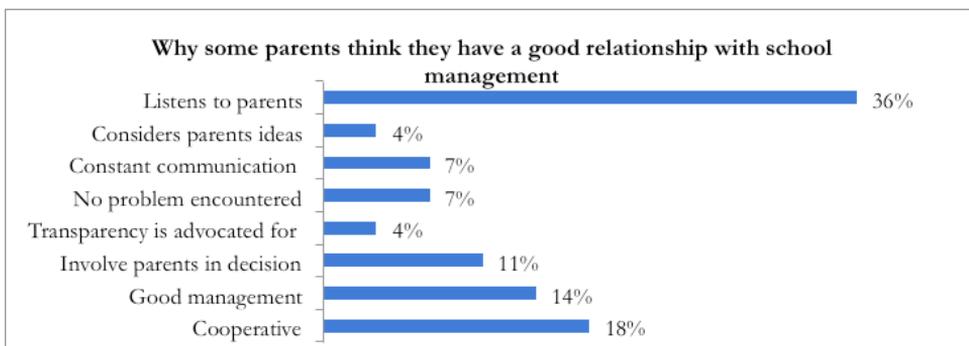
Fifty percent of parents/guardians holding the opinion that the relationship is poor indicated that the teacher does not understand, 25% that the teacher is not committed.

Figure 3.7.17c: Parent opinion on good relationship with teachers



Eighty-one percent of parents/guardians are of the opinion that the relationship between them and the school management is good, 13% are of the opinion that it is poor.

Figure 3.7.17d: Parent opinion on good relationship with school management

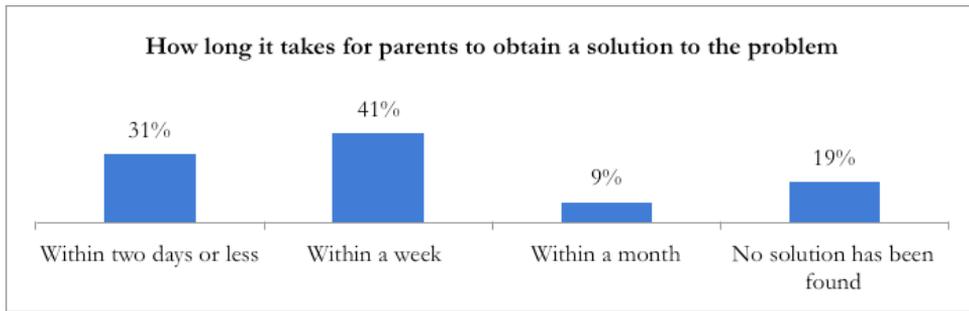


3.7.18 Problem, incidence and solution

Forty-six percent of parents/guardians indicated having had a problem with the school. Out of this, 65% complained about the problem or discussed the problem with someone at school. Fifty-three percent discussed or complained to the class teacher, 43% to the head teacher and 3% to the management board.

Sixty-three percent of parents/guardians who complained or discussed the problem got a response. Out of these, 79% indicated that the response was acceptable to them. Nineteen percent of the parents/guardians however indicated that they never received a solution to the problem.

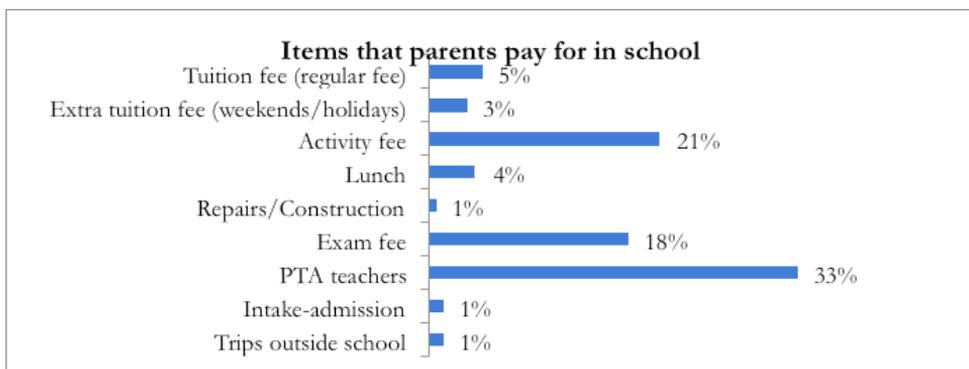
Figure 3.7.18: Time it takes to address parents' problems



