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**THE SOCIO-ECONOMIC IMPLICATION OF SUBSIDIZED SECONDARY
EDUCATION IN MANDERA WEST DISTRICT, KENYA**

BY

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF
EDUCATION (M.ED) OF KENYATTA UNIVERSITY.**

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DECLARATION

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

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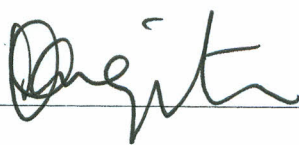
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DEDICATION

This Project Report is dedicated to wife Feinura, my sons and my dear daughters for their patience and support during the entire process of research and report writing. I also wish to dedicate this project to my dad and mum, who encouraged me to continue studying. You have been my strength throughout this taxing moment in my life and your encouragement has enabled me to execute the project successfully. May God Bless you all.

ACKNOWLEDGEMENT

This project would have not been possible without the guidance, help and support of many great people. First, I would like to give thanks to Almighty God for blessing me with the patience, determination, and the ability to complete this proposal. I would like to thank my supervisors Prof. Jack Green Okech and Dr. Orpha Ongiti for their support and guidance throughout this research project. I greatly appreciate their countless hours of supervision and reading through drafts of my research proposal and report. Without their invaluable guidance, this project would have never been completed. Most of all, I thank my wife, Feinura, my daughters: Nasteha, Munira, Sumeya, my sons; Mansoor, Salahdin, Binyamin and Muhathir, my parents, brothers and sisters for their constant support, love and encouragement. If not for them, I would not have reached this far in my study.

ABSTRACT

The study was conducted to determine the socio-economic implications of Subsidized Secondary Education Programme in Mandera West District. The study sought to determine resource requirement for SSE Program in the District; establish the role of various stakeholders in SSE Programme; determine the output of the Programme to the residents of the District; establish challenges facing the implementation of the Programme; and determine ways of addressing the challenges. The study was conducted in Takaba and Banisa Divisions of Mandera West District. Population of the study was the secondary school students, parents, head teachers, educational officials and local area leaders in the two divisions. The study used purposive sampling method; the researcher sampled, one boys' boarding, one girls' boarding, one boy's day and one mixed day schools with a total of 90 students under study, 4 BOG members, 4 Head Teachers, 20 Parents, 2 Area Education Officers, and the area District Education Officer. The study used the mixed method of descriptive and exploratory survey and involved advanced statistical analysis through cross tabulation. Questionnaires and interview schedules were used to collect data. Quantitative data from the field was analyzed using SPSS by way of percentages and frequency distribution. Qualitative data from the interviews was analyzed thematically following the study objectives. The study established that for successful implementation of SSE programme in the District, school fees, school uniforms and games skits, pocket money for students, meals and beddings, resource management skills, government funds to offset tuition costs, bursary funds, and school development funds, are necessary. It was also established that more resources are needed to expand teaching-learning facilities in these schools to cater for increased enrollment of students due to SSE programme. The study established that parents pay school fees, provide school uniforms and games skits, pocket money, meals and beddings for their children. School Board Members ensure that available resources are used for the right purpose only; source for financial support, monitor and evaluate school development projects; approve budgets; identify and allocate resources for specific projects and oversee school spending. The GoK and other stake holders in the education sector disburses funds to public secondary schools to offset tuition costs, through CDFs which provides bursaries to needy students, and school development funds provided by some FBOs operating in the District. The study established that SSE programme has increased enrolment and retention rates in the District. However, the Programme face the following challenges: non participatory decision making process involving the expenditure of schools funds; increased enrolment of students which results in overcrowding and congestion; shortage of teachers; poor performance; poor maintenance of teaching-learning facilities; overreliance on government funding; and corruption and misappropriation of school funds. Measures proposed to address the identified challenges include: frequent supervision, monitoring and accountability to ensure efficiency; train board members on financial management; and hold regular elections to change board members. Finally, only literate and educated board members should be elected to represent parents in various secondary schools in the District. The findings of this study have therefore provided evidence to accept the study hypothesis that SSE programme has socio-economic implications to the residents of Mandera West District.

ABBREVIATIONS AND ACRONYMS

NGO	Non Governmental Organization
UN	United Nations
UNDP	United Nations Development Programme
UNICEF	United Nation International Children Education Fund
FPE	Free Primary Education
SSE	Subsidized Secondary Education
MP	Member of Parliament
AEO	Area Education Officer
DEO	District Education Officer
EFA	Education For All
UPE	Universal Primary Education
MDGs	Millennium Development Goals

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CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter highlights the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitation and limitation of the study, assumptions, theoretical and conceptual frameworks and definition of operational terms.

1.1: Background to the study

Education is a fundamental human right and essential for the exercise of all other human rights. UNESCO (1995) observes that education promotes individual freedom and empowerment and yields important development benefits. According to UNESCO, education is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens. United Nations Children Fund (2010) states that education is a basic human right of all people, which assumes special importance for the marginalized members of the society. UNICEF further observes that education helps to expand socio-economic opportunities and promotes meaningful participation in governance issues.

Normative instruments of the United Nations and UNESCO (1995) lay down international legal obligations for the right to education. These instruments promote and develop the right of every person to enjoy access to education of good quality, without discrimination or exclusion. The normative instruments further bear witness to the great importance that

Member States and the international community attach to normative action for realizing the right to education for all. It is therefore the role of various governments to fulfill their obligations, both legal and political, in regard to providing education for all of good quality and to implement and monitor more effectively education strategies.

International organizations including the United Nations, UNICEF and World Bank are advocating for Universal Primary Education (UPE) and Education for All (EFA) as a basic human right to help fight poverty, narrow the gap between the poor and the rich and fight illiteracy in the world. According to a report by the United Nations Environmental Scientific & Cultural Organization (UNESCO, 2005), millions of children around the world are deprived of the right to education and the result is one out of three children never see the inside of a classroom. These statistics are further corroborated by Mukundi (2004) and UNDP (2008) who note that throughout the world, there are over 125 million school age children who are not in school and of those, a significant number are from Africa.

The World Education Forum in Dakar, Senegal, in April 2000, held ten years after the meeting in Jomtien, re-affirmed a broad and comprehensive view of education and its critical role in empowering people and transforming societies (UNESCO, 2005). According to the Global Monitoring Report adopted by the Forum, all countries were committed to universal access to learning, a clear focus on equity, emphasize on learning outcomes, broaden the means and the scope of basic education, enhance the environment for learning and strengthen partnerships.

Six goals, drawn from the outcomes of the regional EFA conferences and the international development targets, constitute the Framework for Action adopted by the Dakar Forum and

were designed to enable all individuals to realize their right to learn and to fulfill their responsibility to contribute to the development of their society. The Dakar forum agreed to ensure that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education and accessible secondary education. It was also envisaged that all countries should strive to improve all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

UNESCO (2008a) and UNDP (2008) state that, although 2015 was the target specified by the Millennium Development Goals (MDGs) and the Education for All (EFA) initiatives to achieve universal access to education, many of these countries are far from reaching this goal. The two UN bodies observe that limited economic and organizational resources constrain the ability of many African countries to build and expand their education systems. Yet, the needs and demands for formal education in post-colonial Africa continue to grow each day. However, UNESCO (1995) notes that several countries in Europe, Asia, America and Africa have put in place deliberate programs to achieve UPE and EFA expectations in the global perspective.

In order to achieve EFA goals, the government of Kenya has committed itself to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns has been the desire to combat ignorance, disease and poverty as outlined in the *Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya* (Republic of Kenya, 1965). It is for this reason that the Government of Kenya, just like many other governments in Africa, is working to make

education accessible to the millions of its children whose parents were hitherto unable to finance the cost of education.

Consequently, every Kenyan has the right of access to basic welfare provisions, including education, and the government has the obligation to provide its citizens with the opportunity to take part in the socio-economic and political development of the country and to attain a decent standard of living. It was therefore necessary for the country to undertake a deliberate effort in order to transform the Kenyan education sector into a socio-economic vehicle for empowering its citizenry.

In order to achieve this, the Government of Kenya issued a policy directive in 2007 introducing Subsidized Secondary Education in all public secondary schools in the country. In the program which kicked off in 2008, the government remits an equivalent of Kshs. 10,300 per student per year to public secondary schools in Kenya to cater for tuition expenses. Parents are only required to pay for accommodation and other development expenses for their children. Republic of Kenya (2008) states that on average, the government spending on education and training excluding contribution from parents, NGOs, and households range between 12-15 per cent of the country's Gross Domestic Product (GDP).

Although, US \$ 41 million was released to pay for the first phase of the program (BBC News, 2008), the funding has been inadequate and in many schools, classrooms are overcrowded due to increased number of students and learning facilities are inadequate in almost all schools. The pupils to teacher ratio has grown to such a high rate that it has resulted in a decline in the quality of education (KNUT, 2009). Thus, the socio-economic implication of SSE to the people of Mandera West District and the Government of Kenya

is crucial. Before the introduction of SSE Programme in the country, parents had to contribute more towards education of their children through a cost-sharing programme. Parents were responsible for accommodation expenses, buying school uniforms, text-books, and other instructional materials for their children, as well as constructing buildings and other equipment to schools. The government retained the role of recruiting and paying teachers for their services.

However, Bedi *et al.* (2002) and Kimalu *et al.* (2001) note that cost-sharing system somewhat led to high wastages within the education system in the form of low enrollment, high dropouts, grade repetition, low completion and poor transition rates. The gross enrollment rate (GER) dropped from 115 per cent in 1987 to 95 per cent in 1990, 91 per cent in 2002 and further to 87 per cent in 2004 (Republic of Kenya, 1988, 1991, 2003a, and 2005). The secondary school GER dropped from 29 to 23 percent during the same period. The GER for girls remained relatively lower than that of boys. This scenario was attributed to high cost of education, which had negative impact on access, retention, equity and quality (Republic of Kenya, 2001).

Four years after the introduction of SSE programme, no study has ever been conducted in Mandera West District to establish whether the programme has had any socio-economic impact in terms of improved access to secondary education in the District. The study seeks to determine whether SSE programme has improved enrollment, reduced dropouts, eliminated grade repetition, improved completion, transition rates and lessen the financial burden of paying school fees to parents in the District.

Republic of Kenya (2008) further states that the major objective of the SSE scheme is to enhance access to high quality secondary school education in the country. The philosophy behind subsidizing secondary education in the country is to help translate into reality the idea of Universal Education for All (UEA) and that no child who qualifies for secondary education is denied access due to inability to pay school fees. As a result of SSE and FPE programmes, the first twelve years of school are now free to a large extent, although this has introduced an issue of overcrowding that is posing grave challenges to the success of the two programmes.

One of the strategies towards EFA and SSE goals is to increase access and participation in secondary education. To be able to devise a comprehensive strategy for increasing access to secondary school education, policy makers need to understand the various determinants of access to secondary education. This should reflect the regional characteristics of socio-economic indicators of access and quality of education being offered to the learners.

Studies on access to education in Kenya have mainly focused on primary school education (Bedi *et al.*, 2004). There are a few studies on access to secondary school education, the main one being Njeru and Orodho (2003). However, the study by Njeru and Orodho is based on descriptive analysis of secondary education before the introduction of SSE Programme in the country. It does not provide information on the socio-economic impact of each variable on access to secondary school education as a result of government funding.

Republic of Kenya (2009) indicate that the available places has increased from 700,500 in 1998 student population to over 1.2 million in 2008. However, these are countrywide statistics and do not provide regional or area specific data on access and participation in

secondary education in the country. Moreover, these statistics refer to the period prior to the introduction of SSE Programme in the country and can only be used for comparative analysis vis-à-vis current statistics on access, participation, completion, and gender parity. This is a gap that the current study sought to fill.

Republic of Kenya (2009) further notes that the 1.2 million students in secondary schools in the country amounts to 33 per cent of the eligible (ages 14 – 17 years) projected population of 3,023,000. This indicates that over 1,823,000 eligible students were out of school at the beginning of the SSE Programme in 2008. A UNESCO study conducted in Kenya in 2005 on the challenges facing education in the country established that a majority of the eligible students who are out of school come from marginalized communities mainly in arid and semi-arid areas of Kenya. The study found out that many children from pastoral communities in various parts of the country are forced to drop out of school during long periods of droughts to help their parents in search of pasture and water for cattle. This leads to a fundamental question: has the introduction of SSE programme improved participation and access to secondary education in Mandera West District? Are the resources being spent in education in the region under the SSE programme translated into increased learning opportunities and better living conditions for the local communities?

Gender disparities in enrolment also exist in many regions in the country. Republic of Kenya (2009) states that, over the years, the figures of boys' enrolment in secondary schools in the country have remained higher than those for girls. United Nations Girls' Education Initiative (UNGEI) & United Nations Children Fund (2010) state that, although education is heavily characterized by gender inequality, it assume special importance for girls and women within the global context. UNGEI-UNICEF further note that, girl child

education has been found to have intrinsic benefits of fulfilling aspirations, improving life skills and social interactions, giving girls and women in a rather largely patriarchal societies, access to tools that have the potential to transform the quality of their lives. In response to these challenges, it is necessary to establish whether the SSE Programme has been able to expand learning opportunities for the girl-child and promoted their meaningful participation in socio-economic activities in Mandera West District.

Alwy & Schech (2004) observe that regional disparities in education are closely related to and often compounded by other socio-economic factors. For example, the original larger Mandera District (which has since been subdivided into six districts) is among the 22 districts classified by the government of Kenya as arid and semi-arid (ASAL) districts in the country. A majority of the population in the District is pastoral, nomadic and highly disposed geographically. The District represents one of the poorest areas of the country, with the lowest socio-economic indicators, and is characterized by frequent drought and food insecurity.

Addressing the educational needs of students in this District, same as other districts in North Eastern Kenya, is therefore particularly challenging. According to (Republic of Kenya, 2008), the former larger Mandera District which has since been subdivided was one of the areas with lowest secondary enrolments in the country prior to the introduction of SSE programme in public schools. It is therefore important to establish whether the SSE programme has increased participation and provided children from the poor strata of the society in Mandera West District, with an opportunity to continue with their education.

1.2: Statement of the problem

The original larger Mandera District is among the 22 districts classified by the government of Kenya as arid and semi-arid (ASAL) districts in the country. A majority of the population in the District is pastoral, nomadic and highly dispersed geographically. The District represents one of the poorest areas of the country, with the lowest socio-economic indicators, and is characterized by frequent drought and food insecurity. Addressing the educational needs of students in this District is therefore particularly challenging.

Republic of Kenya (2008) notes that many students are forced to drop out of school in North Eastern Kenya due to lack of school fees as a result of economic marginalization of the region. UNESCO (2005) observes that frequent droughts and famine in Northern Kenya has led to many boys dropping out of school in order to help their parents search for pasture and water for animals. UNESCO further notes that girls are also forced out of schools into early marriages in order to fetch dowry for their families during hard economic times. Republic of Kenya (2008) indicates that Mandera West District, which is the location of the current study, is one of the areas with lowest secondary enrolments in the country.

Bedi *et al.* (2002) and Kimalu *et al.* (2001) note that school fees levied in public schools somewhat led to high wastages within the education system in the form of low enrollment, high dropouts, grade repetition, low completion and poor transition rates. The gross enrollment rate (GER) dropped from 115 per cent in 1987 to 95 per cent in 1990, 91 per cent in 2002 and further to 87 per cent in 2004 (Republic of Kenya, 1988, 1991, 2003a, and 2005). The secondary school GER dropped from 29 to 23 percent during the same period. The GER for girls remained relatively lower than that of boys. This scenario was attributed

to high cost of education, which had negative impact on access, retention, equity and quality (Republic of Kenya, 2001).

Due to high poverty levels, frequent drought and famine which has hit Northern Kenya region in the last couple of years, many parents cannot contribute more towards education of their children through a cost-sharing programme. Many parents are unable foot accommodation expenses, buying school uniforms, text-books, and other instructional materials for their children, as well as constructing buildings and other equipment to schools. It is therefore important to audit the socio-economic implication on SSE programme four years since its introduction to establish whether the cost of providing secondary education has gone down and if communities in Mandera West District have realized any economic gains from the programme. No study has been carried out in the District to also determine the impact of SSE programme on access, retention, equity and quality of education.

1.3: Purpose of the study

Four years after the introduction of SSE programme, there is need to conduct a study to determine the impact of SSE programme on access, retention, equity and quality of education in Mandera West District.

1.4: Objectives of the study

The overall objective of this study was to determine the socio-economic implication of Subsidized Secondary Education in Mandera West District.

Specifically, the present study sought to explore the following objectives:

- (a) To determine the resources required for the implementation of Subsidized Secondary Education Program in schools in Mandera West District.
- (b) To establish the individual roles played by the Government of Kenya, Local CDF Committee, Area Leaders, Education Officials, Teachers, NGOs, and Parents in the provision of resources required for SSE Programme.
- (c) To determine the output or level of achievement of SSE Programme to the residents of Mandera West District.
- (d) To establish challenges that are facing the implementation of Subsidized Secondary Education Programme in Mandera West District and
- (e) Determine the consequences likely to face the system if measures to address the identified challenges are not put in place in good time.

1.5: Research questions

The study sought to answer the following questions:

- (a) What are the resources required for the implementation of Subsidized Secondary Education Program in schools in Mandera West District?
- (b) What are the roles played by the Government of Kenya, Local CDF Committee, Area Leaders, Education Officials, Teachers, NGOs, and Parents in the provision of resources required for SSE Programme?
- (c) What are the the output or level of achievement of SSE Programme to the residents of Mandera West District?

