



FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

QUEST FOR QUALITY EDUCATION FOR ALL PRIMARY SCHOOL CHILDREN IN KENYA PERSPECTIVES ON UWEZO INITIATIVE IN WEST POKOT COUNTY

Nancy Mang'eni

Master's thesis:	30 credits
Programme/course:	L2EUR (IMER) PDA184
Level:	Advanced level
Term/year:	Spring 2018
Supervisor:	Ernst Thoutenhoofd
Examiner:	Adrianna Ninziska
Report nr:	VT18 IPS PDA184:16

Abstract

Master's thesis:	30 credits
Programme/Course:	L2EUR (IMER) PDA184
Level:	Advanced level
Term/year:	Spring 2018
Supervisor:	Ernst Thoutenhoofd
Examiner:	Adrianna Ninziska
Report nr:	VT18 IPS PDA184:16
Keywords:	quality education, education for all, marginalized communities, Kenya, Uwezo

Aim: The study seeks to analyse the social, economic and political factors driving education marginalization in West Pokot County and assess the intervention and influence of Uwezo initiative in attaining literacy and numeracy among school children in West Pokot County. Lastly the study also intends to analyse the impacts of Uwezo in transforming the community in relation to quality education in West Pokot County.

Theory: The theory of change and the Social Capital theory have been used to guide and establish the study

Method: The study embraces a qualitative research strategy and a case study design approach in trying to answer the questions. It covers marginalized primary schools in West Pokot County. The target population was primary school teachers, head teachers, deputy head teachers, parents and non-government organization officials such as Uwezo Kenya officials in West Pokot County. The research utilized both primary and secondary data acquired from field survey and Uwezo Kenya yearly publications respectively.

Results: The research findings shows that high poverty levels, food insecurity, negative education perception, poor school infrastructure and imbalanced resource allocation such as funds and teachers are the key factors resulting to education marginalization. The research also reveals that Uwezo Initiative has played a key role in facilitation of Universal Free Primary Education learning and boot literacy and numeracy levels among children in primary schools. Moreover there have been increased school enrolments, improved performance and positive perception of education since its initiation. The study recommended school food programs as lasting solution towards poverty and food insecurity, more sensitization programs and workshops to teachers and parents in order to bring more education awareness, balanced resource allocation such as adequate funds and adequate learning materials that are key drivers to balanced and quality education.

Acknowledgement

First and foremost I want to express my gratitude to the entire Gothenburg university, specifically the department of Education and Special education for their commitment and support towards my success in studies since I joined the campus. From the lecturers, course administrator Patricia Perla and my fellow students. I wish to sincerely appreciate Prof Ernst Thoutenhoofd for his availability never failing to respond and communicate when need arose. Your continued support and encouragement during my studies and thesis research both as the course coordinator and my supervisor is appreciated sir.

Secondly I wish to specifically thank the Swedish Institute (SI) for the provision of funds for my entire period of studies. It wouldn't have been possible without your support. Not only is your package is generous but also transformative through the SI Network for Future Global Leaders (NFGL) field trips and seminars. Thank you for the prestigious offer to study and stay in Sweden. I am sincerely grateful.

I do appreciate my beautiful family and friends back in Kenya. You have been there for me despite the distance. Your encouragement and guidance kept me going. Thank you so much for being family in all seasons.

Lastly I highly thank West Pokot County authority, schools and all parents, teachers and pupils for their warm welcome and provision of relevant information I required while in the field.

Table of contents

LIST OF TABLES	iii
LIST OF FIGURES	iii
Abbreviations.....	iii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 General Background.....	1
1.2 Geographical Setting and Educational Review of West Pokot County.....	3
1.3 Aims and Objectives of the Research.....	4
1.4 Research Questions.....	5
1.5 Limitations and Delimitations of the Research.....	5
1.6 Significance of the Research.....	6
CHAPTER TWO.....	7
RELATED LITERATURE, CONCEPTUAL AND THEORETICAL FRAMEWORK.....	7
2.1 Related Literature Review.....	7
2.2 Relevant Concepts.....	12
2.2.1 Quality Education.....	12
2.2.2 Education for All.....	13
2.2.3 Marginalised Communities.....	13
2.2.4 Kenya and Uwezo Kenya.....	14
2.3 Theoretical Framework.....	14
2.3.1 Theory of Change.....	15
2.3.2 Social Capital Theory.....	16
CHAPTER THREE.....	18
RESEARCH METHODOLOGY.....	18
3.0 Introduction.....	18
3.1 Research Strategy.....	18
3.2 Research Design.....	18
3.3 Sampling.....	19
3.4 Target Population.....	20
3.5 Research Instruments.....	21
3.6 Data Collection Procedure.....	21
3.7 Ethical Considerations.....	22
3.7.1 Obtaining of Research Permit.....	22
3.7.2 Informed Consent.....	23
3.7.3 Privacy of the Informants.....	24

3.7.4 Identity and Benefit	24
CHAPTER FOUR	25
STUDY FINDINGS	25
4.0 Introduction	25
4.1 Critical Factors Influencing Education Marginalization in West Pokot County.	25
4.1.1 Poor Infrastructure	25
4.1.2 Food Insecurity	27
4.1.3 Teaching and Learning Resources	27
4.2 Intervention of NGOs- Uwezo Initiative in Achieving Quality Education.	28
4.2.1 Facilitation of Implementation of FPE Programme	28
4.2.2 Uwezo Sensitization Programme	29
4.2.3 Training and Mentorship Programme	32
4.2.4 Uwezo Performance Rankings	34
4.3 Impacts of Uwezo Initiative on Quality Education	35
4.3.1 Improved Literacy and Numeracy Levels	35
4.3.2 Improved Performance	35
4.3.3 Increased School Enrolments	36
4.3.4 Direct Parent Involvement and Participation	36
CHAPTER FIVE	38
ANALYSIS AND DISCUSSION OF FINDINGS	38
5.1 Introduction	38
5.2 Critical Factors Influencing Education Marginalization in West Pokot County.	38
5.2.1 Poor Infrastructure	38
5.2.2 Food Insecurity	39
5.2.3 Teaching and Learning Resources	40
5.3 Analysis of Intervention of NGOs- Uwezo Initiative in Achieving Quality Education.	40
5.3.3 Training and Mentorship Programme	42
5.3.4 Uwezo Performance Rankings	43
5.4 Impacts of NGOs on Quality Learning	44
5.4.1 Improved Literacy and Numeracy Levels	44
5.4.2 Improved Performances	45
CHAPTER SIX	47
CONCLUSIONS AND RECOMMENDATIONS	47
6.1 Conclusion	47
6.2 Recommendations	48
Based on the findings and observations made during the study, the researcher felt the following recommendations can make a difference in education and transforming the living standards of the people in WPC and other ASAL areas at large.....	48
6.2.1 Recommendations for Policy and Practice	48

6.2.2 Recommendation for Further Research	49
References	51
Appendices	54

LIST OF TABLES

Table 3.1	20
-----------	----

LIST OF FIGURES

Figure 1: Map of West Pokot	4
Figure 2: Theoretical Framework	17
Figure 3: School Infrastructure	26
Figure 4: Sample of Tusome Books	29
Figure 5: Uwezo Assessment Report	31
Figure 6: Sample of Uwezo Assessment Tests	32
Figure 7: Reference Books from Different NGOs	33

Abbreviations

ASAL	Arid and Semi-Arid Land
CTOC	Centre for Theory of Change
EFA	Education for All
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SDG	Sustainable Development Goals
TOC	Theory of Change

UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children’s Emergency Fund
WFP	World Food Programme
WPC	West Pokot County
NGOs	Non- Government Organizations

CHAPTER ONE

INTRODUCTION

1.1 General Background

Attainment of quality universal primary education (UPE) has been and remains key challenge in the provision of education globally. UNESCO (2015) estimated that only 68 countries out of 122 starts were to achieve UPE by 2015. This data translated to about 53 million children out of school by 2015 across the world. In an attempt to promote poverty reduction initiative, the United Nations (UN) adopted eight millennium development goals in 2000. Universal education provision was identified as the second important millennium development goal.

Among the regions lagging behind in achieving the UPE is the sub-Saharan Africa with 22% of primary school age population on the region still not in school by 2011. According to 2015 report by UNESCO, completion of full primary school cycle for those in school has hardly changed since 1999. The proportion of these starting school in 2010 and reached the last grade worsened to 56% in 2010 from 58% in 1999.

The constitution of Kenya article 53 (1) (b) of the bill of rights provides for compulsory and free education for every child. Moreover quality education for all in primary schools is pivotal to Kenya's vision 2030 achievement. The government of Kenya has been putting in place interventions to promote access, quality and equity towards universalization of primary education. Significant progress in this goal has been made by the government, while recognizing gender and geographical disparities leaving out a big number of children out of the school (UNESCO 2012).

In 2003 the Government of Kenya implemented Universal Primary Education (UPE) in commitment to provide 'free and quality basic education for all children' (UNESCO, 2000), further emphasized recently in world sustainable Development Goals (SDG) goal number four: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (UN General Assembly, 2015, p.17). The move to provide free primary education opened a research avenue

whereby several studies have focused on the implementation of UPE with less focus on the quality of education in the marginalized communities and the input of non- governmental organizations towards attaining the same. Thus, this study was on the role of Uwezo initiative in promoting quality education for all primary school in marginalized areas in Kenya, West Pokot County (WPC) in particular.

According to Uwezo (2015), the implementation of free primary education by the Kenyan NARC government in 2003 saw a massive enrolment of children in public primary schools. It was a greater achievement for the government but this posed a myriad of challenges to quality learning due to insufficient resources and poor infrastructure in public schools. A lot of funds were accorded to this move from the government through the Constituency Development Funds and free primary education funds. This was found to have heavily contributed to the successful implementation of UPE policy as argued by Milu (2013).

In addition, slight reforms were made in the curriculum like reducing the number of examinable subjects to five to reduce the heavy work load not only on teachers but students as well (MOEST, 2004, p.8). Contrary to the expected learning outcomes; Kenya has consistently recorded high difficulties in literacy among primary school children which are more pronounced in the marginalized communities (Sifuna, 2007). Consequently, drastic response and measures from not only the government but also non-governmental organization to salvage the state of education in the country are called for. Thus the dawn of several initiatives both within and out of the country which comes in handy to intervene on the challenges? One such organization is the Uwezo Kenya initiative.

Uwezo' is a Swahili word which translates to "capability" in English and, the question, "Are our children learning?" serves as the initiative's kingpin. The initiative aims at improving competence in literacy and numeracy among children aged 6-16 years old in Kenya, following the innovative approach to social change that is citizen driven and accountable to the public. The Uwezo initiative was established in 2009 with five years plan. The organization longs in collaboration with ministry of education and other non-governmental organization to bring change to the face of education in its countries of operation. According to Uwezo 2012 report, Uwezo's approach includes the following components: Conduction of surveys in randomly selected households through all districts in each of the three focus countries. The household component allows the Uwezo assessment to differ from national exam systems in two important ways:

a) Conducting assessment in households creates an environment of comfort and trust for students taking the tests, and

b) Allows the assessment to measure learning of children who might not be attending school.

Uwezo conducts large scale, citizen-led, household-based assessments of children's actual literacy and numeracy levels. Findings from these surveys are shared with communities from the local to national levels to create broad public awareness and debate, with the ultimate goal of stimulating policy and practical change. Volunteers from each community conduct the surveys, to engender trust between families and surveyors and to build skills and capacity among volunteers. Volunteers have tended to return each year to implement the survey, and in the meantime, skills picked up by volunteers have been used to improve livelihoods in other ways, creating a positive side effect of training for the Communities. Instant feedback of the assessment results is provided by volunteers to families and communities, and survey results are communicated to communities to create broad public awareness, dialogue and engagement. A thoughtful monitoring and evaluation framework is implemented to inform ongoing work and broader awareness and policy debates. The assessment is repeated each year to create opportunity for analysis of impact and momentum for change.

So far so good as Uwezo has achieved on high scale through country partners and building capacity of regional trainers to implement the survey in decentralized manner. The concept of citizen led assessments, originally pioneered in India and then Pakistan through the ASER program, has also been replicated in Mali and Senegal (Uwezo 2015).

