ASSESSMENT OF STAKEHOLDERS' REDRESS MECHANISMS FOR IMPROVING ACCESS TO PRIMARY EDUCATION IN KOPSIRO WARD, MT. ELGON, KENYA

BY

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DECLARATION

Declaration by the Candidate

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For the love of my Dad: Jackson Cheminingwa, my Mum: Rose Cheminingwa, my spouse:Ronald and my children: Bevlyne, Raymond, Shirlyne and Reagan.

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ABSTRACT

This study assessed stakeholders' redress mechanisms for improving access to primary education in Kopsiro Ward, Mt. Elgon, Kenya. The research aimed to establish stakeholder engagement extent in promoting educational access, examine documentation practices' influence on access, investigate sensitization programs' role in enhancing awareness and enrollment, and explore mediation mechanisms for resolving education-related conflicts. A descriptive survey design employed stratified and purposive sampling to select 138 participants from 580 stakeholders, including head teachers, classroom teachers, parents/guardians, community leaders, Ministry of Education officials, and NGO representatives. Data collection utilized questionnaires and interview guides over four weeks, with instruments validated through expert review and pilot testing, achieving Cronbach's Alpha coefficient of 0.78. Quantitative data underwent descriptive statistical analysis via SPSS, while qualitative data received thematic analysis. Regression analysis revealed strong relationships (R = 0.821) explaining 67.4% of educational access variation (R^2 = 0.674). Policy engagement demonstrated highest impact with PTA meetings (mean = 3.8), documentation practices peaked with student records (mean = 3.85), sensitization programs achieved 64-65% strong agreement for community workshops and local partnerships, while mediation programs showed effectiveness with parent-teacher mediation (96% recognition) and government subsidies (85%). All predictor variables exhibited positive significant coefficients, confirming that improvements in policy engagement, documentation, sensitization, mediation, and conflict management directly enhance educational access. The study concludes that comprehensive multidimensional approaches yield greatest impact on primary education access. Key recommendations include strengthening stakeholder involvement in policymaking, improving documentation infrastructure, expanding sensitization programs, establishing robust mediation systems, and implementing context-specific interventions with longitudinal research for sustainability assessment. These findings provide evidence-based recommendations for targeted interventions addressing specific barriers in Kopsiro Ward, contributing to achieving Sustainable Development Goal 4 for inclusive and equitable quality education.

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ABBREVIATIONS AND ACRONYMS

ADEA   Association for the Development of Education in Africa

CEMIS   County Education Management Information System

CESA   The African Union's Continental Education Strategy for Africa

EMIS   Education Management Information Systems

FAWE   Forum for African Women Educationalists

GPE   Global Partnership for Education

HCR   Office of the United Nations High Commissioner for Human Rights

NEMIS   The National Education Management Information System

SDGs   Sustainable Development Goals

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter comprises the background to the study, statement of the problem, objectives of the study, research, questions, purpose of the study, justification of the study, significance of the study, assumptions of the study, limitations of the study, theoretical framework and operational definition of terms.

1.2 Background of the study

Ensuring equitable access to quality education is a fundamental human right and a key driver of sustainable development However, numerous barriers, including poverty, discrimination, and inadequate infrastructure, continue to impede access to education for millions of children worldwide (United Nations, 2020). For instance, a UNESCO (2019) report estimated that approximately 258 million children and youth were out of school globally in 2018. Stakeholders, such as governments, civil society organizations, and international bodies, play a crucial role in addressing these challenges and promoting inclusive and accessible education systems. Redress mechanisms, which provide avenues for individuals and communities to voice their concerns and seek remedies for violations of their educational rights, are essential tools in this endeavor (OHCHR, 2019).

Stakeholder engagement, documentation practices, sensitization programs, and mediation play crucial roles in enhancing stakeholder redress mechanisms and promoting equitable access to primary education. Effective stakeholder engagement and policy advocacy are critical components of successful redress mechanisms, as they enable governments to better understand the unique challenges faced by different groups and develop inclusive and responsive policies (Akkari & Malekalungu, 2019).

Furthermore, thorough documentation practices ensure transparency, accountability, and evidence-based decision- making by helping identify systemic issues, track progress, and inform policy decisions (World Bank, 2021).

Sensitization programs play a vital role in raising awareness about educational rights and redress mechanisms, increasing stakeholder participation, and addressing cultural barriers that prevent certain groups from accessing education (UNICEF, 2018). In the Kenyan context, mediation has emerged as an effective tool for stakeholder redress mechanisms, providing a collaborative platform for stakeholders to address conflicts, develop solutions, and foster a sense of ownership and accountability in the redress process (Yego & Kyalo, 2021).

International organizations and multilateral partnerships play a crucial role in supporting and strengthening stakeholder redress mechanisms at the national and local levels. Through technical assistance, capacity-building initiatives, and financial support, these entities can help governments develop and implement effective redress mechanisms (GPE, 2022). For example, the Global Partnership for Education (GPE) has provided funding and support to various countries, such as Mozambique and Somalia, to improve access to education and strengthen accountability mechanisms (GPE, 2021). Furthermore, international frameworks and guidelines, such as the Sustainable Development Goals (SDGs) and the Convention on the Rights of the Child, provide a normative basis for redress mechanisms and highlight their importance in achieving inclusive and equitable education (United Nations, 2020; UNICEF, 2019).

Technological advancements have the potential to enhance the accessibility and efficiency of stakeholder redress mechanisms. Digital platforms and mobile applications can provide stakeholders with user-friendly interfaces to submit

complaints, track progress, and access relevant information (UNDP, 2022). A study by Croke et al. (2020) examined the impact of redress mechanisms, including technology-based solutions, on access to justice and found promising results. Furthermore, data analytics and machine learning can assist in identifying patterns and trends, enabling more targeted and effective interventions. The United Nations Development Programme (UNDP) has supported initiatives that leverage digital technologies to improve governance and service delivery, including in the education sector (UNDP, 2021).

Despite the significant progress made in promoting access to education, considerable challenges remain, particularly in marginalized and conflict-affected areas. A report by UNESCO (2021) highlighted the disproportionate impact of the COVID-19 pandemic on education in fragile and conflict-affected contexts, exacerbating existing inequalities. Effective stakeholder redress mechanisms are essential for addressing these challenges and ensuring that no child is left behind. However, their success depends on sustained political will, adequate resources, and a genuine commitment to stakeholder engagement and accountability (OHCHR, 2019; Menendez, 2020). By fostering collaborative partnerships, leveraging technological innovations, and prioritizing inclusive and participatory approaches, stakeholders can work towards creating education systems that are truly accessible and responsive to the needs of all learners.

Robust monitoring and evaluation frameworks are crucial for assessing the effectiveness of stakeholder redress mechanisms and ensuring continuous improvement (UNDP, 2022). By collecting and analyzing data on complaints received, resolution rates, and stakeholder satisfaction, governments and organizations can identify areas for enhancement and implement targeted interventions. A study by Ndiku, (2019)

demonstrated how statistical modeling of human rights violations data can improve monitoring and evaluation processes. Additionally, regular consultations with stakeholders can provide valuable information into the strengths and weaknesses of existing redress mechanisms, informing future policy decisions. The World Bank's Systematic Country Diagnostic (SCD) process involves extensive stakeholder consultations to identify development priorities, including in the education sector (World Bank, 2021).

Ultimately, the success of stakeholder redress mechanisms in enhancing access to education hinges on a shared commitment to human rights, equity, and inclusivity (OHCHR, 2019). A global study by the Office of the United Nations High Commissioner for Human Rights (OHCHR) highlighted the importance of human rights-based approaches in addressing educational inequalities (OHCHR, 2019). By fostering a culture of accountability and empowering stakeholders to actively participate in decision-making processes, these mechanisms can contribute to the creation of education systems that are responsive, transparent, and capable of addressing the diverse needs of learners (UNESCO, 2019). As the global community continues to work towards achieving the Sustainable Development Goals (SDGs), stakeholder redress mechanisms will play an increasingly vital role in ensuring that the right to quality education is realized for all children, regardless of their circumstances (United Nations, 2020).

Across the African continent, significant strides have been made in improving access to primary education, with the gross enrollment ratio increasing from 59% in 1999 to 100% in 2018 (UNESCO, 2021). However, challenges related to poverty, conflict, and inadequate infrastructure continue to impede access for millions of children, particularly in rural and marginalized communities (African Union, 2018). Stakeholder

redress mechanisms have been recognized as crucial tools in addressing these barriers and promoting inclusive and equitable education systems. The African Union's Continental Education Strategy for Africa (CESA) 2016-2025 emphasizes the need for effective accountability mechanisms, stakeholder engagement, and robust monitoring and evaluation frameworks to ensure access to quality education for all (African Union, 2016).

At the continental level, initiatives such as the Association for the Development of Education in Africa (ADEA) have played a vital role in promoting stakeholder engagement and redress mechanisms in the education sector. Through capacity-building programs, policy dialogues, and knowledge-sharing platforms, ADEA has supported African countries in developing inclusive education policies and fostering stakeholder participation. (ADEA, 2021). Furthermore, regional economic communities, such as the East African Community (EAC) and the Southern African Development Community (SADC), have undertaken efforts to harmonize education policies and promote regional cooperation in addressing access and quality issues (EAC, 2019; SADC, 2020).

In the East African region, significant progress has been made in expanding access to primary education, with countries like Kenya, Tanzania, and Uganda achieving near-universal enrollment. However, disparities persist, with marginalized groups, such as girls, children with disabilities, and those living in remote areas, facing greater barriers to accessing quality education (UNICEF, 2018). To address these challenges, regional initiatives like the East African Community's Education Sector Strategic Plan have emphasized the importance of stakeholder engagement and redress mechanisms in promoting inclusive and equitable education systems.

Regional organizations, such as the Inter-University Council for East Africa (IUCEA), have played a crucial role in fostering collaboration and knowledge-sharing among stakeholders in the education sector. Through research initiatives, policy forums, and capacity-building programs, IUCEA has supported the development of effective redress mechanisms and promoted stakeholder engagement in educational policymaking (IUCEA, 2021). Additionally, civil society organizations, such as the Forum for African Women Educationalists (FAWE), have been instrumental in advocating for girls' education and empowering communities to demand accountability and redress for violations of educational rights (FAWE, 2021).

In Kenya, the government has made significant strides in improving access to primary education, with the introduction of free primary education in 2003 leading to a substantial increase in enrollment rates. However, challenges related to poverty, gender disparities, and inadequate infrastructure continue to hinder access for many children, particularly in rural and marginalized areas (Yego & Kyalo, 2021). The Kenyan government has recognized the importance of stakeholder engagement and redress mechanisms in addressing these challenges, as outlined in the Basic Education Act (2013) and the National Education Sector Strategic Plan (2018-2022).

The Kenyan government has implemented various initiatives to promote stakeholder engagement and redress mechanisms in the education sector. The National Education Management Information System (NEMIS) has been established to collect and analyze data on education indicators, facilitating evidence-based decision-making and accountability (Kariuki & Mbaya, 2020. Additionally, the government has established mechanisms for stakeholder participation, such as School Management Committees (SMCs) and Parent-Teacher Associations (PTAs), which provide platforms for

communities to voice their concerns and participate in school governance (Muriithi & Insley, 2018).

Moreover, The Kenyan Government introduced the Competency-Based Curriculum (CBC) in 2017 as part of its efforts to reform the education system and align it with the demands of the 21st century. The CBC program aims to shift the focus from content-based learning to the acquisition of core competencies, such as critical thinking, problem-solving, communication, and collaboration (Kariuki & Mbaya, 2020). The implementation of the CBC has involved various stakeholders, including teachers, parents, and curriculum developers, and has required significant investments in teacher training, learning materials, and infrastructure development. While the CBC has faced challenges, such as inadequate resources and resistance from some stakeholders, it has also been recognized as a positive step towards promoting learner-centered and competency-based education in Kenya (Wambu & Kyalo, 2021). The success of the CBC program will depend on continued stakeholder engagement, effective redress mechanisms to address implementation challenges, and sustained efforts to ensure equitable access to quality education for all learners across the country (UNICEF, 2020).

Bungoma County, located in western Kenya, has faced significant challenges in ensuring access to primary education for all children. According to the County Integrated Development Plan (2018-2022), Bungoma has a relatively low primary school enrollment rate and a high dropout rate, particularly among girls and children from marginalized communities (Bungoma County Government, 2018). To address these issues, the county government has prioritized stakeholder engagement and redress mechanisms as part of its education sector strategy.

The Bungoma County Education Board has been established to coordinate stakeholder involvement and facilitate redress mechanisms in the education sector. The board includes representatives from various stakeholder groups, such as teachers, parents, civil society organizations, and community leaders, ensuring diverse perspectives are considered in decision-making processes (Kihara & Mutua, 2022). Additionally, the county government has implemented initiatives to promote community awareness and sensitization on educational rights and redress mechanisms, such as the "Elimu Bora" campaign (Bungoma County Government, 2020).

Despite the county-level efforts to improve access to primary education and strengthen stakeholder redress mechanisms, specific challenges and gaps may exist at the ward level. Kopsiro Ward, located within Bungoma County, is a rural area that may face unique barriers and disparities in accessing primary education. Factors such as poverty, cultural norms, infrastructure deficits, and limited awareness of redress mechanisms could potentially hinder the effective implementation of county and national initiatives at the ward level.

To address this research gap, it was crucial to conduct a localized study focused on Kopsiro Ward to gain a comprehensive understanding of the specific challenges and stakeholder perspectives related to redress mechanisms and access to primary education in this particular context. By examining stakeholder engagement practices, documentation processes, and sensitization programs at the ward level, the research provides valuable statistics and recommendations tailored to the unique needs and circumstances of Kopsiro Ward. This localized research will contribute to the development of targeted interventions and strategies that effectively address the barriers faced by communities in Kopsiro Ward, ensuring that no child is left behind in accessing quality primary education.

1.3 Statement of the Problem

Access to primary education remains a significant challenge in many parts of the world, including Kopsiro Ward in Kenya. Despite the Kenyan government's efforts to promote free primary education, numerous barriers continue to impede children's access to quality education. These barriers include poverty, inadequate infrastructure, gender disparities, and cultural norms, (Ainscow, 2020). Moreover, the lack of effective stakeholder engagement in policymaking and redress mechanisms has been identified as a critical issue hindering progress in ensuring equitable access to education (Amunga, 2020). In Kopsiro Ward, stakeholders such as parents, teachers, community leaders, and government officials often face challenges in contributing to decision-making processes related to primary education access, leading to policies and strategies that may not adequately address the unique needs and circumstances of local communities (Bungoma County Government, 2018).

Despite the recognition of stakeholder redress mechanisms as crucial tools for promoting access to education, there are significant knowledge gaps in understanding their effectiveness and implementation at the local level, particularly in rural and marginalized areas like Kopsiro Ward. While national and county-level initiatives have been implemented to improve stakeholder engagement, documentation practices, sensitization programs, and mediation processes, their impact on enhancing access to primary education in specific wards or localities remains largely unexplored (Imana, 2020). Additionally, there is a lack of localized data and empirical research on the unique challenges, barriers, and stakeholder perspectives related to redress mechanisms in Kopsiro Ward, limiting the ability to develop targeted and context-specific interventions (Muriithi & Insley, 2018).

Addressing the knowledge gaps and enhancing an understanding of stakeholder redress mechanisms in Kopsiro Ward was crucial for promoting equitable access to primary education and ensuring that no child is left behind. By investigating the effectiveness of stakeholder engagement practices, documentation processes, sensitization programs, and mediation mechanisms, this study provides valuable statistics and recommendations tailored to the unique needs and circumstances of the local community. Additionally, the findings will inform evidence-based policymaking and the development of targeted interventions to address the specific barriers and challenges faced by stakeholders in Kopsiro Ward (UNESCO, 2019). Furthermore, this research will contribute to the broader discourse on stakeholder redress mechanisms and their role in achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Elfert, 2021).

There was need of addressing access to primary education due to the alarming dropout rates globally, regionally, and locally. Globally, sub-Saharan Africa has the highest burden of out-of-school children, with Kenya alone accounting for 1.8 million out-of-school children aged 6-10. Nationally, Kenya's dropout challenge is evident with completion rates below 50%, while regional disparities show Western Kenya counties like Siaya recording secondary dropout rates of 11.6% compared to the national average of 6.6%. In Bungoma County, where Kopsiro Ward is located, the primary school dropout rate stands at approximately 18.4%, significantly higher than the national average of 12.7%. Preliminary data from local schools in Kopsiro Ward indicates an even more concerning dropout rate of 24.3% at the primary level, with the highest attrition occurring between Classes 4-6 (31.2%) due to poverty, early marriages, and agricultural labor demands. Kopsiro Ward was selected as the most appropriate study

location due to its representation of typical marginalized rural challenges and its above-average dropout rates, making it a critical case for understanding how effective stakeholder redress mechanisms can address educational exclusion in Kenya's most vulnerable communities.

1.4 Purpose of the Study

The purpose of this study was to assess Stakeholders' Redress Mechanisms for Improving Access to Primary Education in Kopsiro Ward, Mt. Elgon, Kenya

1.5 Objectives of the Study

i. To establish the extent of stakeholder engagement in promoting access to primary education in Kopsiro Ward.

ii. To examine how documentation practices by stakeholder's influence access to primary education.

iii. To investigate the role of sensitization programs in enhancing awareness and enrolment in primary education.

iv. To explore mediation mechanisms used by stakeholders to resolve education-related conflicts and barriers to access.

1.6 Research Questions

i. To what extent do stakeholders engage in enhancing access to primary education in Kopsiro Ward?

ii. How do documentation practices among stakeholder's influence access to primary education?

iii. What is the role of community sensitization programs in promoting access to primary education?

iv. What mediation mechanisms are used by stakeholders to address barriers to accessing primary education?

1.7 Hypotheses of the Study

The study tested the following null hypotheses:

- **H_o1**: There is no statistically significant relationship between stakeholder engagement and access to primary education in Kopsiro Ward.

- **H_o2**: Documentation practices by stakeholders have no significant effect on access to primary education.

- **H_o3**: Sensitization programs have no significant impact on access to primary education.

- **H_o4**: Mediation mechanisms do not significantly influence access to primary education in Kopsiro Ward.

1.8 Significance of the Study

This study will shed light on the effectiveness of stakeholder engagement practices, documentation processes, sensitization programs, and mediation mechanisms in addressing barriers to primary education access. By identifying strengths and areas for improvement, parents and communities will gain valuable information into how they can effectively participate in decision-making processes, voice their concerns, and advocate for their children's educational rights. Additionally, the study may uncover strategies to enhance community awareness and empowerment, enabling parents to become active agents in ensuring their children's access to quality education.