- (d) What are the challenges facing the implementation of Subsidized Secondary Education Programme in Mandera West District?
- (e) What are the consequences which are likely to face the system if measures to address the identified challenges are not put in place in good time?

1.6: Significance of the study

This study sought to establish a clear understanding of the socio-economic challenges of Subsidized Secondary Education in Mandera West District in order to expand knowledge and address informational gaps that currently exists concerning the SSE program in Kenya. Results of the current study may assist education officials, parents, Ministry of Education, human rights organizations, development partners, teachers and the local area leaders to initiate necessary restructuring adjustments in the SSE Programme to make it more responsive to the current socio-economic challenges in Kenya.

1.7: Delimitation and Limitation of the Study

This study sought to establish the socio-economic implication of Subsidized Secondary Education to the people of Mandera West District. The study involved one boys boarding, one girls boarding, one boys day and one mixed day schools from the two divisions of Takaba and Banisa which have secondary schools in Mandera West District giving a total of nine hundred (900) students under study, four (4) BOG members, four (4) Head Teachers, twenty (20) Parents five from each school, two (2) Area Education Officers (AEOs) in charge of the two Divisions, the area Member of Parliament (MP) and the area District Education Officer (DEO).

1.8: Assumptions

The research would have been more representative if a slightly larger sample size was used to give the results more validity but due to limitations of resources in terms of time and money the study used a slightly smaller sample size. The study thus assumed that the results obtained from the study were representative enough to guarantee an accurate generalization to represent the entire population studied.

1.9: Theoretical Framework

This study was guided by Reconstructionism Theory developed by Theodore Brameld (1904-1987) and George Counts (1889-1974). Social reconstructionism theory is a philosophy that emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy. Brameld was the founder of social reconstructionism which he did in 1950, in reaction against the realities of World War II. Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education (Skilbeck, 2005).

The idea of social-reconstructionist education rests on a 19th-century belief in the power of education to change society. In the last quarter of the 20th century there has been considerable pessimism, but the idea that schooling can influence either society or the individual is widely held, affecting the growth of tertiary-level alternatives, management strategies, and education of disadvantaged people, both in industrialized and in developing countries.

Brameld's Theory of Reconstructionism received widespread attention in educational circles in the twentieth century. He held that a system of public education that is aware of the

findings of the behavioral sciences can bring about fundamental changes in the social and economic structure of society. He recognized the potential for either human annihilation through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion. On his part, Counts (1889-1974) recognized that education was the means of preparing people for creating this new social order (Skilbeck, 2005).

According to the two philosophers, Reconstructionism focuses on society and they believe that the curriculum should be a method of change and social reform for society. Furthermore, they see the schools as the solution to different social crisis. The Social Reconstructionist Theory of Education treats schools and teachers as major entities that are instrumental in directing social and cultural change. Reconstructionists believe that schools should lead in the renewal of culture and the resolution of social problems. Reconstructionist Theory has always had a more successful relationship with leftist thinkers e.g. socialists, communists, and even some liberal postmodern contemporary philosophers.

Social Reconstructionists advocate policies that have harmony with current partnership concerns for teacher education, teacher reflective practice, and broad social reform through culture analysis, policy critique and curriculum change. Since the late 19th Century in Western Europe, and the 1930's in America, there have been repeated calls for schools to act as agencies of social and cultural reconstruction and reform. Brameld stated that, "reconstructionism is a crisis philosophy, appropriate for a society in crisis, which is the essence of our society and international society today." This theory gained popularity during the progressive educational movement because people became unhappy with what the society was becoming and began calling for reform (Robinson, 2006).

There are five goals for education in the Reconstructionist philosophy: to examine both the cultural heritage of the society and the rest of civilization; confront controversial issues and discuss them; dedicated to bringing about change within the society; examine the future and the possible future realities; and participation of both the students and the teachers in interculturalism. These goals are good and Reconstructionists are often seen as idealistic since their theory is based on a utopian society (Ornstein & Hunkins, 2004). Students spend the majority of their day with their parents and therefore the impact that a teacher can have in one year of their life is minimal. Even all of their teachers could not completely erase a parent's influence. These goals could only be accomplished if the parents were a part of the effort.

Unfortunately, this is not always the case in many parts of Kenya. In many instances, parents abdicate their responsibility of nurturing their kids and instead expect the teacher to do all. In order to accomplish their goals Reconstructionists believe that the focus of the curriculum should be on the social sciences (Ornstein & Hunkins, 2004). These courses examine culture in economic, political and social aspects. These types of classes would allow for opportunities to discussion on societal issues. However, the sacrifice of other courses could be detrimental to our society.

Reconstructionist programs include a new movement in teacher education towards multicultural education. Teacher programs are incorporating courses to address issues such as mutli-culturism, socio-economic status, and societal issues which are similar to the overall objective of the current study. Reconstructionists hope that by equipping teachers with the tools to discuss these topics productively they will have the opportunity to influence change in their students (MacNamera, 1996). This study believes that the major aim of

Subsidized Secondary Education Program in public secondary schools in Kenya should be to help the country address issues of cultural diversity, socio-economic improvement of the country's population and create a just society where every child regardless of their sex, race, tribe or religion are accorded equal opportunity to acquire fundamental level of education.

The implication that Reconstructionism has for teachers is that teachers must be prepared to tackle diverse classrooms. The classroom today is made up of a wide range of social backgrounds and even languages. Teachers are expected to promote cultural tolerance and teach students the social skills they need to get along with one another. All of this is expected without sacrificing the academic curriculum. Therefore teachers must get creative and educate themselves so that they can be prepared.

The implication of Reconstructionism for teachers as advocated for by Brameld is quite relevant to the current secondary education in Kenya where there are diverse cultures in the school and the teachers need to be more dynamic and intellectually prepared to nurture good relationship between them and students and between students themselves given the diverse ethnic backgrounds of the learners. Some of these students face social problems such as forced early marriages, Female Genital Mutilation and other negative cultural practices, cattle rustling, insecurity, and acute famine. Others had previously dropped out of school and have made it back thanks to the introduction of SSE in Kenya. The teachers are therefore expected to play an expanded role of nurturing their students socially and psychologically as a prerequisite for successful classroom instruction.

Social Reconstructionists, believe that systems must be changed to overcome oppression and improve human conditions. The current study acknowledges experiences of many

students in ASAL living in extreme poverty and hence is advocating for education and literacy as the vehicle for social change. In the view of the current study, humans must learn to resist oppression and not become its victims, nor oppress others. According to Brameld, to do so requires dialog and critical consciousness, the development of awareness to overcome domination and oppression. Rather than "teaching as banking," in which the educator deposits information into students' heads, the current study view teaching and learning as a process of inquiry in which the child must invent and reinvent the world.

For social Reconstructionists, curriculum should focus on student experience and take social action on real problems, such as violence, hunger, international terrorism, inflation, and inequality. These are among the major problems that hinder the good social order in Mandera West District and a challenge to the attainment of SSE program in the district. Therefore, the current study was meant to identify strategies for dealing with controversial issues particularly in the socio-economic sphere of education, teaching-learning resource allocation, student enrollment and retention in secondary schools in the District, and multiple perspectives of curriculum implementation which includes teacher preparedness. Community-based learning and bringing the world into the classroom are also strategies.

The program of Subsidized Secondary Education kicked off in 2008 with the introduction of Government funding for tuition and other expenses in secondary schools in Kenya. The Subsidized Secondary Education Policy has removed the tuition fees burden off the shoulders of parents and opened up learning opportunities for the disadvantaged and marginalized boys and girls who would never enroll in secondary schools or had dropped out because they could not afford paying for their education in Kenya. The fruits of the program have been witnessed with high enrolment levels, especially in girl-child education

and marginalized communities in ASAL areas being recorded. The program, just like is advocated for by Reconstructionist Theorists, is meant to attain some level of equilibrium and social order between the rich and the poor and make education affordable to majority of Kenyans. In an ASAL district like Mandera West, such a program is a lifeline for many families which live below the poverty line and are unable to fund the cost of their children's education in various secondary schools in the country. Such a program has the potential of creating a level playing ground for all the Kenyan school going children many of whom can now access secondary at cheaper costs.

1.10: Conceptual Framework

The independent variable in this study is Secondary Education Program for public secondary schools in Mandera West District. The framework is based on the theory that society can be reconstructed through the complete control of education. The objective is to change society to conform to the basic ideals of Education for All (EFA) or Millennium Development Goals (MDGs) of the country and to create a utopian society through education. Towards the attainment of the EFA and MDGs, Kenya introduced Subsidized Secondary Education (SSE) in 2008 to help shoulder the cost of secondary education in public secondary schools and allow children from poor backgrounds attain ordinary education level. The SSE program requires financial resources from Government of Kenya done through funds for SSE Program, payments by parents, local community contributions through such initiatives as *Harambee*, and foreign and local donor funded educational projects done through NGOs and foreign missions. The revenue element of these resources is converted into human and physical resources through planning and budgeting mechanism.

These funds are used under the management of the head teacher and school board members. The three levels of conversion component which include human and physical resources, time and effective education process interrelates and if managed skillfully, they expand the available resources and contribute to positive feedback. The framework supposes that the presence or absence of the indicated financial resources will determine the level of success or failure of SSE program in public secondary schools in the district. For the current study, the dependent variable is the change of society to conform to the basic ideals of EFA and MDGs and create utopian society through education. The variables are shown in figure 1.1

Dependent Variable

Change of society to conform to the basic ideals of EFA and MDGs and create utopian

Adapted from

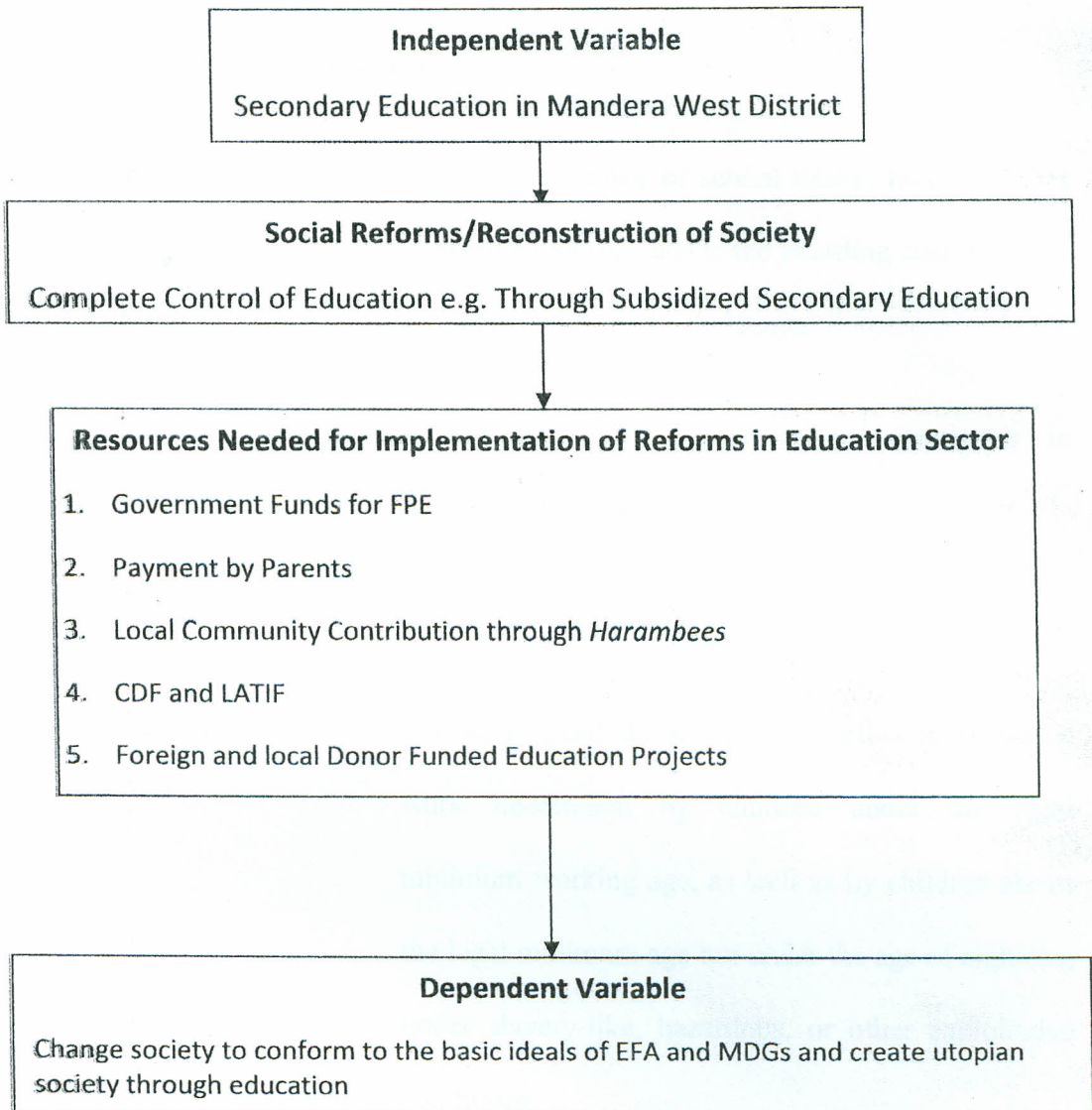


Figure 1.1: A Reconstructionism Model of Education Adopted from Robinson (2006)

1.11: Definition of Operational Terms

Subsidized Secondary Education	Government waiver of school tuition fees and other essential expenses outside the boarding cost in public secondary schools in Kenya.
Tuition	Is the cost of teaching-learning resources in secondary schools in Kenya.
Child	Any person under the age of 18 years.
Child Domestic Labor:	The term child domestic labor refers to domestic work undertaken by children under the legal minimum working age, as well as by children above the legal minimum age but under the age of eighteen, under slavery-like, hazardous, or other exploitative conditions.
Socio-economic implication	Is the measure of experiences of beneficiaries in terms of access, retention, equity and quality of secondary education offered to learners in Mandera West District four years after the introduction of Subsidized Secondary Education Programme in the country.

CHAPTER TWO

LITERATURE REVIEW

2.1: Introduction

This section reviews thematically and methodologically different literature related to the concept of Universal Education for All and Subsidized Secondary Education (SSE) in Kenya. The chapter looks at education growth and reform in Kenya, the 8-4-4 System of Education, the current system of subsidized cost in secondary education in Kenya, its implications and how it can be used to improve the quality of education in Kenya, management of secondary schools in Kenya, socio-economic factors in education. Methodological approaches to be used are presented in the conceptual framework.

2.2: Educational Growth and Reform in Kenya

Since the achievement 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 concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The

effort to expand educational opportunities has been reflected in the various policy documents and development plans (Sifuna, 2005).

Education in Kenya is directly influenced by government policies and is therefore constantly changing according to socioeconomic and political trends. Prior to independence, primary school education was the responsibility of local communities, non-governmental agencies, and church organizations. With the new government, the responsibility and administration gradually shifted to government agencies at the provisional and district levels from these local authorities, so in a move toward free primary education (Oketch and Rolleston, 2007). After independence, President Jomo Kenyatta initiated "Harambee," a Kiswahili word which means "pulling together" or "self-help" (Buchmann, 1999). Harambee was a call by the president and the government to come together for economic development, and education was considered a priority. As a result more schools, especially secondary schools were built and equipped using local resources and private donations.

While Harambee schools supplemented government education, they brought along certain complexities and discrepancies. First, Harambee schools were generally expensive but lacked quality and rigor since they received minimal or no government funding. Second, the decentralized structure led to disparities in the number and quality of schools, available in various regions of the country (Amutabi, 2003; Buchmann, 1999). Beginning in 1988, Harambee schools were absorbed into the provincial or district schools levels in an effort to equalize them with other government schools (Amutabi, 2003). When cost-sharing was introduced in the 1980s, the government's task was to recruit and pay the teachers, while parents were responsible for constructing buildings and providing educational resources

through Harambee. However, this did not work as planned because in most areas, parents were financially unable to raise the funds (African Path, 2007).

In the last few years, more reforms in the education sector have been undertaken in order to address the overall goals of the national Economic Recovery Strategy Paper (ERS), as well as international development commitments, including the Millennium Development Goals (MDGs), Education for All (EFA) and deliver the policies as set in the Sessional Paper No 1 of 2005 on policy framework for education, training and research. The first major initiative of these reforms was the launch and the implementation of the Free Primary Education (FPE) in January 2003 which was a realization of the promise made just after independence in 1963 by the Kenyan government to offer free primary education to its people. This promise did not take effect until 40 years later when the program kicked off in 2003 with the introduction of Free Primary Education in Kenya by the then NARC Government under President Mwai Kibaki. Through FPE, school fees and levies were abolished and this significantly lessened the burden on households in financing primary education (Institute of Economic Affairs [IEA]; 2007).

According to UNESCO (2005), the Free Primary Education(FPE) Policy did not only remove the school fees burden off the shoulders of parents but opened up learning opportunities for the disadvantaged and marginalized boys and girls who had never enrolled in school or had dropped out because they simply could not afford the costs. The fruits of the program were soon to be witnessed with high enrolment levels, especially in girl-child education being recorded. Government of Kenya (2006a) reported that within the first week, more than 1.3 million new students were registered and many more were streaming in by the day. According to the report, the Free Primary Education program has increased

participation and provided children from the poor strata of the society with an opportunity to grasp some knowledge and help Kenya in fighting poverty and achieving its development goals.

