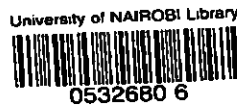


**FACTORS AFFECTING THE IMPLEMENTATION OF UNIVERSAL PRIMARY
EDUCATION: A CASE STUDY IN GARISSA DISTRICT, 2003-2011**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
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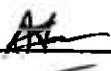
DECLARATION

This research project is my original work and has not been submitted for award of a degree in any other university.

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This research project has been submitted for examination with my approval as university supervisor.

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DATE 22/11/12

DEDICATION

I dedicated this project to my uncle Farah Maalim for his material, mental and moral support and whom without him I could not reach this level of education.

ACKNOWLEDGEMENT

All praise is due to Allah whom without his support and willing this work has not succeeded.

I sincerely thank to my father Sheikh Mohamed and my mother Amina Gesaleh for their encouragement and prayers. Dear parents without you I would be nothing.

Special thank is to my supervisor Dr. A. Zani for her guidance, encouragement and counseling. She was really very helpful and very keen to me and without her useful comment, constructive criticism and suggestion this research has not completed.

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I sincerely express my gratitude and appreciation to Dr. Ibrahim Farah from the Institute of International Relations and Mr. G. Njeru from the institute of development studies for their proof reading of this project, my brother-in-law Suleiman Daher, my Aunt Ido Robleh, my cousin Nasteho Abdi and her children for their perpetual support and encouragement when I was doing my first degree.

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ABSTRACT

The right of human being to education was first realized and recognized during the Universal declaration of human rights in 1948. Many international movements towards the increase and place the entire world's children in schools were made and many meetings of this issue were organized and held in many countries around the world. The last one was the millennium development goals declaration in 2000. The entire world agreed that all the school going-age children around the world should finish free primary education by 2015 around the world.

As part of this agreement, Kenya government launched FPE in 2003. The announcement of FPE in Kenya resulted high enrollment rate in schools. Many challenges have been encountered like shortage of schools, classrooms, teachers, learning materials and many other things. As a part of Kenya, many other challenges have been noticed in North Eastern Province like cultural factors, environmental factors and many other factors.

The study undertook to investigate the factors affecting the implementation of UPE in Garissa District. The objectives of the study were to provide an overview of the current status of UPE in Garissa District, to examine the factors hindering the implementation of UPE in Garissa District and to explore the role of and the relationship between culture and religion within the context of the implementation of UPE in Garissa District.

In the literature review, the history of UPE at the global, continental, country and region level was covered. The global challenges facing UPE and factors affecting its implementation in North Eastern Province was widely discussed. The study used human capital theory and capital theory of school effectiveness and improvement to undertake this research.

The study used survey research to collect quantitative and qualitative data from the respondents. The total targeted population of the study was 90 consisting of head teachers, teachers, pupils, out of school children, parents, district education officers, district officer and education sponsors. The study employed stratified random sampling and purposive sampling to select schools and respondents. Self administrative

questionnaires were used as an instrument for collecting data from head teachers, teachers, pupils, out of school children and parents. An interview guideline was used to the key informant of the study. Data analyzes was done using descriptive statistics. Data was analyzed and presented as frequencies and percentages and also as bar graphs, charts and pie charts.

The study found the following things to be factors affecting the implementation of UPE in Garissa District. Lack of finance in families, lack of support from families due to the high illiterate rate, early marriage of girls in exchange of money, drug abuse among the majority of the communities in Garissa like chewing the miraa, inadequate facilities of schools, nomadic life style of the community, harsh climate conditions like constant drought and hot weather, poor infrastructure and lack of electricity, cultural values like female genital mutilation and boys preference in education than girls, high level of illiteracy among the parents of the district, farness of schools from the location of communities, lack of boarding primary schools in rural areas and many other things.

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CHAPTER ONE: INTRODUCTION

1.1 Background

The role of education in national development is widely recognized in both developed and developing countries. It is believed that education was the major contributor to the development of the developed countries. Countries with higher human resources are much more developed than the countries with only natural resources.

Education is believed to contribute the economic growth by enhancing the quality of the labor force through equipping the workers with skills and knowledge demanded by the modern sector of the economy, and therefore making the workers more productive. Education is also an important contributor to the health standard and child care and improves fertility rates. An educated society is a healthy society.

Education strengthens and enhances levels of interaction and individual development. It has a significant benefit on innovativeness and creativity of society. Experiences from the developed nations state and indicate the high levels of educational attainment tend to encourage adaptability and willingness to innovate and create new things and further increase the chances of social, political and economic development.

As a result of the socio-economic benefit of education, the desire to increase access and place the entire world's children in schools was firmly realized and recognized as a major international concern at the end of the 1940s by the United Nations (SIFUNA 2007). The human right to education was established by the Universal Declaration of Human Rights in 1948. Article 26 of the declaration pronounces the right to education as follows "Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory."

Apart from these international movements towards the right of children to education, the report of the conference of the African states on the development of education in Africa which was held in Addis Ababa (Ethiopia) in May 1961 under the joint sponsorship of

UNESCO and the Economic Commission for Africa to provide a roadmap for the development of education gave more concern on the expansion of secondary and tertiary education. On the other hand, steps towards achieving Universal Primary education by 1980 were also planned (UN Commission for Africa and UNESCO 1961).

On its way of implementing the Addis Ababa roadmap, Kenya government chose to concentrate the rapid expansion of secondary and tertiary education. It also formed a policy of providing facilities for a slow and steady increase in primary school enrollment. Between 1960 and 1970 primary school enrollment increased by 40% in Kenya (Ishumi 1994).

In 1971, a presidential decree abolished tuition fees for all the districts with unfavorable geographical conditions. These districts include North Eastern province, Marsabit, Isiolo, Samburu, Turkana, West Pokot, Baringo, Narok, Elgeyo-Marakwet and Olkejuado in Rift Valley province as well as Tana River and Lamu in Coast Province (Sifuna 1996). The populations of these districts were generally recognized as poor and the payment of school fees tend to avoid a great number of children from going to schools. The presidential decree was in line with the declared policy of the ruling party, the Kenyan African National Union (KANU), a policy announced in its 1963 manifesto entitled "What a KANU government offers you, and re-echoed in the general election of 1969 (Sifuna 1990). The manifesto committed the party to offering a minimum of seven years of free primary education.

The efforts of universal primary education in Kenya did not stop on this decree, but in December 12, 1973 another presidential decree was produced and took the country much closer to achieve universal primary education. The decree provide free education for children in standard one to four in all the districts of the country and provide a uniform fees structure of Kshs. 60 per annum for pupils in standard five to seven. A subsequent decree in 1978 abolished school fees in primary education (Sifuna 1990).

At the end of 1980s, the government started implementing the World Bank's Structural Adjustment Programme (SAP) in an attempt to reduce the growth rate of the education recurrent budget to sustainable levels through shifting the cost to the beneficiaries by producing cost sharing policies. This policy called upon parents and the school committees to finance capital development and recurrent expenditure of primary and secondary education. The government's main responsibility remained the payment of teachers' salaries (Government of Kenya and UNICEF 1992).

On the other hand the international movements which call increased access to education for all the children wherever they are in the world did not stop and among the key ones are the international convention on the right of the child of 1989 and the Dakar Framework for Action held in 2000. Early Childhood Care and education, particularly for the most vulnerable and disadvantaged children was a significant commitment made in the framework. A great concern on girls' education was one of the agenda of the framework.

In September 2000, 189 countries including Kenya declared the millennium Declaration whose major objective was to define a common vision of development by 2015. A limited number of achievable goals to be reached by the year 2015 were agreed. The declaration proposed eight goals, 18 targets and more than 40 indicators. Among these goals was Universal Primary Education which was the second goal of the Millennium Development Goals. It was agreed that by 2015 children everywhere, boys and girls without considering their gender, race or their economic status will be able to complete a full course of primary education.

As a part of this agreement and also as a promise during the campaign of 2002, in January 2003, the NARC government introduced Free Primary Education. A large proportion of children who were out of schools returned and the responses were overwhelming. Many schools found themselves with more children than their capacity could hold (UNESCO 2005)

The implementation of free primary education resulted to a significant increase in enrolment. In primary school for example, the enrolment rate increased from 6.0 million in 2002 to 7.2 million pupils. Since 2003 the enrolment has further increased to 8.6 million in 2008 in an increase of 23.3 percent (MOE 2009).

The Gross Enrolment Rate (GER) has also increased from 88.2 percent in 2002 to 102.6 percent in 2003, then rose further to 107.6 percent in 2008. On the other hand the Net Enrolment Ratio (NER) has equally improved from 77.3 percent in 2002 to 92.5 percent in 2008 indicating that 7.5 percent of primary school going age children was out of schools (MOE 2009). There were notable regional disparities between Urban and Rural areas. Rural areas had higher attendance rates in primary school than urban areas while urban areas recorded higher attendance rates in secondary schools. Eastern Province had the highest gross attendance ratio for primary while Nairobi had the highest secondary school GAR. Urban areas have a higher net attendance rate in both primary and secondary schools compared to rural areas (KIHBS 2005).

As a part of Kenya, North Eastern Province generally and Garissa District particularly familiarized with poor infrastructure, poor roads, low income (poverty), ill equipped hospitals, insecurity and little economic activities, Garissa District as part of North Eastern Province and as a headquarter of the province characterized with very low school enrolment despite the Free Primary Education of Kenya.

1.2 Problem statement

The government of Kenya has recognized the strategic importance of improving the overall education level of Kenyans within the context of poverty reduction and economic growth. Recent studies of human capital returns in Kenya show that capital returns increase as the level of education goes higher. Today, Kenya is characterized by large inequalities with respect to income distribution and this has influenced the economic growth (MOEST, 2004).

When the government of Kenya introduced FPE in 2003, the pupils coming to school increased and a large number of challenges have been encountered. Among these challenges were shortage of schools, classrooms, desk, chairs, lack of toilets in many schools and very small number of teachers comparing to the big number of students joining to schools and many other things (UNESCO, 2005). A part from these challenges Rural areas in general and Northern Eastern province and Garissa District particularly have faced many other challenges like early marriages of girls particularly, traditional practices, poverty and inability to pay levies, parental ignorance, lack of interest, child labor in exchange of money, nomadism and negative attitude towards girls, and among other things (GOK and Action Aid, 2003). All the studies undertaken since the introduction of FPE in Kenya in 2003 state that North Eastern Province has the lowest GER and NER in Kenya and at the same time it has the highest dropout rates from schools as well as the highest gender imbalance in Kenya.

According to Status Report for Kenya (2009) the national GER at primary level rose from 88.2 percent in 2002 to 110.0 percent in 2009 while the NER increased from 77.3 percent in 2002 to 92.9 percent in 2009 which means that 7.1 percent of eligible age children were not accessing primary education in 2009. There are wide regional disparities, e.g. the 2009 NER for Northern Eastern Province was 25.5 compared 92.9 nationally (GOK and UNDP, 2010). This indicates that North Eastern province is unlikely to meet the millennium development goals target of 100 percent access in primary education by 2015. The reasons for lower enrolment are many and most of them the study has stated but in addition to the previous another number of challenges influence the low enrolment like poor roads, periodic drought, shortage of water and the distance of schools.

According to the Kenya Integrated Household Budget Survey of 2005, stated that 58.1 percent of the school going age children and who never attended school attributed this reason to the refusal by their parents, 20 percent attributed it to the lack of money, 15 percent missed because they have to work or help at home while 20 percent could not enroll as the schools are too far (KIHBS 2005).

According to Garissa District Development Plan, children are actively engaged in herding the livestock alongside their parents where boarding schools are not fully operated. Collection of firewood and other related things are performed by women children. In urban centers child labor is witnessed in informal sectors such as donkey car operations and vending (GOK, 2002). In Garissa town children do valuable services in forms of car wash, shoe shine and household duties mainly to large number of elite public servants. This study attempted to shed light on the challenges facing the implementation of universal primary education in Garissa District. The study focused on the factors affecting the implementation of universal primary education in general and more specifically to the extent culture, religion and another factors affect the implementation of universal primary education.

1.3 Research Question

The study was guided by the following questions:

- 1) Does the district have the capacity to implement universal primary education by 2015?
- 2) What are the factors affecting the implementation of universal primary education in Garissa District?
- 3) To what extent does culture and religion influence the implementation of universal primary education in Garissa District?

1.4 General Objective

The main objective of the study was to investigate the factors affecting the implementation of Universal Primary Education in Garissa district.

1.4.1 Specific Objective

The study specifically sought to:

- 1) To provide an overview of the current status of universal primary education in Garissa District
- 2) To examine factors hindering the implementation of universal primary education in Garissa District
- 3) To explore the role of and the relationship between culture and religion within the context of the implementation of universal primary education in Garissa District.

1.5 Significance of the Study

As long as Northern Eastern Province has been neglected by the government and by the international organization, this study can help policy makers of the region and other stakeholders to make policies that can be dealt with these factors. This study can be used as a tool for tackling factors affecting the implementation of Universal Primary Education as a millennium development goal. Although this study deals only with Garissa District, it can also apply to the other parts of North Eastern Province and all Arid and Semi-arid lands (ASAL).

This study can also help the future policy makers of the region to identify and recognize the sole of the problem affecting the implementation of Universal primary education as the other parts of the country and also help them to know the reason why North Eastern province in general and Garissa district particularly are behind the other parts of Kenya in terms of education, economic, income and job opportunities. The finding of the study will add to the growth of knowledge to the population of Garissa district and also to the population of North Eastern.

1.6 Scope and Limitation of the Study

Garissa District is one of the three forming North Eastern Province. The district borders the Republic of Somali to the East, Tana River District to the West and Wajir District to the North (GOK 2002). The district covers a total area of about 44.175.0km sq. and the population of the district are about 623,060 (KNBS, 2010). Due to this large area, the study was undertaken in DUJIS and LAGDERE constituencies.

On the other hand, the study dealt with the factors affecting the implementation of UPE as MDGs in Garissa District. Although the study mentioned about the literacy levels and education in North Eastern Province in general the study only concentrated on Free Primary education and the factors influencing its implementation. The study did not deal any other parts of education or whatever else except the Universal Primary Education.

This study faced a number of limitations like poor roads and poor security condition of the district. The high illiteracy level of the population and their perception towards such kind of work were also other challenges that the researcher faced during the collection of data of this study.

1.7 Definition of Key Terms

Basic Education: basic education comprises of pre-primary education, primary education and secondary education

Dropout: pupil's or individual's leave from schools before standard eight willingly or otherwise.

Enrolment: refers to the number of pupils who register as members of different grades at the beginning of every year.

Free Primary Education: an education which involves no financial burden to the parents of pupils. No fees, no levies should be charged and there should be no hidden costs which may hinder any pupil from benefiting it.

Gross Enrolment Ratio: the gross enrolment rate is the number of children regularly attending primary schools in the current year regardless of age, divided by the total number of children of primary school age.

Millennium Development Goals: they are eight international development goals that all 193 United Nations members and at least 23 international organizations have agreed to be achieved by 2015.

Net Enrolment Rate: the NER refers to the total number of children of primary age currently attending primary school divided by the total number of children of primary school age.

Primary Education: the level of formal education which proceeds secondary education

Universal Primary Education: is the basic education which should be given at the primary school level and meets basic learning needs (oral expression, literacy and numeracy).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

The study in this chapter discussed many areas of UPE at the global, regional and National level. The study looked at the history of UPE and the international efforts in the implementation of UPE. In this chapter the study also focused on the continental and country level of UPE history. The Kenya history of FPE was discussed clearly and efficiently in this chapter. The global and regional challenges facing the implementation of UPE were also covered in this chapter. The current status of UPE and the factors affecting its implementation in North Eastern province were discussed in this study. The chapter will be concluded the theoretical framework and the conceptual framework of the study.

2.2 History of Universal Primary Education

The term education dates back since the beginning of human existence on earth. Oral form or system was being used to transfer skills and knowledge from generation to another generation. There was no written text or system in the early stages of human being. It is believed that the Greek were the first to recognize the importance of improving societies by empowering their abilities and personalities with education (Otiendo and Sifuna 1994).

During the 5th and 4th century BC anyone in Greece was able to open a school and chose the system or the curriculum he wishes. On their parts parents had the right of selecting their children to schools they thought that they would offer their children to the subjects they wish (Coulson Joseph 1999). Students were learning athletic and other sports, music which was including (poetry, drama and history), reading and writing. The children from rich families were studying subjects such as mathematic, politics, geography, natural history and logic. The two prominent schools in Greece were peripatetic school by Aristotle and Platonic academy by Plato (Coulson Joseph 1999).

In a statement made by the Founder of American revolution Thomas Jefferson in 1816 declares that “if all the people in a nation expect to be illiterate and free in a state of civilization, that nations believe what was never happened and what will never happen in the future” (Jewett 1997). It is clear from this statement that freedom and ignorance contradict each other and give the colony part enough time to control that nation and fulfill his interest. Jefferson made an educational progression plan began with elementary schools. These schools were free of charge to all children but the attendance was not compulsory (Jewett 1997). To him elementary education was much more important than University education.

Most of the West, Central and parts of East Europe started to give elementary education in reading, writing and arithmetic to their children in the late of the 19th century. This was because politicians believed that formal education was necessary for their political interest (Donald Kagan et al 2007). In 1880, a change has happened to the French education system. The government built modern republican schools (L’ecole Republicane). Jules Ferry, the state minister of public instructions requested from all the children, boys and girls under 15 years old to attend schools. He also declares free of charge school (Donald Kagan et al 2007).

The right of human being to education was recognized and established by the universal Declaration of Human Rights of 1948. The 26th Article of that Declaration realized education as a fundamental right to all human beings. The article pronounces that “Everybody has the right to education. Education must be free of charge at least in the elementary and fundamental stages. Elementary education must be compulsory...” (D, N. Sifuna 2007). Since then a lot of efforts have been paid by the international community for strengthening this article and many international conferences were held in many countries around the World. Most of these conferences were organized by the United Nations Education, Science and Culture Organization (UNESCO). Among these conferences the forerunners and successors in Helsingove in 1949, UNESCO International Conferences on Adult Education in Tokyo in 1972, in Montreal in 1960, in Paris in 1985 and Hamburg in 1997 under the “ the right to learn”(ICAE 2007).

The major themes of these conferences were adult education and the challenges of 21th century, developing the quality and conditions of adult education; ensuring the universal right to literacy and basic education; promoting the right of women; groups of special needs; groups from ethnic minorities; old people; migrants; pastoral communities; persons with disabilities and prisoners to education (ICAE 1996).

The Jomtien Conference in Thailand from 5-9 March in 1990 was the most important step towards the implementation of Universal Primary Education or education for all programme. It was the first time, the international community including, international development agencies of the United Nations such as UNDP, UNESCO, UNICEF and WORLD BANK reached a consensus on succeeding EFA. More than 1500 participants, Delegates from 155 countries including policy makers and education specialists, officials representing 20 intergovernmental agencies and 150 NGOs officials and representatives met in Jomtien and discussed the major ideas of Education For All (UNESCO 1994). They stated that “Everybody child, youth must be able to benefit from educational potentialities planned to meet their basic learning needs.” They also agreed that “Basic education should provide to all children, youth and adults” (UNESCO 1994).

In June 1996, a Consultative Forum on EFA was held in Aman, Jordan, 250 Delegates from 73 countries had a four days meeting to evaluate the progress of EFA goal and basic education around the world from 1990 up to that period (UNESCO 2000).

The international efforts of implementing the Education for All agreement in Jomtien did not stop. Many monitoring and evaluation programmes were made by many international agencies like UNESCO, UNICEF, UNDP, World Bank and many other organizations towards the progression of the goals that were agreed during the Jomtien Conference. In April 2000, over 1100 participants from 164 countries and from different backgrounds met in the capital of Senegal for the World Education Forum. The participants consisted head of governments, policy makers, politicians, academics and officials from many international organization and non-governmental organizations (UNESCO 2000). The general objective of the Dakar Conference was a ten-year assessment of Jomtien agreements. The status of basic education around the world was evaluated. The progress

of every country from 1990 up to 2000 towards the implementation of EFA was also assessed, and every country evaluated its progress and presented its results.

Since 1990, it has been noticed an increase in children's school enrollment. The number of children who attended schools went up from 599 million in 1990 up to 681 million in 1998 while the number of children who did not enroll schools decreased from 127 million in 1990 to 113 million in 1998. At the mean time the number of literate rose from 2.7 billion in 1990 to 3.3 billion in 1998 (UNESCO 2000).

In September 2000, 189 countries gathered at the head quarter of the United Nations (UN) in New York. The overall purpose of the meeting was to put a roadmap for the world development. After a discussion, the United Nations members reached an agreement of implementing 8 goals with 18 targets and over 40 indicators by 2015.

Universal Primary Education with one target and three indicators was the second goal of the eight Millennium Development Goals. It was agreed that by 2015 every child around the world boys, girls regardless their race, color, family background, economic status and their physical well-being must get access to and complete free and compulsory primary education. Even though all these efforts has been paid by the international community towards the implementation of MDGs in general and UPE in particular, many studies that have been done by many international organizations for assessing the progress of that goal stated that many countries in the world are still out off track of achieving this goal while some others are seriously out off track. According to the United Nations Monitoring Report of 2010, stated that about 69 million school-age children are still out of schools. 31 million of this live in Sub-Saharan Africa and 18 million of them are in Southern Asia (UN 2010).

2.3 Universal Primary Education in Africa

The history of formal education in Africa dates back to the colony period. In most of the African countries there was no formal education before the colony stage. Children mostly used to receive traditional informal education from their parents and their forefathers. They mostly used to learn drawings, games, singing and dancing games. The type of

education for children was based on gender as the division of labour at that time. Boys were prepared to be the leaders and fighters of their tribes while girls were prepared for motherhood activities (D, N Sifuna and Otiend E 1994).

The Universal Primary Education Programme was first agreed in 1961 when many African countries met in Addis Ababa under the joint sponsorship of UNESCO and Economic Commission for Africa. The main objective of the conference was the development of education in Africa and to provide a road map of education improvement in Africa. Although they concentrate the expansion of secondary and high education, they also took steps towards achieving UPE. They agreed and planned to achieve UPE by 1980 (UNESCO and UN Commission for Africa 1961). Since then, African countries were part of the international movements towards the implementation of Education for all goal and universal primary education programme. They took part in all the international conferences on education and basic education development. Some of these conferences were held in Africa like the Dakar framework for education for all.

But unfortunately the progress of Africa towards the implementation of UPE started at the beginning of the 21st century. The continent has made a gradual progress since the Jomtien Conference in 1990. The NET enrollment in primary education has reached 76 percent in 2008 from 58 percent in 1991 (CAI 2010). At the same time the Gross Enrollment Rate (GER) also increased significantly from 72 percent in 1991 and rose to 85 percent in 2001 and further went to 95 percent in 2006 (UNESCO 2009). On the other hand the NET enrolment increased in Sub-Sahara Africa and rose from 54 percent in 1991 to 63 percent in 2001 and 70 percent in 2006 (UNESCO 2009).

According to a study made by Consultancy African Intelligence in many countries in Africa stated that seven countries out of 27 countries with data from 1991 up to 2007 have scored an important improvement of 30 percent. These countries include Ethiopia, Guinea, Malawi, Mali, Madagascar, Mauritania, and Morocco. Other countries like Burkina Faso, Burundi, Djibouti, Gambia, Ghana, Niger, Rwanda, Senegal, Swaziland, and Togo enhanced their primary NET enrollment from 10 percent to 30 percent during

this period (CAI 2010). In spite of this progress, there are still a lot of children in Africa of school going age who are still out of schools and many others dropout every year from schools before completing primary school.

According to the department of public information of UN report in 2008 showed that around 38 million children of primary school age in sub-Sahara Africa did not attend schools yet (UN 2008). Another study by the same department in 2010 stated that 31 million of schools going age children in Sub-Sahara Africa are still out of schools (UN 2010). The dropout ratio is also very high in Sub-Sahara Africa. More than 30 percent of primary school students drop out before reaching the final grade (UN 2010).

Another 30 percent of school going-age in seven countries including Burkina Faso, Central African Republic, Congo, Djibouti, Eritrea, Mali and Niger never attended schools (Tomasevski, K, 2006). The level of participation was also based on gender disparity and economic status in many countries in Africa. Girls as a disadvantage group in many parts of Africa and low income families represent the most neglected groups in the case of education. According to World Bank, only 10 percent of the low income societies in Guinea and 15 percent in Niger and Chad went to schools while 98 percent in Chad and 77 percent in Niger from highly income families' children attended schools (World Bank 2008). The transition rate from primary school to secondary school decreased. Only 62 percent in sub-Sahara Africa transit from primary to secondary education compared to 99 percent in developed countries and 88 percent in the developing countries (Jandhyala B.G. Tilak 2009).

2.4 Universal Primary Education in Kenya

There was no Formal education system and no foreigner education system in Africa in general and in Kenya in particular before the colony stage. The whole of African communities used their own traditional way of learning and training of their young generation. In East Africa and particularly Kenya Coast region, some Quranic schools were existed around the worship places (mosques) which the first Arab built for their worship (D.N Sifuna and Otiend, James E 1994). It's believed that the Christian

missionaries were the mastermind agencies behind the Western Education System in Kenya and many other parts of Africa during the colony period.

