



Basic Education for All:

The Politics of Implementing 100% Transition from Primary School to Secondary School in Kenya

READER'S THEATER SCRIPT

Wambura Kimunyu

Script by Sara O'Brien

<http://justiceinschools.org>

The Public Policy and Basic Education Act of 2013 rendered basic education in Kenya both compulsory and a right, but the secondary school Net Enrollment Rate (NER) still sat at only 53.2% by 2018.

The Kenyan public school system is nationally governed and in January 2020, the Government decreed that it would be enforcing 100% transition from primary school to secondary school with immediate effect without exemption, requiring government officials to comply and threatening to penalise parents who did not. By this policy the government was newly determined to ensure that every child received 12 years of basic education which entailed ensuring that all learners transitioned from their eight-year stint in primary school into secondary school.

This would be no mean feat. The rollout of Free Primary Education in 2003 had succeeded in increasing primary school enrollment so that the NER had risen to 92.4% by 2018. This in turn had led to an increase in the number of students ready to transition into high school. The problem was that there were not enough secondary school places for all those who completed primary school to be absorbed comfortably. For example, in 2016 there were 33,223 primary schools with an average class size¹ of 309 and 9,966 secondary schools with an average class size of 273. School leaders found themselves grappling with the challenges of welcoming an influx of new students into their schools.

Setting	
Kimila Girls' Secondary School (ages 14-17) in Kenya	
Speaking Characters	
Narrator Rayhab Kieti (large role): Principal of Kilima Girls' Secondary School	Isaiah Koech (large role): Principal of Kilima Boys' Secondary School Peter Makau (medium role): Head of Kilima Primary School

Narrator: Hearing laughter outside her office, Rayhab Kieti, head of Kilima Girls' Secondary School, knew what it signified. Isaiah Koech, Principal of Kilima Boy's Secondary School, was here. She rose to her feet as he pushed open her door.

Isaiah (jovially): We are here.

¹ Class size here is a reference to the total number of students in a particular grade or level, not the number of students in a classroom. A class in this respect might consist of anywhere between 1 to 5 different streams depending on the size of the school.

Rayhab: Karibu²! Who is “we”?

Isaiah: The indomitable Mwalimu³ Peter Makau, of course.

Narrator: Beaming, Isaiah threw the door open to reveal the stocky man behind him. Peter was the head of Kilima Primary School, strategically situated between the two secondary schools.

Rayhab: Karibu! Please, take a seat, and tell me, to what do I owe this pleasure?

Peter (*chuckling*): This one came and dragged me out of my office. I suspect he has something to get off his chest and he needs me here as referee.

Rayhab (*laughing*): I’m sure that if you’re here, Peter, it’s because you want to be.

Isaiah (*scoffing*): I do not need a referee. But we all know you have the ear of senior people at the Ministry. You are here because I want them to know what we really think, even though Rayhab and I might disagree.

Rayhab (*archly*): Disagree about what, Isaiah?

Narrator: In truth, Rayhab felt she knew the answer. The previous day, in response to pushback at a press conference about the impracticality of enforcing the government’s 100% transition rule, the Cabinet Secretary for Education had defiantly declared: “It is better to have a child in school under a tree than have him or her loitering at home.” That juicy soundbite had played on the evening news across multiple TV and Radio channels.

Isaiah: About what the Secretary said yesterday, of course. Learning under trees? Is that what you people call access? Is this your equity?⁴

Rayhab (*calmly*): If that is what it takes to achieve 100% transition today, then so be it. Leaving any child behind is a far worse proposition than teaching under trees, especially because, as you well know, it is the poorest and most marginalised children who are likely to be left behind. Are you really surprised that I’m defending 100% transition? Of course I am. The more pertinent question, Mwalimu Isaiah, is, why won’t you?

