

Education System in Kenya — Its Current condition and Challenges —

Naomi NDEMWA * · Midori OTANI **

ABSTRACT

The purpose of this paper is to introduce education system and its current condition in Kenya, further to discuss its educational challenges. In order to discuss its challenges in Kenya, the overview is introduced first, because the education system in Kenya is different from the one in Japan. Also, very few books and articles cover its overview of Kenya. In this article, the authors take qualitative approaches based on literature review and official data, as well as the observation of classrooms in Kenya and Japan by one of the authors, who has taught and supervised at the primary school in Kenya with visiting experience of Japanese classrooms. Based on the overview of education system in Kenya including teacher certification, education management, curriculum and school daily life, the authors discuss the educational challenging issues in Kenya, such as unequal access and quality education to marginalized communities, local culture in some areas still prohibiting access to education for girls, overcrowding at primary and secondary level, and inadequate infrastructure and shortage of teachers.

【キーワード : Education System, Kenya, Challenge in Education】

Introduction

Education is a key for any country, including Kenya and Japan. The government of Kenya also recognizes education as the primary means of sustainable economic development, social mobility, national cohesion, and social development. This has led to the implementation of programs that rapidly expanded the education sector. The idea is to provide quality education to as many school going children as possible. At the same time, the country has been facing serious challenges to reach its educational goal.

To examine and understand the challenges, this article first, introduces and outlines its educational system which is different from one of Japan. The overview of its system is consisted of the following parts: 1) system of education which will deal with background of education in Kenya, structure of education, teacher certification and teacher requirements; 2) education management covering commissions, funding of education and school management; 3) section of curriculum dealing with its requirements, education evaluation, academic performance, textbooks, subjects offered and requirements for progressing to the next class; 4)

school daily life covering school calendar and daily programme. Based on the overview of the system, the challenges facing education system in Kenya are discussed.

1. Education in Kenya

1.1 Introduction of Kenya

Kenya is a part of Eastern Africa which was established by the British Empire in 1895 as the East Africa protectorate. In 1920 it officially became a Kenya colony meaning it was under full or partial political control of a foreign power, occupied by settlers of that power (Kiereini, 2018). Kenya became independent from colonial British rule in 1963 and a republic in 1964 (EAAF, 2003).

The country lies astride the equator with a total area of 582,650 sq. km (1.5 times larger than Japan), bordered by Indian Ocean, Sudan, Ethiopia, Somalia, Tanzania and Uganda (Figure 1). It has 47 counties and each county is headed by an elected governor. Its estimated population in 2019 is 52.57 million people (Kenya 2019), with over 42 ethnic groups. Each group has a diverse history based on migration, evolution of the group, political interaction with other groups over the years, social and economic

* 島根大学教職大学院研究生

** 島根大学学術研究院教育学系

set-up (Nangulu, 2016).

1.2 Background of Education in Kenya

The Kenyan Education system follows a format commonly referred to as “8-4-4” system. The first phase, 8 years (grade 1 to 8), is primary education which has a fixed structure nationwide. Pupils are usually 6 years old when they start school and 14 when they complete their primary education, followed by 4 years secondary school education. In 2003 the government implemented Free Primary Education. The immediate effect of this implementation was an improvement in primary school enrolment (Muyanga et al., 2010). The gross enrolment rate which was at 5.9 million representing 92% in 2002 resulted to an increase of about 1.2 million children in public primary schools translating to 104 % in 2003 of the school age

population (Republic of Kenya, 2007). This percentage increment was caused by pupils who had dropped school due to financial constraints and joined classes which were below their age. This was in line with the government goals towards achieving Universal Primary Education and quality education for all. This policy was established and aimed to be achieved under United Nations Millennium Development Goals. All countries were expected to achieve by the year 2015 (Sawamura and Sifuna, 2008).

However, in Kenya it led to severe overcrowding in public primary schools, insufficient teaching and learning facilities, and high ratio of pupil to teacher and pupil to textbook. This in turn affected the quality of education provided. In 2015, pupil-teacher ratio in primary education was 30.7 students per teacher (Knoema, 2015) which appears to have

