

**SAINT MARY'S UNIVERSITY OF MINNESOTA
NAIROBI CAMPUS**

CHRIST THE TEACHER INSTITUTE FOR EDUCATION

**CAUSES OF PRIMARY SCHOOL WASTAGE IN
NAIROBI SLUMS
(THE CASE OF KUWINDA SLUM)**

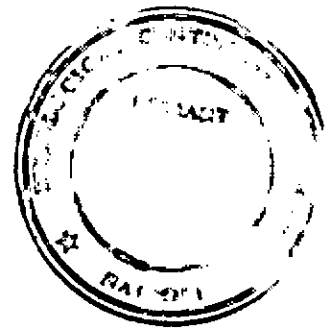
**A PROJECT SUBMITTED TO THE INSTITUTE OF
EDUCATION IN PARTIAL FULFILMENT FOR THE
REQUIREMENT OF THE DEGREE OF THE BACHELOR OF
SCIENCE IN EDUCATION**

BY

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MAY, 2001

NAIROBI-KENYA



DECLARATION

I the undersigned, declare that this work is my original work and has not been presented in any other university for academic credit.

Name Tighil Moses Igbazenda

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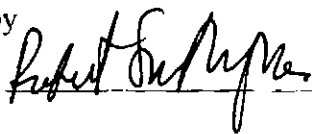
This project has been submitted with my approval as the research supervisor

Supervisor Mr. Gaiti David Maina

Signature 

Date 14/05/2001

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Date 14/5/01

ABSTRACT

The purpose of this study was to identify the causes of primary school wastage in Nairobi slums. The study was based on the case of Kuwindanda slum. The study has also considered possible solutions to the causes of wastage.

Saints Mary's Primary School Karen was the sample school used in the research. Drop Outs of the school who are still residing in the slum were also used in the study.

The study was carried out using three main instruments: questionnaire, interview and observation. Data that was collected through these instruments was analyzed both qualitatively and quantitatively.

The study has observed that the main causes of drop out in the slum are largely economic. The cost of education is relatively high in comparison to the incomes of the people in the slum. Besides, the phenomenon of wastage in the slum is being aggravated by other factors like unplanned families and irresponsible sexual activities.

From these findings, this study is recommending that:-

1. Primary education should be made free; books and pens should be supplied to the students in the slum.
2. Counseling services should be offered to the slum students.
3. The people in the slum should be assisted to engage in income generating activities.
4. The primary school curriculum should be practical to meet the needs of the slum people.

DEDICATION

This work is dedicated to all the children who are deprived of the basic privileges of childhood. Those who are not fortunate to experience the love and care of their parents and those who have to struggle and care for themselves at an age when they should be cared for!

ACKNOWLEDGEMENT

I am highly appreciative of the support given to this investigation by the headmistress and the entire staff and students of Saint Mary's Primary School Karen. I thank all the Drop Outs of Kuwinda village who sincerely responded to the questionnaires and thus made this research possible.

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CHAPTER ONE

INTRODUCTION

1.1 STATEMENT

The starting point in the formal educational life of an individual is the primary education. The education policy and philosophy of Kenya clearly expressed in the 8-4-4 system of education is one that builds and progresses from one level to the other. The eight years in the primary school prepare pupils for their next four years of learning in secondary school.

A closer look at Kuwinda shows that several of these slum dwellers have not attained the basic education, the primary level. They either have never been to primary school or were there at some point but dropped out due to one reason or another. Some of these Kuwinda dwellers can hardly express themselves in English. Some of the slum dwellers are illiterates, they cannot read and write. In their illiteracy they are most likely to engage in unproductive and destructive activities. It is obvious that the contribution to nation building of these youth that have not acquired the basic education is much less.

There are several primary schools surrounding Kuwinda slum and yet there seem to be a worrying number of Kuwinda children that do not attend school. What could possibly be hindering these young people from completing their primary education?

1.2 OBJECTIVES

- Investigate the causes of wastage among Kuwinda primary school children
- Establish the rate of wastage in Kuwinda village
- Establish the destination of the Drop Outs and their current occupation

1.3 RESEARCH QUESTIONS

- What factors cause drop out among Kuwinda Primary School children?
- How many students drop out in every cohort?
- Where do the children go after dropping out of school?
- What do the children do after dropping out of school?

1.4 DEFINITION OF TERMS

Wastage: term used to describe the phenomena of young school children dropping out of school.

Cohort: A particular age group who begin standard one and are expected to finish standard eight at the same time.

Primary School: The eight-year educational level before secondary school.

Rate of dropout: The degree at which children are leaving school.

1.5 VARIABLES OF STUDY

Below are some of the prevailing elements that this study revolved around:-

- Sex
- Ages of students
- School fees
- Poverty
- Bullying
- Truancy
- Peer pressure
- Parental guidance
- Status of parents

Working?

Separated?

Living?

1.6 JUSTIFICATION

Every child is entitled to the basic formal education. The fact that children are dropping out of school and not being able to complete their primary education is an issue worth investigating.

