

**FACTORS INFLUENCING THE IMPLEMENTATION OF FREE
PRIMARY EDUCATION STRATEGY WITHIN KASARANI
DISTRICT IN NAIROBI**

JUSTUS MUTUA NDUNDA



**A Research Project Submitted In Partial Fulfillment For The
Requirements For The Award Of The Degree Of Master Of Business
Administration (MBA), School Of Business, University Of Nairobi**

November 2011

DECLARATION

This research project is my original work and has not been presented for the award of degree in any other university or institution for any other purpose.

Signature 

Date

JUSTUS MUTUA NDUNDA

Reg. No. D61/7053/2007

This research project has been submitted for examination with my approval as University supervisor.

Signature 

Date 04 I

r-jf^MR. ELIUD MUDUDA

School of Business
University of Nairobi

DEDICATION

This work is dedicated to my fiancée for her insurmountable support during my entire study period and to my parents Mrs. Betty Lusi Wilson and my late dad Mr. Wilson Ndunda who relentlessly instilled in me the value of education and the vigor to press on.

ACKNOWLEDGEMENT

I owe my supervisor Mr. Eliud Mududa and all the lecturers in the School of Business UON for their guidance throughout the study. Thanks to my family for standing with me during this exciting and demanding postgraduate program. Also acknowledged is the contribution of the City Council of Nairobi (CCN) for allowing me to collect data in the schools and the respondents; without you I would not have come up with this project paper.

ABSTRACT

The objective of this study was to examine factors influencing the implementation of free primary education strategy within Kasarani district in Nairobi. The research objectives were to examine the factors that influence governance in free primary education strategy within Kasarani district in Nairobi and to examine the effect of lack of capacity building to key stakeholders in the implementation of free primary education strategy within Kasarani district in Nairobi.

Interview guide was used for data collection. The collected data was analyzed and interpreted in line with the objectives of the study. Fifty respondents were interviewed representing 91% of the response rate i.e. three education officers twenty parents and twenty seven teachers from different schools in the district.

The average age of the respondents was thirty six years while experience was averaged at thirteen years. All education officers are holders of master's degree while 58% of the teachers are degree and diploma holders and 42% hold primary one (Pi) certificate and all parent respondents were literate.

The following recommendations were made. First, education officers, managers and parents have been acting with insufficient knowledge in the implementation of FPR strategy leading to confusion in this noble cause. Introducing semi-annual training on the implementation of FPE and also widening its scope to address emerging issues would contribute to speed achievement of FPE in a more efficient and effective manner.

Implementation of FPE strategy is challenged by emerging issues in the education sector. For instance, non-formal and private schools have since become beneficiaries of FPE funds. These institutions are strategic partners to the government in the decongestion of public schools. Similarly, this research has recorded many cases of teachers refusing transfers to schools they dislike. Coming up with policies to enforce such transfers would mitigate cases of failure to report where designated. An arrangement to support private and non-formal schools would help to streamline governance in the implementation of FPE strategy.

Crime is detrimental in all spheres of development. Many schools in Kasarani district are inside or adjacent to slums. Crime in the area has led to limitation of services like library services in late hours among others. This research recommends that a programme on safer cities programme could be rolled out in Kasarani district to allay effects of insecurity.

Communication was identified as a challenge in the implementation of FPE strategy. Traditional methods of communication are used and impede proper implementation of the FPE strategy. Effective communication coupled with a comprehensive monitoring and evaluation system is fundamental for a speedy achievement of FPE in Kasarani district.

TABLE OF CONTENTS

Declaration	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Problem	10
1.3 Research Objectives	12
1.4 Value of the Study	12
CHAPTER TWO: LITERATURE REVIEW	13
2.1 Introduction	13
2.2 Strategy Implementation Process	13
2.3 Discussion of Factors Influencing Free Primary Education Strategy	14
CHAPTER THREE: RESEARCH METHODOLOGY	21
3.1 Research Design	21
3.2 Data Collection	21
3.3 Data Analysis	22
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION	23
4.1 Introduction	23
4.2 The Respondents' Profile	23
4.3 Concept of Strategy Implementation	24
4.4 Discussion of Governance factors in the FPE Implementation Strategy	27

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS..... 34

5.1 Introduction 34

5.2 Summary of Findings 34

5.3 Limitations of the Study..... 38

5.4 Suggestions for Further Study..... 38

5.5 Conclusions 39

5.6 Recommendations..... 39

Reference List.....41

Appendix 1: Introduction Letter..... 44

Appendix II: Interview Guide 45

CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Kenya has for a long time been committed to free primary education in principle. The concept of Universal Primary Education (UPE) can be traced back in 1948 when the United Nations (UN) declared education as a basic right for all. Specifically, this commitment goes back to the 1963 manifesto of the ruling party, Kenya Africa National Union (KANU) in which the provision of universal primary education (UPE) was articulated. Although, demographic, economic and political factors prevented the government from acting fully on its pledge, several steps have been taken over the years to implement the objectives of Universal Primary Education (Education for All Issues and Strategy, 1992). Since independence, the Government has addressed challenges facing the education sector through Commissions, Committees, and taskforces. The first commission branded 'The Ominde Report' came up with the report of the Kenya commission that sought to reform the education system inherited from the colonial government by proposing an education system that would foster national unity and creation of sufficient human capital for national development (Republic of Kenya, 1964).

»

The Gachathi Report focused on redefining Kenya's educational policies and objectives, giving consideration to national unity, and economic, social and cultural aspirations of the people of Kenya. It resulted in Government support for 'Harambee schools' and establishment of National Centre for Early Childhood Development (NACECE) (Republic of Kenya, 1976). The Mackay Report led to removal of advanced (A) level of secondary education, and expansion of other post secondary

training institutions, establishment of Moi University, establishment of 8.4.4 system of education and Commission for Higher Education (CHE) (Republic of Kenya, 1981).

Kamunge Report (1988) focused on improving financing, education, quality and relevance. The recommendations led to the policy of cost sharing between government, parents and communities. Koech Report (2000) recommended Totally Integrated Quality Education and Training (TIQET) but the report was not adopted due to cost implications although some recommendations such as curriculum rationalization have been adopted and implemented. The Free Primary Education (FPE) fall under the recent strategy initiatives focused on attainment of Universal Primary Education (UPE) whose concerns are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system.

FPE was introduced in 2003 through a campaign manifesto of the National Rainbow Coalition (NARC Manifesto, 2002). The FPE strategy is based on the millennium Development Goal of Education for all. As it was expected in a country where a substantial proportion of children were out of school, the response was overwhelming. In many schools the head teachers found themselves with more children to enroll than their capacity could hold. Due to the limited space and facilities, the heads turned many children away, many parents were disappointed and they kept on moving from one school to another as they sought places for their children. Since the government had not given an age limit, even those who were 'over age' were enrolled and this worsened the congestion in schools according to a survey by United Nations Environmental and Socio-cultural Organization (UNESCO, 2005).

