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**KENYA NATIONAL ASSEMBLY**

**DEPARTMENT ON EDUCATION, RESEARCH AND**

**TECHNOLOGY**

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**REPORT ON THE STUDY TOUR OF LAMU, GARISSA  
AND LAIKIPIA DISTRICTS AND ACTION PLAN FOR  
ACCELERATED EDUCATION DEVELOPMENT IN  
THE ASAL**

**16<sup>TH</sup> - 20<sup>TH</sup> NOVEMBER 2003**

**PARLIAMENT BUILDINGS  
NAIROBI**

**MAY 2004**

## ACKNOWLEDGEMENT

This report arises out of the study tour of 3 ASAL districts namely Lamu, Laikipia and Garissa by the members of Departmental Committee on Education, Research and Technology and representatives from various committees in Parliament. The tour emanated from a request by the Speaker of the Kenya National Assembly to the UNICEF for the latter to facilitate a tour, by the Committee and other MPs, from ASAL districts to familiarize themselves with the learning environment as well as the impact of the Free Primary Education in these areas. A total of 19 MPs split into 3 groups, and undertook the tour of the three districts concurrently. Thereafter, the groups assembled to exchange notes on their findings.

A general glimpse of issues highlighted in this Report indicates that a large number of children from the districts are yet to benefit from Free Primary Education. In few areas where the children are learning, there was notable congestion in classrooms. Other areas had no desks for children and the latter are forced to sit on the floor or stones and write on their laps. A common feature in these areas is poverty. This has made provision of learning facilities like classrooms, sanitation e.t.c difficult while cultural inhibitions worked against the children's education.

The Report has recommendations and an Extra-Ordinary Action Plan for accelerated education development in the ASAL. An underlying belief by the Members is that, the information contained therein will be used to generate discussions on how best to improve education in the ASAL areas and recommends that special concessions be granted by the Government to these areas so as to bring them at par with the rest of the country. The Members therefore urge the relevant arms of the Government - Provincial Administration, the Ministry of Education, Science and Technology and the Ministry of Finance to marshal their resources to avail

education in the ASAL areas through resource allocation, staffing as well as invoking the Children's Act such that all stakeholders, including parents, participate in the provision of education for all.

We are very grateful to the UNICEF for facilitating the tours for the Members of Parliament and for availing resource persons to work with all the teams. Indeed, we are indebted to the Speaker of the National Assembly for initiating the tour and granting leave to other MPs other than the relevant committee members to participate. We are also grateful to the Permanent Secretary Office of the President in Charge of Provincial Administration for the support and attention given to all the teams in the three districts. Our thanks also go to the Permanent Secretary Ministry of Education Science and Technology for availing officers to travel with the groups and logistical support which was provided by the officers on the ground.

Our special thanks go to the Clerk of the National Assembly and his staff through whose efforts the production of this Report has been made possible.

The following were the members who undertook the tours:-

1. Hon. Daniel Karaba MP - Chairman DC C
2. Hon. (Prof) Christine Mango MP – Vice - Chairman DC C
3. Hon. Raphael Muriungi – DC C
4. Hon. Godfrey Masanya – DC C
5. Hon. Francis Kagwima – DC C
6. Hon. (Dr) Sammy Ruto – DC C
7. Hon. Moffat Maitha – DC C
8. Hon. John Koech – DC C
9. Hon. Hezron Manduku DC E
10. Hon. Antony Kimetto – Catering Committee
11. Hon. Zebedeo Opore DC E
12. Hon. Peter Munya - Library Committee
13. Hon. Charles Likowa – Library Committee
14. Hon. Paul Sang – Public Investments Committee

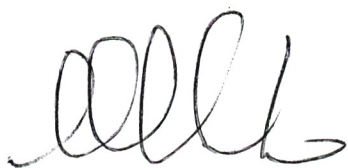
15.Hon. Kalembe Ndile – DC E

16.Hon. (Prof) Ruth Oniang'o – Shadow Minister for Education

17.Hon. Patrick Muiruri – DC A

18.Hon. Patrick Ivuti.

We therefore submit this Report and the plan of action for consideration by Parliament so that it can act as a basis for fruitful debate on the improvement of education in ASAL areas and the rest of the country.



**Hon. Daniel Karaba, MP**  
**Chairman Departmental Committee C on Education,**  
**Research and Technology**

**June 2004**

## **1.0.0 SUMMARY OF REPORTS ON EACH DISTRICT.**

### **1.0.1 LAIKIPIA DISTRICT**

Laikipia District borders Samburu, Isiolo, Meru, Nyeri Nyandarua, Nakuru, and Baringo Districts. It has a population of 500,000 and covers an area of approximately 91,795 square Kilometers. It is divided into 7 administrative divisions and 18 educational zones.

In Early Childhood Development (ECD) the district has 17,669 children enrolled this year as opposed to a figure of 14,888 registered last year. ECD centers have, however, reduced from 415 last year to 413 this year.

As a result of Free Primary Education the district has registered a marked improvement in enrolment from 66019 in December 2002 to 73,563 in February this year. This figure has however dropped to 73,362 in September. This is mainly due to three factors, namely;

- Withdrawal of school feeding programme in certain zones
- Truancy whereby some children have gone back to the streets.
- External transfers.

The district has a total staffing level of 2,271 teachers against an approved establishment of 2,491.

The District has a total of 54 secondary schools with an enrolment of 9,243

The following members undertook the tour of Laikipia District.

1. Hon. Daniel Karaba – Chairman DC C
2. Hon. (Dr) Sammy Ruto – DC C
3. Hon. John Koech – DC C
4. Hon. Prof Ruth Oniang'o–Shadow Minister for Education  
Science and Technology

### **1.0.2 FACTORS AFFECTING PERFORMANCE.**

The factors inhibiting performance in schools in the district are as follows: -

- Lack of Physical facilities like laboratories classrooms and libraries.
- Inadequate supervision:-
  - Lack of school inspectors. Only 13 inspectors are in place;
  - Lack of transport for inspectors.
- Poverty
- Understaffing
- High dropout rate as a result of cultural inhibitions
  - Early marriages for girls and circumcision for boys.
  - School going children (boys) employed in cattle ranches as herd's boys.
- Insecurity – wild animal attacks and cattle rustling
- Long distances traveled to and from school
- Lack of role models for girls
- Lack of bursaries.
- Pastoralism and nomadism.
- Negative attitude towards education
- Human/animal conflict
- Lack of teachers' houses within close proximity to schools.

The team paid a courtesy call on the District Commissioner Laikipia and thereafter proceeded to tour schools.

The team toured Kimanjo Primary School, Euaso Primary school, Doldol Primary School, Doldol Secondary School, St Francis Girls Secondary School, Nguo Primary School, Rumuruti Secondary School, Island Primary School, and Magomano Primary School.

During the school tours, the group held discussions with school management committee members, parents and teachers

### **1:0.3 KIMANJO PRIMARY SCHOOL**

The school is situated 70 kilometers away from Nanyuki town on rough road. The school has an enrolment of 319 pupils. The figure includes 102 girls.

The members were informed that money released by the Government for Free Primary Education for purchase of textbooks has not yet reached the school. Other issues raised were as follows: -

- Inspection of schools is not adequate;
- Children travel long distances – 2 hours each way to attend school;
- There is rampant poverty as the parents are mainly pastoralists and their only livelihood threatened by drought;
- There is need for a borehole in the school to cut down on time spent by children in search of water;
- There is need for boarding facilities for class 7 pupils in order to improve performance.

