Appraisal of 100% School Transition in Kenya: Challenges and Policy Options.

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DECLARATION

I declare that this dissertation has not been previously submitted and approved for the award of a degree by this or any other university. To the best of my knowledge and belief, this dissertation contains no material previously published or written by another person except where due reference has been done.

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APPROVAL

I confirm that as the University Supervisor, I have approved this dissertation to be submitted for examination. This dissertation has been submitted for examination with my approval as the university supervisor

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ABSTRACT

This study draws important lessons from international best practices to inform Kenya's 100% school transition policy. Key models include Rwanda's needs-based funding mechanism, Saudi Arabia's Public-Private Partnerships (PPPs) for infrastructure expansion, New Zealand's ICT-driven education monitoring system, and Brazil's integration of technology in learning. These cases provide actionable insights for improving policy implementation, equity, and sustainability in Kenya's context. The study was guided by three main objectives: to assess the key factors hindering 100 percent school transition in Kenya; to appraise the transition policy by identifying issues emerging from its implementation; and to draw lessons from international best practices to inform policy improvement. A descriptive qualitative research design was adopted to enable in-depth exploration of stakeholder experiences and policy dynamics. Using purposive sampling, 30 participants were selected from across Kenya's former eight administrative regions. Data was collected through semi-structured interviews and analyzed thematically to identify patterns, trends, and policy gaps. Findings reveal that the effectiveness of Kenya's transition policy is undermined by weak implementation frameworks, including the absence of a structured student tracking system and delays in financial disbursements. Governance challenges, high student-teacher ratios, inadequate professional development, and inequitable deployment of teachers further exacerbate the problem. Additionally, external environmental and socio-economic factors—such as insecurity, climate disruptions, and poverty—disproportionately impact vulnerable communities, making full transition difficult to achieve. The study concludes that while the 100% transition policy reflects a commendable commitment to universal secondary education, its long-term success depends on strategic reforms. These include implementing a real-time education data system, adopting a data-driven teacher deployment strategy with rural incentives, and expanding infrastructure through innovative financing mechanisms like PPPs. Without such reforms, the policy risks becoming a numerical success with limited educational quality or equity.

OPERATIONAL DEFINITION OF KEY TERMS

1. **Transition Rate:** The percentage of students who successfully move from the final level of primary school to the first level of secondary school. (Number of students entering secondary education)/Number of students completing primary school) ×100
2. **Enrolment in primary education/Access to primary education:** Total number of pupils enrolled in primary schools irrespective of age.
3. **Enrolment in Secondary Education/Access to Secondary Education:** The total number of students enrolled in secondary schools irrespective of age.
4. **Gross Enrolment Ratio (GER):** Total enrollment in schools as a percentage of the total children of official school age population.
5. **Net Enrolment Ratio (NER):** Number of children of official school age enrolled in school as a percentage of the total children of official school age population.
6. **Primary school completion rate:** Total number of entrants in the last grade of primary education minus repeaters in that grade, expressed as a percentage of the total population of the official graduation age.
7. **Pupil:** A person who attends primary school.
8. **Gender Disparity Index -** Ratio of female to male values of a given indicator. A GPI between 0.97 and 1.03 indicates parity between the genders. A GPI below 0.97 indicates a disparity in favor of males. A GPI above 1.03 indicates a disparity in favor of females.
9. **Educational resources:** Inputs and characteristics useful in the production of cognitive skills. They include pupils' characteristics, school characteristics, and family socio-economic indicators.

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LIST OF ABBREVIATIONS

AFIDEP	African Institute for Development Policy
CBC	Competency-Based Curriculum
CSE	Comprehensive Sexuality Education
FGM	Female Genital Mutilation
ICT	Information and Communication Technology
KCPE	Kenya Certificate of Primary Education
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KNBS	Kenya National Bureau of Statistics
MOE-NESSP	Ministry of Education - National Education Sector Strategic Plan
MOEST	Ministry of Education, Science, and Technology
N4L	Network for Learning
NCPD	National Council for Population and Development
NZQA	New Zealand Qualifications Authority
OECD	Organization for Economic Co-operation and Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund

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DEDICATION

This work is dedicated to my family, whose unwavering support, encouragement, and belief in my abilities have been my greatest source of strength throughout this journey.

To my mother, who took the role of raiding us up after the passing on of my father, her sacrifices, motivation and prayers have been central to personal growth.

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CHAPTER 1: INTRODUCTION

1.1 Introduction

This chapter will introduce the research topic, provide the background and context for the study, and outline the research problem, objectives, and questions. It establishes the rationale and significance of the study and briefly describes the structure of the dissertation.

1.2 Background information

“Education is the cornerstone of every country's economic, social, and political development. Investments in education can support social equality, increase competitiveness, and contribute to national and social success” (World Bank 2018). In 2015, the United Nations (UN) introduced the Sustainable Development Goals (SDGs), also known as the Global Goals, as a universal call to action aimed at eradicating poverty, safeguarding the environment, and ensuring peace and prosperity for all by 2030. The ambitions for education are fundamentally reflected in Sustainable Development Goal 4 (SDG 4), which seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. The roadmap for achieving this objective provides guidance to governments worldwide and private sector partners on translating commitments into actionable steps (de Villiers et al., 2021).

Over the past half-century, education in Sub-Saharan Africa has experienced significant expansion. Between 1970 and 2010, the proportion of children completing primary school increased by nearly 50%, rising from 46% to 68%, while lower secondary school completion rates nearly doubled, growing from 22% to 40%. Despite these substantial improvements, nearly one in three children still fails to complete primary education. Additionally, assessments of education quality have highlighted concerning gaps, revealing that a significant number of students struggle with basic literacy and numeracy skills, even after spending several years in school (Evans & Mendez Acosta, 2021). The World Bank has labeled this challenge as a "learning crisis." Over the past two decades, a substantial body of evidence has emerged on the most effective strategies to expand access to education and enhance learning outcomes.

However, despite this growing knowledge, actual progress in access and learning has not shown significant improvements during this period (Sabet & and Brown, 2018)

Kenya's adoption of the 2010 Constitution marked a pivotal moment for the country's education sector, laying the foundation for transformative policies. This progress was further reinforced by the enactment of the Basic Education Act, 2013, which guarantees every child the right to free and compulsory basic education under Section 28 and establishes mandatory primary and secondary education under Section 30. The 100 percent transition policy (2018) builds on this framework, aligning with global efforts to provide 12 years of education for all children and reflecting the government's dedication to upholding the constitutional right to education. Transition rate is an important indicator of access to education and reflects the effectiveness of educational systems in ensuring students' progress through different educational stages (Ng-Knight et al., 2016) The implementation of Free Day Secondary Education (FDSE), designed to support increased access to education, led to higher primary-to-secondary transition rate from 83.3 percent in 2018 to 95 percent by the first quarter of 2020 (KNBS, 2023).

"Lower transition rates for boys were recorded in Isiolo, Samburu, Kwale, Marsabit, Kitui, and Narok counties. Similarly, Nyeri, Murang'a, Kirinyaga, Nyandarua, Nyamira, Kiambu, Makueni and Kisii counties had better transition rates for girls. Isiolo, Masrsabit, Turkana, Kwale and Narok had a lower proportion of girls transiting from primary to secondary in 2020." (*The Basic Education Statistical Booklet 2020*)

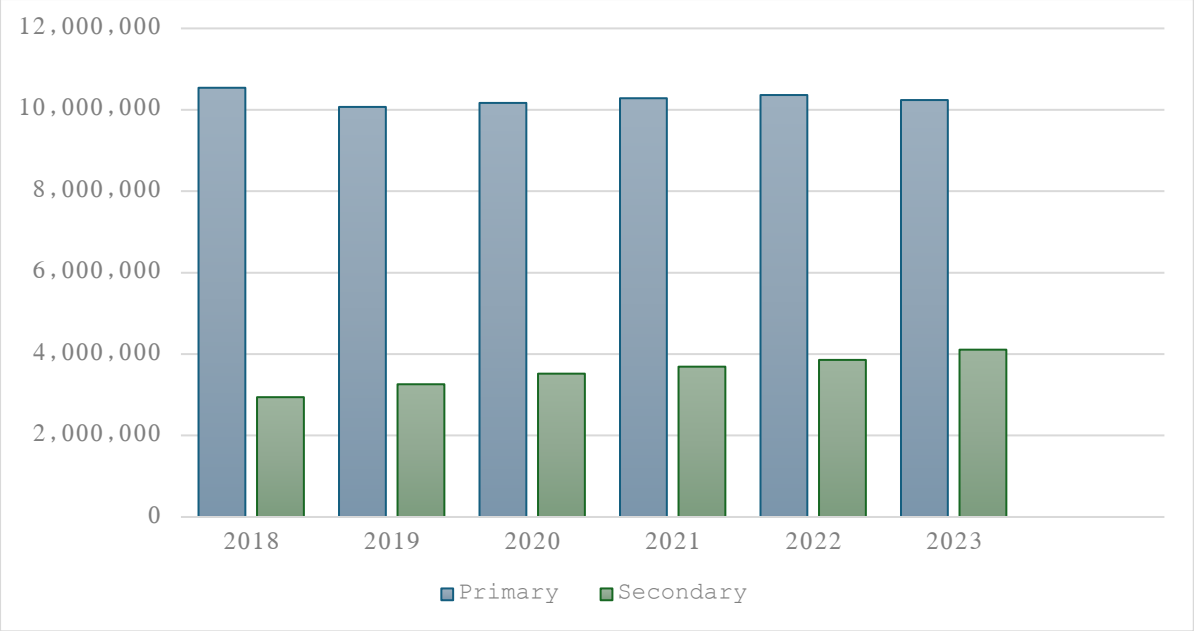

Figure 1.1 Enrolment Trends in education institutions (2018 - 2023) in numbers "Source: (KNBS, 2024)"

The steady increase in enrolment at both levels of education indicates progress toward developing adequate skills, which is expected to enhance productivity across various sectors of the economy.

In 2018, counties such as Nairobi, Kirinyaga, and Kiambu recorded the highest Net Enrolment Rates (NER) at 65 percent, 62.1 percent, and 60.5 percent, respectively. In contrast, counties like Samburu, Kwale, and Turkana had the lowest NERs, at 16.5 percent, 15.5 percent, and 9.3 percent, respectively. Murang'a County recorded the highest transition rate at 135.2 percent during this period, indicating an influx of students from other counties enrolling in secondary schools there. In contrast, Nairobi had the lowest transition rate at 47 percent, likely due to a limited number of secondary schools compared to demand, necessitating the placement of students in neighboring counties (KNBS, 2023). While some counties, like Murang'a, exceed the target due to migration, others, such as Nairobi, struggle with limited capacity. Net Enrolment Rates (GER and NER) for secondary education are partly due to transition rates that continue to lag pupil completion rates (KIPPRA, 2020).

In 2020, the NER for primary school ranged from 24.6 to 101.6, with ASAL counties in Kenya recording lower rates. This indicates that many children in these regions have not yet accessed primary education at the official primary school-going age. The Net Enrolment Rate for the 47 counties in Kenya. Among the counties with lower NER, boys seemed to have better access to education at the official primary school going age than girls, except for Isiolo, Marsabit and Tana River. In overall, 14 counties had NER below the national average, just like for boys, unlike the case for girls where 16 counties had NER below the national average. These counties have a higher proportion of their children not accessing primary education at the official age, or those who are out of school." (*The Basic Education Statistical Booklet 2020*).
Refer to Appendix 4

Further, the overall GER was higher in Murang'a, Tharaka Nithi, Nyeri, Vihiga, Makueni and Kirinyaga, while Mandera, Marsabit, Garissa, Wajir, Isiolo and Turkana were counties which had the lowest GER at secondary education level. The Gross Enrolment Ratio for Girls was higher than that of boys among the counties that recorded higher GER in 2020" (*The Basic Education Statistical Booklet, 2020*) Refer to appendix 2. The transition to secondary education faces numerous challenges, including a shortage of teaching staff, inadequate and deteriorating infrastructure, and inequitable distribution of teachers, teaching, and learning resources across national, extra-county, and sub-county secondary schools. (*MOE-NESSP, 2019*) identifies numerous governance, management, and accountability challenges within the secondary education sub-sector. Similarly (*Oketch et al.,2010*) highlight additional barriers to students' transition to secondary education, including insufficient interventions and weak safety nets. While the barriers to accessing secondary education align with those faced in primary education, the primary obstacle is the cost. "A national assessment of schools' responses to the government's introduction of the 100 percent policy revealed that many were having trouble with crowding in dorms, lectures, labs, and dining halls. At the same time, other schools had shockingly low enrolment rates since some parents had a clear preference for more popular,

crowded secondary schools, especially those that were closer to their homes" (Nation Rapporteur, Feb 2019).