1.1.1 Strategy implementation process

Johnson (1999) defines strategy as the direction and scope of an organization over the long term: which achieves advantage for the organization through its configuration of resources within a changing environment, to meet the needs of markets and to fulfill stakeholder expectations. Thompson (1997) defines strategy as a management's action plan for running the business and conducting operations. An institution's strategy is all about how management intends to grow the business, how it will build a loyal clientele and outcompete rivals, how each functional piece of the business will be operated and how performance will be boosted.

According to Rowe (1994), implementation is one of the most critical components of strategic management and a strategy that is not implemented is no strategy at all. As quoted by Rowe in his book of Strategic Management, Thomas Bonoma observed that good execution may save a good strategy, whereas poor implementation ensures trouble or failure regardless of how appropriately the strategy has been formulated (Bonoma, 1984). Implementation normally come as the last steps in the strategic management process but an astute manager starts thinking about implementation at the very outset of strategy development. Each step in strategy formulation, evaluation and choice should be undertaken with the implementation requirements clearly in mind. Strategy implementation process is discussed by different authors in different approaches as follows:

Judson (1966), in *Manager's Guide to Making Changes*, delineated strategy implementation process as analyzing and planning the change, communicating about the change, gaining acceptance of the required changes in behavior, making the initial

transition from status quo to the new situation, consolidating the new conditions and continuing to follow-up. Elsewhere, Gibson (1988) elaborated on the process as, examining the internal and external forces that require a change, diagnosing the reasons for change, determining an appropriate intervention to introduce the change, examining the constraints and limitations that may inhibit change, identifying the performance objectives and outcomes, applying methods to implement the change, providing means for evaluating the effectiveness of implementation and feedback mechanisms to correct the implementation if required.

Strategy implementation involves shifting focus from strategy formulation to strategy implementation and this shift involves four steps namely identifying action plans and short term objectives, initiating specific functional tactics, communicating policies that empower people in the institution and committing to continuous improvement. Action plans and short term objectives translate long range aspirations into current year's actions. They provide clarity, a powerful motivator and facilitator of effective strategy implementation.

Functional tactics translate institution strategy into daily activities people need to execute. Functional managers participate in the development of these tactics, and their participation, in turn, helps clarify what their units are expected to do in implementing the institution strategy. Policies are empowerment tools that simplify decision making by empowering operating managers and their subordinates. Policies can empower the doers in an institution by reducing the time required to decide and act continuous improvement has become essential to the ability of any institution to remain competitive. This quality orientation wherein functional managers seek best practices

in each area's activities keeps business current, competitive, and value oriented (Pearce and Robinson, 1997). Thompson (1997) notes that strategy execution process is easily the most demanding and time consuming part of the strategy management process. Converting strategic plans into actions and results tests a manager's ability to direct organizational change, motivate people, build and strengthen company competitive capabilities create and nurture a strategy-support work climate, and meet or beat performance targets. In this regard, initiatives to put the strategy in place and execute it proficiently have to be launched and managed on many organizational fronts.

In most situations, managing the strategy execution process includes principal aspects of staffing the organization with the needed skills and expertise, consciously building and strengthening strategy supportive competencies and competitive capabilities and organizing the work efforts. Secondly, it involves allocating ample resources to those activities critical to strategic success. Also ensuring that policies and procedures facilitate rather than impede effective execution, using best practices to perform core business activities and pushing for continuous improvement, installing information and operating systems that enable company personnel to better carry out their strategic roles. Motivating people to pursue the target objectives energetically and, if need be, modifying their duties and job behavior to better fit the requirements of successful strategy execution. Tying rewards and incentives directly to the achievement of performance objectives and good strategy execution, creating a company culture and work climate conducive to successful strategy execution and exerting the internal leadership needed to drive implementation forward and keep improving on how the strategy is being executed (Thompson, 1997).

The ideal in strategic implementation is to reach a state in which everybody in the institution understands what he or she is to do and why. This is the state of mutual understanding and its only state in which implementation can be secured for a long time but unfortunately, few institutions fully achieve it. Generally, there are four relationships that can exist between strategic managers and those they plan for and the relationships depend on how managers understand the needs, wants, and capabilities of the organization's members and on how members understand the goals, objectives, tasks and assumptions of the plan (Thompson, 1997).

Rowe (1994) observed that strategy implementation is concerned with both planning how the choice of strategy can be put into effect and managing the changes required. It's concerned with the translation of strategy into organizational action through institutional structure and design, resource planning and the management of strategic change. Successful implementation is likely to be dependent on the extent to which these various components are effectively integrated to provide in themselves competences which other institutions find it difficult to match.

Social change is a key element of implementation. There are very few instances where introducing a strategy does not involve changing the social system. Yet managers become so concerned with the economic aspects of strategy that they fail to see that it requires changes in the social system as well. Institutions are composed of people, and unless the manager can introduce a strategy in a way that leads people to accept and support it, the strategy may be doomed to failure. Thus, social change must be considered part of any strategic change. Phases of implementing strategy should include determining what social change is required for a proposed strategy and then

introducing that change, obtaining commitment to the change, carrying out the implementation, utilizing managerial controls that balance behavioral and technical requirements to achieve specified objectives, this phase requires re-evaluation of original strategy or its adaptation to new environmental demands.

According to Johnson (1999), strategy implementation and strategic analysis, strategic choice and strategy implementation have a relationship which is explained; in strategy analysis, the strategist seeks to understand the strategic position of the organization in terms of its external environment, internal resources and competences and the expectations and influence of stakeholders. The questions this raises are key to deciding future strategy, what changes are going on in the environment and how will they affect the institution and its activities? What are the resources and competencies of the institution and can these provide special advantages or yield new opportunities? The aim of strategic analysis is, then, to form a view of the key influences on the present and future well-being of the institution, and what opportunities are afforded by the environment and competences of the organization. On the other hand, strategic choice has to do with formulation of possible courses of action, their evaluation and the choice between them.

It's fundamental to note that the concepts of strategic management are just as important in the public sector as in commercial firms. However, like the private sector, the public sector is diverse for instance, public service organizations like education services face difficulties from a strategic point of view because they may not be allowed to specialize , and may not be able to generate surpluses from their services to invest in development. This can lead to mediocrity of service where

strategic decisions mainly take the form of striving for more and more efficiency so as to retain or improve services on limited budgets. Careful analysis and of resources and allocation of those resources become very important. A government agency has a labor market, and a money market of sorts; it also has suppliers and users. However, a political market approves budgets, and provides subsidies. It is the explicit nature of this political dimension which officers have to cope with which particularly distinguishes government bodies, be they nationals or local from commercial enterprises. This may in turn change the horizons of decisions, since they may be heavily influenced by political considerations, and may mean that analysis of strategy requires the norms of political dogma to be considered explicitly. Although the magnitude of political dimension is greater, the model of strategic management still holds. What is different is the certain aspects of strategic analysis and choice, notably those with political influences, are more important (Johnson, 1999).

