

**AN ANALYSIS OF GOVERNMENT EDUCATION POLICY ON THE SOCIAL
DEVELOPMENT PROCESS OF MANDERA DISTRICT
KENYA**

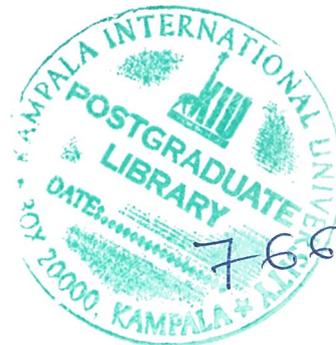
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SEPTEMBER 2010

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**REGISTRATION NUMBER:
MED/19770/72/DF**



**A PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF MASTER OF
EDUCATION ADMINISTRATION AND
MANAGEMENT OF KAMPALA
INTERNATIONAL
UNIVERSITY**

*LC95.T34
.N738
2010.*

SEPTEMBER, 2010

DECLARATION

I Noor Sheikh Ali, do hereby declare that this work titled “An Analysis of Government Education policy on the social Development process of Mandera District” is my original work and that it has never been submitted to any academic institution for award of a degree or the equivalent

Signature  Date 

Noor Sheikh Ali

APPROVAL

This project has been submitted for examination and acceptance with my approval as the supervisor.

Signature ..  Date .. 18-8-10

Professor Maicibi Alhas

Supervisor

DEDICATION

His work is dedicated to my family; Mum, Dad, my Son Mansur and daughter Nazline. It is through you that I am what I am today.

ACKNOWLEDGEMENT

I hereby thank all those who have assisted me in one way or another to accomplish this project, without which, this work would not have be realized.

Special thanks goes to my supervisor Professor Maccibi for the time he took off from his busy schedule to make this work a reality. To my parents, Sheikh Ali and mum Medina Hassan, thanks for the support you give me throughout the course.

Iam indebted to my wife and my two children Mansur and Nazline for their maturity, support and encouragement. Above all I thanked Almighty God for his good Guidance and blessing to enabled me to realize the end of this work.

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ABBREVIATIONS

UPE	-	Universal Primary Education
UNO	-	United Nations Organizations
GOK	-	Government of Kenya.
CDF	-	Community Development Fund
HELF	-	Higher Education Loans Fund
CHE	-	Commission of Higher Education
USLS	-	University Students Loans Scheme
USE	-	Universal Secondary Education
OVE	-	Orphan and Vulnerable Children
MDGS	-	Millennium Development Goals.
HELB	-	Higher Education Loans Board.

CHAPTER ONE

INTRODUCTION

1.0 Back Ground of the Study

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

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

The position of education in Kenya is reflected in the constitution of Republic of Kenya, which according to article 29 says that all persons have aright to education. However, this right to education only possible in December 2002 when thee presidential candidate pledged UPE and was implemented in February 2003 .This pledge was response to various conferences and commissions. The most outstanding one being the Saitoti Report (2002) that asserts that is aright of every Kenyan to receive basic education ,which is minimum package of learning to enable an individual to live a good and useful citizen in society and this can be received through formal system of education or through non-formal or out of school education.

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

There has been a general consensus that education is the main instrument that can help rehabilitate street children in responsible and self-reliant persons (Boissiere, 2004). In spite of the magnificent gains made in expansion of education services through out Kenya, there are large imbalances in the access to basic education. Basic education, today Kenya is out of reach for many children from poor, urban and pen-urban families because of various costs involved e.g. school levies, uniform, text books e.t.c. Sometimes there is lack of space in government primary school. Some children have to discontinue their schooling while others do not even start going to school. It seems that the children who do not go to school end up in the streets instead.

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

Of necessity, these GOK programs are geared to provide skills to enable these young people to eventually play an economic and social role in the society. The main purpose of these educational programmes is to provide education that is relevant to the children's impoverished circumstances and to the need for them to earn a living. The kind of skills training provided for these children are varied; boys for example have a choice of the following vocations: carpentry, electrical, masonry, mechanical engineering, motor vehicle mechanics, tailoring, driving, welding, and plumbing. The choice for girls is limited to traditional female vocations of dress making and secretarial training. However, the ministry of education has established a desk for monitoring non formal education programs. The national technical committees are facilitated by the Kenya Institute of Education to effect curriculum development and streamline this non-formal education.

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

According to World Bank (2007) investment in secondary education in sub Sahara Africa will provide countries with critical higher level- skills and knowledge for advance learning and training of technicians, scientists, entrepreneurs and yield considerable social and private returns. Secondary education play crucial role in preparing for higher education for work. It also provides life long learning perspective. It organizes social arena for the transformation of children to adulthood.

The colonial government use to award loans under the higher education loans fund(HELFP) to Kenyan pursuing universities education in universities outside East Africa notable Britain, the USA ,the former USSR ,India and South Africa. Students who are pursuing university education in universities outside East Africa were not on scholarships and were given advanced loans by then the government securities such as Land Title Deeds, insurance policies and written guarantees. However by 1974, provision of education in general expanded dramatically as a result of heavily subsidized primary and secondary education and the general yearning for education by most Kenyan families. Consequently, the number of students seeking university education had grown to an extent that it was becoming increasingly difficult to adequately finance university education by providing full scholarships and grant by the government.

