

KAMPALA INTERNATIONAL UNIVERSITY



TITLE:

**CHALLENGES ENCOUNTERED BY TEACHERS IN
IMPLEMENTATION OF FREE PRIMARY EDUCATION IN
KIKUYU ZONE, KIAMBU WEST DISTRICT**

BY

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DECLARATION

I, NJUNGE NANCY WACHINGA, BED/21481/81/DF

do declare that the information given in this research report is made by myself and has never been presented by any other person, for the award of Bachelor of Education.

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DEDICATION

To my beloved nephew, Joash Keith Njung'e who have been such a wonderful inspiration while I studied far from home.

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I would like to thank the good Lord for giving me strength and courage to compile this research report. Without God, this research would not have seen the light of the day!

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ACRONYMS

| | |
|----------|---|
| ACRWC | Africa Charter for the Rights of the Working Children |
| AIDS | Acquired Immune Deficiency Syndrome |
| ASAL | Arid and Semi-arid Land |
| CRC | Child Rights Campaign |
| EFA | Education for All |
| FPE | Free Primary Education |
| HIV | Human Immune-deficiency Virus |
| MOEST | Ministry of Education, Science and Technology |
| NCNN | National Children in Need Network |
| GOK | Government of Kenya |
| SNE | Special Needs Education |
| ILO | International Labour Organisation |
| UNICEF | United Nation Children Education Fund |
| KANU | Kenya African national Union |
| NARC | National Rainbow coalition |
| HI | Hearing impairment |
| M.R. | Mentally retarded |
| Ksh. | Kenya shilling |
| S.M.C | School Management Committee |
| D.E.O. | District Education Board |
| A.E.O. | Assistant Education Officer |
| T.A.C. | Teachers Advisory Centre |
| P.T.A. | Parents Teachers Association |
| U.D.H.R. | Universal Declaration of Human Rights |
| U.S.D. | United State Dollar |
| U.P.E | Universal Primary Education |
| P.T.R. | Pupil Teacher Representation |
| UNESCO | United Nation Education, Scientific and Cultural organisation |

ABSTRACT

The purpose of the study is to determine the challenges encountered by teachers in the implementation of free primary Education in Kikuyu Zone in Kiambu West District. The study further assesses the teacher's attitude toward the FPE and the learners. It also assists in finding out if the administration and the PTA help in facilitating the FPE. The target population was the teachers in the sampled schools in Kikuyu Zone. The instruments/tools used were questionnaires. There were 45 respondents. The analysis of the collected data indicated that teachers were positive toward FPE and the learners in Kikuyu Zone benefitted from FPE>

CHAPTER ONE

INTRODUCTION

1.1 Background information

Human rights law legally guarantees human rights, protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. They encompass civil, cultural, economical, political and social rights. Since 1948, the Universal Declaration of Human Rights has become the inspiration for National and International efforts to promote and protect human rights and fundamental freedom. But it was only in 1989 that the standards concerning children were brought together in a single legal instrument approved by the international community and spelling out in an unequivocal manner the rights to which every child is entitled; regardless of where born, or to whom, regardless of sex, religion, or social origin.

People in Kenya have been termed as inferior and of no importance. You find street families who cannot get good employment since they do not have no certificates or no knowledge. Most of them get to big cities and towns in hope of getting jobs but later turn out to live in the streets. Children who do not attend school are abused in different ways. Some are used as child labour, others are sexually molested. Boys are used as farmhands while girls are used as baby sitters, house helps and farm workers. Others are brought up for commercial sex. The grownups who did not attend school are misused by the wealthy people. Some boys are used as thugs, burglars, gangs and robbers. Girls are misused as prostitutes for money in big towns and cities. Others are married young as second or third wives. To curb such problems, Uganda started its free primary education in 1992/93. Primary education became free and compulsory for all. In Kenya free Primary education was started in 1979/80 and also free milk programme was introduced. This programme became too expensive that it later became the parent's responsibility. The free milk programme spent a lot of money. The school needed more buildings, more teachers and more facilities. The parents were demanded to pay and hold Harambees for more buildings. Due to these funds, majority of people could not afford and so it resulted to school dropouts and small children could not attend school.

In the case of Kikuyu Zone FPE was taken positively since most children were not going to school due to lack of school fees. The classes were over crowded and the teaching became hectic. The school facilities could not accommodate the number that enrolled due to FPE. Some of the classrooms were too small and the sanitary facilities could not accommodate the big number of children.

As time went on the FPE funds were added to renovate some classes, toilets and able to cater for the educational instructional materials.

1.2 Statement of the problem

Unlike other developed countries where education is catered by the state, Uganda started a free and compulsory primary education programme in 1992/93. The school attendance was to become compulsory and free for all despite if the child is disabled or not. In Kenya free primary education started in 2003 when the new Government took over. The free education is being given the first priority through registering any child who attends school despite their age. The Government has also instructed that every child should be taken to school. These programmes were started in the absence of adequate strategy layouts. It was also started with inadequate finances to the economic difficulties in the previous regime.

This programme also came up when the schools were faced with shortage of buildings for classes and schools needed more learning facilities. All these were to be provided by the parents. There was also a shortage of teachers due to retirement and death caused by HIV/AIDS, accidents and other ailments. All these were not replaced due to the country's economic difficulties. So the teachers had many problems trying to cope with the free education, which made so many children not to school.

1.3 Purpose of the study

The principle objective of this study was to examine challenge encountered by teachers.

Find out how teachers can implement free education in the country.

