



RESEARCH ARTICLE

EVALUATION OF *DUPOTO-E-MAA* (NGO) ROLE IN THE INCREASE OF ENROLMENT AND RETENTION RATES AT PRIMARY SCHOOL LEVEL IN KAJIADO CENTRAL DISTRICT, KAJIADO COUNTY, KENYA

Kennedy Ole Kerei and Teresia Njue

Moi University, Box 3900, Eldoret

ARTICLE INFO

**Article History:**

Received 29<sup>th</sup> July, 2012  
Received in revised form  
13<sup>th</sup> August, 2012  
Accepted 10<sup>th</sup> September, 2012  
Published online 30<sup>th</sup> October, 2012

**Key words:**

Self-help groups,  
e-commerce,  
Contractual arrangements,  
Collective action,  
Direct marketing.

ABSTRACT

Most work done to advance sustainable production and marketing of woodcarvings in Kenya is unsystematic and scattered. Therefore, the review was aimed at synthesizing information on production and marketing of the woodcarvings. The woodcarvings industry has a rich history in the country. However, the production and processing of woodcarvings has not fully embraced newer technologies and innovations. The production technologies applied are ineffective and inefficient. This state has often compromised levels of precision and artistic making the industry unable to handle the threat from machine-made products. The market access strategies applied include cooperatives, direct marketing, collective action, contractual arrangements and e-commerce. Collective action including cooperatives and self-help groups is highly applied to market products. Cooperatives are preferred due to their associated benefits in terms of higher site prices hence more profits as a result of bulk marketing. Self-help groups are small associations and are increasingly being preferred as an alternative to cooperatives. Contractual arrangements and e-commerce are least applied strategies. Contractual arrangements often result into income stability and improved efficiency. E-commerce is the least applied although it leads to reduced transaction costs and improved information flow. This, therefore, calls for concerted efforts in terms of technical capacity building for actors in the woodcarvings value chain to apply effective and efficient production and marketing technologies and innovations.

*Copy Right, IJCR, 2012, Academic Journals. All rights reserved.*

INTRODUCTION

Historically, the development of education from colonial times in Kenya tended to concentrate on high potential areas that grew cash crops, surrounded the major urban areas or along major roads and railway lines. After independence, the trend continued along the same lines with arid and pastoralists' areas in northern, eastern and southern parts of the country being neglected. Gradually, these areas suffered in terms of access, participation, completion and transition across levels of education. They therefore were left out of the overall development of the country and achieving universal access to primary education became a mirage (Dupoto, 2009). That historical past coupled with the traditional and customary beliefs have therefore led to the regions in northern Kenya, parts of Rift Valley and Upper Eastern to record dismal performance in access, participation, retention and transition across all levels of education. The quality of school infrastructures is low with insufficient number of schools, physical classrooms, and qualified teachers. Lower number of girls is enrolled as compared to boys and distances from home to schools are unacceptably high. All these significantly deviate from the national average for the

country meaning these areas require specific interventions to improve education outcomes (Dupoto, 2009). The development of education to fight ignorance and enhance economic growth, is one of the major priorities the government of Kenya had immediately after independence in 1963. The long-term objective of the government is to provide every Kenyan with basic quality education, including 2 years of pre-primary and 8 years of primary education. Pupils are expected to start primary school education at the age of 6 years. The government considers primary education as the most 'general' of all educational skills and also a basic human right that should be provided to all Kenyans. Kenya is a signatory to the UN Human Rights Charter and the Convention on the Right of the Child, both of which mandate countries to provide quality basic education to children. This obligation was reiterated in 1990, at Jomtien, Thailand, during the World Conference on Education for All. The EFA initiative was launched to encourage countries to work towards making education accessible to all, by bringing the benefits of education to every citizen (UNESCO, 1990). The World Education Forum in Dakar, Senegal in 2000, adopted six specific goals: Goal 2 in particular commits the countries to 'improving all aspects of quality education and ensuring excellence of all, so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills' (UNESCO, 2000). These