### **1:0.4. EWASO PRIMARY SCHOOL**

The school was started in 1991 and has a pupil enrolment of 376. Classrooms are inadequate and 2 classes are yet to be housed. Further, money released by the Government for Free Primary Education is yet to reach the school. The catchment area for the school is vast and the nearest nursery school is 21kilometers away.

### **1:0.5. DOLDOL PRIMARY SCHOOL.**

The school has enrolled 582 pupils. This figure includes 270 girls. The team was informed that guidance and counseling

for pupils has led to high retention rates. Class 8 for instance has 34 boys and 34 girls.

The school offers boarding facilities and charges Kshs3000 per term which the community finds prohibitive. The local leaders have contributed immensely to the development of the school and in partnership with the Catholic Church, run the boarding section of the school.

The school feeding programme is availed to all children in the school.

#### **1:0.6. DOLDOL BOYS SECONDARY SCHOOL.**

The school has a population of 216 students who are all boarders. Performance however needs to be improved as the physical facilities are fairly good.

#### **1:0.7. ST FRANCIS GIRLS SECONDARY SCHOOL.**

The school started this year and has a population of 67 girls. The school has a shortage of English, Kiswahili, Business studies and History teachers.

The school lacks the following: -

- Laboratories
- Dining Hall
- Textbooks
- Funds for BOG teachers' salaries and
- Furniture.

It is the only Girls' Secondary School in the division.

#### **1:0.8. NGUU PRIMARY SCHOOL.**

The school has a population of 120 pupils and 3 teachers.

The school is grossly understaffed. Children in lower classes are taught in shifts while other classes are combined as a result of the teacher shortage. Some pupils trek 6 kilometers to get to school.

### **1:0.9. RUMURUTI SECONDARY SCHOOL.**

The school has enrolled 145 boys and has 11 teachers. It enjoys a lot of support from the area Member of Parliament though several facilities need to be improved upon. These are follows:-

- Completion of multipurpose hall;
- Provision of Library and Library books;
- Laboratories and equipment;
- Computers and computer room;

School fees arrears stand at Kshs300,000. Despite the shortfalls in facilities the school has attained a meanscore of 6,778 and drop out rate is very low.

### **1.1.0 ISLAND PRIMARY SCHOOL**

The school migrated to a new site due to floods caused by Elnino rains. It is situated on a 12 acre plot with a pupil population of 151. The children have no desks while lower primary classes learn in shifts. Furthermore children travel five kilometers to get to school.

There is rampant poverty as drought is a common phenomenon in the area. This leads to children dropping out to follow their migrating parents.

Little or no inspection is done.

### **1:1.1 MAGOMANO PRIMARY SCHOOL**

The school enjoys support from the area Member of Parliament. The community around the school is migratory. The few crops grown are normally plundered by wild animals. The buildings are Semi-permanent and the school has enrolled only 151 pupils.

### **1:1.2 RECOMMENDATIONS.**

- (i) The Ministry OF education, Science and Technology ought to spearhead gender sensitization with respect to education for the girl-child;
- (ii) Establishment of feeder schools (nursery schools) should be intensified to encourage early childhood learners.
- (iii) Teachers and teaching assistants should be drawn from the locality to act as role models and a link to the community. The Ministry should give a leeway to allow employment of untrained teachers from the local community.
- (iv) The Ministry should also work with other stakeholders to facilitate the establishment of boarding schools and improvement of the existing ones.

## **2:0.0 GARISSA DISTRICT**

### **2:0.1 BACKGROUND INFORMATION**

Garrissa District covers a total area of 33,620 km<sup>2</sup>. Out of this, only 290 km<sup>2</sup> can be said to be arable land. It has an estimated population of 368,593.

The district has a total of 58 primary and 9 secondary schools respectively. Enrolment is however low and stands at 6.6% in primary and 4.2% in secondary schools.

The following members under took the tour of the District: -

1. Hon. Prof Christine Mango
2. Hon. Francis Kagwima
3. Hon. Zebedeo Opore
4. Hon. Anthony Kimeto

## **2:0:2 INHIBITIVE FACTORS TO FREE PRIMARY EDUCATION.**

The committee observed critical issues, which were singled out as inhibiting factors, affecting the access to quality education in the district. These issues were categorized as follows: -

### **2.0:3 POVERTY**

68% of the population live in abject poverty, both in urban and rural areas. The community's economic mainstay, livestock farming, has been adversely affected by harsh climatic conditions, spreading over longer period of time, thereby causing perennial drought.

### **2.0:4 NOMADISM**

Education development in Garrissa district has been adversely affected by the nomadic lifestyle of the community. Children of school going age are withdrawn from school by their parents as they move in search of pasture, while the boarding schools available in the district are few and poorly maintained.

### **2.0:5 INADEQUATE TEACHING STAFF**

Most schools in the region face acute shortage of staff especially female staff. The current teacher shortfall on the district stands at 143. The situation is made worse due to influx of children in the advent of free Primary Education. There is also a general lack of female teachers who can act as role models for girls.

The rate of teacher retention is also low in the district. Most teachers posted to the area only stay there for the mandatory 3 years probation period after which they seek transfer. Last year alone, the district managed to get only 13 teachers from TSC but at the same time lost 26 teachers due to transfers.

#### **2.0:6 LOW ENROLLMENT RATE**

North Eastern province has recorded the lowest rate of enrollment and retention of school children. Despite having a population of 300,000-school going children, only 68,000 or 4% are in school. Bura boarding primary school with a capacity of over 400 has only 330 students, of which 75% are mainly boys while Nanighi with a similar capacity has 161 pupils.

Enrollment of girls in most schools is low and records the highest dropout rates. Apart from nomadic nature of the community, enrolment of girls is also affected by Socio-cultural belief that educated girls are generally spoilt and may eventually not get married.

#### **2.0:7 INADEQUATE PHYSICAL FACILITIES**

Most schools visited lack adequate physical facilities, rendering the schools less conducive for learning. A clear picture of poor and hazardous structures was seen in Al-fatah primary where pieces of sticks were bundled together to form a stick-walled structure with an iron roof.

Perhaps a worse situation was witnessed in Bura Boarding primary school. Here, a former center of excellence and glory has been reduced to dilapidated structures. Close to 80% of school beds are broken and rusty. Further the dormitories are poorly constructed while teachers' houses have already formed large cracks on the walls.

According to the head teacher Mr. Ouma, the school has not received any form of facelift since 1978. The mattresses are old

and dusty, pit latrines are in dilapidated conditions and once functional sewerage and drainage system has been destroyed due to neglect thus posing health hazards to unknowing pupils.

In all schools visited, there was a lack of adequate classrooms and desks due to the introduction of Free Primary Education. For instance, Al- Fatah primary, which was opened last year to ease congestion in the central part of Garissa town has only two classrooms, lacks proper sanitation and toilets, has no administration block and is ill- equipped to provide quality education to the 83 pupils enrolled therein.

## **2.0:8 INSECURITY**

Due to inter clan conflicts, which have been experienced in the area, many parents are apprehensive about taking their children to school.