Discover ways and means by which free primary education can be practiced by all the primary schools in the country.

Find out how free primary education could benefit learners who attend school.

Participation (enrolment/attendance/repetition/dropout/achievement/transition) in view of Free Primary Education (FPE) in Kenya

Views on quality of education under Free Primary Education in Kenya.

Adequacy of learning and teaching facilities for FPE in Kenya.

1.4 Specific objectives of the study

1. To find out whether the schools have been given enough funds for FPE to take off.

2. To find out if the administration and the PTA help in the facilitating of the FPE..
3. To find out if the teachers available in schools are enough..
4. To assess the peoples opinion about the value of FPE>
5. To assess the teachers attitude towards FPE.

1.4 Research questions

1. Which were the major problems that teachers faced in implementation of free primary education?
2. What best can the teachers do to implement free primary education?
3. Which is the best way possible for primary schools to practice free education?
4. How do learners benefit from free primary education?

1.6 Significance of the study

he researcher hope that the results of this study will;-

- Unveil the problems experienced by teachers in implementation of free primary education.
- Ascertain level of how to implement free primary education due to lack of adequate finances.
- Create a focus on problems encountered in the free primary education.
- Address the negative attitude of teachers towards the poor and street children who have entered school due to the declaration on free primary education

1.7 Scope and limitation of the study

The research was examining challenges encountered by the teachers in implementing the FPE. The researcher focused on the funds given by the government. She also focused on the school administration and the PTA in the facilitation of the FPE. The researcher also focused on the availability of teachers and their attitude towards the FPE and the learners. The research was done in Kikuyu Zone in Kiambu district. The research was done in the month of January 2009. The analysis was edited, coded and analysed in the month of February 2009. Typing, formatting, printing and binding were done in the month of March 2009. Presentation was done in the month of April 2009.

1.8 Operational definition of terms

- Free education; - Education given to children without any payment.
- Economic difficulties; - country's financial problems. No money in the government
- Street children; - Neglected children without parental care who loiter in the streets.
- Semi-Arid; - The remotest areas in Kikuyu Zone
- Drop-out; - Voluntary type of education enrolment loss.
- Enrolment; - Include all students admitted in school in that school year.
- Compulsory; - Required by law or rule which is essential or necessary to the individual.
- Education institution; - School, society or organization for learning founded for education purposes.
- Universal; - Done by all persons in the country or in class concerned.
- Expenditure; - Process of spending or using up money.
- Harambee; - Spirit of coming together to raise money for a common project.
- Expatriates; - Those living in abroad for a long time.
- Incorporate; - Form into one body or whole; - combine into one substance.
- Implementation; - Put a plan into effect. Carrying out a performance.
- Guidelines; - Guiding or directing action.
- Enforced; - Impose action
- Bursaries; - A grant or a scholarship
- Policy; - Principle of action adopted by a government concerning education
- Manifesto; - Public declaration on education and aims used before an election by a political party.
- Segregation; - Put apart from the rest or in isolation, enforce racial segregation on persons or

children in schools.

Independence; - State of having freedom

Priority; - Precedence in rank. Things of importance first.

Christianity; - The beliefs and practices of a Christian religion.

Narcotic drugs: - substance inducing drowsiness, sleep, stupor or insensibility. A drug affecting the mind.

Psychotropic drugs: - a drug acting on the mind.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section contains the literature related review to FPE as presented by other writers in the outer world and mostly African countries. It also gives the African Tradition Education views compared to the recent education system. It also presents education during colonial government, before and after independence. It also presents FPE for children with SNE and the children Rights acts. It has also presented the take off of the FPE in Kenya and the facilitation of FPE in Kenya.

2.1 Free Primary Education overview

A few countries in Africa have implemented the free education policy before Kenya with mixed cases of success, problems and challenges. Some countries have challenged the policy, with Nigerians labeling UPE in the 1980 as the Unfulfilled Promise Education (Csapo, 1983). Understanding the factors that led them to adopt this policy will be an important aspect of this study. To review the impact of the policy in Kenya, it will be vital to look at the history of the education system, the government motivation towards the policy changes, the effects on funding, access to education and the quality of education. It will be necessary also to review experiences of countries already operating the new policy. The initial adjustment and revitalization of education in Kenya in early 1980s was due to internal and external forces.

The World Bank and the international community wanted the government to cut expenditure and adhere to structural adjustments programs while the social sector oriented professionals (including teachers) wanted allocation of more resources to make education more effective (IPAR, 1999). The world conference on EFA held in Jomtien, Thailand and the Dakar conference, in Senegal (2000) have sparked a paradigm shift in the education sector. Education quality and gender disparity have been barriers to accessing education (Boyle et al, 2002). "For every 100 boys out of school, there are 115 girls in the same situation (State of Worlds Children 2006, pp4)". UNICEF notes sadly that one out of every five girls in school is unable to complete primary education; moreover, countries charging fees tend to have the largest number of girls out of schools (Save the Children, 2005). The government argues that compulsory FPE is the first solution to ensuring an equal chance to boys and girls to attend schools. UPE has, since 2000, been a goal for most countries worldwide. World Bank (2004) notes that when fees were abolished in Malawi

1994), enrolments went up by 51% and 22 in Uganda they went up by 70% in 1996.