1.2 Geographical Setting and Educational Review of West Pokot County

West Pokot county lies on 8,418.3 square kilometres and hosts a population of 512, 690 people according to the 2009 census (Sifuna, 22007). The County Turkana County to the North and North East, Trans Nzoia County to the South, Elgeyo Marakwet County and Baringo County to the South East and East. Before devolution government, the county was the then Wes Pokot District. West Pokot is arid or semi- arid (ASAL) areas whose residents are pastoralists and depend on domestic herding of animals and food crop farming for living which barely meet all the basic needs which in the modern world include education. It is on the basis of the setting and marginalization of the region that the current study gives insight into the role of initiatives such as Uwezo in as far as education for primary school children is concerned.

Education in West Pokot is estimated to be at 85% in primary school enrolment. In comparison to the secondary school education, there is huge margin as it stands at 19% (Sifuna, 2007). Implying that many primary school going children drop out of school. In addition that is not enrolled in primary education is attributed to some issues that the county faces as a marginalized region.

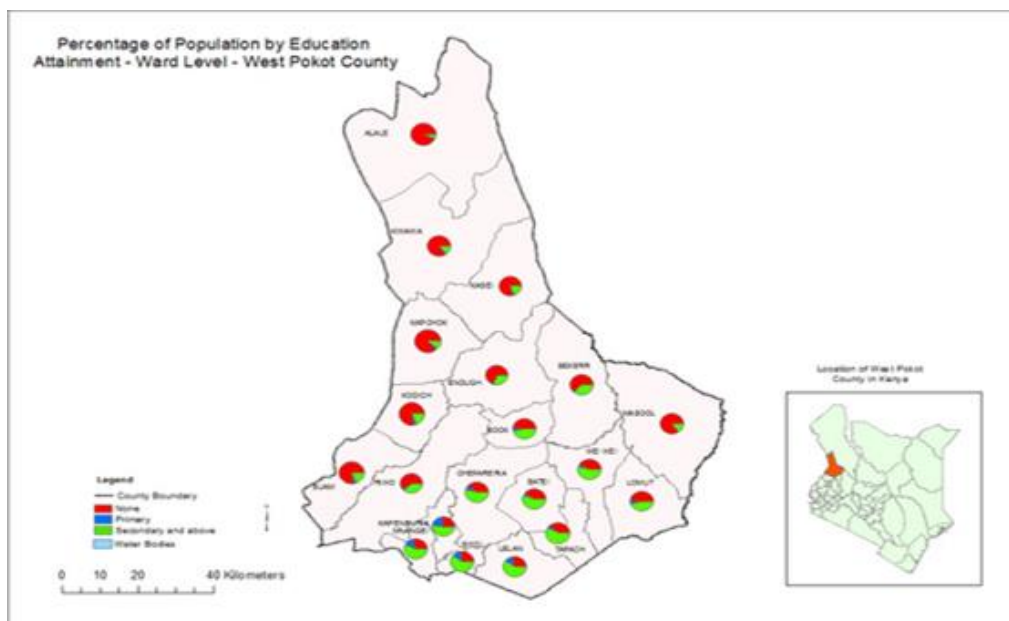


Fig 1: Map of West Pokot County

Source: Society for International Development

1.3 Aims and Objectives of the Research

The main objective of the study was to establish the role of non-governmental organizations (UWEZO) in ensuring the quest for education for all is achieved in West Pokot. Under this main objective, the study

- i) Analysed the political social and economic factors driving educational marginalization in West Pokot
- ii) Investigated the influence and interventions of UWEZO initiative on attaining literacy among school children in West Pokot

- iii) Assessed the impact of Uwezo in transforming the community in West Pokot in relation to education

1.4 Research Questions

This research was guided by the following research questions;

- i) How does political, social and economic factors drive educational marginalization in West Pokot?
- ii) What role has Non-Governmental Organizations (UWEZO) played in ensuring the quest for education for all is achieved in West Pokot?
- iii) What is the impact of Uwezo in transforming the community in West Pokot?

1.5 Limitations and Delimitations of the Research

The study was limited to the Uwezo Initiative and its role in promoting quality education for all primary school children in Kenya and particularly in West Pokot. Other areas were discussed for comparison purposes as well as for provision of background information for the study. While language barrier was anticipated by the researcher, the problem was delimited through use of research assistant who were conversant with Pokot language

The area of study lacked existing published research particularly on Non-governmental organization in relation to quality education and Uwezo initiative in WPC. There are several organizations within the region but no or rather limited research has been published for reference. The much one could get were small snapshots on media reporting on the aid given. Uwezo reports stand out as the main source of information on the face of education in the region and indication that little research has been carried out in WPC.

Last but not least Kenya has been experiencing floods since due to heavy rains that began in early March in most parts of the country and consequently WPC has been listed as one of the counties in havoc (Daily Nation, 2018). The threatening heavy rains posed a myriad of challenges on accessibility bearing in mind that transport to the interior is not well developed and thus much of the movements are done by motorbikes. Literally most of the afternoon activities could be paralysed because of the rains and thus the study became more tedious and more expensive than anticipated.

1.6 Significance of the Research

This study was hoped to assist the government, educationalists, non- governmental organization and policy makers to be aware in planning to ensure quality, universal education in primary schools in West Pokot. The study provides a framework under which different players in the field of education can follow to salvage marginalization and ensure improvement of literacy.

The 2012 education for all global monitoring report in Kenya highlighted that primary education is not sufficient of quality to ensure all children can learn the basics. The report identified that though there was high enrolment since the introduction of free primary education in 2003, the progress in quality education is not reaching the marginalized. Therefore, studying how West Pokot struggles to ensure quality primary education for all through assistance of organizations such as Uwezo, was important.

CHAPTER TWO

RELATED LITERATURE, CONCEPTUAL AND THEORETICAL FRAMEWORK

This chapter pays attention to a critical review of the already existing work on quality education and the role of Uwezo Initiative not only in West Pokot but also from a global perspective in light of identifying the relevant findings and gaps that have been left by the preceding scholars. The chapter also outlines and discusses briefly the selected key concepts and, theories and their relevance to the study. The key concepts include quality education, education for all and marginalised communities. Theoretical framework is as well addressed in this chapter outlining the theories that will guide the study. The relevant theories are the theory of change and the social capital theory.

2.1 Related Literature Review

There exist several scholarly works that in substantial measure discuss the quest for quality education ranging from the global level, regional level, national and local levels. Among the already existing works consists are done by scholars such as Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2003), Orodho J.A. (2014), Sara J.S., Rodriguz, M.C., Zipporah N.O. & John, K. M, (2009), Lokwete, A.K. (2013), Gwendolin, J.B. (2011) and Mok, J. K. H., & Chan, D. K. K. (2001).

Globally, the quest for education has been urged across all the continents. For instance, Mok and Chan (2001) study on the quest for quality education for all in Hong Kong, their studies is parallel to the current study owing to their intention to ascertain the quality of education that school going children acquires from the education systems in place. Their study established that the quest for education for all in Hong Kong was due to various reasons among the inadequate allocation of education resources. Another finding established was on the basis that the quest for quality education owed to the growing number of children enrolment in schools without government increment of teachers better pay and working conditions. Despite their parallelism, the current study deals with the problem of the quest for education for all primary school children in West Pokot in regard to the Uwezo Initiative Programs in the region which was not the case at in the former works of Mok and Chan (2001). In addition, the

current two studies are in two diverse demographics with different cultures hence, can only inform each other but not be assumed to be homogeneous.

In the United States of America, Abdullah (2005) conducts a comparative study on HEdPERF versus SERVPERF: The quest for ideal measuring instrument of service quality in higher education sector. He attempts to develop critical insights into comparative evaluation of service quality measurement instruments in the United States of America. As far as his findings are concerned, comparatively, the unidimensionality, reliability, and validity of HEdPERF (Higher Education Performance) better explained variance in higher education setting than the SERVPERF (Service Performance). It determined the best instrument of measuring the quality of education in higher education context. The study by Abdulla is relevant to the anticipated study owing to its concern for the quest for quality education. The difference however between the two studies is their locations and the level of education upon which the study focuses on. The former focuses on higher education while the current study is applicable to the primary school going children. United States and Kenya are diverse regions with varied factors that affect their quest for quality education. Abdulla's study is a comparative study that assess two instrument utilities that ascertain the quality of education, the current study however is an absolute study that pays attention to a sole initiative; Uwezo Initiative Programs in west Pokot.

The quest for quality education has over time been the quest of not only Kenya but also globally and regionally. It is internationally recognized that in an effort provide good quality education, respective educational institutions and programs ought to adequately and equitably resource with important requirements such as safety, friendly environment and easy access to facilities, motivated as well as competent professionals and all other cost-effective materials to all learners.

In Africa, through the framework for Action in Sub-Saharan Africa: Education for African Renaissance in the Twenty-first century, countries emphasized their determination to provide quality of education through the prioritization of access and equity, quality and relevance, capacity building and partnerships. Narrowing down to East Africa, the Uwezo Initiative has been on the forefront to ensure that the three nations; Kenya, Uganda and Tanzania benefit from their programs through ensuring that children access education. The report by Uwezo Initiative (2013) in the three counties shows that there has been a tremendous improvement in the enrolment of primary school. The expansion in enrolment has been achieved with the partnership with the governments of the region and the ministries of education. The report forms the basis of the study with particular attention to the programs that have been initiated to ensure access to education by all children. This study however

diverts from the previous studies owing to its quest to assess the quality of education that primary school going children access in a specific county in Kenya which is West Pokot.

Orodho (2014), in his study about policies on free primary and secondary education in East Africa, he conducts a comparative research analysis between two countries; Kenya and Tanzania. The study found that there has been a tremendous quantitative growth as far as access to primary and secondary education in the two countries is concerned. Further findings indicated that despite the growth, education in the two countries have been oppressed with virtually similar distinctive diverse and intertwined challenges of providing education, leading to marked and severe regional and gender inequalities in access to, and poor quality of education. His study is relevant to this anticipated study because it informs the current study on the general outlook on policies particularly on Education for all in east Africa. While free primary and secondary education policies are perceived to be among the greatest achievement in as far as eradicating illiteracy in the region, the policies have at the same time posed serious public outcry in many regions as it is in this case with West Pokot County in Kenya. While Orodho's study complements the current study in ensuring access to education by all, the current study deviates from Orodho's owing to the fact that the current study seeks to assess not only the access to education by all children, but more so, the quality of education that children in West Pokot county access.

Koross, B. T., Indoshi, F. C., & Okwach, (2015) study about the Correlation between Teacher Factors and Students' Achievement in English Functional Writing Skills in Secondary Schools in West Pokot County, Kenya. Their study gives insight about the relationship between teachers and students performance in English in secondary school. The study established that English Functional Writing Skills are poorly mastered by secondary school students in West Pokot. Using descriptive survey and correlation research designs in their study, it was established that teachers were the determining factor in the students; achievement in functional writing skills. They further argued that rather than teachers being promoted on the basis of their years they have taught, they should rather be promoted based on their performance. While their study asses the acquisition of learning skills in secondary school with particular focus on English language, the current study intends to ascertain the holistic acquisition of learning skills among primary school going children in West Pokot in reference to the role of Uwezo Initiative Projects. The current study looks at the issue of quality education for all at the very frit level of schooling in West Pokot County. While Koross et al (2015) confine themselves to particular aspects of quality education; the current study addresses the quest for quality education for all primary school going children.

Report study was conducted on the Uwezo Kenya learning and literacy program in Mombasa. The report gives insight into the current study in as far as the Uwezo initiative role in the quest for quality education for all is concerned (2015). The report forms the basis of the current study as it discusses the role of Uwezo Initiative program in improving the competencies and numeracy among children aged between 5- 16 years. The aforementioned age bracket denotes to the primary school going children. In essence, the report informs the current study. However, the current study seeks to investigate the role of Uwezo Initiative Program in West Pokot, it diverges from the report on Uwezo Initiative in Mombasa because the current study discusses the quality of education accessed by the primary school going children in a West Pokot, and the two regions are not homogeneous. They can only be comparatively discussed.

