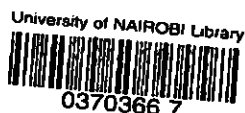


**CHALLENGES FACING THE IMPLEMENTATION OF FREE  
PRIMARY EDUCATION IN MERU CENTRAL DISTRICT**

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**A RESEARCH PROJECT REPORT SUBMITTED FOR THE  
DEGREE OF MASTER OF EDUCATION IN PLANNING  
AND ADMINISTRATION OF UNIVERSITY OF NAIROBI,**

**2008**



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**Declaration**

This project is my original work and has not been presented for a degree in any other University.

Signature Samuel

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

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## **ABSTRACT**

The study on the challenges facing the implementation of the Free Primary Education (FPE) in the Meru Central District was carried out in 30 public primary schools. The district has 93 public schools and therefore this number represented 32.5 percent of the target population. The study picked 1440 boys and 1020 girls from the sampled schools. The study also targeted 90 teachers from the district and 60 members of the school committee members. The reports from the ministry of education Science and Technology (MoEST) indicated that the district had an enrolment of 23,915 pupils (11,920 boys and 11,995 girls). Thus students targeted in this study represented 10.3 percent (i.e. 12 percent boys and 9.1 percent girls)

The overall aim of this study was to establish the challenges facing the implementation of FPE since it was initiated by the government in 2003. The study aimed at taking a stock of challenges facing the FPE programme and making recommendations to the Ministry of Education Science and Technology on ways of addressing those challenges to ensure successful implementation of FPE in the future.

The study used both questionnaires and focus group discussions to collect data from the respondents. The study administered questionnaires to all teachers, head teachers, pupils from class 7-8 because this was a group that could read, make decisions and write their views without many difficulties. Focus group discussions were conducted in school for pupils in class 5-6 and the members of the school committees. This was done in order to clarify items that were not clear to them.

The study established that FPE resulted to increased enrolment in the district since the introduction of FPE in 2003. The data available indicated that the enrolment of the district increased from 16,348 (in 2002) to 23,915 in 2006. This represented an increase of 46.3 percent.

The study established that another main achievement of FPE was the provision of enough teaching and learning materials by the government. This brought a reduction of the cost burden of education on parents and thus leading to an influx of pupils. The study also established that FPE was successful in increasing the access to education by many pupils whose parents could not afford to keep them in school.

The study on the other hand established that FPE faced a number of challenges since it was initiated by the government in 2003. These challenges included lack of adequate number of teachers, increased workload of teachers and de-motivation of teachers, lack of adequate classrooms, increased number of pupils who had not gone through pre-primary, orphans as a result of HIV and Aids, cultural practices that hindered children from attending school, lack of sufficient inspection of schools.

The idea of FPE was a welcome idea to many parents. However the challenges identified should be taken care off in order to make the programme meet its objective of making education free and compulsory for all the children in the country.

## **ACRONYMS**

<b>ASALs</b>	<b>Arid and semi arid lands</b>
<b>CRC</b>	<b>Convention on the Rights of the Child</b>
<b>CSOs</b>	<b>Civil Society Organizations</b>
<b>DEB</b>	<b>District Education Board</b>
<b>DEO</b>	<b>District Education Officer</b>
<b>ECD</b>	<b>Early childhood education and development</b>
<b>EFA</b>	<b>Education for All</b>
<b>EYC</b>	<b>Elimu Yetu Coalition</b>
<b>FBOs</b>	<b>Faith Based Organizations</b>
<b>FPE</b>	<b>Free Primary Education</b>
<b>GoK</b>	<b>Government of Kenya</b>
<b>HIV</b>	<b>Human Immune-Deficiency Virus/</b>
<b>AIDS</b>	<b>Acquired Immune Deficiency Syndrome</b>
<b>IMF</b>	<b>International Monetary Fund</b>
<b>KANU</b>	<b>Kenya African National Union</b>
<b>KCPE</b>	<b>Kenya Certificate of Primary Education</b>
<b>MDGs</b>	<b>Millennium Development Goals</b>
<b>MINEDAF</b>	<b>Ministers of Education of African Member States</b>
<b>MoEST</b>	<b>Ministry of Education, Science and Technology</b>
<b>NGOs</b>	<b>Non-Governmental Organizations</b>
<b>PTAs</b>	<b>Parents Teachers Associations</b>
<b>PTR</b>	<b>Pupil-Teacher Ratio</b>

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# **INTRODUCTION**

## **Background to the Problem**

Education is the backbone of sustainable development. It stimulates and empowers people to participate in their own development (Chowdhury, Mushtaque, Samir, Nath, Rasheda, Choudhury, and Manzoor, 2002). A plan for sustainable development must address the issue of education because it plays a critical role not only in expanding further educational opportunities, but also in fostering basic intellectual abilities such as literacy that are crucial to success in a world where power is closely linked with knowledge (Chowdhury, et al, 2002). Primary education must receive a great amount of attention in both developed and developing nations for this reason.

Primary education is the largest sub-sector of any education system and it offers a unique opportunity to contribute to the transformation of societies through education of the young generation. Since World Education for All Conference that was held in 1990, Jomtien Thailand, primary education enrolment has expanded in absolute terms. However, the quality of primary education has not been kept abreast of the expansion in enrolment. The universal quality primary education continues to be a global concern and a priority for all (Bruns, 2003)

As schooling expands unemployment moves up to influence the more highly educated graduates. The rapid expansion of primary schooling greatly increases the supply of primary school graduates, also increasing their unemployment rate. This increases the economic pay-off of attending secondary school. If the government responds to demands for more secondary places, eventually the increased supply of secondary graduates

creates further unemployment. Thus increases the demand for university expansion and results in university unemployed (Carnoy, 1975).

Child labour is a major reason why children do not attend school around the world. There are estimated 250 million child laborers between the ages of 5 and 14 worldwide (Carnoy, 1975). This does not include the millions of children—mostly girls who work as unpaid domestic servants. Child labour exists on every continent and this has resulted to all children not enrolling in schools. Education is free so that all children can have access but not all attend school as a result of child labour (Carnoy, 1975). In the United States, there are over 13,000 children who work in sweetshops and hundreds of thousands who work in agriculture and therefore not all children acquire the required basic education (Carnoy, 1975).

War, genocide, and natural disasters also cause children to be out of school in many countries in the world. When families are driven out of their communities by one of these causes, they often end up in refugee camps or in unfamiliar country or territory. Refugee camps are meant to be temporary shelters during an emergency, but they often end up being permanent homes for the world's poorest displaced people (Chowdhury, et al, 2002). This has resulted in many children dropping out of school. Even those children that go to school after displacement, some are traumatized and they end up not performing well in the schools (Chowdhury, et al, 2002).

Africa has one of the highest rates of population growth in the world about 2.6% (Buns, 2003). Poverty, war and civil conflict, which have shaken 17 of Africa's 53 countries over the past decade, external debt and the AIDS pandemic, are seriously compounding the difficulties faced by education systems already suffering from the lack of qualified staff and material resources (Hossain, 2004). Poverty has made many parents to opt their children to remain out of school. Many children do not get the necessary requirements that will enable them to concentrate in the schools and this has affected enrolments of children in schools, access to education because not all parents can afford and graduation rates from schools because many pupils who enroll end up dropping out of the education system (Chowdhury, et al, 2002).

One of the major challenges facing education in Africa is quality. In 23 countries, 15% of pupils on average have to repeat a year (Hossain, 2004). This has affected internal efficiency of education systems because pupils end up spending wasting more years in schools.

Due to an insufficient number of qualified teachers (in some countries, the percentage of teachers in primary education without qualifications is as high as 55%) and to poor working conditions (Hossain, 2004), teachers have been overloaded and this has demoralized the teaches who in turn have quit from teaching profession to other professions which are paying better and more motivating. This has affected schools performance of the pupils (Hossain, 2004).

The AIDS pandemic is also wreaking havoc on education systems throughout Africa as a continent. According to the most recent report of the Joint United Nations Programme on HIV/AIDS (UNAIDS), ten million 15 to 24 year-olds and nearly three million children are currently living with the virus in Africa (UNDP, 2003). AIDS has already orphaned 11 million children there and is decimating the ranks of teachers (UNDP, 2003). It affects every sector of education, by causing understaffing and many children dropping out of school. This has continued to affect enrolment of students, quality of teaching in schools and the performance of the pupils in the national examinations.

The implementation of Free Primary Education (FPE) program in Kenya was a matter of political expediency rather than planned education reform. No situation analysis and evaluation of both the quality and extent of primary education preceded its implementation. As such, problems related to adequate funding allocation and infrastructure needs have been accommodated in an ad hoc manner (Mukundi, 2004). This has resulted to complain from the various stakeholders on the quality of education offered.

The year 2002 was an election year of Kenya and the National Rainbow Coalition party which was opposition party by then gave among its election pledges a pledge for free primary education (FPE). A political transition took place after the December 2002 elections when the political party i.e. Kenya African National Union (KANU) that had ruled since independence (in 1963) lost to the opposition party NARC.

After taking over the government in January 2003, the NARC government through the ministry of education science and technology (MoEST) introduced FPE in Kenya in January 2003. Substantial proportion of children was out of school before this time. This resulted to overwhelming response as many children enrolled in public primary schools (MoEST, 2003d).

During this period, many head teachers of primary schools found themselves with more children to enroll than their school capacities could hold. Due to the limited space and facilities, the heads of schools turned many children away from their schools to neighboring schools. This disappointed many parents who kept on moving from one school to another as they sought places for their children and some opted their children to be out of school as a result of the disappointment (UNESCO, 2004).