According to the CHE report (2004) GOK introduced the University Students Loans Scheme (USLS), which was managed by ministry of education. Under the scheme ,Kenyan students pursuing higher education at Maker ere, Nairobi and Darussalam universities receive loans to cover their tuition and personal needs , which the would repay on completion of their education. However the universities students loans scheme (USLS) was plagued with a number of problems right on the onset. It lacks the legal basis to recover matured loans from loaners. In addition, the general public and university students wrongly perceived that the loan was a grant from the government which was not to be repaid.

In order to address these problems, in July 1995 the government through an act of parliament established the Higher Loans Board to administer the student loans scheme. In addition, the board is also empowered to recover all outstanding loans given to former university students by government of Kenya since 1952 through (HELFP) and to establish a revolving fund from which funds can be drawn to lend out to needy Kenyans student pursuing higher education. The establishment of revolving fund was also expected to ease

pressure on the exchequer in financing education which currently stands at 40% of the annual national budget (CHE 2004)

1.2 Statement of the problem

Following the declaration of Millennium Development Goals, Kenya government has put in place education policies. These policies include; Universal Primary Education (UPE), Universal Secondary Education (USE) Orphan and Vulnerable Children (OVC) and street children education programmes and Higher Education Loan Board (HELP) (henceforth), which are geared towards fulfillment of the MDGS. These policies are aimed at creating gender parity and women emancipation in the country and improve living standard among the people.

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

Despite the implementation of the existing government education policy in place, many people in Mandera district Kenya have low self-esteem and some people are living in the state of disgrace .The level of poverty is still high and the living standards of people in the district is very low illiteracy rate, completion rate, and employment rate is very low as reported in the Daily Nation of 6" April 2009. Thus the gap between the rich and the poor still widens up and the rate of gender inequality is prevailing. More so many people in the district are living under state of social servitude, ignorance, apathy, misery and dogmatic beliefs.

It is therefore for the above reasons that the study is intended to find out the extent and impact of government education policy on the social development process of Mandera district, Kenya.

1.3 Aim of the Project

The overall purpose of the project was to assess the impact of government education policy on the social development process of Mandera district Kenya

1.4 Specific objective

The project specifically sought to:

- 1). Find the extent of implementation of government education policy in development process of Mandera district, Kenya.
 - 2) Find out the impacts of government education policy on the social development process of Mandera district.
 - 3). Find out the challenges faced in implementation of government education policy.
- Research Questions

1.5 Research Questions

- 1) What extent government education policy has been implemented?
- 2).That are the impacts (perceived) of government education policy on development process of Mandera district.
- 3).How do the government tackles the challenges faced in implementation of education policy in the district.

CHAPTER TWO LITERATURE REVIEW

2.0 Introduction

This chapter looks at related literatures that were read concerning the role of government education policy on the development process. It dwelled on related literature on challenges facing the implementation of government education policy on the development process, local population participation, achievement of education policy and also strategies adopted. It analysis's policy out put and impact on education. The African continent today, is part of the globalized world. If the continent aspires to be given due cognizance in the affairs of the globalized world, then it has to explore, exploit and make good use of the human and non human resources within it. Scholars are all agreed on the significant role education can play in harnessing tangible and intangible resources for the betterment of humanity. Education can be instrument, per excellence, in the quest for development in any country. For instance, the African continent leads other continents in failed peaceful political transition bids. This peaceful political transition failure has retarded Africans development efforts.

Well managed education system in any country contributes a lot to the better performance of other sector of economy. However if education is not properly managed can retard the development of the state. As explained by Maicibi in his book an "iron curtain" which cans either shut in or shut out country's development steps-depending in how education is managed.

The income of U.S.A workforce is projected to decline if education doesn't improve .If the current trends continue ,the proportion of workers with high school diplomas and college degrees will decrease and the personal income of America will decline.Substantial increases in those segment of American's young populations with the lowest level of education, combined with the coming retirement of the baby boomers- the most highly educated generation is U.S history are projected to lead to a drop In the average level of education of the U.S workforce over the next two decades , unless States do a better job of raising the educational level of all racial/ethnic groups.(Ka-ho-monk impact of education level on economy ,San Francisco state university).

The projected decline in educational levels coincides with the growth of knowledge based economy that requires most workers to have higher level of education .At the same time, the expansion of a global economy allows industry increased flexibility in hiring workers over sea. As other developed nations continue to improve the education of their work forces, the United States and its workers will increasingly find themselves at the competitive disadvantaged.

In addition, a drop in the average level of education of U.S workers would depress personal income levels for Americans, in turn creating a corresponding decrease in nation's tax base. The projected declines in educational and income levels can be reversed , However, if States do a better job of increasing the education of all their resident particularly those population that are growing fastest. Otherwise education may create more job seekers than job opportunities. This may led to the increase of the number of the unemployed in the society, the rise in the level of poverty, arise in the dependency ratio and consequently an increased in the number of criminals in the society. A. Reynaldo Contreras of the San Francisco State University, analysis how current immigration policy affects educators and their efforts to educate in schools in serving immigrant families. The focus was on those factors that played a critical role in meeting the needs of immigrant students including access to school and school programmes; assessment and placement; differentiated curricula availability of support service and community involvement. The analysis suggests that immigration policy affects education by its facilitation of a massive increase in school enrollment of immigrant students whose presences is a major stimulus for school restructuring and curricular reform. Furthermore, their level of education will strongly affect the equality of the future labour force and the demand for public services. This indicates that educational must focus on reform efforts that realize, at the minimum, high school graduation and college attendance. Moreover, the public must advocate reforms that encourages naturalization and expedite English proficiency for adult immigrants already living and working in all regions of the nation.