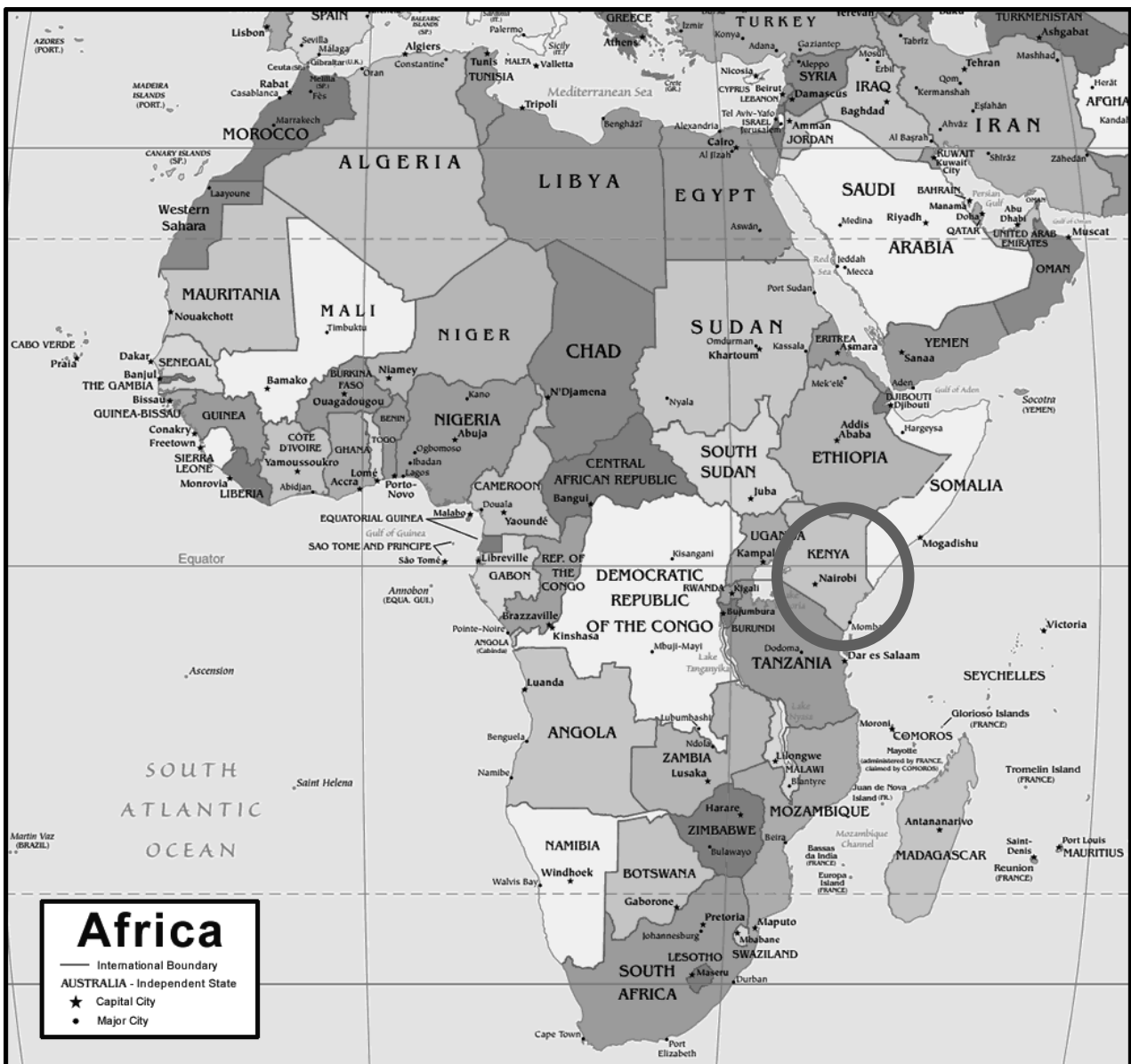


Figure 1 : Location of Kenya in Africa (Africa Country Map, 2019)

increased to date going by the current statistics of 8,093,610 pupils against 216,517 teachers (Wanzala, 2019), which the ratio is about 37.38.

A similar trend is seen to occur in secondary education even though it is worse because in 2012 pupil-teacher ratio was reported at 41.13 (World Bank 2012) and currently a population of 7,150,106 students is being handled by 100,493 teachers (Wanzala, 2019), which the ratio is 71.15. The pupil-teacher ratio in both primary and secondary schools depends on whether the school is in the rural or urban area. The most affected schools are those in rural areas which experience severe shortage of teachers as well as their facilities.

Education in Kenya is mainly provided by the government. The Ministry of Education at the national level is involved in budgetary allocation, setting of policy, supervision and regulation as well as provision of primary and secondary education. Specific government targets include realizing Universal Primary Education and Education for all, achieving transition rate of 100% from primary to secondary, promoting equity and quality in primary and secondary.

Early Childhood Education in Kenya serves the critical purpose of preparing young children for primary education (Nganga, 2009). Initially, parents were responsible for the development, planning and the management of the different childhood programs including remunerating the teachers. In 2010, the system was devolved to the county level where service delivery is managed and funded. Teachers matters dealing with recruitment and remuneration are managed by the county government while the parent caters for all other requirements e.g. tuition, writing materials, textbooks and uniform.

1.3 Structure of Education

A major goal of primary school education is self-development and self-reliance, while providing an all rounded education experience. However, comparing with Japanese system, academic achievement is the foremost.

Children in Kenya attend schools five full days. Its school year runs from January to December. Schools use a trimester system separated by vacation breaks. There are holidays of 3 to 4 weeks in April and August for both primary and secondary education. The longest holiday takes place during October/January.

Schooling is free and compulsory for all children in Kenya. However, some parents choose to pay for their children's education through private schools, paying for a "better and quality" education. At the end of their eighth year, pupils take a national exam which is common to all students in the country for the award of the Kenya Certificate of Primary Education (KCPE).

