

ACCESS AND QUALITY IN KENYAN EDUCATION SYSTEM: EQUITY BANK TRANSFORMATION LEADERSHIPS WINGS TO FLY PROJECT

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ABSTRACT

Patterns and trends in educational opportunities and outcomes are notoriously difficult to describe with any precision and to interpret meaningfully. First, the data are highly context dependent. Second, in global terms, the diversity in educational access and attainment between world regions, countries within these regions, and areas and social groups within each country is overwhelming in its complexity. Third, the information available for comparative analysis is limited in terms of both quantity and quality and is unbalanced in its coverage of individual countries and across world regions. Such issues pose significant problems even for comparisons within Europe, a region in which educational research and statistics are long established and well developed. A worldwide perspective magnifies the difficulties. Reports and statistics at the international level are, in effect, the only practicable comparative sources. There is also a wealth of useful and important material available on the ground which would be enormously valuable if it were accessible in practice, and if the sources could be brought into reliable, valid and meaningful relationships with one another. In the light of such limitations, the present chapter restricts itself to an evidence based overview, drawing on international statistical data to highlight key comparisons, in particular between the developed and developing countries. Wings to fly scholarship program managed by the equity group foundation (EFG) in partnership with the master card foundation, Founders – UK department for international Development (DFID) Equity group foundation, USAID, The MasterCard Foundation, German Development cooperation (GIZ) offers tuition scholarship and mentoring to high achieving yet venerable children in Kenya. The program started in 2010 with an initial 5000 scholarship worth USD 40 .9million and has now in its fourth year growth to 8671 scholarship worth USD 75.6 million. While primary education in Kenya is free, secondary education is less accessible, particularly for those facing economic hardship. Students are eligible to apply to the wings to fly program if they are placed in the top 5% in their district on the Kenya certificate of primary education (KCPE) exam and are considered orphaned vulnerable. Orphan or vulnerable children are defined as those: The thematic focus takes its cue from the Millennium Development Goals, together with the targets set by the Education for All initiative adopted at the World Conference on Education for All, held at Jomtien, Thailand, in 1990. This involves taking a closer look at the progress achieved and the problems encountered in extending the provision of and access to basic education, which in the context of developing countries refers to both primary and secondary schooling. Social inequalities particularly the gender gap but also urban-rural disparities in access and participation are addressed largely within this framework.

Outside the OECD countries, international comparative data are scarce for technical and vocational education and training (TVET) and for patterns of transition from school to work. Nevertheless, it is possible to indicate how the differences and inequalities that emerge in basic education continue into the post-compulsory stage of schooling, including higher education. Distance education and non-formal education essentially represent complementary and supporting measures to help achieve basic education access and participation goals, providing a “second chance” to those who do not complete basic education and who lack basic skills, especially basic literacy. Both are seen increasingly as independently valuable pathways to knowledge and skills acquisition, and in some instances constitute a more effective avenue than conventional formal education and training. ICT based instruction and e-learning are rapidly redefining established perceptions of distance education in the developed world. The potential of new information and communication technologies for improving access and participation in the developing world is also on the active

educational policy agenda, but appropriate implementation faces enormous obstacles for the foreseeable future. Renewed policy emphasis on lifelong learning has brought non-formal education into the limelight in terms of raising participation levels at all ages, using more effective pedagogies, and valuing the full range of learning outcomes. These trends go hand in hand with the challenges developed countries are facing in making the transition to knowledge-based economies and societies. The education and training systems now in place in these countries were originally set up to respond to the demands of industrial development; adjustments are required to address the enormous variety of new and different demands that have evolved in recent years.

CHAPTER 1

INTRODUCTION

Patterns and trends in educational opportunities and outcomes are notoriously difficult to describe with any precision and to interpret meaningfully. First, the data are highly context dependent. Second, in global terms, the diversity in educational access and attainment between world regions, countries within these regions, and areas and social groups within each country is overwhelming in its complexity. Third, the information available for comparative analysis is limited in terms of both quantity and quality and is unbalanced in its coverage of individual countries and across world regions. Such issues pose significant problems even for comparisons within Europe, a region in which educational research and statistics are long established and well developed. A worldwide perspective magnifies the difficulties. Reports and statistics at the international level are, in effect, the only practicable comparative sources. There is also a wealth of useful and important material available on the ground which would be enormously valuable if it were accessible in practice, and if the sources could be brought into reliable, valid and meaningful relationships with one another.

In the light of such limitations, the present chapter restricts itself to an evidence based overview, drawing on international statistical data to highlight key comparisons, in particular between the developed and developing countries. The thematic focus takes its cue from the Millennium Development Goals, together with the targets set by the Education for All initiative adopted at the World Conference on Education for All, held at Jomtien, Thailand, in 1990. This involves taking a closer look at the progress achieved and the problems encountered in extending the provision of and access to basic education, which in the context of developing countries refers to both primary and secondary schooling. Social inequalities particularly the gender gap but also urban-rural disparities in access and participation are addressed largely within this framework.

Outside the OECD countries, international comparative data are scarce for technical and vocational education and training (TVET) and for patterns of transition from school to work. Nevertheless, it is possible to indicate how the differences and inequalities that emerge in basic education continue into the post-compulsory stage of schooling, including higher education. Distance education and non-formal education essentially represent complementary and supporting measures to help achieve basic education access and participation goals, providing a “second chance” to those who do not complete basic education and who lack basic skills, especially basic literacy. It is important to note that this approach is effectively dictated by the nature of the available data, which are a product of specific policy perspectives on educational priorities in the developing world.

In North America, Western Europe and the developed countries of East Asia and the Pacific, distance education and non-formal education take on broader roles. Both are seen increasingly as independently valuable pathways to knowledge and skills acquisition, and in some instances constitute a more effective avenue than conventional formal education and training. ICT based instruction and e-learning are rapidly redefining established perceptions of distance education in the developed world. The potential of new information and communication technologies for improving access and participation in the developing world is also on the active educational policy agenda, but appropriate implementation faces enormous obstacles for the foreseeable future.

Renewed policy emphasis on lifelong learning has brought non-formal education into the limelight in terms of raising participation levels at all ages, using more effective pedagogies, and valuing the full range of learning outcomes. These trends go hand in hand with the challenges developed countries are facing in making the transition to knowledge-based economies and societies. The education and training systems now in place in these countries were originally set up to respond to the demands of industrial development; adjustments are required to address the enormous variety of new and different demands that have evolved in recent years.

The developed countries of the world, to widely varying degrees, have well-established social and community services for young people generally backed up by a dedicated youth policy sector and associated measures across a wide range of fields. In many countries non-formal youth education is provided within this context, with an agenda largely oriented towards intercultural learning, human rights and anti-racist education, and building up the social and personal competencies young people need to live in a multicultural and mobile world. The focus is often especially, but certainly not exclusively, on disadvantaged and marginalized youth.

It has to be said that these activities and concerns, along with the recruitment and training of professional youth workers and non-formal youth educators who implement youth policy measures in practice, can hardly be identified as priorities for much of the developing world. Understandably, the resources and energies of these countries are directed towards trying to get all children into basic schooling and to keep them in an effective learning environment long enough to give them a reasonable chance of making their way through life as parents, workers and active citizens in their communities. It is therefore not only very difficult, but arguably even inappropriate, to attempt to draw any comparisons on a global scale with respect to these aspects of education for young people. It might be more relevant to consider the different means by which developing countries ensure support and accompaniment for young people as they grow towards personal maturity, social adulthood and independent citizenship. The family, neighborhood and local community and in many cases religious and spiritual traditions and groupings generally still play far more prominent roles for young people in these respects, scheduling flexibility and enhanced opportunities for community participation. Curriculum and pedagogy are rarely addressed in the context of considering the most appropriate kinds of educational provision except when reference is made to poor teacher qualification and skill levels or, on occasion, to the need to provide "life-relevant learning" for rural young people and child workers.

Even life relevant learning is seldom approached from the perspective of whether curricula and teacher-student relations are appropriate for the cultural context in which learners live, though practicing educationalists, not to mention parents, are well aware that schooling in many parts of the world remains imbued with ideas and content originating from widely diverse circumstances, systems and traditions. The dominant concern is rather that curricula and certificates or diplomas awarded for distance and non-formal learning should conform as closely as possible to those offered in formal schooling, and that the effectiveness of such supplementary provision should be demonstrated by enrolment and pass rates at least as high as those in formal education and training institutions. None of this is surprising, and it is difficult to imagine how a case might ever be successfully made for relinquishing the ideal of universal formal education for all. It is, after all, impossible and unacceptable to suggest that young people in the developing world do not need and deserve a quantity and quality of education comparable to that enjoyed by their peers in the developed world.

This situation has a consequence for international comparisons, in that a "deficit approach" in comparing performance against standard indicators of access and outcome becomes virtually unavoidable. For a whole set of economic, political and cultural reasons, formal schooling is not yet accessible to everyone, and many have not been able to acquire adequate basic skills even when they have attended school for a given period. Targets are set with an eye to what happens in the developed world, a background against which the developing world will inevitably be assessed as performing more or less poorly. In many ways, the developing world is condemned to participation in a never-ending marathon in which the front-runners are unassailable.

If education is approached largely uncritically, then youth as such are virtually invisible. International reports on education use the word "children" almost universally; the terms "youth" and "young people" are rarely employed, except in reports that specifically focus on initial transitions between education, training and employment in the

developed world. Occasionally, the term “young adult” is used, but almost always in reference to school drop-out and illiteracy problems. Furthermore, discussions of literacy rates generally emphasize that illiteracy is a significant problem only for older age groups, and not for the young. Illiteracy is seen as a problem that will die out naturally as education participation rates rise cohort by cohort even though the results of literacy surveys in the developed world do not necessarily support such optimism. The fact is that levels of functional illiteracy remain disturbingly high in a number of countries at a time when the demand for higher basic skill levels is raising rapidly.

Otherwise, international reports on education make reference to “students” and, less often, “pupils”. In other words, young people are seen solely in a functional role or position within institutionalized teaching and learning relations which is logical, given the prevalence of thinking about and documenting education in terms of systems and structures of provision, participation and outcome. The other elements of young people’s lives and identities are understood largely in terms of the constraints they may place on educational opportunities, access and “survival” rates, with particular attention given to family factors (especially as these affect gender- specific patterns) and economic factors (especially as expressed through the extent of child labour).