2.2.1: National Action Plan on EFA: From Commitment to Action

Kenya completed the development of its Strategic Plan on EFA in late 2003. This plan was a culmination of diverse but coordinated policy efforts and reform initiatives by MOEST towards attainment of both MDG and EFA goals as set out in the two separate instruments of the year 2000. This plan was prepared through the most consultative process ever witnessed after the Koech report and included perspectives and contributions from civil society many of whom were mobilized by EYC at the national level and in all the regions. It does not only provide a framework for tackling challenges towards EFA goals, but also spells out very clear targets, objectives, activities, strategies, resource requirements, performance indicators and roles of different stakeholders.

This literature is relevant to the current study because it sets the foundation under which SSE program is anchored and provide the benchmark for any form of evaluation to determine the level of achievement of the SSE Program. It also provides the structural framework under which the government, local and international donors, the local community and parents can participate in program development. However, with the reported challenges of corruption, embezzlement of funds, overstretched teaching-learning facilities and other logistical challenges facing FPE and SSE, it was important to establish the most current position of SSE program in the country. Otherwise, EFA and MDGs may be good

initiatives with the potential of changing the socio-economic order of the society but facing implementation challenges.

2.2.2: The National Conference on Education and Training

Under the theme, 'Meeting the Challenge of Education and Training in Kenya in the 21st Century', MOEST organized a national conference on education and training between November 27-29, 2003. The main objective of this Conference was to build consensus on policies and strategies in education and training for the next decade. It was attended by up to eight hundred (800) delegates from across the country. The conference proceedings were validated in February 2004, in which a road map for education sector policy development was firmed up. As result three important policy processes have been finalized namely; Education Sector Review; Sessional Paper No. 1 of 2005 (National Education Policy); and Kenya Education Sector Support Programme (KESSP) which is a 5 year strategic plan & road map.

However, in 2004 there was a realization of the urgent need to coordinate the education sector reforms to avoid duplication and wastage of resources. Hence the Ministry of Education, Science and Technology (MoEST) developed the Kenya Education Sector Support Programme (KESSP). KESSP is a joint partnership between the MOE and development partners which is used as a framework for mobilizing more resources in the education sector in efforts to accelerate achievement of the overall Education for All (EFA) goals by 2015. KESSP is a sector wide approach to the development of the education sector in Kenya over the next five years. The aim of KESSP is to eliminate duplication, promote efficiency in resource use and harmonize/consolidate the recommendations arising from the

various education sector reviews undertaken by the MoEST and it has 23 investment programs against which the education sector budget is supposed to be aligned (Institute of Economic Affairs (IEA); February, 2007).

However, the literature related to KESSP is silent on evaluation of achievement of various programs implemented under the KESSP. When millions of tax payers' money is reportedly misappropriated by the Ministry of Education officials, it is a relevant question to ask if indeed the program is successful or not given the numerous management challenges already reported at the Ministry of Education. Such information is needed to inform the current study on impact analysis of SSE Program in public secondary schools.

2.2.3: Sector Wide Approach to Planning (SWAP)

Furthermore MOEST has been undertaking a more comprehensive sector-wide development program that is expected to ensure that all other sub-sectors are strengthened alongside the primary education. This is especially critical for secondary education sub-sector, which is expected to have a dramatic increase in demand for education services in the coming years. The Ministry has settled on Sector Wide Approach to planning (SWAp) as the most effective mechanism to coordinate and implement such proposals. SWAp has the advantage of providing space for participation of a wide range of stakeholders, encouraging longer term visioning, pooled funding through budget support, decentralization and accountability in management, improvement in access, quality assurance efficient/effective resource use and a clear investment road map (MOEST, 2005:xi).

The overall aim of the education sector SWAp is to develop and secure funding for the Kenya Education Sector Support Programme (KESSP), which will be the basis upon which

the Government, MOES&T, individuals, communities, the private sector, Non-Governmental Organizations (NGOs) and development partners will jointly support the education sector for the period 2005/06 to 2009/10. KESSP is based on a number of key documents, which the MOES&T has developed in order to provide a comprehensive understanding of the issues and reform priorities across the education and training sector, as well as establish a strong policy framework within which to implement the KESSP (MOEST, 2005: xi).

2.2.4: Kenya Education Sector Support Programme (KESSP)

The overall goal of the KESSP is to provide a framework for the achievement of the policy goals, targets and strategies outlined in these policy documents. In the ERS Paper for example, there are four areas of special importance, which are: Expanding opportunities for pastoralist children through mobile schools; Providing a clear pathway to education at different levels for all children, youths and adults; Extending bursary scheme to cover all the needy and deserving students and areas; and Providing resources for infrastructure development to improve schooling facilities and strengthening boarding institutions to cater for nomadic pupils (Ministry of Education: KESSP 2005 -2010).

To consolidate ongoing education sector reforms KESSP has also been developed to help the Government to in particular achieve the following specific targets: Attain UPE by 2005 and EFA by 2015; Achieve a transition rate of seventy (70 percent) from primary to secondary school level from the current rate of forty seven (47 percent), paying special attention to girls' education by 2008; Enhance access, equity and quality in primary and secondary education through capacity building for forty five thousand (45,000) education

managers by 2005; Construct/renovate physical facilities/equipment in public learning institutions in disadvantaged areas, particularly in Arid and Semi-Arid Lands (ASALS) and urban slums by 2008; Develop a national training strategy for Technical, Industrial, and Vocational Entrepreneurship Training (TIVET) in 2005, and ensure that TIVET institutions are appropriately funded and equipped by 2008; Achieve fifty (50 percent) improvement of levels of adult literacy by 2010; and Expand public universities to have a capacity of at least 5,000 students each by 2015 and increase the proportion of all students studying science related courses to fifty (50 percent), with at least one third of these being women by the year 2010.

2.2.5: Sessional Paper No. 1 of 2005 on Education and Training

The National Conference on Education and Training held in November, 2003 (bringing together over 800 key players in the sector), renewed the mandate for MOEST to develop a broader and comprehensive policy framework. Based on the recommendations of the Conference, the Sessional Paper constitutes Kenya's National Policy on Education and Training. As outlined in the Sessional Paper of 2005, some of the gender-related goals and targets include: to develop a comprehensive Early Childhood Development and Education (ECDE) policy paying special attention to gender, vulnerable and disadvantaged children by 2005; to ensure that all children, including girls, children in difficult circumstances, and those from marginalized/vulnerable groups, have access to and complete free and compulsory primary education by 2010; and to eliminate gender and regional disparities in primary and secondary education by 2005. Other goals and targets include: to achieve universal adult literacy, especially for women by 2015; and to increase the proportion of women in teaching, administration and research at all levels of higher institutions by 2010.

2.3: The 8-4-4 System of Education

In 1981, a Presidential Working Party was commissioned to examine curriculum reform of the entire education system in the country. The committee submitted a recommendation to change the 7-4-2-3 education system to the current 8-4-4 system of education, whose overall structure was similar to the U.S. education system. The 8-4-4 system was launched in January 1985, and was designed to provide eight years of primary education, four years of secondary, and four years of university education. Emphasis was placed on Mathematics, English, and vocational subjects. The focus on vocational education was aimed at preparing students who would not continue on with secondary education, those who would be self-employed, and those who would be seeking employment in the non-formal sector (GoK, 2008).

Prior to joining primary school, children between the ages of three and six are required to attend pre-primary (pre-unit) for one or two years. The main objective of pre-primary education is to cater for the total development of a child, including the physical, spiritual, social, and mental growth, brought about through formal and informal interaction with the parents and the community taking a leading role. A focus of pre-primary education has been health, nutrition, care, and basic education. Programs are run through partnership with the government, district-based agencies, local communities and external agencies.

Primary school is the first phase of the 8-4-4 education system and serves students between the ages of 6-14 years. The main purpose of primary education is to prepare students to participate in the social, political and economic well being of the country, and prepare them to be global citizens (Education Info Center, 2006). The new primary school curriculum has

therefore been designed to provide a more functional and practical education to cater to the needs of children who complete their education at the primary school level and also for those who wish to continue with secondary education. In addition it caters to students who wish, and have the means, to continue on with secondary school education. Primary education is universal and free but not compulsory. A major goal of primary education is to develop self-expression, self-discipline, and self-reliance, while at the same time providing a rounded educational experience. At the end of the eighth year, the Kenya Certificate of Primary Examination (K.C.P.E.) is taken and the results are used to determine placement at secondary school on a merit basis (Education Info Center, 2006; Ministry of Education, 2008).

Primary schools are both public (government supported) and private (individuals and religious organizations). The two categories of primary schools are day schools and boarding schools with most being day schools. Although many schools were built through Harambee effort, a majority of the primary schools are in the public sector and depend on the government budget to fund their expenses. This includes providing teachers and meeting their salaries, providing textbooks and other teaching-learning materials and other school supplies and expenses. Other expenditure areas such as infrastructural development in the school are still financed mainly through school levies, fund-raising, and individual parent responsibility (Buchmann, 1999).

Secondary schools in Kenya fall into two categories that is government funded and private owned secondary schools. Government funded schools are divided into national, provincial and district levels. Private schools are run by private organizations or individuals. After taking the primary school leaving exam and successfully passing, government funded

schools select students in order of scores. Students with the highest scores gain admission into national schools while those with average scores are selected into provincial and district schools. Students who fail examinations either repeat the final school year or pursue technical training opportunities. A number of students also drop out of school by choice due to poor scores. Private secondary schools in Kenya are generally high cost schools offering students an alternative system of education with better or more luxurious facilities compared to public schools. They are often favored for prestige. Most private schools in Kenya offer the British system of education which includes "O-levels" and "A-levels" while a few others offer the American system of education and good number of them offers the Kenya system (Eshiwani, 1990).

Secondary school education begins around the age of fourteen. However due to delayed primary school entry and limited educational schools and facilities, many students especially those from rural areas experience late admission into the education system years. Secondary school education in Kenya is aimed at meeting the needs of the students who terminate their education after secondary school and also those who proceed onto tertiary education (Education Info Center, 2006). Hence, the much of the 8-4-4 curriculum focuses on job-oriented courses which focus on business and technical education. Initially, the 8-4-4 system required students to prepare and take the 12 subjects in secondary school but after review over the heavy load, it was reduced to seven subjects.

The selection of subjects is dependent upon what each of the individual schools offers. This is in turn dependent upon the resources and teachers available in the individual schools. At the end of the fourth year in secondary school, the Kenya Certificate of Secondary Examination (K.C.S.E.) is taken in the mandatory and elective subjects above in preparation

for tertiary and higher education. At the secondary level, the number of boarding schools is higher than at the primary school level. Public secondary schools are funded by the government, local communities, or NGOs and are managed through boards of governors and parent-teacher associations. The private schools on the other hand are established and managed by private individuals or organizations. Many private secondary schools still follow the British education system, offering British O-levels, A-levels, and International Baccalaureate programs. Others schools follow the American education system. These British and American school systems mainly prepare students who plan on attending university abroad (Education Info Center, 2006).

2.4: Transition to Secondary Schools

According to the Ministry of Education Science and Technology (EMIS, MOE, 2009) survey, the transition rates are above the 50per cent mark. Girls were 43.7per cent in 1990, while boys were 45.4per cent. In 1998, the girls were 44.5per cent and boys 47.6per cent. This is shown in Table 2.1.

Table 2.1: Transition Rate from Primary to Secondary School by Gender, 1991-2004

Year in:		Std 8 Enrolment ('000)			Form 1 Enrolment ('000)			percent Transiting to Form 1		
Std 8	Form 1	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1990	1991	210.4	174.1	384.5	95.5	76.1	171.6	45.4	43.7	44.6
1991	1992	207.3	173.7	381.0	97.3	78.1	175.4	46.9	45.0	46.0
1992	1993	195.0	198.8	393.8	81.5	69.6	151.1	41.8	35.0	38.4
1993	1994	210.4	185.3	395.7	90.8	78.1	168.9	43.2	42.1	42.7
1994	1995	212.5	190.3	402.8	96.4	83.6	180.0	45.4	43.9	44.7
1995	1996	211.6	194.0	405.6	97.4	85.9	183.3	46.0	44.3	45.2
1996	1997	217.3	199.0	416.3	98.5	88.6	187.1	45.3	44.5	44.9
1997	1998	224.6	209.3	433.9	102.4	92.8	195.3	45.6	44.3	45.0
1998	1999	221.0	215.3	436.3	105.2	95.8	201.0	47.6	44.5	46.1
1999	2000	246.6	228.0	474.6	108.1	97.2	205.3	43.8	42.6	43.3
2000	2001	235.6	227.8	463.4	112.2	103.4	215.6	47.6	45.4	46.5
2001	2002	261.7	246.6	508.3	116.2	105.2	221.5	44.4	42.7	43.6
2002	2003	296.9	244.5	541.3	129.4	121.7	251.1	43.6	49.8	46.4
2003	2004	280.8	267.5	548.3	132.6	118.6	251.2	47.2	44.3	45.8
2004	2005	343.0	314.8	657.7	198.0	170.6	368.3	57.7	54.2	56.0
2006	2007	349.1	327.3	676.4	223.7	209.4	433.1	59.4	57.9	58.6
2007	2008	351.4	331.8	683.2	226.3	211.6	437.9	60.8	58.3	59.5

Source: EMIS, MoE (2009)

One of the strategies towards EFA goals was to increase access and participation in secondary education. From the above results, a trend was noted where the available places had increased to over 1.2 million by 2008, from 700,500 in 1998 student population. This amounts to 33 per cent of the eligible (ages 14 – 17 years) projected population of 3,023,000. This indicates that over 1,823,000 are out of school. Gender disparities in enrolment also exist. The figures of boys' enrolment in Secondary School have remained higher than those for girls over the years as shown in Table 2.2.

However, girls' participation generally increased during the period under assessment. Since the Jomtien Conference on Education for All, held in 1990, the issue of gender parity has featured prominently in the provision of education at all levels in Kenya. Several strategies

and activities have been put in place and they are bearing positive results. Several achievements need to be noted. The Gender Unit was created in the Ministry of Education in 1995 as recommended during the symposium on Girls Education in 1994. The Gender unit is the focal point for handling gender matters in education and the day today work is handled by the Unit Secretariat. The Unit operates and networks with other Ministries within the Government, NGOs, community leaders and individuals interested in matters concerning girls' education (MOEST, 2000).

MOEST (2000) report noted that the ministry in collaboration with UNICEF initiated the Girl Child program whose main objective is to close the gender gaps in Education. It has undertaken gender sensitization activities for top, middle and grassroots Ministry of Education personnel and intends to move to communities. Teachers have also been sensitized to make them gender responsive to the special needs of the "girl and boy" child learners. All officers in the Gender Unit have undergone some training on the principles of Gender and Development and have adequate skills to deal with gender issues in education including strategic program planning.

According to the report, one of the greatest achievements of the Ministry of Education is the establishment of Data bank in the Planning Departments, with easily accessible gender desegregated data. Significant empirical and analytical knowledge and information has been generated on the status of girls' education. Gender desegregated data are collected annually for monitoring of gender disparity. A work plan for gender sensitization workshops for the Ministry of Education officials was developed in 1995. Several such workshops have taken place at the national, provincial and district levels. The Ministry of Education (MOEST, 1996) initiated a follow up study to establish guidelines on the readmission of teenage

mothers back to school and has advised school administrators to assist in the readmission process. This has been accepted as one way of reducing the high dropout rate among school girls.

As a result of the general public awareness created on the importance of education for both boys and girls over the years, there has been parity between boys and girls at primary and secondary levels. At the beginning of 1990, the percentage of boys to girls nationally was 51.3 per cent and that of girls 48.7 per cent. By 1998, the percentages were almost at par at 50.6 per cent for boys 49.4 per cent for girls.

At Secondary level (at 1990) the percentage of boys to that of girls was 57.2 per cent and 42.8 per cent respectively. By 1998, the percentage change was 53.3 per cent for boys and 46.7 per cent for girls. As at 2007, the percentage change was 51.4 per cent for boys and 48.6 per cent for girls. Hence, it can be noted that there has been an improvement in girls' enrolment as compared to the boys at secondary level.

2.5: Introduction of Subsidized Secondary Education (SSE) in Kenya

As noted, during the 1990s basic education went through various reforms but the un-conducive political and economic conditions at the time were unable to support its growth. Having to depend on limited resources and donor funding, the government experienced difficulties maintaining educational standards. Subsequently the quality of education deteriorated and there was an increase in the numbers of school-age children who were not receiving formal education. Figures for instance show that massive school dropouts were recorded and that out of about one million students who enrolled in standard one in 1993

and in 1998, less than half a million got to standard eight (Oketch *et al.*, 2007; Onyango, 2003).

According to Mwiria (2009), Kenya's secondary school population enrollment has risen from 30,120 students in 151 schools at the dawn of independence (1963) to 620,000 students in 3,000 schools in the year 2000. Mwiria reported that the target enrollment by the end of 2008 was estimated at 1.4 million students in currently reported 4,478 secondary schools. In 2008, the government introduced plans to offer free Secondary education to all Kenyans. Mwiria observed that with the introduction of Subsidized Secondary Education, enrollment is certain to climb higher.

According to Kenya Broadcasting Corporation (Tuesday August 11, 2009), the Ministry of Education allocated 12 billion shillings for the free primary school education and subsidized tuition in secondary schools where of this allocation, over 4 billion shillings went towards funding the free primary education while 8 billion shillings was used to subsidize secondary education for the financial year beginning January 2010. The bulletin reported that the capitation of subsidized secondary education is currently based on 10,265 shillings per student, out of which 3,600 is for tuition and 6,665 shillings for operation expenses. According to Olweny (2009) the programs have been sustained through consisted annual allocation, with the government only catering for tuition while other costs, including accommodation for boarding schools meals and construction are catered for by the parents.