Once the students have completed primary school, they all join secondary schools depending on their KCPE performance. There are three types of public secondary schools namely national, county and sub-county schools. These schools are categorized according to when they were established, infrastructures, facilities, national examination performance and regional balancing among many other factors. There is stiff competition among pupils to join national schools because they have good infrastructures, good student-teacher ratio, and mostly located in big towns making them easily accessible.

County schools are also well established with boarding schools. They are many in numbers and even some perform better than the national schools in national examinations. The sub-county schools are mostly found in the rural areas and majority of them are day schools with several challenges like lack of infrastructures, shortage of teachers, absenteeism of students leading to poor performance in national examinations. The selection for a student to join any of the three categories of secondary schools depends on the national examination performance which is out of 500 marks for example in 2018 the marks used are as shown in Table 1.

Table 1 : Types of secondary schools and marks admitted (Nyaundi, 2018)

Type of School	National	County	Sub-county
Marks	381 and above	301-380	101-300

The students who do not qualify to join secondary schools enroll in village polytechnics (a village-level programme). They train in any activity for which there are local opportunities for young people to find work, for example, carpentry, masonry and tailoring.

In secondary school students spend 4 years. The age at secondary school is estimated at 15-18 years (Wango, 2011). During their last year of study, they sit for a uniform national examination to obtain Kenya Certificate of Secondary Education (KCSE). After completion of secondary education, students

join either post-secondary technical training institutes, institutes of technology or university depending on their KCSE qualifications.

The admission requirement for the technical institutions is generally a KCSE with a C- average. The study programmes offered by technical training institutes and institutes of technology vary in duration. Post-secondary study programmes also lead to a variety of certificates and diplomas.

Admission to higher education at Kenya's public and private universities under government sponsorship is managed by the Kenya Universities and Colleges Central Placement Service. This Service is an umbrella body for admissions, with representatives from all public universities as well as the Ministry of Higher Education, Science and Technology and the Commission for University Education. The admission requirement to university is a mean grade of C+ and above, depending on the course one has been admitted. There are some courses such as medicine, engineering, architecture which would require a student with a mean grade of A while others would require the minimum grade of C+.

The academic year in all universities starts in September and is divided into three semesters. The first and second semester students do course work and during their third semester they break for long vacation or attachment for the ones where it is a requirement.

The Kenya National Examination Council (KNEC) does not use percentages in the grading system, instead they use the mean grade to determine a student's rank in the national examinations. They replace them with letter grades to generate a mean grade, a system adopted by Kenyan universities when enrolling students too. Table 2 shows grade distribution and points used by KNEC to rank students after doing national examination and by universities in admitting students in 2018 (Mwalimu dot com 2018). The grade distribution is not constant (it varies) depending on examination performance in a particular year.

1.4 Teacher requirements

Teacher education is an important component of education. Through it school teachers who are considered mentors of any society are prepared and produced. Normally, it is ostensibly designed, developed and administered to produce school teachers for the established system of education (Kafu, 2003). Importance of teacher education in human life has been recognized for a long time. For example, Lucas (1968) asserts that teacher education is the main pillar of any established system of education and the custodian of the society's culture. The Kenya government echoed the same view in the Sessional Paper No. 6 of 1988 when it said that "there is urgent need to develop and promote teacher education programme if the administration of education in the country is to succeed and national development is to be accelerated" (Republic of Kenya, 1988).

In Kenya there are three categories of teachers, Early Childhood Development Education (ECDE) teachers, Primary Teacher Education (PTE) teachers, and Secondary School teachers. As for its qualification a major difference from its Japanese counterpart is their emphasis of academic grades.

To be admitted for primary teacher, one must have a minimum grade of C plain in KCSE and above. The course duration is 2 years which comprises of course work and teaching practice. To qualify to be a primary teacher one must possess a PTE certificate.

To qualify to be a secondary school teacher one is required to have a Diploma in Education or Bachelor of education. To be admitted for a Diploma in Education which takes three years of study, the requirements are minimum grade C Plain in KCSE and above, at least C plain in English, C plain in Mathematics for Science based courses. For non-science based courses the requirements are minimum grade C plain in KCSE and above, at least C plain in English and D+ (plus) in Mathematics. Bachelor

Table 2: Grade distribution table used by KNEC and Numeric Aggregate Grade Points

Numeric aggregate Grade	Grade	Points	Numeric aggregate Grade	Grade	Points
81-100	A	12	39-45	C	6
74-80	A-	11	32-38	C-	5
67-73	B+	10	25-31	D+	4
60-66	B	9	18-24	D	3
53-59	B-	8	11-17	D-	2
46-52	C+	7	07-10	E	1

degree in Education takes 4 years of study. To be admitted, the requirement is a minimum mean grade C+ (plus) and above and C+ (plus) in two subjects of specialization.

