

**THE ROLE OF GOVERNMENT EDUCATION POLICY ON THE SOCIAL
DEVELOPMENT PROCESS OF KITUI DISTRICT- KENYA**

BY

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DECLARATION

I declare that this is my original thesis work and has not been presented to any other university or institution for an award.

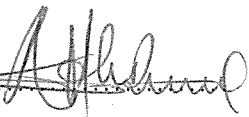
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APPROVAL

This thesis has been submitted for examination with my approval as University supervisor

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Date.....st 11 - 2007.....

Mr. Charles Edaku

DEDICATION

This piece of work is dedicated to my dear parents, Magdalene Kamene and Mr. Nicholas Ileli who have been there for me and showing their generous love and encouragement throughout this period of time. Also I dedicate it to my wife Judith and my two sons Bruno and Junior and thank them for their patience during my absence doing my masters degree.

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ABBREVIATIONS AND ACRONYMS

AEO- Assistance Education Officer
AGM-Annual General Meeting
BOG-Board of Governor
CDF- Constituency Development Fund
CHE - Commission of Higher Education
CS- Civil Service
DEO- District Education Officer
EFA- Education for All
FGD- Focus Group Discussion
GOK- Government of Kenya
HELB- Higher education Loan Board
HELFF-Higher education Loan Fund
KCPE - Kenya Certificate of Primary Education
KCSE- Kenya Certificate of Secondary Education
MDGS - Millennium Development Goals
MOE -Ministry of Education
NGOs- Non Governmental Organizations
PTA- parents Teachers Association
SAPS- Structural Adjustment Programs
SFG- School Facilities Grants
TLP- Teaching Learning Process
TSC -Teachers Service Commission
UNICEF-United Nations children Education Fund
UPE- Universal Primary Education
USE - Universal Secondary Education
USLS- University student Loan Scheme
OVC - Orphans and Vulnerable Children

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ABSTRACT

In spite of national aim to achieve education for all, basic education remain an elusive dream for many Kenyans, particularly girls in arid and semi arid lands(ASAL).The research study was carried out in Kitui district. It was aimed at finding out the role of government education policy on the social development process of Kitui district.

The policy includes UPE, USE, OVC and Street Children education programme and HELB which are geared towards fulfillment of the MDGS. These programmes are aimed at creating gender parity and women emancipation in the country and improving living standards among the people. The study analyzed the contributions made by the government education policy in the development process in Kitui district, Kenya. It examined the level of involvement and contribution of the local population in the implementation of the government education policies. It also explored on the challenges faced out by the government in the implementation of government education policy. Finally it investigated the strategies put in place by government to overcome the challenges hindering the implementation of education policy.

The study examined a sample population of 100 respondents, which include community and opinion leaders, teachers, graduates, DEO, and AEO. The Kitui district is divided into ten (10) divisions. Out of the ten (10) divisions, the study considered only four divisions. For these four (4) divisions was selected using purposive sampling technique and the other two (2) divisions were selected using systematic random sampling. The study investigated how these five clusters of respondents theorized government education policy, their perceptions on the value of UPE, USE, Education for OVC and HELB government education policy programmes.

Several pieces of related literature on the roles of government education policy on the development process were read and written in Chapter two. Questionnaire, Focus group discussions and semi -structured interviews schedules and observation constituted the main methods used to get the primary data. Documentary data analysis constituted the main method for secondary data collection. The data was then analyzed for each group

according to the themes in the research questions and objectives.

The researcher noted that corruption, cultural beliefs, lack of local population participation and mismanagement and disbursement of government funds were the main challenges that were found out by the research findings. The research also found that the following strategies are put in place; youth Polytechnics and Technical Institutions, Capacity Building Programmes, Gender Mainstreaming, Jua Kali Training and Rising the Number of Educational Institution .

Finally, recommendations were made regarding the study and these include, provision of adequate instructional materials to schools, government should reduce teacher-pupil ratio to a manageable size such that participatory learning is promoted, government to continue expanding the current physical facilities in primary, secondary schools and tertiary education institutions in an effort to accommodate the large enrolments. GOK should increase capitation grant given to schools by government through UPE, and USE programmes. HELB kitty should also be increased to cater for all the needs of university students.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

1.1.1. Universal Primary Education Programme

Universal primary Education (UPE) is a reform effort in response to the provision of equal education opportunities to all. Equal opportunity means equal chances to participate in the acquisition of education. Universal Primary Education is therefore the provision of free and compulsory education for all the school age going pupils. Castles (1964) traces the historical background of Universal Primary Education far back to 1948 when the United Nations Organization (UNO) announced the declaration of the human rights in Articles 26. This article became the genesis of basic education and stated that; -Every one has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory while technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

This declaration implied that everyone had the right to education, which is free and compulsory from the primary stage, and availing technical and professional education at higher levels. This initiative will in turn equip the people with skills that they will use to develop the nation. From the 1948 declaration, a series of conferences were held in the issue of Universal Primary Education, for instance in May 1961, African ministers of Education met in Addis Ababa and noted that education is the fundamental ingredient in social and economic development of nations. They resolved that basic education should expand gradually so that by 1980 UPE could be achieved. Kenya did not adopt the Universal Primary Education by 1980 because of political instability, inadequate planning, and economic recession due to debt burden.

The position of education in Kenya is reflected in the constitution of the Republic of Kenya, which according to Article 29 says that all persons have a right to education. However, this

right to education was only possible in December 2002 when the presidential candidate pledged UPE and was implemented in February 2003. This pledge was in response to various conferences and commissions. The most outstanding one being the Saitoti Report (2002) that asserts that it is a right of every Kenyan to receive basic education, which is a minimum package of learning to enable an individual to live a good and useful citizen in society and this can be received through formal system of education or through non-formal or out of school education.

However, the UPE scheme brought about mass enrolment of pupils. Indeed, the spirit behind the introduction of the scheme then was a good one, but it met with a lot of constraints at the implementation stage. This was mainly because of poor planning in terms forecasting strategies with regard to enrolment facilities, classrooms, training teachers and general financial implications of the scheme. First school leaving certificate holders, semi trained or untrained personnel were hurriedly recruited as 'teachers'. This almost doubled the number of teachers then. It therefore made payment of teachers' salaries more difficult. It also de-professionalised the teaching profession. Thus at this time marked the beginning of the humiliation of the once upon a time glorified set of people because salaries of teachers were unable to be paid for months their working environment deteriorated in glamour because government lacked funds to renovate school building, therefore desks, chairs, teaching aids and other facilities began to diminish and finally disappeared from school. Indeed, the new recruiters were cheaters rather than teachers.

1.1.2 Education Programme for Street Children

There has been a general consensus that education is the main instrument that can help rehabilitate street children in to responsible and self-reliant persons (Boissiere,2004).

In spite of the magnificent gains made in the expansion of education services through out Kenya, there are large imbalances in the access to basic education. Basic education, today in Kenya is out of reach for many children from poor urban and peri-urban families because of the various costs involved- school levies, uniform, textbooks. Sometimes there is lack of space in government primary schools. Some children have to discontinue their schooling while others do not even start going to school. It seems that the children, who do

not go to school, go to the streets instead.

GOK has come up with education programs to cater for street children, which has endeavored to respond to their special needs. Majority of these children are semi-literate or illiterate, the curriculum for their alternative educational syllabus include the following essential elements: basic literacy, numeracy, nutrition, some vocational training, socializing skills and moral values.

Of necessity, these GOK programs are geared to provide skills to enable these young people to eventually play an economic and social role in the society. The main purpose of these educational programmes is to provide education that is relevant to the children impoverished circumstances and to the need for them to earn a living.

The kinds of skills training provided for these children are varied; Boys for example have a choice of the following vocations: carpentry, electrical, masonry, mechanical engineering, motor vehicle mechanics, tailoring driving, welding and plumbing. The choice for girls is limited to the traditional female vocations of dressmaking and secretarial training. However, the MOE has established a desk for monitoring non-formal education programs. The national technical committees are facilitated by the Kenya Institute of education to effect curriculum development and streamline this non-formal education.

1.1.3. The Secondary Education Bursary Programme

In Kenya large bulges of students coming from primary education are seeking further education, which to large extent has not been strengthened in accordance with the needs(Eshiwani,1993). This is becoming a real; and large-scale problem, with thousands of young people aspiring to participating further in general or vocational education, but with limited or no opportunities. Today GOK has invested much on secondary education through CDF secondary bursary. This is aimed at enhancing retention for bright and needy students especially girls.

According to World Bank (2007) investment in secondary education in sub Saharan Africa

will provide countries with critical higher-level skills and knowledge for advanced learning and training of technicians, scientist, entrepreneurs and yield considerable social and private returns. Secondary education play a crucial role in preparing for higher education and for work, the youth and in a life long learning perspectives. It organizes social arenas for the transformation of children to adulthood.

1.1.4 Higher Education Loan Board Programme

The history of the Higher Education Loans Board dates back to 1952 when the then colonial government awarded loans under the then Higher Education Loans Fund [HELF] to Kenyans pursuing university education in universities outside East Africa notably Britain, the USA, the former USSR, India and South Africa(www.helb.com).

Students who were pursuing university education in universities outside East Africa and were not on scholarships were advanced loans by the then government against securities such as Land Title Deeds, Insurance policies and Written Guarantees. However by 1974, provision of education in general had expanded dramatically as a result of the heavily subsidized primary and secondary education and the general yearning for education by most Kenyan families. Consequently, the number of students seeking university education had grown to an extent that it was becoming increasingly difficult to adequately finance university education by providing full scholarships and grants by the Government.

According to CHE Report (2004) GOK introduced the University Students Loans Scheme (USLS), which was managed by the Ministry of Education. Under the scheme, Kenyan students pursuing higher education at Makerere, Nairobi and Dar es Salaam universities received loans to cover their tuition and personal needs, which they would repay on completion of their education. However, the University Students Loans Scheme (USLS) was plagued with a number of problems right on the onset. It lacked the legal basis to recover matured loans from loanees. In addition, the general public and university students wrongly perceived that the loan was a grant from the government, which was not to be repaid.

In order to address this problem, in July 1995 the Government through an act of

Parliament established the Higher Education Loans Board to administer the Student Loans Scheme. In addition, the Board is also empowered to recover all outstanding loans given to former university students by the Government of Kenya since 1952 through HELF and to establish a Revolving Fund from which funds can be drawn to lend out to needy Kenyan students pursuing higher education. The establishment of a revolving fund was also expected to ease pressure on the exchequer in financing education, which currently stands at 40% of the annual national budget (CHE, 2004).

1.2 STATEMENT OF THE PROBLEM

Following the declaration of millennium development goals, Kenya Government has put in place education policies. These policies include UPE, USE, OVC and Street Children education programme and HELB, which are geared towards fulfillment of the MDGS. These policies are aimed at creating gender parity and women emancipation in the country and improving living standards among the people.

The government education policy is adopted to improve the quality of human life, accelerate economic growth, and eradicate inequality and poverty among the people. Therefore the rationale for the Kenya government to put in place education policy was to create an environment in which all Kenyans can expand their capabilities, opportunities and realize their potentials.

Despite the existence of the government education policy in place, many people in Kitui district Kenya have lost their self-esteem and some people are living in a state of disgrace. The level of poverty is still high and the living standards of people in Kitui district are very low. Thus the gap between the rich and the poor still widens up and the rate of gender inequality is prevailing. More so many people in the district are living under the state of social servitude, ignorance, apathy, misery and dogmatic beliefs. It is therefore for the above reasons that the study is intended to find out the role of government education policy on the social development process of Kitui district, Kenya.

1.3 OBJECTIVES OF THE STUDY

General objective

The overall purpose of the study was to assess the role of government education policy on the social development Process of Kitui district, Kenya

Specific objectives

The study specifically sought to:

- I. Analyze the contributions made by the government education policy in the development process of Kitui district, Kenya.
- II. Find out the challenges faced out by the government in the implementation of government education policy.
- III. Investigate the strategies put in place by government to overcome the challenges hindering the implementation of education policy.

1.4 RESEARCH QUESTIONS

- I. What are the achievements of government education policy in Kitui District?
- II. What are the challenges faced by government in implementing education policy in Kitui district Kenya?
- III. What are the strategies put in place by the government to overcome the challenges hindering the implementation of the education policy in Kitui district Kenya?

1.5. SCOPE OF THE STUDY

The study focused on the role of government education policy on the development process in Kitui district Kenya. The study concentrated on Kitui district as its case study.

The study analyzed the contributions made by the government education policy in the social development process of Kitui district, Kenya.

It examined the level of involvement and contribution of the local population in the implementation of the government education policies.

It found out the challenges faced out by the government in the implementation of government education policy.

Finally it looked at the strategies put in place by government to overcome the challenges hindering the implementation of education policy.

1.6. SIGNIFICANCE OF THE STUDY

The findings of the study are helpful to the parents and the community and help them to appreciate the benefits of Government education policy and are able to contribute positively towards the implementation of the policy. It helps the stakeholders especially the head teachers, teachers and the parents to identify challenges facing the education development in their schools and be able to come up with tentative solutions. It also helps government and relevant donor communities to adequately plan and provide necessary inputs in an effort to restore order in the development process so as to provide quality education.

The research findings are useful to the national curriculum development center to plan, design, and develop school curriculum that can be suitable for the provision of basic education to meet the needs of the ever-increasing Universal Primary Education pupils. This further enables the National Curriculum Development Center to develop and deploy instructional materials to facilitate in the learning process. Through primary teacher colleges, the findings are used in managing, organizing, and supervising training of teachers and teachers' in-service courses in an attempt to improve the learning process.

The research findings help the researcher to gain knowledge and skills on the issues affecting development that are caused by poor education development. He also learns on the challenges facing the whole education system and be able to come up with panacea to curb such challenges.