Lokwete, (2009) studies on the challenges that parents of children with disabilities from pastoral communities face in conflict zones with case study being the northern part of west Pokot County. Humanistic and Rational choice theories guided his study. Humanistic theory approach was applied for it justifies the need of the parent to protect their children from the insecurities around the community. On the other hand, the rational choice theory was relevant for it lays a basis upon which the community makes choice with clear conscience of the outcome of their choices. His study adopted a descriptive research design that encompasses both qualitative and quantitative research methods in data collection and analysis. The study findings established that the prevalent attitudes of the society towards disability emanate from mythical perceptions, superstition, and self-blame. Further, the escalating insecurity due to cattle rustling affected the school's enrolment of children. In such instances, many of children with disabilities often drop out of school. His study adds relevance to the anticipated study owing the location upon which the studies are performed. In addition, the study by Lokwete highlights important aspects of the challenges that the region faces in as far as acquisition of education is concerned. For instance, insecurity of the regions contributes substantially to lack of proper learning hence poor quality of education. Also, education is not acquired by all as quite number opt out of school citing insecurity as well as other cultural practices that overrides the sense of education both on the parents and the children themselves. While the study by Lokwete focuses on children with disability, the current study aims to study on the quest for quality education for all primary school going children in relation to the Uwezo Initiative projects in the region. The current study therefore seeks to entail all primary school going children.

John et al (2015) study on the 2015 Promise of Education for All in Kenya: Missed Target or New Start. Their paper assessed the status of quality of education in both primary and secondary schools in education. In their examination they argued that while there has been evident improvement in quality

of education generally, there were some persistent inequalities that have retained poor quality education acquisition in some areas. They recommend that efforts to adopt the promising interventions that have shown improved learning. Their paper informs the current study on the interventions that the government should adopt in marginalized areas such as west Pokot County in order to achieve the high quality education for all in West Pokot.

Gwendolin (2011), carries out a study on the Non-Governmental organizations in Kenya's Education sector; a case study of SNV Netherlands, an NGO operating in Kenya. The study enriched data on the relationship between the MoE, primary school educators, the community and NGOs operating in Kenya's education sector. The study established that in order for the Kenyan government to achieve its promise to provide universal free primary education, it must engage NGOs in education matters. The study by Gwendolin's study lies close to the current study owing to their nature to involve non-governmental organizations in Kenya, while the former involved the Dutch NGO, the current study will focus on the Uwezo Initiative Projects in West Pokot County. The two can be looked at comparatively in addressing the quest for quality education for all primary school going children.

In a report by UNESCO (2012) on Education for All Global Monitoring, it indicates that despite progress, there still millions of children who are denied the access to education with Kenya being ranked the 9th in the world with a high number of children lacking access to education.. Further, the report establishes that progress in education in Kenya hardly reaches marginalized areas. Highlighting the regions that have been marginalized, the report helps put the current study into perspective of the quest for quality education for all among primary school children in West Pokot County which forms part of the marginalized areas in Kenya.

Indeed, the reviewed scholarly works were just but a few selected related literatures. The works inform the anticipated research works owing to the knowledge they add to the background of the study. Despite their insight, the literature review indicates that very pintsize research has been done on the quest for equality for all as far as education and Uwezo Initiative is concerned more particularly in West Pokot region which is one of the most adversely marginalized as far as equality in education is concerned. In addressing this gap of the quest for quality education for all, the study will make use of various sources in related fields to harness relevant data. In addition to failure by scholars to address seriously, the issue of Quality education for all in West Pokot, this study aims to enrich the knowledge on the issues affecting the region, the role of the Uwezo Initiative as well as recommending possible solutions to the same problem.

Undeniably, the preceding literature review calls for a study that acknowledges that learning outcomes is a reflection of the primary indicators of education quality. The anticipated research study is informed by the recent escalating outcry that despite the significant gains in expanding access to primary education, West Pokot County is in dire need for quality education for all primary school going children.

2.2 Relevant Concepts

The relevance of reviewing the selected concepts is to provide clarification and build the main ideas of the entire scope of the study in attempt to create substantial meaning from the thoughts and reflections presented in the study.

2.2.1 Quality Education

According to Flemish Association for Development Cooperation and Technical Assistance (VVOB), the concept of quality good quality education incorporates the provision of all learners with capabilities they need in becoming economically productive, developing sustainable livelihoods, contributing to peaceful and democratic societies as well as enhancing individual welfare (Slavin, 1996). Accordingly, quality education comprises of healthy and well-nourished learners that are ready to take part in learning and be supported in the process of learning by their families as well as communities. The outcomes of learning process such as knowledge, skills and attitudes are therefore linked to the education goals and positive engagement in society.

According to the 2016 UN ratified SDGs; Quality Education not only denotes to access to any education but also a grand tread to ensuring that every child, and not just those from high-income countries, have a quality education. UN contends that education does not simply mean delivery of content instead; it is a system considered to assist every child attains their full potential and enter society as full and productive members and as citizens.

According to Association for Supervision and Curriculum Development and Education insurance, quality education educations is one that places emphasis on the whole child as in on aspects such as social, emotional, mental, physical, and cognitive development regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It further notes that quality education ought to provide resources as well as directing policy in ensuring every child enters school healthy and learns about

practices a healthy lifestyle, physically and emotionally safe environments. According to UN, quality education is supported by three pillars; access to quality teachers, quality learning tools as well as professional development and safe and supportive quality learning environments (Stromquist, & Monkman, 2014).

Quality education is a multifaceted concept that entails systems that bring forth all round productive children of the society. Among the important aspects of quality education incorporate, quality learner's, quality education, quality processes of learning, and teaching and learning resources, equity, contextualization, learning sustainability, as well as a balanced approach (Stromquist, & Monkman, 2014).

2.2.2 Education for All

Education for all (EFA) is a universal movement by UNESCO that aimed to meet the learning needs of all children, youths and adults by the year 2015. The education for all was as among the millennium development goals. While education in Kenya in as made free for all primary school going children, there has been a slight positive change in as far as the realization of the MDG is concerned. Significant positive impact was witnessed in cosmopolitan regions of the country especially town. However, areas such as west Pokot that still lags behind in development have achieved very little in ensuring every child access education. The cultures and poverty have led to many children missing school, teenage pregnancies, and early marriages. In addition, inadequate learning resources have seen low primary school enrolment. The aforementioned issues were attributed to ignorance to the importance of education benefits as well as negative attitude towards education.

2.2.3 Marginalised Communities

According to UN a marginalized community denotes to a confined to the lower or peripheral edge of the society (Trimiew, 1993). Such a community is often denied participation in mainstream economic, political cultural as well as social activities. A marginalized community is deprived of its rightful share of access to productive resources and ways to make use of its potential to the maximum. A marginalized community lacks access to social services such as education, health, equal employment opportunities or gender related opportunities. Marginalized have limited power of influence over such developments. Marginalization causes subordination of a section of the society politically, economically and socially.

In Kenya, National Gender and Equality Commission defines a marginalized community as a traditional community that has remained outside the integrated social economic life due to its desire to conserve its cultural identify (Orodho, 2014). Under the Kenyan constitution article 27 (4), defines a marginalized community as that group which because of laws or previous practices were discriminated based on the culture, religion, linguistic identity, or ethnicity. This definition coincides with the consensus of the 1992 international law.

West Pokot is among the marginalized counties in Kenya and its marginalization owes to the inhabitant communities' cultural practices such as cattle keeping. Such communities take pride in large numbers of livestock as they associate it with wealth and a source of security. Many of the children fail to attend schools as they take care of their animals (Trimiew, 1993).

2.2.4 Kenya and Uwezo Kenya

Uwezo Kenya is an associate program of a Tanzania-based initiative; Twaweza (Kenya, 2011). The program focuses on facilitating large-scale change in Kenya just as its main branch Twaweza that oversees education in East Africa by increasing accountability and sharing of information. The program has been running from 2009 after Uwezo Kenya was hosted by Women Educational Researchers of Kenya (WERK). It was until 2013 that the Uwezo in Kenya hosting was fully taken over by Twaweza in Dar Salaam (Kenya, 2011).

According to Uwezo Kenya (2011), the initiative conducts its survey annually in all the 47 counties in Kenya. Apparently, Uwezo Kenya is the sole source of Kenya's annual information the ability of children to read and execute fundamental arithmetic in Kenya as well as East Africa. It is also the only initiative that conducts citizen-led assessment nationally and regionally, producing a comparative East Africa report every year and with a Regional Office secretariat. The Uwezo Kenya survey reviews all children aged between 6 and 16 years in literacy and arithmetic at grade 2.

2.3 Theoretical Framework

Various theories have been used to explain the quality education for all school going children. However, in this particular study, the researcher will make use of two theories; the theory of change and the Social Capital theories for they will complement each other.

2.3.1 Theory of Change

It is hard to talk about the theory of change (TOC) without mentioning the centre of the theory of change (CTOC). Their definition of theory of change as ‘a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context’ emphasises the essence of the theory in bridging up the gap between initiative activities and the desired end results which can be termed as the long term goals of the initiative. The theory of change was made popular by Carol Weiss in the 1990s by assessing the steps that result to long term goals of interest and the correlation between the programs initiated and the outcomes (Connell, & Kubisch, 1998).

The theory of change is widely used in ascertaining the community initiatives and their outcomes. The Theory of Change will be essential to offer a comprehensive description and demonstration of how and why a desired change is expected to happen in this particular context of the quest for quality education for all primary school going children. It will focus on filling out the gap that has been evident in the access for quality education for primary school children in West Pokot County. The change theory will help in the assessment of the role of the Uwezo Initiative projects in promoting quality education for children in primary school, which is the desired goal of Uwezo Initiative being achieved. The theory will be instrumental in identifying the desired long-term goals of Uwezo Initiative and then work back from these to identify all the conditions required and their relationship in order to achieve the desired end results.

The theory of Change has an element of the Outcomes Framework which provides the basis for identifying the type of activity or intervention leads to the outcomes identified by the Uwezo Initiative as preconditions for achieving the long-term goal. Change theory will be helpful because it provides a proper link between the quest for quality education for all and the activities and achievements of Uwezo Initiatives to acquire long term goals. This leads to better planning, in that activities are linked to a detailed understanding of how change actually happens. It also leads to better evaluation, as it is possible to measure progress towards the achievement of longer-term goals that goes beyond the identification of program outputs.

2.3.2 Social Capital Theory

To provide a backup to the theory of change will be the social capital theory. The theory was proposed by a French social theorist Pierre Bourdieu (1930–2002) and two American social scientists, James Coleman and the political scientist David Putnam. Bourdieu's conceptualization of social capital, came out of his understanding of the workings of cultural capital among the upper classes of French society as he was concerned about explicating the capital that deployed by the elites for purposes of society maintenance. He pinpointed the essence of nonmaterial exchanges important in social relationships to yield resources that the elites drew upon to maintain their positions in the social structure. Coleman's understanding of social capital was democratic and benevolent since he was interested in the importance of family and community in educational outcomes. He established that family and community resources were the social capital sufficiently powerful to compensate for economic disadvantages in the society (Lin, Cook, & Burt, 2001).

On the same note, Putnam viewed social capital in terms of its benefits to society and not the individual (Lin, 2002). To Him, there was direct connection between the quality of civic culture and levels of poverty, violence, and democracy. In view of the above, the social capital theory would be helpful in the study as it will help to explain how the conservative society of West Pokot devolves their County government responsibilities. This way, the use the Uwezo Initiated projects in the region help to solve the problem in education and promote quality education for all children in primary schools. Social theory will be important in availing resources installed by the Uwezo Initiatives to facilitate a collective action of achieving quality education for all primary school children in West Pokot.