Education has the capacity to improve the quality of life and to develop the intellectual capacity of a nation, which is a most valuable resource. This is particularly important at this particular moment in time, as the country aims to position itself to achieve sustainable economic growth and poverty reduction, through effective management. It will be increasingly important for the Kenyan work force to be literate, numerate, trainable, skilled and flexible; so as to effectively participate in nation building and seize the opportunities globalization presents (National Development Plans 2002-2008).

When free primary education was introduced, enrollment rates in public schools rose from 5.9 million in 2002 to 7.6 million in 2006 (MoEST, 2006). Physical capacity (space)



lacked in many schools forcing some children to study under trees or in the open. Some classes still comprise 80-100 children, while some special schools built by religious organizations or those that target orphans are in very poor state, with almost no public funding (UNESCO, 2003).

The introduction of free education which was experienced in the whole country was also felt in Meru Central district. The number of students who enrolled in public primary schools increased in large numbers following the introduction of FPE in the district.

The table 1 shows the summary of the top 100 school positions in 2007 KCPE results in the country. It shows the number of public and private schools which appeared in the top 100 positions. It also shows the number of candidates from both public and private schools who appeared in the top 100 ranking of candidates in the country.

**Table 1 Summary of Top 100 Schools Positions in 2007 KCPE Results in Kenya**

Description	Percentage
Public Schools	17
Private Schools	83
Candidates from public schools	18
Candidates from private schools	82

**Source: MOEST: KCPE results analysis 2007**

The KCPE analysis for 2007 results (table 1) shows that out of all the schools which were ranked in the top 100 schools in the whole country, 17.5 percent were public schools

while 82.5 percent were private schools. This shows that private schools performed better than those public schools despite education being free in public schools and public schools being provided by all teaching/learning materials. Table 1 also shows that only 17.39 percent of the candidates from public schools appeared in the top 100 ranking of schools. This shows there are challenges that may be facing public schools therefore there is need to carry out a research to establish the challenges that are facing FPE.

The table 2 shows the summary of the top 100 school positions in 2007 KCPE results in Eastern Province. It shows the number of public and private schools which appeared in the top 100 positions. It also shows the number of candidates from both public and private schools who appeared in the top 100 ranking of candidates in the province.

**Table 2 Summary of Top 100 Schools Positions in 2007 KCPE Results in Eastern Province**

Description	Percentage
Public Schools	22
Private Schools	78
Candidates from public schools	23
Candidates from private schools	77

**Source: MOEST: KCPE results analysis 2007**

Table 2 shows that private schools are performing better than public schools. It shows that 22 percent of the schools ranked were public schools while 78 percent was represented by private schools. The number of candidates who appeared in the top 100

ranking was 23 percent from public schools while 77 percent were from private schools. In private schools there is payment of school fees and other levies but in public schools there is no payment. The performance of public schools is low compared to the private schools and therefore there is need to carry out a research to establish the challenges facing FPE in the public schools.

The table 3 shows the summary of the top 100 school positions in 2007 KCPE results in the district. It shows the number of public and private schools which appeared in the top 100 positions. It also shows the number of candidates from both public and private schools who appeared in the top 100 ranking of candidates in the district.

**Table 3 Summary of Top 100 schools Positions in 2007 KCPE in Meru Central District**

Description	Percentage
Public Schools	32
Private Schools	68
Candidates from public schools	13
Candidates from private schools	87

Source: MOEST: KCPE results analysis 2007

Table 3 shows that the problem of performance experienced on the whole country were also experienced in Meru Central district. There indicates clearly that there is need to carry out a research to establish the challenges facing public schools in the district.

Kenya has eight provinces and each province achieved different mean scores in 2007

KCPE results released by the Ministry of Education (table 4). It shows the ranking of the provinces. The mean scores were calculated using the mean scores of public primary schools provided by the Ministry of Education for public schools only in the provinces.

**Table 4 Ranking of Provinces Using Performance of Public Schools in KCPE 2007**

Position	Province	Mean score
1	Nairobi	281.66
2	Central	254.16
3	Coast	253.96
4	Rift valley	253.83
5	Western	249.04
6	Nyanza	239.96
7	Eastern	235.16
8	North Eastern	205.47

Source: MOEST: KCPE results analysis 2007

Table 4 shows that Eastern Province is ranked among the provinces that performed poorly in the 2007 KCPE among the public primary schools. The province is ranked is ranked second last. The table 4 shows that the province has not been performing well at the National Examinations and there is need to carry out a research and establish the challenges affecting FPE despite free education.

Eastern province has thirteen districts and out of them Meru central has been ranked as the last district since 2004 (table 5).

**Table 5 Districts Ranking Eastern Province from 2004 to 2007**

District	District ranking 2004	District ranking 2005	District ranking 2006	District ranking 2007
Marsabit	1	2	1	3
Makueni	2	1	3	2
Tharaka	3	4	4	8
Embu	4	5	2	7
Machakos	5	3	5	1
Mwingi	6	7	12	4
Isiolo	7	6	7	6
Moyale	8	8	6	5
Meru South	9	12	11	10
Mbeere	10	9	8	12
Meru North	11	10	10	9
Meru Central	12	13	13	11
Kitui	13	11	9	13

**Source: MOEST: KCPE results analysis 2004-2007**

This data show that the district has been performing poorly compared to the other districts. Apart from last year the district has been ranked the last in Eastern province

since the introduction of FPE and therefore there is a need to carry out a study in Eastern province and in Meru Central district to find out the challenges facing the implementation of FPE in the district.

Amid the falling standards, parents as well as other education stake holders (trade unions, NGOs, politicians and civic societies) are now worried that education will soon remain a preserve of the rich, whose children go to private schools with enough teachers and all the requisite facilities. Students from these schools are also the ones who secure positions in the best secondary schools in the country and eventually make it to the university, leaving their counterparts from the public schools with no option but to drop out (Mwiria, 2004).

Generally Eastern Province has been performing poorly in KCPE compared to other provinces in the country. At the same time, the province has 13 districts and Meru Central district has also been performing poorly compared to the other districts in the province. Therefore there is need to carry out a study to establish the challenges facing the implementation of FPE in the district so that once these challenges are taken care, the district can perform like the other districts or even better.

### **Statement of the Problem**

The introduction of free primary education in Kenya in 2003 resulted to increased enrolment in all public primary schools. The idea was initially welcomed by the stake holders (i.e. parents, teachers, trade unions e.g. KNUT, and development partners, civil organizations). Many parents moved from one school to another looking for places for their children.

However, despite the abolition of school fees and other levies in public primary schools by the government and increased enrolments, complaints has been raised by the stake holders (i.e. parents, teachers, trade unions e.g. KNUT, and development partners, civil organizations) in Meru Central district on the quality of education offered in public primary schools (Rajani and Sumra, 2003). Complaints has also been raised that there is no provision of enough resources and necessary infrastructure required in schools for quality learning in schools. There has been complains that there has been a decline in performance of students from public schools compared to private schools (Rajani and Sumra, 2003). Performance in public primary schools in the district is low compared to private schools.

Following several complains coming from the stake holders in education in the district, there was need to carry out a study and find out the challenges facing the implementation of FPE in Meru Central District.

### **Purpose of the Study**

The purpose of this study was to establish the challenges facing the implementation of the free primary education in Meru Central District.

### **Objectives of the Study**

The specific objectives are to:

1. Establish the role of different stakeholders (teachers, parents and pupils) in supporting FPE.

2. Establish how the policy has been implemented in the schools since 2003 in terms of financing and provision of necessary resources.
3. Assess the outcome of the policy in terms of performance at the National Examinations, school enrolments and graduation rates.
4. Establish the perceptions of different stakeholders (pupils, teachers, parents, civil societies and trade unions) in regard to quality, efficiency, discipline and sustainability of FPE.

## **Hypotheses**

**H<sub>0</sub>1: There is no significant relationship between the role played by different stakeholders (Pupils, teachers and parents) and the success of FPE.**

**H<sub>0</sub>2: There is no significance relationship between quality of education in public primary schools and availability of enough teaching/learning resources.**

**H<sub>0</sub>3: There is no significant relationship between successful implementation of FPE programme and performance at National Examinations, school enrolments and graduation rates.**

**H<sub>0</sub>4: There is no significant relationship between the attitudes of the stakeholders towards FPE and the quality of education.**

## **Significance of the Study**

The significance of this study is to provide feedback on the challenges facing the implementation of FPE in Meru central District and it has suggested ways of improving the quality of education in the district.



**This study is significant to the stakeholders because it has come up with the challenges facing FPE and come up with ways/suggestions that the stake holders should do in order to improve the academic standards of education in public primary schools in the district.**

**The study is also important to the MoEST because the study has come up with the problems faced by FPE in the district and suggested ways of improving the education in the public schools. This will assist the ministry in formulating policies of the FPE programme.**

### **Limitations of the Study**

**FPE policy was initiated in 2003 and the first cycle is not yet complete. The results of this study have not fully shown all the challenges that the policy is likely to face after a full complete cycle is implemented.**

**Time limitation has affected the process of data collection. Due to limited time not all schools in the district were visited for collection of data. Only the sampled schools were visited.**

**Finances limitation will limit the size of the sample to be taken. This will be minimized by sampling schools from all locations.**

**Another limitation was unanticipated occurrences e.g. tribal clashes, violence etc. This ended up delaying the completion time of this research project.**

## **Delimitation of the Study**

The study was carried out only in sampled public primary schools i.e. both day schools and boarding schools in the district. Therefore the findings of this study will be used to make generalizations of challenges facing FPE in public primary schools in the district.

