

**A STUDY OF PARTICIPATION IN FREE PRIMARY EDUCATION AMONG THE  
PASTORALIST COMMUNITIES IN MANDERA DISTRICT**

**BY**

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**DECLARATION**

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

*Afarah* ' 17/9/08

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This research project has been submitted for examination with my approval as a University Supervisor.

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2008

## **DEDICATION**

This work is dedicated to my parents and family without whose support and sacrifice my success would not have come.

## **ACKNOWLEDGEMENT**

I wish to acknowledge the support of my supervisor Mr. Isaac Muasya and the entire staff of the faculty of educational foundation. I also wish to acknowledge District Education Officer Mandera and his staff for their support .

## ACRONYMS AND ABBREVIATIONS

A.L.R.M.P	Arid Land Resource Management Project
A.S.A.L	Arid and Semi-Arid Lands
D.E.O	District Education Officer
E.F.A	Education for All
E.R.I.C	Educational Resources Information Centre
F.P.E	Free Primary Education
G.O.K	Government of Kenya
K.A.N.U	Kenya African Union
K.C.P.E	Kenya Certificate of Primary Education
N.A.R.K	National Alliance of Rainbow -Kenya
M.O.E.S.T	Ministry of Education Science and Technology
O.P.E.C	Organization of Petroleum Exporting Countries
U.N	United Nations
U.N.E.S.C.O	United Nations Educational Scientific and cultural organization
U.N.I.C.E.F	United Nations Children Fund
U.P.E	Universal Primary Education
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immune Deficiency Syndrome

## **Executive summary**

### **A STUDY OF PARTICIPATION IN FREE PRIMARY EDUCATION AMONG THE PASTORALIST COMMUNITIES IN MANDERA DISTRICT**

This study is on participation in free primary education among the pastoralist communities in Mandera District it presents an analysis of the data collected from primary school, teachers and pupils, education officials school management committee's and parents. Both quantitative and qualitative data were collected.

#### **The purpose of the study**

The purpose of the study was to investigate the participation in Free Primary Education among the pastoralist's communities in Mandera district.

#### **Main objective:**

The main objective of the study was to investigate the participation in free primary education amongst the pastoralist's communities living in Mandera district.

#### **Specific objectives**

1. To investigate those factors that has led to low participation in Free Primary Education among the pastoralist communities in Mandera District.
2. To identify administrative factors in schools that directly or indirectly affect participation in Free Primary Education among the pastoralist communities in Mandera District.
- 3 To investigate the effects of physical facilities in schools on participation in Free Primary Education among pastoralist communities in Mandera District.
4. To investigate the parents attitudes towards free primary education in Mandera District.

- 5 To assess the attitudes of learners towards Free Primary Education in Mandera District
- 6 To establish the strategies that could be used to improve participation in free primary education in Mandera District.

## **RESEARCH QUESTIONS**

**The study was guided by the following research questions**

- 1 what are the factors that contribute to low participation in Free Primary Education among the pastoralist communities in Mandera District?’
2. What are the school administrative and managerial factors which affect participation in Free Primary Education among the pastoralist communities in Mandera District?
- 3 Are the existing physical facilities in schools in Mandera District adequate to handle large number of children who join them as a result of Free Primary Education?
4. What are the attitudes of parents towards free primary education in Mandera District?
5. What are the attitudes of learners towards Free Primary Education in Mandera District?
6. What strategies could be used to improve participation in free primary education in Mandera District?

## **Main Findings**

### **Factors that have led to low participation in primary education in Mandera District**

The factors that have greatly led to low participation in primary education in Mandera are early marriages, distance from school, domestic chores, and way of life (pastoralism) .



Other hindrances to pupils' participation in free primary education include: lack of teachers , climate, communication, items pupils buy for school; levies paid by pupils; sending home pupils for non payments; learning progress and problems of free primary education.

### **Administrative factors in schools that affect participation in free primary education**

The administrative factors affecting participation in free primary education were as follows: lack of consultation by head teachers with other teachers over issues affecting them, long distance between Nairobi and within the district complicated communication, teachers feel that they are underpaid and over worked, parents are no longer responsible of their children's education, transport was not available for teachers and bureaucracy in dispensation of funds.

### **Effects of physical facilities in schools on participation in free primary education in Mandera district**

The physical facilities that have affected participation in free primary education in Mandera District are: overcrowding was a serious effect of physical facilities; demoralization of teachers was an effect of facilities; technology ; communication climatic conditions and availability of enough toilets, desks library and workshops.

### **Parents Attitudes on free primary education in Mandera District FPE**

Parents felt that that learning under FPE was of low quality and that the students' discipline has deteriorated under FPE partially because of admission of old learners (over age children). Despite declaration of free education, cost in levy modules, there was still financial commitment in terms of uniform and the prospects of employment has reduced due to large population.

### **Learners Attitudes towards free primary education in Mandera District**

The learner attitudes towards FPE were as follows: the classrooms were congested making learning not conducive or difficult, that teachers are not co-operative and not teaching properly, that education through FPE saved learners from looking after cattle, head teachers no longer send pupils who turn up for admission away and that learners appreciated the fact that they are sent home.

### **Strategies of improvement in participation in free primary education in Mandera District**

The strategies of improvement of participation in free primary education were given as follows:

- provision of more classrooms to avoid congestion in class
- employment of more teacher was quite important since a large number of pupils were being admitted,
- construction of more boarding facilities to allow a conducive learning atmosphere,
- provision of meals in school.
- reduction of class size.
- remedial teaching is essential
- provision of exercise books and textbooks

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 BACKGROUND TO THE PROBLEM**

The contribution of education to national development has been widely recognized in both less and more industrialized countries for centuries. In underscoring the contribution of education to national development, the Government of Kenya (GOK) has been reviewing her education and training systems with a view to making them more practical oriented and relevant to the needs of the Kenyan society. In an effort to achieve this, the GOK replaced the 7-4-2-3 system of education with the 8-4-4 system of education in January 1985. The concept of the latter scheme is aimed at responding to the challenges of national development and participation of the youth in development, (GOK, 1997)

Education strengthens levels of interaction and individual development which has significant benefits on innovativeness and creativity of society. Experiences in the developed nations indicate that higher levels of educational attainment tend to encourage adaptability and willingness to innovate which increases the chances of social, political and economic development. This supports (Sifuna, 2003) that consumption and investment aspects of education have been necessary by the desire to make people more productive by raising the quality of life. In addition to acquisition of knowledge and skills education increases chances of success through proper management of time, upholding of societal norms and values. Also, increased educational level in a society tends to reduce the number of children per household, raises life expectancy and lowers individual and regional disparities.

At independence, the government of Kenya committed itself to the expansion of primary education as a means of enhancing economic growth and social development (Republic of Kenya Plan, 1996). Since independence, Kenya has registered broad and impressive achievement in the growth of primary education. In 1963, there were 6,058 primary schools enrolling 891,553 pupils. In 1994, there were 15,906 primary schools enrolling 5,557,008 pupils. In 1994, there were 15,906 primary schools enrolling 5,557,008 .Further, the enrolment in primary schools rose from 5, 86800 pupils in 1999 to 6, 34600 in 2001. This constitutes 93.00% of the school-going age children. (Economic Survey, 2002)

According to Economic Survey 2004, total enrolment in primary school rose by 17.6 percent from 6,131.0 thousands in the year 2002 to 7,202.1 thousands in the year 2003. The massive increase in enrolment ratio from 92 to 104 percent of the school going population. These developments reflect strong government support for education as a means of improving the welfare of individuals and increasing their personal and collective capacities. Because access to education is equated with social-economic mobility, many Kenyan parents regard primary education as the avenue into the secondary education and eventually for the much-coveted entry into universities. Thus, they enroll their children in high numbers in primary schools and strive hard to ensure they perform well at the end of the primary school cycle (World Bank, 1995).

Despite the large budgetary allocations to education sector in Kenya, (about 40 percent of the government's budget), it requires more funding in order to meet increased educational recurrent expenditures. Republic of Kenya: Development Plan, 1998). This is not feasible given the spate of economic difficulties that the country experienced in the late 80s and 90s.

The road to free primary education in Kenya started way back by the elections of 1963 , When the Kenya African National Union (KANU) became the ruling party,



it published a manifesto. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. It was emphasized that it was the KANU Government's guiding principle to give priority in educational programmes to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labour. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a low-average enrolment would get an opportunity to attend school. The government fees remission programme was to be continued in favour of these areas (Republic of Kenya 1964). In 1971, a presidential decree abolished tuition fees for the districts with unfavourable geographical conditions since these were said to make the populations in these areas poor. These included such areas as North-Eastern Province, the districts of Marsabit, Isiolo and Samburu in Rift Valley Province; 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).

A second presidential decree on 12 December 1973 during the celebration of the so-called "Ten Great Years of Independence" claimed to have brought the country close to achieving "universal free primary education." The directive provided free education for children in standards I-IV in all districts of the country. It went further and provided a uniform fee structure for those in standards V-VII in the whole country. This fee was Kshs. 60/- per child per annum. Subsequent directives went further and abolished school fees in primary education. (Republic of Kenya 1999)

The aim of the free primary education programme was to provide more school opportunities, especially for the poor communities. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. The presidential decree providing free education in the early

classes was one of the most dramatic political pronouncements of the Kenyatta era since it took planners and the public unaware. The financial implications as well as the various methods for its introduction were not subjected to close scrutiny.

In January 1974, the Ministry of Education had to rethink its priorities in order to cope with the staggering rise of pupil's enrolment. Enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974 (UNESCO, 1966). At the time of the abolition of school fees no counter measures were announced about how to replace the lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives, school management committees resorted to raising school revenue under the guise of a "building levy." Ostensibly this was aimed at putting up new facilities. With the enlarged enrollment, a country-wide building programme had to be launched to cope with extra classes. Many schools were not aware of the new places needed. In some schools as many as five extra streams came into being. The building levy varied from one district to another, but in most cases, it turned out to be higher than the school fees charged prior to the decree. This frustrated many parents who had little alternative but to withdraw their children (MOEST, 2000)

During the 2002 general elections, the National Rainbow Coalition (NARC) made the provision of free primary education part of its election manifesto. Following its victory, on January 6, 2003 the Minister for Education, Science and Technology (MoEST) launched the Free Primary Education (FPE) to fulfill NARC's election pledge. Fees and levies for tuition in primary education were abolished as the government and development partners were to meet the cost of basic teaching and learning materials as well as wages for critical non-teaching staff and co-curricular activities. The government and development partners were to pay Kshs. 1,020 for each primary child in that year. The FPE did not require parents and communities to build new schools, but they were to refurbish and use

existing facilities such as community and religious buildings. If they wished to charge additional levies, school heads and committees had to obtain approval from the MoEST. This request had to be sent to the District Education Board by the Area Education Officer, after a consensus among parents through the Provincial Director of Education, a fairly lengthy and tedious process (MoEST, 2003).

The introduction of free primary education in Kenya goes in line with the world millennium development goals of reducing illiteracy ((Republic of Kenya 2002). In addition, according to Kenya's Vision 2030, the overall goal of education is to reduce illiteracy by increasing access to education, improving transition rate from primary to secondary school and raising the quality and relevance of education. The flagship of the Vision include key aspect area of building at least one boarding primary in each constituency in the pastoral districts to ensure that learning is not disrupted as people move from one place to the other; and to roll out voucher system program in 5 poor districts(Kenya Vision, 2030).

#### **1.1 STATEMENT OF THE PROBLEM**

The short term goal of the education sector in Kenya was to attain Universal Primary Education by 2005. By 2010, the sector wishes to ensure that all children, including girls, and children in difficult circumstances and those from marginalized areas or groups have access to and complete free and compulsory primary education (Mandera District Education Office 2006).

The government of Kenya once again declared Free Primary Education in January 2003 following election victory by National Rainbow Coalition (NARC). Recent policy initiatives have focused on the attainment of Education for All (EFA) where the key concerns are access, retention, equity, quality and relevance (Ministry of Education, 2005).

When the government of Kenya introduced free primary education in 2003, the response was overwhelming. An additional 1.2 million pupils were enrolled in schools. The head teachers found themselves with more children to enroll than the capacities of their schools could hold. This led to congestion in schools although FPE was declared in good faith (UNESCO, 2004). Some parts of the country registered higher enrollments of children in schools than others.

North Eastern Province is a neglected region with no roads, only a few schools, ill equipped hospitals and with little economic activities going on. Mandera is one of the Districts in this province. It is characterized with very low enrollment of school children despite the Free Primary Education in Kenya.

Mandera District is mainly inhabited by pastoralist communities who live in a nomadic life. This has been their traditional form of land use which dates back to pre-colonial era. The movement from one place to another in search of water and pasture in the District complicates the education of children of pastoralists. It is disappointing to note that 68 percent of children eligible for school in Mandera district despite the introduction of Free Primary Education in 2003 are not in school. (Mandera District Education Office annual report, 2006).It is in this context that this study set out to investigate the participation in free primary education by the pastoralist communities with special reference to Mandera district.

## **1.2 THE PURPOSE OF THE STUDY**

The purpose of the study was to investigate the participation in Free Primary Education among the pastoralist's communities in Mandera district.

### 1.3 OBJECTIVES OF THE STUDY

#### **Main objective:**

The main objective of the study was to investigate the participation in free primary education amongst the pastoralist's communities living in Mandera district.

#### **Specific objectives**

2. To investigate those factors that has led to low participation in Free Primary Education among the pastoralist communities in Mandera District.
2. To identify administrative factors in schools that directly or indirectly affect participation in Free Primary Education among the pastoralist communities in Mandera District.
- 3 To investigate the effects of physical facilities in schools on participation in Free Primary Education among pastoralist communities in Mandera District.
4. To investigate the parents attitudes towards free primary education in Mandera District.
- 5 To assess the attitudes of learners towards Free Primary Education in Mandera District
- 6 To estabiish the strategies that could be used to improve participation in free primary education in Mandera District.

### 1.4 RESEARCH QUESTIONS

**The study was guided by the following research questions**

- 1 what are the factors that contribute to low participation in Free Primary Education among the pastoralist communities in Mandera District?'

2. What are the school administrative and managerial factors which affect participation in Free Primary Education among the pastoralist communities in Mander District?
3. Are the existing physical facilities in schools in Mander District adequate to handle large number of children who join them as a result of Free Primary Education?
4. What are the attitudes of parents towards free primary education in Mander District?
5. What are the attitudes of learners towards Free Primary Education in Mander District?
6. What strategies could be used to improve participation in free primary education in Mander District?

