

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



REPUBLIC OF KENYA

GOK/USAID PHASE III PROJECT PROPOSAL

**Free Primary Education Support Programme: Improvement of
Infrastructure and sanitary conditions in North Eastern Province**

GARISSA, IJARA, MANDERA AND WAJIR DISTRICTS

SUBMITTED UNDER THE KENYA-USAID COOPERATION

*Submitted by the Ministry of Education, Science and Technology and supported by
By the GOVERNMENT OF KENYA*

**Submitting Authority: Permanent Secretary,
Ministry of Education, Science and Technology**

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ACRONYMS AND ABBREVIATIONS

AEO	Area Education Officer
AIDS	Acquired Immunodeficiency Syndrome
ALRMP	Arid Lands Resource Management Programme
ALRMP/OP	Arid Land Resource Management Programme in the Office of the President
ASAL	Arid and Semi - Arid Lands
C/MPIC	City or Municipal Project Implementation Committee
CBO	Community-Based Organization
CRC	Convention on the Right of the Child
DC	District Commissioner
DDO	District Development Officer
DEB	District Education Board
DEO	District Education Officer
DFID	Department For International Development
DQASO	District Quality Assurance & Standards Officer
DMO	Drought Management Officer
DPIC	District Project Implementation Committee
DSDO	District Social Development Officer
DSG	District Steering Group
DWE	District Water Engineer
DWO	District Works Officer
EFA	Education For All
FBO	Faith Based Organization
FPE	Free Primary Education
FPESP	Free Primary Education Support Programme
GER	Gross Enrolment Ratio
GOK	Government Of Kenya
HIV/AIDS	Human Immunodeficiency Virus/ Acquired Immunodeficiency Syndrome
HRH	His Royal the Highness
ICT	Information Communication Technology
KESI	Kenya Education Staff Institute
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
M&E	Monitoring and Evaluation
MGSCSS	Ministry of Gender, Sports, Culture and Social Services
MOEST	Ministry Of Education Science and Technology
MOHA	Ministry Of Home Affairs
MOLG	Ministry Of Local Government
MOR&PW	Ministry Of Roads and Public Works
NEP	North Eastern Province
NER	Net Enrollment Ratio
NFE	Non Formal Education
NGO	Non-Governmental Organization
NSC	National Steering Committee
OP	Office of the President

OPEC	Organization of the Petroleum Exporting Countries
PDE	Provincial Director of Education
P&P	Policy and Planning
PRC	Project Review Committee
PS	Permanent Secretary
PTA	Parents Teachers Association
SDDE	Senior Deputy Director of Education
SOE	Statement Of Expenditure
SMC	School Management Committee
SWAP	Sector Wide Approach to Planning
TPC	Technical and Planning Committee
UNICEF	United Nations International Children's Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development
WB	World Bank

I. INTRODUCTION

Nomadic communities number several millions of people living mainly in Africa, the Middle East, South, Southwest and Central Asia. They include the poorest and most vulnerable of all southern populations. Globally they have much in common, yet also exhibit vast social and cultural differences.

In Kenya, the pastoralists who number about 8 out of 30 Million occupy some 80% of Kenya's land mass stretching over 15 Districts of Rift Valley, Eastern and North Eastern Provinces. In addition to the large unexploited natural resource base, their land hosts 50% of country's livestock population.

North Eastern Province which comprises of Garissa, Ijara, Mandera and Wajir districts has an estimated population of 1.1million people and an area of about 126,000 km sq. This region is characterized by high incidences of poverty and frequently suffers food insecurity occasioned by periodic drought sometimes extending over many years causing extreme hardships with loss of human life and livestock.

A thinly scattered and nomadic lifestyle as means of livelihood places large groups of people of this province out of effective reach by conventional public services such as schools. To attend school, children of nomadic families often need to find accommodation with other families who have settled near such schools, or in boarding facilities. Neither case is usually satisfactory as a solution from the parents' point of view. At the same time the opportunity cost is deterrent as pastoralism relies on children for looking after livestock and fetching fuel and water usually over long distances.

While some of these problems are solved by policy and infrastructural interventions, most of them are complex and difficult to solve. Their persistence has caused the nomadic communities to remain behind in terms of access to quality education and related basic social services.

The nomadic lifestyle, in particular high degree of mobility scattered and low-density distribution of pastoral populations make education expensive and much more difficult to organize and manage. The system is more ideal for sedentary people in well-connected and densely populated areas. Reaching the pastoralists through formal schooling has become a major challenge for the Government and other providers, as thousands of the children are still outside the conventional education system provisions.

Some of the more consistent pieces of evidence of differential opportunities for children from the marginalized groups are poor enrolment, retention and completion rates. Even with Education for All (EFA) strategy and Free Primary Education (FPE) program, only a minimal increase in enrolment of pupils and in particular for girls has been realized in North Eastern Province.

Drought and environmental hazards upset the normal life activities making communities to migrate from their traditional homes to far places in search of water,

pastures and other life opportunities. The families move with their children thus contributing to high drop out rates and low enrolments.

Even where schools are within reach, inadequate physical facilities like classrooms, desks etc. continue to make the learning environment unfriendly and therefore curtailing children enrolment and forcing others to drop out of school. In addition, Lack of water and sanitation facilities continue to hamper efforts to improve the situation.

Cultural challenges, such as most parents viewing formal education as foreign and not in conformity with communities' traditions and familiar ways of life, is a factor that has continued to work against education achievements in the region. The cultural and religious beliefs that girls should not mix with boys upon reaching puberty, coupled with the fear that the girls become prostitutes if taken to school, continue to adversely affect girls' attendance.

While for the country the female and male enrolment ratios at the primary level are not very different (51% boys and 49% girls) the situation is still pathetic for North Eastern Province. The ratios of boys to girls in these areas are 2:1 and even worse in districts like Ijara. Girls therefore make up most of the out of school children population.

Despite efforts by the Government and various Non Governmental Organizations (NGOs) in addressing issues of pastoralists education, a lot still needs to be done. It is on the strength of this that the Government of Kenya put in request to the USAID for support to improve the education infrastructure and sanitary conditions in North Eastern Province.

II. SITUATION ANALYSIS

The child's right to basic education is universally agreed to be the basis of sustainable human development. It is for this reason that the international community is committed to ensuring that by 2005 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete Free Primary Education (FPE) of good quality. In realization of the foregoing the Kenya Government enacted the Children's Act in the year 2001, and in January 2003 declared Primary Education Free.