2.1 Policy Process and Impacts in East Asia.

Educational achievement in parts of East Asia is much admired. Japan; Korea, Singapore and Hong Kong have achieved high enrollment rates and high-equality education. Other East-Asian countries have not done as well but they too, have achieved high enrolment rates. They face other educational challenges (East Asia Decentralize, June 2005). The emerging economics of China, Indonesia, Malaysia, the Philippines and Thailand must manage their education system to reduce disparities between wealthier and poorer regions. Improve the overall quality of education .The poorer countries-Laos, Cambodia and Pap guinea. Must expand the numbers of children who enter school, cut the number who drop out of primary levels, ensure the system produces enough talent to support economic growth and development and address difficult problems in financing and managing their education system.

In most developing countries, the responsibility of providing primary and secondary education resided with the central government, However, a growing number of countries through out including devolving fiscal responsibility away from the centre ,typical of a broader reforms to decentralize government functions.This transfer has taken various including devolving fiscal responsibility and management to lower levels of government, many schools autonomous, requiring the participation of communities ia.operating schools, expand community financing, allowing families to choose their schools and stimulating private education.

The impetus for decentralization has often been political or financial rather than education supporters of decentralization would argue that it can address difficult problems confronting education system, especially those relating to performance and accountability. Education system extremely demanding of the managerial, technical and financial capacity of the government, potential returns to making such system more efficient are great. Mokhocka, viewed the impact of globalization on the education system of key East Asians countries, including China, Hongkong, Japan and the “tiger economies” of South Korea, Taiwan and Singapore; He examine how the increasingly interdependent economic system has driven policy change and education reform. The policy makers have responded to changes required in educational out comes in order to equip their societies for new global conditions, thus the impact of new approaches and ideologies related to globalization, such as marketization, privatization, governance changes managerization, economic rationalism and neoliberalization, making comparisons across the region; Based upon in-depth research; fieldwork, literature analysis, policy document analysis and personal reflections of academics serving in the education sector, well planned strategies of educational policy in East Asian countries have offered highly relevant insights how globalization has resulted in restructuring and drawn lessons from comparative public policy analysis and comparative education studies.

2.2 Contribution of government education policy on social development.

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

According to Net Aid report (2005) more production farming due to increase in female education accounts for 43% of the decline in malnutrition achieved between 1970 and 1995. However, failure to educate girls and women perpetuates needless hunger. Gains in women’s education contributed most to reducing malnutrition in between 1970 to 1995 playing a more important role than increased food availability. Education policy in Kenya has generated a lot to be admired. The distribution of national cake to all part of the country has contributed national equity in terms of development. Human rights, gender equity and social economic development has been enhanced through the education policy. There is a good evidence to suggest that the equality of education as a measure by test scores has an influence upon the speed with which societies can become richer and the extent to which individuals can improve their own product and incomes (EFA Global Report 2006). It is well established that the distribution of personal incomes in society is

strongly related to the amount of education people have. However, research shows high private returns to primary education, as long it is measured in terms of attainments of basic skills and not years spent in school.

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

2.3 Kenya University Present and Future Role.

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

Secondly there is a continuing need to provide a highly educated and trained work force for managing the country social and economic development programmes.Despite efforts by public and private universities in Kenya to introduce new courses and diversify their academic programmes for universities , the rapidly increasing demand for university education continues to outstrip the provision that these institution can offer (CHE 1999).Consequently, substantial number of students continue to seek university places in foreign countries notably India, United States and Britain. This high demand for university education which continues to attain the KCSE needs to be directed to meet national manpower requirements.

According to CHE report (1994) Kenya had evolved as a regional centre in many economic areas including Agriculture, Industrial production and tourism. It may be possible that Kenyan private universities sector could also develop as a regional attraction especially as public university does not enroll significant number of foreign students. Currently it does not appear that Kenyan private universities place burdens on the public expenditure .They infact make net contribution on government revenue through various taxes and tariffs they pay.

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

Education financing in Kenya remains inadequate to meet the scale of challenge, and existing resources are rarely used efficiently in achieving good quality educational outcomes.

This disappointing record ,repeat to varying degrees in most African countries during the 1990's has led governments, donors and communities themselves to seek out alternatives sources of finances.

2.4 Encouraging Private Provision of Higher Education.

In Kenya today private institutions are strongest higher education system .These private institutions respond efficiently and flexibly to changing demand and they have increased education opportunities with little or no additional cost. Kenya government has encouraged private sectors in higher education provision. It has formulated an educational policy with regulatory framework to avoid disincentives such as tuition prices control which include mechanism for accreditation, oversight and evaluation of these institutions (CHE 1994).However ,the introduction of austerity measures in the financing of public university education has ultimately led to increased interest of the part of GOK in the establishment of the private universities and the expansion of that higher education sector in order to remove some of the enrolment pressure from public institutions and help stem the tide Kenyan residents going abroad for degree programmes.