This study is of great importance to all parties concerned with the welfare of the slum youth. The government of Kenya for instance needs to know the exact numbers of its slum

dwellers who are out of primary school and hence have no chance of ever getting into any higher learning institution.

The various None Governmental Organizations that are dedicated to improving the lives of the people in the slums will find this study a useful tool. It shall give them a clue on which level of education to put their effort.

1.7 THE SCOPE OF THE STUDY

The study will analyze the causes of wastage in Kuwinda Village and show the rate at which this phenomenon occurs. The study shall also investigate and show the destination and occupation of the Drop Outs of Kuwinda. The study is based on the village of Kuwinda and not beyond. Both boys and girls who have dropped out of school and those still in school will be elements of study. The upper classes, that is standards five to eight are the targeted classes.

1.8 PREMISES

- Wastage is exceedingly higher than intake in Kuwinda
- The children remain in the slum after dropping out of school
- The children do part-time jobs after dropping out of school
- The children of Kuwinda drop out of school due to lack of money
- The children of Kuwinda drop out of school because of fear of school
- The children of Kuwinda drop out of school due to pregnancies

1.9 LIMITATIONS OF THE STUDY

The study is limited on time. As such, the sample population of study shall be made of fifty students drawn mainly from the upper classes, ten teachers and twenty Drop Outs. It is envisaged that the Drop Outs will exaggerate their situations to attract the sympathy of the researcher. It is also possible that some of the Drop Out may have difficulties with language in responding to the questionnaire.

CHAPTER TWO

LITERATURE REVIEW

School drop out is a phenomenon that cuts across both economic and social status of individuals. The first world nations are to date experiencing this problem of school drop out at various stages of their educational systems. In the developing nations, the problem is rather rampant and this has attracted scholars, governments and other social agents into studying the facets of the phenomenon.

It is being observed by American researchers that the problem of school drop out is affecting boys much more than the girls because of the numerous support programs put in place to support the girl child. On the contrary the boys do not have such support as their counterparts, and this is taking a big toll on the boys as more and more of them are dropping out of school. The mere fact that this problem is present in the Americas clears the air as to the possibility of any one ever concluding that, wastage is a third world phenomenon (Daily Nation, 7/1/ 2001).

The Republic of South Africa, an otherwise developed African nation, is faced with the problem of school drop out at its highest level. It is said that a series of factors ranging from economics to culture are contributing to high dropouts rates among primary school children in the region. Cultural principles like early marriages have contributed to the problem of wastage in the country (Richardson, 1995).

In India, girls at the ages of ten are expected to support their families by working in the house or in the factories to earn some money. The girls either stay at home to take care of their younger siblings while their mothers go out to work or they engage in knitting and weaving of cloth materials and baskets which are sold as a means of getting some income for the family (Richardson, 1995).

Boys have now and again been forced out of school at the young ages of ten and even less in the rural areas of Lesotho for the reason of taking up the duties of herd boys and animal tenders. The result has been a high illiteracy level among the male population in the country leaving them with no option but to take up manual jobs in the gold mines of South Africa (East African Standard, 12/7/ 1997).

The levels of income of some parents in the Kenyan slums are simply too low to support the education of their children. Some households can be made up of as many as six children all of whom might be of schooling age, when compared with the income abilities of the parents, it is not practicable for such children to go to school. Many children from the slums have at one point been in school but have had to withdraw because of their parents' inability to continue paying the fees (Dallage, 1987).

Some parents have been forced to withdraw their daughters from school and offer them up for marriage in return for sums of money. Money gotten as bride wealth is used for the upkeep of the family. Parents forcefully stop their daughters from schooling and then give them to their husbands who are supposed to continue supporting these girls in their

educational pursuit. Unfortunately, the domestic functions overshadow the possibilities of schooling and thus the end of education for such girls, this is most evident in rural India (Richardson, 1995).

Lack of family planning among the poor people of the slums is another factor that has led to the increased drop out rate in the slums. Household population in these areas is usually high unlike among the middle and upper class citizens of the nation. It is very common to have families of five and more in slum households while among the upper classes of the societies, household population range from two to three (Furstenberg, 1976).

The local council authorities of Tharaka District in Kenya have expressed concern over the rampant cases of teachers eloping with their girl pupils to make them house wives. It is established that more than ten young girls get married to their teachers every academic year in this part of Kenya. Unfortunately as soon as these girls get married off, their education is deterred as they become engrossed into their marital responsibilities (East African Standard, 15/2/2001).

Teachers are also said to be aggravating this unfortunate phenomenon of wastage by their unprofessional relationships with their students. A girl pupil dropped out of school in Mbita Division of Suba District in Kenya because the female teachers were repeatedly jeering and ridiculing her for her looks and appearance. This made her uncomfortable and so she decided to stay away from school (Akeyo, 1998).

By the age of thirteen, the Kenyan child is already sexually active. Ignorant of their sexuality, the Kenyan children have repeatedly gotten themselves into irresponsible sexual behaviors that have resulted into early pregnancies. Obviously, no school around Kenya has the sort of structure that supports young girls who are pregnant to continue with their studies. More so, even after the girl has delivered, it is not easy for her to get back into school. The result has been that huge numbers of young girls drop out of school for pregnancy reasons (Shapro, 1981).