\*Corresponding author: [kereikennedy@yahoo.com](mailto:kereikennedy@yahoo.com)

declarations were reaffirmed at the UN Millennium Summit in 2000, which resulted in a list of 8 Millennium Development Goals (MDGs). The second of the eight MDGs was for countries to achieve Universal Primary Education by 2005, whereby boys and girls gain access and complete a full course of primary education of good quality (UNICEF, 2006). The introduction of Free Primary Education in Kenya in 2003, was an effort by the government to guarantee all children of school going age to access education. It is an established fact that not all children of school going age are currently enrolled in school countrywide. This is the case particularly in ASAL regions. Kajiado Central District is a typical ASAL area in which the Government and Non Governmental Organizations (NGOs) have been playing a pivotal role to raise enrolment levels and improve the quality of education. Kajiado Central District encompasses a big proportion of the semi- arid land of Kajiado County. The district has two divisions; Namanga and Central. Programmes meant to address access and retention issues among the pastoralists are concentrated in this district. Apart from the ordinary efforts by the government there are several Non Governmental Organizations (NGOs) operating in the area. These include the following among others; Dupoto-E-Maa, World Vision and Compassion International. Dupoto-E-Maa has a programme principally focusing on public primary boarding schools aimed at utilizing them to increase enrolment and retention levels. Some regions, particularly semi arid regions have lagged behind in access to formal education. We still have a number of children not attending school.

Schools are few and sparsely distributed over long distances of about 10 to 15 kilometers for primary and 30 to 50 kilometers for secondary schools. The learning environment in most schools within the district is poor. Classroom space, desks and other learning facilities are often inadequate. Although the overall enrolment is low, in a number of instances there is congestion owing to inadequate classrooms. In some cases children learn under trees. While enrolment, especially of girls is high in lower primary classes, it reduces sharply in upper primary classes, due to early marriages, pregnancies and negative attitudes of girls and their parents towards education, especially after their initiation. Boys on the other hand, drop out of school owing to early child labour and their lack of appreciation of the need for education, especially after circumcision. Notably, even with the introduction of Free Primary Education (FPE) eight years ago, we are yet to attain 100% enrolment and retention levels in Kajiado central district just like in many other districts in Kenya.

### **Purpose of the Evaluation**

Dupoto-e-maa has been running several education programmes in Kajiado central district to mainly improve educational facilities and improve community participation in promoting education within the pastoralists' community. The intervention is meant to focus on limited educational facilities and unawareness among parents in a bid to increase enrolment and retention levels. Their main programme has been on increasing the capacity of public primary boarding schools. This has mainly been done by constructing classrooms, dormitories and teachers' houses besides running

sensitization programmes targeting Parents and School Management Committees (SMCs). The boarding school programme has been on since the year 2000 under different funding agencies channeling their input through Dupoto-e-Maa. Currently, the operational public primary boarding schools in Kajiado central are Ilbissil, A.I.C Girls and PBS Boys. None of the schools is newly constructed by Dupoto-e-Maa but they have all been beneficiaries of their programmes. However, no *process* evaluation has been carried out to establish the extent of success in the implementation of the programme and probably advise on what needs to be done to increase effectiveness. This evaluation was meant to fill that gap.

### **Evaluation Question**

What is the approach of Dupoto-e-Maa in attempting to reduce enrolment gaps and increase retention?

### **Theoretical Framework**

The study was guided by the Human capital theory. The focus of the theory is on access to and investment in education where the choice of schooling is made relative to the expected benefits spread over a lifetime, and costs of education. If individuals from certain households were to be prevented from accessing education due to costs and/or any other militating factor, then they are denied the benefits that accrue from education. Furthermore, investment in education contributes to human capital accumulation, which is essential for development (Harbison and Myers, 1964).