2.5 Mobilizing Greater Private Financing

Cost sharing with students has been adopted in Kenya education policy as one of the higher education financing. Mobilizing a greater share of the necessary financing from student has strengthened the financial base of public higher education (World Bank,1994).Students who receive high education have higher expectation of greater life time earnings. Kenya government has permitted public institutions to establish their own tuition and fees with out interference.

Cost sharing cannot be implemented equitably without a functioning student loan program to assist students who need to borrow their educational loan to finance their education (World Bank 1994).Therefore Kenya government has come up with programme known as HELB (Higher Education Loan Board) that facilitate scholarship

and loans to students to support academically qualified poor students who are unable to absorb the direct and indirect cost of higher education.

2.6 Privatization of Higher Education.

Kenyan public institutions have decentralized all their key management function, especially with respect to funding diversification and more efficient use of resources. World Bank (2004) institutions cannot respond to incentives to improve quality and efficiency with out control over their resources and processes. Along with increased autonomy, however, higher education institution in Kenya is held accountable for their academic and management performance.

2.7 Equity in Education and Quota System.

Equity in education attracts interest in public policy for several reasons. In most countries the government subsidize education, so access to education determines who benefit from subsidies .Because of spending on education represents substantial share of government budget in both industrial and developing countries. The education system effectively is a major conduit for distribution of public subsidies. Further more education affects people's life chances as adult in terms of their earning capability as well as social mobility. Issues relating to access to schooling end the incidence of public subsidies, equity in education also encompasses disparities in student learning it self. Such disparity matters because they have implication for students schooling careers and subsequent labour market performance.

2.8 Young People and Equity

Poverty reduction is more than a reduction in absolute deprivation relative ,relative deprivation or inequity is also enormously important .A concern for equity lead to an emphasis on early intervation to bulky human capacity because inequity or inequality of opportunities in the parlance of the last year's world development report quickly becomes deeply entrenched (World Bank 2000).In Kenya where basic education has become widespread, many in equalities of oppotunities at least as they relate to schooling appear in youth as poor young people drop out of school or receive poorer quality education than the rich. For many women from poor households youth marks the entry into early marriage or early child bearing, effectively sealing off further opportunities for schooling or employment (Peril, 2000).Youth can thus be an important period for promoting equality of opportunity and allowing individuals to attain their full potential. Farmers are more likely to adopt new technologies and almost all studies on agricultural productivity shows that better educated farmers get higher returns on their land.

In Kenya there has been a marked increase in return to university education over and as a result, those returns are significantly higher than returns to primary and secondary are

they were in the past. However, the spread of new technologies to developing countries has sharply increased the demand for skilled workers, substantially increasing returns even as the supply of skilled workers has increased (World Bank, 2002).

2.9 Government Education Policy and Development

According to world development report (1991), it asserts that development is the process to improve the quality of human life, whereby better quality of life generally call for higher income and national institutions as well as the acceleration of economic growth , the reaction of inequality , and the eradication of poverty. Development in its essence must represent the whole gamut of change by which an entire social system tuned to the diverse basic needs and desires of individuals and social group within that system moves away from a condition of life regarded as materially and spiritually better.

Therefore through the education policy, the development process in Kenya has been enhanced by enabling Kenyans to be able to increase the availability and widens the distribution of basic life sustaining goods such as food, shelter, health and protection. To raise the level of living through getting higher incomes and the provision of more jobs, better education and greater attention to cultural and humanistic values to expand the range of economics and social choices by freeing them from servitude and dependence and free from ignorance and human misery (Todaro,1988).Therefore the education policy in Kenya has enhanced equality and created a sense of emancipation from alienating material conditions of life and from social servitude of nature,ignorance,misery, and dogmatic beliefs,.

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

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

a) Income growth.

Higher education contributes to labour productivity, entrepreneurial energy and quality of life. It also enhances social mobility and encourages political participation. However, it strengthens civil society and promotes democratic governance, it does this by creating public goals such as new knowledge .It acted as catalyst for rapid development by

providing a safe space for free and open discussion of the values that define the character of a nation's development (Peril, 2000). Economic growth is a powerful determinant of poverty alleviation and improvements in people's lives. Thus higher education contributes to growth, therefore, means better living standards for people at all levels of society.

b) Enlightened leaders

Through higher education leaders get confidence, flexibility and breadth of knowledge and technical skills needed to effectively confront the economic and political realities of the twenty-first century (Peril, 2000). It also generates cadres of well-trained teachers for all levels of the education system.

c) Expanding choices

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

d) Increasing relevant skills

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

e) Education in support of democracy in Kenya.

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

It is argued that democratically elected governments may have greater incentive than authoritarian regimes to provide their citizens with primary schooling. It is argued that

democracy may be reinforced by primary education encouraging democratic attitudes (Boissere,2004).This issue of primary education has been prominent in recent election companies in some African countries, including Uganda,Malawi,Tanzania and Kenya.

