

**IMPACT OF GLOBAL ECONOMIC RECESSION ON IMPLEMENTATION
OF UNIVERSAL FREE PRIMARY EDUCATION.A CASE STUDY OF
KARURI ZONE, KIAMBAA DIVISION,
KIAMBU EAST DISTRICT,
KENYA**

By

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DECLARATION

I KURIA ALEXANDER WARACHI, declare that this research work has never been submitted for any academic award. Where the works of others have been cited acknowledgment has been made.

Signature 

Date 21st Aug, 2009.

APPROVAL

I certify that the work submitted by this candidate was under my supervision. His work is ready for submission, to be evaluated for the award of a Bachelor of Special Needs Education at Kampala International University.

Signature 

Date. 

DEDICATION

I dedicate this research work to my dear wife Grace, my mum Jane, dad Lawrence, brothers Raymond and Vincent, and my sister Catherine for their moral support and encouragement while I undertook my studies.

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My gratitude goes to my supervisor for the advice and guidance while I was writing this project and also for providing useful references in order to improve the quality of this project.

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ACRONYMS

FPE – Free Primary Education

EFA – Education For All

FPESP- Free Primary Education Support Programme

NER- Net Enrolment Rate

ASALS- Arid and Semi Arid Lands

SIMBA- School Instruction Management Book Account

GPA- General Purpose Account

SMCs-School Management Committees

SIMCs- School Instructional Materials Committees

ECDE- Early Childhood Development Education

TIVET- Technical Industrial Vocational and Entrepreneurship Training

ABSTRACT

Our focus is on the global economic recession that is threatening to deal a major blow to the African continent, already reeling under poverty and disease. While Western governments are preparing packages to bail out distressed companies in their home countries, the state of affairs in Africa is rather gloomy as the continent relies heavily on foreign aid.

A recession can only worsen the situation for the already burdened continent hence the need for continued support from Western countries through the United Nations and the Bretton Woods institutions.

The G-20 summit recently allocated US\$19 billion from the US\$250 billion 'Special Drawing Rights' to the poorest, least developing countries. This aid will surely go a long way in alleviating the impact of the global economic recession on Africa. Kenyans cannot afford to be complacent about it, thus there arises an immediate need to conduct an investigation on the issue of academic performance on the influx of pupils.

The study adopted a descriptive research design. This enhanced the researcher to obtain a better understanding of the impact of free primary education on academic performance of pupils. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures.

This report provides suggestions for more effective practice in the implementation of free primary education in face of the looming global recession. It is designed for policy makers, planners and stakeholders who have responsibilities in the education

sector in the country.

CHAPTER ONE; INTRODUCTION

The government introduced the free primary education in line with the millennium development goals which aims that by 2015 all children in developing countries should finish primary school. UNDP, 2003. The high number of pupils who enrolled to the new program has necessitated research to find out how effective the program is in face of looming global recession.

1.1 Background to the study

This is a critical time in the global fight against poverty. Millions of people have been lifted out of poverty over the last decade, thanks in part to debt relief and increases in aid.

And as the world becomes ever more interdependent, it needs to come together to find global solutions. Businesses folding in Rome affect hotel receipts in Mombasa. Conflict in Mogadishu has an impact on communities in Birmingham. Increased carbon emissions in Beijing contribute to changing rainfall patterns in Turkana.

Amongst other achievements, aid is supporting 200,000 orphans and vulnerable children access education, providing cash transfers to over 16,000 vulnerable households in northern Kenya, and alerting millions of people to their rights in a democratic society through civic education programmes.

But the global recession, the climate crisis and ongoing conflict and fragility in many countries, threaten to turn back the progress we have seen.

The global recession alone could trap as many as 90 million people in extreme poverty. Kenya has already felt the impact with a reduction in floriculture and horticultural exports, reduced revenue from tourism and jobs being lost as companies struggle to survive.

That is why the UK's Department for International Development has published a new strategic vision for the way to approach international development: "Building our Common Future" on how we will keep the promises we have made to increase aid to developing countries.

They will dedicate 0.7 per cent of national income to development assistance by 2013. By next year, our assistance will be over £9 billion (Sh1.1 trillion).

Britain's aid to Kenya is already £55 million (Sh6.9 billion) this year and is increasing. And it could be greater still, if concerns over corruption and poor governance are addressed by politicians.

Half of future global bilateral aid will be invested in public services. Over 60 per cent of our programme in Kenya is spent on health and education. They plan to provide more bed-nets to reduce malaria, more condoms to prevent HIV/Aids, build on our interventions to stop women dying from childbirth, and increase our support to build a stronger health system.

Most schools in Kenya were under the colonial government and missionaries before independence, save for a few that were under Africans known as independent schools that gave an education based on the African perspective of what should entail an education. These schools were also based on African independent churches based on an African religion values. Emphasis was on provision of technical skills to indigenous Kenyans. However, after independence, the government focused on the development of skills by indigenous Kenyans to replace the expatriates and also made attempts to increase enrolment for Kenyan children.

