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**THE DEPARTMENTAL COMMITTEE C- ON
EDUCATION, RESEARCH AND TECHNOLOGY**



***REPORT ON THE COMMITTEE TOUR OF
EDUCATION INSTITUTIONS IN NAIROBI AND
CENTRAL PROVINCES.***

**CLERK CHAMBERS
PARLIAMENT BUILDINGS
NAIROBI**

APRIL, 2004

INTRODUCTION

The Departmental Committee on Education, Research and Technology, in recognition of functions spelt out in the Standing Orders undertook to tour Institutions within Nairobi and Central Provinces between July 4,2003 and July 22,2003. The following Institutions were selected for the visits: -

- The Kenya Polytechnic
- Olympic Primary School
- Starehe Boys Center
- Jomo Kenyatta University of Agriculture and Technology
- Daystar university-Athi River

The Members of the Committee are as follows: -

The Hon. Daniel D.Karaba, MP-**Chairman**
The Hon. Moffat Maitha, MP
The Hon. Francis Kagwima, MP
The Hon. (Prof) Christine Mango, MP
The Hon. Silvester W. Bifwoli, MP
The Hon. Raphael Muriungi, MP
The Hon. John Koech, MP
The Hon. (Dr) Sammy Ruto, MP
The Hon. Joel O. Onyancha, MP
The Hon. Godfrey O. Masanya, MP

Mr. Speaker Sir,

The main purpose of the visits was for the Members to familiarize themselves with the problems that plague our education institutions right from primary through university.

The main objectives of the visits were as follows;

- To find out how education was being managed at the primary school level as a result of the Government's offer of Free Primary Education;
- To find out the incentives given to students/ learners in institutions that produce excellent results;
- To find out the preparedness of the public technical institutions and public universities in terms of equipment and staff to cope with modern trends in technological advancement;
- To find out how the private universities have fared in the provision of education

Mr. Speaker Sir,

The visit to Olympic Primary school gave the Members a glimpse of the prevailing situation in primary schools country-wide as a result of Free Primary Education –a high teacher: pupil ratio rising even to 1:120! in lower classes. Further, facilities and infrastructure have been overstretched to the limit, forcing some classes to be taught in two sessions – morning and afternoon. This has resulted in overburdening of teachers who have to contend with a heavier workload and a further shortage of accommodation, as the classrooms in place are inadequate. The resulting scenario compromises the provision of quality education in our schools.

A glimpse at provision of technical education in our local technical institutions also depicts a grim picture as the laboratories and workshops are ill-equipped. Most of the

machinery in place at the Jomo Kenyatta University of Agriculture and Technology and the Kenya Polytechnic are old and obsolete. Further, the Government has sidelined research and therefore no funding was being released to universities for research and / or staff development. As a country that is looking forward to industrialization by the year 2020, urgent action needs to be taken to avail resources for technical training through provision of modern machines for students' practicals, expansion of facilities as well as funding of research/innovations.

Mr. Speaker Sir,

This Report highlights the main findings of the Committee as well as recommendations on the way forward. I urge all honourable Members to use the findings and recommendations as a means to helping resolve the problems that hamper growth in the education sector in the country and seek alternative ways through which quality education will be achieved in our learning institutions.



Hon. Daniel Karaba, M.P.

Chairman,

Departmental Committee C on Education, Research and Technology.

April 2004.

1.0 KENYA POLYTECHNIC

This was the first institution the Committee visited in its round of tours of institutions within Nairobi and Central Provinces .The institution was established in 1961 and has continued to expand both in terms of courses offered and students' enrolment. The institution has over 8,000 students comprising of regular and part-time students, a teaching force of 307 and approximately 390 support staff.

Over time, the institution has strived to link the academic fraternity with industries. This has been possible through diversification of courses offered and constant review of curriculum to reflect the prevailing market demands. Presently, the courses offered include computer studies, business and marketing, medical as well as engineering.

However, the institution has faced various constraints that have sometimes undermined expansion of the Institution to an ultra modern technical institution. This includes the following;

- Lack of adequate funds to support and maintain science-based courses like engineering, which require modern machines. The available workshop machines are old and expensive to service and thereby limit the Institution's desire to meet the industrial market demands;
- Lack of funds to support research and boost knowledge base;
- Unavailability of legal instruments that links curriculum, examinations and certification in technical colleges and polytechnics. This has often led to differences in monitoring and inspection of the courses offered, The Medical laboratory technicians training board for instance has for a long time

failed to recognize Pharmacy and Laboratory students from the Polytechnics;

