CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Non-formal education (NFE) refers to any organized education activity operating outside the established formal education system, and targeting the learning needs of certain population groups (Republic of Kenya, 2006). NFE is probably as old as humankind’s sedentary history. When our earliest ancestors abandoned a hunting and gathering culture for a settled lifestyle, they also ushered in rudiments of NFE (Owiny, 2006).

In Japan, the terakoya were ancient, private NFE classes for both children and adults that expanded throughout Japan during the seventh to nineteenth centuries. The terakoya contributed to the high literacy rate in Japan before the modern education system. Without this unique NFE system, the country would not have had the necessary foundation for its massive economic power (UNESCO/JICA, 2004).

NFE is also available in African countries. For instance specialists such as blacksmiths, herbalists and administrators imparted their knowledge and skills to apprentices through NFE. The Bahima and Karamojong of Uganda are illustrative. Children and adults learnt and still learn, through participation and under supervision of experienced and expert adults, to develop and display appropriate knowledge, skills and attitudes (Owiny, 2006). Another example comes from Malawi where NFE started in 1947 when the colonial government introduced a partnership with churches for a traditional literacy programme. Non
Formal Education was used with a focus on youths and adults aged 15 years and above. This was the case due to the realization that formal basic primary education was ineffective due to high drop out rates. (Jeke, 2006).

Kenya’s NFE programme can be traced to the first Young Farmers Club (YFC), which was started in Nyeri (Kipkorir, 1974). It was believed that the YFC would encourage young people to take up agriculture after learning in school instead of drifting to towns (Kipkorir, 1974). The YFC and their subsequent counterparts 4K Clubs which were initiated in 1963 were all part of activities to supplement formal education. The acronym, 4K, stands for Kuungana (to come together), Kufanya (to do), Kusaidia (to help) Kenya (Sifuna, 1974). The Ministry of Agriculture and Animal Husbandry established them so as to teach rural youth better farm and home practices which would contribute towards better nutrition, health and higher standards of living (Kipkorir, 1974).

Non Formal Education (NFE) activities particularly in urban areas increased from the 1990s due to three contributory factors. First population had grown as indicated by the 1989 population census. Second, the burden of poverty became heavier due to the World Bank imposed Structural Adjustment Programme (SAP) in the 1980s and the consequent cost sharing initiative in schools and other public services. Third, Kenya participated in the World Conference on Education For All in Jomtien, Thailand, in 1990. There the World Declaration on Education For All was adopted stating that everyone has a right to education. Moreover, the importance of NFE was highlighted and a global strategy for strengthening it was provided. Article 5 of the World Declaration on
Education For All, which calls for expanding the means and scope of basic education, states that “the diversity, complexity and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly refining the scope of basic education” (Inter-Agency Commission, 1990).

The enactment of the Children’s Act was also a most significant legislation (Republic of Kenya, 2000). It characteristically affirmed that every child is entitled to basic rights, including education. The importance of both formal and non formal education was again reemphasized. Free primary education was formalized under Sessional Paper No. 1 of 2005 on A Policy Framework for Education, Training and Research (Republic of Kenya, 2005 a). In the policy document the importance of NFE was recaptured as well as available opportunities, challenges and strategies. One strategy is the Kenya Education Sector Support Programme 2005-2010 (KESSP) (Republic of Kenya, 2005 b). Indeed KESSP remains the single largest investment programme undertaken by the Government in the education sector with twenty-three costed investment programmes including NFE.

The launching of Free Primary Education (FPE) in 2003 was considered as one of the biggest milestones in post independence educational history of Kenya. The implementation of FPE raised the number of pupils from 5.9 million in 2002 to 7.2 million in 2003 and then to 8.2 million in 2008 in public schools (Republic of Kenya, 2008). Despite the increased numbers of learners, the free primary education policy did not lead to the absorption of all school going age children.
Classes are overcrowded and the problem continues to persist (Republic of Kenya, 2008). According to KESSP 1.7 million children and youth (1.5 million children aged 6-14 and 200,000 youth) are unable to access formal education due to socio-economic reasons. These disadvantaged groups such as orphans, street children/youth, child workers, nomadic children and adolescent parents were and still are likely unable to access education through formal school delivery channels (Republic of Kenya, 2008). The government’s intervention measures include the publication and implementation of the Non-Formal Basic Education Syllabus in two volumes (Republic of Kenya, 2006). Volume I covers academic subjects: English, mother tongue, Arabic, Kiswahili, mathematics, science, social studies, Christian Religious Education and Islamic Religious Education. Volume II contains technical/trade subjects: masonry, welding and fabrication, garment making, woodwork, basic geometry, art and craft, motor vehicle mechanics, agriculture, entrepreneurship and home science. As an alternative to formal education, NFE attempts to address these and related problems (Republic of Kenya, 2006).

According to the Republic of Kenya (2006), the objectives of non formal education in Kenya are to, among others:

- Acquire literacy, numeracy, creativity, manipulative and communication skills;
- Appreciate and respect the dignity of work and facilitate self employment; and
- Develop a desirable and adoptive attitude to life, based on social, moral and spiritual values.
Few institutions, even within Nairobi province, have adopted the NFE syllabus in Kenya (Ministry of Education / UNICEF, 2005). The number of non formal schools in Nairobi province is shown in Table 1.

**Table 1: Distribution of NFS by Division in Nairobi Province**

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of non formal schools</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dagoretti</td>
<td>53</td>
<td>12.8</td>
</tr>
<tr>
<td>Embakasi</td>
<td>89</td>
<td>21.6</td>
</tr>
<tr>
<td>Kamukunji</td>
<td>4</td>
<td>0.9</td>
</tr>
<tr>
<td>Kasarani</td>
<td>126</td>
<td>30.7</td>
</tr>
<tr>
<td>Langata</td>
<td>60</td>
<td>14.6</td>
</tr>
<tr>
<td>Starehe</td>
<td>43</td>
<td>10.4</td>
</tr>
<tr>
<td>Westlands</td>
<td>36</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>411</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>


Table 1 shows the division with the largest number of non formal schools in Nairobi province as Kasarani and the one with the lowest as Kamukunji. The FPE policy was expected to solve the twin fundamental problems of access and retention in NFE. However, many children still remain out of school because of household poverty, HIV and AIDS pandemic, child labour, rigidity of Kenya’s education system, negative cultural practices and inadequacy in the number of primary school places in the formal system (Republic of Kenya, 2006).

Despite endeavours from both the government and development partners to improve the NFE sub-sector, several major challenges remain in the implementation of the curriculum. Many of the NFE institutions in Nairobi province are located in geographical and social situations which hardly offer
appropriate conditions for educational programmes (MoE and UNICEF, 2005). Embakasi division, Nairobi province, has the second largest percentage (21.6%) of NFS in Nairobi province. It is home to slums such as Mukuru kwa Njenga, Matopeni, Maili Saba, KCC, Kiangombe and Kiambiu. Many pupils in these slums are likely to benefit from non formal education.

Embakasi division, Nairobi province, might be well endowed with resources required for effective implementation of the non formal technical curriculum. However, there is limited documentation, if any, on how the non formal technical curriculum has been implemented in various parts of Kenya, including Nairobi province. Similarly, there are limited studies, if any, conducted in Embakasi division, on the implementation of the non formal technical curriculum. Against this background, there was need to investigate the factors influencing the implementation of non formal technical curriculum in non formal primary schools in Embakasi division. In particular, there was need to have a study focusing not only on how the pupils but also non formal technical curriculum implementers namely teachers, headteachers/managers and non formal education officers influence the implementation of technical curriculum in non formal primary schools.

1.2 Statement of the Problem

Efforts by the Government of Kenya to achieve UPE notably through FPE appear to be faltering (*The Standard*, January 10, 2009, pg 7). Poor quality primary schooling and limited access to secondary school due to the Government’s failure to control irregular increases of fees in secondary schools
have in particular contributed to high drop out rates in slum schools. Non formal
schools which also abound in poorly endowed environments seem to be better
alternatives (MoE/UNICEF, 2005). The Government itself is paying increasing
attention to the NFE subsector notably through the publication of the *Non Formal
Basic Education Syllabus* comprising academic and technical subjects (Republic
of Kenya, 2006) Prior to this NFS were following different curricula including the
formal basic primary schools syllabus. The non formal technical education
curriculum is new and more practical.

The problem of this study was therefore to find out the factors which
influence the implementation of the non formal technical curriculum in non
formal primary schools in Embakasi division, Nairobi province.

1.3 **Purpose of the Study**

The purpose of this study was to investigate factors that influence the
implementation of non formal technical curriculum in non formal primary schools
in Embakasi division, Nairobi province.