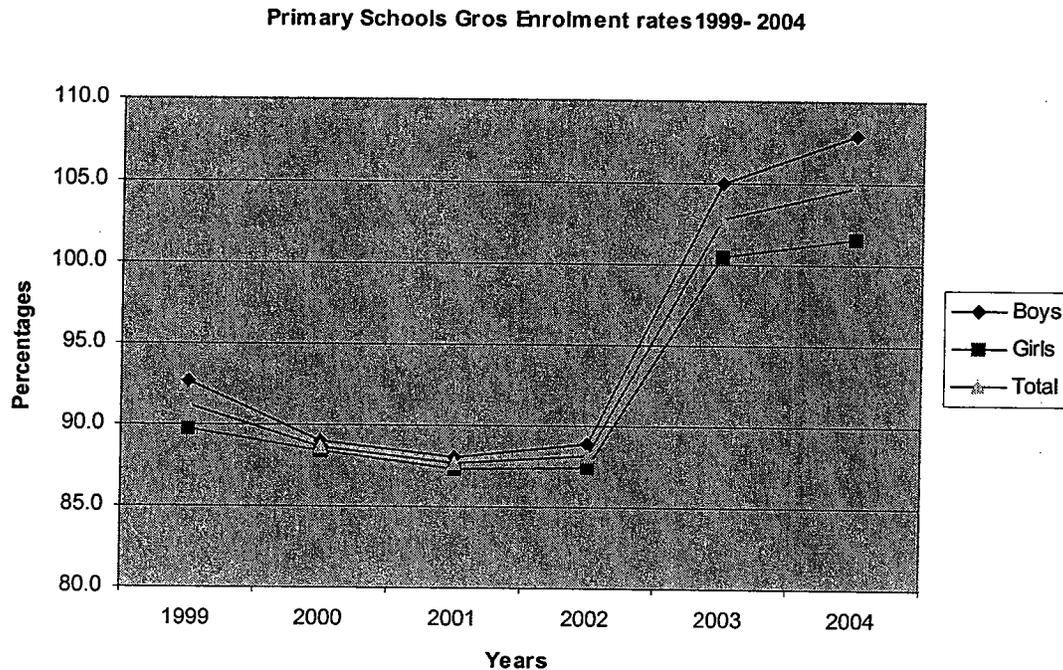
Kenya has currently 17,804 public and about 1,839¹ private schools spread in the 72 districts and 4 municipalities within 8 provinces under education administrative units. The country covers an expansive area of 564,000 square kilometers with diverse topology and climatic conditions. There are about 42 main ethnic groups with unique cultural backgrounds and practices.

The implementation of the FPE resulted into a tremendous increase of enrolment in public primary schools of 1.3 million children. The enrolment in 2003 stood at 7.2 million pupils. The figure below shows the trend in enrolment in the last decade. Though there had been a decline in enrolment levels from 1990 to 2002, with FPE,

¹ * Source: MOEST Education statistics booklet, 2005.

the response nationally was overwhelming with GER rising from as low as 88% in 1998 to 104% in 2003. Statistics available show that the Net Enrolment for 1999 was 67% - increasing to 82% in 2003, depicting that nationally, about 18% of the school-going age children are still not accessing primary education even with FPE.

Fig 1: Primary Schools Gross Enrolment Rates, 1999-2004



The free and compulsory primary school education is being financed mainly by re-allocation of the Government budget to primary education with significant external assistance from development partners. This external support has eased pressure on Government, but much still remains to be done to realize our objective. The government has also formulated an economic recovery plan to reverse the general economic decline that started nearly two decades ago. The centerpiece of the plan is poverty reduction, since 57% of the populations live in poverty. Indeed, the free primary education policy is but one of our strategies of poverty reduction. It is designed to empower all families to acquire knowledge and skills for productive employment in the long run.

III. PROBLEM ANALYSIS

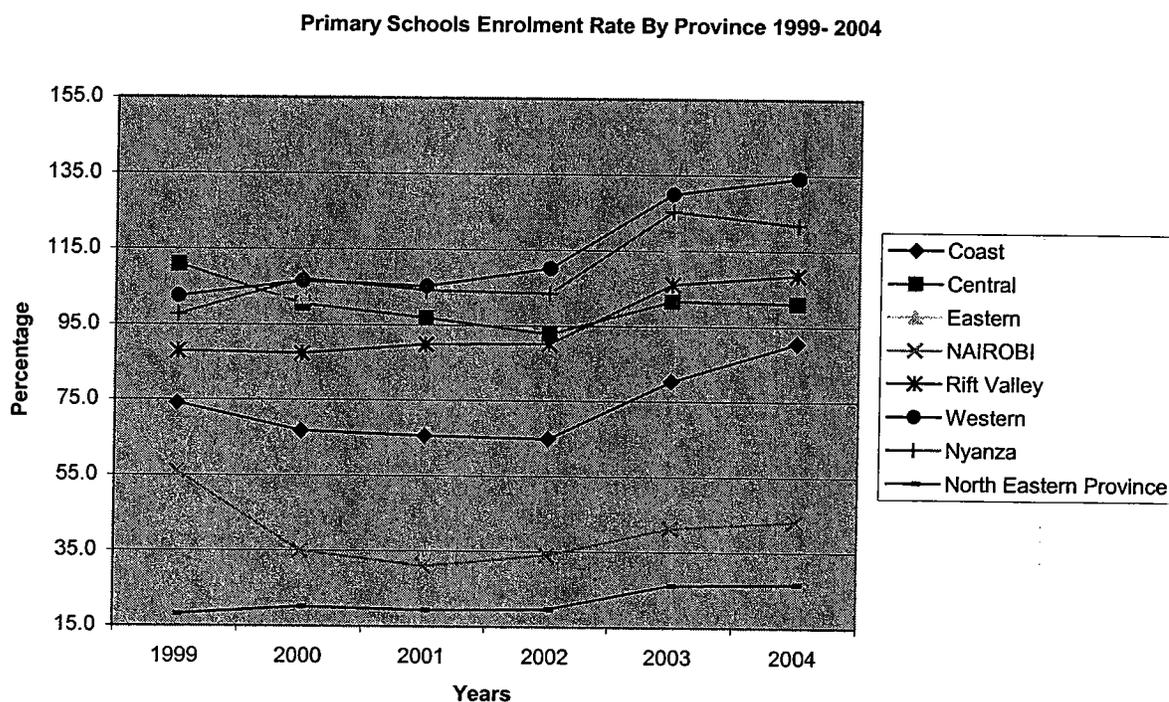
Given the constraints in the budgetary support, the government provides only funds for teaching and learning materials. Many schools are overcrowded and lack critical facilities such as desks, toilets and classrooms exposing the pupils to poor and unsafe learning environments. In this respect there is need for support in Educational planning and administration, supervision and management, guidance and counseling, expansion and rehabilitation, of educational physical infrastructure as well as mechanisms for coping with the challenges of the HIV/AIDS pandemic and poverty.