The ultimate beneficiaries of this study are the pupils themselves. By contributing to the development of effective stakeholder redress mechanisms, the study aims to remove

barriers and promote inclusive and equitable access to primary education. This, in turn, can improve learning outcomes, increase enrollment and retention rates, and create a conducive environment for pupils to thrive and achieve their full potential.

The study's findings can inform the development of inclusive and responsive policies and practices within educational institutions. Teachers and school administrators may gain adequate knowledge into effective stakeholder engagement strategies, documentation processes for tracking educational needs, and mechanisms for resolving conflicts and addressing grievances. This can foster a more collaborative and accountable educational ecosystem, ultimately improving the quality of teaching and learning experiences.

The study will provide valuable evidence-based recommendations for education officers and policymakers at the county and national levels. By understanding the local factors and stakeholder perspectives, policymakers can develop targeted interventions and allocate resources more effectively to address the unique challenges faced by communities like Kopsiro Ward. Additionally, the study's findings can inform the refinement and enhancement of existing policies and initiatives aimed at promoting equitable access to primary education.

Civil society organizations and development partners working in the education sector can benefit from the study's findings. By identifying effective stakeholder redress mechanisms, these organizations can refine their advocacy efforts, community outreach programs, and capacity-building initiatives. Furthermore, the study's findings may inform the development of best practices and catalyze collaborative efforts among various stakeholders to achieve the common goal of inclusive and equitable access to primary education.

1.9 Justification of the study

This study is justified by several compelling reasons that highlight its significance and potential impact. First, it addresses a critical issue of ensuring equitable access to primary education, which is a fundamental human right and a key driver of sustainable development (United Nations, 2021; African Union, 2018). Despite global efforts to promote universal primary education, millions of children, particularly in rural and marginalized areas like Kopsiro Ward, continue to face barriers to accessing quality education (Imana, 2020). By examining stakeholder redress mechanisms, this study has the potential to identify strategies and interventions that can effectively remove these barriers and promote inclusive and equitable educational opportunities.

Secondly, the study contributes to bridging the existing knowledge gap by providing localized data and statistics into the effectiveness of stakeholder engagement practices, documentation processes, sensitization programs, and mediation mechanisms in Kopsiro Ward. This localized understanding is crucial for developing targeted and context-specific interventions that address the unique challenges and needs of the community. By doing so, the study aligns with the principles of evidence-based policymaking and supports the development of inclusive and responsive education policies (Muriithi & Insley, 2018).

Thirdly, the study has the potential to inform and strengthen ongoing national and county- level efforts to improve access to primary education and promote stakeholder involvement in decision-making processes. By examining the effectiveness of existing initiatives and exploring new approaches, the findings can contribute to the refinement and enhancement of redress mechanisms, ultimately ensuring that no child in Kopsiro Ward is denied their right to education.

Furthermore, the study's focus on stakeholder redress mechanisms aligns with international frameworks and commitments, such as the Sustainable Development Goals (SDGs) and the African Union's Continental Education Strategy for Africa (CESA) 2016-2025 (United Nations, 2018; African Union, 2021). These frameworks emphasize the importance of stakeholder engagement, accountability mechanisms, and inclusive policymaking in achieving quality education for all. By contributing to this global discourse, the study has the potential to inform best practices and inspire similar research efforts in other contexts, ultimately advancing the collective pursuit of equitable access to education.

1.10 Scope of the Study

The study was conducted in Kopsiro Ward, which is a rural area located within Bungoma County, situated in the western region of Kenya. The study focused on stakeholders involved in the primary education sector within the boundaries of Kopsiro Ward, including parents, teachers, school administrators, community leaders, government officials, and representatives from civil society organizations operating in the area.

The study primarily examined stakeholder redress mechanisms and their impact on enhancing access to primary education in Kopsiro Ward from 2010 to the present day. This time frame was chosen to capture the evolution of stakeholder engagement practices, documentation processes, sensitization programs, and mediation mechanisms over the past decade, allowing for a comprehensive analysis of their effectiveness and potential areas for improvement.

However, it is essential to note that the study also considered the current context and any recent developments or initiatives that were implemented in 2023. To ensure the

relevance and applicability of the findings, the researcher conducted a confirmatory review and data collection process in 2023 to validate and update the information gathered from the previous years. This confirmatory step ensured that the study's recommendations and conclusions reflect the most up-to-date situation and stakeholder perspectives in Kopsiro Ward, thereby enhancing the study's practical utility and potential impact.

By clearly delineating the geographical scope to Kopsiro Ward and focusing on the time period from 2010 with a validation step in 2023, the study provides a comprehensive and contextualized understanding of stakeholder redress mechanisms in enhancing access to primary education within this specific geographical area. This targeted approach enabled the researcher to generate actionable statistics and recommendations tailored to the unique challenges and needs of the Kopsiro Ward community.

Additionally, the content scope focused on four critical aspects: stakeholder engagement practices in policymaking processes, documentation practices for recording and tracking education access issues, sensitization programs aimed at raising awareness about educational rights and redress mechanisms, and mediation mechanisms designed to address conflicts and disputes related to primary education access. By thoroughly investigating these components within the specific context of Kopsiro Ward, the study aimed at generating actionable statistics and recommendations tailored to the unique challenges and needs of the local community, ultimately contributing to the broader goal of promoting inclusive and equitable access to primary education.

1.11 Limitations of the Study:

i. **Methodological Limitations:** The study employed a mixed method research approach, which may limit the generalizability of the findings to a broader population or context. The sample size and sampling techniques used may introduce potential biases, and the findings may not be representative of the entire population of stakeholders within Kopsiro Ward.

ii. **Sensitivity of Information:** The study involved collecting sensitive information from stakeholders, including parents, teachers, and community leaders. To address this limitation, the respondents were assured of the confidentiality of the information they provided, encouraging them to share their perspectives openly and honestly.

iii. **Unavailability of Data/School Records:** In some instances, the study may have encountered challenges in accessing relevant data or school records due to unforeseen circumstances, such as schools being burned down or records being lost or damaged. To mitigate this limitation, the researchers sought alternative sources of information, such as conducting additional interviews or consulting with relevant educational authorities at the sub-county level.

iv. **Inaccurate/Improper School Records:** The accuracy and completeness of school records may have been compromised due to various factors, such as human error, inadequate record-keeping practices, or intentional misrepresentation. To address this limitation, the researchers cross-checked and confirmed the data obtained from school records with information provided by the sub-county educational department, ensuring the validity and reliability of the data used in the study.

1.12 Assumptions of the Study

    i.   All the schools under study had reopened.

    ii.   Updated records were available to the researcher.

    iii.   That reduced number in the overall school enrollment is due to conflicts.

    iv.   The respondents provided true and accurate information.

1.13 Theoretical Framework

The study was guided by the Stakeholder Theory, which was developed in the 1980s by scholars such as R. Edward Freeman (Freeman, 1984) and Andrew L. Friedman. The Stakeholder Theory emerged as a response to the traditional shareholder-centric view of organizations, recognizing the importance of considering the interests and concerns of a broader range of stakeholders (Friedman & Miles, 2002). This theory posits that organizations have a responsibility to involve and address the needs of various stakeholders, including employees, customers, suppliers, communities, and the environment, in addition to shareholders (Donaldson & Preston, 1995; Phillips et al., 2003).

According to the Stakeholder Theory, organizations should engage in active communication and collaboration with their stakeholders, seeking to understand and address their legitimate interests and concerns. By doing so, organizations can build trust, enhance their reputation, and ultimately achieve long-term success by creating value for all stakeholders. The theory emphasizes the importance of stakeholder participation indecision-making processes, as well as the need for transparency, accountability, and ethical behavior towards all stakeholders (Freeman, 1984; Friedman & Miles, 2002).

This theory was highly relevant because the theory acknowledges that the education sector involves various stakeholders, parents, teachers, school administrators, community leaders, government officials, and civil society organizations. It highlights the importance of actively engaging and involving these stakeholders in policymaking and decision-making processes related to primary education access (Mainardes et al., 2011). Additionally, the theory emphasizes the need for transparency and accountability in documentation practices, as well as the significance of sensitization programs and mediation mechanisms in addressing stakeholder concerns and fostering trust (Neville et al., 2011).

By adopting the Stakeholder Theory as the theoretical framework, the study provides a structured approach to understanding the roles, interests, and power dynamics of various stakeholders involved in the primary education sector in Kopsiro Ward (Mainardes et al., 2011). The theory guided the analysis of stakeholder engagement practices, documentation processes, sensitization programs, and mediation mechanisms, enabling the identification of strengths, weaknesses, and opportunities for improvement (Harrison et al., 2015). Furthermore, the Stakeholder Theory aligns with the principles of inclusive and equitable education, emphasizing the importance of considering the diverse perspectives and needs of all stakeholders to ensure that no child is left behind (Donaldson & Preston, 1995).

1.14 Conceptual Framework
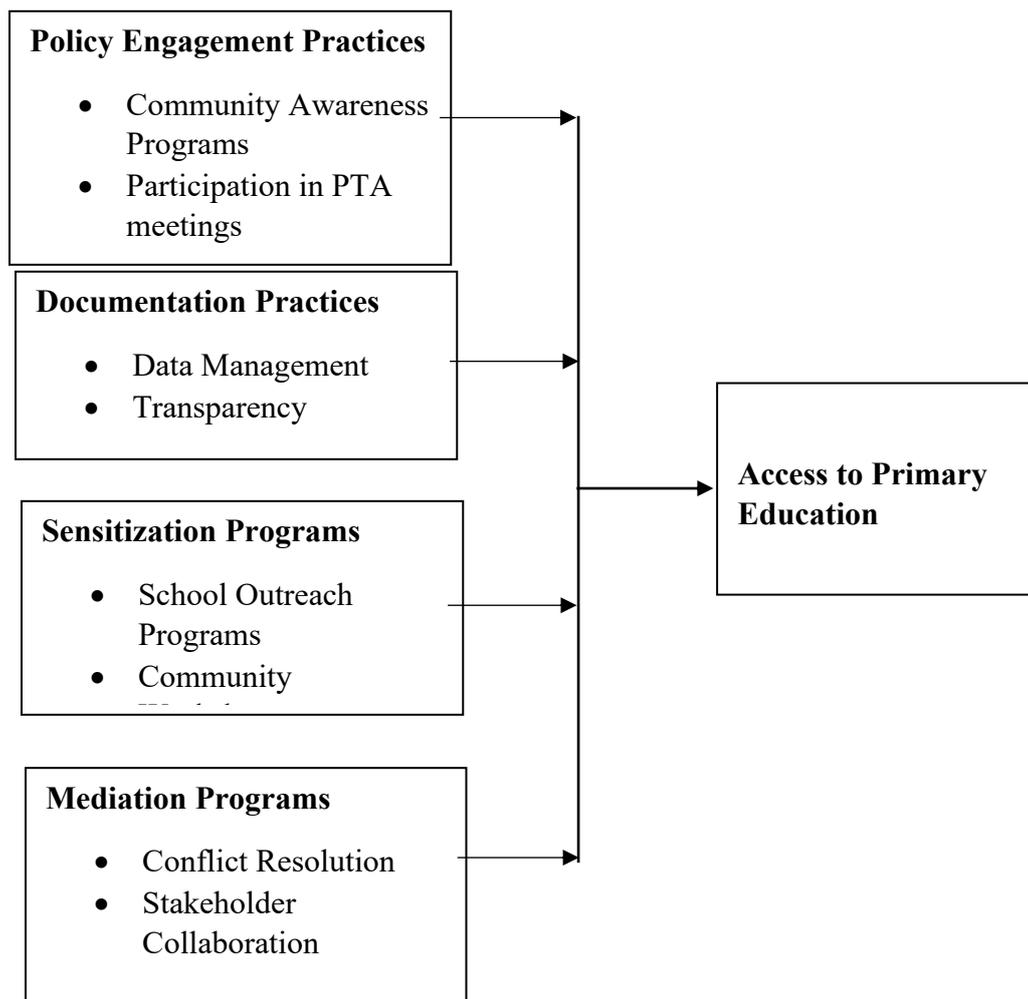
Figure 1. 1 Conceptual Framework

The conceptual framework illustrates the intricate relationships between various independent variables and the dependent variable of access to primary education, with conflict management serving as an overarching factor influencing all aspects of this framework. Policy engagement practices, documentation practices, sensitization programs, and mediation programs are all critical components that collectively contribute to promoting and sustaining access to primary education, especially in conflict-affected or fragile regions (Elfert, 2021).

Policy engagement practices play a pivotal role in shaping the educational landscape and addressing barriers to access. Effective policies can facilitate the development of

conflict-sensitive education programs, prioritize resource allocation for underserved areas, and promote inclusive education initiatives (Muriithi, 2018). For example, in post-conflict societies, policies that prioritize the reconstruction of educational infrastructure, the reintegration of displaced children, and the provision of psychosocial support can significantly improve access to primary education. However, the success of these policies is contingent upon effective conflict management strategies that establish a secure and stable environment for their implementation (Imana, 2020).

Documentation practices are essential for monitoring progress, identifying gaps, and informing data-driven decision-making in the education sector, especially in conflict-affected areas. Maintaining comprehensive student records, detailed lesson plans, and clear policy documentation can help track the impact of conflicts on education and guide targeted interventions. For instance, accurate data on the number of displaced children, destroyed schools, and teacher absenteeism can inform the allocation of resources and the development of appropriate response plans. Additionally, well-documented communication records and resource inventories can facilitate coordination among various stakeholders involved in conflict management and educational recovery efforts (Wambu, 2021).

Sensitization programs play a crucial role in addressing cultural barriers, misconceptions, and lack of awareness that hinder access to primary education, particularly in conflict- affected communities. School outreach programs, community workshops, and awareness campaigns can help build trust, foster understanding, and promote the importance of education amidst conflict situations. For example, sensitization efforts that involve community leaders, religious figures, and local organizations can effectively communicate the value of education and encourage

families to prioritize their children's schooling, even in the face of conflict-related challenges (Ainscow, 2020).

Mediation programs are vital in mitigating the negative impacts of conflicts on access to primary education. Parent-teacher mediation initiatives can facilitate communication and collaboration between families and educators, addressing concerns and finding solutions to challenges faced by students during conflicts. Government subsidies and girls' empowerment initiatives can counteract the financial and cultural barriers exacerbated by conflicts, promoting equitable access to education. Additionally, school feeding programs and educator incentive programs can serve as powerful motivators for families and teachers, encouraging continued engagement in education despite the adversities posed by conflicts (Ndiku, 2019).

The interconnectedness of these variables is evident, as they collectively contribute to promoting and sustaining access to primary education in conflict-affected regions. Effective policy engagement practices can pave the way for the implementation of documentation systems, sensitization programs, and mediation initiatives tailored to the specific needs of conflict-affected communities (Menendez, 2020). Simultaneously, robust documentation practices can inform evidence-based policymaking and guide the development of conflict-sensitive education strategies. Sensitization programs can build community support and ownership for these initiatives, while mediation programs can address specific barriers and challenges faced by students, families, and educators. Ultimately, successful conflict management is essential for creating an enabling environment where these interconnected components can function effectively, ensuring that every child has access to quality primary education, regardless of the challenges posed by conflicts (Akkari, 2019).

1.15 Operational Definition of the Key Terms

Access   Signifies the ability of individuals, particularly pupils, to enter and engage with primary education facilities and resources without hindrance.

Documentation Practices   Involves the systematic recording and organization of information pertaining to educational initiatives, interventions, and outcomes.

Mediation Programs These are structured interventions designed to facilitate constructive dialogue and negotiation among conflicting parties to resolve disputes and improve educational access and outcomes.

Policy engagement practice Encompass the strategies and activities undertaken by stakeholders to influence educational policies and decisions at various levels of governance.

Redress Mechanisms Refers to procedures and strategies employed to address grievances and resolve conflicts related to access to primary education, aiming to mitigate barriers and enhance equitable participation.

Sensitization Programs   Refer to educational campaigns and activities aimed at raising awareness and understanding of issues related to primary education access and quality among stakeholders and the broader community.

Stakeholder Refers to individuals, groups, or organizations directly involved or affected by primary education in including school administrators, community leaders, NGOs, and government officials

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Access to primary education is a fundamental human right and a crucial driver of sustainable development. However, despite global efforts and initiatives, millions of children around the world continue to face significant barriers that prevent them from accessing quality primary education. These barriers can stem from various factors, including poverty, gender discrimination, conflicts, cultural norms, and inadequate educational infrastructure and resources. Addressing these challenges requires a comprehensive and multifaceted approach that considers the complex interplay of social, economic, political, and cultural factors (Mukuria, 2018).

The literature review aims to explore the critical role of policy engagement practices, documentation practices, sensitization programs, and mediation programs in promoting access to primary education. It delves into the intricate relationships and interconnectedness of these independent variables with the dependent variable of access to primary education, while also considering the overarching influence of conflict management strategies.

Policy engagement practices encompass the various strategies and mechanisms employed by governments, civil society organizations, and other stakeholders to promote, implement, and monitor policies aimed at enhancing access to primary education. This includes stakeholder involvement, policy formulation, implementation, monitoring, and evaluation processes. Effective policy engagement is crucial for identifying and addressing the diverse challenges that hinder access to education, and for developing targeted interventions that respond to the specific needs of different regions and populations (Ncube, 2019).

Documentation practices, such as maintaining comprehensive student records, detailed lesson plans, and clear policy documentation, are essential for monitoring progress, identifying gaps, and informing data-driven decision-making in the education sector. Robust documentation systems are particularly important in conflict-affected areas, where accurate data on the impact of conflicts can guide the allocation of resources and the development of appropriate response plans (Kimani, 2019).

Sensitization programs, including school outreach programs, community workshops, and awareness campaigns, play a vital role in addressing cultural barriers, misconceptions, and lack of awareness that hinder access to primary education. These programs can help build trust, foster understanding, and promote the importance of education, particularly in conflict-affected communities where disruptions to the education system may be prevalent (Machingura et al., 2021).

Mediation programs, such as parent-teacher mediation initiatives, government subsidies, girls' empowerment initiatives, school feeding programs, and educator incentive programs, are crucial in mitigating the negative impacts of conflicts and other barriers on access to primary education. These programs address various challenges faced by students, families, and educators, promoting equitable access to education and encouraging continued engagement in the face of adversities (Gupta et al., 2019).