1.1.2 Free primary education strategy

Being aware of myriad challenges facing implementation of Free Primary Education (FPE) strategy, the government initiated several approaches to support the strategy and four main approaches have been identified as disbursing free primary funds to schools to cater for infrastructure and general requirements, engaging private stakeholders in an arrangement dubbed Public-Private Partnership (PPP) to help in realizing the millennium development goal on education. Some of these programmes are Child Friendly Schools Programme initiative by the United Nations Children's Fund (UNICEF) in partnership with the Ministry of Education to promote safety in schools, involvement of donors and international agencies in the advancement of this strategy e.g. Kenya entered into a bilateral agreement with the Federal Republic of

Germany to upgrade primary schools in poor urban areas through a project called, The Kenya Primary Education Project (KPEP) in poor Urban Areas of Nairobi. The government has a policy of engaging local communities to participate in school activities like small scale projects (KESSP, 2005).

1.1.3 Primary education within Kasarani district

Nairobi district is divided into eight districts namely Embakasi, Kasarani, Dagoretti, Westlands, Starehe, Makadara, Langata and Kamukunji as geographically defined. Kasarani is one of the districts found on the Northern part of the district and the districts were instituted in 1964 after independence. The district has twenty six (26) public schools and a hundred (100) private schools. A total number of forty thousand, four hundred and fifty seven (40,457) pupils and six hundred and fifty seven (657) teachers. The district recorded an average of 1 teacher: 62 pupils after the introduction of FPE, this ratio surpass the standard ratio of 1 classroom: 40 pupils but in some schools the ratio goes to 1:102. Prior to the strategy, the ratio was 1teacher:47pupils. In terms of facilities the populous district is pressured by the increasing pupils' population as 1 toilet: 101 boys, 1 toilet: 92 girls. Books distribution is not spared by the high school enrolment, on average 1 book is shared by 4 pupils. As a result, examination performance in Kasarani district is most likely affected by shortage of books as it averages 225 points out of possible 500 points. There is a diminishing trend in academic performance because the performance before the FPE strategy used to be 240 points on average (Unpublished Report, City Education Department, 2011).

Implementation of education strategy in Kasarani district is carried out by education officials with the one Education Officer at the apex assisted by Teacher Advisory

Committee (TAC) tutor. The TAC tutor works closely with the School Management Committee (SMC) at the school level. The SMC is composed of a head teacher, an area Member of Parliament and area councilor as ex-officio members, parents' representatives from every class who are elected during an annual general meeting by all the parents (KESSP, 2005). Some schools are located in poor urban hood which provide a good opportunity for politicians to influence the communities at will and as a result, politics find its way in the management of schools affairs.

1.2 Research problem

Free Primary Education Strategy was incepted in 2003 as a response to the World Conference on EFA held in Jomtien Thailand in 1990 and a World Education Forum held in Dakar Senegal (The Dakar Framework for Action, 2000 paragraph 19a). Kenya signed the recommendations of the two forums thus compelled to introduce FPE for its citizens. Since the inception of FPE in 2003, increased enrolment of learners was expected and therefore it was envisaged that the government would have put adequate infrastructure in place, also education officers were expected to sensitize key stakeholders about the new strategy in order to prepare adequately for the changes brought about by the strategy. The strategy implementation process recommended by Judson (1966) is helpful in strategy implementation. However, there seems to be gaps in the strategy implementation process by FPE strategy implementers and this could be the challenge in implementing the FPE strategy as Judson recommends that a change should be analyzed and planned.

In a survey carried out by UNICEF (2005), most of the head teachers were caught by surprise by FPE because they were not prepared on the strategy and how to go about it

because the available classrooms were full and pupils kept on coming and the government said no pupil should be denied admission. Key stakeholders need to be communicated to about the change and possibly undergo orientation sessions on how to manage the change. Education officers were confused as well and could not help the head teachers much in terms of the strategy because they were equally unprepared.

Change being a process entails a social shift in status quo and it's depicted in behavior change and making the initial transition of status quo to the new situation and then consolidate new situation and a follow up mechanism implemented. The enrolment rate increased but infrastructure remains unchanged, there seems to be no clear understanding about free primary education strategy both by the policy implemented and school managers and that is possibly the reason why academic performance has generally deteriorated in the district. Politics has played a key role in education administration and this research will address political influence in the education sector.

Since the introduction of FPE, some important achievements have been noted but a lot of things leave a lot to be desired and this research will deal with this by addressing the following questions: to what extent does inadequate capacity building to key stakeholders in education influence implementation of free primary education strategy within Kasarani district in Nairobi and how does governance influence implementation of free primary education strategy within Kasarani district in Nairobi?



1.3 Research objectives

- i. To examine the effect of lack of capacity building to key stakeholders in the implementation of free primary education strategy within Kasarani district in Nairobi.
- ii. To determine the factors that influence governance in free primary education strategy within Kasarani district in Nairobi.

1.4 Value of the study

The government will benefit from this study by using the information herein to formulate effective policies in scaling up effective implementation of free primary education strategy. Based on recommendations of this project, (he Government may be interested to apply them on a pilot basis and if successful replicate them nationally.

Other researchers doing research in areas of education, strategic management and other related areas will benefit from this research work by getting insights of advancing their areas of research and also find areas for further research.

Education managers will benefit from this study and may want to customize it in their areas of work for efficient education management, the strategy proposed herein may serve the education managers with insights in efficient execution of their duties. Findings from this study form part of relevant education data for reference. The study provides data for management functions which are fundamental in the implementation of FPE.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

According to Rowe (1994), implementation is one of the most critical components of strategic management thus the most challenging phase in strategic management owing to the dynamic environment in the context of strategy implementation. Crafting and executing strategy are the heart and soul of managing a business enterprise (Thompson, 2007).

2.2 Strategy implementation process

Implementing strategy poses the tougher, more time consuming management challenge. Practitioners are emphatic in saying that it is a whole lot easier to develop a sound strategic plan than it is to make it happen. What makes job of a strategy implementer is the multiplicity of tasks combined with variety of ways to approach each task. Strategy implementer's task is to bring the organization conduct of its internal operations into good alignment with strategy and to unite the total organization behind strategy accomplishment. The challenge is one of building such determined enthusiasm and commitment up and down the ranks that a virtual organization-wide crusade emerges to carry out the chosen strategy.

Implementing strategy involves six key tasks which include exercising strategic leadership, installing administrative support systems in terms of policies and procedures and control systems, galvanizing commitment to the strategy throughout the organization, linking work assignments directly to strategic performance targets,

establishing a strategic performance budget and building an institution capable of successful strategy execution (Thompson, 2002).

