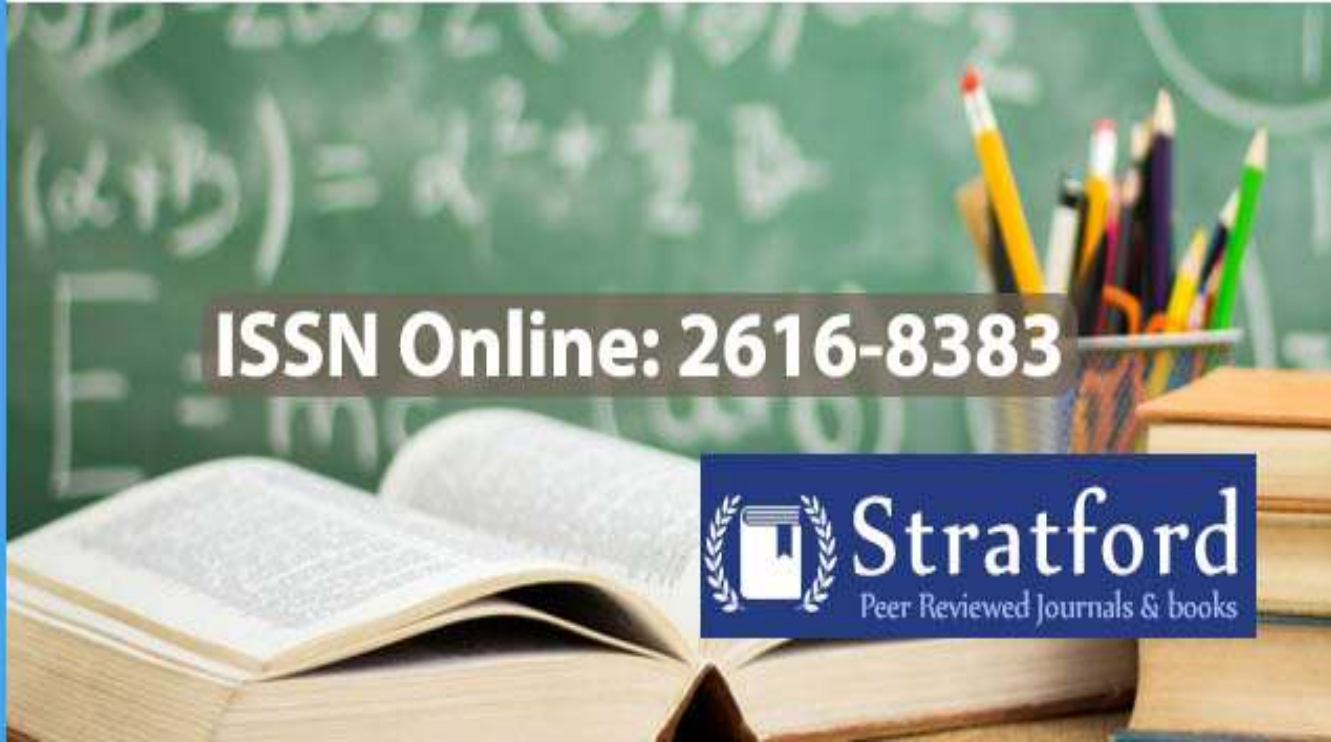


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**Onesmus M. A. Kiminza, Prof. Paul Ogula & Prof. Mary Getui**

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## Facilities and Resources to Support Enrolment of Children from Pastoral Communities in Kajiado County

\*<sup>1</sup>Onesmus M. A. Kiminza, <sup>2</sup>Prof. Paul Ogula & <sup>3</sup>Prof. Mary Getui

<sup>1</sup>PhD Candidate, the Catholic University of Eastern Africa, Nairobi-Kenya

<sup>2</sup>Professor of education, the Catholic University of Eastern Africa, Nairobi-Kenya

<sup>3</sup>Professor of education, the Catholic University of Eastern Africa, Nairobi-Kenya

\*E-mail of the Corresponding Author: [okiminza@tusome.rti.org](mailto:okiminza@tusome.rti.org)

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### Abstract

Kenya's Education has performed relatively well against most of the education performance indicators set to achieve Education for All (EFA), the Millennium Development Goals (MDGs) targets and the Education for Sustainable Development goals (SDGs) in the last decade. Kenya's primary school Net Enrolment Rates increased from 80.3% in 2003 to 91.1% in 2016. Gender parity in access also improved at primary level, increasing from 0.95 in 2005 to stabilize at 0.97 (2016). The education sector is faced with regional and gender disparities in most of the education performance indicators with Arid and Semi-Arid Lands (ASAL) counties registering the lowest performances. Majority of the ASAL Counties have continued to register a Net Enrolment Rate of below 50%; against the best performing county of that posted NER of 107.5% (2016). The county of Kajiado had a NER of 79.1% in 2016 which is below the national average of 91.1%. There was, therefore, need to evaluate the LCBPs program in Kajiado County to propose strategies that respond to the educational needs for Nomadic-pastoral communities. The Government of Kenya established low-cost boarding primary schools (LCBPs) in the ASAL regions and pledged to provide boarding facilities, food items and all other supplies while the parents provide students personal effects to operationalize the LCBPs initiative. Eleven (11) of the (392) Kenya's LCBPs were in Kajiado County with an enrollment of 4,176 in 2016 and were under enrolled by the national standards. This process evaluation of the LCBPs used Sequential Mixed method, cross sectional and a case study designs. The sample of the study was drawn from all pupils, teachers, and head teachers in low-cost boarding primary schools in Kajiado County. Education officials and representatives of development partners supporting provision of education in Kajiado County provided useful information. Data was collected using questionnaires, interview schedules as well as observation of facilities. The findings of

the evaluation established that LCBPs their present form did not respond to the educational needs of the nomadic and pastoral communities of Kajiado County. Most of the schools were under-enrolled, underfunded, had inadequate facilities, understaffed with teachers and other support staff. The food served was of low quality and inadequate. This study recommends review the concept of LCBPs, with a view to establishment of LCBPs institutional framework paying special attention to the development of financing foundation guided by a rationalized unit cost of maintaining a child in the school.