Cameroon (1999) saw an increase from 88% to 105% while in Tanzania (2001); rates soared from 57% to 85%. In Kenya, the rates went up by 90% after the new policy was introduced in 2003 (MOEST, 2005). Though the government continues to quote these success figures, dropouts' rates in public primary schools have increased due to unfriendly learning environments, poverty levels, child labour and impact of HIV/AIDS (Ayieke, A. 2005). Other factors affecting enrolment include limited number of schools within easy walking distance, absence of female teachers and failure to provide separate toilet for female students (World Bank, 2004). ; Moreover, countries charging fees tend to have the largest number of girls out of schools (Save the Children, 2005). Limited numbers of schools offering the full cycle of primary education and perceived low returns from schooling in labour markets are other factors. The current FPE system suffers from "high rates of wastage through dropouts and repetitions (GoK, 2005 pg 3)".

Lessons from massive expansions of primary schools in the 1980s and 1990s show that expanding rapidly can compromise quality, reflected in high enrolments but low achievements (WDR, 2007). After the introduction of FPE in Kenya, an additional 1.5 million students were able to attend schools for the first time (MOEST, 2005). The World Bank emphasizes on improving the balance between expanding primary education enrolment and ensuring a minimum standard. While citing the cases of Morocco and Namibia, it stated that, “many of the large number of adolescents completing primary education do not know enough to be literate and numerate members of the society (WDR, 2007 pg 11)”.

Congestion in classes, unbalanced PTR and poor infrastructure has affected the quality of education with some parents moving children to private schools. Some Kenyans believe that teachers who did not receive fees from parents did not feel as accountable for working hard (Tooley J, 2004). While the government continues to receive credit on the increase in enrolment and availability of textbooks in schools, with pupil to textbook ratio at 2:1 in some schools (MOEST, 2005), the EFA global monitor reports that the quality of education remains poor in most of sub-Saharan countries including Kenya. Nigeria has implemented FPE on and off since the 1950s and by 2003, literacy level was still at 55% (Ajetomobi J and Anyanwale A, 2005).

According to (Castle 1965) education is what happens to us from the day we were born to the day we die. According to (Nyerere) the former president of Tanzania, (Bray 1986) education is the function of transmitting skills, knowledge norms and values from one generation to another and also how the function of the formation of social personalities. According to African beliefs education is a preparation for life. (Castle 1965). Education can promote horizontal integration in four main ways;-

1. Curriculum in which language must be emphasized.
2. Education institution in which pupils are selected in equal quotas from different parts of the country.
3. Operate national service schemes for school leavers.
4. Educational projects to reduce regional imbalances between ethnic and religion groups.

2.2 historical backgrounds

According to (Eshiwani 1993) education system in various countries differ in their organization structure and content. African countries had their own system of education before the Europeans came. The system was African traditional education. Their main goal was to train individuals to fit into their society. It provides skills, knowledge and values

Relevant to the society. Boys were being taught or trained by their fathers, grandfathers, uncles and uncles and older men in their villages. Their mothers, grandmothers, aunts' and older women in their localities were also training girls.

After the coming of the Europeans, learning and teaching were more formalised into a classroom situation by the missionaries in the 19th Century. The Christian Missionaries opened the first formal schools in most African countries. The models for education systems were taken from the countries from which the missionaries and colonialist (Bray, 1986). The first English-speaking missionaries in Nigeria arrived in 1942. In Kenya, Anglican Missionaries arrived in 1844, while in Uganda after 1877, in Congo Leopoldville after 1878.

2.3 Education before independence in Kenya

The first mission school was opened in 1946 at Rabai in Mombasa. Missionary Education was linked to Christianity so as

- (i) To produce African priest to spread the word of God (Eshiwani, 1993)
- (ii) They were also taught to read and write so as they could communicate easily with the missionaries and the colonial administrators (Bray, 1986)
- (iii) They were also taught how to read and write so that they could be good interpreters. The missionaries regarded the African culture as an obstacle to Christianity. The missionaries controlled the education in Kenya up to about 1911, when the colonial government stepped in (Eshiwani, 1993)

2.4 Education during colonial government

The colonial administration wanted Kenya to become self-sufficient as quickly as possible. According to (Eshiwani, 1993) the government and the settlers were in an agreement in a policy of rapid advance for the European and gradual advance for the African in Education. Western Education allowed African to move from rural areas to the new urban world. The government

created a department of Education in 1911 that saw the first government school begin e.g. Alliance, Maseno, Mang'u, Kagumo, Kakamega, Nyeri and Kisii. The government offered lands and funds while the missionary supplied staff, buildings and money. The Africans school grew stronger and stronger that by the emergency 1952 they were 400 Independence Schools

2.5 Education after independence

At Independence the colonial education was still segregate with European getting top priority, followed by Asians, and lastly Africans. (Eshiwani, 1993) During this time racial segregation. (Bray, 1986) and attendance was based on Economic Criteria.

In 1963, the Kenya Government developed a new policy and strategy to satisfy individual and national needs. The Kenya African National Union (KANU), which was the ruling party, put Education as a high priority in its election manifesto (KANU Manifesto, 1964)

In 1964 a commission was formed chaired by Ominde to look into Kenyan Education. The commission was Kenya Education Commission 1964- Ominde Report. In 1968, Kenya Education Act was published it put the responsibility of Education in the hands of the Ministry of Education. In 1963, the primary level free schooling appeared as the most critical issue (Anderson, 1970). The policy of gradual development advocated by the Education Commission has been adopted with large measures of success. Universal free schooling was met with two crucial problems

- i. Population rate was too high.
- ii. Great in quality among region to provide adequate accommodation and cost of maintaining Schools
- iii The government appointed a National Commission composed of a very large number of Kenya Citizens to survey the existing educational resources of Kenya and to advice the government in the formulation in the National Policies for Education. So far the Government has continued appointing various commissions to view education in various stages. Some of the Commissions are

Kenya Education Commission (1964)- Ominde Report

Committee on Care and Rehabilitation of Disabled (1964) - Ngala Mwendwa.