During the tour, the committee visited the following institutions

- (i) Garissa Primary School
- (ii) Young Muslims Primary School
- (iii) Al-fatah Primary School
- (iv) Nanighi Primary School
- (v) Bura Boarding Primary School
- (vi) Sankuri Boarding Primary School
- (vii) Hyuga Primary School
- (viii) N.E.P Girls Secondary
- (ix) N.E.P Technical college
- (x) Garissa Technical College
- (xi) Garissa Adult education Center

## **2.0:9 NORTH EASTERN PROVINCE GIRLS SECONDARY SCHOOL.**

The school was founded in 1974 and has a total student population of 288, although it has a capacity of 320 students.

Currently, the school has 20 teachers (of whom 17 are male) and 14 non-teaching staff.

### **2.1.0 CONSTRAINTS FACING THE SCHOOL.**

- There is a general low enrollment occasioned by negative perception of the parents towards education, especially for girls.
- Performance is poor and the average score for the last 3 years is "D"
- Too much attention has also been paid to the teaching of Islamic religion in the Madrasas and Duksis at the expense of secular education. Parents withdraw their children from the school to attend Madrasas, which unfortunately is not offered in the school.
- Lack of role models for girls.
- The school lacks adequate boarding facilities to cater for the number of students enrolled. They also lack water supply and are thus compelled to purchase from the local vendors.

Some classrooms are in a state of disrepair while the dining hall has no furniture.

Other problems include inadequate staff for various subjects and lack of adequate textbooks, a library and school transport.

### **2:1.1 NORTH EASTERN PROVINCE TECHNICAL INSTITUTE**

The institute was begun in 1983 as a technical secondary school. In 1985 it was transformed into a technical institute before being taken over by the Government in 1995.

It has population of 125 students, although it has a capacity of 250. It offers courses in two categories; the Business courses covering Accounting and Secretarial Studies and the Technical courses covering Carpentry and Joinery, Welding and Fabrication and Clothing Technology. It has a teaching force of 15, 3 females and 12 males.

### **2.1.2 CONSTRAINTS FACING THE INSTITUTE**

- Low enrollment in Technical courses from the community around the district.
- Understaffing especially for the technical courses.
- Inadequate financial allocations.
- Lack of piped water supply forcing management to buy water from vendors.
- Very old machinery and lack of maintenance for the same.

### **2:1:3 GARISSA TEACHERS COLLEGE**

Garrissa Teachers College, which trains primary school teachers, was begun in 1996 when the first batch of students was admitted. It has a capacity of 800 though only 520 are enrolled. The teaching force is 35.

The contractor for the college, China Jiangsu abandoned site and left the project incomplete. The unfinished facilities include the Library, hostels, electrical installations and

drainage system even though money had been paid to the contractor for the works. Some of the difficulties the college has to contend with are: -

- Poor sanitation and collapsed pit latrines
- Hanging/ loose electrical wires that are dangerous to the students;
- Lack of adequate water supply whereby the college is forced to use untreated water from the rivers;
- Acute shortage of tutors especially in key subjects such as Mathematics and Business studies- the college has only one tutor for Mathematics, Music and Agriculture. The overall teacher shortfall is 17.

#### **2:1:4 ADULT EDUCATION CENTRE**

The Center was started in 1979 to provide Education For All (EFA) and Free Primary Education through community mobilization and sensitization on the values of education.

Over time, the Center has received support from UNICEF, where 32 teachers have been trained on the Non-Formal Education concept and provision of teachers stimulating classroom kits.

However several factors impinge on the delivery of adult education:-

- There is an acute shortage of teachers as those who were hired in 1979 have died, retired or have been retrenched. The Government has not hired fresh teachers nor replaced those who have left. In Garissa and Ijara districts for instance, there are only 7 teachers serving an illiterate population of nearly 300,000. The part-time teachers employed by the department are too few and earn a paltry 500/= per month.
- There is no clear means of supervision due to lack of inspectors and transport.

- There is a general negative perception on the value of education among the people thus demoralizing the learners.
- Lack of instructional materials.
- Inadequate funds.

## **2:1:5 RECOMMENDATIONS**

### **2.1.6 POVERTY.**

The Ministry of Education, Science and Technology in conjunction with relevant Government Departments should:-

- Encourage more investment in the settled areas to create centers for viable economic activities through provision of services like water and infrastructure.
- Institute a workable policy on the development of livestock to empower the people economically since livestock is their economic mainstay.
- Institute affirmative action in order to provide educational sponsorship to those who may be unable to pay school fees.
- Increase and equip mobile schools with complete learning kits.
- Equip and expand existing boarding schools.

### **2.1.7 ENROLLMENT.**

The Ministry of Education, Science and Technology in Conjunction with the relevant Government Departments should:-

- Promote and improve perceptions on the value of education.
- Enforcement of The Children's Act.

- Expand, rehabilitate and equip existing institutions of learning to cater for 300,000 primary School going children.
- Improve the school-feeding programme to attract and retain more students.
- Establish centers of excellence in the district to act as a model for the school going children.

#### **2.1.8. PHYSICAL FACILITIES.**

The Ministry of Education, Science and Technology should:

- Equip the existing schools with adequate facilities.
- Sensitize the public on the need to support the schools in their localities.

#### **2.1.9. STAFFING.**

The Ministry of Education, Science and Technology should urgently recruit teachers and consideration be given to candidates from the district.

#### **2.2.0. GIRL-CHILD EDUCATION.**

The Ministry of Education, Science and Technology in conjunction with relevant Government Departments should:

- Institute affirmative action for girls through provision of bursaries for them.
- Sensitize the public on the importance of educating girls and reduce the cultural practices that discriminate against the girl child.
- Recruit more female teachers in the district.

### **2.2.1 SECURITY.**

The Government through the Department of Internal Security and Provincial Administration should:

- Undertake public education to re-assure communities of the safety measures.
- Encourage communities to take charge of their own safety and security.
- Encourage pre-emptive security measures to recover arms.
- Encourage frequent cultural festivals, exhibitions and shows across cultural groups.

### **2.2.2 HEALTH**

The Ministry of Health should:-

- Provide health services within the settled areas
- Recruit more health officers especially female nurses for the District
- Provide mobile health services.

Other remedial measures may include: -

- Provision of stimulating –interactive learning activities
- Integration of Madrasas and Duksis into the secular education system.
- Improvement of infrastructure by constructing accessible roads networks to schools and water points.
- The Ministry of Education should facilitate completion of the Garissa Teachers Training College and also provide adequate staff to the institution.

## **3:0.0 LAMU DISTRICT**

The following Members undertook the tour of Lamu District

Hon. Raphael Muriungi, MP.  
Hon. Godfrey Masanya, MP.  
Hon. Moffat Maitha, MP.  
Hon. Peter Munya, MP.  
Hon. Charles Likowa, MP.  
Hon. Paul Sang, MP.  
Hon. Kalembe Ndile, MP.  
Hon. Dr. Hezron Manduku, MP.  
Hon. Patrick Muiruri, MP.

Lamu district covers approximately 6,814 square kilometers and has a total population of 72,628 people.

The district has four divisions namely Faza, Amu, Witu and Mpeketoni Divisions. In the administration of education in the area, the establishment falls short of 4 education officers and 2 inspectors of schools.

There is a student/pupil population of 23,098. Approximately 9,000 children do not attend school despite the Government offer of free education.

In total there are 82 pre-primary institutions 68 primary as well as 5 secondary schools in the district.

The teacher shortfall in the primary schools stands at 151.