Strategic implementation follows on from Witte's five stage strategic decision making sequence, (problem identification, obtaining necessary information, production of possible solutions, evaluation of solutions and selection of strategy) and is by any measure one of the most vital phases in the decision making process. Indeed, most of the texts aphorize the worthlessness of a good strategy for whose implementation no provision has been made. Strategic implementation embraces all actions that are necessary to put a strategy into practice and the actions include identifying key tasks to be performed, allocation of these tasks to individuals, provision for coordination of separated tasks, design and installation of appropriate information system, budgeting and a control system (Howe, 1985).

2.3 Discussion of factors influencing free primary education strategy

Institutions exist in an open system where they are subjected to environmental factors of political, economic, social, technological, environmental and legal influences and any institution that does not leverage the above factors in its operations is thrown out of the market through competition. Johnson (2002) uses a PESTEL framework which categorizes environmental influences into six main types as political, economic, social, technological, environmental and legal. Pierce and Robinson (1997) notes that an institution's environment consists of all conditions and forces that affect its strategic options and define its competitive situation. The FPE strategy is influenced by key factors discussed below:

2.3.1 Education governance

Johnson (2002) establishes the following socio-cultural factors as population and demographics, income distribution, social mobility, lifestyle changes, attitudes to work and leisure, consumerism and levels of education. The Ministry of Education adopted a Sector Wide Approach (SWAP) to programme planning. A SWAP is a process of engaging all stakeholders in order to attain national ownership, alignment of objectives, harmonization of procedures, approaches and coherent financing arrangement. It also involves broad stakeholder consultations, designing a coherent and rationalized sector programme at micro, meso and macro levels and the establishment of strong coordination mechanisms among donors and between donors and the government. Through the SWAP process, the government and development partners developed the Kenya Education Sector Support Programme (KESSP) which has twenty three programmes focusing on the sector as a whole. KESSP is within the broader framework of national policy framework as set out in the Economic Recovery Strategy (ERS) and the Sessional Paper No. 1 of 2005 on a policy framework for education, training and research (KESSP, 2005).

The pressure for other items has constantly been significantly squeezed. The World Bank Survey (2003) by Bruns, Mingat and Tomalala set the recurrent budget share for spending on items other than teacher salaries at the target level of 33%. This figure was significantly higher than observed average for high UPE attaining countries. Thus, Kenya needs to prioritize the improvement of quality complementary inputs and upgrade its management functions like school supervision, assessment and teacher development.

Abagi (1999) observes that analysis done by the Institute of Policy analysis and Research (IPAR) identified lack of a clear vision and philosophy for the development education in particular. Inappropriate philosophy framework, inefficient management, supervision mechanisms and overreliance on donors for crucial programmes, existing legal frameworks need complete overhaul to address challenges facing education in 21st century and make cognizance of FPE (Ogule, 2003). Corruption is rampant in the government in regard to the usage of the Free Primary Education funds. In 2009, there were calls from various sources to sack top government officials for misappropriation of FPE funds (Standard Newspaper, 2009). Early this year, KES 14.6 million meant for FPE was stolen in the Ministry of Education (Standard Newspaper, 2011). In this regard, the UK's Department for International Development (DfiD) started funding the FPE strategy directly to schools to avoid financial mismanagement (Standard Newspaper, 2011).

Some donors have now stopped funding free primary education strategy owing to increasing corruption practices within the government. When FPE was introduced in 2003, many people had their own reasons as to why FPE strategy would not succeed. One of the major challenges sighted was, lack of enough funds. Now that funds have been availed, FPE strategy has been faced with another challenge of dealing with mismanagement of the funds (Hakijamii, 2009).

KESSP (2005) highlights that the implementation of FPE strategy requires high capital and thus the GoK through its many programs calls for donor support and private investors in what is called Public-Private partnership arrangement. After the introduction of FPE, many donors came on board to answer the call of the GoK. One

of the notable donors in Kasarani District is Kenya Primary Education Project (KPEP) funded through a bilateral agreement between the Government of Kenya and the Federal Republic of Germany. The project was incepted in 2003 but actual implementation began in 2006 and the completion date was envisaged to be in 2009. The project's objective is to contribute towards primary education through building schools and other facilities. Key challenges to the project implementation were delays in the government institutions especially in signing documents like value added tax (VAT) exemptions, approval of architectural drawings among other protocols. The expected work ought to have been carried out in Kasarani District by KPEP was not done as expected because delays in construction has high cost implications on the party delaying. With this kind of governance at all levels of management structures in Kasarani District, FPE strategy implementation is a frustrated effort.

Institutional politics are tactics that strategic managers engage in to obtain and use power to influence organizational goals and change strategy and structure to further their own interests. Top-level managers constantly come into conflict over what the correct policy decisions should be, and power struggles and coalition building are a major part of strategic decision. If politics grows rampant, however, and if powerful leaders and managers gain such dominance that they can suppress views of others, major problems arise. Checks and balances fade, organizational inertia increases, and performance suffers (Hill, 1999).

According to Johnson (2002), political factors are considered in a broad perspective as government stability, taxation policy, foreign trade regulations and social welfare policies. Strategy implementation process is informed by the following fundamental

questions; who is to be responsible for carrying through the strategy? What changes in organizational structure and design are needed to carry through the strategy? What will different departments be held responsible for? What sort of information systems are needed to monitor progress? What do the key tasks need to be carried out? What changes need to be made in the resource mix of the organization? Is there a need for new people or the retraining of the workforce?

The implementation of strategy also requires managing of strategic change, and this requires action on the part of managers in terms of the way they manage change processes, and the mechanisms they use for it. These mechanisms are likely to be concerned with not only with organizational redesign, but also with changing day-to-day routines and cultural aspects of the organization, and overcoming political blockages to change. Local communities are integral part in contributing towards free primary education in terms of undertaking small construction contracts. Besides being a noble strategy, most of the tender awards are un-procedurally done and as a result of poor workmanship, many projects have become white elephants.

Local leaders are important components in the implementation of FPE strategy because of their capacity to influence their communities. That also explains why local area Member of Parliament (MP) and area councilor are ex-officio members of school management committees in schools within their area. This arrangement enables flow of information effectively from grassroots to the executive body because MPs represent their communities in the parliament. However, some area leaders act contrary to the expectations and some schools lose properties to the community under incitement of area leaders (Unpublished Report, 2009).

2.3.2 Capacity building

FPE entails the abolishment of fees and other levies for tuition in primary education - the cost of basic teaching and learning materials, wages of non-teaching staff and hence government and development partners gave KES 1,020 per child per year, primary education as joint responsibility where everybody had clear roles to play. Parents are expected to buy uniform, provide meals, transport, boarding facilities and health care and examination fees for standard eight, the government to continue maintaining low cost boarding schools and the school feeding programme in Arid and Semi-arid Areas (ASAL), primary schools to enroll all children without discrimination, overgrown children to be enabled to attend school by establishing one class to attend them, double shifts for over enrolled schools, not building new schools but using existing ones

Strategy is seen as the emergence of order and innovation from variety of and diversity which exists in and around organizations. New ideas and therefore innovation may come from anywhere in an organization, or from stimuli in the world around it. The evidence is that innovation comes, not from the top, but quite likely from the low down in an organization. Given this background, scholars and policy makers have continuously raised pertinent issues related to the FPE strategy. While there is a consensus that this is an appropriate strategy addressing the problem of declining primary school enrolment in Kenya, a serious concern has been raised on the way the government implemented the strategy. For instance, the political declarations of the strategy, school heads were expected to implement it without prior preparations. On the ground, school heads and education officers were caught

unawares. Indeed, the government was itself unprepared for the strategy because it was started on a short notice (UNESCO, 2005).