The National Education Commission of Educational Objectives and Policies (1976) - Gachathi Report

The Presidential Working Party (1981) – Mackey

Presidential Working Committee on Education and training for this decade and beyond (1988) – Kamunge

Integrated Quality Education and Training (1999) - Koech Report.

2.6 FPE for Special Needs Education

Such children do not grow up well physically, morally, socially or psychologically. They are afflicted with many diseases, and are vulnerable to exploitation by unscrupulous individuals in matters of sex and labor. Other categories of SNE include children threatened by exploitation e.g. working children, sexually exploited children or child prostitutes, and abandoned children. A report of the Commission of inquiry into the education system of Kenya identifies one of the categories of SNE.

The Convention on the Rights of the Child (CRC) incorporates the full range of human rights of all children. The CRC outlines in 41 articles the human rights to be rights such as civil and political rights as well as economic, social and cultural respected and protected for every child under the age of 18 years and requires that these rights are implemented in the light of the convention's four guiding principles; non-discrimination, best interests of the child, survival and development, and participation of the child.

2.6.1 The Kenyan Children's Act

The Kenyan children's act is an act of parliament to make provision for parental responsibility, fostering, adoption, custody, maintenance, guardianship, care and protection of children; to make provision for administration of children's institutions to give effect to the principle of the Convention on the rights and Welfare of the Child and the connected purposes. Part two of the children's act 2001 addresses the issues of safe guarding the rights and Welfare of the child. This includes the right to nondiscrimination, right to parental care, education, health care, protection among others (GOK, 2002).

2.6.2 Child Rights Provisions in the Kenya Children's Act

Part II Section 3 and 4 of the Children's Act states that:

The government shall take steps to the maximum of its resources with a view to achieving progressively the full realization of the rights of the child

Section 4(1) further states that:

Every child shall have an inherent right to life and it shall be the responsibility of the government and the family to ensure the survival and development of the child

Section 5 of the Children's Act addresses the issue of non-discrimination and states that:

No child shall be subjected to discrimination on the ground of origin, sex, religion...birth, social, political, economic or other status...disability...

2.7 Free and Compulsory Education for All

British made apprenticeship Education compulsory in the 16th Century. The princes who felt responsibility for the literacy and salvation of their subjects made education compulsory in the 16th Century. Martin Luther, the great inspirer of the Protestant Reformation in Germany put the whole case for the compulsory education very well in a better to a Germany since "Elector John at Saxon. (Brubar 1966)

In the 17th century the United States provided compulsory attendance o children between eight and fourteen years. (Herbert 1978). Free education is being practiced in many countries. In Britain Local Education Authority (LEA) ensures that sufficient funds are available to every school to support the learning of all children. All the children are granted sufficient funds to see them through their schooling. (Brubacher1966).

In Norway basic education is provided for all children within their area of residence. If a child is found to be a special need it becomes the responsibility of the Local Authority and school administration to provide the necessary support. (DL SNE Module2002). All children have the right to attend education in accordance with their capabilities and interest. Every child must complete the nine years of compulsory education. Inclusive education is managed efficiently to enable those with special needs to complete the compulsory education cycle. In Denmark the government provides for all the education of all learners with special needs wherever they are.

In Nigeria universal primary education was started in 1976 and adult literacy campaign was launched in 1982. (Bray 1986). In Uganda universal primary education was started in 1992/93 where education was free and compulsory. The government educated four children in a family free but gave first priority to a child with special need. Kenya started its free education in 2003 when the new president took over

2.8 Free Primary Education in Kenya

Following all the African states held in Addis Ababa in (1961) the African countries resolved to provide free universal and compulsory primary school education by 1980. In order to achieve this, the government had to spend more on education. According to (Eshiwani 1993) by 1976 the free education was provided for up to STD seven (7). The expenditure went too high that it required the parents and the beneficiaries to contribute towards it. (UNESCO 1961). By 1979/80 the budget dropped gradually because it was being shared by the parents through community efforts such as Harambee fund-raising activities (Koech 1999). Since independence the government has continued to spend more and more on education due to the great demand for education and the change to education policies that are expensive to implement. (Eshiwani 1993). What led to these increase was:-

Universal primary school education.

Teacher's salary increase by Waruhiu commission.

Equipments and stores.

Enrolments rose.

School milk scheme in 1980.

Demand for more education for the disabled 1980/81.

Support services e.g. electricity, water, telephone, security, cleaners, clerks etc.

Implementation of policies.

Implementation of 8-4-4 system of education.

Since 1984, massive funds drives have taken place to raise money for the 8-4-4 systems. (Kanu manifesto 1982). Due to these increases in the government expenditure the parents have been incorporated fully into the financing education. According to the Eshiwani (1993) the district was required to generate the finances for the development of education in the area.

As a result of the cost sharing the parents were left to meet the parents were left to meet the cost of their children's education. The head teachers were free to charge any amount of fees such as building funds, bus funds, bedding fees, coaching fees etc. This results to high dropouts and low enrolment due to the high fees that parents could not meet.