This effort was due to the realization that provision of education and training to all Kenyans was fundamental to overall development because education and training is the key to wealth creation and self-esteem. It is through education that one learns to value himself/herself and enhance the ability to preserve and utilize the environment for productive gain and sustainable livelihoods.

Having promised to eliminate poverty disease and ignorance at independence in 1963, and subsequently Sessional Paper No. 10 of 1965 through on African Socialism and its Application to Planning in Kenya, the government invested and continues to invest heavily in education and training through various initiatives.

Provision of education and training to all Kenyans is fundamental to the success of the government's overall development strategy. First, the long-term objective of the government is to provide every Kenyan with basic quality education and training.

Second, the government aims to develop quality human resource that is central to the attainment of national goals for industrial development.

Third, the realization of universal access to basic education and training ensures equitable access to education and training for all children, including the disadvantaged and vulnerable groups. Fourth, education is necessary for the development and protection of democratic institutions and human rights.

Since 1963, education and training in Kenya has expanded considerably. However, the determination to provide education and training to all Kenyans has over the years experienced some challenges. These challenges have been addressed through establishment of commissions, committees and task forces.

The products of these initiatives, for example, include the Ominde Report of 1964 and the consequent Sessional Paper No. 10 of 1965, the Gachathi Report of 1976, the Mackay Report of 1981, the Kamunge Report of 1988, the Sessional Paper No. 6 of 1988, the Koech Report of 2000, and Sessional Paper No. 1 of 2005 on Policy Framework for Education, Training and Research.

The recent policy initiatives have focused on the attainment of Education for All (EFA) and, in particular, Free Primary Education (FPE). The key concerns that led to the introduction of Free Primary Education in 2003 included access, equity, retention, quality and relevance with attention on internal and external efficiency within the education and training system.

The effectiveness of the structure of the education system has also come under increased scrutiny in the last decade due to a decline in enrolments, particularly at the primary and secondary school levels.

Education is a prerequisite to any country's economic growth and it has also been attributed to a more satisfying and higher quality of life (Barrow, 1991; World Bank,

2000). However scholars are in agreement that for a country to reap from education, it has to be of high quality.

The free primary education has been introduced in various countries around the world suffice to note the model taken by most African countries, coupled by individual countries financial constraints needs a study to assess the effectiveness of the program.

1.2 Statement of the problem

It is well appreciated that education has the capacity to improve the quality of life and to develop the intellectual capacity of a nation, valuable resource.

This is particularly important at this particular moment in time, when Kenya aims to position itself strategically in order to take advantage of new trade, business and investment opportunities. The country aims 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.

Prior to the implementation of the Free Primary Education (FPE), the rates of enrolment at the primary level were below 50%. Much as enrolment rates soared after the government's declaration of this program, there are still cases of some children not attending school. This prompted the government to declare that any parents not sending their children to school, for whatever reason, would be prosecuted. However, this noble policy idea has not been smooth sailing; it has been encountered by several challenges:

The education for all (EFA) assessment report (UNESCO 2000) provides quite acute discrepancies in the quality of education offered by the free education program. It has thus posed the question whether the program will meet the key roles for which education plays in human development.

Our focus is on the global economic recession that is threatening to deal a major blow to the African continent, already reeling under poverty and disease. While Western governments are preparing packages to bail out distressed companies in their home

countries, the state of affairs in Africa is rather gloomy as the continent relies heavily on foreign aid.

1.3.0 Objective of the study

1.3.1 General objective

The general objective of the research was to assess the impact of world global recession on implementation of Universal free primary in Kibubuti, Mungai Chengecha, Karuri, Thimbigwa, Gatatha and Kawaida primary schools in Kenya.

1.3.2. Specific objectives

This research aimed to:

1. Investigate the quality of education on introduction of free primary education.
2. Investigate the challenges experienced by teachers on introduction of free primary education.
3. Establish the strategies put in place by the government to ensure sustainability of free primary education in face of the global recession.

1.3/3 Research questions

1. Has the quality of education changed on inception of free primary education?
2. Are there any challenges experienced by teachers since the introduction of free primary education?
3. What strategies have been put in place by the government to ensure sustainability of free primary education in face of the global recession?

1.4 Significance of the study

For the country to achieve the desired economic growth and social development due attention needs to be placed on the development of the human resource capital. Growth of the education and training sector contributes to economic growth and social returns, and also increases demand for more equitable education and training attainments. This is an important human welfare indicator by itself. Investment in education and training will ensure wealth creation, achievement of the desired economic growth, more employment creation and guarantee sustainable development for the Kenyan people.

The researcher got first hand information on the effectiveness of free primary education from students.

The government will benefit from the research as it will be able to assess its effectiveness, contrast the results with aims of the program and adopt more effective measures.

Schools in Kiambu East district will benefit from the research as the administrative bodies will adopt the proposed changes to ensure individual institutions benefit more from the program.