It is the general feeling of all who have studied the problem of school drop out that, the general level of poverty has been a contributing factor to it. The levels of income of parents are not proportional to the costs involved in keeping children in school. In Nyandarua district, a record number of 50,000 pupils left school because of a Kshs. 120 evaluation fee that was added to their fees. The cost of books and uniform is too high for most parents, and this makes them to pull their children out of school (Standard, 15/2/2001).

In the US, lack of support for the boy child is cited as the cause for school drop out. The various women groups have designed scholarship schemes for the girls, they have councilors who constantly monitor the activities of the girl child and they also offer counseling and guidance to the girl child. All these have led to a reduction in the drop out rate of girls in American schools. On the contrary, the boy child lacks such support and the result is that more boys are dropping out of primary school as compared to the girls (Daily Nation, 2/20001).

Diseases like polio, leprosy and the dreaded HIV/AIDS have been identified as causes of school drop out in various places. Because these diseases are caused by viruses that are communicable, that is, they can be passed from one carrier to another by some form of contact, school administrators and teachers would terminate the admission of any of their students known to be having such a disease. In South Africa, for instance, many children have dropped out of school because they are HIV positive and so have been rejected by their schools. Even where the schools have not rejected the children, the children with such diseases opt out of school as a way of avoiding ridicule. In South Africa, many children with the HIV virus have left school because they are constantly sick with the so called opportunistic diseases like tuberculosis and can not cope with the stress of learning (BBC News, 4/1/ 2001).

The desire to make quick money has led children to drop out of school. Children who are supposed to be in school are doing tea and coffee picking. They get little cash from such casual jobs and this makes them believe that even without going to school they can survive. While some children have left school to work on commercial farms, some are trying to make quick cash by leaving their rural areas where they were in school and coming into the towns like Nairobi to take up casual jobs at building sites (Republic of Kenya, 1992).

Shortage and lack of food in the arid and semi arid areas of Kenya have contributed to school drop out in some parts of Kenya. Acute shortage of food in Turkana and Moyale led to the closure of several schools due to lack of students. Students in these areas have to search for food and this takes up their school time. Some Non Governmental Organization

funded schools even to the expenses of feeding the children in school as a means of attracting and keeping them in school (KTN, 9/1/ 2000).

Some students are afraid of school due to the work involved. Homework, tests and academic examination are burdensome to some children and this has made some students to drop out of school. Others have left school for fear of being beaten up by the bigger children. (KBC News, 8/1999).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 DESIGN

Dropout cannot occur without the presence of certain covariables. This means that, there are identifiable variables that cause dropout. The experiments of the study are designed to prove the *covariation* of dropout with various other phenomena. It shows that there is a correlation between dropout and poverty level in the slum and it also shows that diseases and ailments are examples of other phenomena that are causing wastage in the slum. Finally, the study will examine the correlation between the low social-economic standards of dropouts and dropout as a phenomenon.

3.2 DESCRIPTION OF THE SAMPLE

There are two schools in the vicinity of the Kuwinda slum. The researcher has not been able to get access to the Nairobi city council school, Karen C. The researcher therefore has chosen Saint Mary's Primary School as its sample school of study. The study has drawn its sample of pupils and teachers from the school. Data has been collected from forty pupils. Data has also been collected from the head teacher and ten other teachers of the school. Lastly, data has been collected from twenty Drop Outs in the slum.

3.3 SAMPLING PROCEDURE

Standards five through eight are targeted because the pupils are more mature and would respond to the issues more responsibly. The ten teachers are those teachers who have been in the school for the past five years; in this way they have brought into the study their rich experiences and made the study most valuable. The uncertainty surrounding the whereabouts of the Drop Out did not give room for any variety in choice; the researcher therefore simply got the available twenty Drop Outs and interviewed and administered the questionnaires to them. The researcher invited ten Drop Outs to convene at the De La Salle Center at a particular date; it is at this time that the questionnaire was administered to them. The other ten questionnaires were sent to ten Drop Outs in the slum through a well known and respected Drop Out who incidentally is the secretary of the youth group in Kuwinda.

3.4 DATA COLLECTION

Data collection for the investigation began with the head teacher and the teachers on the same day. The appropriate questionnaire was administered and some selected teachers were interviewed.

The researcher administered the questionnaires to the students through the teachers. The teachers distributed the questionnaires to the students in their respective classes and guided them in responding to the questions accordingly.

Data was collected from the Drop Outs through the use of questionnaires and interviews. Ten of the Drop Outs were reached through the youth secretary. They all assembled at one

particular time in the barbing shop through the co-ordination of the youth secretary and responded to the questionnaire in written form. The other ten were also interviewed through the questionnaire method at De La Salle Center at a designated time.

3.5 DESCRIPTION OF INSTRUMENTS

The researcher had three basic tools with which he used to collect data with. The following are the tools that aided in the investigation of the issue under examination; wastage in Kuwinda.