2.2 Global and Regional Perspectives on Education Access

In the global context, access to primary education has been a topic of concern and research for decades. UNESCO's Education for All initiative, launched in 2000, aimed to ensure that by 2015, all children have access to primary education. However, despite progress, disparities persist, particularly in low-income countries where access remains a challenge. Research by Bray and Kwo (2018) highlights the importance of addressing

not only enrollment but also issues of quality, relevance, and equity in education to truly enhance access.

In Africa, access to primary education has seen significant improvements over the years, yet challenges persist. According to a report by the African Union Commission (2019), while enrollment rates have increased, issues such as inadequate infrastructure, teacher shortages, and socio-economic disparities continue to hinder access. Efforts to address these challenges have been multifaceted, with emphasis placed on policy reforms, community engagement, and innovative interventions (Machingura et al., 2021). Within specific regions, access to primary education is influenced by various factors. In Sub-Saharan Africa, for instance, research by Ndaruhutse et al. (2020) emphasizes the role of community involvement and localized interventions in enhancing access. Community schools and alternative education programs have emerged as viable strategies in regions with limited formal schooling opportunities, showcasing the importance of context-specific approaches.

At the local level, access to primary education is shaped by unique dynamics within communities. Studies by Osei-Hwedie and Koomson (2019) highlight the significance of cultural norms, parental attitudes, and local governance structures in determining access. Community-led initiatives, such as parent-teacher associations and school feeding programs, play a crucial role in addressing barriers to education at the grassroots level.

In Bungoma County, efforts to improve access to primary education have been underway, yet challenges persist. Research by Simiyu and Juma (2022) highlight the need for targeted interventions to address issues such as school infrastructure, teacher shortages, and cultural barriers. Policy engagement at the county level is crucial in

ensuring that education reforms align with the specific needs and contexts of Bungoma County. Within Kopsiro Ward, access to primary education reflects broader trends observed at the local and regional levels. Community-driven initiatives, such as school committees and mentorship programs, have played a vital role in increasing enrollment and retention rates (Kiptum & Kosgey, 2020).

2.3 Extent of Stakeholder Engagement in Promoting Access to Primary Education in Kopsiro Ward

Active participation in Parent-Teacher Association (PTA) meetings is recognized globally as a crucial aspect of parental involvement in education. Studies have shown that when parents engage actively in these meetings, they become more informed about their children's progress and the school's needs (Gupta et al., 2019). This involvement often leads to improved student outcomes, as parents are more likely to support their children's learning at home and advocate for necessary resources at the school level (Wang & Lee, 2023).

Engagement in community awareness programs has also been extensively studied as a means to increase access to primary education. These programs aim to raise awareness about the importance of education, address cultural barriers, and encourage enrollment, particularly among marginalized communities (Rodriguez et al., 2021). By involving community members in discussions about education, these programs foster a sense of ownership and collective responsibility for children's schooling, leading to higher retention rates and better educational outcomes (Wang et al., 2020).

Collaboration with local non-governmental organizations (NGOs) is another prevalent practice in enhancing access to primary education globally. NGOs often work closely with communities and schools to fill gaps in resources and services, such as providing

textbooks, scholarships, and teacher training (Adegbile et al., 2021). These partnerships leverage the expertise and resources of NGOs to complement government efforts, particularly in areas with limited infrastructure and funding (Li & Chen, 2023).

Across different continents, policy engagement practices vary in their effectiveness in improving access to primary education. In Africa, for example, involvement in conflict resolution workshops has emerged as a critical strategy in regions affected by violence and instability. By addressing underlying social and political tensions, these workshops create safer learning environments and facilitate the reopening of schools, thus increasing access to education for affected populations (Makokha & Odhiambo, 2021). In Asia, contribution to school infrastructure development is a prevalent form of policy engagement among communities and local stakeholders. Rapid urbanization and population growth have led to increased demand for school facilities, prompting collaborative efforts to build or renovate schools (Khan et al., 2022). These initiatives not only address physical barriers to education but also promote community cohesion and pride in local schools, (Khan et al., 2022).

Within specific regions, the effectiveness of policy engagement practices depends on contextual factors such as cultural norms, socioeconomic status, and political stability. In Latin America, for instance, community-driven initiatives play a central role in addressing educational disparities and promoting access to primary education. By empowering communities to take ownership of education, these initiatives foster sustainable solutions that address local needs and priorities (Makokha & Odhiambo, 2021).

In the Middle East, where geopolitical conflicts often disrupt access to education, policy engagement practices focus on mitigating the impact of violence and displacement on

children's learning. In addition to conflict resolution workshops, efforts to provide psychosocial support and trauma-informed education are critical in ensuring that children can continue their schooling despite challenging circumstances (Rahman, 2021). These initiatives highlight the importance of addressing the holistic needs of children and families in conflict-affected areas to ensure meaningful access to education.

At the local level, policy engagement practices are tailored to address specific challenges and opportunities within communities. In rural areas, for example, active participation in PTA meetings may be instrumental in advocating for resources such as textbooks, school meals, and transportation services (Nambiro & Wamalwa, 2020). By bringing together parents, teachers, and community leaders, these meetings facilitate dialogue and decision-making processes that prioritize the needs of children and families.

Community awareness programs are also essential in addressing cultural barriers and misconceptions about education at the local level. By organizing workshops, seminars, and outreach activities, communities can promote the value of education and dispel myths that may discourage enrollment, particularly among marginalized groups (Wafula et al., 2023). These programs foster a supportive environment for learning and empower parents to play an active role in their children's education journey.

In terms of collaboration with local NGOs, grassroots initiatives often fill gaps in service delivery and advocacy, particularly in resource-constrained settings. NGOs may provide supplementary educational materials, teacher training workshops, or financial support to families in need (Simiyu et al., 2021). By leveraging their networks and

expertise, these organizations amplify the impact of government efforts and empower communities to address educational challenges collaboratively.

In Bungoma County, policy engagement practices are shaped by the priorities of the local communities. Active participation in PTA meetings is a longstanding tradition that reflects the commitment of parents and educators to work together to improve educational outcomes. These meetings serve as forums for discussing school-related issues, planning initiatives, and fostering a sense of community ownership of education (Makokha & Odhiambo, 2020). Engagement in community awareness programs is also prevalent in Bungoma County, where efforts to promote education often intersect with broader development goals. By raising awareness about the importance of education for individual and community well-being, these programs mobilize support for initiatives aimed at increasing enrollment and retention rates (Wafula et al., 2022). Moreover, they empower community members to advocate for educational resources and policies that address local needs effectively.

Collaboration with local NGOs is another key aspect of policy engagement in Bungoma County. NGOs play diverse roles in supporting education, ranging from providing scholarships and school supplies to advocating for policy reforms and community empowerment (Simiyu et al., 2020). In Kopsiro Ward, policy engagement practices are shaped by the unique dynamics of the local community and its educational priorities.

Active participation in PTA meetings is encouraged as a means to foster collaboration between parents, teachers, and school administrators. Through these meetings, stakeholders can identify and address specific challenges facing schools and students, such as infrastructure needs, teacher shortages, and curriculum gaps (Simiyu et al., 2020).

2.4 Role of Sensitization Programs in Enhancing Awareness and Enrolment in Primary Education

Sensitization practices play a vital role in promoting access to primary education globally. The United Nations Sustainable Development Goal 4 emphasizes the importance of community engagement and awareness-raising efforts to ensure inclusive and equitable quality education (Sifuna, 2019). Empirical research by the Global Partnership for Education (2021) found that countries with active school outreach programs and community workshops had higher primary school enrollment and attendance rates.

School outreach programs help build trust and awareness among families, addressing cultural barriers and misconceptions about education (UNICEF, 2020). Community workshops empower local stakeholders, foster ownership, and create a supportive environment for children's education (World Bank, 2022). Awareness campaigns through various media channels can effectively disseminate information about the importance of primary education and available resources (Hamdan, 2018).

In Africa, sensitization efforts are crucial in overcoming socio-cultural and economic barriers to primary education. The African Union's Continental Education Strategy (2016-2025) highlights the need for community mobilization and awareness-raising initiatives to promote access and retention in primary schools. A study by the Association for the Development of Education in Africa (ADEA, 2021) revealed that countries with active parent-teacher associations and partnerships with local organizations had higher primary school enrollment and completion rates. An empirical study conducted by the African Development Bank (2020) across 10 countries found that sensitization programs tailored to local contexts and involving community leaders

and stakeholders were most effective in increasing access to primary education, particularly for marginalized groups (Khalil & Ibrahim, 2021).

Amidst the unprecedented humanitarian crisis in Somalia, child to child (CTC) clubs led in social mobilization and advocated promoting children's rights for education, protection and well-being. The clubs mobilized children to attend school and educated their communities on the importance of education and convinced parents to send their children back to school. The club distributed clothes and money to the affected families. The Labo-wab community responded to club's house to house campaigns and established a learning space under a tree for the children. This later advanced to establishment of a learning space under a tree for the children. This resulted to establishment of classrooms, an office, water tank and latrines that improved the learning environment and created a child-friendly environment. UK's department for international development supported 75 school clubs throughout Somalia that assisted over 5,625 primary school children. (UNESCO PEER, 2012).

The integrated Quranic school project (IQSP) was an initiative aimed at increasing access to quality basic education in Somalia through integration of the primary formed curriculum. Qur'anic schools provided available charcoal that provided basic education to the larger population of Somali children, given that all children were required to attend qur'anic schools to learn the Qur'anic. This was considered the most important educational activity in the Islamic context and which provided a strong framework for integration of primary formal basic education. IQSP offered a comprehensive package which benefitted schools. The project addressed issues of teacher training and improvement of school infrastructure. It provided appropriate school furniture, improved classrooms, and water, sanitation and hygiene facilities. (UNICEF,2020).

UNICEF Somalia supported non-formal education (NFE) in central and Southern Somalia since 2003, through teacher training, provision of supplies and establishment of learning spaces for youth and adults. NFE is primarily provided learning opportunities to young adults who missed out on formal primary education. UNICEF local partners included Swedish Africa Welfare Alliance (SAWA) and IDA women Development organization. (UNICEF) Communities too have played a great role in reconstruction process after conflict, (UNICEF, 2020). For example, In Somali land, Hamar Jab Sub County, community prioritized education. Amid difficulties in Mogadishu in a consultative meeting with UNICEF, the communities identified and rebuild hammer Jab-Jab primary and Secondary school so as to normalize the situation in the Sub County. The community, Un-HABITAT, SAACUD (internal NGOs) reconstructed infrastructure in the Sub County and came up with a project that strengthened local governance with regards to service delivery. In Liberia, communities donated land to schools and institution like in Nimba county, community donated 25 acres of land to Ganta public school, (UNICEF, 2020).

In East Africa, regional bodies like the East African Community (EAC) and the Inter-University Council for East Africa (IUCEA) have emphasized the importance of cross-border collaboration and sharing of best practices in sensitization efforts. A comparative study by the IUCEA (2022) noted that countries with coordinated regional awareness campaigns and community outreach programs had more equitable access to primary education across border regions (Makokha & Odhiambo, 2021). Empirical research by the East African Education Research Hub (2019) highlighted the positive impact of regional knowledge-sharing and capacity-building initiatives on improving sensitization practices, leading to increased community support and participation in primary education (Makokha, 2019).

At the local level, sensitization practices can vary depending on socio-cultural contexts, resources, and existing community networks. A study by the Kenya National Bureau of Statistics (KNBS, 2021) revealed that urban areas generally had more active parent-teacher associations and partnerships with local organizations, while rural areas faced challenges in mobilizing community support due to limited resources and awareness. A qualitative study by the Kenya Institute of Curriculum Development (2020) found that schools with effective sensitization practices, such as regular parent-teacher meetings, community workshops, and outreach programs, had higher parental involvement and student retention rates compared to schools without such initiatives (Wekesa, 2018).

Bungoma County has recognized the importance of sensitization practices in promoting access to primary education. The County Education Office has implemented various initiatives, such as school outreach programs, community workshops, and partnerships with local organizations, to raise awareness and address socio-cultural barriers. However, challenges persist in reaching remote areas and marginalized communities (Simiyu, 2020). An empirical evaluation by the Ministry of Education (2023) revealed that the sensitization efforts in Bungoma County led to a 12% increase in primary school enrollment, particularly among girls and children from low-income households, within the first two years of implementation.

At the ward level, Kopsiro has actively engaged in sensitization practices to promote access to primary education. The Ward Education Office, in collaboration with local NGOs, has organized regular parent-teacher meetings, community workshops, and awareness campaigns (ANPPCAN, 2021). These efforts have focused on addressing cultural norms, misconceptions, and economic barriers to education. A participatory action research study conducted by Masinde (2022) found that the sensitization

initiatives in Kopsiro Ward had a positive impact on community attitudes towards education, with parents reporting increased willingness to support their children's primary schooling and prioritize education over child labor or early marriages.

2.5 Mediation Mechanisms Used by Stakeholders to Resolve Education-Related Conflicts and Barriers to Access

Mediation programs play a crucial role in promoting access to education globally, addressing various barriers and challenges faced by students, families, and communities. The United Nations Sustainable Development Goal 4 emphasizes the importance of implementing targeted interventions and support mechanisms to ensure inclusive and equitable quality education for all (Amutabi, 2019). Empirical research by the Global Partnership for Education (2020) found that countries with effective mediation programs, such as parent-teacher mediation, government subsidies, girls' empowerment initiatives, school feeding programs, and educator incentive programs, had higher primary school enrollment and attendance rates, particularly among marginalized and underserved populations (Aldgate, 2018).

Parent-teacher mediation programs have been shown to improve attendance rates for primary school students by fostering communication, addressing concerns, and finding collaborative solutions to challenges faced by students and their families. Government subsidies for school fees can significantly increase access to primary education for children from low-income families by alleviating financial barriers (Eldah, 2021). Girls' empowerment initiatives, such as mentorship programs, awareness campaigns, and access to resources, have proven effective in promoting gender balance in primary school enrollment and addressing cultural biases (UNESCO, 2018). School feeding programs not only improve attendance rates by providing a vital incentive for families to send their children to school but also contribute to better academic performance and

cognitive development (Galtung, 2020). Additionally, educator incentive programs, including higher pay, housing, and professional development opportunities, have successfully attracted and retained qualified teachers in underserved communities, positively impacting the quality of education and student outcomes (OECD, 2022).

In Africa, mediation programs are crucial in addressing the diverse socio-economic, cultural, and geographic barriers to primary education. The African Union's Continental Education Strategy (2016-2025) emphasizes the need for targeted interventions and support mechanisms to promote access and retention in primary schools. A study by the Association for the Development of Education in Africa (ADEA, 2021) revealed that countries with comprehensive mediation programs, such as school feeding programs, girls' empowerment initiatives, and educator incentive programs, had higher primary school enrollment and completion rates, particularly in rural and marginalized communities (Mukuria, 2018). An empirical study conducted by the African Development Bank (2019) across 15 countries found that government subsidies for school fees and conditional cash transfer programs were effective in increasing access to primary education for children from low-income families, leading to a significant reduction in dropout rates (Muthwii, 2019).

In East Africa, regional bodies like the East African Community (EAC) and the Inter-University Council for East Africa (IUCEA) have emphasized the importance of coordination and knowledge-sharing in implementing effective mediation programs across member states. A comparative study by the IUCEA (2022) noted that countries with harmonized strategies for parent-teacher mediation, girls' empowerment initiatives, and educator incentive programs had more equitable access to primary education across border regions (Ndiku, 2020). Empirical research by the East African Education Research Hub (2020) highlighted the positive impact of regional

collaboration and capacity-building initiatives on enhancing mediation programs, such as school feeding programs and conditional cash transfers, leading to increased access and retention in primary education, particularly in underserved areas (Nicholai, 2017).

At the local level, mediation programs vary depending on socio-cultural contexts, resources, and existing community networks. A study by the Kenya National Bureau of Statistics (KNBS, 2021) revealed that urban areas generally had better access to government subsidies and girls' empowerment initiatives, while rural areas faced challenges in implementing comprehensive mediation programs due to limited resources and infrastructure. A qualitative study by the Kenya Institute of Curriculum Development (2020) found that schools with effective mediation programs, such as parent-teacher mediation, school feeding programs, and educator incentive programs, had higher parental involvement, student attendance, and teacher retention rates compared to schools without such initiatives.

Bungoma County has recognized the importance of mediation programs in promoting access to primary education. The County Education Office (2022) has implemented various initiatives, such as parent-teacher mediation programs, government subsidies for school fees, girls' empowerment initiatives, and school feeding programs. However, challenges persist in reaching remote areas and ensuring equitable distribution of resources (Oyugi, 2020). An empirical evaluation by the Ministry of Education (2023) revealed that the mediation programs in Bungoma County led to a 10% increase in primary school enrollment, with a notable improvement in attendance rates and gender balance within the first two years of implementation (Oucho, 2023).

At the ward level, Kopsiro has actively engaged in implementing mediation programs to promote access to primary education. The Ward Education Office, in collaboration

with local NGOs and community organizations, has organized parent-teacher mediation sessions, facilitated government subsidy distribution, and supported girls' empowerment initiatives (ANPPCAN, 2021). Additionally, school feeding programs have been introduced in several primary schools to incentivize attendance and address malnutrition. A participatory action research study conducted by Simiyu (2022) found that the mediation initiatives in Kopsiro Ward had a positive impact on community attitudes towards education, with parents reporting increased willingness to support their children's primary schooling and prioritize education over child labor or early marriages due to the financial and social support provided.

2.6 Influence of Stakeholder's Documentation Practices on Access to Primary Education

Comprehensive documentation practices are crucial for ensuring access to quality primary education worldwide. The UNESCO Global Education Monitoring Report (2019) highlights the importance of maintaining accurate student records, detailed lesson plans, and clear policy documentation for monitoring progress and identifying areas for improvement. Empirical studies by the World Bank (2021) found that schools with robust documentation systems had higher enrollment and retention rates, especially in developing countries.

For effective and efficient school management the records of the following aspects of schools should be kept and maintained in all schools in conflicted areas: students, teachers, finance, physical facilities, teaching and learning resources learning and outcome records, extra-curricular and co-curricular activities, community and school interactions. According to the principles of good management. the formal records that need to be kept by all schools include: student record card, class attendance sheet, textbook record sheet, student performance summary, teacher record, teacher

performance evaluation report, inventory of physical facilities, inventory of furniture and equipment, inventory of teaching and learning materials and financial summary, (United Nation report, 2021).