**Keywords:** *Facilities, Resources, Support, Enrolment, Children, Pastoral, Communities, Kajiado, Kenya.*

### **1.1 Background to the Study**

Education in the 21st century is expected to be focused for the purpose of MDGs and Vision 2030 (Care, Kim, Vista & Anderson, 2018). This requires streamlining the education sector towards increased retention. For increased retention in any educational system there must be a great concern for the social life of the school-aged children who enroll in large numbers. Since these children are primarily engaged in learning experiences, it is important to consider the potential impact of their lifestyle on brain development. Inadequate nutrition, substance abuse, maternal depression, exposure to environmental toxins, trauma and quality daycare may negatively affect brain development in young children (Elmassah, Biltagy & Gamal, 2021).

All over the world, different governments have initiated policies to ensure that all children especially those from marginalized communities get basic education (Rose & Malkani, 2020). For example, in the United States of America (USA) the government introduced cost sharing in education so as to assist in meeting the education cost incurred by the poor families living in the urban slums (Lunenburg, 2019). Sabates, Carter and Stern (2021) argue that there is a huge difference in income of families in urban areas where there's blooming businesses and jobs as compared to those families in rural or marginalized areas which cannot give education for their children or even support programs to enable the school ran e.g. school feeding programs. It has been argued that, providing education to nomadic and pastoral communities in the world is one of the most challenging and urgent concerns currently facing education policy makers, practitioners, and other actors in the field of education (UNESCO, 2017).

Most African countries are engulfed in poverty, where poverty appears to influence the demand of schooling for children (Dollebo, 2020). As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the households as opposed to spending time in education (Hunt, 2018). Distance from school, poor quality of education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism are common causes for school dropout (Pov, Kawai & Murakami, 2020). Poverty also interacts with other points of social disadvantage, with the interaction of factors putting further pressure on vulnerable and marginalized children to dropout. Gendered social practices within households and communities influence differing patterns of access for girls and boys. In most context girls have less access and are more prone to dropping out, but increasingly, often in poor and urban environments the pressure seems to be on boys to withdraw, while social practices, school safety seems to be important for retaining girls at school; whereas availability of income generating opportunities and flexible seasonal

schooling could promote retention for boys (Leach, 2013). Most education systems worldwide have undergone reforms to respond to the emerging trends.

In response to addressing challenges in the provision of education to the mobile communities of the world, Raymond (2021) opined that alternative basic education packages that can serve mobile communities more appropriately, with a flexible curriculum that appreciates the community's cultural values have not been adopted in majority of countries of the world with nomadic and pastoral populations. The review of the achievements of the EFA and MDG(s) in 2010 indicated that most countries of the world, Kenya included had not achieved the EFA goals and the MDGs by the set period of 2010. The world community's forum reviewed the challenges that inhibited countries from achieving the MDGs targets and developed the sustainable development goals (SDGs) with a time frame of 2030 (UNESCO, 2014).

Many different models of provision of education to the nomadic and pastoral communities tried across the world include the multi grade approach in Chad, the mobile school's concept in Nigeria, the Tent schools of Iran and the low-cost boarding primary schools programme in Kenya. In a study by Kratli (2000) the boarding primary schools were found to adequately respond to challenges of high rate of drop out among the sparsely populated regions of Mongolia and Central China. In response to addressing the challenges of provision of Education to the nomadic pastoralist, Carr-hills and Peart (2005) proposed the development of a national nomadic and pastoral multi sectorial strategy. This needs to be developed in conjunction with respective nomadic and pastoral communities of the world.

The world forum agreed to refocus education for sustainable development by setting one goal for education with seven targets and seventeen indicators. Goal four (4) of the sustainable development focuses on Ensuring inclusive and quality education for all as well as promotion of lifelong learning opportunities for all by 2030. The targets for the goal include, ensuring that all girls and boys complete free, equitable, relevant and quality primary and secondary education; all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education ; eliminating gender disparities in education ;ensuring equal access to all levels of education and vocational training for the vulnerable; including persons with disabilities; indigenous peoples and children in vulnerable situations by 2030. Five of the seven education targets under the SDGs focus on learning outcomes which is a shift from the Millennium Development Goals (MDGs) that solely focused on ensuring access, participation, and completion in formal primary education and on gender parity in primary, secondary and tertiary education. The SDGs targets highlight that enrolment and participation are the means to attain results and learning outcomes at every stage.

The SDG agenda calls for an explicit focus on equity, including equity-specific goals such as Goal 5 on gender equity and Goal 10 on reductions in inequalities. The World community in 2015 adopted education indicators that enable the measurement and comparison of learning outcomes at all levels of education and also capture national averages and variation across different sections of the population defined by group and individual characteristics, such as sex, wealth, location, ethnicity, language or disability and combinations of these characteristics (UNESO, 2015). The first batch of Low-cost Boarding Primary schools (LCBPs) were started in Kenya in 1946 by a renowned religious scholar Shariff Shibly. Shibly arrived in the Northern Frontier Districts (NFD) of Kenya in 1946 from Zanzibar on a bilateral agreement between the Governments of Kenya and Zanzibar. The NFD then comprised the districts of Isiolo, Marsabit,

Moyale, Mandera, Wajir and Garissa. Many of the ordinances that governed life in NFD during this time also applied to the then districts of Turkana, Tana River, Lamu, Samburu and Kajiado. With the support of district administration, Shariff Shibly engaged host communities to start LCBPs in Isiolo in 1946, Garissa in 1947 and Wajir in 1948 (Ibrahim, 2012).