#### **1.5 SIGNIFICANCE OF THE STUDY**

The study can help policy makers to put in place intervention measures which can increase participation in Free Primary Education among pastoralist communities in Mander District.

It is the hope of the researcher that the study will help future policy makers to recognize the unique problems in Mander District and the other Arid and Seminar Arid Lands ((ASAL) regions are priority areas needing necessary intervention in basic education.

The findings of the study will add to the growth of knowledge on the participation in Free Primary Education among the pastoralist communities.

#### **1.6 LIMITATIONS OF THE STUDY**

The district is prone to insecurity which jeopardized the researcher's data collection process as he could not reach all the targeted areas but this was overcome by employing research assistants who were familiar with the security details of the targeted areas. The design of the study was ex-post facto and survey. The limitation of ex-post facto is that the researcher does not have direct control of independent variables because they cannot be manifested. The relationships between variables are to be examined but no casual relationships will be made. In the case of survey research, the limitation according to Fraenkel (2008) is that is that the population as a whole is rarely studied. Instead a carefully selected and a description of the population are inferred from what is found out about the sample.

#### **1.7 ASSUMPTION OF THE STUDY**

.Respondents can give accurate, truthful and honest responses to the items in the questionnaire.

Primary school learners are responsible for making their own judgments about Free Primary Education.

That free primary education can help the pastoralist's communities children concentrate in their studies as the government takes care of the education related burden.

### 1.8 DEFINITION OF SIGNIFICANT TERMS

**Enrollment:** Refers to the number of pupils who register as members of different grades at the beginning of every year.

**Participation:** This is used to refer attendance of primary school by school age children in Mandera District.

**Free Primary Education:** Refers to education which involves no financial burden to the parents of pupils. This means that no fees should be charged and hidden costs which can hinder any pupil from benefiting from it.

**Primary Education:** Refers to the first 8 years of learning in the primary schools. This is the stage in the schooling system that preceding Kenya Certificate of Primary Education examination.

**K.C.P.E:** The Kenya examination council awards all those who sit for the exams certificate regardless of performance. K.C.P.E is however a tool for selecting candidates for secondary education.

### 1.9 ORGANIZATION OF THE STUDY

The study is organized in five chapters.

**Chapter One** is devoted to the introduction and includes Background to the Study, Statement of the problem, Purpose of the Study, Objectives of the Study, Research Questions, Significance of the Study, Limitations of the Study and Definition of Significant Term.

**Chapter Two** deals with literature review of Free Primary Education in pastoralist communities with special reference to Arid and Semi Arid Lands.

**Chapter Three** is devoted to research methodology. It presents the research design, the target population, sample and sampling procedure, research instruments, validity and reliability of instruments, data collection and data analysis techniques.



**Chapter Four** will present the findings of the study. Finally **chapter Five** will provide a summary, conclusions and recommendations

# CHAPTER TWO

## LITERATURE REVIEW

### 2.1 INTRODUCTION

The literature review in this chapter was done by using both primary and secondary sources. The review was done through the electronic data bases like ERIC (Educational Resources Information Centre), relevant books, newsletters; Institutional records, seminar papers and other relevant readily printed material were also used.

### 2.2 IMPORTANCE OF EDUCATION

Education is an end in itself for the individual and the society at large. Subsequently, there are essential aspects in education that need to be developed for the society's good. The relationship between education and economic developments is an area that has attracted much attention .It is judged from immense literature available on education and development that there is a close relationship between investments in education and increase in productivity of labour, the quality of life and the potential to improve an economy (Walstad and Soper, 1989).

Most countries recognize the importance of having a literate and numerate population. They acknowledge that a weak educational foundation will seriously impair a nation's development prospects. Effective primary education thus is a rock-bottom necessity for development (World BANK; 1995).The effects of primary education on development are largely a result of cognitive skills it imparts and according to cognitive theorists, in education, understanding mental processes such as knowledge processing and problem solving informs educational design(Sargeant et al 2006).

The Kenya government policy to achieve UPE has to be seen within developments in the wider international context. The universal declaration of

human right adopted in 1948 declared that "every one has right to education." The World Conference on Education For All (EFA) held in Jomtein, Thailand, in 1990 convened jointly by UNESCO, UNICEF, UNDP and the World Bank sparked new impetus in Basic Education.

In January 2003 the government of Kenya declared Free Primary Education in Kenya. However the government had in the past made successes in 1971 where presidential decree abolished tuition fees for the districts which have unfavourable geographical conditions that were said to make population in these areas poor. A second presidential decree provided education free up to STD I-IV in all the districts of the country. It went further and provided uniform fee structure for STD V-VII in the whole country (Muhoro, 1975). They all had to pay 60 shillings per child per annum before the presidential decrees.

On the whole, low enrolments were being registered in the Arid and Semi-Arid Districts of the Coast, Eastern, Rift valley and North Eastern Provinces. Enrolment remained low. In the case of Turkana district, enrolment even declined by 1% of school age population in 1978 (Republic of Kenya, 1978). The government strategy to provide more educational Opportunities for pastoralists and other disadvantaged groups did therefore not bear fruit.

Free Primary Education in Kenya was beset with numerous challenges from its inception. This was because adequate preparation was not made to cope with large influx of children especially in high potential areas. Other hidden costs such as building levies, textbooks, activity fees, equipment fees and others made the cost of primary school even more expensive than the period before the abolition of fees such increasingly compulsory contribution contravened the intention of the government to provide greater access to primary schooling" (Republic of Kenya, 1978).

During the 1970-74 plan periods the government attempted to encourage primary education by providing boarding facilities at selected schools in these areas. The Amman Mid-decade Review of Education for All of 1996 reaffirmed the commitment to Jomtein resolutions. However it was observed that the provision of Basic Education especially to girls was elusive in many less industrialized countries. This was said to be more particular in Africa where ethnic tensions and conflicts have displaced many households thus denying children opportunities of going to school.

The Dakar conference of 2000 that reviewed developments in achieving UPE) since then, the number of primary schools in the country has increased steadily from 17,623 in 1999 to 19,643 in 2004 representing increase of 11.4%. Enrolment in absolute has also gone up from 5,392,319 to 6,314,726 being a 17.1% rise over the same period. The percentage of girl's enrolment went up in the same period under review to 49.30%. That gender parity at national levels have been achieved. Primary school Net Enrolment Ratio (NERS) however showed a very disturbing picture in Northern Eastern province where boys constituted 16.5% and Girls 9.8% with an average of 13.4% for the province. These figures depict how poor participation is in North Eastern Province.

A study conducted by Action Aid and Government of Kenya with the support of Arid Land Resources Management has sampled districts in ASAL parts of the country. (NAROK, MARSABIT, WAJIR, MANDERA TURKANA, TANA RIVER SAMBURU) in 2004 showed that Free Primary school enrolment had more remarkable impact on boys enrolment than that of girls. However, significant increases were noted in Mandera district. Boys enrolment shifted from 13.5% to 47% while girls enrolment shifted from 23.8% to 33.3%.

Considering the fact that enrolment rate is lower for girls in all the seven selected districts of ASAL, the participation rate for girls in primary education despite it

being free at the moment is still poor amongst the pastoralist communities.

The National Development Plan (1997-2001) aimed at raising completion rate at 70% for both girls and boys. Issues of relevance and financing of primary education was emphasized in the plan. The government also increased expenditure in primary education from 57% to 67% of the Ministry's recurrent expenditure during the plan period. This has been far exceeded through a political decision of the NARC government following its election pledge.

In many parts of the Sub-Saharan Africa, the quality of education has been negatively affected by factors such as economic condition, political and ethnic conflicts and military or indigenous repressive regimes just to mention a few. This condition has been compounded by the state of indebtedness common among most of the developing countries. Consequently, many public schools in East Africa are equipped with just the basic blackboard and chalk as the main instructional tool.

After attaining independence, Kenya targeted her development objectives on improving the overall development priorities and more specifically in the education sector. Therefore, to attain the stated development objectives, it was important to target education as a vehicle for the achievement of higher economic growth and development (Republic of Kenya, 1963). The main goal of the education system adopted then was to equip Kenyans with relevant skills that would enable them take the reins of the political and economic development of the country. Educational objectives were echoed in Sessional Paper No. 10 of 1965 and in various development plans. What has been common in all these objectives is that education should foster national unity and serve the needs of development. Education was also expected to prepare the youth with the knowledge; skills and expertise necessary to enable them play an active role in the development of the nation. Over the years, it has been necessary to ensure that provision of education was in tune with the rapid socio-economic changes

taking place in Kenya. To this end, various commissions and committees were established to review education policy from time to time (Republic of Kenya, 1976; 1984; 1985; 1988).

The goal of ensuring "Universal and access to completion of primary education by the year 2000" adopted by all countries participated at world conference on education for all (WCEFA) in March 1990, Coupled with increasing budget constraints, have added new pressures fro developing countries to improve. In Kenya, This has led to an increase in the number of classes in public schools by 9.7% from 187,291 in 2002 to 200,649 in 2003. The increase is attributed to the implementation of Free Primary Education(FPE) programme that resulted into a significant increase in enrolment in public schools. Provincial analysis shows that Rift Valley registered the highest number of classes (52,928) followed by Eastern (42,070) and Nyanza (38,456). Further analysis indicates that the average national class size increased from 31.0 in 1999 to 34.7 in 2004. However, there exists a wide regional disparity in class sizes ranging from 31.3 in Eastern Province to 48.1 in Nairobi Province in 2003.

The importance of education in Kenya is reflected in the growing proportion of the government's budget on education. From independence in 1963, the government recognized education as a basic human right and a powerful tool for human resource and national development. The amount allocated to education rose from 10 percent in 1964/65 to 20 percent in 1985/86 (Republic of Kenya, 1996) .In the year 2003/04 the financial year educational budget increased by 17% to Kshs 79.4 billion. The amount allocated to FPE was Kshs 7.6 billion from this budget. Development partners also contributed to FPE -: ODA (Kshs 1.6-billion) OPEC- (Kshs 1.2 billion) Swedish Government (Kshs 430 million) UNICEF (Kshs 250 Million) (Sifuna 2005)

Free primary education was one of the priority areas of development of the government of Kenya since independence. This was because Kenyans were

expected to take on those positions left by Europeans in the government and modern sector of economic life (Republic of Kenya, 1964). Policy documents that recommended Free Primary Education in Kenya include The National Committee on Educational Objectives and Policies (the Gachathi Report 1976), The Report of the Presidential Working Party on the Second University (Mackey Report, 1981) and The Presidential Working Party on Educational and Manpower Training for the next decade and beyond (Kamunge Report, 1988). Pupils from standards one to standard four were not supposed to pay anything for education. Those in upper classes were to pay for building fund and activity fee (Muhoro 1975).

Due to population growth after independence there was need for more learning facilities such as classrooms and therefore all the pupils started to pay for some levies towards school development projects

Over the years education therefore became expensive to many Kenyans and enrolment to schools gradually started to decline. It was obvious that some parents could not take their children to schools. Many pupils also dropped out of school due to numerous levies schools which complicated the education of children particularly those from pastoral communities of pastoralists. The policy of government of Kenyan from colonial days has been to settle Nomads into sedentary life which was thought to be compatible with development (Republic of Kenya 1964).

In Mandera district, despite the introduction of Free Primary Education (FPE) in 2003, only 32 percent of children who are eligible for FPE are in school. The remaining 68 percent have not been enrolled in school (Mandera District Education Office annual report, 2006).

The introduction of free primary education can be said to have had a very small effect on enrollment among the pastoralists in Mandera District. It is from this background that the researcher would like to investigate the participation in Free Primary Education among the pastoralist communities in Mandera District.

### **2.3 FREE PRIMARY EDUCATION IN KENYA**

Since the achievement of independence in 1963, the government and the people of Kenya have been committed to expanding the education system to enable greater participation. This has been in response to a number of concerns. Among the main concerns have been the desire to combat ignorance, disease and poverty; and the belief that every Kenyan child has the right of access to basic welfare provisions, including education, and that the government has the obligation to provide its citizens with the opportunity to take part fully in the socio-economic and political development of the country and to attain a decent standard of living. Education has also been seen as a fundamental factor for human capital development. The effort to expand educational opportunities has been reflected in the various policy documents and development plans (GoK:UN 2003).

In the 1963 elections, when the Kenya African National Union (KANU) became the ruling party, it published a manifesto entitled, What a KANU Government offers you. This manifesto committed the party to offering a minimum of seven years of free primary education. In the 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. It was emphasized that it was the KANU Government's guiding principle to give priority in educational programmes to areas which were neglected during the colonial rule so that every Kenyan could share fully both in the process of nation building and in enjoying the fruits of government labour. In the more sparsely populated areas, the government pledged to continue its programme of building primary and secondary schools so that every child in those districts which had a



low-average enrolment would get an opportunity to attend school. The government fees remission programme was to be continued in favour of these areas (Republic of Kenya 1964). In 1971, a presidential decree abolished tuition fees for the districts with unfavourable geographical conditions since these were said to make the populations in these areas poor. These included such areas as North-Eastern Province, the districts of Marsabit, Isiolo and Samburu in Rift Valley Province; 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).

A second presidential decree on 12 December 1973 during the celebration of the so-called "Ten Great Years of Independence" claimed to have brought the country close to achieving "universal free primary education." The directive provided free education for children in standards I-IV in all districts of the country. It went further and provided a uniform fee structure for those in standards V-VII in the whole country. This fee was Kshs. 60/- per child per annum. Subsequent directives went further and abolished school fees in primary education. (Republic of Kenya 1999)

The aim of the free primary education programme was to provide more school opportunities, especially for the poor communities. The argument was that the payment of school fees tended to prevent a large proportion of the children from attending school. The presidential decree providing free education in the early classes was one of the most dramatic political pronouncements of the Kenyatta era since it took planners and the public unaware. The financial implications as well as the various methods for its introduction were not subjected to close scrutiny. In January 1974, the Ministry of Education had to rethink its priorities in order to cope with the staggering rise of pupil enrolment. Enrolment in standard one rose by a million above the estimated figure of about 400,000. The total enrolment figure for standards one to six increased from 1.8 million in 1973 to nearly 2.8 million in January 1974 (UNESCO, 1966). At the time of the abolition of school fees no counter measures were announced about how to replace the

lost revenue. Initially, primary schools were at a loss as to what they could do about this lost revenue, and after failing to get clear directives, school management committees resorted to raising school revenue under the guise of a "building levy." Ostensibly this was aimed at putting up new facilities. With the enlarged enrolment, a country-wide building programme had to be launched to cope with extra classes. Many schools were not aware of the new places needed. In some schools as many as five extra streams came into being. The building levy varied from one district to another, but in most cases, it turned out to be higher than the school fees charged prior to the decree. This frustrated many parents who had little alternative but to withdraw their children (MOEST, 2000)

In most districts, except those in the ASAL (Arid and Semi-Arid Lands), enrolments almost doubled showing a radical change during the 1973-74 period. After that the situation reverted to what it had been before. It was estimated that around one to two million school age children did not continue attending school after the decree. The explanation was that many of the children who had enrolled dropped out, following the introduction of the building levy. Enrolments, even in districts that had experienced large infusions of new children, reverted to the situation before 1973.

