

Towards Inclusive and Equitable Basic Education System: Kenya's experience

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Abstract

1. The rapid quantitative growth in formal education in Kenya since independence has focused on promoting access, retention, equity, quality and relevance. However, challenges of quality, equity and relevance have persisted with regions with higher poverty index showing lowest indicators. To address these disparities, the Government implemented Free Primary Education (FPE) program with specific interventions contained in the Kenya Education Sector Support Program (KESSP 2005-2010) to enhance inclusive and equitable access and participation in basic education. These interventions had not been well assessed.

2. This is a report of the responsiveness of selected KESSP targeted interventions aimed at enhancing inclusive and equitable primary education in Kenya. Using desk reviews, case studies as well as survey, the study focused on how the interventions were implemented, monitored and evaluated and whether they enhanced inclusive and equitable primary education. Data were obtained from education officers and purposively sampled schools in regions with unfavorable education indicators.

3. The study found that, despite interventions enhancing enrolment since 2003, ASAL and pockets of rural poor and urban informal settlements witnessed absenteeism, repetition and drop-out rates. Other findings included large numbers of children in these areas enrolled in privately-owned low cost primary schools that did not receive FPE grants with many children remaining out of school. Children in poverty-stricken areas within high agricultural potential did not benefit from the school feeding program.

4. Some of the specific programs being implemented have not been very effective in enhancing inclusive and equitable basic education hence the need to review their implementation process.

5. The study recommends addressing factors influencing educational wastage, infrastructure and teacher shortages, monitoring and evaluation mechanism, an integrated approach among stakeholders for mobilizing adequate resources, including capacity building for implementing policies addressing inclusive and equitable basic education with special focus on children with special needs. A conceptual framework for an effective monitoring and evaluation system has been proposed

Full text: http://www.adeanet.org/triennale-2012/sites/default/files/2018-07/1.1.03_document_sub_theme_1.pdf