Managers can either make an effort to understand the members or not. Members can either be encouraged to understand the plan or not. This results in four possible outcomes- if the managers do not understand the members and the members do not understand the plan, they are acting at cross purposes. Managers can attempt to implement the plan by fiat, drawing on their authority, but this approach is unlikely to succeed. Secondly, if managers understand the members but the members do not understand the plan, the managers must sell the plan to the members and motivate them by means of rewards and incentives. Because the members do not understand the reasons for the plan, it is unlikely that the plan will be fully implemented or the organization will achieve its maximum potential.

When managers do not understand the members but the members are educated to understand the plan and its underlying assumptions, some of the plans will be implemented and some of the organization's potential may be realized. The only way to ensure full realization of an organization's potential is for its managers to understand its members well and for the organization members to understand and believe in the plan fully and this involves use of research, education, participation, motivation and authority and to realize this mutual understanding requires use of a social change process (Rowe, 1994).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research design

The study was modeled on a case study methodology. Kothari (1990), defines a case study as a powerful form of qualitative analysis and involves careful and complete observation of a social unit be it a person, family, cultural group or an entire community and/or institution. This study focused on factors influencing implementation strategy of Free Primary Education in Kasarani district. The results were expected to provide an insight in understanding how the district is influenced in implementing FPE strategy.

3.2 Data collection

The study used primary data; this was collected through face to face interview with the researcher. An interview guide was used to collect data on the factors influencing implementation of FPE strategy in Kasarani district. The content of the interview guide was divided into four sections which covered areas on the; introduction section, background information, strategy implementation process at the district and factors influencing implementation of the FPE strategy. The respondents consisted of three senior officers in the Director of City Education office, twenty parents in the various school management committees and twenty seven teachers from different schools. These respondents were considered to be involved in the formulation and implementation of the FPE strategy. Hence, the researcher expected that these categories of staff to be in a position to offer valuable information regarding factors influencing the implementation of FPE strategy.

3.3 Data analysis

The data collected was analyzed by use of content analysis techniques. The information was analyzed and evaluated to determine their usefulness, consistency, credibility and adequacy. The content analysis technique was used because it assists in making inferences by systematically and objectively identifying specific information and then relating them with their occurrence trends. Similar studies in the past done by Maina E. (2005) who researched on the Factors Affecting Free Primary Education in Kenya. Some of the challenges identified in her study were, among others, poor infrastructure, financial constraints, child labor and shortage of teachers.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This chapter covers data analysis, results and discussion of the research. Content analysis was used as an interview guide was the tool for data collection. The collected data was analyzed and interpreted in line with the objectives of this study namely, factors influencing implementation of free primary education strategy within Kasarani district in Nairobi.

4.2 The Respondents' profile

The research adopted a case study approach in collecting data from the interviewees. This process involved the preparation of an interview guide where upon the same was used to collect the data. The interviewees comprised the education officers at the City Council of Nairobi and education managers comprising teachers. In total; the researcher interviewed fifty (50) respondents out of fifty five (55) respondents earmarked to be interviewed. Out of the fifty (50) respondents, twenty seven (27) were teachers, three (3) education officers and twenty (20) parents. This represented 91% response rate and was considered a good result for analysis.

All the education officers interviewed had master's degrees in education. 58% of the teachers hold degrees and diploma certificates in education, while 42% are primary one (Pi) certificate holders. 100% parents are literate with the same percentage holding various positions in school management committees (SMCs). The average

number of years for the respondents was thirty six (36) and average experience of thirteen (13) years in education. With this solid background, it was felt that the respondents were knowledgeable enough on the research subject matter and thus of help in the realization of the research objective.

4.3 Concept of strategy implementation

The first objective sought to examine how inadequate capacity building to key stakeholders has influenced in the implementation of free primary education strategy within Kasarani district in Nairobi. To respond to this, in depth interviews were carried out with the City Council of Nairobi education officers comprising the assistant director, Teacher advisory center (TAC) tutor and senior education officer; parents and teachers. The City Council of Nairobi (CCN) has various departments dealing with various service provision functions throughout the City. One of these departments is the education department which is mandated by the CCN to manage primary school education in Nairobi.

In depth interviews revealed that capacity building was not done at all before the implementation of the FPE strategy. Most respondents attributed this occurrence to lack of general preparation for the FPE strategy from the top to the school level. Inadequate capacity building on the basic requirements for the FPE strategy has caused some education stakeholders to derail the process. Most respondents indicated that they learnt about free primary education strategy from the politicians through the media and campaign meetings around the country. It was also noted that no training for either education managers or officers on the implementation of FPE strategy. Findings revealed that after the schools were opened in February 2003, three members

from the school management committees in every school were taken for a workshop to learn on the management of free primary education funds.

The findings highlighted that the strategy implemented were trained on financial management only while neglecting other important elements which came along with the then new strategy. Important emerging issues that came out of the research were how to deal with high influx of pupils in the schools because no child would be turned away because the government policy states that all children must access education. The high number of pupils against small number of teachers has led to deterioration of academic performance yet the FPE strategy focuses on quality education.

When asked what the FPE entails, most of the parents responded that the government takes care of education in general and therefore parents are only supposed to buy school uniform only. With the few schools that are benefiting from feeding programmes, it was revealed that parents have refused to contribute funds towards purchase of small items attributing that the government is funding.

As noted in the literature review, new ideas and therefore innovation may come from anywhere in an organization, or from stimuli in the world around it. The evidence is that innovation comes, not from the top, but quite likely from the low down in an organization. Research showed that most of the respondents trained on the FPE strategy implementation have either retired, left school or changed jobs and the incumbents are only using records without any training. This is because the trainees were very few from every school and probability of finding them in the school they

were during the time of training is very low. For instance, a parent is only considered a parent of a certain school if he has a child in that school.

The institutionalization of the strategies formulated in the first strategic plan 2001-2005 was confronted with various challenges. The findings of this study revealed that there was lack of strategic fit between strategy and culture. The culture at Kasarani was described as outdated and incompatible to the changing environment. The FPE sought to bring all stakeholders on board to participate in the achievement of FPE which is a strategy towards Millennium Development Goal (MDG) - Education for All. On the contrary, parents have shown little effort in the strategy process.