However, the Subsidized Secondary Education program has also created many problems. KNUT (2009) indicates that, with increased enrollment year after year, the infrastructure is stretched to the limit and so is manpower. KNUT further notes that overcrowded classrooms

due to increased number of children are common issue in many secondary schools. According to KNUT, the learning facilities available in many schools are inadequate. KNUT further observes that the pupils to teacher ratio has grown to such a high rate that it has resulted in a decline in the quality of education. This is mainly attributed to reduced interactivity between teachers and the pupils.

This situation has sometimes led to desperate and ineffectual attempts by the Kenyan government to hire partially trained or untrained teachers to seal the gap, but it has not bore any fruits. And even though the number of girls enrolling in secondary school increases every day, gender disparity is still a major concern especially in the marginalized communities. The inception of the Subsidized Secondary Education program has seen increased government spending in the sector but schools are still ill-equipped while classrooms are either dilapidated, congested, or both. Republic of Kenya (2008) states that on average, the government spending on education and training excluding contribution from parents, NGOs, and households range between 12-15 per cent of the country's Gross Domestic Product (GDP).

The worrying scenario for the country's poorest areas is the high costs they still bear in terms of development and boarding related costs. While the government has waived tuition fees and provides textbooks, other classroom materials such as exercise books, writing materials and other stationery are still the parent's responsibility. This is because the government is facing budgetary constrains as it tries to strike a balance between funding the all important education sector without compromising on other sectors which also need investment.

The Kenyan government is slowly, but surely working to make education in Kenya better. Other programs such as school feeding have also helped in curbing dropouts. However, KNUT (2009) observes that the biggest challenge is how to deal with overcrowding in classrooms and sustain the Subsidized Secondary Education Program. When a new government was formed in 2003, one of the priorities was to re-avail educational opportunities in order to meet EFA the second of the eight MDGs. While this was a move in the right direction for economic development, providing universal education was not without its challenges: when Free Primary Education (FPE) was introduced, the enrollment significantly rose from 5.9 to 7.2 million. However, most schools were not equipped to handle the large numbers of students in terms of the number of teachers, physical classroom space, and learning resources (Mukudi, 2004). In some schools, some classes now have as many as 80-100 students and this has led to a dramatic increase in the number of privately owned and operated schools that target families who can afford to pay school fees.

In 1998 the World Bank and International Monetary Fund (IMF) made recommendations to restructure public institutions to streamline efficiency. One change the government made was to reduce human resources including a freeze on hiring new teachers by the TSC and this resulted in a significant shortage of teachers. Since 2003, the TSC has been working to retain teachers, and the first full recruitment of about 40,000 was proposed for the 2007 fiscal year. However, the education system still has a shortage of about 17 000 secondary school teachers (KUPPET, 2011). Despite a sizable portion of the budget being allocated to the education sector, the government still relies on donor-funding to run education sector in the country.

There are many cultural demands and practices that influence full participation in both the domestic and school environment, as many children are also responsible for domestic chores. Although the initial enrollments have been higher in the first year, there is still the danger of dropout rates not being fully under control (Republic of Kenya, 2009). Maintaining the quality of education is a challenge that the government continues to address. With large class sizes and competing resources, parents with financial means pulled their children out of public schools and enrolled them in private schools.

Due to the large increase in primary school enrollment in the country, the number of students seeking secondary school education has grown significantly. In 1963 there were 151 secondary schools and the total number of students enrolled was 30, 120. Today there are about 3000 secondary schools and the enrollment is about 620 000 students. Of these, about 40per cent are female students (UNESCO, 2008). In 2008, the government of Kenya announced the introduction of a subsidized secondary schooling education program that targeted raising student enrolment to 1.4 million by the end of the year. The scheme proposed to pay tuition fees for students while parents would still be required to meet boarding school costs and school uniforms. US\$41 million was released to pay for the first phase of the program (BBC News, 2008).

To cope with the pressure arising from the increased primary school graduates, the MoE advised all public secondary schools to expand their capacities to a minimum of three streams. In addition, bursary funds targeted at needy secondary schools students has explicitly been expressed in the current financial year's budget. Despite the allocation of substantial funds earmarked for bursary to needy students, through many grassroots level funds such as Local Authority Transfer Fund (LATF), Constituency Development Fund

(CDF), Constituency Bursary Fund (CBF), and these funds may not reach many students given the high per student cost in the delivery of secondary education. PER (2004) notes that the annual per student cost in secondary education estimated at Kshs. 21,800 is too high compared to that in other low-income countries. This is perhaps because majority of the students are enrolled in secondary schools, which offer boarding facilities that tend to push the average cost of secondary education upwards (Institute of Economic Affairs; 2007).

In the 2011 financial budget, the education bursary fund got an allocation of Ksh.800 million which is customarily channeled through the Ministry of Education. The challenges in this sector include the fact that growth in number of secondary schools has not matched that of primary schools leading to a lot of wastage of primary school graduates. The high cost of secondary education is another challenge and has led to high dropout rates. The pupil text book ratio has been high especially in rural areas and urban slums and the HIV/AIDS pandemic has had negative effect on this sub sector (IEA; 2007) .

For Kenya it would be appropriate to refer to expansion of measures already in place as opposed to new measures. For instance the government made a modest increase in education programmes budgetary allocation in the 2009/2010 budget. This is meant to sustain the FPE programme and subsidized secondary education. More funds will be used for programmes such as Most Vulnerable Children Grants (MVCG), support to early childhood education programmes, Home Grown School Feeding Initiative, Bursary, school infrastructural development. Significant amount of the money in the budget is allocated to devolved funds, mainly in the Constituency Development Fund (CDF). It is therefore anticipated that if spent as per plans, there would be influence on school access and retention.

The government hired 10,000 teachers on contract as a short term measure to address acute teacher shortage in primary and secondary schools in the country (Republic of Kenya, 2010). However, the Kenya National Union of Teachers (KNUT; 2010) estimates that Kenya has a shortage of 60,000 teachers. On its part, the government estimates the shortage at 30,000 teachers countrywide (GoK, 2010). The government has expanded funding on Cash Transfer Grants to an annual budget of Kshs 300 million (USD 3.8M). However, the effect of this on education is yet to be ascertained.

2.6: Examining Socio-economic Factors in Education

Kenya Vision 2030 is the nation's new development blueprint for 2008 to 2030 which aims at making Kenya a newly industrializing, middle income country providing high quality life for all its citizens by the year 2030 (NESC, 2007). The education goals of the 2030 Vision are to provide globally competitive quality education and training and research for development. This is to be achieved through reducing literacy by increasing access to education, improving the transition rate from primary to secondary schools, and raising the quality and relevance of education. The government also aims to increase the enrollment in schools to 95per cent as well as the transition rates to technical colleges and higher education to 8per cent. In addition, the rate of students joining universities should expand from 4.6per cent to 20per cent within this period, while simultaneously boosting emphasis on science and technology courses.

However, it is important to note that the expansion of education requires expansion of teaching-learning resources in order to accommodate the extra numbers joining secondary schools as a result of the SSE program. It is impossible for SSE program to achieve much if

the input required for its successful implementation are lacking. Before the introduction of the Programme in the country, parents were contributing more towards education of their children through payment of school fees. Parents were responsible for accommodation expenses, buying school uniforms, text-books, and other instructional materials for their children, as well as constructing buildings and other equipment to schools. The government retained the role of recruiting and paying teachers.

Bedi *et al.* (2002) and Kimalu *et al.* (2001) observe that the system requiring parents to pay school fees somewhat led to high wastages within the education system in the form of low enrollment, high dropouts, grade repetition, low completion and poor transition rates. Republic of Kenya (1988, 1991, 2003a, and 2005) notes that this led to a drop in gross enrollment rate (GER) from 115 per cent in 1987 to 95 per cent in 1990, 91 per cent in 2002 and further to 87 per cent in 2004. The secondary school GER dropped from 29 to 23 percent during the same period. The GER for girls remained relatively lower than that of boys in a scenario attributed to high cost of education, which had negative impact on access, retention, equity and quality (Republic of Kenya, 2001).

Four years after the introduction of SSE programme, no study has ever been conducted in Mandera West District to establish whether the programme has had any socio-economic impact in terms of improved access to secondary education in the District. It is important to determine whether SSE programme has improved enrollment, reduced dropouts, eliminated grade repetition, improved completion, transition rates and lessen the financial burden of paying school fees to parents in the District.

Republic of Kenya (2008) further states that the major objective of the SSE scheme is to enhance access to high quality secondary school education in the country. The philosophy behind subsidizing secondary education in the country is to help translate into reality the idea of Universal Education for All (UEA) and that no child who qualifies for secondary education is denied access due to inability to pay school fees. As a result of SSE programmes, the four years of secondary education are now free to a large extent, although this has introduced an issue of overcrowding that is posing grave challenges to the success of the programmes. Republic of Kenya (2009) indicate that the available places has increased from 700,500 in 1998 student population to over 1.2 million in 2008.

However, these are countrywide statistics and do not provide regional or area specific data on participation in secondary education in the country. Moreover, these statistics refer to the period prior to the introduction of SSE Programme in the country and can only be used for comparative analysis vis-à-vis current statistics on access, participation, completion, and gender parity. This is a gap that the current study sought to fill. It was necessary to establish the required resources for SSE program to operate smoothly and their availability.

Republic of Kenya (2009) further notes that the 1.2 million students in secondary schools in the country amounts to 33 per cent of the eligible (ages 14 – 17 years) projected population of 3,023,000. This indicates that over 1,823,000 eligible students were out of school at the beginning of the SSE Programme in 2008. A UNESCO study conducted in Kenya in 2005 on the challenges facing education in the country established that a majority of the eligible students who are out of school come from marginalized communities mainly in arid and semi-arid areas of Kenya.

UNESCO (2005) study found out that many children from pastoral communities in various parts of the country are forced to drop out of school during long periods of droughts to help their parents in search of pasture and water for cattle. However, it is important to establish whether these statistics are still valid four years after the introduction of SSE programme in the country. It is critical to establish whether or not the resources being spent in education in Mandera District under the SSE programme translated into increased learning opportunities and better living conditions for the local communities.

Gender disparities in enrolment also exist in many regions in the country. Republic of Kenya (2009) states that over the years, the figures of boys' enrolment in secondary schools in the country, have remained higher than those for girls. United Nations Girls' Education Initiative (UNGEI) & United Nations Children Fund (2010) state that, although education is heavily characterized by gender inequality, it assume special importance for girls and women within the global context. UNGEI-UNICEF further note that, girl child education has been found to have intrinsic benefits of fulfilling aspirations, improving life skills and social interactions, giving girls and women in a rather largely patriarchal societies, access to tools that have the potential to transform the quality of their lives. In response to these challenges, it is necessary to establish whether the SSE Programme has been able to expand learning opportunities for the girl-child and promoted their meaningful participation in socio-economic activities in Mandera West District.

Alwy & Schech (2004) observe that regional disparities in education are closely related to and often compounded by other socio-economic factors. For example, the original larger Mandera District is among the 22 districts classified by the government of Kenya as arid and semi-arid (ASAL) districts in the country (Republic of Kenya, 2008). According to the

Republic of Kenya (2008), a majority of the population in the District is pastoral, nomadic and highly dispersed geographically. The District represents one of the poorest areas of the country, with the lowest socio-economic indicators, and is characterized by frequent drought and food insecurity. Republic of Kenya (2008), the former larger Mandera District was one of the areas with lowest secondary enrolments in the country prior to the introduction of SSE programme in public schools. It is therefore important to establish whether the SSE programme, has increased participation and provided children from the poor strata of the society, with an opportunity to continue with their education in the District.

Vision 2030 is an ambitious development plan which commits education system in Kenya to review and restructuring in order to meet the envisioned targets and thus it comes with huge economic implications for the country. Vision 2010 needs the close participation of various stake holders in education sector in the country namely, the Government of Kenya, Development Partners, NGOs and local community members in provision of teaching-learning resources and funding institutional changes needed to align the secondary education system in Kenya towards efficient and quality delivery of teaching-learning experiences to the learners. The current study sought to determine the level of participation of different stakeholders in the new program of SSE in Mandera West District in order to determine the level of conformity with the objectives of vision 2030.

The overall National Development objectives of the Government of Kenya are accelerated economic growth and rising productivity of all sectors, equitable distribution of national income, alleviation of poverty through the provision of basic needs, enhanced agricultural productivity, industrialization, accelerated employment creation and improved rural-urban balance. For these goals to be realized all factors and actors of production must be closely

coordinated so that they applied optimally (Republic of Kenya, Sessional Paper No 1; 2006). Particularly, the Ministry of Education under the current education Policy Framework states that the country's education philosophy, vision, mission, goals and objectives are guided by national unity, unity of purpose, social responsibility moral and ethical values, life-long learning, science and technology, equity and the environment.

2.7: Gaps to be filled by the current study

Secondary school education plays a key role in providing the youth with opportunities to acquire human capital that will enable them to pursue higher education and to improve their skills leading to higher labour market productivity. Despite this important role, and the expansion in secondary education, access to secondary education in some parts of Kenya is still very low. The transition rate from primary to secondary school is currently 50 per cent. However, ASAL districts such as Mandera West District have a low transition rate of 27 per cent (MoE, 2008). This is far much below the national rates. The low access to secondary school education poses a significant challenge to the Kenyan government.

Increased access to secondary education can have implications on welfare. Individuals with secondary school education are less likely to be affected by poverty than those with a lower level of education (Oiro *et al.*, 2004; Geda *et al.*, 2001; Onsomu *et al.*, 2006). Also, past studies have conclusively shown that there exists a direct effect of education on earnings, with those with higher education earning more (Onsomu *et al.*, 2006; Oiro *et al.*, 2004; Manda *et al.*, 2002). Apart from reducing poverty, improved access to secondary school education can help reduce disparities in earnings.

Access to secondary school education is likely to improve with the introduction of Subsidized Secondary Education in 2008. The government of Kenya therefore, proposed to increase secondary school gross enrollment from 29.3 percent in 2007 to 47 per cent in 2010 (MoE, 2008). It also proposed to increase the transition rate from the current 50 to 70 per cent in 2010. Generally, there is consensus on the need to increase access to secondary school education in Kenya in order to respond to the potential of increasing effective demand for post-primary education, increase the transition rate, and attain higher retention of students in the secondary schools.

To be able to sustainably manage the SSE Programme in public secondary schools, policy makers need to understand the socio-economic implication of SSE Program to secondary education in Mandera West District. Studies on socio-economic implication of education in Kenya have mainly focused on Free Primary Education (KIPPRA, 2009). There are a few studies on socio-economic implication of SSE Programme in Kenya, the main one being KIPPRA (2009). However, the study by KIPPRA (2009) is based on descriptive analysis and does not provide information on the socio-economic impact of SSE Program in each district in the country. There is therefore lack of regional desegregated data on the socio-economic impact of SSE Programme. The focus of this study was to provide a comprehensive analysis of the determinants of socio-economic growth in Mandera West District as a result of the implementation of SSE Programme. The study analyzed factors that indicated growth as a result of SSE Programme and identified strategies to mitigate challenges facing Subsidized Secondary Education Programme in the District.

Such an analysis is important in helping policy makers develop strategies to increase access to secondary and higher levels of education, especially now that Kenya is making progress in achieving Universal Secondary Education. Moreover, primary and secondary school levels are closely related and increased opportunities at secondary education level is likely to improve the goal of achieving Universal Access to Secondary Education (UNESCO, 2005).

This study, among other things, addressed the following questions: what are the inputs in terms of financial, natural infrastructural, human and other resources are required for the implementation of Subsidized Secondary Education Program in schools in Mandera West District?; what are the roles played by the Government of Kenya, Local CDF Committee, Area Leaders, Education Officials, Teachers, NGOs, and Parents in the provision of resources required for SSE Programme in the District?; what are the the output or level of achievement of SSE Programme to the residents of Mandera West District?; what are the challenges facing the implementation of Subsidized Secondary Education Programme in Mandera West District?; and what are the consequences which are likely to face the system if measures to address the identified challenges are not put in place in good time?

2.8: Summary of the Literature Reviewed

Chapter two has reviewed literature on education growth and reform in Kenya which shows how the government and the people of Kenya have committed themselves to expanding education system to enable greater participation by the citizenry. The efforts to expand education system in the country is hereby reviewed along the various policy documents and development plans established by the government over the last eight years. Under policy

analysis, a review of The National Action Plan on EFA with a theme of “from commitment to action” developed by the government in 2003 as a strategic plan towards achieving EFA and MDGs is discussed. Furthermore, deliberations of The National Conference on Education and Training, which was held in November, 2003, under the theme, ‘Meeting the Challenge of Education and Training in Kenya in the 21st Century’ and organized by the MOEST is reviewed. According to the literature reviewed, the main objective of this Conference was to build consensus on policies and strategies in education and training for the next decade.

Literature is also reviewed on the Sector Wide Approach to Planning (SWAP) which is a comprehensive sector-wide development program undertaken by the MOEST to ensure that all other sub-sectors including secondary education are strengthened alongside the primary education. According to the reviewed literature, SSE falls under the government SWAP Programme which has the most effective mechanism for coordination and implementation. This has led to a dramatic increase in demand for education services in the country. Still on policy issues, this study has looked at the Kenya Education Sector Support Programme (KESSP) whose overall goal is to provide a framework for the achievement of the policy goals, targets and strategies outlined in the government policy documents on education. On summing up policy issues on education, the study reviewed literature on Sessional Paper No. 1 of 2005 on Education and Training which is a product of the National Conference on Education and Training held in November, 2003 by MOEST. The Sessional Paper constitutes Kenya’s National Policy on Education and Training.