Most of the Education Commissions and Education Task Forces appointed by Government in Kenya since independence identified high levels of imbalance in provision of educational opportunities across the country. The Education commissions and task forces recommended policy shift to address the discrepancies in educational access particularly for children from the Arid and Semi-arid areas (Republic of Kenya, 1963; 1976; 1988; 2005 & 2012). Despite the policy commitments by the Government of Kenya, the pastoral nomadic communities have not been very responsive to the education in the form it is provided because it contradicts their way of life which requires each member of the family to give a helping hand for the survival of the entire family. The nomadic- pastoralism is characterized by a migratory lifestyle that is dictated by climatic conditions that leads to the occurrence of famines and drought that often results to loss of human life and death of livestock. The ASAL areas most affected by advance climatic conditions are those predominantly occupied by nomadic and pastoral communities. As indicated elsewhere in this report some of the targeted interventions put in place to address challenges affecting the provision of education in Kenya's ASALs have focused on the establishment of LCBPs.

The model establishing the initial LCBPs prescribed that, the Government and development partners would develop infrastructure, provide all supplies besides employment of teachers and support staff. Consequently, the parents and household were required to enroll children in school with uniform and other personal effects. By 2016 the Government supported 392 LCBPs with an enrollment of 129,396 across the country. There were also another 214 LCBPs with an enrollment of 61,664 established by communities and other stakeholders that were operational awaiting Government funding (MOE, 2016). Over the period 2015 -2018, the Government provided a budgetary allocation of between Kshs.375- 400 million to the LCBPs. This amount was designed to cater for pupil's boarding needs and support staff salaries. Each pupil was allocated an annual figure of between Kshs.3000 to Kshs.4000 for boarding while each support staff was allocated Kshs.3000 per month. The allocation is usually adjusted based on enrolment and the support staff salary have remained constant. Schools are however, authorized to top up the salaries of support staff from the general-purpose grant of the free primary education of Kshs.370 (2003) revised to Kshs. 689 (2018) per child per year. Among the 392 LCBPs supported by National Government, eleven of them are in Kajiado County. From 2015 to 2018) Kajiado County received slightly more than Kshs 66,807,763 to support the LCBPs. The seven LCBPs sampled received approximately Kshs 38,256,735 against their average enrollment of 3,049.

The LCBPs in Kenya and in Kajiado County were essentially started to achieve the following objectives: Provide educational access to children from nomadic and pastoral communities; encourage children from the pastoral communities to attend, participate and remain in school; assemble large population of children to allow easy access by National and County government to provide school supplies, food and nutritional supplement; reduce daily travelling distances from home to school; provide security to the girl child and protect her from early marriage and female circumcision; accommodate children of the nomadic and pastoral communities as their

parents moved with livestock in search of water and pasture. (Republic of Kenya, 1994; Ibrahim, 2012; Republic of Kenya, 1999). The initiative of establishment of LCBPs was first provided for by Government and mainstreamed in the National development plans of 1970-1974 and recommended by most of the educational commissions and committees appointed in Kenya since independence.

The LCBPs that were initially reserved for the children from the nomadic and pastoral communities were later opened to rest of Kenyan children when the Parliament of Kenya amended the Anglo-Masai Agreement that had kept the reserves closed out to non-Masai populations in 1974. The amendment saw infiltration of non-Masai populations into areas initially occupied by nomadic pastoral communities. This resulted to the establishment of more LCBPs through initiatives like the Remote Area Boarding Program (RABP) that was a collaboration between the Government of Kenya, UNICEF and the World Bank. The RABP initiatives was a response to the provisions of the (1970-74) National Development Plan that provided for the establishment of LCBPs to serve the arid and semi-arid lands. The RABP was basically meant to enable the pastoralist households to continue with their mobile lifestyle while their children were left behind in school. The working party on education and manpower training for the next decade and beyond in (1988) hinted to it when it proposed that the parents from non-nomadic backgrounds will pay full fees for their children to enroll in LCBPs.

The Government implemented the recommendation of the working party but there were no modalities put in place to regulate levies charged in the LCBPs. Majority of the LCBPs then un-procedurally introduced levies for all children and all children admitted enjoy the Government subsidy irrespective of their background. These charges pushed children from the nomadic-pastoral communities out of LCBPs because their parents either could not afford or they were not familiar with payment of fees and other user charges for education.

Despite these numerous interventions and initiatives by Government of Kenya and development partners to improve access, equity and quality of education to the ASAL regions, close to 2 million children aged between 6 – 14 years were out of school in 2019 in Kenya (KHPC, 2019). Available evidence reveals that the figure of out of school children in Kenya is shared by specific pockets, from which the Arid and Semi-arid regions claim a lion's share (Department of Education-ILO implementation strategy for IPEC/APBET, 2012). The factors influencing low school participation by Children from ASAL background range from the cost of education, the insensitive nature of formal schooling to Kenyan nomadic and pastoral communities, low interest of families to invest in education which they rated as irrelevant and of poor quality (ILO, 2009).

The initiative of establishing Low-cost Boarding Primary Schools (LCBPs) was basically championed by host communities or development partners and later supported by national government. The government support over time reduced to subsidy that catered for the provision of school instructional materials, food and employment of both teaching and non-teaching staff. Parents and guardians provided personal effects to their children. The operational arrangement of LCBPs has since changed to admit day scholars expanding the operations to four categories of mixed day and boarding, mixed boarding and single sex boarding schools.