Human resources for performance are a major challenge during implementation of FPE strategy. Low workforce morale was a significant observation during implementation of the strategy. FPE focused on accessibility, retention and quality of education. With the shortage of teachers with some schools having a ratio of 1 teacher: 110 pupils is a huge task to expect quality services to the pupils. Similarly, competition of such schools with others with a standard ratio of 1 teacher: 40 pupils is not fair.

When asked to discuss other impediments influencing implementation of FPE strategy, most of the respondents indicated that inflation has really affected sufficiency of FPE funds since 2003. Findings show that despite cases of mismanagement of FPE education, inflation since 2003 has contributed to the inadequate funds available for implementation of FPE strategy.

4.4 Discussion of governance factors in the FPE implementation strategy

The second objective was to determine the factors that influence governance in free primary education strategy within Kasarani district in Nairobi. The study findings reported that implementation of measures to ensure and secure effective leadership contributes largely to effective implementation of FPE strategy. As such, it was reported that trainings were availed on management of FPE funds.

As pointed above, governance of education system is elaborated by three key factors namely political, communication, and monitoring and evaluation factors. Since the inception of free primary education policy in 2003, the objectives of FPE have not been realized and research findings have revealed some factors attributed to governance of education in Kenya.

In the literature review, if politics grows rampant, however, and if powerful leaders and managers gain such dominance that they can suppress views of others, major problems arise. In this regard checks and balances fade, organizational inertia increases, and performance suffers. Findings have showed that politics at all levels have influenced the implementation of this strategy in Kasarani district. The role of politicians in the management of education matters in Kenya was initially perceived as a noble idea to influence positive development of education. However, research findings revealed that most politicians engage in school activities for their vested interests.

Findings revealed that it is the trend of the local politicians in the area to make promises to the community at the expense of the school. One instance was clear that

an area councilor has interfered with the school management committee and that facilities worth million of shillings provided by a certain donor to ease congestion in the school and generate income for the school are now in the hands of public use free of charge in exchange of votes during elections. This implies that the situations will most likely turn the school into its former sorry state since there will be no enough fund to maintain the school facilities. Findings have shown that politics has done a lot of harm than good in the implementation of FPE strategy. It was noted that most of transfer of teachers is politically instigated. An instance in one of the schools in the district revealed that a head teacher was assumed to be allied to a certain political party because he belongs to a certain community; as a result he was hurriedly transferred to another school.

Strategic implementation embraces all actions that are necessary to put a strategy into practice and the actions include key tasks among them installation of appropriate information system. The research Findings identified channels of communication were identified as memos, telephone, meetings and seminars. These forms of communication are traditional and may impede proper implementation of the FPE strategy. Communication is a major impediment to implementing a strategy. Most responses showed that the ministry is not information and communication technology (ICT) compliant. There is no adoption of modern techniques such as e-mail and websites which are known to be efficient and fast.

Information technology (IT) plays an increasing role in strategy implementation at all levels of an institution. It makes it much easier for managers to develop output and behavior controls that give education supervisors much more and better information

to monitor aspect of their strategies and to respond appropriately. IT is also a form of integrating mechanism because it provides people at all levels in the education system with more information and knowledge they need to perform their roles effectively. In a world where institutions are competing to produce the best students to be able to compete in the job market, the ministry of education (MOE) can gain by embracing IT to match the changing demand of education and general management.

Most of the respondents pointed out that communication system is poor especially from the top management level to the school level. Most of the respondents replied that high level institutions provide sketchy information which is inadequate for them to make decisions. For instance, delay of FPE funds and sometimes less than expected becomes a challenge in activities planning. A high number of respondents indicated that such tactics create opportunities of corruption in the handling of FPE funds. When asked the changes they would like to see in communication, most respondents indicated that institutions should adopt effective means of communication like E-mails. Most head teachers revealed that they spend much time making follow-ups which can be done through fast communication channels.

The literature review recorded that implementing strategy involves key tasks which include exercising strategic leadership, installing administrative support systems in terms of policies and procedures and control systems, galvanizing commitment to the strategy throughout the organization, linking work assignments directly to strategic performance targets, establishing a strategic performance budget and building an institution capable of successful strategy execution. This research established that there are inconsistent policies among various stakeholders in education sector. The

FPE funds were initially disbursed only to the public schools but recently, the private and non-formal schools are all benefitting. This is identified by this research as an emerging issue that needs a quick resolution because the non-formal and private schools are largely not managed by the government yet they undertake national examinations and are now benefitting from FPE funds. In this regard, a policy governing these institutions is urgent.

The secondary data reviewed reported that there is a challenge in leadership of strategic practices in Kasarani district. It was noted that politicians have a direct influence in the school management through the school management committees. Private institutions have shown willingness to compliment government's effort in (he implementation of FPE strategy. However, it was revealed that politicians frustrate such efforts. Respondents from one of the schools reported that Equity bank volunteered to buy school uniforms for the entire school but area local political leaders interfered alleging that the incumbent head teacher came from a certain tribe and thus belonged to a certain political party. Most of the respondents acknowledged that it is difficult to separate politics from our day to day activities but regretted how FPE has slacked because of political bad will in the education sector.

Findings revealed that all public primary schools in Kasarani are staffed with employees from the city council of Nairobi and the teachers' service commission. These two institutions are governed by different policy documents in regard to the overall management of education. Despite reported involvement and participation of all stakeholders including Non-governmental organizations and corporate institutions in the implementation of FPE process, it was evident that the inadequate government

policies present a major hindrance to effective FPE strategy implementation. This, among other policies, is particularly in the high turnover of teachers' transfers and it has affected the continuity in the implementation process.

The high frequency of teachers transfer was revealed as detrimental to the implementation of the FPE strategy. Many respondents expressed dissatisfaction on the many times a teacher is transferred and every year there is an average of two teachers transferred in one school. This research finds that quality is hard to come by when teachers are transferred shortly before they establish themselves in the school.

Integrity in overall education management has come with various repercussions. At the school level, illegal levies by the schools have incapacitated accessibility of children to schools. Although there is no available evidence of mismanagement of funds, it was revealed by teachers and parents that most of the schools in Kasarani district charge admission fees to the pupils which is contrary to the FPE policies that primary education is compulsory for everyone. In effect access to education has been frustrated for those who cannot afford the admission fee. FPE funds are allocated based on the pupils' enrolment records. In a deeper interview, most of the respondents indicated that FPE funds are embezzled through various tactics like inflating costs of some services and exaggerating the number of pupils enrolled and conspiracy among the school management committees. Most of the respondents noted that corruption cases at all levels have affected provision of adequate facilities and learning materials due to shortage of funds.

FPE was initially implemented in public schools and this move had its share of repercussions as evident in the high ratios of teachers, classrooms to the pupils and generally academic performance has slipped down very fast. Indeed, many pupils transferred from private and informal schools to join the free education in the public schools. The FPE funds are now available for both private and informal schools but the challenge of implementation followed to these schools because of lack of a policy governing FPE implementation especially in the private and informal schools.