The three categories of teachers are trained in different institutions with ECDE, PTE and diploma in education offered in colleges, while bachelor of education in university. The colleges offering ECDE, PTE and diploma in education are also different.

1.5 Teacher certification

The Teachers' Service Commission (TSC) is responsible for teacher management as stipulated in the Teachers code of regulations. The Commission mandated by the Constitution of Kenya for registration of trained teachers, recruitment and employment of registered teachers, assignment of teachers employed by the commission for service in any public school or institution, promotion and transfer of teachers, exercising disciplinary control over teachers and termination of employment of teachers. Further, the commission is mandated to: review the standards of education and the training of persons entering the teaching service; review the demand and supply of teachers and advise the National Government on matters relating to the teaching profession.

The commission gives teachers equal terms and conditions of work, setting recruitment requirements for both primary and secondary teachers in Kenya that must be met before one is employed. Applicants applying for posts in Primary schools must be holders of a PTE certificate. Interested candidates should apply to the TSC County Director, in the county where a vacancy has been advertised and submit all relevant academic and professional documents. Successful candidates are deployed to serve in any part of the country.

Applicants applying for posts in Secondary Schools must be holders of a minimum of Diploma in Education Certificate. Interested candidates should apply to the Secretary, Board of Management of the school where a vacancy has been advertised and submit a copy of the application to the TSC County Director.

2. Education management

2.1 Education management by the national and county government

The functions of education and training are

shared between the national and county governments. Some of the functions of the national government includes education policy, curriculum, national examinations, primary schools, special education and secondary schools while those of the county government in relation to education are pre-primary education, childcare facilities and village polytechnics. A village polytechnic is a village-level programme of training in any activity for which there are local opportunities for young people to find work.

This implies that almost all education matters from primary education to higher institutions of learning are handled by the national government through the Ministry of Education, Science and Technology (MoEST). The ministry is responsible for national policies and programmes that help Kenyans access quality and affordable, school education, post-school, higher education and academic research. The ministry works in collaboration with other bodies to effectively run the education policies in a smooth way.

The Kenya Institute of Curriculum Development which is under the MoEST advises the government on matters pertaining to curriculum development and implement the policies relating to curriculum development in basic and tertiary education and training among many other functions (Kenya Institute of Curriculum Development, 2019). The Kenya National Examination Council is mandated by the government to set and maintain examinations standards, conduct public academic, technical and other national examinations within Kenya at basic and tertiary levels and award certificates or diplomas to candidates in such examinations (Raphael, 2010).

Financing education includes raising revenue and planning or prioritizing its use, as well as ensuring equity and efficiency on how the funds are actually spent. The national government has the primary responsibility under the Constitution to finance education. The national government supports education in the form of teachers' salaries, textbooks, tuition, national examination fee (KCPE and KCSE) and activity fees. The parent on the other hand caters for the school uniform, meals and payment of internal examination fee.

2.2 School management

Management and the governance of education relate to the administration of human, financial and technical resources (Sihanya, 2013). These include management and governance at the national, county and institutional levels. The ministry of Education

is headed by a cabinet secretary who is in charge of education matters in the country assisted by a principal secretary. In the county there is a county director of education who is the link between the national government and the county, and coordinates all education issues. At the institutional levels all the schools have a board of management which comprises of members from different specializations with the principal (head of secondary school) and head teacher (head of primary school) being the secretaries of the boards.

The secondary school set up has the principal as the head of the institution and in charge of the overall school management which include student's welfare, school facilities and supervision of teachers. His/her responsibilities in the school are assigned by the Teachers Service Commission (TSC). The deputy principal who is deployed by the TSC is the second in command and assists the principal in running the school. There are head of departments who coordinates

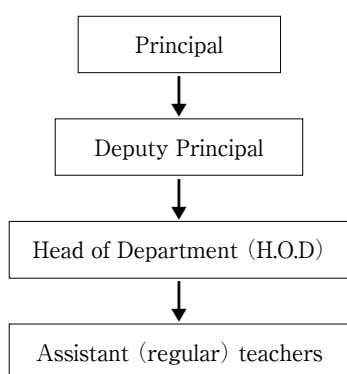


Figure 2: Teacher hierarchy in secondary schools

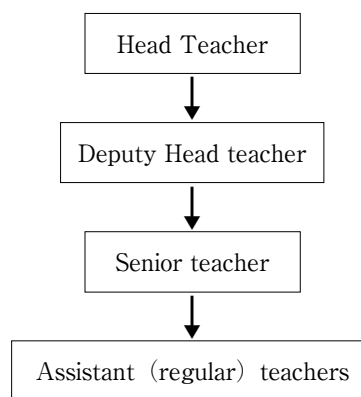


Figure 3: Teacher hierarchy in primary schools

assistant (regular) teachers in the same department (handling same subjects) as shown in Figure 2 and are determined by the size of the school.

In the primary school, head teacher is in charge of the school management assisted by the deputy head teacher. A senior teacher assists the deputy in handling the school activities like discipline, time- tabling, distributing teaching loads and supervising the assistant teachers (Figure 3).