The Government appreciates the support it has so far received from Development partners for FPE. However there is need for enhanced funding in order to ensure

smooth implementation of the FPE initiative and making the right to Education a reality for all children.

Regional disparities in Enrolment: Kenya is faced with regional and gender disparities in participation in education especially at the primary school level. The figure below illustrates the evolution of regional disparities in primary school enrolment over the period 1994-2004.

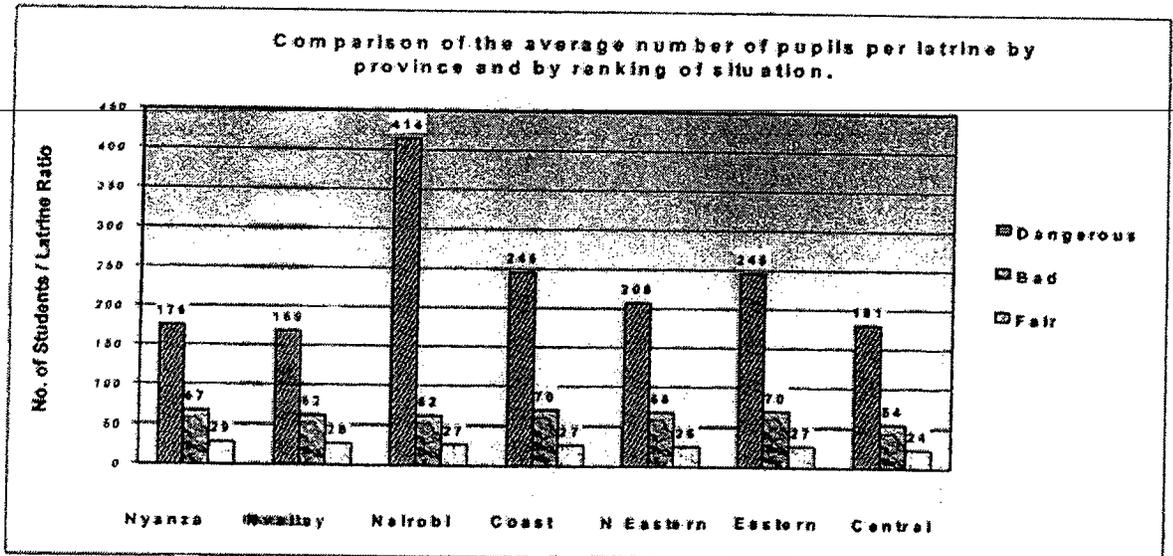
Fig.2: Primary Schools Enrolment Rate By Province, 1999-2004



Enrolment in North Eastern Province remained lower than in other provinces throughout the 1990s and has continued up to 2004. Some of the reasons for this are the high poverty rate in the province, insecurity, persistent droughts, and cultural and religious beliefs that control social behavior.

Sanitation Situation in Schools: The figure below compares the average number of pupils per latrine by province as in three ranks. Fair refers to the average of the class of schools which have a ratio of less than 40 pupils per latrine, bad are the average in the class of schools that have between 40-100 and dangerous are the average of the class of schools that have beyond 100 pupils per latrine.

Fig.3: Comparison Of The Average Number Of Pupils Per Latrine By Province And By Ranking Situation



Further analysis shows that the majority of schools lie in the class termed as dangerous, with Nairobi, Coast, Eastern and North Eastern having the worst affected schools. The Field visits shows that:-

- Even the provinces with relatively better pupil/latrine ratios have schools with over 100 pupils per latrine
- Even the schools with latrines, the condition of these latrines varies from fair to poor to dangerous
- Most schools do not have the simplest hand washing facilities
- In a significant number of schools the toilets for boys and girls are not separate and are instead constructed close together, against cultural norms.

Various studies have shown that lack of sanitary facilities impacts negatively more on girls than boys. For instance findings during the focal group discussion held with girls highlighted the girl's reluctance to continue school in the absence of adequate sanitation facilities. In ASAL areas, there is hardly any natural vegetation cover even around the school and girls who are faced by the need to answer the call of nature find themselves in very difficult situations. The Poor water quality in most schools exposes children to water borne diseases and increases dropouts.

Status of classrooms: Although the national pupil/classroom ratio is 34:1, there are disparities in availability of physical classrooms in all the districts of the country. The situation is worsened by the fact that over 52,439 of available classrooms are temporary structures with 30% of the pupils learning in open environments in the poverty stricken districts. Overcrowding is prevalent in urban areas and schools in North Eastern and some schools in Coast Province. Countrywide, the 2003 school census indicates there is a shortfall of 43,350 classrooms, in addition to the 52,439 temporary ones that require upgrading or rehabilitation.

IV. OBJECTIVES.

Project goal

The goal of the GOK/USAID FPESP is to improve infrastructure and sanitary conditions in the North Eastern Province districts of Garissa, Ijara, Mandera and Wajir. Learning environment will be improved for quality education provision in public primary schools in North Eastern Province.

Project objectives.

The specific objectives of the Programme are:

- a) To undertake a needs assessment of existing physical infrastructure (classrooms, toilets, boarding facilities, etc.) in primary schools.
- b) To build community and school-based project management capacities including mobilizing communities to participate in education development activities in support of FPE
- c) To construct physical facilities in needy areas of the community so as to increase access for the disadvantaged groups, including children with special needs and thereby improve the learning environment of these communities.
- d) To mobilize resources and provide a platform for dialogue and sharing of experiences towards improving provision of quality and accelerated learning within the disadvantaged population, and for sustainability of the project.

TARGET BENEFICIARIES

The Programme targets public primary schools in the four districts of North Eastern Province and early childhood education centers in areas where there is need. Identified schools will be supported with construction of classrooms, toilets, dormitories, administration blocks, etc according to their needs. In 2004, the province had a total Gross enrolment of 67,437 pupils in the 212 primary schools. The enrolment increased by 4.68% from 64,438 pupils in 2003 with the girls constituting only 18.5% of the total enrolment. Despite the implementation of Free Primary Education in 2003, the enrolment levels have continued to be very low with the gross enrolment ratio being 33.5% for boys and 18.5% for girls. The access indicators for each school catchments area are the basis for the programme intervention and prioritization.