According to (Mulusa, 1992) the high drop out rates was a response, not only to the very high levies, but also to the quality of education that was being offered following the government intervention. As a result of high enrolments, there was overcrowding in classes and the supply of teaching and learning materials underwent a severe strain. Since the early 1970s their distribution had been centralized through the Kenya Equipment Scheme; it now became difficult to dispatch the necessary materials and equipment to most of the primary schools. Distribution problems were compounded by the variety of the topography and the long distances. Consequently, many of the schools went without basic teaching and learning materials for a greater part of 1974. (CBS, 2002) With regard to the teaching force, at the time of the pronouncement, the country was already short of properly trained teachers. In 1973, the teaching force stood at 56,000

teachers, out of whom 12,600 were professionally unqualified. In 1974, an additional 25,000 teachers were needed for the new classes. By 1975, the number of unqualified teachers stood at 40,000, out of a teaching force of 90,000 teachers. With such a teaching environment, high drop out rates in primary education became inevitable. The newly instituted building fund, which was meant to be a purely spontaneous reaction to an emergency, became a permanent feature. Beyond the recruitment of more unqualified teachers, the government played a very minor role in the implementation of "free primary education." If anything, it was quite satisfied that school committees had successfully implemented the programme with minimal cost on its part. Overall, the effect of government intervention in primary education and the implications arising out of it made primary education much more expensive than before (Okwach-Abagi, 1999)

According to 1995 primary school census (MOE 1998 poverty was cited as an important factor (13%) particularly in ASAL area where food availability is erratic and scarce, and when available is of low nutritional value. There is evidence to confirm that school feeding programme attract children to school. When the availability of food was irregular due to transport problems in Marsabit district in second term 2003 school closed.

#### **2.4 The Pastoralist Communities: A contextual Setting**

The land in which most pastoralist communities live consist of poor savanna and semi-desert parts of Eastern, North Eastern, Parts of Rift Valley and the Coast Provinces of Kenya. The climate is dry and hot with semi-desert climatic conditions. Rainfall is generally low and unpredictable. It is more usual for the wet season to fail completely, leading to a very serious drought in the regions. When it rains, it is muddy, with showers which may generally be heavy and much of it rapidly flowing a way causing immense soil erosion. Soil erosion and a general water scarcity are the two most important factors affecting the economics of this region. The failure of the rains or their scanty nature over a

period of years causes several hardships throughout the ecosystem. This drought led to a number of livestock including camels necessary for migration dying. Accompanying low levels of rainfall is the very high evaporation. The people of this region do not view these problems with alarm but consider them as problems which have always been with them which are to be accepted as basic features of their environment (Spencer 1995).

The environmental conditions dedicate one major form of land use in the area namely, nomadic pastoralism. The economy depended entirely on the availability of water and grass. Pastoralist communities before colonial intervention moved with their animals over vast areas. They kept large herds of animals because of natural and other calamities such as wars, droughts and diseases. The tendency to maintain large herds of animals has been identified as being common to all pastoralists and has been established as "a precautionary measure" (Bondestan 1994). This was an important condition upon which their fairly complex social structure operated. Land was however the most important factor in the socio-economic and political life of the pastoralist communities. An ethnic group or clan enjoyed access to grazing lands, and other natural resources which were collectively administered.

Pastoralist communities were greatly affected by the colonial administration policy of land alienation. The Maasai for example, lost their traditional grazing land in spectacular moves in Naivasha, Nakuru and Laikipia which contributed considerable hardships. The loss of these lands forced the Maasai to move over to arid southern reserves, resulting in the loss of vegetation leading to soil erosion and an overall decline in grazing lands. The colonial administration was on the whole generally unsympathetic towards pastoralist communities, believing that they were not as industrious as agriculture people (Spencer, 1973).

Educational initiatives in pastoralist communities therefore reflected the broad government policies that must be settled such that they get attracted to farming.

Schools started by the Christian missionaries and the colonial government were expected to achieve this particular goal. Such a policy, however tended to ignore the pastoralist communities strong attachment to their stocks which they were unwilling to dispose off and their resistance to work under the authority of another person on work for low wages, schooling and agricultural were foreign occupations that did not conform to the traditional way of life. More importantly it was easier for the agricultural communities to send their children to schools without fear or anxiety. For the pastoralists communities a decision to send children to school demanded change on the way of life, not only for the children immediate family but also for large group and members of the clan. Parents would be left with no alternative but opting out of their own society and settling near the school. To settle down would have meant a re-organization of their pastoralist economy, leading to stress and anxiety. By the outbreak of World War II and the years leading to Kenya's independence, only a few schools existed in most parts of the areas occupied by the pastoralist communities (Chege,1993).

Psacharopoulous and Woodhall (1985) noted that in rural areas where many parents poorest families live communications are likely to be difficult and there may be no access to a local school (Gould 1993) Assents that where children travel long distance to school they are tired and less receptive to learning.

#### **2.5 The Pastoralist Communities and Free Primary Education: Government Initiatives since Independence**

With the achievement of Kenya's independence, the dominant attitudes towards pastoralists cannot be said to have changed. Within the government, even after independence one still comes across paternalistic sentiments about the need for pastoralist communities to lead a more sedentary existence and sometimes urging them to engage in agriculture. The natural bias towards sedentary existence and agriculture is a result of the predominance of officials and other

agents of change from the agricultural districts in the pastoral areas. As in the colonial days, officials and unofficial policy arguments were favoured in such away as to imply that to become "modernized", pastoralists had to wean from the decent "cattle complex" statements such as "The Maasai" and their cattle must be separated" are quite common. (Nkinyangi,1990). To that end, small projects like minor irrigation schemes have been encouraged and launched in Bura in Garissa district,Rhamu and Border point in Mandera district(District Agricultral Office Mandera).

In education, first and foremost, following the colonial educational policies, there were considerable educational disparities between sedentary ethnic groups and the pastoralists. The disparity was strengthened by post independence strategies for the modernization of nomadic regions. At independence, the possession of educational credentials, almost exclusively determined and justified selection to the elitist position at both local and national levels. This emphasis meant that pastoralist people were effectively excluded from leadership positions. The relationship between education and development, and the power of education as a panacea for individual and societal problems grew up throughout the country leading to increased enrolment among the agricultural and urban populations. The demand for education within the urban and rural sector was considered by the number of schools constructed through parent's initiatives as compared to government action. Most of the schools were built through Harambee (self-help) basis. In Arid and Semi- Arid areas, the expansion of schools was mainly due to government initiative and action. The low participation rates in the pastoralist areas however begun to be regarded of a serious political problem that needed some immediate action.

Among the measures to address the problem of low participation in Arid and Semi-Arid areas was the government fee remission programme in favour of sparsely populated areas of the country. In 1971, a presidential decree abolished tuition fees for the district which have unfavourable geographical conditions that were said to make populations that were said to make

population in these areas poor. There indulged areas such as the North Eastern Province, and the districts of Marsabit, Isiolo, Samburu, Turkana, West Pokot, Tana River and Lamu. A second presidential decree of December 1973 provided free education for all children in standards I-IV in all the districts of the country. It went further and provided uniform fee structure for those in Standards V-VII in the whole Republic (Muhoro,1975). Subsequent decrees went further and abolished school fees in primary education.

Before presidential decrees on the whole, low enrolments were being registered in the Semi-Arid and Arid districts of the Coast, Eastern, Rift Valley and North Eastern Provinces. Following the presidential decree of 1973, in some of the arid pastoralist districts of Garisa, Wajir and Mandera in the North Eastern Province and Turkana and Samburu in the Rift Valley, the improvement in enrolment were said to have remained very small. (Republic of Kenya, 1978)

The government strategy to provide more educational opportunities through the provision Free Primary Education to pastoralists did not therefore have much impact on their development. The free education policy was beset with numerous problems right from its inception. School committees imposed a building fee for each child. These funds were under building fund, activity fund, equipment levy and others. These ultimately made schooling much more expensive than it had been before government intervention and excluded many children from disadvantaged groups from participating in Free Primary Education. The government acknowledged this state of affairs by stating that 'such increasingly compulsory contributions contravened the intention of the government to provide great access to primary schooling (Republic of Kenya 1978).

Another important strategy ostensibly meant to increase access to primary education for children from pastoralist communities was the building of boarding schools in the 1970-74 development plan period. The government planned to improve the existing facilities of boarding schools and constructing new ones in

the semi-arid or pastoralist districts of the country. The government also intended to test alternative means of promoting education in these areas by designing a new programme of mobile teaching units to be tested on a pilot basis during the plan period. The government remained committed to the long-term goal of increasing the educational facilities in the remote, sparsely populated areas to the level of other more advanced parts of the country. (Republic of Kenya, 1974).

The Government of Kenya, through the 1989-93 plan period was committed in achieving Universal Primary Education on Arid and Semi-Arid areas as these areas had low access to education. Education for the girl child was promoted and popularized in order to give them equal opportunities. To retain and strengthen the participation in Free Primary education in Arid and Semi-Arid areas, possibilities were explored for extending school milk and feeding programmes to marginalized areas. Continuous supply of basic text books to all Arid and Semi-Arid schools were strengthened to improve access to basic education (Republic of Kenya, 1989).

In January 2003, the new government implemented its pledge to offer Free Primary Education programme. Fees and levies for tuition in primary education were abolished. The government and development partners were to meet the cost of basic teaching and learning materials. Parents and communities were not required to build new schools but they were to refurbish and use existing facilities. Despite the various logistical problems that hampers a successful implementation of Free Primary Education in Arid and Semi-Arid areas, the policy sounds commendable as it has meant cushioning children from poor socio-economic backgrounds, especially girls from failing to participate in the primary education or dropping out of school due to lack of fees and other school levies. The girls issue was realized amongst poor parents who when faced with economic hardship would prefer the girls to stay home as the boys go to school. Overall the policy intervention could prove determinative in the efforts to achieve Universal Primary Education and Education for All.



## **2.6 The Rationale of Formal Education for Pastoralist Communities.**

Basic formal education is seen as essential for the full accomplishment of individuals as human beings, their survival and lifelong development. This position is reaffirmed in the first article of the world declaration on education for all (1996). As such, the emphasis on the universal value of education makes it difficult to recognize the cultural specificity and ideological dimension of all educational practices on the ground.

Education is also seen as a way of fully developing the individuals, will naturally emancipate nomads so that they wish for a more evolved, sedentary lifestyle. (Nomadic Education in Nigeria, Gidado Tahir, 1991).

The crucial point in nomadic education is that, to the extent to which pastoralists are mobile, the attempts to settle them represent a threat to their livelihood. According to UNICEF study (1993), educational programmes for nomads have failed primarily because decision makers have sought to use education as a tool for transforming nomadic population into sedentary ones.

The pastoral development paradigm shift during the 1980s (Baxter 1985). Some countries abandoned at least formerly the goal of sedentarization and transformation of pastoralists into farmers in order to improve pastoralism. Nomadic pastoralist should receive formal education because within their respective countries, they control important national resources i.e. land and livestock, the productivity of which should be improved to match national requirements. After acquiring knowledge and skills in modern cattle raising and modern farming methods, basic care and nutrition, they will go back to the community whereby they came from as change agents to improve the living conditions of their people" (Degefe and Kindane 1997, 36-37).

A concern for environmental degradation, deterioration of pasture or

desertification is associated with a concern for productivity levels. According to UNESCO Regional Director for Sub Saharan Africa, "the problems confronting nomads today is the continuous use of traditional subsistence methods of production to exploit their economic sectors. These methods have failed to meet future needs which will be characterized by rapid technological changes" (Obanya, 1997).

In Tanzania, the Ministry of Education and Culture emphasizes the urgency of educating pastoralists on the need to decrease the size of their herds in order to reduce the pressure on the land. The argument goes on to recommend the application of modern method of animal husbandry such as use of better cattle feeds, preparation of fodder and pasture management with goal of improving animal products for wider markets (Bugeke;1997;78).

In Sudan, the education of nomads will enable them to develop a national outlook and relate the good aspects of their cultural heritage to fulfill their civic duties and to increase their productivity (Suleiman and Kheir, 1997).

Although sedentarization does not have to be a pre-condition of pastoralist integration into the market economy at the national level, the immediate provision of education could give and accelerate such a process (Ezeomah, 1987).

The beneficial effects of education on pastoral productivity is that it is possible to separate pastoralism as a way of life from pastoralism as a way of production abandoning the first in order to modernize the second. Formal education is seen as a symbol of social status. (Dyer and Choksi, 1997)

Formal education is supposed to equip nomads against impoverishment and eradicate poverty by opening access to alternative livelihood to equip nomad children to earn outside the community they were born into. Education is meant to enable income differentiation by qualifying the youth for employment outside

the pastoral economy. Literacy through formal education presents an opportunity of expanding knowledge by giving access to the immense wealth of written information. Within pre-dominantly oral cultures, opportunities made available by new situations are always selectively adapted to traditional and contextual interests. (Lewis 1998)

Pastoralists are isolated minorities living in territories remote from central government, difficult to control and often across international borders. Nomadic people have a long traditional of autonomy and self government that is procured as a challenge to central authority and a threat to national order (Danner, 1998). The provision of formal education is often seen as a good opportunity for state propaganda aimed at building social unity beyond ethnic differences and traditional enemies or gaining political loyalty (Shahshahani, 1995). The understanding literacy is a crucial source for national identity and conscious (Lewis, 1993)

#### **2.7 Challenges of Pastoralism on Free Primary Education.**

Formal education policies in Kenya have rarely addressed the inclusion of nomadic communities. Considering their traditional lifestyle, the communities are not easy to change. Formal education should be designed for the pastoralist that commensurate with their lifestyle, characterized by mobile economy, knowledge within nomadic niche tied to their social well-being, effective non-formal and informal education and strict household division of labour (Hendrickson et al,1992;22). The opposite is perpetuated by formal education, i.e. sedentarization, separation of children from parents, a curriculum that is antagonistic to the needs of nomads among other unattractive characteristics to the nomadic lifestyle. Boarding facilities and recent free primary education have thus had no much impact, a realization that the needs and complexity of nomadic people goes beyond the routine application of policy formulation from office desks.