### **Evaluation model**

This evaluation adopted the Context, Input Process and Product (CIPP) model of Stufflebeam. The CIPP model is a comprehensive framework for guiding process evaluations of programs. Context evaluations assess needs, problems, assets and opportunities to help decision makers define goals and priorities. Input evaluations assess alternative approaches, competing action plans, staffing plans, and budgets for their feasibility and potential cost- outcomes. Process evaluations ask; what is being done? Is it being done? Product evaluations identify and assess outcomes- intended and unintended, short term and long term. The CIPP model was ideal for this evaluation because it emphasizes the fact that evaluation's most important purpose is not to prove, but to improve

### **Literature Review on Enrolment and Retention Education Enrolment Levels and Retention**

The purpose of education is not achieved when most of the children who are enrolled in school later drop-out or are pushed-out of school. For instance, during the inception of Free Primary Education (FPE) in 2003, 1.3m children were enrolled in Standard One (Republic of Kenya, 2007), but only 746,030 were registered by KNEC to sit for KCPE in 2010 (Republic of Kenya, 2010). This is an indication that 43% of the learners either dropped out of school or were made to repeat some classes. Drop-out and repetition have several implications on the quality of the education system. Dropout implies wastage in the system, whereas the amount of money spent on repeaters adds to an extra financial burden

to the education system. In 2005, there were 354,066 pupils in Kenya who were made to repeat one or two classes in primary schools, representing 6% of the pupil enrollment (Republic of Kenya, 2007). The transition rate from primary to secondary education is 72%, as only 539,792 of the 2010 candidates will get places in Form One classes in the secondary schools (Republic of Kenya, 2010). According to the Kenya Population and Household Census of 2009, there were 9.4m children enrolled in primary schools, and 1.9m children aged between 6-13 years are not enrolled in school (Republic of Kenya, 2010). Such a large number of children not enrolled in school may imply that the education system does not meet their needs or the school environment may not be conducive to them.

### **Factors that Militate Against School Retention School Environment**

While making efforts to provide opportunities to all children to attend school is commendable, it is a first step towards the goal of EFA, once in school and in the classroom, the pupils require quality programmes and instruction to sustain them in school and motivate them to meaningfully complete the primary cycle and attain desired measurable and observable outcomes. It is a moral and political obligation of the government to guarantee the right to quality education, geared to tapping each individual's talents and potential; and developing learners' personalities, so that they can improve their lives and transform their societies (UNESCO, 2000). Many children drop-out of school because they find the learning and teaching environment less exciting and not meeting their needs. The mode of curriculum delivery makes it difficult for the learners to acquire basic levels of literacy and numeracy, which are critical tools for further learning.

#### **Physical facilities**

According to Republic of Kenya (2010), an effective school should have adequate and qualified staff; suitable, adequate and well maintained buildings; have sufficient and suitable teaching and learning materials, and use an appropriate curriculum. These facilities influence pupil attendance, learning, retention and achievement. School grounds, buildings and furniture provide the physical environment for learning. Do they improve the motivation for pupils and students to learn and facilitate the work of teachers? These questions need to be addressed by educators when they participate in planning new educational facilities (Beynon, 2007). A research done by (Elimu Coalition, 2003) on challenges facing the girl child in three districts, Kajiado, Tharaka and Nairobi districts, revealed that sanitation affects enrolment of girls more than that of boys. Another deterrent aspect to girl's persistence in school, especially after puberty in co-educational institutions, is lack of gender sensitive and culturally appropriate facilities.

#### **Textbooks**

Educationists have long recognized the important role of textbooks in the learning process. Textbooks are the most important learning resources. Among the advantages of textbooks are that they help teachers in making the subject to be less abstract. Textbooks are versatile and flexible. They

are applicable in a wide range of situations. Pupils can use them in class, at home, in small groups or individually (Muruguru, 2000). Studies have shown that textbooks availability is consistently related to pupils' performance in developing countries. In Kenya, results on textbooks availability also show an improvement in academic performance.