3.7.19 Payments made to school

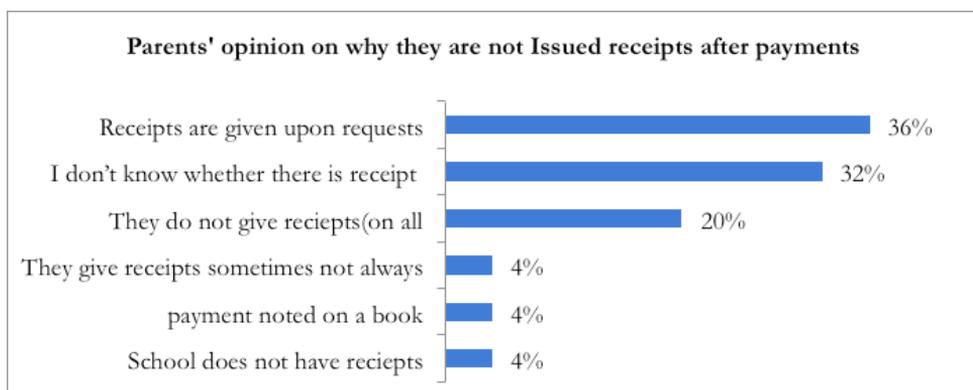
Ninety-seven percent of parents/guardians indicated that they make payments to the school for an item or service, 3% do not. Thirty-three percent of parents/guardians indicated making payments for Parents/guardians Teachers Association (PTA) teachers.

Figure 3.7.19a: Items that parent pay for in school



Thirty-five percent of parents/guardians indicated that they did not get a receipt for all items that they paid for in school. Thirty-two percent indicated that they did not know that there is a receipt.

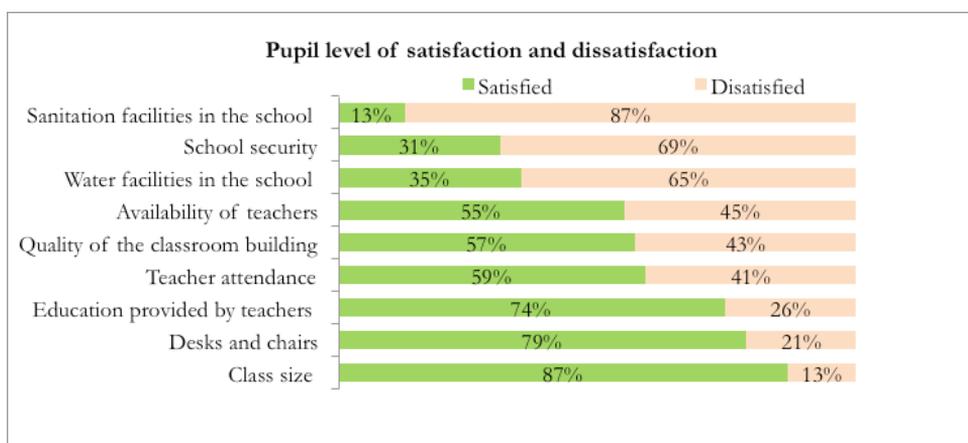
Figure 3.7.19b: Parent opinion on non-issuance of receipt



3.7.20 Levels of satisfaction and dissatisfaction

Seventy-four percent of pupils expressed satisfaction with the education provided by teachers, 87% expressed dissatisfaction with sanitation facilities in the school.

Figure 3.7.20: Pupil satisfaction and dissatisfaction levels





Annex 1: Questionnaire for the child

(Interview to be taken from the school going child above 10 years)

Instructions for the enumerator:

- Take time to explain who you are, and the purpose of your interview.
- Key respondent for this interview schedule is the household.
- This questionnaire is to be administered to a child who attends a public primary school.
- Clearly state that the interview is completely anonymous and information collected will be treated with utmost confidentiality.
- Tick the correct answer in the box. Write other answers very clearly and legibly.