The challenges facing mobile schools are unique and very different from those

of formal schools because of the unique lifestyle of pastoral people. Mobility, sparse population, harsh environmental conditions and remoteness are clearly technical obstacles to the provision of education to the nomadic communities. The sparse population of the pastoralists renders them unreachable or expensive to provide education. More so, due to remote isolations culturally, pastoralists see education as a tool that alienates their children from nomadic culture i.e. resistance to formal education.

The pastoralists are spread over the districts and owing to the vastness of the districts, this makes routine supervision difficult. The nomadic nature of the families drives them into inaccessible areas. Constant drought led to splitting up of families thus disrupting learning and causing dropouts. Severe food shortage, leads some families to move to centres looking for food. The drought-stress creates high demand for labour in terms of watering, pastures, herding, causing all the adult learners as well as some pupils to dropout (Spencer, 1973).

Child labour among the pastoralist is a consequence of cultural practice of pastoral risk-avoidance, herd management strategies as labour intensive which is rarely acknowledged in formal education. The failure of education provision in pastoral areas, particularly low enrolment and high dropout rates is as a result of the nomadic lifestyle considering the high degree of mobility and the scattered low density distribution of pastoral populations make education provision to pastoralists expensive and difficult to organize and manage. The persistently low response from the targeted pastoralists is caused by cultural conservatism and resistance to change, the uneducated conditions of the parents that prevents them from understanding the value of education and the habit of using child labour within the household economy.

The close knit lifestyle by pastoralists does not allow parents or children separated for long periods with no way of communicating. The parents do not like the idea of giving custody of their sons and daughters to people they don't know or to whom they are not related and whose moral integrity they often

doubt. (Ministry of Education, Science and Technology, 1999). The success of boarding schools in pastoralist areas therefore depends on the quality of life within the schools, the capacity to recreate a familiar and friendly environment and effective law enforcement. Living standards in boarding schools for children are often very low (Ezeomah,1992).

Pastoralists live in remote areas often close to insecure international borders and conflict prone regions. Having to walk long distance in order to school for children and especially girls, may present serious risks of attack. In northern Kenya for example, schools in remote areas make good target for the mass abduction of children, particularly girls, by raiding parties and bandits (Jeremy shift, personal communication, 1993).

Schools in pastoral areas have a very high rate of staff turnover and the highest rate of requests of moving to other locations. Teachers are not impressed by the combination of erratically paid low salary, isolation, harsh life conditions and lack of teaching resources. Teacher motivation is very low and absenteeism is high. Teachers may have to travel long distances with no public transport in order to buy food or collect their salaries. It is commonly recognized that, teachers should be from the same pastoral background as the pupils, but usually the demand for teachers exceeds the supply. Moreover, a pastoral background is not always a guarantee that the teachers will settle in the job than trying to move to towns (MOEST, 1999).

Lack of interest in education by pastoralist communities is attributed to ignorance. Illiterate parents are insensitive to the value of education and therefore difficult to persuade. Therefore low attendance rates are still attributed to parental ignorance (MOEST, 1999).

Children's involvement in the household division of labour is negatively referred by the children's rights convention as child labour and represented as situations that deprive children of their fundamental right to education. Child labour within nomadic society is a necessity linked to the adoption of risk-averse herd

management strategies, keeping several species like sheep, goats, cattle and camels, spreads the risk of loss due to drought or diseases and with each species having different husbandry requirements, it becomes labour intensive. This increases drop-outs due to labour commitments and the resistance of parents to send children to school, due to the economic disadvantage of removing child labour (Walstad 1989).

Formal education amongst the pastoralist communities is the perception of formal education as a process of cultural alienation (Sifuna 1987, UNICEF 1993). The alienating dimension of schooling is not mitigated by an approach focusing on curriculum relevance. Even within a responsive approach, school education is seen as something ultimately meant to equip children to leave their communities. Parents usually try to minimize the damage of sending children to school and who stays within the household. The first born son, on whom may depend the ritual continuity for the management of the family head may backup out of school (Ponsi, 1988), so may girls, where females are particularly associated with cultural continuity. (Dyer and Choksi, 1997).

In almost all pastoral societies, girls make up most of the out of school children. This is so because in pastoralist societies paying for education of girls is not considered a good investment as they move to a different household after marriage (Roth, 1991). To the extent to which education is associated with status, a woman is supposed to be less educated than the husband and therefore a girl's education will actually reduce the choice of potential husbands, particularly within the pastoral context. Cultural alienation may also be perceived as a more serious problem where females are concerned. The Karamojong perceive schools as a situation in which girls are dis-educated (Owiny, 1999). "Success at school entails adoption to culture of the schools which do not reflect those at home. They see women as the carriers of their culture" (Dyer and Choksi, 1997).

## **2.8 The Challenges of Free Primary Education in Pastoralist Districts in Northern Kenya**

The challenges of FPE in pastoralist districts are mainly: Environmental factors The land in which pastoralist live and raise their livestock consist of poor savannah and semi-desert parts of Eastern, North-Eastern, parts of the rift valley and the coast province of Kenya. The climate is hot and dry with semi desert conditions. However, people in this part of the country accept drought as part of their life, their environment (Spencer 1973). The colonial government seized land from Maasai because they considered pastoralism as a wasteful economy.

Pastoralism as a way of life is characterized by constant movement in search of pasture and water under such circumstances. Pastoralists cannot make use of static educational facilities. With constant droughts families move across even international borders in search of pasture hence failure to participate in educational opportunities (Bonstein 1974). Because of scarcity of resources such as water and pasture. There is constant conflict leading to displacement of population and deaths. This conflict was witnessed in Marsabit district between Boran and Gabra, in Isiolo between Somalis and Boranas, in Mandera District there has been conflict between Garre and Murulle ethnic communities under such circumstances participation in free primary education.

## **2.9 Conclusion**

The implementation of Free Primary Education like similar intervention by previous governments has been a matter of political expediency rather than a well thought and planned reform. The current government, like its predecessors, did not carry out a situational analysis prior to the implementation of the Fee Primary Education. The consequences, poor quality education as a result of overcrowding, lack of teachers and learning materials is evident. The sole pre-occupation of the ministry of education is related to funding and attempts to deal

with other related issues in an ad-hoc manner serves to exacerbate the situation. With these challenges, the attainment of Free Primary Education will continue to be illusionary.

The high pupil enrolment after 2003 is positive as it enhanced access to basic education and gradual realization of EFA Goals of universal basic literacy. However, the pupil enrolment resulting from Free Primary Education in Kenya came with issues of age gap, effects on quality of education, prompting the need for renewed approach to management of enrolment at teaching at the primary school level in Kenya. The high enrollment rates exacerbated the shortage of facilities before the establishment of Free Primary Education. Although the government spent massively on books, other areas like learning space, classrooms, offices, play ground and furniture remained largely unattended.

In terms of pupil satisfaction, the pupils with special needs were the greatest casualties of Free Primary Education as no specific attempts were made to create separate learning units to cater for their specific needs. Most schools enrolled them in the already blotted regular classes. Given the teacher – student ration (Average 1: 55) .Teachers hardly had anytime to deal with special needs of the pupils. The teaching staff is overstretched as revealed in the high teacher-student ratio following massive enrollment at all grades after the declaration of Free Primary Education in 2003. The work load visited on teachers and school heads has been immense, casting doubt on their ability to work effectively. The low level of teacher recruitment does not help matters either.

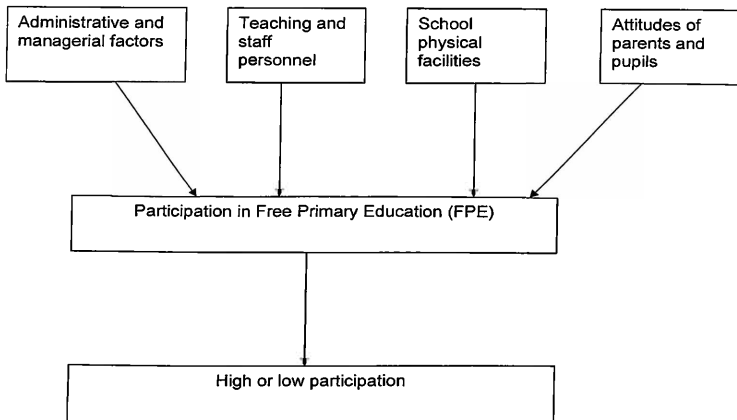
On the whole, the implementation of Free Primary Education has had the positive effect of allowing access to basic education to all deserving and eligible pupils. It has however been at the great expense of quality as limited planning was done to accommodate the enrolling pupils.



### **2.10 The Conceptual Framework of the Study**

The conceptual framework examines the major determinants which have an influence on participation in Free Primary Education among pastoralist communities in Mandera district. The variables which are found include; schools, administrative and managerial factors, teaching and staff personnel, physical facilities in schools and attitudes of parents and learners towards Free Primary Education in Mandera district.

Figure 1: The Conceptual Framework of the Study



## **THEORETICAL FRAME WORK**

### **1. Administrative and managerial factors**

It is the policy of Kenya government and development partners to implement free primary education. However, both administrative and managerial factor both at national and local level can affect the success and failure of the programme.

### **2. Teaching and staff personnel**

The strength and quality of teachers and personnel in the implementation of free primary education can affect either low or high participation.

### **3. School physical facilities**

The availability of classrooms and adequacy in terms of class size can affect participation.

### **4. Attitude of parents and pupils**

Both the attitude of parents and pupils can affect low or high participation. A positive attitude will lead high participation while a negative attitude will lead to low participation.

### **5. Participation in free primary education**

All the above factors wholly or singly affect participation in free primary education.

## **2.13 THE FREE PRIMARY EDUCATION INTERVENTION OF 2003 IN KENYA**

According to (Republic of Kenya, 2003) the NARC pronouncement the number of primary schools in the country had increased steadily from 14,864 in 1990 to 18,901 in 2001/2 representing a 27.2% increase. Enrolment in absolute terms had also up gone from 5,392,319 to 6,314,726, being a 17.1% rise over the same period. The percentage of girls' enrolment also increased in the same period to 49.3%, implying that gender parity in enrolment in primary schools at the national level had nearly been achieved. Primary school Net Enrolment Ratios (NERs), however, showed a very disturbing picture in the North Eastern Province (mainly inhabited by pastoralist communities) where boys constituted 16.5% and girls 9.8%, with an average of 13.4% for the province. Following the NARC

intervention in January 2003, it was estimated that the NER rose from around 6,314,726 to 7,614,326 by the end of the year, representing a 22.3% increase nationally. It was also estimated that another 3 million children were not enrolled in school (Miller-Grandvaux, Y. & Yorder, K. 2002) Despite the various logistical problems that seem to be hampering a successful implementation of the FPE, the policy sounds commendable as it has meant cushioning children from poor socio-economic backgrounds, especially girls from failing to participate in primary education or dropping out of school due to lack of fees and other school levies. Overall, the policy intervention could prove determinative in the efforts to achieve UPE and EFA. (World Education Forum, 2000)

According to (Abagi, 1999) free primary education has increased participation; it has at the same time created considerable problems. It has exacerbated the problem of teaching and learning facilities. As a result of the high influx of new pupils, classrooms are congested. Many of the preliminary surveys seem to show that the existing facilities make a mockery of the free education programme. Many school management committees feel that they are seriously constrained to improve the state of learning facilities due to the government's ban on school levies. At the same time, conditions laid down to request for concessions to institute levies are so cumbersome that they hesitate to embark on the process. As a result of the free primary education, the situation of the teaching force in most of the districts is generally bad. Teachers complain of increased pupil teacher ratios. Many primary schools are understaffed as a result of the free primary education programme. This does not augur well for the quality of education being delivered. Many school management committees are of the opinion that as a result on the ban of levies, they are unable to recruit extra teachers through the PTAs and this has also seriously affected the pre-school units (Okwach-Abagi, 1999)

Ironically, these problems are contributing to high school drop out rates, just as they did during the 1974 free primary education intervention. They have also seriously affected the inflow of pupils in primary education in the second year of

FPE implementation. Districts that registered over 20% increase in enrolment in 2003, hardly recorded more than 5% of standard one enrolment this year. (Sifuna, D.N. 2003) Most of the logistical problems bedevilling the implementation of free primary education intervention, such as lack of facilities and teachers, are well known to the educational administrators in the country. But due to the "culture of fear and silence" inculcated by the former KANU regime, coupled by an inept administration at the MoEST headquarters, the official rhetoric is that the FPE is working smoothly. Apart from the logistical problems in the implementation of FPE, the key question remains: is the programme sustainable? In the 2003/04 financial year, the government increased its education budget by 17.4% to Kshs.79.4 billion, with over Kshs. 7.6 billion specifically allocated to the FPE programme. The donor community, which received the FPE policy with high enthusiasm, was quick to assist the government. The World Bank, for example, gave a grant of Kshs. 3.7 billion, while the British government through the Department for International Development gave Kshs. 1.6 billion. Other donors included the Organisation of Petroleum Exporting Countries (OPEC) Kshs. 1.2 billion, the Swedish government, Kshs. 430 million and UNICEF Kshs. 250 million.<sup>9</sup> It goes without saying that such donor funding is usually temporary (MOeST, 2000).

The current cost of FPE is way beyond the normal education budget allocation. It is also a fact that the country's economy has not been performing well in recent years and cannot support the realization of the UPE goals without the infusion of outside funds. For the country to sustain universal access there will be a need for economic growth to generate public funds for education. Otherwise, prioritizing UPE is most likely to take away from the provision for other sectors of education as well as from the health sector (MOeST, 2000).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

This chapter presents the research methods that were applied in carrying out the study. It describes the research design, justification of the area for the study, target population, sample size and sampling procedure, validity and reliability of research instruments, data collection and data analysis techniques.