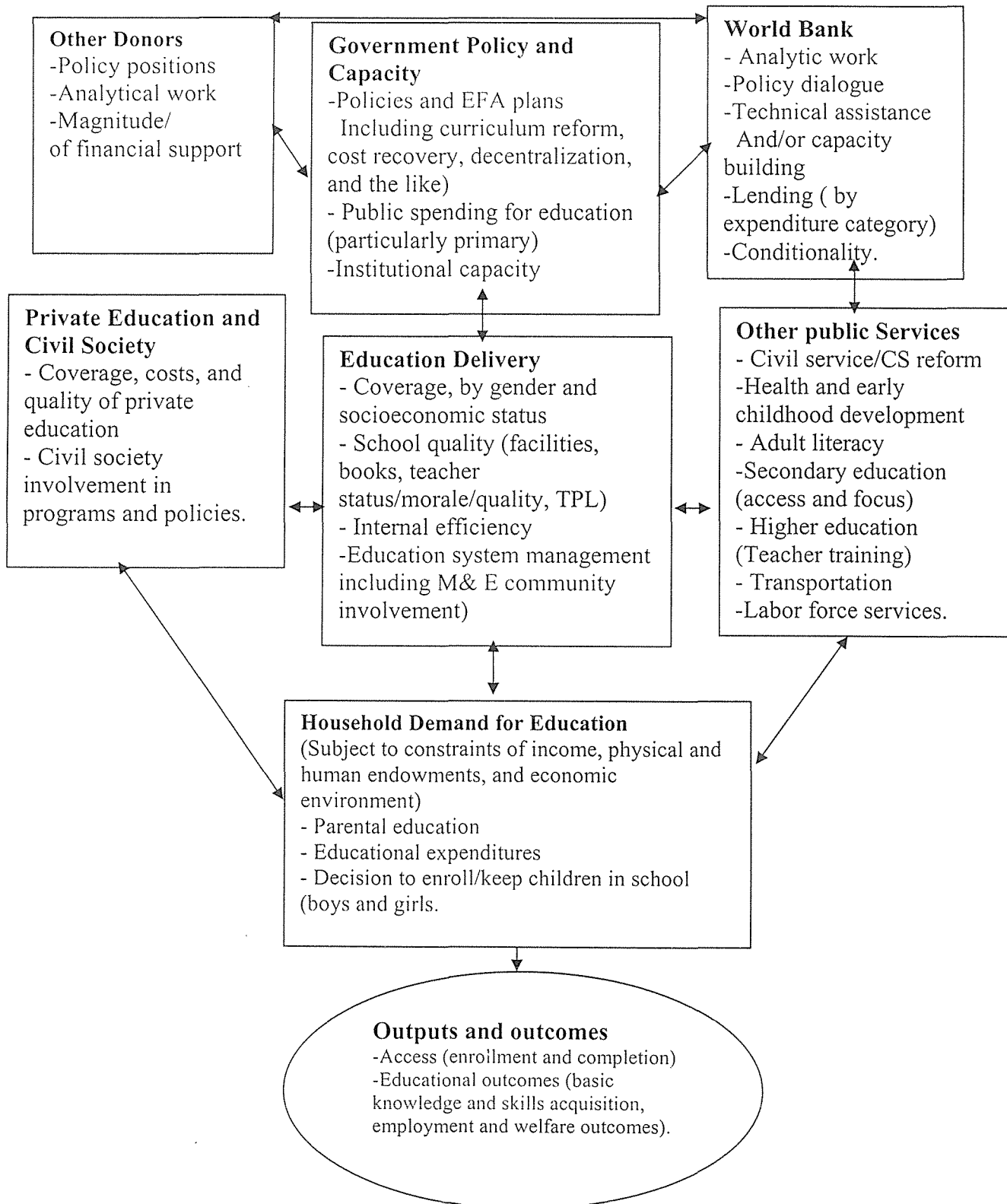
The research findings are useful to the government and thus it has helped the government to know the roles the education policy is playing towards social development of the country. Thus the recommendation by the researcher helps the government to do some amendments on the education policy in country.

The field of academics also benefits a lot. They use the findings to improve on their educational management and implementation. Also they use the findings to come up with

sustainable solution on the problems facing implementation of government of education policy.

1.7. CONCEPTUAL FRAME WORK

GOK INFLUENCE ON EDUCATION OUTCOMES



CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION:

This chapter looks at the related literatures that were read concerning the role of government education policy on the development process. It dwelled on the related literature on challenges facing the implementation of government education policy on the development process, local population participation, achievements of the education policy and also the strategies adopted.

2.1 CONTRIBUTIONS OF GOVERNMENT EDUCATION POLICY ON SOCIAL DEVELOPMENT

According to the literature review the government education policy has been a development tool to the developing world. It has been deployed to spearhead development whereby it improves health and reduces HIV/AIDS. According to Net Aid report (2005) educated mothers are 50% more likely to immunize their children than mothers with no schooling. It is well known that the acquisition of literacy and numeral especially by women has an impact upon fertility. More recently, it has become clear that the cognitive skills required for making informed choices about HIV/AIDS risk and behavior is strongly related to levels of education and literacy (EFA Global monitoring Report,2005).

According to Net Aid report (2005) more productive farming due to increased female education accounts for 43% of the decline in malnutrition achieved between 1970 and 1995. However, failure to educate girls and women perpetuates needless hunger. Gains in women's education contributed most to reducing malnutrition in between 1970 to 1995, playing a more important role than increased food availability. Education policy in Kenya has generated a lot to be admired. The distribution of national cake to all parts of the country has contributed national equity in terms of development. Human rights, gender equity and socio economic development has been enhanced through the education policy.

There is good evidence to suggest that the quality of education as measured by test scores has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own product and incomes (EFA Global Report, 2006). It is well established that the distribution of personal incomes in society is strongly related to the amount of education people have. However, research show high private returns to primary education, as long as it is measured in terms of attainment of basic skills and not years spent in school.

There is strong evidence in favor of a contribution of education policy to economic growth if educational outcomes are taken into account: A study using international adult literacy survey data shows a strong relationship between measures of literacy in the labor force and economic growth (Boissiere, 2004). A child in sub-Saharan Africa can expect to attend five to six fewer years of primary and secondary schooling than a child in Western Europe or the Americas (Global monitoring report, 2006). In Africa only 62% of pupils complete primary education and are therefore ready to pursue their studies, compared to an average completion rate of 94% in North America and 88% in Asia (UNESCO, Report 2005).

2.1.1 KENYA'S UNIVERSITY PRESENT AND FUTURE ROLE

The growth and development of Kenyan university education reflects certain important historical features. One of these has been the wide spread public demand for university education, first triggered by expansion at the primary and secondary school levels. According to CHE report (2004) the expansion was further accelerated by pressure from an explosive population growth where growth rates have remained just under 4%. Demographic pressure together with sustained demand from secondary school leavers resulted in rapidly increased university enrolments and growth in the numbers of public university.

Secondly there is a continuing need to provide a highly educated and trained work force for managing the country's social and economic development programmes.

Despite efforts by public and private universities in Kenya to introduce new courses and diversify their academic programmes, the rapidly increasing demand for university

education continues to outstrip the provision that these institutions can offer (CHE, 1999). Consequently, a substantial number of students continue to seek university places in foreign countries notably India, United States and Britain. This high demand for university education, which continues to be driven by an increasing population base of young people who continue to attain the K.S.C.E., needs to be directed to meet national manpower requirements.

According to CHE report (1994) Kenya had evolved as a regional center in many economic areas including Agriculture, industrial production and tourism. It may be possible that Kenyan private universities sector could also develop as a regional attraction especially as public university does not enroll significant number of foreign students.

Currently, it does not appear that the Kenyan private universities place a burden on the public expenditure. They in fact make net contribution to government revenue through various taxes and tariffs they pay.

These institutions are also creating demand in the local economy through purchase of goods and services; foreign exchange that is generated when students from other countries are attracted to Kenya for their higher education. Building human capacity early is important not just for the future opportunities open to young people but also to mitigate the intergenerational transmission of poverty (CHE, 1994). More educated youth are more willing to control family size and invest in the healthy and well - being of their offspring.

Education financing in Kenya remains inadequate to meet the scale of the challenge, and existing resources are rarely used efficiently in achieving good quality educational outcomes. This disappointing record, repeated to varying degrees in most African countries during the 1990s, has led governments, donors and communities themselves to seek out alternative sources of finances.

2.1.2. Encouraging Private Provision of Higher Education

In Kenya today private institutions are strongest higher education systems. These private institutions respond efficiently and flexibly to changing demand and they have increased

educational opportunities with little or no additional cost. Kenya government have encouraged private sector in higher education provision. It has formulated an education policy with a regulatory framework to avoid disincentives such as tuition prices control and includes mechanism for accreditation, oversight and evaluation of these institutions (CHE, 2004). However, the introduction of austerity measures in the financing of public university education has ultimately led to an increased interest of the part of GOK in the establishment of private universities, and the expansion of that higher education sector in order to remove some of the enrolment pressure from public institutions and help stem the tide Kenyan residents going abroad for degree programmes.

2.1.3. Mobilizing Greater Private Financing

Cost sharing with student has been adopted in Kenya Education policy as one of the higher education financing. Mobilizing a greater share of the necessary financing from student has strengthened the financial base of public higher education(World Bank, 1994). Students who receive higher education have higher expectation of greater lifetime earnings. Kenya government has permitted public institutions to establish their own tuition and fees without interference.

Cost sharing cannot be implemented equitably without a functioning student loan program to assist students who need to borrow their educational (world bank 1994). Therefore Kenyan government has come up with a program known as HELB (Higher Education Loan Boards) that facilitate scholarships, and loans to support - academically qualified poor students who are unable to absorb the direct and indirect cost of higher education.

2.1.4. Increased Autonomy for Public Institutions

Kenyan Public Institutions have decentralized all their key management functions. This is a sine qua non for successful reform, especially with respect to funding diversification and more efficient use of resources. World Bank (2004) institutions cannot respond to incentives to improve quality and efficiency without control over their resources and processes. Along with increased autonomy, however, higher education institution in Kenya

is held accountable for their academic and management performance.

2.2 EQUITY IN EDUCATION

Equity in education attracts interest in public policy for several reasons. In most countries the government subsidizes education, so access to education determines who benefit from the subsidies. Because spending on education represents a substantial share of government budget in both industrial and developing countries. The education system effectively is a major conduit for the distribution of public subsidies (Mingat, 2003). Furthermore education affects people's life chances as adults in terms of their earning capability as well as social mobility.

According Mingat (2003) issues relating to access to schooling and the incidence of public subsidies, equity in education also encompasses disparities in student learning itself. Such disparity matters because they have implications for students schooling careers and subsequent labor market performance.

2.2.1. Young People and Equity

Poverty reduction is more than a reduction in absolute deprivation relative deprivation or inequity is also enormously important. A concern for equity leads to an emphasis on early intervention to build human capacity because inequity or inequality of opportunities in the parlance of the last year's world development report quickly becomes deeply entrenched (World Bank, 2000a). In Kenya where basic education has become widespread, many inequalities of opportunity at least as they relate to schooling appear in youth as poor young people drop out of school or received poorer quality education than the rich. For many women from poor households, youth marks the entry into early marriage or early child bearing, effectively sealing off further opportunities for schooling or employment (Peril, 2000). Youths can thus be an important period for promoting equality of opportunity and allowing individuals to attain their full potential.

2.2.2. Young People and Growth

Youth is an important stage of life for building the human capital that allows young people

to escape poverty and lead better and more fulfilling lives. Schooling is persistently found to increase productivity, as reflected in earnings (Swaison, 1995). However, average earnings for those with secondary and particularly tertiary education have risen over time because of the growing demand for higher skilled workers. The evidence extends beyond the wage sector - educated farmers are more likely to adopt new technologies and almost all studies on agricultural productivity show that better educated farmers get higher returns on their show that better educated farmer get higher returns on their land.

In Kenya there has been a marked increase in the return to university education over and as a result, those returns are significantly higher than returns to primary and secondary are they were in the past. However, the spread of new technologies to developing countries has sharply increased the demand for skilled workers, substantially increasing returns even as the supply of skilled workers has increased (World Bank, 2002).

2.3. GOVERNMENT EDUCATION POLICY AND DEVELOPMENT

According to World Development Report (1991) it asserts that Development is the process to improve the quality of human life, whereby better quality of life generally calls for higher incomes and national institutions as well as the acceleration of economic growth, the reaction of inequality, and the eradication of poverty. Development in its essence must represent the whole gamut of change by which an entire social system, tuned to the diverse basic needs and desires of individuals and social groups within that system moves away from a condition of life widely perceived as unsatisfactory toward a situation or condition of life regarded as materially and spiritually better.

Therefore through the education policy the development process in Kenya has been enhanced by enabling Kenyans to be able to increase the availability and widen the distribution of basic life sustaining goods such as food, shelter, health and protection. To raise the levels of living through getting higher incomes and the provision of more jobs, better education and greater attention to cultural and humanistic values, to expand the range of economic and social choices by freeing them from servitude and dependence and be free from ignorance and human misery (Todaro, 1998). Therefore the education policy

in Kenya has enhance equality and created a sense of emancipation from alienating material conditions of life and from social servitude of nature, ignorance, misery and dogmatic beliefs.

According to UN Human Development Report (1994) asserts that human beings are born with certain potentials capabilities. The purpose of development is to create an environment in which all people can expand their capabilities and opportunities can be enlarged for both present and future generation.

The education policy enables Kenyans to have their self esteem which is the sense of worth and self-respect. This makes them not to be used as a tool by others for their own ends. All people and societies seek some basic form of self-esteem, although may call it authenticity, identity, dignity, respect, honor or recognition (Todaro, 1998). Education policy therefore is put in order to enable Kenyan to gain self -esteem, which is denied in some societies living in a state of disgraceful or under development.

2.3.1. Higher Education Supports Development

2.3.1.1. Income Growth

Higher education contributes to labor productivity, entrepreneurial energy and quality of life. It also enhances social mobility and encourages political participation. However, it strengthens civil society and promotes democratic governance it does this by creating public goals such as new knowledge. It acts as a catalyst for rapid development by providing a safe space for the free and open discussion of the values that define the character of a nation's development (Peril, 2000). Economic growth is a powerful determinant of poverty alleviation and improvements in people's lives. Thus higher education contribute to growth, therefore, means better living standards for people at all levels of society.

2.3.1.2 Enlightened Leaders

Through higher education leaders get confidence, flexibility, and breadth of knowledge and technical skills needed to effectively confront the economic and political realities of the

twenty first century (peril, 2000). It also generates cadres of well-trained teachers for all levels of the education system.

2.3.1.3. Expanding choices

Development is fundamentally concerned with expanding the choices people can make. However, higher education system after wide range of quality options for major achievements, bolstering social mobility and helping the talented to fulfill their potential (World Bank, 2000).

2.3.1.4 Increasing Relevant Skills

Higher education is absolutely necessary for training scientists, engineers and others to help invent, adopt and operate modern technology in all sectors. When scientists in developing countries are inspired to define and address local problems, they are likely to contribute to appropriate solutions in such vital areas as environmental protection, the prevention and treatment of illness, industrial expansion and infrastructure provision (Peril, 2000).

2.3.2 Education In Support Of Democracy in Kenya

It is assumed that education has an important influence on people's understanding of and support for democracy. The World Bank argues that investment in Education is essential for advancing towards democracy and improved governance, primary schooling, even if not completed, has a positive effect on people's preference for democracy. However a more nuance level of support for democracy, which involves the explicit reflection of alternatives to democratic rule, is strongly associated with secondary and higher levels of education experience. However more robust support for democracy requires participation at secondary and higher levels of education (stasavage, 2005).

It is argued that democratically elected government may have a greater incentive than authoritarian regimes to provide their citizens with primary schooling. It is argued that democracy may be reinforced by primary education encouraging democratic attitudes (Boissere, 2004). The issue of primary education has been prominent in recent election

companies in some African countries, including Uganda, Malawi, Tanzania and Kenya.

2.4 GENDER AND GOVERNMENT EDUCATION POLICY

Young females receive considerably less education than young males in Kenya. Female enrollment in primary and secondary school is lower than that of men by at least 10% (Eshiwani, 1993). The development process in Kenya has been hindered by the gender discrimination on education. Although the policy of UPE is in place the gap still exist and it also reinforces social inequality. Education policy aims at ensuring equality of opportunities in Education.

According to Todaro (1998) the universal provision of all stages of education will definitely break the gap between gender, class and ethnic group. However, in Kenya there is class conflict and crosscut by gender issues. For women the questions whether the state has enabled them to become full citizens in a democratic society has been long standing, characterized by the notion patriarchal state, dominated by and non in the interest of men. The UPE has enabled women to increase their participation in the process of alleviating poverty. Therefore the education policy has created democratic education that works towards producing men and women who have the tastes, knowledge and character supportive of a democratic regime.