Maintaining comprehensive student records is essential for tracking individual academic progress, attendance, and any special needs or accommodations require. Detailed lesson plans help teachers stay organized, aligned with curriculum standards, and provide consistency in instruction (Nambiro & Wamalwa, 2020). Clearly documented and communicated school policies ensure transparency, accountability, and a safe learning environment (World Bank, 2022). An empirical study across 20 countries by the Global Partnership for Education (2020) revealed a positive correlation between the quality of education data and documentation systems with primary school completion rates and learning outcomes.

Moreover, Pupils' records should also indicate their age and sex. In Sudan, UNICEF estimated that 30 per cent out of one million primary age children were receiving basic education and among five of them only one was a girl, (Van de Linde,2018). Ndiwa, (2019) notes that 53.3% of pupils in the division were over aged. He posits that this could have resulted due to either non enrolment or temporary drop out during clashes of 2006-2008 in the region that is, keeping other factors constant. This, therefore, implied low enrolment rate as evident by statistics at the C.S.O office and thus, the need for stakeholders' redress mechanisms in enhancing pupils' enrolment in the ward. Teachers' records are of equal importance just like pupils' records. Capitalization of teachers in such areas is crucial. The records should also show the teacher's personal characteristics, past education, qualification, pre-service and in service, teacher training received, year of service, employment status, subject specialization, class and subject

taught, teaching load, special skills, attendance, performance, behavior, achievements, (Irene 2021).

In addition, financial records are a very important document in schools. Financial records should indicate school budget and income by source, expenditure by type, financial balance Schools should also have inventory of physical facilities, teaching and learning materials. A school should keep a record of quantity and conditions of school buildings, classrooms, furniture, equipment and other physical facilities, maintenance, repair and new construction, rate of utilization. This inventory indicates quantity and conditions by the type of material, new acquisitions, rate of utilization, (Mbaiwa, 2018).

In Africa, documentation challenges persist due to limited resources and capacity. However, initiatives like the African Union's Continental Education Strategy (2016-2025) emphasize the need for strengthening education management information systems (EMIS) and data-driven decision-making (Wekesa et al., 2022). A study by the Association for the Development of Education in Africa (ADEA, 2019) found that countries with improved EMIS had better access to primary education and higher completion rates. A cross-country analysis by the African Development Bank (2022) showed that countries that prioritized streamlining documentation processes and building capacity of education personnel experienced significant improvements in primary school enrollment and quality over a 5-year period.

In East Africa, efforts are underway to harmonize documentation practices and share best practices among member states. The East African Community (EAC) has developed regional guidelines for EMIS and encourages cross-border collaboration (Abbas & Hamdan, 2018). A comparative study by the Inter-University Council for East Africa (IUCEA, 2021) noted that countries with standardized documentation

procedures had more equitable access to primary education. Empirical research by the East African Education Research Hub (2020) highlighted the positive impact of regional knowledge-sharing and capacity-building initiatives on improving documentation practices, leading to better resource allocation and targeted interventions in underserved areas.

At the local level, documentation practices can vary significantly between urban and rural areas, as well as between public and private schools. A study by the Kenya National Bureau of Statistics (KNBS, 2020) revealed that urban schools generally had better record-keeping systems, while rural schools faced challenges due to limited resources and capacity. However, some private schools in rural areas were adopting innovative digital solutions for documentation (Simiyu, 2021). A comparative case study by the Kenya Institute of Curriculum Development (2021) demonstrated that schools with consistent and comprehensive documentation practices, including detailed lesson plans and student records, had higher student achievement scores and lower dropout rates compared to schools with poor documentation systems (Makokha & Odhiambo, 2021).

Bungoma County, like many rural counties in Kenya, has faced challenges in maintaining comprehensive documentation practices in primary schools. A report by the County Education Office (2021) acknowledged the need for capacity-building and support for school administrators and teachers in record-keeping, lesson planning, and policy documentation. Initiatives such as the County Education Management Information System (CEMIS) are underway to streamline data collection and reporting (Khaemba & Musungu, 2022). An empirical evaluation by the Ministry of Education (2022) revealed that the introduction of CEMIS in Bungoma County led to a 15%

improvement in accurate and timely reporting of student data, enabling better resource allocation and targeted interventions within the first year of implementation.

At the ward level, Kopsiro has experienced similar documentation challenges as the rest of Bungoma County. A local NGO report (ANPPCAN, 2022) noted inconsistencies in student record-keeping, lack of detailed lesson plans, and poor communication of school policies, particularly in remote primary schools. However, some schools in the ward have partnered with local organizations to digitize records and provide training for teachers on documentation practices (Kibet & Chemutai, 2020). A pilot study conducted by the Kopsiro Ward Education Office (2021) found that primary schools that received training and support in maintaining comprehensive documentation, including digital record-keeping, reported a 20% increase in student attendance and engagement compared to schools without such interventions.

2.7 Empirical Studies on Redress Mechanisms

The extensive literature review has provided valuable discussions into the comprehensive nature of challenges and barriers to accessing primary education globally, continentally, regionally, and locally. While significant efforts and initiatives have been undertaken at various levels, several gaps and areas for improvement emerge, warranting further analysis and recommendations.

Firstly, the importance of comprehensive documentation practices, including maintaining accurate student records, detailed lesson plans, clear policy documentation, communication records, and resource inventories, is well-established in the literature. These practices are crucial for effective monitoring, resource allocation, and targeted interventions to promote access to primary education. However, the empirical studies suggest a concerning divide between urban and rural areas, as well as between public

and private institutions. Rural and underserved communities often lack the resources, infrastructure, and capacity to maintain robust documentation systems, hindering their ability to track progress, identify areas for improvement, and make data-driven decisions. This gap not only hinders access to primary education but also perpetuates existing disparities and inequalities in education delivery.

From a global perspective, mediation programs have gained significant attention and support from international organizations and development agencies. The United Nations, through its Sustainable Development Goals, has emphasized the importance of implementing targeted interventions and support mechanisms to ensure inclusive and equitable quality education (United Nations, 2019). Initiatives such as the Global Partnership for Education have focused on funding and promoting mediation programs like school feeding programs, conditional cash transfers, and girls' empowerment initiatives in developing countries (GPE, 2022).

However, a critical challenge in implementing mediation programs globally is the lack of coordination and harmonization of strategies across nations and regions. While international organizations provide guidelines and frameworks, the adaptation and implementation of these programs often varies widely due to differences in national policies, resource availability, and socio-cultural differences. Addressing this gap through enhanced global cooperation, knowledge-sharing, and capacity-building could improve the effectiveness and scalability of mediation programs worldwide.

2.8 Knowledge Gaps

The extensive literature review has provided valuable discussions into the comprehensive nature of challenges and barriers to accessing primary education globally, continentally, regionally, and locally. While significant efforts and initiatives

have been undertaken at various levels, several gaps and areas for improvement emerge, warranting further analysis and recommendations.

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Bridging this divide through capacity-building initiatives, technological solutions, and streamlined processes should be a priority for policymakers and education stakeholders. Investing in training and professional development for school administrators and teachers, particularly in rural areas, can enhance their skills and knowledge in record-keeping, lesson planning, and policy documentation. Additionally, leveraging digital technologies and innovative solutions, such as cloud-based record-keeping systems and mobile applications, can facilitate more efficient and accurate documentation practices in resource-constrained settings. However, it is crucial to ensure that these technological solutions are accessible, user-friendly, and tailored to the local setting and capacities.

Furthermore, streamlining and standardizing documentation processes at the national and regional levels can promote consistency, facilitate data-sharing, and enable more effective monitoring and evaluation. Regional bodies and initiatives, such as the East African Community and the Inter-University Council for East Africa, can play a vital role in fostering collaboration and harmonizing documentation practices across member states.

Secondly, the literature highlights the importance of sensitization practices, such as school outreach programs, community workshops, awareness campaigns, parent-teacher meetings, and partnerships with local organizations, in promoting access to primary education. These practices are crucial for building trust, addressing cultural barriers and misconceptions, and fostering a supportive environment for children's education. However, the empirical studies indicate that sensitization efforts often struggle to reach remote and marginalized communities effectively. Cultural barriers, misconceptions, and lack of awareness persist, particularly in areas with limited resources and community engagement. This disconnect can perpetuate existing inequalities and hinder efforts to promote inclusive and equitable access to primary education.

To enhance the effectiveness of sensitization practices, it is essential to tailor these efforts to local regions, involving community leaders, stakeholders, and leveraging various media channels. Partnering with local organizations and community groups can facilitate a deeper understanding of the socio-cultural nuances and ensure that sensitization messages and activities resonate with the target audiences. Leveraging various media channels, such as radio, television, and social media platforms, can broaden the reach of awareness campaigns and disseminate information more

effectively. However, it is crucial to consider the accessibility and preferred communication channels within each community to ensure maximum impact.

Additionally, fostering meaningful partnerships with local organizations, community-based groups, and faith-based institutions can facilitate trust-building and promote ownership of sensitization efforts within the communities. These partnerships can also provide valuable information into the specific challenges and barriers faced by different communities, enabling more targeted and contextually relevant sensitization practices.

Thirdly, the literature review highlights the positive impacts of mediation programs, such as parent-teacher mediation, government subsidies, girls' empowerment initiatives, school feeding programs, and educator incentive programs, on increasing enrollment, attendance, and retention rates in primary education. These programs address various barriers and challenges faced by students, families, and communities, including financial constraints, cultural biases, lack of motivation, and teacher shortages. However, the implementation of these mediation programs remains uneven and often concentrated in urban areas or well- resourced communities. Ensuring equitable distribution and access to mediation programs is essential for addressing the diverse barriers faced by underserved populations in rural and marginalized areas.

To promote more equitable access to mediation programs, policymakers and education stakeholders should prioritize resource allocation and targeted interventions in underserved regions. This may involve implementing needs-based funding models, where resources are distributed based on the specific challenges and requirements of different communities.

Furthermore, leveraging public-private partnerships and engaging with local organizations and community groups can facilitate more effective implementation and

monitoring of mediation programs. These partnerships can provide valuable data into the marginalized areas, enabling more tailored and culturally relevant approaches. Additionally, promoting community ownership and participation in the design and implementation of mediation programs can enhance their sustainability and impact. Involving parents, community leaders, and local stakeholders in decision-making processes can foster a sense of responsibility and commitment to the success of these programs.

From a global perspective, mediation programs have gained significant attention and support from international organizations and development agencies. The United Nations, through its Sustainable Development Goals, has emphasized the importance of implementing targeted interventions and support mechanisms to ensure inclusive and equitable quality education (United Nations, 2019). Initiatives such as the Global Partnership for Education have focused on funding and promoting mediation programs like school feeding programs, conditional cash transfers, and girls' empowerment initiatives in developing countries (GPE, 2022).

However, a critical challenge in implementing mediation programs globally is the lack of coordination and harmonization of strategies across nations and regions. While international organizations provide guidelines and frameworks, the adaptation and implementation of these programs often varies widely due to differences in national policies, resource availability, and socio-cultural differences. Addressing this gap through enhanced global cooperation, knowledge-sharing, and capacity-building could improve the effectiveness and scalability of mediation programs worldwide.

Furthermore, the literature emphasizes the importance of regional collaboration, knowledge-sharing, and capacity-building initiatives. While efforts are underway

through bodies like the African Union, East African Community, and Inter-University Council for East Africa, there is a need for more coordinated and harmonized strategies to address access to primary education effectively across borders and regions. By fostering regional cooperation, countries can learn from each other's experiences, share best practices, and develop contextualized solutions to common challenges. Regional harmonization of policies, standards, and documentation practices can also facilitate cross-border initiatives, data-sharing, and resource allocation, ultimately promoting more equitable access to primary education across regions.

Lastly, the literature highlights the critical role of local regions and community involvement in implementing effective practices and programs to promote access to primary education. Top-down approaches often fail to address the unique challenges and socio-cultural nuances of different communities, leading to limited ownership, sustainability, and impact. Empowering local stakeholders, leveraging existing community networks, and fostering ownership through participatory approaches can enhance the effectiveness and sustainability of interventions. By involving communities in the design, implementation, and monitoring of initiatives, policymakers and education stakeholders can gain valuable information into local realities, priorities, and potential barriers. Furthermore, building upon existing community structures, such as parent-teacher associations, community-based organizations, and traditional leadership systems, can facilitate trust-building and promote culturally relevant practices. These community networks can serve as valuable partners in sensitization efforts, mediation programs, and monitoring and evaluation processes.

Additionally, adopting a bottom-up approach and encouraging community-led initiatives can foster a sense of ownership and commitment among local stakeholders. This approach not only ensures that interventions are tailored to the specific needs and

regional attributes of each community but also promotes sustainable practices that can endure beyond the lifespan of externally funded projects.

2.9 Summary of Literature Review

In conclusion, while significant progress has been made in promoting access to primary education, there is still a long way to go. Addressing the gaps in documentation practices, enhancing sensitization efforts, ensuring equitable access to mediation programs, fostering regional collaboration, and emphasizing community involvement should be prioritized. However, it is crucial to recognize that these challenges and barriers are not static but rather evolve over time. As such, continuous monitoring, evaluation, and data-driven decision- making are essential for adapting and refining practices to meet the evolving needs of diverse communities.

Establishing robust monitoring and evaluation frameworks at national, regional, and global levels can provide adequate statistics into the effectiveness of various interventions, identify areas for improvement, and inform evidence-based policymaking. By regularly collecting and analyzing data on key indicators, such as enrollment rates, attendance, dropout rates, and learning outcomes, stakeholders can make informed decisions and allocate resources more effectively. Moreover, adopting a culture of continuous learning and adaptation is crucial. Encouraging knowledge-sharing platforms, promoting research and innovation, and fostering cross-sectoral collaboration can enable the dissemination and integration of best practices and emerging solutions.

Ultimately, promoting access to primary education requires a comprehensive and collaborative approach that addresses the multifaceted challenges and barriers at various levels. By bridging gaps in documentation practices, enhancing sensitization

efforts, ensuring equitable access to mediation programs, fostering regional collaboration, emphasizing local involvement and community involvement, and embracing continuous monitoring, evaluation, and adaptation, stakeholders can make significant strides towards achieving the goal of inclusive and equitable quality primary education for all.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter describes the research design methodology. It covers the study area, research design, target population, sampling procedure sample size, research instruments, validity and reliability of the instruments, methods of data analysis and interpretation.

3.2 Research Design

A research design, commonly referred to as a research strategy, is a systematically organized plan created to tackle a particular collection of inquiries (McCombes, 2019). Cooper and Schindler (2018) define study design as the comprehensive plan, structure, and methodology used to investigate research topics while minimizing the impact of variables. The research design serves as a thorough framework and structure for the study, directing the choice of data collection methods and data analysis (Creswell & Creswell, 2018).

This study employed a descriptive survey design to obtain detailed information from a representative sample of stakeholders in Kopsiro Ward. The descriptive survey design was useful in investigating into stakeholders' redress mechanisms in enhancing access to primary education in Kopsiro Ward in Mt. Elgon Sub County. It helped in identifying stakeholders' redress mechanisms, examining stakeholders' policy engagements, investigating stakeholders' sensitization programs, establishing stakeholders' mediation and examining stakeholders' documentation in enhancing pupils' access to primary school in Kopsiro Ward.

Additionally, the descriptive survey design was useful in this study due its ability to provide a comprehensive view of complex phenomena and address research questions systematically. This approach is particularly valuable in fields such as education, healthcare, and social sciences, where human behavior and experiences are central to the research questions (Mugenda& Mugenda,2003). The descriptive survey design can enhance the validity and reliability of findings through systematic data collection from diverse stakeholders, potentially leading to more holistic findings and practical applications of research findings (Ogulla,2012).

3.3 The Study Area

This study was carried out in Kopsiro Ward in Mt. Elgon Sub County, Bungoma county. The Sub County is located on south eastern slopes of Mt. Elgon. The Sub County has a population of 162,310 (2008 and current estimates) and an area of 944. 3km. It has a high potential in both arable and livestock farming. There is potential for cross border trade interaction with Uganda and neighboring Sub counties like Teso, Bungoma West, Kimilili, Bungoma North, Bungoma South and Trans-Zoia. It is predominantly occupied by Sabaot, Iteso and Bukusu communities. It is in rich in agricultural activities for both commercial and subsistence purpose.

Mt. Elgon Sub County has four educational wards namely: Kapsokwony, Kaptama, Kopsiro and Cheptais. The researcher decided to carry out the research in Kopsiro Ward because it has had recurrent land conflicts which often lead to closure and destruction of many schools as well as transfers of teachers which in turn lead to high school dropout rate. The researcher is also familiar with the ward.

3.4 Target Population

The target population for this study encompassed all stakeholders with direct or indirect involvement in primary education within Kopsiro Ward. Recognizing that educational outcomes are influenced by multiple actors across different levels of the education system, the study adopted a comprehensive approach to identify key participants. The target population included educational personnel working directly in schools, parents and guardians who represent the primary beneficiaries of educational services, community leaders who influence local education policies and practices, government officials responsible for educational oversight and implementation, and non-governmental organization representatives who provide additional support and advocacy for educational programs. This multi-stakeholder approach ensured that diverse perspectives and experiences related to primary education challenges, opportunities, and outcomes in Kopsiro Ward were captured. The total target population of approximately 580 individuals was determined through consultation with local education office records and reports from active NGOs in the area, providing a robust foundation for comprehensive data collection and analysis.

Table 3. 1 Target Population Distribution

Stakeholder Category	Description	Target Population
School Personnel	Head teachers and classroom teachers from public primary schools	120
Parents/Guardians	Parents and guardians of enrolled students in public primary schools	350
Community Leaders	Chiefs, elders, and village administrators within Kopsiro Ward	45
Government Officials	Ministry of Education officials operating within the sub-county	25
NGO Representatives	Representatives from non-governmental organizations involved in education advocacy or support programs	40
Total Target Population	All stakeholders directly or indirectly involved in primary education in Kopsiro Ward	**580**

3.5 Sampling Procedure

As noted by Cohen (2003), factors such as expense, time and accessibility frequently prevent researchers from gaining information from the whole population. Therefore, there was need to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained was representative of the total population under study.

This study employed stratified and purposive sampling techniques to select a total of 138 participants from the target population of 580 respondents. The sample size of 138 respondents constitutes 23.8% of the target population and is adequate for survey study, as it exceeds the recommended sample size of at least 30 cases for educational research (Orodho, 2005).