#### **3.2 RESEARCH DESIGN**

The study used survey research specifically descriptive survey because it describes and interprets what is in process. It was also chosen because according to Borg et al (1998) descriptive survey is concerned with relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. The researcher used a variety of survey techniques like questionnaires given to a large number of individuals by focus group discussions, observation and interview where responses were solicited through the researcher in essence used both the old traditional methods like sending questionnaires by post and new methods of reaching the respondents

### 3.3 TARGET POPULATION

Categories of target groups identified as key respondents for the study were:

- Primary school pupils
- Primary school teachers
- Education Officials
- School Management Committees

**Table 1:Categories of respondents**

Primary school pupils	200	78.8%
Primary school teachers	20	7.8%
Education Officials	4	1.6%
School Management Committees	10	3.9%
Parents	20	7.8%
Total	254	100%

After this stratified proportions the sample was then chosen randomly to avoid being biased

The above respondents were drawn from primary schools in Mandera. The schools were purposely chosen..

### 3.4 RESEARCH INSTRUMENTS

To collect the data, questionnaires were used as the major source of data. There was a questionnaire for the primary school pupils, teachers school management committees who were used to represent the parents and lastly a questionnaire for education officers.

### 3.5 DATA COLLECTION PROCEDURE

A research permit to enable the researcher carryout the study was obtained from the School of Education and the Ministry of education, DC Mandera and the DEO.

The researcher then visited each of the selected public primary schools in Mandera division where teachers are stationed. Permission to conduct the research among the teachers in a particular school was sought from the head teachers concerned. The researcher organized with the respondents when to collect the completed questionnaires which were collected and thereafter coded.

### **3.6 SAMPLE SIZE AND SAMPLING PROCEDURES**

Purposive sampling was employed in the identification of study sites in three divisions in Mandera district. Specific schools within the study sites were further purposively selected, with the help of the Area Education Officers for the two divisions. This mode of selection was considered adequate to cater for different backgrounds and categories of the pupils, and also related to their status in free primary education. Factors that could affect the pupil access, retention, participation and achievement in primary education were explored. With the help of AEO in the three divisions, stratified sampling technique was applied to ensure that various categories of schools in terms of their enrolment, location, integration and different categories of pupils were selected. The number of schools sampled from each division was ten, eight of which were regular and two were non-formal schools making a total of twenty schools.

From each selected school, interviews were conducted with one female and one male teacher whenever possible with one representing the lower and the other upper primary section. Questionnaires were administered to head teachers in the sampled schools in the study but only 18 out of the 20 were completed. Information sought from the head teachers included the school's enrolment data including that of pupils, participation, issues of performance, quality education and availability of appropriate infrastructure to cater. Focused Group Discussions (FGDs) were conducted with the four SMCs per division, who presented the parents views. Gender balancing was however not possible with all SMCs as majority of them had only 30% representation of females. In all the sampled



schools, there were FGD for the pupils who were purposively selected from Standard Seven as it was felt they could clearly articulate issues and were likely to be more relaxed than those in Standard Eight who were preparing for the KCPE. Whenever possible the pupils FGD was observed in all cases at 50% level.

The administration of FGDs was done using guides, which contained open-ended questions that made it possible to elicit qualitative open responses. Probing was done during the discussions to get in-depth information on attitudes on Free Primary Education, including the respondents' awareness. Interviews were held with local authorities and government representatives. Other stakeholders' representatives found in the districts/division were also interviewed. These included AEO for each zone, DO and Children Officers.

### **3.7 THE DATA COLLECTION PROCESS**

The study used mainly qualitative research technique although some quantitative approaches were also used. Interviews, observations and FGDs were particularly preferred for this study as they provided intensive information, which may not be found by use of questionnaires. They also allowed for the verification and confirmation of all the information generated from different categories and individual respondents. The aim was to generate data on the status of pupils participation under FPE in Kenya, identify barriers to access, retention, quality and learning achievements and come up with practical and workable recommendations on how to redress the situation for ensuring full participation in FPE in Kenya.

Survey design was used as it allowed a collection of data and information from a wide range of respondents. The data collected therefore brought a wide range of views, opinions, attitudes and values, from which similarities were extracted and comparisons made. Survey method also enabled for the solicitation of views from a large number of respondents with use of such instruments as interview

schedules, FGDs, and questionnaires. These instruments made it possible to generate adequate analytical and sex desegregated data on the situation of participation in FPE in Kenya, on the basis of which findings, conclusions and recommendations were made.

Secondary data was obtained from a wide range of literature review, which comprised of documentary sources on similar studies and policy documents from Kenya, and international instruments.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 INTRODUCTION**

This chapter gives the data analysis and interpretation of the findings of the study.

#### **4.2 Back ground information of the pupils**

A total of 200 pupils were interviewed who were from the three zones namely Fino, As-Habito and Central in which the study took place, with each school being represented by 20 pupils.

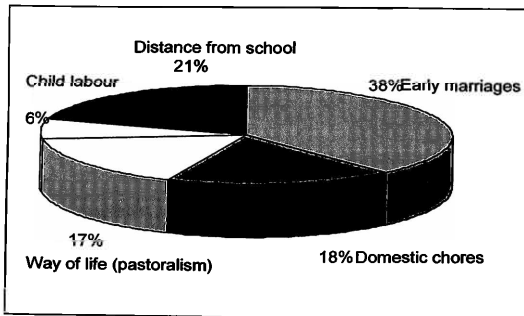
There was a wide range of pupils who participated in the study. Their ages ranged from seven years to nineteen years. This ensured that almost all age groups within the primary schools participated in the exercise to ensure that views and opinions from all divides were captured. Both male and female pupils participated in the study; 54% were boys and girls constituted 46% of the sample.

In considering the pupils who participated by their level of education, all the eight levels in primary school were considered and participated in the study. This ensured that issues affecting the school at the different levels of education were correctly captured to give a true picture of what is happening in the schools.

#### 4.3 Factors that have led to low participation in primary education in Mandera District

To ascertain what potential and actual problems pupils experience that could minimize the potential gains of free primary school education (FPF) a checklist with 5 items considered as potential and real problems was prepared. Respondents were required to rank order these factors in order of their seriousness according to how they perceived them. The figure below shows these factors that have led to low participation in primary school education in Mandera District.

**Figure1: Factors that have led to low participation in primary education in Mandera District**



The results in the figure show the factors that have greatly led to low participation in primary education in Mandera are early marriages (38%) followed by distance from school (21%), domestic chores (18%) and way of life (pastoralism) (17%).

The respondents gave low priority to religion (16.6%)] as a factor that affected low participation.

Other factors that were indicated by the respondents as factors that have led to low participation included: lack of teachers (30.3%), climate (19.6%), and communication (12.1%)

Other factors were found to be hindering pupils' participation in free primary education. These factors include: items pupils buy for school; levies paid by pupils; sending home pupils for non payments; learning progress and problems of free primary education. These factors are discussed in the section below.

#### **Items pupils buy in school**

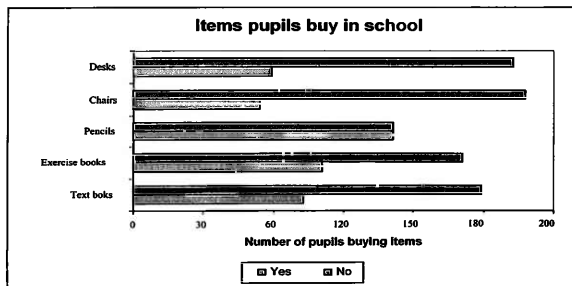
The pupils were asked to indicate whether or not they bought certain items in school. The items they were requested to state whether they bought or not were text books, exercise books, pencils, chairs and desks. They were expected to respond to the question by stating a yes or no and their responses were as shown in Table 6 below. The data shows that despite free primary education pupils are still expected to buy text books, exercise books, desks and chairs.

**Table4.8: Distribution of pupils by the items they bought in school**

<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Text books	43	157	200
Exercise books	70	130	200
Pencils	70	130	200
Chairs	40	160	200
Desks	28	162	200

The figure below gives a graphical representation of the responses the pupils gave as per whether they bought or they did not buy the items listed.

**Figure 4: Items pupils reported to be buying in their schools**  
Items bought



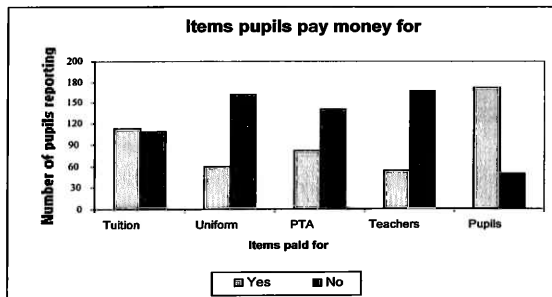
#### Levies paid by pupils

It is still surprising that many pupils are still required to pay tuition fee despite the introduction of free primary education by the government. This is obtainable from the results of this study that indicated that 51% of the pupils interviewed reported to paying tuition fee, this is still a high percentage given that primary education should now be free to all children of school going age. For school uniforms, 70% of the pupils who were interviewed said they did not buy while only 30% said they bought. When asked if they paid money demanded by PTA 59% of them said while the remaining 41% said yes they indeed paid to the school money demanded by PTA. In this case it is still evident that the pupils are made to pay money for PTA and this could have a negative impact on their school attendance as those who may not have the money may opt to stay at home rather than come to school and be sent away to get the money.

When asked if they paid money for their teachers' tours, 74% of them said no while only 26% said they did pay for their teachers. This is a good indication since in most schools

as shown by the results the burden of teachers travel is not passed onto the pupils. When the pupils were asked to state whether they paid money for their own tours, 84% said yes while only 16% reported not paying money for their tours maybe because it's paid for them or maybe because they do not have such tours.

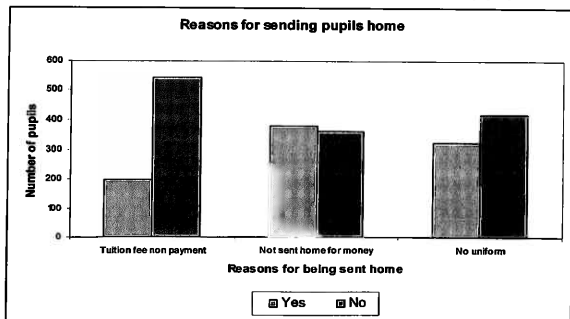
**Figure 5: Items pupils pay money for in school**



### **Reasons for sending pupils home**

When the pupils were asked if they were sent home for not paying money for tuition, tours, PTA's, desks and chairs, 72% of them said no while only a small percentage, and 28% said they were sent home to bring money for the same facilities. The pupils were asked if in their school pupils are never sent home to collect money needed at school, 52% said yes which meant they were never sent home while the 48% who said no meant that they were sent home to collect money needed at school. It was evident from the results of the study that most pupils without uniform were not sent home as 55% of them said they were actually not sent home for not having uniforms. Despite the fact that a majority of them said they were not sent home, quite a good number, 45%, were still being sent home when they have no uniforms.

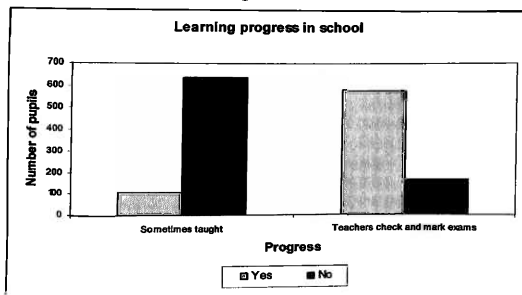
**Figure 6: Reasons for sending pupils home as reported by pupils**



### Learning progress in school

The pupils were asked to state whether in their school pupils are sometimes not taught, 85% of them said no while only 15% said yes meaning they were not taught at times. The results are represented in the graph below;

**Figure 7: Progress of learning in schools**



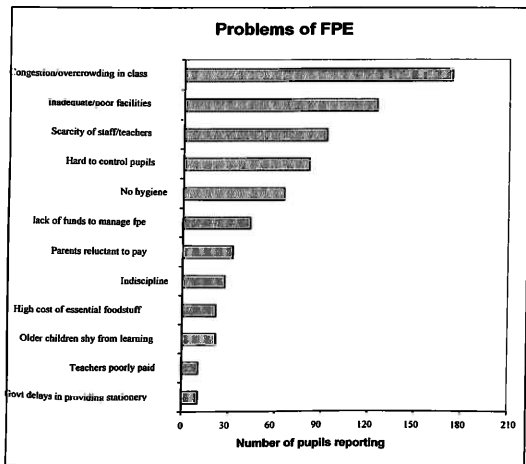


The pupils were asked if teachers check and mark their exercise books always and 80% of the pupils confirmed that indeed their books were checked and always marked by their teachers while only 20% reported to their books not being marked and checked always.

### Problems of Free Primary education (FPE)

The pupils were asked to give the problems of Free Primary Education (FPE) and the most felt problem was that of congestion/overcrowding in classes, inadequate/poor facilities and stationery and teachers finding it hard to control pupils and/or mark their exercise books. The other problems mentioned are shown bellow with the percentages of each incidence reported.

**Figure 8: Overall problems of FPE**



**Table 4.9: Problems of FPE (in percentages)**

<b>Problems</b>	<b>Percentage</b>
Older children shy to learn with small children	3.1
Congestion/overcrowding in class	24.6
Inadequate/poor facilities & stationery	17.7
No hygiene/dirt/diseases spread leading	9.2
Indiscipline/street children with bad be	3.8
Scarcity of staff/teachers	13.1
Hard to control pupils by teachers/mark	11.5
Government delays in providing stationery	1.5
Lack of funds to manage Free Primary Education	6.2
Teachers poorly paid	1.5
Parents reluctant to pay money/no cooper	4.6
High cost of essential foodstuff due to	3.1
	-----
<b>Total responses</b>	<b>100.0</b>

#### **4.4 Administrative factors in schools that affect participation in free primary education**

Respondents were asked to indicate administrative factors in schools that have affected participation in free primary education among pastoralist communities in Mandera District. The data is given in table 4.2 below. The reasons cited by teachers were as affecting participation in free primary education were as follows: 57.6% of the respondents commented that head teachers do not consult teachers over issues affecting them, 43.9% said that long distance between Nairobi and within the district complicated communication, 78.8% said that money allocated by government is moderated to run FPE, 62.1% said that teachers feel that they are underpaid and over worked, 10.6% of the respondents said that parents are no longer responsible of their children's education, 9.1%

said that transport was not available for teachers while only 3.0% said that bureaucracy in dispensation of funds.