Overall, this kind of literature classifies educational subjects as either children or adults, with little indication that there may be a distinct, socially significant life phase called youth between the two. The statistical data included in international reports reflect this perspective in the ways in which the material is ordered and presented, and it is important to add that international comparative statistics are made up of what is already available or possible to extract from national sources. This means the material reflects real, if partial, dimensions of social, cultural and economic realities in the countries that contribute the basic data. As an explicitly recognized social phenomenon, “youth” is absent in much of the developing world or, alternatively, is an invention of modern Western societies.

As far as the developed world is concerned, the fields of education and youth whether in research, policy or practice live in rather separate boxes. Youth does exist in social, cultural and economic terms, but the realm of formal education is very much a world apart; it exists for young people, but it is certainly not of young people. On the international reporting front, youth transitions are defined and analyzed solely in terms of pathways between education, training and the labour market. This does not necessarily sit well with the more holistic approaches towards understanding young people’s lives on their own terms.

To clarify the point, an analogy can be drawn with understanding gender relations as a social reality in their own right. Appreciating the social significance of gender cannot be limited to visualizing and analyzing people’s roles and positions as, for instance, wives, husbands, daughters and sons. It is important to place such analyses in an overall framework of comparing women’s lives with men’s lives or girls’ educational opportunities with those of boys. As it happens, a good deal of comparative data about basic gender-specific patterns of educational participation and outcomes are now available. This body of information has gradually been generated over the years by the growing policy emphasis at the international level on equal opportunities in education, ultimately reflected in the provision of gender-specific statistics which were not always collected and presented as a matter of routine. This means that gender has now become a visible dimension of world education indicators and their analysis. Such is not yet the case for youth as a distinct life phase, with its own education- al concerns, patterns and trends.

It is nonetheless recognized that youth is no less a significant issue than gender for modernizing societies. Young people are the visible vanguard of cultural change in these parts of the world. They adopt values and behaviors that frequently provoke anxieties and overt disapproval on the part of their parents, social institutions and Governments. They are among the most prominent victims of the risks and pressures of economic and cultural modernization as expressed through marginalized labour, drug abuse, homelessness, sexual exploitation and violence.

They are equally the most enthusiastic creators and interpreters of innovative and hybrid cultures and lifestyles, and the most avid consumers and users of the global market and its communication networks. It can be said with absolute certainty that youth are rapidly becoming a highly visible social group throughout the developing world. This reality, however, has not yet reached the domain of formal education as presented in international reports, where young people

remain eclipsed between children in basic education and adult illiteracy rates. Even the narrow meaning of youth transitions as expressed in international educational reporting for the developed world has little real relevance for much of the developing world, given the extremely poor provision of and participation in TVET in most countries not to mention the lack of jobs to follow on from vocational qualification. Reports do note, however, that the absence of systematic links between education systems and labour markets in most developing countries manifested in inappropriate course content, mismatched skills/qualifications and labour market demands, and high unemployment rates among the best educated have highly negative effects on motivation and outcomes in upper secondary and higher education sectors.

It might be concluded that in the developed world, youth and education are explicitly linked together above all in describing and understanding initial transitions from school to work, which for the majority take place between the ages of approximately 15 and 24 (and increasingly between 15 and 29). This is the age range typically used in international statistics for the developed world to define young people in the purely empirical sense. This kind of connection may be restricted in scope, but it is a well-established feature of education and training comparisons between countries.

For much of the developing world there are few, if any, explicit connections between youth (as opposed to childhood or adulthood) and education. As mentioned previously, in many developing countries youth is not traditionally viewed as a distinct and autonomous life phase that exists above and beyond family, kinship and inter-generational relations. Youth policies and measures are not necessarily developed independently, but may be incorporated in other frameworks. Educational policies understandably place priority on ensuring universal basic education, and in many cases this means first of all reaching the target of universal primary education (UPE) and significantly reducing illiteracy rates as soon as possible (in line with the declarations of the World Conference on Education for All [Jomtien, Thailand, 1990] and the World Education Forum [Dakar, Senegal, 2000]).

Concerns about how young people manage to move from school to work and about the quality of the employment they obtain are sometimes assigned lower priority under these circumstances. In any case, in developing countries, it makes little practical sense to speak of employment or youth labour markets as they are understood in the developed economies. Consequently, the empirical information available typically presents the population as falling into two groups: children who (are supposed to) go to school and adults who do not (but may have done in the past). In this context, it is significant, for example, that the operational definition of adult literacy rates for international reporting purposes covers all those aged 15 years and over. Some reports compare these literacy rates with those for 24-year-olds, but mainly in order to show the success of rising rates of access to basic education as reflected in lower illiteracy rates for younger cohorts. Second, in many parts of the developing world, the age range for which primary schooling is formally intended does not correspond to the age range of those actually enrolled. Some begin school later; others are older by the time they complete the primary cycle. Children may start later because the nearest school is far away, or because parents cannot afford to send them. Young people in their early to mid-teens (and sometimes even young adults) may still be in primary school because they began later in the first place, or because they have had to miss or repeat years. In the developed countries, the proportion of primary school students who are older than expected is under 10 per cent; outside this group, only the countries of Western Asia match this figure. In East Asia and the Pacific, the proportion is about 20 per cent. These differences reflect not only the impact social and economic inequalities have on access and completion rates, but also the effects of national educational policies, long-standing professional practices, and the weight of public opinion about what constitutes “good schooling”. In Brazil, for example, at any given time, 25 per cent of primary school pupils and 15 per cent of secondary school pupils are repeating a year, mainly because they have not met the attainment targets. Whatever the reasons, young people who do not complete primary schooling until they are older than expected are probably far less likely to be able to continue their education much further, if at all, as pressures to fulfill family obligations and earn a living become more acute.

Meeting the goal of equal enrolment by sex will only be possible at all for the primary education sector. The gender gaps in participation are narrowing almost everywhere in the world, except in most of sub-Saharan Africa, but at different rates and from different starting points. Gender gaps remain particularly wide in South Asia and (with some exceptions) in the Arab world and they are narrowing only very slowly. Gender inequalities are considered in greater

detail below, but all the evidence to date confirms that it will be impossible to achieve equal access to all levels of education for girls and women by 2015—unless the meaning of the word “access” is reduced to the purely formalistic question of whether in principle (in national legal statutes, policy papers and other official documentation) schools, colleges and universities are open to female pupils and students. In practice, it can be expected that in many parts of the world, young women will continue to be severely underrepresented in secondary and higher education for many decades to come. The reality in most countries is that young people’s education is young men’s education.

As far as adult literacy is concerned, it is currently estimated that some 21 per cent of the world’s population aged 15 years and over are illiterate. Only the countries of East Asia and the Pacific and those of Latin America and the Caribbean can realistically hope to halve this figure by 2015. At the other end of the scale, the World Bank’s World Development Indicators for the year 2000 reveal that fully 40 per cent of South Asian women between the ages of 15 and 24 are illiterate (compared with 23 per cent for their male counterparts itself a disturbingly high figure). In Central Asia and Europe, illiteracy rates fall to 2 per cent for young women and 1 per cent for young men in this age group. The scale and intransigency of the illiteracy problem in the developing world are such that the only promising option for achieving progress will be to invest much more heavily in non-formal education in the coming years. While levels of economic prosperity in the WEI countries vary considerably, even those with the strongest economies (such as Chile) have per capita GDP figures that equal only half of the average for the OECD countries, and only four countries achieved significant growth during the 1990s (Chile, India, Tunisia and, most of all, China). In addition, the WEI group includes some countries with the most unequal internal distributions of wealth in the world. The absolute and relative amounts WEI countries spend on education also vary widely, and do not necessarily correspond to general prosperity levels. Education expenditure nevertheless takes a heavier toll on the public purse in WEI countries than in OECD countries; in Thailand, for example, over a quarter of public spending goes to education, compared with an average of one-eighth for OECD countries. What is striking, however, are the high levels of private expenditure on education in WEI countries, which, for example, accounts for more than two-fifths of total spending on education in Chile, Peru, the Philippines and Thailand over twice the average proportion for OECD countries.

Taken together, these patterns mean that for this largely middle-income group, opportunities to rise public education spending remain relatively limited, and social inequalities in educational opportunities inevitably remain strong. Despite significant improvements in the past decade, secondary school completion rates are still below those for OECD countries.

In global comparative terms, however, most of the WEI countries are doing well. Many developing countries struggle with low primary school completion rates. Five years of basic schooling is regarded as a minimum benchmark, but in eight countries, more than two-fifths of the pupils do not educationally survive to this level. The situation of the largest developing countries is well illustrated by the E-9 group, which includes Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan. Several of these countries are also WEI countries, and they are not necessarily the poorest in economic development terms. However, they represent 3.2 billion people over half of the world’s population and almost three-fifths of the world’s school-age population. Together, China and India account for over half of the world’s illiterate people.

In effect, most of these countries must expand their primary and secondary sectors at the same time, but they must also cater to large numbers of adults—including young adults who have not completed even basic education; they must find ways to raise girls’ participation levels right from the primary level; and they must also develop strategies for improving the quality of public education, giving serious attention to addressing the poor levels of teacher qualification and pay and the poor condition of the teaching forces in many areas. Some of the E-9 countries can look forward to an easing of demographic pressures by the close of the coming decade, but others, including Bangladesh, Egypt, Nigeria and Pakistan, are still growing fast. This means that however many such countries invest in expanding provision, they can make no real inroads into further improving participation rates, reducing illiteracy rates and generally raising the quality of education. Under these circumstances, and given the poor employment prospects as well, the opportunity costs of educational participation, even at the primary level, are relatively high. Actually getting to school (which may be quite some distance from home), paying for school materials,

Enduring poor-quality teaching and learning conditions, and not knowing whether having a completion certificate will improve job chances are all factors that conspire to reduce motivation and achievement. The increasing attention given to distance and non-formal education in the developing world is to be seen in this context.