Stratified sampling was used to ensure proportional representation across different stakeholder categories, while purposive sampling was employed to select specific key informants such as education officers and NGO representatives who possessed relevant expertise and experience in primary education access issues. This combination of sampling techniques ensured diversity and relevance in the sample selection, providing comprehensive insights into stakeholders' redress mechanisms in enhancing access to primary education in Kopsiro Ward. Using Krejcie and Morgan's (1970) sample size determination table for a population of 580, a minimum sample size of 138 respondents was selected, distributed as follows:

Table 3. 2 Sampling Frame

Stakeholder Category	Target Population	Sample Size	Percentage of Category Sampled	Percentage of Total Sample
Headteachers and Teachers	120	30	25.0%	21.7%
Parents/Guardians	350	85	24.3%	61.6%
Community Leaders	45	10	22.2%	7.2%
Government Officials	25	9	36.0%	6.5%
NGO Representatives	40	4	10.0%	2.9%
Total	**580**	**138**	**23.8%**	**100.0%**

3.6 Research Instruments

This study used questionnaires, interviews and document analysis to collect the required information from the respondents. Questionnaires, interview schedule and document analysis can collect large amount of information within a reasonable time limit and at the same ensuring anonymity and standardization of the questions, (Orodho, 2008).

3.6.1 The Questionnaires

Questionnaire was used to collect data for this study. A questionnaire is a research tool through which respondents are asked to respond to similar questions in a pre-determined order (Gray, 2010). Two sets of structured and semi-structured questionnaires (head teachers) were constructed based on the research questions. The researcher developed questionnaire based on a review of literature and guided by the research objectives. The items measured respondents' opinions on stakeholders' policy engagements, sensitization, mediation approaches and documentation enhancing pupils' access to primary education in Kopsiro Ward. This was based on Likert scale

calibrated as: Strongly Agree (SA), Agree (A), Disagree (D) And Strongly Disagree (SD). The respondents were required to respond by choosing one of the four options which best explains their perception. The questionnaires were administered to head teachers, SMC chairpersons because they could read, understand and interpret the questions correctly.

3.6.2 Interview Schedule

To obtain data that could not be captured by questionnaires, the researcher also utilized interview schedules, in which the County Children Officer, Sub County Officer, NGOs representatives and SMC chairpersons were interviewed. Face to face interview was carried out with the respondents. This involved direct quotation from people about their experiences, opinions and knowledge. It also entailed background information of the respondents.

3.6.3 Document Analysis

The researcher used document analysis in the study. Mutai (2018) points out that documents analysis is important in any field of investigation. This technique was useful to the researcher since it facilitated the collection of information on stakeholders' policy engagements, documentation, sensitization and mediation approaches enhancing pupils' access to primary education in Kopsiro Ward. The documents examined included the pupils' class attendance registers, pupils' progress records, teachers' annual return records, strategic plans of the schools, experts' quotations or entire passages from records, correspondence and official reports.

3.7 Validity and Reliability of Instruments

3.7.1 Validity of Research Instruments

Validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). For research instruments to be considered valid, the content selected and included in the questionnaire and interview schedule must be relevant to the variables being investigated (Mutai, 2012).

To ensure content validity, the research instruments were reviewed by two university supervisors and experts in educational research. The researcher dispensed the items in the instrument to supervisors and lecturers from the department and colleagues. Advice given, which included suggestions, clarifications and other inputs, helped the researcher to determine the validity of the research instrument. The instruments were also pilot-tested with 10 respondents from the neighboring Cheptais Ward which was not included in the actual study to further validate the research tools.

3.7.2 Reliability of Research Instruments

A data collection instrument must be reliable. That means it should have the ability to consistently yield the same results when repeated measurements are taken of the same individuals under the same conditions. Mugenda & Mugenda (2003) explains that the reliability of a measuring instrument refers to the ability to yield consistent results each time it is applied. Freeman (2010) posits that the term reliability has two different connotations in psychological testing. First, it refers to the extent to which a test is internally consistent, that is consistency of the results obtained throughout the test when administered once. In other words, how accurate is the test measuring at a particular time? Secondly, reliability refers to the extent to which a measuring device yields

consistent results upon testing and retesting. That is, how dependable it is for the predictive purpose.

To test reliability of the research instruments used in this study, a pilot study was conducted in order to eliminate ambiguous items, establish if there were problems in administering the research instruments, to improve the research instruments and the efficiency of the study (David and Sulton, 2004). The pilot study helps to perfect the research instruments so that participants in the main study experience fewer difficulties in completing it (Bell, 2012). The pilot study was conducted in one of the public schools in the neighboring Cheptais Ward.

The internal consistency of the questionnaire items was tested using Cronbach's Alpha coefficient, yielding an alpha value of 0.78, indicating a high level of reliability (Mugenda & Mugenda, 2003). A Pearson product moment formula was used to calculate the co-efficient of correlation at + 0.5 level of significance. A co-efficient of 0.6 was taken as the cut-off value for acceptance that enhanced the identification of the dispensable variables and deleted variables. Therefore, the research instruments were reliable and thus used in the study.

3.8 Data Collection Procedure

The researcher through Moi University sought permission from the Ministry of Education to carry out the research upon which the researcher was issued with a permit and an authorization letter to carry research. The permit and the authorization letter were issued to the researcher by the Permanent Secretary, Ministry of Higher Education, Science and Technology. Approval was also obtained from the university's research ethics committee and the County Education Office. Before visiting specific schools, the researcher further sought permission from the Sub County Commissioner

and Sub County Education Officer so as to be allowed to carry out the research in the Sub County. Their authorization letters were collected by the researcher.

The researcher visited sampled schools and communities to distribute questionnaires and schedule interviews. A covering letter that accompanied the questionnaire, requesting the selected respondents to participate in the study was personally delivered to the respondents. In addition to this, the researcher also made a personal appeal to the participants to assist in filling the questionnaires. Data collection was conducted over a period of four weeks. The researcher ensured all participants gave informed consent before participation. Questionnaires were therefore dropped and respondents given ample time to fill and thereafter, collected from a centralized place. The researcher personally administered interview schedule in order to solicit the key issues. Prior to this, the researcher visited the respondents for introduction and made appointments with them for the interviews schedule. Completed questionnaires were collected and coded for analysis. Interviews were recorded and transcribed with permission.

3.9 Data Analysis Techniques

The data generated by the questionnaires was coded and entered into the Statistical Package for Social Sciences (SPSS) version for analysis and interpretation. The score ranged from 4 (strongly agree) to 1 (strongly disagree). The data collected was analyzed qualitatively and quantitatively using descriptive statistical techniques.

Quantitative Data: Data from questionnaires were analyzed using descriptive statistics including frequencies, percentages, and means, using SPSS software. The analyzed data was presented in tables, bar graphs, and pie charts. Additionally, inferential statistics employed was in the form of regression test results.

Qualitative Data: Data from interviews and open-ended responses were analyzed thematically. Emerging themes were identified, categorized, and linked to the research objectives to derive interpretations.

3.10 Ethical Considerations

Gladding (2012) defines ethics as moral principles adapted by an individual or group to provide rules for right conduct. He says ethics involve making the right decisions of a moral nature about people and their interaction in the society. The study adhered to several ethical principles to ensure the protection and welfare of all participants. Additionally, the researcher obtained a research permit from the National Council for Science and Technology.

The nature and the purpose of the research were explained to the respondents by the researcher. Participants were fully informed about the purpose of the study and voluntarily agreed to participate. The participants were assured of their ability to withdraw from the study at any time if they wished. This informed consent process ensured that all participation was voluntary and based on full understanding of the research objectives and procedures.

The researcher respected the individuals' right to safeguard their personal integrity. Data collected were kept confidential and used solely for academic purposes. All information provided by participants was treated with strict confidentiality, with access limited only to the researcher and supervisors involved in the study. No names or person identification numbers were reflected on the questionnaire except the numbering for questionnaire, which was for the purposes of identification of data during editing. No names or identifying information were included in the final report, thereby ensuring complete anonymity of all participants.

The study posed no harm to participants and respected community norms. All data collection procedures were designed to be non-intrusive and respectful of local customs and practices. The research activities were conducted in a manner that did not disrupt normal educational activities or community functions. The results of the study will be availed to the ministry, the Sub County education office and to those participants who are interested in knowing the results.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter deals with data analysis, presentation and interpretations of the findings. The study aimed at assessing the stakeholders redress in enhancing access to primary education in Kopsiro. The findings of this study are in line with the objectives: To identify stakeholders' policy engagement, to examine the impact of stakeholder documentation practices, to investigate stakeholders' sensitization programs and to investigate stakeholders' mediation programs in enhancing pupils' access to primary school in Kopsiro Ward. This study adopted a mixed-method research design.

4.2 Response Rate

Tool performance is the proportion of the questionnaires returned after they have been issued to the respondents. This study targeted a sample size of 138 participants out of which 112 completely filled in the questionnaires and returned for analysis. This translated to a response rate of (81.2%). The high response rates were achieved due to constant reminder and close follow up of the sampled participants. A high response rate ensures that the survey results are representative of the target population. The use of the drop and pick method improved the response rate. Zikmund et al, (2010) observed that in mixed method research, a response rate of above (50%) is adequate for analysis, (60%) good and (70%) and above to be very good while according to Mugenda and Mugenda (2008), a response rate of (50%) or more is adequate. The high response rate increased the validity and usefulness of the study results. The results are shown in figure 4.1.
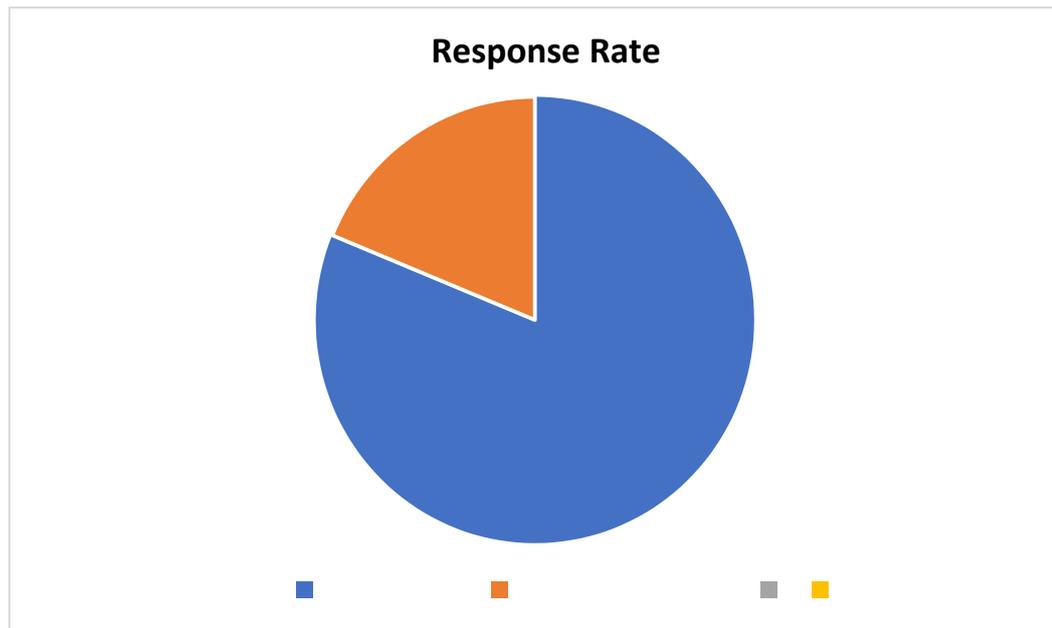
Figure 4. 1 Response Rate

4.3 Stakeholder's Demographic Profile

This section describes the characteristics of the study population based on the data collected and analyzed. In particular, the study sought to understand the gender distribution, age categories, and level of education of the stakeholders.

4.3.1 Distribution of Stakeholder's by Gender

On participants' demographic profile the study sought to find out the gender distribution. The results are as shown in Figure 4.2.
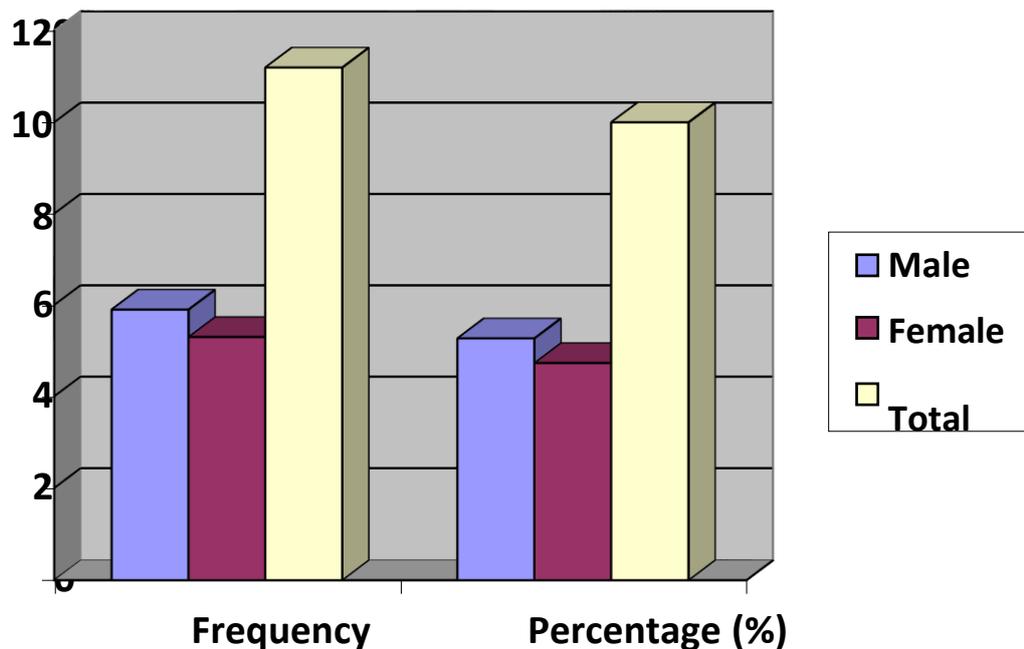
Figure 4. 2 Distribution of Stakeholder's by Gender

The findings were indicative that (52.7%) of the respondents were male and (47.3%) were female as shown in figure 4.2. The results reveal that the survey captured a balanced representation. This gender distribution showcases a fair inclusion of both male and female perspectives within the study, which is vital for ensuring the diversity and inclusivity of the findings. By acknowledging and reporting on this gender breakdown, the research adds a layer of transparency and acknowledges the importance of gender-related insights in understanding the stakeholders' redress mechanisms in enhancing access to primary education in Kopsiro Ward.

4.3.2   Distribution of Stakeholders by Age

The stakeholders were also asked state their age to ascertain whether they were distributed normally according to their age groups. The findings were analyzed and presented in Table 4.1.

Table 4. 1 Distribution of Stakeholders by Age

Age Bracket	Frequency	Percentage
18-25 years	76	55.1%
26-35 years	4	2.9%
36-45 years	12	8.7%
Above 45 years	46	33.3%
Total	138	100

The distribution of respondents by age reveals a diverse representation across different age groups within the study findings. The largest age group, comprising (55.1%) of the sample, falls within the 18-25 years age bracket, signifying the inclusion of young adult participants who may include recent graduates, young parents, and community members. This age group is of particular relevance in the context of the research on access to primary education as they represent stakeholders who have recently experienced the education system. The next most significant group is respondents above 45 years, representing (33.3%) of the total. This indicates a substantial presence of older individuals in the survey, who may bring extensive experience and historical perspective to the data collected, likely including seasoned educators, established community leaders, and experienced parents. Additionally, (2.9%) of respondents fall in the 26-35 years age bracket, while (8.7%) fall within the 36-45 years age group. This diverse age distribution provides a comprehensive range of perspectives and experiences, as different age groups may have varying viewpoints on the stakeholder's redress mechanisms in enhancing access to primary education in Kopsiro Ward. The inclusion of participants from various age categories enhances the richness and depth of the research findings, ensuring a more holistic understanding of the issue at hand.

4.3.3 Distribution of Stakeholders by Level of Education

The respondents were asked to state their level of education. The level of education was significant as it could provide knowledge of how the stakeholders' redress mechanisms in enhancing access to primary education in Kopsiro Ward. The results are presented in Figure 4.3.
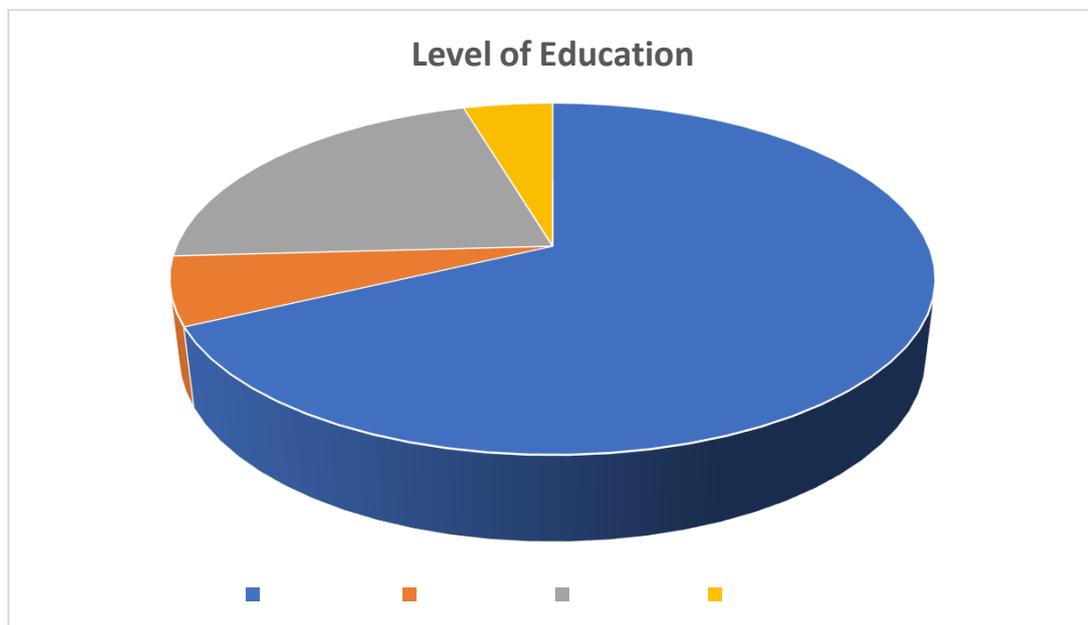
Figure 4. 3 Distribution of Respondents by Level of Education

The majority of respondents, at (67.8%), had reached above college level education. This indicates that a significant portion of the sample possessed advanced academic qualifications, including university degrees which provides them with comprehensive understanding of educational systems and policies. These highly educated participants, including teachers, headteachers, government officials, and NGO representatives, brought sophisticated analytical skills and theoretical knowledge to discussions about primary education access. In contrast, (24%) of respondents held certificate-level qualifications, representing a substantial group with specialized vocational or professional training. This group, which included community leaders and parents with technical expertise, offered practical, skills-based perspectives that complemented the

theoretical knowledge of the highly educated cohort. The (6.3%) of respondents who completed Form Four (secondary education) represented community members with solid foundational education, while the (4.5%) with diploma-level education brought intermediate professional qualifications to the study. This educational distribution created a valuable knowledge hierarchy among respondents, ranging from secondary school completers who understand basic educational challenges, through certificate and diploma holders with specialized skills, to degree holders with comprehensive educational expertise.