Enumerator name			
Enumerator contact			
Field work supervisor name			
Date - dd/mm/yy			
Start time		End time	
Data cleaned by		Data entered by	

1. Pre interview data

Question		Response	
1.1	County		<input type="text"/>
1.2	Sub - County		<input type="text"/>
1.3	Ward		<input type="text"/>
1.4	Gender of the child	Male	<input type="text"/>
		Female	<input type="text"/>
1.5	Age of the child	10-12	<input type="text"/>
		13-15	<input type="text"/>
		16-18	<input type="text"/>
		19-21	<input type="text"/>
		Above 21	<input type="text"/>

2. Access

Question	Response
2.1	How do you go to school? Walking <input type="checkbox"/> By bicycle <input type="checkbox"/> By bus/matatu <input type="checkbox"/> Other (Specify) _____
2.2	Approximately how long does it take you to get to school from home? 5-15 minutes <input type="checkbox"/> 15-30 minutes <input type="checkbox"/> 30-45 minutes <input type="checkbox"/> More than one hour <input type="checkbox"/>
2.3	Do you go to school regularly? No – Go to 2.4 <input type="checkbox"/> Yes - Go to 2.5 <input type="checkbox"/>
2.4	What is the reason for not going to school regularly? Lack of school fees <input type="checkbox"/> The school is far <input type="checkbox"/> Lack of proper transport <input type="checkbox"/> Other (Specify) _____
2.5	Do you receive education lessons from other sources besides your school? No – Go to 3.1 <input type="checkbox"/> Yes - Go to 2.6 <input type="checkbox"/>
2.6	Why are you receiving education from other sources? The syllabus is not covered in school <input type="checkbox"/> I have difficulties to understand quickly <input type="checkbox"/> Other (Specify) _____
2.7	In what ways outside school do you receive education lessons? Special education by individuals <input type="checkbox"/> Tuition by my teacher <input type="checkbox"/> Tuition by other teachers from my school <input type="checkbox"/> Other (Specify) _____
2.8	Which of the education lessons mentioned above do you pay for? Special education/tuition by individuals <input type="checkbox"/> Tuition by my teacher <input type="checkbox"/> Tuition by other teachers from my school <input type="checkbox"/> Other (Specify) _____

3. Quality and reliability

Question	Response
3.1	Does your school have enough class rooms? No - Go to 3.2 <input type="checkbox"/> Yes - Go to 3.3 <input type="checkbox"/>
3.2	How does the teacher manage to teach you given the lack of enough classrooms? By having lessons under the tree <input type="checkbox"/> Combined with other class <input type="checkbox"/> Conduct different classes in non separated rooms <input type="checkbox"/> By having morning and evening classes <input type="checkbox"/> Other (Specify) _____

3.3	What material is the classroom wall made of?	Fully covered by cement block <input type="checkbox"/> Half covered by cement block <input type="checkbox"/> Timber <input type="checkbox"/> Tin sheet <input type="checkbox"/> Other (Specify) _____
3.4	What material is the classroom floor made of?	Fully covered by cement block <input type="checkbox"/> Soil <input type="checkbox"/> Smearred with cow dung <input type="checkbox"/> Other (Specify) _____
3.5	What material is the classroom roof made of	Tiles <input type="checkbox"/> Tin sheets <input type="checkbox"/> Thatch <input type="checkbox"/> Other (Specify) _____
3.6	Does your classroom have windows?	No – Go to 3.8 <input type="checkbox"/> Yes- Go to 3.7 <input type="checkbox"/>
3.7	What type of windows does your classroom have?	There are wooden windows <input type="checkbox"/> There are windows but no glass <input type="checkbox"/> Other (Specify) _____
3.8	Does your classroom have a door?	No – Go to 3.10 <input type="checkbox"/> Yes – Go to 3.9 <input type="checkbox"/>
3.9	Is your classroom door lockable?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.10	Is there enough ventilation in the classroom?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.11	Is there enough light in the classroom?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.12	How would you describe the condition of your classroom?	Very good <input type="checkbox"/> Good <input type="checkbox"/> Poor <input type="checkbox"/>
3.13	Are the desks and chairs enough for all pupils	No <input type="checkbox"/> Yes <input type="checkbox"/> Other (Specify) _____
3.14	How in your opinion is security within the school?	Good <input type="checkbox"/> Poor <input type="checkbox"/> Other (Specify) _____
3.15	Is the school boundary secured by boundary wall/fence?	No <input type="checkbox"/> Yes <input type="checkbox"/> Other (Specify) _____
3.16	Does the school have enough toilet/latrines facilities?	No <input type="checkbox"/> Yes <input type="checkbox"/>