2.10 Role of Education in National Development

The Government recognizes the strategic importance in improving the overall education levels of Kenyans within the context of poverty reduction and economic growth. In this regard, education is not only a welfare indicator per Se, it also a key determinant of earning and, therefore, an important exit route from poverty. As a result, increased investment in human capital including health and education is identified as one of pillars of the government's overall economic recovery strategy.

Education is an investment in human capital and empirical evidence, based on endogenous growth models, shows that human capital is a key determinant of economic growth. Indeed, sustainable development is only possible if there is a critical mass of skilled people. Studies on poverty in Kenya show that education is an important factor in poverty reduction. In addition, there is strong positive relationship between human capital and earnings as well as the overall productivity that is well captured by measures of human capital returns. Recent studies of human capital returns in Kenya show that capital returns increase as the level of education goes higher. There are also studies showing that individuals benefit a great deal from the education of others. These findings highlight the importance of an educated population (SESSIONAL PAPER No.1 of 2005 on A Policy Framework for Education). Education can reduce social and economic inequality, today Kenya is characterized by large inequality with respect to income distribution and this has constrained economic growth. As such investment in education is an important strategy to address such inequalities and thus facilitate faster economic growth.

For the country to achieve desired economic growth targets and social development, a high priority needs to be placed on the development of human capital through education and training by promoting technical and vocational training as well as teaching of

sciences and information technology. Notwithstanding the challenges faced by government is to determine to take advantage of positive changes the country is undergoing to improve access, equity, quality and relevance of education through better management of service delivery to all learners. Achievement in education will therefore, reduce poverty, achieve the desired economic growth, create more employment, and guarantee sustainable development for the Kenyan people now and in future.

2.11 Gender and Government Education Policy.

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

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

The education of women does effect there fertility behaviour, primary through mechanism of raising the opportunity cost of their time in child rearing activities, then it follows that unless sufficient employment opportunity for women can be created the reliance on educational expansion as policy instrument for lowering fertility will be much

less effective (Todaro,1998).Therefore educating women has been shown to be critical ingredient in breaking the vicious multigenerational cycle of poor child health, low educational performance, low income and high fertility.

2.12 Education policy issues in girls schooling.

In many developing countries girls have fewer opportunities for schooling than boys have and where education system are poorly developed only on tiny proportion of girls receive any schooling at all. These patterns are both inequitable and inefficient. Wide gaps in the opportunities for schooling mean that most girls will grow up without the personal human capital advantage that most boys will have. They also imply efficiently losses to the extent that poorly educated girls will be less effective than other girls in their future roles as care givers and mangers at home and as workers in the labour force.

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

The number of female heads at primary school level in Kenya is7%of the total, hence in any training or mentoring situation men out number women heavily. The situation in Kenya as reported by Eshiwani (1993) indicates that opportunities for girls to receive primary and secondary education are improving year by year. However in the teaching profession, mainly men hold promotion posts,

2.13 Parent's Involvement in the Social Development Process.

As may be noted, the efforts of government to provide universal primary education are not enough to meet the education needs of the children. For this reasons, parents in particular have a crucial role to pay in education of their children. However, to gain confidence and participation in school activities throws a big challenge to be resolved because they believe that Universal Primary Education is doing everything for them. This task is wining confidence and eliciting parent's participation in learning process in a worth while endeavor, which should involve teachers, public and government (Eshiwani, 1993).Farrat (1980) involvement of community in the school particularly in rural areas was potentials for stimulating development and bringing new life vast areas in Africa that are gradually dying but requires teachers, public and government. Meanwhile, Combs (1985) identifies poverty as an amajor obstacle to parent's involvement in school activities, which has hindered universal participation in learning process.

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

However, the nature of Universal Education in Kenya, which is not completely free, has given many parents some negative attitudes. To them, when Universal Primary Education was introduced they had thought it would relieve them from the burdens of education costs, hence non-involvement in school matters .Participation by the people in the institutions and systems, in which the govern their the lives, is a basic human right and

also essential for realignment of political power in favour of disadvantaged groups and for social and economic development.

2.14 Education and Employment

Formal employment refers to when a person obtains a job at the prevailing wage rate when one is willing to work. Employment is any form of occupation whereby the individual applies his/her skills in a work environment to earn a living. At times people use their skills not merely to earn an income or a living but also for self-satisfaction. Employment therefore is any activity, which involves manpower skills input to create output. (Maicibi, 2005). The world today is changing so fast that it requires highly sophisticated skills and training for one to fit and function properly. Those who cannot cope with modern education trends and related technical and professional training become victims of unemployment. (Maicibi). Most jobs and occupations have educational requirements for entry and advancement, thus the structural forms of schooling correspond closely with the organizational bonus of work. Schooling attainments represent an important mechanism for determining social and occupational mobility from generation to generation. Education brings about specialization, which means individuals doing the work they are most qualified in or they are most efficient. Many organizations have been established on an interpersonalised basis. Such organizations are set up for professionals in specific fields .one of their basic characteristics is that they are professional and bureaucratic; consequently, tend to offer employment to graduates in the required related fields. In such interpersonal organization; it is only individuals who have received the specific and required education that will be offered employment. In our societies today, the basic forms of formal education correspond to the basic forms of work organizations. The way the work place is organized, treats person from different social class backgrounds differently. What is striking though is the fact that people who have educational advantage generally occupy the most remunerative, powerful and high status positions. Education also helps to produce both general cognitive skills and specific vocational ones, which also skills required in the field of job creation. Education also produces in the receiver positive