## **Definition of Operational Terms**

**Free primary education (FPE)** refers to a system of education which allows children to have access to education without discrimination. The government has removed major obstacles that hinder children of school-going age from accessing and completing the primary cycle of education as is the case in many urban slums, rural areas and the Arid and Semi Arid Lands (ASAL).

**School fees** refer to amount of payment made by parents to schools in order to cater for the tuition expenses of their children in school. This is mainly paid in monetary terms by all the parents directly to the schools where their children are schooling.

**Public primary school** refers to an education institution for primary schools pupils which are aided by the government. This is where government supplies teachers and other financial assistance. Private schools are run by individuals or private organizations.

**Stakeholders in education** refer to students, teachers, parents, local community, and ministry of education, government and civil societies.

**Success of FPE in this study** refers to increased enrolment in public primary schools, reduced dropouts rates and better performance in the national examinations i.e. Kenya Certificate of Primary Examination.

**Child labour in this study** refers to work done by children that harms them or exploits them in some-physically, morally, and mentally or by blocking access to education.

## LITERATURE REVIEW

**This chapter looks at the evolution of FPE, donor policies and trends in FPE, historical account of FPE policy in Kenya, implementation of FPE by the Kenyan government and the challenges facing FPE.**

### **Evolution of Universal Primary Education**

**Universal primary education (UPE) as a concept and practice can be traced to the post-industrial revolution era in Western Europe when government introduced it largely to strengthen and drive the capitalist machinery. From the early 19<sup>th</sup> to the early 20<sup>th</sup> century, compulsory schooling was gradually introduced in Europe and North America (Ssekamwa and Lugumba, 2001)**

**In Africa, the first education programmes begun as part of the colonization process and largely supported by the missionaries. Upon attaining independence, most African countries committed a significant proportion of their budgets to the provision of education generally but universal primary education in particular (Ssekamwa and Lugumba, 2001)**

**The UN sponsored Universal Declaration of Human Rights in 1948 was the first landmark effort declaring education as a basic right of all people. The declaration stemmed from recognition that the consequences of illiteracy were profound and that they constituted a denial of a fundamental human right (UNESCO, 1948).**

## **Donor Policies and Trends in FPE**

After Jomtien, it was estimated that the donor community would have to provide an additional US Dollars 1.0-1.3 billion (globally) of education assistance annually to realize EFA by 2000 (Haddad, 1990). This brought education expenditure estimate at US dollars 2.5 billion annually even with significant educational donor assistance and financing reforms together with increased domestic spending on education (Colclough and Lewin, 1993, Bennell and Furlong; 1999).

The World Bank also encouraged bilateral donors to pay more attention to education, especially primary education. In short, Jomtien re-oriented donor priorities in education. World Bank went ahead to make good its pledge and lent a total of US dollars 6.2 billion for basic education projects (more than 50% of all lending to the education sector) internationally, for the period 1991-96(Frederickson, 1990). Moreover, while education aid from some donors has been reallocated in favour of basic education, actual support for education among the main bilateral donors was very uneven. Taken as a whole, the additional external resources provided were insufficient to meet the objective of achieving EFA by 2000 (Bennell and Furlong, 1999).

## **Historical Account of FPE Policy in Kenya**

In the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, What a KANU Government offers you. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to

providing seven years of free primary education. It was emphasized that it was the KANU Government's guiding principle to give priority in educational programmes to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labour. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a low-average enrolment would get an opportunity to attend school (Sifuna, 1990). The government fees remission programme was to be continued in favour of these areas. In 1971, a presidential decree abolished tuition fees for the districts with unfavorable geographical conditions since these were said to make the populations in these areas poor. These included such areas as North-Eastern Province, the districts of Marsabit, Isiolo and Samburu in Rift Valley Province; Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet and Olkejuado in Rift Valley Province, as well as Tana River and Lamu in Coast Province (Sifuna, 1990).

A second presidential decree on 12 December 1973 during the celebration of the so-called "Ten Great Years of Independence" claimed to have brought the country close to achieving "universal free primary education." The directive provided free education for children in standards I-IV in all districts of the country (Common Wealth Fund and Elimu Yetu Coalition, 2003). The directive also provided a uniform fee structure for those in standards V-VII in the whole country. This fee was Kshs. 60/- per child per annum. Subsequent directives went further and abolished school fees in primary education (Sifuna, 1990).

The aim of the free primary education programme was to provide more school opportunities, especially for the poor communities. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. The presidential decree providing free education in the early classes was one of the most dramatic political pronouncements of the Kenyatta era since it took planners and the public unaware. The financial implications as well as the various methods for its introduction were not subjected to close scrutiny. In January 1974, the Ministry of Education had to rethink its priorities in order to cope with the staggering rise of pupil enrolment. Enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974-1975 (Republic of Kenya, 1979).

At the time of the abolition of school fees no counter measures were announced about how to replace the lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives, school management committees resorted to raising school revenue under the guise of a "building levy." Ostensibly this was aimed at putting up new facilities. With the enlarged enrolment, a country-wide building programme had to be launched to cope with extra classes. Many schools were not aware of the new places needed. In some schools as many as five extra streams came into being. The building levy varied from one district to another, but in most cases, it turned out to be higher than the school fees charged prior to the decree. This frustrated many parents who had little alternative but to withdraw their children from school (Sifuna, 1990).

Initially, in most districts, except those in the ASAL (Arid and Semi-Arid Lands), enrolments almost doubled showing a radical change during the 1973-74 Period (Muhoho, 1975). After that the situation reverted to what it had been before. It was estimated that around one to two million school age children did not continue attending school after the decree. The explanation was that many of the children who had enrolled dropped out, following the introduction of the building levy. Enrolments, even in districts that had experienced large infusions of new children, reverted to the situation before 1973 (Muhoho, 1975).

The high drop out rates were a response, not only to the very high levies, but also to the quality of education that was being offered following the government intervention. As a result of high enrolments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Since the early 1970s their distribution had been centralized through the Kenya Equipment Scheme; it now became difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems were compounded by the variety of the topography and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974 (Sifuna, 1990).

During this period i.e. 1974, university education became almost free in terms of direct costs, which were borne by the government. Parents met most of the costs of primary education (Common Wealth Fund and Elimu Yetu Coalition, 2003). Later in 1978, President Daniel Arap Moi on assuming office, abolished fees at all levels in primary schools. This was followed a year later by the introduction of the free school milk

programme. Gross Enrolment Ratio rose dramatically to over 100% for both boys and girls (Common Wealth Fund and Elimu Yetu Coalition, 2003). However, many factors such as distance to schools and socio-economic limitations militated against full enrolment. Even for those gaining access, the honeymoon was short-lived as classes became overcrowded, teachers overwhelmed and teaching/learning resources overstretched, thus undermining the quality of education.

The Structural Adjustment Programmes introduced in the 1980s led to drastic reductions in the enrolment of many children, especially from economically marginalized areas, due to cost-sharing. Parents were to provide tuition, textbooks, and activity and examination fees while communities were responsible for putting up physical structures and ensuring their maintenance. Apart from direct charges introduced by government, school administrators also imposed numerous other charges, thus making primary education prohibitively expensive for many households (Muhoho, 1975)

The SAPs, whose impact endured through the 1990s, had a negative impact not only on access and participation but also on retention and completion in primary education.

Sadly, high drop out rates happened at the same time with the introduction of the new education system (8-4-4), which increased education costs. Given the differential economic endowment of regions and even social groups, there were bound to be disparities in terms of access to quality of education (Deolalikar, 1999). Thus, donor policy constraints, flawed education policies, limited funding and political will led to the collapse of FPE round two.



Not daunted, the government reaffirmed its commitment to the attaining of FPE by signing up to the Jomtien resolutions. The government subsequently set up mechanisms and a framework for realizing EFA goals by 2005. Accordingly, the government drew up The Master Plan on Education and Training (MPET) in 1998, which laid a framework for achieving the goal of FPE and providing basic education for all. The Report of the commission of inquiry into the education systems in Kenya (Koech Report) of 1999 went ahead to recommend implementation of 12 years of compulsory basic education (Republic of Kenya, 1999). The National Poverty Eradication Plan (NPEP, 1999) reaffirmed further the governments' commitment to increasing opportunities for the poor to access primary education (Republic of Kenya, 1999).

Fees and levies for tuition in primary education were abolished in 2003 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 (MoEST, 2003c). The FPE did not require parents and communities to build new schools, but 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 Education Board by the Area Education Officer, after a consensus among parents through the Provincial Director of Education, a fairly lengthy and tedious process (MoEST, 2003a).

Following the NARC intervention in January 2003, it was estimated that the NER rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally (Table for enrolment is in the appendix). It was also estimated that another 3 million children were not enrolled in school (MoEST, 2003d). 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 lack of fees and other school levies. Overall, the policy intervention could prove determinative in the efforts to achieve FPE.

### **Implementation of FPE by the Kenyan Government**

The government plays a key role in financing of the FPE in Kenya. Currently each student is allocated one thousand and twenty shillings (Kshs 1020) per year per pupil (MoEST, 2003). The government pays kshs 650 for each student per year to cater for books and stationary. This money is sent to schools in two phases. The first phase each pupil is allocated kshs. 350 and this money is given to schools in January. The second phase (Kshs 300) is paid to schools by the government in July. The government also gives kshs 370 per pupil per year to cater for renovations, contingencies. This money also comes in two phases each of Kshs 185. (MoEST, 2003a)

Each School is required to have a School Textbook Selection Committee (STSC) which comprises of the Head teacher, Deputy Head teacher, senior teacher, a teacher to represent each of the classes 1-8 and a Representative of the School Management Committee (SMC). The STSC makes a list of textbooks, teachers' guides and other

support instructional materials that are already in the school so that the most urgent priorities for new books can be decided (MoEST, 2003d).