1.5 Scope of the study

The research was carried out between April 2009 to August 2009. It majored on the impact of global recession on effectiveness of free primary education in guaranteeing a quality education. The respondents to the study were pupils, teachers and administration of Kibubuti, Mungai Chengecha, Karuri, Thimbigwa, Gatatha and Kawaida primary schools. The population of the study included the Area Education Officer, Teachers, Pupils and Parents of the above schools.

CHAPTER TWO; REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter gave reference to what other scholars have written concerning free primary education and their impact on the effectiveness of free primary education. The literature review in the study majored on free primary education and whether it's effective as a tool of achieving quality universal education for all children in line with millennium development goals.

The literature review helped the researcher with data compilation, statistics analysis as well as in understanding the problem. The materials used in the review included magazines and journals on free primary education, newspapers articles and education related websites over the internet

2.2 The context in which FPE was introduced

The government has recognized the strategic importance of improving the overall education level of Kenyans within the context of poverty reduction and economic growth. In this regard, education is not only a welfare indicator, but also a key determinant of earnings and, therefore, an important exit route from poverty. As a result, increased investment in education is one of the pillars of the government's overall economic recovery strategy.

In the Investment Programme for Economic Recovery Strategy (IP-ERS), the Government has identified a three-pillar strategy to meet its strategic objectives over the medium term (Ministry of Planning and National Development, 2004).

The second pillar puts emphasis on enhancing equity and reducing poverty among the Kenyan people. In order to address the issues of equity and poverty reduction, the government will continue to focus on providing an increasing share of its resources to education and health sectors. In the education sector, the government will continue to fund Free Primary Education Support Project (FPESP), while at the same time rehabilitating secondary school classrooms and laboratories and providing bursaries to poor bright students.

The Free Primary Education Support Programme (FPESP) addresses poor resource management in primary schools, inadequate in-servicing of teachers, poor learning environment due to overcrowding, inadequate facilities, poor health and sanitation, gender insensitive environments, barriers for those with special needs including the girls, and inadequacies in quality assurance. Due to these factors, many children do not attend school.

This commitment by the government is expected to lead to the achievement of Education for All (EFA) by 2015. Primary school Net Enrolment Rate (NER) is expected to increase from 86 percent in 2005 to 100 percent by 2015 and completion rate from 78 percent in 2005 to 100 percent by 2010. The government also expects to achieve gender parity at primary, secondary and university levels by 2015.

In order to achieve the above targets, there should be increased enrolment in urban slums, Arid and Semi Arid Lands (ASALs) and areas that have above than average poverty levels. Some of the indicators have been partially achieved after the Free Primary Education (FPE) initiative in 2003; for example, GER at primary school level has increased from 88 percent in 2002 to 104 percent in 2005 whereas Net Enrolment Rate (NER) increased from 69 percent in 1999 to 86 percent in 2005.

However, in order to enhance access and equity and at the same time improve quality and relevance, the Ministry of Education must undertake the following programmes to guarantee the achievement of the outputs (Ministry of Education, 2005):

- Address primary school infrastructure with the aim of having all children access school within walking distance and achieve maximum class size of 50 in all schools;
- Expand school health, nutrition and feeding to cover more children;
- Improve provision of school instructional material to attain a textbook: pupil ratio of 1:1;
- Increase grants to non-formal schools;
- Enhance the provision of bursaries to students from poor households;

- Improve quality and internal efficiency through teacher training and redeployment;
- Rationalize the curriculum to focus on core skills; and,

Build capacity for primary schools management and accounting systems, among others.

Focusing on one “road map” for the development of the education sector will significantly reduce duplication and inefficient use of resources, which often occurs when many projects and programmes are implemented without a clear long-term sector-wide development strategy. It will also ensure that resources are invested in programmes that have the greatest impact on improving access, equity, retention, quality and relevance of education for all Kenyans.

The introduction of Free Primary Education (FPE) in January 2003 following the passing of the Children’s Act in 2001 has led to significant educational achievements. Through the Free Primary Education initiative, there has been an upsurge in enrolment at primary school level, which is already putting pressure on textbooks, other instructional materials as well as the infrastructure.

Enrolment at both public and private primary schools increased by 23 percent from 6.2 million in 2002, before Free Primary Education, to 7.6 million in 2005 (7.3 million in public schools and 0.3 million in private schools) with 350,000 in non-formal schools.

The success of Free Primary Education in increasing enrolment has raised Gross Enrolment Rate (GER) to 104.8 percent (girls 101.6% and boys 108.0%) compared to 93 percent in 2002. The Net Enrolment Rate stood at 82.5 percent in 2004 (girls 82.0% and boys 82.2%).

However, about 1.5 million children of school age are not in the formal school system. An estimated one million of these children live in Arid and Semi-Arid Lands (ASALs) and urban slums. Many of these children may opt not to enrol in formal primary schools for various reasons. Therefore, it is imperative to provide more alternative learning opportunities for the out of school children as well as create a

strong linkage with the formal education system. In this regard, the Ministry of Education has extended Free Primary Education grants to non-formal schools.

The provision of Free Primary Education grants has also enabled schools to procure learning and teaching materials. Over 9 million textbooks were purchased for the five major subjects in primary schools in 2003. Most of these textbooks were purchased after the schools received grants for Free Primary Education.