Table.1: 2003-2004 Primary Schools Gross Enrolment Rate and Net Enrolment Rate, North Eastern Province

DISTRICT	NO OF SHCOOLS	2003 GROSS ENROLMENT			2003 SCHOOL AGE POPULATION (6-13)			2004 GROSS ENROLMENT RATE (%)			2004 NET ENROLMENT RATE (%)		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
GARISSA	49	8,654	4,201	12,858	79,354	67,068	146,422	29.7	18.6	24.7	22.3	16.2	19.6
IJARA	29	3,112	1,259	4,371				29.7	18.6	24.7	22.3	16.2	19.6
MANDERA	65	17,663	7,466	25,129	55,541	47,344	102,885	52.3	26.6	40.3	41.7	23.4	33.1
WAJIR	69	12,259	6,200	18,459	72,947	59,073	132,021	24.2	12.7	18.9	12.4	7.7	10.3
TOTAL	212	41,688	19,129	60,817	207,843	173,485	381,328	35.5	18.5	26.6	23.6	14.9	19.6

Analysis of the classroom status in North Eastern Province shows that 37.8% of the primary schools classrooms require construction or rehabilitation. These are classes whose pupils are either learning in temporary structures or under trees which impacts negatively on the learning especially during the rainy or very hot seasons. The toilets requirement for most of the schools is 59.8% with Ijara and Mandera districts reporting the highest needs of 89.5% and 64% respectively.

Table 2. Phase I and II projects

Barissa

S.No	SCHOOL NAME	DIVISION	CONSTITUENCY	ENROL	TOILETS	DORMS	BEDS	MATRRESS	STAFF HOUSES	DINING HALL/ KITCHEN	ADMIN. BLOCK	CLASS REHAB.	CLASSROOM FURNITURES	CLASSROOM:
1	MANSABUBU	BURA	Fatii	196	4							4	4	
2	BOYSTOWN	CENTRAL	Dujis	1,110	5						1		4	
3	DADAAB	DADAAB	Lagdera	1,023	4	1	40	80					4	
4	GORYALE	MODOGASHE	Lagdera	256	3				1				4	
5	SAKA PRI	BALABALA	Dujis	172	2	1	40	80					2	
6	ALINJUGUR	DADAAB	Fatii	171	2									
7	JARIBU	CENTRAL	Dujis	1,421	4								6	
8	GARISSA PRI	CENTRAL	Dujis	1,662	4								4	
9	LIBOYI	LIBOYI	Lagdera	612	4								4	
10	GARASWEINO	BURA	Fatii	78	2								2	
11	TETU PRIMARY	CENTRAL	Dujis	1,621	4								2	
12	BOREHOLE 5	DADAAB	Fatii	131	2								4	
13	KULAN	DADAAB	Lagdera	211	2								4	
14	JARA JARA	MBALAMBALA	Dujis	86	2								2	
15	KAMUTHE	BURA	Fatii	77	2								2	
16	DAMAYALE	DADAAB	Lagdera	208	2								2	
17	AMUMA	DADAAB	Fatii	102	2								4	
18	NASIB	CENTRAL	Dujis	633	3								2	
19	KAMAHUMATO	DADAAB	Lagdera	86	2								3	
20	ALFARUO	CENTRAL	Dujis	645	4									
21	BANANE	MODOGASHE	Lagdera	220	2	1	40	80						
22	NANIGHI	BURA	Fatii	129	2									
	TOTAL APPROVED			10,850	63	3	120	240	0	1	1	4	55	5

CHOO NAME	DIVISION	CONSTITUENCY	ENROL	CLASS ROOMS	CLASS FURNITURE	DORMS	BEDS	MATRESSES	STAFF HOUSES	DINING HALL/ KITCHEN	TOILETS	WATER TANKS
ALICHA	ASHABITO	Central	110	4	4							6
YMOLE	BANISA	West	257	3	3							9
JLLA MPYA	CENTRAL	East	2,099	4	4							10
ELLA	KHALALIO	East	550	4	4							2
WAK DEB	ELWAK	Central	1,228	5	5	1	40	80				8
ITHER PRI	TAKABA	West	185	3	3							5
OCKY HILL	TAKABA	West	289	3	3							4
ARANQARA	ASHABITO	East	140	3	3							4
ATUMA SHIMBIR	ELWAK	Central	285	3	3		40	80				10
USE PRI	KHALALIO	East	660	5	5							4
UBA PRI	BANISA	West	118	3	3							4
HAMU DEB	RHAMU	Central	501	5	5	1	40	80	1	1		6
ARGADUD	ELWAK	Central	720	3	3	1	40	80				4
ANDU	TAKABA	West	256	3	3	1	40	80	1			4
ANDERA DEB	CENTRAL	East	1,702	4	4							10
AFEY	FINO	East	520	3	3							4
LWAK GIRLS	ELWAK	West	328	4	4							4
ERKALE	BANISA	West	115	2	2							4
ULLOW PRI	ASHABITO	West	89	2	2							2
ADUDIA	KHALALIO	East	113	2	2							4
HAMU DIMTU	ASHABITO	Central	80									2
NR CHIEF DAWA	ELWAK	Central	905	1	1							8
ULIS	BANISA	West	54									3
P ONE	CENTRAL	East	264									4
OYSTOWN	CENTRAL	East	1,443	2	2							8
UTICHA	ASHABITO	Central	92									2

SCHOOL NAME	DIVISION	CONSTITUENCY	ENROLMENT	TOILETS	BATHROOMS	DORMS	BEDS	MATRESSES	STAFF HOUSES	RAMPS	DINING HALL/ KITCHEN	TANKS	CLASS ROOMS	CLASS ROOMS	FURNITURE STK
27 TAKABA	West	TAKABA	864												1
28 BANISA	West	BANISA	979								1				
29 FINO	East	FINO	237								1				
30SCH	East	KHALALIO	698				1								
		APPROVED	15,183	71	71	5	400	200	4	1	135	31			