The education of women does affect their fertility behavior, primary through the mechanism of raising the opportunity cost of their time in child rearing activities, then it follows that unless sufficient employment opportunity for women can be created the reliance on educational expansion as a policy instrument for lowering fertility will be much less effective (Todaro, 1998). Therefore educating women has been shown to be a critical ingredient in breaking the vicious multigenerational cycle of poor child health, low educational performance, low income and high fertility.

2.4.1 Education Policy Issues in Girl Schooling

In many developing countries girls have fewer opportunities for schooling than boys have

and where education systems are poorly developed only a tiny proportion of girls receive any schooling at all. These patterns are both inequitable and inefficient. Wide gaps in the opportunities for schooling mean that most girls will grow up without the personal human capital advantage that most boys will have (Mingat, 2003). They also imply efficiently losses to the extent that poorly educated girls will be less effective than other girls in their future roles as care givers and managers at home and as workers in the labor force.

However, feminist activism asserts that schooling opportunities for girls will improve naturally as the education system develops and economic conditions improve. Thus improving girls' education is a social, if not economic. The level of women's education affects economic productivity, child health and welfare and influences the length of time girls are sent to school (Swainson, 1995).

The number of female heads at primary school level in Kenya is 7% of the total, hence in any training or mentoring situation men outnumber women heavily. The situation in Kenya as reported by Eshiwani (1993) indicated that opportunities for girls to receive primary and secondary education are improving year by year. However in the teaching profession, mainly men hold promoted posts.

2.5. LEARNING PROCESS (EDUCATION)

Farrant (1980) defines learning as: The process by which we acquire and retain attitudes, knowledge, understanding, skills, and capabilities that cannot be attributed to inheritance or physical growth. This kind of learning does not include inborn reactions, reflex actions because these do not undergo change or modification in the course of growth.

However, psychologist like Brunner et al (2000) look at learning as a broad area of study and they all agree that learning is a relatively permanent change in an individual's behavior due to past experience and practice. Teaching and learning are therefore inseparable and the entire process consists of the teachers, the learner, the goals of educational process, instructional and evaluation procedures. Through an education, which is delivered through interaction between the teacher and learner, man is able to conquer the challenges of his

environment and to satisfy the desire to live good life in society. Because of his knowledge and ability gained through learning (education), man is naturally striving to change from the present state of his life to a more optimal one. This process of moving from one mode of livelihood to a better one is what is called development.

Ishumi (1977) asserts that the significance of education in attainment of this goal: It is this act of educating the society that man and woman become aware of their circumstances and prepare to participate in the development of the community. Education therefore, unearths the realities of life and sets minds on the development of the society and environment man lives in. It is for this sake that Universal Primary Education was thought to be the brainchild of the learning process that could gear towards achievement of education. Michael Manley (1975) believes that the world can only be modified through education.

Development of any society requires skilled manpower for harnessing and exploiting it. These skills can be got through education during the learning process.

Summarily, the vital role of education plays in the development of a society's human and material resources in the growth of its culture and social institutions makes a school as a place of education indispensable with individual political, economic, and social development of our society. For education and development to be achieved through the learning process must be carefully planned and implemented, the process of learning would be a two way so that both the learners and teachers are actively involved (Farrant, 1980).

2.6 CHALLENGES FACING THE SOCIAL DEVELOPMENT PROCESS

Africa's disappointing educational record over the past decade has strengthened the case for an expanded community role in Education. Although the sharp decline in access and quality that occurred during the 1990's has been halted in most countries. Perhaps 40 million children in sub-Saharan Africa remain out of school and for millions who do attend; education is a dilapidated building with few desks or books, staffed by badly trained and poorly motivated teachers, teaching an overloaded and outdated curriculum that gives

children few useful skills for the world of work.

Since independence in 1963, Kenya has experienced an explosion in population from 8 million to just fewer than 30 million and as a result, a correspondingly huge increase in the need for education facilities that at all levels, primary, secondary and tertiary. The education section now accounts for more than a fifth of all voted government expenditures, more than a third of recurrent expenditures, and almost 30% of public sector employment (World Bank, 1999). There are 16500 primary school teachers serving the needs of close to 6 million pupils in the 8 years of primary schooling. The primary head teachers in these 16500 schools have mostly been placed in their positions as a result of experiences as a teacher and on the recommendation of teacher service commission (TSC) and not on any proof or evidence of competence in management.

World bank (1994) higher education in developing countries is characterized by low student staff ratios, underutilized facilities, duplication program offerings, high dropout and repetition rates and a very large share of the budget devoted to non educational expenditures such as subsidized student housing, food and other services.

Although Universal Primary Education is the brightest hope for education of children in the country, the programme has a number of shortcomings, which since its inception have affected the learning process. Across many rural parts of the country, pupils have their lessons under trees or in crumbling or incomplete structures. A survey carried out in Kyangwithya zone education committee, Kitui District early last year indicates that a good number of schools were still conducting lessons in small, old, and crumbling structures. Harold (1957) confirms this when he says that Three classes are crowded together each distributing the wall of the other. In such circumstances, there is a lot of disorder and ineffective teaching and as the learners keep on distributing each other. This in turn disrupts the lesson hence affecting the development process. Most often, children seated at the back are at a disadvantage because they will not be able to see what is written on the chalkboard unless they stand up or move in front. Again they may become a barrier to the rest. In this case, the learning process may not be successful.

Harold (1957) further supports this when he says that at time because of large number no thought has been given to class arrangements and so it must be difficult for the pupils at the back to see the work on the chalkboard. In an effort to alleviate the conditions of learning structures, which are not enough or rather cannot accommodate pupils; government has enabled an extensive construction of classrooms completion fund. To some extent, this has been achieved in some areas.

However, in most areas the classrooms are not adequate enough to provide for effective learning of individual learners. The implication therefore is that the teachers are not able to help the individuals because of the large numbers and the inadequate time per lesson. Teachers give one or two problems inform of an exercise in an effort to evaluate the lesson. However, Castles (1964) hastens to comment that the method makes it difficult for teachers to handle children of different levels of ability. For example, grouping children according to their ability requires plenty of classroom space, plenty of books and materials let alone having competent teachers. These seldom exist in crowded classroom and poorly equipped schools.

2.7 THE ACHIEVEMENTS OF GOVERNMENT EDUCATION POLICY IN KENYA

Through education policy Kenyan are enabled to acquire permanent and developmental functional literally, numeral and communication skills in the local languages, Kiswahili and English as they are official languages. However, according to the MOE report (2005) the policy has promoted understanding and appreciation of the values of national unity, patriotism and cultural heritage with due consideration of international relation and beneficial inter dependence.

Thus the policy has eradicated illiteracy and has acquired Kenyan with basic skills and knowledge to exploit the environment for sect development as well as national development for better health, nutrition and family. Many Kenyan through the policy they have gained sense of service, duty and leadership for participation in civil, social and national affairs. This has been achieved through group activities in educational institution

and the community.

Primary education is a powerful lever for poverty alleviation and socio-economic growth (World Bank, 2002b). Its results can be empowering, enabling graduates to take charge of their lives and make more informed choices, contribute to the building of a democratic polity, increase earning potential and social mobility, improve personal and family health and nutrition - particularly for females and enable women to control their fertility.

However, Kenya development dream has been realized through education policy. This is so because the policy has promoted scientific, technical and cultural knowledge, skills and attitudes that are needed for integral development. Moreover, moral, ethical and spiritual values have been inculcated to many Kenyans. Kibaki (2006) asserts that the policy has developed self-discipline, integrity, tolerance and human fellowship among Kenyans. As a result this has instilled the value of living and working cooperatively with other Kenyan.

While appreciating the efforts of African countries in achieving Universal Primary Education, Farrant (1980) Many African countries have made commitment towards achieving Universal Primary Education but high cost of implementation has made progress towards this goal slow except rich countries like Nigeria and Libya. However, In spite of high cost, many countries in Africa, Kenya inclusive have relatively tasted the benefits of Universal Primary Education. This is reflected in Saitoti's Report (2004) not much progress could be achieved in Kenya with low population deprived of schooling. Hence in its findings it accorded high priority to the achievements of the goal of Universal Primary Education.

It was therefore the wish of the commission to see that all children of Primary school age enrolled into school. Thus it set the year 2005 as the target of at least attaining fully the goal of Universal Primary Education.

During 2002 presidential election campaign, President Kibaki declared his election manifesto. Among many pledges, he was making Universal Primary Education a reality. According to Kibaki's manifesto education was to be the main tool to abolish illiteracy so as to enable Kenyans to utilize the natural resources maximally. Kibaki (2002) confirmed his

pledge for Universal Primary Education when he said: "The state would for a start provide free education for every child in Kenya who is at school going age in every family"

His promise was not therefore in vain as the government introduced and implemented Universal Primary Education programme in 2003. The implementation strategies ensured that the orphans, the girl-child, and children with disabilities benefited from the programme. This has therefore enabled children to go to school to acquire skills and knowledge to sustain a living.

By achieving Universal Primary Education, government would therefore fulfill its mission to eradicate illiteracy while equipping individuals with basic skills and knowledge to exploit the environment for both self-reliance and national development (Kibaki, 2002).

Other important achievements of Education policy programme worth noting is provision of instructional materials to schools, training and payment of teachers, provision of furniture to schools and increases in budgetary allocation to schools and ministry of education and sports. Due to the education policy rural communities' benefit much toward agricultural productivity or students are assisted in functioning more effectively in rural environment conservation and development (Eshiwani, 1993).

2.8. PEOPLE'S PARTICIPATION IN SOCIAL DEVELOPMENT PROCESS

As an international forum in Addis Ababa in 1997 a more concrete position was adopted for the Africa region, where resource constraints have been most severe and persistent on the role of private finance and management in meeting educational needs. The Economic commission for Africa, UNICEF and the World Bank approved a consensus on principles of cost sharing in education and health in sub-Saharan Africa. This stated that responsibilities delegated to school and community level should be maximized and that government should assist communities to develop transparent and accountable systems for raising and controlling local resources, which take into account the total cost burden borne by parents and communities. This position has been subsequently reinforced in the World Bank education sector strategy, which argued for fees and other contribution paid by non poor beneficiaries, In order to free up public resources for targeting to the poor (World Bank,

1999b).

Education is the cornerstone of development and Africa is the world's most educationally deprived region. Without rapid and sustained educational development, Africa has little prospect of achieving significant poverty reduction in a region where 40 percent of people struggle to survive on less than one dollar a day. But education development cannot take place unless communities are placed at the center of educational change in Africa, as Partner to governments, civil society organizations and donors and as educators and source of knowledge.

The principal rationale for involving communities in education is that Africa's governments cannot be expected to achieve universal primary education on their own. The scale and complexity of financing and delivering universal primary Education places practical limits on what central government can achieve single handedly and requires decentralization of substantial decision-making powers to the local level.

Thus, the push from governments and donor agencies for increased community participation in education has been strongly influenced by financial expediency. Education is typically one of the largest public expenditure items and resources constraints in Africa have led governments to search for alternatives sources of support.

2.8.1 Community Role in African Education

Communities play a vital part in the educational process, shaping what people learn, how they learn and how they apply knowledge to the world around them (World Bank, 2000). Education development cannot take place unless communities are at the center of educational change, as educators and sources of knowledge and as partners to governments, civil society organizations and donors.

In response several countries in the region have tested new ways of involving communities in the financing and management of education and enhancing community "ownership" of the system. In Kenya school committees and parent teacher associations have been established to provide a forum where community concerns can be voiced. These school

committees have been given responsibilities, such as the development of school improvement plans that typically are founded from a mix of public and private resources.

In most cases community responsibility has been limited to school construction and maintenance; some have the responsibility of hiring and firing teachers.

The shared characteristics of many Africa countries mean that education system; have always relied heavily on community support. Despite the existence of often highly centralized and hierarchical states, weak management and supply systems have given schools considerable de facto autonomy.

In Africa communities are central to the joint endeavor of education development thus the diverse economic and social conditions of Africa communities reinforce the case for empowering communities to identify their priorities, participate in decisions about resource allocation and hold education providers accountable for giving children an acceptable standard of education (Stasavage, 2005). Education policy and practice in Africa has been marked by a growing recognition that UPE in Africa will not be achieved without effective strategies for community involvement.

According to World Bank report (2003) NGOs credibility and growing status has strengthened the case for an expanded community role in education. NGOs have played an increasingly important role both as a source of education expertise, policy innovation and finance as a service provider contracted by governments and multilateral agencies. Despite their heterogeneity, NGOs at their best are more flexible, responsive and experimental than public agencies, and have often achieved impressive results in the education sector through community based approaches to development (World Bank, 2000a).

2.8.2 Parents Involvement in the Social Development Process

As may be noted, the efforts of government to provide Universal Primary Education are not enough to meet the education needs of the children. For this reason, parents in particular have a crucial role to play in education of their children. However, to gain confidence and

participation in school activities throws a big challenge to be resolved because they believe that Universal Primary Education is doing everything for them. This task of winning confidence and eliciting parent's participation in the learning process is a worthwhile endeavor, which should involve teachers, public, and government (Eshiwani,1993).

Farrant (1980) Involvement of the community in the school particularly in rural areas was the potential for stimulating development and for bringing new life vast areas in Africa that are gradually dying but requires teachers, public and government. Meanwhile, Combs (1985) identifies poverty, as a major obstacle to parent's involvement in school activities, which has hindered universal participation in the learning process.

The increased pupil population demands construction of new structures at schools, which include classrooms, stores, staff houses, libraries and pit latrines. One of the roles of the parents in the Universal Primary Education programme is to contribute labor or materials for improving the school environment and facilities. However, if the parents fail in this obligation, the learning will not be effectively done. Maicibi (2005) participation of the poor in their own development has been measured as a key factor in the success of projects. It is an essential part of human growth that is the development of self-confidence, pride, initiative, creativity, responsibility and cooperation.

However the nature Universal Primary Education in Kenya, which is not completely free, has given many parents some negative attitudes. To them, when Universal Primary Education was introduced they had thought it would relieve them from the burden of education costs, hence non-involvement in school matters. Participation by the people in the institutions and systems, which govern their lives, is a basic human right and also essential for realignment of political power in favor of disadvantaged groups and for social and economic development. (Sen. 2000)

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter looks at the methods that the researcher used for the study. It explains the research design, sampling techniques, sample area, sample population, data collection methods and analysis and data quality control. The study used both qualitative and quantitative methods of data collection and presentation. He also used both primary and secondary data in the study. Questionnaire, Focus group discussions and interviews and observation constituted the main methods used to get the primary data. Documentary data analysis constituted the main method for secondary data collection.

3.2 RESEARCH DESIGN

A case study design was adopted to give room for interactive interviewing and observation for the data collection. This design was used because it helped the researcher to understand different forces within Kenyan communities and this allowed the researcher to gain detailed information for the study. This was the case because the respondents' perceptions were obtained freely and local meaning and understanding were achieved. Also this design helped the researcher to avoid being biased. Furthermore the design assisted the researcher to access restricted and sensitive information that was not normally to be obtained using other techniques.

and out of the eight two codes were picked. These were t for Matinyani and w for Mwitika was selected.