### **3.0.1 SUMMARY OF FINDINGS.**

The Members identified the following constraints as impacting on the delivery of education in Lamu District:

- (i) Political interference in management of schools.
- (ii) Ignorance of parents on their role in facilitating education e.g. establishment of nursery schools and expansion of physical facilities.
- (iii) Overburdening of pupils with two curricular – religious and formal
- (iv) Lack of adequate teachers/ teacher shortfall currently stands at 170.
- (v) Child labor in fishing and landing beaches.
- (vi) Low enrolment of pupils even in the wake of free Primary education.
- (vii) Lack of learning facilities and specially trained teachers for children with special learning needs.
- (viii) Lack of adequate facilities- desks, classrooms dormitories for boarders, offices for teachers.
- (ix) Low enrolment of children in schools, especially the girls.
- (x) Insecurity caused by wild animals (Witu)
- (xi) High levels of poverty - 68% the population live below poverty line.
- (xii) Inadequate facilitation for education officers to tour the islands– speedboats, vehicles e.t.c. are lacking.
- (xiii) Lack of modern technology (computer) in the district.
- (xiv) High divorce rate rendering many school going children unable to attend schools.
- (xv) Attitude: - lack of role models in the district.  
- Apathy and dependency
- (xvi) Drug abuse among school going children.
- (xvii) Insecurity – leading to closure of schools hence migration of communities including school going children and disruption of learning process.

During the tour the members visited the following institutions:-

- Pate Primary School
- Faza Secondary school
- Rasini Primary School
- Faza Primary School
- Mkomani Primary School
- Wiyoni Primary School
- Dide Ride Primary School
- Witu Secondary School
- Mpeketoni Primary School
- Lake Kenyatta Primary School

In addition to the school visits enumerated above the committee had sessions with various school management committees in Mpeketoni, Pate and the district leaders at the Lamu County Council Hall.

### **3.0.2 PATE PRIMARY SCHOOL.**

Pate primary school has a student population of 260. This figure includes 138 girls and 162 boys.

The school had its classroom roofs blown off by a strong wind and most pupils had been moved to other buildings in the village. Arrangements have been made to move the school, as the land on which the school stands does not belong to the school. Moving the school will entail bringing down the brick wall buildings and using the bricks to build the new site. The school is also inaccessible to children as it is built far from the village where the larger population lives.

The headmaster informed the Members that the Free Primary School Education offered by the government has led to an improvement in enrolment with 51 more children compared to last years enrolment. Further, many children do not attend school while cultural inhibitions forced girls to quit school at

an early age. Class eight, for instance, has only 2 girls. Average school attendance in the village is below 60%

### **Recommendation.**

- (i) The administration should invoke the Childrens' Act in order to assist more children attend school.
- (ii) The school administrators ought to confirm the ownership status of land on which schools are built to minimize double losses incurred in demolition of buildings put up by parents and the reconstruction of new facilities.

### **3:0:2 FAZA SECONDARY SCHOOL.**

Faza secondary school was started in 1982 through community efforts. It is a single streamed school and currently has population of 160 students and 10 teachers. The school caters for 3 divisions namely Kizingitini, Faza and Kiunga.

The committee toured the school and also interviewed the headteacher. The following issues came up: -

- (i) The school fees charged are Kshs3000 per term and yet parents are unable to clear fees for their children.
- (ii) That the school management has politicized the running of the school leading to many children dropping out.
- (iii) The school has closed the boarding section, thereby greatly inconveniencing students from far off divisions who have to make their own arrangements for accommodation while the school facilities remain empty and unutilized.
- (iv) The schools runs without Board of Governors.
- (v) All the physical facilities required for the school to run are in place (except windows and doors for some classrooms) and yet enrolment is decreasing steadily.

## **Recommendation**

The Committee was concerned that the school has been run down and yet education administrators who have been posted to the district have taken no action. The Committee therefore recommends that the management of the school be streamlined and that a management board be reconstituted within the shortest time possible in order to bring back the school to its former state.

### **3:0:3 RASINI BOYS AND FAZA GIRL PRIMARY SCHOOL.**

The committee toured the two schools and held discussions with parents and management committees of both schools. The following issues were highlighted.

- Inadequate learning facilities – lack of desks and classrooms forcing children to sit on the floor and leading to congestion in the available classrooms.
- Ignorance on the part of parents on their role in the management of schools in the light of free Primary Education.
- Political interference in school management
- Lack of Library facilities.
- Inadequate teachers.
- Curricular – children overburdened with two curricular – Madrassa and the formal system of education.
- Lack of water.
- Lack of nursery schools.
- Child labour as children are engaged in tourist activities as tour guides.

### **3.0.4 MKOMANI GIRLS PRIMARY SCHOOL.**

The school has an enrolment of 1030 pupils 209 of which joined this year as a result of the Free Primary Education extended by the Government. The influx of children to the school has caused congestion in the classrooms and a compounded lack of desks. As a result, children are forced to learn while seated on the floor.

The school has also enrolled students with special needs. There are no teachers available to deal with these special cases and the children are therefore forced to learn with others.

### **3.0.5 WIYONI PRIMARY SCHOOL.**

The school has enrolled 466 pupils and has a staff of 12 teachers. Learning facilities are inadequate and some classes have 76 children. The school has also enrolled children with special needs though there is no staff establishment to teach these children.

### **3.0.6 DIDE RIDE PRIMARY SCHOOL**

The school is situated in a pastoral environment. Pupils' enrolment stands at 167. The classrooms do not have doors or windows. Moreover lower classes and nursery pupils have no desks and learn seated on stones.

Enrolment of pupils is low. Many girls drop out of school as the community expects them to get married early. Boys on the other hand drop out, as they have to herd livestock.

### **3.0.7 WITU SECONDARY SCHOOL.**

The school has a population of 221 students. Facilities lacking in the school are as follows: -

- Physical facilities-laboratories, classrooms and dormitories.
- Piped Water and electricity.

### **3.0.8 VIPINGONI PRIMARY SCHOOL**

The physical facilities are inadequate. These include classrooms, office/staff rooms, and desks. The school enrolled 378 pupils as a result of Free Primary Education. This has led to congestion in the classrooms and shortage of teachers.

### **3.0.9 MPEKETONI PRIMARY SCHOOL**

The school has a pupil population of 733. The Free Primary Education helped attract 120 children this year leading to shortage of 4 teachers

The school enjoys support from parents and the community around. There is however a need to build permanent structures as all the classrooms are semi-permanent.

### **3.1.0 LAKE KENYATTA PRIMARY SCHOOL**

The Community around the school is well endowed and has supported the school financially. However, there is need to educate the local community of the need to meet certain obligations to the school with the advent of Free Primary Education.

### **3.1.1 RECOMMENDATIONS (LAMU DISTRICT)**

#### **(i) Low enrolment**

The committee recommends that Provincial Administration ought to invoke the Children's Act to force parents to enroll their children in learning institutions and that communities be sensitized on the need to educate the children, especially the

girl-child and also facilitate the needed infrastructure in the schools.

**(iii) Improvement of learning in the District**

The Committee recommends that Ministry of Education officers on the ground be facilitated to inspect and advice schools on a regular basis, bearing in mind the vast distances to be covered.

**(iii) Elimination of poverty**

The Committee recommends that concerted effort by government departments be made to improve livelihoods in the area – farming and fishing- and attract credit facilities through NGOs to improve the standard of living in the area.

