

CHAPTER 8

IEC AND RESEARCH

8.0 IEC and Research

8.0.1 Summary

The reviewed works have provided information regarding the impact of IEC activities. Other studies are baselines for new IEC initiatives, or impact evaluation for such activities. The chapter also covers the agenda on research as an area of concern.

8.0.2 Methodology

The methodologies used in researches on education were predominantly quantitative, but a few were qualitative and school focused. They included FGDs guides, observation schedules and interviews of selected key informants through questionnaires; interview guides and FGDs were used to collect in depth information on specific issues and capturing the general context of the study areas. Some studies were limited to desk reviews of pertinent literature. Secondary data was collected from official documents. More data was also collected from the available records in institutions or research sites, while other studies used the KDHS data. Some analysis of data was based on linear regression and correlation methods mainly using the SPSS computer package. Most studies were descriptive and cross-sectional.

8.1 EDUCATION

8.1.1 Summary

Education is a critical facet of human life. Education is a fundamental right of all children regardless of their social, cultural, religious or economic status. Its quality has an immediate impact on individuals and a long-term impact on economic and stability of the society. It acts as a springboard for youth to get a start in productive and satisfactory life so as to make tangible contribution to the country's economic growth and development. Despite this, there are many over-

school age children without access to education from Kenyan poor families.

8.1.2 Issues

- Gender differences in education performance.
- Effect of female education on fertility.
- Lack of relationship between the job market and the school curriculum; many are not trained with the needs of the employers in mind.
- Failure by teachers to deliberately complete the syllabus to demand private tuition.
- Quality of education.
- High prevalence of private tuition which is banned by MOEST through which teachers exploit the fragile relationship between parents and children.

8.1.3 Findings

Kenya has made great strides in the educational sector. The liberalization of education has led to more competition especially among the private schools. As the government tries to ensure delivery of quality education, inspection of schools is being done by MOEST (MOEST, 2004). However, the education system is still characterized by poor primary to secondary transition rate (48%) and to higher educational levels. It is further marred by high competition, a shortage of teachers or a system bedevilled by a high pupil-teacher ratio as enrolment outpaces availability of teaching-learning materials, poor infrastructure, bringing too many pupils to school but not ensuring quality. Many studies have reflected on the importance of education as a sector that has continuously attracted the lion's share of the country's budget.

Key characteristics of private tuition were cited as the scale, cost, specific subjects that attract pupils to tuition classes, interests and activities of tutors and consumers, impact of tuition on the mainstream school system, and efficiency in the educational system in Kenya.

Public schools across the country were generally found to be understaffed. This is further supported by a recent survey by the UNESCO which showed that the teacher pupil ratio in 162 schools sampled from Nairobi, Central, Western and Nyanza Provinces was 1:58 against the recommended 1:40, limiting the teacher-pupil interaction. The performance of some of the best schools has also been negatively affected because some classes have up to 120 pupils.

FPE is a milestone in the country's education system and seen by many as a strategy to alleviate poverty. Apart from increased pupil population, the programme also faces shortage of teachers, lack of clear guidelines on admission and consultation among teachers, parents and communities, strained school physical facilities such as classrooms, desks and toilets, especially for girls, delays in disbursement of funds, and expanded roles which have taxed teachers. There is also a general misconception of "*free education*" with parents assuming that they are no longer required to participate in school activities. Some parents are willing to support schools but their roles are not well defined. By 2002, there were 6.5 million children in the 18,000 primary schools in the country. This rose to 7.2 million in 2003 and 7.5 in 2004 following the introduction of FPE. The number of teachers almost remained unchanged at about 180,000 and could be less due to retirement, desertion, resignation or death.

The Community Education Initiative (CEI) run in selected marginal locations in Kenya was found to be highly successful as an attempt to focus community empowerment strategies on educational needs. This has helped communities realize that educational services are a high priority and that through their efforts, they can improve access to such services.