values about society and how one brings about continuity in the society. This is done through job creation and expansion of opportunities for the young generation. Schools also do and can teach about dynamics of society as they relate with the job market. Students learn that rewards come as result of individual efforts and productivity. The educated person is ready to create jobs for himself and for others. In Africa, for example, through education, students learn that the economy is in dire need of job creators not job seekers. As a result, a number of school graduates have turned out to innovative by starting private organizations and firms which provide jobs for themselves and others. When educational reforms such as career education that is career guidance about knowledge of nature of existing jobs are incorporated into the educational content, they help to improve career content of curricular to provide periods work and schooling interspersed in then schooling cycle, at university level, courses are introduced and thus increased. Consequently, as the students graduate they have the experience and can initiate new opportunities of creating work for themselves and others.

Through education organizations, employers are able to recognize job content and make organization improve performance and thus increase employment opportunities in the long run. Decentralization, for example, as well as spreading of tasks evenly to fit the needs and capacities of the increasing complexity of gradates is one way of expanding employment opportunities. As sophisticated and highly trained labour force also encourages entrepreneurship and employment, which will pay and enhanced role in future job creation.

Highly trained and highly skilled professionals are able to carry out businesses investment activities in the private sector which purposefully create job opportunities for the general “education has become a major source of skills and trained talent” (vaizey, 1962:89). This indeed, means that education can help create employment opportunities once those skills and trained talent are but to proper use. One needs skills and talent to establish a firm that will provide employment opportunities. Education develops skills like, analytical power, physical strength, commercial canniness, judgment

and others. Citizens' employment is profoundly affected by their education. The more educated they are, the more likely they are to be employed. Vaizey (1962) further argues that formal education is the step toward a marketable skill, and skill is the step forward success. However, he also asserts that; education should develop imitativeness and creativity; to this, it is necessary y to have a broad curriculum. It is the broad curriculum, which will produce varied individuals who can fit in the variety of work ,\situation that can create employment opportunities for others.

Every society has specific forms of work that derive from the particular ways in which the society is organized. In traditional society, adults must be able to directly produce the foods, cloth and shelter that are required for existence and comfort. In advanced industrial societies, adults must be able to function as workers in large bureaucratic enterprises, in which most job are unconnected with the production of daily needs and where work is broken down into highly routinised and repetitive tasks. The proceeds from such functions can then be used to acquire the necessities of life or any luxuries that can be afforded. In each situation, the societies can only reproduce their forms of work from generation to generation if the youths are educated to perform in appropriate work roles by the time they attain adult status.

The tradition s sources of preparation for adult responsibilities such as family, church apprenticeship and community are no longer adequate for preparing the modem industrial worker. It is generally accepted that an important for the rise of universal and compulsory formal education was the need to inculcate in the young the attributes necessary to modem work enterprises.

For education planners it is necessary to grasp the behavior condition that link education and work in order to plan and implement the education reforms that are designed to better prepare the youth for the work place. One theory asserts that the major function of schools should be the preparation of learners in the appropriate numbers with suitable

skills and behaviors to serve the system of production. The implementation of this theory is that schools should be designed for “social efficiency” by preparing products for the existing economic. In this wise, the criterion of success is the degree to which the schools provided trained manpower to fill the needs of firms.

To a large degree the field of educational planning is based upon the assumption about the relationship between education and job. The most planning tools assume that pattern of curriculum and enrolment, as well as the quality of instruction should be measures against the needs of trained workers (Balughu 1970). This means that the system of education considered being subservient to the system of production and its needs for workers. It implies that the system of education is a dependent variable to production requirements.

The external labour market is important for people at the start of work life. Young graduates seeking employment, or the people in their market work, form a labour queue. Position in queue depends on characteristic which will vary over time but which will always include educational qualifications. Place in the queue may be affected by colour, sex or employer’s prejudice but people at the head are judged more eligible by the kind of training (education) they have had in choosing people from the labour queue, the main concern is always to avoid bad risks of those workers who are not likely to give returns on specific educational investment. Specific training is acquired mainly on the job and formal education is of much relevant background to it.

The case of expenditure on education is commonly urged from the return it brings to the individual. In human capital theory education endows a person with capacity, which then enable him or her to earn a return on cost incurred in tuition fees and earnings foregone. Therefore, an educational strategy must be designed to fight unemployment amongst the young people and must concentrate on providing skills to make them more employable. However, to be effective, this strategy must take into account their attitude and

distinguishing characteristics. The following points illustrate the role of education in creating employment opportunities.

Education helps to bring about improvements and innovations through the promotion of research and intellectual ability. Higher productivity resulting from the use of better educated and trained manpower will eventually lead to the production of job makers and not job seekers. This subsequently creates more job opportunities for more educated people. Emphasis on education to link learning to technology in order to produce adequate supply of skilled manpower to realize higher productivity will mainly depend on the type of education, its quantity and quality, acquired which leads to the creation of more employment opportunities.