4.4 Extent of Stakeholder Engagement in Promoting Access to Primary Education in Kopsiro Ward

4.4.1 Stakeholders Policy Engagement Practices that Enhance Access to Primary Education

The study sought to establish stakeholder policy engagement practices that enhance access to education in Kopsiro Ward and the research findings are presented in table 4.2.

Table 4. 2 Stakeholders' policy engagement practices that enhance access to primary education

Stakeholders' engagement practices	Strongly Agree(SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Active participation in PTA meetings	31	58	21	2
Engagement in community awareness programs	38	54	18	2
Collaboration with local NGOs	22	48	26	16
Involvement in conflict resolutionworkshops	29	54	23	6
Contribution to school infrastructuredevelopment	35	52	17	2

The study findings in Table 4.2 indicate the perceptions of stakeholders regarding engagement practices aimed at enhancing access to primary education. Notably, a significant proportion of respondents expressed strong agreement and agreement with practices such as active participation in PTA meetings (79.5%), engagement in community awareness programs (82.1%), collaboration with local NGOs (62.5%), involvement in conflict resolution workshops (74.1%), and contribution to school infrastructure development (77.8%). The highest level of agreement was observed in active participation in PTA meetings (79.5%), with 31 respondents strongly agreeing (27.7%) and 58 agreeing (51.8%). This suggests a collective recognition among stakeholders of the importance of PTA meetings in fostering community involvement and support for primary education. Similarly, the positive responses to community awareness programs (82.1%), collaboration with local NGOs (62.5%), conflict resolution workshops (74.1%), and contributions to school infrastructure development (77.8%) imply a shared belief in the efficacy of these practices for enhancing access to primary education.

These findings align with existing literature on stakeholder engagement in educational contexts. Amunga (2020) emphasizes the critical role of stakeholder involvement in education policymaking, noting that effective engagement enhances both access and quality outcomes. The high support for PTA meetings observed in this study corroborates Wang and Lee's (2023) meta-analysis findings that parental engagement significantly improves student outcomes and educational access. Furthermore, the positive perception of community awareness programs and NGO collaboration supports Simiyu et al.'s (2020) research on collaborative approaches in Bungoma County, which demonstrated that partnerships between communities and non-

governmental organizations significantly enhance primary education access in rural Kenya.
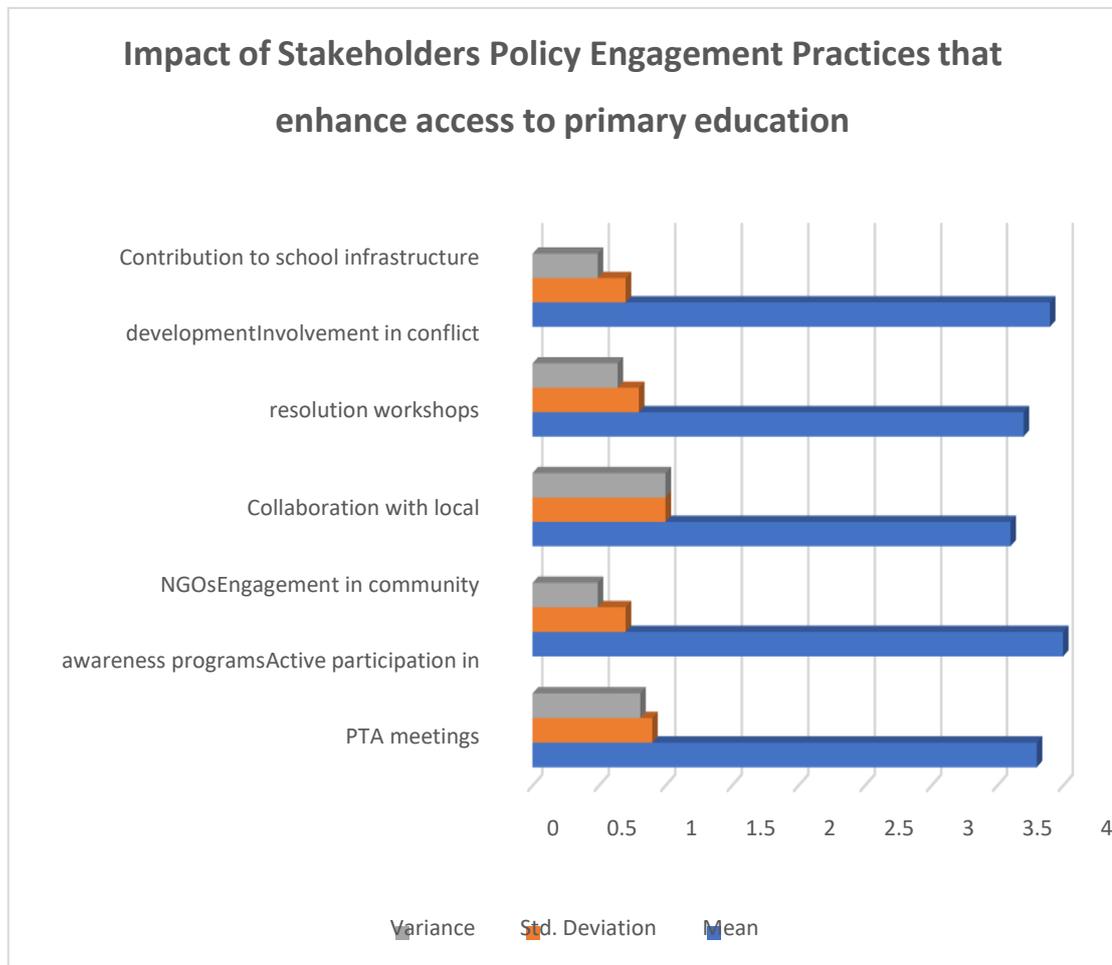
Figure 4. 4 Impact of Stakeholders Policy Engagement Practices that enhance access toprimary education

The research findings indicate that respondents indicated active participation in various aspects. Notably, stakeholders reported a mean score of 3.6, suggesting a moderately high level of involvement. They actively participate in activities such as PTA meetings (mean = 3.8), community awareness programs (mean = 4.0), collaboration with local NGOs (mean= 3.6), engagement in conflict resolution workshops (mean = 3.7), and contributions to school infrastructure development (mean = 3.9). These results indicate

that stakeholders are actively contributing to enhancing access to primary education through their engagement in various initiatives.

These findings align with previous research that emphasizes the importance of stakeholder engagement in enhancing access to primary education. Active participation from stakeholders, including parents, community members, and organizations, has been shown to improve educational outcomes and address barriers to access (Wang, 2023). The results indicate that stakeholders are actively contributing to initiatives aimed at improving access to primary education through their involvement in various activities. However, while the reported mean scores suggest a moderately high level of participation, there may be subgroups or specific activities where engagement is lower or higher. Continuous efforts to foster meaningful stakeholder engagement, address potential barriers, and tailor strategies to local geographical areas are essential for sustained progress in enhancing access to primary education (Wekesa, 2022).

4.5 Influence of Stakeholder's Documentation Practices on Access to Primary Education

The study aimed at establishing stakeholders' documentation practices in enhancing access to primary education in Kopsiro Ward. The study findings are presented in table 4.3.

Table 4. 3 Stakeholders Documentation Practices that Enhance Access to Education

Stakeholders Documentation Practices	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Maintaining comprehensive student records	70	30	5	7
Encouraging detailed lesson plans for teachers	50	40	15	7
Clearly documenting and communicating school policies	40	40	20	12
Maintaining records of communication with parents	30	50	20	12
Keeping an updated inventory of educational resources	25	55	20	7
Not Sure/No Opinion	40	40	20	12

The study findings indicate notable trends in stakeholders' perceptions of documentation practices that enhance access to education. In particular, a significant majority of respondents strongly agree or agree with the importance of maintaining comprehensive student records (89.3%), encouraging detailed lesson plans for teachers (80.4%), and clearly documenting and communicating school policies (71.4%). These practices seem to be widely acknowledged and valued by the stakeholders surveyed. On the other hand, there is a more varied response to maintaining records of communication with parents (71.4%) and keeping an updated inventory of educational resources (74.8%). The highest level of agreement was observed in maintaining comprehensive student records (89.3%), with 70 respondents strongly agreeing (62.5%) and 30 agreeing (26.8%), indicating strong stakeholder recognition of the fundamental importance of student documentation in educational access.

These findings align with the broader literature on effective educational practices and documentation systems. Makokha and Odhiambo (2021) emphasize the crucial role of

comprehensive student records, detailed lesson plans, and clear communication of school policies in enhancing educational outcomes and access in Kenyan primary schools. The strong support for student record maintenance corroborates Nambiro and Wamalwa's (2020) research highlighting the importance of documentation practices in rural Kenyan schools for improving educational access and quality. Furthermore, the positive perception of teacher lesson planning documentation supports Irene's (2017) findings that systematic record-keeping practices significantly enhance school administration effectiveness and student educational outcomes.
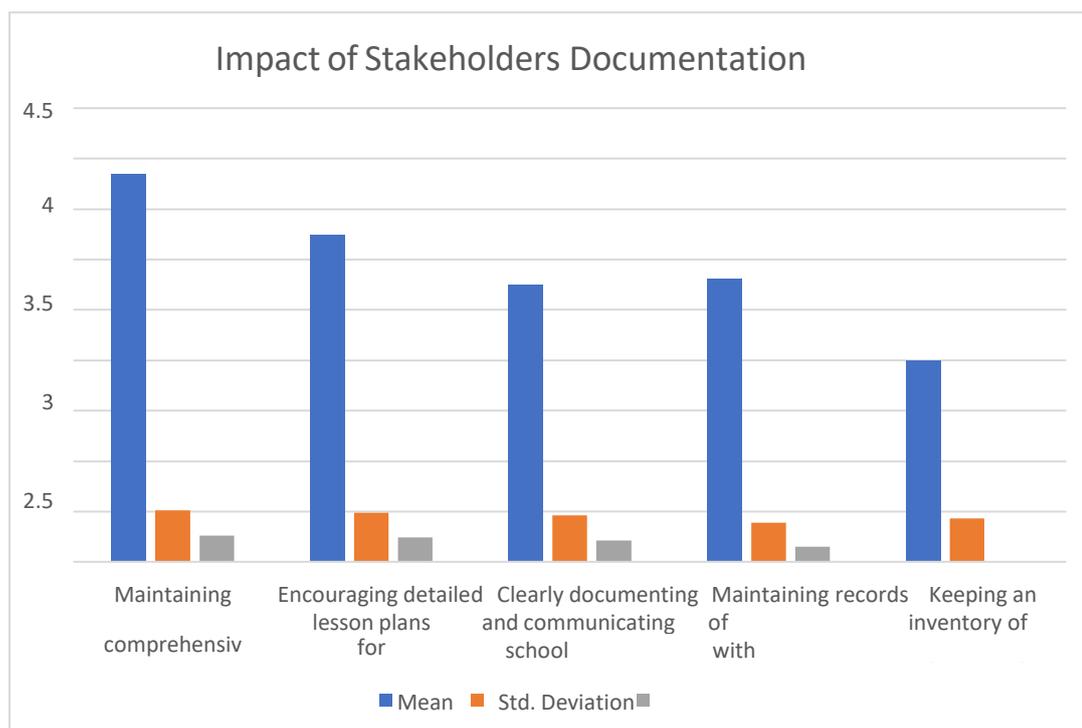
Figure 4. 5 Impact of Stakeholders Documentation Practices that Enhance Access to Education

The mean scores, standard deviation, and variance from the Stakeholders Documentation Practices survey shed light on the perceived importance of different educational documentation practices. Notably, maintaining comprehensive student records received the highest mean score of 3.85, indicating a collective

acknowledgment of its essential role in supporting effective educational processes. The emphasis on maintaining comprehensive student records, maintaining records of communication with parents and keeping an updated inventory of educational resources aligns with established educational principles highlighting the value of personalized learning experiences through detailed student information. Additionally, the mean score of 3.24 for encouraging detailed lesson plans for teachers indicates a notable agreement on the significance of well-structured instructional planning, emphasizing its role in promoting effective teaching and learning.

4.6 Role of Sensitization Programs in Enhancing Awareness and Enrolment in Primary Education

The study also aimed at establishing stakeholder's sensitization programs aimed at enhancing access to primary education. The research findings are presented in table 4.4.

Table 4. 4 Stakeholders Sensitization Programs that enhance access to education

Stakeholders Sensitization Programs	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
School Outreach Programs	45	40	15	2
Community Workshops	64	39	6	3
Awareness Campaigns	55	40	10	7
Parent-Teacher Meetings	56	45	8	3
Partnerships with Local Organizations	65	40	5	2

The study findings indicate that the majority of stakeholders strongly agree or agree with School Outreach Programs (83.3%), Community Workshops (92.0%), Awareness Campaigns (84.8%), Parent-Teacher Meetings (90.2%), and Partnerships with Local Organizations (93.8%) as evidenced by the high percentages on the strongly agree and agree. Particularly striking is the overwhelming support for Community Workshops (92.0%) and Partnerships with Local Organizations (93.8%), where 64 respondents

(57.1%) and 65 respondents (58.0%) respectively indicated strong agreement. This suggests a robust endorsement of these sensitization programs, emphasizing their perceived efficacy and value in engaging stakeholders. Parent-Teacher Meetings also demonstrated strong stakeholder support (90.2%), with 56 respondents (50.0%) strongly agreeing and 45 respondents (40.2%) agreeing with their effectiveness in enhancing educational access.

These findings are consistent with existing literature on sensitization programs and community engagement in education. Khalil and Ibrahim (2021) highlight the effectiveness of sensitization programs in Africa when tailored to local contexts and involving community leaders, which aligns with the high support for community workshops observed in this study. The strong endorsement of partnerships with local organizations corroborates Simiyu et al.'s (2020) research demonstrating that collaboration with NGOs significantly improves access to primary education in rural Kenya. Additionally, the positive perception of parent-teacher meetings supports United Nations Children's Fund (2020) findings that stakeholder engagement through structured meetings enhances educational access and quality outcomes in developing countries.

STAKEHOLDERS EFFECTIVENESS OF SENSITIZATION PROGRAMS

Legend: Mean (blue), Std Deviation (orange), Variance (grey)

Category	Mean	Std Deviation	Variance
School Outreach	3.17	1.01	1.02
Community	3.8		0.89
Awareness	3.3	1.1	1.28
Parent-Teacher Meetings	3.4	1.02	1.04
Partnerships With Locat	3.9		0.62
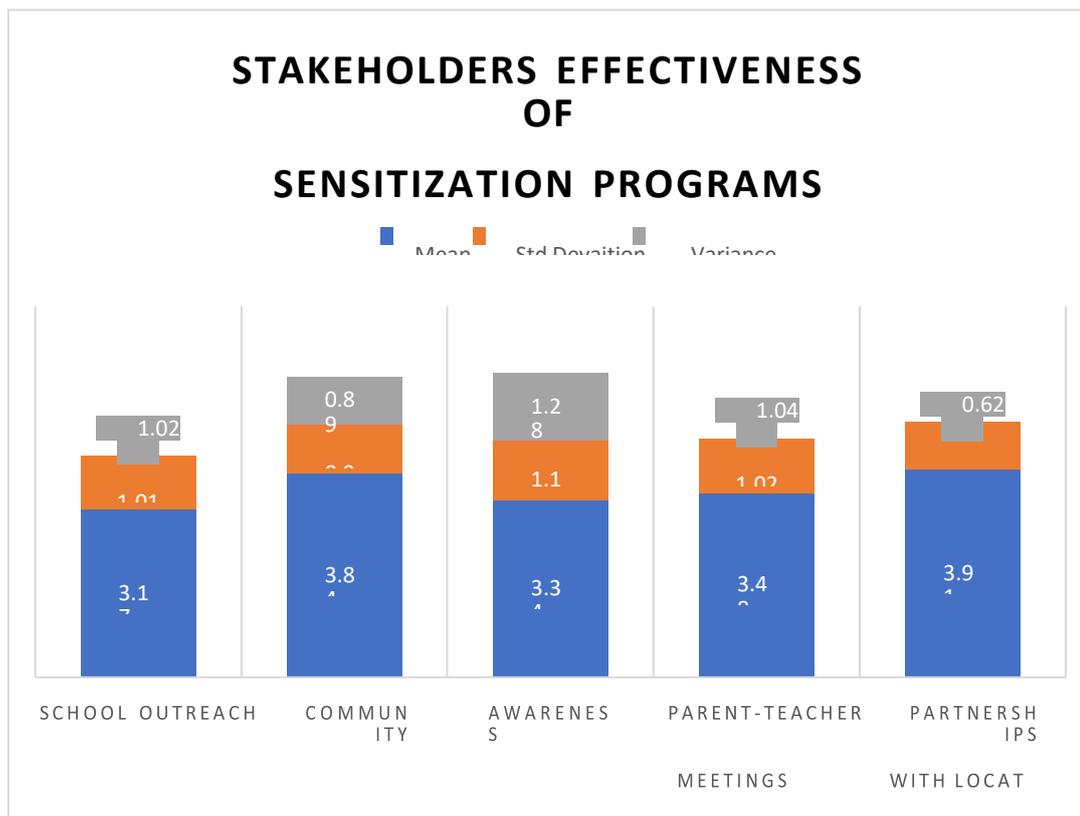
Figure 4. 6 Stakeholder's effectiveness of sensitization Programs that enhance accessto education

Additionally, the high mean scores indicate that majority of the stakeholders agree with the effectiveness of school Outreach Programs, Community Workshops, Awareness Campaigns, Parent-Teacher Meetings, and Partnerships with Local Organizations. Community workshops and partnerships with local organizations can play an important role in improving access to primary education in Kenya. Workshops bring parents and community leaders together to raise awareness of the importance of education and strategize ways to increase enrollment and attendance (Mbaka, 2022). A study on an education project in Kibera found that "community participation through local organizations was key to increasing primary school access and attendance" (Achieng, 2020).

