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Promoting access and participation in basic education among nomadic pastoralists: A case for North Eastern Province, Kenya

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ABSTRACT

Education is vital for sustainable economic development and empowerment of people. Subsequently, the role of education especially for the emancipation of the poor and marginalized cannot be underscored. Realizing this fact, the Government of Kenya has invested immensely in education by providing free primary education and free tuition in public secondary schools. Public university education is also subsidized. Despite these initiatives, investment in basic education in Kenya represents a largely unequal distribution of resources. The most deprived area is North Eastern province of Kenya partly due to its arid and semi-arid nature that make development a theoretical and a practical challenge. This paper applies human capital theory and human rights theory to advocate and promote education for all especially for children of pastoralist communities in Kenya. By applying human capital theory, this paper argues that the rate of returns to education, both private and social, justify a greater investment in educational initiatives in North Eastern province. The argument is supplemented by the human rights theory that advances that even if there would be no significant returns to education in arid areas, the Government has an obligation to ensure that all children, regardless of their socio-economic and political context, attain quality education as a human right that has to be respected.

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Introduction

This paper applies human capital theory and human rights perspective to advocate access and participation in education for nomadic pastoralists in North Eastern Province, Kenya. Education is vital for sustainable economic development of any country (Psacharopoulos, 1972; Becker, 1975; Psacharopoulos & Patrinos, 2004; Keeley, 2007a). As a result, the Kenyan government has prioritized investment in education due to the documented rate of returns to education for both the individual and the state (GOK, 1981; Manda, Mwabu & Kimenyi, 2002a). However, investment in basic education in Kenya represents a largely unequal distribution of resources resulting to some provinces receiving larger investment than others. The most deprived is North Eastern Province. This is partly because it is located in arid and semi-arid region with a low population density and a distribution pattern that makes development a theoretical and a practical challenge (GOK, 2007; GOK, 2010c).

While acknowledging that provision of education for nomadic pastoralists is practically complicated, this paper argues that the country has more to benefit if more alternatives in terms of delivery of basic education are developed. This paper contends that the province has been neglected for a long time in all matters of development especially in education. Considering that the rate of return to education in monetary and non-monetary benefits are enormous even at the primary level of schooling, this paper justifies and suggests a thoughtful reflection on the need for a larger investment in all levels of education in the province. It is also noted that even if the returns to education are at a minimum, education is a basic human right that governments are obliged to respect and adhere to (Tomaševski, 2001; UNICEF, 2007).

The paper begins with a background of Kenya's educational initiatives since independence by outlining areas of long term injustices in the province. This is achieved through a comparative analysis of North Eastern Province with other provinces in the country. By applying the human capital theory, it is argued that the rate of returns to education justifies a greater investment in educational initiatives in the province. By applying human capital theory and human rights perspective, this paper makes a strong case for improved access and participation in basic education among nomadic pastoralists.

A historical background of provision of basic education in Kenya

In Kenya, like in many African countries, the demand for education expanded exponentially after independence between the 1950s and 1970s (GOK, 1988; Legget, 2005). This demand for education and the government commitment to supply education opportunities is attributed to a number of factors. Firstly, the country experienced many years of oppression with limited provision of educational opportunities to natives by Africa's colonial masters.

As Table 1 indicates, a lot of resources were allocated to European schools despite having a smaller population compared with African schools. Secondly, the government felt obliged to increase the human capital base and fill the professional gaps created by the departure of foreigners. Prior to independence, foreigners were in charge of all the key areas of the economy (GOK, 1964).

Thirdly, the trend was propelled greatly by international initiative on Education for All (EFA) conference in Jomtien in 1990 and a follow up Conference in Dakar in 2000 that set the

Millennium Development Goals (GOK, 2010d). Since independence in 1963, there have been three major initiatives to provide fee-free primary education; in 1974, 1984 and most recently in 2003 (GOK, 1964; GOK, 1999; Somerset, 2009; Oketch & Somerset, 2010). The initiatives have in effect provided education opportunities to many school going children (Oketch & Somerset, 2010).