2.9 Free Primary Education with NARC government

In 1997, the Democratic Party of Kenya came with a manifesto, which said that 'Education is a right not a privilege'. To ensure that adequate bursaries are available by the government to all needy cases especially in Arid and slum areas. (DP Manifesto, 1997). According to Koech Report, 1999 some of the recommendations were "guidelines for the limits within which school fees are charged be development and enforced at district level. In 2002 NARC came up with a manifesto advocating for the Basic Free Education for all. Immediately the president won the seat he declared during his inauguration ceremony that all children should attend school following Monday despite his/her age or status. (Television, Internet-Daily Nation, 2003). According to the Kenya Constitutional Review Commission Draft (2002) - Every person has a right to Basic Education.

The government shall institute a programme to implement the right of every child to free and compulsory primary education.

The state shall ensure education institution and facilities for disabled persons are as integrated into the society as a whole as is compatible with the interest of the disabled (CKRC, 2002 ch 5.39c)

2.9.1 The take off of FPE in Kenya

The free education took off in January 2003 with full support of very many Kenyans. Supports also came from other countries that even promised financial inputs. For example the British Government announced to support the Kenya Government Policy of Free Primary Education to all Kenya children (Daily Nation, 2003). This brought one million children back to school giving them a chance of a decent education and a better opportunity in life (Television). Most of the organisations and churches have come up to support this policy churches are comparing for children to be taken to school to ease child labour. (All Saints Cathedral, 2003). According to

the reports released to school every child is entitled to 1,020/= per year to buy books, stationeries, activities and clubs. This money has been distributed in bits. The first bit was 28,000 to every school in March 2003. The next batch was in May 2003 and the last one will be in September 2003.

Under FPE all the pupils in primary schools are allocated KSh 1020. There is an additional flat rate of KSh. 2000 for the SNE pupils. This amount is not adequate as pupils who are hearing or visually impaired need much more for the hearing aid or Braille equipment respectively. The orphans and poor may require be feeding and clothing. There is therefore need to allocate money according to the specific needs of the pupils in a school. A number of schools, especially those with handicapped children, have been allocated an additional KSh. 10,000/= to make them Disability-friendly schools.

Since then, policies have been pursued to facilitate rapid access for those who had been excluded. "Independence was the first catalyst which triggered a commitment towards UPE in Kenya (Oketch.O and Rolleston M. 2007 pp14)". The overall goal of FPE is to build the human capital capacity through investing in children at an early age. Basic skills not only help individuals but also have an impact on the income, growth potential, population and public sector performance. In Nigeria in the 1970s, FPE was driven by the need to produce skilled manpower (Kelly, G. 1983). The government realizes that education and training will contribute to national development. Economic difficulties have denied many Kenyan children education. The poor economic performance in Kenya has led to rising poverty levels which impact negatively on education performance indicators. By offering FPE the government is making a link between education and economic development. Everyone has a right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (UDHR, 1948: Article 26)

2.9.2 Facilitation of FPE in Kenya

Under the FPE, every pupil is entitled to get writing materials such as pencils, pens and exercise books in addition to sharing textbooks in the ratio of 1:3 and 1:2 for the lower and upper primary respectively. This is a great improvement as previously many could not afford to buy the required stationery and textbooks. The availability of learning materials was appreciated by both the teachers and pupils who said that they could now read on their own and do assignments. Since then, policies have been pursued to facilitate rapid access for those who had been excluded. "Independence was the first catalyst which triggered a commitment towards UPE in Kenya (Oketch.O and Rolleston M. 2007 pp14)". The overall goal of FPE is to build the human capital capacity through investing in children at an early age. Basic skills not only help individuals but also have an impact on the income, growth potential, population and public sector performance. In Nigeria in the 1970s, FPE was driven by the need to produce skilled manpower (Kelly, G. 1983). The government realizes that education and training will contribute to national development. Economic difficulties have denied many Kenyan children education. The poor economic performance in Kenya has led to rising poverty levels which impact negatively on education performance indicators. By offering FPE the government is making a link between education and economic development. Everyone has a right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. (UDHR, 1948: Article 26) The MOEST gives guidelines on recommended textbooks under the approved syllabus. The DEO receives monthly enrolment figures from schools, which are then used to determine funding. Under FPE, each school receives Kenya shillings (KSH) 1,020 (USD 31 15.7 at current exchange) per child enrolled, per school year. The funds are distributed in two deposits per year, usually, six months apart. Under MOEST instructions, the area education offices have helped schools open two accounts. Account I: Instructional Materials Account. Funds in the account cater for textbooks, pens, exercise books, charts and writing chalk among other supplies. Account II: General Purpose Account, which caters for the wages for supporting staff, repairs and maintenance, phone bills, electricity bills, garbage collection, postage and general expenses. Account I receives 650 KSH per pupil enrolled (63.7%) and Account II receives 370 KSH (36.3%) per pupil. The SMC are responsible with the management of FPE funds. SMC is composed of,

- 1) Head Teacher- Chair person
- 2) Deputy Head Teacher – Secretary
- 3) The Chairperson of the PTA
- 4) Two parents (non members of PTA) elected by parents
- 5) One teacher to represent each class.