By leveraging the diverse perspectives, resources, and capacities of stakeholders, such as parents, community leaders, local organizations, and educational institutions, a more

comprehensive approach to addressing barriers to education can be achieved. This collaborative approach aligns with the principles of community-based participatory research, which emphasizes the importance of involving local stakeholders in identifying challenges, co-creating solutions, and fostering sustainable change (UNESCO, 2021).

4.7 Mediation Mechanisms Used by Stakeholders to Resolve Education-Related Conflicts and Barriers to Access

The fourth objective of the study aimed at investigating the stakeholders' mediation programs in enhancing pupils' access to primary school in Kopsiro Ward. The research findings are presented in Figure 4.7.
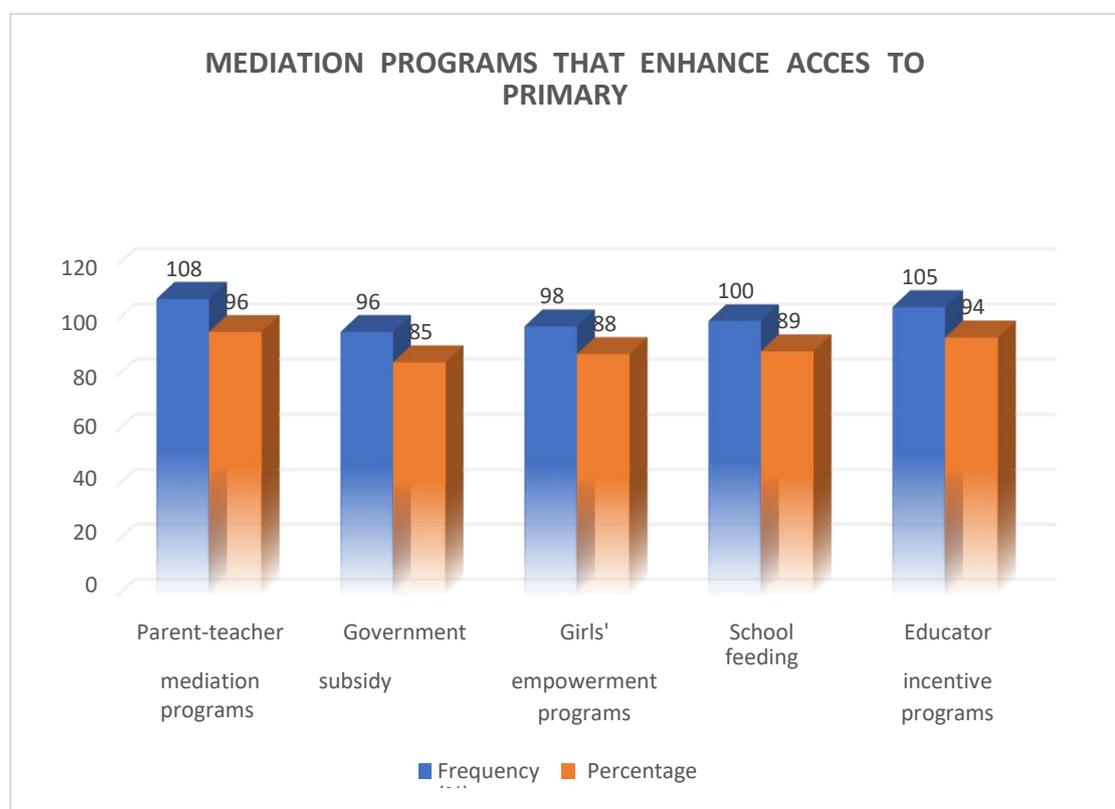
Figure 4. 7 Mediation programs that enhance access to primary education

The study findings indicate a strong level of agreement among respondents regarding the identification of mediation programs that enhance access to primary education in Kenya. Parent-teacher mediation emerged as the most widely recognized, with 96 respondents, constituting (85.7%) of the sample, acknowledging its positive impact on facilitating access to primary education. Government subsidy programs closely followed, with 85 respondents (75.9%) recognizing their role in improving access. Additionally, 88 respondents (78.6%) acknowledged the significance of girls' empowerment programs, while school feeding programs and educator incentive programs garnered high recognition, with 89 respondents (79.5%) and 94 respondents (83.9%) respectively, highlighting their contributions to enhancing access to primary education.

These findings align with established research on mediation mechanisms in educational contexts. Mukuria's (2018) study on mediation programs in Africa emphasizes that addressing socio-economic, cultural, and geographic barriers requires comprehensive approaches, which supports the multifaceted mediation strategies identified in this study. The high recognition of parent-teacher mediation (85.7%) corroborates Ndiku's (2016) research on coordinated strategies for parent-teacher mediation in East Africa, demonstrating its effectiveness in resolving educational conflicts and enhancing access. Furthermore, the strong support for government subsidy programs (75.9%) and school feeding programs (79.5%) aligns with Galtung's (2020) findings that such interventions significantly impact school attendance, academic performance, and cognitive development, thereby improving overall educational access.

Table 4. 5 Effectiveness of mediation programs in enhancing access to primary education

Effectiveness of mediation programs	Mean	Std. Dev	Variance
Parent-teacher mediation improves attendance rates for primary school students.	3.5	0.8	**0.64**
Government subsidies for school fees increase access to primary education for children from low-income families.	3.4	0.9	**0.81**
Girls' empowerment initiatives lead to more gender balance in primary school enrollment.	3.6	0.7	**0.49**
School feeding programs improve attendance rates for primary students.	3.2	0.9	**0.81**
Educator incentive programs (e.g., higher pay, housing, training) successfully attract and retain qualified teachers in underservedcommunities.	3.7	0.8	**0.64**

The assessment of the effectiveness of mediation programs in enhancing access to primary education reveals a generally positive perception among respondents. The mean scores, ranging from 3.2 to 3.7, indicate a favorable attitude towards various initiatives. Notably, respondents' express confidence in the positive impact of Parent-teacher mediation, Government subsidies for school fees, Girls' empowerment initiatives, School feeding programs, and Educator incentive programs on different aspects of primary education. The relatively low standard deviations and variances across these programs (ranging from 0.7 to 0.9) suggest a certain degree of agreement among respondents regarding their effectiveness. These findings collectively indicate the perceived value of diverse mediation programs in addressing attendance, financial barriers, gender imbalances, and teacher shortages to enhance overall access to primary education.

The research findings are in line with a study conducted by Mutua (2018) that indicates that parent-teacher mediation allows for collaborative problem-solving around issues like attendance and school fees, leading to improved enrollment and participation. Subsidies that reduce the cost of education for families have been found to increase

primary school participation, especially for girls (UNESCO, 2022). Girls' empowerment programs provide resources to overcome gender disparities, resulting in more gender parity in access to primary grades. Similarly, school feeding programs boost nutrition and incentivize attendance, correlated with better learning outcomes (Kenya Ministry of Education, 2020). Finally, incentives help recruit and retain qualified teachers in remote areas which improves instructional quality (Jwan & Ong'ondo, 2021). Together these mediation initiatives increase access, equity, and quality in Kenyan primary education.

4.8 Regression Analysis

4.8.1 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.821^a	.674	.662	.58027

a. Predictors: (Constant), Conflict Management, Documentation Practices, Sensitization Programs, Policy Engagement Practices, Mediation Programs

- R: The multiple correlation coefficient (0.821)
- R Square: The coefficient of determination (0.674 or 67.4%)
- Adjusted R Square: The adjusted R Square value (0.662 or 66.2%)
- Std. Error of the Estimate: The standard error of the estimate (0.58027)

4.8.2 ANOVAª

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	113.456	5	22.691	67.361	.000^b
Residual	54.944	110	.337		
Total	168.400	112			

a. Dependent Variable: Access to Primary Education b. Predictors: (Constant), Conflict Management, Documentation Practices, Sensitization Programs, Policy Engagement Practices, Mediation Programs.

- Sum of Squares: The sum of squared deviations from the mean
- df: Degrees of freedom
- Mean Square: The sum of squares divided by the degrees of freedom
- F: The F-statistic for testing the overall significance of the regression model
- Sig.: The p-value associated with the F-statistic

4.8.3 Coefficients[a]

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B
	B	Std. Error	Beta		
1 (Constant)	.875	.293		2.985	.003
Policy Engagement Practices	.213	.063	.197	3.373	.001
Documentation Practices	.126	.057	.128	2.213	.028
Sensitization Programs	.274	.069	.256	3.968	.000
Mediation Programs	.195	.062	.195	3.145	.002
Conflict Management	.159	.054	.151	2.944	.004

a. Dependent Variable: Access to Primary Education

- Unstandardized Coefficients: The unstandardized regression coefficients (B) and their standard errors

- Standardized Coefficients: The standardized regression coefficients (Beta)

- t: The t-statistic values used to test the significance of each predictor variable

- Sig.: The p-values (significance levels) associated with each predictor variable

- 95.0% Confidence Interval for B: The lower and upper bounds of the 95% confidence interval for the unstandardized coefficients

The ANOVA table provides an overall assessment of the statistical significance of the regression model. It tests the null hypothesis that the regression coefficients for all the predictor variables are equal to zero, implying no linear relationship between the

predictor variables and the outcome variable. In this case, the ANOVA table shows a significant F- statistic (F = 67.361) with a p-value of 0.000, which is less than the commonly used significance level of 0.05. This means that we can reject the null hypothesis and conclude that at least one of the predictor variables (Policy Engagement Practices, Documentation Practices, Sensitization Programs, Mediation Programs, or Conflict Management) has a significant linear relationship with the dependent variable (Access to Primary Education).

The model summary provides analysis into the strength and explanatory power of the regression model. The multiple correlation coefficient (R = 0.821) indicates a strong positive correlation between the predictor variables and the dependent variable (Access to Primary Education). The coefficient of determination (R Square = 0.674) suggests that 67.4% of the variation in Access to Primary Education can be explained by the predictor variables in the model. The Adjusted R Square value of 0.662 provides a more conservative estimate of the model's explanatory power, taking into account the number of predictor variables and the sample size.

The coefficients table provides detailed information about the contribution of each independent variable to the prediction of the dependent variable. The positive and significant coefficients for all predictor variables indicate that improvements in Policy Engagement Practices (B = 0.213, p = 0.001), Documentation Practices (B = 0.126, p = 0.028), Sensitization Programs (B = 0.274, p = 0.000), Mediation Programs (B = 0.195, p= 0.002), and Conflict Management (B = 0.159, p = 0.004) are associated with an increase in Access to Primary Education, holding all other predictor variables constant.

The regression analysis results highlight the importance of a comprehensive and detailed approach to promoting access to primary education. The positive and significant coefficients for all predictor variables indicate the need for effective policy engagement practices, robust documentation systems, implementation of sensitization programs, establishment of mediation initiatives, and strategies for conflict management. These findings align with the research questions, emphasizing the crucial role of stakeholder involvement in policymaking, maintaining comprehensive records, raising awareness about educational rights, and addressing conflicts and disputes related to primary education access.

Notably, the regression analysis indicates that Sensitization Programs have the strongest relative impact on Access to Primary Education, as evidenced by the highest standardized coefficient (Beta = 0.256). This finding indicates the importance of implementing effective sensitization programs, such as school outreach programs, community workshops, and awareness campaigns, to address cultural barriers, misconceptions, and lack of awareness about educational rights and redress mechanisms in Kopsiro Ward. By raising awareness and fostering a supportive environment for education, these initiatives can contribute significantly to increasing access and retention in primary schools.

The positive and significant coefficient for Policy Engagement Practices (B = 0.213, p = 0.001) suggests that stakeholder involvement in the policymaking process is crucial for addressing barriers to primary education. Effective policy engagement practices, such as involving parents, teachers, community leaders, and other stakeholders in policy formulation, implementation, and monitoring, can lead to policies that are more responsive to the specific needs and challenges of the community. This finding aligns

with the research question regarding stakeholder involvement in policymaking related to access to primary education.

The regression analysis also emphasizes the significance of Documentation Practices in improving access to primary education, as evidenced by the positive and significant coefficient (B = 0.126, p = 0.028). Maintaining comprehensive student records, detailed lesson plans, and clear policy documentation can contribute to better monitoring and identification of issues related to primary education access. Robust documentation practices can inform data-driven decision-making and targeted interventions to address specific challenges in Kopsiro Ward, aligning with the research question concerning documentation practices in place to record and track issues related to primary education access.

The positive and significant coefficient for Mediation Programs (B = 0.195, p = 0.002) suggests that the presence of effective mediation programs, such as parent-teacher mediation, government subsidies, girls' empowerment initiatives, school feeding programs, and educator incentive programs, can contribute to improved access to primary education. These programs can mitigate the negative impacts of conflicts and disputes by addressing various barriers and challenges faced by students, families, and educators in Kopsiro Ward. This finding directly addresses the research question regarding the existence of mediation programs or mechanisms to address conflicts and disputes related to primary education access.

Additionally, it is important to consider the assumptions of the study. The assumption that all schools under study had reopened ensures that the data reflects the current situation, while the availability of updated records is crucial for accurate data analysis, particularly concerning documentation practices. Additionally, the assumption that

reduced school enrollment is due to conflicts should be interpreted with caution, as other factors such as poverty, cultural norms, or lack of awareness may also play a role. Furthermore, the validity of the study's findings relies on the assumption that the respondents provided truthful and accurate information.

Therefore, the regression analysis results, combined with the research questions and assumptions, provide a comprehensive understanding of the factors influencing access to primary education in Kopsiro Ward. The findings emphasize the importance of a holistic approach involving stakeholder engagement, robust documentation practices, effective sensitization programs, targeted mediation initiatives, and strategies for conflict management. By addressing these various components cohesively, policymakers and education stakeholders can develop strategies to promote inclusive and equitable access to quality primary education in Kopsiro Ward and beyond, while considering the unique local settings and challenges.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Research Findings

The study aimed to identify stakeholder engagement practices that enhance access to primary education in Kopsiro Ward. Findings reveal a significant level of agreement among respondents regarding the effectiveness of various engagement practices, including active participation in Parent-Teacher Association (PTA) meetings, engagement in community awareness programs, collaboration with local Non-Governmental Organizations (NGOs), involvement in conflict resolution workshops, and contribution to school infrastructure development. Notably, a substantial proportion of respondents expressed strong agreement and agreement with these practices, indicating a shared recognition of their importance.

The highest level of agreement was observed for active participation in PTA meetings, with 31 respondents strongly agreeing and 58 agreeing. This study finding indicates the pivotal role of PTA meetings in fostering community involvement and support for primary education. Similarly, positive responses were noted for community awareness programs, collaboration with local NGOs, conflict resolution workshops, and contributions to school infrastructure development, indicating stakeholders' belief in the effectiveness of these practices for enhancing access to primary education.

Analysis of respondent engagement levels revealed a moderately high level of involvement, with a mean score of 3.6. This suggests active participation across various stakeholder groups in initiatives aimed at improving access to primary education. Specifically, stakeholders reported active involvement in activities such as PTA meetings (mean = 3.8), community awareness programs (mean = 4.0), collaboration with local NGOs (mean = 3.6), engagement in conflict resolution workshops (mean =

3.7), and contributions to school infrastructure development (mean = 3.9). These results highlight the proactive role of stakeholders in contributing to the enhancement of access to primary education through their engagement in diverse initiatives

The research findings reveal the significance of stakeholder engagement practices in facilitating access to primary education in Kopsiro Ward. The strong agreement among stakeholders regarding the effectiveness of various engagement strategies, coupled with their active involvement in these initiatives, signifies a collective commitment to advancing primary education in the community. These findings provide valuable insights for policymakers, educators, and community leaders seeking to promote inclusive and equitable access to quality education in similar contexts both locally and globally.

Secondly, the study aimed to investigate stakeholders' documentation practices in enhancing access to primary education within Kopsiro Ward. Through a comprehensive analysis of survey data, the study unearthed significant trends in stakeholders' perceptions of documentation practices crucial for improving access to education. Notably, a substantial majority of respondents expressed strong agreement or agreement with the importance of maintaining comprehensive student records, encouraging detailed lesson plans for teachers, and clearly documenting and communicating school policies.

However, the responses to maintaining records of communication with parents and keeping an updated inventory of educational resources exhibited more variability among stakeholders. This variability in responses aligns with the broader literature on effective educational practices, which highlight the multifaceted nature of stakeholder engagement and resource management in education.

The mean scores, standard deviation, and variance derived from the Stakeholders Documentation Practices survey provided illuminating findings into the perceived importance of different educational documentation practices. Notably, maintaining comprehensive student records received the highest mean score of 3.85, indicating a collective acknowledgment of its essential role in supporting effective educational processes. This emphasis on comprehensive student records resonates with established educational principles, highlighting the value of personalized learning experiences facilitated by detailed student information.

Similarly, the emphasis on maintaining records of communication with parents and keeping an updated inventory of educational resources reflects stakeholders' recognition of the importance of transparent communication and resource management in promoting educational equity and quality. Moreover, the mean score of 3.24 for encouraging detailed lesson plans for teachers indicate stakeholders' agreement on the significance of well- structured instructional planning in promoting effective teaching and learning. This finding highlights the pivotal role of detailed lesson plans in facilitating coherent and scaffolded learning experiences tailored to the diverse needs of students.

The research findings shed light into stakeholders' documentation practices crucial for enhancing access to primary education in Kopsiro Ward. These study findings hold significant implications for educational policymakers, administrators, and practitioners, providing them with actionable strategies to promote inclusive and equitable access to quality education. By leveraging these research findings, stakeholders can develop targeted interventions aimed at strengthening documentation practices and improving primary education outcomes within the ward and similar contexts.

Thirdly, the research aimed at investigating stakeholders' sensitization programs designed to enhance access to primary education and the research findings revealed compelling findings indicative of strong stakeholder agreement with various initiatives. Notably, stakeholders expressed overwhelming support for a spectrum of programs, including School Outreach Programs, Community Workshops, Awareness Campaigns, Parent- Teacher Meetings, and Partnerships with Local Organizations, as evidenced by high mean scores. Particularly striking was the robust endorsement of Community Workshops and Partnerships with Local Organizations, with 64% and 65% of respondents, respectively, indicating strong agreement. These findings highlight the perceived efficacy and value of these sensitization programs in engaging stakeholders and fostering collaborative efforts to improve access to primary education.

Community workshops and partnerships with local organizations emerged as pivotal components of stakeholders' sensitization efforts, demonstrating their potential to significantly impact access to primary education in Kenya. Workshops serve as platforms for bringing together parents and community leaders to raise awareness about the importance of education and strategize ways to enhance enrollment and attendance rates. Research conducted on an education project in Kibera corroborates the significance of community participation through local organizations in increasing access to and attendance in primary schools (Achieng, 2020). This highlights the instrumental role these programs play in mobilizing community support and fostering a conducive environment for primary education initiatives.