Next is the 8-4-4 System of Education where literature has been reviewed on the genesis, structure, funding and subject areas of the 8-4-4 system of education. Also highlighted in

this section are the various major players in the 8-4-4 system of education in Kenya. Furthermore, literature was reviewed on Transition to Secondary Schools with an analysis of MOEST surveys on gender desegregated data on transition from primary to secondary schools. According to the reviewed literature, the transition rates are still below the government target with girls still recording the worst transition rates in the country. The present study also reviewed literature on the current system of Subsidized Cost in Secondary Education in Kenya. Under this section, literature was reviewed on the introduction of SSE Programme in Kenya in 2008, the required resources to run the programme, funding the programme, and the challenges facing the programme today. Literature is also reviewed on program sustainability.

Finally, Section 2.7 outlined the gaps to be filled by this study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This Chapter outlines the various steps that were followed in carrying out the study in order to achieve the research objectives as set out in Chapter One of this study. It focused on the research design, study locale, target population, sample and sampling procedures, research instruments, data collection procedures and data analysis.

3.2: Research Design

The study was a mixed method (quantitative and qualitative) designed to investigate the socio-economic implications of Subsidized Secondary Education (SSE) program in Mandera West District of Mandera County. According to Lokesh (1984), descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw valid general conclusion from the facts discovered. The design was applicable for a study which sought to establish the social and economic aspects of providing Subsidized Secondary Education to the people of Mandera West District. Mugenda and Mugenda (1999) noted that surveys can be used for explaining or exploring the existing status of two or more variables at a given point in time.

Orodho (2004) similarly perceive a descriptive survey design as one that provides an investigator with quantitative and qualitative data. Against this background and as envisaged, descriptive survey provided the study with appropriate procedure for

investigating the socio-economic implications of SSE Program in Mandera West District of Mandera County.

3.2.1: Variables

The independent variable in this study was Subsidized Secondary Education Program for public secondary schools in Mandera West District. The SSE program requires financial resources which come from the Government of Kenya, payments by parents, local community contributions, foreign and local donor funds. Therefore, the intervening variable in the study was the financial resources committed to SSE Program in Mandera West District. The dependent variable was the change of society to conform to the basic ideals of EFA and MDGs and a creation of utopian society through education.

3.3: Location of the Study

The study was conducted in Mandera West District of Mandera County. Mandera West District has five divisions namely Takaba, Banisa, Dandu, Kiliwehiri and Malkamari. The District borders Ethiopia to the North, Wajir District on the South, Mandera Central to the West and Mandera North to the East. The new District of Mandera West is part of the former larger Mandera District which has since been subdivided into three smaller districts namely: Mandera North, Mandera Central and Mandera West forming the newly created Mandera County. Mandera West District has its headquarters at Takaba and is still under establishment (UNDP-Kenya, 2010).

The arid District has sparse population density, majority of who are poor pastoralists. It is an area prone to drought and food insecurity and the larger Mandera County has a population of 1,131,000 with 347,900 estimated as living in Mandera West District. The

District has a total student population of 1,300 students in five secondary schools namely: Takaba Boys, Takaba Girls, Takaba Day (Boys), Wayam Secondary school (Boys) and Banisa Mixed Day Secondary School. The five secondary schools are found in two divisions of Takaba and Banisa leaving the three other divisions with no secondary school. Of the five schools, it is only two schools namely Takaba Boys and Wayam Boys Secondary school that have reached form four level by 2010. Therefore, the other three schools were started as demands for secondary education overshoot the existing secondary schools due to the introduction of free primary education in the country eight years ago. This implies that currently, there is no girl's school that has reached form four level (UNESCO, 2010).

The District is geographically isolated and has weak links with other districts. Its people are ethnic Somalis who are traditionally nomadic pastoralists but now fall more into the category of agro-pastoralists as they practice some cultivation of staple crops - maize and beans. During the severe droughts of 1991-2; 1999-2002; 2009-2010, livestock holdings were drastically reduced and so that many families became destitute and were forced to migrate to Central Mandera. The District depends on relief food for long periods and its population is predominantly ethnic Somali living in the rural areas, and a few small and scattered settlements. The infrastructure is poor with only parts of Mandera Town in the neighboring Mandera Central District being served with facilities like electricity, water and telephones. There is a significant lack of modern economic activities in all areas except the urban centers. Compounding this underdevelopment, Mandera has suffered clan-based conflict dating back to the start of the colonial Kenyan State. Conflict in Mandera County is chronic and has a tendency of taking a cross-border dimension. Numerous cross-border

raids and alliances, especially along the Mandera-Gedo Boarder complicate the conflict even further (UNDP-Kenya, 2010).

The Mandera Somalis divide themselves traditionally into four “clan” groupings, the Gare, Murulle, Degodia; and ‘Corner Tribes.’ There is a sedentary agrarian population along the Daua River, and pockets of agro-pastoralists in better watered sites. Permanent water sources are rare and the amount of water available from boreholes and springs is limited. Resources such as pasture and water sources are often at the centre of conflict between the local clans. The ever increasing human population in the District, especially of the last few decades has put more pressure on resources. Mobility as well as considered sharing of resources is a major and traditional coping strategy. The local administrative system in Mandera is characterized by inadequate capacity and the declaration of the new districts has only exacerbated the situation. Transport and communication is a major problem for locals, in an area where the terrain is most challenging (UNDP-Kenya, 2010).

Proliferation of small arms is a major problem in greater Mandera County which is attributed to failure by the state to protect communities from inversion by Ethiopia and Somalia militia. This is also attributed to the porous borders which have made it easy to acquire arms from Ethiopia and Somali communities across the border, coupled with the civil war in Somalia. These conflicts have had negative impacts on lives, livelihoods, trade and education of the communities. There has been unnecessary loss of life and many injuries, cases of rape and displacements. Factors that influence these conflicts are believed to include severe drought, boundary issues, access to pasture and water resources, poor education background, identity politics, and the crisis in Somalia (UNDP-Kenya, 2010).

Therefore, there is need to find a lasting solution to Mandera conflict by improving socio-economic situation of the District in terms of infrastructural development, education sector reforms, initiatives enhancing access to watering points and pasture, improving community livelihoods and resolving boundary related disputes. Involving the people in all these initiatives especially in regard to decision making and resource mobilization is crucial and should be a key consideration. Mandera West District was identified as appropriate for the current study because it is an ASAL region where resources are scarce and learners depend mostly on the government funded education and a sample from the accessible population was believed to be representative of the target population.

3.4: Target Population

The target population was the five (5) secondary schools from Mandera West District with a student population of one thousand three hundred (1,300), seventy (70) secondary school board members for the five (5) secondary schools in the district with each school required to have fourteen (14) board members, the District Education Officer (DEO) Mandera West District, two Area Education Officers for Takaba and Banisa Divisions, one thousand three hundred (1,300) parents, four Non Governmental/Faith Based Organizations namely: Mandera Education Development Society (MEDS), UNICEF, EMAC, and FAWE operating from the district and the local area Member of Parliament. Therefore the total population under study was 2,678.

3.5: Sampling Techniques and Sample Size

According to Gay (1992), a researcher selects a sample due to various limitations that may not allow researching the whole population.

3.5.1: Sampling Techniques

The researcher purposively sampled the District Education Officer Mandera West District because the officer is in charge of policy issues affecting the Ministry of Education and provided a direct link with the Ministry of Education at the district level. For the same reason, the researcher purposively selected the AEOs of Takaba and Banisa Divisions given that the two divisions are the only ones with secondary schools in the entire Mandera West District. Furthermore, the researcher also purposively included into the study, the local Member of Parliament who as the patron of the local Constituency Development Fund (CDF) is responsible for a number of education development projects in the District and was therefore viewed as resource person to the study. They were served with requests to participate in the current study with full authorization letters clearly indicating the intension of the study.

Again, given the central role that NGOs and CBOs play in providing teaching-learning resources in various secondary schools in the District with an objective of supporting the SSE initiative, the researcher purposively picked two NGO/CBOs from the list of four NGOs/CBOs operating in Mandera West District and which are most actively involved in the implementation of EFA and SSE program objectives in the District. Using data on the level of funding for various educational projects in the District, the two most active NGOs/CBOs are Mandera Education Development Society (MEDS) and UNICEF and their program coordinators were resource persons who informed the study on grassroots resource mobilization and use in developing teaching-learning resources needed for the SSE program in the District. The District has a total student population of 1,300 students in five secondary

schools namely: Takaba Boys, Takaba Girls, Takaba Day (Boys), Wayam Secondary school (Boys) and Banisa Mixed Day Secondary School.

However, the researcher used stratified random sampling method to select the head teachers and School Committee Members that took part in the study. First, the study employed stratified sampling by grouping all the five schools into boys, girls or mixed and their location. After the grouping, three schools namely Takaba Girls, Wayam Boys Secondary, and Banisa Mixed Secondary school were purposively selected to take part in the study. Table 3.1 shows the stratification of the schools into various categories.

Table 3.1: Sample Population of Mandera West District Secondary Schools

Category Schools	Boys	Girls	Mixed Boys & Girls	Division	Status	Reason of Choice
Takaba Boys	√	X	X	Takaba	Not Chosen	Was chosen as the pilot study school
Takaba Girls	x	√	X	Takaba	Chosen	Because it is the only Girls Secondary school in the District
Takaba Boys Day	√	X	X	Takaba	Not Chosen	Was left out due to regional balance
Wayam Boys Secondary School	√	X	X	Banisa	Chosen	Was chosen to ensure equal geographical representation given it is the furthest from the rest.
Banisa Mixed Sec. School	x	X	√	Banisa	Chosen	It is the only mixed Secondary School in the District
Total	3	1	1	2	3 Chosen	

3.5.2: Sample Size

When the schools to participate in the study were selected, the researcher purposively sampled four (4) committee members from each of the three (3) sampled secondary schools to participate in the study giving a total of 12 respondents. Respondents from school board comprised of the chair person, secretary (head teacher), treasurer, and one Parent-Teachers Association (PTA) member. The reason for their selection was the role they play in controlling resources in public secondary schools in the District which was an area under investigation in the current study. Table 3.2 shows the school board sample population

Table 3.2: Sample Population for School Board Members of the Sampled Schools

Board Members Schools	Chair Person	Secretary	Treasurer	PTA Rep	Total
Takaba Girls Sec	√	√	√	√	4
Wayam Boys Sec	√	√	√	√	4
Banisa Mixed Sec	√	√	√	√	4
Total Respondents	3	3	3	3	12

However, the researcher used simple random sampling to pick students and parents of the three sampled schools who took part in the study. The number of students and parents picked per school were proportional to the total number of students and parents in each of the three (3) sampled schools so that the school with the highest number of students and parents was represented by the highest numbers. Following Mugenda and Mugenda (1999) observation that for descriptive studies, 10per cent of the accessible population is enough,

the current study used a sample of 10 per cent of students and parents population as illustrated next. Table 3.3 shows the total student and parent population and the sample size in the three sampled schools.

Table 3.3: Sample Distribution Table of Students and Parents

Sample Population School	Total Student Population	Sample Size	Total Parents Population	Sample Size	Total Sample
Takaba Girls Sec	170	17	170	17	34
Wayam Boys Sec	190	19	190	19	38
Banisa Mixed Sec	130	13	130	13	26
Total	490	49	490	49	98

3.6: Construction of Research Instruments

Research instruments are the tools for collecting data. In a study, there are a number of research tools which a researcher can select depending on the nature of the study, the kind of data to be collected and the kind of population targeted (Orodho, 2004). This study used the following research instruments: questionnaire, documented records and interview schedule to establish the socio-economic implications of SSE Program in Mandera West District.

3.6.1 The Questionnaires

Questionnaires were developed and used to collect primary data from secondary school head teachers who were grouped together with other school board members, pupils, parents, and NGOs/FBOs. Questionnaires were useful in obtaining objective data because the

participants are not manipulated in any way by the researcher in filling a questionnaire. The complete questionnaire is contained in Appendixes 4-7.

3.6.2 The Interview Schedule

The interview was purposively used to collect data from the District Education Officer (DEO) Mandera West District, the two Area Education Officers (AEOs) of Banisa and Takaba Divisions of Mandera West District, and the local area Member of Parliament. Some of these officers, due to the nature of their jobs, which involve a lot of movement, were unable to find time to answer questionnaires and the best alternative was to interview them. Again the instrument was suitable for this study because an in-depth investigation on the socio-economic implication of SSE Program in Mandera West District involved the use of classified and confidential government information that respondents are not allowed to share with the public and would have not been easily provided in a questionnaire. Similar themes as in the questionnaire were discussed in these meetings, but were varied depending on the roles and responsibilities of the individuals interviewed.

3.6.3 Review of Documentation

The researcher examined documentation on SSE Program from secondary schools under study, District Education Department, Partners Progress Reports, school action plans, school financial reports, internal audit reports and other resource documents that were relevant to the study. The researcher examined guidance and reviews of financial management in various secondary schools of Mandera West District. Records of Ministry of Education expenditure on SSE Program in the District were vital in revealing financial policies and

priority areas that have directed financial allocations and appropriations in the schools under study and success levels of the program.

The researcher identified a series of key statements on SSE Program management under the four main criteria: mobilization of resources, implementation, evaluation and operational reporting of SSE Program. Information from various sources was gathered to determine social and economic implications of SSE Program and the review was done in a way that ensured comprehensive coverage of all aspects of SSE Program management, compared program indicators from different schools, identified strengths and gaps in the SSE Program management, and maintained an audit trail of the program to establish the current economic and social position of SSE Program in the study area.

3.7: Pilot Study

The developed research instruments were pre-tested using an identical sample in the specified strata. This enabled the content validity and reliability of the questionnaire and interview schedules used in the study established. The instruments of the research were pre-tested in one of the secondary schools from Mandera West District namely Takaba Boys Secondary School which was purposively selected from the five secondary schools in the district because it is the only school which has reached form four level but was not sampled for the actual study. Furthermore, it has the highest student-parent population in the District. The head teacher, one board member and five (5) students from the school were asked to fill a pilot questionnaire. One AEO was also interviewed using the pilot interview schedule developed for the study.

3.7.1: Validity

Furthermore, to check on content validity, the results of the piloting study was analyzed and used to modify and remove ambiguous items on the instruments used in the study. Blank spaces, inaccurate responses or inconsistencies indicate ambiguity or lack of clarity and items which elicited this kind of reactions during the pilot study were modified while others were removed all together after piloting. This enhanced face and construct validity. This study also used a slightly larger sample size and the results of the study are therefore deemed to be proportionally representative and therefore valid for any form of generalization.

3.7.2 Reliability

Reliability refers to the consistency of a measure (Orodho, 2004). The chosen instruments were considered reliable given that they were able to achieve the same result in both the pilot and actual study. Even though it is impossible to calculate reliability exactly, but the study used inter-rater reliability. This type of reliability was assessed by having two independent education scholars weigh the items of the research instruments used in the study. The scores from each judge were then compared to determine the consistency of the raters. This was done by having each rater assign each test item a score on a scale from 1 to 10. Next, a calculation of correlation between the two ratings was done to determine the level of inter-rater reliability.

3.8: Data Collection Techniques

First of all, the researcher sought for permission from the Ministry of Higher Education to be allowed to conduct the study. When permission was granted, the researcher conducted a

pilot study to help in polishing the instruments of the study. With polished instruments of study, the dates of the study were set and respondents notified. Intentions, authority to conduct the study and the responsibilities of the respondents were clearly stated in the notification letters to respondents.

When all was set, questionnaires were distributed to and left with the respondents for two weeks after which they were collected back. In so doing, respondents got ample time to respond to the questions and feel part and parcel of the study. When all the questionnaires were distributed, the researcher embarked on an interview schedule targeting the senior officers of the Ministry of Education and the area MP where questions were posed to respondents and responses given recorded down in a note book. All the data collected from the field together with those obtained from past records were put together and analyzed.

3.9: Data Analysis

Data collected from the field were first edited and checked for completeness and then coded and entered into the computer for analysis. The Statistical Packaged for Social Sciences (SPSS) was used for quantitative data analysis. Descriptive statistics was used to analyze data by way of percentage or a proportion and frequency distribution. Tables and charts were used to present the analyzed data and a detailed interpretation of the data were given below the tables and charts used. Data from the interviews and past records were analyzed and presented based on themes drawn from research objectives.

3.10: Data Management and Ethical Consideration

Before conducting the study, the researcher sought permission from the District Education Office of Mandera West District to be allowed to collect data from the sampled schools.

Prior to the actual field study, the researcher met the targeted respondents to explain the intentions of the study and cultivate positive relationship between the study and the respondents. Respondents were guaranteed total confidentiality and were assured that information collected from them was to be used for the sole purpose of the current study and no any other purpose whatsoever. The objective questionnaires were designed after taking into account respondent's privacy and psychological needs. The study also minimized time taken for each interview to avoid time wastages.

CHAPTER FOUR

PRESENTATION AND ANALYSES OF DATA

4.0 Introduction

This chapter deals with the presentation and analysis of data gathered from the study on the socio-economic implication of subsidized secondary education in Mandera West District, Kenya.

The analysis is based on data gathered from the respondents and discussions of major investigations based on the following research objectives: to determine the resources required for the implementation of Subsidized Secondary Education Program in schools in Mandera West District; to establish the individual roles played by the Government of Kenya, Local CDF Committee, Area Leaders, Education Officials, Teachers, NGOs, and Parents in the provision of resources required for SSE Programme; to determine the output or level of achievement of SSE Programme to the residents of Mandera West District; to establish challenges that are facing the implementation of Subsidized Secondary Education Programme in Mandera West District; and to determine the consequences likely to face the system if measures to address the identified challenges are not put in place in good time.