3.17	Does the school have separate toilets/latrines for male and female pupils?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.18	Of what type is the school toilet/latrine?	
3.19	How would you describe the condition of the school toilet/latrine?	Very good <input type="checkbox"/> Good <input type="checkbox"/> Poor <input type="checkbox"/>
3.20	Does the school have water?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.21	Does the school have enough water facilities?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.22	Does the school have safe drinking water?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.23	What is the source of drinking water in the school?	Dug well <input type="checkbox"/> Tap water (from tank) <input type="checkbox"/> Tap – common supply <input type="checkbox"/> River <input type="checkbox"/> Dam <input type="checkbox"/> Stream <input type="checkbox"/> Other (Specify) _____
3.24	Does the school provide you with writing materials?	No <input type="checkbox"/> Yes - Go to 3.25 <input type="checkbox"/>
3.25	Which writing materials does the school provide you? (<i>multiple answers possible</i>)	Exercise books <input type="checkbox"/> Biro pens <input type="checkbox"/> Pencils <input type="checkbox"/> Other (Specify) _____
3.26	Does the school provide you with text books?	No - Go to 3.30 <input type="checkbox"/> Yes – Go to 3.27 <input type="checkbox"/>
3.27	Are the text books provided in school enough?	No – Go to 3.28 <input type="checkbox"/> Yes – Go to 2.29 <input type="checkbox"/>
3.28	How would you manage to cover the subjects?	By borrowing textbooks from other pupils <input type="checkbox"/> By making a photocopy of the text book <input type="checkbox"/> Through the class notes <input type="checkbox"/> Other (Specify) _____
3.29	Is there a playground in the school?	No – Go to 3.30 <input type="checkbox"/> Yes <input type="checkbox"/>
3.30	Where are the school sports events held?	At the nearest school's play ground <input type="checkbox"/> At the common playground in the village <input type="checkbox"/> Sports events not held <input type="checkbox"/> Other (Specify) _____

3.31	Are there sports equipment available in the school?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.32	Does the teacher come to school regularly?	No <input type="checkbox"/> Yes <input type="checkbox"/> Other (Specify) _____
3.33	Does the teacher come to class when required?	No <input type="checkbox"/> Yes <input type="checkbox"/> Other (Specify) _____
3.34	Does the teacher come to class on time?	No <input type="checkbox"/> Yes <input type="checkbox"/> Other (Specify) _____
3.35	What are the subjects that lack teachers? (<i>multiple answers possible</i>)	English <input type="checkbox"/> Science <input type="checkbox"/> Other (Specify) _____
3.36	How would the school manage to teach the subjects which do not have teachers?	They do not teach the subject <input type="checkbox"/> A private teacher has been arranged <input type="checkbox"/> Teach by other subject teacher <input type="checkbox"/> Other (Specify) _____
3.37	Is the syllabus covered within the time period?	No – Go to 3.38 and 3.39 <input type="checkbox"/> Yes – Go to 3.40 <input type="checkbox"/> Unable to tell <input type="checkbox"/>
3.38	Why is the syllabus not covered within the time period?	Lack of teachers for subjects <input type="checkbox"/> Teachers not coming regularly <input type="checkbox"/> Other. Specify _____
3.39	How would you manage to cover the syllabus?	Studying at home <input type="checkbox"/> Study with friends <input type="checkbox"/> Going for tuition classes <input type="checkbox"/> Study with the help of senior pupils <input type="checkbox"/> Other. Specify _____
3.40	Are the teachers handling you in a proper way?	No <input type="checkbox"/> Yes <input type="checkbox"/>
3.41	Why do you say so?	
3.42	Is the relationship between the teachers and you good enough?	No - Go to 3.43 <input type="checkbox"/> Yes <input type="checkbox"/>
3.43	Why in your opinion do you think that the relationship between you and the teachers is not good enough?	