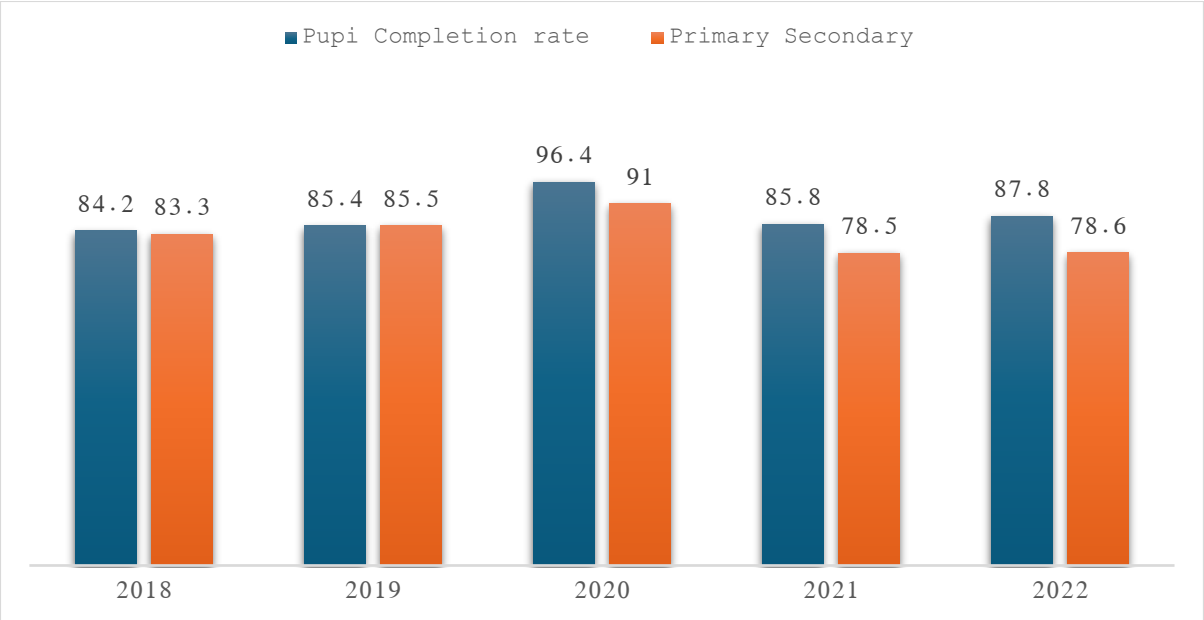

Figure 1.2 Pupil Completion rate and Primary to Secondary Transition 2018 - 2022

"Source: 2023 Economic Survey, KNBS"

Kenya Economic Survey (2024) attributes these fluctuations in the transition rates from primary to secondary school in Kenya to significant underlying challenges; poor academic performance that often leads to disengagement, causing some students to drop out after completing primary school, the quality of education in many schools remains inadequate due to limited resources, unqualified teachers, and insufficient infrastructure, leaving students ill-prepared for secondary education. In rural areas, the long distances to secondary schools pose additional obstacles, making regular attendance difficult and discouraging enrolment. Compounded by low primary school completion rates, these factors collectively hinder the realization of the 100% transition goal, limiting access to higher education and opportunities for skills development essential for economic progress.

A further analysis by KNBS (2023) highlights regional and gender disparities in access to secondary education with regions such as Northeastern and Coast recording secondary completion rates approximately three times lower than those in Central and Nairobi. In these regions, over 70 percent of children do not complete secondary

education, with girls disproportionately affected. Since 2014, enrolment rates nationwide have consistently been higher for boys than for girls (KIPPRA,2020). Failing to complete secondary education has substantial consequences for both boys and girls, including reduced earning potential and diminished social capital. However, the impact of not educating girls is particularly far-reaching, as it is closely linked to challenges such as child marriage, early childbearing, and the associated risks to young mothers and their children, which hinder broader development progress. For Secondary schools, the parity index was worse in Mandera and Wajir, followed by Garissa and Turkana counties. Narok and Samburu were also in the same range of gender parity index. Kilifi, Lamu, Tana River, West Pokot and Homa Bay were also among the counties that were yet to achieve gender parity at secondary level of education. Gender Parity Index ranges in primary education across counties. The ASAL counties on Mandera, Garissa, Wajir and Turkana had lower gender parity index, implying that there was gender disparity in favour of boys. On the contrary, Isiolo, although being an ASAL county, had gender disparity in favour of girls." (The Basic Education Statistical Booklet, 2020) *See Appendix 5 and 6*

Research on the factors influencing students' transition from primary to secondary school in Kitui Sub County revealed that "up to 40% of students encounter delays in their academic development in the first few months following the change of schools (Katiwa, 2016). These pauses could be the result of difficulties brought on by a lack of fundamental infrastructure as well as teaching and learning tools. The execution of the school's programs can be hampered by these disruptions. To address these issues, the government, through a comprehensive stakeholder consultation, developed the National Education Sector Plan (NESP 2013–2018) as a guiding framework for the education sector. The plan aimed to reduce illiteracy, expand access, achieve 100% progression and transition at all levels of basic education, and enhance the quality and relevance of education, with a particular focus on Science, Technology, and Innovation" (*MOE, 2015*).

According to the African Population and Health Research Centre (APHRC) briefing paper (2015) several factors contribute to the low turnout and retention rates in education. These include the long distances that pupils must travel to reach school, which can be a significant barrier to access. In addition, insecurity, particularly due to crime and the ongoing threat from terrorist-linked groups, further disrupts education in certain regions. Another challenge is the financial strain on parents, many of whom are unable to afford the portion of school fees still required, despite government support. Furthermore, the lack of funds for essential non-fee items, such as uniforms, notebooks, stationery, and sanitary products, also hinders students' ability to remain in school.

Secondary education is primarily funded through a combination of capitation grants, household contributions in the form of boarding fees, and financial support from county governments. Additional resources are provided by income-generating projects, sponsors, alumni networks, private sector partnerships, donors, the Constituency Development Fund (CDF), various agencies, and non-governmental organizations (NGOs) (*MOE-NESSP, 2019*).

1.3 Problem Statement

Sustainable Development Goal (SDG) 4, Target 1, aims to ensure that all girls and boys have access to free, equitable, and quality primary and secondary education. In Kenya, the Constitution of 2010 upholds every child's right to basic education under the Bill of Rights, with the Basic Education Act of 2013 putting this right into practice. This Act mandates that every Kenyan parent, or any parent whose child resides in Kenya, must enroll their child in primary and secondary school. The 100% school transition is aimed at achieving a 100 percent transition rate from primary to secondary education and is an important step toward realizing universal basic education (KIPPRA, 2020)

Since the introduction of Free Primary Education in 2003, Kenya's gross enrolment rate (GER) rose significantly, reaching 104 percent by 2018, with the net enrolment rate (NER) increasing to 92.4 percent in the same period. In contrast, the launch of Free

Day Secondary Education in 2008 did not lead to a similarly substantial rise in enrolment. In 2008, the GER and NER for secondary education were relatively low, at 42.5 percent and 28.9 percent, respectively, but by 2018, these rates had improved to 70.3 percent and 53.2 percent, reflecting increases of 27.8 percent in GER and 24.3 percent in NER (*KNBS, 2019)*

Despite various government interventions, the goal of achieving a 100% transition from primary to secondary education in Kenya remains unmet. While access to education has improved over the years, a considerable number of children were still out of school in 2020, with 21.9% at the primary level and 45.9% at the secondary level (Kenya Economic Survey Report, 2024).

The 100 percent school transition from primary to secondary school has faced technical, structural, and governance challenges since its implementation. Issues with resource allocation, infrastructure, and local governance have hindered equitable access and its effectiveness. Despite the mandate, disparities persist across regions, driven by gender, regional, and socioeconomic factors (Mukite et al., 2023)

Failing to achieve 100% transition from primary to secondary education in Kenya perpetuates inequality, poverty, and socio-economic stagnation. Marginalized groups, particularly girls and children from low-income or rural areas, remain disproportionately excluded, widening regional and gender disparities. Limited access to secondary education weakens human capital development, leading to higher unemployment, increased dependency ratios, and reduced national productivity. Additionally, school dropouts face greater vulnerability to early marriages, child labor, and social exploitation, reinforcing cycles of poverty and economic disparity. On a broader scale, the failure to achieve universal secondary education hampers Kenya's long-term economic growth and global competitiveness, slowing progress toward Sustainable Development Goal 4 (quality education) and Vision 2030 objectives.

This study, therefore, aimed to better understand, through qualitative analysis, the factors influencing Kenya's 100 percent school transition, critically appraise the transition to uncover challenges and emerging issues, while identifying lessons and best practices from other contexts. By achieving these objectives, the study sought to provide actionable insights that can contribute to a more inclusive and sustainable educational system in Kenya.

1.4 Study Objectives

1.4.1 General objective

The general objective of this study is to do a critical appraisal of 100 percent school transition in Kenya.

1.4.2 Specific Objectives

i. To assess the factors that hinder 100 percent school transition in Kenya.
ii. To analyze the policy framework of the 100 percent transition initiative, highlighting issues emerging from its implementation.
iii. Draw lessons from best practice on 100% secondary school transitions.

1.5 Research Questions

i. What are the factors that affect the implementation of the 100 percent school transition in Kenya?
ii. What emerging issues are evident in the implementation of the 100 percent school transition?
iii. What lessons and best practices can be identified from other contexts to improve the effectiveness of Kenya's 100 percent school transition?

1.6 Scope of the Study

This study focused on appraising the 100% transition policy in Kenya, a mandate established under the Basic Education Act of 2013, which seeks to ensure a seamless transition from primary to secondary education. The study specifically examined the challenges hindering full implementation, including governance, infrastructure, financial constraints, and socio-cultural barriers.

Conceptually, the study explored the structural, policy, and socio-economic factors influencing transition rates, drawing insights from education governance frameworks and best international practices. Geographically, the study focused on Kenya, analyzing regional disparities in transition rates, particularly in marginalized areas. The research covered the period from 2018 to 2023, evaluating policy trends, interventions, and emerging challenges over time. Data was obtained through informant interviews and supplemented with secondary sources, including government reports and education policy documents.

1.7 Significance and Justification of the Study

It is crucial to assess the effectiveness of the 100% transition policy to ensure that every child has access to secondary education, thereby capitalizing on the potential of an educated youth population to drive national economic growth. Achieving a 100% transition is vital for addressing regional and gender disparities in education, as well as for reducing the impact of unfulfilled educational aspirations, which can contribute to socio-economic stagnation and hinder human capital development. This study evaluated the challenges faced by the policy and explored policy options to overcome these obstacles and improve the effectiveness of the transition program.

This dissertation study contributes to the ongoing discourse on the challenges and successes of Kenya's 100% transition policy. The study has provided insights into the barriers affecting the policy's success and has proposed actionable recommendations for enhancing its implementation. By addressing these issues, the findings could inform future strategies for achieving equitable education access, thus improving national educational outcomes and supporting sustainable socio-economic development.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter provides an in-depth review of literature related to the research topic. It is arranged into sub-sections comprising the theoretical frameworks that guided the study and an empirical literature review with a focus on the three research objectives. The chapter concludes with the identification of research gaps and the presentation of the conceptual framework.

2.2 Theoretical Framework

This section provides a review of the key theoretical frameworks that underpin the study. The theoretical review serves to situate the research within a broader academic context, offering lenses through which the phenomenon of 100 percent school transition in Kenya can be understood and analyzed. By exploring relevant theories, this chapter helps to establish the conceptual foundation for the study, guide the development of research questions, and inform the interpretation of findings.

2.2.1 Systems Theory

The study was guided by Ludwig von Bertalanffy's (1968) Systems Theory, which posits that a system is a self-contained unit that functions as part of a larger, higher-order system. It is organized in a sequence where the output of one subsystem serves as the input for another. Consequently, any change in one part of the system necessitates adjustments in other subsystems. Systems are inherently characterized by interconnectedness and feedback loops and education systems are no exception (Allen & Cherrey, 2000). This theory emphasizes that the components of a system interact cohesively to achieve defined objectives. Applied to education, this theory posits that different levels within an education system must work collaboratively to attain overarching educational goals. If these goals are not achieved, it is unproductive to assign blame solely to any single level within the system. Due to the unique nature of education systems, universal solutions to educational challenges may not be effective (Garira, 2020). Each education system has its own unique characteristics, which means that one-size-fits-all solutions are unlikely to be effective. (Meadows, 2008) underscores the importance of involving all stakeholders affected by systemic

problems in their resolution, and this applies to education as well. Without adopting a systemic approach to addressing these challenges, solutions may fall short. Viewing schools as independent from the broader education system limits our ability to understand the complex interactions and feedback mechanisms that influence educational quality. Additionally, changes implemented at one level of the system can have ripple effects on other levels or the system as a whole.

From a systems perspective, the inability to achieve full school transition cannot be attributed to a single cause but rather to multiple interacting factors. For example, poverty in households, cultural attitudes towards education, and lack of access to learning resources are subsystems that directly influence student retention. Likewise, weaknesses in school management, inadequate staffing, and overcrowded classrooms reflect systemic stress that compromises the system's capacity to support every learner. The implementation of the 100 percent transition policy requires coordination among various actors including the Ministry of Education, local school administrators, parents, and community leaders. Systems Theory emphasizes the importance of communication and feedback mechanisms across these actors. Failures in policy communication, misallocation of resources, or weak monitoring and evaluation frameworks are examples of systemic breakdowns that contribute to the emergence of implementation challenges.

Education systems are highly intricate, composed of numerous components that interact across different educational levels and temporal scales. The diversity of these elements and their respective areas of control is crucial for enabling a wide range of stakeholders to understand their roles in achieving quality education and transition in different levels in schools. These stakeholders include students, parents, educational personnel, experts, and various social structures with a vested interest in education. The strength and frequency of interactions among these groups are essential for the effective functioning of an education system. Consequently, fostering such interactions is imperative for any initiatives aimed at supporting, reforming, or enhancing the quality of education in schools (Meadows, 2008).

Systems Theory is appropriate for this study because it enables a multidimensional analysis of a complex system. It allows the researcher to go beyond surface-level observations and examine how various subsystems interact to support or hinder educational transitions. Moreover, it provides a robust framework for diagnosing problems, identifying leverage points for intervention, and drawing lessons from well-integrated education systems.to achieve meaningful and sustainable improvements, all levels of the education system must be considered before making changes to any one part. Research indicates that an education system where all levels of organization work collaboratively can provide high-quality learning opportunities(Garira et al., 2019 ; Lewis & Pettersson Gelander, 2009). These opportunities have the potential to significantly improve the quality of education in schools. A systematic analysis of the entire education system should be conducted to identify the root cause of the problem. This analysis can help uncover effective strategies for achieving and enhancing the quality of education. Problems within any system should be examined in collaboration with all those impacted by them (Meadows, 2008).

A systems approach to understanding education in schools might suggest that the best way is to study its individual components, drawing conclusions about how to improve education based on an analysis of a single part. This theoretical perspective can be valuable as it enables researchers to examine complex phenomena, such as an education system, by breaking them down into smaller, more manageable elements. The goal is to simplify complex events and processes by focusing on their basic components, thereby making something intricate easier to understand (*Terry Wrigley, 2019*,).