In Kenya for example, an important Education system has been set up by J.L Krapf in 1844. As soon as he arrived in Kenya, he started translating the Bible into Swahili at Rabia to provide reading books for his students in their preparation for the school at Rabia mission station and tried to convince parents to send their children to schools. But his efforts were generally finished unfruitful (D, N Sifuna and Otiend, James E 1994). At the end of the World War I, an important change had taken place and turned African people in Kenya to accept the Western education system and the plan was succeeded by persuading local leaders to allow and send their children to missionary schools for training (D, N Sifuna and Otiend, James E 1994).

Since then the Kenyan attitude and view towards formal education system has changed and people started accepting the system and sending their children to missionary schools. But at the same time a great number of the Kenyan community from rural areas have insisted in keeping their traditional ways of life and their culture while many other groups from Muslim community view this system as a way of interrupting their faith and changing their religion.

In 1963, when Kenya got the independence from the British colony, the government of Kenya as many other countries in Africa considered Education an important instrument in improving the economic and social development of Kenyan societies. In 1963, when the Kenya African National Union (KANU) won the election and became the ruling party of the country produced a manifests entitled, "What a KANU Government offers you." This manifests introduced a minimum of seven year of Free Primary Education offering by the party. Again the party has renewed the manifesto in 1969 election and continued of the seven years of Free Primary Education Program. During this period the government gave priority in educational programme to areas which were ignored during the colonial period (D.N Sifuna 2007).

Another presidential decree was produced in 1971 and stopped tuition fees from the districts with unfavourable geographical conditions and with low income residents. These districts included North Eastern Province, Samburu, Baringo, Turkana, West Pokot, Narok, Elgeyo-Marakwet and Olkejuade in Rift Valley province, Marsabit and Isiolo in Eastern Province as well as Tana River and Lamu in Coast Province (D.N. Sifuna 1990). During the Festival of the so-called, Ten years of independence in December 1973, the government provided free education for children in standard I-IV in the whole districts of the country and went further by providing Kshs. 60/- per child as a uniform fee structure for those in standard v-vii in the entire country. Subsequently the government went further and abolished school fees in primary education and this program brought the country close to achieve universal primary education (D, N Sifuna 2007).

All these effort were in line with the international movements of Universal Primary education and the right of children in getting free education. These efforts were also part of the agreement of the conference of the African states on the development of education in Africa which took place in Ethiopia in 1961. According to the second development plan 1970-1974 the government built some boarding schools for the children in the communities in the Arid and Semi-Arid Areas to facilitate them to attend schools. There were 178 boarding primary school with an enrolment of about 63,740 pupils (Republic of Kenya 1988). The government provided school feeding programmes for 300,000 primary school children and for 50,000 pre-primary school educations in the 13 Arid and Semi-Arid Districts of the country. There were also 25 boarding primary schools in all other parts of the country (Republic of Kenya 1988).

As a result of the 1973 pronouncement, enrollment in standard one rose by a million over the estimated 400,000. The overall enrolment increased from 1.8 million in 1973 to almost 2.8 million in 1974. At the same time the number of teachers reached 56,000 out of whom 12,600 were untrained teachers. By 1975 the number of untrained teacher has reached around 40,000 out of 90,000 teaching staff (D, N. Sifuna 2007). The rose of school enrolment and number of teachers was also accompanied by an increase of primary school numbers. From 1963 to 1986 the number of primary schools rose from

6,058 to 13,3092 respectively while the number of pupils enrolment increased from 891,553 to 4,885,925 and teachers grew from 22,772 to 142,807 (Republic of Kenya 1988).

The government of Kenya began the implementation of the World Bank's structural adjustment programmes (SAPs) in 1980 in an attempt of minimizing the education budget. So the government produced a cost-sharing policy. The new policy called parents and school committees to finance capital development and recurrent expenditure of primary and secondary education while the government undertook the responsibility of teachers' salaries (GOK and UNICEF – 1992). Although the government has introduced a cost-sharing policy in 1980 with the help of the World Bank's Structural adjustment programme (SAP), the enrollment of primary schools never decreased. According to the Ministry of Education, the school enrolment witnessed a significant growth since independence. In 1992 the enrolment has reached 5,554,977 out of which 2,633,322 (48%) were girls (MOE 1992). Before the NARC pronouncement, the number of primary schools increased from 14,864 in 1990 to 18,901 in 2001/2 of 27 percent increase while the enrolment rose from 5,392,319 to 6,314,726 of 17.1 percent increase at the same period (MOE 1992).

During the election time in 2002, the NARC party made a formal promise of providing a free primary education to the whole Kenyan children. As a part of that promise in January 2003, the NARC government introduced FPE programme through its ministry of education. The government removed many obstacles that stopped many children of school-age from attending and completing primary education. The FPE involved the end of fees and other levies in primary education, the cost of basic teaching and learning tools, salaries of teachers were all undertaken by the government and development partners and parents were requested only to cover the uniform of their children, their meal, transport, boarding facilities and their health care (MOEST 2003). The government also provided feeding programmes in Arid and semi-arid lands (ASAL) schools.

According to Kenya Integrated Household Budget Survey 2005/6, 93.4 percent of the population aged 6-17 years went to schools. The proportion of population in urban areas that had ever attended school was higher than that of rural areas. At the same time an approximately 691.000 children of school going age were not attended (KIHBS 2005). Thus represent 6.2 percent of the overall population of school-going age never attended schools nationally.

As it was expected an import increase in enrolment in primary education has been witnessed. The number of pupils increased from 6.0 million in 2002 to 7.2 million in 2003. The enrollment has further rose to 8.6 million in 2008 in an increase of 23.3% (MOE 2009). The Gross Enrolment Ratio (GER) has significantly increased from 88.2 percent in 2002 to 102.6 percent in 2003 and further went to 107.6 percent in 2008 while the Net Enrolment Ratio subsequently improved from 77.3 percent in 2002 to 92.5 percent in 2008(MOE 2009). This report show that 7.5 percent of primary school going-age children were out of schools in 2008. On its part the government has increased its education budget by 17.4 percent to Kshs. 79.4 billion of its financial years of 2003/4 to cover the increasing needs of education. Over Kshs. 7.6 billion out this budget allocated to FPE programme. The donor communities have also contributed a lot of money to the implementation of FPE programme (D, N. SIFUNA 2007).

2.5 Global challenges of UPE

There are many challenges that undermine the implementation of UPE in the world. These constraints range from the social status of the human beings to the physical facilities of schools. The most important obstacles that hinder and affect UPE goal achievement by 2015 in many countries around the world include poverty, child labour, health, conflicts, traditional beliefs, migration, school facilities and many others.

2.5.1 Poverty

It is believed that poverty is the most important factor that determines the access of children to education. The family income determines the children's enrolment, attendance and dropout of schools. Colclough et al (2000) explained the relationship between household income and school enrollment. He stated that most of out-of school children

are from lower-income families as the case of dropout (Colclough et al 2000). He further detailed his argument and stated it as follows “low-income families are likely to have lower need for schooling than high-income households whatever the profit of education is, the prices/cost of schooling are much more difficult to the poor households than those from richer household” (Colclough et al 2000).

The pressure, the children from low-income families meet from their families to dropout from schools increases as they become older, particularly as the opportunity costs of their time increases (Frances Hunt 2008). A study done by United Nations millennium project in 2005 in many countries around the world towards their progress on UPE showed that primary completion rates in low-income countries are only going up by 1.5 percent per year. In Africa only 51 percent of children (46% girls) complete primary education while 74 percent in south Asia (with 63% girls) have completed primary education (UN2005). Less than half of the poor household children in West and Central Africa complete even a single year in school (UN 2005).

From all these facts and figures, millions of children around the world deprived from their basic right of education because of the poor conditions of their families or the inability of their families to pay them the school fees and other related costs of education such as books, uniforms, transports and other related things that is required by schools. The interaction between poverty and other social disadvantages puts further pressure on vulnerable and marginalized children to dropout from schools (Hunt 2006).

2.5.2 Child labour

Child labour is the second important factor after poverty that greatly influences the implementation of UPE goal. Child labour is a related factor to the well-being and ill-being of the family. Poverty is the main factor that contributes child labour in many societies. Many studies show that there is deep relationship between school attendance and dropout and child labour. It also contributes the presence and absence of children in schools. The most common type of child labour appears to be domestic and household-

related duties (girls) and agriculture labour (boys), which are for the most part unpaid, under-recognized and take a lot of time.

Girls always undertake the household duties. They are the first to dropout from schools if the income of the family becomes short, if the household duties need someone to carry it; if any member of the family needs to be cared or in the case of remoteness of schools from the family or the insecurity conditions (UNICEF 2005). Children, who mix work and education depending on the type and nature of work have short attendance, regular school absences and lateness. In many cases, employers do not permit the child to attend school or classes during the work time. They always allow children only when they finish their domestic task. As a result of this, teachers report that children who work in domestic service arrive late at schools and attend school irregularly (ILO 2004).

2.5.3 Health

Health is an individual factor that most of the time associates the dropout of children from schools. Poor health and malnutrition conditions of many children in low-income societies stop many children from accessing their basic rights like education. Diseases such as HIV/AIDS have badly affected many schools, families and many communities around the world leaving behind many orphans and other vulnerable children. Recent studies discovered that the poor health and nutrition among many children in less developed countries reduced their attendance in schools and further led them to bad performance in schools (Paul Glewwe et al 2008).

According to a study made by the United Nations showed that one third of pre-school age children struggle with poor health and malnutrition conditions in less developed countries (UN 2000), while more than hundreds of millions suffer from tropical diseases like malaria and intestinal parasites (WHO 2000). Poor health and nutrition influence the education for a number of reasons. It reduces the enrollment rates and increases the dropout rates and also undermines the attendance of pupils in schools. HIV/AIDS raises poverty rates among societies and reduces household's ability to pay the education costs of their children and hence avoid the participation of children in schools. The illness or

loss of a member of a family bears the children the burden and responsibility of either to take care the sick person or to replace the dead one in undertaking his/her job. Such kind of responsibility caused many children of school going age either to stay away from school or to dropout earlier before they complete the primary education.

2.5.4 School facilities

School physical facilities and learning material play an important role at the level of children's enrolment and dropouts from schools. The location of the school and the quality of its education system also determine the level of participation of the children in school attendance or withdrawal. According to Colclough (2000) states that the insecurity of school, low quality of education, inappropriate facilities, distance of the school, overcrowded classrooms, and unqualified teachers and their absenteeism and lateness are the most common reasons of school dropout (Colclough et al 2000). The teacher-pupil ratio is also another important factor that undermines the implementation of UPE in many countries around the world.

The world average of pupil-teacher ratio is 25 students per every teacher but unfortunately many countries particularly from Sub-Sahara Africa has the highest ratio of pupil-teacher ratio in an average of 45 pupils per teacher, and 28 pupil per teacher in the developing countries while the developed countries have the lowest ratio of 14 pupils per teacher (UNESCO 2006). In Mozambique for example the ratio in primary education has reached 64:1 in 2008 (UNESCO 2010). Extra 10.3 million trained teachers are needed in order to achieve UPE goal around the world. Sub-Sahara Africa alone needs 1.2 million trained teachers (UNESCO 2010).

2.5.5 Gender disparity

Many traditional systems of many societies around the world particularly from rural societies in Africa behave girls in a different way than boys. They give priority of everything to boys including the right of education. Gender parity in education still faces many challenges in many countries. Educating girls is seen to be less advantage than educating boys by many societies. Countries in Sub-Sahara Africa have the lowest level

of girls' enrollment in secondary education (MDGs 2010). This indicates that the level of girls' drop out from primary school is very high and their completion rate is very low in Sub-Saharan Africa. Many social traditions and activities within families, communities and schools hinder the access of girls in schools. In most conditions girls have less access and are more likely to dropout from schools. Social practices, positive attitude towards girls and school safety play an important role in girls' attendance at schools (Colclough et al 2000).

2.5.6 Conflict and migration

A lot of children around the world particularly those who live in countries of unstable conditions either emigrate from their countries to another countries or they become part of the opposing parts. Many children have been soldiered by the rebels that fight in their countries or by their governments as the state in many African countries. More than 25 million children representing one-third of all out-of-school children live in low-income conflict-affected countries (UNESCO 2010). Many children and teachers are either displaced or killed while the school facilities and equipments have been destroyed or stolen by the opposite parts. During the military attack of Gaza in Palestine by Israel in between 2008-09, 164 students and 12 teachers were killed and over 280 schools and kindergarten were totally or partly destroyed (UNESCO 2010). The unrest political conditions of many countries avoided many development organizations from evaluating the effectiveness and sustainability of UPE goal in these countries and undermine their likelihood of providing aid to these countries (UNESCO 2011)

On the other hand children's migration from rural areas to urban areas in search of employment affects the access of children to schools. Migration can also cause temporary dropouts from school since the children who migrated from one place to another will cost them a lot of time of getting a school to precede their education. All these factors and many other factors including the conception of how education will affect the life style and career possibilities and the availability of labour market are believed to be factors that can cause either early dropout or sustained access in different conditions (Ricardo Sabates et al 2010).

2.6 Universal Primary Education in North Eastern Province

North Eastern province is one of the eight provinces forming the Republic of Kenya. It is the third largest province after Rift Valley and Eastern Province. Garissa, Wajir and Mandera County are the three forming counties of North Eastern. The province is hot and dry most of the seasons. The majority of its populations are pastoralists from the Somali tribe and small numbers of them are peasants. North Eastern province characterized as one of the poorest regions in Kenya with the current poverty rates standing at 64% (Leah Keriga and Abdalla Bujra 2009). According to the last census by the Kenya National Bureau of Statistics states that Mandera and Wajir are the last top five counties in terms of poverty before Turkana County out of the 47 counties in Kenya while Garissa County was at the middle point (KNBS 2010).

North Eastern Province has been neglected by both colonial and post-independent governments and stands behind all provinces in Kenya in terms of human development, and social amenities. This ignorance resulted building only few schools with very low infrastructural development within the province (Leah Keriga and Abdalla Bujra 2009). In terms of Education, North Eastern Province categorized very low enrollment in Early Childhood Development and Education (ECDE) centers, primary school education, secondary and high education. It also characterized with very high dropout rates, and very low completion rates comparing to all other provinces in Kenya.

When the NARC government introduced the FPE programme in 2003, the responses of all provinces was strangely increasing. The results of enrollment were overwhelming and over expectations. The number of pupils rose from 6.0 million in 2002 to 7.2 million in 2003 (GOK 2009). An increase of 1.2 million has been noticed in one year enrollment. The gross enrollment Ratio went up from 88.2 percent in 2002 to 102.6 percent in 2003. The Net Enrolment Ratio has also increased from 77.3 percent in 2002 to 92.5 percent in 2008 (GOK 2009), but there was wide regional difference. North Eastern province registered the lowest grade in terms of enrolment around the country. The NER for North Eastern Province was 25.5 percent out of 92.9 percent nationally in 2009(GOK 2009).

According to Kenya Integrated Household Budget Survey in 2005/06 stated that over a third of the school population aged children (6-17) years in North Eastern Province never attended schools (KIHBS 2006). The primary school participation rates were very low since 2003 up to date. The North Eastern Province GER in 2006 was 27.6 percent (20.5 for girls) recording the lowest in Kenya in that year. On the other hand the NET enrollment rate across provinces in Kenya, NEP also recorded the lowest in 2006 of only 24.3 percent while Nyanza province registered the highest NET enrollment of 97.8 percent (Institute of Economic Affairs 2008). This figure also indicates a gender disparity in NEP school enrolment ratios.

North Eastern Province has also the highest illiteracy level with only 28.2 percent of the population in NEP can read and write while Nyanza province has the second highest literacy level recording 91.9 percent after Nairobi province of 96.6 percent (KIHBS 2005). Since the introduction of FPE in Kenya in 2003, the completion and transition rates increased in all provinces in Kenya except North Eastern and Nairobi Province who have recorded high dropout rates. The primary completion rate (PCR) increased from 62.8 percent in 2002 to 81.0 percent in 2007 and decreased into 79.5 percent in 2008. Nairobi and North Eastern Province registered the lowest (PCR) of 55.4 percent and 36.5 percent respectively (GOK and UNDP 2010). These figures show that 63.5 percent of those who enrolled primary schools in North Eastern Province dropped out from schools before they complete the primary education.

North Eastern province falls below the national average of 79.5 percent in recording only 22.5 percent of girls completed primary education as compared to boys at 51.1 percent (GOK and UNDP 2010). This low figures states that it will be very hard to achieve 100 percent universal completion rate by 2015 nationally and also enhances the gender imbalances in some parts of the country. These low figures also undermine and hinder the dreams of achieving UPE by 2015 nationally and also regionally. In 2007 the school-age population at the primary school level in North Eastern province has reached 249,408 children. This number is expected to go up to 371,000 by 2015. Total primary school

enrolment is expected to rise from 101,684 pupils in 2007 to 211,742 by 2015 (GOK 2011).

From these figures, 159,258 children will be out of schools by 2015 and make the illusion and ambitions of achieving UPE by 2015 unrealistic and impossible. This low figure also indicates that North Eastern Province is unlikely to implement the MDGs by 2015. As a result of this low figure, the study tried to find out the internal and external factors that hinder the implementation of universal primary education in Garissa district by 2015.

2.7 Factors affecting the implementation of UPE in NEP

When the government of Kenya pronounced FPE in 2003, the responses of school enrolment has increased tremendously. Extra 1.2 million children attended school. Many challenges have accompanied the FPE Programme like shortage of classes and teachers. Some schools have registered many pupils more than their capacity (UNESCO 2005). As part of Kenya, all these challenges and many others have been noticed in North Eastern Province. Many factors have influenced the implementation of UPE in North Eastern Province. These constraints are both internal and external factors. These factors affected education accessibility, equity and quality of Education in NEP.

The study classified these factors into four categories including family-based factors; community-based factors; school-based factors and environmental-based factors.

2.7.1 Family-based factors

a) Poverty

Poverty is the major challenge affecting the implementation of Universal Primary Education in North Eastern Province. The province has the largest number of poor people in both urban centers and rural areas. This problem caused many children to never attend schools and many others to dropout before they complete primary education. In 2007, the poverty incidence in North Eastern Province was 73.9 percent (Republic of Kenya 2010) and hinders the school enrolment ratio. The high poverty level in North Eastern Province contributes the dropout of girls from school since pastoralists give little attention to girls' education. Only one girl in every five boys in North Eastern Province is in school (Oxfam 2005).

b) Child labour

The high poverty rate among North Eastern population created using children as a labour force by many families. Child labour greatly contributes the dropout of many children from schools in North Eastern Province. Children's involvement in the household division of labour negatively affects the implementation of Universal Primary Education in North Eastern Province. In rural areas and urban areas girls undertake the household duties such as collection of firewood, taking care of sick people and other related housework while boys undertake informal sectors such as donkey car operations and vending. In Garissa town, children do many difficult jobs such as car wash, shoe shine and many other less paid jobs (GOK, 2002).

2.7.2 Community-based factors

Community-based factors that contribute the low enrollment of schools and high dropout are many including negative attitude towards education and towards girls' education, lack of interest in education, parental ignorance, cultural, religious and traditional beliefs, early marriage of girls and Nomadic chores (GOK 2009). A study undertaken by the institute of Economic Affairs in 2008 on gender parity in education in all provinces in Kenya stated that there is notable variation between the provinces in Kenya. For example North Eastern Province registered the lowest in gender parity in Kenya of 0.51 representing that there are only 51 girls for every 100 boys' enrolled schools. Many community and culture based factors affect the girls' low access in primary education in North Eastern Province. Among these factors are household activities, cultural bias in favor of boys, heavy workload, early marriages, and remoteness of schools from their houses, high poverty level and hostile environment of schools (Onsomu, Kusimbei and Ngwara, 2006).

2.7.3 Environmental-based factor

The periodic drought and lack of water in North Eastern Province influence the achievement of UPE goal by 2015 since many pupils dropout from schools in every year due to the drought. Many primary school students leave schools and immigrate to the neighboring countries in search of water and pasture to their animals. According to the

province education office report in 2011, due the last drought, more than 5480 pupils from Garissa District alone dropped out from the primary school. A large number of them have immigrated to the neighboring countries with their parents in search of water and pasture to their livestock while many of them moved to the urban and refugee camps in Dadaab when they lost their animal (Province education office 2011).

2.7.4 School-based factors

These factors include physical facilities like classrooms, toilets, playground, teachers etc and the learning equipments like libraries, books, pens and other related materials. The inadequate learning facilities such as classrooms, teachers, desks and text books in North Eastern Province cause the dropout of many children from the public primary schools. Lack of teachers and transport in many schools in rural areas also contribute the withdrawal of many children from schools. The location of schools also take part the dropout of many girls from school in many parts of rural areas in North Eastern Province for security conditions.

The pupils' teacher ratio (PTR) in North Easter in 2007 was 62:1 which was higher than the national PTR average 43:1. The PTR for public primary schools was 74:1 in Mandera, 61:1 in Ijara, 60:1 in Garissa and 53:1 in Wajir (GOK 2011). The figures show the inadequate number of teachers undermines the quality of education in the province and hence cause the dropout of children from schools.

On the other hand the pupil toilet ratio (PTOR) is 64:1 for girls and 42:1 for boys compared to government guideline 25:1 for girls and 30:1 for boys (GOK 2011). This also creates a hostile environment for pupils, particularly girls and further increases the dropout rates of girls from the schools. The location of the school also influences the enrollment and dropout ratio of pupils in school.

A study made by Kenyan Integrated Household Budget Survey in 2005 covers all these four main factors affecting the implementation of UPE in North Eastern Province. The study stated that 58.1 percent of out of school going age children contributed their case to

the refusal by their parents, 20 percent attributed it to the low-income status of their families and lack of money, 15 percent never attended the school because they have to work and help their families while 20 percent could not enroll as the schools are too far (KIHBS 2005).

Although many studies have been written from the whole country for this topic, the researcher in this study focused how these factors affected the implementation of UPE in Garissa District specifically. On the other hand while the previous studies dealt with the school-based factors, this study tried to cover all other related factors that determine the implementation of UPE in Garissa district. These factors include culture and religion factors; district infrastructure factors; environmental factors like drought; household income and school facilities factors. This study was also different from the previous studies because it has representative sample from all education stakeholders in the district. The data of this study was collected from the community members; schools head teachers, teachers and school pupils; out of school children; district officers and district education officers; and finally a representatives from education sponsors from international organizations like UNICEF and AGA KHAN FOUNDATION (EMMAC). So the results of this study were much more representative and more reliable than the previous studies.

2.8 Theoretical Framework

This study used both and human capital theory and Capital theory of school effectiveness and improvement.

2.8.1 Capital theory of school effectiveness and improvement

Hargreaves (2001) developed capital theory of school effectiveness and improvement. The theory is based on the intended and unintended outcomes of schools, the connection between teacher's knowledge, experience and teaching way and education outcome and the capacity of school in creating a network based on mutual trust and respect between teachers, students and community members. He further argued that the school effectiveness and improvement determine the success or failure of the school in achieving

its mission (Hargreaves 2001). James Coleman defined social capital as a collection of different entities and shares two elements in general: They all form some aspects of social structure and they facilitate certain actions of actors (Coleman 1988).

Studies done by Coleman and his colleagues found out that pupils in Catholic schools performed better than students in public schools and further explored those students in Catholic schools had fewer dropouts than the students in public schools. Coleman and Hoffer (1987) attributed this difference to the strong relationship between the social system and Catholic schools. They further noticed that there was a very close connection and network between families, students, schools and communities. So the students enjoyed social capital that encouraged them to acquire the information they needed.

Coleman expanded his idea and further discovered that the physical facilities of the school, classmate characteristics, teachers' level of knowledge, experience and way of delivering information and parent's level of education and the characteristics of surrounding communities contribute to the children's learning either positively or negatively. An effective connection and collaboration produce high social capital and later leads the school to transfer its human capital into learning. The strong relationship between teachers in sharing information and knowledge with each other in school creates a mutual help among students and further increase the level of students' participation in school work.

Cheng (1996) developed eight common models of school effectiveness.

1. **Goal model:** School effectiveness can be evaluated the school's implementation of its stated goals in its fixed time.
2. **Process model:** The school's activities in achieving the stated goals and the quality of the output.
3. **Ineffectiveness model:** The absence of problems and obstacles inside the schools enhances the schools effectiveness.
4. **Resource input model:** The quality of educational services, teachers and students take part the school improvement.

5. **Satisfaction model:** The ability of the school to cover the needs of stakeholders determines the level of effectiveness of the school.
6. **Legitimacy model:** The community support to schools enhances the opportunities in achieving its targets and keeping their sustainability
7. **Organizational learning model:** The learning behavior of the school is an important thing of school development because organizational learning takes school to fully participate in environmental change.
8. **The quality management model:** The schools' inputs (teachers, student and parents), process (activities of achieving its desired objectives and outputs of the school) that satisfy the needs and expectations of stakeholders describe the school effectiveness and improvements.

The study used capital theory of school effectiveness and improvement to investigate the factors affecting the implementation of UPE in public primary schools in Garissa District. The study also employed this theory to overview of the current status of public primary schools in Garissa District and to check the capacity of primary schools in achieving UPE by 2015. The researcher selected this theory because the social capital of the district, school inputs and outcomes determine whether the district is achieving the UPE goal or not achieving it and also helps the researcher to find out the factors hindering the achievement of that goal.