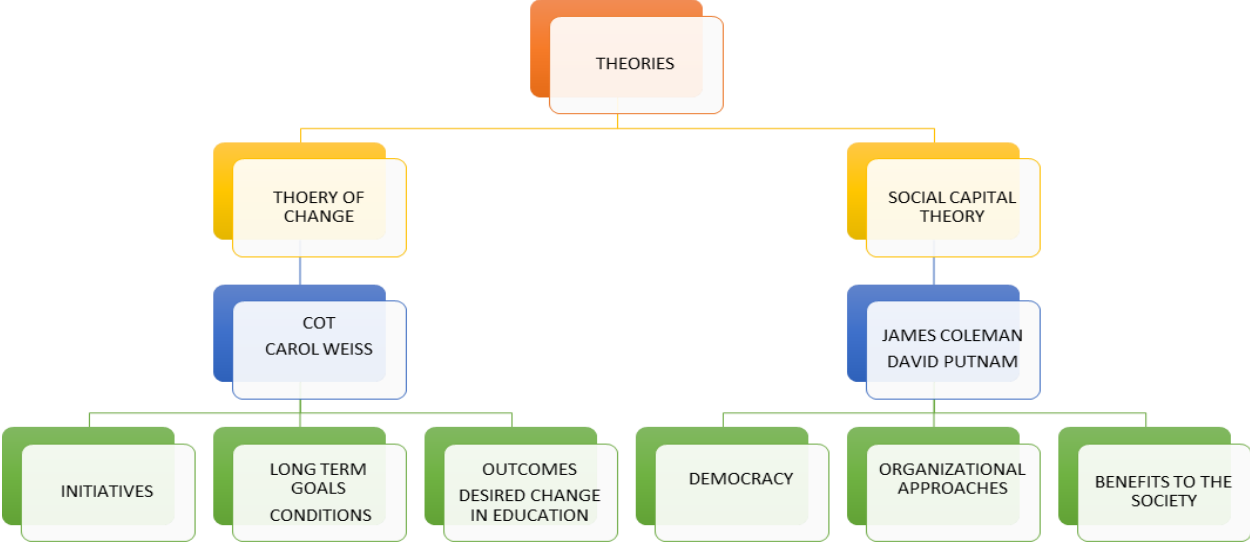


Fig 2: Theoretical Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, the researcher focuses on the method he uses to approach the study and how he has applied it. This section contains the research design, the site of the study, the target population, sampling techniques and the sample size. Additionally, it contains the data generation instruments, and data collection procedures. It also contains the methods of data analysis and presentations as well as the ethical considerations taken into account while carrying out this study.

3.1 Research Strategy

Two research strategies are commonly used in social science research; qualitative and quantitative. The research topic and the objectives of this study dictated the use of qualitative strategy since the participants are actively involved through dialogues and discussion and their perspectives are of great significance to the study.

3.2 Research Design

Punch and Oancea (2014) asserts that a research design is the basic plan or framework for a given piece of research within which the research components are put into effect. This has to do with the research tools and procedures followed to collect and analyse data.

The research was a case study in nature and initially the researcher wished to have two focus group discussions and 08-15 semi-structured interviews of varying length between 30 minutes to 45 minutes. Semi-structured interviews are naturalistic in nature and according to Bryman (2012), semi-structured interviews focus on the ability of the informant's understanding of the events and issue in question.

This exalts the participants to being part of the research project. The descriptive nature of the study allowed for in-depth data collection and is convenient for participants to express themselves exhaustively without limitations. This was instrumental in the data collection as far as respondents' opinions, feelings and attitudes are concerned about the quest for quality education in West Pokot in as far as Uwezo Initiative was related. This was backed up with follow up interviews, observations and casual field interactions with the participants. It was also expected that while in the field the researcher would obtain information from documents, reports and other publications to enrich the literature review. Note taking and tape recording were used to record data.

The questions on the interview guide as shown on appendix 1 were thematic and interrelated for easy analysis. They were meant to direct the interview discussion but it's important to note that the interviews were open and interactive and the researcher did not have to follow the list of questions to the latter. The questions also varied across the different categories of informants.

3.3 Sampling

Random and purposive sampling techniques were used. Random sampling ensured all population members had an equal chance of being selected. Purposive sampling was useful since participants were considered by the researcher to have vital information for the research on the education in West Pokot as well as the role of Uwezo Initiative Projects in the region.

The researcher randomly selected the parents and primary schools to visit and schedule for interviews. Within the school setting however, the school head teachers purposively helped the researcher to select teachers who they understood to have helpful information and great insight based on the research questions. Similarly the two students who participated in this fieldwork were intentionally selected.

At the time of research, Uwezo workers were not active in the region and as we were later informed the initiative was planning to roll out a new strategy of their activities and therefore most of their activities have been on hold. The researcher thus made use of the two workers available and gratefully they were willing and ready to be interviewed. Similarly, at the county office the researcher managed to schedule one official for the interview, however in this case, the unavailability of the respondents was due to the busy schedules within the office

3.4 Target Population

The target population of 14 members constitutes 4 head teachers, three teachers, two parents, two Uwezo officials, one county education officer and two pupils. These were the key research informants the researcher approached in bid to solicit information and acquire relevant data.

Table 3.1: Research Informants

Category	Name	Gender	Years of stay in WPC
Head Teachers	Shivimbi	Male	7
	Barasa	Male	10
	Kipsang	Male	12
	Beatrice	Female	11
Teachers	Chelenga't	Male	7
	Opapa	Male	8
	Muli	Female	5
Pupils	Green	Male	4
	Chebet	Female	6
Parents	Pendo	Female	20
	Leah	Female	17
Uwezo Kenya Official	Steve	Male	8
	Collie	Male	9
County Education Officers	Jinne	Male	13

3.5 Research Instruments

Primary and secondary data were helpful in making this research study a success. Primary data was generated from the field interactions with the respondents through interview schedules, oral interviews and part of primary data was obtained from archival sources. Secondary data was generated from subjecting books, newspapers, journals, thesis and dissertations and internet data on critical textual content analysis.

3.6 Data Collection Procedure

The researcher obtained a research permit from the Kenyan National Commission for Science, Technology and Innovation (NACOSTI). The researcher presented the permit to the county administrators of West Pokot and booked an appointment with them and the research respondents. The researcher briefed the participants on the purpose of the study to help establish familiarity with the respondents.

Oral interviews and focus group discussion with the respondents were then conducted on specified agreed days. Data was collected through oral interviews, focus group discussions, tape recordings and note taking.

Following the exhortation by Cohen et al (2012) on testing instruments before carrying out the fieldwork, the researcher pilot tested the interview guide to prove their relevance and legibility to the research activity. Thus the researcher visited one parent and one school beforehand where she got to do a pilot interview with two teachers. From the test, the researcher learnt to be flexible on the questions because of the variation of the responses. and made preliminary inquiries on the students just to prepare and also make changes where necessary.

3.7 Ethical Considerations

Each and every fieldwork is confronted with varied ethical dilemmas depending on the setting, the target population and more the research design. Researchers therefore do embrace the Universalist approach to ethical issues which points out that, ethical precepts should be adhered to and not be broken. Bryman (2012, p.133) sternly points out that “infractions of ethical principles are wrong in a moral sense and are damaging to social research.”

With regard to the universal ethics, five principals that form the basis of ethical codes have been identified as: non-maleficence, fidelity, beneficence, justice and autonomy (Hartas 2010). For that course therefore, the researcher took into consideration and adhered to the research ethical regulations discussed below during this study.

3.7.1 Obtaining of Research Permit

For one to conduct research in Kenya, the government of Kenya has provided for regulations to be followed in order to obtain a research permit. This is implemented through the established National Commission for Science, Technology and Innovation (NASCOSTI). The commission is authorized by the government to enforce ethics and responsibility in research, and is thus responsible for issuance of research permits in the country. It has set standards and requirements upon which must be fulfilled by the researcher to be issued with a research permit. This is to ensure that ethical standards are taken into account to the latter, and that the research does not bring forth any harm. All research projects that involve human beings as research participants (e.g. clinical investigations, drugs, social behavioural studies, biological studies involving human organs or specimen) should satisfy the ethical standards for research as provided for in the Guidelines for Ethical Conduct of Biomedical Research involving Human Subjects in Kenya (2004)

For this purpose therefore the researcher presented to the commission my research proposal and research instruments, which were vetted by the commission’s committee and approved to have met all the ethical requirements before being issued one year research permit as per the regulations laid by the research body (NACOSTI, 2017).

Besides the acquisition of the research permit, it is also required to inform the local authorities of West Pokot County to carry out the research activities in the area and also get access to the schools after

which the chain of leadership in the school had to be honoured to seek permission to reach my informants.

3.7.2 Informed Consent

In one way or the other as Babie (2014) puts it, social research can be an intrusion to people's lives and the participants might be required to reveal personal information to strangers. It is thus required that the participants participate in the research voluntarily and not imposed. Moreover research is not supposed to harm the participants both during the research activities and in data processing and reporting. It's the researchers' responsibility to protect their lives, families, jobs just but to mention. The author therefore agrees to agree that with informed consent can be a solution to these dilemmas.

Majority of the informants in this research were of age and therefore responsible for giving their own consent to participate in the study. The researcher provided them with as much information as possible with regard to the purpose of the study, tools to be used to collect data and publication of the research, before they make informed decisions to take part in this research or not as argued by Bryman (2012). Bryman further explains that deception usually happen when researchers present ideas to participants contrary to what the reality is, participants of this research will be informed that the research is strictly for masters field studies and will not be used for other benefits and publications apart from the researcher's thesis.

On the tools of collecting data the researcher informed her respondents that she will be using photography and voice recording and for further data reproduction so that they can willingly agree to be recorded or allow for photographs to be taken when necessary. No personal identity will be tagged on the pictures and the researcher will also negotiate with the participants and decide together which photos to take and captions to use on them as a way of meeting visual ethics as suggested by Miles & Howes, (2015)

The participants were then given informed consent forms with ample time to read and understand before they sign, and confirm that they have chosen to participate in this study on volition and were also made aware that they could revoke their consent at any time during the study.

On the other hand for the younger participants, consent letters were sent to their parents through the school seeking them to allow their children to participate in the study. Those who could not grasp

everything were assisted by a local who could interpret and explain in Swahili or far much better in the vernacular language.

3.7.3 Privacy of the Informants

The privacy of the informants in a research ought to be respected under all circumstances and the researcher should at no point exploit their privacy for his gain (Bryman2012). Further, Babbie (2014) finds anonymity and confidentiality to be the most effective way to protecting participants in case of any prevailing risks related to the study. The researcher sought to keep the anonymity of participants by never disclosing their real names and details but rather used pseudonyms to refer to the informants.

3.7.4 Identity and Benefit

The researcher made it clear to her informants that she is a student researcher and that the fieldwork project was purely meant for academic fulfilment and no other functions. This was to avoid any form of biasness and deception that could end up bringing harm to the participants. Deception is a malpractice in research that has been soundly condemned by scientist such as Babie who asserts that deception in social research ought to be justified by sound scientific and administrative reasons which are still debatable (2014).

One key factor that makes this aspect of ethics important is that this is a marginalized community as discussed earlier and therefore it's needy and most of the research conducted in such communities is normally geared towards sourcing funds and resources to support and improve the livelihood of the people.

CHAPTER FOUR

STUDY FINDINGS

4.0 Introduction

This chapter entails the researcher's findings. Interviews and focus group discussions form the initial findings. Findings are reported based on the outcomes of the discussions, respondents' views and researcher's keen observations of the environment. The findings focuses on the three major objectives; factors driving education marginalization in West Pokot region, intervention of Uwezo Initiative in achieving sustainable and quality education for all in marginalized regions, and lastly the impacts of non-government organizations (NGOs) in attaining literacy and numeracy in relation to quality and balanced education.