2.9.3 Primary education and its rationale

After attaining independence in 1963, the prioritization of the education policies in Kenya was driven by the manpower needs of the nation. The government identified ignorance and illiteracy as major problems and education was meant to tackle this area. This meant access to primary education. Individuals who had completed secondary education secured many government positions and were considered to be among the Kenyan elite (Oketch.O and Rolleston M. 2007). The immediate emphasis on developing secondary and tertiary level institutions to meet the manpower needs led to the need for more primary schools. Access to primary schools was limited by the colonial government and completion further hampered by the policies and compulsory national examinations as early as grade four. To gain legitimacy and as a political move to reassure the people of its authority, primary education was open to all by the new government and the grade four examinations abolished. The MOEST gives guidelines on FPE policies, which are channeled down to the School Management Committees (SMC). MOEST also advises on teachers, parents and students roles. The District Education Officer (DEO) is in charge of education matters in the district and is assisted by the Area Education Officers (AEO) in the various divisions in the district. The Teacher Advisory Committee (TAC) has been set up to play an advisory role to the teachers and the SMC. Under FPE policy, the teachers' role is curriculum implementation as per the approved syllabus. Teachers also support school management through membership in the SMC. Parents are regarded as stakeholders in the new policy. Parents are to assist in school management through PTA meetings and the board membership; they are to assist in providing physical infrastructure, which is not offered by government under FPE. Parents are also called upon to help in counseling and instilling discipline to the pupils. The SMC is responsible for managing funds, settling disputes in the

school or making recommendations to the DEO, conducting tendering interviews/approvals for supplies and receiving school supplies.

The drive to achieve UPE is a positive indicator of the nation's commitment to human rights in conformity with the adopted conventions. The current education curriculum in Kenya has been formulated to enhance national unity, social, economic and cultural aspirations of Kenyans (MOEST, 2005). Parents and citizens have in the past blamed the government for lack of control on the education system, which was getting very expensive, with schools charging fees as they pleased.

FPE is aimed at easing the burden from the parents by abolishing school levies and ensuring equity and accessibility to schools. Through FPE, government has strategically placed itself as an important stakeholder in the education sector and hope that this will create a better relation between the government representatives, SMC and parents. While launching the Kenya FPE policy (January, 2003), the Minister of Education stated that: Both the government and the parents have financial obligations to meet.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section presents the research methodology, research design, target population sampling and the instrument or tools used to facilitate the research. It has also presented the procedure of the study and the data analysis procedure, i.e. editing, coding and analysing.

3.1 Research design

The researcher used Qualitative approach. She collected information by use of questionnaires. The researcher had an introduction letter issued by the Principle of her school which she produced as she visited schools. The researcher took the questionnaire to the schools personally. They were filled and went back with them the same day. The researcher used case study to collect data because it is practically real. By use of case study the researcher got the actual information from the respondent's directly.

3.2 Research area of study

The schools that were involved in the research were far apart from each other. Some boulder the north's of the zone while others are in the south. The area is a semi-arid with little farming taking place. When it rains the roads to those areas are impassable.

3.3 Target population

The population of the study involves Primary Schools teachers in Kikuyu zone in Kiambu West District who are in scattered schools far apart. In each school there are more than 15 teachers. The above respondents were drawn from 16 formal primary educational institutions in Kikuyu zone. The schools were purposely chosen from those that serve pupils in the upcoming slums of kikuyu town and those in the semi-arid areas of Ndeiya. Among the selected primary schools three of them were special schools for children with Hearing impairment (H.I.) visual impairment and Mentally Retarded.

3.3 Sample size

The researcher had to take manageable number of schools by taking 10 schools from to represent the zone. In every school there are more than 15 teachers. The researcher had to get 5 teachers to represent all the teachers in that school. In the schools for the SNE, each school had more than 8 teachers. The researcher had to get 5 teachers to represent the teachers in that school.

3.5 Sampling technique

This is by use of probability sampling. To get the 10 schools the researcher had to use simple random sampling. To get the 5 teachers from each school the researcher had to use stratified random sampling where she had to get 2 teachers from lower classes and 3 teachers from upper classes.

3.6 Research instruments/tools

The researchers used questionnaire method to collect data from the population. She chose the questionnaire because it was the only valid method because it was the only valid method due to the distance from the schools and time and finances. By using Questionnaires the researchers hoped she would get the response without any prejudices.

The researcher had two questionnaires, one for the regular schools and the other one for the school for the special needs in education.

The questionnaire for the regular school had two sets of questions. i.e. Multiple Choice and simple structured. The respondent is required to choose an answer from multiple-choice questions.

The questionnaire for schools of the special needs in education had structured phrases which needed to be ticked against the sentence.

3.7 Procedure of the study

The researcher had an introduction letter from KIU office of the director to produce to the school authority to allow him permit the researcher to be out of the station and to show the authority of the school of research to allow you interact with the teachers.

The Researchers took the questionnaires to schools to the target population. The Head teacher introduced her to two teachers in lower classes and three teachers in upper classes. The respondent filled the questionnaires and the researchers went back with them.

The questionnaires were clearly stated and simple to answer. The researcher gave out fifty (50) questionnaires but only forty-five (45) were returned. A few teachers who did not want to answer the questions misplaced five of the questionnaires.

3.8 The data collection techniques

The study used mainly qualitative research technique although some quantitative Approaches were also used. Interviews were particularly preferred for this study as they provided intensive information, which may not be found by use of questionnaires. They also allowed for the verification and confirmation of all the information generated from different categories and individual respondents. The aim was to generate data on the status of FPE in Kenya, identify barriers to access, retention, quality and learning achievements and come up with practical and workable recommendations on how to redress the situation for ensuring full participation of FPE in Kenya.

CHAPTER 4

Data presentation Analysis and interpretation of findings

4.0 Introduction

Data presentation is the procedure of presenting the questionnaires to the involved teachers and collecting the data from the questionnaires. Data is collected, edited, coded and analysed in frequency tables. It also presents the Data Presentation Analysis and interpretation of findings.