A total of 38 respondents were sampled using purposive sampling technique which according to Crossley (1997) is a sampling technique where you choose a subjects who are likely to supply information relevant to the research problem. This technique was adopted to select 2 graduates, 1 DEO, 4 AEO, 3 chiefs, 2 councilors 8 women group leaders, 4 school committee members, 4 primary school head teacher, 4 secondary school head teachers , 4 schools PTA and 2BOG chairpersons.

Stratified sampling was adopted which according to Crossley (1997) is a technique that takes into consideration the heterogeneous nature of the population to be sampled. The population was divided in to sub population such that elements within each sub population was homogeneous .Out of the total area population; the stratified sampling was used to group the population in terms of gender. The 62 respondents had 31males and 31 females:

Systematic sampling is one in which every kth element of the sampling frame is selected. $N/n = k$ th number. This technique was the main methods used to select the remaining 62 respondents. That is male and female. Then systematic sampling was then adopted to select the 62 respondents. This included 20 general local population, 2 businessmen and 40 parents. $N/n = k$ th number

$6200/62 = 100^{\text{th}}$ Number.

Every 100^{th} element of the remaining population was selected after randomly selecting the first one. This method was good for sampling from large population as the study was selecting only 30 out of the 6200 population of the entire four divisions of the study.

3.5 DATA COLLECTION METHODS AND INSTRUMENTS

As earlier stated the study adopted both qualitative and quantitative methods of data collection and analysis. Following the research design the qualitative methods of data collection constituted the main component of the research. Then it was supplemented by

quantitative methods.

3.5.1 Interview method

The researcher used semi -structured interview method to obtain information from opinion leaders that include AEO,DEO, Councilors, chiefs, women group leaders and Graduates concerning the topic of study. This was face-to-face interview and an interview guide was used that helped the researcher to ask relevant questions to the interviewee. This particular method was used because all the opinion leaders and had enough time that allowed the researcher to interview them on issues concerning the study topic.

3.5.2 Observation

The researcher used observation method of data collection. He observed the general outlook of the school structure; this included the libraries, head teachers' office and staff room. The researcher also visited some classrooms and observed the learning process. Also the researcher used this tool to observe the nature of life the graduates are living and the nature of development the respondents are having. This helped the researcher to come into contact with the real situation on the ground. Therefore in this method the researcher used checklist that helped him to observe what was required for the study. Also this enabled him use his time properly and avoid being biased on the aspects that are not in the study.

3.5.3 Focused Group Discussion

The researcher used focus group discussion method. A topic guide was used to guide the group on the issues that were to be discussed. Also it helped the group to save time and articulate clearly issues on study and avoided going out of the subject of discussion. These were held with teachers, pupils, school committee members, parents and members of community that constituted 10 respondents. This method of data collection gave researcher a chance to validate information obtained from other sources using different techniques.

The researcher was careful not to allow any one particular informant to dominate the deliberations. This method was especially fruitful, because it generated discussion and reaction that were important for the study. Also the method helped Informants to contribute to the deliberations and gave information that was not only pertinent to the study but that brought other insights that were explored. For example the method was used to enable the researcher to get other information that were not intended but were critical to the study.

3.5.4 Questionnaire

The method was used as a supplementary to the research. The researcher used questionnaires that were administered to both primary and secondary head teachers and the parents. The researcher pre-tested the questionnaires in Maseki Primary and Mulutu secondary Schools and established their validity and reliability. This was done in these schools as they have similar settings with the sampled area of research. The results of the pre-test indicated the validity and reliability of the tool.

The researcher then administered the questionnaires in the eight schools sampled from the four sampled divisions. Also the tool was administered to the forty eight-sampled population of the study. The method used because some of the head teachers were busy in their duties and the tool gave them humble time for them and allowed them to fill the questionnaires at their free time. It also helped the researcher to save his time. It was ideal method for the parents because they had enough time to read and understand the questions clearly. Forty questionnaires were administered to the parents, eight questionnaires to the both primary and secondary head teachers each four questionnaires in the eight schools sampled within the four divisions of the study.

3.5.5. Documentary data analysis

The secondary data related to the study was obtained using this method. Basically it relied much on the library research work that involved reading published textbooks on the subject of study, documents published or unpublished, reports and policy papers related to the study. This helped the researcher to know what other scholars have said concerning the problem on study. This method helped the researcher to show the correlation between the

primary data that was collected and the existing secondary data concerning the topic of study.

3.6 DATA ANALYSIS

Both quantitative and qualitative data analysis techniques were embraced. The descriptive statistics was used to summarize quantitative data. That is Researcher used frequency distribution, charts and tables, whereby coding was done to group data of the same line together. Also correlation analysis was employed to determine cause and affect relationship. The Researcher got back the filled questionnaires and interviewed the parents; the researcher then compiled the raw data. First the researcher converted the quantitative data into numeral (coding).

For the qualitative data the research obtained detailed information about the research problem and established pattern trends and relationships from the information gathered. Descriptive statistics was used to summarize the data and describe the sample and inferential statistics was used to enable the researcher to infer the sample result to the population.

To establish the validity and reliability of the research, the questionnaires were taken first to a pre-test that is pilot testing whereby four copies were distributed to one primary head teacher and two parents of Maseki primary school. For the secondary school head teacher's two questionnaires were tested from Mulutu secondary school. This ensured that they were valid and reliable. Indeed the respondents were required to fill the questionnaires independently without any influence from other people.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

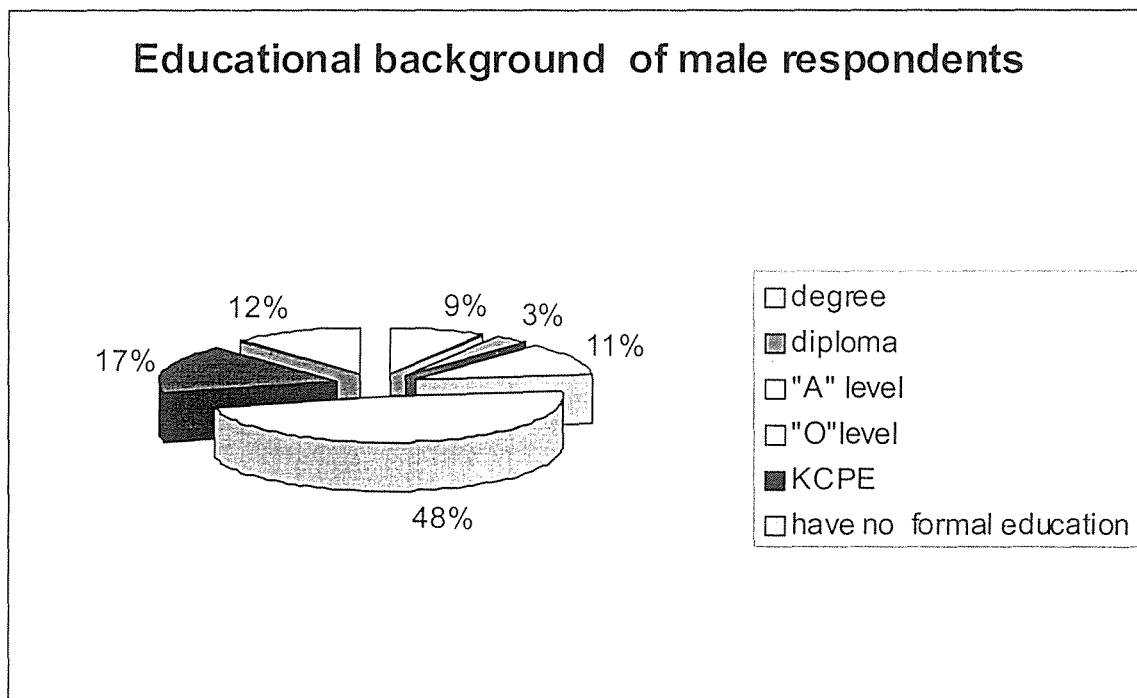
4.0 INTRODUCTION

This section presents findings from interviews, questionnaires, observation, focus group discussion, with Kitui district residents. A total of 100 community members participated. They represent a broad cross section of the community and include the following, opinion leaders such as women's leaders, business community, chiefs, councilors, parents, and PTA committee members, teachers including both primary and secondary head teachers, AEO, DEO, NGO officials, Pastoralist and farmers.

4.1. THE EDUCATIONAL BACKGROUND OF RESPONDENTS

Figure I and II indicate the educational background of the respondents by gender

Figure I: Show the Educational Background of Male Respondents

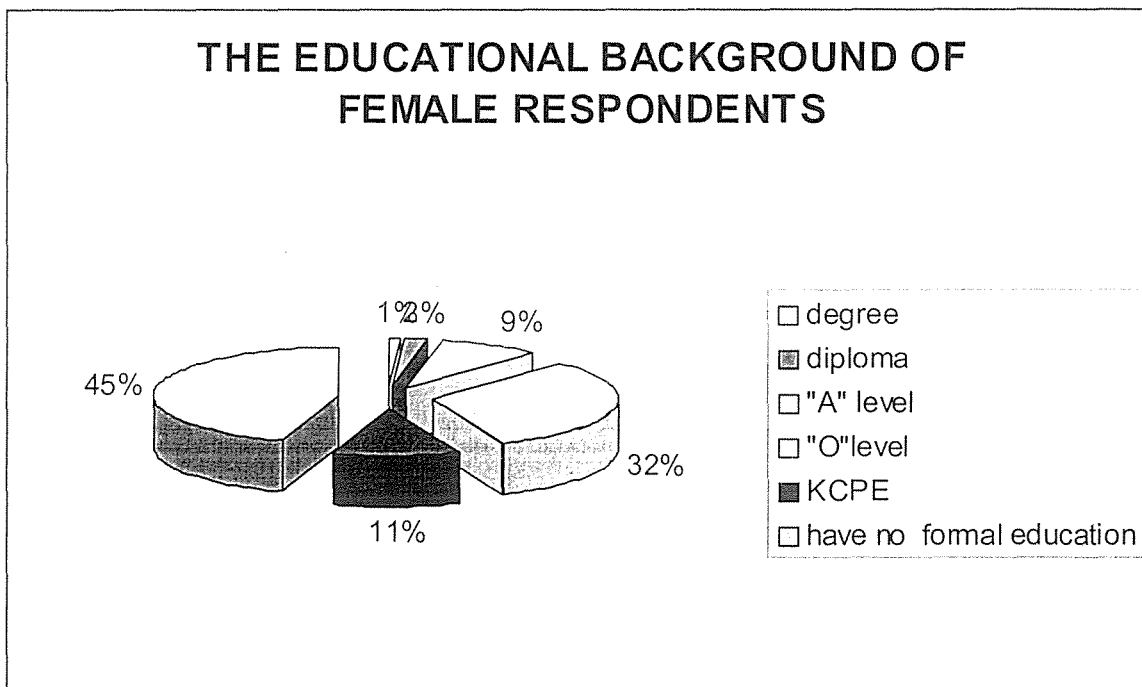


SOURCE: PRIMARY DATA

Of the 60 male respondents participated in the study only 9% had degree, 3% had diploma, 11% had achieved "A" level and 48% had "O" level, while 17% had sat for their KCPE but

12% had no formal education. The analysis indicates that the majority of male community members, who are also the community opinion shapers in Kitui district, had low levels of academic attainment. The finding is important as it relates to the aspiration role modeling and mentoring of girls and boys in their quest for formal education.

Figure II. Show the Education Background of Female Respondents



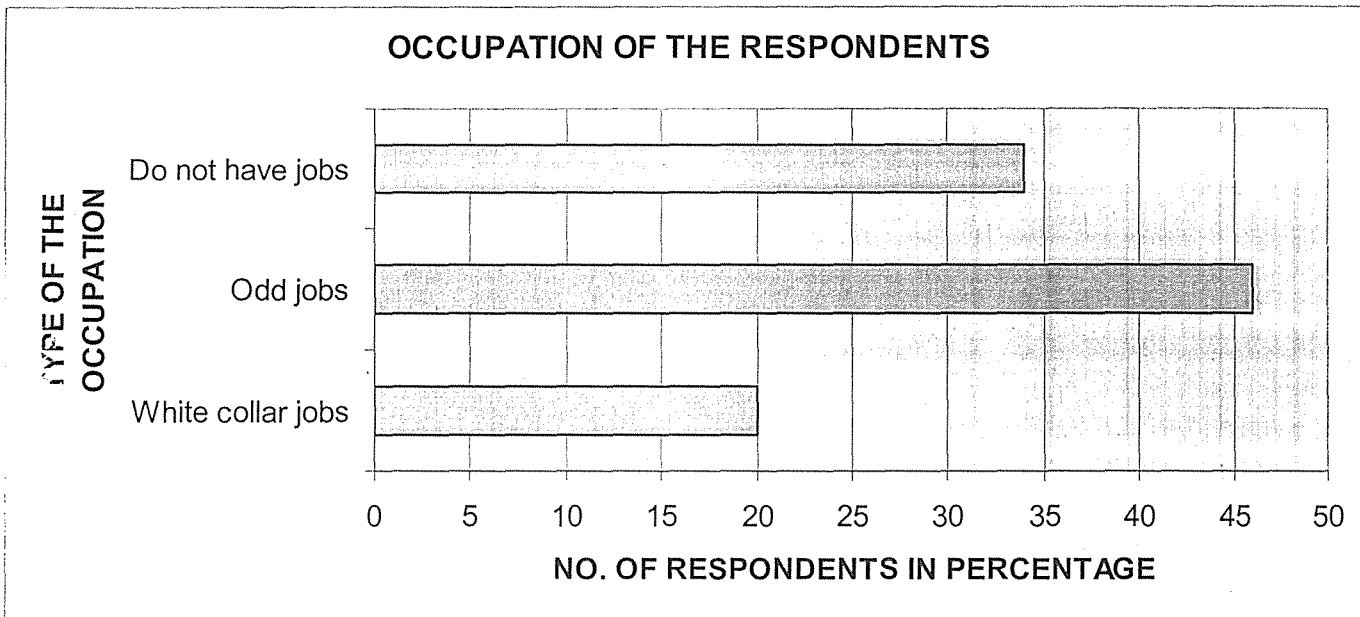
SOURCE: PRIMARY DATA

Out of the 40 female community members 1% had degree, 2% had diploma. 9% had "A" level education, 32% had "O" level education and 11% had KCPE certificate while 45% had no formal education. This analysis indicate that one-third of the women do not have any formal education. They also have lower level of academic attainment compared to men.

4.2. OCCUPATION STATUS OF THE RESPONDENTS

Out of the 100 respondents, the study found that 20% of the respondents do white collar jobs and 46% do odd jobs and 34% do not have jobs. This figure III reveals that people of Kitui district practice odd jobs. This is because the majority of the respondents have “o level type of education and they lack the needed skills and knowledge for them to be employed at the white collar jobs sector. The data shows that people who have the tertiary education are the only one who gets jobs. Therefore in the case of Kitui district the study shows that only few people who have tertiary education as indicated in the figure I and II above.