### **Challenges Facing FPE**

It has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies (Sifuna, 2003). At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process (Sifuna, 2003).

Another challenge facing FPE is increased pupil-teacher ratio. As a result of the free primary education, the situation of the teaching force in most of the districts is generally bad. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education programme. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs and this has also seriously affected the pre-school units (MoEST, 2003d).

The implementation of FPE, like similar interventions by previous governments, has been a matter of political expediency rather than a well thought out and planned reform. The NARC government, like its predecessors, did not carry out a situation analysis prior to

the implementation of FPE. The consequence has been poor quality education (UNESCO, 2003).

The challenges of development in Kenya for a long time have been ignorance and disease. Additional challenges have been identified as HIV/AIDS and globalization (Republic of Kenya, 2002). According to the current National Development Plan (2002-2008), the development goals include the implementation of the eight Millennium Development Goals, among which is to “Achieve universal primary education” [Republic of Kenya 2002, Macdonald et al, 2002, UN, 2001). It is against this backdrop that the Kenyan government, in 2003, began the implementation of the Free and Compulsory Primary Education program, which is currently faced with much delight of a wide cross-section of people, both Kenyan and non-Kenyan.

Girls continue to be absent from school, for a variety of reasons. Chief among these is the continued socio-cultural perception that it is better to educate a boy than a girl. In addition, a girl may be required to stay out of school so as to care for younger siblings; this has been exacerbated by the increasing prevalence of HIV/AIDS, which continues to leave more and more children orphaned. Yet in some areas, such as among the pastoral communities, there is evidence of more boys staying out of school to herd cattle, as globally girl education is emphasized (Oniang'o, 2002).

Another challenge facing FPE is biting poverty. Persistent poverty is identified as one of the constraints to the efficient delivery of the Kenyan education system (Abagi, 1999). Today, it is an open secret that the majority of Kenyans live in abject poverty, with this proportion of the population being placed at 56% (Republic of Kenya, 2002, UNDP,

2003). According to the 2003 Human Development Report, the standards of living in Kenya have generally decreased, with the poor becoming poorer (UNDP, 2003). Some of the poor parents cannot afford to provide the additional inputs required to sustain the children in school. These include stationery, school uniforms and most importantly, food. Poverty is known to breed hunger and malnutrition. Hungry and malnourished children have reduced capacities to learn. These children have been shown to perform poorly in school (Jukes, McGuire, Method and Sternberg, 2002).

Another major contributory factor to school absenteeism is ill health. The conditions experienced include malaria, helminthes infections, diarrhea disease as well as acute respiratory infections (Drake, Maier, Jukes, Patrikios, Bundy, Gardner and Dolan, 2002). Unfortunately these problems seem to be more prevalent among the poor as well. It is thus the poor children, who are already hungry and malnourished, who are further robbed of an opportunity to improve their future lives through acquisition of a basic education. This situation is more prevalent in informal settlements in urban areas, where the living conditions are squalid and overcrowded, with poor drainage, limited or no access to safe drinking water and health facilities.

Another challenge to FPE that needs to be considered is the adequate provision of safe water and sanitation facilities, especially for human waste disposal. The incorporation of deworming programs would form a good complement to this. These would go a long way towards reducing the incidences of diarrhea and helminthes infections (Del Rosso, 1999).

## **Theoretical Framework**

**This study was guided by systems approach theory. A system is a collection of parts or subsystems integrated to accomplish an overall goal (Thomas, 1980). According to him, systems have inputs, processes, outputs and outcomes, with ongoing feedback among these various parts. If one part is removed the nature of the system is changed. According to him there is direct relationship between education inputs (students, teachers, teaching and learning facilities) and educational outputs (performance at the National examinations, graduation rates and school enrolments) and the interaction processes that take place with the school as a system.**

## **Conceptual Framework**

**In Kenya, the major yardstick used to measure educational output of FPE is its internal efficiency which is indicated by performance in the national examinations i.e. KCPE, graduation rates and increased enrolments. This output, however is achieved after the various inputs into the educational process undergo educational production process. The inputs into educational production process include the students, the teachers and the necessary educational resources e.g. facilities, books etc.**

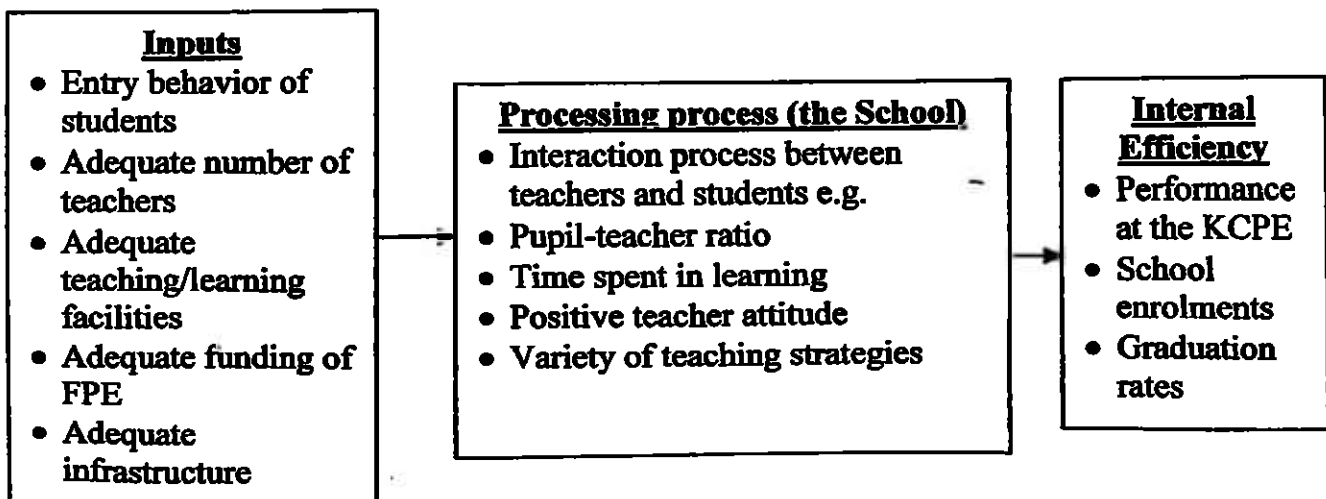
**Internal efficiency i.e. educational output in this case, is denoted by performance, school enrolments, graduation rates from primary to secondary schools, is a function of how these inputs interact. If the interaction action is health, then performance, school enrolments, graduation rates from primary to secondary schools becomes better and vice versa. This study seeks to establish the kind of interaction taking place in public primary**

schools with regard to the implementation of FPE policy and the challenges the policy has created on education output.

The keywords are internal efficiency (performance, school enrolments, and graduation rates from primary to secondary schools) and inputs (students, teachers, educational resources). The internal efficiency is influenced by how educational inputs interact. In conceptualizing, the researcher will attempt to point out how the interaction of the educational inputs and outputs are affected by the implementation of FPE policy in the district.

The independent variables are education inputs which include students, teachers, teaching/learning facilities, adequate funding and infrastructure. The dependent variables are performance at KCPE, graduation rate from primary schools and school enrolments.

**Table 6 Table Showing the Relationship between Educational Inputs and Internal Efficiency in Education**



Source: Dewey J., 1938

## **METHODOLOGY**

### **Research Design**

The research design used in this study was descriptive survey. The study aimed at collecting information from the respondents on their attitudes, opinions and state of affairs as they exist in the public primary schools in relation the implementation of FPE policy. The primary data was collected through questionnaires and interviews while secondary data was found from circulars from ministry of education, journals and books.

### **Target Population**

The target population in this study comprised of all the pupils from class 5 to 8 because these were the pupils who are able to answer questions independently. They are also the beneficiaries of the FPE.

The study also targeted teachers and the head teachers of public primary schools because they are the implementers of the FPE programmes at the school level. It also targeted members of school committees because they are the representatives of the parent who are involved the procurement of instructional materials.

### **Sampling Technique**

This study used stratified random sampling to sample the various schools. This was done by dividing the districts into homogeneous subgroups based on the geographical location and social economic status of their locations i.e. schools from towns, agricultural areas, rural settings, remote areas, boarding schools and day schools.



**Simple random sampling was used to select the students and teachers in every school. All the students in a school were grouped into two groups i.e. boys and girls. The students in each group were assigned numbers and the numbers were picked from a hat. Teachers were also assigned numbers and the numbers were picked from a hat. This gave everybody an equal chance.**

### **Sample Size**

**Borg and Gall (1983) suggests that for descriptive studies, 30 cases are minimum number to work with. Therefore this study was conducted in 30 public primary schools. The 30 schools were divided into the five geographical regions whereby six schools were sampled from each region.**

**Mugenda and Mugenda (2003) suggest that ten percent of the accessible population is enough for descriptive studies. The district had an enrolment of 24,667 pupils (10,278 girls and 14,389 boys) in public primary schools. Ten percent of boys were 1439 boys and that of girls were 1028 girls. This number was divided equally in the thirty schools and therefore 48 boys and 34 girls were sampled from each school. These students were divided into 4 since we have four classes from class 5 to 8. Therefore the study sampled 12 boys and 9 girls from each school. Schools with an enrolment less than that number were not sampled.**

The district had 842 teachers employed by the Teachers Service Commission in public primary schools. Ten percent of these teachers were 85 teachers who were divided by the thirty schools. In each school, the study got responses from 3 teachers.

The school committees comprises of 13-15 members. The study sampled the chairperson and one committee member. The chairperson was purposively sampled because he/she is also involved in the school procurement committees and therefore they have the necessary information. All the members of the school committee except the chairperson were assigned numbers and papers picked to choose the respondent. In case the members is not available a second paper picking was done.