Sub-Saharan Africa is the region facing the greatest difficulty in all respects with regard to education for young people.³⁰ Recent decades have seen declining per capita income and rising foreign debt, combined with the effects of high population growth, natural catastrophes and armed conflict. A quarter of the world's refugees 5.1 million people live in the region. Adult illiteracy rates are as high as 78 per cent for men and 93 per cent for women; only in Mauritius, Namibia, South Africa and Zimbabwe are these rates below 20 per cent.³¹ Even in this latter group, the situation is relatively grim. David Everatt describes the 1990s as having been a lost decade for South African youth; surveys estimate that 3.5 million 14- to 35-year-olds are not involved in education or training and are unemployed, and a quarter of

young adults say that they have not been able to continue their education to the level had hoped for.

Differences in participation rates between the primary and secondary education sectors are marked. The median gross secondary

Enrolment ratio for the region is only 25 per cent, ranging from 9 per cent in Mozambique to 77 per cent in Botswana. In two-thirds of the 21 countries for which gender-specific net enrolment data are available, girls are under-represented in the secondary sector. In many countries of the region, girls are less than half as likely as boys to be in school. Eleven of the eighteen countries in the region that provide data on these issues report that the majority of those of secondary age who are enrolled in school are actually in primary sector establishments. The post-secondary non-tertiary sector (including TVET provision) is either underdeveloped or non-existent in most parts of the region, and higher education enrolment levels are extremely low everywhere although many young adults go abroad to study, which is generally only an option for the more affluent and well-connected.

For the OECD countries, the picture is completely different. The past two decades have seen steadily rising education and participation rates. At the close of the 1990s, three-quarters of 18-year-olds and more than one-third of 22-year-olds were still in education and training (though not necessarily full-time).³⁵ In 25 out of 27 OECD countries, a five-year-old in 1999 could expect to participate in formal education for between 15 and 20 years during his or her lifetime, with most of the variation between countries accounted for by differences in upper secondary level enrolment. Practically everywhere in the OECD grouping, almost all young people will be in initial education and training for at least 11 years, which means that most countries can report virtually universal participation rates right through to the end of their compulsory schooling systems. More than a quarter of 29 year olds in Australia and the Nordic countries are still full time or part time students.³⁶

Completion of upper secondary education which in many countries also includes school-based vocational education and training or dual system type

An apprenticeship is rapidly becoming the norm in OECD countries, and a route leading to this qualification level is diversifying. Furthermore, a typical 17-year-old in these parts of the world can now expect to go on to tertiary education of some kind for two and a half years, although the range between countries is wide. One problem in many OECD countries, however, is that upper secondary education curricula and qualifications were originally designed for small proportions of age cohorts destined to continue on to university studies, and not for the large majority of young people who will pursue a variety of qualification routes towards training and employment. Another problem is that most higher education sectors and institutions, in particular universities set up according to the classic model, were designed neither to serve a mass audience nor to provide other than academic-type courses. This is one of the factors leading to high non-completion rates for university type studies in several countries, including Austria, Germany and Italy.

As an OECD country review concludes, the amount of time it takes for young people to make the transition between education, training and employment lengthened on average by about two years during the 1990s, but by the age of 24, the majority of young adults in most OECD countries are no longer in the education and training system. Transition patterns are also assuming increasingly diverse forms, becoming more highly individualized and thus less normatively predictable. There are many interrelated reasons for these changes, but as far as education and training are concerned, it is clear that young people are adopting more conscious strategies to maximize their future options. For example, they are decreasingly likely to decide to follow an upper secondary vocational qualification pathway if this does not lead to eligibility to enter tertiary education later (should they decide they wish to do so rather than entering the labour market). At the same time, increasing proportions of young people are mixing and matching education, training and employment in parallel, not only because they need to finance their studies but also because this is seen as giving them an advantage in the labour market when they eventually embark on permanent and career-type employment. In the final analysis, however, despite all these largely positive developments in educational terms, no country can claim to have genuinely eliminated social inequalities in access, participation and outcomes. On the contrary, all the evidence points towards the increasing polarization of educational occupational origins and destinations in ever more differentiated ways. Eastern Europe and the Commonwealth of Independent States have experienced this in especially acute ways over the past decade.

BACKGROUND OF THE PROBLEM

1.0 RELATION OF THE PROBLEM TO THE SPECIALIZATION

A large portion of students are unable transit into secondary schools while others cannot benefit from university education here and abroad due to financial and other constraints. Education sponsorship enables high an achieving students from needy families to continue schooling into secondary schools and universities. This program assists top performing students in all the counties across Kenya. In providing this opportunity to Kenya children who may have otherwise gone unnoticed. The wings to fly secondary school and university program is In line with Kenyans vision 2030 to transform Kenya a into a middle income economy led by well educated and trained citizens.

BACKGROUND AND CONTEXT OF THE PROBLEM

Development readiness (Avolio & Hannah 2008 2009) reflect an individual preparedness to benefit and learn from developmental experiences (Day et al 2009) this construct has been proposed to accelerate the developmental process. The constituents of development readiness are self awareness self, motivation and self regulation (Day 2000) to be backbone of leadership development. Leadership is about influence. It lies at the care of all human activities and interactions. It is the foundation for progress and strong leadership and is the cornerstone for success (Avolio 2004) there is no greater force for achieving good or evil than leadership.

Leader ship involves being a catalyst facilitator or moderator. Thus creativity and interactive dynamics are set in motion (Marion &Uhl-Bien 2001). Leaders who constantly adapt to positive influence and constantly change environment are the ones who inspire people and succeed (Keohane 2005) leadership is a balancing act (Mitki / Shani and Stjern Berg 2008) where leaders need to balance differing valves (both personal). Education is a form of enablement and a vehicle of social and economic change in society, which will catapult the full realization of goals. Education provides individual with a better chance of employment leading to a

better lifestyle power and status equity will shape the children the future citizen of the world into global citizen intelligent people with abroad range of skills and knowledge to apply to competitive information based society. Education gives man the knowledge, skills, values, norms and attitudes which increase, efficiency and productivity of an economic system. Education fosters dynamism in societal integration development and literacy, for socio-economic development of Kenya, and achieving eight goals of millennium development (MDG) goals by 2015.

1.1 STATEMENT OF THE PROBLEM

Kenya is on the move towards increasing its educated population. The illiterate population among its citizens, poverty has been a big barrier to education for the disadvantaged scholars since they are no funds to support their education after their primary education. There are great engineers, doctors Teachers and leaders, whose dreams are killed by such problems equity bank has come up with an alternative to educate the disadvantaged students who have passed the primary education and failed to join the secondary schools Equity has joined hands with the master card foundation to facilitate the program “wings to fly thus is to help the Kenyan next generation into able citizens.

Since the implementation of equity bank to fly project in 2010 is not known how the project has impacted on the society or how many students have benefited on the project.

Wings to fly scholarship program managed by the equity group foundation (EFG) in partnership with the master card foundation, Founders – UK department for international Development (DFID) Equity group foundation, USAID, The MasterCard Foundation, German Development cooperation (GIZ) offers tuition scholarship and mentoring to high achieving yet vulnerable children in Kenya. The program started in 2010 with an initial 5000 scholarship worth USD 40 .9million and has now in its fourth year growth to 8671 scholarship worth USD 75.6 million.

While primary education in Kenya is free, secondary education is less accessible, particularly for those facing economic hardship. Students are eligible to apply to

the wings to fly program if they are placed in the top 5% in their district on the Kenya certificate of primary education (KCPE) exam and are considered orphaned vulnerable. Orphan or vulnerable children are defined as those:

- Who have lost one or both parents?
- Whose parents are physically or mentally disabled?
- Whose parents suffer from HIV/AIDS or other chronic debilitating illnesses?
- Whose family has been affected by natural disaster or civil conflict?
- Who have been neglected or abandoned or
- Whose family lives in extreme poverty?

Prospective applicants are sourced using equity banks extensive existing networks throughout the country. Application are reviewed and selected by the district scholarship selection board (DSSB) A committee composed of equity bank representatives, educators and community leaders from the student’s home district. Selected students receive scholarship to attend high performing private secondary schools, and receive continual mentorship and leadership training throughout their scholarship terms. Participants of the university sponsorship program, another EFG initiative that provides scholarship for high-achieving secondary students in the wings to fly program’s thanks to new sources of funding and a growing number of donors the wings to fly program has increased the number of scholarship recipients from 5000 at launch to more than 8000 and is on its way to reaching 10000 students. The program is a nine-year initiative geared towards supporting

Kenya’s goal of becoming a middle income county by 2030.Wings to fly ensures it is reaching the neediest and most deserving students by creating a broad awareness of the project. This includes announcements in public, markets and places of worship, broadcasting on mass media such as radio, mounting posters in public places and personal outreach to key community leaders such as religious leaders, school administrators and other public figures.

The programs objective was to give academically talented children from vulnerable backgrounds an equal opportunity to access secondary school education and a path way to transform their lives and those of their ages local and under communities.

Since 1998, equity bank has been supporting university sponsorship for the top performing boy and girl in Kenya certificate of secondary education (KCSE) in every district where the bank has a branch. This program has benefitted

over 1,290 university scholars out of who over 70 are attending world leading universities including Ivy League universities. As we witnessed the transformation power of the program/ we reflected on how we could diversify and benefit more young people by bridging the gap between free primary education and access to secondary school education .this gave rise to the Wings to fly program. The program objective is to give academically talented children from vulnerable background an equal opportunity to access secondary school education, and a pathway to transform their lives abound those of their village, local and wide communities. The program, which started with an initial 5,000 scholarship target. This demonstrates the power of partnerships.

The Wings to fly program continues to increasingly inspire us. Now in its fourth year, we have witnessed the transformational impact it is having on the scholars and their families. They have maintained exemplary academic performance while also demonstrating leadership capability by taking up roles such as school prefects, games captains, club leaders while upholding discipline and focus on their academic pursuits some of them have represented their schools in competitions and international forum by merit. One of the defining features of the Wings to fly initiative is its transparent and inclusive of the selection process.