While Systems Theory provides a useful framework for understanding the interconnectedness of education systems, it has several limitations when applied to Kenya's 100% transition policy. The theory overemphasizes structure over human behavior, assuming that all components function predictably, despite individual motivations, biases, and constraints. It also fails to account for external socio-economic

and political factors, such as funding shortages and governance inefficiencies, which significantly impact education outcomes. The implication of Systems Theory in the study was that the compulsory 100% transition from primary to secondary schools was viewed as a single system, where the output from primary schools served as the input for secondary schools.

2.2.2 Human Capital Theory

Human Capital Theory (HCT) was pioneered by economists from the University of Chicago, led by Schultz and Becker in the 1960s. HCT posits that all social phenomena originate from individual behaviors, with individuals shaping human capital by acting in their own self-interest. Theorists emphasize how education and other attributes contribute to skill development and knowledge acquisition, which serve as investments in labor productivity. Schultz argues that, like other forms of capital, human capital plays a crucial role in providing economic value (Hung & Ramsden, 2021a).

Human Capital Theory suggests that individuals make decisions aimed at enhancing their future earnings and overall well-being. These investments often come at a cost, including direct expenses such as tuition and school fees, as well as indirect costs like lost income during the time spent on education. In return, individuals anticipate future benefits, which may include higher wages, improved working conditions, or even a longer lifespan they personally value. HCT typically frames these investment choices as part of an optimization process, where individuals allocate resources in a way that maximizes their long-term well-being (Eide & Showalter, 2010)

Human Capital Theory has become a dominant framework in global education policy discussions. Its influence is evident both at the supranational level—within organizations such as the OECD and the EU—and within national education systems. By framing education as an "investment" that generates returns for individuals through higher earnings and for the state through increased employment and economic growth, HCT serves as a compelling model for neoliberal governance in education. This perspective positions state education systems as tools for advancing

the knowledge economy, emphasizing their role in driving economic development (Gillies, 2017).

From the human capital perspective, barriers such as poverty, inadequate school facilities, early marriages, and child labor represent lost opportunities to develop the nation's productive capacity. These factors limit the ability of children to progress through secondary education, thereby reducing the overall human capital stock essential for economic development. While the policy's aim aligns with human capital development goals, implementation challenges such as insufficient funding, overcrowded classrooms, and low teacher motivation may compromise the quality of education provided. Human Capital Theory stresses that investment in education must yield quality outcomes to ensure returns in terms of skilled labor and productivity. The theory underscores the importance of adopting best practices that enhance educational attainment and retention. Initiatives such as scholarship programs and targeted support for vulnerable students are viewed as investments that optimize human capital development by improving school transition rates and learning outcomes.

Human Capital Theory is particularly relevant to this study as it provides a robust framework for understanding the economic and developmental rationale behind universal secondary education. It highlights the consequences of failing to invest adequately in education, framing barriers to school transition not only as social issues but also as economic inefficiencies. This theoretical approach supports the study's focus on identifying factors that hinder policy success and exploring best practices to maximize educational investment.

However, the application of HCT has notable limitations. One major critique is its strong economic focus, where the benefits of accumulating human capital are largely viewed through the lens of increased productivity and wages. This perspective overlooks social, cultural, and other non-material aspects of life (Hung & Ramsden, 2021b). To effectively apply HCT, researchers should adopt an economic framework that also considers how human capital investment generates social, cultural, linguistic,

and political benefits, while demonstrating how these factors enhance labor productivity, professional opportunities, and overall economic well-being, particularly among Chinese populations. Economists argue that the accumulation of various resources through human capital growth is closely tied to economic capital earnings.

Another drawback of HCT is its assumption that individuals always make rational decisions regarding investments in education. HCT suggests that individuals will pursue education only if the expected benefits outweigh or match the associated costs. In theory, individuals assess future gains and expenses before deciding whether to invest in further education *(Robeyns, 2006*). However, decision-making is not always purely rational. People may make educational investments despite higher costs, driven by intrinsic motivations such as personal satisfaction (*Terry Wrigley, 2019*,). While rational decision-making does not always apply, the theory remains relevant in explaining parental influence on social mobility. Many families prioritize education as a means of securing better long-term opportunities for themselves and future generations. If economists observe that education investments among individuals do not directly translate into economic returns, they should consider the possibility that these individuals may be motivated by factors beyond immediate financial gain (Hung & Ramsden, 2021a).

Another critique of HCT in education is that it often focuses on the quantity rather than the quality of schooling. Psacharopoulos (2008) argues that the quality of education is a significant determinant of earnings. However, researchers frequently measure education level using years of schooling due to the lack of reliable indicators for school quality in available datasets. Consequently, this approach may introduce measurement errors when evaluating the impact of education, as it fails to account for variations in educational quality.

2.3 Empirical Literature Review

2.3.1 Factors Affecting the Implementation of the 100% School Transition in Kenya

According to Ministry of Education Science and Technology in 2015, governments and financial partners are increasingly prioritizing the expansion of secondary education to make it more accessible, relevant, and of higher quality. Recognizing education as a cornerstone for sustainable economic development, social mobility, national cohesion, and social progress, the Government of Kenya has undertaken initiatives leading to the rapid growth of the education sector. The secondary education sub-sector in Kenya faces a range of challenges related to governance, management, and accountability, as highlighted in the MOE-NESSP (2019) report. Other challenges can be classified as technical, structural, legal, policy, social and cultural policy. "The three main challenges of learners' transition are physical access to educational institutions, access to quality education, and outcomes in the job market for marginalized minorities once they leave the education system" (Sefa-Nyarko, 2016). Chinooneka (2015), in a study conducted in Zimbabwe on factors influencing effective teaching and learning in schools, argued that the 100% transition policy poses challenges for schools. These include difficulties in adhering to effective teaching and learning practices, maintaining building safety standards, identifying learners with disabilities, and ensuring students' sustainability within the school system. UNICEF (2015) identifies various factors that contribute to the non-enrolment and continued exclusion of children from transition, including disability, gender, living conditions, and socio-economic background. Learner challenges are a significant barrier to enrolment, with children facing language, speech, physical, sensory, and cognitive difficulties being more likely to drop out of school. This is often due to their exclusion from learning, particularly when the curriculum is not adequately adapted to meet their needs.

The International Institute for Educational Planning (2021) suggested that teaching and learning should be evaluated using indicators such as classroom content delivery, student assessment methods, and learning outcomes. Effective teaching and learning

are reflected in the use of appropriate instructional methodologies that foster lasting understanding. Various techniques can be employed to deliver content tailored to learners' needs. Integrating information and communication technology (ICT) skills has been shown to enhance teaching and learning quality by providing students with opportunities to build new knowledge on their existing foundations. ICT also supports student-centered, self-directed, and collaborative learning approaches. Since learning occurs within the students' minds and is not directly observable, strategies that provide immediate feedback—such as assignments, group work assessments, and continuous assessment tests—are essential to gauge and improve students' levels of understanding (Mauti et al., 2023).

Inclusivity in education implies that the school environment is one in which all students feel that their contributions and perspectives are equally valued and respected. Whereas inclusivity deals with addressing aspects of tolerance and social equality within the school community, it also borders on developing a school infrastructure devoid of deficiencies. Inclusive education strengthens the capacity of the system to reach out to all learners as a strategy for desirable student transition (Könings et al., 2021). A survey by Jones (2018) covering 42 countries, including 19 in Sub-Saharan Africa, found that children of lower secondary school age with functional disabilities are more likely to be out of school. Additionally, completion rates were lower for children with disabilities, and like the broader population, girls faced a higher risk of being out of school. The survey also noted that in several Sub-Saharan African countries, policies designed to support learners with disabilities are either poorly implemented or nonexistent. Furthermore, these policies are often unclear about whether they are intended to promote inclusion. A report by Rieckmann (2017) emphasized that the needs of all learners should be addressed through an integrated approach, ensuring that marginalized learners are included in existing mainstream schools. A study by Amin and Chandrasekhar (2012) in Benin and Mali found that girls from low-income families have a low transition rate to secondary schools, with girls in rural areas often being required to perform domestic chores. Additionally, some schools fail to meet the safety, hygiene, or sanitation needs of girls, while in other

cases, teaching practices are not gender-responsive, contributing to gender gaps in learning and skills development (Sommer et al., 2017). Barriers to girls' education are poverty, premarital marriage, and gender-based violence (Lonchar, 2022). In Zanzibar, the highest dropout rate among girls is linked to parents' negative attitudes towards girls' education (Jones, 2018). Lack of schools within a reasonable walking distance for those in poor regions is a serious barrier to transition, especially in rural and remote parts of a country (Kraay, 2018). The number of secondary schools per square kilometer positively influences access to secondary education (Pearson et al., 2014). Greater distances to secondary schools are negatively correlated with education and transition rates. For example, in Congo, nearly 38% of students live more than 30 minutes from a secondary school, compared to less than 10% in Mauritania and Senegal, which experience lower dropout rates after primary school. Access to schools plays a significant role in secondary education trends, as financial costs and travel time are key barriers to student transition (Mingat & Ndem, 2010).

Research by Taaliu (2017) on hidden charges within the Kenyan education system found that "these charges are significant, causing parents from low-income households to withdraw their children from school early in the education cycle hindering the targeted transition." According to Ohba (2015), the additional costs of education in Kenya remain high for many students attending secondary school. A study of 109 school dropouts revealed that only 17 continued to secondary education, while 20 others, who would have liked to progress, cited these extra costs as the primary barrier. This finding was supported by a study by Werunga et al. (2018) on factors affecting transition rates from primary to secondary school in Kenya, where parents identified the lack of funds for extra school expenses—such as transport, extra tuition, meals, and school uniforms—as the main reason for not enrolling their children in secondary school. A study by Smythe-Leistico and Page (2018) on "Connect-text: Leveraging text-message communication to mitigate chronic absenteeism and improve parental engagement in the earliest years of schooling" found that young people may leave school earlier than expected to take responsibility for their day-to-day survival.

Between 2016/17 and 2017/18, funding and expenditure on Free Day Secondary Education increased by approximately 50%, primarily due to a rise in capitation for secondary-level tuition from Ksh.12,870 to Ksh.22,244. This increase in government contributions effectively eliminated tuition fees for students attending day secondary schools. Although tuition fees for government day secondary schools have been fully waived, parents are still responsible for covering the costs of uniforms, learning materials, meals, transport, and development projects approved by Parent-Teacher Associations. Consequently, despite all 2019 KCPE candidates being allocated places in public secondary schools nationwide, some students have reported financial barriers preventing their transition to secondary education (Garira et al., 2019). In as much as the government has increased capitation for special needs secondary education from Ksh.37,210 in 2016 to Ksh.57,974 for the medium term 2017–2022, parents of children with disabilities are still required to pay Ksh.12,790. This increased capitation was intended to alleviate the financial burden of secondary education on parents and guardians, thereby improving access to education. However, parents' contributions still cover costs such as boarding equipment and supplies, facility maintenance and improvements, local transport and travel, administrative expenses, electricity, water, and physical education.

Another emerging issue in secondary education financing is the categorization of boarding secondary schools according to the Fee Guidelines for Public Secondary Schools (2020). The Ministry of Education (2020) classified boarding schools into Category A, which includes national schools and county schools in urban centers such as Nairobi, Mombasa, Nakuru, Kisumu, Nyeri, Thika, and Eldoret, and Category B, which includes other boarding schools. Under these guidelines, parents of students in Category A schools are required to pay Ksh.53,554 in fees, while those in Category B schools are expected to pay Ksh.40,535.

Overcrowding of classrooms is a challenge in the short term as it may result in limited one on one interaction with students. Such large number of students may also be disruptive and difficult to handle for teachers allocated. In the long term, it would

make the identification of students with learning disabilities difficult and result in lower grades, and increased dropouts in secondary education. Some institutions have also been forced to convert storage facilities into dorms or outsource dorms space from surrounding schools to accommodate additional students. This limits school adherence to building safety regulations" (*KIPPRA, 2020*). Pupil-to-teacher ratios may significantly exceed the globally recommended standard of 40:1, with the situation being particularly dire in schools in Northeastern Kenya, where over 3,000 teachers have been relocated due to security concerns. The introduction of the Competency-Based Curriculum (CBC) in 2018 has further exacerbated the issue of teacher shortages. A study by Prasad (2018) on the quality of secondary education in India revealed that teacher shortages are a global issue, with the problem being particularly severe in poverty-stricken areas. Increasing the number of teachers and creating supportive conditions to retain them after training is crucial.

The provision of quality education and training remains a significant challenge, with disparities, particularly between public and private schools, being a major concern. These disparities in performance are largely attributed to differences in facilities, teaching quality, and resources. The lack of modern teaching and learning infrastructure, suboptimal teacher-to-student ratios, and inadequate pedagogical skills among teachers hinder the delivery of quality education. Additionally, a curriculum that is not tailored to impart skills for sustainable livelihoods or designed to meet the diverse needs of all learners' limits students' readiness for the transition to secondary education. The absence of an effective management system within learning institutions further exacerbates these challenges, creating barriers to achieving a smooth transition and compromising the overall success of the 100% transition policy. These issues contribute to unequal access to quality education, making it difficult for students to progress seamlessly from primary to secondary school (National Council for Population and Development, 2015)[1]

[1] https://ncpd.go.ke/wp-content/uploads/2021/02/Policy-Brief-49-Investing-in-Education-and-Skills-Development.pdf

An additional challenge to achieving the 100% transition policy is the persistence of gender and cultural norms that hinder access to secondary education, particularly for girls in certain communities. Cultural barriers such as child marriages, female genital mutilation (FGM), and gender roles that favor boys over girls remain prevalent, leading to direct negative consequences for the education and socio-economic status of girls. These entrenched societal barriers prevent many girls from progressing to secondary school, directly undermining the policy's objectives. In response, national and county governments have initiated sensitization campaigns aimed at addressing cultural attitudes that limit educational opportunities for girls, but these efforts have yet to fully eliminate the disparities in access (*KIPPRA, 2020*).