2.8.2 Human Capital Theory

Human capital theory was developed by Adam Smith. Schultz (1972) defines human capital is based on the perception that formal education is a fundamental tool to improve the production level of community. Human capital theory focus on the way the education enhances the quality of workers and their productivity in building their capacity of thinking and improving their capabilities of undertaking their duties. In general, capital theorists argue that investment in human beings promotes their economic status and further develops their productivity level.

Babalola (2003) argues that the reason of human capital improvement and investment based on three arguments:

- i) To provide the new generation a knowledge of high quality
- ii) To teach the new generation how to utilize the available knowledge and how to improve that knowledge and discover new methods of producing new products and finally.
- iii) To encourage and motivate the creativity and innovativeness of the new generation.

In order to improve the productivity of a population, human capital theorists believe that education is the key to eradicating poverty and improving the economic growth of the population. Education is also a tool of reducing income inequalities among societies. Fargerl and Saha (1997) argued that if the developing countries are willing an economic growth they should improve the educational demands of their countries. Many countries in the World like Hong Kong, Korea, Singapore and Taiwan have reached unpredictable economic growth when they invested huge money on their education (World Bank 1993). The study by World Bank discovered the development of education in East Asia play an important role for their development.

Human capital theory has the assumption that FPE is the tool for poverty reduction and enhances the income status of societies by improving the talents of the people and their knowledge. According to UNDP's Human development Report stated that a high quality primary education is an essential instrument for economic growth and also greatly contributes to the other development objectives (UNDP 1990). The report also stated that primary education encourage people to take part in all the social economic and political activities of their communities. Human capital theory also affects the government's attention on improving and initiating learning institutions in all levels and sponsoring educational facilities financially. For example, the social return of education gives the state and other stakeholders of education the direction of education system that the government will further invest more. For instance if the benefit and economic returns of primary school higher than the other parts of educational system, the government or policy makers will invest primary education much more than the other institutions because the returns is higher than the other.

The study employed human capital theory because the profit of UPE is not only for the students' benefit but for the whole community since the education is a tool for poverty eradication and for community development. Human capital investment is the machine to encourage pupils to education. The government's financial support and investment in pupils and teachers are expected to play an important role in the implementation of UPE by 2015 and further increase economic returns of the people. On the other hand the government's ignorance in investing human capital and promoting the quality of primary education undermine the implementation of UPE by 2015 causing high dropout rates and low enrolment rates of pupils.

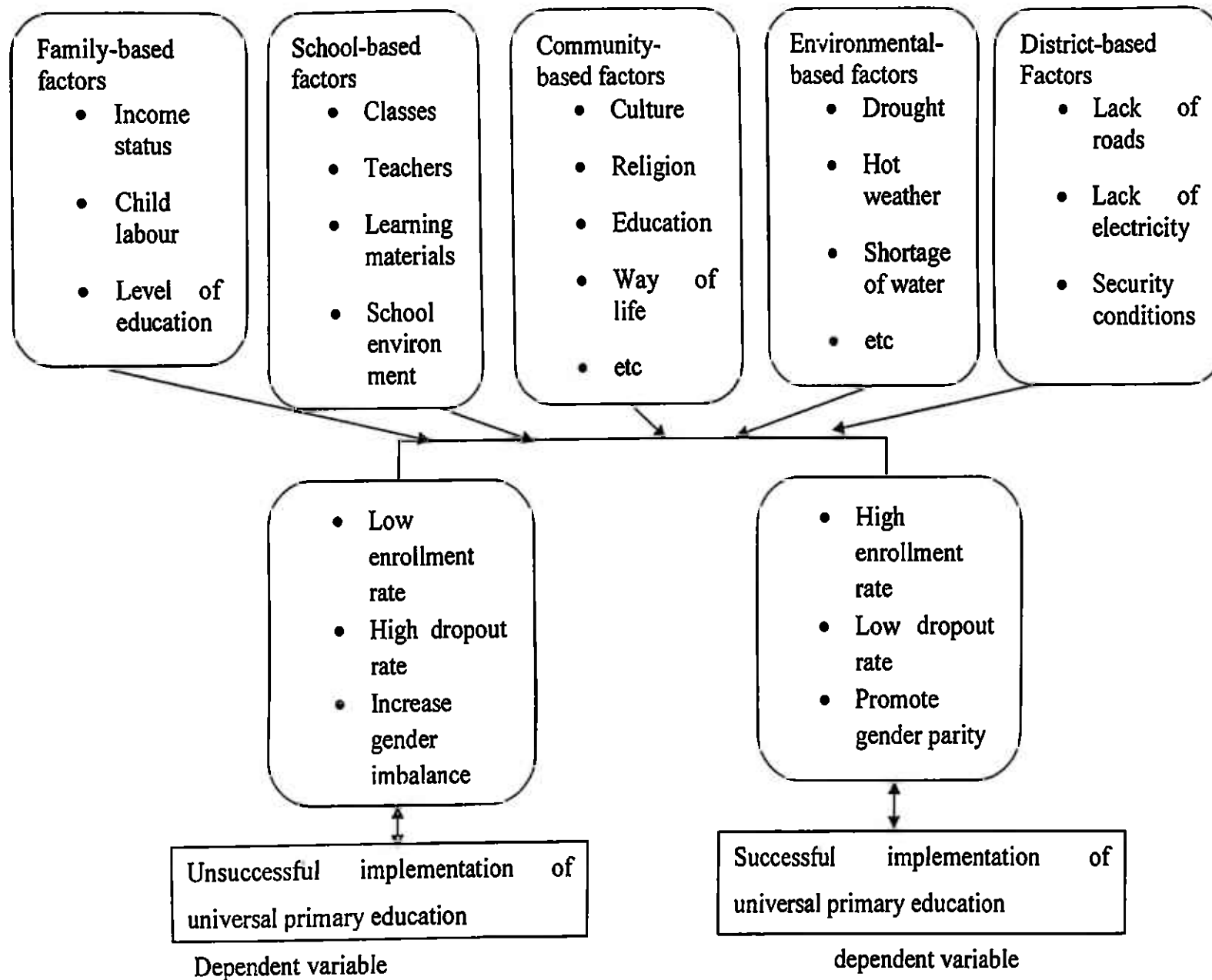
2.9 Conceptual Framework

The effective and efficient implementation of UPE in Kenya in general and in Garissa District in particular, requires that all the school going children enroll and complete primary education. In order to access FPE, the school-going children need quality primary education.

Since the introduction of Free Primary Education, a lot of challenges have been encountered like shortage of schools, classrooms, teachers and learning materials of the schools. Despite these ones, many other challenges have been noticed in North Eastern Province. Therefore, the study proposed various factors that hinder the implementation of UPE in Garissa District. The study divided these factors into five major factors: Family-based factors; school-based factors; community-based factors; environment-based factors and district-based factors. Family-based factors like poverty, parents level of education and child labor effect the implementation of UPE badly because the hidden costs of FPE like exercise books, uniforms, food and clothes requires fund. The child labor as a family based factors affect pupils attendance in schools and further increases the dropout of pupils from schools.

Figure 2.1: Conceptual Framework

Factors affecting the implementation of universal primary education



Source: Author, 2012

According to the theory of school effectiveness and improvement, the physical facilities of the schools like teachers' level of knowledge and experience influence the implementation of UPE. School-based factors like teachers, classrooms, desks, toilets and learning material things affect the implementation of UPE positively or negatively by causing high dropout rate, low enrollment and poor transition rate. On the other hand the absence of these factors affects the implementation of UPE positively by increasing the enrollment rate, decreasing the dropout rate and improving the transition rate.

The income status of the family and their level of education affect the implementation of UPE either positively or negatively. The low income families use their children as a labor force in order to struggle their daily bread and hence cause the dropout of children from schools. The parents' level of knowledge highly takes part the implementation of UPE.

The characteristics of the surrounding community also affect the implementation of UPE. Cultural practices of the pastoral communities like Female genital mutilation, early marriages of girls and boys child education preference than girl child education affect the girl child education negatively. The community-based factors cause the high dropout rate, low enrollment rate and gender imbalance or vice versa.

The environment-based factors of the district like drought, shortage of water and district-based factors like infrastructure, electricity and security conditions of the district affect the development of education. For example, the constant drought of the district causes the dropout of pupils from schools in rural areas. On the other hand, the poor roads of the district hinder the delivery of materials to schools.

In conclusion, the existence of these factors affects the implementation of UPE negatively while the absence of these factors affects the implementation of UPE positively.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research site, research design, target population, sample size and sampling techniques, types of data in the project, data collection and data analysis techniques.

3.2 Research Site

Garissa district is one of the three districts in North Eastern Province. The district has three constituencies which are DUJIS, FAFI and LAGDERA constituency. The district has a border with the republic of Somalia to the east, TANA RIVER district to the west and WAJIR district to the north (GOK 2002). According to the last census by Kenya National Bureau of Statistics, the district covers an area of 44,175kmsq with a population of 623,060 while the number of households were 98,590(KNBS 2010).

The district is hot and dry most of the year and is familiar with regular drought. The majority of the population in Garissa is pastoralists from the Somali tribe and few of them are peasants. More than a half of the population in Garissa district is poor and illiterate. The district lacks sufficient basic needs like water and sanitation, infrastructure, electricity, education, health etc. The district hosts the largest refugee community in the world and this decreased the level of security in the district. The major production activity in Garissa district is livestock and small amount of agriculture products. The district has the largest animal market in east and central Africa. The study selected Garissa district as a research area because the researcher can easily communicate with the respondents since the researcher speaks the same language as the Garissa residents. The second reason is because of time, cost and security comparing to the other parts of north eastern province.

3.3 Research Design

The study used survey research specifically descriptive study. Cohen and Marion (1994) explained descriptive study as a study design use to get information relating the current status of a phenomenon under study and describes what exists with respect to variables or conditions in a situation. The study used this design because the study was concentrating the current status of UPE in Garissa district and the factors affecting its implementation. The study used survey research to collect qualitative and quantitative data from a number of respondents by asking them a number of questions.

3.4 Target Population

Target population refers to the whole group of individuals sharing a common characteristics to which the researcher like to form his/her results of the study (Mugenda and Mugenda 1999). The study focused DUJIS and LAGDERA constituencies. Fifteen public primary schools were selected from seventy eight public primary schools in the two constituencies. The target populations of the study were pupils; head teachers; teachers; community members; out of school children; district education officers and inspectors; district officers and the education sponsors.

3.5 Sample Size and Sampling Procedures

Sampling is the way of choosing a number of respondents from a large group of individuals in order to represent the entire group for a study (Mugenda and Mugenda 1999). Sampling was done in order to get a sample that will represent the target population. Purposive sampling was used to select two constituencies out of four constituencies. Purposive sampling is a type of non-probability sampling in which the researcher selects respondents of his/her study using his/her own judgment but based on criteria that is most representative and reliable. The study further purposively selected 15 public primary schools out of 78 public primary schools from the two constituencies (DUJIS and LAGDERA). The first reason for selecting purposive sampling was the poor roads connecting the district in general that would cost a lot of money to the researcher and take a lot of time in undertaking the research to the whole district. The second reason was the

current insecurity conditions in the district. So the researcher purposively selected DUJIS and LAGDERA constituencies and 15 public primary schools from these two constituencies escaping from putting his life in danger and costing a lot of money and time in data collection.

Stratified sampling was used in selecting respondents from pupils, teachers and out of school children. Stratified random sampling is the process of getting representatives from different sub-groups for a study (Mugenda and Mugenda 1999). The study selected stratified sampling in order to get the response from different groups in the societies in Garissa district. For example the study used stratified sampling in pupils to get responses from both female and male students. The study stratified students into male and female. 1 male and 1 female student were selected from each school out of these 15 selected public primary schools in the district. This generated a total of 30 pupils who represented the students. Teachers of these 15 schools were stratified into male and female. 5 female teachers and 10 male teachers were selected purposively. A total of 15 public primary school teachers were represented the other teachers. The study further stratified out of school children into male and female and a total of 10 children were selected. The researcher worked as much as possible in meeting gender balance during data collection although it seemed very difficult because there was a big variation between male and female in school enrollment rates, completion and dropout rates but the study tried in getting 30 percent of the data from the female in the district.

The study purposively selected 15 public primary school head teachers, 10 community members, 4 district education officers and inspectors. The study further selected 2 district officers and 4 respondents from the international organizations that sponsor education like UNICEF, UNESCO and UNDP purposively. The total unit of observation of the study was 90 respondents from different groups.

Table 3.2: Sample Size

Respondents	Number	Percentage
Pupils	30	33%
Head teachers	15	17%
Teachers	15	17%
Community members	10	11%
Out of school children	10	11%
DEO and inspectors	4	4.4%
District officers	2	2.2%
Education sponsors	4	4.4%
Total	90	100%

Source: author, 2012

3.6 Types and Sources of Data

The study used both primary and secondary data. Primary data are the information a researcher collects from the respondents in the field for the purpose of the study (Mugenda and Mugenda 1999). The primary data was collected from the respondents through giving each a questionnaire that was filled by respondents and also by having an interview with some of them. Secondary data refers to the information the investigator gets from the previous researches, journals, books and records (Mugenda and Mugenda 1999). This data can be in qualitative forms like phrases and words or quantitative forms like numerical figures (Mugenda and Mugenda 1999). Secondary data was collected from books, previous researches, ministry of education records, ministry of planning and national development records, district development plan, district education offices, school records and finally from international organization records.

3.7 Data Collection Methods

The study used both qualitative and quantitative research methods in data collection. Observations, face-to-face key informant interview were undertaken during the data

collection processes. A different questionnaire was prepared for pupils, head teachers, teachers, community members and out of school children. An interview was conducted with district administrative officers, district education and inspector officers, and education sponsors from international organizations. The questions targeted physical facilities, learning materials of schools, internal and external factors affecting the implementation of universal primary education, conditions of school enrollment, transition and completion rates, dropout rate, and gender balance situation in schools. The role of religion and culture to the primary education was also asked. The study used both structured (close-ended) and unstructured (open-ended) questions. An interview was conducted with key informants like district officers, district education officers, and other stakeholders in education.

3.8 Data Analysis Techniques

The study used Descriptive Statistics using Statistical Package for Social Science (SPSS) for data analysis. The findings of this research were presented as frequencies and percentages. The findings of this study were also presented by using tables, bar charts, graphs and pie charts.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings of the study. The chapter covers the analysis for pupils of public primary schools, community members, head teachers of public primary schools, teachers, out of school children, district education officers, district officers and education sponsors. The responses were analyzed using descriptive statistics and data presented in tables, pie charts and bar graphs.

4.2 Response Rate

Out of 90 questionnaires which had been administered to the interviewees, 78 of them were returned for data analysis. This translates to 86.6 percent return rate of the respondents. Overall, the response rate can be considered to have been high.

Table 4.1: Response Rate

Respondents	Issued	Returned
Pupils	30	29
Head teachers	15	10
Teachers	15	13
Community members	10	7
Out of school children	10	10
DEO and inspectors	4	3
District officers	2	2
Education sponsors	4	4
Total	90	78

Source: researcher (2012)

4.3 Responses from Pupils of Public Primary Schools

4.3.1 Background information of the respondents

4.3.1.1 Gender of the respondent

The study sought to find out the distribution of the respondents by gender to know which gender is the majority in public primary schools. The findings are presented in the Table below

Table 4.2: Distribution of respondents by Gender of pupils

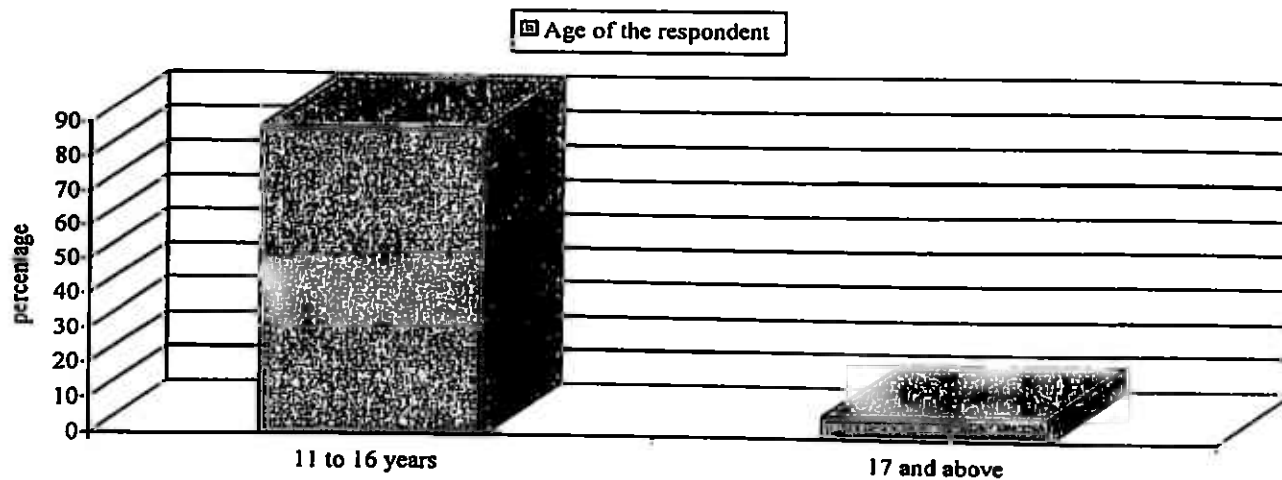
(Gender)	Frequency	Percent
Male	15	51.7
Female	14	48.3
Total	29	100.0

Source: Researcher (2012)

From table 4.2, it is evident that more than half of the respondents represented by 51.7 percent are male while 48.3 percent are females. This does not indicate that there is gender balance in schools but it accordingly to the sample the study employed

4.3.1.2 Age of the respondent

In order to know if the pupils in schools were in their school age, the study sought to find out age of the respondent. The results are presented in the figure below;



Source: Researcher (2012)

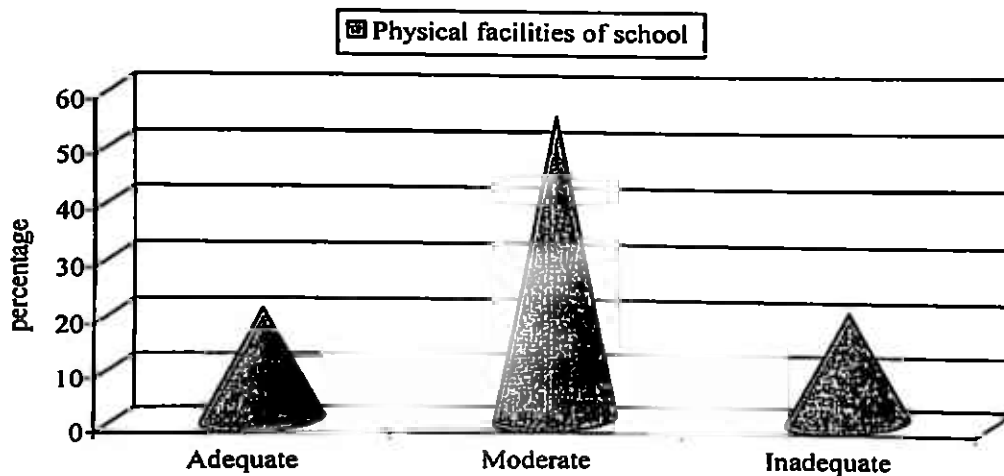
Figure 4.1: Distribution of the respondent by Age of pupils

Figure 4.1 shows that majority the respondents represented by 89.7 percent are aged between 11-16 years while 10.3 percent are aged 17 years and above. Majority of the students who were interviewed were primary school age children who were completing their primary education in class 8 but a lower number of the interviewee were above 17 years, the reason to this is that they were from rural areas.

4.3.2 Current Status of UPE in Garissa district

4.3.2.1 Physical facilities of school

School facilities determine the performance of the school in fulfilling its intended mission and targets in the future. So in order to know the physical facilities of schools in Garissa district the study sought to observe the physical facilities of the respondents' schools. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.2: Physical Facilities available in the school

Figure 4.2 reveals that more than half of the respondents represented by 55.2 percent indicated that the physical facilities of their school are moderate, 20.7 percent indicated they are adequate and 20.7 percent indicated they are inadequate. Although more than half of the respondents indicated that the school facilities of their schools were moderate it does not mean that their schools have adequate facilities to implement UPE by 2015. Therefore there is a need to improve the school facilities of the district to promote the performance of the schools and to implement universal primary education goal successfully by 2015.

4.3.2.2 Classes and desks in schools

To have enough classrooms and desks for the numbers of pupils enrolling schools is an essential element for the school improvement and for a better environment of learning. Therefore the study further sought to investigate whether there are enough classes and desks for the number of pupils in the school.

Majority of the respondents represented by 55.2 percent disagreed that there are enough classes and desks for the number of pupils in their schools while 44.8 percent agreed. So the number of classes and desks in schools are not in line to number of pupils in schools

and hence undermine the implementation of UPE by creating the dropout of many pupils from schools. On the other hand, shortage of these resources comprises the quality of free primary education in the region. For example lack of enough classrooms in the school increases overcrowding hence making the classroom environment unsuitable for study and further cause the escape of children particularly girls from public schools to private schools.

4.3.2.3 Number of pupils per desk

The study further investigated the number of pupils who sit per desk in the respondents' class. Majority of the respondents 58.6 percent indicated they have 3 pupils sitting per desk in class, 20.7 percent have 2 pupils sitting per desk in class and 20.7 percent have 4 and above pupils sitting per desk in class. According to these results there still a need for many schools to provide many desks to improve their physical facilities.

4.3.2.4 Conditions of toilets in schools

Good sanitary facilities like toilets and latrines are very important thing to the development of the school. In order to know the status of toilets of schools the study further sought to find out how the conditions of toilets in the respondent's schools are.

More than half of the respondents represented by 65.5 percent indicated that the conditions of the toilets in their schools are hostile while 34.5 percent indicated that the toilets' conditions are welcoming. This figure states that the status of toilets in the most of the schools in the district is very bad. Therefore it can cause the dropout of many children particularly girls from schools. On the other hand, shortage of toilets in schools even interfere the learning process as pupils queued for long time in waiting toilets.

4.3.2.5 School staffs

The implementation of universal primary education requires adequate and enough staff to deal the progress of that goal. Therefore enough administration officers and teachers are important. Based on this issue the study wanted to find out how the school staff is.

Slightly more than half of the respondents of 59 percent indicated that their schools are understaffed while 41 percent indicated that their schools are well staffed. Lack of enough teachers and staff in school affect the school progress by causing low enrollment rate, high dropout rate and poor transition rate. This matter can also undermine the school performance and affect the implementation of universal primary education by 2015.

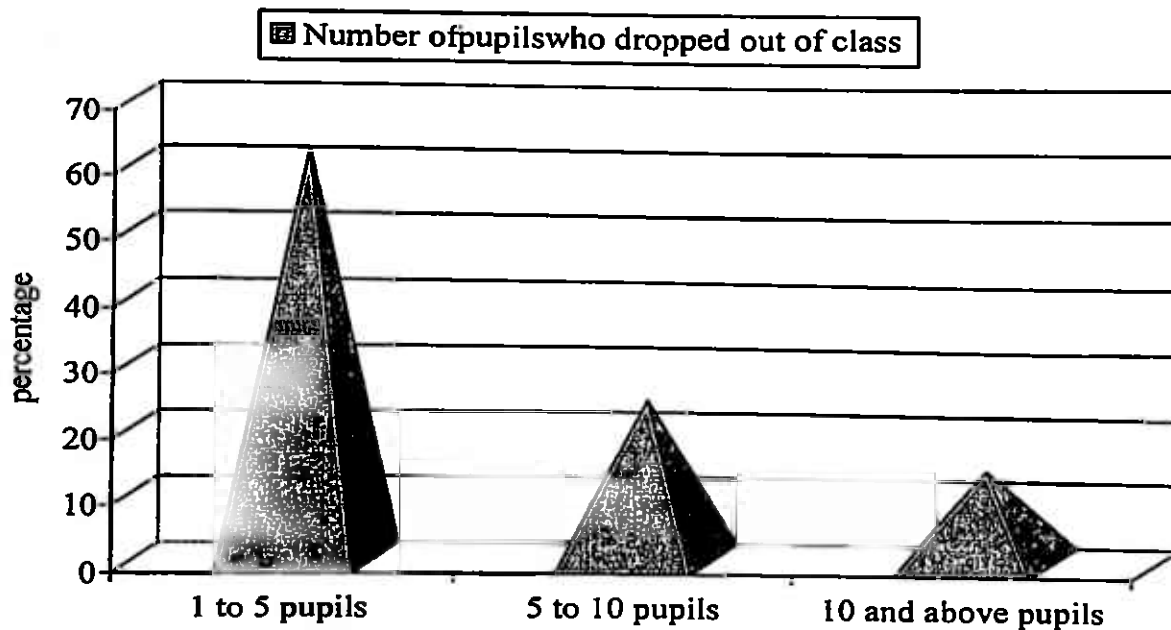
4.3.2.6 Library

Library is a source of information for both teachers and pupils. It is also a measure for the school status among other schools in the region and country. As a result of this benefit the study sought to find out if the respondents' schools have a library.

Most of the respondents (83.0%) indicated that their schools don't have a library while (27.0 %) indicated that it does. Based on this figure the lack of library in most of the schools in the region undermined the progress of students of the region comparing to the other pupils of the country in terms of exams and other activities like reading competition.