A total of ninety eight (98) copies of the questionnaire consisting of close ended and open-ended items were used to collect data from the sampled population. The questionnaires were distributed as follows: forty-nine (49) were given to sampled students and forty-nine (49) to parents, twelve (12) school management board members were also interviewed. Of these, 97 (98.9per cent) copies were properly filled and returned; one (1) was returned unfilled. The first part of this sub-section presents

descriptions about the respondents and background. Then, the main data have been treated under each of the basic questions raised in chapter one and finally major investigations have been discussed under pertinent research questions.

4.1 Background Information

The target population comprised forty nine (49) students and forty nine (49) parents from three (3) secondary schools in Mandera West District, where thirty (30) (63.8per cent) of students who responded were from Takaba Girls Secondary, thirteen (13) or 27.7per cent from Wayam Boys Secondary and four (4)(8.5per cent) were from Banisa Mixed Secondary. The sample distribution is as indicated in table 4.1.

Table 4.1: Sample Matrix of the Respondents

School	Students	Parents
Takaba Girls Sec	30	30
Wayam Boys Sec	13	13
Banisa Mixed Sec	4	6
Total	47	49

4.1.1 General Demographic Information of Students

Of all the 3 sampled schools, the considered classes had student representation as shown in figure 4.1.

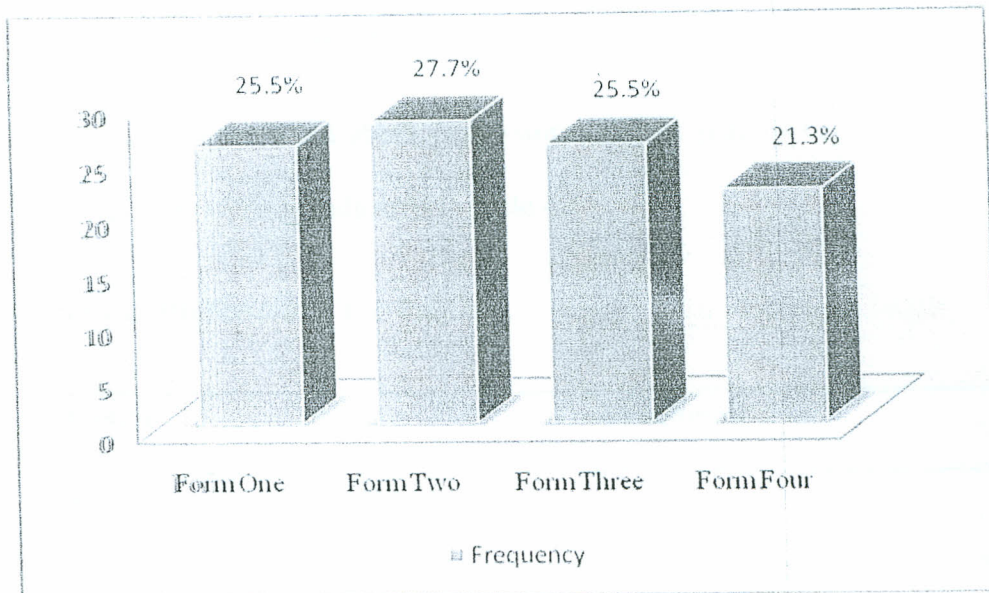


Figure 4.1: Class Distribution of the sampled students (N=47)

From the questionnaires issued to the students, twelve (12) (25.5per cent) were form one students, thirteen (13)(27.7per cent) were form twos, twelve (12) (25.5per cent) were from form three while ten (10)(21.3per cent) were form four students.

4.1.2 Parentage

From the data received, thirty six (36) (76.6per cent) of the students had both their parents alive, ten (10) (21.3per cent) did not have both parent while one (1) (2.1per cent) declined to respond. Of the student who did not have parents, six (6) (54.5per cent) were children of single mothers, four (4)(36.4per cent) were orphans with one parent dead while one (1)(9.1 per cent) were total orphans. The data on parentage is important as noted by Shetty and Powell (2003) that children who have lost both parents are more likely to drop out of school than those who have lost one parent. Therefore the Subsidized Secondary Education Program has also to deal with the problem of street and orphaned children.

4.1.3 Profession of the parents

The students were asked about professions of their parents beginning with their fathers.

The responses were as indicated in table 4.2

Table 4.2: Profession of the Fathers

Profession	Frequency	Percentage
Peasant	1	2.1
Pastoralists	25	53.2
Small-Scale business person	12	25.6
Teacher	2	4.2
Did not Respond	7	14.9
Total	47	100.0

From the data in table 4.2, twenty five (25) (53.2 per cent) of the fathers were pastoralists, followed by twelve (12) (25.6 per cent) who were small scale business people even though the data reveals that seven (7)(14.9per cent) of the students did not respond. From this study, two (2) (4.2 per cent) and one (1)(2.1 per cent) said their fathers were teachers and peasants respectively. This shows that majority of male parents are pastoralists in Mandera West District.

In response to the question on the professions of female parents in the District, the response were as indicated in table 4.3

Table 4.3: Profession of the Mothers

Profession	Frequency	Percentage
Peasant farmer	2	4.3
Housewife	38	80.9
Small-Scale business person	5	10.6
Large-Scale business person	1	2.1
Did not Respond	1	2.1
Total	47	100.0

From the data in table 4.3, thirty eight (38) (80.9 per cent) of the mothers were housewives, followed by five (5) (10.6 per cent) who were small scale business people, two (2) (4.3 per cent) of the students' mothers were peasant farmers. From this study, one (1) (2.1 per cent) said their mothers were large scale business and one (1)(2.1 per cent) students did not respond. The study reveals that most women are just housewives.

The students were asked whether they had brothers or sisters in secondary schools and in response to this question, (76.6 per cent) said they had, while (23.4 per cent) did not have siblings in secondary schools. The average number of brothers and sisters in secondary schools were as shown in figure 4.2.

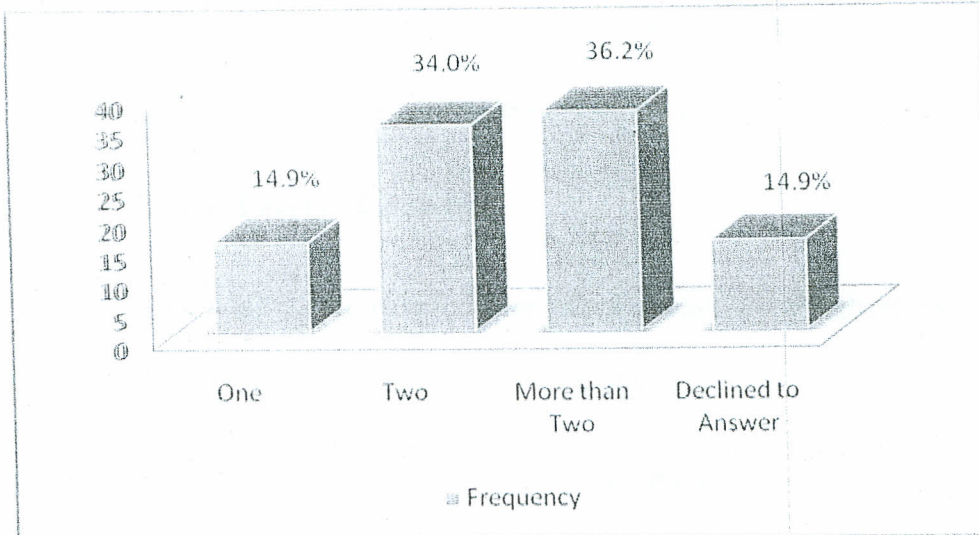


Figure 4.2: Number of Students in Secondary schools per Family (N=47)

4.1.4 General Demographic Information of Parents

In the questionnaires issued to Parents, they were asked to state their professions. In response to this question, the responses were as presented in figure 4.3.

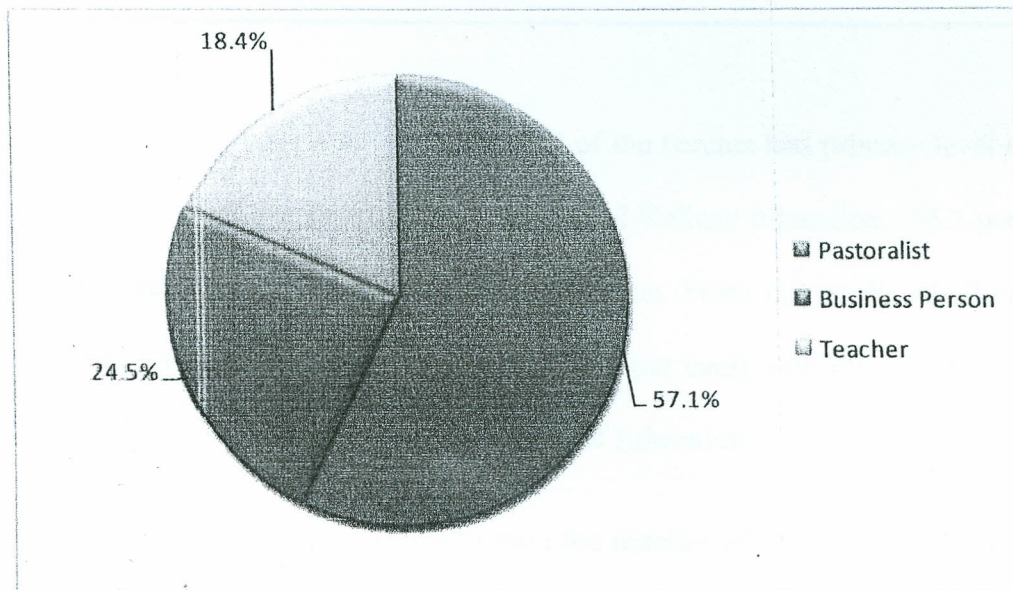


Figure 4.3: Profession of the parents (N=49)

In figure 4.3, twenty eight (28) (57.1 per cent) were pastoralists, followed by twelve (12)(24.5 per cent) who were business people and nine (9)(18.5) being teachers.

4.1.5 Highest Level of Education

In the questionnaires, the parents were asked to state their highest level of education. In response to question, the answers were as indicated in table 4.4.

Table 4.4: Highest Level of Education for the Parents

Highest Level of Education	Frequency	Percentage
Primary	23	46.9
Secondary	8	16.3
Middle Level College	10	20.4
University Bachelor Degree	7	14.3
Masters Degree	1	2.1
Total	49	100.0

From the data in table 4.4, (46.9 per cent) of the parents had primary level of education, followed by (20.4 per cent) with Middle Level College Education, (16.3 per cent) of the parents had secondary school level of education. From this study, (14.3 per cent) said they had University bachelor degree and (1.0 per cent) with masters degree. The study reveals that most parents had primary level of Education.

The researcher asked the parents to state the number of students they have in secondary schools and the form in which they were. In response to this question, the data on the number and the class of the students were as indicated in table 4.5 and 4.6 respectively.

Table 4.5: Number of Student in Secondary School

Number of Student	Frequency	Percentage
One	20	40.8
Two	16	32.6
Three	2	4.1
Four and Above	10	20.4
None	1	2.1
Total	49	100.0

From the data in table 4.5, (40.8 per cent) of the parents had student in secondary school, followed by (32.6 per cent) with two children, (20.4 per cent) of the parents had four and above children in secondary school. From this study, (4.1 per cent) said they had three students and (2.1 per cent) without a child in secondary school. The study reveals that majority of parents (40.8 per cent) one student in a secondary.

Table 4.6: Class (Form) of Student in Secondary School

Class	Frequency	Percentage
Form One	17	34.7
Form Two	16	32.7
Form Three	11	22.4
Form Four	5	10.2
Total	49	100.0

From the data in table 4.6, (34.7 per cent) of the parents had students in form one, followed closely by (32.7 per cent) with students in form two, (22.4 per cent) of the parents had students in form three. From this study, (10.2 per cent) said they had students in form four. The study reveals that students whose parents responded to the questionnaires were evenly distributed in forms one, two and three while few parents had students in form four.

4.1.5 Income of the Parents per Month

In the questionnaires, the researcher asked the parents to state their income per month and in response the findings were as indicated in table 4.7.

Table 4.7: Income per Month of the Parents

Income	Frequency	Percentage
Between 500-2000	10	20.4
Between 2001-5000	8	16.3
Between 5001-10000	11	22.4
Between 10001-20000	10	20.4
Between 20001-50000	8	16.3
Above 50000	2	4.1
Total	49	100.0

From the data in table 4.7, (22.4 per cent) of the parents had income of between 5,001-10,000 Kenya shilling, followed closely by (20.4 per cent) both with an income of 500-2,000 and 10,001-20,000 Kenya shillings and (16.3 per cent) of the parents also had an income of 2,001-5,000 and 20,001-50,000. From this study, only (4.1 per cent) said they had an income of above 50,000 Kenya shillings per month. This implies that

approximately (60.0per cent) of parents had an income of less than 10,000 Kenya shillings.

4.2 Input Required for the Implementation of Subsidized Secondary

To establish the roles played by individual parents in the provision of resources required for SSE programme, the researcher asked the parents to indicate the amount of money that parents are required to pay for each term for every level of secondary school for their children. In response to this question, the findings of the average amount in Kenya shillings paid per term by parents for every level were as indicated in table 4.8.

Table 4.8: Amount Paid by Parents per Child in every Level

Term	Term One	Term Two	Term Three	Total
Form One	6894.30	5202.90	4278.10	16,375.30
Two	6684.00	5326.00	4412.50	16,422.00
Three	6585.00	5095.00	4187.50	15,867.50
Form Four	6950.00	5230.00	4944.50	17124.50

Table 4.8 shows that parents are required to pay approximately 15,000-17,000 per child per year. This implies that parents with more than one child in secondary schools face serious challenges in generating sufficient input to supplement what is available in order to support SSE.

The researcher requested parents to rate their fees payment per annum relative to fees schedule provided by schools. In response to this question, the findings were as shown in table 4.9.

Table 4.9: Fees Payment per Annum

Fees	Frequency	Percentage
Between 500-2000	3	6.1
Between 2001-5000	6	12.2
Between 5001-10000	19	38.8
Between 10001-20000	15	30.6
Between 20001-30000	6	12.2
Total	49	100.0

From the data in table 4.9, (38.8 per cent) of the parents paid between 5,001-10,000 Kenya shilling, followed closely by (30.6 per cent) who paid between 10,001-20,000 Kenya shillings and (12.2 per cent) of the parents who paid between 2,001-5,000 and 20,001-30,000. From this study, only (6.1 per cent) said they paid between 5,001-2,001 Kenya shillings. This implies that over (80.0 per cent) of parents paid over 5,000 Kenya shillings.

4.2.1 Input of Board Members

From this study, one was required to have at least secondary level of education in order to be elected or appointed to the school board of management. This is because board members have a lot of input as far as implementation of subsidized secondary education is concerned as they:

- a) Ensure that resources are used for the right purpose only and according to the head count.
- b) Look for support, monitor and evaluate projects concerning schools.

- c) Approve budgets, identify and allocate resources for specific projects and oversee spending generally.

4.3 Roles played by the Government of Kenya and other stake holders in the provision of resources for SSE Programme.

In order to know the sources of financial assistance to the students, the researcher wanted to understand the roles played by the Government and any other stakeholder in provision of resources to support SSE programmes. In response to this question, the findings were as shown in table 4.10.

Table 4.10: Source of Financial Assistance

Assistance	Frequency	Percentage
Government	12	24.5
Constituency Development Fund	25	59.5
NGO/FBOs	10	20.4
Other	2	4.1
Total	49	100.0

From the data in table 4.10, (59.5 per cent) of the parents said Constituency Development Funds has played a critical role in provision of finances for implementation of SSE, followed by (24.5 per cent) who said that government has provided financial support. From the study, (20.4 per cent) said that Faith Based and Non-Governmental Organizations have also played their roles in the implementation.

4.4 Level of Achievement of SSE Programme in Mandera West District

In order to determine the output or level of achievement, of SSE programme to the students in Mandera West District, the researcher sought for the opinion of the students as to reasons behind them seeking admission in public schools. In response to this question, the findings were as indicated in Table 4.11.

Table 4.11: Reasons for Seeking Admission in Public Schools

Reasons	Frequency	Percentage
Most Competitive in the District	11	23.4
Cheap and Affordable due subsidized SSE	35	74.5
Close to home and can commute Daily	3	6.4
Can go to school and take of domestic chores	2	4.3

The researcher asked the students to state the outstanding fees balances they had. In response to this question, the findings were as shown in table 4.11.

Table 4.12: Outstanding Fee Balances

Fees balances	Frequency	Percentage
Less than 500	5	10.6
Between 501-1,000	3	6.4
Between 1,001-5,000	13	27.7
Between 5,001-10,000	11	23.4
Between 10,001-20,000	13	27.7
Between 20,001-50,000	2	4.2
TOTAL	47	100

From the data in table 4.11, (27.7 per cent) of the students said they an outstanding fees balance of between 1001-5000 and 10001-20000 and (23.4 per cent) had outstanding balance of (23.4 per cent). This implies that most of the students (55.3 per cent) have been having outstanding balance of over 5000 shillings a majority of them (72.3 per cent) for a period of between 2-3 Years.

4.4.1 Items Provided

In order to understand the Level of achievement of SSE Programme to the residents of Mandera West District, the researcher asked the students to state the items provided by the school and those that are provided by the parents. In response to this question, the findings were as presented in table 4.12 and 4.13 respectively, they were allowed to tick more than one item.