The program is gender and region balanced. Application is open to any student who comes from a financially disadvantaged family background and has scored among top five percentile in the Kenya certificate of primary education (KCPE) examinations in the participating districts.

Scholarship application forms are available at Equity Bank Branches and Equity Bank branches and Equity Agents as soon as the KCPE results are announced DSSBs have been institutionalized and serve as auxiliary organs OF Equity Group Foundation. Their mandate includes selection of the program beneficiaries as well as tracking the academic performance and the general welfare of the scholars. Upon receiving applications from the candidates, the DSSB reviews, shortlists, interviews and selects students to receive the scholarship using predefined criteria. The DSSB is chaired by the District Education Officer (DEO) and coordinated by the Equity Bank Branch manager (s) in that district. The Board comprises of a minimum of 13 local representative stakeholders including heads of primary & Secondary Schools Associations; District Social Development officers religious leaders; Constituency Development fund (CDF) chair; local women & Youth Leaders; Equity Agent representatives, provincial and civic administration. The DSSB remains a crucial link in insuring objectivity in the selection process, making it possible to verify the case put forth by the applicant. The wide representation of society in the DSSB makes the process widely accepted in the community as a transparent and inclusive process. to undertake its tracking and student welfare role, the DSSB holds at least two mentorship. Meetings with scholars in a year during school holidays during which scholars have an opportunity to share their academic. Performance, leadership and conduct at school. The wings to fly are a case study of many lessons on the potential of our children. In the first one, scholars have demonstrated that retaining hope against all odds can change destiny. The second one is resilience as seen in the story of our scholars' lives and the third one is determination. The fourth lesson is the power of opportunity.

It shows the potential of a people to transform themselves and realize their full potential when availed an opportunity. These scholars have espoused these values and they continue to make us proud of the decision we made with The MasterCard Foundation and our partners to walk with them in their academic and social journey, to discover their full potential when availed an opportunity.

These scholars have espoused these values, and they continue to make us proud of the decision we made with the MasterCard Foundation and Our Partners to Walk with them in their academic and journey, to discover their full potential, redefine their future and prepare for transformational leadership. The Wings to fly program goes a long way in achieving our Vision 2030 agenda which has the objective of investing in the young people of Kenya in order to improve the quality of life for all Kenyans and transform Kenya into a middle class economy. By giving wings to fly to some of our best brain power, we are unlocking the early demographic dividends from these energetic, enthusiastic, determined and focused young Kenyans who hold Kenya's promise. A critical mass of well prepared, value based and compassionate future leaders who will realize Kenya's dream of growth and prosperity. A generation of servant leaders. That is the legacy we wish to bequeath Kenya that of creating a generation of world citizens with a mentality of

abundance, bound together by national pride, determination to create a better world and maintain peaceful coexistence with all communities and people across all walks of life. When the 1st class of Wings to fly scholars sit for their Kenya Certificate of Secondary Education (KCSE examination in 2013, they know that another converted and highly competitive sponsorship awaits those who will qualify- the equity Bank University Sponsorship program Scholars in this program interact with the Wings To Fly Scholars and mentor them on academic excellence. Every Year during the Education and Leadership Congress, the scholars meet and net, share experiences and mentor the younger ones on continued academic excellence.

This program benefits the top boy and top girl in KCSE in each of the district in country where Equity Bank has a branch. Since 1998, Equity Bank has been sponsoring bright Kenyan students to local universities to study various courses. A total of 1,290 students have benefited from this program out of these, 70 students have so far won scholarships to Ivy League universities and some of the best universities in other parts of the world Africa, Europe and Asia. This revolutionary program will change this country forever and see it transition to middle income status over the next 18 years and beyond. Says Mugo Kibati, the Director General of Vision 2030 secretariat who is also a mentor in the program: "education is at the core of vision 2013.

Quality education is better for us. We must ensure that our brightest students do not get kicked out of school because of poverty. We must enable them to get the best possible education that they can get because they are critical to the development of this country." In 1998, Samuel Kirubi, a student at Edgerton studying Economics and statistics applied for an internship Equity Bank. The bank was already thinking about how they could recruit future professional leaders. Although the intent was there, the structures and the procedure were not in place. Nonetheless, the bank took him in and he became the first student beneficiary of Equity Bank's leadership program. "I was very keen to work in a financial institution upon graduating, so I wanted to hone my skills even before I left the university," Kirubi says is today the managing Director of Equity Bank's Rwanda subsidiary. Between 2001 and 2002 the bank started a deliberate effort of identifying students who were top in their districts and offered them pre university internships. Twelve students were enrolled in 2001 and 20 in the subsequent year. The program continued to expand in size as more branches opened in different districts in the country. In 2006, a larger group of 30 students joined the program. Equity Group foundation under which the program is now run was founded in 2006 and the leadership and mentorship development model was refined in 2009.

The key challenge had been how to handle the scholars so that in addition to the internship, the mentorship and leadership components were incorporated structured way. One of the initiatives that the foundation embarked on was to support the scholars to prepare and apply for scholarships in world leading universities. The idea was to encourage as many scholars as possible to apply for admission so that as many qualified students as possible from all over the country could get an opportunity

Access according to the manually of education refer to attendance, assesibility, funding, regulation advice, develop innovative solutions, building more classroom, fund solutions to problems, planning and improving the quality of education.

The daily nation reported about wings to fly by saying that 166 students had benefited in 2010 while the standards news paper reported that students had staggering fees balances and equity wings to fly projects came about to assist these students access education while it is not known how the equity wings project to fly is progressing it is prudent to undertake a study to ascertain its impact to the society. Transformation leadership has its advantages in organizations Bangeri and Krishnan, 2000, Barnett et al, 2001, Conger 1999, Godwin, Wofford, and Whittington, 2001, Hackman and Jhonson, 2004, Raviin and Meglino 1989. Research studying transformational leadership in school and university settings is minimal and an examination of these constructs within education circle is completely missing. This research will examine the link between transformational leadership behaviours and students out comes in terms of cognitive learning effective learning, perceptions of students.

Aurelia was brought up by her grandmother. She sat for KCPE in 1998 and attained 412 marks out of 700 but could not proceed with her secondary education due to lack of financial means. She worked as a house help to save for her secondary school fees with 2 children, she enrolled in standard 8.

She emerged the top girl in her school and joined form one at the age of 7 in 2002 she aspires to be a top class lawyer her goal is to transform her family's living standards. Aurelia is already a Senior Dining Hall prefect. She also started a group called Ladies for Ladies, in which students get together to help needy students.

Angelica's family was displaced following the post – election Violence of 2007/2008. She then resigned herself to the life of a house girl. It was her employer who noticed her academic potential and took her to school after a one year service. With 7 siblings, a sick mother and a father who is a casual laborer and therefore of unstable income, Angelica worked hard with little hope of joining secondary school. She secured 369 marks gaining her a form 1 place at Francis Mang'u . Now a form two student at St. Francis Mang'u, Angelica plays handball, takes part in athletics 3000 meters and is also a member of the school choir. She is the Form 2 Representative in the Math Club and is also a peer Councilor for her class. She has shown great leadership skills as her academic performance also continue to study Ingenuity, intelligence, and talent have always been a part of Kenya and the African continent. But with recent social, political and economic progress, the opportunity to succeed can now be more evenly distributed. In a continent where countries like Kenya are home to so many young people, this is vital work. Thanks to his Excellency the president, Kenya is now committed to providing primary education to all its citizens. The next challenge is to ensure all young people have the possibility to continue their studies. We know that for them, secondary education is a key bridge to opportunity, either in the workforce, or in the pursuit of further studies. Research tells us, for example that an extra year of schooling boosts woman's wages by between 10 and 20 percent. Despite these benefits, secondary school is still beyond the reach of too many. This is where innovative programs like Wings to fly play such an important role. It provides more than access to tuition for secondary school- it provides mentorship, counseling, and social support to ensure young people are given all the tools they need for success. It has taken equity so far 14yrs and by the time we reach 3000 of those transformational leaders, this country will not be the same. It will be in the hands of very prepared, well meaning, gifted and highly exposed leaders who will have found a purpose of leaving the society better for mankind. It's not always that you sit in the shade of the tree you plant, but for us, I believe if we won't sit in the shade of those great leaders, our children and grandchildren will. We realized that our society wasn't equitable enough, it wasn't inclusive enough. As we analyzed the data of the students we were getting, a few from the high class in our society, the bulk of them from the middle class but very few from the lower class in the society. we realized we weren't creating an equitable society. we decided to create another generation of leaders who would work hand in hand with the transformational leaders but they would be social transformers and social transformers could only come from those who are disadvantaged. That gave birth to the wings to fly. In the next 9 years we will have 10000 transformational leaders. Don't think of a goal that to a great extent has a monetary value. Yes it will be part of the achievement, but any goal that has a monetary value is not a goal worth living for because you can easily achieve it, then life ceases to have a meaning. You must have a goal that is larger and bigger than yourself. That is when you live a meaningful a purposeful life because that goal becomes a lifetime goal. Change and realize that change is brought by reinvention. Keep reinventing yourself. Focus on the future. Reinvent your psychology and your mindset to the new reality so that you move on. Majority of us get stuck physically, we might be present, but mentally we are stuck elsewhere. Change is brought by creativity and innovation. You must acknowledge that you are destined not for the average but for the greatness of our society. Start thinking and creating the future that you want, because the building starts today. The first block is character and values. Behavior forms culture, it is informed by values. It's very important that you embrace the right values so that you start depicting the behavioral trends that will endear you to others because your success will depend on how you relate with others. It is through your character and value systems that you earn respect. Respect is not given it is earned. You must learn to focus on what is important, education. Your performance and track record that will open for you doors of opportunities and set you apart from the rest. Everyone gives way for the best. The future belongs to those who believe in the Beauty of their dreams. When you innovate you part of the transformation of the society to become what you want. the change in this society is always espoused in our vision 2030. The theme of the vision is to have a prosperous and competitive kenya. The prosperity has been defined at an average income of \$3000

per a person per annum yet right now we are still at \$800. In 18 years most of you will be in their early thirties and will be expected to drive Kenya at that level of income. Kenya on its own will not reach there. It requires each one of you to do well in your studies and being creative and innovative to drive it to the next level. The society does not just need those who get as but require those who will come up with new products and design services that will make a difference for our people. For us to drive Kenya to the level of income of \$3000, remember the other countries are not stopping. They are also constantly progressing. The country that gave us the inspiration for vision 2030 was Singapore. Singapore is half the size of Nairobi while Kenya is 582000 km². The generation has now handed over to another one. The young people who are being born will require jobs when you will be the leader of Kenya. If we don't create those opportunities for ourselves, and then we are sitting on a time bomb. Creativity and innovation transforms the society. When we transform our society, it allows us to attract investment, create jobs, for our people create new products for our people, attract investors to our country to invest and spend their income here. The challenge therefore is that Kenya is in your hands. You are not young to change Kenya. The country is our hope and we have to spend our brain power to change it and then we will say that we were able to transform Kenya to be a prosperous competitive country whose people enjoy a high quality of life. If we do that then the future generations will judge us very kindly. Be innovative and as creative as you can.