4.3.2.7 Dropout rate in schools

In Africa only 51 percent of children (46 % girls) complete primary school while (74%) in south Asia (UN 2005). North Eastern Province in Kenya characterized with low enrollment rate and high dropout rate according to many studies made by the ministry of education and UNDP. Therefore, the study tried to investigate the number of pupils who dropped out of the respondents' class last year and this year. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.3: Number of pupils who dropped out of class

The figure shows that majority of the respondents 62.1 percent indicated that 1-5 pupils dropped out of class last year and this year while 24.1 percent indicated 5-10 pupils and 13.8 percent indicated 10 and above pupils dropped out of class last year and this year. Pupils from rural areas stated that the dropout rate of their schools is quite larger than the pupils in urban areas. So some of the pupils in rural areas stated that the dropout rates was 5 to 10 pupils and some others went further and stated that the dropout was even higher than 10 pupils. This figure declared that even though the dropout rate is not as many studies stated previously, but still there are a lot of pupils who are dropping out from schools for many reasons and the majority of these pupils live in rural areas and need to be considered their case by the government and other education stakeholders.

4.3.3 Factors affecting the implementation of UPE

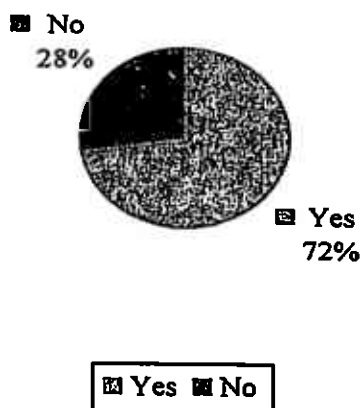
4.3.3.1 Factors that can contribute to students' dropout of school

To get further information about the reasons behind the dropout of these pupils from schools, the study required to know the factors that contribute to pupils' dropout of schools. The responses given include: lack of finance in their families, lack of support from families, early marriages, drug abuse, congested classes, nomadic lifestyle of the community, lack of adequate boarding primary schools in rural areas, seeking early employment like casual works to meet their families daily bread, frequent cancellation of the KCPE results, early pregnancies, discrimination, poor attitude towards education, lack of good role models, lack of motivation, female genital mutilation, forced labour, lack of school uniforms and other materials, and lack of sanitary towels for the girls. Based on the conceptual framework of the study most of factors that have been stated in the conceptual frame came out from the responses of the respondents.

4.3.3.2 Number of out of school children

It has been observed that many children of school going age in Garissa district are undertaking the informal kinds of jobs such as car wash, shoe shine and household duties for girls in urban areas and fetching water and firewood in rural areas. According to this matter, the study checked to find out whether the respondents believe that many children of school going-age are out of schools in Garissa district. The results are presented in the figure below;

number of school age children who are out of schools



Source: Researcher (2012)

Figure 4.4: Children of school going-age who are out of schools in Garissa district

The figure illustrates that majority of the respondents of 72.0 percent acknowledged that they believe that many children of school going-age are out of schools in Garissa district while 28.0 Percent do not. These large proportions of children who are out of schools hinder the implementation of universal primary education in the district. This issue needs to be talked by the government, district policy makers and other stakeholders of education and to come up with a clear and fair strategy that can be dealt with this case. Otherwise it decreases the development of education of the district and further affects the economic growth of the region.

It was important for the study to further seek and find out the contributing factors of why many children of school going-age are out of schools in Garissa district. The study therefore provided the respondents a number of factors that can be the main reasons of their state of being out of school. The findings are revealed in Table 4.4 below;

Table 4.3: Contributing Factors

Factors	Frequency	Percent
Nomadic	5	17.2
Poverty	11	38
Bad attitude towards girls and early marriage for girls	1	3.4
Child labour	2	7
All of them	7	24.1
Ignorance	3	10.3
Total	29	100.0

Source: Researcher (2012)

Table 4.4 reveals that majority of the respondents indicated that the contributing factor why many children of school going age are out of school in Garissa district is poverty of (37.9%), all of them (24.1%), nomadic (17.2 %), ignorance (10.3%), child labor (6.9 %) and Bad attitude towards girls and early marriage for girls (3.4%). From these figures, the family-based factors like (poverty and child labour) and community-based factors like (nomadic lifestyle and ignorance) are the main factors that contribute to the state of many children of being out of schools in the district.

4.3.3.3 Gender balance

Gender empowerment is the third millennium development goal and it is a widely concerned issue by many international organizations of the world. Therefore, equal right of education for both male and female child was greatly emphasized in the millennium development goals. As a result of this, the study tried to explore which gender is the dominant group in school. The findings are presented in the Table 4.5:

Table 4.4: Dominant Group in school

(Gender)	Frequency	Percent
Male	20	69%
Female	9	31%
Total	29	100.0

Source: Researcher (2012)

From table 4.5, it is evident that the dominant group in schools is male represented by 69 percent and the minority 31 percent are female. All the pupils who stated that the dominant groups of schools are female were all female students and they were all students in girl's public primary schools. According to these figures the fair right of female child in education is yet to be achieved in the region. So that the study suggests the education stakeholders to look at this matter seriously and get a solution to the problems behind it.

4.3.3.4 Water and sanitation situation in schools

Water and sanitation are necessary things to human being in general. Therefore water and sanitation are essential elements to the school existence. So that to know the water and sanitation status of schools, the study further sought to find out how the situation of water and sanitation is in the respondent's school. The findings are presented in the Table 4.6:

Table 4.5: Situation of water and sanitation

Situation	Frequency	Percent
Good	4	13.8
Moderate	21	72.4
Bad	4	13.8
Total	29	100.0

Source: Researcher (2012)

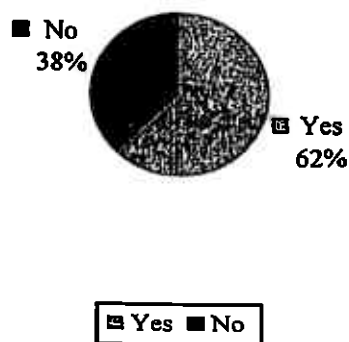
The table reveals that more than half of the respondents of 72.4 percent indicated that the situation of water and sanitation in their schools is moderate, 13.8 percent good and 13.8 percent indicated that the situation of water and sanitation in their school is bad. Although

the pupils from urban areas stated that the water and sanitation of their schools was quite moderate, the pupils from rural areas stated that the water and sanitation conditions of their schools was bad and during the drought some schools are closed due to the lack of water.

4.3.3.5 Level of participation of pastoral communities to the implementation of UPE

Many studies done by the Ministry of Education and United Nation Development Programme (UNDP) stated that the level of participation of pastoral communities in North Eastern Province to the implementation of UPE is very low. To conform this, the study sought to know the level of agreement of the respondent on the statement that it has been observed that the participation of the pastoral communities in Garissa district to the implementation of the universal primary education is very low. The results are presented in the figure below;

Level of participation of pastoral community to the implementation of UPE



Source: Researcher (2012)

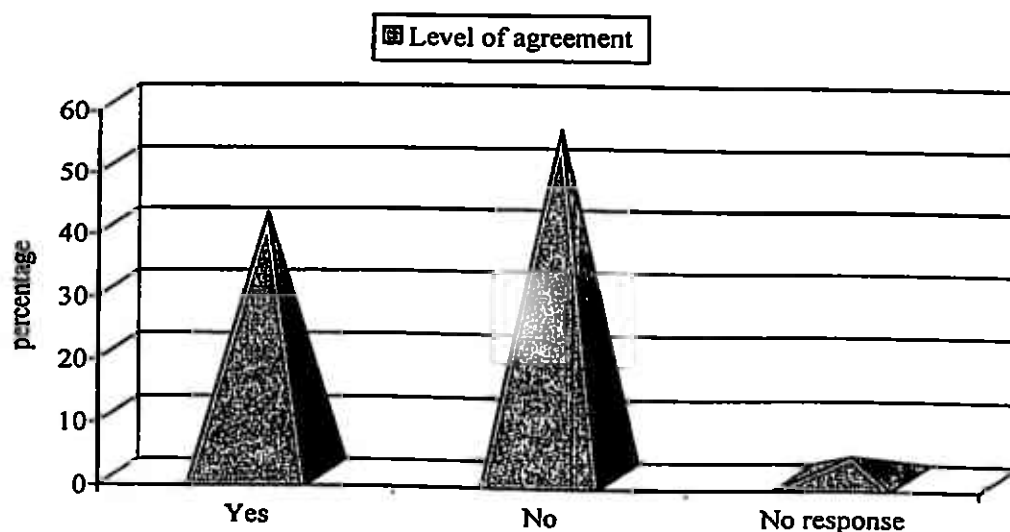
Figure 4.5: Level of agreement

The figure shows that majority of the respondents of 62.0 percent agreed with the statement that the participation of the pastoral communities in Garissa district to the implementation of the universal primary education is very low while 38 percent disagreed. More than half of the pupils who participated in this study state that the majority of the pastoral communities do not fully participate in the implementation of universal primary education. These low figures undermine the implementation of UPE by 2015. Therefore,

there is an agreement what the previous studies said about this matter and what this study found from the respondents.

4.3.3.6 Level of agreement

Again the same studies done by the ministry of education and UNDP showed that the probability of North Eastern Province in Kenya to implement UPE goal by the year 2015 is likely seems to be impossible. To know the idea of the people in Garissa district towards this statement, the study sought to see the respondent's level of agreement to the statement that the district is unlikely to implement the universal primary education by 2015. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.6: Level of agreement to the statement that it has been noted that the district is unlikely to implement the universal primary education by 2015

The figure shows that majority of the respondents of 55.2 percent disagreed with the statement that it has been noted that the district is unlikely to implement the universal primary education by 2015 while 41.4 percent agreed and 3.4 percent did not answer it. Based on these results, although more than half of the respondents disagreed this

statement there is a great number of them who are supporting this statement. Therefore, the fear of this matter is still felt by many people in the region.

4.3.3.7 Level of agreement

The researcher sought to find out the level of agreement to the following statements. The findings are revealed in Table 4.7 below;

Table 4.6: Level of agreement to the following statements

	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	No response (%)
Employ more teachers	55.2	41.4	3.4	0.0	0.0	0.0
Motivate teachers through salary increment	55.2	41.4	3.4	0.0	0.0	0.0
Enhance the physical facilities of school	65.5	24.1	10.4	0.0	0.0	0.0
Provide all essential learning materials to schools	69.0	20.7	6.9	0.0	3.4	0.0
Offer feeding programs pupils	58.6	27.6	3.4	7.0	3.4	0.0
Promote the awareness of the community towards education	62.1	34.5	0.0	0.0	3.4	0.0
Encourage people to the importance of education	69.0	27.6	3.4	0.0	0.0	0.0
Obligate parents to take girls to schools	69.0	10.3	3.4	7.0	10.3	0.0
Make a coordinate programme between public schools and Islamic schools.	27.6	51.7	6.9	6.9	6.9	0.0

Source: Researcher (2012)

Table 4.7 reveals that majority of the respondents strongly agreed that providing all essential learning materials to schools (69.0%), encouraging people to the importance of education (69.0%), obligating parents to take girls to schools (69.0%), enhancing the physical facilities of schools (65.5%), promoting the awareness of the community towards education (62.1%), offering feeding programs to pupils (58.6%), motivating teachers through salary increment (55.2%) and employing more teachers (55.2%) as things that should be done by the government and other stakeholders in order to achieve UPE goals successfully by the end of 2015 in Garissa District. A large proportion of the respondents (51.7%) agreed that making a coordinate programme between public schools and Islamic schools, employing more teachers (41.4%) and motivating teachers through salary increment (41.4%) are things that should be done by the government and other stakeholders in order to achieve UPE goals successfully by the end of 2015 in Garissa District. However, 10.3% strongly disagreed that obligating parents to take girls to schools will help achieve UPE goals successfully by the end of 2015 in Garissa District.

From the above results, majority of the students in public primary schools greatly considered the improvement of the physical facilities of their schools and provide all essential learning materials to the district schools as an essential elements to the improvement of the current status of schools in Garissa district. It also illustrates those schools in the district lacks adequate physical facilities and learning equipments which undermine the performance of pupils in exams and further cause the dropout of many pupils from schools. On the other hand, it can be noticed from the responses of the pupils that there is gender disparity in schools in the district. So pupils consulted that obligating parents to take girl child to schools and enhancing the awareness of the community to the importance of education is also another important things to the implementation of UPE.

4.4 Responses from Out of School Children in Garissa District

4.4.1 Background information of out of school children

4.4.1.1 Gender of respondent

To get the responses from both male and female children who are out schools in Garissa district the study employed stratified sampling. The study sought to find out the distribution of the respondents by gender. The findings are presented in the Table 4.8:

Table 4.7: Distribution of respondents by Gender Out of School Children

(Gender)	Frequency	Percent
Male	5	50.0
Female	5	50.0
Total	10	100.0

Source: Researcher (2012)

From table 4.8, it is evident that half of the respondents represented by 50.0 percent were male while 50.0 percent were female. This was done according to the sample that the study used to collect data from out of school children in order to get responses from both male and female children. So that, it does not indicate that the number of out of school children is same for both male and female children.

4.4.1.2 Age of the respondent

It was important for the study to find out the distribution of the respondents by age to know which age bracket is the majority of out of school children in Garissa District. The findings are presented in the Table below:

Table 4.8: Distribution of respondents by Age for out of school children

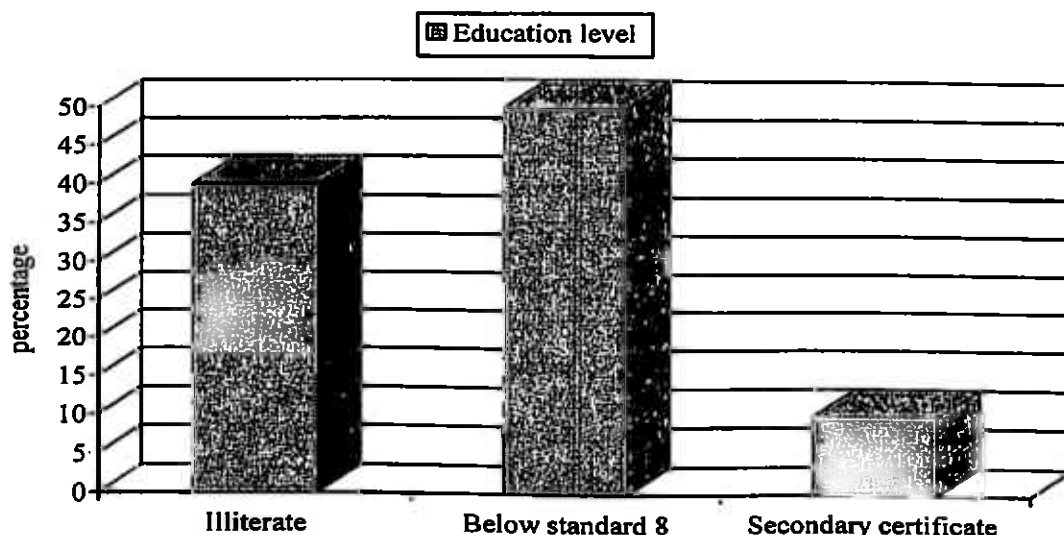
Age	Frequency	Percent
11-15 years	3	30.0
16 years and above	7	70.0
Total	10	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents represented by 70.0 percent are aged 16 years and above while 30.0 percent are aged 11-15 years. According to the above table, the study discovered that the majority of out of school children in Garissa district were above the school-age children. Therefore, the study consults the education stakeholders and the ministry of education to look at this matter broadly and get a solution of returning these children to schools or to take them to adult education centers in the district.

4.4.1.3 Formal education of the respondent’s parents

The level of education of the parents is a critical issue that can determine the dropout of children from schools. Therefore, the study sought to find out the education level of out of school children’s parents. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.7: Distribution of the respondents parents by Education level of out of school children

Figure 4.7 shows that half of the respondents represented by 50.0 percent indicated their parents attained education level of below standard eight, 40.0 percent are illiterate and 10.0 percent have a secondary certificate. From these figures half of the parents of the children were sometimes in schools like their children but they also dropped out of schools as their children now. Another 40 percent of them have never been in school schools as the case in many of the out of schools children in the district.

4.4.1.4 If the respondent ever been in school

The study sought to find out if the out of school children in Garissa district were some time ago in schools.

Majority of the respondents represented by 70.0 percent have been in school while 30.0 percent have not. This indicates that the majority of out of school children in Garissa district were at one time pupils before they dropped out. The 30 percent who have not been in schools were mostly from rural areas of the district.

The study further investigated the level of the class the respondent left school. The findings are presented in the Table below:

Table 4.9: Class at which the respondent dropped out

Class	Frequency	Percent
Standard 5	1	10.0
Standard 6	3	30.0
Standard 8	2	20.0
Standard 7	1	10.0
No response	3	30.0
Total	10	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents represented by 30.0 percent left school at standard 6, 20 percent at standard 8, 10.0 percent at standard 5 and 10.0 percent at standard 7. The reasons given for the No response include: taking care of the parents, animals, lack of awareness of the importance of education, nomadic lifestyle, and illiteracy level of their parents.

4.4.2 Factors affecting implementation of UPE

4.4.2.1 Contributing factors of dropout of school

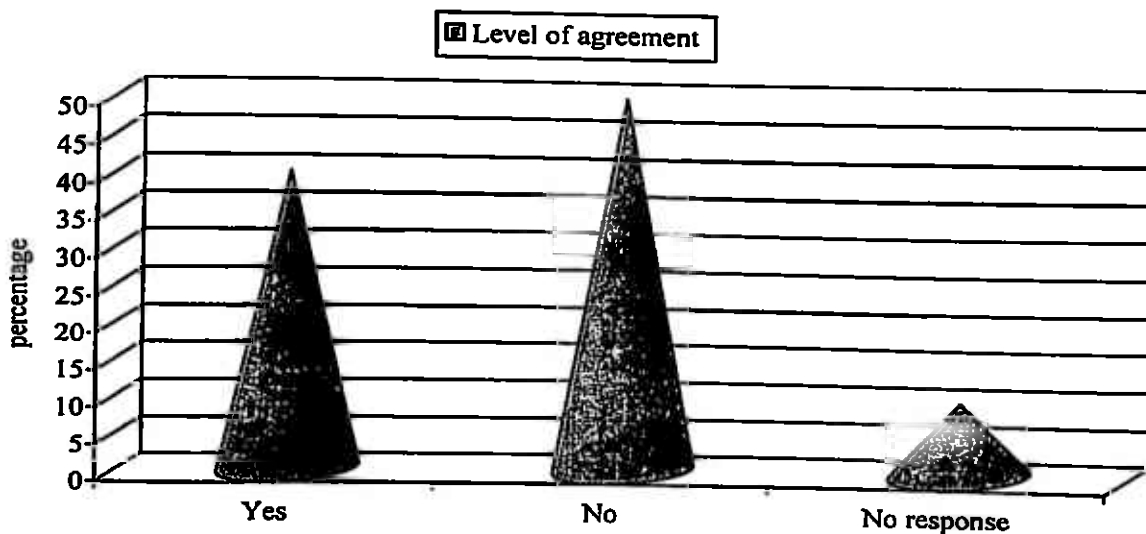
To know the contributing factors to the dropout of these children, the study sought to investigate the contributing factor as to why the respondent dropped out of school. The responses given include: lack of money; illiteracy level of their parents; lack of school fees to go to the secondary education particularly those who left schools in standard eight; bad attitude towards the school learning; FGM; lack of parental support towards learning; peer influence; drought; child labour; lack of role model and nomadism.

4.4.2.2 If the respondent believes that many of his/her age are out of school

The study tried to find out if the out of school child believe whether a large number of his/her age are still out of schools in Garissa district or not. All the respondents believe that many children of their age are out of schools. The reasons given include: there are so many orphans who can't afford school fees; Female genital mutilation; bad attitude towards school learning; lack of parental support; poverty; drug abuse; conflict between Islamic schools and secular schools; lack of interest; child labour; early marriage for girls in exchange of money; nomadic lifestyle; periodic drought and lack of adequate boarding primary schools in rural areas. Some of them told the researcher that they prefer religious studies than secular education and they were attending some religious courses that were offered by religious men in some mosques of the district.

4.4.2.3 Level of participation of pastoral communities to the implementation of UPE

The study sought to find out if the respondent agrees with the statement that it if the level of participation of pastoral communities in Garissa to the implementation of the universal primary education is very low. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.8: Level of agreement

Figure 4.8 illustrates that half of the respondents of 50.0 percent disagreed with the statement that the level of participation of pastoral communities in Garissa district to the implementation of the universal primary education is very low while 40.0 percent agreed and 10 percent did not answer it. Unlike the pupils in schools, half of out of school children respondents refused that the level of participation of pastoral communities is low as many studies stated previously.

4.4.2.4 Effect of culture to the implementation of UPE

Since the majority of the population in North Eastern Province in general and Garissa district in particular are pastoralists, their culture is their way of life. Based on this reason, the study sought to find out the role of culture of the communities in Garissa district to the implementation of UPE. The findings are presented in the Table below:

Table 4.10: Does the culture of the communities in Garissa district affect the implementation of UPE

	Frequency	Percent
Yes	4	40.0
No	6	60.0
Total	10	100.0

Source: Researcher (2012)

The table shows that majority of the respondents of 60.0 percent disagreed that the culture of the communities in Garissa district affect the implementation of UPE while 40.0 percent agreed. More than half of the respondents disagreed with this statement while a big number of them agreed it and made the following excuses for their answer: FGM and early marriages of girls in exchange of money among the communities are culture-based factors that affect the implementation of UPE. They also stated that girls get married when they reach 14 years causing the dropout of the girls from schools.

4.4.2.5 Effect of poor roads and lack of electricity in many parts of the district to the implementation of UPE

The study sought to find out how do the poor roads and lack of electricity in many parts of the district affect the implementation of UPE. The responses given include: some children lacks electricity in their houses so they cannot revise at home and they cannot do their home work at night; the implementation of infrastructure can enhance education in general; some of the roads are poorly infrastructure so that it hinders the delivery of foods to schools and during the rainy season, pupils are stuck on the way due to the state of the roads.

4.4.2.6 Impact of poverty in Garissa district to the implementation of UPE

The socio-economic status of the family plays an important role to their participation in the implementation of UPE because there are some hidden costs that follow the free primary education like exercise books and uniforms. According to this, the study sought to investigate the extent to which poverty in Garissa district influence the implementation of

UPE. The responses given include: extremely because most of the people unable to get their living standards which leads to many children running away from school; very badly because 90 percent of out of school children do not attend school because of poverty; and poor families are not in a position to get necessary requirements for basic needs of education like school uniforms.

4.4.2.7 Effect of unfavorable environmental condition like drought, shortage of water and hot weather of the district to the implementation of UPE?

Garissa County like the other counties in North Eastern Province in Kenya familiarized with hot weather and constant drought. That problem affects the smooth progress of education in the district. For that reason, the study sought to find out how far the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE. The responses given include: extremely because most of the teachers are from other parts of the country and they cannot sustain the harsh climate of the district; shortage of water in many schools during the drought causes the dropout of many children from schools in search of water and pasture to their animals; environmental conditions like drought causes many children to drop out the schools to take care of their animals; hot weather affects learning during the afternoon lessons. Therefore the lack of functioning boarding primary schools in the rural areas of the district determines the effective implementation of universal primary education by the year 2015 in the district.

4.4.2.8 Level of agreement

The study further sought to find out if the respondent agrees with the statement that it has been noted that the district is unlikely to implement universal primary education goal by 2015. The findings are presented in the Table below:

Table 4.11: Level of agreement with the statement that it has been noted that the district is unlikely to implement the universal primary education by 2015

	Frequency	Percent
Yes	5	50.0
No	4	40.0
No Response	1	10.0
Total	10	100.0

Source: Researcher (2012)

The table reveals that half the respondents represented by 50.0 percent agreed with the statement that it has been noted that the district is unlikely to implement the universal primary education by 2015 while 40.0 percent disagreed and 10 percent still had no idea about. So as many studies have previously anticipated, the majority of out of school children also predicted that the district is unlikely to implement universal primary education goal by the year 2015.

4.4.2.9 Suggestions to the government, community members, and education stakeholders in Garissa district in order to handle the problem of out of school children for a better achievement of UPE by 2015

In order to get a fair solution to the out of school children in Garissa district, the study asked the respondents to share with the researcher suggestions they would like to give the government, community members, and education stakeholders in Garissa district in order to handle the problem of out of school children for a better achievement of UPE by 2015. The responses given include: the government should support the schools in order to achieve the education goals; promote the school facilities; encourage parents to take their children to schools; provide school uniforms for the children; offer feeding programmes to schools; public awareness on education; and they should avoid engaging school going girls in early marriages and help the poor families in buying school uniforms for their children.

4.5 Responses from Teachers of Public Primary Schools in Garissa District

4.5.1 Background information of teachers of public primary schools

4.5.1.1 Gender of respondent

The study sought to find out the distribution of the respondents by gender to know which gender is the majority of teachers of public primary schools in Garissa District.

It is evident that more than half of the respondents represented by 61.0 percent are male while 39.0 percent are female. Therefore, there were fewer female teachers in the district and hence indicate that the level of illiteracy of female is higher than that of male in the district as a study made by Kenyan Integrated Household Budget Survey stated in 2006. On the other hand, the shortage of female teachers in the district affects the performance of female students negatively because female teachers act as a role model to the girl child and increase the girl child motivation.