Isaiah: This is not about supporting 100% transition and you know it, Rayhab. It is about *not* supporting this shoddy implementation. There are just not enough places to accommodate 100% transition, and it is extremely irresponsible of this government to attempt to push it through. You can’t snap your fingers and manufacture almost 500,000 new secondary school places by the power of positive thinking. I hardly have room for the 320 students I have been forced to accommodate these past three years. Now the ministry has notified me that I must somehow accommodate 450. How? My dormitories

² Karibu means Welcome in Kiswahili

³ Mwalimu means Teacher in Kiswahili

⁴ Education CS <https://allafrica.com/stories/202002180116.html>

are already congested. I have to squeeze eight students into a space better suited for four. Now I'm somehow supposed to cram twelve students into the same space? Have we all forgotten the school safety guidelines imposed on us because of the fires in 2106? Do those building new safety codes no longer matter?

Rayhab (*teasing*): Anything else?

Isaiah: What about classrooms? Do they want me to squeeze seventy students into a classroom now? How do they imagine that my teachers will teach? Do you actually believe there will be any meaningful learning achieved at all?

Narrator: Rayhab understood that Isaiah was not attacking her personally, but his frustration was palpable. They had met as bachelor of education students at Kenyatta University. While Rayhab had always been passionate about teaching—her mother was a beloved teacher—Isaiah had stumbled into education as a stopgap measure while he decided what to do with himself. After graduation they had been posted to schools in different parts of the country and had lost touch until six years previously when Rayhab had transferred to Kilima Girls as Deputy Principal and was surprised to discover that Isaiah was Principal of Kilima Boys. They had rekindled their friendship easily, and when Rayhab rose to the role of Principal, Isaiah had taken to visiting her office regularly to debate matters of education, sometimes dragging along Peter as he had done today. A few years older than Rayhab and Isaiah, Peter was usually content to serve as an audience of one as they volleyed arguments back and forth. He had led Kilima Primary School for twenty-six years, had a strong network nationally, and was well-respected within the local community.

Rayhab: Look, I get your frustration. You know I have room for only 60 incoming students and yet they're sending me 94. But tell me, what's the alternative? What happens if we don't find places for all these students? The lives of the half a million kids who didn't transition into secondary school last year are almost certainly irreparably compromised. They will only ever be qualified for lower-order, lower-paying jobs. We have condemned them to a life at the margins. Not just them but their children too, probably. These are the children of the poorest and most marginalised Kenyans among us. Where is our sense of justice? How can we not do everything we can to make room for them?

Isaiah: But how? Tell me how exactly I'm supposed to make room. I understand justice, but do you understand pragmatism?"

Rayhab: Mwalimu Peter, what do you think?

Peter: I know many parents at my school who would agree with you, Rayhab. They had despaired that they would not be able to afford their children's secondary school education—despite the fact that the government has committed to covering the cost of

tuition through the Free Day Secondary Schools⁵ policy, schools are still not free—many administrators are charging exorbitant fees for infrastructure projects which they cannot afford. Now that the government has announced that secondary school is compulsory and that parents cannot be forced to pay for these infrastructure projects, they are happy to send their children to school and their children are happy to have the opportunity to go. You have to give the government credit for trying to fulfil its obligation. The thing is, though, where's the funding?

Isaiah (*jumping in eagerly*): Yes, where's the funding? Have you received anywhere near enough funds to do even a fraction of what you need to do to prepare for the influx? To buy new beds, and new desks? To build new dormitories, new classrooms, new toilets, new labs? To hire new teachers? It's one thing for the Secretary to declare that they can learn under trees but who will teach them? And where will they sleep at night? The government is sending me 22,000 Ksh⁶ per student for a whole year. How am I supposed to run an entire school on that?

Peter: The money is never enough. TSC⁷ have asked for 15 billion shillings a year to train the additional 25,000 teachers they estimate will be required to support 100% transition. The government says it can only manage 2 billion shillings. The School Heads Association said they need 9 billion shillings a year in order to pull this off. The government says it can only give 1.5 billion shillings.