WJIR DISTRICT

1 GOT ADHE	CENTRAL	Wajir East	596	6											
2 HADADO	GRIFTU	Wajir West	300	9	2	1	40	80				1	3	3	4
3 DIIF	HABASWEIN	Wajir South	197	4	2	1	40	80				1	3	3	3
4 KUTULO	TARBACH	Wajir East	350	6		1	40	80					3	3	3
5 AJAWA	BUTE	Wajir North	170	3	3	1	40	80			1	2			3
6 OGORJI	BUTE	Wajir North	20	3											
7 TARBAL	TARBACH	Wajir East	219	5					1				2	2	2
8 ADEMASAJIDA	HABASWEIN	Wajir West	484	8											
9 SHANTABAG	GRIFTU	Wajir West	235	5											
0 KULALEY	CENTRAL	Wajir South	109	3											
1 ICF	CENTRAL	Wajir East	268	2		1	40	80							
2 GARSE KOFU	GRIFTU	Wajir North	103	4											
3 HABASWEIN	HABASWEIN	Wajir South	583	3											
4 DAMBAS	TARBACH	Wajir East	173		2										
5 MALKA GUFU	BUTE	Wajir North	87	3											
6 DUGO	BUTE	Wajir North	31	2											
7 KOROF HARAR	TARBACH	Wajir East	202	4		0									
8 DADAJA BULLA	HABASWEIN	Wajir South	247	4											
9 GALOACH	CENTRAL	Wajir East	600	6											
0 ANOLE	GRIFTU	Wajir West	86	2											

S.No	SCHOOL NAME	DIVISION	Constituency	ENROL	TOILETS	DORMS	BEDS	MATRESSES	DINING HALL/ TANK	WATER	ADMIN	STAFF	HOUSES	ROOMS	FURNITURE
1	MASALANI	MASALANI	Ijara	644	9	2	80	160	1	1	1	1	1	4	4
2	HULUGHO	HULUGHO	Fafi	400	8	2	80	160		1				2	2
3	IJARA	IJARA	Ijara	650	4									2	2
4	SANGALU	SANGALU	Ijara	249	2									4	4
5	KOTILE	MASALANI	Ijara	292	1									2	2
6	GALMAGALA	HULUGHO	Fafi	111										4	4
7	RUKA	IJARA	Ijara	331										1	1
			TOTAL APPROVED	2,677	24	4	160	320	1	1	1	3	1	19	19

S.No	SCHOOL NAME	DIVISION	Constituency	ENROL	TOILETS	DORMS	BEDS	MATRESSES	DINING HALL/ TANK	WATER	ADMIN	STAFF	HOUSES	ROOMS	FURNITURE
1	MAKAROR	CENTRAL	Wajir West	473	4										3
2	ELDAS	GRIFTU	Wajir West	325	6										3
3	BURDER	HABASWEIN	Wajir South	102	4										2
4	DUNTO	TARBACH	Wajir East	60	2										1
5	KORONDILE	BUTE	Wajir North	283	4										1
6	DANABA	BUTE	Wajir North	336	6										4
7	ARGANI	CENTRAL	Wajir East	90	4										1
8	ABAKORE	HABASWEIN	Wajir South	368	6										1
9	ARBA JAHAN	GRIFTU	Wajir West	366	10										1
10	JOHWAR	CENTRAL	Wajir East	76	2										1
11	WABERI	CENTRAL	Wajir East	1054	5										
12	WAGALLA	GRIFTU	Wajir West	128	2										
13	DILMANYALE	HABASWEIN	Wajir South	229	3										
14	CATHOLIC	CENTRAL	Wajir West	510											
15	WAJIR GIRLS	CENTRAL	Wajir East	476											
16	WAJIR PRY	CENTRAL	Wajir East	801											
17	BUTE ARID	BUTE	Wajir North	278											
			TOTAL APPROVED	11,015	140	9	5	200	400	2	2	10	2	24	70

Table 3: Summary of projects for phase 1&2

NO.	PROJECT	GARISSA	WAJIR	MANDERA	IJARA	TOTAL
1.	CLASSROOMS + RAMPS	55	70	71	19	215
2.	TOILETS + RAMPS	63	140	135	24	362
3.	WATER TANKS	-	24	31	1	56
4.	DOUBLE DECKER BEDS	120	200	200	160	680
5.	MATRESSESS	240	400	400	320	1,360
6.	DORMITORIES + ABLUTION + RAMPS	3	5	5	4	17
7.	STAFF HOUSES + RAMPS	-	2	4	3	9
8.	DINING HALL/KITCHEN + FITTINGS + RAMPS	1	2	1	1	5
9.	ADMINISTRATION BLOCK	1	-	-	1	2
10.	ADMINISTRATION STORE + AMPS		1	-	-	1
11.	BATHROOMS		9	-	-	9
12.	CLASSROOM FURNITURE	55	70	71	19	215
13.	RAMPS	-	10	-	-	10

Table.4: Number and conditions and classrooms and toilets in North Eastern Province, 2005(including projects for phase 1 & 2)

FACILITY	CONDITION	GARISSA	IJARA	MANDERA	WAJIR	NORTH EASTERN
CLASSROOMS	PERMANENT	412	119	335	472	1339
	TEMPORARY /OPEN AIR	103	85	389	165	742
	%CLASSROOM EQUIPMENT	22.4	45.9	51.7	29.1	37.8
STUDENT TOILETS	PERMANENT	247	35	322	260	864
	TEMPORARY/OPEN AIR	152	94	332	168	746
	% TOILET EQUIPMENT	45.2	89.5	64	58.3	59.8

I. NEEDS ASSESSMENT AND SELECTION OF THE PRIMARY SCHOOLS PROJECTS FOR PHASE III

Despite the increase in infrastructure in North Eastern Province, there is still need for more projects. In order to implement the Project, maximum participation was sought from the beneficiaries and the different line ministries. MOEST developed the needs assessment tools and the selection criteria. Various education stakeholders, church

and political leaders were brought together under the guidance of District Education Boards(DEBs) in each district, to develop District based needs and priorities between October – November 2005.

The Technical expertise and experience of the relevant ministries, Office of the President, Ministry of Roads and Public Works, Health, Finance and Water have been incorporated in the Project Implementation Process.

Through this collective consensus approach, harmony was built on unit costs, project implementation, transparency, project ownership and accountability. The summaries of the costed needs assessment for the four districts is tabulated on page 24 of this document.

Impact of projects on beneficiary districts.

Two monitoring exercises conducted for both Phase I and II projects in year 2005 and 2006 showed a marked improvement in enrolment in all beneficiary schools. The need to extend the projects to other schools which did not benefit from Phase I and II was realised.