4.1 Questionnaires response

The researcher gave out fifty (50) questionnaires but only forty-five (45) were returned. A few teachers who did not want to answer the questions misplaced five of the questionnaires. The questions responses were as follows: -

4.1.1 Enrolment of the learners

The researcher was enquiring the number of learners in each class. The response from 45 questionnaires was 2194 pupils whose average is 49 pupils in a class. This number shows that some classes are overcrowded.

4.2 Provision of funds to take off

The researcher wanted to know if the free education programme took off well.

TABLE 1 showing the percentage distribution of the respondents according to their information about FPE funds.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Yes | 22 | 48.9% |
| No | 23 | 51.1% |
| Total | 45 | 100% |

Source; Primary Data 2009

This shows that some schools had not received the funds to equip the learners. Some schools took off well and on good time since they had funds from the previous year.

The funds should be distributed early enough to facilitate learning in good time.

4.2.1 Building restructuring

The researcher wanted to find out if the schools required some restructuring of buildings.

TABLE 2 shows the distribution of respondents according to the building and restructures.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 33 | 73.3% |
| No | 12 | 26.7% |
| Total | 45 | 100% |

Source; Primary Data 2009

This shows that most schools need some restructuring of buildings like toilets, classes, administration offices and playground. As a result the teachers had a hard time due to the large numbers of children enrolled and not enough facilities.

4.2.2 Adequacy of educational funds for public primary schools

The researcher wanted to know if the funds given to every child are adequate.

TABLE 3 showing the response according to funds for FPE

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 7 | 15.6% |
| No | 38 | 84.4% |
| Total | 45 | 100% |

Source; Primary Data 2008

This analysis shows that the funds are not adequate to take the child for the whole year

In this case the funds were not enough for each child and so the government should

Increase the funds per child.

4.3 Support from administration and PTA

The researcher wanted to find out if the schools get support from the administration and the parent/teachers association (PTA)

TABLE 4 showing the response according to administration and PTA support

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 36 | 80% |
| No | 9 | 20% |
| Total | 45 | 100% |

Source; Primary Data 2009

This question proves that majority of the schools get the support from the administrative and the PTA members. In this case learning took off well due to the support from the administration and PTA. As a result the FPE was taken positively and effectively implemented.

4.4 Adequate teachers and learning materials

The researcher wanted to know if the teachers and learners were provided with adequate teaching and learning materials.

TABLE 5 showing the distribution of responses according to adequacy of teachers and learning materials

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 35 | 77.8% |
| No | 10 | 22.2% |
| Total | 45 | 100% |

Source; Primary Data 2009

This shows that most schools were provided with learning and teaching materials while others were not due to the delay of funds.

4.5 Importance of FPE

The researcher wanted to know whether the free education was of any help to the community.

TABLE 6 showing the response according to the importance of FPE.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 44 | 97.8% |
| No | 1 | 2.2% |
| Total | 45 | 100% |

Source; Primary Data 2009

This shows that the community is the beneficiary of the free education in every community.

4.6 Teachers attitude toward learners

The researcher intended to investigate the teacher's attitude towards free education.

TABLE 7 showing the percentage distribution of response according to teachers attitude toward learners.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Positive | 36 | 80% |
| Negative | 9 | 20% |
| Total | 45 | 100% |

Source; Primary Data 2009

This shows that teacher's attitude is positive. Majority of the respondents were positive. This indicates that teachers were positive about FPE.

CHAPTER FIVE (5)

Summary of findings, Conclusion and recommendations

5.0 Introduction

This chapter presents summary of the findings, conclusions and recommendations of the study on the challenges encountered by teachers in implementing FPE in Kikuyu Zone in Kiambu West District.

5.1 Summary of the finding

The purpose of the study was to examine the challenges encountered by teacher in implementing FPE in Kikuyu zone. The researcher had the problems which were the major problem that teachers faced in implementing FPE. The data collected was analyzed and presented in frequency table and summary sheets for open ended questions. It was found out that the major problems faced by teachers were the time the funds were being released from the ministry. It was also found out that the administration and the PTA assisted in the facilitating of FPE. The teachers in each school were found to be inadequate for the number enrolled. People in the area seemed to have different opinions about FPE. Teachers seemed to have positive attitude towards FPE.

5.2 Conclusion

From the findings of this study, it was apparent that although a number of children have benefited as a result of the FPE, many more were still out of school. There is still a lot that needs to be done to ensure that every child has a chance to access basic education. The following are some recommendations which may assist in ensuring that all children including SNE children get access to FPE.

5.2.1 Streamlining the FPE implementation process

Two years after the start of the FPE programme useful lessons have been learnt and it is imperative that MOEST uses this to rectify the implementation process to ensure timely delivery of the required funds. The funds should be released according to the school calendar and not the government financial year. This will ensure that the required teaching-learning resources are purchased and delivered on time unlike at present where the year is ending with some text books yet to be supplied.

5.2.2 School funding mechanism

Under the current FPE programme, a school is allocated funds according to the number of pupils enrolled there. In order to receive the funds, each school is required to have two bank accounts where the money is remitted directly. The Head teacher as the accounting officer and the SMC are the signatory to the accounts. The accounts are namely:-

- 1) School Instructional Material Bank Account (SIMBA) Account
- 2) General Purpose Account

Under SIMBA each child is allocated KSh. 570 to meet the cost of purchasing curriculum instructional material that include textbooks, exercise books, pens, pencils and other related stationery. For the General Purpose account, a pupil is allocated KSh. 450 for maintenance of the school such as payment of water, telephone, and electricity bills, paying salaries for the subordinate workers, and repairs. Thus the total allocation per child in a year comes to KSh. 1020 per child. Those schools with a special needs unit are allocated an extra KSh. 2000 per pupil to meet the needs of their specialized equipment.