According to the Kenya National education sector strategic plan 2018-22, the Challenges highlighted as facing the ASAL region in relation to provision of education include: the

mobile nature of the community which make the provision of formal learning difficult; Persistent security issues in some ASAL regions that frequently interrupt learning; inadequate boarding facilities in the Low-cost Boarding Schools; Geographic barriers such as the rough terrain and long distances to the existing schools; Weak management and capacity of school boards of management; weak co-ordination frame work between various stakeholders that support education provision in ASAL regions; Poor school performance in national examinations; Inhibitive cultural practices that impact negatively on access to quality education and High levels of poverty that makes it difficult to provide for hidden educational costs (Republic of Kenya, 2013). Despite the establishment of LCBPs and the heavy resource investment by Government, development partners and the community over time the enrolment of children from the local nomadic and pastoral communities has remained low and the LCBPs schools have remained under-enrolled.

The Government has continued to initiate targeted intervention for the ASAL communities, mobile schools were established in the 2000's still in an attempt to address the challenges of provision of education to the pastoral communities in ASAL (Republic of Kenya, 2018). The Government further re-affirmed its commitment for addressing the unique education needs of the pastoral communities by stipulating that, at least one low-cost boarding primary school will be built in each Constituency in the pastoral counties as a flagship project under vision 2030 and subsequent policy declarations. (Republic of Kenya, 2017).

After the second National development plan, the Government of Kenya initiated national policies supporting provision of education to the vulnerable groups including the nomadic and pastoral communities. Evidence available however, indicate that most of these interventions did not address the real factors inhibiting education access for children from nomadic and pastoral background. For instance, the capitation grants provided to support participation assumed a fixed schools for children and did not attract learners whose parents were moving with animals in search of pasture and water as observed by Dyer, 2015.

Similarly, the institutionalization of the cost sharing policy by the government of Kenya in 1988 introduced user charges for all social services that affected education enrollment negatively. The cost sharing policy saw the primary school Net Enrolment Rate (NER) dropped from 91.5% in 1990 to 77.3% in 2002 (Republic of Kenya, 2009). After the Kenya Government re-introduced Free Primary Education (FPE) in 2003 the enrolment at primary school rose from 77.3% in 2002 to 83.5% in 2009 and to 91.2% in 2016 translating to a total enrollment of 10.28 million pupils in 2016 from 5.9 million in 2002. (Rep of Kenya, 2016). Despite this enormous increase in national enrollment at primary school level, most of the ASAL(s) counties remain under-enrolled at the primary school level with some schools posting below 50% enrolment (Republic of Kenya & UNICEF, 2009 & Republic of Kenya, 2014).

Correspondingly government of Kenya in consultation to the ASAL communities deliberately developed the Nomadic Education Policy Framework in 2009. The policy targets children from nomadic and other disadvantaged communities, children living with disabilities, as well as learners in informal settlements. The National Council for Nomadic Education (NACONEK) was established to operationalize the policy and support and coordinate all Government and stakeholder initiatives in addressing the education challenges among marginalized groups and regions. As indicated elsewhere in this report the national council for Nomadic education has

not quite picked up its mandate, and its operations have remained in Nairobi and a few ASAL counties.

The government of Kenya in 2015 retaliated its earlier commitment and proposed a range of new strategies made to attract more children from nomadic and pastoral communities to school; these included: Establishment of more LCBPs, rehabilitation and equipping existing low-cost boarding with facilities that resonate with the needs and aspirations pastoralists; Enhanced monitoring of the operations of mobile schools and low-cost boarding schools for improved quality and standards of education as well as augmenting education access through mobilizing and sensitizing communities through enrolment drives (Republic of Kenya, 2015).

Despite the many targeted interventions made by the Government to address education for the nomadic and pastoral groups, the Kenya End of Decade assessment report (2001-2010) pointed out that the provision of education to the Nomadic population in Kenya remained a challenge and continues to be affected by factors such as inadequate financing of education, inadequate social mobilization of the nomadic communities as well as provision of an education that is not supportive to the nomadic life style. The report further noted that the provision of education in Kenya in general is also faced with numerous challenges that must be overcome in order to achieve quality education for all children, youth and adults. These challenges include geographical and gender disparities in access and achievement of education performance indicators. These elements are worst amongst the marginalized population groups that include those living in the informal settlements and the pastoral and nomadic populations. The Kenya post 2015 education priorities were developed based on the recognition of the prevailing strengths and the lessons learned from End of decade assessment.

Kajiado County is one of the Counties in the Rift Valley regions of Kenya. It is located in the southern part of the then Rift Valley Region. It borders the Republic of Tanzania to the southwest, Taita-Taveta County to the South East, Nairobi County to the North and Narok county to the West, (Republic of Kenya, 2010). The County has five sub-counties, namely, Isinya, Kajiado Central, Kajiado North, Loitokitok and Mashuuru. The County has 795 Early Childhood Development and Education (ECDE) centers, 672 primary school (11LCBPs & 661 regular primary schools), 23 special needs education institution and 147 secondary schools. The county enjoys an above average transition rate from primary to secondary of about 70% with a dropout rate of 30%. The primary school Net enrolment rate in Kajiado was estimated at 79.1% in 2016 against the National average of 91.1% while the gender parity index was 0.97 against the national average of 0.98 over the same period. The Gender Parity is slightly skewed against the girl child and the enrolment is characterized by large gender sub-regional disparities (Republic of Kenya, 2016). The average population density was 19 persons per square kilometer by 1999 population census and increased to 31 persons by 2009 census and 41 persons in 2019 census. The public primary schools are scattered over the vast county resulting to majority of school going age children walking an average distance of 5km to and from the nearest school (Rep of Kenya, 2013).