Some studies showed that the education system in Kenya faces some major shortcomings and challenges of inefficiency. Completion rates have remained very low. Besides, the national pupils-teacher ratio is also low. Time is not utilized properly. Several factors are behind inefficiencies such as education policies and management processes, misallocation of resources to educational levels, school based factors such as teachers' attitudes, teaching-learning utilization, school environment, and household based factors for example, property, socio-cultural factors, and gender issues (Koech Report, 1998). There are glaring regional and gender disparities, high dropout and repetitive rates resulting in high school wastages and low performance in school examination. Some studies indicated that the new FPE policy is a sign that Kenya is officially committed to universal education.

Private tuition mainly at primary educational level is offered within various contexts and governance. There is ample evidence to show that the practice is taking place on a very large scale. The most affected is the mainstream system, with some of its teachers engaging in the practice. Some findings indicated that socio-economic inequalities continue to be pervasively manifested in the practice of private tuition, which is heavily commercialised. Quality services is not guaranteed as long the private tuition continues to get no official recognition, which constitutes a financial burden to the low income households, but strong support for it comes from both parents and students.

Private tuition also brings to the fore the role of income and levels of exposure. The well to do, university educated parents and those in managerial positions or professionals are more likely to employ private tutors for their children. Previous efforts by the government to outlaw private tuition have failed. Parents claim that they have the right to decide what is good for their children. While researches criticize private tuition, parents say that the practice leads to the change of attitude in children and boosts their confidence and self-esteem. It appears to raise performance substantially. However, time spent in

school during the weekends or holidays may be counter productive because schools are becoming a market place where parents hire teachers to coach their children.

The past works also include the report of the commission of inquiry into the education system of Kenya (Koech Report, 1999) released in March 2000. Stakeholders are calling for implementations of the report on the basis of efficiency and effectiveness. A highlight of the implications of the Koech Report shows that it reports and presents the voices of the public showing that the education system in Kenya faces major problems and challenges in achieving its objectives. Many school-aged children are out of school; half of those who enroll at primary school drop out at grade six and the quality of education has been below expectations. The Koech Report presents 558 recommendations to salvage education from its worrying state.

For equity and efficiency there were indications that girls markedly under-perform in examinations but no hard information or analysis of its causes was adequately provided in the reviewed works. Some regional variations shown to have been caused by gender difference were negligible, for example, in Nairobi while some parents think that schooling is more important for boys than girls. Overall education was found to have an inverse relationship with fertility. Women with secondary education had fewer children than those with primary or no education. In addition, women of late age at marriage and age at first birth had fewer children than those with early age at marriage and first birth.

Children of professional parents score an average of 60 marks more than farmers' children, as professionals tend to send their children to better schools. First-born and last-born children tend to do well in examinations while the middle borns are the poorer performers. A woman's level of education attainment affects her knowledge of access to and use of contraceptives and duration of marriage that in turn influences her family size. Many studies found out that demand for all types of education at all levels has greatly outpaced the

capacity of the public educational institutions. This has also made "*entrepreneurs*" to provide academic and vocational education, catering for many socio-economic segments of the population. Although the enrollment in private institutions has been increasingly rapid, the supply-demand gap continues to grow. Such institutions are faced with prohibitive constraints related to scarcity of financial resources and inadequate management competences.

Some studies have assessed the bacteriological quality of the drinking water sources in different parts of Kenya. They also observed that majority of the respondents had no proper information regarding good sanitary practices and/or water treatment techniques that reduce the risk of bacterial infection. There is need for spirited education awareness campaigns and on the good sanitary practices.

8.1.4 Recommendations

- Ensure that educational providers dispense quality and relevant education that is inclusive, life long and that leads to a richer and better enabling environment, capable of spurring better living standards for the current and future generations.
- There is need to rationalise the teacher numbers in rural and urban areas.
- Community participation in management of schools should be a basic principle in the national education policy.
- Adopt and scale up proven education models that can strengthen access retention and quality of education especially in marginal areas. Improve the provision of education throughout the country, paying extra attention to children out of school, youth and illiterate adults to ensure that they get basic education.
- Implement and enforce the Children's Act (2001) to address gender disparities in access to education. Female education should be

emphasized beyond secondary level for that is where fertility reduction is realized.