Isaiah: Exactly! Plus, 100% transition means that everybody has a right to continue with their education no matter how poorly they performed in their exams.⁸ Teachers will not only have more students, but many of them will also be woefully unprepared for secondary school. Mwalimu Peter here says he knows parents and children who are happy that this new policy makes it possible for them to attend secondary school. Good for them. But what about those who qualified by working hard and passing their national exams? Those who earned their rightful place in a national school like Kilima Boys? Don't we care that this will compromise their learning? And this comes at a time when the World Bank is now breathing down our necks talking about a learning crisis and learning poverty and about how a majority of our students are not acquiring basic skills, and telling us to improve the quality of our education.

Rayhab (*politely but firmly*): Mwalimu Isaiah. Unfortunately I do not have sway over the World Bank.

⁵ In 2008, former president Kibaki introduced a free [day] secondary school plan. Under it the government would only meet the cost of tuition, while parents footed the bill for boarding and uniform.

⁶ Approximately 200 US dollars

⁷ Teachers Service Commission

⁸ All Kenyan students sit for a national exam, the Kenya Certificate of Primary Education at the end of Grade 8, which also marks the end of primary school. They are then posted to secondary schools based on their performance in these exams, with the best performing students able to access the top performing, best resourced public secondary schools.

Isaiah: They're right in one respect, though. Being in school is not the same as learning, so 100% transition implemented in this rash way will not improve anybody's prospects. I'm sorry, but this is not what access for all should look like. A gradual implementation I can deal with. This radical approach is untenable. I don't see what the rush is.

Rayhab: The rush, Mwalimu, is the half a million students we are leaving behind every single year. I can't think of anything more unjust! The rush is the stunted productivity that that portends, the reduced income, the increased social inequality. The rush is that by denying these young people a basic education today we are adversely impacting the next eight decades of their lifetimes: socially, politically, and economically. The rush is that they have a constitutionally guaranteed right to an education and who are we to tell them to wait? That is the rush.

Isaiah: Yes, but—

Rayhab (*interrupting*): I don't buy the argument that underprepared students being pushed through the system are going to unnecessarily burden it. If children are failing to learn in school, is it not the system that is failing them? Aren't we, as teachers and administrators, a critical cog in that system? Besides, everyone knows just how constrained for resources the government is right now—we're spending above the OECD average of GDP on education. The truth is, as the ministry is always happy to remind us, 75% of that spending is on recurrent expenditure, most of it on teachers' salaries. What is left is hardly enough to fund the capital investment in infrastructure that we desperately need. But it's unfair to say the government is doing absolutely nothing. Has it not built those low-cost boarding schools in arid and semi-arid areas and even set up some mobile schools?

Narrator: Peter leaned back in his seat and contemplated his two colleagues, both of whom he respected. Isaiah was right to be piqued. His tenure at Kilima Boys had seen a marked improvement in the school's academic performance in national rankings. It was clear that Isaiah feared that 100% transition implementation would compromise his commitment to academic excellence. Rayhab had a valid point, though. The Constitution of Kenya had declared Basic Education a right—that had to mean something. She was also right to be concerned that anything less than an unequivocal implementation of 100% transition would exacerbate the marginalisation of the most vulnerable communities.

Peter's old friend Eliud Ndambuki who served as an Undersecretary in the Ministry of Education's Directorate of Secondary and Tertiary Education occasionally sought him out to get a sense of what was going on on the ground. Peter was due to have lunch with Ndambuki in Nairobi that Friday, as a matter of fact. While he understood and sympathised with both Isaiah and Rayhab's positions, he wondered which side he would take when the topic came up with Ndambuki, as it likely would.

Peter (to himself): Should I support prioritising quality in order to stem the learning crisis, or prioritising access for all? Is it pragmatic or unjust to limit secondary school admissions to only the spaces currently available? Does the situation demand radical change or call for a gradual implementation?

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