## **1.2 Purpose of the Study**

Kajiado County is one of the Arid and Semi-Arid counties in Kenya that benefited from the Government initiative of establishment of (LCBPs) and had eleven (11) of the 392 national low-cost boarding primary schools in 2019. The Low-cost Boarding Primary Schools (LCBPs)



were established in Kajiado County just like in the rest of Kenya to address the challenges of educational access by children from the nomadic and pastoral communities living in the County. The LCBPs in Kajiado enjoyed Government support of a capitation grant of Ksh. 3,307 for boarding, a further Ksh. 3,000 per pupil per year for support staff in addition to the capitation provided for every child of Ksh. 1420. (Republic of Kenya, 2018).

It is estimated that 21% of school going age children are out of school in Kajiado County and all the LCBPs are under enrolled. (Republic of Kenya, 2019). The data from the school mapping undertaken by the Ministry of Education, Science and Technology in 2011 indicated that, schools in Kajiado are highly scattered with an average distance between schools being 12 Km (Republic of Kenya, 2011). Literature available also indicate that a large number of pupils admitted in the LCBPs in the county are drawn from counties outside Kajiado. Besides the existence of low-cost boarding schools, Kajiado County also has regular public day primary schools made to enroll children from the sedentary populations within the county. Despite the establishment of LCBPs and the heavy Government and community resource investment, over time the enrolment of children from the local nomadic and pastoral communities has remained low and varies from school to school.

In an attempt to address the educational challenges of access and participation the nomadic and pastoral communities, the Government of Kenya and UNICEF commissioned a situational analysis on the provision of education to nomadic and pastoral communities in Kenya. The study recommended the development of a policy framework for nomadic education with a focus on increasing educational access. The study also affirmed that establishment of LCBPs was one strategy of improving educational access (Republic of Kenya, 2009). As a follow up on the recommendations of the situational analysis, the Ministry of Education in collaboration with UNICEF commissioned a further survey on low LCBPs and Mobile schools in Kenya in 2012. The survey sampled sixteen ASAL districts, Kajiado district included. The survey established a myriad of challenges affecting the operations of the LCBPs in Kenya. The challenges included declining enrolment, dilapidated and over stretched facilities as well as under provision of boarding inputs. The study made some general recommendations to mitigate against the challenges afflicting the LCBPs in Kenya. The recommendations were not specific enough to guide decision making towards improvement of the performance of the schools (Republic of Kenya, 2012).

There is no evidence of any evaluation of the low-cost boarding programme in Kenya to ascertain whether it is achieving its intended purpose of serving the nomadic and pastoral communities as anticipated by the program objectives at inception. The Literature available does not identify any specific study that evaluated the LCBPs. There is also no evidence of any study that has costed the actual cost of maintaining a child in a low-cost board school. This would be the basis for funding the programme. Most studies identified are either reviews or rapid assessments of the programme. The purpose of this study therefore was to undertake a process evaluation of the LCBPs programme to establish the whether the low-cost primary school program in Kajiado county was achieving the purpose for which they were started to serve and provide decision makers, investors and education practioners with specific recommendation to guide appropriate decisions towards improvement of the performance of the LCBPs programme in Kajiado county. The Kajiado County was identified for this study.

This evaluation focuses on LCBPs program from conceptualization, through design and implementation.