4.1 Critical Factors Influencing Education Marginalization in West Pokot County.

Research findings establish several critical factors that that has propelled the education marginalization of West Pokot region. These are further broken down into sub-topics discussed below;

4.1.1 Poor Infrastructure

Research findings shows that infrastructure was wanting in west pokot schools. This was evidenced by the researcher's keen observation that revealed lack of adequate classes, poorly structured classes, offices and learning materials. Some schools had muddy classes constructed from locally acquired materials and which exposes children to jiggers' attacks, evidence that quality classes were a serious problem. The researcher further observed that some pupils were forced to gather under the trees to manage their classes an act that gave teachers a hard time especially demonstrations on boards. This

means that classes were highly interrupted during rainy seasons and to some extent could not completely be undertaken. Teachers attributed this to poor funding from the government and reduced aid from other organizations. “Our school doesn’t have enough classes for standard one, two and three pupils and we are forced to arrange lessons from under the trees. We lack adequate toilets to sustain a high number of pupils within the school” (Kipsang). Kipsang further added that the menace is highly attributed to shortage of funds to set up modernized buildings and standard classes to accommodate pupils and offices for teachers. He further insisted procurement of quality teaching and learning materials was also a major problem compared to little amount of funds they receive from the government and other organizations. Teachers further insisted that lack of blackboards and desks was a major reason they could not deliver efficiently and also gives pupils hard time to write neatly.

While making her observations, the researcher had a look into school infrastructure and figure 3 below shows one of school that is among the few ‘prestigious’ schools that has permanent buildings in the region yet it is evident there’s still a lot to be done compared to other schools in other regions in the country. This gives an impression that though it seems a lot of cost have already been met, infrastructure is yet to meet quality standards that can guarantee quality learning.



Fig 3: Sample of school infrastructure

Source: Author, (2018).

4.1.2 Food Insecurity

In drought stricken pastoralist zones as stated by (Oxfam,2005), feeding programme in schools are essential if boys and girls are to attend school given the many hours they spend walking there and back. Pendo, one of the parents said that they only survived on a single meal per day due to lack of adequate food supply. This posed a big challenge to pupils since it reduced their concentration and patience while in class. Research findings reveal that there are no feeding programmes in schools and many pupils in the region kept away from school in fear of hunger. Kipsang insisted that they don't want to be in school because of hunger and the school don't provide meals for lunch. From researcher's observations, pupils were malnourished and lacked good healthy conditions a revelation that food was the core problem. Malnourished children suffer low cognitive development and motor development hence low literacy and numeracy levels. On asking one pupil on how often they took meals, she explained that she depended on a single evening meal alone because her parents were unable to provide for three meals a day. Food insecurity was linked to high poverty levels and dry weather conditions of the region. Drought as well as frequency of natural disasters in the arid and semi-arid areas of the world has resulted to difficult living conditions for pastoralists even more perilous and vulnerable societies in the world, (UNICEF, 2007).

Beside drought, high poverty levels have also undermined education in the region in that most parents could not provide basic needs such as food and good shelter since they did not have better sources of income to sustain these needs. This underpinned learning since parents were not in state of providing better learning materials to their children.

4.1.3 Teaching and Learning Resources

Teaching and learning resources are the key determinant of quality education for all. Findings show that availability of teaching and learning resources had a direct impact on the quality and performance of pupils. Kipsang' argued that some schools were segregated in the allocation of resources majorly funds and qualified teachers a reason to imbalanced and marginalized education. Regarding this the researcher made a follow-up to staff rooms and found out that schools were understaffed, a reason teachers claimed to be the core driver towards poor performances. Mr. Barasa claimed that schools faced shortage of teachers and led to increased work load for them. A single teacher is supposed to

handle more than five classes in a day. We only have 4 trained and qualified teachers and the rest are just hired to sustain learning but yet to train, (Barasa).

Though responses show that the government provides funds to schools through CDF Projects, research shows that the funds could only sustain few developments and leave out many requirements unsolved.

4.2 Intervention of NGOs- Uwezo Initiative in Achieving Quality Education.

4.2.1 Facilitation of Implementation of FPE Programme

Since its inception, Uwezo's core objective was to facilitate implementation of Universal Free Primary Education for all public primary schools in Kenya. Based on researcher's findings, it has been proven the greatest achievement the organization has attained through its collaboration with the government through the ministry of education. This has been demonstrated by the supply of learning materials including exercise books, pens, rulers and pencils for pupils and teaching materials such as boards, reference books, charts, dusters and chalks among other essentials materials. Mr Shivimbi one of the head teachers acknowledged that the school receives books every year. The government through the ministry of education supplies books both for reading and writing among other necessary materials every beginning of the term. However text books for reference are scarce and the pupil per book ratio is wanting, (Beatrice and Barasa).

Kipsang added that they have also received reference books through 'Tusome programme' and also applauded their trainings and workshops offered to teachers. The researcher extended her observations to offices and had a look at some of 'Tusome books' given to schools as a way of improving learning capacity among schools. Fig 4 below shows a sample of books provided by tusome programme to aid literacy and numeracy development. Intervention of Uwezo thus has birthed success given that there is inclusion of all children from different parts of the country in attaining literacy and numeracy despite family backgrounds.

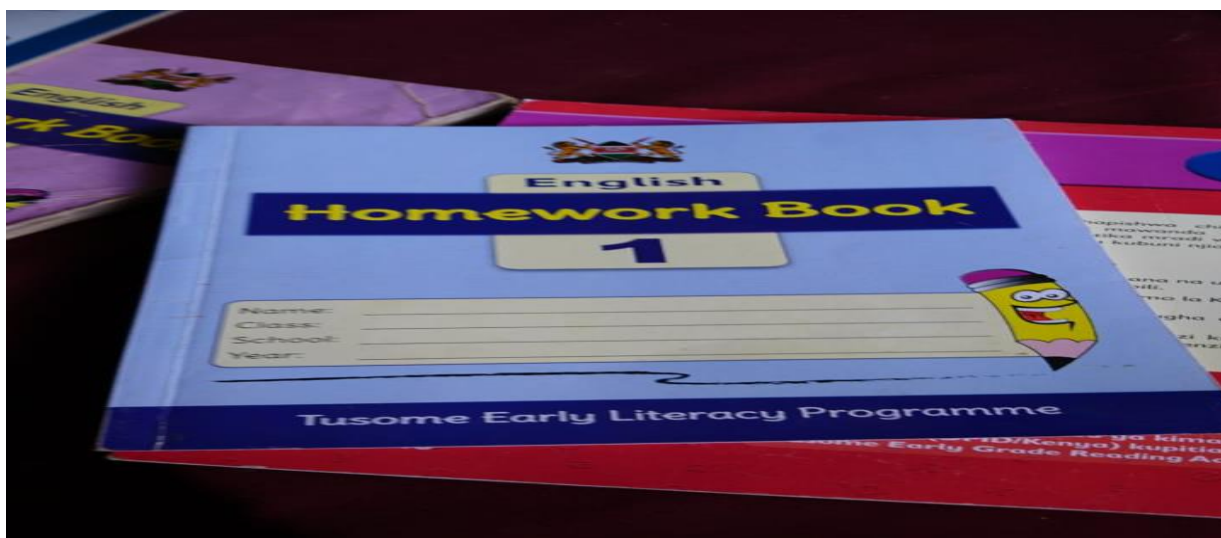


Fig 4: Sample of Tusome books

Source: Author, (2018)

4.2.2 Uwezo Sensitization Programme

Based on this theme, the researcher was interested in knowing whether Uwezo sensitization programme has been in place within the region. Leah, a parent admitted that Uwezo employees reached their homes and mobilized parents on the value of educating children. She added that parents were given simple questionnaires to answer but the questions focused on assessment of literacy and numeracy levels of children.

Regarding its impacts, Leah, a mother of four states that the sensitization of parents has had positive impacts since it has shed more light on value of education and many parents today take pupils to schools instead of involving them in home activities such as herding. The community is now changed because we now understand the value of educating children. Majority parents have changed their perception and attitudes towards education compared to past years where they valued traditional practices, (Leah).

An interview with Uwezo employees ascertained that the programme has been a success to West Pokot community. Mr. Steve, Uwezo Kenya coordinator and facilitator hailed the programme to have been transformative as it has fostered learning in the region. He added that learning used to be optional but the community has experienced transition given that parents have built positive mind-sets and attitudes towards education. Steve indicates that the process is tedious and time consuming due to poor means of transport, given that the area is scarcely populated with poor roads. It's a difficult carrying out civil education and mobilization campaigns due to poor infrastructure. We also lack adequate young volunteers to facilitate the programme since many people expect high rewards that the organization can't meet, (Collie)

The researcher also held discussions with teachers and pupils on the same theme and they said that Uwezo sensitization programme have been in there since its launching. On this note, Kipsang said the assessment programme covered schools, Uwezo employees occasionally visited schools, assessed challenges the schools encountered and also assessed pupils' literacy and numeracy. Based on this the organization always publish a yearly report compiling all assessment outcomes and recommendations regarding assessment findings which is distributed back to schools for information dissemination, (Kipsang). The researcher on this note requested a sample of Uwezo assessment report which is shown in figure 5.

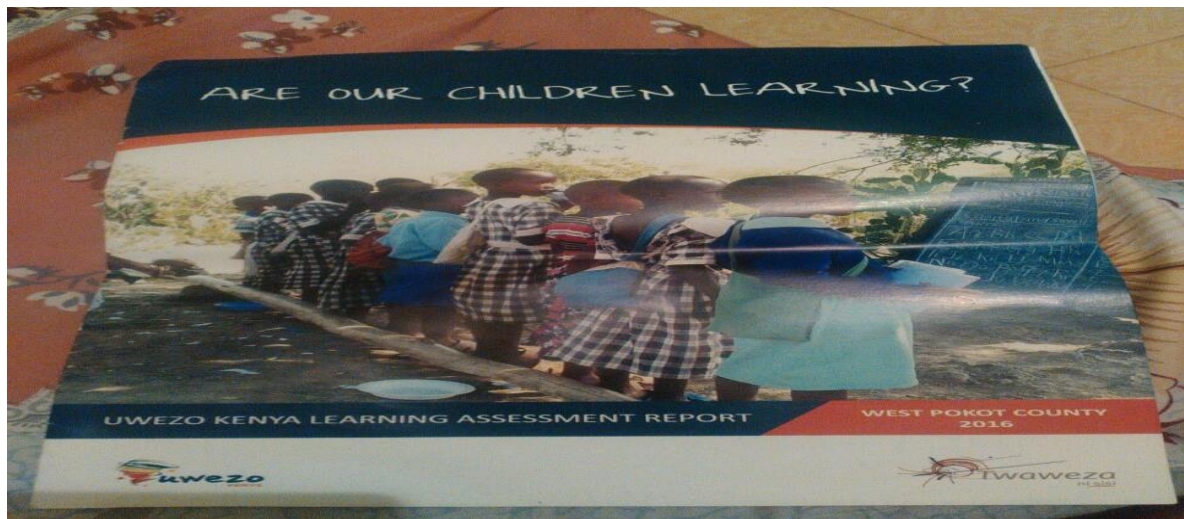


Figure 5: Sample of Uwezo Assessment Report

Source: Author, (2018).

Regarding the same, Green one of standard four pupils said that they used to come every year. They give us simple numerical tests which we solve and they mark. Chebet, another pupil added that they were tested on their ability to read English and Kiswahili passages and also tested on writing skills. However lack of feedback after assessments is a challenge towards realization of exact problems the schools faces, (Beatrice and Kipsang). Expressions by the pupils concurred with the researchers' observation of the assessment report in which numeracy sample tests are outlined as shown in figure 6.