1.4 **Objectives of the Study**

The specific objectives were to:

i. Establish how learning/teaching facilities influenced the implementation of
   the non formal technical curriculum in non formal primary schools.

ii. Investigate how teachers’ individual characteristic influenced the
    implementation of the non formal technical curriculum in non formal primary schools.
iii. Find out how teachers’ professional and academic qualifications affected implementation of non formal technical curriculum in non formal primary schools.

iv. Find out how student characteristics such as age, gender and home background affected implementation of non formal technical curriculum in non formal primary schools.

v. Determine the role of quality assurance officers in the implementation of non formal technical curriculum in non formal primary schools.

vi. Find out how government policy on non formal education influenced implementation of non formal technical curriculum in non formal primary schools.

1.5 Research Questions

The main research questions were:

i. To what extent do learning/teaching materials influence implementation of the non formal technical curriculum in non formal primary schools?

ii. How do teachers’ individual characteristics influence the implementation of the non formal technical curriculum in non formal primary schools?

iii. How do teachers’ professional and academic qualifications affect the implementation of the non formal technical curriculum in non formal primary schools?

iv. How are student characteristics a factor in influencing the implementation of the non formal technical curriculum in non formal primary schools?
v How do quality assurance officials influence implementation of non formal technical curriculum in non formal primary schools?

vi To what extent does government policy on non formal education influence implementation of non formal technical curriculum in non formal primary schools?

1.6 Significance of the Study

This study will be informative to the government, development partners and other stakeholders in the NFE subsector in terms of policy, administration and provision of facilities and materials required for successful implementation of non formal technical curriculum in Kenya. In addition, challenges exposed in this study are likely to inform the government on the necessity of facilitating appropriate funding and staffing for implementing non formal technical curriculum in Kenya.

The study findings are also expected to inform curriculum specialists and publishers on the type of teaching-learning materials required for effective implementation of non formal technical curriculum. The study results and recommendations would form part of the literature on non formal technical curriculum implementation in Kenya. That way, the general public would be informed better about the existence of non formal curricula in Kenya and hence contribute more to the subsector’s success.
1.7 Limitations of the Study

The wide range of technical subjects (ten in number) and location of some of the non formal schools in slum areas were among key limitations to the study. Some respondents’ negative attitude towards the researcher hindered 100 per cent success rate in collection of data. Careful planning was necessary to overcome such challenges in the study. Moreover, there was a paucity of literature in general and research in particular about non formal curriculum implementation in Kenya. Indeed, there is very little documentary evidence on the implementation of NFE in Kenya and it was extremely difficult to make reference to empirical data on implementation of non formal technical curriculum in Kenya.

1.8 Delimitations of the Study

The research was restricted to non formal primary schools in Embakasi division, Nairobi province. The area has the second largest number of NFS in Nairobi province (MoE/UNICEF, 2005). Attention was on non formal schools using the *Non Formal Basic Education Syllabus* and specifically the non formal technical syllabus (Republic of Kenya, 2006). The study sampled those directly involved in the implementation of NFE curriculum. These were teachers, headteachers/managers students and relevant education officers. Teaching-learning materials and facilities required in implementation were assessed as well. By so doing, it was possible to collect data on NFE teachers and students’ characteristics, availability of teaching-learning materials for NFE, and level of
supervision and support of non formal technical education by education officials in Embakasi division, Nairobi province.

1.9 Basic Assumptions

This study assumed that:

a) Non formal schools in Embakasi division, Nairobi province, were using the non formal education syllabus.

b) Information provided by the teachers, headteachers/managers, education officials and students in Embakasi division, Nairobi province, would be correct and valid.

c) Teachers, headteachers/managers/sponsors, education officials and students in Embakasi division, Nairobi province, would freely volunteer themselves to participate in the study.

1.10 Definition of Key Terms

The following key terms are defined as used in the context of this study.

- **Access** refers to removal of all barriers that prevent someone from getting education.

- **Curriculum implementation** refers to the teaching/learning process involved in achieving the goals of technical subjects in non formal primary schools.

- **Non formal education** is the organized teaching-learning activity operating outside the established formal education system and targeting
the learning needs of certain population groups (Republic of Kenya, 2006).

- **Non formal learners** refer to children aged 6 to 17 years participating in non formal education.

- **Non formal primary education** is that system of education implementing the non formal basic education syllabus.

- **Non formal primary school** refers to a school offering non formal academic and technical curriculum.

- **Non formal technical curriculum** refers to specific technical subjects offered in non formal primary schools: agriculture, art and craft, basic geometry, entrepreneurship, garment making, home science, masonry, motor vehicle mechanics, welding and fabrication, and wood work.

- **Retention** refers to ensuring those who enroll in school go through the full cycle of education, notably basic education without any wastage.

1.11 **Organization of the Study**

This study has been organized into five chapters. This chapter introduces the study, and provides a background by presenting a general development of NFE with specific reference to Kenya. Other key aspects of the chapter include Statement of the Problem, Research Questions, Purpose and Objective of the Study, Research Questions, Significance of the Study, Limitations and Delimitations of the Study, Basic Assumptions and Definition of Operational Terms. Chapter Two offers a literature review pertaining to NFE with a focus on
Kenya but zeroing on non formal technical education curriculum in Nairobi province. It also covers factors influencing curriculum implementation, theoretical and conceptual framework. Chapter Three presents the methodology for the study. It covers research design, target population, sampling procedures, research instruments, data collection and analysis methods. Chapter Four covers the results of the study and data interpretations while Chapter Five focus on discussion on the research findings, summary, conclusions and recommendations.
CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This section discusses NFE literature from a global perspective, narrowing down to a Kenyan perspective. Factors influencing curriculum implementation, a theoretical perspective and a conceptual framework are discussed.

2.1 Non Formal Education Issues in a Global Perspective

Much has been written about NFE in many parts of the world. The available literature, however, is extremely limited on how learning-teaching facilities and materials influence the implementation of non formal technical education curriculum. Another issue which has not received adequate attention is how teachers’ characteristics such as age, gender, professionals and academic qualifications affect the implementation of non formal technical education curriculum. Other issues pertinent to non formal technical education curriculum implementations have not been satisfactorily addressed either. The following literature review will demonstrate the paucity of information relating to factors influencing non formal technical education curriculum implementation.

Studies by Coombs (1968; 1974; 1985) showed how lack of educational equality, shortage of funds and unemployment were the manifestations of the educational crisis of the 1960s. He proposed the adoption of NFE either as an alternative or as a complement to formal education.
The NFE approach was notably expected to access relevant knowledge and skills to many more people. Among other publications on a world wide scale touching on NFE are those published annually since 2002 by UNESCO (2002 – 2008). These are a result of the EFA Conference held in Dakar in 2002. The publications are summary reports on NFE issues from 164 countries. The case of Kenya in the latest report makes a plea for improved monitoring of non-formal education in the country so as to improve standards.

In Thailand educational broadcasting via television, radio and satellites play a critical role in NFE (UNESCO, 2008). Similarly in Nepal NFE is of great importance. In Nepal gender disparities discriminate against women when it comes to formal education. Cultural traditions and poverty combine to keep most girls out of school and a large number of those interested in learning recourse to NFE (UNESCO, 2008). Available literature on both Thailand and Nepal NFE sub-sector is largely silent on curriculum implementation process.

Paucity of information about NFE curriculum is similarly evident in most African states. In Nigeria there are three curricula for use in the subsector: Girl Child Education, Quranic Schools and Boys Dropout. For quite some time now financial constraints have hampered plans to document curriculum functionality and acceptance in the field (Aderinoye, 2007). In other countries distance and open learning has promoted NFE for adults in rural areas. Examples are Radio Farm Forums in Zambia, Ministry of Health Distance Education Programme in Uganda and Tanzania’s INADES, which is the French acronym for the African Institute for Economic and Social Development (Siaciwena, 2000). Other
available literature on NFE processes dwell on different issues other than implementation. Moreover, there is hardly any documentation about technical aspect of the curriculum. This research endeavoured to provide some data albeit with a focus on Embakasi division, Nairobi province.

A rare yet pertinent difference is the UNESCO and ILO (2002) document about technical and vocational education and training. In one instance relating to curriculum implementation it shows how theory and practice should form an integrated whole and be presented in a manner that motivates the learners. Emphasis is also placed on experience in the laboratory or workshop and which should be linked to mathematical and scientific foundations. Additionally, the document recommends that technical theory, as well as the mathematics and science underlying it, should be illustrated through their practical applications.

Owiny (2006), too, offers valuable research particularly because his study dwells on factors for implementation of non formal education. Among these are appropriate learning centres with facilities and teaching learning materials. The author as well highlights strategies for implementation and sustenance of non formal education. These include policy, management process, regulation, vision and mission. The work of Owiny does not, however, provide data on urban non-formal technical education curriculum. The intention of this research is to provide a picture of this aspect of NFE.
2.2  Studies on Non Formal Curriculum in Kenya

Research findings about the implementation of the non formal technical education curriculum in Kenya’s basic primary schools are similarly weak. In almost all cases different issues other than curriculum implementation are highlights. For example, Kimokoti (1990) showed how, through NFE, socio economic developments were realized in Baringo district. Women self help groups were used as a case study. But the research was apparently silent on curriculum implementation. Among its key findings, however, was the critical role women played in uplifting the living standards of their families and communities.