Table 4.13: Items Provided to Students

Items	Frequency	Percentage
Text books and Other Learning Materials	47	100.0
School Uniform and Games kits	9	19.1
Meals and Accommodation	25	53.2
Bedding and Toiletries	17	36.2
Pocket Money and Other personal Effects	2	4.3
Examination Materials and other related costs	36	76.6

From the data in table 4.12, all the students said the school provided them with Textbooks and other learning materials, (76.6 per cent) agreed that examination materials and other related costs are also catered for by the school, (53.2 per cent) said that the school also cater for meals and accommodations. This implies that SSE programmes has

achieved much as most of the students are assisted by the school in the provision of essential necessities for learning.

Table 4.14: Items Provide to Students by Parents

Items	Frequency	Percentage
Text books and Other Materials	5	10.6
School Uniform and Games kits	34	74.5
Meals	15	31.9
Bedding and Toiletries	14	29.8
Pocket Money and Other personal Effects	32	69.6
Examination Materials and other related costs	1	2.2

From the data in table 4.13, (74.5 per cent) of the students said their parents provided school uniforms and games skits, (69.6 per cent) said they are provided with pocket money, (31.9 per cent) and (29.8 per cent) of the students said their parents provide them with meals and beddings respectively. The findings shows that most parents are not called upon to provide Textbooks and learning materials, they do not cater for examination materials and related costs as this are catered for by the schools as shown in table 4.12, which shows the level of achievement of SSE programmes. In the judgement of the students, nineteen (19) (40.4per cent) of the students rated the success of SSE programme as satisfactory, seventeen (17) (36.2 per cent) as very good, while six (6) (12.8 per cent) rated the success as excellent. This implies that (89.4 per cent) of the students are satisfied with SSE programmes in Mandera West District.

As far as the parents are concerned, they suggested the success of SSE programs in their judgement as shown in table 4.14.

Table 4.15: Level of Success of SSE Programmes as Suggested by the Parents

Level of Success	Frequency	Percentage
Economically Empowered parents through subsidized fees	20	41.7
Assisted needy Students Continue with School	29	63.0
Reduce level of Insecurity	5	10.9
Improve Teaching learning facilities	19	41.3
Helped bridge the gap between the rich and the poor	17	37.0
Keep students in the school to reduce dropout rate	25	54.3

From data in table 4.14, SSE programmes is a success as suggested by parents as (63.0 per cent) agreed that it has assisted the needy students continue with school and (54.3 per cent) also agreed that it has kept students in the school to reduce dropout rate. SSE programmes has economically empowered (41.7 per cent) of the parents through subsidized fees.

4.5 Challenges that are facing the implementation of Subsidized Secondary Education Programme in Mandera West District

The implementation of subsidized secondary education has been successful in Mandera West District; however there are some challenges that are still being experienced. In this regard, the researcher sought for the opinion of the respondents regarding challenges. Most board members (60.0 per cent) said that rare consultation on decisions involving the expenditure of schools funds was a challenge in it decision making is not as participatory as possible. The others challenges cited were:

- a) Increased enrolment of Students which leads to overcrowding and congestion

- b) Shortage of teachers to take care of the large number of students
- c) Overcrowding, leads to poor performance in schools
- d) Inadequate facilities due to inadequate funds
- e) Community exaggerated expectation therefore disappointment if not met.
- f) Corruption and misappropriation of funds

This study agrees with finding of Republic of Kenya (Sessional Paper No.1: 2005) which reported that despite the substantial allocation of resources and notable achievements attained, education sector in the country still faces major challenges. According to the paper, some of these challenges relate to access, equity, quality, relevance, efficiency in the management of educational resources, cost and financing of education, gender and regional disparities, and teacher quality and teacher utilization. The purpose of the Sessional Paper was to address these challenges and consequently provide a policy framework for the education sector in order to meet the challenges of education and training development in the 21st Century. Therefore MOEST was to develop an ESSP that was to provide a comprehensive framework for programme implementation in addition to a framework within which all providers of education and training services are to participate as partners.

4.6 Measures to address the identified challenges

In order to understand ways and measures to mitigate challenges facing the implementation of Subsidized Secondary Education, the researcher sought for the opinion of all the respondents particularly regarding measures to prevent loss or misappropriation

of funds. The board members were asked to state what measure the schools put in place to prevent misappropriations. In response, they replied as shown in table 4.15

Table 4.16: Measures to Prevent Misappropriation

Measures	Frequency	Percentage
Through Training of Programmes Implementers	4	60.0
Through Policy and Regulations	7	70.0
Through improved program and system management	5	50.0
Through close supervision and co-ordination	5	50.0

The board members were asked to give their own opinion suggestions and regarding measures that can adequately address challenges facing SSE programmes. In response to this question, they gave the following suggestions:

- i. There should be maximum supervision, monitoring and accountability to ensure that resources are not lost and used adequately for the intended purpose only
- ii. Through capacity building and training of board members in financial management.
- iii. Regular change of board members by election after a period of time to avoid collusion with school principals to embezzle funds.
- iv. Parents to elect literate and educated board members to guard the school properties and finances.

4.7 Concluding remarks

It is believed that respondents gave an honest opinion and views during the process of data collection. However, within the limits of the current study, input required for the implementation of Subsidized Secondary Education; roles played by the Government of Kenya and other stake holders in the provision of resources for SSE Programme; and the level of achievement of SSE Programme in Mandera West District has been established. The results also clearly indicate that there are challenges facing the implementation of Subsidized Secondary Education Programme in Mandera West District and measures to address the identified challenges have been suggested. The study thus concurs with most of the literature reviewed in chapter two about resources required for SSE programme, stakeholders in SSE programme and the challenges facing SSE programme in the country.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0: Introduction

This chapter summarizes the findings, conclusions and recommendations of the study and areas that require further research. The purpose of the study was to determine the socio-economic implication of Subsidized Secondary Education in Mandera West District of Mandera County. The study was a descriptive design based on the following objectives:

- a) To determine the resources required for the implementation of Subsidized Secondary Education Program in schools in Mandera West District.
- b) To establish the individual roles played by the Government of Kenya, Local CDF Committee, Teachers, NGOs, and Parents in the provision of resources required for SSE Programme.
- c) To determine the output or level of achievement of SSE Programme to the residents of Mandera West District.
- d) To establish challenges that is facing the implementation of Subsidized Secondary Education Programme in Mandera West District.
- e) To determine measures that should be put in place to address the identified challenges.

5.1: Summary of Study Findings

The findings of the study showed that, a majority of the sampled students had both parents while a good number were total orphans or children of single mothers which implies that there is high dependency on government funded SSE programme by many students from the District of study. Furthermore, the study established that majority (53.2 per cent) of male parents from the District are pastoralists with a small number (25.6per cent) owning small scale businesses, while majority (80.9per cent) of female parents are housewives with a negligible number (10.6per cent) owning small scale businesses. This implies that parents from the District have low economic power and therefore depend entirely on government funded SSE programme to educate their children. The study also revealed that majority (32 per cent) of students in the District had their brothers and sisters in other public secondary schools in the District and are therefore multiple beneficiaries of the programme.

The findings of the study showed that, a majority (46.9per cent) of the sampled respondents had primary education, followed by secondary education (16.3per cent) and a few (2.1per cent) had no formal education which is grossly inadequate for a meaningful socio-economic development of the community under study. The results also revealed that a small majority (40.8per cent) of parents had one child in secondary school, closely followed by parents with two children at (32.6per cent) and those with four children or more at (20.4per cent). Furthermore, the study found out that a majority of the parents had students in form one, followed closely by parents with students in form two, form three and form four in descending order showing that SSE Programme has increased level of enrolment in public secondary schools in the District.

The study also revealed that a majority (60per cent) of the parents have low incomes which may not support the cost of educating their children in various public secondary schools in the District. The study established that parents pay an average school fee of KSHS 15,000-17,000 per child per year as an input to the SSE Programme. However, the study revealed that a majority of parents can only afford to pay half or less than half of the amount of school fees charged per year. The study also found out that parents provide school uniforms and games skits, pocket money, meals and beddings for their children.

This is in agreement with literature on cost-sharing as introduced in the 1980s under which the government's task was to recruit and pay the teachers, while parents were responsible for constructing buildings and providing educational resources. However, just as African Path (2007) observed that cost sharing did not work previously because in most areas, parents were financially crippled, the study has also established that many parents in the study area were unable to pay for the school fees charged in schools.

The study found out that School Board Members contribute to the implementation of Subsidized Secondary Education programme by ensure that resources are used for the right purpose only and according to the head count; sourcing for financial support, monitor and evaluate school development projects; and approve budgets, identify and allocate resources for specific projects and oversee school spending. The study established that the Government of Kenya and other stake holders provide resources to support SSE programmes through periodic disbursement of SSE programme funds directly to public secondary schools, Constituency Development Funds managed by local MPs, and sponsorship funds provided by some Faith Based and Non-Governmental Organizations operating in the District.

The study established that SSE programme has enabled many students in the District to continue with their secondary education despite the fact that majority of them have huge fee balances which accumulated over time. The study also revealed that through SSE programme, students are provided with textbooks and other learning materials, examination materials and other related costs, meals and accommodations. The study established that an overwhelming majority of students and parents are satisfied with SSE programme in Mandera West District as it assists many needy students continue with school and has reduced school dropout rates in the District. Overall, SSE programme has economically empowered parents in Mandera West District through subsidized fees payable to public secondary schools.

The study further established that despite immense progress reported after the implementation of Subsidized Secondary Education Programme in Mandera West District, there are some challenges that are still being experienced. Among the challenges identified include: non participatory decision making process involving the expenditure of schools funds; increased enrolment of students which results in overcrowding and congestion; shortage of teachers to handle increased student enrolment; dropping standards of education schools; in adequate facilities due to inadequate funds; high expectation by the community; and corruption and misappropriation of school funds.

In order to address the identified challenges, the study established that there should be maximum supervision, monitoring and accountability to ensure that resources are not lost and used adequately for the intended purpose only. It was also established that board members should be trained in financial management and regularly changed through elections to avoid collusion with school principals to embezzle funds. Finally, the study

established that parents need to elect literate and educated board members in order to ensure maximum efficiency and accountability in the use of school funds. Overall, the study established that SSE programme has numerous socio-economic benefits to the students and parents of Mandera West District.

5.2: Conclusion

The following conclusions were made from the study:

5.2.1: Inputs required for the implementation of SSE Program in Mandera West District

Based on the results of this study, inputs required for the implementation of SSE Program in Mandera West District have been established. Inputs required for successful implementation of SSE programme include school fees, school uniforms and games skits, pocket money for students, meals and beddings, resource management skills, government funds to offset tuition costs, bursary funds for needy students, and school development funds. However, more resources are needed to expand teaching-learning facilities in these schools to cater for increased enrollment of students due to SSE programme.

5.2.2: Roles played by various stakeholders in the provision of resources required for SSE Programme in the study area

From this study, roles played by various stakeholders in the provision of resources required for SSE Programme in the study area has been established. Parents pay school fees, provide school uniforms and games skits, pocket money, meals and beddings for their children. School Board Members ensure that available resources are used for the right purpose only and according to the head count; source for financial support, monitor and evaluate school development projects; approve budgets; identify and allocate resources for specific projects

and oversee school spending. The Government of Kenya and other stake holders in the education sector disburses funds directly to public secondary schools to offset tuition costs, through Constituency Development Funds managed by local MPs which provides bursaries to needy students, and school development funds provided by some Faith Based and Non-Governmental Organizations operating in the District to expand teaching-learning facilities in public secondary schools.

5.2.3: Output or level of achievement of SSE Programme in Mandera West District

The study established the output or level of achievement of SSE Programme to the residents of Mandera West District. SSE programme has increased enrolment and retention rates thereby reducing school dropout rates in the District. SSE programme was found to increase learning opportunities in Mandera West District by expanding teaching-learning resources in various secondary schools in the District. SSE Programme was also found to economically empowered parents in Mandera West District through subsidized fees payment and feeding programmes for students in public secondary schools in drought prone parts of the District.

5.2.4: Challenges facing the implementation of SSE Programme in Mandera West District

The study established challenges facing the implementation of SSE Programme in Mandera West District. The challenges identified include: non participatory decision making process involving the expenditure of schools funds; increased enrolment of students which results in overcrowding and congestion in classrooms, toilets, laboratories, libraries, dormitories and dinning halls; shortage of teachers to handle increased student enrolment; poor performance in secondary schools in the District; poor maintenance of teaching-

learning facilities due to inadequate funds; overreliance on the government funded SSE programme by the local community; and rampant corruption and misappropriation of school funds in some secondary schools in the District.

5.2.5: Measures that should be put in place to address the identified challenges

The study also established the measures that should be put in place to address the identified challenges. These includes: maximum supervision, monitoring and accountability to ensure that the limited resources available are used efficiently; train board members on financial management; and hold regular elections to change board members to avoid collusion with school principals to embezzle funds. Finally, only literate and educated board members should be elected to represent parents in various secondary schools in the District in order to ensure maximum efficiency and accountability in the use of school funds.

The findings of this study have therefore provided enough evidence to accept the study hypothesis that SSE programme has socio-economic implications to the residents of Mandera West District of Mandera County.

5.3: Recommendations to policy makers

On the basis of the findings of this study, discussions and conclusions, the following recommendations are suggested if SSE Programme in Mandera West District is to be used as means of further improving the overall social and economic development of the District in particular and other ASAL districts in Kenya.

5.3.1: Recommendation to increase inputs required for the implementation of SSE Program in Mandera West District to expand learning opportunities

In order to ensure that SSE Programme succeeds in Mandera West District, parents must be ready to pay school fees in good time and offset any outstanding fee balances due to them. Parents should also be ready to provide their children with school uniforms and games skits, student pocket money for their children upkeep, meals and beddings. School board members should also ensure that school resources are prudently management to avoid theft and misuse. The government through the Ministry of Education should ensure that SSE funds are disbursed to schools in good time to give schools chance to plan. CDF committees and other charitable organizations should also be encouraged to increase their bursary allocations to cover more needy students some of who may be forced to drop out of schools due to huge fee arrears. Parents and other development partners should also be encouraged to participate in school development projects by contributing towards the development of teaching-learning resources.

5.2.2: Recommendation to increase participation by various stakeholders in the provision of resources required for SSE Programme in the study area

Public secondary schools in the District should work closely with other stakeholders in order to raise more resources needed to expand teaching-learning facilities in various secondary schools to accommodate the increased enrollment due to SSE Programme. Strategies aimed at addressing access, equity, quality, relevance, efficiency in the management of educational resources, cost and financing of education, gender and regional disparities, and teacher quality and teacher utilization should be designed in an all inclusive manner and should include parents, school management, teachers, government, local leaders and other stakeholders.

5.2.3: Recommendation to improve the output level of SSE Programme in Mandera West District

To increase enrolment and retention rates in secondary schools in the District, feeding programmes should be intensified in public secondary schools including during school holidays. The government, parents and other development partners should be ready to expand the current teaching-learning facilities to accommodate increased enrolment due to SSE programme in Mandera West District. In order to drastically reduce school dropout rates in the District, the government should consider making secondary education in ASALs districts completely free. The government should also create employment opportunities to form four leavers from ASAL districts to act as a bait to lure more children to schools from pastoral lifestyle and culture that is prevalent in Mandera West District.

5.2.4: Recommendation to eradicate challenges facing the implementation of SSE Programme in Mandera West District

As a means of eradicating challenges facing the implementation of SSE Programme in Mandera West District, this study recommends that school management and the Ministry of Education should come up with policies to ensure maximum efficiency and accountability in the use of SSE funds. Parents through their representatives in school boards should maintain close monitoring and supervision to ensure that the limited resources available are used efficiently. The Ministry of Education should also put in place financial management training programmes for members of various school boards in the District to improve their management skills. Secondary schools management should also facilitate regular elections for their board members to ensure that schools get new representatives more often to avoid collusion with school principals to embezzle funds. Finally, parents should ensure that they elect only literate and educated board members to represent them in various secondary

school boards in the District in order to ensure maximum efficiency and accountability in the use of school funds.

From the literature reviewed in this study, some secondary schools in some districts are doing better than those in Mandera West District on student enrollment and retention rates as a result of the SSE Programme in the country even though the findings of the study has demonstrated that schools in Mandera West District have also performed relatively good in the management of SSE programme. Therefore, Mandera West District has a task of further improving the management of SSE programme in its secondary schools if it is to effectively compete with other districts in the country in increasing enrollment and retention rates of students.

5.4: Recommendations for further research

Further research related to this study that needs to be carried out to fill the gaps revealed by the study including:

- a) Investigate financial management challenges facing public secondary schools in Mandera West District.
- b) Assess the level of preparedness of various public secondary schools in the District to accommodate the increased enrollment due to SSE programme.
- c) Assess the level of funding and other resources needed for improved implementation of SSE programme in Mandera West District.

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APPENDIX 1
LETTER OF INTRODUCTION TO SCHOOLS.

Mohamed Abdi Adan
Department of Education Management, Policy and Curriculum Studies,
School of Education,
Kenyatta University,
P.O.BOX 3844,
NAIROBI, KENYA.

To
The Principals,
Secondary schools
Mandera West District.

Dear Sir/Madam.

RE: REQUEST TO CONDUCT RESEACH IN YOUR SCHOOL.

This is to inform you that I am in the final year of my Master of Education (M.ED) programme at Kenyatta University. I am conducting a research based on my M.Ed area titled: **The Socio-economic implication of Subsidized Secondary Education in Mandera West District, Kenya.**

The purpose of this letter is to kindly request you to allow me access to your school beginning from 10/07/2011 upto 24/07/2011. I would be very grateful for your positive response. I intend to share the findings with the school at the end of the study.