1. Questionnaire: A set of questions specifically designed to get responses that will constitute examinable data will be administered to the head teacher, teachers, students and Dropouts. The questionnaire tool has been favorable because it is most handy since the researcher had no enough time to attempt individual interaction with the subjects of study. The respondents had more freedom in responding to the issues raised in the questionnaire more than they would in a personal interview, the identity of the respondents was therefore not required in the questionnaire.
2. Interviews: Another useful tool that was employed in the study was some personal interviews with some five teachers, a barbing saloon owner who is a Dropout himself and the youth secretary. This served as a complimentary tool to the questionnaire. This brought to light any aspects of the study that were not perhaps clearly examined by the questionnaire. The interviews were tape-recorded.

3. **Observation:** The researcher did take time to observe some of the activities of the youth groups in the village. He attended one youth meeting on a Sunday and spent a few minutes at the pool club. The researcher also made a visit to a nearby construction site to identify a few activities that these Dropouts engage in.

3.6 DATA ANALYSIS

For the reason of a small sample population, the analysis of the data will be mostly qualitative. On the other hand, for the purposes of accuracy and precision, quantitative techniques as tendencies and other mathematical analysis like percentages, ratios and tables shall be employed in the analysis of data as would be deemed necessary.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter we shall discuss the findings and interpretations of the issues that have surfaced through the investigation as gathered in the raw data. All these will be discussed under the following subheadings:

1. Reasons for dropping out of school among Kuwinda children
2. Current occupation of these Drop Outs
3. The destination of Kuwinda Drop Outs
4. Class level with highest drop out cases
5. Drop Outs with siblings

4.2 REASONS FOR DROP OUT

Table 1

	TEACHERS (FREQUENCY)	DROP OUT (FREQUENCY)	STUDENTS (FREQUENCY)
Lack of money	10	19	19
Pregnancies	4	-	-
Lack of interest	-	1	3
Death of parents	3	5	8
Divorce	4	7	5
Indiscipline	3	-	1
Total Number Interviewed	10	20	40

From the data above, it is clear that the one fundamental reason why the children of Kuwinda are dropping out of primary school is lack of adequate finance. The children of Kuwinda have no means of covering the financial expenses of their primary education. Saint Mary's Primary school requires the pupils to pay an average one hundred shilling upkeep fee per month. Besides this fee, the students are expected to provide text and workbooks for themselves, all of which require money. Although the school does not expel pupils who fail to pay the upkeep fee, it however insists that all pupils have the required books to be allowed into class. This has resulted to the dropping out of school of several of the Kuwinda children since most of them can not afford to buy the set texts and work books.

It is significant to note that of all the twenty Drop Outs interviewed, only five of them were in the category of above three hundred shillings per week family income, while another ten ticked the category of below one hundred and fifty shillings per week. This undoubtedly by any standard, can be considered as very meager income earning; no wonder then that the children can not even afford a hundred shillings per month for the school upkeep, much less for textbooks. This makes them stay at home and consequently relapse into illiteracy.

It is established that “family problems”, as the respondents themselves termed it, is another cause of school drop out among the children of Kuwinda. Seven interviewed Drop Outs said they had to stop school because their divorced parents had no interest in their education and so were not willing to invest on them in this area. Five students confirmed this by saying that with the divorce of the parents of their colleagues, the mother is left with the children to cater for. It is a common practice that once the man divorces the wife he may shift residence to another slum, say Kibera leaving the mother in Kuwinda to struggle all alone with the children.

We have instances of school drop outs that are due to the loss and death of one or two parents of the pupils. Five out of the twenty Drop Outs interviewed have either lost one or all of their parents. Both the teachers and the students confirmed this by saying that, the phenomenon of death in the slum village is quite high due to poor hygiene and inadequate health facilities. Personal observation of deaths in the village shows that there are at least four deaths every year. Mothers and fathers die leaving their children orphaned. These orphans in the village are compelled to squat with relatives and neighbors who are

themselves already economically hard pressed and in no position to assist in the education of these orphans.

Thirty percent of the teachers interviewed cited pregnancies as one reason for school drop out. At the time of collecting data in Saint Mary's, two girl pupils were in school with pregnancies. The school does not expel girls who get pregnant, but the teachers revealed that most of these girls who get pregnant usually leave school for fear of ridicule from fellow students. What is the more worrying, the teachers expressed, is that even after delivering their babies, the girls never come back to continue their studies. A personal interview with a young boy in the village confirms this. The young boy's girlfriend became expectant while in standard five and that marked the end of schooling for her. She is now too busy with responsibilities of motherhood to even consider any possibility of going back to school.

It is observed that a minimal five percent of the school drop out in the village is due to lack of interest and demotivation among the children. Thirty percent of students confirmed this by saying that some of their colleagues left school because they were simply not interested in schoolwork; they found academic activities "*boring*" and the demands of the teachers were too much for them to cope with.

Ten percent of the teachers pointed out that indiscipline cases have also contributed to school drop out among the children. While they did not expound on the sort of indiscipline cases most common in the school, it remains however clear that the school does not

condone to gross elements of indiscipline and students who are judged to be of gross indiscipline disposition would usually be sent home. No student or Drop Out affirmed this fact since none of them indicated indiscipline as a possible reason for drop out.