Gathenya (2003) examined education policies and provisions through an analysis of the lives and experiences of children who lived and worked on the streets as well as those from urban settlements. One major finding was the critical role of NFE in improving the lives of learners out of mainstream educational system. Ruto (2004) discussed how NFE contributed to the provision of basic education in Kenya. Ruto stressed the need for more government involvement in NFE. The study recommended that local communities should play a more active role such as providing volunteer teachers. Similarly Omito (2008) emphasized that adequate teachers and teaching-learning materials are key to curriculum implementation. However, this study did not focus on the technical aspect of non formal basic primary education curriculum.

Other recent researches inadequately cover non formal technical education curriculum implementation in basic primary schools. Wanjira (2005) explored the
impact of guidance and counseling on learners’ behaviour in NFE schools. The study found that guidance and counseling was extremely important but there were no facilities. Wanjira recommended that NFE officials, sponsors, teachers and curriculum developers were to create quality, operational and harmonized guidance and counseling programmes in all NFE schools in Kenya. Duncan (2005) studied on factors influencing performance of NFE learners in tailoring/dressmaking course in Kisumu district. The study findings were that learning resources were crucial to the tailoring dressmaking course. Others factors included learners attitude and competencies. The study recommended that the tailoring/dressmaking course be provided particularly with more finances and resources. Muya (2007) presented similar work on those factors that hinder children in NFE schools from accessing quality basic education. Among the findings were that teachers were inadequate both in numbers and professional training.

The government and development partners did not provide enough support in terms of finances and resource materials. Muya (2007) recommended a more proactive support from all those involved in the NFE subsector. Mwachi (2005) considered challenges faced by NFE primary schools in Kibera, Nairobi. Among the findings were that poverty, alcoholism and drug abuse as well as HIV and AIDS were serious challenges. The recommendations made included increased civil education particularly by the provincial administration. Another was that NFS be registered with the Ministry of Education for monitoring and assessment.
Virtually, all other NFE literature concentrates on the formal basic primary education curriculum. One of the researchers was Thompson (2001) who published a study from findings made in Kisumu, Mombasa and Nairobi. The findings included inadequate, poorly trained and lowly remunerated teachers, limited learning-teaching resources, a diverse curriculum and a high drop out rate of the learners. Among Thompson’s recommendations was the inclusion of NFE in basic education system. That way parity of esteem for both the formal and non formal subsectors would be obtained. Thompson emphasized the need of increased, trained and well paid teachers. Another issue was that efforts were to be made for retention of learners in NFS. The Government itself appears to favour, in terms of funding, NFE primary schools that are run like normal formal schools with the Kenya Certificate of Primary Education (KCPE) as the summative evaluation (Republic of Kenya, 2005b). Other categories of NFE are vocational training centres, non formal education centres where students sit for Government trade tests and adult education centres whose learners sit for proficiency tests. There are as well other centres which offer short term courses such as computer classes.

Very limited studies have also been done on challenges of implementing the non formal education curriculum in general and the technical curriculum in particular. There is very inadequate information about staffing norms in terms of adequacy of teachers both in number and qualifications. The same case applies to learning teaching materials notably textbooks, tools, and equipment for technical
subjects. Equally vital are decent classrooms, workshops, demonstration grounds and related facilities.

The absence of a centrally recognized registering body as well makes the NFE subsector hard to research on. There is very limited literature on the actual numbers of NFS. Indeed during the research some institutions, which were believed to exist, were no longer available. Others had sprung up. In addition NFE is not clearly recognized and hence appreciated. Perhaps that is due to, as of now, lack of national evaluation and certification. All these act as impediments to curriculum implementation which also merit empirical investigation.

Within the NFE subsector itself there are issues requiring scholarly studies. They include student absenteeism, drop out rates and transfers. Others are incentives for both teachers in view of the fact that there are extremely limited numbers of government teachers in NFE. And since virtually all institutions are private or quasi private costs of establishing and maintaining non formal schools and centres are high. It is one more reason for charging fees which negatively affect students learning.

2.3 Factors Influencing Curriculum Implementation

This research focused on three broad factors which influence the implementation of non formal technical education curriculum in basic primary schools in Embakasi division, Nairobi province. First, non formal technical curriculum and related learning-teaching resources and facilities are extremely important. These include text books, stationery, tools, equipment, chalk, chalkboard, furniture, classrooms, special rooms and playing fields. The teaching
learning process heavily depends on their availability. Second, teachers’ characteristics were taken into account. A teacher’s age, academic and professional qualifications, experience and gender all have a heavy bearing on curriculum implementation. Third, management plays a critical role through the headteacher/manager and indeed, quality assurance officials. The commitment of all these personnel makes a big difference in curriculum implementation. A case in point is the role of the headteacher/manager. His/her impact is seen through the acquisition of learning-teaching materials, recruitment, retention and training of teachers, and the institution’s liaison with other stakeholders. Fourth, students’ characteristics and background merited consideration.

Finally, the Ministry of Education is a huge determinant in the implementation of non formal education through several ways. First is the issue of policy, which is contained in three documents: One is the *Sessional Paper No 1 of 2005 on A Policy Framework For Education Training and Research* (Republic of Kenya, 2005a). It describes how NFE graduates are expected to progress to secondary education and then to university education. Another is the *Kenya Education Sector Support Programme (KESSP), 2005-2010* (Republic of Kenya, 2005b). The document is another key influence in the implementation of non formal technical education curriculum. The investment strategy of KESSP is to provide facilities for curriculum improvement, training of teachers and management committees. The third document is a *Gender Policy in Education* (Republic of Kenya, 2007b). One of its objectives is to increase participation of adults and out of school youth and children in gender equitable basic literacy and
other education programmes. Policy statements and strategies are highlighted. An example is developing and regularly reviewing NFE curricula, as well as teaching and learning materials, with a view to incorporating emerging issues and mainstreaming gender issues. Yet another objective is to institute monitoring, evaluation and accountability mechanisms for NFE programmes, improvement and impact assessment.

A second major role of the Education Ministry is in curriculum development. A two volume non formal education syllabus has been published (Republic of Kenya, 2006). Accompanying the syllabus is the Non Formal Basic Education Training Manual (Republic of Kenya, 2007b), which outlines key issues in the sub sector. There is, thirdly, the matter of publicity. The Ministry of Education endeavours to make NFE relevant and popular. For instance, it equates the sub sector with formal basic education as is indicated in Table 2.

Table 2: Equivalence of Basic NFE and Basic Formal Education

<table>
<thead>
<tr>
<th>Non Formal Education</th>
<th>Formal Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>Standard 1 – 4</td>
</tr>
<tr>
<td>Level II</td>
<td>Standard 5 – 6</td>
</tr>
<tr>
<td>Level III</td>
<td>Standard 7 – 8</td>
</tr>
</tbody>
</table>

Source: Non Formal Basic Education Syllabus (Republic of Kenya, 2006)

From the Table, it can be seen that lower basic primary school (standards 1-4) is the same as Level 1 of NFE while standards 5-6 and Standards 7-8 are equivalent to level II and III in non formal education, respectively. A non formal education level has duration of two years.
Fourthly, there is the matter of quality assurance by the Ministry of Education and which ensures maintenance and promotion of educational standards. Assessment, finally, is a major factor too. The national NFE examination at the end of Level III is administered by the Kenya National Examination Council (KNEC). Certificates equivalent to the Kenya Certificate of Primary Education (KCPE) will be awarded to candidates who will have fulfilled all requirements of the course. Against this background, it was possible to determine whether quality assurance officials influence implementation of non formal technical curriculum in non formal primary schools in Embakasi division, Nairobi province.

2.4 Summary of the Reviewed Literature

From the literature review, it was evident that there were limited studies that had been undertaken in Kenya on non formal education. It can also be argued that there are hardly any studies that have specifically addressed the issue of implementation of the non formal technical curriculum with special reference to Nairobi province and in particular Embakasi division, which is one of the areas with a large number of slums. Many challenges face school going children in these slums leading many of them to discontinue formal education in primary schools.

Non formal primary schools are of great benefit to such children because they equip them with knowledge and skills required in their everyday life experiences. The non formal education subsector merits appropriate government policies and proper implementation of non formal education curricula and in
particular the non formal technical curriculum. Against this background, this study is likely to contribute towards literature on factors that influence the implementation of non formal technical curriculum in Embakasi division, Nairobi province, Kenya.

2.5 Theoretical Framework

This study was informed by a theory that curriculum implementation is a change process. Proponents of the theory are Lovell and Wiles (1983) who further highlight leadership, communication and problem solving as fundamental change processes (Lovell and Wiles, 1983). Other scholars who subscribe to implementation as a change process are Lunenburg and Ornstein (2008). They aver that leadership style, personal relations and personal contacts of implementers and planners are crucial to effect change.