3. School Daily life

3.1 School calendar and timetable

The ministry of education develops a school calendar for one year comprising all school activities and events to be undertaken throughout the year. Table 3 and 4 shows the term dates for primary and secondary schools for the year 2019 respectively. It includes opening, sports and athletic competitions, music

Table 3: Primary school calendar year 2019 (Ministry of Education, 2018)

	Opening	Closing	No. of Weeks
Term 1	2nd January, 2019	5th April, 2019	14
Term 2	29th April, 2019	2nd August, 2019	14
Term 3	26th August, 2019	25th October, 2019	9
Examination period (KCPE)	28th October, 2019	2nd November, 2019	1
Total (Weeks)			38

Table 4: Secondary school calendar year 2019 (Ministry of Education, 2018)

	Opening	Closing	No. of Weeks
Term 1	2nd January, 2019	5th April, 2019	14
Term 2	29th April, 2019	2nd August, 2019	14
Term 3	26th August, 2019	25th October, 2019	10
Examination period (KCSE)	4th November, 2019	29th November, 2019	
Total (Weeks)			38

Table 5: A representation of a primary school timetable

Time		Days of the week				
From	To	Monday	Tuesday	Wednesday	Thursday	Friday
8:20	8:55	Mathematics	English	Mathematics	Swahili	Mathematics
8:55	9:30	English	Mathematics	English	Mathematics	English
9:30	9:50	B	R	E	A	K
9:50	10:25	Swahili	Swahili	Social studies	English	Swahili
10:25	11:00	P.E	Science	P.E	P.E	Mathematics
11:00	11:30	B	R	E	A	K
11:30	12:15	Science	Social studies	C.RE	Science	Science
12:15	12:40	C.RE	P.E	Swahili	English	P.E
12:40	2:00	L	U	N	C	H
2:00	2:35	Social studies	Creative Arts	English	Creative Arts	Social studies
2:35	3:10	Creative Arts	Mathematics	Science	Social studies	C.RE
3:10	4:00	Sports	Clubs	Sports	Clubs	Sports

festivals, mid-breaks and closing dates. As mentioned before, the school year in Kenya begins in January and ends around end of October or beginning of November just before the national exams are held. The school year consists of 38 weeks with learning period for the first and second terms lasting 14 weeks while the third term 10 weeks (Wanambisi, 2017).

A school timetable (Table 5) is a guideline comprising of the activities of a day, a week and a term in a school curriculum and the corresponding allotted time. It shows the subjects to be studied in each week, the number of times, the day it will be studied and the name of the teacher who teaches the subject. In addition, it displays the break, lunch and sports or clubs times with the assigned time for each activity in a term. Learning and teaching starts from 8:00 am in the morning, and ends at 3:30. The time between 3:30 pm to 4:45pm is for sports and clubs. The timetable is designed to accommodate these activities of the day. One lesson time in lower primary (grade 1-3) is 30 minutes, 35 minutes for upper primary (grade 4-8) and 40 minutes for secondary schools. There are two breaks of 20 and 30 minutes and a lunch break of one and half hours (12:40 pm-2:00 pm).

3.2 School daily programme

This is a daily school routine undertaken in all schools in the country from morning to the end of day. There are different types of schools which include public primary and secondary day schools, public primary and secondary boarding schools. In the country, primary schools without boarding are more than the ones with boarding, while secondary schools with boarding are more than the ones without boarding. Generally, the day schools (without boarding) in both primary and secondary schools have a similar programme where once students report to school in the morning they start with cleaning the school compound. The cleaning is supervised by the teacher on duty, after which on Monday and Friday they go for assembly attended by all the teachers. During the assembly they hoist the national flag and recite the national anthem followed by announcements from different teachers. After the address from the head teacher, the assembly is dismissed and students go to their classes for the first period of the day. The school timetable is then followed until the end of the day's program. The remaining days of the week the students only carry out the morning cleanliness then proceed to their classes.

The boarding schools have a slightly different program which starts early in the morning and ends

later in the evening. They wake up around 5:00 am in the morning prepare themselves and then go for morning studies which might be scheduled for one hour. This is followed by breakfast after which they do school cleanliness supervised by the teacher on duty. The program of the day is similar to that of their counterparts in day schools. After sports or clubs, the students go for supper followed by night preps from 7:00 pm to 9:00 pm and finally go to bed.

Students participate in activities outside academic responsibilities. The ratio depends on school size and less than half of the students participate. Most schools in Kenya have extracurricular activities such as sports and clubs (debate, music, drama) although there is not much emphasis put on these activities in comparison to academics. Parents concentrate more on their student's educational activities rather than extracurricular activities.

4. Curriculum and Evaluation

4.1 Curriculum requirement and subjects

There is a national curriculum which is set by the ministry of education. This type of curriculum is made to ensure that everyone no matter where they are from, will receive the exact same education (and is equal) . This curriculum ensures that every school teaches the same things in the same way and with the same materials. The curriculum is designed to promote self-reliance and widen the range of employment potential for graduates from both primary and secondary level (Bogonko, 1992).