In 2011, The MasterCard Foundation made a commitment to 5,000 academically talented yet economically disadvantaged Kenyans. Subsequent commitments from UKaid, USAID, KfW, individuals and corporate have allowed us to reach 8,671. This program is now the largest of its kind in the continent and a model for our \$500 million MasterCard Foundation scholars program. More than these milestones, the program is achieving something quite profound. We see the anticipation in the eyes of the students who are welcomed into the program every January. We see the confidence of the young people who participate in the annual leadership conference each AUGUST. No doubt, their proud parents, relatives, caregivers and teachers are taking stock of how these young people and next generation leaders are flourishing when given the chance to demonstrate their talents. We are all honored to accompany them on their journey and look forward to the many contributions they will make to their communities and countries.

OBJECTIVES OF THE STUDY

The objectives of this study will be as follows:-

1. To investigate teacher perceptions about pupils lack of access to schooling in Kenya
2. To explore teachers and parents views about what they see as their primary roles and responsibilities and what that means to them in terms of responding to problems of access
3. To discover what led to equity bank to start wings to fly project

RESEARCH QUESTIONS HYPOTHESIS

1. What do teachers see as contributing to pupils lack of access to schooling.
2. How do parents and teachers see as contributing to pupils access to schooling.
3. To what extent does the impact of equity bank wings to fly project contribute to pupil's access to education

PURPOSE OF THE STUDY

The study is expected to have significant theoretical and practical implication. It was to examine how transformation leadership led to wings to fly project of equity bank and how it is benefiting academic gifted but economically disadvantaged children to achieve their goals and overall achievement of a better society for the benefit of vision 2030. These children receive secondary and tertiary education. It is the only project involving a large number of students. This project involves comprehensive scholarship career guidance, leadership training and mentoring to help them maximize their potential to at least 2,166 wings to fly scholars over a five year period. The interactive will support 10,000 young Kenyans with access to a full adult learning and development is very much a maturational and ongoing process. The study will ask questions about what we know about drop out and identifies where there might be gaps in research knowledge.

This is also called mentorship. Equity is giving these students an opportunity to further their studies, so as to realize their dream. This means, if other organization could do what equity is doing e.g. every person with skill knowledge and a solid spiritual background would take another person under him wing the world would be a better place to live in and a better society. Education creates awareness amongst the Africa's population. Opening up the mindset of people in the content, means creating empowerment and through academic empowerment the continent shall have brought forth knowledge with knowledge. With knowledge people will know how to invest and become economically independent. Economic independent means less dependency from donor funds which culminates to economic security.

Africa's economic security largely will depend on implementation of government economic oriented policies. Good policies by government and organizations impact upon development. Strong educational institutions from primary school through secondary and finally university becomes a pillar of sustainable development for a country and Africa and addresses the labor market and job creation. Transformation leadership such as equity bank wings to fly enables citizens to achieve this education and this creates independence rather than dependence.

The researcher will find out if parent's financial inability contributed to most children dropping out of schools. The ultimate objective of the researcher will be to find out possible factors affecting students not to proceed to secondary schools. The ultimate objective of the researcher will be it finds out possible factors affecting students not to proceed to secondary schools and universities and specify and appropriate measures to control the problem. The study will also attempt to research on the impact of wings to fly on Kenyan's society. With EFA and MDG'S targeting access to education, knowledge around dropouts and studies such as this can help illuminate some of the complexities in their inability to access secondary and tertiary education insight to policy makers and educational practitioners. By understanding how parents afford fee for secondary and tertiary institutions, there will be greater potential to move towards a more meaningful notion of access. Leader and leadership development usually happens either through formal programmes job assignments or self directed personal development (Boyce, Zaccaro & Wise Carver, 2010).The purpose of this study is to examine the relationship between student perceptions of instructor transformational and transactional leadership behaviour and student outcomes of cognitive learning effective learning, perceptions of instructor credibility and communication satisfaction. This research stems of lack of literature pertaining to the relationship between the specified variables in education independent variables are identified transformational leadership behaviors Dependent variables are students cognitive learning effective learning perceptions of instructor credibility and communication satisfaction.

IMPORTANCE OR SIGNIFICANCE OF THE STUDY

This study addresses and existing gap in the literature of wings to fly linking personality disposition individual values, and leadership development. This study contributes to its importance in the leadership development process.

One could post that beyond leadership the notion of developmental readiness extends to other area of learning and development. Development readiness helps explain the variability that has been found so far in studies assessing developmental outcomes. Development readiness will help tip the scale towards precursors to development making

questions of how to increase that readiness practically and take precedence over what developmental programme to invest in and theoretically take precedence over specific attributes and characteristics of programmes development readiness does moderate the developmental trajectory therefore it has important implications for human resource manager and decision makers with direct relevance to issues such as selection, promotion assessment and developmental decisions. The significance is, contribution to both theory and practice and it is prudent to highlight the relevance of academic theory to practice and move towards making research relevant and useful to practitioners.

CONCEPTUAL FRAMEWORK

Leadership is multifaceted in nature (Day 2000) Leadership is a process interaction and behavior change. (Karmel 1978) Leaders have personal characteristics. In leadership there are actions, styles and behaviors leadership is a process and social interaction influence complexity context leadership is result oriented performance (Day 2000 Chemers 2000). It is a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task. (Fielder 1964, 1967) popular theories were normative decision theory behavioral and motivational House 1971 and Dessler 1974.

The focus was mainly on relationship of actions to outcomes dependent on interpersonal (social) and task environments (Meindl 1990) contributed to understanding leadership as a process of social influence one mutual dependency and reciprocal causality (Lord 1985 Bass and Avolio 1980's and 1990's) characterized transformational theories transactional versus transformational (charismatic leadership) linking personal characteristics behaviors and situational influences leadership efficiency (Chemers Watson and many 2000) provided the link needed between situation specific (contingency) and universal transformational theories (Bass and Bass's 2008) good leadership provides competition advantage (Mensch and Dingman 2010) thus positioning organizations for sustainable and organizational management conflict and tension orchestrate change guide individual and group behavior manage often difficult relationships provide structure and motivate followers or teams around a shared sense of responsibility and mission leadership combines distribution with direction delegation decision making and communication (Collinson and Collinson 2007) leadership have evolved from trait based approaches focusing on personal characteristics behavior and styles to social relational approaches attributions and perceptions that go beyond individual attributes to encompass the situational environmental and contextual leadership is an influence process that happens within a social context with followers teams peers and superiors (Chemers 1993). It includes a set of skills competences and capabilities and is a process of interpersonal and interpersonal capabilities used within a social environment. Signs of progress for education are appearing in Sub-Saharan Africa. The international development community has begun to recognize the importance of advanced schooling, while some African countries have introduced innovative policies. This progress is small in comparison with the progress of other world regions, perhaps partly as a result of insufficient understanding of the positive effects that higher education can have on economic development. In this section we present a conceptual framework outlining how these effects might occur.

Education can lead to economic growth through both private and public channels. The life expectancy improvements enable individuals to work more productively over a private benefit for individuals are well established and include better employment prospects, higher salaries, and a greater ability to save and invest. These benefits may result in better health and improved quality of life, thus setting off a virtuous spiral in which longer time further boosting lifetime earnings.