As a result of improved provision of textbooks, evidence from early studies show that student retention and attendance has improved, as teachers find it easier to teach, convey skills and knowledge more quickly and can give homework assignments. The performance indicators relating to examination results in the core subjects have also improved.

The School Instructional Management Book Account (SIMBA) and the General Purpose Account (GPA) have enabled head teachers, School Management Committees (SMCs) and School Instructional Materials Committees (SIMCs) to identify and procure needs-based material and improve on some infrastructure, thereby raising the quality of education. The management of these two accounts has also stimulated local decision-making and capacity building (Oxfam and ANCEFA, 2005).

The implementation of Free Primary Education, however, poses a major challenge to the financing of education in Kenya. The government and development partners have sustained the programme through FPESP in the disbursement of the Free Primary Education grants to schools twice a year since the year 2003.

Free Primary Education has reduced the number of Early Childhood Development enrolment this has been a blow to Early Childhood Development teachers, whose remuneration is meagre and unstable already before the introduction of Free Primary Education. (Deininger, K. 2000) With parents increasingly reluctant to pay for ECD, Free Primary Education has made it even more difficult to mobilize resources from parents for ECD. Cases of increased job insecurity and ECD centres closures are on the rise, particularly in poor communities. (UNESCO, 2005).

At the district level, inspection and supervision of Early Childhood Development Centres, some of which is carried out by the district-based zonal inspectors of schools, have reportedly become less frequent. Instructed by the governments to closely monitor the progress of Free Primary Education, the zonal inspectors are spending more time visiting primary schools leaving little room for work with Early Childhood Development centres. (UNESCO 2006).

The introduction of Free Primary Education in 2003 lessened the cost burden at the primary school level for the households. However, households continue to bear more responsibilities in the financing of education and training in public ECDE, secondary and TIVET levels. There is also significant support by the households at the university level after the recent introduction of module II programmes in public universities. In private institutions, the financing of education and training is wholly borne by households.

The average government spending on education and training, excluding the share allocated for households, has ranged between 5 and 7 percent of the Gross Domestic Product, (GDP), for the period 2000-2004. At the national level, recurrent government spending on education has been higher than any other social sector.

Education spending constitutes 73 percent of the social sector total expenditure. In addition, education recurrent budget has risen from 33 percent of public sector recurrent budget in 2000 to about 35 percent in 2005, with about 79 percent going towards administration and planning. Out of the 79 percent, 86 percent goes towards salaries and wages, especially for primary and secondary school teachers. Furthermore, out of the total allocation to the Ministry of Education, 56 percent of the resources go to primary education (this figure is above the Fast Track Initiative (FTI) benchmark of 50%), with about 86 percent of the fiscal resources to primary schools being used to pay teacher's salaries. Also, development expenditure has increased from 3.41 percent in 2001/02 to 8.02 percent in 2005/06 and more so since 2003 as a result of the implementation of FPE, leaving little allocation to other sub-sectors.

2.3 Challenges facing Free Primary Education programs

Despite the good performance described above, free primary education program is experiencing a number of challenges such as overstretched facilities, overcrowding in schools - especially those in urban slums, high pupil-teacher ratios (PTRs) in densely populated areas, and high pupil to textbook ratios.

Our focus is on the global economic recession that is threatening to deal a major blow to the African continent, already reeling under poverty and disease. While Western governments are preparing packages to bail out distressed companies in their home countries, the state of affairs in Africa is rather gloomy as the continent relies heavily on foreign aid.

A recession can only worsen the situation for the already burdened continent hence the need for continued support from Western countries through the United Nations and the Bretton Woods institutions.

The G-20 summit recently allocated US\$19 billion from the US\$250 billion 'Special Drawing Rights' to the poorest, least developing countries. This aid will surely go a long way in alleviating the impact of the global economic recession on Africa.

Prior to the London summit, the International Monetary Fund Managing Director Dominique Strauss-Kahn was quoted appealing to the international community not to forget Africa.

"Even though the crisis has been slow in reaching Africa's shores, we all know it is coming and its impact will be severe," he said.

"We must ensure that the voices of the poor are heard. We must ensure that Africa is not left out."

Others challenges include high cost of special equipment for children with special needs, diminished support by communities following the misconstrued understanding

of their role vis-à-vis that of the government under Free Primary Education initiative, gender and regional disparities, increased number of orphans in and out of school as a result of HIV/AIDS, and poor management and internal inefficiency that negatively impacts on access, equity and quality.

The introduction of Free Primary Education has put pressure on teachers as some class sizes have increased to over 100 pupils and sometimes 120 in schools in urban slums. The national PTR is 43:1, indicating that there are also some very small class sizes.

Teachers need to be properly deployed to redress the imbalances because large class size and lack of space and teaching facilities impact negatively on quality of education. Teachers are; key to improving learning in schools and, therefore, it is important to implement a more rigorous system of pre- and in-service teacher development in order to strengthen teacher quality.