- MOEST and all stakeholders should increase awareness on EFA goals, and strengthen EFA coalitions. All stakeholders should take part in EFA campaigns. Clarify the policy on the continued need for community resource mobilization in the light of compulsory and FPE with recognition that is a cornerstone of socio-economic development as a prerequisite for achievement of MDGs.
- There is need to increase relative government budget in primary education. More money needs to be spent on basic education to give the country a critical mass of schooled and literate labour force.
- Invest more in primary education which yields higher social returns, but there is also urgent need to expand secondary education to admit more students to ensure transition rate of 70% by 2010.
- The need for capacity building that should encompass appropriate education, training, awareness raising to enable people make informed decisions for the welfare of the society.
- Other studies have recommended that Education in Kenya needs a complete overhaul and not piece meal reforms. The 8-4-4 curriculum has to be reduced and made relevant. GOK should aim at resuscitating the education sector by making it, more focused, manageable, relevant and cost-effective considering the critical challenges facing the education system.
- Viable and sustainable cost and financing mechanisms in education have to be instituted to stop dropouts from the system and more training services be provided for school managers to enhance resources utilization. The government and other stakeholders need to review the current policy of a cost sharing in

education, and take responsibility of providing more essential school inputs.

- There is an urgent need for a clear policy on the roles and responsibilities of all stakeholders in the FPE programme.

8.1.5 Research Gaps

- Gender disparities and the need for appropriate research with a view to establishing appropriate measures and mechanisms for adapting and/or responding to the various problems facing female education are proposed.
- Since the inception of FPE, there is lack of admission criteria. Some pupils are farmers, domestic workers and others are married people. Some parents have sent some underage children to benefit from free education instead of paying for their pre-primary education.
- The studies note that the practice of private tuition has been in existence for quite sometime, but little, if any, research has been undertaken to explain its nature, extent and implications for the education system. Besides, nothing is known about its overall socio-economic set-up because technically, private tuition is not officially allowed in Kenya.
- The achievement of educational goals and the benchmark for the UPE is a contingent upon the extent to which the constraints in the educational system are addressed.

8.1.6 Research Agenda

- Further study of a larger primary databased scale should be carried out to facilitate an authoritative authentication of the findings and to guide the way forward in terms of formulating a policy on private tuition and related planning and implementation issues. Have a follow up of these findings with a

broader study of private education in different areas.

- Gender differentials in terms of enrolment, attendance and completion are a potentially important policy area requiring more regional research.

8.2 TRAINING

8.2.1 Summary

The training related works addressed themselves to knowledge instructional information among healthcare workers and measures taken to reinforce knowledge and application of stated instructional information.

Others measured the extent to which C-T-C pedagogical approach was applied to teaching and learning of HE in primary schools, among pupils, teachers and community members and low C-T-C activities that were being implemented benefits the school and community in order to create a healthy society.

8.2.2 Issues

- Lack of clear training needs identification (TNI).
- Training administration and delivery.
- Training Evaluation.
- Knowledge and instructional information among healthcare workers.

8.2.3 Findings

According to the ILO (2002), some 2 million men and women lose their lives through occupational accidents and work-related diseases each year. The number of employees injured, maimed or psychologically traumatized continues to increase as many of the occupational-related accidents and injuries continue to recur with many fatal accidents and diseases. Depending on the type of job, some 500-2000 smaller injuries take place for each fatality, (Skiba ILO, 2002). Writers partly

attributed this to lack of sufficient and relevant training.

Some instructional materials and equipment was written in foreign languages and this was a barrier to effective use as the majority (96.3%) of the HCW were only conversant with English and Kiswahili. About 69% of the HCW acknowledged that they had encountered work-related accidents and injuries. This was related to inadequate knowledge and applications of instructional information.

