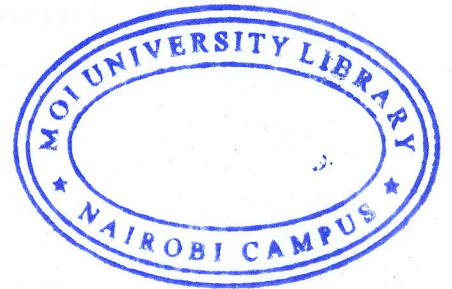


**CHALLENGES FACING IMPLEMENTATION OF FREE PRIMARY EDUCATION IN
TANA DELTA DISTRICT, COAST PROVINCE**

BY

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ABSTRACT

Since the attainment of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concern has been the desire to combat ignorance, disease and poverty. The provision of free primary education has been in the government agenda since 1974. Several attempts have been made in the government to implement the policy since then but have been unsuccessful. Recently, another attempt was made by NARC to re-introduce it to fulfill the election pledge promised to Kenyans. The purpose of the study is to determine the challenges facing the FPE in Tana Delta District. The study was carried out in Tana Delta District, of Coast province. The target population consists of 54 primary schools, 379 teachers, 19,500 pupils and 9000 parents. Out of this, a sample of 15 primary schools, 15 headteachers, 40 teachers, 200 children and two DEB members and two education officers were selected through sample random sampling and purposive sampling respectively. Data collection instruments include Questionnaires, Interview schedule and Document analyses. Piloting was done in one of the schools unsampled to establish the reliability and validity of the instruments. Both quantitative and qualitative methods were employed to gather data. Excel and SPSS computer programme were used to analyze the data and presentation done in form of tables, histogram and pie charts. Going by the finding of the study, the researcher concluded that the implementation of FPE was not effective. Parents' participation was not adequate and there were many challenges that impeded the implementation of FPE in the district. Stakeholders in education have a role to play towards this realization. Poor curriculum delivery be addressed and finally access to and participation. On the basis of the findings, the researcher recommended that communities be empowered through Economic empowerment and sensitization, improve governance in schools by selecting the right people to manage schools, opening of mobile and boarding schools to increase access and participation in school age children and intensify inspection to improve the delivery of curriculum in our schools. The researcher suggests the following as possible areas for further research; the research can be replicated in another district with similar characteristics with a view of comparing findings and secondly, an in depth research can be conducted to assess the actual roles played by different stakeholders in the provision of FPE.