4.5.1.2 Age of the respondent

Age of the teachers was considered as an essential because the relationship between it and experience acquired by the each respondent was quite related each other. Based on this benefit, the study wanted to know the distribution of the respondents by age to know which age bracket is the majority of teachers in public primary schools in Garissa District. The findings are presented in the Table below:

Table 4.12: Distribution of respondents by Age of teachers

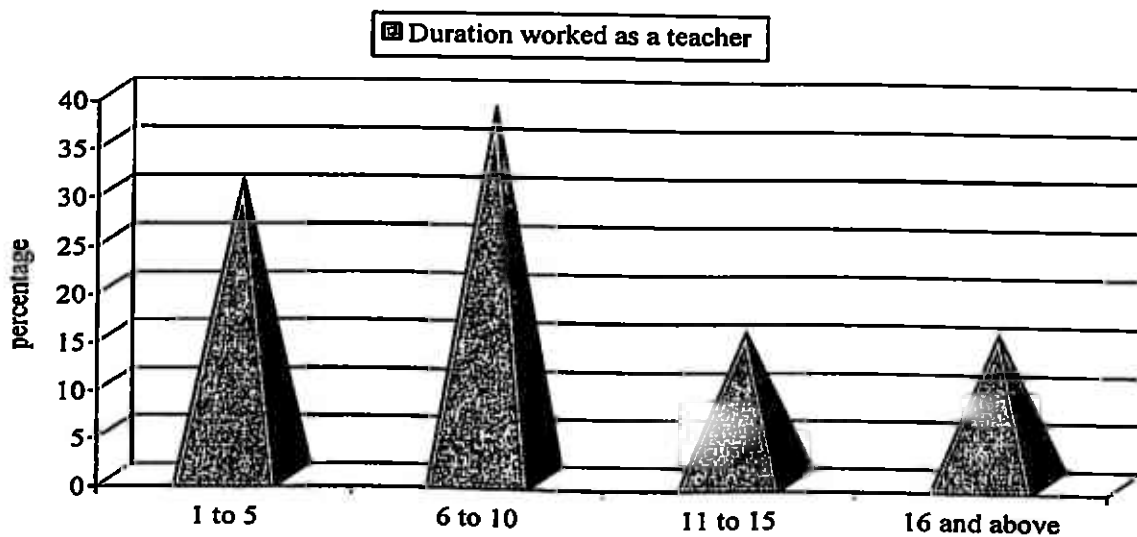
Age	Frequency	Percent
21-30 years	5	38.5
31-40 years	6	46.2
41-50 years	2	15.4
Total	13	100.0

Source: Researcher (2012)

The table discovers that majority of the respondents of 46.2 percent are aged 31-40 years, 38.5 percent are aged 21-30 years and 15.4 percent are aged 41-50 years. From this figure the majority of teachers in Garissa were in their middle age of their lives and therefore, the study discovered that the teachers had enough experience to undertake this job as the study will state in the coming figure.

4.5.1.3 Duration of serving as teacher

Duration of service of each teacher in this job make him/her to acquire a lot of knowledge and skills and further leads him/her to be a professional teacher in the future. Thus, the study further wanted to know how long the respondent has been serving as a teacher. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.9: Duration serving as a teacher

Figure 4.16 illustrates that 38.0 percent of the respondents have served as teachers for 6-10 years, 30.8 percent for 1-5 years, 15.4 percent for 11-15 years and 15.4 percent for 16 and above years. From this figure most of teachers of the district have worked this job enough time to obtain the related experience of this job.

4.5.1.4 Duration of serving as a teacher in the district

Time of period every teacher has spent in a specific region and in a specific school provide him/her the opportunity to discover the school conditions in general and the characteristics of the surrounding community and also the features of the district he/she is working it. For that reason, the study required to find out how long the respondent has been working as a teacher in Garissa District. The findings are presented in the Table below:

Table 4.13: Duration worked as a teacher in Garissa District

	Frequency	Percent
1-5 years	4	30.8
6-10 years	5	38.4
11 and above	4	30.8
Total	13	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents of 38.4 percent have worked as a teachers in Garissa District for 6-10 years, 30.8 percent for 1-5 years and the minority 30.8 percent for 11 and above years. According to these results, teachers in the district had a long period of service in the district. So that, it is expected that they have acquired experience of the culture of the surrounding community, the available resources of their schools, obstacles they face in their schools, current status of their schools and the environment of the district they work. Therefore, the data they provide can be reliable and considered.

4.5.1.5 Level of education of the respondent

According to the theory of school effectiveness and improvement, the teacher's level of education, knowledge and experience determines the school improvement and further determine whether the school is achieving its intended mission. Consequently, the study sought to discover the distribution of the respondents by education level. The findings are presented in the Table below:

Table 4.14: Distribution of the respondents (teachers) by education level

Education	Frequency	Percent
Diploma	7	53.8
Degree	3	23.1
Certificate	2	15.4
P1 teacher	1	7.7
Total	13	100.0

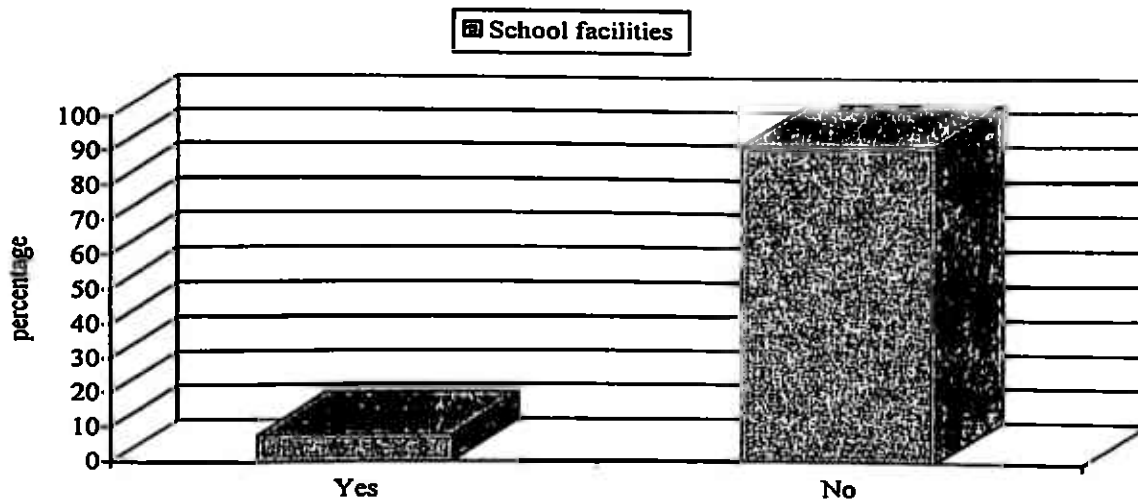
Source: Researcher (2012)

The table shows that majority of the respondents represented by 53.8 percent have attained diploma level of education, 23.1 percent have attained undergraduate level of education, 15.4 percent had certificate level and the minority 7.7 percent are P1 teachers. From the above table, majority of the teachers had college degrees like diplomas and undergraduate degrees and that clearly indicate that the teachers are well equipped with the knowledge that is required at the primary level. This shows that the primary school teachers in Garissa district have enough skills to run this job smoothly.

4.5.2 Current status of UPE in the district

4.5.2.1 Conditions of school facilities, learning material and staff in the district

According to the theory of school effectiveness and improvement, the quality of educational service, teachers and students as resource of the school can be measured whether the school is implementing its stated goals. As a result of this, the study sought to find out if the respondent thinks that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015. The results are presented in the figure below;



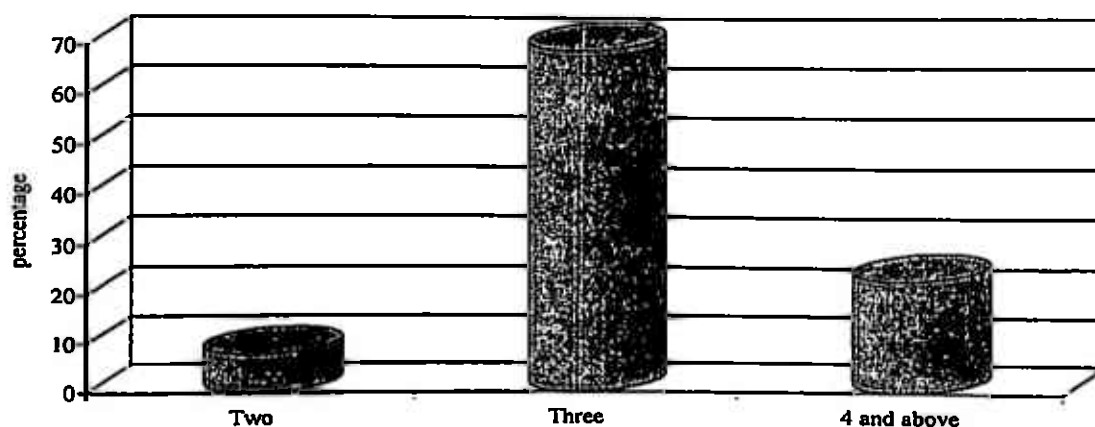
Source: Researcher (2012)

Figure 4.10: School Status

Figure 4.10 declares that almost all the respondents (teachers) represented by 92.3 percent disagreed that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015 while 7.7 percent agreed. From this statement there is very strongly noticeable agreement among all the respondents from the different groups that the school facilities of the district, learning materials of schools and the number of staffs in public primary schools in the district are not adequate to the implementation of UPE by 2015. In a consequence, this causes the dropout of many children from public primary schools in district due to the inadequate facilities of the school and further undermines the performance of the students in the final exams.

4.5.2.2 Number of pupils per desk

The study further sought to find out how many pupils sit per desk in class. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.11: Number of pupils who sit per desk

The figure illustrates that more than half of the respondents represented by 69.2 percent stated that 3 pupils sit per desk in class. The figure further shows that 23.1 percent and 7.7 percent sit 4 and above and 2 pupils per desk in class respectively. There is a notable agreement between pupils and teachers who have participated in the study as respondents in terms of pupils per desk.

4.5.2.3 Adequacy of classrooms in schools

One of the challenges accompanied to the introduction of FPE in Kenya was the over enrollment of children regardless their age in public primary schools. So the need of constructing many classrooms was necessary. Therefore, The study sought to find out if there are enough and standard classrooms in schools. The findings are presented in the Table below:

Table 4.15: Adequacy of classrooms in school

	Frequency	Percent
Yes	4	30.8
No	9	69.2
Total	13	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents of 69.2 percent disagreed that there are enough and standard classrooms in their schools while 30.8 percent agreed. From the above table it is clear that the district lacks sufficient classroom to welcome many students to enroll their schools. This also affects the environment of learning and undermines the performance of both schools and students and further affect the implementation of UPE by 2015.

4.5.2.4 Nature of learning materials of schools:

Enough and adequate learning material like text books, tables, chalks and any related thing to the school materials is an essential thing to the progress and performance of the school. To know the quality of learning materials, the study further asked whether schools were well equipped with learning materials and equipments. The findings are tabulated below:

Table 4.16: Nature of learning materials and equipment

	Frequency	Percent
Well equipped	3	23.1
Under equipped	10	76.9
Total	13	100.0

Source: Researcher (2012)

The table depicts that majority of the respondents of 76.9 percent indicated that the learning materials and equipments is under equipped while 23.1 percent indicated that it is well equipped. This matter undermines the performance of pupils in general exams and cause many retentions and high dropout from the public primary schools.

4.5.2.5 Number of pupils per class:

Due to the introduction of free primary education in Kenya in 2003, pupils' enrollment increased tremendously. According to UNESCO many challenges followed the introduction of FPE like shortage of classrooms, teachers, and learning materials. The study also stated that many schools have registered more than their capacity. Based on this

study, the study sought to find out the number of pupils per class. The findings are presented in the Table below:

Table 4.17: Number of pupils per class

	Frequency	Percent
10-20	0	0.0
21-40	1	7.7
41 and above	12	92.3
Total	13	100.0

Source: Researcher (2012)

The table illustrates that almost all the respondents represented by 92.3 percent indicated that they have 41 and above pupils per class while 7.7 percent have 21-40 pupils per class. These figures state that the classes are overcrowded and beyond the national average of pupil: teacher ratio. Approximately all the teachers the study interviewed said that the teacher: pupil ratio in most of the urban areas is between 1:60 and 1: 70 and even more than this number in some schools. This shows that schools recorded over enrollment in urban areas after the introduction of FPE. On the other hand this would be a problem to the quality of education and curriculum delivery of schools in the district since the district lacks enough teachers, classrooms and learning materials to handle the overwhelming enrollment of pupils in schools. It also undermines the performance of pupils and causes the dropout of many children from public primary schools and goes to the integrated private schools. It further hinders the implementation of UPE by 2015 in the region.

4.5.2.6 Enrollment rate of the district:

Due to the introduction of FRE in Kenya, the enrollment rate across the country increased extremely but North Eastern Province recorded the lowest rate in terms of enrollment. In order to conform this, the study further sought to find out how the respondents would describe the enrollment rate of their schools after the implementation of free primary education. The findings are tabulated below:

Table 4.18: Enrollment rate after free primary education

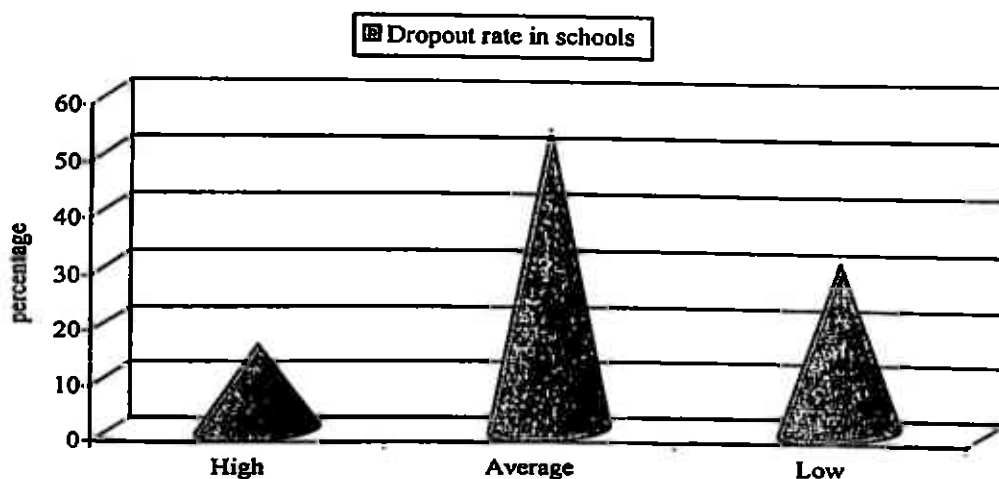
	Frequency	Percent
Overwhelming	11	84.6
Moderate	2	15.4
Low	0	0.0
Total	13	100.0

Source: Researcher (2012)

The table depicts that majority of the respondents represented 84.6 percent describe the enrollment rate of their school after the implementation of free primary education as overwhelming while 15.4 percent describe it as moderate. Unlike the previous studies, the majority of the teachers indicated that the enrollment rate is overwhelming and the classes are overcrowded for them. As a result of this figure, this high enrollment increased the workload of the teachers and will minimize the attention of the teachers to students while in the class. Over enrollment rate in classes affects the time period of teachers to give and sign assignments of pupils hence this contribute the decline of pupils in their academic performance.

1.5.2.7 Dropout rate of the district:

In a study done by the GOK and UNDP in 2010 stated that Nairobi and North Eastern province have recorded highest dropout rate and lowest primary completion rates across the country of 55.4 percent and 36 percent respectively (GOK and UNDP2010). To get the point of the view of the respondents in Garissa district towards this statement, the study went further to find out how the dropout rate is in Garissa district. The results are presented in the figure below;



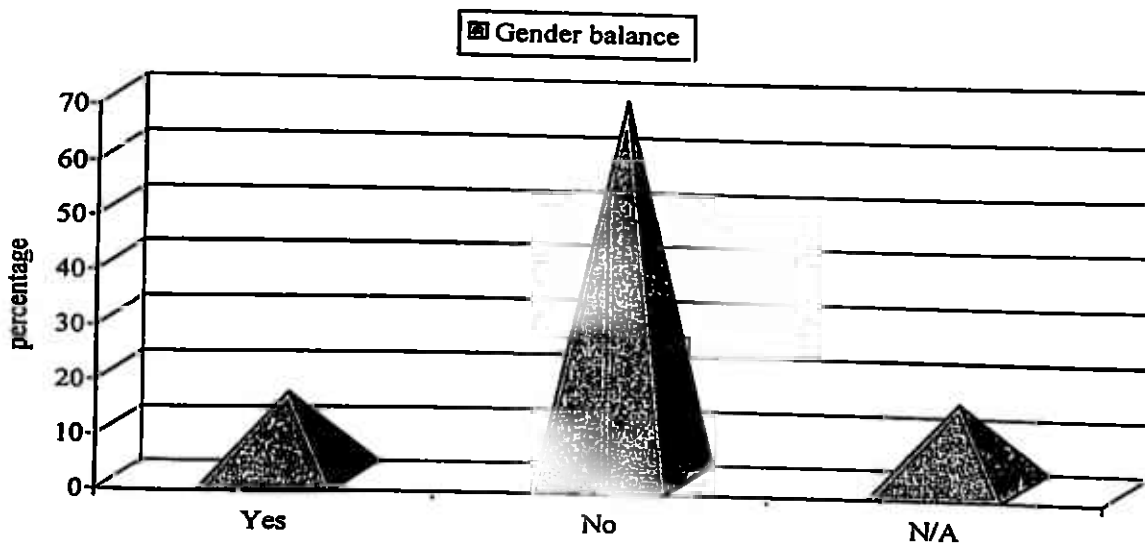
Source: Researcher (2012)

Figure 4.12: Dropout rate in schools

The figure shows that slightly more than half of the respondents of 53.8 percent indicated that the dropout rate in Garissa District is average. The figure further shows that 30.8 percent and 15.4 percent indicate that the dropout rate in Garissa District is low and high respectively. Unlike the previous study, most of the respondents indicated the level of dropout rate in the district is not up that level the studies reached it but they accepted that the level of dropout still exist and affect the implementation of UPE.

4.5.2.8 Gender balance in schools

North eastern province falls below the national average of 79.5 percent in completion rate recording only 22.5 percent of girls completed primary education compared to boys at 41.1 percent (GOK and UNDP 2010). To get further information about this issue and the reasons behind it, the study also sought to find out if there is gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their schools. The results are presented in the figure below;



Source: Researcher (2012)

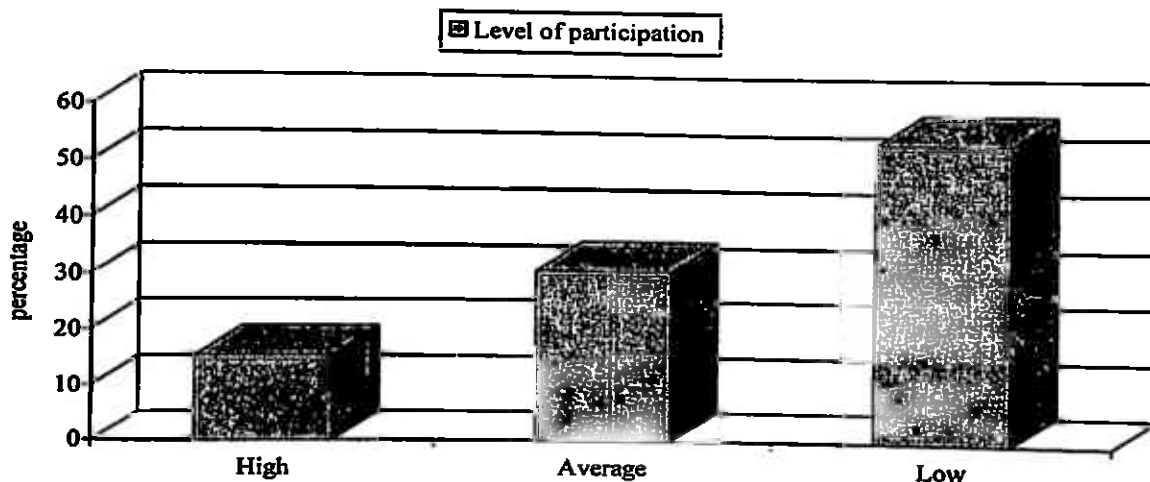
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Figure 4.13: Gender balance in schools

The figure illustrates that slightly more than half of the respondents 69.2 percent indicated that there is no gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their schools. The figure further shows that 15.4 percent indicated that there is gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their schools and 15.4 percent indicated not applicable simply because their schools are all girls primary school. The explanations given for the No response include: religious reasons and cultural beliefs like early marriages; unwanted pregnancies; preference given to boy's education than the girl child; and child labor; female genital mutilation; poverty; hostile conditions of school toilets and sanitation; inadequate facilities of schools; nomadic lifestyle of pastoral communities; level of illiteracy among parents so girls are seen as wealth they are exchanged for money; household duties and peer pressure.

4.5.2.9 Level of participation of pastoral communities to the implementation of UPE:

The study sought to find out the level of participation of pastoral communities to the implementation of universal primary education in Garissa district. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.14: Level of pastoral participation to the implementation of UPE

The figure illustrates that slightly more than half of the respondents of 53.8 percent indicated that the level of participation of pastoral communities to the implementation of universal primary education in Garissa district is low, 30.8 percent indicated it is average and 15.4 percent indicated that it is high. As many previous studies stated, most of the respondents believe that the level of participation of pastoral communities still very low even though the government offered FPE.

4.5.3 Factors affecting implementation of UPE

4.5.3.1 Factors contributing to the low participation of pastoral communities to the implementation of universal primary education

The researcher sought to find out the factors contributing to the low participation of pastoral communities to the implementation of universal primary education. The responses given include: poverty; poor climatic conditions; seasonal migration; cultural background; nomadic lifestyle; community value child labour than child education; farness of the community from school location; lack of boarding schools; drought; lack of enough awareness on importance of education; lack of enough teachers; lack of learning facilities; illiterate parents and they value their livestock more than their education.

4.5.3.2 Effect of poverty in Garissa district to the implementation of UPE

The socio-economic conditions of the district play an important role to the low enrollment rate, high dropout rate of schools and low completion rate. As a result of this, the researcher looked to find out the extent to which poverty in Garissa district affects the implementation of UPE. The responses given include: poverty causes high school dropout as pupils to seek early employment to get their bread; low enrollment, high rate of girl child dropout due to early marriages as poor families marry off their daughters to wealthy men for sustenance; and people cannot afford the basic needs for their children like food and clothes.

4.5.3.3 Impact of unfavorable environmental conditions like drought, shortage of water and hot weather of the district to the implementation of UPE

The hard climatic conditions of the region like permanent drought and shortage of water put the region behind the other parts of the country. To know the impact of this matter to the process of education, the researcher investigated how far the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE. The responses given include: average as the community moves from one place to another causes the dropout of many pupils from schools; drought affects farmers and pastoralists in getting their means of livelihood; and due to the hot weather in the district especially in the afternoons affects and prevent proper concentration of pupils in class; children cannot be retained in class in the afternoon session when the weather is too hot; chronic absenteeism; causes child labour because to keep animal and fetch water from long distances and some school might even get closed due to shortage of water.

4.5.3.4 The effect poor roads and lack of electricity in many parts of the district to the implementation of universal primary education

Garissa district as part on North Eastern Province is a neglected region in Kenya in terms of infrastructure and economic development as many people believe. It is the only place in Kenya where if the father Adam goes out to this earth can easily recognize according to

many people in Kenya. Based on this matter, the researcher sought to find out how the poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education. The responses given include: it leads to poor performance in the final exams; poor transport and communication; hinders the delivery of materials to schools; absenteeism of teachers and it also hinders development of schools. They also stated that the lack of electricity in most part of the region undermine the performance of schools because they cannot access ICT without electricity. The lack of electricity also affects the performance of children in schools since they cannot revise their lesson at night and further they cannot do their home work at night and makes the education activity as a day activity only.

4.5.3.5 Contributing factors that may lead to the district not to achieve universal primary education by 2015

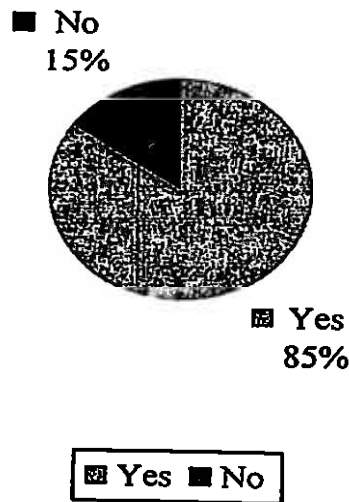
The study sought to find out what are the contributing factors that may lead to the district not to achieve universal primary education by 2015. The responses given include: poor roads; drought; lack of electricity; early marriage of young girls; FGM; high poverty rate; nomadic lifestyle; lack of enough awareness on the importance of education; farness of schools; economic activities; over enrollment; and harsh climatic conditions; lack of constructive policy towards education by the government; lack of schools in many parts of the region; inadequate facilities of existing schools and shortage of teachers and staffs in schools.