The role of parents and communities in primary education is central and needs to be clarified. Prior to the introduction of Free Primary Education, it was the responsibility of parents to contribute to school building and maintenance, but most parents are currently under the impression that it is the government's exclusive responsibility to provide all the necessary resources to support the primary education sub-sector.

This misunderstanding needs to be addressed by undertaking certain actions, such as media campaign to highlight continuing household obligations.

2.4 Conclusions

Poverty has been cited as one of the major constraints to school enrolment and attendance. According to the 2003 UNDP Human Development Report, the standards of living in Kenya have generally decreased, with the poor becoming poorer. Officially 56% of the Kenyan population is classified as living below the poverty line.

This means some of the poor parents cannot afford to provide the additional inputs required to sustain the children in school. These include school uniforms, food and sanitary items (for girls).

parents have interpreted the Free Primary Education as a “thank you note” from the Government for having voted it in, and therefore many parents no longer bother with contributing anything towards their children’s in schools, especially in the rural areas.

CHAPTER THREE; RESEARCH METHODOLOGY

3.0 Introduction

This section dealt with the methods used to collect the data necessary to answer the research. It included:

3.1 Research design

The study used descriptive research design. This enhanced the researcher to obtain a better understanding of the free primary education programme. The method chosen allowed collection of comprehensive intensive data and provided an in-depth study on its impact in the teaching process.

3.2 Population of the study

The population of study was Area Education Officers, teachers, pupils and parents of Kibubuti, Mungai Chengecha, Karuri, Thimbigwa, Gatatha and Kawaida primary schools.

3.3 Study sample and selection technique

With regard to above the study employed stratified sampling as follows to select the respondents:

Pupils – 20 of the targeted sample.

Teachers- 20 teachers in the targeted sample.

Area Education Officer -1 of the targeted sample.

Parents- 19 from the local area of the targeted sample size.

3.4 Research instruments

Questionnaire

Primary data was collected by use of questionnaire and interviews, filled by relevant parties to obtain ideas on what constitutes free primary education. These were designed in both open and closed ended form. The method ensured a high proportion of responses and higher returns rate.

Interview method

This entailed face-to-face interactions with the administration in each school. Secondary data was obtained from the Ministry of Education, magazines, annual report records and other researches done to give other information required in the research.

3.5 Research procedure

The researcher had an introductory letter from the University which was presented to the area authority to obtain permission for study. This gave directive to the local administrators at grass root level for acceptance. On acceptance by the authorities the major task of collecting data will begin.

3.6 Data analysis and interpretation

The information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents to locate omissions. Information obtained from the research study was presented and analyzed using tables.

3.7 Limitations of the study

In conducting this study, a number of challenges were encountered, these include:

Some respondents were unwilling to freely share the information. At the lower levels because of fear of not knowing whether the information could go to their superiors with repercussions.

Resource constrains of the researcher which included, financial and time allocated were an impediment in fully realizing the research purpose.

CHAPTER FOUR; DATA ANALYSIS AND PRESENTATION

4.1.0 Introduction

In this chapter an attempt is made to interpret and explain the findings. Also key information enables to relate to the specific objectives and give a clear picture of the results.

4.1.1 Data analysis and processing

Response rate

Table 1 on response rate

Planned no of response	80	100%
Actual response	60	63.3%
Non Response	20	36.7%

Source; primary data (2009)

$$\text{Response Rate} = \frac{\text{Actual response} \times 100}{\text{Planned No of response}}$$
$$60/80 \times 100 = 75 \%$$

Table 2 on type of response

Type of response	Planned Response	Actual Response	Non- Response
Education officer	1	1	0
Parents	19	14	9
Teachers	20	15	1
Pupils	40	30	10
Total	80	60	20

Source: primary data (2009)

4.1.2 TEACHERS

Age of respondents

According to study, 14% of the teachers who responded are below 30 years of age. This implies that they form the minority within the teaching staff. 43% of the respondents are between 31-35 years of age. 29% of the respondents are between 36-45 years. 14% also of the respondents are above 46 years. This shows that the respondents cut across all the age groups.

Table 3 on distributions of staff by age

Categories	Number	Percentage
Below 30 years	2	14%
Between 31-35 years	6	43%
Between 36-45 years	4	29%
Above 46 years	3	14%
Total	14	100%

Source: primary data (2009)

Majority of respondents represented by males with 56% this shows more than half of the respondents are men while female respondents were 44%.

Table 4 on distribution of staff by gender

Category	number	Percentage
Male	9	56%
Female	6	44%
Total	15	100%

Source: primary data (2009)

4.1.3 Staff experience

From the research findings we can establish that 14% of the teachers have been teachers for less than 2 years, 43% of the teachers have been in the profession for 3-5 years, and 29% have worked for 6-10 years. 14% have been in the profession for 11-15 years.

This shows that most of the teachers in school can boost the implementation of free primary education programme as they are young. Hence the information obtained was highly credible.