4.3 OCCUPATION OF KUWINDA DROP OUTS

Table 2

	JOBLESS (FREQUENCY)	CASUAL WORK (FREQUENCY)	EMPLOYED (FREQUENCY)	TOTAL
STUDENTS	30	10	-	40
TEACHERS	6	4	-	10
DROP OUTS	15	5	-	20

Seventy-five percent of the Drop Outs are not engaged in any work but just loiter around the village and survive on the meager earnings of their parents or relatives as the case may apply. Twenty-five percent of the Drop Outs are in and out of casual work at different times of the year. They work at construction sites and at seasonal shambas. The majority of students interviewed confirmed this by saying that their friends who have stopped school simply loiter around the village while others have become baby seaters.

The young people cannot be employed in government offices because they lack the basic qualifications. They cannot speak neither write English language, which is the official office language in Kenya; it is a reality that these young people can not deliver any service in Kenyan offices because these offices require secretarial and computer skills for one to be able to operate in them.

Observation shows that these young people are at times found trading in second hand items, which are supposedly stolen items. This is a clear indication that these Drop Outs in a bid to survive engage themselves in illicit activities like stealing and prostitution.

Observation also shows that some of the Drop Outs have turned to alcohol as the best source of relaxation. They drink the local brewed liquor and dance away their frustrations in the bars even in the late hours of the day.

It is sad to note that our young and otherwise energetic population is not contributing to the development of the nation all because they have not had the opportunity to acquire the basic education. It is obvious that the more Drop Outs we have in the nation the higher the levels of dependence and the more stress exerted on the overall performance of the national economy.

4.4 DESTINATION OF KUWINDA DROP OUTS

Table 3

	Relocated	Still in the Village
Students	6	34
Teachers	1	9
Drop Outs	2	18

From the above figures we can see that ninety percent of the Drop Outs that were interviewed have remained in the village after dropping out of school. Eighty-five percent

of students agreed to the fact that the vast majority of the Drop Outs remain in the village after dropping out of school. The teachers too say that they see most of the Drop Outs around the village.

Most of these children were born in Kuwinda village and it is in this village that their parents have been living for years. The children have no other place to go to other than to remain in Kuwinda village. A Drop Out lamented in a personal interview that her parents have no relatives back in their traditional native home and so her identity begins and ends in the village of Kuwinda. Another Drop Out says her mother was born in Kuwinda where she met and married her father a Ugandan whom she has not had the opportunity of meeting.

We can understand from the above reasons why the children continue to remain in the inhuman living conditions of Kuwinda village. They have no where else to go; they lack that choice of residence that most humans have and, so like trapped animals, these children have befriended the hostilities and dejection of slum living and now call the slum their home!.

More so, the cost of housing in the different parts of Nairobi is very high such that these Drop Outs can not consider living in better places since they can not afford the money to pay for rent; the only practical thing for them to do is to settle for the Kuwinda houses which are relatively cheap to rent. A young single mother and a Drop Out confesses that

she could not cope with rent elsewhere considering her meager income in relation to her huge expenses and hence her reason to settle for the rather cheap Kuwinda houses.

4.5 THE PRIMARY SCHOOL LEVEL WITH THE HIGHEST DROP OUT RATE

Table 4

LEVEL (STANDARD)	NUMBER OF DROP OUTS
7	9
8	5
6	3
5	3

Out of the twenty drop out cases that were chosen, nine were in standard seven and five were in standard eight. It is obvious that the higher classes are most hit by this phenomenon of drop out due to the added effect of some causes, which are mostly associated with adolescents. It is evident that as the children grow to adolescence they begin to seek for independence and autonomy, which is characteristic of this developmental stage of the human person. This leads to related problems like indiscipline, truancy and bullying.

It is among the higher classes that we tend to have most of the indiscipline and sexuality related issues. As it is observed, it is in classes five through eight that pregnancy cases are most rampant.

4.6 SIBLING BACKGROUND OF DROP OUTS

Table 5

NUMBER OF CHILDREN IN THE FAMILY	NUMBER OF DROP OUTS WITH SIBLINGS	PERCENTAGE OF DROP OUTS WITH SIBLINGS
1	-	0
2-3	5	25
4-6	9	45
7-10	6	30
TOTAL	20	100

Forty-five percent of the young people who have dropped out of school in Kuwinda are from families that have more than four children while another thirty percent is from families with more than six children. Twenty-five percent of the Drop Outs are from families with more than one child.

The more children there are in a family, the bigger the expenses of the family and the more stress is exerted on the income of the family. The cost of educating two children at the same time in Saint Mary's Primary Karen is rather too high for the low-income earners of Kuwinda village. This is why other siblings are forced to drop out of school so that some can continue to the end.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The investigation had to study the various facts of the phenomenon of wastage among primary school children in Kuwinda slum. The findings of this investigation will be useful to education, social workers and the government as they seek for the ways of improving the lives of the people in the slums. This chapter therefore shall present in summary the findings of the research and point out to all concerned parties the possible ways of dealing with the problem of wastage in the slums.