Table 1: Education Department Expenditure by Race, 1930

	Pupils in state and state aided schools	Total expenditure in USD	Expenditure per pupil in USD
African	6,948	232,293	33.4
Asian	1,900	70,329	37.0
European	776	140,041	180.5
Total	9,624	442,663	46.0

Source: Alwy and Schech (2004)

Geographical context of North Eastern Province

Kenya is located in the eastern part of Africa with a human population of 41 million. The country has a Gross Domestic Product (GDP) of \$ 33,620,684,016 and a GDP growth of 4.3% (WorldBank, 2011). Kenya is divided into eight administrative regions called provinces. After the enactment of the Constitution in 2010, the provinces were subdivided into Counties (GOK, 2010b).

This paper will use provinces as the administrative units of the country. North Eastern Province is one the Kenya's administrative provinces and is part of the Arid and Semi-Arid Lands (ASAL). By 2009, the province had a human population of 2,310,757. It is administratively divided into four districts – Mandera, Wajir, Garissa and Jara (GOK, 2009).

Indicators of marginalization in North Eastern Province

This section discusses the various indicators of marginalization in North Eastern Province. The indicators of concern to this paper include education, health and sanitation, economic development and security.

Education

Despite the heavy investment in education, enrolment has never been uniform in all the eight provinces in Kenya (Birch *et al.*, 2010). As Table 2 indicates, North Eastern Province has consistently recorded the lowest Gross Enrolment Rate (GER) in the country as data from 2003 to 2007 indicate. With the introduction of free primary education in 2003, the GER for North Eastern Province was 50.2% against a national GER of 105%. During the same year, Net Enrolment Ratio (NER) in NEP was 42.3% against a national NER of 80.4%. (Keriga & Burjra, 2009). An analysis of the completion rates reveals a worrying situation as only 49.9% of boys and 21.7% of girls in the province completed the primary education cycle in 2007.

The problem is worsened by a skewed distribution of teachers. In the year 2007, the province had a teacher to student ratio of 1:63 against other provinces such as Eastern Province which had a ratio of 1:39 (See Table 4). In terms of literacy levels, 93% of women in the province are illiterate. Only about 3% in Central Province are in that same category (SID, 2004). The situation is no better for men who have a literacy level of just 29.5% against a national literacy level of 88% for men. By the year 2009, only 32.3% of persons aged 6 years and above had ever enrolled in schools in the province. These figures are against a national average of 76.8% and in some provinces such as Central at 92% (Ruto, Ongwenyi & Mugo, 2010). According to Oxfam (2007), school fees is not the only obstacle to participation in education for children in the province. Other contributing factors include availability of food in households,

uniform, security, cultural factors and distance to and from school.

Health and sanitation

According to UNESCO (2009), 95% of children in the province are born at home resulting to high incidents of unrecorded child mortality. The national average of children born at home as at the year 2009 was 69.5%. At the end of 2008, only 11.8% of children in the province had immunization cards against a national average of 63.7%. One-third of all children in the province are underweight (UNESCO, 2009). The ratio of doctor to patient in the province is 1:120,000 against some provinces like Central Province which has a doctor to patient ratio of 1:20,700 (SID, 2004).

According to Ruto, Ongwenyi and Mugo (2010), sanitation in North Eastern Province poses a challenge as 55.1% of the population does not have access to toilets against a national average of 14.8%. In addition, more than 50% of the households have no clean water and they have to draw water from open wells which are highly prone to contamination and therefore unfit for human consumption. In general, only 5.7% of inhabitants in the province have access to piped water.

Economic development and security

The province is characterized by extreme poverty and pronounced forms of gender inequality. Women bear much of the burden in household chores and child upbringing. Men are often in the field taking care of cattle (Oxfam, 2005). The region is geographically isolated and due to the low population density, it is very expensive for any project to have an impact on every ordinary resident (Birch *et al.*, 2010).