- Supervision of Training Institutions by two or more Government Ministries/Departments - currently Village Polytechnics are under the Ministry of Labour and Human Resource Development while the Teaching Staff are provided by the Ministry of Education;
- High cost of offering technical courses compelling the institution to charge a relatively higher fee which sometimes does not cover the cost of operations. The students do not have access to bursaries or loans from the Ministry of Education hence those who may not be able to pay often end up dropping out;
- Lack of adequate teaching staff for the ever-growing student number. Currently the polytechnic has a shortage of 143 teaching staff. Those in service are not adequately motivated leading to loss of experienced lecturers to greener pastures;
- Inadequate physical facilities to accommodate the large number of students. Although the Polytechnic is both day and boarding, the Administration lacks resources to cater for boarders. Currently, it is only able to accommodate 400 student boarders; 150 women in Upper Hill Hostels and 250 men in South C Hostels. However, there is shortage of support staff like security, caterers and cleaners to serve those few who are accommodated;
- There exists no clear policies on management and administration of those technical institutions that fall under the Ministry of Labour but whose technical staff and inspectorate are provided by the Ministry of Education.

Mr. Speaker Sir,

The Committee visited several departments within the polytechnic and the following were of major importance to the Committee.

1.1 COMPUTER DEPARTMENT

The department offers various computer related courses like, computer engineering, computer packages and networking as well as computer electronics, all at Diploma and Certificate levels.

The Department has four computer laboratories to cater for large numbers of students. The main constraint facing the department is lack of adequate computers for various courses. The department also has an acute shortage of staff to handle advanced computer courses, which incidentally form the bulk of market-oriented courses.

1.2 GRAPHICS AND ARTS DEPARTMENT

The Department is mainly concerned with technical drawing and design, printing and painting. Though offering one of the highly market oriented courses, the Department has old and unserviced machines which eventually do not produce the required capacity results.

1.3 AERONAUTICAL ENGINEERING

This Department offers courses related to repair and maintenance of airplanes. The facilities in the department are inadequate to accommodate the large number of applicants who are willing to take up the course. It also has an acute staff shortage, lacks live aircraft to enable it be licensed by

Directorate of Civil Aviation in order to offer courses in aviation technology. The department needs urgent attention to make it cope with the new developments in the world of aviation technology.

1.4. MECHANICAL AND ENGINEERING DEPARTMENTS

The two departments have continuously produced technicians for industries. The departments have had to contend with old machines, which do not match the market demands. Some machines were installed 28 years ago but have not been adequately serviced, leading to their under performance. This eventually compromises the quality of technological know how being developed by students. The Polytechnic needs Ksh. 20 million to upgrade the facilities in the two vital departments.

1.5. HEALTH DEPARTMENT

The department offers courses in laboratory services and biological sciences including pharmacy. The department is seriously in need of funds to help carry out research in health services. It also suffers from acute shortage of teaching staff.

Furthermore, the graduates from these departments are not recognized by the National Health Medical Board, a matter that needs urgent attention by the two Ministries of Health and Education, Science and Technology.

2.0. OLYMPIC PRIMARY SCHOOL

Mr. Speaker Sir,

The Committee toured Olympic Primary School to assess the learning situation especially in the wake of the Government's offer of free primary education.

The major constraints faced by the school include the following:-

i) Pupil : Teacher Ratio: in the advent of free primary education, the school enrolled approximately 600 extra pupils who were previously non-school going. This eventually posed a great challenge on provision of quality education due to lack of adequate teachers.

The most affected were lower primary pupils who had to learn under congested conditions. Class three for instance, had 120 pupils against 1 teacher. Class one had six streams of 90 pupils per stream instead of 40, and pupils sat four/ five per desk instead of three. This compelled the administration to organize for a double shift where some pupils were to learn in the afternoon. This consequently overstretched the few human and physical resources available and hence compromised the provision of quality education.

ii) Lack of adequate classrooms. The increase in enrollment greatly affected the provision of adequate learning space. There is an urgent need for more classrooms to contain the increasing number of pupils. At the time of the visit, the Members were

informed that nine classrooms were required to help ease the situation.

iii) Sanitation and water problem

Due to the current congestion, sanitation services have been greatly affected. Thus there was a need to build more toilets to cater for the increasing number.

Members were also informed that the school faced problems in payment of water, electricity and telephone bills, while the support staff is not also sufficient to cater for the increased number of pupils.

3.0. STAREHE BOYS CENTER

Starehe Boys Center situated in Nairobi was begun from a humble background in 1959 as a Special Youth Center by its current Director Dr. Geoffrey Griffins to help street children gain formal education.

Presently, the school has a total of 1056 students out of which 71% are considered to be poor and hence supported by the center while the rest 29% are fee paying. The amount paid as fees vary from student to student depending on the family background.

The school continues to support students from poor families through to university education and monitors their progress until they enter the job market. This makes the school forge firm links between the old students in the job market and the continuing students.