4. Problem incidence and resolution

4.1	Are you discriminated against in school?	No – Go to 4.4 Yes - Go to 4.2	<input type="checkbox"/> <input type="checkbox"/>
4.2	By whom is the discrimination (multiple answer possible)	Other pupils Teachers School management Non-teaching staff Other(Specify)_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.3	What kind of discrimination are you facing (multiple answers possible)	<ul style="list-style-type: none"> • Discrimination by economic situation <input type="checkbox"/> • Discrimination by social background <input type="checkbox"/> • Discrimination depending on the relationship parents/guardians have with the school management <input type="checkbox"/> • Discrimination because of parents/guardians interfering /complaining against teacher <input type="checkbox"/> • Discrimination because of religion <input type="checkbox"/> • Discrimination because of disability <input type="checkbox"/> • Other (Specify)_____ 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.4	Is there punishment given to you in school?	No – Go to 4.8 Yes	<input type="checkbox"/> <input type="checkbox"/>
4.5	For what reasons are/were you punished? (multiple answers possible)	For not doing homework For not respecting the rules For fighting in school For abusing other pupils Other(Specify)_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.6	How were you punished? (multiple answers possible)	Beaten by cane Knelt down Asked to stand out of classroom Other(Specify)_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.7	Who punished you? (multiple answers possible)	Teacher Discipline master Principal The class perfect Other(Specify)_____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.8	Are there any incidents of abuse in the school?	No – Go to 4.12 Yes	<input type="checkbox"/> <input type="checkbox"/>

4.9	What kind of abuse are there in school? <i>(multiple answers possible)</i>	Verbal abuse <input type="checkbox"/> Physically (punishing too hard) <input type="checkbox"/> Mentally (pointing out the weakness or the status of the children / parents/guardians) <input type="checkbox"/> Sexual <input type="checkbox"/> Other (Specify) _____
4.10	Have you experienced any abuse in school?	No – Go to 4.12 <input type="checkbox"/> Yes – Go to 4.11 <input type="checkbox"/>
4.11	What kind of abuse have you experienced in school? <i>(multiple answers possible)</i>	Verbal abuse <input type="checkbox"/> Physically (punishing too hard) <input type="checkbox"/> Mentally (pointing out the weakness or the status of the children / parents/guardians) <input type="checkbox"/> Sexual <input type="checkbox"/> Other(Specify) _____
4.12	Do pupils/pupils in your school have opportunities to voice their concerns?	No <input type="checkbox"/> Yes <input type="checkbox"/>
4.13	Do you get equal opportunities in leadership responsibilities in class?	No - Go to 4.16 <input type="checkbox"/> Yes <input type="checkbox"/>
4.14	Are you involved in decision making in school?	No – Go to 4.16 <input type="checkbox"/> Yes – Go to 4.15 <input type="checkbox"/>
4.15	How are you involved in decision making?	
4.16	How do in leadership positions get them?	They are selected by teachers <input type="checkbox"/> They are selected by school management <input type="checkbox"/> Others (Specify) _____
4.17	Do you get equal opportunities in participating events? (e.g. games)	No - Go to 4.18 <input type="checkbox"/> Yes <input type="checkbox"/>
4.18	Why are pupils not getting the opportunities to participate in events?	Pupils are not requested to participate <input type="checkbox"/> Teachers select the pupils by their own <input type="checkbox"/> There is a system for selection <input type="checkbox"/> Other (Specify) _____

5. Satisfaction levels

	Service and quality	Whether		Extent of satisfaction	
		Satisfied	Dissatisfied	Completely	Partly
5.1	Are you satisfied with class size				
5.2	Are you satisfied with the availability of teacher (s)				
5.3	Are you satisfied with teacher attendance				

5.4	Are you satisfied with the education provided by teachers				
5.5	Are you satisfied with the quality of classroom building				
5.6	Are you satisfied with the water facilities in the school				
5.7	Are you satisfied with the sanitation facilities in the school				
5.8	Are you satisfied with the desks and chairs				
5.9	Are you satisfied with your school security				

6. Reasons for dissatisfaction as per the response in question 5 above?

Why are you dissatisfied?