Figure III: Shows the Occupation Status of the Respondents



SOURCE:

PRIMARY

DATA

4.3 CONTRIBUTIONS OF GOVERNMENT EDUCATION POLICY KITUI DISTRICT RESIDENTS

4.3.1 SCHOOL ENROLLMENT RATE IN KITUI DISTRICT

Table I: Shows Increase of Enrollment in Kitui District Schools According To gender

YEAR	BOYS	GIRLS	TOTAL
1996	1231	870	2101
2005	2280	1962	4242
Increase	1049	1092	2141
% Increase	85.2	125.5	101.9

SOURCE: secondary data MOE report 2005

The above table reflects the role of government education policy on the development process, whereby the eight sampled schools had an increase in their enrolment. The rate of increase is very high for example girls increased by 125.5% while boys increased by 85.2%.

All the four head-teachers submitted that the year 2003 school enrolment greatly exceeded that of 1996, the year that preceded the introduction of UPE and USE. In 1996, the total enrollment of the four schools was 2101 pupils. In 2005, the number had increased to 4242. The enrolment of girls has been a sharp increase in the number of girls attending schools. In 1996, the total enrolment of the girls in four schools was 870 and in the year 2005, the number increased to 1962 giving a percentage of 125.5%. The above information is confirmed and indicated in table 11 above.

Many of the parents and teachers interviewed reflect that government education policy in the primary, secondary and OVC programmes are highly appreciated. They expressed little doubt that the policy has benefited poorer households by reducing some of the financial burden of educating children. It has enabled more disadvantaged children, girls,

orphans and the disabled to attend and continue in school. Most parents therefore see government education policy as a major intervention against poverty through reduction of illiteracy thereby leading to high rate of enrolment because no parent wants to deprive his/her child of free education.

Although enrolment had increased, some of the parents interviewed felt that the cost of primary and secondary education had not declined significantly because they were being asked to pay money /fee for feeding and uniforms.

From the researcher observation, in almost all the schools, pupils and students did not have adequate classrooms and desks. Some classes were conducted outside as sighted in central primary school. A good number of teachers lacked adequate instructional materials to affect the learning process. Most of the teachers also used teacher - centered method, which do not fully involve pupils/student in the learning process. Frandsen (1967) believes that the purpose of a manageable class is to provide opportunities for each child to participate fully in learning situations within and outside the classroom.

4.3.2 ACADEMIC PERFORMANCE IN KITUI DISTRICT SCHOOLS

Table II: Shows Responses to Pupils/Student Academic Performance in Kitui District Schools.

CATEGORY	YES		NO		TOTAL	
	F	%	F	%	F	%
Head teachers	2	25	6	75	8	100
Parents	18	45	22	60	40	100
Total	20	41.6	28	58.4	48	100

SOURCE: PRIMARY DATA

The results obtained from the respondents indicate that there is a significant difference between the respondents who accept that government education policy has improved the academic performance of the pupils/students and those who say it has not improved the

academic performance of pupils/students. This is clearly indicated in table III above. Those who agreed are 41.6% and those who did not agree make up 58.4% of the respondents.

From the findings of the research, most of the parents and teachers raised serious concern about the implementation of the policy despite the popularity of UPE and USE. Their main concern is deteriorating quality as a result of increased enrolment without increase of the educational requirements such as teachers, classrooms and instructional materials and not providing mid day feeding programmes.

Table III: Shows Performance of Kitui District Schools From 2003 - 2007

SCHOOL	Number of CANDIDATES	NO. OF CANDIDATE GOT GRADE A	PERCENTAGE PASS IN GRADE A
Kang'au	79	2	3
Central	440	45	10
Wanzua	144	7	5
Mutune	51	3	6
Mutulu	46	1	2
Ivaini	51	5	20
Zombe	63	0	0
Ikanga	47	6	12.5
Total	870	69	7.1

SOURCE: PRIMARY DATA

The KCPE/KCSE performance indicated that out of total of 870 candidates who sat the examinations in the eight schools in the district from 2003 - 2006, only 69 passed with Grade A. This is only 7.1 % pass, which is for below the national standards and this is confirmed in the table IV above.

Teacher and parents see declining quality in performance as frequently related to overcrowding. Pupil/student - teacher ratio varies from school to school.

4.3.3 PUPIL/STUDENT-TEACHER RATIO FOR 2007 IN THE EIGHT SCHOOLS AS OF KITUI DISTRICT

Table IV: Shows Enrolment and Pupil/Student-Teacher Ratio for 2007 in the Eight Schools as of Kitui District

A) LOWER PRIMARY

School	P.1	P.2	P.3	Total	No. Of Teachers	Teacher - Pupil Ratio
Kangau	162	154	99	415	3	1: 138
Central	301	283	298	882	6	1:147
Wanzua	416	247	267	930	6	1:155
Mutune	132	127	128	387	3	1:129
TOTAL	1011	811	792	2614	18	1: 145

SOURCE: PRIMARY DATA

UPPER PRIMARY

SCHOOLS	P.4	P.5	P.6	P.7	P.8	TOTAL	NO. OF TEACHERS	TEACHER-PUPIL RATIO
Kangau	93	83	85	66	56	383	5	1:65
Central	254	246	240	174	154	1068	10	1:91

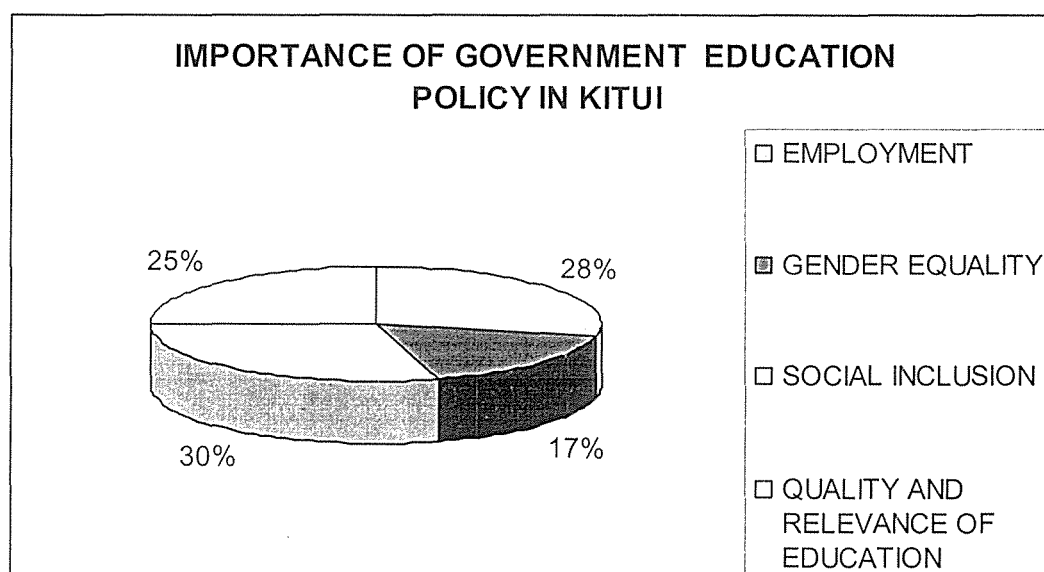
Wanzua	106	104	70	67	62	409	4	1:86
Mutune	68	59	60	46	37	270	4	1:58
TOTAL	521	492	455	353		2131	23	1:79

SOURCE: PRIMARY DATA

The pupil -teacher ratio varies from school to school with the highest being 1:155 pupils per teacher in school W and 1:91 in Central primary school. Both are for lower and upper primary as indicated in tables V (a) and (b).

4.3.4 ACHIEVEMENTS OF GOVERNMENT EDUCATION POLICY IN KITUI

Figure IV. Responses on the achievements of Government Education Policy in Kitui



SOURCE: PRIMARY DATA

The twenty four respondents in the FGD agreed that government education policy Implementation in Kitui district has benefited the residents a lot. 30 % of the respondents agreed that government education policy has brought about social inclusion, 25% have agreed that the policy has improved the quality and relevance of education in the district, 28 said that it has promoted employment opportunities and 17% said that it has improved gender equality.

Out of the 100 respondents 100% of the respondents agreed that UPE and other programmes were timely since children who were not able to go to school previously due to lack of school fees were now able to. The fact that the pupils are issued with textbooks and stationery at school has made schooling quite affordable and children of the poor are well as those from well up families can now meet in school. Those children who had dropped out of school due to lack of school fees and were working or living in the streets had been able to go back to school because of the UPE.

According to the study parents, pupils who previously were straining to pay fees and buy text books can use the savings to pay for food, shelter and buy school uniform in case of UPE. The parents have less financial stress now and since all their children are in school, they have more time to attend to their chores and business. Completed primary education helps alleviate poverty and advance economic and social development. The Kitui educated adults have high paying jobs, higher individual earnings, enjoy greater agricultural productivity, lower fertility and have enjoyed better health and improved nutritional status. These educated adults are more likely to send their children to school.

The government education policy has forged national unity and social unity to residents of Kitui district. It has done by giving the residents opportunity to learn common mores, ideologies and languages. It has also improved income distribution among the people of Kitui district and it has also helped them to increase their savings. Moreover, it has enhanced the status of women and it has promoted the adaptability of the residents to technological change.

Employment

As per the study, the imperfect distribution of means of sustenance amongst population, and the high rate of population growth in Kitui district has compelled many children to stray into the Kitui town in search of some kind of employment. From the documentary analysis indicate that 60% class eight dropout do jobs, which are often dangerous from the point of view of physical as well as healthy safety. In most cases they engage in garbage collection for recycling, hawking, vehicle parking, car washing or toy making. 30% of those who go to

polytechnics are provided with marketable industrial, technical and vocational training. Hence this thereafter makes them more self-reliant and such children initiate their own jobs thus promoting development in the district.

From the interviews that was carried out to the opinion leaders, 16 respondents interviewed out of the 28 respondents who were interviewed commented that, through Kenya government education policy, education programme for OVC has brought a very big change whereby these pupils have gained skills in masonry, carpentry, joinery, welding, tailoring, motor mechanics and electrical. This has enabled them to become self-employed people who have found themselves employment in the public and private sector hence promoting freedom of public consumer goods and services in the district.

The 65% respondents interviewed claimed that Kitui district economic sector have not sufficiently developed to fully provide the district large and rapidly growing population. The public sector is not able to employ all graduates from universities, colleges and schools; even the private sector has absorbed only a limited number of these graduates in the district. One of the respondents said

“A good number of young people are engaged in the informal sector, where they used their skills to make commodities and items that have sufficient market value.”

The Kenya government through CDF kitty has provided credit for income earning activities to the OVC education graduates. Therefore after the completion of the course these people are given credit to start their own jobs...

Gender Equality

As figure VI indicated, 17% of the respondents said that Kenya government education policy has promoted equity in education in Kitui district. However, Kenya has achieved gender parity in participation at primary level. Thus to improve participation of girls at the university level the respondents pointed out that GOK has lowered the entry points for girls by one point. This has now improved the access to education for girls at university level. Higher education for women is important not only for equal education opportunities between the sexes but also because of the substantial economic returns achieved by

raising women's productivity and the health, educational and income levels of families.

According to the interviews carried out to the graduates in the district, 89% indicated that despite the potential of women's higher education to economic growth a "Gender gap" in enrollment at the tertiary level is pervasive in Kitui district, Kenya. This gender disparity implies that a large number of potential candidates are denied the opportunity to participate actively in productive activities and contribute to faster economic development.

Of the many factors influencing female tertiary education enrollment, two are important; the female secondary education enrollment and dropout rates of girls at the secondary level, together sets the limits for female tertiary enrollment, as indicated in the bar graph II. The structural changes such as the expansion of the services sector that may trigger the demand for higher educated female labor in the district is lacking.

From the documentary analysis the social returns from women's higher education encompasses not only fertility, child health, nutrition and schooling, but also an increase in productive opportunities, regional and occupational mobility and upward income mobility of the household. The effects go beyond the women and their families, contributing to long run poverty alleviation in the district.

Social Inclusion

The 30% of the respondent interviewed indicated that government education policy has promoted social inclusion among communities in Kitui district. Overwhelming evidence in development literature and practice has for decades emphasized that in the fight against global poverty local actors must first change their thoughts, behavior and the kind of choices they make (World Bank, 1999a). The logic is that the interests of the locals must inform and be at the center of decision-making.

From the documentary analysis the 1995 constitution of Republic of Kenya embodies this by stipulating that state shall be based on democratic principles, which empower and encourage the active participation of all citizens at all levels in their own governance (MOE

report, 2005). The 100% respondents who participated in the FGDs agreed that government education policy in Kitui district has steered up education for orphans, street children, girls, and children with special needs, children of pastoralist / Nomadic, refugees, specially challenged and displaced children in the district.

As the study shows, there is no doubt that some major achievements in people participation have occurred in Kitui district. 70% parents and local population have been involved in decision making on all matters concerning the Government education policy. This has enabled them to know what government education policy is, what it does and what it should not do as far as its implementation. The local populations, parents, opinion leaders together with government officials have been allowed to plan, budget, and implement and monitor the implementation of the policy. Thus this has built the locals competence.

Quality and Relevance of Education

Physical Condition

From the observation the researcher found that, the increase in the number of schools in the district marks a qualitative deterioration. Schools are often little more than open rooms with mud floors and walls, lacking windows and permanent roofs. Only a few primary schools in Kitui District have a library or Laboratory. Secondary and tertiary institution also has poor physical and material infrastructure and even more importantly, lack teaching aids, including laboratory chemicals and books.

Teacher Training

Teacher -pupil ratios appear acceptable at 1:36 in primary schools and 1:22 at secondary levels. But from the researcher observation in Kitui district schools, the ratios are 1:80 and 1: 50 primary and secondary respectively. Urban schools at Kitui town have up to 100 and above students in a single classroom.

The interview conducted to DEO show that the level of teachers' qualification is very low. The district education department indicated that 44% of primary teachers and 39% of secondary teachers in the district have not been trained in education. This situation means

that at form four people with advanced certificate teach form one to four classes. At primary level, secondary school leavers teach primary school classes.

One of the head teachers who filled the questionnaires said that: *"37% of teachers are under qualified less than one -half of secondary schools teachers in the district are teachers training college graduates"*. Some teachers who are qualified to teach primary classes are found in less well endowed secondary schools. Teachers' salaries are often supplemented from parent teacher association funds. Not all teachers are housed in government premises or other subsidized accommodation. The lack of housing for teachers is a major obstacle to the mobility of teachers who are not prepared to be transferred to another school where they may have to establish new survival systems.