The World Bank Survey (2003) set the recurrent budget share for spending on items other than teacher salaries at the target level of 33%. This figure was significantly higher than observed average for high UPE attaining countries. Thus, Kenya needs to prioritize the improvement of quality complementary inputs and upgrade its management functions like school supervision, assessment and teacher development. Many respondents indicated that successful implementation of FPE strategy requires close monitoring and evaluation.

Research findings established that monitoring and evaluation framework is in place but not specific to free primary education. The monitoring and evaluation framework fails to incorporate fundamental sections specific to continuous improvement of FPE strategy implementation. The findings showed that there is need for restructuring the monitoring and evaluation framework. More importantly, the findings revealed that teamwork at the CCN among the departments is inadequate. Findings revealed that successful implementation of this strategy will entail scaled up interdependence

among the departments of the CCN. It was revealed from the education officers the lack of interdependence at the CCN is a threatening challenge to service delivery to the people.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The objectives of this study were to examine the factors that influence governance in free primary education strategy and to examine the effect of lack of capacity building to key stakeholders in the implementation of free primary education strategy within Kasarani district in Nairobi. This chapter will cover the summary of the findings, limitations and recommendations of the study based on the findings from chapter four.

5.2 Summary of findings

The study topic was to determine factors influencing the implementation of free primary education strategy within Kasarani district in Nairobi. The findings were in response to the research questions formulated as: to what extent does inadequate capacity building to key stakeholders in education influence implementation of free primary education strategy within Kasarani district in Nairobi and how does governance influence implementation of free primary education strategy within Kasarani district in Nairobi?

Lack of general preparation for the FPE implementation strategy by the government attributing FPE to political promise; most respondents indicated that they learnt about free primary education strategy from politicians through the media and campaign meetings around the country. It was also noted that no training for policy implementers before the strategy was implemented.

Content of the training was questioned by the respondents revealing that it focused more on FPE funds, thus overlooking other fundamental issues like how to deal with high influx of pupils in the schools without denying them access to school. The few number of participants trained per school was reported to be very small considering the high demands of FPE strategy implementation.

Lack of strategic fit between strategy and culture. The culture at Kasarani was described as outdated and incompatible to the changing environment. The FPE sought to bring all stakeholders on board to participate in the achievement of FPE which is a strategy towards Millennium Development Goal (MDG) - Education for All. On the contrary, parents have shown little effort in the strategy process. In this regard, social change as mentioned in the literature review is fundamental for successful implementation of a strategy. Social change happens gradually as people exit from traditional way to new ways of doing things and the change requires planning.

Human resources for performance are a major challenge during implementation of FPE strategy. Low workforce morale was a significant observation during implementation of the strategy. FPE focused on accessibility, retention and quality of education. With the shortage of teachers with some schools having a ratio of 1 teacher: 110 pupils is a huge task to expect quality services to the pupils.

Inflation has affected implementation of FPE strategy. Findings show that despite cases of mismanagement of FPE education, since 2003, inflation has contributed to the inadequacy of funds available for the implementation of FPE strategy.

In response to the second objective to determine the factors that influence governance in free primary education strategy within Kasarani district in Nairobi. The study findings reported that implementation of measures to ensure and secure effective leadership contributes largely to effective implementation of FPE strategy. As such, it was reported that trainings were availed on management of FPE funds.

Politics at all levels have influenced the implementation of this strategy in Kasarani district. Research findings revealed that most politicians engage in school activities for their vested interests. It was noted that it is the trend of the local politicians in the area to make promises to the community at the expense of the school. Findings have shown that politics has done a lot of harm than good in the implementation of FPE strategy. Research revealed that most of transfer of teachers is politically instigated.

Leadership is a challenge in Kasarani district. It was noted that politicians have a direct influence in the school management through the school management committees. Private institutions have shown willingness to complement government's effort in the implementation of FPE strategy. However, it was revealed that most politicians frustrate such efforts. Most of the respondents acknowledged that it is difficult to separate politics from our day to day activities but regretted how FPE in the area has slacked because of political bad will in the education sector.

Communication was identified as a challenge in the implementation of FPE strategy. Traditional methods of communication are used and may impede proper implementation of the FPE strategy. Most responses showed that the ministry is not information and communication technology (ICT) compliant. There is no adoption of

modern techniques such as e-mail and websites which are known to be efficient and fast. Information technology (IT) plays an increasing role in strategy implementation at all levels of an institution. This poor communication has had repercussions like delay of FPE funds to schools and sometimes less than expected and this inconvenience SMC in the planning of activities.

Inadequate policies in the administration of education have challenged governance of FPE strategy implementation. The FPE funds were initially disbursed only to the public schools but recently, the private and non-formal schools are all benefitting. This is identified by this research as an emerging issue that needs a quick resolution because the non-formal and private schools are not managed by the government yet they undertake national examinations and are now benefitting from FPE funds. Similarly, the high turnover of teachers' transfers has affected the continuity in the implementation process. In this regard, policies addressing these issues are necessary.

Integrity in overall education management has come with various repercussions. At the school level, illegal levies by the schools have incapacitated accessibility of children to schools. Although there is no available evidence of mismanagement of funds, it was revealed by teachers and parents that most of the schools in Kasarani district charge admission fees to the pupils which is contrary to the FPE policies that primary education is compulsory for everyone. In effect access to education has been frustrated for those who cannot afford the admission fee.

Inadequate monitoring and evaluation framework does not help to comprehensively address FPE strategy implementation. Many respondents indicated that successful implementation of FPE strategy requires close monitoring and evaluation. Results

established that there is monitoring and evaluation framework but it is not specific to free primary education because it's lacking fundamental sections that are fundamental in continuous improvement of FPE strategy implementation.

5.3 Limitations of the study

While interpreting the findings of this study, one should bear in mind the limitations. The choice of the design was limited by the time and resources available for the research. This study used a case study design which is limited by the inability to generalize the results. The limitations reduce the robustness of the findings.

5.4 Suggestions for further study

This study used a case study within Kasarani district but FPE factors can be generalized in the country by using a cross section survey covering the whole sector can be undertaken for more reliable and accurate results.

This study was based on two major factors namely sensitization of education stakeholders in the education sector and governance of education in. A further research can be carried out on the other factors influencing FPE implementation strategy.

Education sector seeks to produce a competitive workforce in Kenya and beyond because education is a key tool to developing economy of a country. Therefore, a comparative study can be carried out on the implementation of FPE in other countries that have a similar program and see to what extend Kenya can benefit from these countries.