In this study, the leadership process implied managerial involvement comprising headteachers/managers and Ministry of Education quality assurance officials. This category is crucial to implementation since individually and collectively it facilitates availability of teachers, students and teaching/learning resources in non formal schools in Embakasi division, Nairobi province. The communication process in particular focused on teachers and students. Effective interaction ensures adequate curriculum implementation. The problem solving process hinges on the non formal technical curriculum. As a practical syllabus it is replete which problem solving opportunities for the acquisition of knowledge and skills.
2.6 Conceptual Framework

The concept of implementation of non formal technical education curriculum involves three types of study variables or components: input, process and output. The conceptual framework on the implementation of non formal technical curriculum is shown in Figure 1.

Figure 1. Implementation of Non Formal Technical Curriculum


From Figure 1, it is seen that there are four broad types of input variables: teacher’s characteristics, non formal technical curriculum, management and students’ characteristics. The interplay or process of the four factors then leads to successful implementation of the non formal technical curriculum. Eventually, performance is realized through the attainment of required knowledge and skills in non formal technical curriculum.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

Methodology chapter covers research design, target population, sample size and sampling procedures, research instruments, validity and reliability, data collection procedures, and data analysis techniques.

3.1 Research Design

The study used a cross sectional survey design. It is a research strategy that involves the structured collection of data from a sizeable population. A cross sectional survey design targets specific individuals or groups to be investigated (Borg and Gall, 1989). In Embakasi division, Nairobi province, there were schools offering non formal technical education curriculum. In order to obtain relevant data on factors influencing implementation of non formal technical curriculum in non formal primary school, a cross sectional survey design was appropriate because it ensured that all types of non formal primary schools in Embakasi division were represented.

3.2 Target Population

The target population comprised of 89 non formal schools in Embakasi division, Nairobi province, and two Ministry of Education officials, namely the Divisional Education Officer and the Quality Assurance Officer. Four senior officers in the Ministry of Education Headquarters, Jogoo House, closely
associated with NFE were also included. Embakasi division had 524 teachers and 17,055 students (MoE/UNICEF, 2005).

3.3 Sample Size and Sampling Procedures

Non Formal Schools

The sampling procedure used was stratified random sampling. (Mugenda and Mugenda, 2003). The 89 non formal schools in Embakasi division, Nairobi province, were divided into several relevant strata and a random sample drawn from each of the strata.

The sampling frame of the NFS was based on the registering bodies (MoE/UNICEF, 2005). In Embakasi division these comprise the following: Gender and Social Services (36 schools (40%) of the 89 schools), Social Services (19 schools (21%) of the 89 schools), Ministry of Education (12 schools (14%) of the 89 schools), Attorney General (6 schools (7%) of the 89 schools) and others (16 schools (18%) of the 89 schools).

From the strata a representative school sample was obtained as follows:

- Gender and Social Services: 40% of 36 schools (15 schools)
- Social Services: 21% of 19 schools (4 schools)
- Attorney General: 7% of 6 schools (1 school)
- Ministry of Education: 14% of 12 schools (2 schools)
- Others: 18% of 16 schools (3 schools)

Therefore the total number of non formal schools sampled was 25.
Headteachers/managers

The sample size of headteachers/managers was identical to that of the non formal schools. That meant 25 headteachers/managers were sampled.

Teachers

Embakasi division had 524 teachers in its 89 non formal schools. Those sampled were 217 following the sample size table by Krejcie and Morgan (1970) and for each of the 25 schools the number was eight \((217/25 = 8)\). The eight teachers picked from each NFS were identified through simple random sampling.

Students

Embakasi division had 17,055 NFE students (MoE/UNICEF, 2005). A sample size of 375 students was derived from the sample size table by Krejcie and Morgan (1970) implying 15 students per school. From each NFS, 15 students were identified through simple random sampling method.

3.4 Research Instruments

Research instruments comprised three questionnaires (headteacher/manager, teacher, and student), interview schedule for Education Officers and an observation guide. The questionnaire for headteachers/managers had four items on biographical data in Section A. In Section B, there were 18 items on availability of qualified teachers’ and the influence of teachers’ age, gender status, academic/professional qualification and teaching experience on curriculum implementation, teachers and students’ attendance of classes and
professionalism of headteachers/managers. There were, as well, questions on adequacy of time and financial research for curriculum implementation, impact of quality assurance officers in curriculum implementation and current policy on key aspects of non formal education.

The questionnaire for teachers had eight questions on biographical data in Section A, five questions on teacher’s individual characteristics in Section B and five questions on teacher’s academic and professional qualifications in Section C. In Section D, there were twelve questions about learning-teaching resources while Section E had three questions on quality assurance.

The questionnaire for students had three questions on biographical data in Section A and six questions in Section B on student’s characteristics. Section C had ten questions about school attendance, parents’ ability to provide learning materials, parents’ ability to pay fees, school’s provision of learning materials, suitability of technical subjects and teachers’ professionalism.

**Interview Schedule**

A structural interview guide was developed and used with Ministry of Education officials so as to help analyze the issue of factors influencing the implementation of the non formal technical curriculum in non formal primary schools in Embakasi division, Nairobi province.

**Observation Guide**

An observation checklist was also developed by the researcher. It focused on the number of classrooms, classroom conditions and teaching/learning materials.
3.4.1 Validity

The research instruments (questionnaires and interview guide) were developed based on the research questions to ensure that the data collected was valid. In addition, the research instruments were subjected to expert judgment from social studies statisticians before pilot testing and subsequent refinement of the items in the instruments (Huck, 2004).

3.4.2 Reliability

Reliability was attained through test–retest over a one-week period. The test-retest estimates of reliability were obtained by correlating data collected with those from the same questionnaire collected through protesting. Internal consistency involved correlating the responses to each question in the questionnaire with those of other questions in the questionnaire. It therefore measured the consistency of responses across either all the questions or a subgroup of the questions from the questionnaire. One of the methods for calculating internal consistency was through the split-half correlation (Borg and Gall, 1989). The internal consistency ranged from 0.58 to 0.64 via split-half method corrected by Spearman-Brown formula.

3.5 Data Collection Procedures

Data collection procedures comprised the following. First, research permission was sought from the Ministry of Higher Education, Science and Technology. Second, NFS and respondents to be visited were alerted. Third, on arrival at each institution, the researcher reported to the headteacher/manager.
Arrangements were then made to conduct the research. Participants were reassured that confidentiality would be maintained. Fourth, the questionnaires were then administered to the respective respondents. Interviews were conducted with Ministry of Education officials involved in the NFE subsector at the divisional level and in the Ministry’s headquarters. An inventory of the number of teaching/learning facilities and materials available was taken using an observation checklist.

3.6 Data Analysis Techniques

Data collected were first checked for completeness and consistency then coded before entry on the Statistical Package for Social Sciences (SPSS) version 11.5. Entered data were first cleaned before data analysis was done. The attitudinal data were grouped and analyzed according to the following categories: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. Descriptive statistics were used to summarize the analyze data. The study results are presented in form of tables, percentages and figures.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

In this chapter, the study results are presented in form of tables, figures and percentages in relation to teaching-learning facilities and materials and characteristics of students, teachers, headteachers/managers, and Ministry of Education officials in NFE schools. The issue of Government policy in NFE is also addressed.

4.1 Instruments Return Rates

Of the sampled number of 25 schools those visited were 24 which represented 96%. Headteachers/managers interviewed were 18 who made up 72% of the intended number of 25. The teachers who responded comprised 64 or 25% of the expected coverage. The number of learners who were available and responded to the questionnaire totaled 64 and represented 17% of the anticipated.

4.2 Data analysis

4.2.1 Gender of Students

The study sought to establish the number of students found in the sampled schools by gender. The analyzed data showing the frequency and percentage of students by gender in the NFE schools in Embakasi division is shown in Table 3.

Table 3: Sampled Students in NFE schools in Embakasi Division by Gender

<table>
<thead>
<tr>
<th>Students’ Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>27</td>
<td>42.2</td>
</tr>
<tr>
<td>Female</td>
<td>37</td>
<td>57.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From Table 3, it can be seen that female respondents, 57.8% were more than the males, 42.2%. This means that NFE is accessible to both genders.

4.2.2 Enrolled Students’ Ages

It was also necessary to find out the ages of the students who were enrolled in the sampled NFE primary schools in Embakasi division. The information collected from the field is displayed in Table 4 below.

Table 4: Enrolled Students’ Ages

<table>
<thead>
<tr>
<th>Students’ Age Bracket</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 - 10 yrs</td>
<td>10</td>
<td>15.6</td>
</tr>
<tr>
<td>11 - 15 yrs</td>
<td>32</td>
<td>50.0</td>
</tr>
<tr>
<td>Over 15 yrs</td>
<td>22</td>
<td>34.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4 shows that 15.6% and 50.0% of the student respondents were aged between 6 and 10 years, and 11 and 15 years, respectively, while those aged over 15 years were 34.4%. This indicates that about 66% of the students in NFE primary schools in Embakasi division are likely to be of ages between 6 and 15 years.