4.5.4 Role of Culture and Religion to the implementation of UPE

4.5.4.1 The effect of culture to the implementation of UPE

Many studies have indicated that the culture of pastoral communities in North Eastern Province affects the implementation of universal primary education. To know this, the study wanted to investigate if the culture of the communities affects the implementation of universal primary in Garissa district. The findings are presented in the figure below:

Effect of culture to the implementation of UPE



Source: Researcher (2012)

Figure 4.15: Effect of the culture of the communities on the implementation of universal primary education in Garissa district

From figure 4.15, it is evident that almost all the respondents represented by 85.0 percent agreed that the culture of the communities affects the implementation of universal primary in Garissa district while 15.0 percent disagreed. The explanations given for the Yes responses include: parents prefer their children to go to integrated schools because they offer both secular education and Islamic education; early marriages of girls results to higher rate of dropout in schools; female genital mutilation affects the health status of girls hence the smooth learning process; and belief that girls should not go to school but married off; boys and girls are not supposed to be mixed in schools and this discourage competition between them; boys are preferred than girls in terms of education and negative attitude towards girl child education in rural areas.

4.5.4.2 Effect of Islamic schools to the implementation of UPE

The majority of Garissa population is Muslim and they are much tied to their religion and some of them see secular education as a western way of learning and they used to believe that secular education was a way of spreading Christianity among Muslim society in the region. As a result of that belief there many Islamic schools in the region in general and in Garissa district particularly. Based on this, to know the impact of Islamic schools to the secular education, the study wanted to explore if the Islamic schools (madarasa) influence the implementation of universal primary education in the district. The findings are presented in the Table below:

Table 4.19: Effect of the Islamic schools (madarasa) the implementation of universal primary education in the district

	Frequency	Percent
Yes	9	69.2
No	4	30.8
Total	13	100.0

Source: Researcher (2012)

The table shows that majority of the respondents of 69.2 percent agreed that the Islamic schools (madarasa) influence the implementation of universal primary education in the district while 30.8 percent have disagreed. The explanations given for the Yes response include: they will lead to friendly learning because pupils who go to madarasa understand Islamic education to be more important than secular education; and competition of time. They also indicated that the community in Garissa district prefers the integrated private schools which offer both Islamic studies and secular education than public primary schools. They also stated that the Islamic schools (dugsi) increase the workload of pupils as pupils miss classes frequently because pupil stay away from schools for a week or two when they are doing the madarasa exams and lose a lot of lessons and further cause poor performance in the final exams.

4.5.4.3 If the respondent (teacher) believes that many children of school going age are out of schools in the district

The study further sought to find out if the respondent believes that many school-age going children are out of schools in Garissa district. The findings are tabulated below:

Table 4.20: do you believe that many school-age going children are out of schools in Garissa district

	Frequency	Percent
Yes	7	53.8
No	6	46.2
Total	13	100.0

Source: Researcher (2012)

The table depicts that slightly of the respondents of 53.8 percent believe that many school-age going children are out of schools in Garissa district while 46.2 percent disagreed. Factors given include: high rate of poverty as some families cannot afford to buy school uniform; breakdown of families as it affects children psychologically; lack of enough schools in their area; pastoralism hence the pupils have no specific settlements; cultural belief; lack of learning materials; poor performance; lack of awareness and ignorance.

4.5.5 Level of agreement

The researcher sought to find out the level of agreement to the following statements. The findings are revealed in Table 4.19 below;

Table 4.21: Level of agreement to the following statements

	Strongly Agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly Disagree (%)	No response (%)
Employ more teachers	100.0		0.0	0.0	0.0	0.0
Motivate teachers through salary increment	69.2	30.8	0.0	0.0	0.0	0.0
Enhance the physical facilities of school	69.2	15.4	7.7	0.0	0.0	7.7
Provide all essential learning materials to schools	84.6	15.4	0.0	0.0	0.0	0.0
Offer feeding programs pupils	61.5	30.8	0.0	0.0	0.0	7.7
Promote the awareness of the community towards education	53.8	38.5	7.7	0.0	0.0	0.0
Encourage people to the importance of education	61.5	38.5	0.0	0.0	0.0	0.0
Obligate parents to take girls to schools	76.9	23.1	0.0	0.0	0.0	0.0
Make a coordinate programme between public schools and Islamic schools.	46.2	46.2	7.6	0.0	0.0	0.0

Source: Researcher (2012)

Table 4.21 reveals that majority of the respondents strongly agreed that employing more teachers (100.0%), providing all essential learning materials to schools (84.6%), obligating parents to take girls to schools (76.9%), enhancing the physical facilities of school (69.2%), motivating teachers through salary increment (69.2%), offering feeding programs to pupils (61.5%), encouraging people to the importance of education (61.5%), promoting the awareness of the community towards education (53.8%) and making a coordinate programme between public schools and Islamic schools, as things that should be done by the government and other stakeholders in order to achieve UPE goals

successfully by the end of 2015 in Garissa District. A large proportion of the respondents agreed that making a coordinate programme between public schools and Islamic schools (46.2%), promoting the awareness of the community towards education (38.5%) and encouraging people to the importance of education (38.5%) are things that should be done by the government and other stakeholders in order to achieve UPE goals successfully by the end of 2015 in Garissa District.

According to the results of the respondents (teachers), the lack of enough teachers and enough learning materials in the district are the most challenges that the implementation of UPE faces currently. Therefore, the needs to employ more teachers and provide all essential learning materials were the major issues that all the public primary school teachers have proposed to be tackled by the government and other stakeholders of education.

Any other suggestions given by the respondent include: they should set up more boarding primary schools for both boys and girls as the community is pastoralist; the community should be encouraged to practice crop farming through irrigation from Tana River rather than concentrating on livestock building; educating the community on the importance of discipline in learning institutions and the importance of school rules and regulations; and teachers should be given induction classes and ensuring maximum security in the district.

4.6 Responses from Head Teachers of Public Primary Schools in Garissa District

4.6.1: Background information of the Head teachers of Public Primary schools

4.6.1.1 Gender of the respondent

Gender difference among head teachers was considered an important element in this study because gender role in leadership position is a risen issue around the world. Therefore, the study sought to find out the division of the respondents by gender to know which gender is the majority of head teachers of public primary schools in Garissa District.

More than half of the respondents represented by 60.0 percent were male while 40.0 percent were female. Among the 40 percent of female head teacher 75 percent of them were girls' primary schools head masters. The fact in this figure is that fewer women occupied these leadership positions in the education office and it implies that their voices are yet needs to be heard.

4.6.1.2 Age of the respondent

Age refers to the period respondents have lived since birth. The age of school head master was important in this because it indicates the life span the respondent has lived as a citizen, teacher and head master. Therefore, the study wanted to know the distribution of the respondents by age to know which age bracket is the majority of head teachers in public primary schools in Garissa District. The findings are presented in the Table below:

Table 4.22: Distribution of respondents by Age of head teachers

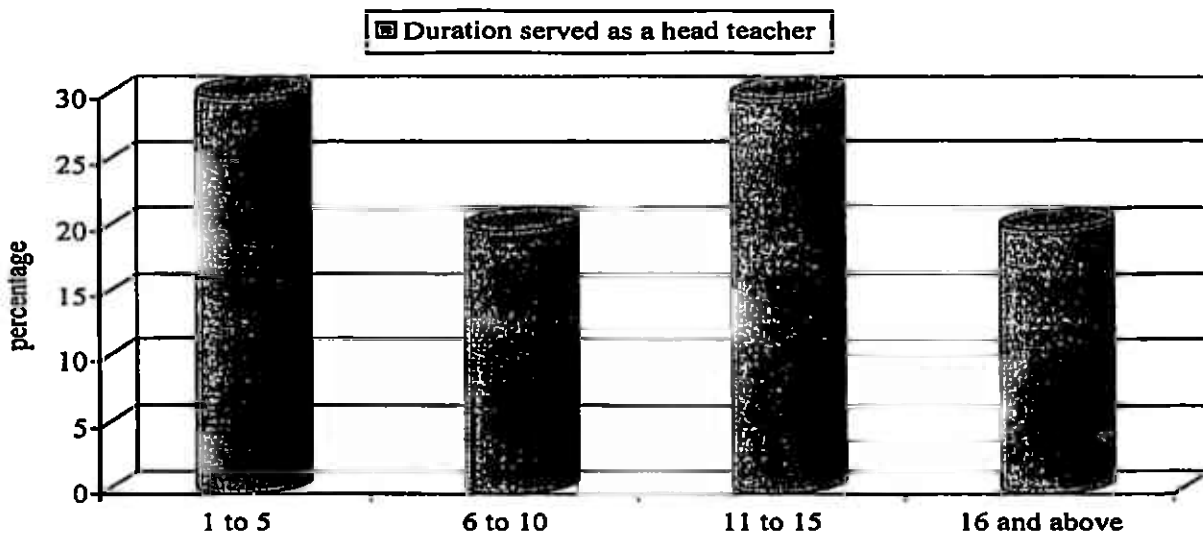
Age	Frequency	Percent
31-40 years	3	30.0
41-50 years	6	60.0
51 and above	1	10.0
Total	10	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents represented by 60.0 percent are aged 41-50 years, 30.0 percent are aged 31-40 years and 10.0 percent are aged 51 years and above. Based on the above table, majority of the head teachers are in their middle age of their life and according to their ages it seems that they have served as teachers for many years before they became head masters.

4.6.1.3 Duration of serving as a head teacher

Effective implementation of UPE requires adequate skills and experience particularly for the administration of school administrative group and teachers as the theory of school effectiveness and improvement stated. Different skills to cope the demands of the management are required. For that reason, the study further required to find out how long the respondent has been serving as a head teacher. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.16: Duration serving as a head teacher

Figure 4.16 illustrates that 60.0 percent of the respondents cumulatively have served as head teachers for 1-5 years 30.0 percent and 11-15 years 30.0 percent while 40 percent have served as a head teacher for 6-10 and 16 and above years. As it is clear in this figure,

it can be said that majority of the head teachers worked as a head teachers for a while. So that they earned enough experience to deal with their jobs perfectly.

4.6.1.4 Duration of serving as a head teacher in Garissa district

The duration of being a head master in a specific district could put the respondent in a position to steer the schools properly. On the other hand the time period of the head teacher enhances the awareness of the manager towards the surrounding community, environment, school status and school performance and factors hindering it. So, it was important for the study to know how long the respondent has been working as a head teacher in Garissa District. The findings are presented in the Table below:

Table 4.23: Duration worked as a head teacher in Garissa District

	Frequency	Percent
1-5 years	5	50.0
6-10 years	1	10.0
11 and above	4	40.0
Total	10	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents of 50.0 percent have worked as head teachers in Garissa District for 1-5 years, 40.0 percent for 11 and above years and the minority 10.0 percent for 6-10 years. The entire respondent as it is clear in the above table had enough time to acquire enough skills about administrative issues. They also lived enough time in the area of the school to learn the nature of the surrounding community and their school status. Therefore, they were in a position to give the researcher useful information about the challenges facing the implementation of UPE in the district.

4.6.1.5 Level of the education of the respondent

The level of education of the head master improves his/her capacity in undertaking his/her duties properly. Therefore, the study sought to find out the distribution of the respondents by education level. The findings are presented in the Table below:

Table 4.24: Distribution of the respondents (head teachers) by education level

Education	Frequency	Percent
Diploma	2	20.0
Degree	7	70.0
Post Graduate	1	10.0
Total	10	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents of 70.0 percent have attained undergraduate level of education, 20.0 percent have attained diploma level of education and 10.0 percent have attained postgraduate level of education. So the majority of head teachers in the district are undergraduate degree holders. In fact the entire respondents were enjoying a high level of education. Majority of them had undergraduate degree while few of them had diploma degree. This level of education put them in a position the run the school administration as required.

4.6.1.1. Level of education of the parents of the district

Literate parents generally take part the development of the schools in their district and they are also expected to be more involved in helping their children to improve their performance in school by providing encouragement and helping them in doing their homework. Based on this benefit, the study sought to find out the parents' formal education in the district. The findings are presented in the Table below:

Table 4.25: Parents formal education

Education	Frequency	Percent
Illiterate	9	90.0
Below Std 8	1	10.0
Total	10	100.0

Source: Researcher (2012)

The table shows that almost all the respondents of about 90.0 percent indicated that parents in the district are illiterate while 10.0 percent are below standard 8. So the level of education of the parents can affect the performance of their children negatively and further hinders the implementation of universal primary education by 2015.

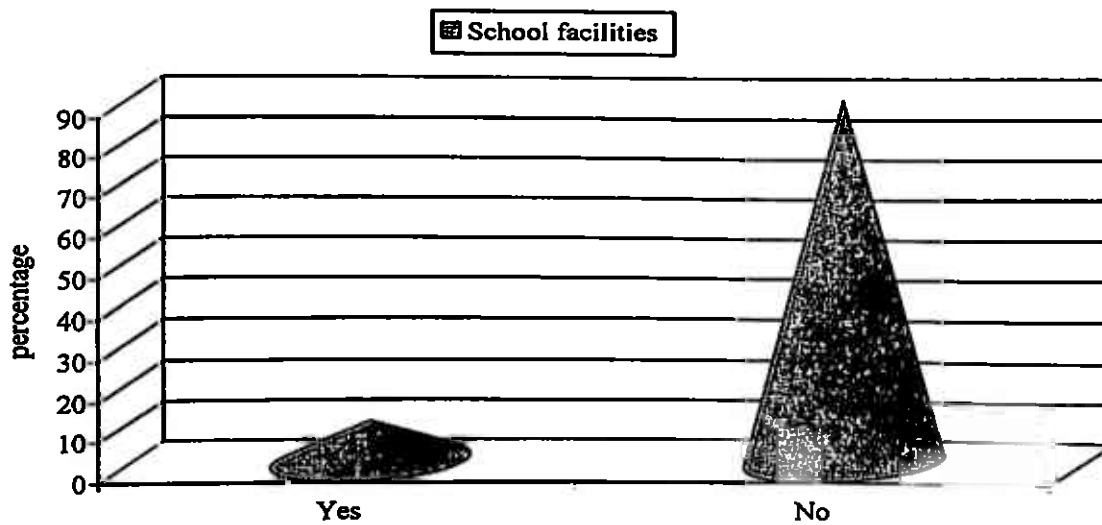
4.6.2 Current Status of UPE in the district

4.6.2.1 Current status of public primary schools in Garissa district

Since the head teachers were the ones who were in charge of school responsibility, the study as one of its objective asked the head teachers to give the researcher an over view of the current status of public primary schools in Garissa district. The responses given include: overenrolled classes but with inadequate facilities and permanent, well ventilated classes; understaffed and so many seminars and workshops that interfere with the weekly teaching systems in the public primary schools, there is generally understaffing of teachers due to over enrollment resulting from free primary education; parents with negative attitudes towards education is rampant in the district.

4.6.2.2 School facilities of the district

Coleman discovered that the physical facilities of the school, teachers' level of knowledge, experience and way of delivering information effect children's learning positively or negatively. As a result of this, the study sought to find out if the respondent thinks that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015. The results are presented in the figure below;



Source. Researcher (2012)

Figure 4.17: School Facilities

Figure 4.17 shows that almost all the respondents represented by 90.0 percent disagreed that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015 while 10.0 percent agreed. The explanations given for the No response include: some areas are understaffed; inadequate classrooms; shortage of textbooks and learning materials; hostile toilets; lack of enough teachers in public primary schools, the teacher pupil ratio is 1:70 especially in town schools while the ratio of books stands at 1:4; lack of support and fund from the government to run schools. This is serious issue that needs to be considered by the government and education stakeholders in order to improve the current status of schools in the district otherwise it will cause the dropout of pupils from public schools.

4.6.2.3 Enrollment and dropout rate of the district

Since the introduction of FPE in 2003 the head teachers found themselves with more pupils to enroll their schools than their capacities hold (UNESCO 2005). To know the

enrollment and dropout rates of their schools, the study asked the head teacher the state of enrollment and dropout rate in the district. The findings are presented in the table below:

Table 4.26: Enrollment and Dropout rate

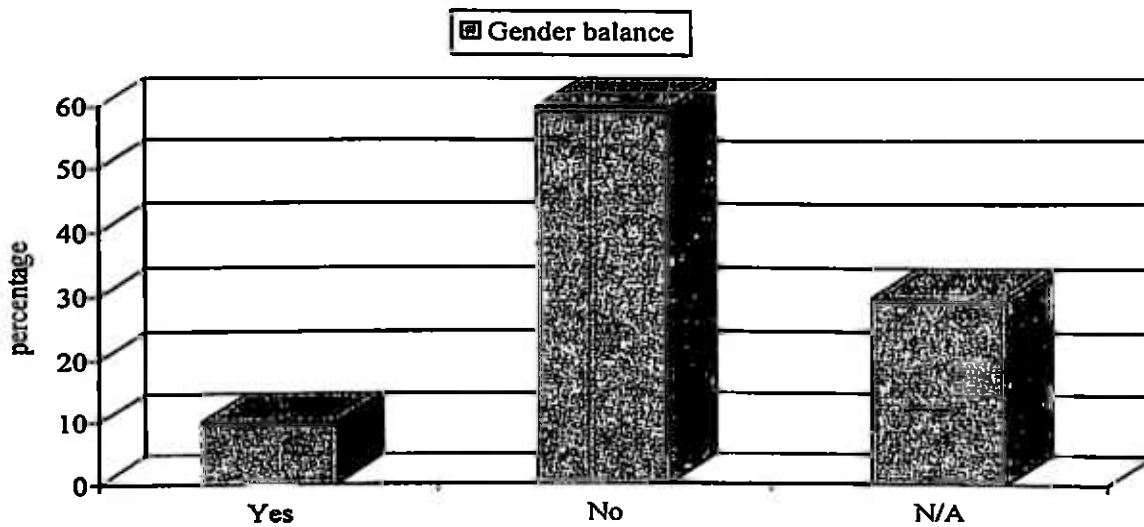
	High	Moderate	Low
Enrollment	50.0	50.0	0.0
Dropout	0.0	50.0	50.0

Source: Researcher (2012)

From the table, it is evident that half of the respondents 50.0 percent indicated that the enrollment rate of their school is high, 50.0 percent indicated that it is average. The table further shows that 50.0 percent indicated that the dropout rate is moderate and 50.0 percent indicated that it is low. The enrollment rate was overwhelming in urban areas as many head teachers told to the researcher while it was moderate in rural areas because of harsh climatic conditions of the district and distance between schools and community locations.

4.6.2.4 Gender balance

Giving the girls their fair share of education is very crucial to the development of the community and also for the progress of the school. On the other hand, one of the responsibilities of the head teachers is to promote the gender parity in schools. Therefore, the study also sought to find out if there is gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their school. The results are presented in the figure below;



Source: Researcher (2012)

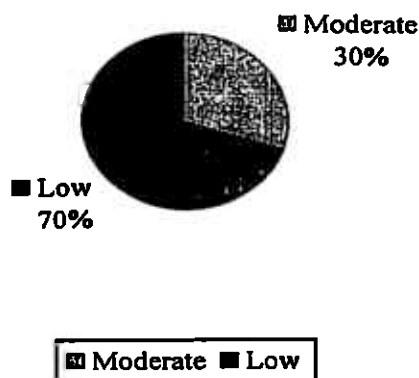
Figure 4.18: Gender balance in schools

The figure illustrates that slightly more than half of the respondents represented by 60.0 percent indicated that there is no gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their schools. The figure further shows that 10.0 percent indicated that there is gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their schools and 30.0 percent indicated N/A simply because their schools are all girls primary school. The explanations given for the No response include: dropout rates are mainly due to early marriages and FGM; household duties; fear of getting pregnant from classmate male pupils and also male teachers and negative attitudes toward girl child education in rural areas.

4.6.2.5 Level of participation of pastoral communities to the implementation of UPE

The study sought to find out the level of participation of pastoral communities to the implementation of universal primary education in Garissa district. The results are presented in the figure below;

level of participation of pastoral communities



Source: Researcher (2012)

Figure 4.19: Level of Participation

The figure illustrates that more than half of the respondents 70.0 percent indicated that the level of participation of pastoral communities to the implementation of universal primary education in Garissa district is low, while 30.0 percent indicated that it is moderate. As the previous respondents stated, the head teachers also agreed that the level of participation of pastoral communities to the implementation of UPE is very low and this undermine the ambition of achieving UPE by 2015 across the world in general and across the country in particular.

4.6.3 Factors affecting implementation of UPE

4.6.3.1 Factors contributing to the low participation of pastoral communities to the implementation of universal primary education

The researcher sought to find out the factors contributing to the low participation of pastoral communities to the implementation of universal primary education. The responses given include: nomadic lifestyle of the communities; drought; poverty; lack of information on what UPE is; illiterate parents; lack of enough awareness on importance of education; farness of the community from school location; lack of boarding schools; understaffing of teachers; lack of learning facilities; and they value their livestock more than their education.

4.6.3.2 Effect of poverty in Garissa district to the implementation of UPE

The low income condition of many families in the region affects the implementation of UPE because there are some hidden costs that follow the free primary education. Therefore, the researcher sought to investigate the extent to which poverty in Garissa district affects the implementation of UPE. The responses given include: due to the lack of funds, most parents give priority to the boy child and not the girl child; dropout due to early marriages; people cannot afford the basic needs; to a percentage of about 50%; the effect is high as many parents will opt to engage the children to help them solicit the basic needs instead of sending them to school.

4.6.3.3 The effect of unfavorable environmental conditions like drought, shortage of water and hot weather of the district to the implementation of UPE

The researcher sought to find out how far the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE. The responses given include: no access to school due to nomadic lifestyle of the people; lags education behind; the communities due to their nomadic lifestyle tend to move from one place to another and this affects the implementation of UPE for children are unable to access education. These are the main factors because, for example, the drought will make the families to shift from its original residence and they affect the child who was in school; this trend is continuous and therefore have negative impact on the child as the realization of UPE; and due to the hot weather in the district especially in the afternoons pupils cannot fully participate in class.

4.6.3.4 The effect of poor roads and lack of electricity in many parts of the district to the implementation of universal primary education

North Eastern Province generally and Garissa district particularly characterized with poor roads and lack of electricity apart from the three headquarters of the province. This hinders the development of the region and also undermines the quality of education in the district. Therefore, researcher sought to find out how the poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education. The

responses given include: ICT integrated programmes may not be available in many parts; access of the evaluating and monitoring group might not be possible due to poor roads; it hinders development of schools; due to poor roads, there is absence of electricity thus some aspects of education and accessibility is hindered and the child is not able to carry out the tasks given to him/her from the school.

4.6.3.5 Contributing factors that may lead to the district not to achieve universal primary education by 2015

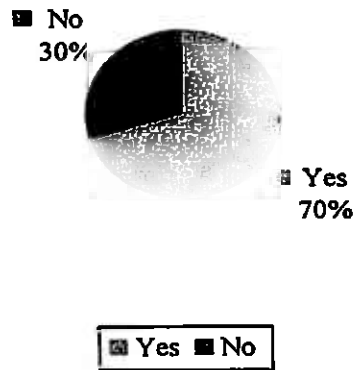
The researcher sought to find out what are the contributing factors that may lead to the district not to achieve universal primary education by 2015. The responses given include: cultural barriers; poverty and ignorance; high level of illiteracy among parents; drought; lack of proper feeding programmes; understaffing; poor infrastructure; low enrollment; lack of awareness and sensitization about the importance of UPE; lack of enough awareness on the importance of education; farness of schools; economic activities and harsh climatic conditions.

4.6.4 Role of culture and Religion to the implementation of UPE

4.6.4.1 Effect of culture to the implementation of UPE in Garissa district

One of the objectives of the study was to investigate the role of culture to the implementation of universal primary education in Garissa district. Since the head teachers have worked in the district for a long time as a head teacher they had enough information about the culture and the characteristics of the surrounding community. So that, the study asked the head teachers if the culture of the communities affects the implementation of universal primary in Garissa district. The findings are presented in the figure below:

Effect of Culture to the Implementation of UPE



Source: Researcher (2012)

Figure 4.20: Effect of the culture of the communities on the implementation of universal primary in Garissa district

From figure 4.20, it is evident that the majority of the respondents of 70.0 percent agreed that the culture of the communities affect the implementation of universal primary in Garissa district while 30.0 percent disagreed. The explanations given for the Yes responses include: female genital mutilation is the major cultural practice which affects the girl child education access and retention; early marriages due to parents being ignorant of girl child education though this is being addressed by many NGO programmes, still the people are rigid to their culture especially on girl child education meaning that girls are not given their fair share of education; and female genital mutilation affects the health status of girls hence the smooth learning process.

4.6.4.2 The impact of Islamic schools (madarasa) to the implementation of UPE

A lot of Islamic private schools are available in Garissa district. Some of those schools offer both religious studies and secular education and many of them offer religious studies and Arabic language only. These integrated schools can either affect public schools positively or negatively. For that reason, the study sought to find out if the Islamic schools (madarasa) influence the implementation of universal primary education in the district. The findings are presented in the Table below:

Table 4.27: Effect of the Islamic schools (madarasa) influence the implementation of universal primary education in the district

	Frequency	Percent
Yes	8	80.0
No	1	10.0
N/A	1	10.0
Total	10	100.0

Source: Researcher (2012)

The table shows that majority of the respondents 80.0 percent agreed that the Islamic schools (madarasa) influence the implementation of universal primary education in the district while 10.0 percent have disagreed. The explanations given for the Yes response include: builds moral behavior of the child; many children as a result access this education which is integrated with religious one; the Muslim's have strong acceptance to madarasa education as that is why the private schools attract so many learners because they offer integrated programmes; poor time management; and learner may not set time to rest and do school assignments.