The curriculum in primary schools is made up of English, Swahili which is a local language, Mathematics, Science, Social studies, Religious Education, Creative Arts and Physical Education. However, exams are held in five subjects which include Swahili, English, Mathematics, Science, and Social studies. The local language is only taught in lower primary and in rural public primary schools.

The secondary education program is geared towards meeting the needs of both the students who terminate their education after secondary school and those who proceed to higher education. In this context, the secondary school curriculum includes job-oriented courses, such as business and technical education.

The curriculum in secondary schools is made up of subjects divided into five groups. Some of them are mandatory, others are not.

Group 1 : English, mathematics and Swahili

Group 2 : biology, physics, chemistry, physical education

and biological sciences

Group 3 : history and government, geography, social studies and ethics, Religious Education (Christianity, Islamic, and Hindu)

Group 4 : home science, art and design, agriculture, woodwork, metalwork, construction, power mechanics, electricity, drawing and design, and aviation technology

Group 5 : French, German, Arabic, music, commerce, economics, typing and office practice.

The subjects in group 1 are compulsory for all students. The students must also choose at least two subjects from group 2, and can choose freely from the other groups. The subjects offered will depend on individual schools and what they can offer in terms of learning resources and teachers. Elective subjects from group 3, 4 and 5 are timetabled and taught at the same time since a student is not likely to choose two subjects from the same group.

4.2 Textbooks

The government is responsible for providing textbooks to all public primary and secondary schools in the country. These books are recommended by Kenya Institute of Curriculum Development and are meant to be given to all schools because the curriculum is the same. However, the government has not been able to provide enough textbooks. Hence, some parents opt to buy them for their children; this is because some students share the books. Therefore, when they are given assignment or homework, it is difficult to do the task due to lack of books. Some schools request students to buy supplementary books (work books or drills) since the ones distributed by the government are only the text books.

4.3 Education evaluation

As mentioned at the beginning, in Kenya academic performance has been taken seriously. Students start being evaluated as early as they join grade one. Each academic year is consisted of three terms. In each term students sit for continuous assessment tests, administered at the end of every month and internal end of term exam which are used to compute the students' end term grade and position. At the end of each year of study, students do end of year exam which covers all the content they have already learnt in school. At the end of grade eight, students take exam in five subjects which are Swahili, English, Mathematics, Science, and Social studies.

The examination is administered by Kenya National Examination Council for the award of Kenya Certificate of Primary Education, and is used primarily to rank and stream students into secondary and technical schools.

In high school, students take an exam in a minimum of eight subjects at the end of grade four for the award of Kenya Certificate of Secondary Education. The examination is also used for admissions into universities and training at other institutions of higher education in the technical and vocational stream (Clark, 2015). The compulsory subjects in secondary school are English, Swahili, and mathematics.

In order to progress to the next grade, schools have some set requirements even though it is against the government policy that no student should repeat class. Students are expected to have performed well in all the three term exams they have done in that year. Some schools involve the parents of such students who are perceived to be weak academically. If they reach an agreement, the student is asked to repeat. This is most commonly exercised in primary schools.

The education system also encourages good academic performance in the sense that best performers are rewarded in schools. In addition, parents buy presents to their children once they perform well. This has made some able parents to buy practice exams to their children to engage them after schools and weekends so as to maintain their good grades. Others go to an extent of hiring private teachers or allowing their children to join private tuition (offered during holidays). However, this competition for good grades has denied the children time to relax and play because of the pressure to academic performance.

5. Key issues and challenges facing education system in Kenya

Education is the most powerful weapon one can use to survive in the current time. For today's generation, knowledge and communication skills are an absolute necessity. It is for this reason that governments try to provide their citizens with education, and Kenya is not an exception. Considering education is a basic need, the government, parents, well-wishers, guardians and sponsors prioritize on facilitating education. However, there are several challenges that have been as blocks for attainment of goals and objectives of education in Kenya. Some of these challenges are oriented in geography, financial in nature while others are economically and socially induced. This section will address a few of these challenges.

5.1 Unequal access and quality education to marginalized communities

Educational access and equity remain quite elusive in marginalized communities due to sociocultural practices, such as nomadic lifestyle, harsh geographic conditions and poor infrastructure (e.g., roads, clean water, hospitals, etc.); making access to basic livelihood very difficult. Most of these communities are nomadic people who are continuously moving in search of green pastures for their animals. This kind of people are spread in thirteen counties in the country. Due to constant mobility, they are likely not to have a place they would consider their permanent home. The very mobile lifestyle of families in the region is a challenge to the schooling structure. Children are forced to accompany their families on these nomadic expeditions, several months at a time and cover hundreds of kilometers in cruel jungles, hence unable to attend traditional schools.