**Table 4.2: Management and Administrative factors**

Factors	Frequency	%
Teachers feel that they are under paid and overworked	41	62.1
No transport is available for teachers	6	9.1
Head teachers do not consult teachers over issues	38	57.6
Money allocated by government is moderated to run FPE	52	78.8
Parents are no longer responsible of their children's education	7	10.6
Bureaucracy in dispensation of funds	2	3.0
Long distance between Nairobi and complicated communication	29	43.9

#### **ACTION TAKEN WHEN PUPIL IS ABSENT**

Action taken by school authorities may affect pupils participation in primary education. When asked to state the action taken when a student is absent from school, (50%) said the authorities would take time to find the reason for absenteeism, (33%) said they would be punished and (16%) said those absent would be sent home to bring their parents to school the rest (11%) either said a strict warning was given or they were given another chance, some also said no action was taken for absenteeism while to others those who were absent from school were counseled when they came back.

#### **4.5 Effects of physical facilities in schools on participation in free primary education in Mandera district**

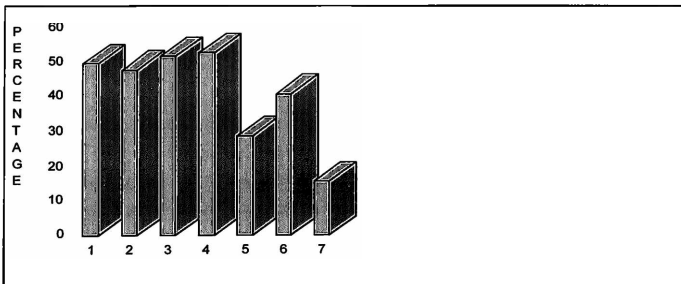
The respondents were asked to identify the physical facilities that have affected participation in free primary education in Mandera District. The results are shown in table 4.7 below. The responses for those who strongly agreed were combined

with those of the respondents who agreed while those of the respondents who disagreed were combined with those of respondents who strongly disagreed for ease of comparison. Table below shows the combinations while figure below is a graphical presentation of the combined responses of respondents who strongly agreed and those who agreed on the matrix items.

**Table 4.7: Effects of physical facilities on FPE**

Effects	SA / A		U		D /SD	
	F	%	F	%	F	%
Overcrowding	52	79.1	-	-	14	21.2
Demoralization of teachers	53	90.3	3	4.5	10	15.2
Lack of quality teachers	29	44.0	-	-	37	56.1
Technology	41	62.1	5	7.6	20	30.3
Climatic conditions	16	24.3	-	-	50	75.7
Low performance	35	51.5	2	3.03	30	45.5
Communication	31	48.4	7	6.0	30	45.5

**Figure 2: Effects of physical facilities on FPE**



**Key**

1. Overcrowding
2. Demoralization of teachers
3. Lack of qualified teachers
4. Technology
5. Climatic conditions
6. Low performance
7. Communication

Majority of the respondents (79.1%) strongly agreed and agreed that overcrowding was a serious effect of physical facilities in Mandera, those who strongly agreed and agreed that demoralization of teachers was an effect of facilities were (90.3%), 62.1% agreed that technology was an effect while 51.5% of the respondents agreed it was due to low performance, only 48.4% agreed that communication was an effect and 24.3% said the effect was due to climatic conditions in Mandera District.

On the other hand majority of respondents seriously disagreed that climatic condition was a main course of physical facilities 75.7%, 56% of the respondents strongly disagreed that lack of teachers was an effect of physical facilities, 45.5% respectively said that it was due to low performance and communication and only 15.2% said it because of lack of qualified teachers.

Other physical facilities that were found to affect participation in free primary education are as follows: availability of enough toilets, desks library and workshops. These are discussed in the following section.

## **ENOUGH TOILETS**

The pupils were asked if there were enough toilets in their schools and 106 of the pupils said yes, the toilets were enough while 94 said no, the toilets in their schools were not enough. Although many said there were enough toilets, the rest who said the toilets were not enough were still a big number and there is therefore need for the school authorities to look into the issue.

### **Desks**

When asked if desks were available in their schools, (43.2%) head teachers said yes, while the remaining (56.8%) said no, there were desks in their schools, but they were inadequate.

### **Library**

When asked if the school had a library, (10.8%) head teachers said yes, they had a library, another (10.8%) said their libraries were still under construction while the remaining (78.4%) said their schools had no libraries at all.

### **Workshop**

When asked if they had a workshop in their schools, (10.8%) schools reported having the same while the remaining (89.2%) schools had no workshops.

## **4.6 Parents Attitudes on free primary education in Mandera District FPE**

The study also set out to investigate the attitudes of parents towards free primary education in Mandera District. Parents felt that that learning under FPE was of low quality and that the students' discipline has deteriorated under FPE partially

because of admission of old learners (over age children). Despite declaration of free education, cost in levy modules, there was still financial commitment in terms of uniform and the prospects of employment has reduced due to large population.

**Table 4.5: Parents Attitudes towards free primary education in Mandera District.**

Parents attitudes	Strongly Agree %	Agree %	Undecided %	Disagree %	Strongly Disagree %
I do not like hearing of FPE	13	19	6	27	30
Joining FPE is a waste of my child's time	7.5	20.8	10.4	31.1	23.6
The feeling I have towards FPE is a good one	8.1	51.5	9.1	20.2	11.1
I have a definite negative reaction to Free Primary Education	9.2	13.3	23.5	30.6	23.5
I would be supportive of a friend who send his or her child to school in this era of Free Primary Education	14.1	59.6	9.1	11.1	6.1
I have a definite positive reaction to FPE.	7.9	5.0	17.8	28.7	40.6
There is no need to take children to private schools when there is Free Primary Education in Kenya	39.6	40.6	5.9	7.9	5.9
I would oppose a member of my family from joining Free Primary Education	29.7	27.7	3.0	27.7	11.9
I feel uncomfortable and restless when someone mentions to me about Free Primary Education					

- SA - Strongly Agree
- A - Agree
- U - Undecided
- D - Disagree
- SD - Strongly Disagree
- F - Frequency
- % - Percentage

From the findings of the study majority of the respondents (30%) disagreed that they do not like hearing of FPE, (31.1%) disagreed that Joining FPE is a waste of my child's time, (51.5%) said that they had a good feeling toward free primary education (FPE), 30.6% of the total respondents disagreed that they have a

definite negative reaction to free primary education (FPE), 59.6% of the parents respondents agreed that they would be supportive of a friend who send his child to school in this era of free primary education (FPE), 40.6% of the respondents said that they have a definite positive reaction to (FPE),40.6% agreed that there is no need to take children to private schools when there is Free Primary Education in Kenya, while 34.3% of the respondents said that they would oppose a member of their family from joining Free Primary Education, and 29.7% of the respondents said that they feel uncomfortable and restless when someone mentions to them about Free Primary Education.

#### 4.7 Learners Attitudes towards free primary education in Mandera District

One of the objectives of the study was to asses the attitudes of learners towards free primary education in Mandera District. Responding to a questionnaire item that asked the respondents to indicate whether they strongly agreed, agreed, disagreed or strongly disagreed on learners attitude on FPE, (54.54%) agreed, (28.78%) disagreed, (13.63%) strongly agreed while (3.03%) strongly disagreed. A cumulative significant majority of over 83% of the respondents felt that there was a problem on FPE making them to develop these attitudes.

**Table 4.4: Attitude of learners toward FPE**

Attitudes	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Class rooms are congested	31	46.9	19	28.8	-	-	10	15.2	6	9.1
Teachers are not co-operative	30	45.5	18	27.3	3	4.5	12	8.1	3	4.5
Education through FPE is a waste of time	24	36.7	28	42.4	-	-	8	12.1	6	9.1
FPE saved learners from looking after cattle	20	30.3	33	60.0	3	4.5	10	15.2	-	-
Learners appreciated policy of FPE	11	16.7	18	27.3	-	-	30	45.5	7	10.6
Headteachers no longer send pupils away	25	37.9	16	24.2	5	7.6	14	21.2	6	9.1

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

F - Frequency

% - Percentage



When the respondents were further interviewed (46.9%) strongly agreed that the classrooms were congested making learning not conducive or difficult, (45.5%) also strongly agreed that teachers are not co-operative and not teaching properly, (36.7) of the respondents said that education through FPE saved learners from looking after cattle, (37.9%) said head teachers no longer send pupils who turn up for admission away and (16.7%) of the respondents said that learners appreciated the fact that they are sent home.

On the other hand a majority of the respondents agreed that FPE saved learners from looking after cattle (60.0%) and (42.4%) also agreed that education through FPE was a waste of time.

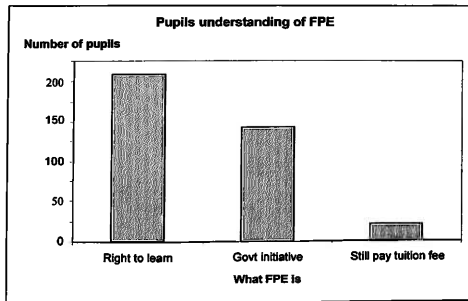
Other factors that the pupils indicated affected participation in free primary education are discussed below.

#### **Understanding Free Primary education (FPE)**

The pupils were asked to state what they understood by Free Primary Education (FPE) and a majority of them (50%) said it is education that gives every child the right to learn without paying fees with facilities that facilitate the learning process adequately provided and/or put in place. Another group thought that Free Primary Education is the government's initiative to ensure that every child attains primary education (40%) of the total number of pupils interviewed. Both these views show that indeed the government is trying to attain Millennium Development Goal 2, whose objective is to achieve universal primary education. 50% of the respondents said that FPE is an education programme that gives every child a right to education and facilities without paying fees and 40% said it is a government's initiative to ensure primary education for every child. Both views indicate that the government is trying to attain MDG2 whose objective is to achieve universal primary education for both boys and girls. 20%, of the respondents believed FPE is not free because the authorities still required them to pay fee. The fact that some pupils did not understand what free primary

education is may have affected pupils' participation in primary education. The results are represented in the graph below;

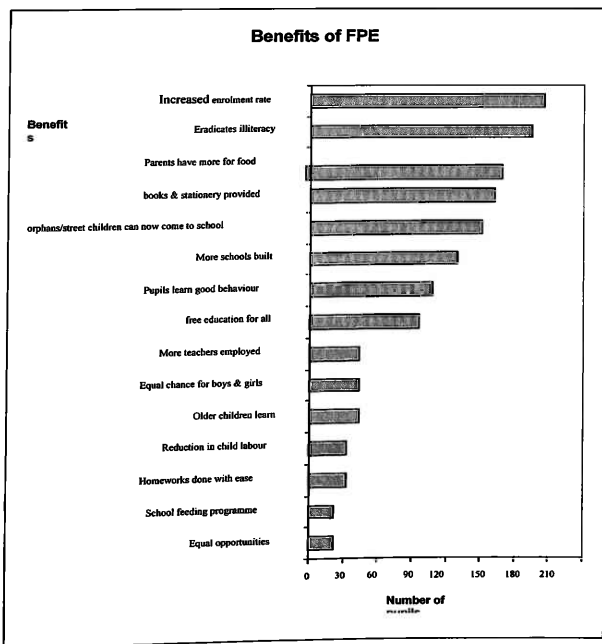
**Figure 3: Pupils' understanding of FPE**



### **Benefits of Free primary Education (FPE)**

When it came to the benefits of FPE, the pupils were again asked to give the benefits that they have enjoyed/got since the introduction of FPE and the responses they gave were as follow; it has led to an increased enrolment rate for both boys and girls, parents now have money to buy food because the burden of paying school fee had been carried off from them, this therefore gave them the ability to be able to buy food stuff for their families. The other benefits of FPE mentioned by the pupils were books and stationery is now provided and it has given the orphans and poor children an opportunity to go to school.

**Figure 9: Benefits of FPE**



**Table 4.10: Benefits of FPE (in percentages)**

<b>Benefits</b>	<b>Percentages</b>
Orphans/street children can now come to	11.7
Books & stationery provided	12.5
Older children can now come to school	3.3
Equal opportunities for all children	1.7
Parents now have money to buy food	13.3
Home works done with ease of text books	2.5
Eradicates illiteracy	15.0
Equal chance for boys & girls/increased	3.3
Food provided/school feeding programme	1.7
Learn good behaviour/manners/gain dignity	8.3
More teachers employed	3.3
More schools built	5.0
Reduction in child labour/no of employed	2.5
Increased enrolment rate	15.8
<b>Total responses</b>	<b>100.0</b>

The benefits of FPE are important determinant of ones' participation. The fact that some pupils did think free primary education was beneficial to them may have hindered their participation in primary education.

#### **4.3 USEFULNESS OF FPE TO PUPIL**

When the pupils were asked if FPE was useful to them, (90%) pupils interviewed said it was useful to them while only (10%) thought it was not useful to them. The other pupils had reasons to support why they thought FPE was useful to them. Some of the reasons mentioned were that, there were no fee paid, all learning equipment were provided, it gave the needy and orphans the opportunity to learn, it helps eradicate poverty, and finally some also thought it had reduced learning costs. When looking at usefulness of FPE by zone, then more of the pupils in As-Habito and Fino said that primary education was useful to them as compared to those in the Central divisions. This could be due to the fact that schools in As-Habito and Fino divisions have parents who are not able economically and thus to them and their children, the introduction of FPE was

indeed a good move, as many have now had their children enrolled in schools. For children in the Central division, FPE seemed not to be so useful to them since for them their parents have been able to pay for their education.

#### **4.4 USEFULNESS OF FPE TO SOMEONE ELSE**

The pupils were again asked if FPE was useful to someone else, (98%) pupils interviewed said it was useful to someone else while only (2%) thought it was not useful to someone else although no reason was given as to why it was not useful. The other reasons given in support of why they thought FPE was useful to someone else were as follows; orphans, the poor, street children, the disabled and the less fortunate in society were now able to go to school since they do not have to pay any money unlike before when they were required to pay, it has helped eradicate poverty, it has enabled the poor to learn, eradicates illiteracy, and it has subsequently led to an increase in the school enrolment rates for both boys and girls.

#### **4.8 MARKING BOOKS**

The commitment of teachers in the execution of their duties is very important in ensuring the success of FPE. With increased enrollment rates, there are bound to be so many challenges and since the pupil teacher ratio has gone up, there could be problems in trying to ensure effective learning as most teachers are not able to give each pupil the attention they deserve. The pupils were asked to say whether their books were being marked by teachers (96%) pupils interviewed said their books were marked while a few said their books were sometimes marked others went ahead to specify that their books were in fact marked everyday while only one claimed their books were never marked. The results therefore show that most pupils reported their books being marked by their teachers and this shows that the teachers do get time to look into each pupils work.

#### 4.8 Strategies of improvement in participation in free primary education in Mandera District

The last objective the study was to suggest some of the strategies that can be used to improve on the participation in free primary education in Mandera district.