The region suffers from poor and limited infrastructure in almost all areas including education and health. Consequently, the region has been marginalized in terms of access to development programs and more acutely, access to social services (Keriga & Burjra, 2009). The region is also leading in incidents of insecurity. According to United Nations (2012), 80 people have been killed in the province as a result of competition over land and other resources while in other provinces like Central province, not a single person has died due to the aforementioned reasons (Korir, 2012; Otieno & Saitoti, 2012; UNOCHA, 2012). Faced with such complicated situations, the province remains at the periphery of any substantial development.

Some critical issues emerge from the discussed indicators; firstly, what are the rates of returns to education in North Eastern Province? Has there been any research conducted to ascertain the benefits of education to the province? Secondly, education is a basic human right that has to be respected regardless of one's social, economic or political status. If such a claim holds, what would be the Government response to the situation in the province? By applying the human capital and the human rights theories, this paper argues that the country has more to benefit from the education of children in the province. In addition, the paper maintains that even if the rates of returns to education in the province are minimal, education is a right that has to be respected, upheld and protected.

The Human Capital Theory

Human beings differ both in inherited and acquired capabilities. However, acquired capabilities vary to a great extent in people and in countries depending on the kind of environment and exposure that a person has matured in (Mincer, 1981). Human capital is defined as the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-

being (Becker, 1964; Keeley, 2007b). Thus, human capital is not an inherent quality but it is an element that anybody can acquire through learning and experience and use it to produce or participate in an economic activity. The key concepts of human capital theory are the rate of returns and cost benefit analysis to educational investments.

Rate of returns to education

Returns to education refer to the benefits that one attains after deducting the cost of pursuing schooling. The costs include the opportunity or foregone costs and all other expenses and the time invested in schooling (Bjorklund & Kjellstrom, 2002). Rate of returns to education is categorized into two broad groups; the private/individual and public/social. Private benefits are the ones that are enjoyed particularly by the person who has invested in education while social benefits may be regarded as the ripple effects or externalities. Simply put, these are the benefits that a society experiences by having educated members (Becker, 1964; Kingdon, 2006).

Assumptions of human capital theory

The human capital theory has been used by economists and governments to make policies that have an impact on populations. It has a widespread impact at policy level in education because the demand usually surpasses the supply. The theory has a number of assumptions; firstly, education solely determines one's earning. This is an inconclusive argument because there are numerous non-education factors that determine and influence a person's earning including gender, family background, schools attended, geographical location of the person and the networking that a person has (Bjorklund & Kjellstrom, 2002; Jamil, nd).

Secondly, since the theory claims that education is an investment with short and long term benefits, one can infer that education and earning are related because without education, there cannot be decent earning (Appiah & McMahon, 2010; Bjorklund & Kjellstrom, 2002). However, the methods used in calculating returns to education - traditional method by Schultz or the regression method by Mincer - use assumptions, approximations and imperfect data to calculate the forgone earnings. There is usually no sufficient data to tabulate age earning profiles by level of education that results to determining costs versus benefits involved in education (Bjorklund & Kjellstrom, 2002).

With such assumptions, one can easily question the validity of rate of returns to education results (Jamil; Walker, 2012). Furthermore, correlation is not causation as the human capital theory tends to imply. Therefore, using education as earning determinants is not always correct. This is because studies have shown that education is not the sole earnings determinant but there are other influential factors (Bowles & Gintis, 1975; Jamil, nd).

Lastly, the theory assumes that education attained as a determinant to earning is only applied to formal education while neglecting the role of other learning avenues that promote and instill knowledge just like formal education. There are other frameworks such as informal learning, lifelong learning through experience, home-based learning, tacit knowledge, apprenticeships, and craft work that have an impact on the rate of returns (Keeley, 2007a). Despite the setbacks, human capital theory provides a considerable framework in which the rate of returns to education can be justified. It is against this background that human capital theory is applied to justify education for the province.