5.2 SUMMARY

Some striking factors have been identified as the causes of wastage among the children in Kuwinda.

1. The one and foremost of these factors is the lack of money and the general poverty of the families of Kuwinda slum. The cost of schooling is disproportionately higher than the basic income of the people of Kuwinda.

2. The girl children of Kuwinda whom, due to several other reasons, have to engage in early and unprotected sex have had to stop schooling because they became pregnant and had to resume motherly responsibilities.

3. For some reasons, some children in Kuwinda feel that going to school is of no apparent use. They have the attitude of carelessness; others have been to primary school but are no better than anyone else, so why should they go to school after all?!

4. Some unexplained rampant deaths in the slum have been cited as one of the causes of school drop out among the Kuwinda children. When a child loses his or her parents through death, such a child has no support; be it morally or financially to continue with his or her learning in school. Some children who have lost their parents and are in the living custody of relatives also drop out of school once such relatives are dead.

5. Marriage breakage is common in the slum. The men usually result to running away and abandoning their wives and children as the solution to their troubled marriages. In such situations, the mothers are forced to provide for the children with a meager income, which cannot allow for the provision of secondary needs like education.

6. Some of the children in Kuwinda slum have difficulty with the simple school etiquette that are meant to guide and direct the smooth operation of the school. Being in school and in class at the right times, doing homework and dressing in the right uniforms are extremely difficult tasks for these children who are from families where there are no basic laws and regulations guiding life. Offences like failure to do homework usually attract heavy punishments, which in turn becomes a frustration to the children and consequently leading the children to stop school.

7. The study also explored the occupation of these children who drop out of school in Kuwinda. Seventy-five percent of these Drop Outs have no work while the rest are casually employed in temporary jobs. These work at construction sites and in shambas where they can only earn a minimal income. The government cannot employ the young people since they lack the basic education.

8. The research tried to trace the movement of the Kuwinda Drop Outs. The intention was to establish whether these Drop Outs move to other places after dropping out of school since the general living conditions of Kuwinda slum are not very hospitable. But as the investigation revealed, ninety percent of them remain in Kuwinda because they have nowhere else to go and cannot afford the cost of living in other parts of Nairobi.

9. The upper classes recorded the highest drop out rate. This is because several factors that cause drop out are only associated to children of the ages above fourteen years; by this age children are in the upper classes. Pregnancies for instance were only cited as a cause for wastage among young girls in standards five and above.

10. Kuwinda Drop Outs come from big families. Some are as many as seven in their families. This has a stressing effect on the economics of the families and poses a problem to the parents, as they may not be able to give the same attention to each child.

5.3 CONCLUSION

The government of Kenya has expressed in its poverty reduction plan that by the year 2005 every Kenyan would be living above the poverty line. While this is such a noble goal, the objectives to achieving it are not being put in place. One of such objectives that is lacking as Kenya strives to alleviate poverty is the provision of basic formal education to all citizens.

As this investigation has observed one third of each primary school cohort in Kuwinda slum drop out of school at such a tender age that they become a burden to families and to the entire economy.

Various factors that have been identified as the causes of wastage in Kuwinda can also be tackled and resolved as a way of overcoming the problem of wastage. The government and the other parties concerned with the plight of the slum dwellers must device ways of boosting the economic status of these slum dwellers as the first and foremost ways of abating the wastage problem in Kuwinda.

The mysteries surrounding the sexuality of the young people must be explained so that these children can become aware of the consequences of sex and the responsibilities that complement active sex life. Failure to abate the problem of school drop out among these children is that, they will remain illiterate and be forced to settle for such dehumanizing activities as stealing and prostitution.

It is possible that these children may end up on the streets of Nairobi to beg for a living or eat from the garbage heaps and spend their nights in the cold in the corridors.

Some cruel and exploitative adults subject these children to sexual and physical abuses. They may eventually die of diseases that they have been exposed to thus reducing the work force of the nation.

These children will grow under these harsh conditions and turn into angry adults willing to take destructive risks. We have the likelihood of having a civil war in the near future. The safety and the security of the otherwise well-of people in Kenya is at stake for the possibility of these dejected population to take up arms against them is very high.

It is indeed in the interest of the entire nation that these children are helped to acquire the basic skills of reading, writing and numeracy so that they do not relapse into illiteracy and poverty all of which undermine their participation and contribution to national development.

5.4 RECOMMENDATIONS

This study reveals that the cause of primary school drop out in Kuwinda can be avoided with due attention given to them. I therefore would recommend the following ways as the steps to abating this phenomenon:-

1. Primary education should be made free and compulsory for all children under the ages of fifteen years.
2. The city council should give a supply of books and pens to the children in the slums.
3. The people of Kuwinda should be assisted by the government to engage in income generating activities as a means to gaining economic empowerment.
4. Seminars on family planning should be organized regularly in Kuwinda as a means to sensitizing the people on the need for having well spaced families.
5. A counseling center should be located in Kuwinda slum to give guidance on educational and sex related issues to the children of the slum.
6. The primary school curriculum should be practical and relevant to meet the needs of the time and of the people of the slum. Children should be introduced to various skills as sewing, carving and weaving so that even if they are not able to go to high school, they can use such skills to earn an income.
7. Support should be given to the female students who get pregnant while in school. They should be encouraged to continue with school after delivering their babies.