Industrial development and technological advancement

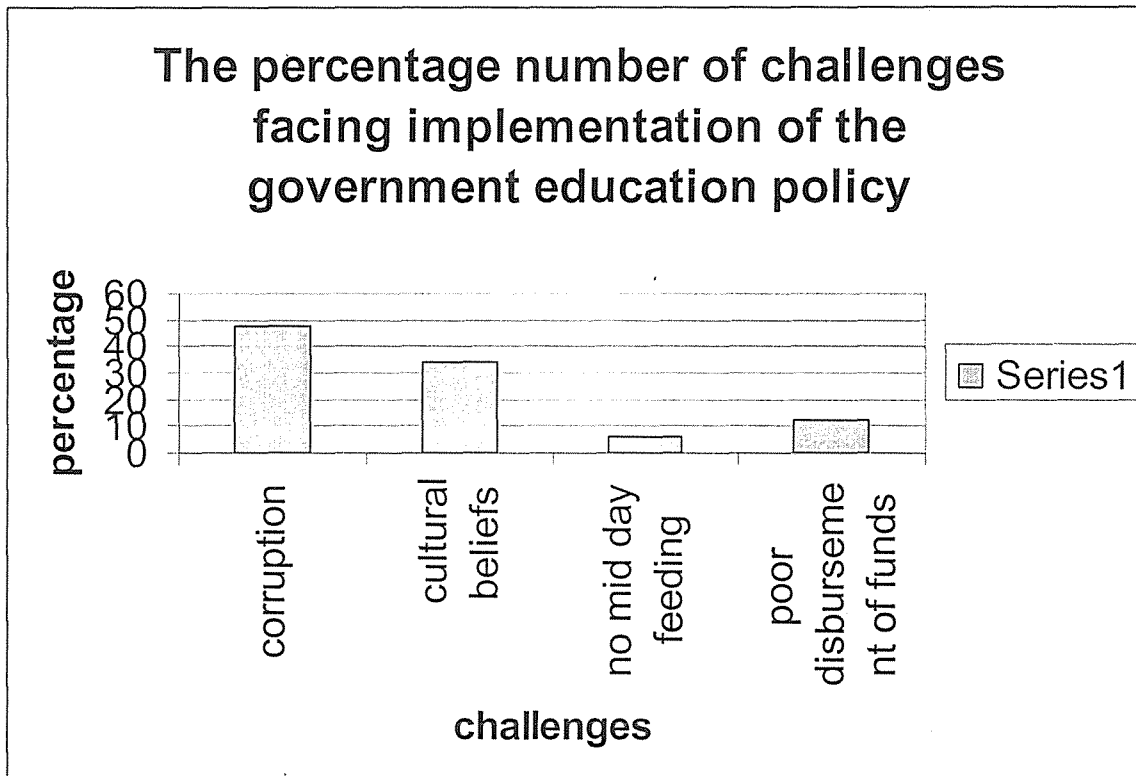
As per the study, 87% of the members who attended FGD said *"Through the government education policy, industries have developed and technology has improved."* Many people have gained knowledge and skills on how to make their own goods using the locally available materials. The technical institutes have promoted new ideas and technology in the market hence boosting the freedom of consumer goods and services.

Protection of democratic institutions and human rights

A member of respondents who attended FGD commented that *"Many people in the district are aware of their democratic and human rights. People now in the district have said on what to be done for them and they are able to make informed choices"*. The education curriculum has transformed the residents to be informed citizens who are empowered to take the active role in protecting their human rights.

4.4 CHALLENGES FACING GOVERNMENT EDUCATION POLICY IMPLEMENTATION

Figure V: shows the challenges facing implementation of government education policy in Kitui district.



SOURCE: PRIMARY DATA

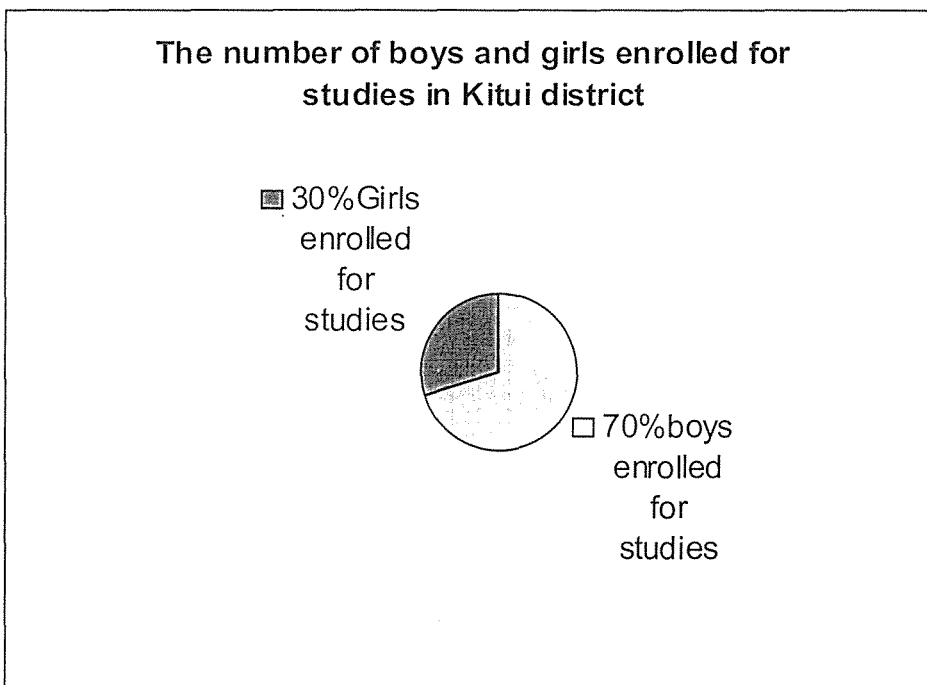
As the study shows that corruption has been the main challenge to the implementation of the Government Education policy, with 48% respondents interviewed pointing it as the main challenge, as indicated in the figure v above. Kenya government has set some funds to facilitate the policy. For example SFG (school facilities grant) that is set for school construction and furniture costs. Also there is capital grant set for operation of schools including procurement of extra scholastic materials, co-curriculum activity thus the schools management in some schools in the district has embezzled such funds. As the DEO interviewed said that many teachers have embezzled the SFG money.

The teachers who were interviewed said that the implementation process of UPE was very hasty and led to a shortage of teachers with those available being overworked, lack of

physical facilities and learning materials.

Out of the 24 respondents who participated in the FGD ,34% of them pointed out that Cultural beliefs about the roles of men and women in the society still persist especially in the rural areas of Kitui district. They outlined that Men purport to dominate the whole process of decision making and implementation of the policy. However, most families in Kitui district value educating boys at the expense of the girls who are left behind. This has undermined the full attainment of gender parity in education as well as development process in Kitui areas. The study shows that 70% of boys have enrolled in different institution for the education while 30% of girls have enrolled for the same as indicated in the figure VI below.

Figure VI: Show the Number of Boys and Girls Enrolled For Studies in the District



SOURCE: MOE STATISTIC AND PLANNING DEPARTMENT

Out of the 24 respondents of the FGD, 6% as indicated by the study respondents who attended FGD said that the implementation of Government education policy has been

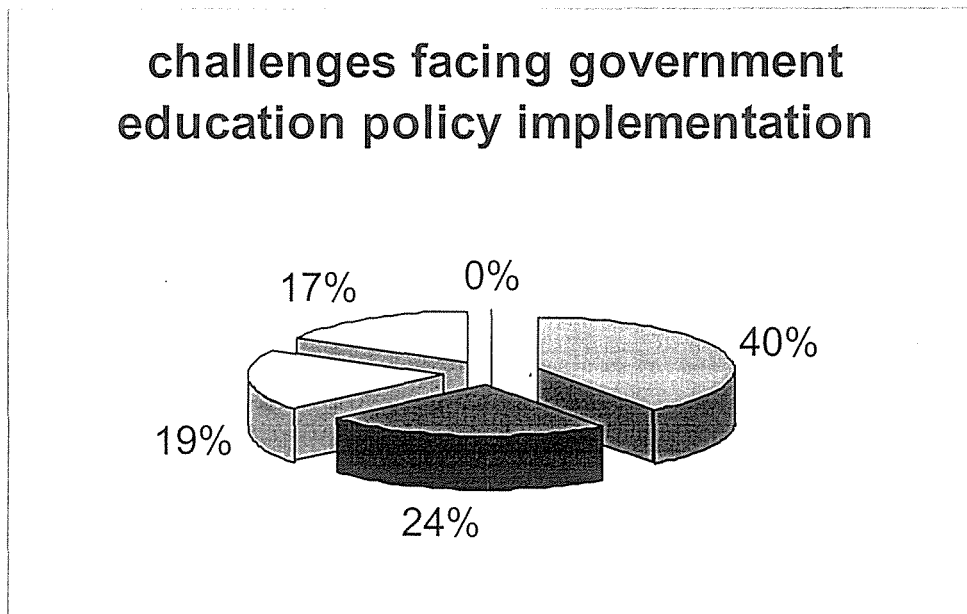
hindered due to the lack of mid day feeding program in the case of UPE in the district. This means that many pupils study on empty stomachs, which eventually affect their absorption capacity thus lowering the quality of education.

12 % of the respondents who participated in the FGD pointed out the issue of mismanagement and delays in the disbursement of educational funds. Teachers cited that there is too much bureaucracy in getting the funds and in purchasing the school materials. Some schools receive their grants when it is too late and this makes it difficult to implement the policy as it is intended. HELB beneficiaries receive their loans when their academic year the money is intended for is over or ending.

Beside this many HELB Loanees do not repay their loans in time. This makes it difficult for the government to get funds to allocate to new students, thus making development in the district and country as a whole to lag behind.

Few FGD respondents outlined that there is no locals and parents participation in the implementation of the government education policy. Many parents think that government education policy especially UPE and USE are set to do each and everything for them and they have no need for them to espouse their synergy towards government education policy implementation. The study shows that parents think that the UPE, USE, EDUCATION FOR OVC and HELB are programmes set by the GOK to relieve them from burden of education cost, hence non-involvement in school matters.

Figure VII challenges facing government education policy implementation



Source: primary data

As revealed by the figure above 40% of the parents and head teachers interviewed were concerned that increased enrolment did not match the number of teachers, materials and classrooms. The consequences of such overcrowding and high pupil-teacher ratios were seen as failure of teachers to supervise children, lack of discipline, shortage of facilities, poor pupils' performance and overworked teachers coupled with low morale.

19 % of the parents interviewed indicated that Parents' concern about poor performance of their children in primary schools is coupled with their concern with the practice of automatically promoting children to higher classes regardless of their performance.

As indicated by the figure above 24% respondents claimed that Automatic promotion and poor performance are sought to be pressure from large number of children attending school, lack of textbooks, poor learning environment, unmotivated and unqualified teachers and management of curriculum instructions.

17 % of the Parents interviewed recognized lack of retraining teachers through refresher

courses, seminars and workshops. In some cases, they reported that unqualified teachers were employed by head teachers to help deal with the increased number of pupils without compromising standards. The lack of retraining was a serious issue raised for instance because of lack of retraining teachers' failed to pass assessment test by KNEC for both pupils and teachers.

Table V. Show the enrolment and student ratio in the four secondary schools studied

SCHOOL	SI	S2	S3	S4	TOTAL	NO.OF TEACHERS	STUDENT TEACHER RATIO
Mutulu	67	60	58	53	238	3	1.79
Ivaini	74	62	56	49	241	4	1.60
Zombe	75	73	68	61	277	4	1.69
Ikanga	60	57	40	38	195	3	1.65

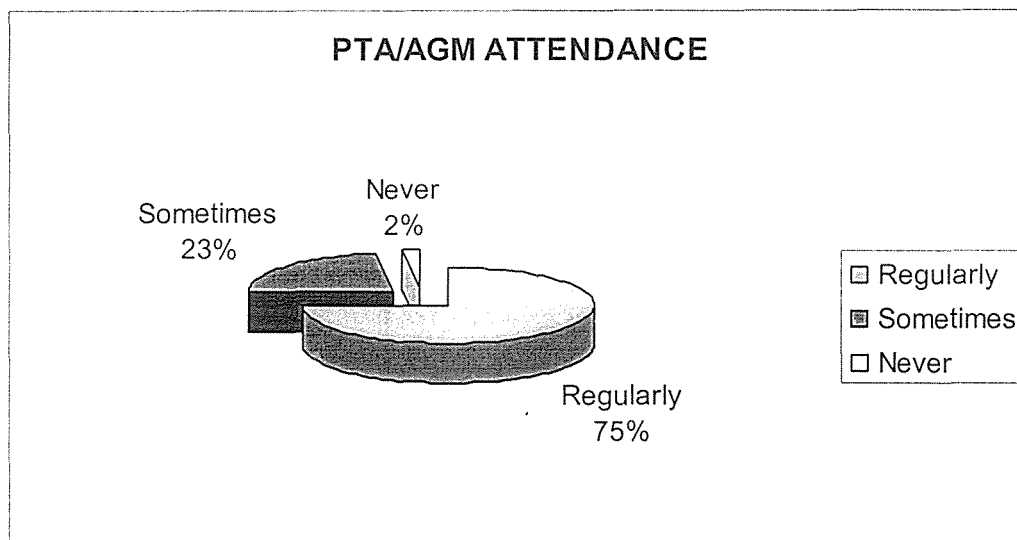
SOURCE: PRIMARY DATA

The table above shows that in the four secondary schools in the district .The teachers – student ratio is very high. This makes some classes even going without teachers and others are too crowded making it difficult for the student to concentrate and also it makes teachers not to give exercise work to student because of fear of huge work load.

4.4.1 PARENT PARTICIPATION IN THE POLICY IMPLEMENTATION

The results obtained from the respondents and as indicated in table VII below, indicate that there was a significant difference between parents who contributed towards the success of the learning process and those who did not. Those who contributed were only 22.5% and those who did not contributed towards the success of the learning process comprised of 77.5%. Table VII below shows the percentage.

Figure VIII: Shows Parents Responses to Attendance of PTA/AG Meetings



SOURCE: PRIMARY DATA

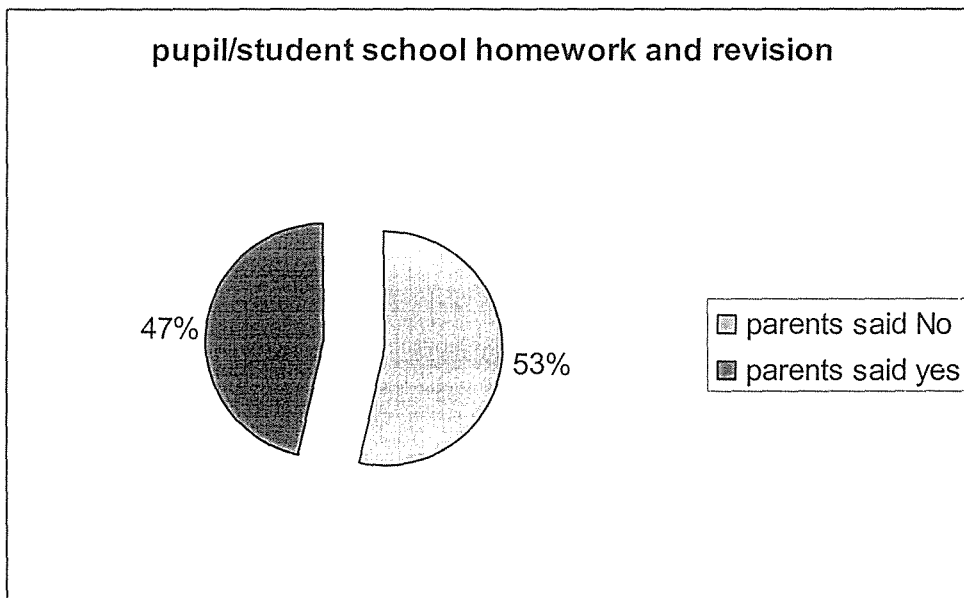
The figure viii above indicates that positive responses were given only on the attendance of PTA general meetings. At least 75% out of 40 parents interviewed in all the eight schools submitted that they regularly attended these meetings. Only 25% of the parents responded negatively, whereby 23% out of the 25% said they attend sometime while the 2% out of the 25% said they never attend this is indicated in the figure III above. However, some of the parents attend meetings when called upon on condition that feeding is provided. The preceding discussions, clearly explains that parents have greatly failed short of being active stakeholders in contributing towards the success of the learning process of the children.