The Committee further recommends that the Ministry of Education should consider incorporating the school-feeding programme in the district to improve performance.

**The Committee recommends that: -**

(iv) Mobile schools for minorities be established.

(v) The two systems of learning in the curriculum – madrassa and formal be integrated.

(vi) Government through various departments works on improvement of infrastructure e.g. roads and Lamu Port.

## **4:0.0 GENERAL RECOMMENDATIONS**

### **4:0.1 Accelerated Improvement of the General State and Trends in Education Development in ASAL**

Low enrolment level in ASAL (as low as 20%) compared to 70% - 80% in the nation, overall.

The Committee recommends that (2003-2005):

- a) There be sustained advocacy to improve attitude towards education and Free Primary Education; and
- b) Non Formal Education (NFE) be improved by advocacy and specific programmes.

### **4:0.2 The Education Development Process in the ASAL**

#### **4:0:3 Physical Plant: School Structures and Teaching/Learning Environment**

**Structures and Environment:**

**The Committee having noted the challenges and problems recommends that:**

**(a) Short-term:**

- (i) Classrooms be repaired and make-shift structures be improved;
- (ii) Mats be supplied for children to sit on; and

**(b) Medium-term/ long-term. The Ministry of Education, Science and Technology should:-**

- (i) Co-operate with partners to resolve the issue;
- (ii) Encourage feeder schools to avoid building full stream schools;

(iii) Work with communities to solve the problem of classroom shortage;

(iv) Special budgetary allocation be provided specifically for ASAL.

(v) With the communities, let the Ministry of Water Resources Management solve water shortage.

#### **4.0.4. Teaching/Learning Process. (Ministry of Education, Science and Technology)**

##### **(a) Teaching Staff.**

The Committee noted the challenges and recommends that: -

(i) Teachers are recruited especially for the ASAL;

(ii) There be continuous in-service teachers training for the ASAL's marginalized communities

(iii) Teachers be recruited from disadvantaged communities;

(iv) Ensure that teachers recruited to work in ASAL areas are inducted;

(v) NFE is moved to Ministry of Education; and

(vi) That NFE is strengthened and streamlined.

(vii) Incentives to teachers in these areas are enhanced.

(viii) Teachers are granted study leave and earn pay while on study leave.

(ix) Ministry of Local Government recruits Early Childhood Development (ECD) teachers;

#### **4.0.5. The Education Curriculum. ( Ministry of Education, Science and Technology)**

The Committee noted the problems and challenges, and recommended that:

(i) There be advocacy for ASAL- friendly curriculum;

(ii) In assessment, a wide variety be given to cater for all sub-regions (including ASAL);

(iii) The Madrassa and secular syllabi be integrated.

(iv) The subject panels are strengthened at all levels.

(v) Participation by local leaders be sought when curriculum is being developed.

#### **4.0.6. Teaching Materials/Resources (Ministry of Education, Science and Technology)**

The Committee noted the challenges and problems and recommended:

- (i) That mechanisms be provided to adapt local materials;
- (ii) That Ksh.25, 000/= allocated for storage be utilized
- (iii) That learning environment be improved to permit display of teaching aids.
- (iv) That with partners MOEST provides laboratory equipment.

#### **4.0.7 The Inspectorate: Quality Assurance and Achievement (Ministry of Education, Science and Technology.)**

The Committee noted the challenges and problems and recommended:.

- (i) That school inspectors be recruited.
- (ii) That their terms and conditions of service be improved to attract and retain them;
- (iii) That appropriate means of transport be provided, specific for land and water transport;
- (iv) That internal inspection by head teachers be intensified; and the latter should deal with administrative matters/ special funds be allocated to them to enhance communication.
- (v) Transport allowance be given for teachers in hardship areas
- (vi) Salaries are taken to teachers in their stations.
- (vii) That in-service training of head teachers be intensified for inspection and management.

And that, to improve achievement:

- (i) KWS check animal/human conflict, for children to attend school;
- (ii) The Children's Act be invoked;
- (iii) (The Provincial Administration) Guidance and counseling of the children, parents, and community be intensified.

#### **4.0.8 Key Factors and Processes Pertaining to EFA in ASAL.**

#### **4.0.9 Access to EFA**

The Committee noted the problems and challenges and recommends that concerted effort by Ministry of Education, Science and Technology and Provincial Administration be on: -

- (i) Advocacy against female circumcision and early marriages;
- (ii) Advocacy to improve attitudes toward education;
- (iii) Improvement of security from bandits and cattle rustlers;
- (iv) Pacification of polarized communities;
- (v) Programmes for poverty alleviation, to free pupils from child labour;
- (vi) School feeding to attract and retain children;
- (vii) Provision of Mobile schools (where appropriate); and
- (viii) Provision of role models in all ASAL districts.

#### **4.1.0 Attendance**

The Committee noted the problems and challenges and recommended that:

- (i) Advocacy for education; and
- (ii) Advocacy for all those factors, which attract and retain the boy-child and girl-child in school to completion be continuously implemented.
- (iii) Sanitation issues be addressed in favour of girl-child.

#### **4.1.1 Attainment and Achievement (Various Government Ministries and Departments)**

The Committee noted the problems and challenges and Recommended:-

- (i) That child Labour be abolished;
- (ii) That children should not be allowed to work as tour guides. The children Act be invoked when necessary;
- (iii) That KWS checks the animal/ human conflict.
- (iv) That counseling and advocacy of pupils, communities be done through concerted efforts by government Departments;
- (v) School Feeding Programme be sustained;
- (vi) That Education System be integrated;
- (vii) Mobile Education System/boarding schools be strengthened.
- (viii) That education be complemented through and streamlined Radio Broadcast to schools (Ministry of Education to seek funding for this);
- (ix) That NFE and adult education be improved in order to stimulate and facilitate FPE from within families and communities.
- (x) That the timetable for nomadic children be made flexible.

#### **4.1.2 Special role of Integrated Rural Development in Education Development as a Core Process in Rural Transformation in the ASAL.**

(i) The Committee noted the overall problems and challenges of the ASAL, and recommended:

That education be viewed and provided for as a critical component within the Strategy of Integrated Rural Development in each District;

(ii) The MOEST and partners strive to improve quality of education and level of passes for improved products, output and outcomes of efforts to transform the ASAL;

(iii) That intensive efforts be made to upgrade the status and positive trends of education development in the ASAL; and

(iv) That the all-embracing **Strategy of Integrated Rural Development (IRD)** be planned and implemented in each district for the cumulative Synergistic effects of water, energy, sustainable food production, infrastructure, security and education to contribute to sustainable development and realization of the Millennium Development Goals, EFA and, especially, of Poverty Alleviation and Universal Free and Compulsory Basic Education by 2015.

#### **4.1.3 Special Conditions and Processes of Education Development in the ASAL.**

##### **4.1.4 Mobile Education System**

The Committee noted the problems and challenges and recommended as follows: -

##### **(i) Teaching Staff**

(a) That mobile schoolteachers be recruited and specially trained for ASAL environment.

(b) That Form IV leavers from these communities be used to teach in such schools

(c) That remuneration be attractive to retain them.

##### **(ii) Curriculum for Mobile Schools**

The Committee noted the problems and challenges and recommended:

##### **(a) Short-term**

That guidelines be provided to facilitate improvisation from available materials for teaching/learning (MOEST).