Parents, being mostly illiterate, are also not in a position to support the formal education of their children while in transit (Okilwa, 2015). Initially, the national government used to control all the activities in the country. Further, with establishment of county governments eight years ago, there has been a great improvement in service delivery. Some of the counties where these marginalized communities live are sensitizing the people to reduce their livestock and adopt zero grazing. This appears to be bearing fruits since many have embraced the idea with some adults enrolling for adult education. This in turn will encourage and boost their children education.

5.2 Local culture in some areas still prohibiting access to education for girls

The girls still continue to be in vulnerable situation. Parental gender bias, cultural norms and poverty continue to impact adversely on the girl child's participation in education (Education International, 2009). Some communities practice female genital mutilation. These practices are often embedded in culture and traditions as well as religious beliefs of some communities with the notion that this practice is a rite of passage, helps girls maintain sexual purity, and prepares them for marriage (Jaldesa et al., 2005). It, coupled with early and forced marriages, has a significant impact on girl-child education in pastoralist communities. Girls are relegated to basic home-related chores, a supporting role to the mother, such as cooking, caring for siblings, and hunting for water that involves walking long distances; hence

education becomes secondary and unattainable for girls (Okilwa, 2015). We suggest that the government should continue enlightening people living in these communities about the drawbacks and dangers brought about by some of the cultures they practice. Also there is a need to continue supporting the girl child so that they can exploit their full potential.

5.3 Overcrowding at primary and secondary level

Although the introduction of free education had led to increase in enrollment, it in turn led to overcrowding of pupils in the few classrooms that were available (Kenya, 2008). This in turn led to difficulties in teaching and adequate attention being given to individual learners hence affecting the quality of learning (Limukii & Mualuko, 2012). Pupils who had previously dropped out of school due to many factors related to poverty, and school levies had to return back to school. Many of them were average as compared to the class levels they were rejoining.

Therefore, this led to issues pertaining to lack of discipline among some of the children. There is need to employ more teachers and build more classrooms to accommodate the many students who have joined school. This is in line with the government goal to have all children attend school.

5.4 Inadequate infrastructure

Inadequate resources pose a challenge in providing quality education with only a half of all the classrooms having chalkboards in the classes that are visible from all parts of the classroom. This, together with inadequacy of resources like learning supplies, furnishings, and appropriate infrastructure would lead to teachers' incapability to fulfill their mandate in various classrooms across the country hence compromising with the education standards. The private companies and non-governmental institutions to continue supporting the government in its effort to fund the schools so that in the near future all the schools can be well equipped.

5.5 Shortage of teachers

There is an acute shortage of teachers as a result of the great increase in pupil enrolments. Most classes are too large to be handled by a single teacher. The increased number of pupils affected teachers since they have to deal with increased workloads. The increased responsibilities without an equivalent raise

in their remuneration de-motivated many of them (Kenya, 2008). Teachers are not able to give individual attention to the learners especially the slow ones, hence affecting the quality of learning. The number of teachers deployed by the government every year is not equal to the number of teachers leaving the service due to natural attrition or for greener pastures hence the shortage appears to persist. To date, teacher-pupil ratio is still high and teacher demand and supply remain a major issue. The shortage of teachers that leads to overcrowding is not because there are not enough teachers but that there is not enough money to employ teachers graduating from the national system of teacher-training colleges. It is suggested that since teachers graduate from colleges each year, the government should increase the funds set for hiring teachers in order to absorb them.

6. Conclusion

Achieving quality education for all will require additional government input in funding in Kenya. With the introduction of free primary and secondary education, Kenya has made tremendous progress in promoting access to education. However, in terms of quality, the education provided is not satisfactory. It is important to take interest not only in the quantitative expansion of education for the nation but also the qualitative growth of individuals for the community. Even though there has been great improvement in the education system, there are still numerous bottlenecks in the system, such as buying of school uniforms and distance to schools (especially secondary schools) that prevent many students from investing in education. The urgent support required, but not restricted to provision of basic infrastructure such as bigger classroom space, sufficient furniture and instructional materials. In addition, increasing the number of teachers and providing schools with the necessary resources will go a long way in addressing some of the challenges the system is facing. Along the same line, the Kenya government has tried to adopt Japanese educational system, curriculum and teaching methods. However, those factors mentioned above prevent the progress.

References

- Bashir, S., Lockheed, M., Nina, E. & Tan, J. (2018). Facing Forward: Schooling for Learning in Africa. The World Bank.