From the study it is clearly indicated that Kenyans clearly do not value the education of their children, as demonstrated by their willingness not to construct schools and contribute substantial resources to support the education system. However, while more children attend school each year, the quality and appropriateness of the education they receive appear to be declining. Government finance is insufficient and donor interest to fill the gap between needs and means as been declined. Those children who do complete UPE and

USE have been frustrated because no formal employment is available to match the knowledge they have gained, while their education has left them unprepared to return to an agriculture life.

4.4.2. PUPIL AND STUDENT SCHOOL HOME WORK AND REVISION TIME

Figure IX: Show the parents who give their children time to do home work and revision



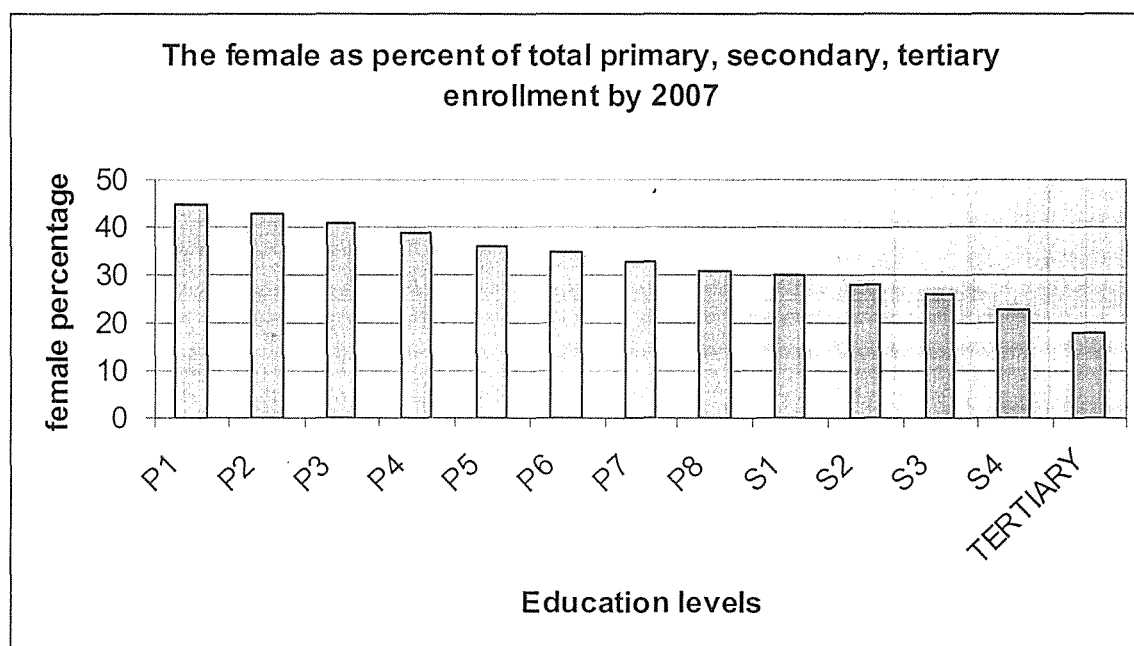
SOURCE: PRIMARY DATA

The figure ix above shows that 53% parents interviewed said that their children do not have enough time to study and revise at home. These parents claimed that they gave all the day time for teachers to do their work with their children and when they come home it is their own time to use them to do domestic chores. Only 47% of the respondents give their children time to do their home work and revision.

As per the research the study found out that parents do not value education for their children and they have adjudicated all the responsibilities to the government. This implicated that government has been left alone to implement all the government education policy.

4.4.3 GENDER DISCRIMINATION IN EDUCATION

Figure X: Show How In Kitui District There is Gender Discrimination in Education



SOURCE: SECONDARY DATA, MOE KITUI DISTRICT BRANCH

As the figure x shows that the number of female is 44% who join p1 and those who complete the p8 are 31% while those who qualify to join secondary school start at 30 % at senior 1 and out of the 30% only 22% who complete senior 4 and only 18% of them who join tertiary education as indicated by the graph II above.

As per the study findings, the under enrollment of girls remains a critical problem especially given the relationship between a mothers education and the health status of her children. Girls in Kitui district are less likely than boys to go to school, but overall percentage difference at primary level is not very great and has changed little over time. Girls drop out sooner especially as they reach class 5-8. The proportion of girls to boys in secondary school is only one -half that found at the primary level. Although, female enrollment rates

increased slightly from 2003 to 2007, according to Kitui district education officer (DEO) primary education attendance has been growing steadily from the time UPE policy programme was adopted by the GOK and it has outpaced the estimated annual population increase.

According to the interview carried out to district education officer, indicated that 70% of primary age children now attend school in the district. There are several reasons for non-attendance, but the principle constraint is money. School fees are very low but parents and guardians are required to contribute to a number of obligatory expenses such as school uniforms and scholastic materials.

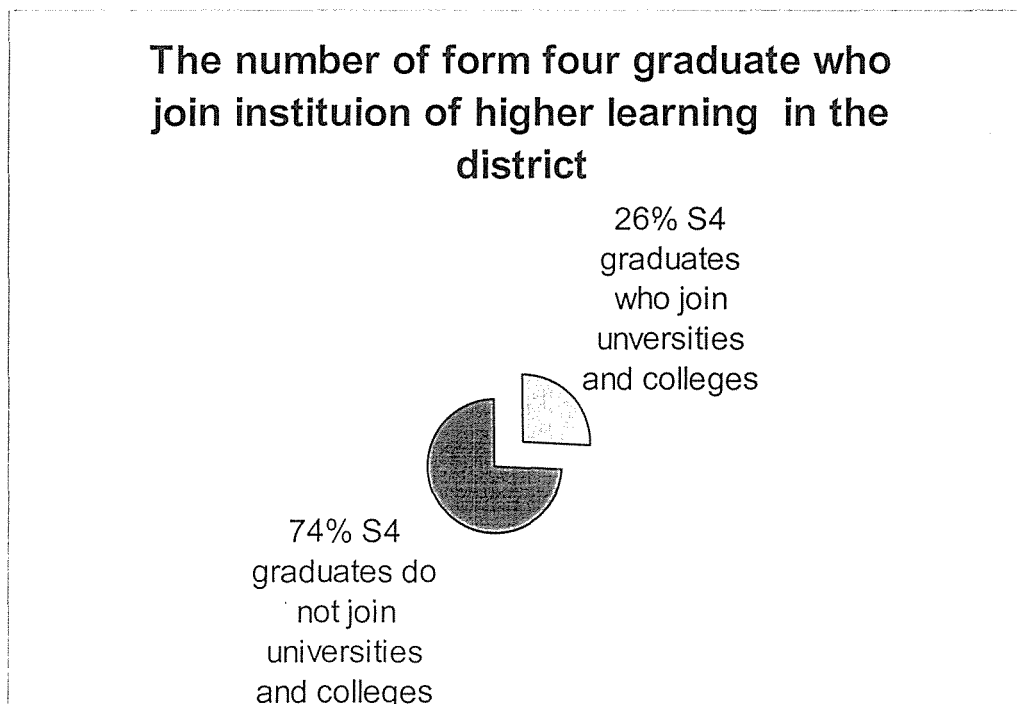
In principle boys and girls have an equal right to education, but there is no special emphasis on education for girls. While girls are accepted into secondary schools with generally lower qualification mark than boys, many secondary schools are all male. Overall there are fewer places for girls than boys. There is evidence that parents are less concerned to educate girls. Out of the 24 opinion leaders who were interviewed 75% of them said that when money is limited, fees for boys are paid in preference to those for girls.

According to the DEO and AEO who were interviewed said that the entry to secondary and post secondary education establishment is highly competitive and only a small number of students go on to further education in the district. Out of the 24 opinion leaders who were interviewed, 82% said those who sat the KCPE last year only 43% secured secondary school places in the district.

From the observation that was made by the researcher indicate that in the four division sampled in Kitui district ,There are not enough government secondary schools to meet the demand, which means that not all students who pass their examination can go on for further studies unless they can afford private school fees. The study finding show that only 26% of those graduating from form four in the district join institution of higher learning.

4.4.4. THE POOR ENROLLMENT IN TERTIARY EDUCATION LEVEL IN KITUI DISTRICT

Figure XI: Show the Number of Senior Four Graduate Who Join Institution of Higher Learning in the District



SOURCE: PRIMARY DATA

Out of the twenty four respondents who attended the focus group discussion, 74% said that senior four graduates do not join universities and colleges while only 26% of the respondents who said that senior four graduates join university and colleges. This implies that the majority of Kitui district residents do not have tertiary education. Out of the 26% respondents who said that, senior four graduate joins universities and colleges in the district, 2% of them said that they only join private institutions.

From the documentary analysis, Private institutions for public services are a phenomenon, which gained currency with the ascendancy of liberal democracy in Kenya. Therefore these private institutions are gamut of SAPs.

As indicated by the study, in Kitui district there are few educational private institutions that have been praised for their efficiency, effectiveness, accountability and responsiveness. As indicated in figure V above, 2% senior four graduates who have joined private colleges and institutions of higher education. This has promoted development in the sense that it has limited the roles for public institutions of education services while improving the performance of the public education institution.

4.5 STRATEGIES FOR GOVERNMENT EDUCATION POLICY IMPLEMENTATION IN KITUI

A total of 24 respondents participated in FGD and identified five strategies that the government has put in place for the government education policy implementation. These are:

Table VII: shows the strategies that were listed by the respondents

No.of respondents	Total respondents	Strategies
23	24	Youth polytechnics and technical Institutions
22	24	Capacity building programmes
23	24	Gender mainstreaming
20	24	Jua kali training
24	24	Rising the number of educational Institutions

Source: Primary Data

4.5 .1Youth Polytechnics and Technical Institutions

23 respondents out 24 respondents agreed that Kenya government has come up with youth polytechnics and technical institutions which have created opportunities for post primary school graduates and children and youth who for one reason or another do not complete primary or secondary school or do not transit to higher levels of training. Their

education is terminal and yet they have not acquired meaningful skills for self-employment and have not attained the international acceptable age of 18 years to qualify for employment. The GOK therefore through the policy it revitalizes the youth polytechnics and technical institutions so that they can offer market driven courses to cater for these groups of children.

4.5.2 Capacity Building Programmes

22 respondents out of 24 respondents who participated in FGD said that The GOK has instituted capacity building programmes to ensure that education personnel and managers handling the added responsibilities have adequate capacity in terms of managerial skills and facilitation tools to support the implementation of the government education policy. According to the existing data only 47% of those who complete primary education proceed to the 4 years secondary education. 12% of the group proceeds for further education in public and private universities. Others join middle level colleges to train for various professions at certificate and diploma levels.

4.5.3 Gender mainstreaming

23 respondents out of 24 respondents who participated in FGD said that GOK has put up Measures in place to improve gender parity in access, retention and performance. Therefore the GOK has adopted the following strategies to achieve gender parity. Mainstreaming gender in education sector; in servicing teachers on gender friendly classrooms, methodologies gender sensitization of education policy makers, and communities, establishing gender friendly learning environment in schools and creating framework for partnership with the communities the civil society and other stakeholders in support of education for girls.

A gender responsive curriculum has been put in place and institutional materials engendered. The children act of 2007 that provides for education as a right for all children has given a further impetus for girls' education. Head teachers ensure efficiency in performance and proper utilization of teachers under them effective management and implementation of the curriculum and prudent use of resources.

4.5.4 Jua Kali Training

20 respondents out of 24 respondents who participated in FGD said that GOK has come up with Jua Kali training for children and youth who cannot fit in the regular or non regular schools, the informal sector popularly known as the “jua kali” provides skills training for those not admitted to technical training institutes. The jua kali sector is flexible and equips the youth with hands on skills as they learn under tutelage.

4.5.5 Rising the Number of Educational Institution

24 respondents out of 24 respondents who participated in FGD said that The GOK has put constituency development fund in all constituencies to promote development in the country. The CDF has been used to build more schools, colleges and other educational institutions. Many schools have been built using these funds.

It has also made collaboration with NGOs in putting up educational structures and facilities. Also it has come up with *Harembee spirit* (pulling together) that has enabled locals to come together and fund raise towards educational promotion in the country. Finally the GOK has authorized the private sector to provide education in the country from the primary level to tertiary level.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter presents the discussion, conclusion and recommendations of the study.

5.1 DISCUSSION

The introduction of government education policy has had a significant effect on the social development process in Kitui district. This is indicated by the sharp increase of enrolment in all the sampled schools, plus the increase in the number of girls attending school.

The assumption of the study is that there high importance accorded to education in Kenya. Therefore the recent development in the country and with the international stage has propelled the education sector into the limelight. Two of the eight-millennium Development goals (MDGS) agreed on in the United Nations millennium Declaration of 2000 has to do with education. Goal two is to ensure that by 2015 children everywhere, boys and girls alike are able to complete a full course of primary schooling and goal three calls for eliminating gender disparities in primary and secondary education.

However, the existing data show that at post primary level of education disparities widen substantially and rural children and those from poor families lag especially far behind. The good news is that social disparities at the base of the educational pyramid at least as reflected in enrollment patterns, are narrower in Kenya than in other low-income countries. The fact is that even orphans are reasonably well represented among primary schools (Saitoti, 2002) .Thanks to the Kenya government's foresight in setting up UPE and CDF kitty. The UPE has been made possible through the policy and law put in place by the Kenya government. Funding and regulation of UPE activities has provided a framework within which the provision has been made possible. However, funding and regulation combine in different ways to create the context for UPE policy, provision and practice.

Education access in Kenya is relatively equitable in primary education but disparities across population groups widen dramatically at post primary levels. Orphans are among the most vulnerable population groups and the country has admirably institutionalized financial assistance to them through HELB. More can be done however, to reach pockets of children still at risk of lagging behind, particularly double orphans, children in rural areas and children from poorest families. Education policy has programmes that are people oriented. The syndrome behind this is nothing other than to crave the general public to appreciate government's efforts in this direction as well as to solicit for their support and concern in all direction to make it succeed (Eshiwani, 2003).

Although education policy system was being blamed for social and economic problems in the past four years, the power of education to deliver the will of its political elites has never been questioned in official circles. Indeed, Kenyan education policy has been seen as the key to future country's development prosperity. The competitive advantage of the nation is frequently redefined in terms of the quality of national education and training systems judged according to international standards (Eshiwani, 1993).

The respondents who filled the questionnaires stated that street children are either semi-literate or have never been to school at all, but many have expresses a desire to study and become literate. Where this desire is met, they are very proud of what they learn. Many street children in Kitui town find it difficult to participate in a regular classroom. Indeed, the head teachers pointed out that their schools, they find it difficult to cope with such children, and since the introduction of UPE/USE schools have limited resources and untrained personnel. such children present other problems as well for example, the bad habits picked up by them on the streets , substance abuse and addition, bad language, indiscipline, stealing and aggressive behavior.

These make it difficult for these children to get long with other children in the classroom. The children from the streets tend to be academically backward and have a very short attention span. Most street children find it difficult to adjust to mandatory school discipline. The respondents suggested that Well-trained, mature and understanding teachers are

needed in order to help these children make necessarily adjustments and make up for their lost school time.