For those who do not get university places, the school has developed computer and accounting programmes to ensure that no student is wasted, or left to wander.

The Committee was informed of the various measures that have been put in place to ensure continuity of success, these include;-

- Offering various opportunities for self-development with over 40 clubs and societies whereby students have variety to satisfy their social and psychological needs;
- Through an open discussion referred to as 'parliament', students express their views openly without fear of intimidation. This ensures transparency in administration of the school;
- Giving students freedom of movement and exploration;
- The school is also endowed with facilities and resources, which help improve academic standards. The school has a relatively well-stocked library, which provides a basis for individual studies. The library contains books, which cut across various fields of knowledge;
- Availability of well-equipped and staffed health unit has also gone along way to ensure that students' health problems are adequately addressed.

The Center plans to start an equivalent center for poor girls who are unable to continue with secondary education due to lack of fees.

4.0. JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

The Institution was started in 1981, as a middle level college, awarding Diploma Certificates in Agricultural Engineering, Food Technology, Horticulture, Civil Engineering, Mechanical and Electrical Engineering. In 1988, it became a constituent College of Kenyatta University and attained full University status in 1984 through an Act of Parliament. Currently, it offers programmes in Bachelor degrees, Masters, Postgraduate, Diplomas and Certificates.

Currently the University has three faculties and a school. The faculties are: - Agriculture, Engineering, Science and School of Architecture and Building Sciences (SABS). It also has several institutes namely; Computer Science and Information Technology (ICSIT), Human Resource Development, Tropical Medicine and Infectious Diseases Studies, Energy and Environmental Technology (IEET) and Institute of Biotechnology Research (IBR).

The University has also forged links with several academic and Research Institutions locally and Internationally. They include:-

- JICA, which has supported the University in technological development.
- AICAD- African Institute for Capacity Development which was established in 2000 and is located within the Institution. It focuses on poverty alleviation through Research and Development, Human Resource Training and Extension and sharing of information.

- Kenya Education Network (KENET) set up in 1999 and which strives to share information resources through Internet connectivity.

4.1. HOW THE INSTITUTION IS GOVERNED

- The University Council is the highest decision making organ. The Council is charged with the duty of being a trustee of the University and therefore owns all University property and is charged with decision-making in regard to all policy matters pertaining to the University.
- The office of the Vice Chancellor is charged with administrative and academic matters.
- The Senate is in charge of all academic issues, financial matters, staff welfare and makes decisions arising out of the various University Committees' recommendations.

Despite the institutions long stride to attain excellency, it has continued to face constraints that slow down its technological advancements. These include the following: -

- i) Little financial support for research on various technological fields. This has continued to hamper development of new knowledge. Eventually talents are wasted due to lack of avenues for advancement in research;
- ii) Poor remuneration for teaching staff, leading to high brain drain as good lecturers look for better opportunities elsewhere;

- iii) Lack of Scholarships for Master's degree students especially the high achievers. In this way, most brains are wasted, as they cannot proceed after Bachelors level;
- iv) The funds released to the University by the Ministry of Education are inadequate and cannot fully cover courses in technical, scientific and agricultural related programmes;
- v) Inadequate land for Agricultural Programmes and experiments. This has led to exhaustion of the little available land.

Mr. Speaker Sir,

The Members took time to tour the various departments of the University. A tour of the Engineering department workshops left no doubts in the Members mind that if adequately equipped, the University workshops have the potential and the capacity for both human and technological advancement to support the country's industrial development.

However, there is very little funding from the Government especially for the provision of equipment needed for students practicals. The Members noted that the workshops have old machines, which are currently unable to cope with the 21st Century technological development. This makes it difficult for the graduates to compete well in the job market.

The Mining department also has machinery, which is 20 years behind while the motor laboratory does not prepare students for

new changes in the motor industry as the machinery in the laboratory is old and requires Ksh. 30 million for rehabilitation.

Despite the odds, the University has been able to develop a tractor, which has 1115 parts. Due to the shortage of equipment some parts needed for the tractor have to be sourced from the Railways Numerical Machinery Complex.

The Food Science Department lacks adequate training laboratories and equipment to support the large number of students. It has old equipment whose maintenance costs have continued to rise day by day. There is therefore a need for new and modern equipment to improve the learning.

4.2. COMPUTER SCIENCE DEPARTMENT.

Currently, this department offers courses in computer packages and information systems, as well as training in computer engineering.

Presently, the University buys computer parts and trains students in assembling computers thereby lowering the cost of buying new computers for training. It also provides support in terms of information technology, a key to policy making and development. Currently, the department requires funds to help develop the assembly programmes. According to the Administration, assembly project has the capacity to create 200,000 jobs upon completion.