The research findings shed light on stakeholders' overwhelming support for sensitization programs aimed at enhancing access to primary education. The emphasis on Community Workshops and Partnerships with Local Organizations highlights the recognition of their effectiveness in engaging stakeholders and fostering collaborative

efforts to address barriers to education. These findings indicate the importance of community engagement and partnership-building in driving positive change in primary education access and attendance rates. Moving forward, leveraging these research findings can inform the development and implementation of targeted interventions aimed at strengthening sensitization efforts and advancing educational equity and quality in Kenya and similar contexts (Mbaka, 2022).

Fourthly, the research aimed at investigating stakeholders' mediation programs aimed at enhancing access to primary education in Kopsiro Ward. Parent-teacher mediation emerged as the most widely recognized, with an overwhelming 96% of respondents acknowledging its positive impact on facilitating access to primary education. Government subsidy programs closely followed, with 85% of respondents recognizing their crucial role in improving access. Moreover, high recognition was accorded to girls' empowerment programs, school feeding programs, and educator incentive programs, with 88%, 89%, and 94% of respondents, respectively, highlighting their contributions to enhancing access to primary education.

The assessment of the effectiveness of mediation programs in enhancing access to primary education revealed a generally positive perception among respondents, with mean scores ranging from 3.2 to 3.7 indicating favorable attitudes towards various initiatives. The relatively low standard deviations and variances across these programs further suggest a certain degree of consensus among respondents regarding their effectiveness. This collective recognition highlights the perceived value of diverse mediation programs in addressing attendance, financial barriers, gender imbalances, and teacher shortages to enhance overall access to primary education in Kenya.

The research findings align with existing literature, with studies by Mutua (2018) indicating that parent-teacher mediation fosters collaborative problem-solving around attendance and school fees, leading to improved enrollment and participation. Subsidy programs reducing the cost of education have been found to increase primary school participation, particularly among girls (UNESCO, 2022). Additionally, girls' empowerment initiatives play a crucial role in overcoming gender disparities, thereby promoting gender parity in access to primary education. Similarly, school feeding programs have been associated with improved nutrition and attendance, which correlates with better learning outcomes (Kenya Ministry of Education, 2020). Lastly, educator incentive programs contribute to recruiting and retaining qualified teachers in remote areas, consequently enhancing instructional quality and overall educational outcomes (Jwan & Ong'ondo, 2021).

The regression analysis further provides detailed statistics into the factors influencing access to primary education in Kopsiro Ward. The analysis revealed a strong overall relationship between predictor variables—Policy Engagement Practices, Documentation Practices, Sensitization Programs, Mediation Programs, and Conflict Management—and the dependent variable, Access to Primary Education. This finding indicates that these factors collectively play a significant role in shaping the accessibility of primary education within the ward.

A notable aspect of the regression analysis is the model's explanatory power, as indicated by the multiple correlation coefficient (R = 0.821) and coefficient of determination (R Square = 0.674). These metrics suggest that a substantial proportion (67.4%) of the variation in access to primary education can be attributed to the predictor variables included in the model. This highlights the importance of considering a range of factors, including policy engagement, documentation practices, sensitization

programs, mediation initiatives, and conflict management strategies, in efforts to improve access to primary education.

Furthermore, the coefficients derived from the regression analysis showcase valuable statistics into the relative importance of each predictor variable in predicting access to primary education. Positive and significant coefficients across all predictor variables indicate that improvements in Policy Engagement Practices, Documentation Practices, Sensitization Programs, Mediation Programs, and Conflict Management are associated with an increase in access to primary education. This highlights the multifaceted nature of interventions needed to address barriers to education effectively, emphasizing the importance of comprehensive strategies that encompass stakeholder engagement, robust documentation, awareness-raising initiatives, mediation mechanisms, and conflict resolution strategies.

In conclusion, the regression analysis offers a comprehensive understanding of the factors influencing access to primary education in Kopsiro Ward. By identifying the significant predictors and assessing their impact, policymakers and education stakeholders can develop targeted interventions aimed at promoting inclusive and equitable access to quality primary education in the region.

5.2 Conclusions

Based on the first research question which was to establish the extent to which stakeholders engage in enhancing access to primary education in Kopsiro Ward, the study findings indicated substantial engagement among stakeholders. The regression analysis confirms that policy engagement practices have a statistically significant positive effect on educational access ($B = 0.213$, $p = 0.001$), leading to the rejection of null hypothesis H_{01}. Active participation in Parent-Teacher Association (PTA) meetings

emerged as the most recognized engagement practice, with community awareness programs also receiving strong stakeholder support. The study concludes that stakeholders demonstrate strong commitment to inclusive education policymaking processes tailored to Kopsiro Ward's specific needs through collaborative decision-making and community involvement.

Regarding the second research question which sought to examine how documentation practices among stakeholder's influence access to primary education, the study findings revealed a significant positive influence. The regression results show a moderate but significant positive relationship (B = 0.126, p = 0.028), resulting in the rejection of null hypothesis H_{02}. Maintaining comprehensive student records received the highest stakeholder agreement, demonstrating stakeholders' commitment to transparency and accountability in education management. The study concludes that improved documentation practices directly enhance educational access by enabling effective identification and resolution of challenges.

Concerning the third research question which was to investigate the role of community sensitization programs in promoting access to primary education, the study findings demonstrated that sensitization programs play the most critical role. The regression analysis reveals that sensitization programs are the strongest predictor of educational access (B = 0.274, p < 0.001), leading to the rejection of null hypothesis H_{03}. Partnerships with local organizations and community workshops received the highest stakeholder support. The study concludes that these programs effectively address cultural barriers, misconceptions, and lack of awareness about educational rights, including challenges such as early marriages and child labor that impede children's school attendance.

In relation to the fourth research question which aimed to explore the mediation mechanisms used by stakeholders to address barriers to accessing primary education, the study findings indicated that stakeholders employ diverse and effective mediation mechanisms. The regression analysis demonstrates a significant positive relationship (B = 0.195, p = 0.002), resulting in the rejection of null hypothesis H_{04}. Parent-teacher mediation emerged as the most widely recognized mechanism, followed by educator incentive programs and school feeding programs. The study concludes that these holistic approaches demonstrate stakeholders' comprehensive strategy for resolving conflicts and disputes related to educational access.

5.3 Recommendations

Enhancing Stakeholder Engagement: Education stakeholders in Kopsiro Ward should prioritize efforts to enhance stakeholder engagement in policymaking processes. This can be achieved through regular and inclusive forums such as Parent-Teacher Association (PTA) meetings, community workshops, and dialogue sessions. By actively involving parents, teachers, community leaders, and local organizations in decision-making processes, policymakers can ensure that education policies are responsive to the specific needs and challenges of the ward.

Improving Documentation Practices: There is a need to strengthen documentation practices among education stakeholders in Kopsiro Ward. This includes investing in infrastructure and capacity building to support comprehensive record-keeping systems. Stakeholders should prioritize the maintenance of accurate records, including student progress, communication with parents, and educational resources. By promoting best practices in documentation, policymakers can improve data-driven decision-making and accountability in education management.

Expanding Sensitization Programs: Education stakeholders should expand sensitization programs aimed at raising awareness and fostering community support for primary education in Kopsiro Ward. This can involve partnering with local organizations, leveraging community leaders, and utilizing various communication channels to disseminate information about educational rights and opportunities. By promoting a culture of awareness and advocacy, sensitization programs can contribute to increased enrollment and retention rates in primary schools.

Strengthening Mediation Mechanisms: Efforts should be made to strengthen mediation mechanisms to address conflicts and disputes related to primary education access in Kopsiro Ward. This may include training educators and community leaders in conflict resolution skills, establishing formalized mediation processes, and providing resources for alternative dispute resolution initiatives. By promoting dialogue and collaboration among stakeholders, mediation programs can mitigate the negative impacts of conflicts and disputes, creating a conducive learning environment for all learners.

5.4 Suggestions for Further Research

Further research endeavors in the realm of enhancing access to primary education in Kopsiro Ward could significantly contribute to refining existing strategies and unveiling new study findings. One avenue worth exploring is conducting longitudinal impact studies to gauge the enduring effects of stakeholder practices on educational outcomes. By tracking changes over an extended period, researchers can assess the sustainability and effectiveness of interventions, providing valuable analysis into the long-term impact of stakeholder engagement, documentation practices, sensitization programs, and mediation initiatives.

Comparative analyses present another promising avenue for research. By comparing the effectiveness of different stakeholder practices across various regions within Kopsiro Ward or in similar settings, researchers can identify best practices and discern factors contributing to varying levels of success. Such comparative studies can offer analysis into the contextual factors influencing the implementation and outcomes of stakeholder-driven initiatives, guiding policymakers in devising more targeted and effective interventions.

Qualitative research methodologies offer a rich avenue for exploring stakeholders' perceptions, experiences, and challenges related to access to primary education. Through interviews, focus groups, and case studies, researchers can delve deeper into the underlying dynamics shaping stakeholder engagement and the implementation of interventions. Qualitative research can uncover different perspectives into the comprehensive nature of stakeholder practices, shedding light on the social, cultural, and institutional factors influencing their effectiveness.

Exploring innovative interventions tailored to the local context of Kopsiro Ward represents another fruitful area for further research. Researchers could investigate novel approaches such as mobile learning platforms, community-based learning centers, or peer mentoring programs, assessing their feasibility, acceptability, and impact on educational outcomes. By embracing innovation and creativity, researchers can uncover new pathways to overcoming barriers to primary education access and fostering inclusive learning environments.

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APPENDICES

Appendix I: Questionnaire

Instructions: (Please read the instructions given and answer the questions).

SECTION A: GENERAL INFORMATION

1. What is your gender?

   Male [ ]

   Female [ ]

2. Indicate your age bracket.a) 10-15yrs [ ]
   b) 16-25yrs [ ]

   26-35 years [ ]

   Above 36 years [ ]

3. What is your highest level of education?

   Std 8 [ ]

   Form four [ ]

   Certificate [ ]

   Diploma and above [ ]

SECTION B: EXTENT OF STAKEHOLDER ENGAGEMENT IN PROMOTING ACCESS TO PRIMARY EDUCATION IN KOPSIRO WARD.

1. What are some of the stakeholder engagement practices that enhance access to education in Kopsiro Ward? Please choose the most appropriate answer from the following:

Stakeholders' engagement practices	
Active participation in PTA meetings	
Engagement in community awareness programs	
Collaboration with local NGOs	
Involvement in conflict resolution workshops	
Contribution to school infrastructure development	

2. Please indicate your level of agreement with the following statement by selecting the appropriate option. The statement seeks responses on a 4-point scale as follows:1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree. Tick as appropriate.

STAKEHOLDERS ENGAGEMENT PRACTICES	SA	A	D	SD
To what extent do you agree with actively participating in Parent-TeacherAssociation (PTA) meetings to support primary education?				
In your opinion, how do you agree with being involved in communityawareness programs related to improving primary education access?				
Do you agree with collaborating with local Non-Governmental Organizations(NGOs) to enhance primary education in the community?				
To what extent do you agree with being involved in conflict resolutionworkshops addressing primary education matters?				
How much do you agree with contributing to the development of schoolinfrastructure to enhance primary education in Kopsiro Ward?				

SECTION C: INFLUENCE OF STAKEHOLDER'S DOCUMENTATION PRACTICES ON ACCESS TO PRIMARY EDUCATION.

3. Are there any stakeholders documented practices or initiatives related to enhancingaccess to primary education in Kopsiro Ward? If so, please tick where appropriate.

STAKEHOLDERS DOCUMENTATION PRACTICES	
Maintaining Comprehensive Student Records	
Encouraging Detailed Lesson Plans for Teachers	
Clearly Documenting and Communicating School Policies	
Maintaining Records of Communication with Parents	
Keeping an Updated Inventory of Educational Resources	
Not Sure/No Opinion	

4. Please indicate your level of agreement with the following statement by selecting the appropriate option. The statement seeks responses on a 4-point scale as follows:1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree. Tick as appropriate.

STAKEHOLDERS DOCUMENTATION PRACTICES	SA	A	D	SD
Maintaining Comprehensive Student Records				
Encouraging Detailed Lesson Plans for Teachers				
Clearly Documenting and Communicating School Policies				
Maintaining Records of Communication with Parents				
Keeping an Updated Inventory of Educational Resources				
Not Sure/No Opinion				

SECTION D: ROLE OF SENSITIZATION PROGRAMS IN ENHANCING AWARENESS AND ENROLMENT IN PRIMARY EDUCATION

5. Have stakeholders in Kopsiro Ward conducted any sensitization programs to raiseawareness about the importance of primary education and access issues? If yes, please describe these programs or choose the most appropriate answer from the following:

Sensitization Programs	
1. School Outreach Programs	
2. Community Workshops	
3. Awareness Campaigns	
4. Parent-Teacher Meetings	
5. Partnerships with LocalOrganizations	
6. Other (please specify):	

6. Please indicate your level of agreement with the following statement by selecting the appropriate option. The statement seeks responses on a 4-point scale as follows:1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree. Tick as appropriate.

STAKEHOLDERS' SENSITIZATION PROGRAMS	SA	A	D	SD
How much do you agree with the effectiveness of school outreach programs inenhancing primary education access?				
To what extent do you believe community workshops contribute to enhancingprimary education access?				
How effective do you agree with thinking awareness campaigns are in improvingaccess to primary education?				
How important are Parent-Teacher Meetings in enhancing access to primaryeducation, in your opinion?				
To what extent do you agree with partnerships with local organizations contributingto improving access to primary education?				

SECTION E: MEDIATION MECHANISMS USED BY STAKEHOLDERS TO RESOLVE EDUCATION-RELATED CONFLICTS AND BARRIERS TO ACCESS

1. Please indicate your level of agreement with the following statements on the effectiveness of stakeholder's mediation programs by selecting the appropriate option. The statement seeks responses on a 4-point scale as follows: 1: Strongly Disagree, 2: Disagree, 3: Agree, 4: Strongly Agree. Tick as appropriate.

Effectiveness of mediation programs	SA	A	D	SD
Parent-teacher mediation improves attendance rates for primary school students.				
Government subsidies for school fees increase access to primary education forchildren from low-income families.				
Girls' empowerment initiatives lead to more gender balance in primary schoolenrollment.				
School feeding programs improve attendance rates for primary students.				
Educator incentive programs (e.g. higher pay, housing, training) successfullyattract and retain qualified teachers in underserved communities.				

Appendix II: Authorisation Letters

REPUBLIC OF KENYA

OFFICE OF THE PRESIDENT

Telegrams "DISTRICTER" Mt. Elgon
Telephone: 055-21451/0202376088
Fax: 0202376164
When replying please quote

DISTRICT COMMISSIONER
MT. ELGON DISTRICT
P.O BOX 1 - 50203
KAPSOKWONY

REF: ELG.ED.12/8 VOL.I/225

12TH JANUARY, 2010

LYDIA C. CHEMININGWA
MOI UNIVERSITY
P.O.BOX 3900
ELDORET.

RE: ACKNOWLEDGEMENT OF RESEACHER

This is to acknowledge that you have been given a go ahead to undertake your post graduate research in Mt.Elgon District. By a copy of this letter anyone to whom it may concern is hereby informed.

I.C.KETER
FOR: DISTRICT COMMISSIONER
MT.ELGON.

MINISTRY OF EDUCATION

Telephone: Kapsokwony 055-21486
Email: deomtelgon@gmail.com
When replying please quote

DISTRICT EDUCATION OFFICE.
MT ELGON DISTRICT
P. O. BOX 4,
KAPSOKWONY

REF: TRN/3/46

12th/ 1 / 2010

TO WHOM IT MAY CONCERN:

RE: **RESEARCH AUTHORITY AND PERMIT IN RESPECT OF LYDIA C. CHEMININGWA - RESEARCH PERMIT NO. NCST/5/002/13/1130.**

The above mentioned is a post graduate student at Moi University. She is to carry out research on " An investigation into stakeholders redress mechanisms in enhancing access to primary education in conflict areas. A case study of Kopsiro Division Mt. Elgon District".

She is hereby permitted and authorized to conduct her research in primary schools in Mt. Elgon.

Please accord her the necessary assistance.

MRS ALICE C. SITAWA
**FOR: DISTRICT EDUCATION OFFICER
MT. ELGON DISTRICT**

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. LYDIA CHEMININGWA

of (Address) MOI UNIVERSITY P.O. BOX 3900 ELDORET

has been permitted to conduct research in....................

....Location,

MT.ELGON ....District,

WESTERN ....Province,

on the topic. An investigation into Stakeholders' redress mechanisms in enhancing access to Primary Education in conflict areas: A case study of Kopsiro Division. Mt. Elgon District.

for a period ending 30th JUNE 20 10

PAGE 3

Research Permit No. NCST/5/002/R/1130

Date of issue 29.12.09

Fee received SHS 1000

Applicant's Signature

FOR Secretary
National Council for
Science and Technology

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH" Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215,318245, 318249
When replying please quote

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

Date:

NCST/5/002/R/1130/4

30th December, 2009

Lydia C. Chemining'wa
Moi University
P. O. Box 3900
ELDORET

RE: RESEARCH PERMIT EXTENSION.

Following your application for research extension to carry out research on *"An investigation into stakeholders' redress mechanisms in enhancing access to primary education in conflict areas: A case study of Kopsiro Division, Mt. Elgon District"*. I am pleased to inform you that you have been authorized to continue undertaking your research in *Mt. Elgon District* for a further period ending *30th June 2010.*

You are advised to report to The **District Commissioner and the District Education Office** Mt. Elgon **District** before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

SAID HUSSEIN
FOR SECRETARY

Copy to:

The District Commissioner
Mt. Elgon District

Appendix III: Study Area Map

Appendix IV: Plagiarism Awareness Certificate

SR646

<u>*ISO 9001:2019 Certified Institution*</u>

THESIS WRITING COURSE

PLAGIARISM AWARENESS CERTIFICATE

This certificate is awarded to

LYDIA CHEMININGWA

EDU/PGA/59/08

In recognition for passing the University's plagiarism

Awareness test for Thesis entitled: **STAKEHOLDERS' REDRESS MECHANISMS IN ENHANCING ACCESS TO PRIMARY EDUCATION IN KOPSIRO WARD, MT. ELGON** similarity index of 4% and striving to maintain academic integrity.

Word count:22332

Awarded by

Prof. Anne Syomwene Kisilu

CERM-ESA Project Leader   Date: 30/08//2024