- Bogonko, N. (1992). A history of modern education in Kenya: 1895–1991. Nairobi: Evans Brothers limited.
- Clark, N. (2015). Education in Kenya. World Education News and Reviews
- EAAF (2003). EAAF 2003 ANNUAL REPORT. Retrieved from <https://eaaftypepad.com/pdf/2003/Kenya.pdf>
- Education International (EI) (2009). Education For All by 2015. Retrieved November 24 from <http://www.ei-ie.org/docs/IRISDocuments/Education/>
- Jaldesa, G. W., Askew, I., Njue, C., & Wanjiru, M. (2005). Female genital cutting among the Somali of Kenya and management of its complications. Retrieved from http://www.popcouncil.org/uploads/pdfs/frontiers/FR_FinalReports/Kenya_Somali.pdf
- Kafu, P. A. (2003). Teacher Education: Its implications to Quality of Teachers in Kenya (Unpublished paper) . Moi University.
- Kenya (2019). Kenya Population 2019. Retrieved from <http://worldpopulationreview.com/countries/kenya-population/>
- Kenya, P., (2008). An assessment of the Impact & Sustainability of free primary education in Migwani Division Kenya. A master of arts Thesis. Oxford: Oxford brokers university.
- Kenya Institute of Curriculum Development. (2019). Kenya Institute of Curriculum Development functions. Retrieved from <https://kicd.ac.ke/about-us/kicd-functions/>
- Kiereini, D., (2018). How Kenya was both a British protectorate and colony at the same time. Retrieved from <https://www.businessdailyafrica.com/lifestyle/society/Kenya-was-both-a-British-protectorate-and-colony/3405664-4715590-hi6fw6/index.html>
- Knoema (2015). Kenya - Pupil-teacher ratio in primary education. Retrieved from <https://knoema.com/atlas/Kenya/Pupil-teacher-ratio-in-primary-education>
- Limukii, E., & Mualuko, J., (2012). The free education policy in Kenya: A critique. International Journal of Education Administration and Policy Studies 4 (1), pp. 1-5, Available online at <http://www.academicjournals.org/IJEAPS>
- Lucas, Eric (1968). Comparative Education: The perspective of Teacher Education in East Africa. Makererean. Makerere University College, Kampala.
- Ministry of education. (2018). 2019 Primary, High School, College Term Dates: Opening, Closing Dates. Retrieved from <https://kenyayote.com/2019-primary-high-school-college-term-dates-opening-closing-dates/>
- Muyanga, M., Olwande, J., Mueni, E., and Wambugu, S., (2010). Free Primary Education in Kenya: An Impact Evaluation Using Propensity Score Methods. Retrieved from https://www.researchgate.net/publication/226562481_Free_Primary_Education_in_Kenya_An_Impact_Evaluation_Using_Propensity_Score_Methods
- Mwalimu dot com. (2018). KCSE grading system 2018. Retrieved from <https://www.facebook.com/mwalimudotcom/posts/kcse-grading-system-2018-the-kenya-national-examination-council-knec-uses-a-grad/2309409782467829/>
- Nangulu, A., (2016). Lecture notes on the history of Kenya. Retrieved from https://www.academia.edu/11645563/Lecture_notes_on_the_history_of_Kenya
- Nganga, L., (2009). Early childhood education programs in Kenya: challenges and solutions, Early Years, 29:3, 227-236, DOI: 10.1080/09575140902984400
- Nyaundi, L., (2018). Sub county, district schools to admit most Form One students. Retrieved from <https://www.the-star.co.ke/news/2018-11-23-subcounty-district-schools-to-admit-most-form-one-students/>
- Okilwa S., (2015). Educational Marginalization: Examining Challenges and Possibilities for Improving Educational Outcomes in Northeastern

- Kenya. Global Education Review 2(4). Pp. 1-15
- Raphael. (2010). Functions of Kenya National Examinations Council (KNEC). Retrieved from <https://www.kenyaplex.com/resources/115-functions-of-kenya-national-examinations-council-knec.aspx>
- Republic of Kenya (1988). Sessional paper no. 6: Development of Education this Decade and Beyond. Nairobi Government Printers
- Republic of Kenya (2009). National Special Education Policy Framework. Nairobi, Kenya. Government Printers.
- Republic of Kenya. (2007). Economic Survey. Kenya National Bureau of Statistics Government Printer, Nairobi
- Sawamura, N., and Sifuna, D., (2008). Universalizing primary education in Kenya; is it beneficial and sustainable ? Journal of International Cooperation in Education, 11(3), pp. 103-118
- Sihanya, B. (2013). Devolution and education law and policy in Kenya. Working paper presented at the Kenya Human Rights Commission (KHRC) workshop on Devolution in Kenya, Palacina Hotel, Nairobi.
- Wanambisi, L. (2017). Education Ministry makes public 2018 school calendar. Retrieved from <https://www.capitalfm.co.ke/news/2017/12/education-ministry-makes-public-2018-school-calendar/>
- Wango, G. M. (2011). Kenya new constitution and education: Education in Kenya under the new constitution.
- Wanzala, O., (2019). Shortage of trained teachers crippling learning in schools. Retrieved from <https://www.nation.co.ke/news/Shortage-of-trained-teachers-crippling-learning-in-schools/1056-5005716-n7cfg1z/index.html>
- World Bank (2012). Kenya-Pupil-teacher ratio, secondary. Retrieved from <https://tradingeconomics.com/kenya/pupil-teacher-ratio-secondary-wb-data.html>
- Africa Country Map, (2019). African countries map Retrieved from https://comptoirdusud.com/maps_rm.php