4.2.3 Number of Students Enrolled at various Class Levels

The study sought to establish the enrollment rates at the three levels of NFE in Embakasi division. The analyzed data is presented in Table 5.
Table 5: Number of Students Enrolled at various Class Levels

<table>
<thead>
<tr>
<th>Class Level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>15</td>
<td>23.4</td>
</tr>
<tr>
<td>Level II</td>
<td>15</td>
<td>23.4</td>
</tr>
<tr>
<td>Level III</td>
<td>34</td>
<td>53.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 5 shows that the majority of the student respondents were in Level III, 53.1%, and the rest in level I, 23.4% and Level II, 23.4%.

4.2.4 Influence of Enrolled Non Formal Primary School Students’ Age on Teaching of Technical Subjects

Student characteristics are likely to influence the implementation of the technical education curriculum. Against this background, there was need to find out whether students’ age influenced the teaching of technical subjects in NFE primary schools. The analyzed data is shown in Table 6.

Table 6: Age of the Enrolled Students Affects the Teaching of Technical Subjects in Non-Formal Primary School.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>9</td>
<td>14.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>25.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td>3.2</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>45.2</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>7</td>
<td>11.3</td>
</tr>
<tr>
<td>Missing</td>
<td>2</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From Table 6, it can be seen that at least 56.5% of the students agreed that student’s age status influences the teaching of technical subjects in non formal...
primary school while 40.3% of the students were of the contrary opinion. This implies that the age of the enrolled students was viewed by the students to affect the teaching of technical subjects in non-formal primary schools.

4.2.5 Students Gender Status influences the Teaching Subjects in Non Formal Primary School

The students in NFE sampled schools were asked to respond to the statement “student’s gender status influences the teaching of technical subjects in non formal primary school”. Responses to this item are indicated in Table 7.

Table 7: Student’s Gender status Influences the Teaching of Technical Subjects in Non Formal Primary School

<table>
<thead>
<tr>
<th>Gender</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>9</td>
<td>1</td>
<td>6</td>
<td>8</td>
<td>26</td>
</tr>
<tr>
<td>Percentage</td>
<td>7.7%</td>
<td>34.6%</td>
<td>3.8%</td>
<td>23.1%</td>
<td>30.8%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>12</td>
<td>5</td>
<td>35</td>
</tr>
<tr>
<td>Percentage</td>
<td>14.3%</td>
<td>25.7%</td>
<td>11.4%</td>
<td>34.3%</td>
<td>14.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>18</td>
<td>5</td>
<td>18</td>
<td>13</td>
<td>61</td>
</tr>
<tr>
<td>Percentage total</td>
<td>11.5%</td>
<td>29.5%</td>
<td>8.2%</td>
<td>29.5%</td>
<td>21.3%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Students’ gender influence on the teaching of technical subjects in non formal primary school had a mixed reaction from the students with 41% at least disagreeing while 50.8% of the respondents felt that students’ gender influenced the teaching of technical subjects in non formal primary schools. This implies that the majority of students felt that gender does not influence the teaching of
technical subjects. Another implication is that the majority of students had a positive attitude towards technical subjects.

4.2.6 Students’ Class Attendance Influences the Learning of Technical Subjects in Non Formal Primary School

On the other hand, student’s class attendance is likely to influence the way he/she is to effectively learn technical subjects. Students were asked to respond to the statement “student’s class attendance influences the learning of technical subjects in non-formal primary school”. The analyzed data is shown in Table 8.

Table 8: Students’ Class Attendance Influences the Learning of Technical Subjects in Non-Formal Primary School

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>7</td>
<td>11.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>Undecided</td>
<td>1</td>
<td>1.6</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>37.7</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>24</td>
<td>39.3</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 8, is can be observed that 77% of the respondents felt that student’s class attendance influences the learning of technical subjects in non-formal primary school while 21.3 % were of the contrary opinion. This means that retention of students in class is very important in the implementation of the technical curriculum in non formal education primary schools.
4.2.7 Students’ Socio Economic Background Influences the Implementation of the Technical Curriculum in Non Formal Primary School

Student’s social economic background may influence how the technical curriculum is implemented in NFE schools. The students were asked to respond to the statement “students’ socio-economic background influences the implementation of the technical curriculum in non-formal primary school”. The results of the responses are shown in Table 9.

Table 9: Students’ Socio Economic Background Influences the Implementation of the Technical Curriculum in Non-Formal Primary School

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>Undecided</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>41.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>13.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>64</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 9 shows that 54.1% of the respondents indicated that students’ socio-economic background influences the implementation of the technical curriculum in non-formal primary school while 36.0% of the students were of the contrary opinion. This means that students’ socio-economic background has a great bearing on the implementation of technical curriculum in NFE primary schools.

4.2.8 Students Prior Formal Knowledge Affects the Teaching-Learning of the Technical Subjects in Non Formal Primary Schools

Student’s prior formal knowledge is likely to be of great importance in the implementation of the technical curriculum. The students’ response to the
statement “students’ prior formal knowledge affects the teaching/learning of the technical subjects in non formal primary school” is shown in Table 10.

**Table 10: Students Prior Formal Knowledge Affects the Teaching-Learning of the Technical Subjects in Non Formal Primary Schools**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>11</td>
<td>18.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>23</td>
<td>37.7</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>21.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 10, it can be seen that 55.7% of the students felt that students’ prior formal knowledge does not affect teaching/learning of the technical subjects in non formal primary school while 37.7% of the respondents were of the contrary opinion. An implication here is that students were of the view that technical subjects in non formal primary schools can be taught without a student’s prior knowledge on the same.

**4.2.9 Duration a Student Takes in a given Level Influences the way the Technical Curriculum is Covered in Non Formal Primary School.**

Students in NFE primary schools can start and end their classes as they wish. To determine the students’ views about the duration they take to complete a given level, the students were asked to respond to the statement “the duration a student takes in a given level influences the way the technical curriculum is covered in non- formal primary school”. The results on this item are presented in Table 11.
Table 11: Duration a Student Takes in a given Level Influences the way the Technical Curriculum is Covered in Non Formal Primary School

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>18.0</td>
</tr>
<tr>
<td>Undecided</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Agree</td>
<td>27</td>
<td>44.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>15</td>
<td>24.6</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From Table 11 a total of 68.9 % of the students at least agreed with this statement that the duration a student takes in a given level influences the way the technical curriculum is covered in non- formal primary school. Only 24.6 % of the students were of the contrary opinion. This implies that the implementation of the technical curriculum depends on the time that students spend in school.

4.2.10 Gender of Teachers may Influence how the Technical Curriculum is Implemented

As part of the demographic data the gender of teachers was taken into account. Table 12 displays the gender distribution of teachers.

Table 12: Gender of Teachers may Influence how the Technical Curriculum is Implemented

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>29</td>
<td>53.7</td>
</tr>
<tr>
<td>Female</td>
<td>25</td>
<td>46.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From Table 12, the gender of the teachers was nearly evenly balanced. Male teachers were 53.7% and females were 46.3%. Gender parity implies both accessibility and popularity of the NFE subsector for teachers.

4.2.11 Gender of Headteachers/Managers

Data on gender of headteachers/managers was collected and analyzed. The results are shown in Table 13.

Table 13: Gender of Headteachers/Managers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>72.2</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>27.8</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As is evident from Table 13, the number of male headteachers/managers was predominant. Of the respondents 72.2% were male while 27.8% were female. An implication here is that males play a higher role than females in the administrative implementation of the non formal technical curriculum.

4.2.12 Teachers’ Highest Professional Qualifications

Professional qualifications of teachers and headteachers/managers were also investigated. The question asked was whether highest professional qualifications influenced the implementation of the technical curriculum in non formal primary schools. Figure 2 is an illustration of the responses received.
Figure 2: Teachers’ highest professional qualifications Influence the Implementation of the Technical Curriculum in Non Formal Primary School

Figure 2 shows that 42% of teachers interviewed agreed with the questions that a teacher’s highest professional qualification had a strong bearing on NFE technical curriculum implementation. Those who strongly agreed were 28%. Their combined percentage total was 70% hence showing that professionally qualified teachers are essential in the NFE subsector. Of the respondents many had primary teachers’ certificates and a few were diploma holders.

4.2.13 Teacher’s Teaching Experience

The NFE technical curriculum focuses on skills and these are acquired over time. It was therefore necessary to investigate whether a teacher’s experience was relevant in the implementation of the syllabus. Figure 3 contains information on teachers’ teaching experience in non formal primary schools in Embakasi division, Nairobi province.
From Figure 3, out of the 54 respondents, 38% of them strongly agreed that teaching experience was important in implementing the NFE technical curriculum. Those who just agreed were 36% and this brought a combined total of 74%. Once again that underlined the reality that technical subjects require teaching with greater exposure because of the wider skills and competencies needed.