TABLE 5 PROPOSED PROJECTS FOR IMPLEMENTATION UNDER PHASE 3

Garissa PHASE III PROJECTS														
S.No	SCHOOL NAME	DIVISION	CONSTITUENCY	ENROL	TOILETS	DORMS	HOUSES	STAFF	DINING HALL/ KITCHEN	ADMIN. CLASS	REHAB. CLASS	FURNITURES	CLASSES	Water Tank
1	Kamuthe	Bura	Fafi	130	1							2	2	
2	Borehole 5	Jarajila	Fafi	220			1							
3	Nanighi	Bura	Fafi	238	2							2	2	
4	Mansabubu	Bura	Fafi	199								2	2	
5	Garasweino	Bura	Fafi	107										1
6	Yumbis	Jarajila	Fafi	63	1							1	1	
7	Alinjgur	Jarajila	Fafi	164						1				
8	Al-Fatah	Central	Dujis	186								2	2	
9	Jaribu	Central	Dujis	1,399	3					1		2	2	
10	Boystown	Central	Dujis	1,033								2	2	
11	Hyuga Girls	Central	Dujis	721						1				
12	Garissa Pri	Central	Dujis	1,564					1					1
13	Yathrib	Central	Dujis	721						1				
14	Garissa Spec. Sch.	Central	Dujis	20	2									1
15	Tumaini	Central	Dujis	630						1				
16	Tetu	Central	Dujis	1,292								2	2	
17	Sambu	Central	Dujis	326	2									
18	Karakora	Central	Dujis	192					1					
19	Bouralgy	Central	Dujis	153								2	2	
20	Iftin	Central	Dujis	1027	4									
21	Danyere	Balambala	Dujis	101	2							2	2	
22	Jarajara	Balambala	Dujis	99	1							1	1	
23	Dujis	Balambala	Dujis	223	2							2	2	

TOTAL			
10.	Classroom furniture	30,000	42
11.	Water Tank	100,000	6
12	Monitoring & Evaluation		
13	Stationery & Documentation		
			509,600
			1,528,800
			600,000
			1,260,000

Wajir PHASE III PROJECTS															
S.No	SCHOOL NAME	DIVISION	CONSTITUENCY	ENROL	TOILETS	BATHROOMS	DORMS	BEDS	MATRASSES	HOUSES	STAFF HALL/ DINING	KITCHEN	WATER TANKS	CLASS ROOMS	CLASS FURNITURE
1	Griftu	Griftu	West	796	6									3	3
2	Wajir Bor	Tarba	East	230	4									3	3
3	Buna	Bute	North	473	4				5					3	3
4	Ingirir	Bute	North	76	2									3	3
5	Sarif	Habaswein	South	341	4								1	5	5
6	Riba	Tarba	East	150										2	2
7	Wagalla	Griftu	West	244									1	1	1
8	Korondille	Central	East	670										3	3
9	TownShip	Bute	North	204	6									2	2
10	Ndege	Habaswein	South	321										2	2
11	Hodhan	Central	South	563	4									3	3
12	Catholic	Central	East	270	6									3	3
13	Athibohole	Griftu	West	154	2									3	3
14	Dagahley	Habaswein	South	94	4									3	3
15	Arbajahan	Griftu	West	403					4					1	1
16	Qudama	Bute	North	74										2	2
17	Buteheiu	Bute	North	87										2	2
18	Abarkorey	Habaswein	South	497										3	3

Summary of Wajir phase III Projects

NO.	ITEM	UNIT COST	PROPOSED NO.	TOTAL AMOUNT (KSH.)
1.	Classrooms + Ramps	300,000	79	23,700,000
2.	Classrooms + ramps (ECD)	300,000	-	-
3.	Toilets + Ramps	40,000	89	3,560,000
4.	Double Decker beds	6,000	80	480,000
5.	Mattresses	1,200	160	192,000
6.	Dormitory + Ablution + Ramps	1,200,000	2	2,400,000
7.	Staff houses + Ramps	800,000	1	800,000
8.	Dining hall, kitchen + fittings	1,500,000	2	3,000,000
10.	Classroom furniture	30,000	79	2,370,000
11.	Water Tank	100,000	11	1,100,000
12.	Bathrooms	30,000	24	720,000
13.	Monitoring & Evaluation			2,440,440
14.	Stationery & Documentation			813,480
TOTAL				41,575,920

Mandera Phase III Projects

S.NO	SCHOOL NAME	DIVISION	CONSTITUENCY	ENROL	CLASS ROOMS	CLASS FURNITURE	DORMS	BEDS	MATRESSES	STAFF HOUSES	DINING HALL/ KITCHEN	TOILETS	WATER TANKS	Admir Block
1	Barwaqo	Central	East	754	3	3						6	1	
2	Olla	Banissa	Central	246	3	3						6	1	
3	Tarama	Banissa	West	235	3	3						4	1	

Summary of Mandera Phase III Projects

NO.	ITEM	UNIT COST	PROPOSED NO.	TOTAL AMOUNT (KSH.)	Proposed									
					32	33	34	35	36	37	38	32		
32	Alfowzan	Central	403											
33	Al-Uteibi	Rhamu	580											
34	Arabia Primary	Fino	462											
35	Kiliweheri	Banissa	382											
36	Bur-Abor	Khalallo	228											
37	Kamor	Central	1,357											
38	Aresa	Fino	173											
		East	20,576											
			67											
			67											
			1											
			40											
			80											
			2											
			1											
			168											
			32											

NO.	ITEM	UNIT COST	PROPOSED NO.	TOTAL AMOUNT (KSH.)
1.	Classrooms + Ramps	300,000	57	17,100,000
2.	Classrooms + ramps (ECD)	300,000	10	3,000,000
3.	Toilets + Ramps	40,000	168	6,720,000
4.	Double Decker beds	6,000	40	240,000
5.	Mattresses	1,200	80	96,000
6.	Dormitory + Ablution + Ramps	1,200,000	1	1,200,000
7.	Staff houses + Ramps	800,000	2	1,600,000
8.	Dining hall, kitchen + fittings	1,500,000	1	1,500,000
9.	Administration block + Ramps	600,000	1	600,000
10.	Classroom furniture	30,000	67	2,010,000
11.	Water Tank	100,000	32	3,200,000
12.	Monitoring & Evaluation			2,015,100
13.	Stationery & Documentation			806,040
TOTAL				40,087,140