### **Research Instruments**

The study used both questionnaires and focused group discussions. The pupils from class 5 to 6 were interviewed in a focused group discussions. The school committees were interviewed in a focused group discussions so that items that were not clear to them were explained.

Questionnaires were administered to pupils in class 7 and 8, teachers and heads of public primary schools. This is because this is a group that could read and make own suggestions without much assistance.

### **Pilot study**

To enhance the validity of the instruments a pretest was conducted on a population similar to the target population. This was necessitated by the need to assess the clarity of the instrument items so that those which failed to measure the variables they were intended to, were modified and others discarded and new ones added.

Borg and Gall (1983) recommended that about ten cases that represent the target population in all the major aspects should be used in a pretest. Two schools were sampled from each of the geographical regions where the pilot study was conducted. These schools were not considered during the sampling of the schools in the study. The supervisor was consulted in the course of constructing the instruments to ensure validity besides this pretest.

The reliability of the instruments was determined through probing the on the information given in the items in the focused group discussions. Questions were asked to verify information given in another item. For example in the focused group discussions questions were asked to check the correctness of the information given in another item. Open ended items were used to probe the information given in the closed ended items. Items on the questionnaires were asking questions that were meant to test the correctness of information given by respondents.

## **Data Collection**

A research permit was obtained from the Ministry of Education Science and Technology. The researcher administered the questionnaires and carried out focus group discussions for both pilot and the main study. The head teachers of all the participating schools were contacted, after which the schools were visited for the collection of data. All the respondents were assured of confidentiality.

The researcher experienced success in the process of data collection. The school heads were cooperative and they assisted in organizing all the respondents who were involved

in the research. This made the process of collecting data successful. The head teachers assisted in inviting the members of the school committees who were sampled to the school so that they could give their responses. The head teachers also provided a conducive atmosphere in the schools and this ensured a good working relationship between the researcher and the respondents. Majority of the respondents had a positive attitude towards giving their information.

The researcher however experienced challenges in the process of data collection. Some schools were very far from the tarmac roads and the roads were not maintained. This made traveling to schools quite challenging. The location of some schools were not known to the researcher and therefore the researcher had to use a lot of time in locating some schools especially in the rural areas.

### **Data Analysis**

The analysis of the data started by editing and inspecting of data pieces in order to identify spelling mistakes, items that were wrongly responded to and any blank spaces left unfilled by the respondents. The data was then be classified according to enrolment, gender, grades, and responses such as meaning of FPE, goals of FPE, sources of information on FPE , achievements of FPE policy, roles of different stake holders, challenges experienced from FPE and suggestions to improve the policy.

Frequency distribution tables were used to represent the data. Percentages and measures of central tendency were used in analyzing the data.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

This chapter deals with analysis of the findings after the data processing was done. It aims at explaining the contents of the summary tables and the results obtained.

### **Enrolment**

The results in table 7 show a summary of enrolment, staffing and number of classes in the sampled schools in percentages. The enrolment in the district had increased from 16,348 (in 2002) to 23,915 pupils in 2008. This is an increase in the district enrolment by 46.3 percent. The district has recorded an enrolment of 11,920 boys and 11,995 girls in the year 2008. This shows that there is no gender disparity in the district.

**Table 7 A Summary of Enrolment, Staffing and Number of Classes in the Sampled Schools**

<b>Data in the sampled schools</b>	<b>Percentage</b>
<b>Total number of Pupils</b>	<b>39.7</b>
<b>Male teachers</b>	<b>34.0 ~</b>
<b>Female teachers</b>	<b>35.4</b>
<b>No of classes</b>	<b>34.5</b>

The district had a total of 832 teachers. Male teachers represented 32.8 percent of all teachers in the district while female teachers represented 67.2 percent. This shows that there is a gender disparity in the number of male teachers and female teachers in the

district. The sampled schools had a shortage of 40 teachers while the report from the district education office indicated that the district had a shortage of 103 teachers. From the information on table 7, the pupil: teacher ratio is 33:1.

The district has been experiencing changes in enrolment of the pupils since the introduction of FPE in 2003. This change has been experienced in enrolments of both boys and girls in public schools shown in table 8 .

**Table 8 Percentage Change in Enrolment from 2003-2007 in the Sampled Schools**

	2003	2004	2005	2006	2007
Boys	14.2	11.6	6.5	4.5	3.3
Girls	13.8	14.2	9.3	5.2	3.4

Data on enrolment for all the sampled schools reflected a tremendous increase in enrolment of boys 14.2 and girls 13.8 in 2003 immediately after the implementations of the FPE. Table 8 shows that there is an attainment of gender parity in enrolment. However gender parity was highest in 2006 and 2007.

The district has been experiencing changes in enrolment of both boys and girls in all the grades i.e. from class one to class eight as shown in table 9.

**Table 9 Percentage Proportion of Enrolment in the Sampled Schools in the District by Grade in 2007**

<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Boys</b>	17.6	14.9	11.8	11.7	11.8	11.1	11.0	10.2
<b>Girls</b>	16.6	14.2	11.4	11.1	10.8	11.6	12.3	11.9

According to the findings of this study, there were more pupils enrolled in lower classes i.e. class 1 to 3 than the upper classes i.e. class 4 to 8 (table 9). The table illustrates the proportion of enrolment for each grade by class and gender in the sampled schools in 2007.

The sampled schools have been registering candidates for Kenya Certificate of Primary Education and the table below shows the average of the performances of the schools visited.

**Table 10 Performance at KCPE since 2002 to 2007 of Sampled Schools**

<b>Year</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Mean score</b>	213.2	214.0	214.75	214.98	215.46	218.34

Table 10 shows the findings of this study on the performance of the sampled schools since 2002 in the KCPE results as released by the ministry of education. However the performance is below the average which is supposed to be 250 marks. The table 10 shows that the district has been experiencing an improvement in terms of performance at KCPE though not as it was expected by majority of the respondents.

## **Responses**

### **Gender of Respondents**

**This study targeted respondents both males and females. The respondents were teachers, pupils, representatives of the school committees and head teachers.**

**Table 11 Gender of respondents**

<b>Respondents</b>	<b>Males percentage</b>	<b>Females percentage</b>
<b>Teachers</b>	<b>32</b>	<b>58</b>
<b>Pupils</b>	<b>58</b>	<b>42</b>
<b>School committees</b>	<b>46</b>	<b>54</b>
<b>Head teachers</b>	<b>23</b>	<b>77</b>

**According to the findings of this study, majority of the respondents included were females especially the teachers and members of school committees included in the study.**

### **Meaning of FPE**

**Majority of the respondents who gave their responses had different understanding of the meaning of FPE. The table below shows the interpretation of the respondents on the meaning of FPE.**



**Table 12 Meaning of FPE**

<b>Response</b>	<b>Percent</b>
<b>Education for all without parents making payments</b>	<b>57.4</b>
<b>Education where teaching and learning materials are provided</b>	<b>31.2</b>
<b>A school where parents are only required to buy school uniform</b>	<b>9.5</b>
<b>Non response</b>	<b>1.9</b>
<b>Total</b>	<b>100</b>

**The findings show that the majority of the respondents understood FPE to mean education for all and that parents do not have to pay any fees or levies. Majority of the respondents viewed it as education where all teaching and learning materials and other requirements are provided for fully by the government. Many of them noted that parents were only required to buy only school uniform for their children and take care for their upkeep.**

#### **Sources of information about FPE**

**The respondents involved in this study had different sources of information about FPE. This made the respondents to understand FPE differently.**

**Table 13 Sources of Information about FPE**

<b>Responses</b>	<b>Percent</b>
<b>Learnt initially about FPE during 2002 election campaigns</b>	<b>48.9</b>
<b>Learnt about it from radio, TV and Newspapers</b>	<b>32.9</b>
<b>From school head teachers during meetings</b>	<b>13.9</b>
<b>Non response</b>	<b>4.3</b>
<b>Total</b>	<b>100</b>

Majority of the respondents reported that they learnt about FPE initially during the 2002 campaigns from the politicians who were campaigning for 2002 general elections in the country. Other respondents learnt about FPE from the media (radio, TV, newspapers). This was later made clear from the circulars from the ministry of education that were sent to all school. Majority of the school committee members got the information from the head teachers of primary schools during parents meetings and the meetings of the school committees.

Majority of the respondents said that the major goal of FPE was to enable every child in the country to acquire compulsory basic education. This was done by removing the burden of paying school fees from parents in order to fight and eradicate illiteracy in the country.

Some of the respondents felt that FPE was meant to reduce school dropout rates, increase the quality of education through provision of learning materials to schools, reduce child labour, boost education of girls as well as reduce the number of street children.

## Goals of FPE

The government of Kenya initiated the FPE policy with the aim of making education accessible to all children from all economic backgrounds of the people in the country.

However, different respondents had different responses on the goals of FPE.

Table 14 Goals of FPE

Responses	Percent
Every child to acquire compulsory basic education	51.9
Reduce school drop outs	37.2
Non response	10.9
Total	100

Majority of the respondents said that the main goal of FPE was to make education accessible to all the children. This was made possible by making basic education free and compulsory. Some of the respondents argued that FPE was aimed at reducing the number of pupils who dropped out of education system due to lack of school fees.

### Teacher preparedness

The ideal of FPE started during the campaigns for 2002 general elections. The NARC government won the December 2002 general elections and implemented the FPE programme in January 2003. There was no adequate time to prepare the teachers to implement the programme.