7. Suggestion for improvements

Where do you consider necessary to put more effort in order to improve education service provision in the school?

Annex 2:

Questionnaire for the head of household (Parent/Guardian)

(Interview to be taken from the school going child above 10 years)

Instructions for the enumerator:

- Key respondent for this interview schedule is the household.
- This questionnaire is to be administered to a household that has a child attending a public primary school.
- Take time to explain who you are, and the purpose of your interview. Clearly state that the interview is completely anonymous and information collected will be treated with utmost confidentiality
- Circle the correct answer number or tick in the box. Write other answers very clearly and legibly.

Enumerator name			
Enumerator contact			
Field work supervisor name			
Date - dd/mm/yy			
Start time		End time	
Data cleaned by			

1. Pre interview data

Question		Response	
1.1	County		
1.2	Sub-County		
1.3	Ward		
1.4	Member Identification	Father	<input type="checkbox"/>
		Mother	<input type="checkbox"/>
		Other (Specify) _____	
1.5	Gender	Male	<input type="checkbox"/>
		Female	<input type="checkbox"/>
1.6	Age	18-25	<input type="checkbox"/>
		25-35	<input type="checkbox"/>
		35-45	<input type="checkbox"/>
		45-55	<input type="checkbox"/>
		Above 55	<input type="checkbox"/>

1.7	Urban/rural status	Urban	<input type="text"/>
		Peri-urban	<input type="text"/>
		Rural	<input type="text"/>
1.8	Level of Education	Primary school completed	<input type="text"/>
		Primary school not completed	<input type="text"/>
		Secondary school completed	<input type="text"/>
		Secondary school not completed	<input type="text"/>
		College certificate	<input type="text"/>
		University degree- First	<input type="text"/>
		University Masters	<input type="text"/>
		Adult education	<input type="text"/>
1.9	Occupation	Farmer	<input type="text"/>
		Government/civil servant	<input type="text"/>
		Nongovernmental/private organization	<input type="text"/>
		Self employed	<input type="text"/>
		Other (Specify) _____	

2. Access to the service

Question		Response	
2.1	How far is the school from where the child lives/home?	Less than 1 km	<input type="text"/>
		1-3 km	<input type="text"/>
		3-5 km	<input type="text"/>
		More than 5 km	<input type="text"/>
2.2	How does the child go to school?	Walking	<input type="text"/>
		By bicycle	<input type="text"/>
		By motorcycle (<i>Bodaboda</i>)	<input type="text"/>
		By bus	<input type="text"/>
		Other (Specify) _____	
2.3	Do you believe that the education service provided by the school is good enough?	No	<input type="text"/>
		Yes	<input type="text"/>
		Do not know- <i>Go to 2.5</i>	<input type="text"/>
2.4	What would be your reason for your response in 2.3 above?		
2.5	Does your child go to school regularly?	No – <i>Go to 2.6</i>	<input type="text"/>
		Yes – <i>Go to 2.7</i>	<input type="text"/>
2.6	What is the reason for the child not going to school regularly?	Lack of school fees	<input type="text"/>
		The school is far	<input type="text"/>
		There is no proper transport	<input type="text"/>
		Other (Specify) _____	

2.7	Do you have a school going child living with disability?	No - Go to 2.10 Yes – Go to 2.8	<input type="checkbox"/> <input type="checkbox"/>
2.8	Is the child with disability discriminated at school?	No – Go to 2.10 Yes – Go to 2.9	<input type="checkbox"/> <input type="checkbox"/>
2.9	How is the child discriminated? <i>(Multiple answers possible)</i>	By economic situation Because of disability By religion Because of parents/guardians interfering /complaining against teacher Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.10	Does the school have facilities for children with disability?	No – Go to 3.1 Yes - Go to 2.11 Do not know – Go to 3.1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2.11	What kind of facilities does the school have for children with disability?		