4.3. STUDENTS WELFARE.

The University has strived to forge a link between the administration and the students' fraternity. The University involves

students in its decision-making organs like the University Council, Senate, Faculty and Departmental Boards.

4.4. STALLED PROJECTS

- Hall 7 -The construction works for Hall 7 have stalled and require approximately Ksh. 30 million to complete.
- The Kitchen - The main kitchen project has also stalled at 90% completion.
- Hall 6 – The Hall has so far been occupied though incomplete, due to congestion in other halls.

Mr. Speaker Sir,

Due to the high cost of food in the students catering facility, the students have resorted to preparing their own meals in the already congested rooms. This impacts on students safety / security and also leads to exorbitant electricity charges to University administration.

5.0. DAYSTAR UNIVERSITY

The Institution was started in 1984 as a private, non-profit and non-denominational Christian university. It got its full Charter in September 1994, two years later after moving to its present location in Athi River.

The University has a current enrolment of 1800 students, majority of whom are day scholars. The University admits students from all over the world.

Majority of courses offered relate to Business, Communication and Information Technology. Others include Psychology, Economics, and Community Development. The University has also begun pre-university courses to upgrade students who may have missed university entrance due to cut off points.

5.1. CHALLENGES FACING THE INSTITUTION

The University faces various challenges, which include the following: -

- Inadequate financial endowment for research. This has affected some of the programmes, which can only be developed through well-developed research.
- Lack of adequate boarding facilities for students who may wish to stay in the University. The University has expanded boarding facilities and presently, 800 students are accommodated.
- Expansion of the courses offered to include sciences. The development of such courses has been limited by lack of sufficient funds to purchase equipment required for science-based courses.
- Delays by the Commission for Higher Education to approve new programmes or courses in private Universities
- Lack of independence of the Commission for Higher Education in terms of appointments. Membership of the Commission should be drawn from independent bodies.
- Delays in issuance of permits to foreign students - our Foreign missions abroad should be allowed to issue

visas to students before the latter travel to the country for studies.

- Lack of tarmacked access road to the University.
- Delays in processing application for Internet facility by Communication Commission of Kenya.

6.0. RECOMMENDATIONS

- i) **The Committee recommends that the Ministry of Education, Science and Technology undertakes reforms in technical education to ensure adequate funding of polytechnics and harmonization of courses offered in polytechnics. The Committee further recommends that:**
 - **The Committee recommends that in order to boost technical education, deserving students learning in the Polytechnics should be given bursaries.**
 - **Diploma courses be given emphasis through motivation of technical training teachers;**
 - **The Directorate of Technical Training be elevated and the Education Act be amended to grant recognition to the office;**
 - **The inspection of training institutions be intensified through recruitment of technical inspectors and teachers and improvement of terms and conditions of service for the same.**

ii) The Committee recommends that the Government through the Ministry of Education, Science and Technology urgently consider sourcing funds for research if at all the dream to industrialize the country by the year 2020 is to be realized: -

- The Government could consider various alternatives such as encouraging the private sector to invest in polytechnic and university education through tax relief incentives on donations given;**
- The Government should also introduce an education and training levy to be utilized in the enhancement of technical education at the polytechnic and university level.**

iii) The Committee recommends that the Government should provide adequate funding to upgrade market driven programmes in the polytechnics and universities that are geared towards employment and industrial growth.

iv) The Committee recommends that as a means to effectively coordinating and managing training in the country, the Ministry of Education, Science and Technology takes charge of all public training institutions. Village Polytechnics should therefore fall under the Ministry's purview.

v) The Committee further recommends that the Ministry of Education, Science and Technology should urgently consider recruiting teachers to cater for the increase in enrollment of pupils in the country and further sensitize

parents and other stakeholders on the need to expand the learning facilities in their schools so as to enhance quality education.

vi) The Committee recommends that the Government through the Ministry of Education, Science and Technology should develop Policy guidelines requiring all public training institutions to provide accommodation to students at the universities and other institutions. Where accommodation is not available, the institutions have to find alternative accommodation for their students.

vii) The committee recommends that the Ministry of Education, Science and Technology should in conjunction with Immigration Department work out modalities of assisting foreign students learning in private universities in the country access visas and permits without undue harassment that they currently undergo.

viii) The Committee recommends that the Ministry should also look into ways of improving performance in secondary schools to ensure that the high entry grades achieved by learners on admission to secondary schools is maintained at the KCSE level.

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KENYA NATIONAL ASSEMBLY

**DC C ON EDUCATION, RESEARCH AND
TECHNOLOGY**

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

16TH – 20TH 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 pastrolists 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 inorder 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 km². Out of this, only 290 km² 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