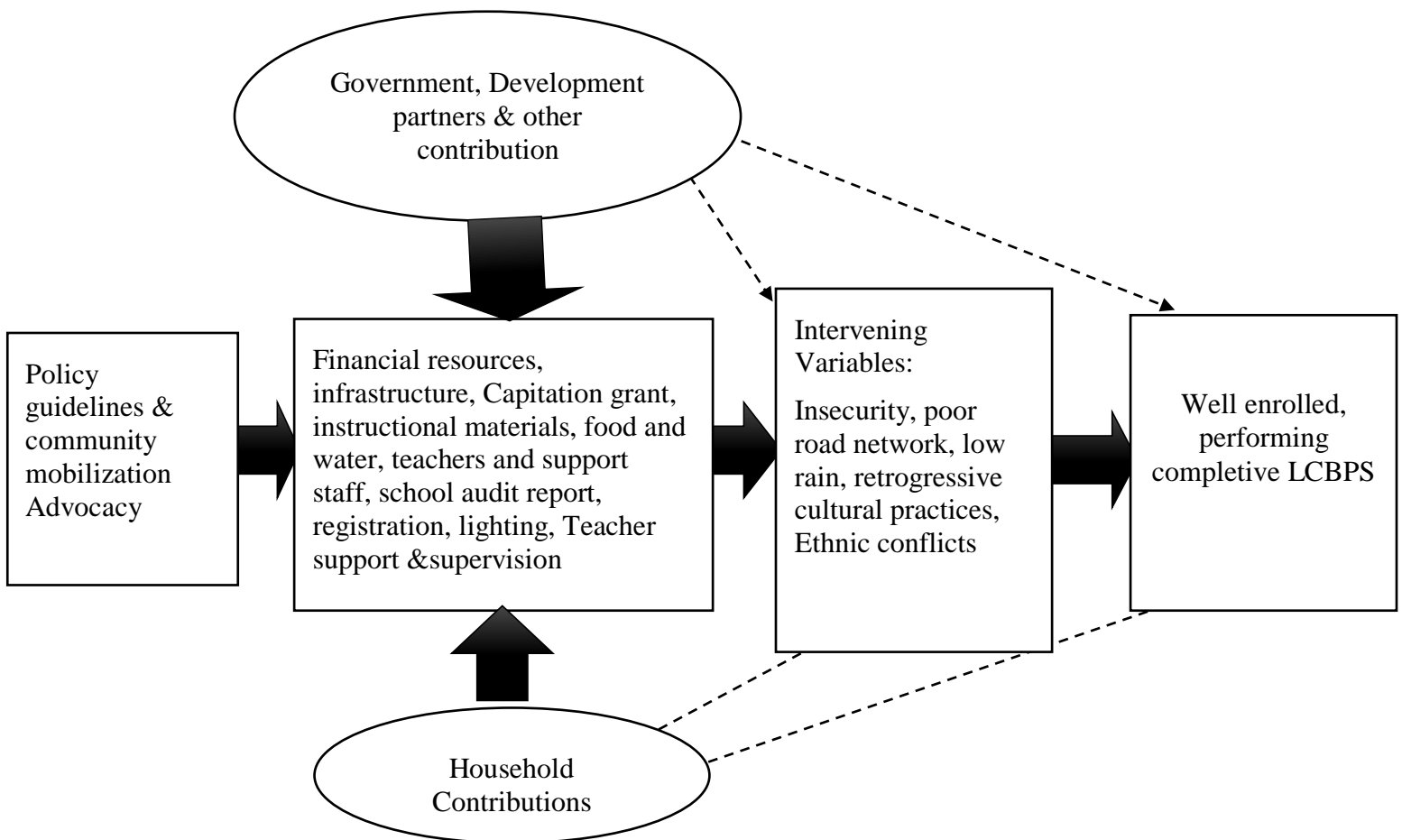
### **1.3 Research Objectives**

- i. To determine the extent to which LCBPS in Kajiado County are achieving the objectives for which they were started to achieve.
- ii. To assess the extent to which LCBPS in Kajiado County are being provided with adequate facilities and resources to support enrolment of children from pastoral communities.

### **1.4 Research Questions**

- i. To what extent are LCBPS in Kajiado County achieving the objectives for which they were started to achieve?
- ii. To what extent have LCBPS in Kajiado County being provided with adequate facilities and resources to support enrolment of children from pastoral communities?

## 1.5 Conceptual Framework



**Figure 1: Conceptual Framework**

## 2.1 Theoretical Review

### 2.1.1 Human and Social Capital Theories

The theories of development of human capital and social capital in relation to the human right perspective are used to advocate and guide educational investment and development for the nomadic pastoral communities of Kajiado County. The human capital theory holds that formal education is essential for improved production capacity of a population and presupposes economic returns on investment in education. On the other hand, the social capital theorists build on the strong and elaborate social structures displayed by the nomadic-pastoral communities. These theories need to be viewed against education as a human right and guide education planners and policy makers to leverage on the social and administrative structures of nomadic-pastoral to design educational programs that address the needs of the nomadic-pastoral communities. This paper argues that there is a high rate of return on investment in education initiatives for the nomadic pastoral groups.

## **2.2 Empirical Review**

### **2.2.1 LCBPS and Achievement of Objectives**

The nomadic populations have been included under the category of disadvantaged and hard-to-reach groups and present a challenge for development in general and in education provision (Carr-hills & Peart 2005). The National Education statistics ranks ASAL regions lowest in most educational performance indicators in Kenya (Republic of Kenya, 2016). Many different models of provision of education to the nomadic and pastoral communities tried across the world that include the multi grade approach in Chad, the mobile school concept in Kenya and Nigeria, the Tent schools of Iran and the low-cost boarding primary schools programme in Kenya have been found by Carr-hill et, al. (2005) not to adequately respond to the educational needs of the nomadic pastoralists. Most of the primary schools initiated under these modalities for the Nomadic pastoralists of Kenya operate below capacity and have failed to reduce either gender or regional disparities in educational participation (Carr-hills & Peart, 2005). The boarding primary schools, however, have been found to adequately respond to challenges of high rate of drop out among the sparsely populated regions of Mongolia and Central China (Kratli, 2000). Carr-hills and Peart (2005) proposed that a national pastoral multi sectorial strategy developed in conjunction with respective pastoral communities may be the way out of the problems of provision of education to the nomadic and pastoral communities of the world.

Literature available suggests that nomadic and pastoral communities will send their children to school under certain conditions and for specific purposes; boys and girls are treated differently in line with the belief system and social norms of the pastoral communities. This raises concerns of gender inequalities that are unlikely to be effectively addressed by isolated initiatives and will require a comprehensive targeted approach. Ezeomah (1990) opined that it is important to recognize that, to survive in the dry lands, pastoralists require high levels of individual and social specialization. They are often very confident, articulate, and entrepreneurial, have good negotiation and management skills and show a strong sense of dignity and self-respect. It is important therefore for education policy makers and decision makers to capitalize on the pastoralists very organized social structures.

### **2.2.2 Provision of Facilities and Resources for Low-Cost Boarding Primary Schools**

The policy framework for nomadic education proposed interventions that would make school environments more child friendly and improve management of existing schools (Republic of Kenya, 2009). Another survey to support the development of the nomadic policy noted that, long distances from home to school and poor public transport in ASAL regions has forced the communities to initiate innovative program to respond to the challenges. Such innovations include establishment of kienyeji” boarding schools where communities allow their children to stay late and organize to transport the children from school at night after night preps or use classrooms as dormitories at night. The study further observed that growing interest in boarding schools varied from region to region with the predominantly Somali communities still showing some resistance, particularly with reference to the security of their girls. To respond to this concern, the study that informed the development of Policy on Nomadic education in Kenya recommended starting purely girl’s only boarding schools particularly for the regions predominantly occupied by the Somali community (Republic of Kenya, 2009).