Human capital theory and provision of basic education in North Eastern Province

Considering that nomadic children play an enormous role in contributing to the only economic activity practiced by their forefathers for many decades, which is grazing cattle, one has to propose a very concrete case to justify the argument that schooling for these children has more benefits than cattle herding. The justification of the argument is exacerbated by the fact that the benefits of schooling may not always be immediate. The situation is even worse when parents have to meet the direct costs of their children schooling which burden their constrained budgets.

The argument for promoting access and participation in basic education in North Eastern Province is strengthened by research studies which conclude that labor market returns to education are greatest at primary level of schooling contrary to the previous belief that the returns to education are greatest at higher levels of education. It is evident too that investment in basic education has a high social priority in developing countries that are still in great need of skilled manpower (Colclough, Kingdon & Patrinos, 2009; Manda, Mwabu & Kimenyi, 2002).

Even in situations where basic primary school is not completed in most of the developing countries, it is shown that the beneficiaries tend to earn better. The studies show that one year of additional schooling adds up to 10% to a person's wage (Psacharopoulos, 1972; Psacharopoulos and Patrinos, 2004). According to Manda et al, educational returns for one year of schooling are highly positive and ranges between 5% in developed countries to 29% in developing countries (Manda, Mwabu & Kimenyi, 2002b; Psacharopoulos, 1972). It has also been noted that the returns to basic education are higher in Africa than other regions in the world (Colclough, Kingdon & Patrinos, 2009).

In a province remote like North Eastern Province, there is still an obstacle of getting reliable data that can easily give the reality on the ground regarding rate of returns to education. This is because there are still a sizeable number of primary graduates who are involved in small scale business and their contribution to economic growth of the region cannot be overlooked. Consequently, the overall benefit from education cannot be fully measured because of numerous externalities that are hard to account (Appiah & McMahon, 2010). However, comparing data from other provinces in the country, it is clear that the rate of returns to education are higher especially in the rural areas (Manda, Mwabu and Kimenyi, 2002a) and the province would be no exception.

The human capital perspective gives a theoretical framework in which one can argue for schooling of children in nomadic communities. However, this paper does not assume that education single handedly is the only solution to the problems facing the province. The paper highly suggests that education, due to its multiplier effects, plays a major role in reshaping the province and bringing it to a level playing ground with other provinces in Kenya (Appiah & McMahon, 2010).

Benefits of education in North Eastern Province

The following section discusses the various benefits of schooling that province would experience if all children in the area were given a chance to access and participate in education.

Improved security and reduced conflicts

It is well documented that the province experiences periodic cattle rustling among the major ethnic communities (GOK, 2010c; GOK, 2010d; Otieno & Saitoti, 2012; UNOCHA, 2102). According to the human capital theory, the externalities benefits

to education could possibly address this conflict as it has been found that educated people tend to be peaceful, just, politically stable and have a high probability of fostering peace and harmony (Appiah & McMahon, 2010). This problem, compounded by prolonged instability and lawlessness, has severely affected the social and individual returns to education.

Empowering women and improved health

By educating young girls on basic hygiene and skills of taking care of their children, many infants will be saved (Appiah & McMahon, 2010). It is also argued that basic education will enable the youth in the region to be aware of ways in which HIV/AIDs is spread and the appropriate protective measures that they should adopt to prevent spread of the scourge. Human capital theory argues that education promotes good health. This would have a causal effect of significantly lowering the infant mortality in the region (Appiah & McMahon, 2010).

In addition, women will be in school for the most part of their young life and after completing school, they will be involved in economic activities. This is expected to reduce the number of child bearing years. According to Appiah and McMahon (2010), an increase in the number of schooling years for girls consistently reduces the fertility rate and this has a positive effect on family planning. As a result, families are able to have their children at planned intervals and reproduce the number of children within their financial ability. Good health is also manifested by a longevity in life expectancy and elimination of treatable diseases (Simon, 1999).