3. Quality and reliability

	Question	Response	
3.1	Does the school have enough class rooms?	No – Go to 3.2 Yes – Go to 3.3 Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.2	How does the school manage the lack of classroom facilities?	By having lessons under the tree By combining classes By conducting different classes in non separated rooms By having morning and evening classes Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.3	Of what material is the classroom floor made of?	Fully covered by cement block Soil Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.4	Of what material is the classroom wall made of?	Fully covered by cement block Half covered by cement block Mud Timber Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.5	Of what material is the classroom roof made of?	Tiles Tin sheets Thatch Canvas Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3.6	Is the school boundary secured by a wall or fence?	No Yes Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.7	Does the school have enough latrine/toilet facilities for use by the pupils/pupils?	No Yes Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.8	What in your opinion is the quality of the school latrine/toilet facility?	Good Poor Very poor Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.9	Does the school have separate latrines/toilets for male and female pupils/pupils?	No Yes Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.10	Of what type is the school latrine/toilet?		
3.11	Does the school have water?	No Yes	<input type="checkbox"/> <input type="checkbox"/>
3.12	Does the school have enough water facilities?	No Yes Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.14	Does the school have drinking water facilities?	No Yes Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.15	What is the source of the drinking water?	Dug well Tap water (from tank) Tap – common supply River Stream Dam Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.16	In your opinion, what is the quality of drinking water in the school?	Good Poor Very poor Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.17	Are the furniture (desks and chairs) enough for all pupils?	No Yes Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3.18	Do the school classrooms have windows?	No – Go to 3.20 Yes – Go to 3.19 Do not know – Go to 3.20 Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.19	What kind of windows does the classroom have?	There are wooden windows There are windows without glass Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.20	Do the classrooms have a door?	No Yes Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.21	Is there enough light in the class rooms?	No Yes Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.22	Are children provided with any writing materials in school?	No – Go to 3.24 Yes – Go to 3.23	<input type="checkbox"/> <input type="checkbox"/>
3.23	What materials are children provided with in school?		
3.24	Are there extracurricular activities in school?	No – Go to 3.26 Yes – Go to 3.25 Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.25	What extracurricular activities are there in the school?		
3.26	Does the school have a play-ground	No – Go to 3.27 Yes – Go to 3.28	<input type="checkbox"/> <input type="checkbox"/>
3.27	Where does the school hold its sports events?	Nearest school's play ground Common playground in the village Sports events not held Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.28	Are there sports equipment available in the school?	No Yes Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3.29	Are there meetings held for parents/guardians in the school?	No – Go to 3.32 Yes - Go to 3.30	<input type="checkbox"/> <input type="checkbox"/>
3.30	Are you notified in advance for the meetings?	No Yes	<input type="checkbox"/> <input type="checkbox"/>
3.31	How often are the meetings held?	Once in two months Once in a term Once in a year Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

3.32	How is the relationship between you and the teachers?	Good <input type="checkbox"/> Very good <input type="checkbox"/> Poor <input type="checkbox"/> I have no relationship <input type="checkbox"/>
3.33	What is the reason for the statement in 3.32 above?	
3.34	On what occasions do you visit the school? (<i>multiple answers possible</i>)	During the annual meeting <input type="checkbox"/> During school development meetings <input type="checkbox"/> During events e.g. sports, etc <input type="checkbox"/> To complain about issues <input type="checkbox"/> To pay money <input type="checkbox"/> Other (Specify) _____
3.35	How is the relationship between you and school management?	Good <input type="checkbox"/> Very good <input type="checkbox"/> Poor <input type="checkbox"/> Other (Specify) _____
3.36	What is the reason for the answer in 3.35 above?	

4. Problem incidence and resolution

Question	Response
4.1	Does the child face any problems or any inconvenience in accessing the education service in school? No – Go to 4.2 <input type="checkbox"/> Yes – Go to 4.3 <input type="checkbox"/>
4.2	What kind of problems or inconvenience does the child face? (<i>multiple answers possible</i>) Teacher absenteeism <input type="checkbox"/> Teaching methodology <input type="checkbox"/> Do not know <input type="checkbox"/> Other (Specify) _____
4.3	Is the child discriminated against in school in any way? No – Go to 4.6 <input type="checkbox"/> Yes - Go to 4.4 <input type="checkbox"/> Do not know <input type="checkbox"/>
4.4	By whom is the discrimination? (<i>multiple answer possible</i>) Other pupils <input type="checkbox"/> Teachers <input type="checkbox"/> Management <input type="checkbox"/> Other (Specify) _____
4.5	What kind of discrimination is the child facing? (<i>multiple answer possible</i>) By his/her education level <input type="checkbox"/> By his/her economic situation <input type="checkbox"/> By his/her social background <input type="checkbox"/> Depending on the relationship parents/guardians have with the school management <input type="checkbox"/> Because the parents/guardians are interfering / complaining against teacher <input type="checkbox"/> Other (Specify) _____