About 64.6% of the HCW associated poor storage of equipment/materials to occurrences of accidents due to inadequate space. Majority of the HCW expressed the need for in-service training in regard to safety at work. Most writers acknowledged that the workers encountered accidents, infections and diseases as they worked. The HCW also acknowledged that safety at work was not given the attention it deserves despite being exposed to a working environment that is a threat to their health.

GOK technical and intellectual leadership should stand out because GOK staff constitute the best trained personnel in the country. As such, there is no reason why the government cannot produce the best results. It must also focus on developing capacity to give Kenyans at all levels the tools that they need to create sustainable growth.

Pupils, teachers and parents were involved in various health-promoting activities at the school and community level. The activities seemed to have a positive impact on personal hygiene of individual pupils, their peers and parents, cleanliness of their school compound and homes.

It was established that numerous adhoc and uncoordinated management training programmes exist in the population and development field depending on the needs of the respective organisation. Trainers from varied backgrounds and training levels use divergent training methodologies. Sometimes, there are inconsistencies in the curriculum used. Most of the training has not been evaluated.

8.2.4 Recommendations

- Establish the need for appropriate training needs in population and development area.
- Create a database of population and development trainers.
- Provide competency and skills at the various levels through structured training, regular facilitative supervision and technical updates especially for service providers in population and development area.
- Adequate utilization of instructions on equipment and materials is vital in minimizing accidents and injuries occurring at work. Constant review of instructional information is vital to keep the HCW abreast of technology advancement.
- It is important that all instructions be written in English or Kiswahili prior to disbursement of equipment or materials by the government to the health facilities.
- Healthcare workers need to be equipped with knowledge on instructional information so that they can apply, thus minimizing accidents and infections acquired in the line of duty.
- Full integration of health education into all examinable subjects. Alternatively, the MOEST should explore possibilities of introducing a separate subject to cater for the teaching of health education.
- Introduction of locally relevant materials and that health education learning and teaching should be made compulsory for all pupils.
- A joint public/private sector standing committee should be established to assess and advise government on the population and development of human resources (HR) requirements of the entire country. This will help the government to review the educational

and vocational training curricula needs of the country.

8.2.5 Research Gaps

- Lack of consistent training at all levels.
- Challenges of identifying training needs.
- Impact of training on productivity.
- Trainers' competency.

8.2.6 Research Agenda

- Undertake training needs assessment for personnel working in all population and development areas.
- Research on the human and institutional capacity building implications of sustainable development.
- Assessment of trainer competency.
- Impact assessment of training.

8.2.5 INFORMATION, COMMUNICATION AND ADVOCACY

8.3.1 Summary

The combination of effective information, communication advocacy and strategy aimed at guiding GOK, NGOs and other national and international partners in the implementation of population and development activities within the context of the national population policies and programmes is recommended.

8.3.2 Issues

- Objective
- Content
- Audience
- Packaging
- Dissemination
- Community role
- Accuracy
- Timeliness

- Relevance

8.3.3 Findings

Information dissemination and advocacy are important in relaying population and development messages to respective groups. Writers have shown the suitability of different channels of information, communities and advocacy for various target audiences and purposes. The importance of the radio and word of mouth have been emphasised for a country with high level of illiteracy. Use of puppetry, motion and still pictures, electronic and print media, which are common, were also studied. The traditional techniques of communicating messages such as the use of smoke and gestures were also given a mention.

8.3.4 Recommendations

- Health educational programmes, including FP are second only to news in popularity, and they should be continued. Most mass media programmes reach more males than females. Male-oriented messages can therefore be included even when addressed to women.
- Learners and facilitators have a duty to disseminate any information on population and development issues to other members of the community.

8.3.5 Research Gaps

- Accuracy, relevance and timeliness of information dissemination and advocacy.
- Comprehensiveness of information.

8.3.6 Research Agenda

- Studies on awareness raising, advocacy and policy dialogue, on general public, civil society, the media, politicians and other decision makers in the country on population and development are generally recommended.

- Dialogue between policy makers, district level public service providers and the poor is lacking.