The results are given in table 4.6 below:

**Table 4.6: Strategies of improvement of FPE**

Strategies	SA / A		U		D /SD	
	F	%	F	%	F	%
More boarding facilities	50	75.7	-	-	16	24.3
Provision of meals in school	48	72.8	3	4.5	15	22.6
Employment of more teachers	52	79.1	-	-	14	21.2
Provision of more classrooms	53	90.3	3	4.5	10	15.2
Remedial teaching	29	44.0	-	-	37	56.1
Reduction of class size	41	62.1	5	7.6	20	30.3
Availability of exercise books, textbooks	16	24.3	-	-	50	75.7

SA - Strongly Agree

A - Agree

U - Undecided

D - Disagree

SD - Strongly Disagree

F - Frequency

% - Percentage

The respondents were asked to give strategies of improvement of free primary education and a majority of (90.3%) respondents said that there should be a provision of more classrooms to avoid congestion in class followed by (79.1%) who said that employment of more teacher was quite important since a large number of pupils were being admitted, (75.7%) said that more boarding facilities should erected to allow a conducive learning atmosphere, (72.8%) said that provision of meals in school was important for improvement of FPE, (62.1%) said

that reduction of class size was an important strategy, (44.0%) said remedial teaching was essential while (24.3%) said availability of exercise books and textbooks was an important strategy for improvement of free primary education (FPE).

The respondents who disagreed that availability of exercise books and textbooks was important were [(50)(75.7%)], [(37)(56.1%)] disagreed that remedial teaching was an important strategy. Only [(10)(15.2%) strongly disagreed that Provision of more classrooms would improve FPE strategy.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents summary, conclusions and recommendations arising from the findings of the study.

#### Summary

##### **Introduction: Statement of the problem**

The government of Kenya attempted to provide free primary education through stages i.e. in 1974 presidential degree abolished fee for districts in unfavorable geographical conditions mainly in Asal areas including NEP. 1973 saw waiving of fee for all areas in class 1 to IV by 1974 due to introduction of building Levis cost of education become high to parents. In 2003 GOK introduced FPE covering the whole primary education. The response to FPE was over whelming However enrollment in Mandera on FPE remained a dismal 32% of eligible pupils.

The purpose of the study was to investigate the participation in Free Primary Education among the pastoralist's communities in Mandera district. The main objective of the study was to investigate the participation in free primary education amongst pastoralist communities living in Mandera District.

#### LITERATURE REVIEW

##### **(1) Importance of education**

The review found out that education is both useful to both the individual as it is to society. Therefore investment in education has high return.

A weak education has high system impairs a countries development. Primary education which is terminal for many is the most important level of education.



Kenya government policy to achieve UPE is within wider international context. The universal declaration human right adapted in 1948 declared that "every one has right to education".

It in realization of the above goal that government of Kenya declared free primary education in 2003 importance of education can also be noted through the growing proportion of the government budget on education. Kenya government from the independence realized that education is a basic human right and a powerful tool for national development. The amount of finance allocated to education rose from 10% in 1964/65 to 20% (Republic of Kenya 1996) by 2003 government allocation increased by 17% to KSh 79.4 billion to FPE. This shows government commitment is to FPE.

## **(II) Free primary education in Kenya**

Government of Kenya from independence in 1963 has been committed to expanding education system to enable greater participation this was done with the desire to combat disease and poverty; and the belief that every Kenyan child has the right to education and government has the obligation provide it. Education is seen as fundamental to **human capital development**. The effort to expand education has been reflected in the various policy documents and development plans (GOK2003) in 1963 KANU manifesto committed the party to offering a minimum of seven years of free primary education. In 1969 election manifesto the party again re-echoed its commitment to providing seven years of free primary education. In more sparsely populated areas mainly Asal. Government continued to build more primary and secondary schools so that every child in those areas with low enrollment could get an opportunity to attend school. Asal arrears were exempted from fee in 1971 through a presidential decree. A second presidential decree on 12 December 1973 brought education free to children from class I – V. and a fee of 60/= to be paid for those in class V – VIII.

Free primary education was beset with high enrollment, lack of physical facilities to accommodate large pupil population.

Many pupils who enrolled estimated at two million dropped out of school due to introduction of building levies (Malusa 1992) also the drop out was due to falling quality of education.

According to 1995 primary school census (MOE 1998) drop out in Asal arrears was attributed also to poverty.

(III) The pastoralist communities a contextual setting

Pastoralist communities live in land which mainly consists of poor savanna and semi desert parts of eastern north eastern, parts of rift valley and coast province of Kenya. This type of environment is characterized with low rainfall. Constant drought and seasonal immigration these conditions are not suitable for success of education.

Further pastoralist communities were isolated by colonial and successive Kenya government since they were not involved in policy making. The maasai for example lost their land to agriculture and urban development. Government attempted to settle pastoralist to farming (Spencer 1993).

(v) The pastoralist communities and free primary education government initiative since independence. The government policy towards pastoralism has not change after independence. Government attempt to sedentrise pastoralist to agriculture. (Nkunywangi 1991).irrigation schemes were initiated in BURU in Garissa District Rhaimo & Border point one in mandera.

**(v) The rational of formal education for pastoralist communities.**

Education is seen as a way of fully developing the individuals, will naturally emancipate nomads so that they appreciate sedentary lifestyle (nomadic education in Nigeria. Gidado tahir 1991)

According to UNICEF study (1993) education of nomads has failed because of the insistence on sedentary life.

However recent policy initiatives see nomadism as an important economic system (degefe and kindan 1997 36 – 37).

Formal education is supposed a equip nomad against improvement and eradicate poverty by opening access to alternative lifehood to equip nomad children to earn outside the community (Lewis 1993)

(vi) Challenges of pastoralism on free primary education

Sendentritization separation of children from parents perpetuated by formal education is not friendly to pastoralist ( hendrick sonnet al 1992: 22) Mobility, spase population, harsh environmental conditions and remoteness are clearly technical obstacles to provision of education, constant droughts are also a constant phenomenon forcing families to move constantly in pursuit of pasture

Pastoralists are close knit family unit does not allow separation of parents and children, more specially when children are very young.

Pastoralist communities border international borders for example maasai border Tanzania, Boranas border Ethiopia and Somalis border Somalia and Ethiopia. These borders are prone to conflicts which displace population and interfere with livelihoods. Such situation is not good for success of educational programmes.

## **RESEARCH METHODOLOGY**

The study used survey method. The researcher used various techniques like questionnaire, which was administered to SMC which include 20 parents and 10 SMC chairpersons. The questionnaire was also administered to 20 primary schools which included head teachers; four education officers were also interviewed. School pupils who were mostly standard 7 but also included pupils in all levels of primary.

A research permit was received from ministry of education at jogoo house, DEO and DC Mandera.

Purposeful sampling was used in the identification of sites in the three divisions covered various categories of schools were included. Focused group discussion was also used.

The study was mainly quantitative research technique, interviews, observation and FGC's were mainly used. Secondary data was obtained from a wide range of literature review which comprised of policy documents and documents sources on similar studies.

### **Summary of main findings**

#### **Factors that have led to low participation in primary education in Mandera District**

The factors that have greatly led to low participation in primary education in Mandera are early marriages (38%) followed by distance from school( 21%), domestic chores (18%) and way of life (pastoralism) (17%)). The respondents gave low priority to religion (16.6%)] as a factor that affected low participation.

Other factors that have led to low participation included: lack of teachers (30.3%), climate (19.6%), and communication (12.1%)

Other hindrances to pupils' participation in free primary education include: items pupils buy for school; levies paid by pupils; sending home pupils for non payments; learning progress and problems of free primary education.

#### **Administrative factors in schools that affect participation in free primary education**

The administrative factors affecting participation in free primary education were as follows: 57.6% of the respondents commented that head teachers do not consult teachers over issues affecting them, 43.9% said that long distance between Nairobi and within the district complicated communication, 78.8% said that money allocated by government is moderated to run FPE, 62.1%) said that teachers feel that they are underpaid and over worked, 10.6% of the respondents said that parents are no longer responsible of their children's education, 9.1% said that transport was not available for teachers while only 3.0% said that bureaucracy in dispensation of funds.

### **Effects of physical facilities in schools on participation in free primary education in Mandera district**

The physical facilities that have affected participation in free primary education in Mandera District are: overcrowding was a serious effect of physical facilities; demoralization of teachers was an effect of facilities; technology ; communication and climatic conditions.

Other physical facilities that were found to affect participation in free primary education are as follows: availability of enough toilets, desks library and workshops.

### **Parents Attitudes on free primary education in Mandera District FPE**

Parents felt that that learning under FPE was of low quality and that the students' discipline has deteriorated under FPE partially because of admission of old learners (over age children). Despite declaration of free education, cost in levy modules, there was still financial commitment in terms of uniform and the prospects of employment has reduced due to large population.

### **Learners Attitudes towards free primary education in Mandera District**

Majority of over 83% of the respondents felt that there was a problem on FPE making them to develop these attitudes. The respondents strongly agreed that the classrooms were congested making learning not conducive or difficult, (45.5%) also strongly agreed that teachers are not co-operative and not teaching properly, (36.7) of the respondents said that education through FPE saved learners from looking after cattle, (37.9%) said head teachers no longer send pupils who turn up for admission away and (16.7%) of the respondents said that learners appreciated the fact that they are sent home.

## **Strategies of improvement in participation in free primary education in Mandera District**

The strategies of improvement of participation in free primary education were given as follows:

- provision of more classrooms to avoid congestion in class
- employment of more teacher was quite important since a large number of pupils were being admitted,
- construction of more boarding facilities to allow a conducive learning atmosphere,
- Provision of meals in school.
- Reduction of class size.
- remedial teaching is essential
- provision of exercise books and textbooks

## **CONCLUSIONS**

The study found out that providing education free is both in the interest of the individual it is to the nation. This factor has been recognized internationally. However, the provision of free primary has been elusive especially to pastoralist communities this are due to factors which are inherent in pastoralist way of life and ecology so also with other factor which is shared with the rest of the country. Such factors include shortage of physical facilities.

Free primary education is a novel idea and if implemented judiciously can lead to Kenyan's to development. All partners should be mobilized to ensure its success. The government should learn a lesson from previous attempts in implementing free primary education. Parents and school community at large should be involved in decision making in matters affecting the education of their children. This top down policy should change to participatory approach. Literature review lead to discovery of problems experienced elsewhere and those experienced in the research area. The study found out that experience of free

primary education shows that problems experienced is the same as in other pastoralist communities.

Such factors as poverty, droughts, conflict, negative attitude to education continues to undermine the provision of free primary education.

Government can improve FPE by employing more teachers, building more classrooms and boarding facilities.

## **RECOMMENDATIONS**

The researcher makes the following recommendations after studying the finding of the study:

1. There is a need to hold a sensitization meeting on problems faced in FPE and chattered way forward.
2. There is a general goodwill for FPE which need to be utilised to boost participation in free primary education.
3. Government, donors and parents need to look into issues of overcrowding and solve the problem by building of classrooms to ease congestion.
4. Government should build more boarding schools to accommodate pastoralist students as this will help to curb dropout.
5. Government should employ more teachers to cope with admissions.
6. School administration should enforce discipline to create good learning environment.
7. More funds should be solicited for FPE.
8. Provision of school meals should be used for purpose of retention.
9. Teachers should be motivated through better pay.
10. Government should provide more textbooks and stationery in schools
11. Parents should be sensitized on FPE and their support sort.
12. Government should solicit more funds for FPE from well wishers and donors.

13. Governments should continue to invest in education especially at primary level. Since education has good return both to the individual and the nations this is attested to by global efforts to achieve UPE.
14. Government of Kenya should make policy towards the education of pastoralist with special emphasis on how to overcome geographical and socio economic factors that inhibit provision of UPE.
15. The government together with its partners should address the pressing issue of shortage of physical facilities like classrooms, housing for teachers, toilets and water supply for schools. As this factor is a major strain on learning.
  
16. Government should consider allowing parents at school level to contribute to FPE without making these contributions compulsory to pupils whose parents cannot afford.

#### **SUGGESTIONS FOR FURTHER RESEARCH**

For further research, the following recommendation are made:

1. There is need to study the impacts of constant movements among the pastoralist communities in participation in free primary education.
2. There is need to study some of the reasons which keep the older boys and girls away from free primary education
3. A study can be conducted on how performance can be enhanced with the introduction of free primary education.



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**APPENDIX A**  
**LETTER OF INTRODUCTION**

Adow Adan Farah  
University of Nairobi  
P.O Box 30197  
Nairobi

Dear Respondent,

**RE: A QUESTIONNAIRE ON PARTICIPATION IN FREE PRIMARY EDUCATION THE AMONG PASTORALIST COMMUNITIES IN MANDERA DISTRICT**

I am a postgraduate student in the University of Nairobi, undergoing a Master of Education Degree Course. Currently I am carrying out a research on the above named topic. Your assistance in responding honestly to all the items in the questionnaire is likely to generate data that will help in improving participation in Free Primary Education in Mandera District.

Your responses will be treated as confidential and will be used for research purpose only. Therefore **DO NOT** write your name on the questionnaire. Please complete all the items in the questionnaire.

Thank you for your cooperation.

Yours sincerely,

**Adow Adan Farah**

## APPENDIX B

### Questionnaires for Headteachers of Primary Schools in Mandera District

Gender \_\_\_\_\_

Age - \_\_\_\_\_

Teaching experience \_\_\_\_\_

This questionnaire consists of questions asking for information about yourself. The information is for research purposes only and will be used to make recommendations on Free Primary Education. The information you give will not be shown to anybody.

#### Instructions

Please indicate by putting a tick (✓) on the responses that applies to you.

1. For how long have you been a head teacher?
  - a) 0-5 years [ ]
  - b) 6-10 years [ ]
  - c) 11-15 years [ ]
  - d) Over 15 years [ ]
2. For how many years have you been a headteacher in Mandera District?
  - a) 0-5 years [ ]
  - b) 6-10 years [ ]
  - c) 11-15 years [ ]
  - d) Over 15 years [ ]
3. Do you agree that the level of participation in Free Primary Education by pastoralist communities is low in Mandera District?  
Yes [ ]      No [ ]      Am not sure [ ]
4. In the last five years have you experienced any internal or external conflict in your school?  
Yes [ ]      No [ ]  
Nature of the conflict  
\_\_\_\_\_  
\_\_\_\_\_

How the conflict was resolved \_\_\_\_\_

5. Has there been any dropout of pupils from your school in the last four years?  
Yes [ ]      No [ ]  
If Yes, how many pupils have dropped for the last four years \_\_\_\_\_
6. Can you briefly explain the cause of dropout rate?  
\_\_\_\_\_
7. Are there regular meetings between:-
  - i) Headteacher and Teachers  
Yes [ ]      No [ ]      Rarely [ ]  
If yes, how often?  
\_\_\_\_\_
  - ii. Teachers and school committees  
\_\_\_\_\_

Yes [ ]                      No [ ]                      Rarely [ ]  
If yes, how often?