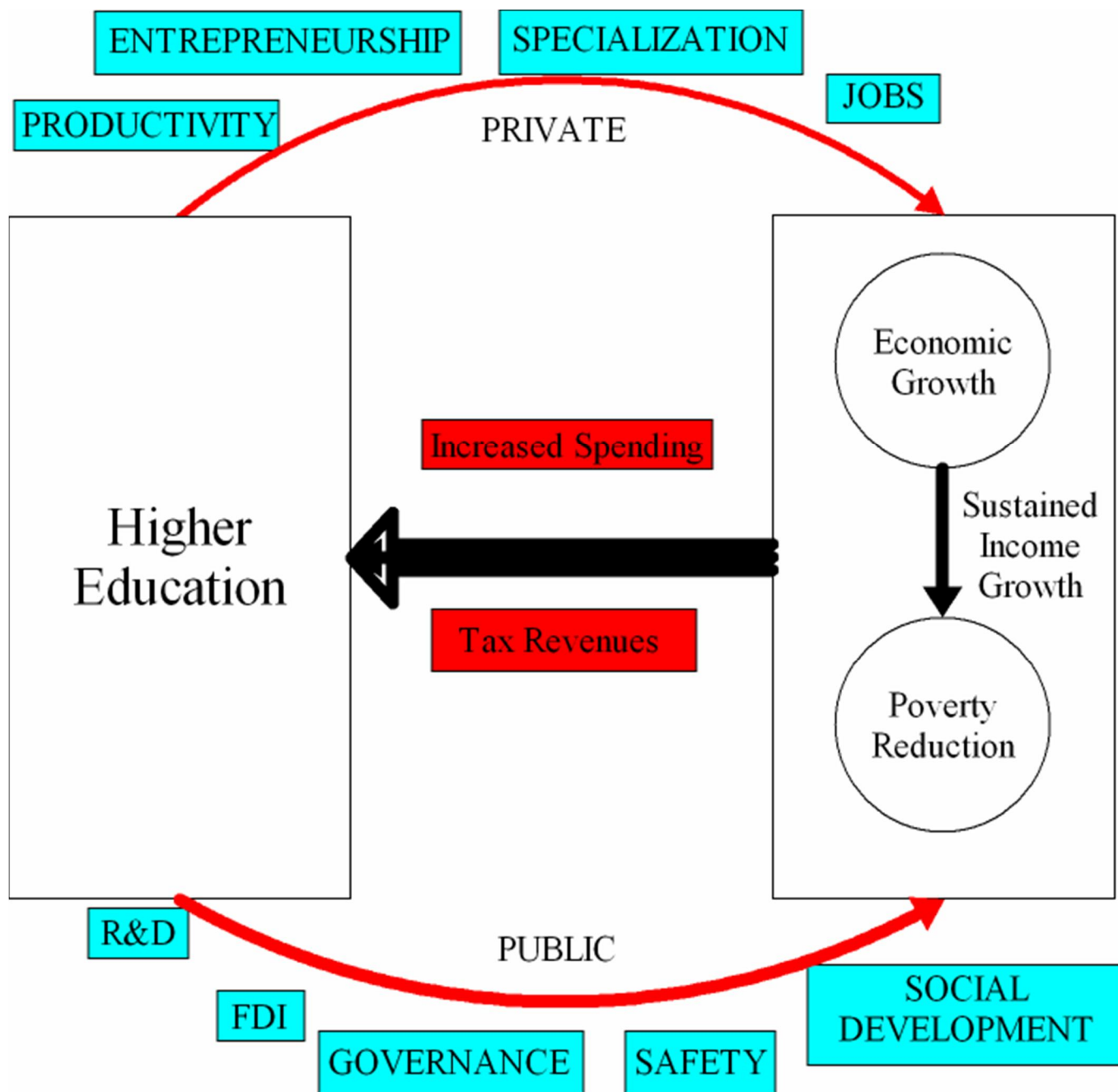
Public benefits are less widely recognized, which explains many governments' neglect of tertiary schooling as a vehicle for public investment. But individual gains can also benefit society as a whole. Higher earnings for well-educated individuals raise tax revenues for governments and ease demands on state finances. They also translate into greater consumption, which benefits producers from all educational backgrounds.

In a knowledge economy, tertiary education can help economies keep up or catch up with more technologically advanced societies. Higher education graduates are likely to be more aware of and better able to use new technologies.

They are also more likely to develop new tools and skills themselves. Their knowledge can also improve the skills and understanding of non-graduate co-workers, while the greater confidence and know-how inculcated by advanced schooling may generate entrepreneurship, with positive effects on job creation. Tertiary schooling can also have less direct benefits for economies. By producing well-trained teachers, it can enhance the quality of primary and secondary education systems and give secondary graduates greater opportunities for economic advancement. By training physicians and other health workers, it can improve a society's health, raising productivity at work. And by nurturing governance and leadership skills, it can provide countries with the talented individuals needed to establish a policy environment favorable to growth. Setting up robust and fair legal and political institutions and making them a part of a country's fabric, and developing a culture of job and business creation, for example, call for advanced knowledge and decision-making skills.

Addressing environmental problems and improving security against internal and external threats also place a premium on the skills that advanced education is best placed to deliver. Although none of these outcomes is inevitable, the framework presented in, does suggest many possible routes through which education can benefit economies

CONCEPTUAL FRAMEWORK



RESEARCH METHODOLOGY

A descriptive survey is the only means through which views, opinions, attitudes and suggestions for improvement for the educational practice and instructions and data collected.

The study will adopt a descriptive survey because of the raw data that will be collected and research tool used. The researcher will use questionnaire, interviews, schedules and observational check list suitable for descriptive survey data

(Dalen 1979:285) primary data will also be used. Being a social science oriented research and in depth descriptive interaction will be employed to capture other valuable information while giving justification to all concepts employed in the narratives in the study. Quantitative research is often described as using numbers as opposed to words the main preoccupations of quantitative research are with measurement concepts variables building consistent measure degree of relationships indirect measures causality generalization issue of sample representatives sample size and replication possibility of relocating findings from same or different techniques thus reducing researcher or respondent bias (Bryman 2004) within the qualitative approach many designs are available most notably the field (correlation) experimental and quasi- experimental designs.

RESEARCH DESIGN

They are usually cross section longitudinal or comparative and is also used is survey design which commonly uses questionnaires or structured interviews as the prevalent tools.

DATA COLLECTION

The study will use phones, sms, newspapers, magazines, internet, paper and pencil questionnaires will also be used. Two methods will be used in collecting data from the field by the researcher in order to achieve the stated objectives of the study. These methods will be questionnaires and interviews. Interviews will be used to solicit extra information which had not been catered for in the questionnaires.

There will be both closed and open questions whereby for the closed questions the researcher predetermined the answers while in the open question the respondents were entirely free to give their best fit answer to the questions posed to them. The researcher will aim at achieving the best results

CHAPTER 11

LITERATURE REVIEW

2.0 INTRODUCTIONS

This chapter presents a review of related literature on education; particularly the chapter looks at the Education and character development, definition of education and the magnitude and the impact of education, causes education, education strategies currently in use, and their effectiveness. The chapter further looks at the role of reason in guiding human actions. In this review gaps or areas requiring further explanations have been identified and these informed the purpose and objectives of this

2.1 THE RIGHTS

The rights to education are recognized by international law. At a minimum state are obliged to provide free basic education, of which primary education considered a component. The right to education is enshrined in article 26 of the Universal Declaration of Human Rights, which provides that, “every one has the right to education shall be compulsory”. The article 13 of the internal Covenant on Economic, Social and Cultural Rights (ICESCR), guarantees the rights to education for everyone. In particular, article 13(2) (a) provides that “primary education shall be compulsory and available free to all” (UNESCO, 1999).

Education may be defined as the deployment of the means with which train the individual for production and research (unesco, 1981). Education and training play a pivotal role in the supply of skills and knowledge needed for the socio-economic development of the country.

Therefore, it is necessary to equip people with the necessary knowledge, skills, values and attitudes. Fighting for education is the activity being done in almost all over the world, particularly in developing countries by using different ways and approaches. Different actors including scholars, planners, and education practitioners perceive differently.

One of the government guiding philosophies for education is the concern that every Kenya has the inalienable right to basic education regardless of their socio – economic status. Gender imbalances at primary school level in Kenya are of critical concern given the critical importance of skilled man-power to industrialization of the country in the year 2030.

Odega and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that one married, girls become part of another family and the parental investment in them is lost, this therefore perpetuates parents discouraging the girl child from continuing with school.

2.2 UNITED NATION

United Nation Children Education Fund (UNICEF, 1999) MOES, (1995); all demonstrate that parental decisions do affect children retention. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more, involved in their schooling are less likely to drop out of school (astone and mclanalan, 1991; rumberge et al., 1990 Rumber 1995; Odega and Heneveld, 1995; and Russel 2001). Taking into account of the gender dimension of dropouts, Unicef (2005) notes that girls are more likely to drop out of school than boys and that pupils whose mother's have not attained any level of education will most likely dropout of school. Russel, (2001); Bickel and Pagaiannis, 1988); Clark (1992); and Rumberger, (1983) demonstrate that communities can influence dropout rates by providing employment opportunities during school have showed that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann 1986, 1989).

2.3 THE SURVEY

In a recent survey of US data (Bruneforth, 2006) on Burkina Faso, Ethiopia, Kenya Mali Mozambique, Namibia and Nigeria on the characteristics of children who drop out of school, a number of conclusions were drawn. More than half of all children aged 10 to 19 who had already left primary school did so without completion in Burkina Faso, Ethiopia, Kenya Mali and Mozambique (but not Ghana and Nigeria, where more than 80% completed primary school). Children dropping out from primary school were often over age learners (around one third overall), and in four countries over-age learner's accounted for 60% of drop outs. Differences in school completion are most stark between children from urban and rural areas. In Burkiana faso, Ethiopia Kenya, Mali and Mozambique, more than 70% children with uneducated / unschooled mothers who left primary school did not complete primary education and less pronounced (although not negligible) for gender.

In Zimbabwe, the enrolment figures in primary Schools continue to decline in relation to those of boys. In Tanzania Mbunda's (1983) study conducted in a rural district of Tanzania that all primary school dropped out Boys (55.5% and 44.5% respectively), except in standard six, where the rates seemed to level. Mbundas' (1983) study revealed that pregnancy and early employment were important factors explaining the high dropout rates for girls in Tanzania.

Another study conducted by Mbilinyi (1984), cited by Mulwa (1998) on the access to primary schools found regional and vocational effects to be of less significance than the sex of the child, family background and the traditional social

structure and stratification among peasants and trades in rural areas the rights to education for everyone. In particular, article 13 (2) (a) provides that “primary education shall be compulsory and available free to all. (UNESCO 1999).

2.4 OVERVIEW CONCEPT

2.4.1 The world’s basic developing world faces both qualitative and quantitative problems. The declaration adopted during the World Conference of Education for All, advocated that the developing countries and the donor organization must each initiate action toward resolving such problems (Utsumi S. 1990).

The ultimate goal if the MDGs state s that by 2015, all boys and girls alike should have access to and complete, a good quality primary education. This implies that, girls and boys must be equally well provided for; but there is a separate Millennium Development Goal that makes the explicit; to eliminate by 2005 all gender disparity in education including enrolment, completion and learning achievement (UNICEF, 2004).

But these goals look dauntingly distant. Access to primary schooling is most usefully measured by net enrolment ratios. These increased during the 1990s in all regions and made for a world average of 81 Percent enrolment by 2002, But the regional variation is enormous. While enrolment rates in Latin America and the Caribbean are close to those in industrialized countries, at 94 and 97 percent respectively. South Asia lags much further behind at 74 percent, while Sub-Saharan Africa languishes at a mere 59 percent (UNICEF 2004).

Every year an increasing number of children have been accommodated within primary education, but available places are not sufficient to keep pace with the annual growth in the school-age population. As a result, the global number of children out of school stubbornly remains undiminished at 121 Million and the majority us still girls. Sub-Saharan Africa, accounts for a proportionally large number of the world’s non-enrolled primary school-aged children -41 million in 1990 and 45 million in 2003. Significantly, the mass of children out of school includes those who have dropped out early, as well as those who have never set foot in a classroom. The MDGs specify that the world needs to ensure that children complete their primary schooling-it is not enough that they merely register and attend only for a year or two (UNICEF 2004).