### **Pupils' Attributes and Attitudes**

The pastoralists have been regarded as one community that is resistant to change. As a matter of fact their attitude towards education has for a long time been negative. This attitude has inhibited the performance in education especially of the girl – child among the pastoralists (Kweya, 2005). Traditional preferences for sons diminishes the value of girls' education. Early marriages and pregnancy from as early as 10 years prevent girls from enrolling in or completing basic education. Nomadic/Pastoralists parents fear children will gain different values in school. The communities' perceptions of formal schooling are problematic. Majority support cultural practices, for example; early marriages, strong patriarchal traditional power and labor patterns that restrict women and girls access to resources and decision-making roles. Children are sometimes denied access to education in order to provide household labor or paid labor, a case in which girls are more affected than boys (Kweya, 2005).

### **Poverty**

Widespread poverty affects both pupils' performance and their availability to attend school as their parents compare the costs against benefits of additional education. These factors demonstrate the effect of a perceived lack of benefit from an education system that is marked by high repetition, high dropout and low achievement rates. Low levels of education lead to low income, which in turn perpetuates poverty in arid and semi arid areas where most of the inhabitants are not educated. Kweya (2005) in her study on factors affecting the education of the girl child in Isiolo district found out that; majority of the residents in ASAL areas are pastoralists and this is what determines their income levels. Most of them are not educated and hence result to pastoralism. Due to adverse weather conditions they end up not having adequate resources to feed, cloth, and house and take their children to school.

## **Evaluation Design and Methodology**

### **Evaluation design**

The evaluation used both naturalistic and survey design. Naturalistic designs provide in-depth information about individuals, groups or institutions as they naturally occur. They are regarded as "responsive" because they take into account and value the positions of multiple audiences. This design helped generate qualitative data through information gathered from H/Teachers, SMCs and Programme personnel. The survey design assisted the evaluator to access data from a wide range of informants. This design generated quantitative data. The use of both naturalistic and survey design therefore lead to the collection of sufficient data from the respondents to enable the evaluator carry out a

comprehensive analysis and subsequently come up with a credible evaluation report.

### Target Population

The three public primary boarding schools in Kajiado Central District were included in the evaluation. These are; A.I.C Girls boarding, Primary Boarding School (PBS) Kajiado and Ilbissil primary boarding school. The three head teachers, SMCs members and pupils of the boarding schools were included in the evaluation. The Programme Education Officer was also taken in as a respondent.

### Sample and Sampling techniques

The evaluator used both probability and non-probability sampling techniques to select the sample size. The three head teachers of public primary boarding schools in Kajiado central district, DEO and Dupoto-e-Maa, Programme Education Officer were purposively sampled. SMCs members and pupils were selected using a simple random technique. Five (5) pupils (boarders), per class, from upper primary (class v to viii), making a total of twenty (20) pupils per school and an overall total of 60 were selected. Upper primary pupils were preferred because they were bound to understand questions and give reliable responses. Four (4) SMC members were sampled from each school, making a total of 12 SMC members.

### Data collection instruments

The evaluator used the following instruments: Questionnaire for Head teachers, Questionnaire for Pupils, Interview guide for Programme Education Officer and an Interview guide for the District Education Officer. Focus group discussion guide for SMCs members was used to collect information from them. An observation guide was used to collect information on School Physical Facilities.

### Data Analysis and Presentation

The qualitative data analysis was on-going as the evaluator collected data in the field. Field notes based on the Interviews, discussions and observations were noted. The data was coded, organized thematically and analyzed. Where necessary, data was quantified and tabulated for ease of analysis. Quantitative information was organized, coded and summarized using the statistical package for social sciences (SPSS, version 11.5). The raw data was coded into numerical values and keyed into the computer. The data was analyzed using descriptive statistics.