**Table 15 Teacher Preparedness**

Responses	Percent			
	Very prepared	Prepared	Unprepared	Total
Implementation of FPE	10.1	41.7	48.2	100
Handling more pupils	5.7	52.1	42.2	100
Teaching large classes	14.3	56.2	29.5	100
Provision of teaching/learning materials	4.6	15.1	80.3	100
Teaching multi age classes	11.3	37.4	51.3	100

According to the table above, majority of respondents felt that during the initial implementation of FPE implementation, the teachers were not well prepared to implement the programme.

### **Achievements of FPE policy**

Since FPE was initiated in 2003, it has made some achievements in the education sector. The respondents involved in this study had different opinions on the achievements of FPE policy in the schools.

**Table 16 Achievements of FPE Policy**

<b>Responses</b>	<b>Percent</b>
<b>Increased enrolments in schools</b>	<b>78.4</b>
<b>Provision of enough teaching and learning materials</b>	<b>56.3</b>
<b>Increased number of children with access to education</b>	<b>53.2</b>
<b>Reduced drop out rates</b>	<b>53.4</b>
<b>Number of class 8 graduates</b>	<b>95.2</b>

Majority of the respondents felt that primary school enrolment had increased since the introduction of FPE. In some schools, it was reported that enrolment had almost doubled or even tripled. It was also noted that most new admissions were in the lower grades, mostly in class 1 and 2.

The tremendous increase in enrolment was attributed to the increase in the number of children joining school for the first time rather than those transferring from private schools. The majority of the participants argued that there were no transfers from private to public schools since there were either few or no private schools in the surrounding areas. This was evident especially in the semi arid regions in the district. It also emerged that the economic status of most parents could not afford them to send their children to private schools. However, a few parents from schools near urban areas reported that there had been some few transfers from private to public schools and vice versa.

The majority of parents agreed that the provision of funds by the government for the purchase of teaching and other learning materials has been one of the major

accomplishments of FPE in the District. The increased enrolment of pupils in schools was cited as an important accomplishment of FPE. Other accomplishments mentioned included the provision of money by the government for repairs and maintenance.

Majority of respondents felt that the removal of fees from schools by the government made education more affordable and this made education accessible to many parents. The parents ended up enrolling more pupils in schools.

Majority of the respondents felt that the performance of pupils in public primary schools was on a positive trend but the change was very slow to be felt. Majority of respondents argued that there was need to improve the performance in the schools so that they could compete well with private schools.

Majority of the respondents agreed that the introduction of FPE resulted into increased number of graduates from the primary sector. This showed that 95 percent of the pupils enrolled at the beginning of every year in class eight graduated. However, it was noted that 2 percent of the pupils who enrolled in class 8 in 2007 did not complete i.e. they dropped on the way. Majority of the respondents attributed this to registration of the KCPE that the parents are supposed to pay, money for holiday remedial teaching that was charged by schools (money for holiday remedial teaching ranged from kshs 200 to kshs 500 per pupil) and the payment that was done to cater for food and continuous assessment tests and end of term evaluation.

### **Role of different stake holders**

There are many stake holders in education. These include pupils, parents, teachers, Ministry of Educations, local community, donors, trade unions, sponsors and the donors. Majority of the respondent involved in this study had many responses on the roles of the stake holders in education.

**Table 17 Role of Different Stake Holders**

<b>Responses</b>	<b>Percent</b>
<b>Government was to provide funding/resources</b>	<b>78.3</b>
<b>Government was to employ teachers</b>	<b>52.7</b>
<b>Teachers were to use materials provided in teaching</b>	<b>98.2</b>
<b>Role of teachers was to ensure improved performance at KCPE</b>	<b>56.8</b>
<b>Teachers were to offer Guidance and counseling the students</b>	<b>45.1</b>
<b>Teachers are supposed to assist in selection of teaching materials</b>	<b>49.5</b>
<b>School committee members role was not clear</b>	<b>53.2</b>
<b>Role of school committee was to over see school management</b>	<b>34.6</b>
<b>Role of sponsor was to provide spiritual guidance</b>	<b>72.1</b>
<b>Role of sponsor was to assist in construction of classrooms</b>	<b>25.1</b>
<b>Role of pupils was to attend school and read</b>	<b>98.2</b>
<b>Role of parents was to take children to school</b>	<b>79.2</b>
<b>Role of parents was to provide school uniform and basic needs</b>	<b>56.9</b>
<b>Role of parents was to offer parental guidance</b>	<b>43.2</b>

The findings show that majority of the respondents argued that one of the roles of the government was to provide enough finances to all the public primary schools. The money should be enough to buy adequate number of books and other teaching/learning materials. Respondents also argued that it was the duty of the government to provide enough teachers to the school so as to reduce the current understaffing that was experienced in most of the schools.

Majority of respondents understood the role of teachers was to involve the use of teaching materials brought to school by the government. They also said that teachers had a role of participating in the selection and purchase of the teaching and reading materials for school. Some respondents felt that teachers had a role of giving guidance to the pupils apart from the normal classroom interaction.

Majority of the respondents reported that teachers continued doing good work despite the increased workload. They were teaching without complaining. They further observed that teachers have a big role in ensuring that there is improved performance of the pupils as compared to those in the private sector when it comes to KCPE. Some of the respondents felt that teachers had a duty to offer personalized assistance to the needy students despite the fact that the teachers had a high workload.

There was a general consensus that parents did not understand the role of the school committee members. Even some of the committee members did not understand their role in the new policy. Some committee members said that their role had been reduced to



**rubber stamping what had already been decided by the head teachers concerning the different vote heads. The majority of the respondents argued that the school committee's role was to mobilize parents to bring their children to school, monitor the use of the FPE funds and generally oversee the running of the school.**

**Majority of the respondents agreed that the role of the sponsor and other NGOs in the implementation of FPE was to provide spiritual and moral support to the school. They also noted that some donors had supported the schools by constructing classrooms and providing teaching and learning materials. A few respondents felt that they had not seen the sponsors and therefore did not recognize their role in the implementation of FPE.**

**Majority of respondents noted that the role of the parents was to take their children to school. Some respondents felt that parents had not played this role well. The respondents argued that parents had a role of providing school uniform, food and providing parental guidance to their children. However majority of the parents were not aware of their roles in the implementation of FPE. They only noted that their role was to provide school uniform.**

**Majority of the respondents agreed that the role of the pupils was to attend school, learn and sit for the Kenya Certificate of Primary Education (KCPE).**

## Perceptions of Stakeholders on Quality of Education in Public Schools

Respondents involved in this study had different opinions about the FPE policy. They were required to give responses on whether the quality of FPE was very well, well, average, poorly, very poorly implemented in the schools.

Table 18 Perceptions of Stakeholders on Quality

Responses	Percentage				
	Very Well	Well	Average	Poorly	Very Poorly
FPE improved the quality of education in schools	5.1	27.2	56.2	8.6	2.9

According to the findings of this study, 56.2 percent i.e. majority of respondents felt that FPE has improved the quality of education in public schools but it's below the expectations of many stake holders.

Respondents had also different perceptions of FPE on quality of education, educational standards, resources and discipline of the pupils in the schools.

Table 19 Other Perceptions of the Stake Holders

Responses	Percent
Quality of education has improved	20.9
Standards are still below expectations	45.7
There is need for personalized attention to slow learners	58.6
There is need for more teaching resources e.g. desks, chairs	35.1

Assignments given by teachers were too fewer	78.1
Disciplined declined in schools	48.7

Majority of the respondents agreed that the quality of education in primary schools had increased after the introduction of FPE through provision of enough textbooks and other learning materials. However they suggested that the standards of education are still below the expectation. The respondents noted that there should be enough number of teachers to ensure personalized assistance to the students. They also noted that the government and other stake holders should provide enough facilities like desks, toilets in all the schools.

Majority of the respondents agued that FPE programme was not very efficient. They argued that assignments given to the pupils were not marked always as a result of understaffing. They felt that the procurement procedures laid down by the government did not allow the procurement committees to source for teaching and learning materials from the local markets. Some respondents felt that the money for maintenance and repairs was not well managed. This was attributed to the fact that the school committees members were not fully involved in deciding what should be done by that money.

Majority of the respondents said that discipline had generally deteriorated in schools and they attributed that to the readmission of over age pupils, some of whom had been working or involved in crime. They felt that these pupils had difficulty in adjusting in school and obeying the rules.

## **Challenges experienced from FPE**

FPE was initiated in 2003 and since then it has been having a number of challenges. The respondents gave challenges that need to be addressed in order to improve the programme in future. The table below shows the challenges that were given by the respondents involved in this study.

**Table 20 Challenges Experienced from FPE**

<b>Responses</b>	<b>Percent</b>
<b>Lack of enough teachers in schools</b>	<b>72.4</b>
<b>Performance of pupils at KCPE below expectations</b>	<b>84.2</b>
<b>Lack of adequate classrooms</b>	<b>49.2</b>
<b>Projects started before implementation of FPE had been stalled</b>	<b>25.1</b>
<b>Increased enrolment hence overworking teachers</b>	<b>56.2</b>
<b>Many pupils enrolled in class one without passing through pre-primary</b>	<b>33.8</b>
<b>Reduced frequency of inspection of schools by Ministry of Education</b>	<b>85.2</b>
<b>Some schools were not accessible during bad weather</b>	<b>52.3</b>
<b>Cultural practices affected pupils from going to school</b>	<b>35.8</b>
<b>Diseases e.g. Malaria and HIV/AIDS</b>	<b>56.3</b>
<b>Children required to make payments for holiday remedial teaching</b>	<b>82.4</b>
<b>Not all parents could afford for KCPE registration</b>	<b>92.4</b>
<b>Transfers of pupils from private to public schools currently</b>	<b>9.5</b>
<b>Transfers of pupils from public to private schools currently</b>	<b>20.3</b>
<b>Head teachers were overburdened with work</b>	<b>45.2</b>

According to the findings, the table above shows the challenges that the respondents argued that they affected the implementation of FPE.