8. The government should relocate some of these families in Kuwinda to their original villages where they can practice agriculture and support their lives in that way rather than staying in Kuwinda where they are irrelevant.

9. The church through its charity organs should put up a free primary school in Kuwinda for the children there.

10. People who are relatively well off should give financial support to the education of the children of Kuwinda. This can be done directly to the school.

11. Twinning of schools can be adapted as a way of assisting the poor children of Kuwinda. In this case, Saint Mary's Primary School will be given subsidy for maintenance by some rich school.

SUGGESTED AREAS FOR FURTHER INVESTIGATION

1. This research observes that the girl Drop Outs are not keen on discussing matters related to pregnancies. What could be the matter? An investigation should be carried out in this area.

2. A good number of students and Drop Outs expressed lack of interest in school. I suggest that an enquiry be made to establish the actual cause of this lack of interest and perhaps come up with alternative learning institutions other than the traditional formal schools.

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APPENDIX I

QUESTIONNAIRE FOR STUDENTS OF SAINT MARY'S PRIMARY SCHOOL,

KAREN

You are assured that this information shall only be used for academic purposes.

1. Age..... Sex..... Class.....Position in the Family.....

2. Are there some of your colleagues whom you started school with who are not with you now?

3. Why did they stop school?

4. How many of your colleagues dropped out of school in standard

5. Do you meet some of your colleagues who dropped out of school in the village?

6. What are they doing at the moment?

APPENDIX II

QUESTIONNAIRE FOR THE TEACHERS OF SAINT MARY'S PRIMARY SCHOOL, KAREN

You are assured that this information shall only be used for academic purposes.

1. Rank in the school

2. Duration of service in the school

3. How many students do you enroll every year?

4. Do you have dropout cases in your school?

5. What makes students to dropout of school?

6. How many students dropout every year?

7. Do you see them around?

8. If yes, what are they doing?

APPENDIX III

QUESTIONNAIRE FOR DROPOUTS OF KUWINDA SLUM

You are assured that this information shall only be used for academic purposes.

1. Age.....Sex.....Present Residence.....

2. Do you have brothers and sisters?

3. If yes, are they in school?

4. Are you staying with your parents?

5. How much do your parents earn in a week?

6. Why did you stop school?

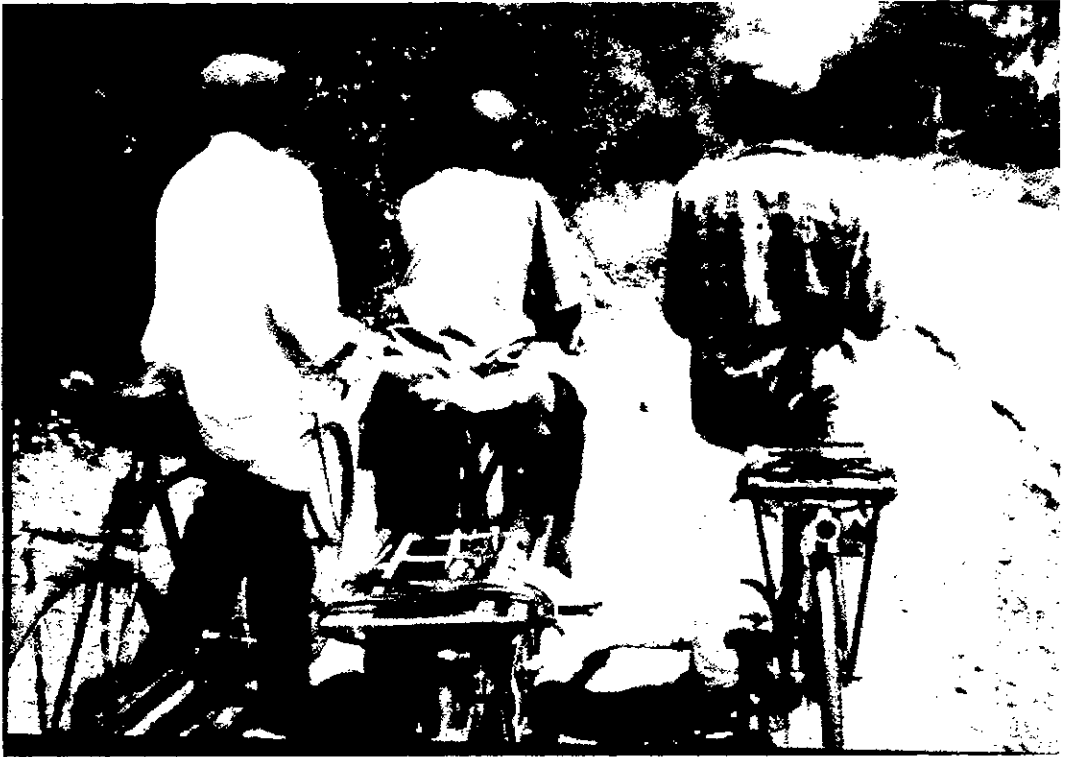
7. What level of primary school did you reach?