Improved economic growth

In the long term, education reduces poverty as it has a long term effect of an increased economic development (Appiah & McMahon, 2010). In general, education significantly lowers a country's economic regression and instead results to economic prosperity. In a study done by Amartya Sen on the Bangladesh population, he noted that policies geared towards education especially for the marginalized have a positive effect on reduction of poverty and inequality by raising the standards of living (Colclough, Kingdon & Patrinos, 2009). Education is a primary determinant of the level of wage (Belfield, 2000). The acquisition of education by an individual tends to increase their productivity and earnings (Psacharopoulos, 1972).

It is important to note that the resources devoted to schooling have alternative uses and therefore, the issue is to see how much the benefit of schooling outweighs the costs if using these same resources in the provision of other competing social services. It is quite clear that education can easily develop the province when comparison is made with other provinces that experienced great development as a result of investing in education. Research done by Psacharopoulos (1972), Manda, Mwambu and Kimenyi (2002) have confirmed that people with education earn more than people without education. In summary, education empowers people to a level that they will demand their rights resulting to strengthening democracy and equitable distribution of national revenue (Appiah & McMahon, 2010).

Applying the Human Rights perspective

Education is a basic human right (Monteiro, 2010). But, how can education be a right when thousands of children in the province are without education? Due to its multiplier effects, education enhances all the other human rights and the denial of it has an effect on all the other rights (Tomaševski, 2001). Analysis of education attainment in the province indicates that the right to education is just a mere rhetoric. The right to education implies a whole range of measurements. Specifically,

the right to education implies that a person should receive information and instruction on the basic learning tools – reading, writing, speaking and listening. Katarina Tomaševski, the former United Nations (UN) special rapporteur on education, advances that governments, in the rights based approach to education, have an obligation to ensure that education is Accessible, Acceptable, Adaptable and Available or simply put, the 4-As scheme (Tomasevski, 2001).

The right to education implies that a person has the freedom to choose the form and place of education that fits. The right based approach to education pursues the rights of all the stakeholders by ensuring that the education provided is of high quality and free from any bias or prejudice. The platform on the right to education is embedded in the Universal Declaration of Human Rights (UDHR). The Declaration states that, "Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory" (UDHR Article 26, 1).

The UDHR was just a beginning of the many declarations and conventions that followed to protect the children's right to education. Other relevant declarations include the Jomtien Declaration on Education For All of the year 1990, The Vienna Declaration and Program for Action of the year 1993, the Beijing Declaration and Platform for Action of the year 1995, and the Dakar Framework for Action of the year 2000 (Christie, 2010b). The UN also dedicated a decade towards the right to education referred to as the UN decade to human rights education (Cardenas, 2005). Therefore, the right to education is firmly grounded on international force both in agreements and in conventions that have been in place since the end of the Second World War.

It is noted that many countries have made great strides to ensure that education is easily accessible and affordable by investing large amounts of money in the education sector (Christie, 2010a). The UDHR received a great boosts in the 1990s when it was augmented by other discourses of goals and targets as outlined in and elaborated in the Jomtien Declaration, and the Dakar Conference (Christie, 2010a). After the Jomtien Conference, governments and development partners made a commitment to ensure that by the end of 2015, there will be a universal attainment of primary education. Though these goals may not be attained by the end of 2015, there is a remarkable progress on the number of children who have been enrolled in school.

Kenya was not left behind in implementing the Millenium Development Goals (MDGs). In 2003, the Government introduced Free Primary Education with an aim of achieving a Universal Primary Education by 2015 (Sifuna, 2005). In January 2003 when the policy was implemented, the enrolment rose from 6,314,726 to 7,614,326 pupils by December of the same year. This was a 22.3 % increase at the national level (Sifuna, 2005). However, during this period, it was reported that about three million children were still out of school and the majority of them were from North Eastern province and other ASAL regions. It is also noted that the increased enrolment rate had more effects on boys than girls with a bigger difference in the province (Sifuna, 2005). These figures indicate that there is an obvious gap in the implementation of rights based education in Kenya with the province being disadvantaged. Should one argue that the basic rights for education are interpreted differently? (Christie, 2010a).