4.2.14 Extent to which Learning Materials Influence Implementation of the Non Formal Technical Curriculum in Non Formal Primary Schools

The study sought to establish the provision level of teaching/learning materials and how this influences the implementation of technical curriculum in non formal primary schools. The analyzed information is shown in Figure 4.
Figure 4: School Provides Adequate Learning Materials for the Technical Subjects

Figure 4 shows that 48% and 15% of the students interviewed disagreed or strongly disagreed, respectively, about the claim that their schools provided adequate learning teaching materials. The implication here is that schools which were poorly facilitated with necessary inputs could not fully implement the curriculum.

4.2.15 Adequacy of Schools’ Financial Resources.

The issue of whether non formal primary schools had adequate financial resources was investigated through the schools’ headteachers/managers. The information collected is illustrated in Figure 5.
As is evident from Figure 5, 52% and 35% of the respondents strongly disagreed or agreed, respectively, with the claim that NFS enjoyed adequacy of financial resources. The issue is critical since lack of funds particularly hinders curriculum implementation as learning/teaching materials become almost impossible to acquire.

4.2.16 How a Teacher’s Professional Qualification Affects the Implementation of the Non Formal Technical Curriculum in Non Formal Primary Schools

Information on how a teacher’s professional qualification affects the implementation of non formal curriculum in non formal primary school was collected. The analyzed data is presented in Figure 6 below.
Figure 6: Teacher’s Highest Professional Qualification Affects the Implementation of the Non Formal Technical Curriculum in Non Formal Primary Schools

From Figure 6 it is evident that 48% of the teachers interviewed concurred with the view that frequent professional development courses positively influenced curriculum implementation. A slightly lower percentage 28%, also agreed with the claim. The implication of all these is that NFE teachers require in service courses in order to improve technical curriculum delivery. The issue is of great significance considering the fact that the NFE subsector attracts average teachers who have to be trained on the job.
4.2.17 Parent/Guardian is able to Provide Materials Required in Learning Technical Subjects

The issue at hand was whether parents/guardians facilitated an enabling environment for their children through the provision of materials for technical subjects. Figure 7 shows the results from the study.

Figure 7: Parent/Guardian is able to Provide Materials Required in Learning Technical Subjects

Evidently from Figure 7 it is clear that out of the students interviewed 44% of them disagreed with the claim that their parents/guardians were able to provide materials required in learning technical subjects. Those who strongly disagreed were 25% of the respondents. The same issue is closely allied to the students’ socio-economic background earlier seen from Table 9. It can therefore be inferred that poverty inhibits curriculum implementation.
4.2.18 Enrolled Students’ Class Attendance

Another and related matter probed was the weak attendance of classes by students most likely due to financial constraints. Figure 8 is illustrative from the responses headteachers/managers gave when asked if the retention of students in class was high.

**Figure 8: Enrolled Students always Attend their Classes in Non Formal Primary Schools**

![Bar chart showing percentages of responses to the question about students attending classes in non-formal primary schools.](chart)

Figure 8 shows that 60% of the 18 headteachers/managers interviewed at least disagreed with the contention that enrolled students always attend classes. The respondents who likewise strongly agreed were 8%. This means that the majority of the students do not always attend their classes thus affecting the implementation of the NFE technical curriculum.
4.2.19 How Quality Assurance Officials Influence Implementation of Non Formal Technical Curriculum in Non Formal Primary School

The research was also to establish the role of Quality Assurance Officials in curriculum implementation. This was found to be grossly wanting. Figure 9 is illustrative.

Figure 9: Quality Assurance Officials Influence Implementation of Non Formal Technical Curriculum in Non Formal Primary School

It is quite evident from Figure 9 that of the 18 headteachers/managers interviewed about 88% of them rejected the assertion that Quality Assurance Officers frequently visit NFS. This implies that the Quality Assurance Officers are likely not to be of much assistance in the implementation of the technical curriculum in NFE primary schools.

4.2.20 Quality Assurance Officers Frequently Supervise Curriculum Implementation officers

A related question that teachers were asked was whether Quality Assurance Officers frequently supervised curriculum implementation. As can be seen from Figure 10 teachers themselves concurred with the headteachers/managers that the case was not so.
Figure 10: Quality Assurance Officers Frequently Supervise Curriculum Implementation.

Figure 10 illustrates the fact that 58% of the teachers interviewed strongly disagreed with the claim that Quality Assurance Officers frequently supervised curriculum implementation. Those who disagreed represented 28% of the respondents. Quite evidently, NFE was not the business of the Quality Assurance Officials. In this regard, technical curriculum implementation in NFE primary schools suffers.

4.2.21 Government Policy on Non Formal Education

The study sought the opinion of the respondents on the Government’s policy on Non Formal Education. The results of the data collected are shown in Figure 11.
Figure 11: There is a Clear Policy on Technical Curriculum Implementation in Non Formal Primary Schools

From the illustration in Figure 11, it can be seen that slightly more than half of the headteachers/managers interviewed disagreed with a claim that there was a government policy on non formal education. Those who outrightly rejected the claim were 22% of those who responded. This suggests that the enforcement of the NFE syllabus is optional and perhaps ineffective.

4.3 Summary of Research Findings

The following are the key research study findings from the sampled NFE primary schools in Embakasi division, Nairobi province:

- Both learning materials and facilities were grossly inadequate most likely because of their higher cost of purchase. Perhaps that is why the 8-4-4 curriculum is predominant. Indeed in almost all cases, the official *Non Formal Basic Education Syllabus* and other core resources were unavailable.
A teacher’s experience was highly valued and appreciated. Available teachers were, however, young both in terms of age and professional experience.

Many of the teachers practicing in NFS had, on average, high school (KCSE) academic qualifications. Those trained had primary teachers’ certificates. Holders of diploma and other higher professional qualifications are few. The available teachers’ ability in technical curriculum implementation could not be as deep as that of the professionally qualified ones.

The socio-economic background of the students indicated that they came from average and poor families. Many could not pay, in time, the token fees charged. This affects class attendance and hence negatively influences curriculum implementation in NFS.

There is, as yet, no government policy on the NFE subsector. This is surprising in view of the fact that there is already in place a NFE curriculum for non formal primary schools. It is no wonder, therefore, that the syllabus implementation is hardly felt.

The lack of a policy was confirmed from interviews with Ministry of Education Officers. Indeed the Directorate of Quality Assurance and Standards Workplans for the 2006/2010 period showed no indication whatsoever of anything to do with NFE.
CHAPTER FIVE
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers a discussion on the research findings, conclusions and recommendations for further research.

5.1 Discussion

Four major findings were deduced from the study. First, learning/teaching materials and facilities were grossly inadequate. Financial constraints affecting both parents and the NFS caused the problem. An implication of this is that the technical curriculum in NFE primary schools in Embakasi division is likely not to be implemented effectively. In this matter the study concurred with the UNESCO and ILO (2002) document which underscored the critical contribution of learning-teaching resources to academic achievement. Owiny (2006) was of the same view.

A second finding is that, experienced teachers with high professional qualifications are essential in implementing the technical curriculum in NFS. The main handicap is lack of funds to pay competitive teachers’ salaries in the study area. The low remuneration of teachers only attracts young, unqualified and inexperienced teachers to the detriment of the technical curriculum implementation in the NFS in Embakasi division, Nairobi province. This scenario is likely to be seen in other parts of the country, thus defeating the objectives of
implementing the NFE programmes in Kenya. On the issue of the prevalence of unqualified and inexperienced teachers it is regretted that what Thompson (2001) noted still exists.

A third finding is parents/guardians’ inability to pay fees for the NFS going students. This in turn leads to inconsistent students’ attendance of NFE programmes. In this regard, the implementation of the technical curriculum in NFS is greatly affected and therefore leading to non achievement of the goals of the NFE programme. The study findings are likely to be observed in many parts of Kenya since Embakasi division is situated within Nairobi City, the economic hub of the country, and yet it has myriad problems in implementing the NFE technical curriculum. Moreover, it is usually assumed that NFE is widely affordable. The study finding has shown that even the token fee charged is generally unavailable. Of the students sampled 54.1% indicated that their socio-economic background influenced the implementation of the technical curriculum in non formal primary school.

Finally, the absence of an official NFE policy meant, for example, that the implementation of the Non Formal Basic Education Syllabus is optional to those who wish to follow the NFE programme. Another consequence is that of the Quality Assurance Officers who seemed not obliged to supervise the curriculum as required by the Education Act. This was evident from the minimal frequency of their visits to NFS in Embakasi division, which is within reach from not only the Provincial Education Office but also from the Ministry of Education Headquarters. The laxity of the Quality Assurance Officers in NFE programme supervision is likely to be worse in other parts of the country, especially the rural areas. This finding suggests that the NFE technical curriculum can be effectively implemented if the Quality Assurance Officers are more involved in the supervision of NFS.
5.2 Conclusions

From the above findings a number of conclusions can be drawn about factors which militate against the implementation of the NFE technical curriculum. First, learning/teaching materials and facilities were largely unavailable. Second, practicing teachers were young, averagely qualified and inexperienced. Third, professionally qualified teachers were very few and unevenly distributed. Fourth, many students came from economically poor backgrounds. Lack of fees regularly kept them out school hence affecting their progress. Fifth, there is as yet no Government policy on NFE. That makes the implementation of the official syllabus optional, erratic and inconsequential. Finally, Quality Assurance Officers had no program of supervision for NFE. Standards of education were therefore endangered due to the lack of an oversight authority.