##### **(b) Long-term**

(i) That Government develop curriculum guidelines specifically for ASAL.

- (ii) That Government should provide appropriate ASAL friendly education mobile kits and solar panels for mobile schools, to facilitate flexibility within the mobile schools system.
- (iii) Madrassa system be intergrated with mobile system

**(iii) Supervision of Mobile Schools**

The Committee noted the problems and challenges and recommended:

- (a) That modalities be developed for DEOs and PDEs to co-ordinate mobile schools and other schools.(MOEST);
- (b) That partnerships be developed for adequate resources (UNICEF, World Bank, NGOs, Ministry of Tourism, and Office of the President);
- (c) That schools be supervised in clusters after a definite period, regularly; and
- (d) That, with partners, radio/TV stations be Established/developed to promote easier communication, especially in the ASAL, for Education Broadcasting, to help Mobile School System.

**(iv) Transport and Communications Within Mobile school system.**

The Committee noted the problems and challenges and recommended:

- (a) That camel and donkey system be developed for transportation of teaching materials and teaching staff (MOEST, Tourism and Information);
- (b) That the Government installs booster stations to ease communication problem (Ministry of Transport and Communications.)

(c)That comprehensive investment be made for integrated rural development to upgrade education development synergistically; and.

(d) That mobile school be attached to a boarding school for progress and supervision of children and for new supplies.

**(v) Learning Progress: Sessions and Flexibility**

The Committee noted the problems and challenges, and recommended:

(a) That a system of flexible, cumulative contact be adopted (MOEST);

(b) That learners get packages for known durations and, with proof of learning.

**(vi) Inter-cultural Feuds and Insecurity**

The Committee noted the problems and challenges and recommended:

(a) That conflict-resolution and peace-creation mechanisms be established;

(b) That administration be brought close to the people;

(c) That a mobile security network be established;

(d) That education on community development be strengthened; and

(e) That preventive precautionary measures be put in place.

**(vii) Drought and Environmental Disasters**

The Committee noted the problem and challenges and recommended:

(i) That resources be adequately and complementarily used; e.g., boreholes, camels, etc, for management of rare water resources; and

(ii) That reliable contingency plans be established to save education during drought and other disasters.

**(viii) Integrated Education System.**

Noting the problems and challenges, the Parliamentary Committee recommended that;

(i) The boarding school systems be integrated with both normal and mobile school feeding programmes.

(ii) National Commission for Development of the ASAL, to promote IRD (including education); (Office of the President) be established.

**(ix) Distance Learning: Resource Allocation**

Noting the problems and challenges, the Parliamentary Committee recommended:

- (i) That possibility be explored of digital receivers using satellite for communication
- (ii) That resources, be better allocated to ASAL considering the disadvantages within ASAL;
- (iii) That an FM radio system be established in ASAL to improve communication and education broadcasting;
- (iv) That an emergency fund be established for management of disasters, especially for mobile schools; and
- (v) That TV/radio broadcasting be used to upgrade teaching/learning in the mobile school system.

## 5. EXTRAORDINARY ACTION PLAN FOR ACCELERATED EDUCATION DEVELOPMENT IN THE ASAL

This Action Plan covers the whole Spectrum of Education in the ASAL (Early Childhood Education and Development, ECD, Primary Education, Secondary Education, Technical/Vocational Education, Teacher Education, University Education, and Adult Continuing Education). It is the Action Plan for the whole ASAL to be discussed and adapted District by District.

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
A. ECD (Early childhood care, education development status and trends)	<ul style="list-style-type: none"> <li>Inadequate provisions for ECD facilities.</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy to communities</li> <li>Affirmative Action and set ECD Classes within communities to avoid long distances</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Administration</li> <li>Provincial Administration</li> </ul>	Normal Budget & Special Provisions from Development Partners.	In the Period 2005-2010	Attendance increased at least 50% above 2003 baseline		<ul style="list-style-type: none"> <li>Try Advocacy</li> <li>Apply Children's Act</li> <li>Health Act</li> </ul>
Accelerated Access, Attendance, Attainment, and Achievement to Education	<ul style="list-style-type: none"> <li>Over 600,000 children (0-5 years)</li> <li>Parents do not release 0-10 year old for fear of insecurity</li> <li>Inhibitive lifestyles and culture</li> <li>Attitudes inhibitive to education</li> <li>Religious practices inhibitive to education.</li> <li>Lack of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Sensitise intensely on value of education</li> <li>Integrate Madrasa and secular syllabi and classes</li> <li>Integrated initiations (Moranism) with secular education</li> <li>Advocacy for education</li> <li>Integrate Madarassa and secular classes</li> <li>Communities provide teachers</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Communities, leaders</li> <li>Provincial Administration, MOEST.</li> <li>OP and Provincial Administration</li> <li>Provincial Administration &amp; MOEST</li> <li>MOEST and Local Government</li> <li>Local Government pay ECD teachers</li> <li>Provincial Administration</li> </ul>					
	<ul style="list-style-type: none"> <li>Insecurity, banditry, cattle rustling</li> <li>Gender disparity (girls kept away for security).</li> <li>Few role models</li> <li>Long distances to school and too few schools for ECD</li> </ul>	<ul style="list-style-type: none"> <li>Improve security pacification</li> <li>Advocacy for girls</li> <li>Train female teachers who become role models</li> <li>Use feeder schools and cluster system</li> <li>Boarding facilities</li> <li>Classes within community</li> </ul>	<ul style="list-style-type: none"> <li>Parents and community</li> <li>MOEST and communities</li> </ul>					

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
<b>B. PRIMARY EDUCATION</b> <b>1. General Status and Trends</b>	<ul style="list-style-type: none"> <li>Misconception of FPE programme</li> <li>Poor attitude to education</li> <li>Conservative cultures</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy and explanations to parents, children and communities</li> <li>Advocacy and counseling to parents and children on value of education</li> <li>Advocacy and counseling to parents and children on value of education</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Administration, parents leaders</li> <li>Provincial Administration, parents leaders</li> <li>Provincial Administration, parents leaders</li> </ul>	<ul style="list-style-type: none"> <li>Normal Budget with special provisions from Development Partners</li> </ul>	<ul style="list-style-type: none"> <li>Not later than 2005</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrolment and attendance by at least 50% above 2003 baseline</li> </ul>	<ul style="list-style-type: none"> <li>Inspection Reports and Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy</li> <li>Invoke Children's Act 2001.</li> </ul>
	<ul style="list-style-type: none"> <li>Negative attitude to education</li> <li>Conservatism</li> <li>Religion and initiation</li> <li>Lack of food</li> <li>Migrations and droughts</li> <li>Female circumcision and early marriages</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy &amp; children's Act 2001</li> <li>Advocacy &amp; children's Act 2001</li> <li>Integrate Madrasa &amp; Madrasa and secular syllabi</li> <li>Sustain school feeding</li> <li>Mobile school system and feeding</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Provincial Administration</li> <li>MOEST and communities</li> <li>Government (MOEST)</li> <li>MOEST, communities and Provincial Administration</li> <li>MOEST, communities, Provincial Administration and children's officer</li> <li>Communities, MOEST, partners and Government</li> <li>Teachers, parents and children</li> </ul>	<ul style="list-style-type: none"> <li>Normal Budget with special provisions from Development Partners</li> </ul>	<ul style="list-style-type: none"> <li>Not later than 2005</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrolment and attendance by at least 2005</li> <li>More children in less congested classrooms or in making shift classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Inspection Reports and Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy</li> <li>The Children's Act</li> <li>Special appeal to Development partners</li> </ul>
<b>2. Accelerated Access &amp; Attendance</b>	<ul style="list-style-type: none"> <li>Inadequate structures, Poor school buildings and Poor school environment</li> <li>Unstimulating classrooms and learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Physical Plant</li> <li>Repair buildings</li> <li>With partners build schools and] affirmative action.</li> <li>Improvisation and creative initiative</li> </ul>	<ul style="list-style-type: none"> <li>Communities, MOEST, partners and Government</li> <li>Teachers, parents and children</li> </ul>					