### Presentation and Discussion of the Findings Demographic information of the respondents

A total of 77 respondents participated in the evaluation. Head teachers were three, 2 male and 1 female. Pupils were sixty, 30 boys and 30 girls. SMC members drawn from the three schools at the ratio of 4 per school, were eight (8) male and 4 female. The total male respondents were 54.55% while female respondents were 45.45%. This was a fair gender balance in the distribution of the respondents. Demographic information of the Head teachers The head teachers presented with questionnaires were three. One of the schools is a girl's school headed by a female teacher. The other two schools are

headed by male teachers. Table 5.2 below gives a summarized demographic information of the head teachers. The three head teachers involved in the evaluation have served in their stations for between 2-4 years. This is not a very long period but it is long enough for one to have familiarized him/her self with the school environment. The head teachers are aware of Dupoto-e-Maa intervention in their schools. Their stay in the stations have enabled them participate in Dupoto's operations. Two of them had served in the teaching service for more than ten years before being promoted to headship. One had served for less than five years before getting promoted. Those who had served for five years are bound to bring in a wealth of experience into their headship roles. The concerns of Dupoto-e-Maa that centre on enrolment levels and retention call for sound leadership for the realization of the same.

The three headteachers are Diploma holder's in education. This means they are qualified to teach and head these public primary boarding schools. They are able to interact with Dupoto's staff and provide relevant professional input into their intervention programmes. Demographic information of the pupils The pupils presented with questionnaires were sixty (60), twenty per school. The sample was quite representative in terms of gender balance. Factors that affect boys in school attendance may not necessarily be the same that affect girls. This is why it was necessary to have both groups represented. Class five to eight pupils were preferred because they are old enough to give reliable responses. Twenty six (43.33%) of the pupils in the sample are of age 14 and above. This signifies a group that is over age in terms of their level of education. It can be attributed to efforts of Dupoto-e-Maa in which pupils are being drawn from home and rejoining school at advanced ages. The government initiative through Free Primary Education (FPE) programme has also enabled many pupils rejoin school. This is a step forward towards the realization of Education For All (EFA).

### Demographic information of the DEO and PEO

The District Education Officer (DEO) is in charge of all education matters at the district level. The Programme Education Officer (PEO) at Dupoto-E-maa is in charge of the public primary boarding schools programme in Kajiado central district. They work hand in hand for the smooth running of the programme. Notably, they are both of the same gender, male. They are both more than forty (40) years old. The PEO served for more than 15 years as a teacher before getting his current appointment. The DEO had served for around 10 years in other capacities before becoming the DEO. The two officers are experienced in education matters owing to their length of service in the field. The PEO is a diploma holder in education while the DEO is an education graduate. Their education background gives them adequate capacity to address concerns of public primary boarding schools among other education matters.

### The approach of Dupoto-E-maa programme in attempting to reduce enrolment gaps and increase retention

#### Awareness Campaigns

Dupoto-e-Maa conducts awareness campaigns to bring pupils to schools. This is done on radio and by holding public

barazas. The PEO confirmed through a one-to-one interview that he participates in the airing of this radio programmes. Besides that, the Provincial Administration and the DEOs office facilitate the realization of open days in schools and the conduct of pupil's barazas to sensitize the residents of Kajiado Central District, mostly pastoralists in the rural parts of the district, on the importance of education. Workshops for stakeholders are organized to sensitize them on the need to work towards boosting enrolment and retention levels in Kajiado Central District. The workshops are mainly organized at Dupoto's main offices. The attendance of the workshops is facilitated by the organization. Exposure trips to neighbouring districts and to successful schools are organized for head teachers and committee members to expose them.

### **Training of School Management Committees**

The PEO indicated that school management committees are trained so as to enable them work hand- in- hand with the head teachers in the running of the schools. The DEO confirmed that his office participates in the training of these committee members. Mostly, the venue for the training is Dupotos official premises.

### **Provision of Facilities**

Dupoto provides beds and mattresses to schools. They also assist to a limited extent in the construction of dormitories, classrooms and teachers quarters. The PEO argues that the provision of these facilities is meant to increase the capacity of supported boarding schools to hold more pupils and subsequently retain them in school.

### **Collecting and disseminating relevant data on education**

The PEO indicated that Dupoto gathers information on enrolment levels, performance and other education trends, synthesizes it and transmit to head teachers of public primary boarding schools. In the process, teachers get informed and get focused in the running of their schools. Dupoto has organized the teachers to form an association named *Kajiado Public Primary Boarding Schools Heads Association*. It brings together these teachers to share experiences in the running of their schools.