Yours sincerely,

Mohamed Abdi Adan

Appendix II: Parents Questionnaire

Please feel free to answer the questionnaire as frankly as possible. Responses given herein will be used for the sole purpose of this research and will be treated with utmost confidentiality. Do not write your name in this questionnaire. Place a tick (✓) on the appropriate choice which you think is the answer or more correct response to the question.

Part A: PERSONAL DATA

1. In which Secondary School are you a parent? (Name)
.....
2. What is your profession?
Farmer () Teacher () Banker () Business person () Other
(Specify).....
3. What is your highest level of education?
Primary () Secondary () College () University () Any Other
(Specify)
4. How many students do you have in the school?
(a) 1 [] (b) 2 [] (c) 3 [] (d) 4 and Above []
5. In which Form is your child currently?
Form 1 [] Form 2 [] Form 3 [] Form 4 []
6. How much is your income per month?
(a) Between 500 – 2,000 Shillings []
(b) Between 2,001 – 5,000 Shillings []
(c) Between 5,001 – 10, 000 Shillings []
(d) Between 10,001 – 20,000 Shillings []
(e) Between 20,001 – 50, 000 Shillings []
(f) Above 50,000 shillings []

Part B: Input in terms of resources

To establish the individual roles played by Parents in the provision of resources required for SSE Programme, this study is seeking your honest opinion as follows:

7. What amount of money were you told to pay before your child was admitted into the school? give the amount if any for each term for every level

Term	Term One	Term Two	Term Three	Total
Form One				
Form Two				
Form Three				
Form Four				
Total				

8. Rate your fee payments per annum relative to the schedule given
- (a) Between 500 – 2,000 []
 - (b) Between 2,001 – 5,000 []
 - (c) Between 5,001 – 10,000 []
 - (d) Between 10,001 – 20,000 []
 - (e) Between 20,001 – 30,000 []
 - (f) More than 30,000 []

Part C: Achievements of SSE Programme

In order to determine the output or level of achievement of SSE Programme to the residents of Mandera West District, this study is seeking your honest opinion as follows:

9. Since the introduction of Subsidized Secondary Education Program in public schools, how did you realized financial freedom.
- (a) Though subsidized fee payments
 - (b) Through improved teaching-learning facilities
 - (c) Through cost sharing in developing school projects
 - (d) Any other (Please Specify).....
10. In your own judgment, suggest the success of SSE program.
- (a) It has economically empowered parents through subsidized fee []
 - (b) It has assisted so many needy students to continue with their education []
 - (c) It has helped reduce the level of insecurity []
 - (d) It has helped to improve teaching-learning facilities in public secondary schools []
 - (e) It helps in boosting the nutritional needs of many starving students from dry areas []
 - (f) Has helped to bridge the gap between the poor and the rich []
 - (g) It has helped to keep many students in schools and reduced school dropout rates []
 - (h) Any other (Please Specify).....
11. In your own judgment, how do you rate the implementation of SSE program in your school?
- a) Excellent
 - b) Very good
 - c) Satisfactory
 - d) Below average
 - e) Poor
 - f) Very poor

Part D: Challenges facing the implementation of SSE

In order to determine the challenges facing the implementation of SSE, this study seeks your honest opinion as follows:

12. Currently, what is your fee balances?
- (a) Between 500 – 2,000
- (b) Between 2,001 – 5,000
- (c) Between 5,001 – 10,000
- (d) Between 10,001 – 20,000
- (e) Between 20,001 – 30,000
- (f) More than 30,000
- (g) Zero
13. If you have any fee arrears, how is your child been allowed to continue with education?
14. State source(s) of any financial assistance you recieved to pay school fees for your child? If any
- (a) Government of Kenya
- (b) Constituency Development Fund
- (c) NGO/FBO
- (d) Foreign Government
- (e) Any other source (Please Specify).....
15. As a parent are you asked to provide the following in order to educate your child in secondary school?
- | | | | | |
|-----------------------------|-----|--------------------------|----|--------------------------|
| Development Funds | Yes | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Activity Fees | | <input type="checkbox"/> | | <input type="checkbox"/> |
| Examination Fees | | <input type="checkbox"/> | | <input type="checkbox"/> |
| Teaching-Learning Resources | | <input type="checkbox"/> | | <input type="checkbox"/> |
| Games Kits | | <input type="checkbox"/> | | <input type="checkbox"/> |
| Chairs and Lockers | | <input type="checkbox"/> | | <input type="checkbox"/> |
| Any other?..... | | | | |
16. What percentage of your total income do you use to pay for the education of your child?
- (a) Between 5 – 10 per cent
- (b) Between 11 – 20 per cent
- (c) Between 21 – 40 per cent
- (d) Between 41 – 60 per cent
- (e) Between 61 – 80 per cent
- (f) More than 80 per cent

END

THANK YOU

Appendix III: Board Members Questionnaire

Please feel free to answer the questionnaire as frankly as possible. Responses given herein will be used for the sole purpose of this research and will be treated with utmost confidential. Do not write your name in this questionnaire. Place a tick (✓) on the appropriate choice which you think is the answer or more correct response to the question.

Part A: PERSONAL DATA

1. In which Secondary School are you a board member? (Name)

.....

2. What is your profession?

Farmer () Teacher () Banker () Business person () Other
(Specify).....

3. In which capacity are you serving the board?

- (a) Chair Person []
(b) Secretary (Head Teacher) []
(c) Treasurer []
(d) PTA Official/Member []

4. What is your highest level of education?

Primary () Secondary () College () University () Any Other
(Specify)

Part B: Input of Board Members in a SSE Program

To establish the role played by Board Members in the running of SSE Programme, this study is seeking your honest opinion as follows:

5. What are the requirements needed for one to be elected or appointed to the school Board of Management

.....
.....

6. What are the responsibilities of the board as far as financial management of the school resources is concerned?

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

Part C: Achievements of SSE Programme

In order to determine the output or level of achievement of SSE Programme to the residents of Mandera West District, this study is seeking your honest opinion as follows:

7. How has your school benefited from the SSE Programme?

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

8. How has the introduction of SSE program improved the level of access to secondary education?
9. In your own judgment, how do you rate the success of SSE Program in your school?
- g) Excellent
 - h) Very good
 - i) Satisfactory
 - j) Below average
 - k) Poor
 - l) Very poor

Part D: Challenges facing the implementation of SSE Programme

In order to determine the challenges facing the implementation of SSE, this study seeks your honest opinion as follows:

10. Which are the specific amounts of money students pay outside the Ministry's fee guideline? If any.

11. What is your feeling in this issue?

Very Unfair () Very Fair () None of the Above () (Specify)

12. As a board member does your school ask parents to provide the following in order for their children to learn in your school?

Development Funds	Yes	()	No	()
Activity Fees		()		()
Examination Fees		()		()
Teaching-Learning Resources		()		()
Games Kits		()		()
Chairs and Lockers		()		()

Any other?.....

Please comment

13. What are the rules and regulations which guide the operations of the board?
-
-

14. As a member of the board, how often are you consulted on any decision involving school funds?

- a) Always consulted
- b) Rarely consulted
- c) Hardly consulted
- d) Never consulted at all

15. How do you ensure that your concerns and interests are addressed by the board?
-

16. If the board has financial management responsibility, how do you as a board member ensure that resources under your custody are prudently utilized?

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

17. What are the challenges that are facing education system as a result of the introduction of the program?

.....
.....

18. During your tenure as a board member, how did you handled the school funds lost or failed to account for? If any.

Part E: Ways of mitigating the challenges facing SSE Programme in Mandera West District

In order to establish ways ways of mitigating the challenges facing the implementation of SSE Programme in Mandera West District, this study seeks your honest view as follows:

19. What measures has the school put in place to prevent loss or misappropriation of funds?

- a) Through training of program implementers
- b) Through policy and regulation
- c) Through improved systems of program management and accountability
- d) Through close supervision and coordination
- e) Any other (Specify).....

20 .In your own opinion, suggest how the measures put in place adequately address the challenges facing the SSE Programme in your school?

END

THANK YOU

*Part E: Ways of mitigating the challenges facing SSE Programme
In order to establish ways ways of mitigating the challenges facing the implementation of SSE Programme in Mandera West District, this study seeks your honest view as follows:*

Appendix IV: Questionnaire for Students

Instructions:

- (a) Do not write your name anywhere on this questionnaire
 (b) Tick your answer as appropriate within the space provided

SECTION A: PERSONAL DATA

1. Name of your school

..... Secondary School

2. Your current class?

- (a) Form One [] (b) Form Two [] (c) Form Three [] (d) Form Four []

3. Are both your parents still alive?

- (a) Yes [] (b) No []

4. Give the profession of father

- (a) Peasant []
 (b) Pastoralist []
 (c) Small scale business person []
 (d) Large-scale business person []
 (e) Banker []
 (f) Teacher []
 (g) Engineer []
 (h) Any other (Specify).....

5. Give the profession of the mother

- a) Peasant farmer []
 b) House-wife []
 c) Small scale business person []
 d) Large-scale business person []
 e) Banker []
 f) Teacher []
 g) Engineer []
 h) Any other

(Specify).....

6. If No in (3) above, then verify your parental position.

- Child of a single parent []
 Total Orphan (Both parents are dead) []
 Orphan (One parent is dead) []

7. If Partial Orphan, then name the living parent.

8. Do you have any other brother(s) or Sister(s) in secondary school?

- Yes [] No []

9. If Yes, how many are they?

- One [] Two [] More than two []

Part B: Achievements of SSE Programme

In order to determine the output or level of achievement of SSE Programme to the students of Mandera West District, this study is seeking your honest opinion as follows:

10. Why did you decide to seek admission in a public school?
- (a) They are the most competitive in the district []
- (b) Because they are cheap and affordable due to the Subsidized Secondary Education Program []
- (c) It is close to my home and can commute daily to and from school []
- (d) Can go to school and take care of domestic duties at the same time []
- (e) Any other (Specify).....
11. What is your outstanding fee balance in Kenya shillings?
- (a) Less than 500 []
- (b) Between 501 – 1,000 []
- (c) Between 1,001 – 5,000 []
- (d) Between 5,001 – 10,000 []
- (e) Between 10,001 – 20,000 []
- (f) Between 20,001 – 50,000 []
- (g) More than 50,000 []
12. For how long have you had a fee problem?
- a) Only this term []
- b) For the last three terms []
- c) Last 2 Years []
- d) Last 2- 4 Years []
13. Mention any sponsorship/scholarship you ever received. If any
- a) CDF []
- b) Ministry of Education []
- c) NGO/CBO []
- d) Sponsor []
- e) My Current School []
- f) Any other source (specify).....
14. Which one(s) among the following are being provided for by your school?
- a) Text books and other learning materials []
- b) School Uniforms and Games Kits []
- c) Meals and accommodation []
- d) Beddings and toiletries []
- e) Pocket money and other personal effects []
- f) Examination materials and other related costs []
- g) Any other (Specify).....
15. Which one(s) among the following items is/are being provided by parents?
- a) Text books and other learning materials []
- b) School Uniforms and Games Kits []
- c) Meals []
- d) Beddings and toiletries []
- e) Pocket money and other personal effects []
- f) Examination materials and other related costs []
- g) Provision for school development []
- h) Any other (Specify).....

16. How is your performance in the past year(s) since you joined Secondary School?
17. What is the reason(s) behind your improved performance?
- (a) Subsidized Secondary Education Program has enabled me to continue with my education without interruption and hence I have been able to improve on my academic performance
[]
- (b) The school has been able to provide good teaching-learning materials to the students []
- (c) Because of close working relationship between the government, parents, teachers and students in the school
[]
- (d) The introduction of feeding program in the school
[]
- Any other (Specify).....
18. In which ways has the introduction of SSE program improved the level of access to secondary education?
19. In your own judgment, how do you rate the success of SSE Program in your school?
- a) Excellent []
- b) Very good []
- c) Satisfactory []
- d) Below average []
- e) Poor []
- f) Very poor []

Part C: Challenges facing the implementation of SSE Programme

In order to determine the challenges facing the implementation of SSE, this study seeks your honest opinion as follows:

20. What are the challenges that you face as a student in the school?
- a) Fees related problem [] b) Academic problem [] c) Security problem []
- d) Disciplinary problem [] e) Gender related problem []
- f) Psychological problem [] g) Family related problem []
- h) Any other
(Specify).....
21. How often do you face those challenges?
- a) Daily [] b) Frequently [] c) Rarely [] d) Very rare []
22. In what ways has the problem(s) affected your academic performance?

Section D: Strategies to remedy the Challenges

Please indicate if any of these issues would be appropriate interventions towards socio-economic challenges facing students from Mandera West District. (*Respondent will Tick the appropriate response*).

23. In your own opinion, how do you cope with the named challenges as a student?
- (a) I have applied for bursary from NGOs, CDF and Ministry of Education to enable me clear my fee balances
[]
- (b) I have received government funding through the SSE Program
[]
- (c) I spend a lot of time doing my academic work without fear of being sent home for fee []
- (d) I participate in many learning activities in and out of school since my parent is able to pay for the costs
[]
- (e) The school has bought a lot of teaching-learning resources for the students
[]
- (f) Many more teachers have been employed by the school BOG
[]
- (g) I have joined a merry-go-round (*Chama*) to help raise the school fees required
[]
- (h) I have attended counseling sessions to acquire knowledge, skills and information on how to manage my responsibilities as a student
[]
- (i) I have reported cases of physical and sexual abuse to the relevant authorities
[]
- (j) I sell livestock in order to raise fees
[]
- (k) I work part-time to raise fees for my studies
[]
- (l) I pay my own fees from my own savings to avoid being sent home for fee.
[]
- (m) I have a romantic relationship with my employer as a tactic of getting favors
[]
- (n) Any other (specify).....
.....
.....
.....
24. How would you rate Subsidized Secondary Education?
- (a) Excellent []
- (b) Very Good []
- (c) Good []
- (d) Average []

- (e) Below Average []
- (f) Very Poorly Organized []

END

Thank You.

THANK YOU

Appendix V: Interview Schedule for the DEO, AEOs in Mandera West District

1. What is the current students' population in public secondary schools Mandera West District?

Challenges facing SSE Programme in Mandera West District

In order to determine the challenges facing SSE Programme in the district, your opinion is sought as follows:

2. What is the current teacher population in the District?
3. How many students are supposed to be handled by one teacher?
4. How have you been able to handle cases of increased enrollment in the District?

Inputs to the SSE Programme

5. What is the current fee guideline for public schools in the District?
6. What is the actual average of fees charged per student per year by public schools in the District?
7. How much does each student obtain from the Government per year through the SSE Program?
8. What was the total enrollment of secondary students between 2005 to 2007 and between 2008 and 2010 in the District?
9. How many students have rejoined school after the introduction of SSE Program in 2008?

Mitigations

10. What are the measures you have taken as a Government to address the noted challenges?
11. In your own analysis, what strategies are put in place to ensure that SSE Program is successful in your District?

END

THANK YOU

Appendix VI: Interview Schedule for the Local Area Member of Parliament.

Achievements of SSE.

1. What is the transition rates from primary to secondary schools in the 2010?
2. What are the economic impacts of the CDF funds to the lives of parents and students in Mandera West District?

Inputs for SSE

3. What percentage of secondary students from the District do you award bursary every term?
4. What is the average bursary award per allocation for a secondary student?
5. How much in total do you award every term in bursary to secondary students from the District?
6. State some of the sources of the bursary funds for secondary students.

Challenges of SSE

6. How many secondary school students from the District who had dropped out of school due to fee related problems?
7. What are the challenges facing the implementation of devolved funds meant to improve the level of education in the District?

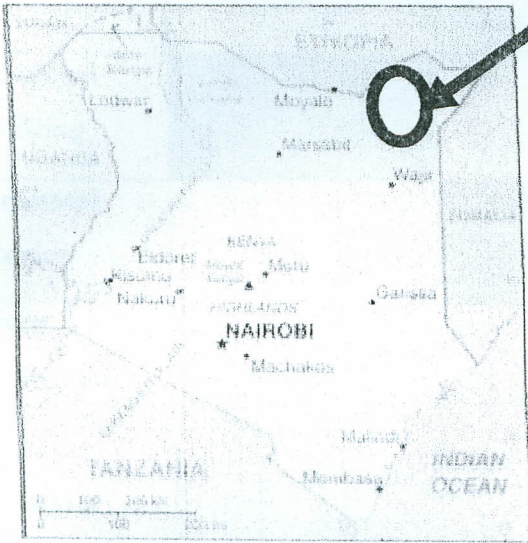
MITIGATIONS

8. How can the impact of SSE Program in public schools be improved in the District?
9. What criteria is followed in awarding bursaries to secondary school students?.

END
THANK YOU

Appendix VII: Map of Kenya Showing the Location of Mandera West District

Mandera West District



APPENDIX IX
THE BUDGET OF THE STUDY

	Activity	Amount (Kshs)
(i)	Field Work for both Pilot and Main Studies	40, 000
(ii)	Typing, Photocopying and Duplication	18, 000
(iii)	Stationeries	11, 000
(iv)	Travel Expenses	20, 000
(v)	Contingencies	20,000
Total		109, 000



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8th September, 2011

Mohamed Abdi Adan
 Kenyatta University
 P. O. Box 43844
 NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*The socio-economic implication of subsidized secondary education in Mandera West District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Mandera West District** for a period ending *30th November, 2011*.

You are advised to report to **the District Commissioner & the District Education Officer, Mandera West District** before embarking on the research project.

On completion of the research, you are expected to submit **one hard copy and one soft copy** of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
 Mandera West District

The District Education Officer
 Mandera West District

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