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
3. Accelerated Attainment (Retention to completion)	<ul style="list-style-type: none"> <li>• Early marriages</li> <li>• Attitude against education</li> <li>• Herding livestock</li> <li>• Keeping off wild animals from farms</li> <li>• Divorced parents</li> <li>• Famine and lack of food</li> <li>• Insecurity(banditry and cattle rustling etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Act 2001</li> <li>• Advocacy and Children Act 2001</li> <li>• Flexible timetable</li> <li>• KWS to act on animals/human conflicts</li> <li>• Review marital laws at community levels</li> <li>• Maintain school feeding</li> <li>• Improve insecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Provincial Administration</li> <li>• Provincial Administration and Children's officer</li> <li>• Communities and MOEST</li> <li>• KWS</li> <li>• Communities and ,kadhis</li> <li>• Government (Provincial Administration</li> <li>• Provincial Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Normal Budget with Special provision from Development Partners</li> </ul>	<ul style="list-style-type: none"> <li>• Not later than 2005</li> </ul>	<ul style="list-style-type: none"> <li>• The number completing must be at least 50% higher than 2003 baseline/</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection &amp; Progress Report</li> </ul>	<ul style="list-style-type: none"> <li>• Enforce children's Act 2002.</li> </ul>
3. Accelerated Achievement	<ul style="list-style-type: none"> <li>• Very low achievemen</li> <li>• Low passes, few going to Secondary Schools</li> <li>• Teachers have low morale</li> <li>• Poor qualifications among UTs</li> </ul>	<ul style="list-style-type: none"> <li>• Improve teacher's qualification, remunerations and incentives and improve teaching/learning environment</li> <li>• Improve teacher's qualification, remunerations and incentives and improve teaching/learning environment</li> <li>• Employ UTs and in-service training</li> </ul>	<ul style="list-style-type: none"> <li>• MOEST, communities and affirmative action</li> <li>• MOEST</li> <li>• MOEST</li> </ul>	<ul style="list-style-type: none"> <li>• Normal Budget with special provisions from Development Partners</li> </ul>	<ul style="list-style-type: none"> <li>• Not later than 2005</li> </ul>	<ul style="list-style-type: none"> <li>• Pass levels improved at least 50% beyond 2003 baseline.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspection Examination Results</li> </ul>	<ul style="list-style-type: none"> <li>• Children's Act.</li> </ul>

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
	<b>Problems of Teachers</b> Shortage of teachers	<ul style="list-style-type: none"> <li>Recruit from ASAL communities</li> <li>Recruit from District of similar cultures</li> </ul>	<ul style="list-style-type: none"> <li>MOEST</li> <li>MOEST</li> </ul>	Normal Budget with special provisions from Development Partners	Not later than 2005	More teachers with better qualifications	Inspection returns	Special recruitment for training ASAL teachers
<b>Special Education System</b>	<ul style="list-style-type: none"> <li>Difficult mobility</li> <li>Shortage of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Establish camels and donkeys systems</li> <li>Use of Form IV leavers, as UTs and in-service training</li> <li>Improvision and adaptation</li> </ul>	MOEST	Normal budget plus <ul style="list-style-type: none"> <li>Preparation and delivery of kits</li> <li>Establishment of Education Broadcasting with Development Partners. Ministry of Information, KIE and MOEST to co-operate</li> </ul>	Not later than 2005-2010	<ul style="list-style-type: none"> <li>Educators on broadcast received</li> <li>Boarding and mobile schools receive broadcast.</li> </ul>	Inspection Reports	A special appeal to development partners.
<b>Mobile Education System</b>	<ul style="list-style-type: none"> <li>Shortage of teaching/learning materials</li> <li>Inflexible curriculum</li> <li>Poor supervision</li> <li>Limited communication</li> </ul>	<ul style="list-style-type: none"> <li>Adopt mobile education kits, use kits and integrated education system</li> <li>DEOs and PDEs to co-ordinate inspection</li> <li>Use radio/TV Education Broadcasting</li> </ul>	<ul style="list-style-type: none"> <li>MOEST</li> <li>MOEST</li> <li>MOEST, KIE, Ministry of Information and Broadcasting</li> </ul>					
<b>Special challenges</b>	<ul style="list-style-type: none"> <li>Low girl-child enrolment</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy, Children's Act 2001</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Administration, Parents, Community leaders</li> </ul>	Normal with same input from Development Partners.	Not later than 2005	Number of girl-children retained to completion go up at least 50%, with 50% improved pass level in exams	Inspection, prolonged report and exam results.	<ul style="list-style-type: none"> <li>Children's Act</li> <li>Intense Advocacy</li> </ul>
<b>Gender parity and balance</b>	<ul style="list-style-type: none"> <li>Cultural attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy for Education</li> </ul>	<ul style="list-style-type: none"> <li>Community leaders</li> </ul>					
<b>Accelerated Access, Attendance, Attainment and Achievement</b>	<ul style="list-style-type: none"> <li>Early marriages</li> <li>Female circumcision</li> <li>Lack of role models</li> <li>Religious inhibitions</li> </ul>	<ul style="list-style-type: none"> <li>Children's Act 2001</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Administration and children's officer</li> <li>Communities</li> <li>Provincial Administration and MOEST</li> <li>Provincial Administration</li> <li>Religious leaders</li> </ul>					