---

---

iii. Teachers and parents.  
Yes [ ]                      No [ ]  
If yes, how often?

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8. Do you have enough teaching staff?  
Yes [ ]                      No [ ]
9. Are the teachers in your school adequately trained and qualified?  
Yes [ ]                      No [ ]
10. Do you have enough school equipment or facilities for example classes to accommodate pupils as a result of Free Primary Education?  
Yes [ ]                      No [ ]
11. Who provides equipments?  
Parent [ ]    Government [ ]    sponsor [ ]  
Community [ ]
12. Are pupils provided with lunch meal?  
Yes [ ]                      No [ ]    Occasionally [ ]
13. Are there enough desks for the number of pupils per class?  
Yes [ ]                      No [ ]
14. Indicate the number of pupils per desk  
i) 2 pupils [ ]  
ii) 3 pupils [ ]  
iii) 4 pupils [ ]  
iv) 4 and above [ ]
15. How is the school Library?  
i. 100 percent equipped with books [ ]  
ii. 50 percent equipped with books [ ]  
iii. 25 percent equipped with books [ ]  
iv. Below 25 percent equipped with books [ ]  
v. No library at all [ ]
16. Indicate categories of teachers in your school?  
i. No. of T.S.C Teachers [ ]  
ii. No of P.T.A trained teachers [ ]  
iii. No. of untrained teachers [ ]
17. Indicate teachers' work load  
a. 30 lessons and below per week [ ]

- b. Between 30-40 lessons per week [ ]
- c. Above 40 lesson per week [ ]

18. Indicate the category of parents according to occupation

- a. No. of civil servants/ teachers \_\_\_\_\_
- b. No. of private companies \_\_\_\_\_
- c. No. in business \_\_\_\_\_
- d. No. of peasant and small scale \_\_\_\_\_
- e. Pastoralist \_\_\_\_\_
- f. Others (Specify) \_\_\_\_\_

19. state parent formal education

- a. illiterate [ ]
- b. below Standard 8 [ ]
- c. between Standard Std 8 and Form IV level [ ]
- d. Between Form IV and form VI level [ ]
- e. College level [ ]
- f. University level [ ]
- g. others state \_\_\_\_\_

20. It has been observed that many members of the pastoral communities in Mandera District do not participate adequately in Free Primary Education. In your view, what are the contributing factors to this?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

21. What recommendations would you make which can improve or make many members of the Pastoral Communities participate in Free Primary Education?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**Thank you**

## APPENDIX C

### Questionnaire for Chairpersons of School Committees in Mandera District

Gender \_\_\_\_\_

Age \_\_\_\_\_

Level of education \_\_\_\_\_

Dear parent,

This questionnaire is intended to help in an investigation of factors affecting participation of members of pastoral communities in Free Primary Education (FPE) in Mandera District. Please complete this questionnaire honestly and objectively giving as many details as you can where necessary. All information will be treated with confidentiality.

#### PART 1

1. Name of School \_\_\_\_\_  
Name of Zone \_\_\_\_\_
2. Do you agree that level of Participation by Members of Pastoral Communities in Free Primary Education in Mandera District is low?  
Yes \_\_\_\_\_ No \_\_\_\_\_ I am not sure \_\_\_\_\_
3. Do Parents and You support school financially?  
(Yes) (No)
4. At times do you hold dialogue with your teachers to hear their problems in the process of implementing Free Primary Education?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Occasionally \_\_\_\_\_  
If Yes, how often?
  - i. once in a term \_\_\_\_\_
  - ii. severally in a term \_\_\_\_\_
  - iii. only when a problem arises \_\_\_\_\_
5. Do you buy your children extra text books other than the ones given at school?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Books are not affordable \_\_\_\_\_
6. Do you have enough teaching staff in your school?  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Do you have enough school equipment or facilities for example classes to accommodate pupils as a result of Free Primary Education?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. Who provides equipment?  
Parents \_\_\_\_\_ Government \_\_\_\_\_ Sponsor \_\_\_\_\_  
Community \_\_\_\_\_
9. Are pupils provided with lunch?



Yes \_\_\_\_\_ No \_\_\_\_\_ Occasionally \_\_\_\_\_

10. Are there enough desks for the number of pupils per class?

Yes \_\_\_\_\_ No \_\_\_\_\_

11. Indicate categories of teachers in your school.

i. No. of T.S.C Teachers \_\_\_\_\_

ii. No of P.T.A trained teachers \_\_\_\_\_

iii. No. of Untrained teachers \_\_\_\_\_

## PART II

The following statements are an expression on certain aspects which have a bearing on participation in Free Primary Education. Besides each statement is a five-point scale from which you are to select your most appropriate feeling to the statement. Tick (✓) for strongly agree if you feel that the statement strongly applies to you, agree if it does not apply so strongly, undecided if you are not sure about it, disagree if it does not apply and strongly disagree if you strongly feel that it does not apply to you at all.

Key

Strongly Agree	SA
Agree	A
Undecided	U
Disagree	D
Strongly Disagree	SD

Statement	SA	A	V	D	SD
1. It makes me sad that very many children of school going age are not in school					
2. I do not like hearing of Free Primary Education					
3. Joining Free Primary Education is a waste of my child's time					
4. The feeling I have towards Free Primary Education is a good one					
5. I have a definite negative reaction to Free Primary Education					
6. I would be supportive of a friend who send his or her child to school in this era of Free Primary Education					
7. I have a definite positive reaction to Free Primary Education.					
8. There is no need to take children to private schools when there is Free Primary Education in Kenya					
9. I would oppose a member of my family from joining Free Primary Education					
10. I feel uncomfortable and restless when someone mentions to me about Free Primary Education					

12 state parent formal education

h. illiterate [ ]

i. below Standard 8 [ ]

j. between Standard Std 8 and Form IV level [ ]

k. Between Form IV and form VI level [ ]

l. College level [ ]

m. University level  
others state \_\_\_\_\_

13 It has been observed that many members of the pastoral communities in Mandera District do not participate adequately in Free Primary Education. In your view, what are the contributing factors to this?

- e. \_\_\_\_\_
- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_

14 What recommendations would you make which can improve or make many members of the Pastoral Communities participate in Free Primary Education?

- f. \_\_\_\_\_
- g. \_\_\_\_\_
- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_

## APPENDIX D

### Questionnaire for Standard Eight Pupils in Mandera District

This questionnaire consists of questions asking for general information about yourself. The general information is for research purposes only and will be used to make recommendations on Free Primary Education. The information you give will be treated as confidential. Be truthful and honest.

#### Instructions

Please indicate by putting a tick (✓) on the responses that applies to you.

#### PART I

1. Do you agree that the level of participation in Free Primary Education by Pastoralist Communities is low in Mandera District?  
Yes [ ] No [ ] Am not sure [ ]
2. Are you provided with lunch meal in school?  
Yes [ ] No [ ] Occasionally [ ]
3. Are there enough desks for the number of pupils per class?  
Yes [ ] No [ ]
4. Indicate the number of pupils per desk.
  - a. 2 pupils \_\_\_\_\_
  - b. 3 pupils \_\_\_\_\_
  - c. 4 pupils \_\_\_\_\_
  - d. 4 and above \_\_\_\_\_
5. Are there enough and standard classrooms in your school?  
Yes [ ] No [ ]
6. How is your school-staffing situation?  
Well staffed \_\_\_\_\_ Understaffed \_\_\_\_\_
7. It has been observed that many members of the pastoral communities in Mandera District do not participate adequately in Free Primary Education. In your own opinion, what are the contributing factors to this?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
8. What recommendations would you make which can improve or make many members of the Pastoral Communities participate in Free Primary Education?
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_

#### PART II

The following statements are an expression on certain aspects which have a bearing on participation in Free Primary Education. Besides each statements is a five- point scale from which you are to select your most appropriate feeling to the statement. Tick (✓) for Strongly Agree if you feel that the statement strongly applies to you, Agree if it does not apply so strongly, Undecided if you are not sure about it, Disagree if it does not apply and Strongly Disagree if you strongly feel that it does not apply to you at all.

**KEY**

Strongly Agree	SA
Agree	A
Undecided	U
Disagree	D
Strongly Disagree	SD

Statement	SA	A	V	D	SD
1. It makes me sad that very many children of school going age are not in school and Primary Education is free.					
2. I do not like hearing of Free Primary Education.					
3. Joining Free Primary Education is a waste of time.					
4. The feeling I have towards Free Primary Education is a good one.					
5. I would be supportive of a friend who joins school in this era of Free Primary Education.					
6. I have a definite negative reaction to Free Primary Education.					
7. There is no need to take children to Private Schools when there is Free Primary Education in Kenya.					
8. I have a definite Positive reaction to Free Primary Education.					
9. I would oppose a member of my family from joining Free Primary Education.					
10. I feel uncomfortable and restless when someone mentions to me about Free Primary Education.					

**9 State parent formal educations**

- n. illiterate [ ]
- o. below Standard 8 [ ]
- p. between Standard Std 8 and Form IV level [ ]
- q. Between Form IV and form VI level [ ]
- r. College level [ ]
- s. University level [ ]

Others state \_\_\_\_\_

10 It has been observed that many members of the pastoral communities in Mandera District do not participate adequately in Free Primary Education. In your view, what are the contributing factors to this?

- i. \_\_\_\_\_
- j. \_\_\_\_\_
- k. \_\_\_\_\_
- l. \_\_\_\_\_

11 What recommendations would you make which can improve or make many members of the Pastoral Communities participate in Free Primary Education?

- k. \_\_\_\_\_
- l. \_\_\_\_\_
- m. \_\_\_\_\_
- n. \_\_\_\_\_
- o. \_\_\_\_\_

## APPENDIX E

### Interview Schedule for Educational Officers

1. What is your teaching experience?
2. \_\_\_\_\_ have you been an Educational Officer?
3. \_\_\_\_\_ have you been an Educational Officer in Mandera District?
4. Do you agree that the level of participation of members of Pastoral Communities in Free Primary Education is low in Mandera District?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Is there any organized dialogues among the following parties?
  - i. Educational Officers and headteachers?  
Yes \_\_\_\_\_ No \_\_\_\_\_ Rarely \_\_\_\_\_  
If yes, how often?  
\_\_\_\_\_  
\_\_\_\_\_
  - ii. Educational Officers and School Committees  
Yes \_\_\_\_\_ No \_\_\_\_\_ Rarely \_\_\_\_\_  
If yes, how often?  
\_\_\_\_\_  
\_\_\_\_\_
6. Do you have enough teaching staff in schools in Mandera District to handle Free Primary Education?  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Are the teachers in Mandera district adequately trained?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. Do you have enough school equipments or facilities for example standard

classrooms to accumulate pupils as a result of free primary education in Mandera District?

Yes \_\_\_\_\_ No \_\_\_\_\_

9. Are pupils provided with lunch in schools in Mandera District?

Yes \_\_\_\_\_ No \_\_\_\_\_

10. Indicate categories of teachers in Mandera District?

i. No. of T.S.C teachers \_\_\_\_\_

ii. No. of P.T.A trained teachers \_\_\_\_\_

iii. No. of Untrained teachers \_\_\_\_\_

11. It has been observed that many members of the Pastoral Communities in Mandera District do not participate adequately in Free Primary Education. In your view, what are the contributing factors?

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

d) \_\_\_\_\_

e) \_\_\_\_\_

12. What recommendations would you make which can improve or make many members of the Pastoral Communities participate in Free Primary Education?

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REPUBLIC OF KENYA

## MINISTRY OF HIGHER EDUCATION SCIENCE & TECHNOLOGY

Telegrams: "SCIENCE TEC", Nairobi  
Telephone: 02-318581  
E-Mail: ps@scienceandtechnology.go.ke

JOGOO HOUSE "B"  
HARAMBEE AVENUE,  
P.O. Box 9583-00200  
NAIROBI

When Replying please quote

Ref. MOHEST 13/001/ 37C 682/2

27<sup>th</sup> May 2008

Farah Adow Adan  
University of Nairobi  
P.O. Box 30197  
NAIROBI

### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on,  
*'Participation in Free Primary Education among Pastoralist  
Communities of Mandera District Kenya'*

I am pleased to inform you that you have been authorized to carry out  
research in Mandera District for a period ending 31<sup>st</sup> July, 2009.

You are advised to report to the District Commissioner and the District  
Education Officer Mandera District before embarking on your research.

On completion of your research, you are expected to submit two copies of  
your research report to this office.

  
M. O. ONDIEKI  
FOR: PERMANENT SECRETARY

Copy to:

The District Commissioner  
Mandera District

The District Education Officer  
Mandera District



**OFFICE OF THE PRESIDENT**

**DISTRICT COMMISSIONER**  
P.O. BOX 77  
**MANDERA**

Telephone No. 046-52538  
Fax No. 046-52496

REF: CORR.32/TJ VOL III (509)

6<sup>TH</sup> June, 2008

The District Officer  
Central Division

**RESEARCH AUTHORIZATION**  
**MR. FARAH ADOW ADAN**

The above named person is pursuing a master of Education degree at University of Nairobi. He has been commissioned carry out research on "Participation in free Primary Education among Pastoralists Communities of Mandera District Kenya".

He is hereby authorized to carry out research on the above topic in central Division. Accord him all the necessary assistance. )

---

R. L. Lemaletian  
For: District Commissioner  
**MANDERA EAST**



# MINISTRY OF EDUCATION

Telephone: Mander 2018/2239  
When replying please quote



DISTRICT EDUCATION OFFICE  
P.O. BOX 30,  
MANDERA.

REF; EDM/7.30/ (86)

6<sup>th</sup> June 2008

All Headteachers  
Central Division  
MANDERA EAST

RE: ADOW ADAN FARAH  
(MED) STUDENT UNIVERSITY OF NAIROBI

The above named is a Post-graduate student in the University of Nairobi.  
He is undertaking research work. He is officially authorized to carry his  
study in your institutions.

Kindly co-operate in making this noble study a success for him.

*ABDI M. ALI*  
FOR: DISTRICT EDUCATION  
MANDERA EAST

CC

The Education Officer  
CENTRAL DIVISION