The 100% transition policy, aimed at ensuring all students move from primary to secondary education, faces multiple challenges. While significant efforts have been made towards achieving the 100% transition, addressing these gaps—ranging from financial barriers and inadequate resources to cultural and gender-based challenges—remains crucial for the policy's success. Financial constraints persist despite government funding, with parents still responsible for additional costs. Overcrowded classrooms, teacher shortages, and disparities in resources between public and private schools hinder educational quality. Cultural barriers, such as gender inequality and early pregnancies, also prevent many girls from advancing to secondary school. To ensure success, expanding school infrastructure, improving resources, and addressing socio-cultural challenges are essential.

2.3.2 Challenges and emerging issues that undermine transition globally

Education is considered essential, especially in most developing countries, as it is regarded as key to evading poverty. Notwithstanding the efforts by many countries towards the achievement of universal basic education for all, a lot of children are still out of school.

Globally, the transition from primary to secondary education faces numerous challenges that affect enrollment, retention, and completion rates. Empirical studies highlight a complex interplay of socio-economic, cultural, institutional, and policy-related factors that undermine smooth school transitions.

Moreover, some students who are in school are not learning effectively(Mihai et al., 2015). Most educational systems globally feature a standard transition from primary (or its equivalent) to secondary school. This transition typically takes place during the pre-adolescent or adolescent years, a period marked by significant physical and psychological changes (Jindal-Snape, 2009).

Gender-based challenges continue to impact school transitions. research in South Asia and Africa (Sommer et al., 2015; Muthengi et al., 2016) shows that early marriage, pregnancy, and gender norms restricting girls' mobility significantly hinder girls' progression to secondary school. These social factors are compounded by inadequate sanitary facilities and lack of gender-sensitive school environments. According to (AFIDEP) The African Institute for Development Policy (2018), the lack of effective Comprehensive Sexuality Education (CSE) in primary schools presents a significant challenge to achieving the 100% transition, particularly for girls. Without proper education on sexual and reproductive health, many young girls face increased risks of teenage pregnancy and early sexual initiation, which often leads to dropping out of school after primary education. Teenage pregnancy not only disrupts their educational trajectory but also limits their opportunities for social and economic empowerment. Evidence shows that CSE, when culturally and age-appropriate, gender-sensitive, and life skills-based, equips young people with the knowledge and skills to make informed decisions about their sexuality, ultimately helping to reduce teenage pregnancies. Without widespread implementation of such education, the 100% transition becomes difficult to realize for girls, as early pregnancies continue to prevent many from advancing to secondary education.

Policy implementation gaps are well-documented barriers to school transition. Evidence from various countries reveals issues such as poor coordination between education levels, inadequate funding, and lack of monitoring systems (Bruns, Filmer & Patrinos, 2011). In some contexts, policies promoting universal transition have been undermined by bureaucratic inefficiencies and corruption (Pritchett, 2013).A significant gap in achieving the 100% transition is the inadequate support for mobile

schools and non-formal education options, particularly in marginal areas. The government should enhance existing mobile schools for nomadic communities by providing better logistics, learning materials, and equipment. Furthermore, expanding and improving the quality of non-formal secondary schools would make them more appealing to students in these regions, ensuring that more young people, especially in remote and marginalized areas, are able to transition successfully to secondary education (AFIDEP, 2018). As noted by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015), the vulnerability of nomadic groups continues to increase due to factors such as natural droughts, which are beyond their control.

Several studies point to the quality and relevance of education as a critical factor influencing transition. Poor learning outcomes and curricula that do not align with students' interests or labor market needs contribute to disengagement (World Bank, 2018). Overcrowded classrooms, insufficient teaching materials, and untrained teachers further exacerbate this issue (Akyeampong, 2017). The African Institute for Development Policy (2018) identifies another challenge in achieving the 100% transition policy as the lack of quality education resources in rural schools, where challenges such as the absence of electricity, insufficient books, and a shortage of trained teachers persist. Without access to these essential resources, students in rural areas are at a disadvantage. However, if these schools were equipped with solar panels and wireless broadband, pupils could access quality educational materials and free online lessons, bridging the resource gap and supporting smoother transitions to secondary education. To boost the transition to secondary school education, there is a need to expand secondary school infrastructure, including increasing the number of schools and classrooms.

2.3.3Measures that can be put in place to enhance the success of 100% Transition Policy drawing lessons from other countries' experiences

Brazil and New Zealand rank among the top three OECD countries in education spending, each allocating approximately 13% of their total public budgets to education, significantly exceeding the OECD average of 8% by 60%. In 2017, Singapore

allocated $12.9 billion to education, making it the second-largest ministry budget after defense, which received $14.2 billion (UNICEF, 2018). The National and County Governments should allocate sufficient budgetary resources to subsidize education and pay special attention to the underprivileged. A dedicated fund at the county level can be established to support needy and vulnerable groups, addressing gender disparities in education. Additionally, transparency in the allocation of bursaries should be improved to ensure the intended beneficiaries receive the support.

In New Zealand, over NZ$700 million has been invested to equip schools with high-speed broadband, facilitated by the Network for Learning (N4L), which provides quality connectivity, resources, and collaboration platforms. The Ministry of Education has developed a Digital Technologies curriculum emphasizing computational thinking and digital design, committing an additional NZ$40 million to teacher training for its implementation. To align assessments with the curriculum, the New Zealand Qualifications Authority (NZQA) introduced a digital strategy to transition external assessments for the National Certificate of Educational Achievement to online in 2019, marking a shift towards adaptive computer-based evaluations. Policies also focus on teacher training and co-designing new educational tools to enhance learning outcomes (UNICEF, 2018).

To boost secondary school transitions, expanding infrastructure is crucial. This includes increasing the number of schools and classrooms, improving basic facilities and equipment, providing adequate learning materials, and addressing human resources needs. Priority interventions should target underserved areas to ensure equitable access to quality education. To enhance education quality in rural schools lacking electricity, books, and sufficient trained teachers, students can access quality educational materials and free online lessons through connectivity enabled by solar panels and wireless broadband. (UNFPA, 2018). [2]Educopedia, developed with input from Brazil's top educators, is an online platform offering collaborative digital lessons where students and teachers can access self-guided activities through play and

[2] http://www.educopedia.com.br/

practice anytime, anywhere. This 24/7 accessibility allows schools to implement half-day, split shift schedules, effectively doubling their student capacity. Additionally, it supports teachers in managing larger class sizes, enables parents to participate in their children's learning in well-resourced areas, and significantly enhances the quality of home learning in underserved regions (Caldwell B. & Spinks, 2014)

Finland has achieved nearly universal transition from primary to secondary education through a well-structured system that prioritizes equitable access, high-quality teacher training, and individualized student support programs. A major factor behind this success is Finland's clearly articulated policy of providing education for all, ensuring that every student, regardless of their background, has equal access to schooling. Over the years, government investment in special education resources has increased, enabling the inclusion of students with learning and behavioral difficulties into mainstream classrooms. Since 1998, full-time special educational needs have become an integrated feature in regular classrooms, extending support to students with mild learning challenges who were previously ineligible for full-time placement. Additionally, Finland's commitment to reducing financial barriers through free meals, healthcare, and learning materials has significantly contributed to high transition rates by ensuring that economic constraints do not hinder school continuation (Kirjavainen et al., 2016).

South Korea has implemented several strategies to enhance the transition from primary to secondary education, focusing on equitable access and quality improvement. The government has prioritized academic excellence by investing in teacher training programs and curriculum development, ensuring that educators are well-equipped to deliver high-quality instruction. Additionally, parental involvement is actively encouraged through school councils and community engagement initiatives, fostering a collaborative environment that supports students' educational journeys. To address regional disparities, South Korea has allocated targeted funding to underprivileged areas, improving infrastructure and

resources in schools across the country. These comprehensive efforts have contributed to higher transition rates and a more equitable education system (Jung et al., 2014)

(Tilleczek, 2017) attributes Canada's high success rates in school transitions to be driven by comprehensive transition planning, strong parental and community involvement, student-centered support services, and professional development for educators. Schools collaborate with families and support staff to address students' individual needs, ensuring a smooth shift from primary to secondary education. Academic assistance, counseling, and extracurricular programs further support students' personal and social development. Additionally, ongoing teacher training equips educators with the skills to facilitate successful transitions. These strategies create an inclusive and well-structured system that enhances student retention and success. This study, therefore, builds upon the findings from a variety of previous studies that have examined the challenges and successes of the 100% transition policy in Kenya.

2.4 Study gaps

While the previous studies have explored individual aspects of the 100% transition policy—such as infrastructure challenges, financial barriers, and gender disparities, there remains a gap in research that comprehensively links these factors and identifies multi-dimensional, cross-sectoral interventions that could effectively address these challenges in a unified framework. This study will contribute to the growing body of research on the 100% transition policy by addressing both the systemic challenges identified in previous studies and proposing actionable, cross-sectoral solutions. It also highlights significant gaps in the research landscape, particularly around ICT integration, sufficient allocation, expansion of infrastructure and the comprehensive monitoring of the transition process, which, if addressed, could significantly enhance the success of the 100% transition policy.

2.5 Conceptual Framework

A conceptual framework is an analytical tool that the researcher considers most suitable for explaining the process of the phenomenon under study. It offers a comprehensive and integrated perspective on the problem being investigated (Liehr

& Smith, 1999). Statistically, it represents the relationships between the main concepts of the study and is logically organized to visually demonstrate the interconnections between ideas (Grant & Osanloo, 2014)

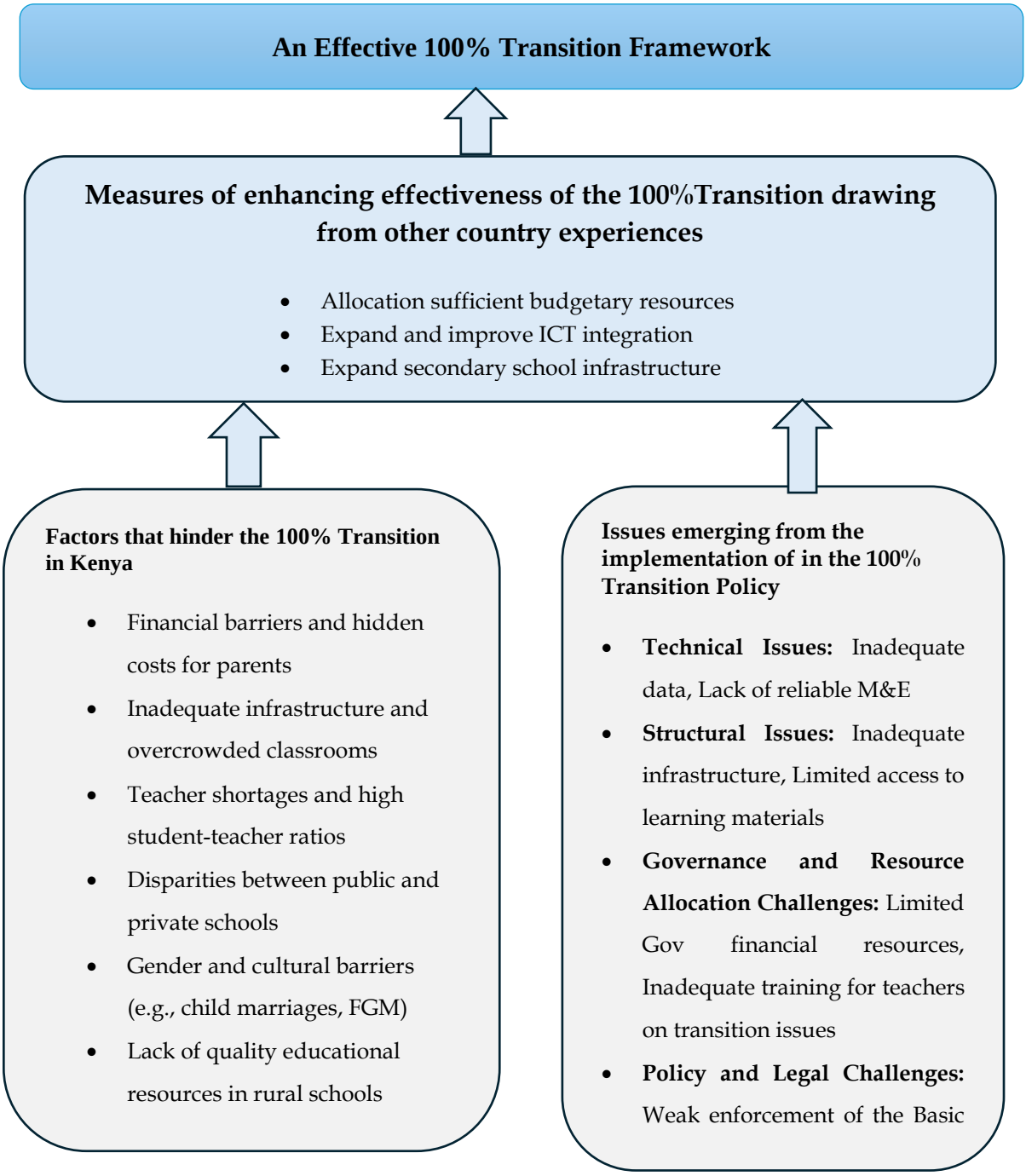

Figure 2.1 Conceptual Framework

2.6 Conclusion

This chapter has reviewed the key theoretical frameworks and empirical studies relevant to understanding the 100 percent school transition policy in Kenya. Theoretical perspectives such as Systems Theory and Human Capital Theory provide valuable lenses for analyzing the complex factors that influence educational transitions, emphasizing the interconnectedness of social, economic, and institutional subsystems and the importance of investing in education for national development.

Empirical literature highlights numerous challenges undermining school transitions globally, including poverty, gender disparities, quality of education, policy implementation gaps, and emerging issues. These findings underscore the multifaceted nature of barriers to achieving universal secondary education and the need for comprehensive, context-sensitive approaches. Overall, this chapter establishes a solid foundation for the current study by identifying gaps and framing the research within relevant academic debates.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology, including the research design, target population, sampling techniques, sample size determination, data collection methods, data analysis procedures, and ethical considerations. It provides an overview of the approach and processes used t gather and analyze data, while ensuring the study's integrity and validity.