UNICEF and World Bank had already constructed the first set of girl's only Arid Model schools in ASAL counties within the Somali community. School enrolment data in early 2000 confirm the need for this initiative because of the gender stereotype in girl's enrolment. Majority of Mixed Gender boarding Schools had the places reserved for girls taken up by boys. For Example, Maikona Mixed day and boarding had an enrolment of 150 boarders and only 35 (23%) were girls while Suguta Marmar with an enrolment of 323 boarders has only 74 girls (23%) (Ruto et al., 2009). This process evaluation recommends some of the best practices that can be used to address the challenges of low enrolment in low- Cost boarding schools among the nomadic communities.

Kratli and Dyer (2009) in their research paper that set to address the challenges of educating the nomadic people mapped out the conceptual terrain of education as well as highlighted successful and innovative approaches that guide the provision of education to the nomadic communities around the world. In reference to the low-cost boarding primary schools in Kenya, the paper indicated that boarding schools are preferred by those pastoralists who are able to release only some of their children while they move with the rest. The study indicated that girls' only boarding schools with good management are preferred by majority of households. The study further retaliated that boarding schools are getting popular with households because children in boarding school appear to perform better than those in day schools. The report however, brought out the challenges of increased cost of education in boarding schools. According to the study some parents are unable to pay the school charges and at the same time provide for other personal effects of the children. The study further showed that it was challenging to manage boarding schools when the food supply from the government was erratic.

### **3.0 Research Methodology**

The study was carried out in one of 29 the counties of the Arid and Semi-Arid lands in Kenya based on the national policy for sustainable development of the arid and semi-arid lands (2017) and the Kilifi ASAL conference declaration of 2018. These counties have the lowest development indicators and the highest incidence of poverty in Kenya. The study adopted mixed-methods sequential explanatory, Cross-sectional and a case study designs. The blending of these three designs supported each other in exploring the environment in which low-cost boarding primary school program was implemented in Kajiado County. The study targeted the five sub-counties of Kajiado County namely Isinya, Kajiado Central and Kajiado North, Loitoktok and Mashuuru. The targeted population included all low-cost boarding primary schools in Kajiado County, all teachers and head teachers serving in these primary schools, groups of pupils drawn from classes 5-7, and opinion leaders in Kajiado County, Education officials at the County, the Sub-Counties and the MOE headquarters. All non-governmental organization participating in provision of education in Kajiado County were also targeted.

A total of 60% of the low-cost LCBPs were selected from Kajiado County for the purpose of this study. At least one LCBPs was selected from each cluster considering proportional representation. The LCBPs were clustered into their operational categorization of mixed boarding, boys only, girls only and mixed day and boarding. The LCBPs were further clustered into two clusters using enrollment such that LCBPs with an enrolment of more than 400 pupils were considered as two streamed while those with an enrolment of less than 400 were considered as one streamed. Qualitative data was coded and collapsed to establish emerging themes or patterns in relationship to the evaluation questions. Quantitative data was coded,

summarized, and analyzed using both descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) was used to aid analysis of data using frequencies, percentage, means, and standard deviation.

#### 4.0 Findings and Discussion

#### 4.1 Extent to which the Objectives of LCBPS Program are being Achieved

##### 4.3.1 Whether the Objectives of LCBPs were being achieved

This study sought to establish whether the respondents were aware of the objectives of the low-cost boarding schools’ program in Kenya and whether they were being achieved. Majority of the Head teachers and Opinion leaders reached and listed the objectives of establishing LCBPs as follows:

**Table 1: Objectives of the Low-Cost Boarding Schools’ Program**

Head teachers	MoE, DPs and Opinion leaders
To improve retention of pastoral–nomadic children in school. To enhance access to education for ASAL children. To reduce dropout from school. To ease the burden of having to look for schools on parents. To accommodate children as families, move from place to place looking for pasture and water	Retention of pupils in school Improve participation Education Rescue girls from retrogressive cultural practices Improve quality of education Reduce distances travelled by children to school and back Provide food to school going age children

From the responses given by the respondents, it was clear they knew the objectives of establishing LCBPs in Kajiado County. The respondents were further asked to indicate which objectives were achievable, and they indicated that majority of the objectives were achievable. They however, opinioned that most of the objectives were not being achieved. When probed for reasons why they thought the objectives were not being achieved, they gave the following explanations:

Facilities including infrastructure particularly dormitories were inadequate hence limited access; the LCBPs were greatly understaffed with both teaching and non-teaching staff compromising the quality of services provided; performance in KCPE was below average in majority of LCBPs because of understaffing and inadequate teaching learning materials; food was inadequate and of low quality making the school environment unfriendly; schools charged levies to all children irrespective of background thus defeating the intention of Government in establishing LCBPs targeting poor children from nomadic communities; condition for admission of all children to LCBPs were pegged on ability to pay the charges hence making the schools out of reach for children from nomadic background.

The respondents were further asked to indicate in their view what should be done to achieve the objectives of LCBPs, and they gave the following proposals:

Increase the Government funding; employ more teachers and support staff; include all LCBPs in the School Feeding Program and make it more regular; improve infrastructure and other facilities in the LCBP schools; disburse capitation grants on time; resource the LCBPs adequately and eliminate levies charged on learners; improve the diet provided to pupils in the LCBPs and increase the quantity of food and engage the communities to enroll children in school.

The respondents were further asked whether the objectives were realistic, and they responded in the negative. They supported their response by observing that while the intention of establishing Low-cost boarding schools was appropriate, the government has not developed a clear funding framework for operationalization of the LCBPs. The schools were seriously under-resourced. There was no rationalized budget informed by empirical evidence on the actual cost of keeping a child in a boarding school. One opinion leader from one of the NGOs supporting provision of education in the county observed that:

The school boards of management result to charging parents fees to fill in the funding gaps because as long as children are enrolled the school management will have to keep them in school and they cannot be maintained on government grants because they are inadequate.