5.5 Conclusions

Several conclusions can be made from this research work. Lack of initial preparation for the FPE implementation strategy, lack of strategic fit between strategy and culture in Kasarani district, human resources for performance is inadequate, inflation rate has gone up since the implementation of FPE strategy but the funds have never been reviewed, politics at all levels of the governance system affects the implementation process, leadership is a challenge, communication was identified as a stumbling block to FPE strategy implementation , inadequate policies in the administration to address emerging issue in FPE, lack of integrity in overall education management has led to mismanagement of FPE funds, inadequate monitoring and evaluation framework cannot adequately measure implementation of FPE strategy effectively and efficiently.

5.6 Recommendations

Capacity building is inadequate eight years since the implementation of FPE in 2003. In this case, the objective of capacity building should not be limited to FPE funds but train on strategies of implementing FPE strategy with minimal challenges and social change would facilitate the achievement of FPE strategy implementation. The training should be a continuous process to all education stakeholders as opposed to training a few individuals. This will not only make key stakeholders to understand better but also to propose ideas towards achievement of MDG on EFA. This can also be enhanced by employing research in the implementation of FPE.

There is an urgent need to develop a comprehensive policy governing both non-formal and private schools. These institutions have since become beneficiaries of FPE

funds and above all, they have become strategic partners to the government in the decongestion of public schools. An arrangement by the government to support these schools financially through a formal arrangement guided by a private and non formal schools policy would be a milestone to the achievement of FPE in Kenya and its emerging issues.

Crime is detrimental in any form of development. Many schools in Kasarani district are inside or adjacent to a slum set-up. This poses insecurity and services like evening services of libraries become a challenge. I recommend that a programme on safer cities programme be scaled up and get support from the government.

Communication was identified as a challenge in the implementation of FPE strategy. Traditional methods of communication are used and impede proper implementation of the FPE strategy. Most responses showed that the ministry is not information and communication technology (ICT) compliant and there is no adoption of modern techniques such as e-mail and websites which are known to be efficient and fast. Effective communication coupled with a comprehensive monitoring and evaluation system is fundamental for a speedy achievement of FPE in Kasarani district with minimal challenges notably corruption.

REFERENCE LIST

- Abagi, O. (1999). *National Legal Frameworks in Domesticating Education as a Human Right in Kenya*. Nairobi.
- Bruns, M. (2003). *World Bank Economic Survey*
- City Education Department (2011). *Kasarani District Data Base*. (Unpublished Annual Report).
- Gibson, M. (1988). *Management change process*. McGraw-Hill companies, Texas, U.S.A.
- Hakijamii, Kenya Education Rights Update (2009). "*Kenya Loses KES 1.3billion*"
- Hill, C. (1999). *Strategic management theory*. Houghton Mifflin Company Printers, New York.
- Howe, S. (1985). *Corporate strategy*. McGraw-Hill Companies, New York.
- Johnson G. (2002). *Exploring corporate strategy* (6th edition). Prentice Hall, India
- Judson, P. (1966). *Manager's Guide to Making Changes*
- Kothari, C. (1990). *Research methodology: Methods and Techniques* (2nd edition). Wishira Prakashan.
- Maina, E. (2005). *Factors Affecting Free Primary Education in Kenya*. (Unpublished Master's Thesis). University of Nairobi
- Ministry of Education Science and Technology (2005). *Education Policy Framework*, Government of Kenya Printers, Nairobi

- National Rainbow Coalition (2002); *Manifesto for NARC*, Nairobi
- Ogule, E. (2003). *Challenges Facing Education in the 21st Century*. (Unpublished Master's Thesis). Kenyatta University
- Pierce, R. (1997). *Strategic management*. McGraw-Hill Companies, New York.
- Republic of Kenya (1992). *Education for All Issues and Strategy*. Government of Kenya Printers, Nairobi
- Republic of Kenya (1981). *Kenya Education Report (Mackay Report)*. Government of Kenya Printers, Nairobi
- Republic of Kenya (1964). *Kenya Education Report (Ominde Report)*. Government of Kenya printers, Nairobi
- Republic of Kenya (1988). *Report on Development of Education in the Next Decade and Beyond (the Kamunge Report)*. Government Printers, Nairobi
- Republic of Kenya (1976); *Report on Education Objectives and Policies (the Gachathi Report)*. Government Printers, Nairobi
- Republic of Kenya (1999). *Report of Presidential Commission on Review of Education in Kenya (the Koech Report)*. Government of Kenya Printers, Nairobi
- Republic of Kenya (2005). *Sessional Paper No. 1 on a Policy Frame for Education*. Government of Kenya Printers, Nairobi
- Rowe, J. (1994). *Strategic Management: Methodological Approach* (4th edition). Addison- Wesley Publishing Company.
- Standard Newspaper, Nairobi, December, 15th 2009

Standard Newspaper, Nairobi, March, 3rd 2011

Standard Newspaper, Nairobi, May 12th, 2011

Thompson, A. (2008). *Crafting and executing strategy*. McGraw-Hill Irwin

UNESCO (2005). *Challenges of Implementing Free Primary Education in Kenya, Assessment Report*

World Education Conference (1990). *Jomtien Framework for Action*, Jomtien, Thailand

World Education Forum (2000). *Dakar Framework for Action*, Dakar, Senegal

APPENDIX I

INTRODUCTION LETTER

The Director, City Education Department,
City Council of Nairobi,
P.O. BOX 30298-00100,
Nairobi.

29/06/2011

Dear Sir/Madam,

Re.: Permission for Justus Mutua to Collect Data from Kasarani District

I am a student at the University of Nairobi in the school of business pursuing a Master's degree in Strategic Management.

I need data from Kasarani district to be able to work on my project whose title is **"Factors Influencing Implementation of Free Primary Education Strategy within Kasarani District in Nairobi."**

Your participation is essential to this study and will help policy makers to review free primary education policies to mitigate key recurring problems in regard to FPE. The information you provide will only be used for academic purpose and will be treated with utmost confidentiality.

Yours Faithfully,

Justus Mutua
Cell phone:+254 720 471 232
PO BOX 18839-00100 Nairobi
Email: jiistmutua@yahoo.com

APPENDIX 11

INTERVIEW GUIDE

A. Introduction

Goal of the interview process

To find out factors influencing implementation of free primary education strategy within Kasarani District

B. Questions

1. How long have you served in education sector?
2. What is your highest level of education attained?
3. Type of stakeholder (teacher, parent, education officer)
4. What is your age? (optional)
5. From whom/where did you learn about free primary education?
6. How was the information shared with you?
7. What does Free Primary Education (FPE) entail?
8. How many times have you trained on FPE implementation strategy

9. How has the above (8) impacted on the implementation strategy?
10. What are the roles of politicians in the implementation of FPE strategy?
11. How have the politicians affected implementation of FPE strategy?
12. How are the funds disbursed to the schools from the government?
13. What would you like improved on the FPE funds management?
14. What other impediments do you think affect implementation of FPE strategy?
15. What challenges Teachers Service Commission (TSC) and City Council of Nairobi (CCN) employees when implementing FPE strategy given that they operate on different policies?
16. Any other comment on the implementation of FPE strategy?

Thank you for Your Cooperation