3.2 Research Philosophy

This is a belief about the way in which data about a phenomenon should be gathered analysed and used. It is the foundation of knowledge which assists the researcher to expose, understand and minimize research biases (Sekaran & Bougie, 2010). This study adopts an interpretivism research philosophy, which is rooted in the belief that reality is socially constructed and can best be understood through the subjective experiences of individuals. This philosophical stance is particularly relevant for social phenomena, such as education, where human behavior, cultural norms, and contextual factors play a significant role. In the context of the 100 percent school transition policy in Kenya, interpretivism offers an appropriate lens for exploring the nuanced challenges, perceptions, and experiences of different stakeholders involved in the education system. The policy, while ambitious, is influenced by multiple variables including socio-economic status, cultural beliefs, institutional capacities, and This approach aligns well with the study's qualitative design and its use of methods such as interviews and focus group discussions. The interpretivist paradigm allows the researcher to remain open to emerging themes and perspectives, thereby generating a rich and contextually grounded understanding of the issues at hand.

3.3 Research Design

According to Kothari (2014), a research design is "a structured plan for collecting and analyzing data, ensuring a balance between efficiency and relevance to the research question." The study design aims to provide a systematic approach for addressing research questions, objectives, research problems, population, and sampling procedures (Wahyuni, 2012).

For this study on the 100% school transition policy, an exploratory research design was adopted, the design is particularly suited to investigating complex issues with the aim of gaining insights, uncovering patterns and generating understanding rather than testing hypothesis or establishing a causal relationship.

Exploratory research is inherently flexible and adaptive, allowing the study to evolve as new insights emerge. In this study, qualitative methods such as semi-structured interviews, focus group discussions, and document analysis will be used to collect rich, descriptive data. These methods align with the exploratory nature of the design and support the interpretivist paradigm guiding the research.

Unlike quantitative methods, which rely on closed-ended questions and limit further probing, the qualitative design was iterative. Data collection and research questions were refined throughout the process based on emerging findings, offering greater flexibility in understanding the dynamics of the topic (Mack, 2005). This design was essential for capturing nuanced data, particularly regarding socio-cultural, economic, and institutional factors influencing successful transitions to secondary school.

3.4 Population and Sampling

According to Coopper and Schnidler (2014), study's target population comprises respondents with characteristics or reliable understanding of the research problem. Banerjee & Chaudhury (2010) refer to target population as a specific subset or segment within the larger population that is the primary focus of a study, intervention, or marketing strategy. Target population alludes to the bigger population used by the researcher to make a conclusion on the results of the study. It is the entire group of people, things or objects the researcher has chosen to study (Munyuko, 2015).

The study population comprised key stakeholders directly or indirectly involved in the implementation and experience of the 100 percent school transition policy in Kenya. This included school administrators, classroom teachers, education officials, students, and parents. These groups were selected because of their unique and complementary perspectives on how the policy is interpreted, implemented, and

experienced at various levels of the education system. School administrators and teachers provide insight into institutional practices, resource constraints, and the day-to-day realities of supporting student transitions. Education officials offer a policy and systems-level perspective on the enforcement, monitoring, and outcomes of the transition policy. Students, both those who successfully transitioned and those who did not, provide first-hand accounts of the facilitators and barriers to transition. Finally, parents reflect household- and community-level influences on educational access and continuity. Collectively, this population reflects a broad cross-section of the educational landscape and offers a holistic view of the factors affecting school transition in Kenya.

This study employed purposive sampling to select a sample that accurately represents the target population for both in-depth interviews and key informant interviews (Sarstedt et al., 2017). The researcher continued interviewing participants until data saturation was achieved, where adding more participants no longer provides new significant information. This concept is often referred to as the power of information (Baker & Edwards, 2012). While saturation is ideal, experts provide numerical guidance, suggesting an average sample size of 20 for a master's thesis and 50 for a PhD (Baker & Edwards, 2012). Neuman (2003) argues that the most important element in qualitative research is saturation and not representativeness and the size of the sample is not statistically derived.

This study engaged a total of 30 participants, purposively selected to provide rich, context-specific insights into the implementation and impact of the school transition policy. Participants were drawn from multiple counties across Kenya's eight former administrative regions—Central, Coast, Eastern, Nairobi, Northeastern, Nyanza, Rift Valley, and Western—to ensure broad regional representation and capture the socio-cultural, economic, and infrastructural diversity that characterizes the country's education landscape. The sample included five school administrators (headteachers or deputy headteachers) from both urban and rural schools, five teachers, five education officials, five students who successfully transitioned to secondary school and five who did not, and five parents.

The selection of five participants from each stakeholder category was based on the focus on information-rich cases rather than statistical representativeness. Five participants per group offer a manageable yet sufficiently diverse pool to capture varied perspectives within each category. This number allows for comparative analysis within and across stakeholder groups, facilitating a deeper understanding of shared experiences, divergent views, and context-specific challenges related to the implementation of the 100 percent school transition policy. Additionally, this stratified approach to purposive sampling supports data triangulation, enhancing the credibility and trustworthiness of the findings.

This purposive and regionally distributed sampling strategy supported the generation of in-depth, nuanced data, contributing to a holistic understanding of the policy's implementation challenges and perceived impact across various stakeholder groups.

3.5 Data Collection Methods

Data collection is the systematic process a researcher engages to document information" (Cooper & Schindler, 2014). Instruments refer to the tools to be used for collecting data and how the tools are developed. (Saunders et al., 2014). To ensure reliability, sufficient time must be allocated for data collection, as insufficient or inaccurate data can undermine the validity of the findings (Kabir, 2016). Although selecting an appropriate data collection method is crucial for effective research planning, it alone does not guarantee the overall success of the research project (Olsen, 2012). The study collected data using key informant interviews from different regions within the country.

To provide a broader perspective and enrich the critical appraisal of Kenya's 100% school transition policy, the study also reviewed best international practices through the analysis of secondary data. Relevant global examples were drawn from countries that have implemented effective transition strategies, such as Rwanda, Saudi Arabia, Brazil, and New Zealand. These case studies were selected based on their relevance to the Kenyan context in terms of socioeconomic structure, policy frameworks, and education system challenges. Data sources included policy briefs, government

publications, peer-reviewed journal articles, and reports from international organizations such as UNESCO and the World Bank. The review aimed to identify innovative strategies, funding models, governance structures, and monitoring systems that have successfully supported school transitions elsewhere. These insights were used not only to benchmark Kenya's current policy environment but also to draw practical lessons and formulate strategic recommendations. The inclusion of international practices provided a comparative lens that enhanced the study's capacity to propose practical solutions.

3.6 Research Quality – Validity, Reliability and objectivity of the research

3.6.1 Validity

Validity of the research instrument was ensured by examining whether it elicits the intended responses without ambiguity or distortion. This process confirmed that the questions accurately addressed the research questions. Emerging findings from ongoing interviews informed subsequent interviews, allowing for adjustments as the research progressed (Kombo & Tromp, 2006).

3.6.2 Reliability

Reliability refers to the consistency of the research instrument in producing stable and consistent results over time. It estimates the proportion of variance attributable to the true measurement of a variable (Cohen et al., 2000). To ensure the reliability of the study, the researcher maintained clear and transparent records of the decision-making process, ensuring that the interpretations of data were consistent. Additionally, the researcher ensured rich, verbatim descriptions of participants' accounts to support the findings. Methodological triangulation was employed, combining both primary and secondary data, which provided more comprehensive outcomes by cross-referencing different data sources.

The study's key informants were individuals directly linked to the 100% school transition policy, including relevant stakeholders such as education officers, school administrators, and teachers. Participants were given the opportunity to review the

interview transcripts to verify whether the final themes and concepts generated reflect the phenomena being investigated.

A pilot study was conducted with three educators to test the clarity, relevance, and effectiveness of the interview guide. The purpose of the pilot was to ensure that the questions were understandable, appropriately structured, and capable of eliciting the in-depth responses required to address the research objectives. Feedback from the pilot led to minor adjustments in question wording, sequencing, and probing strategies to improve flow. The pilot also allowed the researcher to refine interview techniques, assess the average duration of sessions, and test the recording equipment for reliability. According to Saunders et al. (2012), piloting is essential as it helps identify and reduce biases due to measurement errors, thus improving the instrument's validity. The sample size for piloting was consistent with Sekaran and Bougie's (2013) recommendation, which suggests using 10% of the actual study sample for piloting. The pilot study data was analyzed to assess its relevance, efficacy in addressing the study objectives, and the average time required for each participant.

3.6.3 Objectivity

In qualitative research, objectivity is understood not as complete neutrality, but as a commitment to accurately representing participants' perspectives while actively managing researcher bias (Patton, 2002). It involves transparency and reflexivity throughout the research process to ensure credibility and fairness in data collection and analysis. To promote objectivity in this study, several strategies were adopted in accordance with qualitative research best practices. These included journaling of researcher's thoughts, decisions and emotional responses. This helped identify and mitigate potential biases and preconceptions (Finlay, 2002). Data triangulation was used by sourcing information from multiple stakeholder groups—school administrators, teachers, education officials, students, and parents. This enhanced the credibility and confirmability of the findings (Denzin, 1978). And use of Open-ended, neutral interview questions were employed to allow participants to share their experiences freely, without being led or influenced (Creswell & Poth, 2018).

3.7 Data Analysis

"Data analysis involves identifying patterns in the data and interpreting those patterns to explain why they exist" (Creswell, 2014). Data collected from the interviews was transcribed, typed, and organized after each session. Analysis was done using thematic framework analysis (Srivastava & Thomson, 2009). There were 5 steps utilized in the thematic analysis.

3.7.1 Familiarization

The first stage of thematic analysis involved an in-depth review of qualitative data sources to understand the challenges affecting the 100% transition policy. The researcher immersed in the data by repeatedly reviewing transcripts and field notes to identify major themes. A triangulated approach was used, integrating industry reports, policy papers, and empirical studies to validate findings. Additionally, expert consultations and stakeholder engagements provided practical insights, enriching the analysis with sector-specific perspectives. This comprehensive method ensured a well-rounded, evidence-based understanding of the policy's challenges.

3.7.2 Coding and Developing a Thematic Framework

After familiarization with the data, the researcher established a thematic framework to organize and analyze insights gathered. This process involved identifying relevant issues, codes, and themes to systematically examine and reference the data. The framework was guided by predefined research objectives while also incorporating emerging issues raised by participants.

3.7.3 Indexing

Indexing involved systematically applying the thematic framework to textual data by identifying and labeling sections corresponding to specific themes. References were recorded in the margins of each transcript using numerical or descriptive codes, such as "working conditions," to categorize relevant content. This process facilitated the organization of data into manageable segments for easier retrieval and analysis.

Additionally, indexing enabled the researcher to track the frequency of specific themes, providing deeper insights into recurring patterns within the data.

3.7.4 Charting

Charting involved systematically organizing data to construct a clear representation of major themes. The researcher categorized information from the original transcripts into charts, using headings and subheadings derived from the thematic framework. Each chart corresponded to a specific theme and included verbatim quotes from multiple respondents. This process ensured that all relevant data supporting a theme were grouped together, allowing the researcher to substantiate findings using participants' own words. References were included to facilitate easy tracing back to the original transcripts.

3.7.5 Mapping and Interpretation

The researcher synthesized characteristics of the data, mapping and interpreting the dataset. This process involved reviewing charts and field notes to compare and contrast respondents' perceptions, experiences, and accounts. Patterns and associations were identified by analyzing variations within subpopulations. The researcher conducted queries, visualized relationships between nodes, and created models and charts to present findings. Additionally, the results were compared with similar studies to provide further context and validation.

3.8 Ethical Considerations

The researcher sought approval from the Innovation and Strathmore Research Ethics Committee and license from the National Commission of Science, Technology, and Innovation (NACOSTI) before embarking on data collection. Permission was requested from the institutions of key informants prior to data collection. Informed consent was obtained from all key informants by providing a detailed explanation of the research purpose, expected outcomes, estimated time of participation, assurance of privacy, confidentiality measures, and the option for interviewees to withdraw from the study at any time. Additionally, confidentiality was ensured by using

interview codes during data analysis, ensuring that no responses are linked to a particular respondent. The researcher adhered to scientific integrity by avoiding plagiarism, fabricating data, and properly acknowledging those who contribute to the study, especially while reviewing secondary data related to the 100% school transition policy.

CHAPTER 4: PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

This chapter presents the research findings based on the thematic analysis of qualitative data collected from stakeholders involved in the implementation of the 100% school transition policy in Kenya. The analysis was structured around the study's three objectives: to identify factors that hinder 100 percent school transition in Kenya; to critically appraise 100 percent school transition policy by identifying the strengths, gaps/challenges, and emerging issues; and to draw lessons from best practices on 100% secondary school transition.

The emerging themes represent a synthesis of stakeholder perspectives rather than isolated individual opinions, ensuring a comprehensive understanding of the challenges and opportunities within the policy's implementation. Before thematic coding, an initial review of responses was conducted to identify commonalities and discrepancies among participants. The data was analyzed for recurring patterns, and preliminary classifications were made based on the nature of the challenges reported. A deductive approach was employed, integrating insights from empirical studies, policy documents, and stakeholder consultations to validate the findings. This study adopted a deductive approach.

4.2 Response rate

A total of 24 respondents participated in the study, achieving 80% response rate. According to Mugenda and Mugenda (2013), a response rate of 50% is considered adequate for analysis and reporting, 60% is deemed good, and 70% or higher is regarded as excellent.

4.3 Factors affecting the implementation of 100% transition policy

4.3.1 Social Economic barriers

The implementation of the 100% school transition policy in Kenya has faced significant challenges, with socio-economic barriers being a major impediment. Various socio-economic factors hinder students' ability to transition from primary to

secondary education, particularly among marginalized and low-income communities. These challenges include poverty, hidden school costs, and parental unemployment.

In this study, 19 out of 24 (79%) of the respondents indicated low household income as a major affecting the 100% school transition. This factor was more pronounced in the respondent category of Teachers and Parents with 100% of the respondents indicating it as a challenge. 60% of the respondents within the deputy head teachers, students and government officials also indicated this a factor affecting transition.

Teacher 4: Whenever households lack basic resources, payment of school fees can never be guaranteed. First priority is given to food and clothing and probably medical care. Therefore, the standard of living determines whether a household can afford secondary school education or not.