2.4.2 AVAILABILITY

This relates to the states’ provision of facilities allowing the day-to-day function of the school itself. Thus adequate buildings, learning materials, sanitation and sage drinking water are some of the factors that would impact on the availability of quality education to all (Watkins K.1999).

2.4.3 ACCESSIBILITY

Education shall be physically and economically accessible to all without discrimination. The school should be within safe reach or alternatively, means must be made available to ensure that children get to school. In the context of learners’ farm schools, this would include transport provision for learners, who travel long distance on foot, from their homes to school. School fees should not in effect exclude enrollment. There is recognition that education – particularly at the primary level should be free for all. (Watkins K 1999)

2.4.4 HISTORY OF BASIC EDUCATION IN AFRICA

Basic education has always been a concern of the African people who recognize that it constitutes the basic of all socio-economic development. The difficulties that today confront many regions of the world are in part, caused by a breakdown in the systems established to provide basic education. Educational history in Sub-Saharan Africa can be divided into three eras;

The pre-colonial period

The colonial period; and

The period since independence.

2.4.5 THE PRE-COLONIAL PERIOD

Traditionally, education in Africa was considered a concern of the entire society, It was viewed in a global perspective, not as a set of specializations, and understood as a collective responsibility. The characteristics of traditional education are; - Education is given everywhere, at any time all members of society; Education is closely linked to the environment; Education is directly related to the needs of society; An individual's integration into production occurs early in life; parents play an important part in the education of their children; and the Knowledge is transmitted orally. In tradition context, education gave the child a sense of security, belonging, identify, and accomplishment. It was not only a process of preparation, but also a process of participation in the life and work of his or her group or community.

2.4.6 THE COLONIAL PERIOD

The first schools implanted in Africa were those of the missionaries and represented a veritable subsystem of foreign education. At the colonial period, the traditional education lost its sense of functionality of serving the African community. According to statistics published by the World Bank, the gross rate of enrollment in primary education in Africa in 1960, near the end of the colonial era, was 36 percent as compared of 67 percent for Asia and 73 percent for Latin America. This average, however, concealed large disparities between territories, urban and rural

2.5 ROLE OF THE GOVERNMENT

Government investment in schooling for girls, especially at the primary school level, is particularly justifies in that it brings so many benefits for the broader society. Most governments already have policies affirming primary education, and some apparatus for delivering education exists in virtually all countries. Even in settings with low enrollment for both boys and girls, the argument for governments to focus resources on girls is compelling given the positive effect of girls' education on development. With relatively modest modifications in the content and quality of schooling, teachers and materials, a far percentage of girls could enroll in and complete primary school, or remain there long enough to acquire basic literacy and numeracy skills, (Population Council and the Rockefeller Foundation, 2008).

2.6 FREE PRIMARY EDUCATION

During the 2002 general elections, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Following its victory, on January 6, 2003 the Minister for Education, Education (FPE) to fulfill NARC'S election pledge. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools. They were to refurbish and use existing facilities such as community and religious buildings. If they wished to charge additional levies, school heads and committees had to obtain approval from the MoEST. This request had to be sent to the District Board by the Area Education Officer, after a consensus among parents through the Provincial Director of Education, a fairly lengthy and tedious process. (MoEST,2003).

2.7 BEFORE

The NARC pronouncement the number of primary schools in the country had increased steadily from 14,864 in 1990 to 18,901 in 2001/2 representing a 27.2% increase. Enrolment in absolute terms had also up gone from 5,392,319 to

6,314,726, being a 17.1% rise over the same period. The percentage of the girls' enrolment also increased in the same period to 49.3%, implying that gender parity in primary schools at the national level had nearly been achieved. Following the NARC intervention in January 2003, it was estimated that the Primary school Net Enrolment Ratios (NERs) rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally. It was also estimated that another 3 million children were not enrolled in school.

2.8 F.P.E

Despite the various logistical problems that seem to be hampering a successful implementation of the FPE, the policy sounds commendable as it has meant cushioning children from poor socio-economic backgrounds, especially girls from failing to participate in primary education or dropping out of school due to fees and other school levies. Overall, the policy intervention could prove determinative in the effort to achieve UPE and EFA. (Ibid, 2003).

Globally Literacy in Kenya are relatively high, at 85% overall for those aged 15 and above. Also, the Government of Kenya announced and re-introduced Free Primary Education in January of 2003. As a result, primary school enrolment increased dramatically, although gender disparities remain. Only 44% out of the children attending primary school complete education, and 9 out of 10 children in poor households fail to complete their basic education. Literacy levels for females and males between 15-24 years increased from 81% in 1989 to 90.5% in 2000. However, these national figures, similar to the gross enrolment, tend to camouflage national variations that pose a challenge to the national achievements. Although there has been an improvement in the overall goal of closing the gender gap will not be achieved without focusing attention on the underprivileged regions which include Coast Province. The NARC government's policy of Universal Free Primary education was meant to sustainably contribute to meeting of the MDGs by 2015. It is very clear that Coast Province records the second lowest enrolment rate in the republic. Even in regions where the enrolment rates are high, the education sector has been faced by several major challenges which include;

First is the infrastructure expansion and human resources implication of the Free Primary education policy. These are immense. Second are the high wastage, repetition drop-out rate and low transition. There are all exacerbated by the rising poverty levels and HIV/AIDS epidemic. Third is the provision of adequate learning facilities at the primary school levels, including equipment and human resource capacity? This impedes the quality and relevance of the imparted skills to pupils. Fourth is the child labor which has also been identified as one of the factors explaining declining enrolment rates in Primary schools in Kenya (central Bureau of Statistics-2001). Fifth is inadequate provision of education to children with disabilities owing to the weak identification and assessment mechanisms. Lastly, in North Eastern Province, low rates of local enrolment are closely related to the nomadic lifestyle of the local population. Kenya as a country has taken major and bold steps to ensure that girls access education from lower levels up to higher levels of education. However, it is regrettable to note that coast province still records the second highest percentage drop out rate in the country as shown in the table below. It is not just enough to have girls enroll in school. There must be stringent measures taken to retain these girls in school until completion.

2.9. ENROLLMENT OF CHILDREN IN PRIMARY SCHOOLS

In the world's 40 poorest countries, the gap in primary school enrollment between girls and boys averages 20 percent. In almost all developing countries, gender gaps exist in enrollment and completion. Two-third of the children who are not enrolled in primary school are girls (Rockefeller Foundation, 2008). The enrolment, retention, completion and progression rates for boys and girls at primary and primary school levels are almost equal in Kenya. The ratio of girls to boys in the primary education cycle during 1990-2006 periods increased from 94.9% to 97.3%. (Ministry of coast Provision where relatively fewer girls enroll in schools.

2.9.1 ENROLMENT AND COMPLETION OF PRIMARY AND SECONDARY EDUCATION

According to a Research carried out by the Rockefeller foundation and the population Council in 2005 on Enrolment and completion of primary education, approximately 10% of boys and 40% girls ages 6 to 11 never enroll in school in the developing countries. This is especially pronounced in rural areas where other factors such as employment prospects and mothers' education are lower, and where girls are more likely to have other responsibilities like housework and child care. In South Asia, the gap in school enrollment for boys and girls has widened because policies to increase enrollment benefit boys more than girls. In Peru, the proportion of school-age children enrolled in primary School is 9% enrolment. Higher for boys than for girls I rural areas, this figure climbs to 17%.

2.9.2 COMPLETION RATES ACROSS THE CONTINENTS

On averages, 9.6% of the girls in Low Countries leave primary school before finishing, compared to 8.2% of boys. In Africa, 8.6% of girls who start school drop out before completing primary school. In India, no more than one-third of girls complete a primary school. (Rockefeller Foundation,2008).

2.9.3 FACTORS THAT C ONTRIBUTE TO CHILDREN DROPPING OUT SCHOOL

Although UPE has led to an upsurge in the enrolment rate of both boys and girls in primary schools in Kenya, the dropout rate is 8.1% (Rockefeller Foundation, -2008). Children out of school are attributing to poverty, early marriage, teen pregnancy and lack of female role models.

2.9.4 CHILDREN OUT OF SCHOOL DUE TO POVERTY

Overwhelming, girls are not in school because of poverty. The more expensive education is, the less likely families are to invest in education for girls. In Kenya, for example, before school fees were abolished, girls were more than twice as boys to be withdrawn from school on cost grounds.

Opportunity costs are also a real deter-ent for poor households: children's labor, paid, is often an important part of household survival, and sending girls to school may less food on the table every day. ILO estimates that 111 million children aged 5-14 labor in hazardous work instead of going to school. In Bangladesh and Nepal it is not uncommon for girls to work an average of 10 hours a day, and in countries hard-hit by HIV/AIDS, girls are shouldering much of the burden of caring for the sick and looking after younger children. Compulsory education laws play an important role in fighting these practices. Some if the most effective steps taken have been abolishing fees and charges, making primary education free as well as compulsory. After Uganda abolished fees, girls' enrolment increased by 20% almost overnight among the poorest fifth of girls, it went from 46% to 82%. When the government of Bangladesh introduced cash stipends for female pupils, girls' enrolment in areas covered by the stipend program rose to double the national average. In India, girls living in villages where schools offer a free meal are 30% more likely to complete primary education than other girls. (Global Campaign for Education 2005).

2.9.5 CONCEPTUALIZATION OF TNE STUDY

The dropout of pupils from school over a given period of time reflects the impact of various socioeconomic factors, originating from the community and homes/families of the pupils, the socio-economic variables can broadly be categorized into pre-primary learning of the pupils, the pupil's family background, pupil's personality and community based factors.

Socio-economic variables influence the dropout of pupils directly by influencing the pupil's decision to drop from school, or that of the parent to withdraw the pupil from schooling. The variables also indirectly influence the drop out of pupils by negatively affecting their education achievements in school (attendance, learning and academic performance in examinations), this in turn influences dropout of pupils.