4.6.4.3 Do you believe that many children of school going age are out of schools in Garissa district?

All the respondents (100.0%) believe that many school-age going children are out of schools in Garissa district. The factors given include: the law which forces the children to go to school is not strengthened. The government should put into law that all children should go to school and the administration, the chiefs, DC, PC should make sure children are going to school; lack of money in the families leading to school going children helping their families instead of going to school; poor/negative attitudes of parents towards education; cultural belief; poverty; ignorance; nomadic lifestyle; drug abuse; early marriages; and high rate of poverty as some families cannot afford to buy school uniform; breakdown of families as it affects children psychologically.

4.6.4.4 Suggestions to the government and other stakeholders of education in order to achieve UPE goals successfully in 2015

The study asked the respondents if they had any suggestions to the government and other stakeholders of education in order to achieve UPE goals successfully in 2015. The responses given by the respondent include: provide enough facilities and teachers; they should re-enforce the law which says that all children must be in school; giving the needy people more and helping the community so that they can bring more children to school and educate them all; provision of more resources cascade to rural areas; integrate Madarasa education in public primary schools; establishment of boarding schools; free primary/secondary education to all schools in the region by providing adequate learning resources; creation of mobile schools to curb nomadic lifestyle; ensuring maximum security in the district; and community should be encouraged to practice crop farming through irrigation from Tana River rather than concentrating on livestock keeping.

4.7 Responses from the Community Members of Garissa District

4.7.1: Background information of the Community members

4.7.1.1 Gender of the respondent

In most Somali societies wherever they are around the world, the division of labour is based on gender. Female tend to play greater role in household level while male tend to engage to income to support the family. Therefore, the study sought to find out the distribution of the respondents by gender to know which gender is the majority of the community members of public primary schools in Garissa District.

More than half of the respondents represented by 57.0 percent are male while 43.0 percent are females. The majority of parents who participated of this study were male.

4.7.1.2 Age of the respondent

It was important for the study to find out the distribution of the respondents by age to know which age bracket is the majority community members in Garissa District. The findings are presented in the Table below:

Table 4.28: Distribution of respondents by Age of community members

Age	Frequency	Percent
21-30 years	1	14.3
41-50 years	2	28.6
51 and above	4	57.1
Total	7	100.0

Source: Researcher (2012)

The table reveals that majority of the respondents 57.1 percent are aged 51 years and above, 28.6 percent are aged 41-50 years, and 14.3 percent are aged 21-30 years. Based on the above table majority of the respondents were in their middle age. So this factor on age can be related to the experience of the individual in the community and school status.

4.7.1.3 Position of the respondent in the community

To get the right information from the respondent, his or her position in the community is a vital element. Therefore, the study further sought to find out the position of the respondent in the community.

The majority of respondents of 57.1 percent were fathers and 42.9 percent were mothers. Therefore the number of fathers the study interviewed was more than that of mothers in the district.

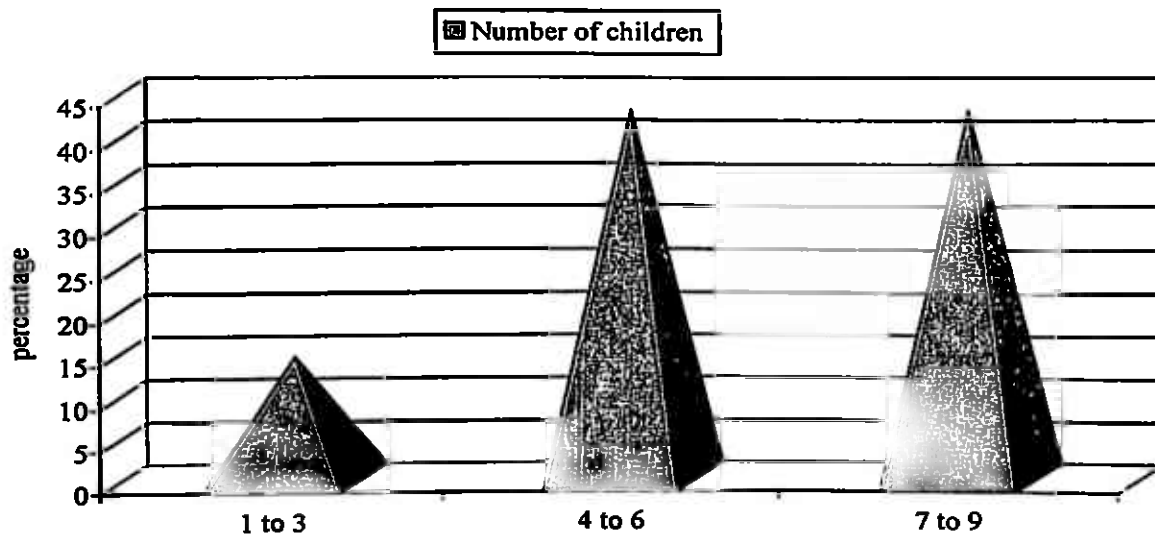
4.7.1.4 Level of education of the respondents

The literacy level of the parents' education increase the parental involvement in school activities and enable students to achieve high grades in exams and tests. It also improves students' attendance in school, improve students' conduct and attitude and increase the chances of attitude change towards education. Based on this benefit, the study further sought to find out the education level of the respondent.

The majority of respondents of 85.8 percent were illiterate while 14.3 percent left schools at the primary level. From this result, the high illiteracy level of parents of the district affect the implementation of UPE since the student lacks a role model even at family level. So that, the high illiteracy level of the parents affected the quality of education of the district badly.

4.7.1.5 Number of children

A household that has many children needs more resources to cater the basic needs such as food and clothing and may not afford to send all their children to school. Therefore, the study sought to find out the number of children the respondent has. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.21: Number of Children

The figure shows that 85.8 percent of the respondents cumulatively have 4-6 children (42.9%), 7-9 children (42.9%) and 1-3 children (14.3%). All the respondents (100.0%) have 1-2 boys, 82.7 percent have 1-2 girls and 14.3 percent have 2-3 girls. Based on these results, the parents of the district had a lot of children due to the polygamy incidence in the district and to cover the hidden cost of the education like exercise books and uniforms costs them a lot.

4.7.1.6 If the parents take all their children to schools

When the researcher realized the number of children for each father or mother, the researcher further asked the parents if they took all their children to schools.

Almost all of the respondents represented by 86.0 percent take their children to school while 14.0% do not. They excused this due the free primary education offer.

4.7.2 Current status of UPE in the district

4.7.2.1 School physical facilities

All the respondents disagreed that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary

schools in Garissa district are adequate to the implementation of UPE by 2015. The explanations given for the No response include: there is high shortage of teachers in schools; there is high enrollment of students in classes with low capacity; no adequate textbooks and other learning materials; because of the free primary education, there are many pupils in each class than it can really accumulate; and insecurity conditions have made many pupils particularly girls from rural areas to leave school.

4.7.2.2 Enough teachers and classrooms

Teachers and classrooms are the most important tools of school improvement. For that reason, study sought to find out if the respondents have enough teachers and enough learning materials and adequate equipment in Garissa district for the implementation of UPE by 2015. The findings are presented in the Table below:

Table 4.29: Adequacy of teachers, learning materials and equipment

	Yes	No
Enough Teachers	0.0	100.0
Enough learning materials and adequate equipment	14.3	85.7

Source: Researcher (2012)

The table shows that all the respondents disagreed that they have adequate teachers in Garissa district. The table further shows that majority of the respondents 85.7 percent disagreed that they have enough learning materials and adequate equipment in Garissa district for the implementation of UPE by 2015 while 14.3% have agreed. Therefore, the need for employing more teachers and providing enough learning materials and equipment was strongly noticed from the responses of the parents.

4.7.2.3 If the parents support schools financially

The study sought to find out if the parents in Garissa district support school facilities financially for the implementation of UPE by 2015. The findings are presented in the Table below:

Table 4.30: Support of parents in Garissa district school facilities financially for the implementation of UPE by 2015

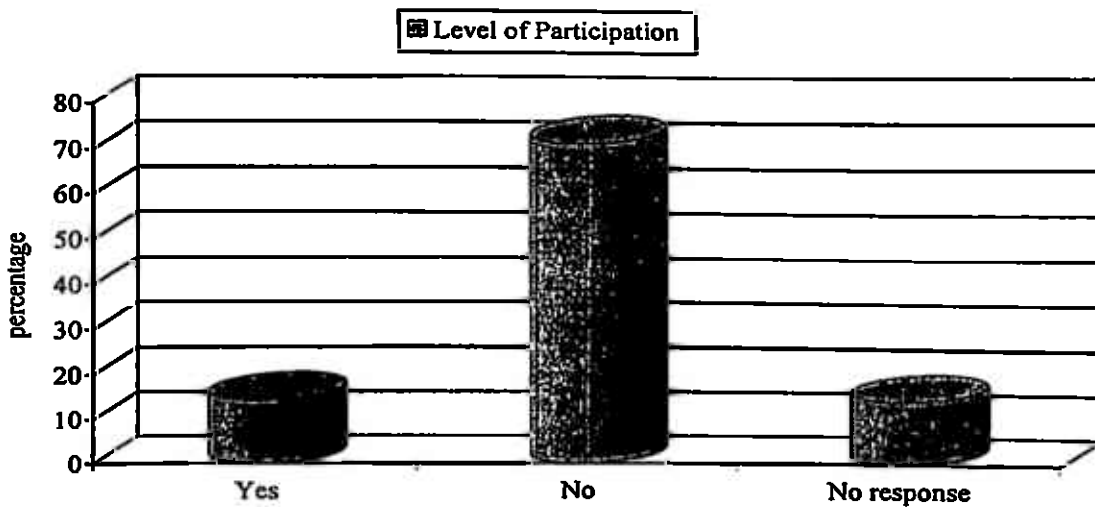
	Frequency	Percent
Yes	3	42.9
No	4	57.1
Total	7	100.0

Source: Researcher (2012)

The table shows that majority of the respondents of 57.1 percent disagreed that the parents in Garissa district support school facilities financially for the implementation of UPE by 2015 while 42.9 percent have agreed. All the respondents (100.0%) agreed that they buy their children extra text books rather than the ones given by schools.

4.7.2.4 Level of participation of pastoral communities to the implementation of UPE

The study sought to find out if the level of participation of pastoral communities to the implementation of universal primary education by 2015 is low. The results are presented in the figure below;



Source: Researcher (2012)

Figure 4.22: Level of Participation

The figure illustrates that more than half of the respondents 71.4 percent disagreed that the level of participation of pastoral communities to the implementation of universal primary education in Garissa district is low, while 14.3 percent agreed. Unlike the all other respondents the community members refused that the level of participation of pastoral communities to the implementation of UPE is very low.

4.7.3 Factors affecting implementation of UPE

4.7.3.1 The effect of poverty to the implementation of UPE

The study sought to find out the extent to which the poverty in Garissa district affects the implementation of UPE. The findings are presented in the Table below:

Table 4.31: Extent to which the poverty in Garissa district affects the implementation of UPE

	Frequency	Percent
Yes	5	71.4
No Response	2	28.6
Total	7	100.0

Source: Researcher (2012)

The table shows that majority of the respondents of 71.4 percent agreed that poverty in Garissa district affects the implementation of UPE. However, 28.6 percent did not respond the question. It is evident from all the answers to this question that poverty is a major challenge that affects the implementation of UPE in the district; therefore, it is required from the education stakeholders to get a solution to this matter.

4.7.3.2 The effect of poor roads and lack of electricity to the implementation of UPE

The study tried to find out the impact of poor roads and lack of electricity in many parts of the district to the implementation of universal primary education by 2015.

All the respondents 100.0 percent agreed that poor roads and lack of electricity in many parts of the district affects the implementation of universal primary education. The explanations given for the Yes responses include: poor roads make the schools inaccessible by both pupils, parents and donors; lack of electricity is an obstacle to the pupils to study; technology uses electricity and it is not easily available in the district; and the poor state of the roads delays pupils from reporting to schools during the rainy seasons as they are stacked on the way.

4.7.3.3 The effect of unfavorable environmental conditions like drought, shortage of water and hot weather of the district to the implementation of UPE

The researcher sought to find out how far the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE. The responses given include: drought and water shortage forces many parents to move away with their parents in search of water and pasture and hence leading to high dropout since there is no boarding primary school in the area and it also cause death of livestock.

4.7.3.4 The status of the district in achieving UPE by 2015

Contributing factors that may lead to the district not to achieve universal primary education by 2015

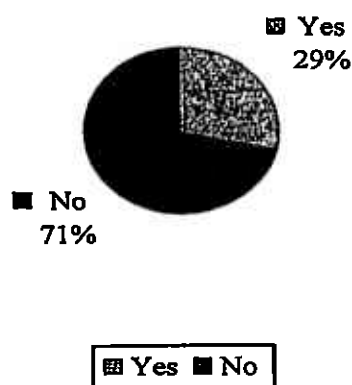
The researcher sought to find out what are the contributing factors that may lead to the district not achieving universal primary education by 2015. The responses given include: lack of enough school facilities; lack of adequate learning/teaching facilities; nomadic nature of the community; lack of adequate boarding schools; inadequate teaching personnel; pastoralism; lack of enough awareness on the importance of education; high levels of poverty; and lack of capital and harmony.

4.7.4 Role of Culture and Religion to the implementation of UPE

4.7.4.1 The effect of culture to the implementation of UPE

All the studies made stated that the culture of pastoral communities in the region affects the child education. For that reason, the study, in order to know asked, parents if the culture of the communities affects the implementation of universal primary in Garissa district. The findings are presented in the figure below:

Effect of culture to the implementation of UPE



Source: Researcher (2012)

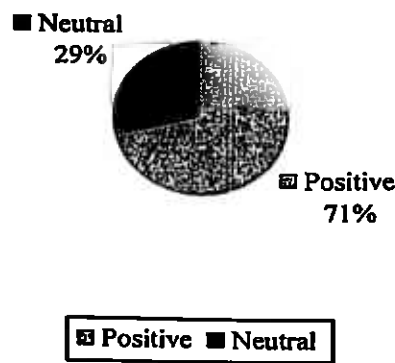
Figure 4.23: Effect of the culture of the communities on the implementation of universal primary in Garissa district

The figure reveals that almost majority of the respondents of 71.0 percent disagreed that the culture of the communities affect the implementation of universal primary in Garissa district while 29.0 percent agreed. Unlike the previous respondents' answer to this question, the majority of the community members refused this statement. The explanations given for the Yes responses include: the culture doesn't value girls' education and see it as a waste of resources.

4.7.4.2 Respondents attitude towards girl child education

According to many studies, it is believed that pastoral societies have negative attitude towards girl child education and they prefer boy child education than girl child education as the previous respondents stated. Therefore, to know the truth, the study sought to know the respondent's attitude towards girl education. The findings are presented in the figure below:

Attitude of parents towards girls



Source: Researcher (2012)

Figure 4.24: Attitude towards girl education

The figure shows that majority of the respondents represented by 71.0 percent have a positive attitude towards girl education while 29.0 percent have a neutral attitude. Unlike a study done by Kenya integrated household budget survey in 2006 who have stated that more 50 percent of out of school children did not attend school due to the refusal of their

parents, the parents stated that things have changed currently and consider girl child as boy child in terms of education.

4.7.4.3 The impact of Islamic schools to the implementation of UPE

The study sought to find out if Islamic schools (madarasa) influence the implementation of universal primary education in the district. The findings are presented in the Table below:

Table 4.32: Extent to which the Islamic schools in Garissa district affect the implementation of UPE

	Frequency	Percent
Yes	1	14.3
No	6	85.7
Total	7	100.0

Source: Researcher (2012)

The table shows that majority of the respondents (85.7%) disagreed that Islamic schools (madarasa) influences the implementation of universal primary education in the district while 14.3% agreed. The explanations given for the Yes response include: parents want their children to benefit both from Madarasa and schools and thereby it has led to the formation of various integrated schools in the district and this motivates parents to take their children where the system is taught; and the children go to Islamic schools on Saturdays and Sundays and read the Quran at night.

4.7.5 Suggestions of the community members to the government and other stakeholders of education in order to achieve UPE goals successfully in 2015

The study sought to find out if there are any recommendations to the government and other stakeholders of education in order to achieve UPE goals successfully in 2015. The responses given by the respondent include: provide all essential learning materials to schools; make coordinate programmes between public schools and Islamic schools; promote the awareness of community towards education; recruiting teachers; building more classrooms; eliminating early marriages among communities; improving mobile schools; employ more teachers and motivate teachers through salary increment.

4.8 Responses for Interview Guides

The study had an interview with three groups from different agencies. These groups included 4 district education officers, 2 district officers and 4 representatives from the NGOs who sponsor education in the district.

4.8.1 Background Information

4.8.1.1 Duration of work in that job

The study sought to find out how long the administrators in Garissa district have been serving in their job. The findings are presented in the Table below:

Table 4.33: Duration serving at the job

	Frequency	Percent
1-5 years	6	66.7
6-10 years	1	11.1
11 and above	2	22.2
Total	9	100.0

Source: Researcher (2012)

The table shows that majority of the respondents of 66.7 percent have been serving in their jobs for 1-5 years, 22.2 percent for 11 and above years and 11.1 percent for 6-10 years. Therefore, they had enough experience to give the researcher useful information about this study.

4.8.1.2 Duration of work in the district

The study further tried to find out how long the respondents have been working in Garissa district. The findings are presented in the Table below:

Table 4.34: Duration working in Garissa district

	Frequency	Percent
1-5 years	7	77.8
6-10 years	1	11.1
11 and above	1	11.1
Total	9	100.0

Source: Researcher (2012)

The table shows that majority of the respondents of 77.8 percent have been working in Garissa district for 1-5 years, 11.1 percent for 6-10 years and 11.1 percent for 11 and above years. Again all the respondents have lived in the district enough time to capture enough information about the school development, status and performance of the students in the district. They had also enough experience about the characteristics of the surrounding communities.

4.8.2 Current status of UPE in the district

4.8.2.1 Current Status of Public Primary Education in Garissa District

The study sought to know the current status of Public Primary Education in Garissa District. The responses given include: most of the schools are mixed and day and there are few boarding schools. They also stated that the current status of public primary schools is not bad and average but generally the district is characterized with poor transition rate, high dropout particularly in rural areas and high retention rates. Some of the respondents indicated that the current status of public primary schools in Garissa district is very low due to the inadequate school facilities and staffs in the region. But they all believe that the current school status in terms of enrollment, dropout, transition and retention in is moderate in Garissa township while the dropout is very high in rural areas as well the enrollment rate.

4.8.2.2 Enrollment rate in public primary schools in Garissa district

The study sought to look at the enrollment rate in public primary schools in Garissa district. The responses given include that most of the schools in the urban areas of district are highly enrolled of 92 percent and very low in schools of rural areas of 18 percent in average of 50 percent to 51 percent in general according to the district quality assurance and standard officer. But the most of the NGO officers those the researcher interviewed stated that the enrollment rate in public primary schools in Garissa district is very low of 42 percent according to some of them and 27.3 to some others. The majority of the respondents believe that the enrollment rate of the district is moderate.

4.8.2.3 Dropout rate in public primary schools in Garissa district

The study wanted to discover the dropout rate in public primary schools in Garissa district. All the district education officers whom the researcher had an interview with them stated that the dropout rates of the district is average while the district officers disagreed this and stated that the dropout rate is very low in the district and the feeding programmes in the schools minimized it. But the NGOs officers those the study interviewed agreed that the dropout rate of the district is very high particularly for girl because of early marriages, poor performance and female gentile mutilation.

4.8.2.4 Level of agreement with the statement that if the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015

The study wanted to know if the respondent thinks that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015. The responses given include: although development partners have put in place classrooms, toilets, administration block and toilets but it is still inadequate because many schools lack basic facilities and the education officers, school management committees, teachers and pupils are always asking for more; the policy teacher: pupil ratio has seriously affected learning. Lack of boarding facilities for the schools; unsuitable curriculum for the pastoralist communities; lack of enough public primary schools in region and understaffing of teachers affect the implementation of UPE in the district and undermine it. But view of them agreed and states that the school facilities, learning materials and number of staff in schools of the district are adequate to the implementation of UPE by 2015.

4.8.2.5 Level of participation of pastoral communities to the implementation of universal primary education in Garissa district

The study sought to find out the level of participation of pastoral communities to the implementation of universal primary education in Garissa district. The responses given include: the participation is minimal due to ignorance and lifestyle. It is low as GER of

42.6% compared to the national average of 73%; and pastoralist communities are committed to the education of their children despite the nomadic lifestyle but their participation is low. Some others answered this question as moderate and not bad particularly from district officers.

4.8.3 Factors affecting the implementation of UPE

4.8.3.1 Factors contributing to the low participation of pastoral communities to the implementation of universal primary education

The researcher sought to observe the factors contributing to the low participation of pastoral communities to the implementation of universal primary education. The responses given include: ignorance; poverty; nomadic lifestyle; cultural barriers; lack of awareness; constant drought; distance between schools and community locations; hard climatic conditions of the area; early marriages of girls; female genital mutilation; unstable curriculum for the pastoral communities; lack of enough public primary schools in the region; lack of enough teachers in schools; inadequate school facilities and the competition between secular and Islamic schools.

4.8.3.1 The effect poor roads and lack of electricity in many parts of the district to the implementation of universal primary education

The researcher sought to find out how the poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education. The responses given include: most parts of the district are not accessible; hinders learning during the rainy seasons because the roads are impassable causing delays in opening/closing date of schools; affect the access of quality assurance officers and education officers to monitor and evaluate schools; affect the distribution of foods and materials to schools; don't attract teachers and causes poor supervision in schools. The all agreed that the lack of electricity in the most part of the region affect the implementation of UPE for the following reasons: limit the use of ICT in schools; no learning activities at night so the children cannot do their homework at night and never attract the teachers from other parts of the country.

4.8.3.3 Effect of poverty in Garissa district to the implementation of UPE

The researcher sought to know the extent to which poverty in Garissa district affect the implementation of UPE. The responses given include: poverty has greatly affected UPE for the following reasons: the poor families are not able to take their children to schools; most of the children are engaged in domestic household chores; and some venture for the daily bread for their families; some parents cannot afford the hidden cost of education; effect the enrollment rate; limit the provision of parents the necessity elements to children like uniform and books.

4.8.3.4 Effect of the unfavorable environmental conditions like drought, shortage of water and hot weather of the district to the implementation of UPE

The researcher sought to find out how far the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE. The all respondents the researcher interviewed agreed that the harsh climatic conditions of the district affect the implementation of UPE seriously or adversely. The responses given include: pastoralists families are not able to be at one part for long due to the constant drought and have to be on move; low concentration rate; absenteeism of children during drought; increase school dropout and retention; children are involved in household chores like fetching water hence do not attend classes; and during drought, there is no water in most schools especially those out of towns and they only depend on water tracking which is not reliable resulting in early closure of schools in the region hence covering the syllabus is interrupted leading to poor quality of education; shortening the duration of the tern date and the classes are seasoned when it is hot so the pupils come only morning in many schools.

4.8.4 Role of Culture and Religion to the implementation of UPE

4.8.4.1 Impact of culture of the communities in Garissa district to the implementation of UPE

The study tried to examine if the culture of the communities in Garissa district affects the implementation of UPE in the district. Most of the respondents agreed this statement and stated that the culture of community in Garissa affects badly to girl child education for the

following excuses like early marriage in exchange of money; female genital mutilation and household duties. They also agreed that the community prefer boy child education than girl child education. So according to the district quality assurance and standard officer there is only one girl for every 10 boys in schools. But some of them limited their answer to some extent while one of them disagree this statement.

4.8.4.2 Effect of the Islamic schools (madarasa) to the implementation of universal primary education in the district

The study wanted to discover if the Islamic schools (madarasa) influence the implementation of universal primary education in the district. The majority of the respondents agreed this statement and gave these reasons: large numbers of pupils go to integrated schools; majority of the children who come to Islamic schools eventually end up going to schools; affect of the choice of pupils and it is a mandatory. A few of them have disagreed with this statement.

4.8.4.3 If the respondent believes that many school-ages going children are out of schools

The study further sought to find out if the respondent believes that many school-age going children are out of schools in Garissa district. The responses of this question were all positive and they gave the following reasons: poverty; illiteracy levels; drought; understaffing; over enrollment; nomadic lifestyle; shortage of water; culture of the community; early marriage of girls; hidden costs of education; distance from schools; lack of role model and inadequate facilities of schools. The enrollment is lower than 50% in schools as a result of low opinion on education due to government's reluctance in supporting education programmes in Northern Kenya increased the number of out of school children in the district.

4.8.4.4 Contributing factors that may lead to the district not to achieve universal primary education by 2015

The researcher sought to find out what are the contributing factors that may lead to the district not to achieve universal primary education by 2015. The responses given include:

insecurity; pastoralist lifestyle; early marriages; cultural barriers; inadequate funding; poor roads; and lack of good policies to cater for the needs of a pastoralist child; the low literacy level; poverty; drought; lack of school facilities; shortage of teachers; perception of parents to secular education versus religious education; community view towards education; lack of adequate sensitization and publicity and lack of effective monitoring and constructive policy from the district policy makers.