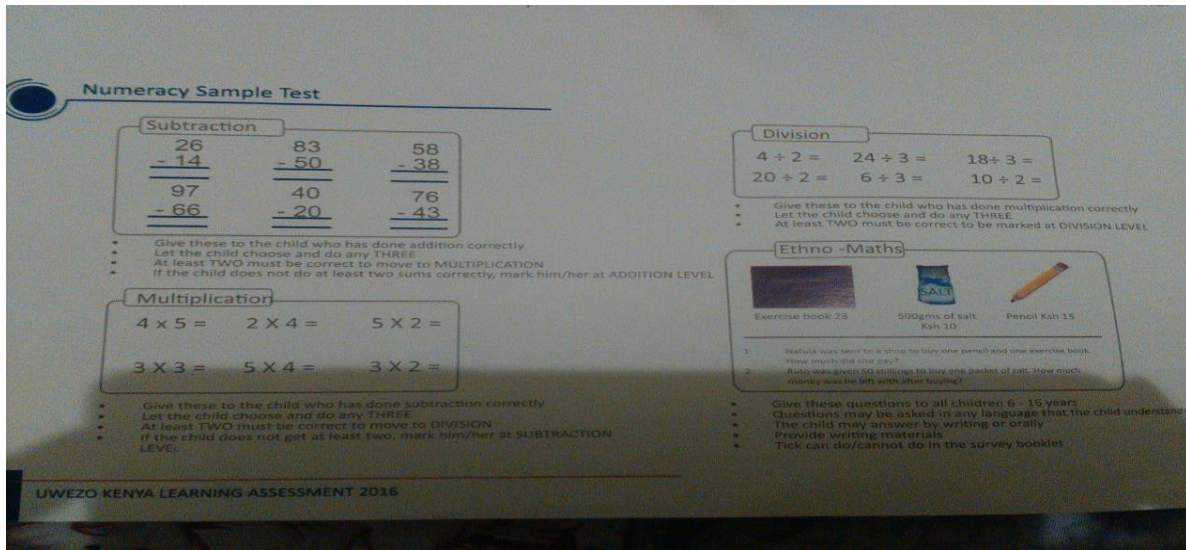


Fig 6: A sample of assessment tests

Source: Uwezo (2016)

4.2.3 Training and Mentorship Programme

Findings outlines Uwezo training and mentorship as another strategy through which the organization foster learning and achieve quality education in public primary schools. Findings established ‘Tusome programme’ as to be a success in mentorship and training of teachers through seminars and workshops organized every end- of- term holidays. The workshops are organized to take pace after the closure of schools. The workshop aims to improve teaching and delivery capacities of teachers, revise the changes in curriculum and also empower them to achieve better results, (Uwezo, 2015). Mr. Barasa says that at least 3 teachers attend the trainings and they have highly benefitted from them. Mr. Cheleng’at one of the teachers who attended the trainings said that they were of great benefit since they have improved their vocational skills, delivery capacity, improved their competencies and their general performance as far as quality education is concerned. We are trained on several themes ranging from child development, how to introduce new activities in the curriculum, organization of schemes of work to the modern standards that guarantees quality performances among others, (Cheleng’at).

Besides workshops, Tusome programme also provides reference books, an input that was applauded by all the informants. The books are more simplified than the ‘normal’ books for better and easy understanding by the children. The researcher extended her observations and had a look at some of Tusome teaching schemes and Tusome text books that the organization provided in order to aid early literacy and quality learning. Besides Uwezo other NGOs including USAID Kenya and World Bank were found to be core contributors to publication and production of reference books and other learning materials for schools. The researcher extended her deeper efforts to have a view of books provided by diverse NGOs as exhibited in figure 7 below. The books are support learning both in class and at home for after school assignments



Fig 7: Reference books from different NGOs

Source: Author, (2018)

4.2.4 Uwezo Performance Rankings

Given that Uwezo organization carried out school rankings, the researcher sought to know whether the rankings have had any impact on quality learning and performance of public primary schools. The organization carried out school assessments and ranked their performances through yearly reports published by the organization. Responding on this matter, Mr. Steve expressed its positive impacts articulated to quality education and termed it the best measure of performance. He further informed the researcher that they rank many things other than academic performance and mentioned children literacy levels, infrastructure, teachers' competency as some of key factors ranked.

An interview with teachers gave mixed reactions towards the rankings. Rankings act as a yardstick towards our performance as a school. Teachers have to work hard and produce quality results and also maintain the top position in the county, (Barasa). We were ranked number 41 out of 93 public primary schools within our county. We now know where we are and how much is left for us to do to improve to a better position, added Mrs. Beatrice. Contrary to that, her sentiments differed with those of Mr. Shivimbi who perceived that rankings demoralized and degraded efforts of teachers particularly from lowly ranked schools inducing a sense of inferiority to them. We don't know how these rankings are done, and on what basis our performance is benchmarked. This is a true indication that teachers are never involved and the ranks are done without the consent of teachers and head of schools, (Beatrice).

Regarding the same, other teachers admitted that they never felt any impact as the rankings were done without their consent. Muli one of the teachers was pitiful and felt that these rankings derailed quality of education since they pushed some school to involve in unethical exam malpractices such as exam cheating in order to keep themselves in top positions. Exam cheating as the former Cabinet Secretary, Matiang'i regrets has undermined the Kenyan education system and it's the reason the country is experiencing difficulties in the job market since the best performers lacks the experience and competences required by the employers, (Daily Nation 2015).

4.3 Impacts of Uwezo Initiative on Quality Education

4.3.1 Improved Literacy and Numeracy Levels

The researcher sought to know the extent to which Uwezo Initiative has impacted quality and balanced education and findings reveal that there increased literacy and numeracy among people in the region. Compared to older days when the initiative was non-existing, many children today know how to read, write and speak English and Kiswahili fluently at a very tender age, (Barasa). This has had a positive impact in relation to quality education. Kipsang insisted that the initiative has seen greater changes in children learning capacities especially in marginalized regions particularly Wet Pokot County schools.

We have highly benefited from the programme, since the community is currently sensitized on the value of education. “Today children join schools at a good age say 4 years unlike past days where children joined schools at older age of about 12 years, a perspective that gave teachers hard time in imparting knowledge due to their wrong attitudes and stigma”,(Opapa).

School feeding programme and additional aid from other NGOs also fostered learning since provision of food to children increased their attention in class and kept children in school for longer hours.

4.3.2 Improved Performance

Findings further indicate that schools have achieved better performance. Mr. Jinne, West Pokot County education officer revealed that schools have achieved higher performances as a result of Uwezo initiative. Since the inception of free primary education, schools have produced appealing results. Ready supply of teaching and learning materials to all public schools has ensured a positive advancement in education sector. Jinne argued that availability of necessary teaching resources such as reference books, charts; boards and chinks have resulted to positive impact on quality of education. Barasa added that availability of resources such as writing books and pens to pupils have relieved parents who could not provide such necessities due to high poverty levels thus FPE has ensured a balanced and quality education in marginalized regions and entire country at large.

Mr. Cheleng'at added that the initiative provides vocational trainings and mentorship programme to teachers and this has posed cognitive impact to their teaching skills acquired through these workshops and seminars.

4.3.3 Increased School Enrolments

Findings show that implementation of Free Primary Education through the aid of Uwezo Initiative has resulted to increased school enrolments in public primary schools. Interviews with teachers revealed that enrolments have increased on a positive scale since 2013 FPE implementation, an indication that there is high involvement in learning. 'when I came to west Pokot, I used to have at most 15 pupils in every class but today they are over 50 pupils above the recommended number by the ministry of education,(Kipsang). Beatrice added that the increased enrolments were attributed to government's and NGOs' support through provision of funds, learning materials and food though he argued that feeding programme are no longer in place. Barasa also related increased enrolments to intensive sensitization and awareness campaigns through the efforts of Uwezo organization and other NGOs. He further recommended on Unicef's intervention where every child was provided with a school bag terming it the best way of creating equality among children since every child felt a sense of ownership.

4.3.4 Direct Parent Involvement and Participation

Parents in educationally marginalized regions have a poor response towards education and tend to value traditional practices more than education. As a result parents require more sensitization, involvement and direct participation in school activities such as making decisions and implementing policies related to management of schools, (Uwezo Bulletin 2016). An interview with one of head teachers revealed that Uwezo sensitization has increased parents' participation and support towards achieving sustainable learning. Parents have placed a central role in relation to quality education and management. I have been in the school for over 10 years now and good relationship between parents and school is the basis of good results, growth and development. They are always supportive and any time we seek their help either finances or direct participation, they are ever available, (Barasa). Teachers however admitted that they could not manage to independently run the school activities without their support.

We are occasionally called for meetings every beginning of the term to review on the on-going developments, review teachers' competences, children' performances and discuss best solutions to

challenges raised. Also when schools close up, we are called to attend closing ceremony together with our children in every end of the term. This provides a better platform to assess their performances and suggest best ways of achieving quality results, (Collie).

CHAPTER FIVE

ANALYSIS AND DISCUSSION OF FINDINGS

5.1 Introduction

The chapter presents the analysis of research findings as presented under various sub-topics used to report the findings. The chapter also entails researcher's broader view of the findings in relation to study objectives and the real information together with observations attained.

5.2 Critical Factors Influencing Education Marginalization in West Pokot County.

Under this theme, the researcher gives deeper analysis of data acquired major critical factors influencing education marginalization in West Pokot Region.

5.2.1 Poor Infrastructure

Quality infrastructure is the key to quality education in all schools at any level both primary and public schools. Quality Infrastructure ranges from quality structured, spacious and well ventilated classes, offices kitchens and toilets, accommodative desks, and quality learning materials. From researcher's observations majority schools lacked standardized classes and to some extent inadequate to accommodate all pupils, a problem that send some under the trees to make up their classes. Researcher's findings further deduced that facilities were in poor conditions and pupils lacked standard desks, boards and other requirements to sustain quality learning. In her findings many teachers related insufficient teaching and learning materials were highly related to low funds the government and other NGOs provides to schools in order to procure such materials. Schools don't have sufficient teaching materials including black boards and teachers cannot efficiently demonstrate to pupils. Children are highly exposed to jiggers, extreme learning conditions and it hinders them from attaining quality literacy and numeracy levels, (Kipsang). Regarding this, the government through

Children Development Fund (CDF) Projects should therefore expand its funding packages towards school development projects. Also the efforts by non-government organization in supporting quality and balanced learning should be stretched more so in marginalized areas in order to efficiently facilitate developments.

5.2.2 Food Insecurity

Research findings outlined food insecurity as another challenge undermining quality education among schools in West Pokot County. The researcher on her study realized that pupils lacked adequate food supply and they kept away from classes in evading hunger. Food insecurity was highly linked to high poverty status as parents lacked enough money to buy food and other basic needs. We don't have money this way we are not capable in providing for our families since we lack businesses to bring us money, (Collie). Researcher's observations reveal that West Pokot County is indeed an arid and semi-arid region where quality agriculture can't survive. The region is dry and we can't do quality farming due inadequate rainfall (Barasa). People in in the region highly depend on pastoralism as a means of livelihood due to poor weather conditions to sustain farming. Modern farming and irrigation system is thus the channel to providing constant food production. A plea to NGOs to revolve their aid through school feeding programme is seen as another means of achieving food security in the region. Teachers highly congratulated Unicef and World Vision organizations in their efforts of enacting feeding programme in school as a measure towards hunger but appealed to them to revive their support since it was no longer in existence.

Uwezo initiative can therefore deepen sensitization on the value of livelihood projects such as bee keeping, poultry farming and improved farming which could provide a long time solution to alarming poverty. NGOs should also stretch their support to the community through Self Help Groups and Community Based Organizations (CBOs) in order to sustain such productive projects as a solution to drought, (Jinne). This, Jinne said Echoing the country's president H.E Uhuru Kenyatta's words, 'involvement in innovative and sustainable livelihood projects is the key to unemployment and increased poverty levels in the country,' (Kenya Daily Nation , 2017).

5.2.3 Teaching and Learning Resources.

Availability of adequate and quality teaching and learning materials directly correlates with quality education. Teaching and learning resources are the key determinant of quality education for all. Findings outlined inadequate resources as a central problem to quality learning schools within marginalized zones. The problem should emanate from imbalanced and biased resource allocation where some schools are segregated, (Jinne). Findings further ascertain that most schools lack adequate quality teaching materials such as quality boards, reference books, charts and chalks to facilitate quality teaching. A further observation also revealed that learning resources such as reference books are scarce and this has resulted to poor pupil per book ratios estimated at 1:10 against the normal 1:2 or 1:3 stipulated by the ministry of education. Efforts by the government through the supply of books under the FPE initiative tent to have provided a solution but reference materials like text books and charts are require more supply.

Understaffing was another serious observation made by the researcher. Quality teaching can only be facilitated by well trained and qualified staff hence a need for government to deploy more teachers in affected zones. Through this, schools are in position to attain quality performance and increased literacy and numeracy levels. There is also a need for more aid by NGOs to acquire better learning materials.