Majority of the respondents argued that lack of teachers was one of the major hindrances to the implementation of FPE. The schools visited had a shortage of 40 teachers and it is expected that the shortage would be higher by the end of this year due to old age and retirement of teachers. The understaffing had affected mainly the schools from the semi arid regions of the district.

Majority of the respondents cited lack of adequate classrooms especially in the remote areas of the district as another challenge. It was reported that in some schools the number of pupils in a class were more than the classes could accommodate. Some respondents felt that the government's directive for parents not to pay school levies was a major setback. They argued that many projects that had been initiated by the parents (such as construction of classrooms, building of toilets, buying of desks) before the implementation of FPE had stalled.

Majority of respondents argued that the implementation of FPE had resulted to increased enrolment in the schools. As a result of this, they argued that most teachers had a big workload as they had large number of pupils to attend to. This made it difficult for the teachers to give individualized attention to the pupils. It was evident that majority of teachers felt de-motivated as a result of this increased enrolment and the government did not increase their salaries in return. This compromised teachers' performance in the public primary schools.

**Majority of respondents also complained that the head teachers were overburdened with work. They could no longer find time to teach because they had more challenging office work to attend to. The respondents felt that this affected the performance of the head teachers.**

**It was also argued that there was a rise in the number of pupils who did not pass through pre-primary school due to lack of fees paid at that level. Such pupils had difficulties in catching up with the grade one syllabus and teachers did not have time to give personalized attention to such pupils.**

**Majority of the respondents felt that the frequency of the inspection of the schools had gone down. Some schools stayed for long time (in some schools even 3 years) without inspection. This was attributed to shortage of personnel at the District Education Office.**

**Respondents felt that poor roads made schools in accessible especially during the heavy rains. This made it difficult for the pupils to attend schools regularly. This ended up affecting the performance of the pupils.**

**Political violence especially within the lower regions of the district was cited as another challenge that affected the FPE programme in the district. This resulted into many families moving from their homes during instances of violence and this meant that the children could not attend school.**

**Majority of the respondents argued that HIV/AIDS left some children without parents.**

**The girls or the older children in the families were forced to drop out school in order to play the role of parenthood to the younger brothers and sisters.**

**Majority of the respondents felt that some cultural practices affected the implementation of FPE programme. Practices like female circumcision and child labour were cited as affecting the children attendance of schools especially in the semi-arid areas of the district.**

### **Actions that should be done to improve the implementation of FPE policy**

**Following the challenges facing FPE policy in public schools currently, majority of the respondents gave their suggestions on the actions that should be taken by the government to ensure its future improvement.**

**Table 21 Actions to Improve FPE Policy**

<b>Suggestions made by the Respondents</b>	<b>Percent</b>
Employ more teachers	58.2
Training for head teachers	34.1
Parents made aware of their roles	48.7
FPE to start from nursery schools	37.2
Government to meet all levies in schools	78.2
Government to provide all facilities required in schools	48.2
Donors and other well wishers to assist schools in constructions	34.2
Improve the security in the country	78.2
Motivation of teachers	66.1
Harambees to be introduced in schools	26.3
Seminars and workshops for head teachers and school committees	63.3
Inspection of schools regularly	70.0
Maintenance of roads	24.3

The table above shows the suggestions made by the respondents on suggestions that should met in order to improve the implementation of FPE in the future.



## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

**This chapter consists of discussions and findings accruing from the research findings on the implementation of FPE in Meru Central District.**

### **Summary of the Findings**

**The overall aim of this study was to establish the challenges facing the implementation of FPE since it was initiated by the government in 2003. The study aimed at taking a stock of challenges facing the FPE programme and making recommendations to the Ministry of Education Science and Technology on ways of addressing those challenges to ensure successful implementation of FPE in the future.**

**There was a general consensus that the FPE programme was a major milestone in the country's education system as it opened the doors for children who would have otherwise missed a chance to access education and improve their lives got a chance to attend schooling. This reduced the drop out of pupils from schools and also increased the enrolments in schools.**

**Pupils were provided with textbooks, exercise books and other learning materials. This enabled majority of the students to carry books and enabled them to read and do the assignments at home. Majority of the pupils were no longer missing lessons as before. This was because the government was providing the FPE funding and this enabled the pupils to attend classes without missing lessons. However it was established that some**

**schools charged money for remedial teaching and motivation of teachers and there was need to address this problem.**

**It emerged that the FPE programme resulted to increase in enrolments of pupils in the public schools. This was a positive step towards the country achieving the Millennium Developments Goals of providing universal education. However this increased enrolment resulted to a demand for more teachers to cater for the increased number of pupils.**

**It emerged that many parents opted to send their children to class one without enrolling in nursery school since education was free at primary school and parents were supposed to pay at preprimary schools. Teachers had difficult time in dealing with pupils who skipped preprimary school classes.**

**It was noted that the FPE programme had killed community initiatives in education funding and provision. In the past communities provided physical, material and financial support to schools. Ideally the government provides teaching and learning materials while parents and communities are supposed to provide the physical structures. Sifuna (2003) also reported that there was no policy frame work for enabling the parents and local community to participate in the provision of the physical facilities required in schools.**

**It was noted that the various stakeholders of education i.e. parents, pupils, teachers, trade unions, donors, sponsors, ministry of education and local communities had different roles to play in ensuring successful implementation of FPE policy. It also observed that there is**

**need for all these stakeholders to play their roles and work together for successful implementation of FPE programme.**

**It was observed that stakeholders in education had different perceptions about the quality of education offered in the public primary schools. However it was noted that performance in public schools has been improving though slowly than majority of stakeholders had expected. Report from the ministry of Education MoEST (2004) also reported that many parents had initially negative perceptions about FPE programme in the schools.**

**The findings from this study established that FPE was receiving challenges that should be addressed so that the programme would become more effective. These challenges included lack of enough teachers in schools, low performance of public primary schools at KCPE compared to private schools, lack of adequate classrooms, reduced inspections of schools and lack of adequate infrastructure in the schools. There was need for the government to address all these challenges for effective future implementation of FPE policy.**

**The findings of this study show that ill health is a major contributory factor to school absenteeism. The conditions experienced include malaria and HIV/AIDS among the pupils and parents. Drake et al (2002) also reported that these problems of diseases seemed to be more prevalent among the poor as well. It is thus the poor children, who are already hungry and malnourished, who are further robbed of an opportunity to improve their future lives through acquisition of a basic education.**

## **Conclusions**

**From the findings of this study it emerged that majority of stakeholders (pupils, parents, teachers, school communities, government, sponsors and education Officers) play vital roles in the implementation of FPE programme and all these stake holders must work together for successful implementation of FPE programme.**

**It was also clear that there is a direct relationship between the quality of education offered in schools and the availability of enough teaching and learning materials. Learning was more effective when all the materials were availed by the government. However, learning materials alone are not enough for effective learning. The role of the teacher is very vital for the successful learning to take place in schools.**

**It was clear from this study that there was a direct link between performances of pupils sat the Kenya Certificate of Primary Education and the effective implementation of the FPE programme. This was evident by the fact that understaffing affected the output of teachers despite provision of all materials by the government. Heavy teachers' workload had resulted to lack of personalized attention which would help the slow learners to achieve better grades.**

**In this study it emerged that there was a significance of the perceptions of stake holders and the successful implementation of the programme. This was clear from the fact that all the stake holders had a role to play in the implementation of FPE and for it to be**

successful all those stake holders must have positive attitudes towards the same. This will enable them to be fully and actively involved in the implementation of FPE programme.

## **Recommendations**

The following recommendations should be considered:

1. The government should employ more teachers to ease the workload currently being experienced by the teachers.
2. The head teachers should be given special training on financial management and accounting since majority of respondents felt that FPE had turned head teachers into financial managers and accountants yet they did not have the basic training in these areas.
3. The parents need to be sensitized on FPE and the role they are expected to play. They should be made to understand the FPE has limits and that they may be required to assist in other areas like the construction of classrooms and toilets and buying of the school uniforms.
4. The FPE programme should start from nursery level to avoid a high influx of pupils who join class one without passing through an early childhood development programme.
5. The government should meet all the levies charged in school. Examination registration for the Kenya Certificate of Primary education should be paid for by the government.

6. District Education Officers should visit schools frequently to supervise teachers and head teachers while parents should provide a conducive atmosphere at home to enable children do home work/assignments at home.
7. The government should provide schools with other facilities such as piped water, toilets and school fences to enhance security in schools. The government should also provide relief food to support the schools feeding programmes.
8. The donors, sponsors and other well wishers should continue assisting schools in the construction of building and provision of teaching and learning materials.
9. The government should boost the security of the citizens. It should provide enough security personnel to assist in times of political violence.
10. The teachers' salaries should be increased in order to motivate them.
11. The government should allow harambees in schools so that parents can contribute and fund other projects, which are not catered for by the government.
12. The government should involve teachers in curriculum development to avoid unnecessary errors in the selection of course books.