Table 5 on length of staff experience

Categories	Number	Percentage
0-2 years	2	14%
3-5 years	6	43%
6-10 years	4	29%
11-15 years	3	14%
Total	15	100%

Source: primary data (2009)

4.2.0 Pupils

Out of the 20 target pupils, only 12 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

4.2.1 Category

Table 6 on category

Category	Frequency	Frequency (%)
Class five	1	0.84
Class six	3	25
Class seven	4	33.3
Class eight	4	33.3
Total	12	100

Source: primary data (2009)

From the table above it can be seen that most of the respondents were from the upper classes.

4.2.3 Responses as to whether pupils are satisfied with the quality of education under free primary education

Table 7 on gender distribution

Gender	Frequency	Percentage (%)
Female	8	66.7
Male	6	33.3
Total	12	100

Source: primary data (2009)

From the field of study we realized that male pupils alike their female counterparts are aware of the free primary initiative.

4.2.4 Age of Respondents

The results of the field study on age respondent from the selected school where 24 pupils responded revealed that 39% (ii) of the respondents were 18 years and above, while 39% of respondents were between 16-17 years, while 22% were between 14-15%. This is an indication that the sample comprised young students who are involved in the free primary education initiative as shown below.

Table 8 on distribution in years

Age bracket	Frequency	Cumulative % age
10-11	1	1
12-13	6	50
14-above	5	49
TOTAL	12	100

Source: primary data (2009)

TEACHERS ANALYSIS

4.2 Responses to whether free primary education effective

Out of 14 respondents 57 percent said that Free Primary education is important for a high number of school attendance while, 43 percent said it's not effective.

Table 9 responses to whether free primary education is bearing on school attendance.

8 RESPONSE	FREQUENCY	PERCENTAGE
Yes	8	57
No	6	43
Total	14	100

Source: primary data (2009)

4.3 Response on whether pupils appreciate Free Primary Education

Table 10 on response on whether students appreciate Free Primary Education

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	83
NO	4	17
Total	14	100

Source: primary data (2009)

Majority of response represented by 83 percent indicated that most pupils do appreciate FPE. While 17 percent indicated that pupils did not appreciate FPE

4.3 challenges facing FPE since its inception

Table 11 showing response as to the challenges facing FPE since its inception

RESPONSE	FREQUENCY	PERCENTAGE
YES	8	71
NO	6	29
Total	14	100

Source: primary data (2009)

57% of the respondents said that since inception of FPE it had encountered some challenges while 43% said that it had not experienced any challenges.

4.3.2 Response on whether tuition fees are a hindrance to pupil's attendance in school.

Table 12 on response on whether tuition fees are a hindrance to pupil's attendance of school?

RESPONSE	FREQUENCY	PERCENTAGE
YES	10	83
NO	4	17
Total	14	100

Source: primary data (2009)

The findings imply that pupils are challenged by any fees levied in school, representing 86 percent, while 14 percent shows that they do not have any challenge.

PUPIL'S ANALYSIS

4.3.3 Showing response on whether free primary education is beneficial to pupils

Table 13 on response on whether FPE is beneficial to pupils.

RESPONSE	FREQUENCY	PERCENTAGE
NO	10	83
YES	2	17
Total	12	100

Source: primary data (2009)

Majority of response represented by 83 percent indicated that most pupils saw Free Primary Education as beneficial. While 17 percent indicated that they do not see it beneficial.

4.3.4 Responses to whether pupils are satisfied with the quality of education under Free Primary Education

Out of the 12 respondents 58 percent said that they were satisfied while, 42 percent said they were uncomfortable.

Table 14 Showing responses to whether pupils are satisfied with the quality of education under Free Primary Education

8 RESPONSE	FREQUENCY	PERCENTAGE
Yes	7	58
No	5	42
Total	12	100

Source: primary data (2009)

4.3 Response on whether the government is doing anything to cushion the free primary programme against recession

Majority of response represented by 83 percent indicated that the government through the Ministry of Finance was putting little effort in addressing the impact of recession

affecting the free primary education programme. While 17 percent were of the view that the Ministry of Finance was committed to solving the problems encountered.

Table 15 on response on whether the Ministry of Education is acting to improve quality of free primary education.

RESPONSE	FREQUENCY	PERCENTAGE
NO	10	83
YES	2	17
Total	12	100

Source: primary data (2008)

4.4 Response on what are the measures put in place by the government to ensure that FPE is sustainable.

Response as to whether the government has put any measures to ensure that the government is doing anything to ensure that FPE is sustainable.

Table 16 on response on whether the government has done anything to ensure that FPE is sustainable.

RESPONSE	FREQUENCY	PERCENTAGE
YES	7	58
NO	5	42
Total	12	100

Source: primary data (2009)

58% of the respondents said that in the governments' endeavour to make FPE sustainable it had put some measures, while 42% of the respondents said that the government had not put any measures.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 Summary of findings and Discussions

Academic economists and international development agencies claim that an educated population is essential for economic growth and, more generally, for a higher quality of life (Lucas, 1988; Barro, 1991; Mankiw, Romer and Weil, 1992; UNDP, 2003; World Bank, 2000). One of the eight Millennium Development Goals is that by 2015 all children in developing countries should finish primary school. Yet developing country students who finish primary school often perform poorly on academic tests (Glewwe and Kremer, 2005), and the value of a “low quality” education may be low. This raises the question: What can developing countries do to promote learning in their schools?