A number of schools, especially those with handicapped children, have been allocated an additional KSh. 10,000/= to make them Disability-friendly schools.

During this study, we asked Head teachers the amount of money each child is allocated under FPE. The answers given were conflicting as whereby only

39.9% give the correct figure of KSh 1020, raising the question of whether they really knew how much money comes in. However, some of the head teachers said that since the money comes in bits they could only cite what they had received so far.

5.2.3 Challenges of teachers

The major challenges faced by teachers with free education are; - The schools are lacking enough teachers. The number of learners per class is too large. Teachers were not well oriented on how to handle large numbers of learners. Children were uncontrollable due to lack of respect and poor discipline. Teachers had a large load of work due to large numbers of learners and few teachers.

Children with special needs in education were also enrolled in regular schools and there were no trained teachers in special education to take care of them. Discipline deteriorated in schools since no canning and no sending children home. The programme did not take off well in majority of schools due to the release of funds to schools. Some schools never got the funds on time. By the time the researcher was taking the data some schools had not received the first face of the funds.

5.2.4 physical infrastructure

The structures in the schools were designed to accommodate 35-40 children but due FPE they could not accommodate such large numbers of admissions of 50-70 children at a time thus leading to congestion with desks arranged end to end with little or no space in between. Despite the increased enrolments after the introduction of FPE, none of the schools visited had built new classes to accommodate the extra pupils and therefore those joining the school had to squeeze into the available space.

5.2.5 Teaching materials

There were inadequate teaching and learning materials. Under the FPE, every pupil is entitled to get writing materials such as pencils, pens and exercise books in addition to sharing textbooks in the ratio of 1:3 and 1:2 for the lower and upper primary respectively. This is a great improvement as previously many could not afford to buy the required stationery and textbooks. The availability of learning materials was appreciated by both the teachers and pupils who said that they could now read on their own and do assignments. Figure 2 below shows the head teachers' responses.

The community has benefited from the free education in their area since they can be able to send their children to school without school fees. The pupils who participated in the FGD agreed that the implementation of the FPE had brought a major change in their schools. They said that FPE was timely since children who were not able to go to school previously due to lack of school fees were now able to. The fact that the pupils are issued with textbooks and stationery at school has made schooling quite affordable and children of the poor as well as those from well up families can now meet in school. Those children who had dropped out of school due to lack of fees and were working or living in the streets had been able to go back to

school because of FPE. The pupils said that as a result of more children enrolling, there are now more pupils per school; than in the previous years. The pupils felt that this move has given them a bright future and as one of them put.

5.3 Recommendations

The government should employ more teachers so as the teachers can cope with the large number of admissions.

The funds should be remitted early in the year to assist in buying the teaching and learning resources.

Teachers should be advised on how to handle such big numbers of learners by holding seminars and workshops.

The Government can revive the Kenya School Equipment Scheme to take materials to schools instead of funds.

The Government should look for ways to restructure some structures like the toilets, libraries, and fields so as to cope with the increasing number of learners being enrolled.

More classes should be built to ease the number in one class.

There should be earlier organization before the intended time of implementation of the declaration.

There is need to have all the teachers during pre-service training to undertake a course in special education so that they know how to handle these children.

In addition teachers need skills in guidance and counseling. For those teachers in the field, the MOEST in conjunction with NGOs can organize in-service courses.

As a result of the over-enrollment new teaching methodologies and strategies such as Multi-shift and multi-grade teaching will have to be put in place.

It is important that teachers are trained on how they will adopt these to suit the different situations.

The FPE programme to have an enhanced provision to support special needs programmes by including the specialized equipment required

The government to start special school feeding programmes for SNE Increased supply of furniture and books for the SNE by the government, donors and parents.

The government and NGOs can build homes and special schools for the

Institutionalization of SNE who are destitute and for taking children with disabilities to schools that caters for their specific needs. Alternatively, the government can subsidize the privately run homes by providing some grants or paying for teachers and other skilled workers there.

Parents to build more appropriate facilities for the different categories of SNE.

Schools to be staffed by the government with trained teachers who can handle special needs.

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APPENDIX A

LIST OF SCHOOLS LISTED IN THE STUDY

Thirime Primary School
Thogoto Primary School
Magutuini Primary School
Kikuyu Township School
Manguo Primary School
Mai-a-ihii Primary School
Nachu Primary School
Utafiti Primary School
Muguga Primary School.

APPENDIX B
QUESTIONNAIRES

1. How many children are enrolled in your class? _____
2. Did the free primary education take off well at the beginning of the year?
Yes ☐ No ☐
If no what was the problem? _____

3. Are the classes and other buildings enough for the number of children registered?
Yes ☐ No ☐
If No give reasons. _____
4. Are the funds given to each child enough for the whole year?
Yes ☐ No ☐
If no give your own views. _____

5. Do the Administration and the PTA give support to facilitate the FPE?
Yes ☐ No ☐
If No give your own opinion. _____

6. Are the teachers learners provided with the teaching/learning materials?
Yes ☐ No ☐
If yes how can we improve? _____
If No what can the government do to improve the situation? _____

7. Is FPE of any help in your school? Yes ☐ No ☐
If no give your own views. _____

8. According to your own view how do you regard FPE compared to the situation on the ground? _____

APPENDIX C D



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