13. **The community leaders should mobilize the parents to take their children to school properly.**
14. **The local Education Officers and the District Education Board should organize seminars and workshops for teachers to enlighten them about the successful implementation of FPE programme.**
15. **The Ministry of Education Science and Technology should employ more Education Officers in the district to ensure that there is continuous inspection of schools to ensure quality learning and management in those schools.**
16. **The government should provide enough vehicles and finances for quality assessment of schools.**
17. **The money allocated to constituency development fund should be used in the maintenance of roads to ensure quality assessment of schools even in cases of bad weather.**
18. **The government should continue sensitizing the parents and all stake holders on the government policies of FPE.**

### **Further Research**

**More research is required on the following:**

- 1. What can motivate teachers apart from increased salary to ensure successful implementation of FPE programme.**
- 2. A study should be done on ways of minimizing the number of approved books to ensure that school teachers had an easy time in choosing class text books**
- 3. Modalities of employing teachers on contract should be established since these teachers could make it less costly in providing enough teachers.**



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## APPENDIX 1

### Questionnaires for Teachers

The aim of this study is to find out the challenges facing the implementation of free primary education in Meru Central District since 2003 when it was started. Information given will be treated with confidentiality.

Gender (male or female) \_\_\_\_\_

Years of service in the current station \_\_\_\_\_

Years of service as teacher \_\_\_\_\_

Which other role do you play in this school \_\_\_\_\_

1. What do you know about Free Primary Education (FPE)?

i. What are the sources of FPE information?

ii. What are the goals FPE?

2. Fill in the table below on the implementation of FPE

FPE has been implemented in this school successfully	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	It needs improvement

3. In your opinion, answer the following questions;

i. What are the achievements of FPE so far in this school?

\_\_\_\_\_

ii. What are the failures of FPE in this school?

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iii. What are the limitations facing the implementation of FPE in the school in terms of;

a. Support from parents and government

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b. Provision of enough teaching resources

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c. Performance at the KCPE

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d. School enrolments

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e. Perceptions of various stakeholders( e.g. parents, pupils, civil societies and trade unions

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iv. What do you suggest for the future implementation of FPE?

4. How are the teachers prepared for the following; (Answer by filling the table below)

	Very prepared	Prepared	Unprepared
Implementation of FPE			
Handling more pupils			
Teaching large classes			



Provision of teaching/learning materials			
Teaching multi age classes			

5. Fill in the table below

	Very Well	Well	Average	Poorly	Very Poorly
How has FPE affected the quality of education in your school?					
How is the discipline of pupils in the school after implementation of FPE					

- i. What actions do you think should be done in order to improve the quality of FPE? \_\_\_\_\_
- ii. What actions do you think should be done in order to improve the discipline of pupils in the school? \_\_\_\_\_

6. Have you been provided with enough teaching and learning aids? Yes ( ) or No ( )

i. If no who has been providing them \_\_\_\_\_

7. What is the role of the following in the implementation of FPE programme?

- i. Government/Ministry of education
- ii. Parents
- iii. School committees
- iv. Sponsors

## APPENDIX 2

### Focus Group discussion guide /Questionnaires for the Pupils

The aim of this study is to find out the challenges facing the implementation of free primary education in Meru Central District since 2003 when it was started. Information given will be treated with confidentiality.

1. Answer the following questions

- a. Year of birth \_\_\_\_\_
- b. Sex (Boy ( ) or Girl ( ) Tick in appropriate box.
- c. Date you joined this school \_\_\_\_\_
- d. Do you pay school fees? Yes ( ) or No ( ) Tick in appropriate box.
- e. If yes, how much do you pay \_\_\_\_\_
- f. If no, who pays for your education? \_\_\_\_\_

2. What do you understand by Free Primary Education (FPE)? \_\_\_\_\_

3. Answer the following questions:

- i. Has number of pupils in your classes changed since 2003? \_\_\_\_
- ii. Do you have enough chairs and desks in your class? \_\_\_\_
- iii. Are the assignments given by teachers marked by the teachers all the days? \_\_\_\_
- iv. Have the number of assignments given the same as before 2003? \_\_\_\_
- v. Are you provided by enough textbooks and exercise books? Yes ( ) or No ( )
- vi. If no, who provides the remaining books? \_\_\_\_\_

4. What benefits have you received form FPE since 2003 in terms of;

- a. Education without payment \_\_\_\_\_
- b. Being provided books in school \_\_\_\_\_

## **APPENDIX 3**

### **Focus Group discussion guide for the school committee representatives**

The aim of this study is to find out the challenges facing the implementation of free primary education in Meru Central District since 2003 when it was started. Information given will be treated with confidentiality.

Gender (male or female) \_\_\_\_\_

Years you have served as a parent in this school \_\_\_\_\_

Your child in class \_\_\_\_\_

1. What do you know about the FPE?
  - i. What are the sources of information about FPE?
2. Has the enrolment in your school increased or decreased since 2003
  - i. Has the drop out rate increased or decreased since 2003? What do you think is the cause?
  - ii. Are there parents who transfer pupils from private schools to this school? What do you think is the cause?
  - iii. Are there parents who transfer pupils from this school to private schools? What do you think is the cause?
3. In your opinion, has the quality of education in this school improved or declined since FPE started?
4. In your opinion how are the teachers managing the programme? (successfully or unsuccessfully)

**5. Do you pay money to school?**

**i. If yes, how much do you pay per term? \_\_\_\_\_**

**6. What are the benefits of FPE to the parent?**

**i. Educating children without payment of school fees**

\_\_\_\_\_

**ii. Provision of enough teaching resources**

\_\_\_\_\_

**iii. Performance at the KCPE**

\_\_\_\_\_

**iv. Pupils not dropping out of school because of fees**

\_\_\_\_\_

**7. What problems/ difficulties have you encountered since FPE programme was implemented in 2003**

## APPENDIX 4

### Information to be completed by Head teacher

The aim of this study is to find out the challenges facing the implementation of free primary education in Meru Central District since 2003 when it was started. Information given will be treated with confidentiality.

Gender (male or female) \_\_\_\_\_

Years of service in the current station \_\_\_\_\_

Years of service as teacher \_\_\_\_\_

### Basic Information

School name: \_\_\_\_\_ Division: \_\_\_\_\_ Zone: \_\_\_\_\_

### Number of streams (Classes) by grades

Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8

### School enrolment since 2002

Year	2002	2003	2004	2005	2006	2007
Boys						
Girls						
Total						

**Number of pupils repeating grades since 2002**

Year	2002	2003	2004	2005	2006	2007
Boys						
Girls						
Total						

**Fill in the following table showing the number of students who graduated to secondary schools since 2002**

Year	2002	2003	2004	2005	2006	2007
Boys						
Girls						
Total						

**Fill in the following table on the implementation of FPE**

FPE has been implemented in this school successfully	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	It needs improvement

Fill in the total number of text books available in the school (To be assisted by books keeper)

Class	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6	Class 7	Class 8
Maths								
English								
Kiswahili								
Social studies								
GHC								

1. In your opinion, answer the following questions;

i. What are the achievements of FPE so far in this school since 2003 in terms of

a. Performance at KCPE \_\_\_\_\_

b. Enrolments in the school \_\_\_\_\_

c. Reduction in drop out rates \_\_\_\_\_

ii. What are the failures of FPE in your school?

iii. What are the limitations facing the implementation of FPE in the school in terms

of ;

a. Support from parents and government

\_\_\_\_\_

b. Provision of enough teaching resources

\_\_\_\_\_

c. Performance at the KCPE

\_\_\_\_\_

**d. School enrolments**

\_\_\_\_\_

**e. Perceptions of various stakeholders( e.g. parents, pupils, civil societies and trade unions** \_\_\_\_\_

**iv. What do you suggest for the future implementation of FPE?**

\_\_\_\_\_

**2. What is the role of the following in the implementation of FPE programme?**

**i. Government/Ministry of education** \_\_\_\_\_

**ii. Parents** \_\_\_\_\_

**iii. School committees** \_\_\_\_\_

**iv. sponsors** \_\_\_\_\_



## APPENDIX 5

**Table 6: Enrolments in Public Primary Schools in Meru Central District**  
from 2002 to 2004

	Std 1			Std 2			Std 3		
year	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	7,458	7,089	14,547	5,688	5,699	11,387	5,732	5,594	11,326
2003	9,126	8,525	17,653	6,729	6,393	13,122	6,203	5,810	12,013
2004	9,455	8,760	18,215	8,015	7,522	15,537	6,337	6,015	12,352
	Std 4			Std 5			Std 6		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	5,805	5,804	11,609	5,717	5,594	11,311	5,477	5,759	11,236
2003	6,164	6,070	12,234	5,987	6,041	12,028	5,722	5,917	11,639
2004	6,289	5,892	12,181	6,358	5,697	12,055	5,987	6,149	12,136
	Std 7			Std 8			Grand Total		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2002	5,478	6,131	11,609	4,895	5,728	10,623	46,250	47,398	93,648
2003	5,814	6,283	12,097	5,266	5,952	11,218	51,013	50,991	102,004
2004	5,935	6,524	12,459	5,482	6,311	11,793	53,858	52,869	106,727

Source: MOEST: Meru central district before it was split into three districts in 2007



REPUBLIC OF KENYA

## MINISTRY OF HIGHER EDUCATION SCIENCE & TECHNOLOGY

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JOGOO HOUSE "B"  
HARAMBEE AVENUE,  
P.O. Box 9583-00200  
NAIROBI

When Replying please quote

Ref. MOHEST 13/001/ 38C 334/2

19<sup>th</sup> June 2008

Muthamia Samuel Mwiti  
University of Nairobi  
P.O. Box 30197  
NAIROBI

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on,  
***'Challenges Facing the Implementation of Free Primary Education in Meru Central District'***

I am pleased to inform you that you have been authorized to carry out research in Meru Central District for a period ending 30<sup>th</sup> August, 2008.

You are advised to report to the District Commissioner and the District Education Officer Meru Central District before embarking on your research.

On completion of your research, you are expected to submit two copies of your research report to this office.

  
M. O. ONDIEKI  
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner  
Meru Central District  
MERU

The Medical Officer of Health  
Meru Central District  
MERU