4.6	Is there punishment given to the child?	No – Go to 4.10 Yes - Go to 4.7 Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.7	For what reasons is/was the child punished?	For not doing homework For not respecting the rules Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.8	What kind of punishment did the child receive? (<i>multiple answers possible</i>)	Beaten by cane Knelt down Stood out of classroom Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.9	Who punished the child? (<i>multiple answers possible</i>)	Teacher Discipline master Principal Class prefect Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.10	Has your child had an incident of abuse in the school?	No Yes - Go to 4.11 Do not know	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.11	What kind of abuse was the child subjected to? (<i>multiple answers possible</i>)	Verbal Physical (punishing too hard) Mental (pointing out the weakness or the status of the children) Sexual Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.12	Who abused the child? (<i>multiple answers possible</i>)	Other pupil/s Teacher Non teaching staff Do not know Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.13	Have you experienced any problems with the school?	No Yes – Go to 4.13	<input type="checkbox"/> <input type="checkbox"/>
4.14	Did you discuss or complain about the problem with anyone in the school?	No Yes – Go to 4.15 and 4.16	<input type="checkbox"/> <input type="checkbox"/>
4.15	With whom did you discuss the problem?	The class teacher The school principle Other (Specify) _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4.16	Were you able to get a response for the complaint?	No – Go to 5.1 Yes – Go to 4.17 and 4.18	<input type="checkbox"/> <input type="checkbox"/>
4.17	Was the response received for the complaint acceptable to you?	No – Go to 4.18 Yes	<input type="checkbox"/> <input type="checkbox"/>

4.18	Were you able to get a suitable solution?	No <input type="checkbox"/> Yes – Go to 4.19 <input type="checkbox"/>
4.19	How long did it get to obtain a solution to the problem?	Within two days <input type="checkbox"/> Within a week <input type="checkbox"/> Within a month <input type="checkbox"/> Other (Specify) _____

5. Transparency and accountability

Question	Response
5.1	Do you pay for anything to school? No <input type="checkbox"/> Yes - Go to 5.2 <input type="checkbox"/>
5.2	What are some of the items/ things that you made payments for?
5.3	Did you get a receipt for all the items that you made payment for? No - Go to 5.4 <input type="checkbox"/> Yes – Go to 5.5 <input type="checkbox"/>
5.4	Why did you not get a receipt? Receipts are given upon requests <input type="checkbox"/> I don't know whether there is receipt <input type="checkbox"/> Other (Specify) _____
5.5	Do you have any experience on any forced payments? No <input type="checkbox"/> Yes – Go to 5.7 <input type="checkbox"/>
5.6	Do you have any experience on giving in kind? No <input type="checkbox"/> Yes – Go to 5.8 <input type="checkbox"/>
5.7	What did you pay for?
5.8	For what reason did you give in kind?

6. Satisfaction and reason for satisfaction

	Service and quality	Whether		Extent of Satisfaction	
		Satisfied	Dissatisfied	Completely	Partly
6.1	Are you satisfied with the education provided by teachers				
6.2	Are you satisfied with the quality of class-room building				
6.3	Are you satisfied with the water facilities				
6.4	Are you satisfied with the sanitation facilities				
6.5	Are you satisfied with the availability of teachers to meet and discuss issues				
6.6	Are you satisfied with the availability of school management to meet and discuss issues				

6.7	Are you satisfied with supportiveness of staffs in providing information				
6.8	Are you satisfied with efficiency in resolving your issues				
6.10	Considering all aspects of the services, how satisfied are you with the education service provided				

7.0 What are the reasons for your dissatisfaction? (Question applies in areas where there is dissatisfaction)

8.0 Where do you consider necessary to put more effort in order to improve education service provision in the school?



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