### **Fundraising towards the support of public primary boarding schools**

Dupoto-E-Maa engages in fundraising efforts to raise funds to supplement parents and other funding agencies in the running of public primary boarding schools. The PEO says this is very necessary for the sustainability of their programme. Donors would require high standards of integrity to be maintained for them to continue funding the programmes.

### **Networking with other NGOs in the Sector**

Kajiado central district is home to a number of other NGOs involved in the education sector. These include World Vision, KATARINA, Child Fund among others. The PEO says that his organization collaborates with these other agencies to boost education standards in the district. The

same spirit is extended to the government through the MOE which has the main mandate to run the education sector.

### **Extent of attainment of the public primary boarding schools programme objectives**

#### **Enrolment levels in the supported schools**

The programme is supporting three boarding schools in the district. The distribution is quite fair given that one is a girl's school, a boy's school and a mixed school. Table 1.3 shows enrolment levels in the schools within the programme. The three schools have a total enrolment of 2083. Majority (64.52%) of the pupils are boarders. These are principally meant to be pure boarding schools. However, facility constraints amongst other factors are limiting the number of boarders. However, AIC school with 82.86% boarders and PBS with 76.27% boarders are operating at convincingly high levels. Head teachers, Pupils and the PEO attribute this boarding capacity to the input of Dupoto-e-Maa in terms of provision of facilities and awareness campaigns.

#### **Average Enrolment Levels per class at both Upper and Lower primary**

Table 1.4 below shows that classes are congested in lower primary according to the information provided by head teachers. The same pupils get fewer as they progress to upper primary. This remains a challenge to Dupoto-e-Maa and other stakeholders. It is a direct indication that some pupils are dropping along the way. Classes of more than 50 pupils are relatively large and are obviously a strain to the teachers who are handling them.

#### **Physical facilities available in the schools covered by the programme**

The three schools in the programme have sufficient land for expansion. AIC girls has 40 acres, PBS, 91 acres and Ilbissil primary, 50 acres according to the head teacher's responses. The following physical facilities shown in Table 1.5 are available in the schools. The evaluator verified their existence by use of an observation schedule. None of the head teachers indicated that his/her school has enough physical facilities. They stated that the Dining Halls in the three schools are small and have no adequate furniture. Library blocks are available in two of the schools but with limited numbers of books. Only 26 teachers live in the school compounds implying that more than half of the teachers are not accommodated within the schools. The three schools have a total of 45 classrooms. This is a relatively adequate number but there is a great limitation of furniture according to the head teachers. None of the schools has sufficient dormitories. The evaluator visited the dormitories to sample the living conditions. The dormitories are congested; pupils share a limited number of toilets and scramble over a limited number of water points. The Ilbissil head teacher disclosed that Dupoto-e-Maa has built three dormitories and a classroom in his school. A number of mattresses and beds were supplied to AIC and PBS. The evaluator couldn't verify the exact number. However, the schools still need a lot of inputs if they are to accommodate more pupils and for the comfort of the ones who are already enrolled.

**Table 1. Distribution of the respondents by gender**

Category	Male		Female		Total	
	n	%	n	%	n	%
Head teachers	1	33.33	3	3.9		
Pupils	30	50	30	50	60	77.9
D.E.O	1	100	-	-	1	1.3
P.E.O	1	100	-	-	1	1.3
SMC members	8	66.67	4	33.33	12	15.6
Total	42		35		77	100.0

**Table 2. Demographic Information of the Head teachers**

Background Variables	Frequency	Percentage
Gender	Male	2
	Female	1
	Total	3
Length of Headship In the station	2-4 years	3
		100.00
Service in teaching before promotion	Below 5 years	1
	Over ten year	2
		100.00
Professional qualification		
Diploma in Education	3	100.00