8. Do you stay in Kuwinda village?

9. If no, where do you stay now?

10. What is your preoccupation at this moment?

APPENDIX IV



Kuwinda Boys spending their time ferrying people on their bicycles

APPENDIX V



Kuwinda Boys working at a Shamba for some money

APPENDIX VI



A typical Kuwinda "Home"

APPENDIX VII



Kuwinda Boy working instead of studying

APPENDIX VIII



Nothing to do, so lets play around

APPENDIX IX



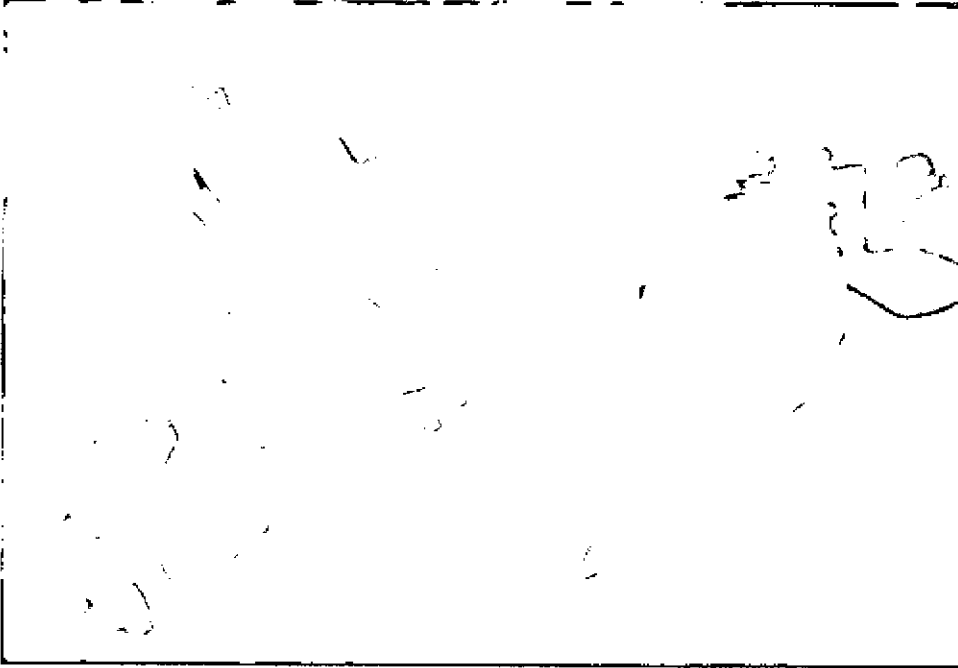
Learning over shadowed by domestic chores

APPENDIX X



Lets play some more

APPENDIX XI



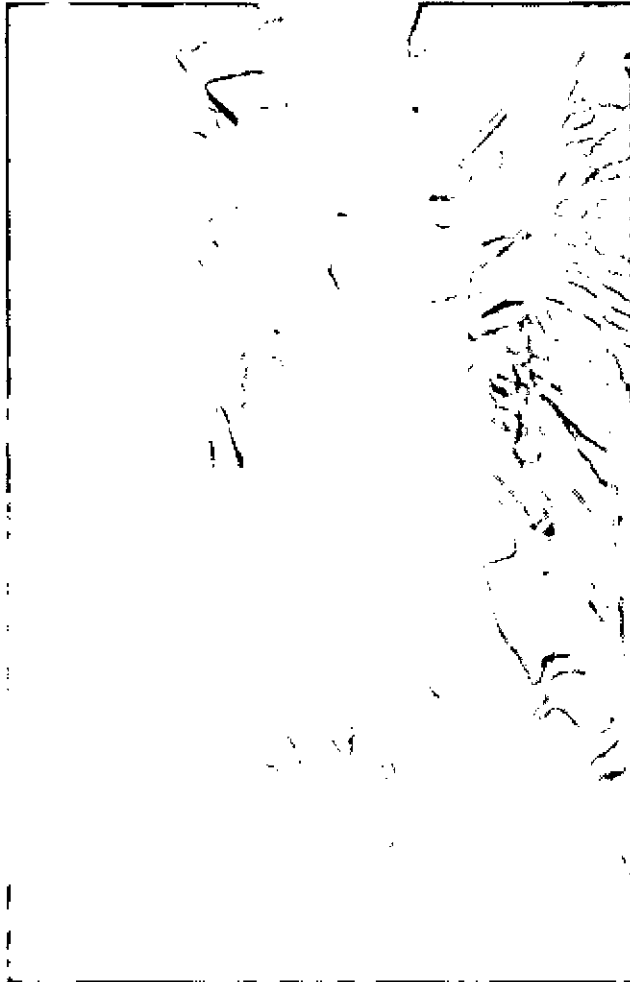
What are kitchen!!

APPENDIX XII



Young girls loitering around the slum

APPENDIX XIII



A young boy passing time on the streets of Kuwinda