Human Rights approach and education in the North Eastern Province

As mentioned, the province lags behind in educational development in comparison to all the other provinces in Kenya. This is against a background in the constitution of Kenya stating that, "Every child has the right to free and compulsory basic education" (GOK, 2010a). In addition, the Constitution (2010) in part 3 article 53(1)b pronounces that education is a basic human right for all the citizens and its states: "The State shall not discriminate against any person on any ground, including race, sex, ethnic or social origin, or birth."

For a Right Based Education to be effective, some key guidelines are proposed that would ensure equitable and quality education to all the children in Kenya. The guidelines are borrowed from Katarina Tomaševski 4-As scheme of accessibility, acceptability, adaptability and availability. This approach is effective as it states how the situation ought to be and if it is not the case, it poses some questions on why the situation is different.

Firstly, education as a basic human right should be available, free and compulsory within a particular age group. Availability of education implies that the Government should ensure a sufficient fiscal allocation which matches with human rights obligation. The schools should be physically available with facilities and tools that will reinforce learning. These physical facilities would include chairs, desks, blackboards and other learning materials (Tomaševski, 2001). Some schools in the province do not fully reflect this reality as they are characterized by dilapidated classrooms, limited desks, few textbooks and stationery (Sifuna, 1987). The schools in the province are physically far from homes and therefore students walk for long hours. The situation is exacerbated by the insecurity in these areas making parents hesitant in sending their children, especially girls, to schools. These factors compounded with others have resulted to an ever increasing gender inequality with girls being the hardest hit.

Secondly, education should be accessible with all forms of discrimination, bias and prejudice eliminated. A rights based education should not have elements of discrimination based on gender, ethnicity, disability, or economic status (Tomaševski, 2001). In events that education is provided in particular areas or places within a society, these places should be physically accessible by any means that is possible in that locality. In addition, the Government should ensure that there are no legal and administrative barriers to education (Tomaševski, 2001).

The Government has made some progress in this dimension by introducing free primary education but this is just the first step. The low enrolment in the province is a combination of interconnected factors and singling out one of them does not solve the problem.

Thirdly, education should be acceptable to the entire stake holders (Tomaševski, 2001). This category includes teachers, pupils and parents. The parents should be incorporated in making decisions concerning the curriculum and its content. The curriculum should be relevant with an acceptable methodology of disseminating information. Education should uphold respect to all the stakeholders by taking extra emphasis on the minorities and the indigenous people. There should be enforcement of minimal standards reflected on the quality of learning and the qualification of teachers. In all these debates, the guiding principle is "the primacy of the best interest of the child, and the priority of the child" (Monteiro, 2010; Tomaševski, 2001).

Lastly, education should be adaptable (Tomaševski, 2001). Care of the minority children should be considered including the indigenous children, disabled and child migrants such as refugees and asylum seekers (Tomaševski, 2001). To achieve these goals, the Government should ensure that practices such as forced marriages and children labor are regulated. In summary, a right based education should include, "quality education, human rights approach to education, inclusive education, holistic education and child-friendly schools" (Monteiro, 2010).

Conclusion and recommendations

It is acknowledged that education for the Nomadic Pastoralists in North Eastern Province is both a theoretical and practical challenge. However, this paper recognizes that the rate of returns to education is a significant benefit for its monetary and non-monetary benefits that addresses socio-economic challenges that have faced the province for centuries. Furthermore, education is a basic human right and all people are entitled to it regardless of any geo-physical factors. The Government being the duty bearer to these rights has a role to ensure that they are respected. Some practical steps that can be adopted include the re-establishment of boarding schools, a consistent school feeding program, good remuneration of teachers working in the province, and strengthening mobile and satellite schools. Moreover, a successful educational policy that addresses issues specific to pastoralists and nomadic women and girls is highly recommended.