5.3 Recommendations

The following are among urgent recommendations for the improvement of the NFE subsector in general and its technical curriculum in particular.

5.3.1 Government Policy

A clear Government policy for the NFE subsector is urgently required. Muya (2005) was among researchers who also made a similar plea. A policy will streamline issues such as curriculum implementation especially through supervision and set standards for the registration of institutions and qualifications of teachers.
5.3.2 Learning-teaching Resources

Immediate efforts should be made to ensure that the *Non Formal Basic Education Syllabus* is available in every non formal education school. Books for each of the ten technical subjects for the three academic levels should also be published preferably by the Kenya Institute of Education (KIE) at a subsidized cost for affordability. Ways and means should also be investigated towards easy purchase of tools and equipment. Scholars who have voiced their concern about inadequate learning-teaching materials and facilities include Omito (2008).

5.3.3 Teachers

Since the employment of NFE teachers is likely to be expensive some token measure by the Government such as free professional development through in-service programmes will go a long way towards improving the knowledge, skills and attitudes of teachers in the subsector. The issue of teachers has as well been articulated by, among others, Mwachi (2005).

5.3.4 Directory of Non Formal Schools

To improve publicity as well as accessibility and hence contribute to enhanced acceptability of the subsector a directory of NFS should be regularly published, preferably annually. Indeed a big challenge encountered during the research was lack of current data on the status of NFS. One had to literally confirm the physical existence of relevant institutions.

5.3.5 Funding
It is apparent that the NFE subsector is grossly under funded. It is another reason why implementing the curriculum is so difficult since money is unavailable particularly for the technical subjects whose purchase costs are exorbitantly higher than for ordinary academic subjects. Both the Government and other stakeholders should also be proactive in soliciting for the assistance of development partners for both funds and material resources.

5.4 Suggestions for Further Research

More research on NFE is necessary particularly in areas such as these:

- Implementation of the academic NFE curriculum.
- Sources of funding for non formal education.
- Contribution of development partners in enhancing non formal education in Kenya.
BIBLIOGRAPHY


Edirisingha, P (2002). Non formal education in Thailand. Retrieved October 14, 2008 from p.edirisingha@open.ac.uk


thesis (unpublished), Kenyatta University.


APPENDICES

Appendix 1

Transmittal Letter

c/o University of Nairobi
Department of Educational Administration and Planning
P.O. Box 92
KIKUYU

3rd July 2009

Headteacher/manager/sponsor/teacher
Non Formal School
P.O. Box
NAIROBI

Re: Research on Non Formal Education

I am a University of Nairobi student conducting a research on the implementation of the non formal technical curriculum. It is expected that findings from the study are likely to help improve the non formal education (NFE) subsector.

Please answer a few questions about the new primary NFE curriculum. Your response will be treated with confidentiality.

C. N. Ondieki
(Researcher)
Appendix 2: Questionnaire for Teachers

Kindly indicate your answers where appropriate with a tick (√). Provide more details where it is shown with a blank line. Your response will be treated with confidentiality.

Section A: Teacher’s Biographical Data
1. Indicate your sex
   a. Male □   b. Female □
2. Indicate your age
   a. 20-25 years □   b. 26-30 years □   c. 31-35 years □
   d. 36-40 years □   e. 41-45 years □   f. 46-50 years □
   g. 51 years and above □
3. Which is your highest academic qualification?
   KCSE □   College □   Any other (specify)______________________
4. Which is your highest professional qualification?
   Primary teachers certificate □   Diploma in Education □   Any other (specify)
5. Have you been trained for NFE programme?
   a. Yes □   b. No □
6. What type of training in NFE did you undergo?
   a. Pre-service training □   b. In-service training □
7. Have you been trained on the new non formal technical curriculum?
   a) Yes □   b) No □
8. If yes, has the training helped you to implement the non formal technical curriculum?
   a) Yes □   b) No □

Section B: Teachers Individual Characteristic
In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly Disagree; B: Disagree; C: Undecided; D: Agree; E: Strongly Agree.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<tbody>
<tr>
<td>9</td>
<td>Teacher’s age influences his/her way of implementing the technical curriculum in non-formal schools.</td>
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<tr>
<td>10</td>
<td>Teacher’s gender influences the way he/she implements the technical curriculum in non formal schools.</td>
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<tr>
<td>11</td>
<td>Teacher’s teaching experience affects the way he/she implements the technical curriculum in non–formal primary schools.</td>
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</tr>
</tbody>
</table>
Teacher’s teaching experience affects the way he/she implements the technical curriculum in non–formal primary schools.

Teacher’s socio-economic background affects the implementation of the technical curriculum in non formal primary schools.

### Section C: Teacher’s Academic and Professional qualifications

In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly Disagree; B: Disagree; C: Undecided; D: Agree; E: Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
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</thead>
<tbody>
<tr>
<td>14. Teacher’s highest academic qualifications influence the implementation of the technical curriculum in non-formal primary school.</td>
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<tr>
<td>15. Teachers’ highest professional qualifications influence the implementation of the technical curriculum in non-formal primary school.</td>
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</tr>
<tr>
<td>16. One needs higher academic qualifications to teach technical subjects in non formal primary school.</td>
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<tr>
<td>17. One needs higher professional qualifications to teach technical subjects in non formal primary school.</td>
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<tr>
<td>18. One needs frequent professional development courses to enhance the teaching of technical subjects in non formal primary school.</td>
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</tbody>
</table>
### Section D Learning – Teaching Resources

In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly Disagree; B: Disagree; C: Undecided; D: Agree; E: strongly agree.

<table>
<thead>
<tr>
<th>Item</th>
<th>Learning teaching Resources</th>
<th>Your Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Teachers in non formal primary schools always use the technical curriculum</td>
<td>A</td>
</tr>
<tr>
<td>20</td>
<td>The 10 technical subjects in non formal primary schools are all relevant</td>
<td>A</td>
</tr>
<tr>
<td>21</td>
<td>The 10 technical subjects are easy for students to understand in level 1 of non formal primary schools</td>
<td>A</td>
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<tr>
<td>22</td>
<td>The 10 technical subjects are easy for students to understand in level 2 of non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>23</td>
<td>The 10 technical subjects are easy for students to understand in level 3 of non formal primary schools</td>
<td>A</td>
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<tr>
<td>24</td>
<td>The teaching/learning resources suggested in the non formal curriculum are suitable for students in non formal primary schools</td>
<td>A</td>
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<tr>
<td>25</td>
<td>The technical curriculum objectives are relevant, realistic and achievable in non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>26</td>
<td>The curriculum content is well arranged and easy to follow by teachers in non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>27</td>
<td>The learning experiences in the non formal technical curriculum are appropriate in non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>28</td>
<td>The types of assessment components suggested in the technical curriculum for non formal primary schools are adequate</td>
<td>A</td>
</tr>
<tr>
<td>29</td>
<td>Learning/teaching materials in the technical curriculum for non formal primary schools are easily available</td>
<td>A</td>
</tr>
<tr>
<td>30</td>
<td>Workshops and other facilities required for technical curriculum in non formal schools are easy to establish</td>
<td>A</td>
</tr>
</tbody>
</table>
SECTION E: Quality Assurance

In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly disagree; B: Disagree; C: undecided; D: Agree; E: strongly agree

<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<tr>
<td>31. Quality Assurance Officers frequently supervise the implementation of technical curriculum in non-formal primary school.</td>
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<tr>
<td>32. Quality Assurance Officers are helpful in the implementation of the technical curriculum in non-formal primary school.</td>
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<td>33. Quality Assurance Officers are knowledgeable about the technical curriculum implementation in non-formal primary schools.</td>
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</table>
Appendix 3: Questionnaire for Headteachers/Managers

Kindly indicate where appropriate with a tick (√). Where necessary, explain more on the blank line.