5.3 Analysis of Intervention of NGOs- Uwezo Initiative in Achieving Quality Education.

5.3.1 Facilitation of Implementation of FPE Programme

Regarding facilitation and implementation of FPE, findings revealed that Uwezo Initiative has been the key player in achieving free primary education. In order to achieve Vision 2030 goal, the government through the ministry of education should invest in quality and sustainable education for all for all, (Kibaki, 2008). The main objective of Vision 2030 programme was to help transform Kenya into a newly industrializing country, providing a high quality of life to all citizens by 2030 in a clean

and secure environment, developed through an all-inclusive and participatory stakeholder consultative process involving Kenyans from all parts of the country, (Kenya Gazette, 2008). Quality education and training is outlined as one of the ten Millennium Development Goals (MDGs) of Vision 2030. Study findings reveal that implementation of universal Free primary education has been a success to this country thus has provided a better channel in attaining the goal. Though costly, findings show that it has had tremendous impacts on the education sector. This has been evidenced by broader involvement and increased enrolments to public primary schools, improved performances and improved learning practices. Parents who were not in position to take children to school have done so since the government provides for all necessary requirements to their children, (Leah). Achieving quality is one of the Education for All goals and legally binding obligation on government, (UNESCO, 2000).

The invention of Non- governmental agencies in education thus has birthed fruits considering their key contributions. Education forms the basis upon which economic social and political development of any nation is found. According to Putnam and Coleman in their social capital theory investment in education can help foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality. In achieving a long-term transition in education, FPE plays a central role and proves to be the best initiative the government should embrace in achieving Vision 2030 goal of quality education for all. In supporting implementation of FPE initiative NGOs in partnership with the government has helped attainment of literacy levels and improved learning. The FPE implementation also correlates with Weiss' perspective of achieving change through building a highly transformed and educated society.

5.3.2 Uwezo Sensitization Programme

Research establishes sensitization programme as another key achievements by Uwezo Kenya. The organization has carried out sensitization campaigns on parents, teachers and pupils in bid to build broader picture of education more so in highly marginalized zones. Findings show that majority parents are reminded on their role to support learning and their involvement in attaining quality education for all. Findings further ascertain that sensitizing parents have resulted to better realization of values of education and increasing their involvement and direct participation in learning. Quality education is crucial to getting and keeping children in school. For parents to invest in education, and for children to stay in school, they have to believe it is worthwhile. It has to be relevant and provide

skills and opportunities that enable children to develop and contribute to their communities and wider society. Community mobilization thus has given birth to broader view of education, changed community perceptions and attitudes and induced a transformed society.

Findings also states that children joins school at a good age bracket contrary to older primitive society where children went to school when already old. Children today join school at a good age which teachers can easily teach and handle them, (Barasa). This was an affirmative that the society has changed for better and the changes are closely linked to community sensitization campaigns. Research also deduced that Uwezo sensitization programme extended to schools pupils literacy and numeracy levels have proved to have positive impacts on their performances.

5.3.3 Training and Mentorship Programme

Findings outlines Uwezo training and mentorship as another strategy through which the organization foster learning and achieve quality education in public primary schools. Findings established ‘Tusome programme’ to be a success in mentorship and training of teachers through seminars and workshops organized every end- of- term holidays. The workshops are organized to take pace after the closure of schools. The workshop aims to improve teaching and delivery capacities of teachers, revise the changes in curriculum and also empower them to achieve better results, (Uwezo, 2015).

All individuals have a right to a quality educational facilities, a physical space that supports multiple and diverse teaching and learning programme and pedagogies (Wales, 2002). Also (Richard Ingersoll & Strong M, 2011), in their article on impact of Induction and Mentorship Programs for Beginning Teachers states that the programme provides empirical support and assistance for beginning teachers and have a positive impact on three sets of outcomes; teacher commitment and retention, teacher classroom instructional practices, and student achievement. They further found out that teachers who have participated in induction performed better at various aspects of teaching such as keeping children on task, developing workable lesson plans using effective student questioning practices, adjusting classroom activities to meet student’s interest maintaining positive classroom atmosphere and demonstrating successful classroom management.

Research findings reveal that teachers who attended Tusome workshops have demonstrated better teaching and mentorship practices that have seen increased performances. (Hughes, 2013) insists that quality of learning is embedded in teaching which makes the profession fundamental in the transfer of knowledge and skills and teachers are entrusted by the responsibility of training and mentoring by

both parents and community. Mr. Kipsang in his remarks stated that the programme has improved learning and mentorship. The overall objective of teacher mentoring program is to give teachers a local guide and it has become a dominant form of teacher induction, (Strong, 2011).

5.3.4 Uwezo Performance Rankings

The researcher deduced that performance rankings act as an additive strategy by the organization in ensuring quality results and performance in schools. Rankings enabled schools to realize their performance in comparison with other school. It helps school to know their academic position and realize the gap in between them and other schools, a strategy that builds a competitive edge among schools, (Steve).

Findings reveal that the rankings are source of academic synergy since they rejuvenate teachers' efforts of producing quality results. Findings further show that rankings have induced a more working culture to teachers and pupils who are motivated to work hard, rise to top positions and also maintain the top ladder. Rankings create a more productive workforce where top talent is appreciated, rewarded, and retained, (Dick Grote, 2005). Teachers and pupils are motivated by incentives and other added advantages the school is rewarded such as hosting joint school activities. (Johnsen, 2005), also states that rankings of organizations on items such as research quality can have socially positive effects in some circumstances.

More findings reveal that teachers from lowly ranked schools feel demoralized and degraded a sign that lowers their working morale. Some however claim that performance measurements are never constant and they don't know what is exactly benchmarked. If you do not measure performance in a consistent way in successive iterations, it is impossible to know whether the system as a whole, or any of the individual units within it, are improving, deteriorating or staying constant, (Hood and Dixon, 2015).

Findings also found that some school are forced to involve in exam cheating and other unethical practices to keep themselves in top positions an act that have deteriorated quality of education in public primary schools. Mr. Barasa felt that some schools don't deserve the positions ranked because of biasness and unethical practices involved to attain the positions. The ministry of education through Cabinet Secretary Dr. Fred Matiangi initiated strategies to curb the cheating problems in school, an effort that has restored the quality of education in the country.

5.4 Impacts of NGOs on Quality Learning

5.4.1 Improved Literacy and Numeracy Levels

Research findings demonstrate that intervention of non-government organizations in learning have produced remarkable results in relation to quality. Literacy and numeracy levels are recorded to have risen by a greater percentage given that many children can now read, write, and even solve simple numerical problems. Findings also reveal that children can relate to teachers and amongst themselves approve that there is improved literacy through the assessment program. According to Freebody et al, (2013) perspective he highlights that literacy and numeracy levels among children are dependent on quality learning materials and quality trained teachers. This implies that it's through quality assessments, trainings and mentorship programme that the goal is efficiently achieved. According to Barasa, the transition realized in education performances in West Pokot County is highly linked to intensive involvement of non-government agencies in in fostering change in the academic sector.

Early Childhood Development Education (ECDE) is preserved to be the key foundation for learning and achievement of cognitive mental development among children. Through their financial support, schools have been in position to deploy more trained and qualified Early Childhood Development (ECD) teachers to champion the programme. Findings further ascertain that the introduction of mandatory pre-primary attendance by the Kenyan government through the Ministry of Education has seen ECDE programme fully implemented. The initiative according to Collie provides that children undergo a 3-year mentorship and learning programme before joining primary schools. The inception of FPE programme followed by mandatory pre-primary attendance thus proves to be the most constructive means of nurturing children literacy and numeracy levels. Findings also deduce that quality teachers play a central role in development of children.

The intervention of Non- governmental agencies in education thus has birthed fruits considering their key contributions. Education forms the basis upon which economic social and political development of any nation is found. According to Putnam and Coleman in their social capital theory investment in education can help foster economic growth, enhance productivity, contribute to national and social development and reduce social inequality. In achieving a long-term transition in education, FPE plays a central role and proves to be the best initiative the government should embrace in achieving Vision 2030 goal of quality education for all. In supporting implementation of FPE initiative NGOs in

partnership with the government has helped attainment of literacy levels and improved learning. The FPE implementation also correlates with Weiss' perspective of achieving change through building a highly transformed and educated society

5.4.2 Improved Performances

Intervention of Uwezo Initiative in provision of sustainable learning has seen positive effects on performances. Through the aid received from NGOs, schools have been able to purchase quality teaching and learning materials for instance books which have ensured quality learning, for instance Tusome books and workshop programmes funded by Uwezo Kenya. More support from other non-government organizations such as USAID Kenya, UNICEF, World Vision and World Bank have also provided quality and standard learning and teaching materials to public primary schools. Instructional resources which are educational inputs are of vital importance to the teaching of any subject in the curriculum period. The availability and use of teaching and learning materials affects the effectiveness of teacher's lessons, (Avalos, 1991). He further says that the quality of education the learners receive bears direct relevance to the availability or lack of instructional materials.

School feeding programmes help retain pupils in school and increase their attention in class, (Jinne). This provides a conducive environment for learning hence leading to improved performances. Weiss emphasizes on the importance of creating an environment that supports learning and can highly be adapted to by pupils from diverse social economic backgrounds thus help achieve equality among them. Sensitization programmes through civic education and campaigns in marginalized regions thus have helped change community perception and create an education friendly and cohesive literacy environment. Thus quality education is beyond classroom work and extends to community perception, culture and attitude that supports learning.

5.4.3 Improved parental involvement in education

Study findings establish that increased parental involvement with a child's academic studies results in a more successful schooling experience for the child. Parents provide a multidimensional role and are considered to be their child's first teachers and socializing agents (Weigel, Martin, & Bennett, 2006). They are caregivers that provide a nurturing environment where a child can feel safe, while providing

the essential needs that motivate active learning within the child. Therefore, parental involvement is vital in supporting a child's literacy development (Aronson, 1996).

The role played by NGOs in sensitization and creation of awareness through civil education to communities has helped create education friendly environment that promote a learning culture. All communities care for their children, however, it is evident that the cultures of the respective communities do play a significant role towards children's literacy development.

Findings reveal that the transition in parental perception and attitudes in West Pokot region has been driven by intensive campaigns on importance of education facilitated by Uwezo Kenya organization.

The family and community contribution have a big influence in education outcomes and performance. Their social economic status including resources plays a key role in education outcomes, (Coleman and Putnam). Coleman in their theory of social capital further argues that the family and community resources are the social capital sufficiently powerful to compensate for economic disadvantages. Being the economic cornerstone, pastoralism provides source of income to support learning in West Pokot community. Thus their direct participation in learning such as provision of funds, food and managerial responsibilities, highly determine school performance and boost quality of education. Coleman suggests that parental involvement is vital to a child's success whether it is part of the academic setting or as part of an extracurricular activity.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

The chapter entails research conclusion and recommendations of the study both to the government and for future research work.

6.1 Conclusion

The study reveals that education marginalization in West Pokot County has been driven by critical factors including high poverty levels, food insecurity, imbalanced resource allocation, among other cited factors like wrong perception and attitudes towards education.

Since the introduction of free primary education, the government partnership with Uwezo organization has achieved remarkable changes as far as equitable and quality education for all is concerned.

Findings reveals that Uwezo Kenya has at a great deal managed to facilitate workshops and seminars, sensitized parents, teachers and pupils, provided learning materials such as 'Tusome programme' that has seen books, charts and other learning materials distributed to marginalized schools to effect learning. This has boosted quality learning and improved performances.

Regarding parental support to sustainable learning, there still exists a gap hence the need to directly engage parents in school programs including decision making and policy implementation in order to achieve quality results. This will help achieve early enrolments in primary schools since parents will be sensitized on the value of education and take children to school rather than involving them in pastoralism activities. This fulfils social capital theory which pins down to community and family support toward education. Coleman and Putnam are appreciated in their theory of social capital where they recognize the efforts of family community support in achieving quality education. Given that family backgrounds influence performance outcomes, Coleman suggest that if a child is brought up and mentored in a positive and economically better environment, the child acquires a positive culture too. He further assess that if families and community deploy their available resources on education and have direct participation in children learning, then they increase their chances of performing well.