4.8.4.5 Suggestions to the government and other stakeholders of education in order to achieve UPE goals successfully in 2015

The study sought to find out if there are any suggestions to the government and other stakeholders of education in order to achieve UPE goals successfully in 2015. The responses given by the respondent include: creating awareness; mobile schools should be strengthened; employing more teachers; increase funding policies that favor the pastoralist child; awareness on the importance of education that goes beyond the banners, and posters; emphasizing on role modeling for the pupils; and more community sensitization; make relevant education strategies; improve school facilities; monitor the implementation of UPE in every village; main stream UPE in every facet of the society; come up with a formative measure on non-compliance and legislative act to enforce the compliance; construction of more schools with enough classrooms; provision of water and food to schools; provision to electricity and solar to schools to enable learning even at night; fund to offer ICT to schools; motivate teachers through salary increment and adopt term dates favorable to the community lifestyle

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The basic purpose of this chapter is to give the summary, conclusions and recommendations of the study. This was based on the research findings that is presented and discussed in the previous chapter.

5.2 Summary of the study

This study aimed at investigating the factors affecting the implementation of universal primary education in Garissa District. The task included; providing an overview of the current status of universal primary education in Garissa District, examining factors hindering the implementation of universal primary education in Garissa District and exploring the role of and the relationship between culture and religion within the context of the implementation of universal primary education in Garissa District.

The researcher reviewed previous studies with a view to establish academic gaps which the present study sought to bridge. This was done through library research. The procedure included: reading, evaluating the methodology employed in terms of design choice, target population, sample and sampling procedure data collection instruments (that is suitability, validity and reliability), data collection procedures, data analysis, findings and recommendations.

This study employed qualitative and quantitative research methods as the main approach to guide the study. The target population included pupils; head teachers; teachers; community members; out of school children; district education officers and inspectors; district officers and the education sponsors from the international organizations in Dujis and Lagdera constituencies. Stratified sampling was used in selecting respondents from pupils, teachers and out of school children while purposive sampling was employed to get responses from the other respondents. The research instrument used in data collection was a questionnaire for the respondents. To ensure validity of the instruments, expert opinion

was sought. Data analysis was started immediately after the field. Data was summarized into frequencies and percentages and presented in graphs, pie charts and tables.

5.2.1 Current Status of UPE in the district

The study findings discovered more than half of the public primary school pupils indicated that the physical facilities of their schools are inadequate to the implementation of UPE and stated that they don't have enough classes, teachers and desks for the number of pupils in their schools with 3 pupils sitting per desk in class. The pupils also indicated that the conditions of the toilets in their schools are hostile, their schools don't have a library and schools are understaffed. More than half of the respondents indicated that 1-5 pupils dropped out of class last year to work for their families.

The study findings show that majority of the head teachers, teachers and community members who participated in the study indicated the following as the current status of public primary schools in Garissa district: overenrolled classes but with inadequate facilities. Almost all the head teachers, teachers and parents of the district disagreed that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015. The reasons cited included; some areas are understaffed; inadequate classrooms, textbooks, toilets and other learning materials. The number of staff in public primary schools is not enough. The teacher pupil ratio is 1:70 pupils especially in town schools and the ratio of books stands at 1:4. Majority of the head teachers and teachers indicated that the enrollment rate of their school is high while dropout rate is moderate and there is no gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their school. The head teachers and teachers further indicated that the level of participation of pastoral communities to the implementation of universal primary education in Garissa district is low while parents disagreed with the statement that the level of participation of pastoral communities to the implementation of UPE is very low.

The study findings reveal the administrators in Garissa District who participated in the study indicated the following as the current status of schools in the district; some schools are still grappling with the issues of retention and enrollment especially those in rural areas, most of the schools in the district are highly enrolled and others have low enrollment and the public primary school is not up to expected levels and there is a lot that needs to be done. The administrators further indicated dropout rate in public primary schools in Garissa district is moderate but high especially among girls. The administrators indicated the following regarding school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are inadequate to the implementation of UPE by 2015.

5.2.2 Factors affecting implementation of UPE

The study findings revealed that primary school pupils who participated in the study believe that many children of school going-age are out of schools in Garissa district because of the following factors: lack of finance in their families, lack of support from their families, early marriages of girls, drug abuse, congested classes, nomadic lifestyle of the community, lack of adequate boarding primary schools, seeking early employment like casual works to meet their families daily bread, frequent cancellation of the KCPE results, early pregnancies, poor attitude towards education, lack of good role models, lack of motivation, female genital mutilation, forced labour, lack of school uniforms and lack of sanitary towels for the girls. The study findings further revealed that the majority of primary school pupils who participated in the study indicated that the dominant group in their schools is male. More than half of the respondents indicated that the situation of water and sanitation in their school is moderate. Majority of the pupils agreed that the level of participation of pastoral communities in Garissa district to the implementation of universal primary education is very low and the district is unlikely to implement universal primary education by 2015.

The study findings revealed that teachers and head teachers in Garissa District who participated in the study cited the following as factors contributing to the low participation

of pastoral communities to the implementation of universal primary education: farness of the community from school location; lack of boarding schools; drought; lack of enough awareness on the importance of education; lack of enough teachers; lack of learning facilities; illiterate parents; and their value for livestock is more than education. The head teachers and teachers also indicated that poverty in Garissa district affects the implementation of UPE in the following ways: high school dropout as pupils seek early employment to get their bread; low enrollment and high rate of girl child dropout due to early marriages as poor families marry off their daughters to wealthy men for sustenance. Unfavorable environmental conditions like drought, shortage of water and hot weather of the district on the other hand affects the implementation of UPE since the community moves from one place to another and pupils cannot fully participate in class in hot afternoons because of the heat. Majority of teachers interviewed agreed that culture of the communities affects the implementation of universal primary in Garissa district.

The study findings further revealed that head teachers and teachers in Garissa District who participated in the study indicated poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education since: it leads to poor performance in the final exams; poor transport and communication; and it hinders development of schools. A relatively significant number of head teachers and teachers believe that many school going age children are out of schools in Garissa district due to high rate of poverty as some families cannot afford to buy school uniform; breakdown of families as it affects children psychologically; lack of enough schools in their area; pastoralism hence the pupils have no specific settlements; cultural belief; lack of learning materials; poor performance; and ignorance. They further noted that poor roads; drought; lack of electricity; early marriage of young girls; high poverty rate; nomadic lifestyle; lack of enough awareness on the importance of education; farness of schools; economic activities; over enrollment; and harsh climatic conditions as contributing factors that may lead to the district not achieving universal primary education by 2015.

The study findings revealed that administrators in Garissa District who participated in the study indicated poverty in Garissa district has greatly affected UPE because the poor families are not able to take their children to schools because most of their children are

engaged in domestic household chores; and some venture for the daily bread for their families. The administrators indicated that the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE in that: pastoralists families are not able to be at one part for long time due to the weather and have to be on move, absenteeism of children during drought; school dropout; children are involved in household chores like fetching water hence do not attend classes. They also stated that the poor roads of the district affects the delivery of foods and materials to schools and hinders the access of monitoring groups to evaluate schools. On the other hand, they stated that the lack of electricity in the district affects performance of schools since they cannot access ICT without it.

5.2.3 Role of Culture and Religion to the implementation of UPE

the study discovered that the majority of the head teachers, teachers and administrators who took part the study believe that the culture of the community in Garissa district affects the implementation of UPE and the have stated the following reasons as evidence for their answers; early marriage of girls in exchange of money; house hold duties for girls; negative attitude towards girl child education and female gentile mutilation which is a serious danger to the health of girl child affect the implementation of UPE.

They also stated that Islamic schools (madarasa) affect the implementation of UPE and the education in general for the following reasons; increase the workload of pupils; community in Garissa prefer to take their children to integrated schools which offer both religious studies, Arabic lessons and secular education; poor time management; affect the choice of pupils and majority of pupils who go to Islamic schools stop going to public schools.

On their part, the community members of the district and majority of out of school children who participated in the study indicated that the level of participation of pastoral communities to the implementation of UPE in not very low as the other respondents indicated. They also stated that the culture and religion of the community in Garissa district do not affect the implementation of UPE. The parents of the district indicated that they have positive attitude towards girl child education.

5.3 Conclusions of the Study

On the basis of the above study findings, the following conclusions were made for factors affecting the implementation of universal primary education in Garissa District.

The study found that the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staff in public primary schools in Garissa district are not adequate to the implementation of UPE by 2015. The study revealed currently there are not enough and standard classrooms seen through pupils sitting 3 pupils per desk in class, learning materials and equipment are under equipped and teachers have 41 and above pupils per class to teach. The study also found the enrollment rate of schools after the implementation of free primary education to be overwhelming but some schools are still grappling with the issues of retention and low enrollment especially those in rural areas. Most of the schools in the district are highly enrolled and others have low enrollment and the public primary school is not up to expected levels and there is a lot that needs to be done. The study also revealed that although the dropout rate in Garissa District is average there is no gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in their school. The study found that the level of participation of pastoral communities to the implementation of universal primary education in Garissa district is minimal due to ignorance and lifestyle and although pastoralist communities are committed to the education of their children despite the nomadic lifestyle their participation is low.

The study found the following to be factors hindering the implementation of universal primary education in Garissa District: lack of finance in families, lack of support from families, early marriages, drug abuse, congested classes, nomadic lifestyle of the community, lack of adequate boarding primary schools, lack of awareness and sensitization about the importance of UPE, seeking early employment like casual works to meet their family needs, poor infrastructure, high level of illiteracy among parents, frequent cancellation of the KCPE results, early pregnancies, peer influence, lack of good role models, lack of motivation, female genital mutilation, farness of the community from

school location, nomadism, forced labour, lack of school uniforms, and lack of sanitary towels for the girls.

The study also found that the extreme poverty of the population of the district affects the implementation of UPE since many families could not afford to pay the hidden costs of education like books and uniforms and further prefer to send their children to work for them. On the other hand, the constant drought and shortage of water in the district cause the dropout of many pupils from schools in rural areas due to the migration with their families and livestock to the neighboring countries in search of water and pasture to their animals.

The study further discovered that, the poor roads of the district and lack of electricity undermine the performance of pupils in the final exams and further undermine the development of schools since the schools in rural areas cannot access ICT in their schools while the poor roads affect the delivery of foods and materials to schools during the rainy seasons.

The study also found out that culture of the communities affect the implementation of universal primary in Garissa district in the following ways: early marriages and female genital mutilation affects the performance of girls in school and further causes the dropout of girls from schools. The study also found Islamic schools (madarasa) influences the implementation of universal primary education in the district since majority of the children who come to madarasa understand Islamic education to be important and end up going to schools.

The study, therefore, concludes that family-based factors (poverty, parent's education levels and child labour); school-based factors (understaffed teachers, lack of sufficient learning materials/facilities); community-based factors (culture, religion and community lifestyles), environmental-based factors (harsh climatic conditions) and district based factors (poor infrastructure and lack of electricity) are factors affecting the implementation of universal primary education in Garissa District.

5.4 Recommendations of the Study

Based on the finding of the study, the study recommends the government, district policy makers and education stakeholders to do the following things in order to achieve UPE goal successfully by the end of 2015 in Garissa district.

- emergency need for more classrooms, desks, toilets and teachers in the district
- They must provide all essential learning materials like books and libraries in order to improve the performance of pupils in Garissa District.
- They have to set up more functioning boarding primary schools for both boys and girls in rural areas to minimize the dropout rate.
- Promote the awareness of the community towards the importance of girl child education and the equal right of male and female.
- The government must reform its policy towards the region and improve the infrastructure of the district because it plays the greater role to the development of education.
- Offer solar system to the schools in rural areas in order to use ICT in their school and save the records of their schools easily.
- Come with a policy to tackle the constant drought of the district that hinders the implementation of UPE
- The government must come up with a new curriculum that offer both Islamic studies and secular education oat once as the integrated private schools in the district do.

5.5 Areas for further research

This study sought to assess the factors affecting the implementation of universal primary education attempting to bridge the gap in knowledge that existed. Although the study attained these, it mainly focused on Garissa District only. The there is need to replicate the study using other areas in Kenya so as to compare the findings. There is also need to conduct a similar study which will attempt to investigate the gender inequalities in primary schools: the roles of poverty and adverse cultural practice in Kenya.

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APPENDIX I: QUESTIONNAIRES

QUESTIONNAIRES FOR HEAD TEACHER OF PUBLIC PRIMARY SCHOOLS IN GARISSA DISTRICT

This questionnaire consists a number of questions relates to the factors affecting the implementation of universal primary education in Garissa district. The information you give will be used only for research purpose and will not be shown to anybody else.

PLEASE ANSWER THE FOLLOWING QUESTIONS HONESTLY

Name of location: _____

Name of school: _____

PART ONE: DEMOGRAPHIC BACKGROUND

1. Please indicate your gender

Male

Female

2. Indicate your age from the bracket

20-30

31-40

41-50

51 and above

3. How long have you been serving as a head teacher?

1-5

6-10

11-15

16 and above

4. How long have you been as a head teacher in Garissa district?

1-5

6-10

11 and above

5. What is your level of education?

Diploma

Degree

Other specify _____

6. State parents formal education in the district

Illiterate

Below standard eight

Between standard 8 and form four

Form four and above

PART TWO: SCHOOL STATUS

7. Can you please explain the current status of public primary schools in Garissa district?

8. Do you think the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015?

Yes

No

If no explain

9. How is the enrollment rate in your school?

High

Average

Low

10. How is the dropout rate of your school?

High

Moderate

Low

11. Is there gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in your school?

Yes

No

If no please explain the reasons?

12. What is the level of participation of pastoral communities to the implementation of universal primary education in Garissa district?

High

Moderate

Low

PART THREE: FACTORS AFFECTING SCHOOLS

13. What are the factors contributing to the low participation of pastoral communities to the implementation of universal primary education?

14. To what extent does the poverty in Garissa district affect the implementation of UPE?

15. How far do the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE?

16. How does the poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education?

17. It has been noted that the district is unlikely to achieve universal primary education by 2015. In your opinion what are the contributing factors to this?

PART FOUR: ROLE OF CULTURE AND RELIGION TO THE IMPLEMENTATION OF UPE

18. Do you think the culture of the communities affect the implementation of universal primary education in Garissa district?

Yes No

If yes please explain how?

19. Do the Islamic schools (Madarasa) influence the implementation of universal primary education in Garissa district?

Yes No

If yes how?

20. Do you believe that many children of school going-age are out of schools in Garissa district?

Yes No

If yes what are the factors?

21. What recommendations would you like to give the government and other stakeholders of education in order to achieve UPE goal successfully by 2015?

Thank you

QUESTIONNAIRES FOR TEACHERS OF PUBLIC PRIMARY SCHOOLS IN GARISSA DISTRICT

This questionnaire consists a number of questions relates to the factors affecting the implementation of universal primary education in Garissa district. The information you give will be used only for research purpose and will not be shown to anybody else.

PLEASE ANSWER THE FOLLOWING QUESTIONS HONESTLY

Name of school _____

Name of location _____

PART ONE: DEMOGRAPHIC BACKGROUND

1. Please indicate your gender

Male Female

2. Indicate your age from the bracket

21-30

31-40

41-50

51 and above

3. How long have you been serving as a teacher?

1-5 6-10 11-15 16 and above

4. How long have you been working as a teacher in Garissa district?

1-5 6-10 11 and above

5. What is your level of education?

Diploma Degree

Other specify _____

PATR TWO: SCHOOL STATUS

6. Do you think the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015?

7. How many pupils sit per desk in your class?

2 Pupils 3 Pupils 4 and above pupils

8. Are there enough and standard classrooms in your schools?
 Yes No
9. How is the learning materials and equipment of your school?
 Well equipped Underequipped
10. Indicate the number of pupils in your class
 10 - 20 21- 40 41 and above
11. How can you describe the enrollment rate of your school after the implementation of free primary education?
 Overwhelming Moderate Low
12. How is the dropout rate in Garissa district?
 High Average Low
13. Is there gender balance between girls and boys in terms of dropout, enrollment rates, and completion and transition rates in your school?
 Yes No
 If no please explain the reasons
14. What is the level of participation of pastoral communities to the implementation of universal primary education in Garissa district?
 High Moderate Low

PART THREE: FACTORS AFFECTING SCHOOLS

15. What are the factors contributing to the low participation of pastoral communities to the implementation of universal primary education?
16. To what extent does the poverty in Garissa district affect the implementation of UPE?
17. How far do the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE?
18. How does the poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education?
19. It has been noted that the district is unlikely to achieve universal primary education by 2015. In your opinion what are the contributing factors to this?

PART FOUR: ROLE OF CULTURE AND RELIGION TO THE IMPLEMENTATION OF UPE

20. Do you think the culture of the communities affect the implementation of universal primary in Garissa district?

Yes No

21. Do the Islamic schools (madarasa) influence the implementation of universal primary education in the district?

Yes No

If yes how?

22. Do you believe that many school-age going children are out of schools in Garissa district?

Yes No

If yes what are the factors?

23. Please read the following statements carefully and then select the only one that appreciated you from the table. You can only tick either strongly agree, agree, neutral, disagree or strongly disagree for each statement

To achieve UPE goal successfully by the end of 2015 in Garissa District, the government and other stakeholders of education should do the following things.

	SA	A	N	D	SD
Employ more teachers					
Motivate teachers through salary increament					
Enhance the physical facilities of school					
Provide all essential learning materials to schools					
Offer feeding programs pupils					
Promote the awareness of the community towards education					
Encourage people to the importance of education					
Obligate parents to take girls to schools					
Make a coordinate programme between public schools and Islamic schools.					

QUESTIONNAIRES FOR PUPILS OF PUBLIC PRIMARY SCHOOLS IN GARISSA DISTRICT

This questionnaire consists a number of questions relates to the factors affecting the implementation of universal primary education in Garissa district. The information you give will be used only for research purpose and will not be shown to anybody else.

PLEASE ANSWER THE FOLLOWING QUESTIONS HONESTLY

Name of location _____

Name of school _____

PART ONE: DEMOGRAPHIC BACKGROUND

1. Please indicate your gender

Male Female

2. Indicate your age

5-10 11-16 17 and above

PART TWO: SCHOOL STATUS

3. What are the physical facilities of your school?

Adequate Moderate Inadequate

4. Are there enough classes and desks for the number of pupils in your school?

Yes No

5. How many pupils sit per desk in your class?

2 Pupils 3 Pupils 4 and above

6. How are the conditions of toilets in your schools?

Welcoming Hostile

7. How is your school staff?

Well staffed under staffed

8. Do you have library in your school?

Yes No

9. How many pupils dropped out from your class last year and this year?

1-5 Pupils

5-10 Pupils

10 and above pupils

PART THREE: FACTORS AFFECTING SCHOOLS

10. What are the other factors that you are familiar and that can contribute to their drop out of schools?

11. In your opinion, do you believe that many children of school going-age are out of schools in Garissa district?

Yes No

If yes what are the contributing factors of this?

Nomadic

Poverty

Bad attitude towards education early marriage for girls

Child labor

Traditional beliefs and culture

All of them

12. Who are the dominant group of you school?

Male Female

13. How is situation of water and sanitation in your school?

Good Moderate Bad

14. It has been observed that many of the pastoral communities in Garissa district do not participate the implementation of the universal primary education is very low.

Do you agree that?

Yes No

15. It has been noted that the district is unlikely to implement the universal primary education by 2015. In your point of view do agree it?

Yes No

16. Please read the following statements carefully and then select the only one that appreciated you from the table. You can only tick either strongly agree, agree, neutral, disagree or strongly disagree for each statement

To achieve UPE goal successfully by the end of 2015 in Garissa District, the government and other stakeholders of education should do the following things.

	SA	A	N	D	SD
Employ more teachers					
Motivate teachers through salary increment					
Enhance the physical facilities of school					
Provide all essential learning materials to schools					
Offer feeding programs pupils					
Promote the awareness of the community towards education					
Encourage people to the importance of education					
Obligate parents to take girls to schools					
Make a coordinate programme between public schools and Islamic schools.					

Thank you

QUESTIONNAIRES FOR COMMUNITY MEMBERS IN GARISSA DISTRICT

This questionnaire consists a number of questions relates to the factors affecting the implementation of universal primary education in Garissa district. The information you give will be used only for research purpose and will not be shown to anybody else.

PLEASE ANSWER THE FOLLOWING QUESTIONS HONESTLY

Name of location _____

Name of school _____

PART ONE: DEMOGRAPHIC BACKGROUND

1. Please indicate your gender

Male Female

2. Indicate your age from the bracket

21-30 31-40 41-50 51 and above

3. What is your position in the community?

Father Mother Worker Religious man/women

Other (specify)

4. What is your level of education?

Illiterate

Below standard eight

Between standard 8 and form four

Form four and above

5. How many children do you have?

1-3 4-6 7-9 10 and above

Please indicate the number of girls and boys?

6. Do you take all you children to school?

Yes No

PART TWO: SCHOOL STATUS

7. Do you think the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015?

Yes No

If no please explain your answer

8. Do you have enough teachers in Garissa district?

Yes No

9. Do you have enough learning materials and adequate equipment in Garissa district for the implementation of UPE by 2015?

Yes No

10. Do the parents in Garissa district support school facilities financially for the implementation of UPE by 2015?

Yes No

11. Do you buy your children extra text books rather than the ones given by schools?

Yes No

PART THREE: FACTORS AFFECTING SCHOOLS

12. Do you agree that the level of participation by the communities of your district the implementation of UPE BY 2015 is very low?

Yes No

If yes what are the contributing factors to this reason?

If yes please explain you answer

13. To what extent does the poverty in Garissa district affect the implementation of UPE?

Yes No

14. Are the poor roads and lack of electricity in many parts of the district affect the implementation of universal primary education?

Yes No

If yes how?

15. How far does the unfavorable environmental condition like drought, shortage of water and hot weather of the district affect the implementation of UPE?

16. It has been noticed that the district is unlikely to achieve UPE goal successfully by 2015. In your opinion what are the contributing factors to this reason?

PART FOUR: ROLE OF CULTURE AND RELIGION TO THE IMPLEMENTATION OF UPE

17. Do think the culture of the communities in Garissa district affect the implementation of UPE?

Yes No

18. What is your attitude towards girl education?

Positive Neutral Negative

19. Do the Islamic schools (madarasa) influence the implementation of universal primary education in the district?

Yes No

If yes how?

20. In your opinion, what needs to be done by community members, government, and other stakeholders of education to improve the status of UPE programme in Garissa district?

Thank you

QUESTIONNAIRES FOR OUT OF SCHOOL CHILDREN IN GARISSA DISTRICT

This questionnaire consists a number of questions relates to the factors affecting the implementation of universal primary education in Garissa district. The information you give will be used only for research purpose and will not be shown to anybody else.

PLEASE ANSWER THE FOLLOWING QUESTIONS HONESTLY

Part one: Demographic background

1. Please indicate your gender

Male Female

2. Indicate your age from the bracket

6-10 11-15 16 and above

3. What is the formal education of your parents?

Illiterate

Below standard eight

Standard eight certificates

Secondary certificate

Other (specify)

4. Have you ever been in school?

Yes No

If yes which class did you leave the school?

If no why you did not attend school?

PART TWO: FACTORS AFFECTING SCHOOLS

5. What were the contributing factors of your drop out from school?

6. Do you believe that many children of your age are out of schools?

Yes No

If yes what are the reasons in your opinion?

7. It has been observed that many of the pastoral communities in Garissa district do not participate the implementation of the universal primary education is very low. Do you agree that?

Yes No

8. How does the poor roads and lack of electricity in many parts of the district affect the implementation of UPE?

9. To what extent does the poverty in Garissa district influence the implementation of UPE?

10. How far does the unfavorable environmental condition like drought, shortage of water and hot weather of the district affect the implementation of UPE?

11. Do think the culture of the communities in Garissa district affect the implementation of UPE?

Yes no

12. It has been noted that the district is unlikely to implement the universal primary education by 2015. In your point of view do agree it?

Yes No

13. What suggestion would you like to the government, community members, and education stakeholders in Garissa district in order to handle the problem of out of school children for a better achievement of UPE by 2015?

APPENDIX II: INTERVIEW GUIDELINE QUESTIONS

Please indicate your job? _____

Part one: Demographic Background

1. How long have you been serving this job?
2. How long have you been working in Garissa district?

Part two: Current Status of Schools in the District

3. Can you please explain the current status of public primary education in Garissa district?
4. How is the enrollment rate in public primary schools in Garissa district?
5. How is the dropout rate in public primary schools in Garissa district?
6. Do you think the school facilities (teachers, classrooms, desks, toilets etc), learning materials (text books, pens etc) and the number of staffs in public primary schools in Garissa district are adequate to the implementation of UPE by 2015? Please explain your answer.
7. What is the level of participation of pastoral communities in Garissa district in the implementation of UPE?

Part three: Factors affecting the implementation of UPE

8. What are the contributing factors to the low participation of pastoral communities to the implementation of UPE?
9. How does the poor roads and lack of electricity in many parts of the district affect the implementation of UPE?
10. To what extent does the poverty in Garissa district affect the implementation of UPE?
11. How far do the unfavorable environmental conditions like drought, shortage of water and hot weather of the district affect the implementation of UPE?

Part four: Role of Culture and Religion to the implementation of UPE

12. Do think the culture of the communities in Garissa district has affected the implementation of UPE?
13. Do you believe the Islamic schools (Madarasa or Dugsi) in Garissa district influenced the implementation of UPE?
14. Do you believe that many children of school going age are out of schools in Garissa district? In your opinion what are the contributing factors.
15. It has been noted that the district is unlikely to implement UPE successfully by 2015. In your opinion what are the contributing reasons for this.
16. What recommendations would you like to give the government and other stakeholders of education in order to achieve UPE goal successfully by 2015?