This conceptualization highlights the complexity of factors influencing dropout of pupils; most variables are interrelated and influence each other. Some of the variables influence the dropout directly and indirectly through their impact on the school achievement of the pupils.

According to expectancy model, a course is a function of expectation and valence. School attendance is closely intertwined with expectation that one would be in a better position to meet basic needs thus in a situation where the school system in the view of the learner, is not contributing towards the meeting of basic needs, the learner would opt out of school. Thus expectancy – valence model is suitable in expectations and school goals contribute to dropout among primary school.

In the theory of social learning, a person will develop an adequate personality only if he or she is exposed to good models and it is reinforced by appropriate behavior. An inadequate learning environment on the other hand will result to an inadequate personality development. Bandura (1982) sees people as playing an active role in their own life by stating that social learning is an example of reciprocal determination. Not only is a person's behavior. The environment that individuals learned but the social environment is altered by the person's behavior. The environment that individuals learn from after all is made up of people, for example the aggressive, over-confident person will learn that the world is a cold, rejecting place while the friendly person will learn that the world is warm and loving. Personality is learned behavior and behavior influences future learning experiences.

Odega and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost, this therefore perpetuates parents discouraging the girl child from continuing with school. United Nations Children Education Fund (UNICEF, 1999); MOES, all demonstrate that parental decisions do affect children retention. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Astone and McLanalan, 1991; Rumberge et al 1990; Rumber 1995; Odega and Heneveld, 1995; and Russel, 2001). Taking into account of the gender dimension of dropouts, UNICEF (2005) notes that girls are more likely to drop out of school than boys and that pupils whose mother's have not attained any level level of education will most likely dropout of school. Russel, (2001); Bickel and Pagaianis, (1988); Clark, (1992); and Rumberger, (1983) demonstrate that communities can influence dropout rates by providing employment opportunities during school have showed that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann 1986, 1989). In a recent survey of UIS data (Bruneforth, 2006) on Burkina Faso, Ethiopia, Kenya, Mali, Mozambique, Namibia and Nigeria on the characteristics of children who drop out of school, a number of conclusions were drawn. More than half of all children aged 10 to 19 who had already left primary school did so without completion in Burkina Faso, Ethiopia, Kenya, Mali and Mozambique (but not Ghana and Nigeria, there more than 80% completed primary school.) Children dropping out from primary and secondary school were often over age learners (around one third overall), and in four countries over –age learner accounted for 60% of drop outs. Differences in school completion are most start between children from urban and rural areas. In Burkina Faso, Ethiopia, Kenya, Mali and Mozambique, more than 80% of rural children who had left primary school dropped out. Percentages are less than half of this amount for urban children. Differences were also vast between the two poorest and richest wealth quantities. In Burkina Faso, Mali, and Mozambique, more than 90% of children from the poorest 40% of households (the two poorest quintiles) who left primary school did not complete it. Drop out is much less for the richest 40% of households. Differences are also strong in relation to mother's education/unschooled mothers who left primary school did not complete primary education) and less pronounced (although not negligible) for gender.

In Zimbabwe, the enrolment figures in primary school continue to decline in relation to those of boys. In Tanzania Mbunda's (1983) study conducted in a rural district of Tanzania revealed that, in all the primary school classes, more girls dropped out than boys (55.5% and 44.5% respectively), except in standard six, where the rates seemed to level. Mbundas' (1983) study revealed that pregnancy and early employment were important factors explaining the high dropout rates for girls in Tanzania. Another study conducted by Mbilinyi (1984), cited by Mulwa (1998) on the access to primary schools found region and vocational effects to be of less significance than sex of the child, family

background and the traditional social structure and stratification among peasants and traders in rural areas. The rights to education for everyone. In particular, article 13(2)(a) provides that “primary education shall be compulsory and available free to all. (UNESCO 1999).

2.9.6 EDUCATION AND CHARACTER DEVELOPMENT

Traditionally education has been regarded as moral enterprise where characters are impacted and modeled for the better. Roberet Ulich (1980, pp. 379-383) in his work on philosophy and the Education Venture made the following observation: Whenever philosophy becomes its true self not: merely the exercise of scholarly skill but an attempt to help men in understanding of themselves and in the mastery of their lives it meets education. One could even say it becomes education in its highest form. But today less than ever will the circumstance alone determine the future; the deciding factor will be whether man is able to live not merely under but clearly in front of, and if necessary as enemy of the circumstances that surround him. It is this kind of man that education must create. Education must help him (man) to transcend to the existing conditions by a vision of things as they should be. It is evident from the above quote that education in its highest form ought to develop in man a character that is not determined by the circumstances man may find himself in rather a character guided by rational principles that illuminates behavior, Man is expected through education to develop a vision of the good that should be sought after by all rational people. It is this kind capable of leading a good life both at an individual as well as at the social level. In the same vein, Aristotle made the following observation; it is useless to have the most beneficial rules of society fully agreed by all who are members of the politeia. If individuals are not to be trained and have their habits formed for that politeia. For as one individual may get out of hand so may a whole city” (Aristotle, the politics bk. V p. 216 translated by T.A Sinclair 1962). Aristotle’s observation here emphasizes the role of education in developing moral characters in individuals. R.S Peters writing on the concept of education stated that education normatively, “implies that something worthwhile is being or has been internationally transmitted in a morally accepted manner. It would be a logical contradiction to say that a man had been educated but that he had in no way changed for the better” (Peter 1966, p. 25). It is therefore clear education ought to help in changing individuals behaviors for the better. Help individuals develop appropriate characters that are fitting with the society’s concept of the good and the good and the good life. In our society today our work force is mostly produced from the education system. Our public officers are products of country’s education And as has been observation in this section any system worthy of the name ought to make decided effort to develop and promote appropriate characters and habits in the learners.

In view of the role of education in character formation and problem of corruption among our public officers to day, one wonders what might have gone wrong with our education system. Why are the products from our education system failing to display characters that are honest and upright as expected from their participation in the education system? What kind of preparation does the current education system provide to the learners to develop individual characters both in terms of habits of thought and actions? To what extent is our education system contributing to the vision of the good and the promotion of a good life in the society? One would expect that appropriately morally educated personnel should resist corruption in the society to manageable levels and effectively contribute to the good life of the whole society. Through education we develop a vision of the good that should be sought after by all rational people. It is this kind of man that is capable of leading a good life both at an individual as well as at the societal level. In the same vein, Aristotle made the following observation, “It is useless to have the most beneficial rules of society fully agreed by all who are members of the politeia if individual may get out of hand so many a whole city” (Aristotle, the politics Bk v p 216 translated by T.A Sinclair 1962). Aristotle’s observation here emphasizes the role of education in developing appropriate characters in the learners. The society through education is to actively train its citizens to develop habits that are acceptable in that particular community. This view has been the epoch of education today; developing moral characters in individuals. R.S Peters writing on the concept of education stated that education stated that education normally transmitted in a morally acceptable manner. It would be a logical contradiction to say that a man had been educated but that he had in no way changed for the better” (Peters 1982, p. 25). It is therefore clear that education ought to help in changing individuals behaviors for the better. Help individual develop appropriate characters that are fitting with the society’s concept of the good and good and the good life. In our society today our work force is mostly

produced from the education system. Our public officers are products of the country's education system. And has been observed in this section any education system worthy of the name ought to make decided effort to develop and promote appropriate characters and habits in the learners. Established 1984, the mission of Equity Bank is to champion the socio-economic prosperity of the people of Africa. Equity Bank is ranked among the top five banks in Kenya and is the largest microfinance provider in East And Central Africa. It offers a wide range of products typical of a commercial bank and engages in deep outreach to the poor typical of a microfinance institution (MFI). Equity Group Foundation (EGF) was established as the focal point for the Bank's partnerships on programs aimed at low income populations. As a result of Kenya's Free Primary Education Policy school environment in Kenya dramatically increased in from 5.8 million 2003 to 8.6 million in 2008. However, only 64 percent of primary students enter secondary school and even fewer graduate. The low secondary enrolment and completion rates are largely attributed to the costs of secondary education and the need for children from low – income households to work and help support their families. The MasterCard Foundation's partnership with EGF provides comprehensive scholarships to academically gifted, yet economically disadvantaged secondary students in Kenya. The program, Secondary education. The program places emphasis on leadership development, career guidance, networking and mentoring to help these students succeed in school and beyond. Upon graduation, high – performing scholars are given financial support for post secondary education and are selected for internships at equity bank. A wing to fly is the largest secondary school scholarship program in Kenya. Anticipated Impact Enable 5,600 academically gifted but financially disadvantaged Kenyan students to complete secondary school. Provide continuity in education and career guidance to students from rural areas in Kenya. Document and disseminate learning to donors to scale up the Wings to fly program and encourage replication of the model by other organizations. Nearly 7,300 students have been awarded Wings to fly scholarships. 565 and 165 students have completed their first year and second year of secondary school respectively. Two annual leadership conferences have been held. Equity Group Foundation and The MasterCard Foundation Welcome over 2,100 New Students to Kenya's Largest Secondary Education and Leadership Scholarship Program. Equity Group Foundation and The MasterCard Foundation Welcome over 2,100 new students to Kenya's Largest Secondary Education and Leadership Scholarship Program. Innovative 'Wings to fly partnership will now benefit nearly 7,300 students Nairobi, Kenya. February 1, 2012- The MasterCard Foundation and the Equity Group Foundation today awarded 2,144 new students secondary school scholarships through the wings to fly program. This scholarship initiative that began in 2010 has grown from \$50 million to \$ 67 million with the support of additional partners including USAID and UKAid and will benefit nearly 7,300 students. The program is unique in that it not only provides these academically gifted yet economically disadvantaged students with students with tuition Books, uniforms, and stipends, but they also receive leadership development, career guidance, and mentoring to ensure they achieve their full potential. The celebration took place at an event attended by His Excellency the President of the Republic of Kenya Hon Mwai Kibaki, Who was joined by Reeta Roy,

President and CEO of The MasterCard Foundation, and Dr. James Mwangi, CEO of Equity Bank and Chair of Equity Group Foundation.