**Table 3. Enrolment levels in the public primary boarding schools**

School	Enrolment	Day	%	Boarders	%
AIC	700	120	17.14	580	82.86
PBS	510	121	23.73	389	76.27
BISSIL	873	498	57.04	375	42.96
TOTAL	2083	739	35.48	1344	64.52

**Table 4. Average Enrolment Levels per class at both Upper and Lower primary**

School	Lower	Upper
AIC	65	40
PBS	55	45
BISSIL	60	45

Pupils indicated that their living conditions in the dormitories are not meeting their expectations. Thirty four (56.67%) said the conditions are habitable while twenty six (43.33%) said the conditions are not conducive. This implies that there is need for improvement by opening avenues for the provision of more facilities. Asked to state whether they are aware of buildings constructed by Dupoto in their schools, 40 pupils (66.67%) indicated that they are not aware while 20 pupils (33.33%) respondent that they are aware of Dupoto's initiatives. There is a challenge to Dupoto and head teachers to sensitize pupils on their input so that they appreciate it. Pupils and head teachers were all in agreement that they need more help in the provision of dormitories and classrooms if enrolment is to increase and for retention to be enhanced.

#### **Suggestions on the way to improve the implementation of the Public Primary Boarding Schools programme**

The programme should include academic achievement in its focus. Head teachers suggested that Dupoto-e-Maa should aim at supplying learning materials and organize capacity building workshops for teachers so as to enable the boarding schools perform well in national examinations. The head

teachers suggested that more physical facilities need to be provided to the schools. The DEO suggested that Dupoto-e-Maa needs to look for more donors to increase their financial base for them to be able to support the schools. Parents need to be sensitized on the need to be self-reliant so as to enable them sustain their children in boarding schools in the event of donor funds running out. Dupoto-e-Maa needs to initiate Income Generating Activities (IGA) in these schools to induce self reliance.

#### **Conclusion**

Dupoto-e-Maa has been using awareness campaigns targeting pastoralists to reduce enrolment gaps and increase retention. Besides the awareness move, SMCs are trained, relevant teaching and learning facilities are provided, funds are raised for the support of public primary boarding schools and an established collaboration is developed between Dupoto-e-Maa and other NGOs in the education sector in the district. The input of Dupoto-e-Maa has increased the capacity of boarding schools by providing physical facilities. However, more concerted efforts need to be put in place for the attainment of the desired retention levels. There is need for the improvement of existing physical facilities in the schools. More toilets, dormitories, classrooms and staff quarters are

required to make the school environment conducive for learning. This can be attained by the coming together of all stake holders in the education sector.

## REFERENCES

- Dupoto (2009). *Enhancing Education Opportunities for Pastoralists Children*, Dupoto, Kajiado.
- Kweya (2005). *Factors Affecting the Education of the Girl child in Isiolo district*, Unpublished CUEA
- Psacharapoulus, G. and Woodhall, M (1985). *Education for Development. An Analysis of Investment Choices*. World Bank: Washington DC.
- Republic of Kenya (2010). *Quality Index: Guidelines for Quality Assurance and Standards Assessment of Schools in Kenya*. Nairobi: MOE.
- Republic of Kenya (2007). *Educational Statistical Booklet*. Nairobi: MOE.
- Republic of Kenya (2003a). *Education Sector Strategic Plan 2006-2011*. Nairobi: MOEST.
- Republic of Kenya (2003b). *Education Sector Review*. Nairobi: MOEST.
- Republic of Kenya (2003a). *Education Sector Strategic Plan 2006-2011*. Nairobi: MOEST.
- UNESCO (2005). *The Quality Imperative*, EFA Global Monitoring Report. Paris: UNESCO
- UNESCO (2000). *Dakar Framework for Action: Meeting our Collective Commitments*. Paris: UNESCO
- UNESCO (1990). *World Declaration on Education for All*. Paris: UNESCO
- UNICEF (2009). *Child Friendly Schools: A Human Rights-Based Approach, Emerging Practices in Eastern and Southern Africa*. Nairobi, Kenya.

\*\*\*\*\*