Many families struggle with low household income, making it difficult to afford the most basic educational needs. Rising secondary school fees and stagnant wages make it difficult for families to support their children's education. Many parents rely on subsistence farming with no additional source of income, making education a lower priority when basic survival is at stake.

High rates of unemployment among parents was also cited as an issue and is closely linked to ability to support children through education. 75% (18/24) of respondents cited this as a challenge. Many families depend on casual labor that is irregular and results in unpredictable, unstable incomes.

KUPPET Official: Lack of employment has led to many problems in many of our households. Purchasing power among families has gone down due to poverty. It's no longer automatic nowadays that whenever a child starts school in grade one, she will continue to secondary school.

High, secondary school fees and levies was also identified as a major cause affecting transition, with 5 out of 5 (100%) and 4 out 5 (80%) of the parents and teachers respectively, indicating it as a major factor while 3 out 5 (60%), within the students and the school administrators' category were also indicated this as a major challenge. Only 2 out 5 (20%) of the education officials category indicated this as a major challenge.

Student 4: As I had earlier said, many students come from poor families, and even though secondary education is free but not entirely free, things like uniforms, books, and transport are costly. If parents can't afford these, some students are forced to stay at home.

Despite the promise of free secondary education, 60% (16/24) of the respondents indicated that there are still many hidden costs within the education system. Charges like 'Development fees' and 'Remedial class fees' are levied at school level and are most times not clear to parents. Sometimes, Schools also have 'project charges' for things like school buses and teachers' quarters and other amenities. Children of parents who cannot afford such charges are sent away from school and some are unlikely to join secondary school if such because of such charges.

Teacher 4: Some schools, actually most schools, usually charge extra for things like development projects and also remedial classes. This really makes it difficult for those that come from low-income backgrounds to stay in school.

4.3.2 Infrastructure and Resource Constraints

Of the respondents 58% (14/24) identified overcrowding as a major issue affecting 100% transition. Other than the students, where only 25% (2/8) felt this was a major challenge, over 60% of respondents from all other sample categories acknowledged the challenge. Many schools in Kenya face severe overcrowding, which significantly limits teacher-student interaction and reduces overall learning effectiveness. With classrooms accommodating double or triple the number of students they were originally designed for. Teachers struggle to provide individualized attention, leading to lower comprehension and poor academic performance. Students who perform poorly have little motivation to advance and drop out of school. In addition, parents of pupils or students who perform poorly may choose not to invest more financial resources in their education and instead to have them pursue other initiatives.

Deputy 3; Congested classrooms and lack of proper infrastructures discourage the learners and eventually consider school as not conducive place for learning, for instance the 100% transition policy led to overpopulated classrooms with a high student to teacher these contributes to poor

performance because students are not well attended to as per their abilities that varies from student to student. Schools are also under-staffed, the schools are faced with teacher shortage

The situation is worsened by insufficient recruitment of teachers, leaving many schools understaffed and unable to manage the rising enrollment numbers under the 100% transition policy. With limited personnel, schools struggle to implement effective teaching methodologies, and extracurricular activities that enhance student learning and engagement are often neglected. Teachers are unable to offer remedial lessons or provide additional support to struggling students, leading to poor or non-optimal performance by learners.

KUPPET Representative: *Most schools are understaffed. And almost all school facilities lack necessary equipment. When students are not handled well they are likely to suffer from mental stress. The solution to all these hiccups is for the government to work closely with teachers in implementing education policies*

4.3.3 Cultural and gender-Related barriers

Of the respondents, 50% (12 out 24) identified culture and gender related barriers as a factor affecting 100% transition to secondary schools. Over 50% of the education officials, parents and students highlighted this as a challenge while 20% and over 60% of teachers and school administrators respectively felt that this was a major issue.

The major cultural practice that the respondents pointed out was early marriages. With cultural traditions and economic hardship being the primary driving force behind this practice. In some communities, early marriage remains a major barrier to girls' education, as young girls are often married off while in primary school or immediately thereafter, preventing their transition to secondary education. Rooted in deep-seated cultural norms, economic pressures, and gender inequalities, early marriages are sometimes seen as a way for families to secure financial stability through dowry payments.

KUPPET Official: For your information, early marriages occur largely because of poverty. Poverty is the root cause. Girls from rich families hardly get married until they clear school.

So the shortest way to address early marriages or teen pregnancies is to help people get out of poverty. Once people are out of poverty, early marriages will reduce drastically, and transition rates will get boosted. (This implies that dowry payments can be a motivating factor for early marriages, especially in poor families.)

Additionally, traditional beliefs that put the burden on domestic work like cooking, taking care of children and cleaning on the girl have added to the problem as girls are left at home to perform these tasks for the family as their parents' work, and peers go to school. Even when girls go to school, many of them perform these tasks after school, at a time when they should be reading, doing homework and completing other school projects. The results of this are poor performances, demotivation and eventual drop out from school.

KNUT Official: What I have witnessed over time is that the girl child is tasked with so many responsibilities back home. They cook, do laundry work, clean the compound and take care of the young ones. It's these types of obligations that sometimes keep them away from joining secondary schools. Yes, it is true that such expectations for women are rooted in culture, but they're retrogressive.

In the end, there is inequity in access to education, largely by girls, which exposes them to risks of early pregnancies, health complications, limiting their ability to achieve reasonable economic independence and by extension inability to alleviate poverty within the community.

4.4 Emerging issues from the implementation of the 100% Transition Policy

4.4.1 Weak Policy Implementation and Government Response

Responds identified various policy implementation weaknesses and government response challenges to the 100% school transition. Among these were weak tracking systems, delayed disbursements to schools and insufficient government funding.

Of the respondents, 7 out of 24 (29%) cited lack of a proper student tracking system as an impediment to 100% school transition. Over 60% of the teachers, school administrators and education officials identified this as a challenge, while only 20% of parents thought that this was a challenge. All sampled students did not give a response to the question. Without a structured mechanism to monitor students who fail to report to secondary school, many from low-income households, marginalized communities, or those facing cultural barriers drop out unnoticed. The absence of a centralized database further limits the government's ability to identify at-risk students, making it difficult to implement timely interventions.

Deputy 2; What I think should be done in Kenya is that the government should have a detailed database of all primary school learners. The government should be in a position to tell what exactly is needed in every household to prevent education breakdown or school dropouts. I believe it's possible and it can be done.

Without a comprehensive national framework for monitoring student enrollment and retention in secondary school beyond the initial transition process. As a result, students who fail to report, go unaccounted for. School administrators have no clear directive on how to track missing students, and local education offices and community leaders lack the capacity to follow up on individual cases. This gap allows thousands of students to slip through the cracks annually, weakening the intended impact of the transition policy.

Student 3; I think the government can think of initiating a door-to-door movement targeting to get all those in the age of school-going children to get back to school. This to me is the best practice that I believe can yield results.

Additionally, 20/24 (83%) of respondents identified delayed and inconsistent disbursement of bursary and government capitation funds makes schools struggle to cover operational costs, forcing them to introduce extra levies that burden parents and contribute to student dropouts. Many schools rely on these funds to pay teachers, purchase learning materials, and improve infrastructure, yet frequent delays disrupt

learning and resource allocation. There was unanimous agreement among parents, school administrators and Education Officials on this matter with over 90% of the those sampled agreeing

Teacher 5; Lately, there have been annoying delays in money transfer from government to schools. This is a gap which must be addressed. Whenever those delays occur, schools suffer and even some enter into a surviving mode.

In addition to delayed disbursements, 16 out of the 24 (67%) respondents felt that government funding was insufficient. Across parents, teachers, students, and education officials, expressed concern that the current level of government support is inadequate to meet the growing needs of schools. This underfunding affects infrastructure development, teacher recruitment and retention, provision of learning materials, and the ability to support learners effectively and drive towards the achievement of the sustainable development goal of education for all.

4.4.2 Teacher and Staffing Issues

Of the respondents 16 out of 24 (67%) opined that there was a persistent shortage of teachers in public schools while 8 out of 24 (33%) identified teacher specialization in public schools as an issue. The implementation of the 100% transition policy has increased student enrollment, but the number of qualified educators has not kept pace, leading to exhausted teachers, and declining academic performance. Many teachers are stretched thin, handling multiple subjects and grade levels beyond their expertise, resulting in ineffective instruction and learning gaps.

The teacher shortage crisis is particularly severe in rural and marginalized areas, where some schools have only a handful of educators managing hundreds of students. The lack of adequate staffing has led to incomplete syllabus coverage, forcing teachers to rush through lessons without ensuring proper student comprehension. Students in underserved areas face even greater disadvantages, as they often lack access to subject

specialists, limiting their exposure to disciplines such as sciences, mathematics, and technical subjects.

Deputy 3; The Teacher Service Commission has not been posting enough teachers to schools. M&E Officer. Many schools have hired their own extra teachers… teachers are often not enough for the implementation of the curriculum.

Furthermore, many teachers are forced to teach subjects outside their area of specialization, especially in crucial STEM fields. This mismatch in qualifications results in low-quality instruction, where students struggle to grasp fundamental concepts, leading to poor performance in national examinations. In extreme cases, schools are forced to drop subjects due to a lack of specialized teachers, which restricts students' career opportunities and weakens Kenya's efforts to improve its global competitiveness in technical and scientific fields.

4.4.3 Environmental and External Factors

Extreme weather conditions, such as floods and El Nino rains, were identified by 10 out of 24 (42%) as having increasingly disrupted learning in many parts of Kenya, particularly in rural and flood-prone areas, where school infrastructure is weak or non-existent. Many classrooms have been destroyed or rendered unsafe, forcing students to miss out on educational milestones and sometimes to drop out altogether. These disruptions exacerbate inequalities in education access, particularly in marginalized communities where students already struggle with limited resources. Without urgent intervention, the growing frequency of climate-related disasters threatens to derail the progress of Kenya's education system, making it difficult for students to transition through different learning levels successfully.

Beyond the physical destruction of schools, extreme weather leads to widespread displacement, preventing students and teachers from accessing learning institutions for extended periods. Many affected families are forced to relocate, interrupting their children's education and increasing dropout rates, particularly among vulnerable

populations. Additionally, these conditions often destroy teaching materials and school records, further hindering academic progress. Schools that remain operational during extreme weather events struggle with poor drainage systems, lack of clean water, and inadequate sanitation facilities, increasing health risks such as waterborne diseases among students and teachers. These compounding effects create a hostile learning environment, significantly lowering student engagement and performance.

Despite the recurrence of such disasters, 12 out of 24 (50%) are of the opinion that the government lacks a structured response mechanism, leaving schools unprepared and vulnerable to climate-related disruptions.

M& E Officer: There have been no measures in place to combat the effects of climate change which have affected learning overtime. During rains like the El-Nino, classrooms collapsed, and roads were damaged. Accessibility of schools became a big challenge and repair works took all the time to commence. What I mean is that we don't have a formidable disaster management system.

Banditry and recurrent violence were highlighted as disruptions to education, with student displacement due to insecurity emerging as a serious concern. 7/24 (29%) of the respondents noted that ongoing conflict and fear of attacks have led to school closures, irregular attendance, and long-term displacement of learners from affected areas. The small number was because the sampling was not inclusive of counties prone to banditry.

Deputy 2; *The government should provide enough security for parents, teachers and children in all crime prone areas like in Northeastern Kenya.*

4.4 Measures that can enhance the effectiveness of the 100% Transition Policy based on Lessons and Best Practices

Respondents identified countries like Finland and Rwanda which have successfully implemented fully funded education systems, covering all essential costs such as tuition, uniforms, meals, transport, and learning materials, which has significantly reduced dropout rates and improved educational equity**.** In contrast, Kenya's free education policy still struggles with hidden costs, including uniforms, remedial lessons, transport**,** and development fees, making secondary education unaffordable for many low-income families. Additionally, delayed government capitation funds

force schools to introduce extra levies, further straining financially vulnerable households. These financial burdens disproportionately impact marginalized communities, increasing dropout rates and reinforcing socio-economic inequalities in education access.

School feeding programs have proven to be an effective strategy for improving student retention and academic performance, particularly in low-income and food-insecure regions. Countries such as India and Brazil have successfully implemented nationwide school meal programs, ensuring students receive nutritious meals, which has significantly increased attendance, reduced dropout rates, and enhanced concentration in class. In Kenya, some counties, particularly in urban and arid regions, have adopted school feeding programs, but their coverage remains inconsistent and limited, leaving many students in rural and marginalized areas attending school on empty stomachs, which negatively affects their ability to concentrate and remain in school**.** The absence of a national-level policy and insufficient funding has hindered the widespread adoption of these programs, making them unreliable in many parts of the country. Findings recognized the positive impact of school feeding programs on student retention and emphasized the urgent need for a structured, well-funded national initiative to make them more sustainable and widespread.

Deputy 1: What I know about Finland is that they provide free meals to all learners, and they also give free health treatment to all students. Such an approach to Education is desirable. If our economic capability can allow us to follow such an example, the better.

Respondents recognized the role private sector involvement and NGO support has contributed to improving access to secondary education in Kenya by addressing financial and infrastructural barriers that hinder 100% school transition. Organizations such as Equity Bank (Wings to Fly), Safaricom, and KCB Foundation provide scholarships for bright but needy students, covering essential costs such as tuition, accommodation, and learning materials**,** thereby reducing dropout rates and ensuring equitable access to education. Additionally, local businesses and NGOs support **s**chool construction, mentorship programs, and provision of learning

resources, particularly in marginalized areas, helping to bridge gaps in infrastructure and career guidance. However, these efforts remain limited in scope, as only a fraction of eligible students benefit from scholarships, and many schools still face infrastructure deficits. Findings showed the critical role of private organizations and NGOs in supporting school transition and emphasized the need for greater investment to reach more students and schools in need.