Education also impacts on the economy by providing the tool for economic development because it equips the individuals with new skills and knowledge, which empowers human resources to exploit the environment and the resources. The exploitation of these resources is crucial for economic development. The new skills acquired through education enhance the marketability of the production leading to rise in employment opportunities and handles the crucial problems of unemployment or underdevelopment. It is worth noting that education is a powerful tool for transformation of society. Besides being an inherent right, education plays an important role in economic development by creating a more productive labour force and imparting on it increased knowledge and skills. It prepares the recipients for employment in the public and private sectors of the economy. It provides employment and income generating activities to group of people such as teachers, doctors and lawyers and so forth. Education can liberate people from vicious cycle of poverty, dependency, ignorance, diseases and indignity. For instance, in institutions, there are teachers, administrators, labourers, typists, cleaners, cooks gardeners and others. These are all employees who earn a living courtesy of the institutions. Thus the more the institutions, the more employment opportunities for the citizens. Education not only provides skills for performing different, vocational tasks, it also demonstrates social values in promoting upward mobility in the society, and thus

education act as screening devise to select the best people for the best jobs. People are matched to jobs by criteria, which may be associated with acquired quantity and quality education, though education may not be the sole determinant of productivity.

The usual practice of recruiting graduates for certain jobs according to certain educational qualifications leads new job seekers to believe that they are entitled to such type of jobs. This confirms that education contributes to social-economic development, and thus plays a significant role in creating employment opportunities. The greater economist Marshal pointed out many years ago; that the pay back period of educational investment can be very long. For those contemplating professional or vocational education that equips a person to enter skilled trade or profession, the skills acquired might be employed for as long as 40 or 50 years. For this reason, assessment of expected returns require projections and predictions of specific skills valuation and hence creation of employment opportunities.

A variety of formal and informal social institutions arises and combines to deal with employment problems. Some knowledge of work environments and the nature of different types of occupation are communicated through school system itself. Many governments activity forecast and publish current and expected employment trends, national needs and probable shortfalls or surplus across job categories. Many trade and professional associations collect data on member's incomes, the volume on the new entrants and retirement. Such data give the educated the opportunities to find available jobs in the market.

Education leads to social mobility. This can be perceived as correct because citizens of a country can have the privilege to study in the other countries that may include African countries. Such privilege exposes the students to the way of life as well as the need of globalised world that after the study, these individuals will find it easy to work anywhere. Thus education enables them to be flexible in their employment life. Normally, students who study abroad also find employment there especially if they served their internship

there. Economic growth requires much internal migration of workers to adjust to changing job opportunities. Consequently up the above presentation, black people are found in the blown (white) people's land and vice versa.

Through éducation, a foreign and especially an international language could be learnt which enables the learner to be able to find employment in the wider scope of job market. For the case of African countries, a mastery of English language has now become a major requirement if meaningful employment is to be got both in and outside Africa. Thus education can give one the language skills needed for job qualification. It, therefore multiplies one's chance of employment.

Education gives practical experiences from the past by the study of various subjects such as history and economics. A person can base on such knowledge, can be innovative by knowing what had worked well in the past that might work well in the present, or what failed in the past but know has solution and thus can work in the present. The various educational programmes one is exposed to, a lot of opportunities and choices for one. At the various stages of career study, people build and rebuild their career dreams, by the time of completion of their studies; they are most likely to have made a choice on what exactly they want to in life. They may even know what is needed in terms of skills as well as resources to do that. Thus education opens a number of employment opportunities for people. But on the contrary, those that are uneducated normally have limited choices to select from.

Education gives lasting benefits, which last longer than the experience of education itself. That is to say, one takes about fifteen years of studying for some skills that one will/may benefit from for the rest of one lifetime. Thus even after the duration of education, one continues benefiting no matter where one goes as one has some education qualifications. Citizens who have had a better quantity and quality education do have the privilege to learn more about themselves, who they want to be and even probably changes they want

to introduce in their country or even in the world. Thus education opens up many doors and possibilities. This focus assists in so many ways in removing the fear of taking many risks in life and business. Hence this enables them to take a leap in to the unknown and thus may be much likely to get employed in many organizations in or outside their country of origin.

Education exposes people to re-acquired technologies of the world that lead to employment and creation of wealth. With globalization, it is becoming increasingly difficult for computer illiterate people to get jobs. Thus education in information technology has gone on a high demand. It has been observed that information technology, as at now, is one of the main creators of jobs and a source of wealth. For instance, people study about computer hard and soft wares and such people get related jobs that earn them more money than, may be, just being shop attendants. The innovation of computer, itself is the product of education. Thus if computer education creates employment opportunities, then it is education that is at the base of ability of computer. Education breaks barriers, which hinder people from acquiring necessary skills, and self-confidence they need to better simplify their lives and contribute more to their communities.

Education institutions normally bring together people of different backgrounds. By the process of socialization in the institutions, they learn more from one another. At the end of the course, one is able to handle and confront more difficult situations and people in the world. In their environments of learning personal and interpersonal skills are learnt and developed which improve people's confidence thereby preparing them for the world of work.