8.4 MASS MEDIA

8.4.1 Summary

The mass media is an important source of information to the public whose reporting should be accurate, given that the public takes what is reported as the reality. Since the media has the license to report when and what it wants, it perhaps should be cautiously taken to be representative of what the current state of affairs is in the population and development field. The media's strength lies in the ability to sway public opinion on critical matters. Whether it is through the front-page headlines or citing cases or cartoons, the media has the power to tell a message that the public often adopts as truth.

8.4.2 Issues

- Poor and inaccurate reporting.
- Reporting by unknowledgeable journalists in population and development matters.
- Public interest in mass media reports.

8.4.3 Findings

Many scholars have lauded the reporting of population and development issues through the mass media for awareness purposes, furtherance of wider policy practice and legislative change. Although many journalists were reportedly not knowledgeable in population and development matters, the authors argue that many journalists are committed to striving for standards of excellence in terms of accuracy, and concern when reporting on sensitive population issues.

8.4.4 Recommendations

- Mass media personnel should be trained on issues of population and development.

- Lobby groups must capitalize on this power to generate a mass movement as advocates of population and development issues.
- Consider the implications of materials published to avoid harm on the affected. The media must also ensure appropriate reporting through professionalism that can be attained through training of information and press staff.
- Project management must also use guidelines on how to deal with the media identification and training of spokespersons who face the press, careful formulation and monitoring of the messages, and improved collection of reliable data being given to the press to ensure accurate reporting.

8.4.5 Research Gaps

Completeness and reliability of messages communicated through mass media.

8.4.6 Research Agenda

National assessment of accuracy, timeliness, relevance and appropriateness of communicated messages.

8.5 RESEARCH

8.5.1 Summary

The main sources of data for the works that were reviewed were KDHS and census reports that were found to provide crucial population databases and tools that enable the use of geographic and statistical information for planning. The results also generate several social economic indicators and benchmarks that will provide useful inputs into development strategies. The challenges and utilization of data based on the Kenya population and housing censuses underscore the important role played by population census as the primary source of basic population data for planning, research and decision-making.

8.5.2 Issues

- Repetitive methodologies.
- Overuse of KDHS data.
- Little dissemination of findings.

8.5.3 Findings

Presently a number of methodological challenges undoubtedly pose significant limitations to effective implementation of any comprehensive national research agenda on population and development.

Another key issue reported was the need for increased accessibility of newer instruments and methods to researchers, which are not in use. Other areas of methodological endeavour that need to be pursued are: cultural harmonization, adaptation and development of research methods and instruments which yield findings that are comparable across and valid within settings.

Some important findings have led to formulation and implementation of population programmes and projects and informed policy. Changes have also been effected on the basis of research findings at different levels.

8.5.4 Recommendations

- While fundamental instrumentation has progressively been used in many settings, methodological refinements that cut across many of the research areas outlined above are still urgently required. This process needs to be ongoing and dynamic.
- Due to changes in knowledge and societal dynamics, there is a continuing need to adjust or change assessment methods/instruments.
- Another key issue is the need for wide dissemination.
- Recognizing that a range of research approaches is required, such as multi-dimensional longitudinal study methods

deserve special attention. Particular emphasis on cohort multi-generational dimensions is necessary. Importance of multi-disciplinary approach results in large-scale collaborative projects on common population and development problems by researchers in diverse disciplines or by a team of investigators who develop, use and disseminate data commonly. Linking research, policy, practice, evaluation, age specific impacts of mainstream welfare programmes is of paramount importance.

- Participatory appraisal researches in partnership with communities that includes design and implementation of interventions are also necessary.

8.5.5 Research Gaps

- Population and development multidisciplinary and multi-method policy themes

- Relationship between findings and policy action.
- Elimination of delays in dissemination and relationship with implementation of findings.

8.5.6 Research Agenda

- Further in-depth analysis of national survey data
- TNA of population and development personnel in research methodology.
- Elimination of barriers to knowledge, understanding and commitment to increase appreciation and relevance of population related issues.
- Need to make further use of census information and explore the modern avenues of applying the data for monitoring and evaluation purposes.

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