Deputy 1: *Equity's Wings to Fly" program has helped many students transition to secondary school. Without such scholarships, many would be forced to drop out*

Teacher quality and motivation play a crucial role in student retention, learning outcomes, and the success of Kenya's 100% school transition policy. Findings revealed that well-trained teachers enhance curriculum delivery, student engagement, and academic performance, reducing dropout rates and improving education quality. However, challenges such as low salaries, inadequate training, and heavy workloads have led to teacher demotivation, particularly in overcrowded schools and underserved regions. Findings indicated that well-trained and well-paid teachers improve student retention and emphasized the need for targeted incentives to attract and retain teachers in rural areas, ensuring equitable access to quality education.

4.4.4 Comprehensive Funding Models

Adequate funding is essential for the effective implementation of educational policies. The introduction of Free Secondary Education (FSE) in Kenya aimed to enhance enrollment rates. However, studies have shown that hidden costs remain a significant barrier. (Areba, 2016) investigated the influence of hidden costs on student participation in public secondary schools in Kikuyu Sub-County, finding that these costs significantly impede student participation. Despite the government's efforts to provide free secondary education, hidden costs such as uniforms, meals, and transportation continue to burden parents, potentially hindering student enrollment and retention.

Globally, various strategies have been employed to mitigate hidden costs and ensure equitable access to education. Some countries adopt Comprehensive Funding Models with formulas that allocate resources based on specific needs, ensuring that schools serving disadvantaged communities receive additional support. Levacic et al., (2000) conducted a comparative analysis of funding practices in five countries, demonstrating the effectiveness of formula-based allocations in enhancing equity.The authors emphasize that a well-designed funding formula can address disparities by considering factors such as student socio-economic status, regional cost variations, and specific educational needs. This approach ensures that schools serving disadvantaged communities receive adequate support to meet their unique challenges.They highlight that while formula-based funding aims to distribute resources equitably, the effectiveness of such systems depends on the specific criteria and weightings applied within each country's context

Providing targeted subsidies to low-income families can help reduce the burden of hidden educational costs, ensuring that more students enroll and remain in school. By implementing a transparent, needs-based funding formula, resources can be distributed equitably, directing additional financial support to schools in underprivileged communities that require it the most Rwanda's capitation grant system has played a crucial role in reducing educational costs for families, thereby increasing enrollment and retention rates in public schools. Continued efforts are needed to address remaining challenges, such as dropout rates, to ensure that all students benefit from these educational initiatives (Emmanuel, 2022).

By learning from international best practices and addressing the specific challenges identified in this study and other recent studies, Kenya can enhance the effectiveness of its free secondary education policy, ensuring that all students have access to quality education without financial hindrances.

4.4.5 Expansion and Improvement of ICT Integration

Integrating Information and Communication Technology (ICT) into Kenya's secondary education system is crucial for enhancing learning outcomes and

equipping students with skills necessary for the digital age. Despite policy initiatives aimed at promoting ICT integration, several challenges persist that hinder effective adoption and utilization. A significant obstacle is the limited availability of ICT infrastructure. A study focusing on Kenyan secondary schools revealed that many institutions lack essential ICT resources, such as computers and reliable internet connectivity, impeding the effective integration of technology into teaching and learning processes (Msambwa et al., 2024). Despite these challenges, the integration of ICT in education offers numerous benefits. A systematic literature review highlighted that ICT tools can enhance curriculum coverage, provide equitable access to educational resources, and facilitate personalized learning experiences.

In New Zealand the Network for Learning (N4L) initiative provides free high-speed internet to all public schools, ensuring safe and secure digital learning environments for students while allowing policymakers to monitor digital learning outcomes (N4L, 2021). Investing in robust ICT infrastructure, including reliable internet access and adequate hardware, is crucial for enabling schools to effectively integrate technology into their curricula. However, infrastructure alone is not sufficient; teachers must be adequately trained and supported to utilize these tools effectively. Providing comprehensive professional development programs can equip educators with the necessary skills and confidence to incorporate ICT tools into their teaching practices, ensuring that students benefit from enhanced digital learning experiences. Additionally, the successful integration of ICT in education requires clear policy guidelines and continuous monitoring to assess the effectiveness of implementation. Establishing strong policies and evaluation frameworks will help track progress, address emerging challenges, and ensure that ICT initiatives contribute meaningfully to improved educational outcomes.

4.4.6 Expansion of Secondary School Infrastructure

High-quality educational infrastructure, including well-designed classrooms, laboratories, and sanitation facilities, plays a pivotal role in facilitating effective instruction, improving student outcomes, and reducing dropout rates. The World

Bank emphasizes that such infrastructure is a crucial element of learning environments in schools and universities, directly influencing the quality of education. (Edwards Jr. et al., 2024). Overcrowded classrooms and inadequate facilities significantly hinder the delivery of quality education. Addressing these challenges through the expansion and enhancement of school infrastructure is essential to accommodate increasing student populations and improve learning environments.

Saudi Arabia has explored public-private partnerships (PPPs) for school infrastructure development. This approach leverages private sector expertise and funding to construct and maintain educational facilities, aligning with global best practices to enhance infrastructure without solely relying on public funds. The expansion of secondary school infrastructure is essential to address overcrowding and inadequate facilities, which hinder the delivery of quality education. According to (Biygautane & Clegg, 2024) public-private partnerships (PPPs) offer an effective model for financing and constructing schools, as seen in Saudi Arabia's Vision 2030 initiative, which aims to provide 1,600 new schools through private sector collaboration.

By adopting global best practices, Kenya can enhance its education system by expanding school infrastructure, integrating ICT, and implementing equitable funding strategies. Strengthening ICT integration will help bridge the digital divide and improve learning outcomes, while targeted subsidies for low-income families will reduce financial burdens, ensuring higher enrollment and retention rates. Additionally, a transparent, needs-based funding formula will enable equitable resource distribution, directing support to underprivileged schools. These measures will create a conducive learning environment, fostering student success and overall educational excellence.

4.5 Chapter summary

Findings highlight challenges, policy gaps, and lessons from international best practices. While the policy has improved access to secondary education, financial constraints, inadequate infrastructure, and socio-cultural barriers continue to hinder

its success. Many parents struggle with hidden costs such as uniforms and transport, while delayed government capitation funds force schools to introduce levies, making education less accessible.

Insufficient infrastructure and resources, for example overcrowded classrooms, limited learning materials, and teacher shortages, further reduce education quality. Socio-cultural factors, such as early marriages and gender biases, disproportionately affect school attendance, especially for girls. Additionally, weak policy implementation, including the lack of a national student tracking system and delays in bursary disbursement, exacerbates the problem.

International best practices highlight targeted subsidies like the capitation grants in Rwanda, ICT integration in New Zealand, and public-private partnerships (PPPs), and philanthropy for school infrastructure development in Saudi Arabia, as effective strategies to improve school transition and retention.

CHAPTER 5: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion of the findings, the conclusions drawn from the study, and policy recommendations aimed at improving the effectiveness of the 100% transition policy in Kenya. The discussion is framed around the study's objectives of conducting a critical appraisal of the 100 percent school transition policy in Kenya. Specifically, it sought to assess the factors hindering the successful implementation of the policy, critically evaluate its challenges and emerging issues, and draw lessons from best practices in other countries that have implemented similar transitions. By addressing these objectives, the study provides insights that can enhance the effectiveness and sustainability of the 100% transition policy in Kenya.

5.2 Discussion of findings and implications of study

This section interprets and evaluates the findings of the study in relation to the research objectives, questions, reviewed literature, and the theoretical framework. The discussion is organized around the study's three primary research objectives: (1) assessing factors hindering the 100% school transition policy, (2) identifying emerging issues affecting policy implementation, and (3) drawing lessons from best international practices. The analysis employs Systems Theory to understand how interdependent components of the education system interact, and Human Capital Theory to assess the link between educational investment and socio-economic development.

5.2.1 Factors That Hinder 100 Percent School Transition in Kenya

The study set out to assess the key factors limiting effective implementation of Kenya's 100% transition policy. The findings confirm that although the policy has expanded secondary school access, multiple socio-economic, infrastructural, and cultural challenges persist. From a Systems Theory perspective (Bertalanffy, 1968), weak infrastructure and resource allocation in one part of the system (e.g., teacher deployment or classroom space) have ripple effects across the entire education

ecosystem. Empirical studies echo this; Mukite et al. (2023) and MOE-NESSP (2019) emphasize that underdeveloped infrastructure and overburdened schools limit education quality, leading to dropouts. For instance, overcrowded classrooms and lack of learning materials contribute to poor student experiences, reducing retention. Human Capital Theory **(**Becker, 1964) posits that investments in education yield future economic returns. However, as this study and others (Oketch et al., 2010) show, such returns are undermined when the learning environment is substandard. Respondents cited limited classroom space, lack of boarding facilities, and poor sanitation as barriers to sustained school attendance. Socio-economic disparities also emerged as significant. Despite Free Day Secondary Education (FDSE), students from low-income households' struggle with indirect costs such as uniforms, meals, and transport—factors also highlighted by APHRC (2015) and UNESCO (2018). Girls are disproportionately affected, facing early marriages, menstrual hygiene challenges, and household responsibilities. According to KNBS (2023), gender disparities remain prevalent, especially in arid and semi-arid counties, reinforcing the influence of cultural norms on education access.

5.2.2 Emerging Issues Affecting the 100% Transition Policy

The second research objective was to critically examine challenges and emerging issues affecting policy implementation. The findings indicate significant gaps in governance, funding, staffing, and disaster resilience. There is no national student tracking system, leading to limited accountability for transition failures. This weakness resonates with Systems Theory**,** which emphasizes interdependency: ineffective tracking breaks the feedback loop necessary for identifying and addressing dropout risks. Mukite et al. (2023) highlight similar systemic weaknesses, noting the lack of monitoring frameworks as a major hindrance to effective policy execution. Delayed disbursement of capitation and bursary funds creates financial uncertainty, especially in public schools. As per MOE-NESSP (2019), consistent and timely funding is essential to operational continuity. Without it, schools lack predictability in planning, worsening the experience for marginalized learners. Oketch et al. (2010) argue that policy goals cannot be achieved without sufficient human and financial

capital to support them. Staffing shortages exacerbate the situation. The study revealed that increased enrolment has not been matched with proportional teacher recruitment. Human Capital Theory underscores the importance of teacher investment to achieve education's broader economic and social goals. APHRC (2015) found that in overburdened schools, quality of teaching deteriorates, resulting in increased dropout rates and lower learning outcomes. Respondents reported high student-teacher ratios, which impede personalized learning and teacher morale. Another critical emerging issue is student unpreparedness. Katiwa (2016) noted that some learners admitted under the policy lack foundational skills, leading to academic frustration and eventual dropout. This confirms concerns raised in UNESCO (2020) about mass enrolment policies implemented without complementary academic support systems, such as bridging programs or remedial instruction. Environmental and external shocks—such as ethnic conflict, insecurity, droughts, and floods—disproportionately affect arid, semi-arid, and conflict-prone areas. These findings align with Mukite et al. (2023) and UNESCO (2021), who argue that environmental vulnerability and insecurity undermine education equity and access. In such contexts, school closures and learner displacement hinder consistent transition and attendance, particularly for already marginalized communities.

5.2.3 Lessons from International Best Practices on 100% School Transition

The third research objective sought to draw lessons from international experiences that could inform Kenya's education policy. Countries that have succeeded in universal secondary education—such as Rwanda, Saudi Arabia, Brazil, and New Zealand—offer models for effective transition through strategic investments in infrastructure, digital tools, and inclusive financing. Rwanda's formula-based funding model targets equity by allocating more resources to disadvantaged schools and students. This approach supports the findings of this study, which call for needs-based capitation to reduce regional disparities. Similarly, Saudi Arabia's Public-Private Partnership (PPP) model in infrastructure has helped expand capacity quickly suggesting that Kenya could explore innovative financing beyond government budgets, particularly in high-demand areas. New Zealand's ICT-based education

monitoring system ensures real-time tracking of learner progress and resource needs. This supports the earlier argument regarding the need for a structured national learner management system in Kenya. Such systems would strengthen feedback loops and support early interventions, addressing dropout risks. This is consistent with Systems Theory's call for integrated, adaptive mechanisms within policy ecosystems. Brazil's digital learning tools and teacher training initiatives demonstrate how quality can be preserved even under mass enrolment by modernizing teaching and curriculum delivery. This aligns with Human Capital Theory's focus on improving workforce quality through targeted educational investments. The international examples reinforce that a successful transition policy is not merely about access but also about quality, relevance, and equity. Kenya must consider phased implementation, regional targeting, and complementary reforms such as ICT integration, teacher capacity building, and monitoring and evaluation systems.

5.2.4 Theoretical Implications

Systems Theory underscores the need for a holistic, interconnected approach to policy design. This study shows that weaknesses in infrastructure, funding, staffing, and governance if unaddressed, undermine overall policy success. The findings affirm that policy interventions must be systemic, integrated, and context specific**.** Human Capital Theory**,** while advocating for universal education as a pathway to socio-economic development, is challenged by the study's findings that suggest access alone does not guarantee long-term benefits. Without investment in quality education, retention, and teacher development, the anticipated gains—such as improved productivity and national development—are unlikely to materialize.

Kenya's 100% transition policy is a bold step toward inclusive education, but its success depends on strategic implementation that goes beyond enrolment. The discussion demonstrates that financial barriers, governance flaws, infrastructural deficits, and teacher shortages are significant threats to sustainability. By integrating insights from theory, local realities, and international models, the study provides a roadmap for making universal secondary education both accessible and meaningful.

5.3 Limitations of the study

While this study offers valuable insights into Kenya's 100% transition policy, several limitations should be noted. Data collection challenges were faced in the field. First, some respondents were too busy to participate in the interviews, requiring multiple revisits to complete the data collection process. Second, unfavorable weather conditions, particularly heavy rain, disrupted scheduled interviews and travel plans. Lastly, despite persistent efforts, securing an interview with a senior representative from the Ministry of Education proved unsuccessful. Many officials were either fully engaged in other commitments or unwilling to schedule an appointment within the research period. These challenges impacted the efficiency and completeness of the data collection process.