Success of the strategy – Three quarters of the pupils said the Free Primary Education strategy had been successful and that they had achieved an improvement in their work. Staff confirmed that they had seen improvement in 62% of the pupils.

Internal/external attributions of failure – 62% of the pupil sample attributed the causes of failure to attend school to matters outside their control; that is they blamed the government policies and other socio-economic factors.

Potential academic performance – 75% of the pupil sample estimated their academic potential as being much greater than their exam results or the teachers’ assessments would suggest to themselves, e.g. “because you can help yourself”, whereas the less able boys tended to blame external factors, over which they had no control, for example, “the paper was more difficult than usual”. The degree to which pupils felt external factors were important obviously influenced the extent to which they felt they had control over their own academic performance. This was particularly significant

in the context of two other factors. Which is consistent with results from Pakistan (Alderman, et al., 2001) and the Philippines.

Within the school all pupils interviewed felt they were making progress, 80% felt valued as individuals by the Free Primary Education program and the school and 75% had a positive attitude to the school and their own work. The Free Primary Education program was trying to establish a culture of achievement where academic and non-academic achievement was valued.

The pupils in this research all had a positive approach to school attendance, in terms of gender stereotypes. All the pupils stated that it was OK to attend, not necessarily because one had no hindrances, but was ok. This was rather different to the findings of Mac a Ghail (1994). In the present study, 50% of the pupils said that they thought that socio-economic factors made a difference to how important or acceptable attendance to school would be. However, this referred mostly to a strongly held view that it was important to perform well in school even when attendance was hindered.

Once a pupil had an understanding of the factors to which he attributed success and failure it was possible to help him change to more positive ways of thinking. 62% of the pupil sample attributed lack of success to external socio-economic factors. This suggested that the pupils in this sample felt they lacked control over their own learning process and reflected the complex unit of issues that impact on teaching and learning. The mentoring process was used to encourage the boys to take responsibility for their own contribution to their learning and in so doing improve their academic performance.

5.2 Conclusions

Many studies have attempted to estimate the effectiveness of free primary school on pupils attendance, yet most have serious estimation problems that cast doubt on their results (Glewwe, 2002, and Glewwe and Kremer, 2006). Almost all existing studies are “retrospective,” that is based on data collected from schools as they currently exist (in contrast to data collected from a randomized trial). Yet even the best retrospective studies offer only limited guidance due to their estimation problems, the most serious

being omitted variable bias (unobserved school, household and child characteristics that are correlated with observed school variables), and measurement error in school data. This has led to wide variation in the estimated impacts of key variables.

One of the eight Millennium Development Goals is that all children in developing countries should complete primary education. Much progress has been made toward this goal, but completing primary school does not ensure that students have attained basic literacy and numeracy skills. Indeed, there is ample evidence that many children in developing countries are not learning these skills despite years of school attendance. This raises the question: What can schools and communities do to increase the learning that takes place in schools? Kenya exemplifies these issues. It has achieved universal primary completion, but many Kenyan primary school students perform poorly on academic tests.

5.3 Recommendations

On introduction of the free primary programme various positive realizations have been noted however it prudent to note that we are still a long way from realizing a status where it serves its purpose as intended. Though free education policy has enabled pupils who would have not otherwise joined school, a perceptible influx of pupils was noted on its introduction. The increased enrolment of new students has therefore brought with it challenges.

Thus the government in its endeavor to give free and quality education that serves the need of the citizenry should undertake the following recommendations.

It should ensure that funds released for the free primary programme are well managed, it therefore needs to continuously audit the financial reports even if it calls for employment of independent auditors. The current fund should also be increased to cater for emerging financial quagmires like the global credit crunch. In this regard a trust fund should be established to cushion the programme against hard financial times this will ensure that the programme is sustainable.

Seminars to sensitize parents and teachers on the importance of the programme and ways they can help in making it a success. Topics that can be pursued in such foras

would be schools starting feeding programme, income generating projects that will shoulder some of the burden that the government takes.

Improvement of learning facilities that will ensure they are capable of handling the influx of new pupil's enrolment. Integrating the programme with other countries offering free primary education should be pursued. Thus the wider consortium can help in finding viable solutions for present, emerging and future problems.

Arid and Semi Arid Areas Lands which are faced with a litany of problems should have special provisions that take care of their special needs.

The Ministry of Education should ensure there is adequate primary school infrastructure, the most vulnerable children have access to education, and teachers are trained.

Because growth is the exit route out of poverty and aid dependence, we will also do more to give people economic opportunities. The government working with the private sector to continue to improve access to financial services so that more Kenyans can set up businesses and create jobs.

By this they can build on successful private sector partnerships such as those with Vodafone (to whom DFID provided a grant to pilot and launch the service M-Pesa), and Equity Bank.