Unfortunately, the schools located in and around Kitui town have rather poorly trained teachers, often those who could not make it in other schools. It is not easy to teach and rehabilitate street children, additional efforts needs to be expended to make lessons interesting in order to catch their attention and motivate them. They also suggested that Lesson plans that make an innovative use of art, drama and music will help. Thus teachers should be equipped with additional resources such as health workers, counselors, as well as more specialized trainings.

In focusing on the governance of education in the country, two sets of issues must be distinguished: what is involved in the governance of education and how and by whom these activities are carried out. If history can teach Kenyan, then the efforts of launching the free secondary education scheme needs to be halted until adequate preparation and planning had to be embraced upon in the first place. Therefore the school management committee should know how the education policy is funded, how it is provided and how it is regulated. It is not necessary for the Kenya government to carry out all these activities while remaining the overall control of the education (CHE, 1994)

The total approach to development in Kenya and the way education qualification it has been planned in recent years has created a situation in which qualifications as certified by public examinations have become the main vehicle of the screening process (Saitoti, 2004). The qualifications are nothing but skill labels based on and legitimized by examination. The system has perforce to give a pride of place to them. Moreover, since the enlightenment, education has been as necessary to human progress not only technically and economically but also in terms of emancipation (Todaro, 1998).

It has also benefited the poor household by reducing the financial burden of educating children. The disadvantaged children line the orphans and the disabled have had access

and equal opportunities to school coupled with reduction of illiteracy rate in Kitui district.

However, the development process in Kitui district still faces problems of inadequate classroom, furniture, instructional materials; inadequate funding and teacher-pupil ratio has still remained high. The introduction of government education policy especially UPE and USE has not improved the academic performance of the Kenya certificate of primary Examinations (KCPE and KCSE) for the last four years as indicated in Table IV.

The decline in performance is due to high teacher-pupil, overcrowding, inadequate supervision of pupils, lack of discipline, shortage of facilities and over worked teachers with low morale and poor working conditions. Other shortcomings include poor learning environment, lack of textbooks and instructional materials plus automatic promotion, lack of locals and parents' participation and midday feeding programs.

Table VI, in chapter four shows that parents have contributed little towards the success of the learning process. They have a rather negative attitude on the idea of putting an extra effort to provide education to all children in the district.

Furthermore the government education policy in Kitui district has improved the employment opportunities, social inclusion, gender equality and access, quality and relevance of the education system in the district.

GOK alone is not capable of implementing the policy, hence both the government officials and the local population needs to be part of the development process. The policy has not only brought about social and economic change but it has promoted women emancipation in the district. Women who were unable to participate in the policy implementation and decision making on the matters that affect their lives were now able to make choice and compete with men for the resource distribution in the district.

The government education policy is adopted to improve the quality of human life,

accelerate economic growth, and eradicate inequality and poverty among the people. Therefore the rationale for the Kenya government to put in place education policy was to create an environment in which all Kenyans can expand their capabilities, opportunities and realize their potentials.

5.2. CONCLUSION

Following the results obtained from the analysis and interpretation of data, I hereby concluded that: Education is and always has been the key to emancipation and freedom from subjugation; fear and waste. Kenya government, through government education policy in place tremendous social development has been realized. But a lot still need to be done in the areas of education access, quality and usage.

The government education policy in primary, secondary and OVC programmes are highly appreciated. The policy has benefited poor Kitui residents by reducing some of the financial burden on education .it has also enabled more disadvantage children , girls, orphans and the disabled to attend and continue their schooling . The policy has reduced the illiteracy level in the district.

The parents and local population of Kitui district have been playing a very peripheral role in development process. They do not monitor the general performance of their children in school and also they do not contribute materials and man power to school development. Majority of parents in Kitui district are not aware that they are stakeholders in the education of their children. Hence they have the responsibility in the provision of education to their children. Therefore government education policy should not be a government initiative but a collective initiative where all the locals, children, parents and opinion leaders should be on the front line to its implementation.

5.3 RECOMMENDATION

Using the research findings about the study, the following are recommended:

New teachers should be recruited to meet the pupil -teacher ratio of 4:1 to the case of UPE and 22:1 in the secondary education. The GOK should reduce teacher-pupil ratio to a manageable size such that participatory learning is promoted.

In order to absorb the big bulge of the UPÉ graduates GOK needs to alter its current budgetary allocation formula that is heavily skewed in favor of primary education to expand and modernize secondary education and non-university institutions in the higher education sub sector, so as to create the much needed skilled middle level human resources base as backed by the Keynesian theory of development.

Any educational programme designed for street children in the district must be flexible. It must be an integral part of a complete package designed to rehabilitate, a package that adequately provides for the child's physical, psychological and sociological needs. In this package there has to be a room for highly individualized programmes that enable a given child to start at his or her own level of competence. GOK under UPE should provide basic needs to the marginalized, neglected and abandoned children by having them live in government-sponsored homes.

Essential components of this educational program for street children should include literacy and vocational training, with a strong close of life skills, training that makes the child a self reliant, productive and responsible citizen.

Parents of street children and Potential Street children should also be economically empowered, with a view to make them self reliant and more effective parents. This will help keep families intact and reduce the flow of street children on to the streets. Educational programme for parents should provide literacy, parenting skills and income generating trainings.

Although government is in the process of training more teachers, urgent attention must be paid to retraining the teachers already in the system on how to handle large enrolments during the learning process.

The government should continue expanding the current physical facilities in primary and secondary schools and in tertiary education institutions in an effort to accommodate the large enrolments. Therefore it should increase the construction of classrooms, teacher's houses and toilets facilities to bring the pupil classroom ratio of the desire standards of 40:1 and 22:1 in primary and secondary respectively.

GOK should increase capitation grant given to schools by government through UPE, and USE programmes. The current amount is inadequate to cater for all curriculum activities. HELB kitty should also be increased to cater for all the needs of university students.

GOK should ensure timely delivery of the required funds. The funds should be released according to the school/University calendar and not the government financial year.

Head teachers should design programmes to make schools interesting to children for them to stay on longer. Feeding programmes should be introduced to all schools and higher education institutions to make the learning process smooth.

There is need to improve teachers competence through workshops, seminars and in-service training and Parents should be encouraged to give all support needed for their children to carry on with schoolwork until the end of the primary school cycle.

5.4. LIMITATION OF THE STUDY

The study was marked by a few limitations;

For example some of the respondents had no time to answer questionnaires and to have the interviews. This forced me to wait for them till the time they had free time. This made the Researcher to spend more time than he had planned for the study.

There was a problem of information holding, some of the respondents feared to give the needed information thinking that they may be victimized, but later I advised them that the study was purely academic and they then opened up and gave out the much crucial data for the research.

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APPENDICES

APPENDIX I PRIMARY HEAD TEACHER

Dear head teacher,

I am a student of master's degree in Development Administration and Management at the above mentioned university. I am doing a dissertation on the role of government education policy on the development process in Kenya, Kitui district.

Therefore am seeking your help by asking you to fill in the questionnaire pertaining to the research topic. I will be grateful if you provide information required in this questionnaire. The study is purely an academic exercise and the responses given are not intended to victimize any body. So please your sincerity and cooperation is much vital. Thus the information given will remain confidential.

Yours sincerely,

CRISPUS ILELI KINUVA

QUESTIONNAIRES

Instructions:

Please put a tick (✓) reflecting your response opinion. However, where the question requires you to explain, please write in the space provided for this purpose .if you don't know what response to give or have no opinion on what is asked, leave it blank, and just go to the next question

To ensure the validity and reliability of the data given, please you are kindly requested to answer the questions as truthfully as possible and according to your independent opinion.

Thank you and May God bless you.

Name of School -----

1. What is your current enrolment of each class?

2 a) what is the average attendance of each class?

b) Is the average attendance high or low? -----

If low, what is the cause?

i) -----

ii) -----

iii) -----

iv) -----

3a) How many teachers do you have in your school?

Males ----- Females ----- Total -----

b) Are they enough?

Yes ()

No ()

If No, how do you ensure that all classes are attended?

i) -----

ii) -----

iii) -----

iv) -----

4. Do you have adequate/enough classrooms for all your pupils/students?

Yes ()

No ()

5. If no, where do the rest of the pupils attend their classes from?

a) Under trees

b) Borrowed rooms

c) School constructed shades

6. How have your pupils been performing in KCPE/KCSE in the last four years?

7. What benefits has the introduction of UPE /USE brought to your school?

- I) -----
- ii) -----
- iii) -----
- iv) -----
- v) -----
- vi) -----

8. What problems do your teachers face in the learning process in your school especially after the introduction of UPE and USE?

- i) -----
- ii) -----
- iii) -----
- iv) -----

9. Suggest solutions to the above shortcomings.

- i) -----
- ii) -----
- iii) -----
- iv) -----

10. What administrative challenges have you been facing since the introduction of USE and UPE?

- i) -----
- ii) -----
- iii) -----
- iv) -----

b) How have you been tackling the above challenges?

- i) -----
- ii) -----
- iii) -----
- iv) -----

11. Do the parents of your school participate in the process of curriculum implementation?

Yes ()

No ()

12a) If yes, how do they participate?

i) -----

ii) -----

iii) -----

iv) -----

b) If no, why do they not participate?

i) -----

ii) -----

iii) -----

iv) -----

THANK YOU FOR YOUR COOPERATION.

APPENDIX III

PARENT

Dear parent,

I am a student of master's degree in Development Administration and Management at the above mentioned university. I am doing a dissertation on the role of government education policy on the development process in Kenya, Kitui district.

Therefore am seeking your help by asking you to fill in the questionnaire pertaining to the research topic. I will be grateful if you provide information required in this questionnaire. The study is purely an academic exercise and the responses given are not intended to victimize any body. So please your sincerity and cooperation is much vital. Thus the information given will remain confidential.

Yours sincerely,

CRISPUS ILELI KINUVA

QUESTIONNAIRES

Instructions:

Please put a tick (√) reflecting your response opinion. However, where the question requires you to explain, please write in the space provided for this purpose. If you don't know what response to give or have no opinion on what is asked, leave it blank, and just go to the next question

To ensure the validity and reliability of the data given, please you are kindly requested to answer the questions as truthfully as possible and according to your independent opinion. Thank you and May God bless you.

1. Name of the school/college where your children are.

2. How many children do you have in that school/college?

3. Do you contribute in any way to the implementation of curriculum activities in the school/college where your children are?

4. If yes, how?

- i) -----
- ii) -----
- iii) -----
- iv) -----

5. If no, why?

- i) -----
- ii) -----
- iii) -----
- iv) -----

6. How often do you visit the school/college to monitor your children's attendance and general performance?

- a) Regularly
- b) Sometimes
- c) Never

If never, why?

- i) -----
- ii) -----
- iii) -----
- iv) -----

7. How often do you attend PTA/college annual general meetings?

- a) Regularly
- b) Sometimes
- c) Never

8. Do your children have enough time at home to do their school homework and revise

while at home?

Yes () No ()

If no, why?

- i) -----
- ii) -----
- iii) -----
- iv) -----

APPENDIX III

INTERVIEW GUIDE TO OPINION LEADERS

DISTRICT-----

ZONE-----

LOCATION-----

NAME	EDUCATION BACKGROUND	OCCUPATION	GENDER

SECTION A: INTRODUCTION

1. I would like to welcome you to this interview session and I appreciate for the time you created for it.
2. Before I begin I would like to know your name.
3. The purpose of this interview is to; analyze the contributions made by the government education policy in the development process in Kitui district, Kenya. Examine the level of involvement and contribution of the local population in the implementation of the government education policies. Find out the challenges faced out by the government in the implementation of government education policy. And to investigate the strategies put in place by government to overcome the challenges hindering the implementation of education policy.
4. In our discussion, please feel free to ask any question and I would appreciate if you could make your responses as complete as possible.
5. The information I collect will remain confidential and will be of academic purpose that is I am not interested in who said what, so you need not to fear that what you say will be quoted as coming from you.
6. The information gathered will be compiled together with information collected from other zones in the district. The same exercise is going on in three other zones in this district
7. At this point, please feel free to ask any question or make comments before we begin

SECTION: B

1. How does government education policy promote democracy in the district?
2. In which ways does gender discrimination on education in the district hinder development process?
3. In what ways does the locals' participation in the implementation of government education policy affect poverty alleviation process in the district?
4. What problems do government education policy has created towards poverty alleviation process in the district?
5. What are the achievements of government education policy in your district?

6. What in your view can be done to improve on government education policy implementation in your district?

By student/pupils-----

By the community-----

By schools and colleges-----

By the government-----

7. At this point, unless you have a question or comment to make, I would like to take this opportunity to thank you most sincerely for your time and information you have given me. The study is only carried out in Kitui district and final report will be taken to Kampala International University for academic purposes.

END

APPENDIX IV
FOCUS GROUP DISCUSSION TOPIC GUIDE

NAME	EDUCATION BACKGROUND	OCCUPATION	GENDER

SECTION A: INTRODUCTION

1. I would like to welcome you to this Focus Group Discussion and I appreciate for the time you created for it.
2. Before I begin I would like to know your names.
3. The purpose of this Focus Group Discussion is to; analyze the contributions made by the government education policy in the development process in Kitui district, Kenya. Examine the level of involvement and contribution of the local population in the implementation of the government education policies. Find out the challenges faced out by the government in the implementation of government education policy. And to investigate the strategies put in place by government to overcome the challenges hindering the implementation of education policy.
4. In our discussion, please feel free to ask any question and I would appreciate if you could make your responses as complete as possible.
8. The information I collect will remain confidential and will be of academic purpose that is I am not interested in who said what, so you need not to fear that what you say will be quoted as coming from you.
9. The information gathered will be compiled together with information collected

from other zones in the district. The same exercise is going on in three other zones in this district

10. At this point, please feel free to ask any question or make comments before we begin

SECTION: B

1. Discuss the roles of government education policy on the development process in Kitui district?
2. What are the challenges facing the implementation of government education policy in the district?
3. To what extent has the policy helped the poor people of Kitui district to realize their potential?
4. What is the level of participation and involvement of parents and local population in the implementation of the education programmes in Kitui district?
5. What are the strategies put in place by the government to overcome the challenges hindering the implementation of the education policy in Kitui district Kenya?
6. What in your view can be done to improve on government education policy implementation in your district?

By student/pupils-----

By the community-----

By schools and colleges-----

By the government-----

7. At this point, unless you have a question or comment to make, I would like to take this opportunity to thank you most sincerely for your time and information you have given me. The study is only carried out in Kitui district and final report will be taken to Kampala International University for academic purposes.

END

APPENDIX V
OBSERVATION CHECK LIST

1. Look at the condition of the school structures in the district of the study.
2. Observe the classrooms and see how learning process is taking place.
3. Look at the activities graduates are undertaking within the district.
4. Observe the way parents are involved in the policy implementation in the district.
5. Observe the challenges facing the government in the implementing education policy in Kitui district.
6. Observe the way both men and women are involved in the implementation of the government education policy in the district.
7. Observe the enrollment rate in the district and also the teachers' students' ratio in the district.
8. Observe the level of poverty and living standards of the people in the district.

APPENDIX VI: MAP OF KITUI DISTRICT