Beyond data collection, best international practices examined focused on documented and readily available material focusing on policy design rather than rigorous data analysis, consequently, making direct comparisons is difficult due to differing contexts. The study's focused on selected stakeholders and may not fully represent students, parents, and informal education providers, limiting generalizability across all counties, especially marginalized regions. Additionally, reliance on self-reported data introduces response bias, as some respondents may have withheld sensitive information on policy enforcement and resource constraints. Despite these limitations, the study effectively met its objectives, aligned with existing literature, and provided policy recommendations to strengthen implementation, teacher recruitment, funding models, and infrastructure expansion, supporting sustainable education reform in Kenya.

5.4 Conclusion

The study aimed to investigate the implementation of Kenya's 100% transition policy from primary to secondary education by examining the challenges hindering its implementation, identifying emerging issues, and learning from international best practices to strengthen the policy framework.

Factors hindering the 100% school Transition

The findings indicate that the implementation of Kenya's 100% transition policy is significantly hindered by socio-economic barriers, infrastructural deficits, and cultural constraints. Although enrolment rates have increased, systemic weaknesses in school capacity, financing, and support structures have limited the policy's effectiveness. Major obstacles include indirect schooling costs such as uniforms, transport, meals, and remedial levies. These particularly disadvantage learners from low-income households. School Infrastructure has not kept pace with rising enrolment, leading to overcrowded classrooms and inadequate sanitation facilities. Gender-related challenges, including early marriages, household responsibilities, and social norms, further impede school attendance, especially for girls. These findings confirm that equitable access to education cannot be achieved through enrolment targets alone. A systemic approach is required to address resource inequalities, consistent with Systems Theory, which underscores the interconnected nature of policy inputs, processes, and outcomes.

Emerging issues from the implementation of 100% transition policy

The study findings also indicated that weak governance structures, funding delays, and inadequate teacher capacity are critical emerging issues that compromise the sustainability of the transition policy. There is no effective national student tracking system, making it difficult to account for learners who drop out or fail to report to secondary school. Additionally, delayed disbursement of bursaries and capitation funds leaves many students unable to remain in school despite the transition policy. Teacher shortages and poor deployment, especially in underserved areas, have led to overstretched teaching staff, compromising the quality of instruction. This issue is further compounded by the enrolment of learners who are academically unprepared for secondary education due to gaps in foundational competencies. The study also reveals that external shocks, including floods, droughts, and insecurity, disproportionately affect marginalized communities. These environmental disruptions result in school closures, dropouts, and long-term disengagement from

education systems. These conclusions reinforce the importance of investing in governance, education financing, teacher development, and resilience-building. The findings reflect Human Capital Theory, which asserts that quality education is key to social and economic transformation

Lessons from International best practices

Review of information from countries that have successfully implemented similar policies indicated that Kenya can enhance the impact and sustainability of its 100% transition policy by adopting targeted lessons from successful international education models. Countries like Rwanda, Saudi Arabia, Brazil, and New Zealand have demonstrated that strong education systems require integrated strategies—combining policy enforcement, equitable financing, infrastructure expansion, and ICT integration. Rwanda's formula-based funding ensures equity by prioritizing marginalized schools, while Saudi Arabia's Public-Private Partnerships (PPPs) address infrastructure gaps through collaborative financing. New Zealand's ICT-based learner tracking ensures real-time data for policy decision-making, and Brazil's digital learning tools support inclusive education delivery even with high enrolment. These best practices affirm that Kenya's transition policy must move beyond numerical targets to embrace holistic, data-driven, and needs-responsive planning. A phased and well-financed approach, supported by reliable monitoring systems and teacher development, will ensure that increased access translates into improved quality and equitable learning outcomes.

Kenya's 100% school transition policy represents a significant step toward universal secondary education. However, this study finds that its success is currently constrained by financial barriers, weak governance mechanisms, limited infrastructure, staffing shortages, and socio-cultural challenges. While the policy has driven enrolment growth, the absence of corresponding investments in quality, support services, and monitoring systems threatens its long-term viability. To ensure that the transition policy delivers not only access but also educational equity and learning, Kenya must prioritize data-driven implementation, inclusive financing, and

strategic capacity building. Without such reforms, the policy risks remaining a symbolic gesture rather than a transformative educational milestone.

Value addition of the study

This study contributes to both academic scholarship and educational policy discourse and offers grounded qualitative insights on Kenya's 100% primary to Secondary school transition policy. It makes evidence-based recommendations affecting policy implementation and makes suggestions on policy improvements. The research offers direct insights to government, NGO's, school heads, education officers and other actors in education. Practical interventions such as school-led income-generating initiatives, gender-sensitive programming, and community-based student support mechanisms emerge as vital tools to enhance school retention and transition. Finaly the study lays foundation for further academic inquiry on the dynamics affecting school transition

5.5 Recommendations

In line with the observations of the study, if the 100% transition is going to be achieved, there is need for the Government of Kenya to provide adequate budget support to schools for enhancement of infrastructure to accommodate increased students, to engage more instructors. This is important for the government if the requirements of sustainable development goals is no.4 (Quality Education) is to be achieved. Besides provision of the budget, government should ensure there is promptness in the disbursement of funds to schools. To achieve this, the government could explore working with financial institutions to open lines of credit to schools to enable access to all or part of the capitation funds in a timely manner, devoid of government bureaucracies and unpredictability. Besides financing, policy makers should enhance policy by establishing policies that encourage private participation in education development. These could be things like tax considerations for corporates investing in Corporate Social Responsibility activities around school equipment and infrastructure as well as bursaries and other support for needy students. By making such expenditures tax deductible private corporates would consider such activities

within their community activities. In addition, policies and initiatives that lessen the financial burden on parents and students. Initiatives like abolishment of school uniforms and allowing students to go to school in their home wear to save parents the costs of purchasing uniforms. Besides abolishing uniforms, initiatives like having the same uniforms for all public schools could also ensure that parents do not need to buy new offices at every instance of school change and students could use uniforms used in one school in another one. Also, as happens in many low-income settings, the passing down of uniforms from older students to siblings is easier even when they study in different schools. Other related policy reviews to allow teachers-sharing such that teachers can serve in different schools on different days would ensure efficient resource sharing, reduce needs for school hired teachers and consequently reduce burden on the parents. In addition to less cost for schools, this will also ensure that schools are resourced with teachers and lessen the teacher shortage problem, enhance learning and improve student and pupil retention and transition Other Initiatives that could help mitigate the economic challenges of the 100% school transition re initiative like encouraging school administrators to explore income generating activities within schools where it is possible, to subsidize costs of education should be encouraged in policy. Many public schools have large tracks of land and could be used for farming and animal rearing. If such initiatives are actualized, the proceeds from such activities could be used to support specific activities and reduce the need for funds from parents. To ensure that school administrators explore such opportunities, it may be necessary to give additional capitation based on own revenues generated akin to what happens with devolved funds. Such own revenues will however need to exclude levies collected directly from parents for it not to be counterproductive.

For tracking and follow ups the government through the Ministry of Education should develop a central database that tracks all pupils and students in school. Any slippage in terms of transition are then easily identified and followed through and necessary government intervention activated. With different registrations and databases in Kenya including Huduma number, Maisha number, a system should be able to flag

any number that has not transitioned complete with details and locality with which the administration should be able to trace pupils and offer assistance as necessary.

5.5.1 Areas for future research

Further research should investigate the role of Public-Private Partnerships (PPPs) in School Expansion. Examining how collaborative financing models can address infrastructure gaps and improve education quality and teacher deployment and retention strategies- investigating the effectiveness of incentive-based teacher placement policies in addressing staffing shortages in marginalized areas.

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APPENDICES

Appendix 1: Interview Guide

Instructions:

i. The general objective of this study is to do an appraisal of 100 percent school transition in Kenya.
ii. Participation in this study is entirely voluntary.
iii. All the information you provide will be treated as confidential and will not be used in any way without your express permission.
iv. You will be asked to sign the informed consent form and then taken through a questionnaire.

Questions:

1. What is your role in the education sector, and how long have you been involved in education policy or school management?
2. What do you think are the main challenges facing the implementation of the 100% school transition policy in Kenya?
3. How do infrastructure, teacher availability, and student welfare impact the success of the 100% transition policy?
4. What role do socio-economic factors, including poverty and hidden school costs, play in students' ability to transition from primary to secondary education?
5. How do cultural and gender-related factors, such as early marriages and societal attitudes, influence school transition rates in different regions?
6. What are the gaps and emerging issues that have affected the effectiveness of the 100% school transition policy in recent years?
7. How have the government and other stakeholders responded to the challenges hindering the successful implementation of this policy?
8. What measures should be put in place to improve the effectiveness of the 100% transition policy, particularly in marginalized areas?
9. Are there any international models or best practices that Kenya could adopt to enhance transition rates and ensure sustainability?
10. What is the most urgent reform needed to ensure all students successfully transition to secondary school, and what role should local communities and NGOs play in supporting this effort?

Appendix 2: Introduction Letter

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X/Twitter/Tiktok: @SBSKenya
Facebook/Linkedin: Strathmore University Business School

Email: **sbsinfo@strathmore.edu** or visit **www.sbs.strathmore.edu**

Strathmore UNIVERSITY BUSINESS SCHOOL

Years of Developing Great African Leaders

Thursday, 20 February 2025

To Whom It May Concern,

RE: FACILITATION OF RESEARCH – NJERU ALEX MUREITHI

This is to introduce Alex Mureithi who is a **Master's in Public Policy and Management** (MPPM) student at Strathmore University Business School, admission number MPPM 152961 As part of our MPPM Program, Alex is expected to do applied research and undertake a project. This is in partial fulfilment of the requirements of the MPPM course. To this effect, he would like to request for appropriate data from your organization.

Alex is undertaking a research paper on **"A Critical Appraisal of 100% School Transition in Kenya: Challenges and Policy Options."** The information obtained from your organization shall be treated confidentially and shall be used for academic purposes only.

Our MPPM Program seeks to establish links with industry, and one of these ways is by directing our research to areas that would be of direct use to industry. We would be glad to share our findings with you after the research, and we trust that you will find them of great interest and of practical value to your organization.

We appreciate your support and shall be willing to provide any further information if required.

Yours Faithfully,

Njoki Kiagiri.
Manager – Graduate Programs.
Strathmore University Business School

Strathmore University Business School is a Proud member of:

Association of African Business Schools AABS EFMD AACSB

Appendix 3: NACOSTI

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **933610**

Date of Issue: **10/March/2025**

RESEARCH LICENSE

This is to Certify that Mr.. Alex Muriithi Njeru of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: A CRITICAL APPRAISAL OF 100% SCHOOL TRANSITION IN KENYA: CHALLENGES AND POLICY OPTIONS for the period ending : 10/March/2026.

License No: **NACOSTI/P/25/416497**

933610

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

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See overleaf for conditions

Appendix 4: Ethics

Strathmore UNIVERSITY

21st March 2025

Mr Njeru Alex,
alex.muriithi@strathmore.edu

Dear Mr Njeru,

RE: A Critical Appraisal of 100% School Transition in Kenya: Challenges and Policy Options

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** proposal. Your application reference number is **SU-ISERC2715/25.** The approval period is from **21st March 2025 to 20th March 2026.**

This approval is subject to compliance with the following requirements:

i. Only approved documents including (informed consents, study instruments, MTA) will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
v. Clearance for the export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) https://research-portal.nacosti.go.ke/ and obtain other clearances needed.

Yours sincerely,

Mr Ambrose Rachier,
Chairperson; SU-ISERC

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Appendix 5: Participant Information and consent form

PARTICIPANT INFORMATION AND CONSENT FORM

PROPOSED STUDY

A CRITICAL APPRAISAL OF 100% SCHOOL TRANSITION IN KENYA: CHALLENGES AND POLICY OPTIONS.

SECTION 1: INFORMATION SHEET

Investigator: Alex Njeru

Institutional affiliation: Strathmore Business School (SBS)

SECTION 2: INFORMATION SHEET–THE STUDY

2.1 Why is this study being carried out?

The general objective of this study is to do a critical appraisal of 100 percent school transition in Kenya.

2.2 Do I have to take part?

No. Taking part in this study is entirely optional and the decision rests only with you. If you decide to take part, you will be asked to complete a questionnaire to get information on **100% School Transition in Kenya.** If you are not able to answer all the questions successfully the first time, you may be asked to sit through another informational session after which you may be asked to answer the questions a second time. You are free to decline to take part in the study from this study at any time without giving any reasons.

2.3 Who is eligible to take part in this study?

Anyone involved in **100% School Transition in Kenya**

2.4 Who is not eligible to take part in this study?

Anyone not involved in **100% School Transition in Kenya**

2.5 What will taking part in this study involve for me?

You will be approached to give information on **100% School Transition in Kenya** and requested to take part in the study. If you are satisfied that you fully understand the goals behind this study, you will be asked to sign the informed consent form (this form) and then taken through a questionnaire to complete.

2.6 Are there any risks or dangers in taking part in this study?

There are no risks in taking part in this study. All the information you provide will be treated as confidential and will not be used in any way without your express permission.

2.7 Are there any benefits of taking part in this study?

The information will be used to improve **100% School Transition In Kenya**

2.8 What will happen to me if I refuse to take part in this study?

Participation in this study is entirely voluntary. Even if you decide to take part at first but later change your mind, you are free to withdraw at any time without explanation.

2.9 Who will have access to my information during this research?

All research records will be stored in securely locked cabinets. That information may be transcribed into our database, but this will be sufficiently encrypted and password protected. Only the people who are closely concerned with this study will have access to your information. All your information will be kept confidential.

2.10 Who can I contact in case I have further questions?

You can contact me, Alex Njeru, at SBS, or by e-mail alex.muriithi@strathmore.edu, or by phone +254 0722 774 030 . You can also contact my supervisor, Dr. Bernadette Wanjala , at the Strathmore Business School, Nairobi, or by e-mail bwanjala@strathmore.edu If you want to ask someone independent anything about this research please contact:

The Secretary–Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi, email ethicsreview@strathmore.edu Tel number: +254 703 034418

I..... have had the study explained to me. I have understood all that I have read and have had explained to me and had my questions answered satisfactorily. I understand that I can change my mind at any stage.

Please tick the boxes that apply to you.

Participation in the research study

☐ I AGREE to take part in this research

☐ DON'T AGREE to take part in this research