Factors influencing access to basic education in Garissa District in Kenya

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Abstract:

The provision of Education for All has been an international, regional and national concern from a broader perspective. It is an initiative to realize Universal Primary Education as one of the United Nations goals e.g. Millennium Development and Education for all goals. However, low access rates continue to be an area of great concern to schools in Garissa district and hence challenges to free primary Education in Kenya and international initiatives in the provision of Education for all. These challenges if not addressed could threaten the individual, societal, governments vision and global mission to attain the above mentioned goals. The purpose of this study was therefore to examine the factors influencing access rates in Garissa district in Kenya. The study was carried out in the two divisions in Garissa District one in an urban set up and the other rural. The research design was a descriptive survey. The target population consists of 40 primary school head teachers, 120 teachers of primary schools, six location chiefs and 120 SMC members, Tac-tutors and the District Education Officer. The data collection instruments used was questionnaires and interview schedules. The reliability of the instruments was established by use of pre-test method. The researcher has used the validity of the instruments by securing expert judgment from the supervisors and other education officials. Data was collected using questionnaires on the target population. The chiefs and village elders participated in the study through focus group discussions. The data from the interview and focus group discussions was carefully read and coded and responses were analyzed deductively through SPSS computer program. The summary of the findings were economic factors e.g. nomadic way of life, social cultural factors like early marriages, religious education e.g. duksi and madrasa., school based factors of distance to schools and gender based factors where boys are preferred over girls. Intervention measures to influence access to basic education are to establish mobile schools and boarding schools to suit the nomadic way of life and recommendations for further research where all the pastoralists' households and number of children will be statistically documented through research with a view of ensuring that they all access basic education.