Based on teachers' response on availability of learning resources, quality learning directly depends on availability of teaching and learning resources. Adequate, trained and qualified teachers also

guarantees better literacy and numeracy levels among pupils hence the government through the ministry of education and partnership with NGOs should deploy adequate qualified teachers and provide other learning resources on a balanced scale.

It is therefore evident that a society can only change on the basis of quality decisions as highlighted by Carol Weiss in the theory of change. Weiss believes that change is accompanied by long term goals, cognitive initiatives and measures. Quality education for all is therefore achieved through concrete decisions and initiatives such as implementation of quality policies like FPE programme. Academic marginalization of the region and quality education thus is being addressed and the long term goals of changing the face of education in WPC can be achieved through FPE initiative, feeding programme, and sensitization programme among other measures. Intervention of NGOs in sensitization and civil education has been the channel to a transformed society and an education friendly culture in West Pokot County.

6.2 Recommendations

Based on the findings and observations made during the study, the researcher felt the following recommendations can make a difference in education and transforming the living standards of the people in WPC and other ASAL areas at large.

6.2.1 Recommendations for Policy and Practice

- a) **Provision of feeding programs in public primary schools;** being arid and semi-arid land (ASAL), a large percentage of the region is affected by drought which negatively affects farming activities. A high emphasis was put on school feeding program as the most effective strategy to motivate pupils and improve enrolments. Since many pupils fear being in school because of hunger, the government together with other non-governmental organizations should reinstate feeding programs in public primary schools particularly in hunger-stricken areas as one way of winning students in schools. Through this initiative, quality learning could be impacted.

- b) **Direct participation of parents in management of schools;** there is still a need for parent's direct involvement and participation in learning programs in primary schools. Teachers recommended that parent's efforts are vital in relation to decision making and policy

implementation. This may also extend to funding some school activities, guiding and counseling, giving moral support and sensitizing pupils to realize the value of education. This would positively influence learning in educationally marginalized schools.

- c) **More sensitization and education awareness campaigns;** putting in consideration the efforts done by the government in partnership with Uwezo Kenya in implementing universal free primary education, there still exist a gap in building positive mind-sets towards education. The community requires more sensitization on the benefits of education and this could be the best way in building a positive perception and right attitudes towards education. Traditional practices have highly undermined education and this has led to young children being involved in pastoralism at a cost of attaining education.

- d) **Improvement of funding and other resources allocation in schools;** a better quality education for all requires quality delivery, better infrastructure, quality learning and teaching materials and adequate qualified teachers. In order to achieve this, the government through the ministry of education should provide more funds to public primary schools for acquisition of learning materials and employment of more teachers. More funding and intervention is also expected from other non-governmental organizations including Unicef and World Vision to procure quality resources. Incentive packages for teachers are to be enacted as a means of motivating teachers and providing a promising learning environment. Schools in West Pokot County have been poor funded, the reason to low developments, slow growth and poor performances.

6.2.2 Recommendation for Further Research

The researcher proposes further research on the same area to other marginalized schools in different counties, make comparison of findings and provide better remedies towards quality and balanced education for all.

The researcher also felt that there requires an urgent attention on gender inclusion achieving equitable and quality education in West Pokot County and other counties. This relates to imbalance gender depicted by the low number of female teachers employed in WPC schools compared to that of male teachers especially in North Pokot, (Uwezo 2016).

Lastly WPC being an ASAL has sound problems with food insecurities due to the unproductivity in the land. The researcher felt that instead of only providing food relief which in her opinion is not sustainable, just as the wise saying goes, 'it's better to teach a man to fish than to give him fish.' The government can initiate projects that help the residents at least provide for their basic needs even if it means planting short season foods and initiate irrigation projects. Thus further research should be carried out on best strategies to fight drought and hunger. Through this, best measures towards poverty and food security can be deduced and adopted.

References

- Abdullah, F. (2005). HEdPERF versus SERVPERF: The quest for ideal measuring instrument of service quality in higher education sector. *Quality Assurance in education*, 13(4), 305- 328
- Aronson, J. Z. (1996). How schools can recruit hard-to-reach parents. *Educational Leadership*, 53(7), 58-60.
- Avalos, B. (1991). *Approaches to teacher education: Initial teacher training*. Commonwealth Secretariat.
- Connell, J. P., & Kubisch, A. C. (1998). Applying a theory of change approach to the evaluation of comprehensive community initiatives: progress, prospects, and problems. *New approaches to evaluating community initiatives*, 2(15-44), 1-16.
- Freebody, P., Chan, E., & Barton, G. (2013). Literacy and curriculum: Language and knowledge in the lassroom. *International Handbook of research on children's literacy, learning, and culture*, 304-318.
- Grote, D. (2005). Forced ranking. *A World at Work Webinar, November, unpublished power point document*.
- Hood, C., & Dixon, R. (2015). 1. Title: What We Have To Show for 30 Years of New Public Management: Higher Costs, More Complaints. *Governance*, 28(3).
- Hughes, P. (2013). *Principles of primary education*. David Fulton Publishers
- Ingersoll, R. M., & Strong M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of educational research*, 81(2), 201- 233.
- Kenya, U. (2011). Are our children learning? *Annual Learning Assessment Report: Uwezo Kenya, Nairobi*.
- Koross, B. T., Indoshi, F. C., & Okwach, T. (2015).Correlation between Teacher Factors and Students' Achievement in English Functional Writing Skills in Secondary Schools in West Pokot County, Kenya. *Journal of Educational Policy and Entrepreneurial Research*, 2(5), 151- 164.
- Lin, N. (2002). *Social capital: A theory of social structure and action* (Vol. 19). Cambridge University Press.
- Lin, N., Cook, K. S., & Burt, R. S. (Eds.) (2001).*Social capital: Theory and research*. Transaction Publishers.
- Mendes, P. P. (2008). Teaching community development to social work students: A critical reflection. *Community Development Journal*, 2008.

- Mok, J. K. H., & Chan, D. K. K. (2001). *Globalization and education: The quest for quality education In Hong Kong* (Vol. 1). Hong Kong University Press.
- Orodho, J. A. (2014). Policies on free primary and secondary education in East Africa: Are Kenya and Tanzania on course to attain Education for All (EFA) Goals by 2015. *International Organization of Scientific Research (IOSR) Journal of Humanities and Social Sciences (IOSR-JHSS)*, 19, 11-20.
- Oxfam, G. B. (2005). *Partnerships for girls' education*. Oxfam.
- Payne, M. (1997). *Modern social work theory*. Chicago, Ill.: Lyceum Books.
- Republic of Kenya. (2007). *Kenya Vision 2030*, Nairobi: Ministry of Planning and National Development.
- Sifuna, D. (2007). *The challenge of increasing access and improving quality: An analysis of universal primary education interventions in Kenya and Tanzania since 1970s*. In *International Review of Education* (2007) 53: 687-699.
- Slavin, R. E. (1996). *Education for all*. CRC Press.
- Stromquist, N. P., & Monkman, K. (Eds.). (2014). *Globalization and education: Integration and contestation across cultures*. R&L Education.
- Society for International Development (2017). *West Pokot County*. Retrieved May 10, 2018, from Society for International Development: <http://inequalities.sidint.net/kenya/county/west-pokot/#education>
- Taylor, B. M., Pearson, P. D., Peterson, D. S., & Rodriguez, M. C. (2003). Reading growth in high-poverty classrooms: The influence of teacher practices that encourage cognitive engagement in literacy learning. *The Elementary School Journal*, 104(1), 3-28.
- The Daily Nation. (2018). Death and Destruction as heavy rains Continue. *The Daily Nation*. Retrieved from <http://www.nation.co.ke/news>
- The Daily Nation. (2017). President Uhuru Kenyatta, 2017 State of the Nation Address. *The Daily Nation*. Retrieved from <http://www.nation.co.ke/news>
- The Daily Nation. (2015). Government will act on historic cheating. *The Daily Nation*. Retrieved from <http://www.nation.co.ke/news>
- Trimiew, D. M. (1993). Voices of the silenced: The responsible self in a marginalized community. Republic of Kenya. (2007). *Kenya Vision 2030*, Nairobi: Ministry of Planning and National Development.
- Uwezo Kenya, (2010). *Annual learning assessment*. Nairobi: UWEZO. www.renoufbooks.com. Retrieved 10/07/2017.

- Milu, E. (2013). Critical perspectives on free primary education in Kenya: Towards an anti- colonial pedagogy. *Journal for Critical Education Policy Studies*, 11(3), 83-109.
- Ministry of Education Science and Technology. (2004). *Development of education in Kenya*. Retrieved from <http://www.education.go.ke/home/index.php/downloads/category/6-policy-doc>
- United Nations General Assembly. (2000). *UN millennium declaration*. Retrieved from <http://www.unmillenniumproject.org/documents/ares552e.pdf>
- United Nations General Assembly. (2015). *The millennium development goals report 2015*. Retrieved from [http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20\(July%201\).pdf](http://www.un.org/millenniumgoals/2015_MDG_Report/pdf/MDG%202015%20rev%20(July%201).pdf)
- UNESCO Fact Sheet (2012). *Education for All Global Monitoring Report: Education in Kenya*
- UNESCO (2015). *Education for All 2000-2015: Achievement and Challenges*.
- UNICEF. (2007). *The state of the world's children 2008: Child survival* (Vol. 8). Unicef.
- Uwezo (2013), *Are Our Children Learning? Literacy and Numeracy Across East Africa*. Uwezo East Africa Report 2012
- Uwezo (2015) *Brief on Tusome Literacy Programme: Uwezo Print Brief on Tusome*.
- Weigel, D. J., Martin, S. S., & Bennett, K. K. (2006). Contributions of the home literacy environment to preschool-aged emerging literacy and language skills. *Early Child Development and Care*, 176(3-4), 357-378

Appendices

Appendix 1

Interview guide

Based on the objective of the study, the interviews will seek to gather information in relation to these three core questions

i) How does political, social and economic factors drive educational marginalization in West Pokot?

ii) What role has Non-Governmental Organizations (UWEZO) played in ensuring the quest for education for all is achieved in West Pokot?

iii) What is the impact of Uwezo in transforming the community in West Pokot?

Interview guide

Name of Participant:

Occupation:

What would you describe as your role and the responsibilities?

Briefly describe what the Uwezo initiative is?

What is the status of teaching/learning facilities?

Do you have sufficient classrooms?

What is your perspective on the materials for learning and teaching?

Explain the sufficiency of the initiatives projects and activities.

How are students evaluated/examined?

How are Uwezo workers /volunteers recruited?

How is the initiative organized and implemented?

To what extent is the concept of quality and equity in education part of the Uwezo initiative?

Outcomes of the initiative

How has the initiative promoted equity in education?

How has the program improved literacy/numeracy rates among primary school children?

How has the initiative improved pupils' progression in primary schools?

Describe the development projects Uwezo has initiated in West Pokot County.

What is the impact of the initiative on life transformation and poverty alleviation?

Interview for Uwezo officials

Background information

Name of Participant:

Occupation:

What would you describe as your role and the responsibilities?

Briefly describe what the Uwezo initiative is?

What is the status of teaching/learning facilities?

How are Uwezo workers /volunteers recruited?

How is the initiative organized and implemented?

To what extent is the concept of quality and equity in education part of the Uwezo initiative?

Outcomes of the initiative

How has the initiative promoted equity in education?

How has the program improved literacy/numeracy rates among primary school children?

How has the initiative improved pupils' progression in primary schools?

Describe the development projects Uwezo has initiated in West Pokot County.

What is the impact of the initiative on life transformation and poverty alleviation?

The future of the programme

What is the long term impact of this educational initiative?

Please describe the future of the levels academic performance.

Aid from other organizations

In which ways have Aid Organizations complimented/supplemented the projects of this initiative?

How committed are Aid Organizations in supporting quality education for all children?

What challenges do you experience with funding of the program?

The Kenya Government

In which ways has the GOK supported the initiative?

Has the initiative influenced and policy making/changing with regard to education?

If yes, how?

Challenges

What challenges do you encounter as a student/ parent/supervisor?

Suggestions for Improvement

What do you think should be improved across the entire system of education in Kenya?