S.No	SCHOOL NAME	DIVISION	Constituency	ENROL	TOILETS	DORMS	BEDS	MATRASSES	DINING HALL/ TANK	WATER	ADMIN BLOCK	STAFF HOUSES	CLASS ROOMS	CLASS FURNITURE
1	Sangailu	Ijara		368									2	2
2	Kotile	Masalani	Ijara	338									1	1
3	Hara	Masalani	Ijara	340	1							1	4	1
4	Korisa	Masalani	Ijara	212					4				4	4
5	Masalani Girls	Masalani	Ijara	253	2								3	3
6	Masalani primary	Masalani	Ijara	927	1								2	4
7	Dahir Primary	Masalani	Ijara	145	2								1	2
8	Bonni Forest	Ijara		68									1	1
9	Hulugho Primary	Hulugho	Fafi		1	1	40	80					1	1
10	Ijara Girls	Masalani	Ijara		1	2	80	160				1	1	1
11	Ijara Primary	Masalani	Ijara									1	1	1
12	Buithama	Ijara			1								2	1
13	Galmagala	Hulugho	Fafi	261									2	2
14	Handaro	Sangailu	Ijara	153		1	40	80						
14	Kobiyo	Hulugho	Fafi										2	2
TOTAL PROPOSED					9	4	160	320	0	4	2	2	25	25

Summary of Ijara phase III projects

NO.	ITEM	UNIT COST	PROPOSED NO.	TOTAL AMOUNT (KSH.)
1.	Classrooms + Ramps	300,000	14	4,200,000
2.	Classrooms + ramps (ECD)	300,000	11	3,300,000
3.	Toilets + Ramps	40,000	9	360,000
4.	Double Decker beds	6,000	160	960,000
5.	Mattresses	1,200	320	384,000
6.	Dormitory + Ablution + Ramps	1,200,000	4	4,800,000
7.	Staff houses + Ramps	800,000	2	1,600,000
8.	Dining hall, kitchen + fittings	1,500,000	-	-
9.	Administration block + Ramps	600,000	2	1,200,000
10.	Classroom furniture	30,000	25	750,000
11.	Water Tank	100,000	4	400,000
12.	Monitoring & Evaluation			604,800
13.	Stationery & Documentation			403,200
TOTAL				19,990,000

V. SUMMARY OF PROPOSED ALLOCATION FOR PHASE 3

	DISTRICT	ALLOCATION
1.	Mandera	40,087,140
2.	Wajir	41,575,920
3.	Ijara	19,990,000
4.	Garissa	25,118,000
5.	MOEST Headquarters (Monitoring & Evaluation)	3,228,940
TOTAL		130,000,000

VI. ORGANIZATION MANAGEMENT STRUCTURE OF THE PROJECT

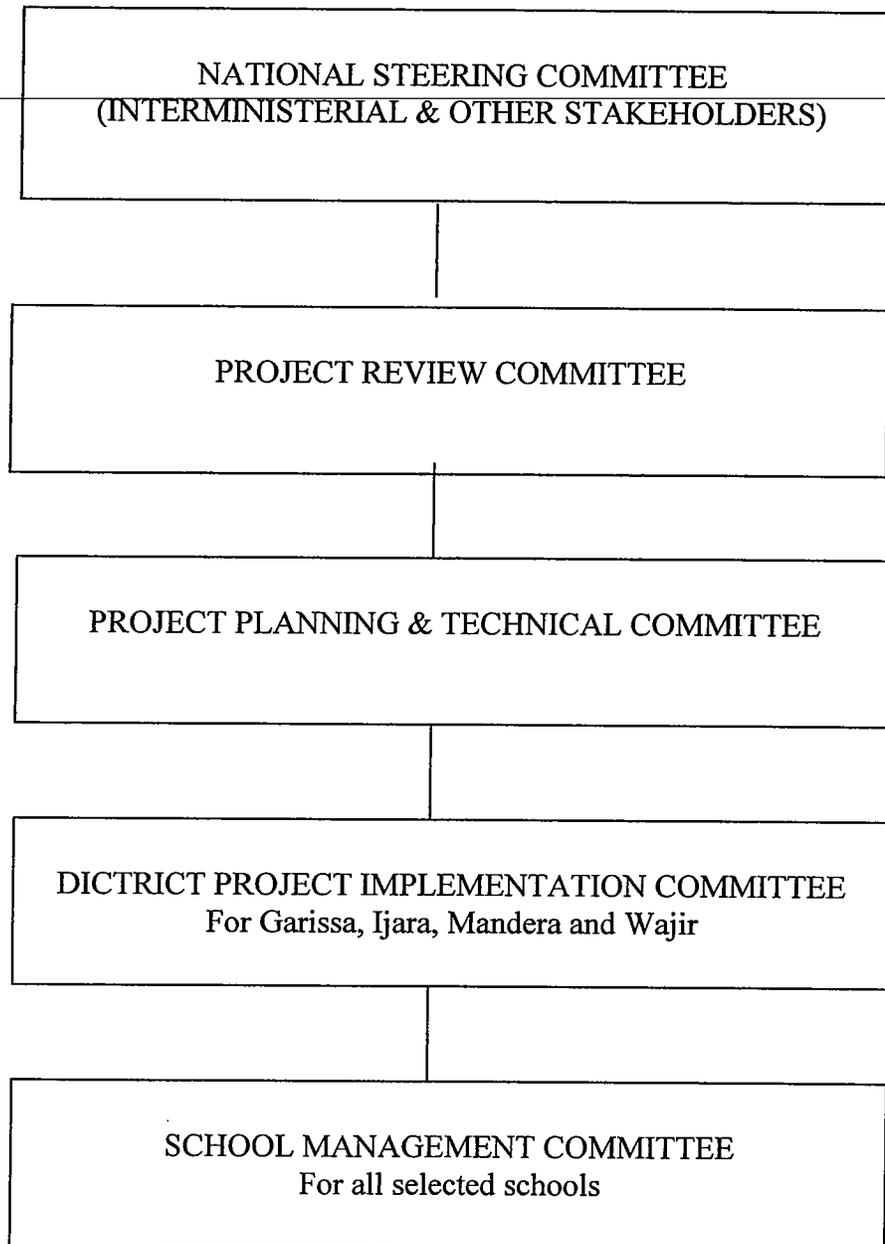
A National Steering Committee, a Project Review Committee and a Technical and Planning Committee have been established to coordinate the project on improvement of physical facilities under the GOK/USAID funding. MOEST in liaison with the District Project Implementation Committees will supervise the Project implementation throughout to ensure compliance of the various actors at all levels. MOEST has elaborate administrative structures at the district level that are adequate in project implementation with proper guidelines and supervision from the headquarters teams.