Section A Biographical Data
1. Gender
   a. Male □  b. Female □
2. Indicate your age bracket
   a. 25-30 years □  b. 30-35 years □
   c. 40-50 years □  d. 51 years and above □
3. Which is your highest academic qualification?
   KCSE □  College □  Bachelor’s degree □  Other (specify)
4. Which is your highest professional qualification?
   Primary teacher certificate □  Diploma in Education □
   Bachelor’s Degree □  Other (specify)

Section B: Teachers/Students/Quality Assurance/Government policy
In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly disagree; B: Disagree; C: Undecided; D: Agree; E: Strongly Agree

<table>
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<tr>
<td>5. Non formal primary schools have enough professionally qualified teachers to implement the technical curriculum.</td>
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<td>6. Teacher’s highest academic/professional qualification influences the way they implement the technical curriculum in non formal primary schools.</td>
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<td>7. Teacher’s age/teaching experience affects the way they implement the technical curriculum in non-formal primary schools.</td>
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<td>8. Teacher’s gender status influences the implementation of the technical curriculum in non formal primary schools.</td>
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<tr>
<td>9. Teacher’s always attend to their assigned technical subjects’ classes in non formal primary schools.</td>
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<td>10. Enrolled students always attend their classes in non formal primary schools.</td>
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<td>11. There is adequate time to implement the technical curriculum in non formal primary schools.</td>
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<td>12. Quality Assurance Officers frequently visit non-</td>
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<td>13.</td>
<td>Quality Assurance officials are helpful in the implementation of the technical curriculum in non-formal primary schools.</td>
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<td>14.</td>
<td>There is a clear Government/Ministry of Education policy on technical curriculum implementation in non formal primary schools.</td>
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<td>15.</td>
<td>The Government/Ministry of Education has a clear policy on who should be hired to teach technical subjects in non formal primary schools.</td>
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<td>16.</td>
<td>The Government/Ministry of Education has a clear policy on student enrolment in non formal primary schools.</td>
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<td>17.</td>
<td>The Government/Ministry of Education has a clear policy on teaching/learning facilities and materials for technical subjects in non formal primary schools.</td>
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<td>18.</td>
<td>The Government/Ministry of Education has a clear policy on evaluation of the technical curriculum in non formal primary schools.</td>
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<tr>
<td>19.</td>
<td>The Government/Ministry of Education has a clear policy on academic profession of students from one level to another in non formal primary schools.</td>
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<td>20.</td>
<td>Headteachers/managers are professionally qualified to supervise non formal primary school curriculum.</td>
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<tr>
<td>21.</td>
<td>Headteachers/managers frequently attend professional development courses on how to implement technical curriculum in non formal primary school.</td>
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<td>22.</td>
<td>Non formal primary schools have adequate financial resources from the sponsors/Government to implement the technical curriculum.</td>
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</tbody>
</table>
Appendix 4: Interview Guide for Ministry of Education Officers

Kindly be ready to answer a few questions about the non formal technical curriculum. Your response will be treated with confidentiality.

Section A: Biographical Data
1. Please tell me your age bracket
   a) 25-30 yrs  b) 31-40 yrs  c) 41-50 yrs  d) Over 51 yrs
2. Which is your highest academic qualification?
   KCSE  College  Bachelor degree  Other (specify)
3. Which is your highest professional qualification?
   Primary teacher certificate  Diploma in Education  Bed Degree  Other (specify)

Section B Non Formal Technical Education Curriculum Implementation
Please respond to these questions.
4. Is the Non Formal Basic Education syllabus available in all schools?
   a) Yes  b) No
   c) If not why?_________________
5. Have teachers been trained for the new non formal technical curriculum?
   a) Yes  b) No
   If it has not been done please explain why_____________________________________
6. Are there enough teachers in each NFE school?
   a) Yes  b) No
7. Are learning-teaching resources adequate?
   a) Yes  b) No
   If not why__________________________________________
8. Are there enough physical facilities for non formal technical curriculum implementation?
   a) Yes  b) No
   If not what could be the problem?_______________________
9. How do headteachers/managers/sponsors show commitment to the implementation of the non formal technical curriculum?
10. How regularly do quality assurance officials supervise non formal technical curriculum in NFE schools?
    a) At least one visit a term  b) One visit a term  c) Other (specify)
11. Describe the main features of the NFE government policy
12. Please comment on a factor which you think will help improve the implementation of the non formal technical curriculum.

__________________________________________________________________________________
Section C: Teacher’s Academic and Professional qualifications

In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly Disagree; B: Disagree; C: Undecided; D: Agree; E: Strongly Agree

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
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<tbody>
<tr>
<td>13. Teacher’s highest academic qualifications influence the implementation of the technical curriculum in non-formal primary school.</td>
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<tr>
<td>14. Teachers’ highest professional qualifications influence the implementation of the technical curriculum in non-formal primary school.</td>
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<tr>
<td>15. One needs higher academic qualifications to teach technical subjects in non formal primary school.</td>
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<tr>
<td>16. One needs higher professional qualifications to teach technical subjects in non formal primary school.</td>
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<tr>
<td>17. One needs frequent professional development courses to enhance the teaching of technical subjects in non formal primary school.</td>
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</tbody>
</table>
### Section D Learning –Teaching Resources

In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly Disagree; B: Disagree; C: Undecided; D: Agree; E: strongly agree

<table>
<thead>
<tr>
<th>Item</th>
<th>Learning teaching Resources</th>
<th>Your Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Teachers in non formal primary schools always use the technical curriculum</td>
<td>A</td>
</tr>
<tr>
<td>19.</td>
<td>The 10 technical subjects in non formal primary schools are all relevant</td>
<td>A</td>
</tr>
<tr>
<td>20.</td>
<td>The 10 technical subjects are easy for students to understand in level 1 of non formal primary schools</td>
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<td>21.</td>
<td>The 10 technical subjects are easy for students to understand in level 2 of non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>22.</td>
<td>The 10 technical subjects are easy for students to understand in level 3 of non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>23.</td>
<td>The teaching/learning resources suggested in the non formal curriculum are suitable for students in non formal primary schools</td>
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</tr>
<tr>
<td>24.</td>
<td>The technical curriculum objectives are relevant, realistic and achievable in non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>25.</td>
<td>The curriculum content is well arranged and easy to follow by teachers in non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>26.</td>
<td>The learning experiences in the non formal technical curriculum are appropriate in non formal primary schools</td>
<td>A</td>
</tr>
<tr>
<td>27.</td>
<td>The types of assessment components suggested in the technical curriculum for non formal primary schools are adequate</td>
<td>A</td>
</tr>
<tr>
<td>28.</td>
<td>Learning/teaching materials in the technical curriculum for non formal primary schools are easily available</td>
<td>A</td>
</tr>
<tr>
<td>29.</td>
<td>Workshops and other facilities required for technical curriculum in non formal schools are easy to establish.</td>
<td>A</td>
</tr>
</tbody>
</table>
Appendix 5: Questionnaire for Students

Kindly indicate your answers where appropriate with a tick (√). Provide more details where it is shown with a blank line. Your response will be treated with confidentiality.

Section A: Biographical Data
1. Female □ Male □
2. Please tell me your age bracket
   a) 6-10 yrs □   b) 11-15 yrs □   c) Over 15 yrs □
3. Which is your class level?
   Level I □ Level II □ Level III □

Section B (Student characteristics)
In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly disagree; B: Disagree; C: undecided; D: Agree; E: strongly agree

<table>
<thead>
<tr>
<th>4. Age of the enrolled students affects the teaching of technical subjects in non-formal primary school.</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Student’s gender status influences the teaching of technical subjects in non-formal primary school.</td>
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</tr>
<tr>
<td>6. Student’s class attendance influences the learning of technical subjects in non-formal primary school.</td>
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<td>7. Students’ socio-economic background influences the implementation of the technical curriculum in non-formal primary school.</td>
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<td>8. Students’ prior formal knowledge affects the teaching/learning of the technical subjects in non-formal primary school.</td>
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<tr>
<td>9. The duration a student takes in a given level influences the way the technical curriculum is covered in non-formal primary school.</td>
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</tbody>
</table>
Section B: Miscellaneous

In each item in the table below, mark (X) against each response that is best applicable to you. Key: A: Strongly disagree; B: Disagree; C: Undecided; D: Agree; E: Strongly Agree

<table>
<thead>
<tr>
<th>A B C D E</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. I always attend school.</td>
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<tr>
<td>11. My parents/guardian is able to provide me with materials required in learning technical subjects.</td>
</tr>
<tr>
<td>12. The school provides adequate learning materials for the technical subjects.</td>
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<tr>
<td>13. The technical subjects are easy to learn.</td>
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<tr>
<td>14. There is enough time to learn technical subjects.</td>
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<tr>
<td>15. My school offers all the ten technical subjects.</td>
</tr>
<tr>
<td>16. Teachers always attend to their classes.</td>
</tr>
<tr>
<td>17. There are enough teachers for the technical subjects.</td>
</tr>
<tr>
<td>18. Teachers are helpful to students in school.</td>
</tr>
<tr>
<td>19. My parents/guardians are able to pay for my tuition fees.</td>
</tr>
</tbody>
</table>
Appendix 6: Observation guide

1. Number of classrooms

2. Textbooks for technical subjects

3. Tools for technical subjects

4. Equipment for technical subjects

5. Compound observation
   a. Space
   b. Teaching rooms
   c. Technical teaching rooms
   d. Cleanliness
APPENDIX 8: Research Permit