Table 2: Gross Enrolment Ratio by Gender and Province, 2003-2007

PROVINCE	2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	86.9	73.7	97.3	83.7	95.7	84.4	101.3	91.5	100.8	91.3
Central	102.3	100.9	102.2	99.9	106.9	102.7	103.4	100.8	97.4	93.4
Eastern	116.3	114.9	120.6	117.4	126	124.4	127.3	126	129.7	127.8
Nairobi	39.1	43.9	41	45.8	35.9	38.2	38.8	41.6	49.5	51.8
Rift Valley	109.5	102.7	113	104.2	117.8	109.9	115.9	108.9	118.7	109.6
Western	137.4	123.2	143.3	125.9	148.2	134.2	141.3	130.9	151.5	135.6
Nyanza	127.8	122.8	126.2	117.4	127.7	120.8	128.9	126.5	131.6	128.1
North Eastern	32.4	18.8	33.5	18.5	34.1	20.7	33.4	20.5	37.7	30.5
Subtotal	105	100.5	108	101.6	109.9	104.4	109.3	105.5	110.7	104.4
GRAND TOTAL	102.8		104.8		107.2		107.4		107.6	

Source: EMIS Unit, MOE in Kenya School Magazine

Table 3: Primary Completion Rate by Gender and Province, 2003-2007

Province	2003		2004		2005		2006		2007	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	59.5	40.2	69.2	47.3	73.7	80.2	80.2	53.2	88.0	58.8
Central	82.5	84.4	91.5	92.1	91.0	89.8	85.8	82.3	87.3	85.1
Eastern	73.2	71.3	83.5	79.1	85.4	78.5	83.2	75.9	88.3	80.0
Nairobi	39.3	42.5	43.3	46.6	46.4	50.8	48.5	52.4	53.7	57.2
Rift Valley	75.1	69.8	84.1	76.6	88.0	79.8	88.1	78.1	93.5	83.2
Western	72.2	66.9	84.5	75.5	85.9	74.9	85.7	75.0	92.9	81.6
Nyanza	80.2	63.7	88.0	69.8	89.3	69.7	86.7	68.0	89.9	72.0
North Eastern	32.7	14.2	39	14.8	39.1	15.4	42.7	15.7	49.9	21.7
Subtotal	71.3	65.2	80.3	72.1	82.4	72.8	81.6	71.1	86.5	75.7
TOTAL	68.2		76.2		77.6		76.3		81.0	

Source: Statistics Section, MoE in Kenya Schools Magazine

Table 4: Number of Teachers Pupil Teacher Ratio in Public Primary Schools, Years 2003-2007

Province	Number of Teachers					Pupil Teacher Ratio				
	2003	2004	2005	2006	2007	2003	2004	2005	2006	2007
Coast	11,217	9,967	10,455	10,922	10,898	40.9	52.3	50.7	50.9	53.2
Central	24,689	22,135	21,882	20,914	20,301	34.4	38.2	37.9	38.3	39.4
Eastern	37,839	35,102	35,593	35,591	34,901	34.1	38.4	37.7	38.7	38.7
Nairobi	4,390	3,634	4,095	4,046	3,870	43.9	53.7	46.7	46.4	46.7
Rift Valley	46,960	44,106	45,517	45,052	45,052	36.7	40.0	40.0	41.6	42.7
Western	21,443	21,484	21,812	21,491	21,784	48.8	50.2	49.6	50.5	52.6
Nyanza	29,936	27,796	28,909	29,395	27,182	42.8	43.8	42.6	44.6	44.7
North Eastern	1,094	1,144	1,222	1,424	1,423	58.9	56.1	55.8	55.3	63.1
Non Returns	1,054	12,816	1,548	-	5,742					
TOTAL	178,622	178,184	171,033	169,311	173,153	38.7	40.0	42.3	42.5	42.9

Source: Statistics Section, MoE in Kenya Schools Magazine

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