Emphasis will be laid on achievement of common supervisory and professional support services. The committee will provide the guidelines for project implementation both at national and district level. The District Education Officer is to be the client of the project on behalf of the District Education Board and the Ministry. The District Architect will provide the technical supervision of the project to ensure quality of the construction works.

The Procurement of the construction works will follow the laid down government procedures and will be carried out at the district level. The school management committees will play a crucial role at the school level in ensuring the successful completion of the projects.

Fig.4 below shows the project management structure from the National Steering Committee to the School Committee level.

Fig.4 :Implementation Structure For The Project



VII. MEMBERSHIP AND TERMS OF REFERENCE:

**National Steering Committee (NSC)(Inter-Ministerial & Inter-Project)
Members:**

1. Permanent Secretary/MOEST –Chair
2. Country Director USAID
3. PS or Representative Ministry of Finance
4. PS or Representative Ministry of Roads and Public Works
5. PS or Representative Ministry of Water Development
6. PS or Representative Ministry of Health
7. PS or Representative Ministry of Local Government
8. PS or Representative Ministry of Home Affairs (Children’s Department)

9. PS or Representative Ministry of Gender, Sports, Cultural and Social Services (Department of Adult Education and Social Services)
10. PS or Representative Office of the President (Special Programmes)
11. Senior Deputy Secretary, Administration (Ministry of Education Science and Technology)

12. Director KIE
13. Director KESI
14. Director KISE
15. Secretary General –KNATCOM for UNESCO
16. Director Basic Education
17. Director Higher Education
18. Director Policy and Planning
19. Director Quality Assurance & Standards
20. SDDE Basic Education
21. Chief Finance Officer
22. Principal Accountant
23. Principal Procurement Officer
24. Project Coordinators and Desk Officers for various MOEST/Development Partners including: MOEST, WB, USAID, HRH- SAUDI ARABIA, OPEC, DFID, UNICEF

Terms of reference for the NSC:

- (a) Approve Quarterly Project Progress Reports and the Project Completion Reports
- (b) Approve Project Statements of Expenditure (SOE's)
- (c) Approve documents requiring USAID approval
- (d) Approve criteria for selection and lists of institutions to be supported.
- (e) Advise on Policy issues arising from the implementation of the Project.

Project Review Committee (PRC)

Members:

1. Education Secretary - Chair
2. Senior Deputy Secretary, Administration
3. Director, Quality Assurance & Standards
4. Director Basic Education
5. Director Policy and Planning
6. Chief Finance Officer
7. Principal Accountant
8. Chief Economist
9. Project Coordinator -Directorate of Basic Education (BE)
10. Deputy Project Coordinator & Secretary -BE Directorate
11. MOEST Project Architect
12. MOEST Principal Procurement Officer
13. USAID Education Director
14. USAID Construction Advisor
15. USAID Financial Controller

Other Ministries' Representatives:

16. Ministry of Roads and Public Works -Project Architect
17. Office of the President -National Project Coordinator - ALRMP
18. Ministry of Finance –GOK/USAID Desk Officer

19. Ministry of Health –Public Health Officer
20. Ministry of Water –Water Engineer

Terms Of Reference For The PRC:

- (a) Approve project work plans and budgets.
- (b) Approve disbursements of funds for project activities
- (c) Monitor project progress
- (d) Advise on policy issues arising from the implementation of the project
- (e) Harmonize and coordinate GOK/Development partners initiatives for maximum impact.
- (f) Approve Terms of Reference for consultancies
- (g) Approve Monitoring and Evaluation tools and reports
- (h) Approve training modules
- (i) Approve and forward to the National Steering Committee (NSC) documents requiring NSC and USAID approval.

Technical And Planning Committee (TPC)

Members:

1. Project Coordinator - Chair
2. USAID Construction Advisor
3. Deputy Project Coordinator - Secretary
4. MOEST Project Architect
5. Representative from Directorate of Quality Assurance & Standards
6. Representative from Directorate of Policy & Planning
7. Representative from MOEST Planning Unit.
8. Project Accountant
9. Procurement officer
10. Finance officer

Terms of Reference For The TPC:

- (a) Develop training programmes and modules for the district teams, school committees, PTAs and communities
- (b) Establish the district project implementation committees
- (c) Develop selection criteria for project schools
- (d) Develop work plans
- (e) Monitor and evaluate project implementation and related activities
- (f) Establish implementation and reporting systems

District Project Implementation Committee (DPIC)

Members:

1. Chair- District Commissioner (DC)
2. Project Coordinator and Secretary- District Education Officer (DEO)
3. District Development Officer

Monitoring and evaluation will involve data collection, analysis and report writing at various stages of project implementation. Lessons learnt from this exercise will be used to enhance implementation of subsequent projects or phases.

M & E of the project activities will be carried out using the following: -

- (a) Quarterly reports
- (b) Mid term review
- (c) Supervision mission reports
- (d) Project completion reports
- (e) Observation and site visits
- (f) Check lists and charts
- (g) Construction work programmes
- (h) Interview and assessment tools
- (i) Statement of expenditure
- (j) Proper books of accounts and audit.

Monitoring and evaluation will be the responsibility of the national Technical & Planning committee in liaison with the District Project Implementation Committee.

The programme will be nationally executed and co-ordinated by the Directorate of Basic Education in the Ministry of Education, Science and Technology. The MOEST departments of Planning and Directorate of Policy and Planning are key actors in guiding the project implementation.

During the implementation of the programme expertise and technical backstopping is to be sought from other collaborating agencies that include the Ministries of Water Development, Roads and Public Works and Health.

Monitoring and evaluation mechanisms will be based on the principles of results-based management within developed procedures and guidelines. A regular review will be conducted within the implementation period in 2006/2007 and end of programme evaluation to assess the programme results and provide direction for future programs. Thematic evaluations are also to be conducted.

In support of the initiative of the Free Primary Education the Ministry of Education, Science and Technology will intensify improvement of education programmes in NEP for example by enhancing the primary schools Net Enrolment Rate of 13.4% to 50%. Indeed to attain this target is an uphill task given that majority of the Population lives in difficult Environments. It is imperative that this will require a great deal of donor support in financing and technical assistance in education.

Based on these propositions and the needs assessments from the districts, the Ministry is seeking assistance amounting to KShs 130 Million during the 2006/2007 financial year from USAID to support Phase III. This phase will also incorporate Early Childhood Education Centers in areas where there is need.