Education leads to career planning. Whatever job one wants to do, one has to go through a given field of specialization and in the process of specializing; one shapes one's career. For instance, one can study an Arts course for art-related job. Or a sciences for science related job. Any field or work requires some kind of skills that

CHAPER THREE

3.0 Discussion

Since *independence*, the government has addressed challenges facing the education sector through commissions, committees and taskforces. The first commission, after independence, comes up with the report of Kenya education commission (The Ominde Report, 1964) that sought to reform the education system inherited from the colonial government to make it more responsive to the needs of independent Kenya. The commission proposed an education system that would foster national unity and the creation of sufficient human capital for national development. The report of the National Committee on educational Objectives and Policies (The Gachathi Report, 1976), focused on redefining Kenyan's educational policies and objectives, giving consideration to national unity and economic, social and cultural aspirations of the people of Kenya. It resulted into government supported for "Harambee" schools (These are schools built and financed by the parents). The Report of the presidential Working Party on the second University in Kenya (The Mackay Report, 1981) led to the removal of the advanced (A) level of the secondary education, and the expansion of other post-secondary training institutions. In addition to the establishment of Moi University, it also recommended the establishment of the 8:4:4 systems of education and Commission of Higher Education (CHE). The Report of the Presidential Working Party on Education and Manpower Training' for the next decade and beyond (The Kamunge Report, 1988) focused on improving education financing, quality and relevance. This was at the time when the government scheme for the provision of instructional materials through the National Textbook Scheme was inefficient and therefore adversely affected the quality of teaching and learning. The commission of inquiry into Education System of Kenya (The Koech Report, 2000) was mandated to recommend ways and means of enabling the education system to facilitate national unity, mutual social responsibility, accelerate industrial and technological development, life long learning, and adaptation in response to changing circumstances. The Koech Report recommended Totally Integrated Quality Education Training (TIQET). Resent policy initiatives have focused on the attainment of

Education for All (EFA) and in particular, Universal Primary Education (UPE). The key concerns are access, retention, equity, quality and relevance, and internal and external efficiencies within the education system. The effectiveness of the current 8:4:4 structure and system of education has also come under scrutiny in light of the decline in enrolment and retention particularly at primary and secondary school levels in the last decade. The government is committed to the provision of quality education and training as a human right for all Kenyans in accordance with the Kenya law and the international conventions, such as the Education for All (EFA) goals, the implementation of Free Primary Education (UPE) which are key milestones towards the realization of the EFA goal.

The introduction of government policy has a significant effect on the social development process in Mandera District. This is indicated by the sharp increase of enrolment in all the schools in the district. The assumption of the study is that the high importance accorded to education in Kenya. Therefore the recent development in the country and with the international stage has propelled the education sector into limelight. Two of the eight-Millennium Development Goals (MDGs) agreed on in United Nations Millennium Declaration of 2000 have done with education. Goal two is to ensure that by 2015 children everywhere, boys and girls alike, are able to complete a full course of primary schooling and goal three calls for eliminating gender disparities in primary and secondary education.

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

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

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

Street children are either semi-literate or have never been in school at all, but many have expressed a desire to study and become literate. Where this desire is met, they are very proud of what they learn. Many street children in Mandera town find it difficult to participate in a regular classroom. Indeed, they find it difficult to cope in the school system. They posed problems such as indiscipline in the schools, substance abuse and drug addiction, bad language, stealing, fighting and aggressive behaviors. (Daily Nation 20th Sept 2009).

These make it difficult for these children to get along with other children in the classroom. The children from the street tend to be academically backward and have a very short

concentration span. Most street children find it difficult to adjust to mandatory school rules and regulations and some end up going back to the street.

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

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

It has also benefited the poor household by reducing the financial burden of educating children. The disadvantaged children, the orphans and the disabled have had access and equal opportunities to school coupled with reduction of illiteracy rate in Mandera District.

However, the development in Mandera district still faces problems of inadequate classrooms, furniture, instructional materials, inadequate funding and teacher-pupil ratio are still remain high. The introduction of UPE and USE has not improved the academic performance of Kelya certificate of primary (KCPE) or KCSE.

The decline in performance is due to high teacher-pupil ratio, overcrowding, inadequate supervision of pupils, lack of indiscipline, shortage of facilities and overworked teachers with low morale and working conditions. Other shortcomings include poor learning environment, lack of text books and instructional materials plus automatic promotion, lack of locals and parent's participation and midday feeding programmes.

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

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

3.1 Conclusion

Education access in Mandera District is relatively equitable in primary education but disparities across population groups widen dramatically at post primary levels. Orphans are among the most vulnerable population groups. More can be done to reach pockets of children which are still at risk of lagging behind, particularly double orphans, children in rural areas and children from poorest families.

However, the development in Mandera District still faces problems of inadequate classrooms, furniture, instructional materials, inadequate fundings and teacher- pupil

initiative but a collective initiative where all the locals, children, parents and opinion leaders should be on the front line to its implementation.

3.2 Recommendations

More schools has to be opened in every settlement to ensure that learning needs of all young people and adults are met through equitable access to appropriate learning. These schools has to be well funded and equipped.

More teachers should be recruited and posted to less developed areas in the district in terms of education performance in National Examination. This will eliminate gender and regional disparities in Primary and Secondary levels.

More funds should be set aside when budgeting by the Government for less develop areas. The money should be used to buy text books for schools, construct more classrooms and purchase learning resources. This will ensure quality management capacities in these regions.

Bright children from poor background well in national examination would be given scholarship, bursaries, loans to further their education.

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LC95.T54
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2010