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
C. SECONDARY EDUCATION Accelerated, access, Attendance and Accelerated attainment	<b>Physical Plant</b>	<ul style="list-style-type: none"> <li>Repair buildings</li> <li>Community efforts</li> </ul>	<ul style="list-style-type: none"> <li>Communities</li> <li>Communities</li> </ul>	Normal budget with input from development partners.	Not later than 2005	No. of qualified Teachers of ASAL (origin increment at	Inspection and progress reports	Sensitize communities to repair schools
	<b>Equipment</b>	<ul style="list-style-type: none"> <li>MOEST, with development partners supply equipment</li> </ul>	<ul style="list-style-type: none"> <li>MOEST and Affirmative action</li> </ul>					
	<b>Teaching/Learning Process</b>	<ul style="list-style-type: none"> <li>Recruit and give incentives to ASAL Teachers</li> <li>Recruit and give incentives</li> </ul>	<ul style="list-style-type: none"> <li>MOEST</li> <li>MOEST</li> </ul>	<ul style="list-style-type: none"> <li>Increased training for teachers, and increased boarding with special provision from Development Partners</li> </ul>	Not later than 2005		Inspection and Progress Reports	<ul style="list-style-type: none"> <li>Make special appeal to development partners for support our boarding and training expenses. ASAL children needs bursary and scholarships</li> </ul>
	<ul style="list-style-type: none"> <li>Some subjects have no teachers( Physics, Biology) etc</li> <li>Curriculum not ASAL-Friendly</li> <li>Shortage of storage for teaching materials</li> <li>Long distances for non-boarders</li> </ul>	<ul style="list-style-type: none"> <li>Review curriculum</li> <li>Affirmative Action</li> <li>Encourage affordable boarding by bursaries</li> </ul>	<ul style="list-style-type: none"> <li>MOEST</li> <li>MOEST</li> <li>MOEST</li> </ul>					
	<ul style="list-style-type: none"> <li>High drop-out rates</li> <li>Poor attitudes to education</li> </ul>	<ul style="list-style-type: none"> <li>Advocacy for education</li> <li>Advocacy and role model</li> </ul>	<ul style="list-style-type: none"> <li>Provincial Administration, MOEST</li> <li>Provincial Administration, MOEST</li> </ul>					
	<ul style="list-style-type: none"> <li>Poverty</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Rural Development(IRD for water, health, sustainable livelihood ,security and education)</li> <li>Commission for ASAL Development</li> <li>Improve FPE to supply Sec.schools.</li> <li>Bursaries/scholarship</li> </ul>	<ul style="list-style-type: none"> <li>Ministries of Planning and Economic Development, Water, Health, Agriculture, Livestock Development and OP</li> <li>MOEST</li> <li>MOEST</li> </ul>					
	<ul style="list-style-type: none"> <li>Lack of role models</li> <li>Lack of fees</li> </ul>							

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
<b>Accelerated Achievement</b>	<ul style="list-style-type: none"> <li>Very poor passes</li> </ul>	<ul style="list-style-type: none"> <li>Intense improvement of staffing and teaching</li> </ul>	MOEST	Normal except for increased bursaries and scholarships	Not later than 2005	No increased at least 50% both of attainment and level of passes	Inspection Reports and Exam Results.	This to be treated as a crash programme for a critical break-through.
	<ul style="list-style-type: none"> <li>Lack of competitiveness</li> </ul>	<ul style="list-style-type: none"> <li>Review quota system to assist disadvantaged areas (e.g.ASAL)</li> </ul>	MOEST					
	<ul style="list-style-type: none"> <li>Few go to universities and colleges</li> <li>Few for teachers' colleges</li> </ul>	<ul style="list-style-type: none"> <li>Better inspection, better teaching/ learning(staffing and other constraints)</li> <li>Stress for better passes at CPE and KCSE</li> </ul>	MOEST					
<b>Inspection</b>	<ul style="list-style-type: none"> <li>Few inspectors</li> </ul>	<ul style="list-style-type: none"> <li>Recruit inspectors, and improve terms of service</li> </ul>	MOEST	Normal budget with special provision from Development Partners for boats and vehicles	Not later than 2005	<ul style="list-style-type: none"> <li>More regular quality inspection</li> </ul>	Inspection reports and exam results	<ul style="list-style-type: none"> <li>Special appeal to lift secondary education in ASAL to provide needed manpower</li> <li>To supply university students</li> </ul>
	<ul style="list-style-type: none"> <li>Difficult mobility</li> <li>Poor communication</li> </ul>	<ul style="list-style-type: none"> <li>Provide correct means of transport, motor cars, motor cycles, boats, camels, donkeys.</li> <li>Improve telephone system</li> </ul>	MOEST Ministry of Transport and Communication			<ul style="list-style-type: none"> <li>Better management of learning/ teaching</li> </ul>		

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
<b>D. TEACHER EDUCATION FOR ASAL Recruitment</b>	<ul style="list-style-type: none"> <li>Few recruits</li> <li>Few available candidates</li> </ul>	<ul style="list-style-type: none"> <li>Improve passes at KCSE</li> <li>Advocacy for teaching</li> <li>Special recruitment drive for ASAL (review passes at KCSE)</li> <li>Special in-service Training Programmes</li> </ul>	MOEST MOEST	Normal with development Partners' provision	Not later than 2005	Substantial increases at least 50% above 2003 baseline ;	Reports from TTC enrolments and inspection Reports	Special Effort to Recruit ASAL teachers.
<b>Deployment, Remuneration and Incentives</b>	<ul style="list-style-type: none"> <li>Few teachers want to go to TTC from ASAL people</li> <li>Poor incentives</li> <li>Trained Teacher do not return to ASAL Homelands</li> </ul>	<ul style="list-style-type: none"> <li>Make special drive for recruitment</li> <li>Improve incentives</li> <li>Advocacy and Counselling</li> </ul>	MOEST MOEST MOEST, Leaders, communities	Normal with existence of Development Partners	Not later than 2005	Substantial increases at least 50% above 2003 baseline ;	Reports from TTC enrolments and inspection Reports	Special Effort to Recruit ASAL teachers.
<b>E. TECHNICAL/ VOCATIONAL EDUCATION Accelerated Access, Attendance, Attainment, Achievement</b>	<ul style="list-style-type: none"> <li>Very few have access to Technical Education</li> <li>Few good candidates and there is great shortage for artisans etc</li> <li>Curriculum is not ASAL-sensitive</li> <li>Few effective youth polytechnics</li> </ul>	<ul style="list-style-type: none"> <li>Improve KCSE and KCPE passes, Advocacy to the communities</li> <li>Special recruitment efforts</li> <li>Adapt curriculum to ASAL realities of life.</li> <li>A special drive and advocacy, youth Polytechnics to be under MOEST</li> </ul>	MOEST MOEST MOEST	Normal with existence of Development Partners	Not later than 2005	Substantial increases at least 50% above 2003 baseline ;	Reports from TVE institutions and Inspection Reports	Special effort for TVE in ASAL. TVE be especially stressed to aim at 2020 goal of industrialization
<b>F. UNIVERSITY EDUCATION Accelerated, Access, Attendance, Attainment and achievement</b>	<ul style="list-style-type: none"> <li>Very low access to university education</li> <li>Poor KCSE passes</li> <li>Poverty (can pay fees and expenses)</li> <li>Lack of role models</li> <li>Poor teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>Improve KCSE performance</li> <li>Special Advocacy for Education</li> <li>Special Bursaries/scholarships, especially for girls</li> <li>Improve learning environment</li> </ul>	MOEST Provincial Administration MOEST MOEST	Normal budget but need for bursaries/scholarships with Development partners.	Not later than 2005	No. of University students to increase at least by 50% above 2003 baseline	Returns from University Administration, provincial PDE reports	Very special effort for a break-through

Issues in ASAL	Problems/Challenges	Solutions (Strategies)	Actors	Resource Implications	Time Frame	Indicators	Verification	Remarks
<b>G. ADULT EDUCATION</b> Access, Attendance, Attainment & Achievement	<ul style="list-style-type: none"> <li>• Inadequate Programmes</li> <li>• No real learning</li> <li>• Lack of communication</li> <li>• Adult Education Programmes not responsive to UN Literacy decade.</li> </ul>	<ul style="list-style-type: none"> <li>• Establishment/ Strengthen Programmes</li> <li>• Adopt ASAL Programmes</li> <li>• Use Radio/TV Education Broadcasting</li> <li>• Adult Education should return to MOEST.</li> </ul>	MOEST  MOEST  MOEST	Normal but there is need for Development Partners	Not later than 2005	Active use of community and mobile school system TVs and Radios.	Inspection and Progress Report	Special Stress on Adult Continuing Education in the ASAL