The climate crisis represents one of the greatest threats to poverty reduction. The government should ensure that new and additional finance is made available to tackle climate change, and we will use up to 10 per cent of UK aid on climate programmes.

They should invest in the knowledge and tools needed for adaptation, low carbon development and the protection of forests.

Together with its development partners, the government should support a study that will assist the government to better understand the economic impacts of present and future climate change in the country.

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APPENDIX I QUESTIONNAIRES:

My name is KURIA ALEXANDER, a student from Kampala International University, Institute of Open and Distance Learning.

Am collecting data in relation to the impact of global recession on the free primary education in Kenya. The information will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

PUPILS' QUESTIONNAIRE

TICK WHERE APPROPRIATE

PART ONE; BIO-DATA FOR RESPONDENTS

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
6-10 years	
11-13 years	
13 years and above	

C) Education level

Please indicate your class

Class	Tick where appropriate
Class 1-3	
Class 4-6	
Class 7-8	

PART TWO

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Do you attend school always?

YES []

NO []

2) What is the total time you spend in school in a given term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the education free?

YES []

NO []

Justify your answer.....

.....

.....

4) Have you benefited from free primary education?

YES []

NO []

5(a) If yes, what are the challenges that you have encountered on introduction of free primary education?.....

.....

.....

(b) If not, why.....

.....
6) What is the community's attitude towards free primary education?

.....
.....

7) Has the free primary education changed your life/created development?

.....
.....

8) Is the government doing enough to ensure that you do not drop-out or fail to attend school?

.....
.....

THANK YOU FOR PARTICIPATING

My name is KURIA ALEXANDER, a student from Kampala International University, Institute of Open and Distance Learning.

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TEACHERS' QUESTIONNAIRE

TICK WHERE APPROPRIATE

PART ONE: BIO-DATA FOR RESPONDENTS

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Secondary education	
Tertiary/college level	
University level	

PART TWO

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Do you attend school always?

YES []

NO []

2) What is the total time you spend in school in a given term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the education free?

YES []

NO []

Justify your answer.....

.....

.....

4) Have your pupils benefited from free primary education?

YES []

NO []

(a) If yes how have they benefited?.....

.....

.....

(b) If not, why?.....

.....
5) What are the challenges experienced by teachers and school administration on introduction of free primary education?.....
.....
.....

6) What is the community's attitude towards free primary education?
.....
.....

8) Has the free primary education changed your life or created development?
.....
.....
.....

9) Is the government doing enough to ensure pupils do not drop-out or fail to attend school?.....
.....

10) In your opinion, what measures should the government put in place to address the shortcoming of the free primary education programme?.....
.....

THANK YOU FOR PARTICIPATING

My name is KURIA ALEXANDER, a student from Kampala International University, Institute of Open and Distance Learning.

Am collecting data in relation to the impact of global recession on free primary education in Kenya. The information will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

AREA EDUCATIONAL OFFICER QUESTIONNAIRE

TICK WHERE APPROPRIATE

PART ONE; BIO-DATA FOR RESPONDENTS

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Secondary education	
Tertiary/college level	
University level	

PART TWO

You are kindly requested to tick or fill as accurately and appropriately as possible.

1) Do you inspect schools always?

YES []

NO []

2) After how long do you inspect individual school in a term?

7 days []

14 days []

1 month []

2 months []

Whole term []

3) Is the free primary education effective?

YES []

NO []

Justify your answer?.....

.....

.....

4) Have the pupils benefited from the effectiveness of free primary education?

YES []

NO []

If yes, in what ways have they benefited?.....

.....

If not, why?.....

.....

.....

5) What are the challenges experienced by teachers and school administration on introduction of free primary education?.....

.....
.....

6) What is the community's attitude towards free primary education?

.....

7) Has the free primary education changed pupil's attendance in schools?

.....

8) What challenges do you encounter in management of free primary education programme on looming global recession?

.....
.....

9) What is the government doing to ensure that free primary education is effective?.....

.....

10) In your opinion, what measures should the government put in place to address the shortcoming of the free primary education programme?.....

.....

THANK YOU FOR PARTICIPATING

My name is KURIA ALEXANDER, a student from Kampala International University, Institute of Open and Distance Learning.

Am collecting data in relation to the impact of global recession on free primary education, in Kenya . The information will only be used for academic purposes and will be kept confidentially by the researcher. No name or any personal particulars are required.

PARENTS' QUESTIONNAIRE

TICK WHERE APPROPRIATE

PART ONE; BIO-DATA FOR RESPONDENTS

A) SEX

Male

Female

B) AGE

Age bracket	Tick where appropriate
18-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

C) Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Primary education	
Secondary education	
Tertiary/college level	
University level	

If not why?.....

.....
.....

5) Is the government doing enough to ensure that free primary education is effective?

.....
.....
.....

6) What is your general attitude on the effectiveness of free primary education?.....

.....
.....

7) In your opinion, what measures should the government put in place to address the shortcoming of the free primary education programme in face of global recession?

.....

THANK YOU FOR PARTICIPATING