Based on the information provided by the respondents and figures provided as funding levels, there are indication that the objectives of establishing LCBPs are unrealistic because development plans, policy guidelines and subsequent budgets did not allocate adequate resources to actualize the LCBPs plan as articulated in Government plans.

The education field officers in their response indicated that the LCBPs were under resourced because the capitation to LCBPs is not rationalized and the Government has not revised the capitation grant in line with raising cost of living and increased enrolment. One sub- county director of education in Kajiado said that:

The government has continued to provide support to a fixed number of LCBPs leaving out any newly established schools. The pupil's capitations for LCBPs is based on the 1970 situational analysis which does not seem to have been appropriately rationalized and has not been revised in line with changing market trends. Registration of new LCBPs should be based on available funding and number of children. New LCBPs have been established when the existing ones are under enrolled. The MoE has continued to share the amounts allocated to the first lot of LCBPs with new upcoming LCBPs affecting the quality of services provided at school level.

Information from head teachers indicated that the support staff salaries allocation has remained as low as of Ksh 3000 per month as of 2018. This is extremely low in relation to the recommended minimum salaries for domestic workers which has been pegged at between Ksh 7240.95- Ksh 8636.30 per month according to the regulation of wages (General amendment order, 2017).

One head teacher of one of the boarding schools remarked:

Even with this low salary the funds are not released regularly, we have not paid our workers for the last two months and we are not sure when Government will release the funds, these people you see here are very frustrated; we just plead with them to continue

providing the serves hoping one day their salaries will be reviewed upward and funds to school made available on time.

Based on the information adduced from the respondents while the idea of establishing LCBPs was a noble one, there is no funding criteria developed based on realistic assessment of the how much it will cost to establish and operationalize LCBPs in Kenya. This scenario affects the morale of both teaching and the support staff as well as the quality of life in LCBPs and the enrolment of learners.

#### 4.2 Facilities and Resources in LCBPs

**Table 2: Recommended minimum facilities for LCBPs**

	<b>One streamed</b>	<b>Two streamed</b>	<b>Three streamed</b>
Classrooms	8	16	24
Dormitories	4	8	12
Toilets	1 closet for every 25 girls  1 closet for every 30boys	1 closet for every 25 girls  1 closet for every 30boys	1 closet for every 25 girls  1 closet for every 30 boys
Ablution	1/3 of the boys fitting to closets and the rest urinals  Every 50 learners at least one closet for bathing	1/3 of the boys fitting to closets and the rest urinals  Every 50 learners at least one closet for bathing	1/3 of the boys fitting to closets and the rest urinals  Every 50 learners at least on closet for bathing
Teachers	8	16	25
Support staff	6	9	12

*Source: Republic of Kenya, 2009*

Initially LCBPs were established for nomadic and pastoral communities only. They were supposed to operate purely as boarding schools for children from these communities. This situation has since changed and LCBPs have been opened to children from non-nomadic and pastoral communities at a cost. Some pastoral and nomadic groups have begun settling down allowing the old, women and children and girls to stay behind while the youth and adults moved with animals. These circumstances have affected the operations of the initial conceptual model of LCBPs. The Model has been modified to operate in four categories namely mixed day and boarding, girls boarding, boys boarding and mixed boarding. This situation presents a challenge to the funding of LCBPs by the Government. The Government funding is based on enrollment data collected annually from schools which does require a distinction to show the category each pupil is enrolled under and all learners enrolled enjoy a standard capitation. This perhaps is a gray area that requires to be reviewed so that the government funding is properly targeted. Despite these challenges in the operationalization of the LCBPs programme, the Government continues funding LCBPs in ASAL region as originally planned. For Example, in the Second



Midterm expenditure review 2013-2017, the National Education Sector plan (NESP) the government commits to:

Establish and operationalize the National Council on Nomadic Education in Kenya (NACONEK) to promote access, retention, and quality education for nomadic communities; recruit more teachers for schools in arid and pastoral counties to reach the desirable ratio at primary level of 1:25, and at secondary level of 1:40; establish one computer laboratory in each ASALs primary school; construct and rehabilitate 140 low-cost boarding schools in arid and pastoral counties (Republic of Kenya, 2013).

The proposed interventions in the sector plan were made to supplement the existing intercessions during the period under review. The construction/rehabilitation of low-cost boarding Primary (LCB) schools in each constituency in ASAL County was tied to the already running primary school's infrastructure programme. The primary school's infrastructure programme identified primary schools in ASAL areas that were allocated grants on an annual basis to rehabilitate existing infrastructure. A total of Kshs. 18,851,400 was disbursed to 21 schools to facilitate construction of low-cost boarding infrastructure during this plan period. (Republic of Kenya, 2012)

Teachers are deployed to all public primary schools by TSC at the formula of one teacher per class plus 2½%. Staffing levels based on this formula is hardly applied because of inadequate resources. Similarly, the ASAL counties are unable to attract and retain teachers because they do not have enough local qualified and interested in the teaching profession. Often those employed find their way to the more developed urban schools. Besides the provision of personal effects to children by parents; every enrolled child until 2013 was allowed a capitation of Ksh.1020 per year broken down as Kshs.650 for instructional materials, and Kshs.370 for operations and maintenance. This capitation was revised in 2013 to Ksh 1420 broken down as ksh.731 for instructional materials, and Kshs.689 for operations and maintenance.

The initial admission criteria to LCBPs was free of charge for children of nomadic origin. This condition was adhered to until 1988 when Kenya adopted the structural adjustment strategy in funding social services that required household to cost share with the National Government in provision of social services. The working party on education and manpower training for the next decade and beyond that recommended cost sharing provided a rationale for its recommendation and noted that; while the Government of Kenya established LCBPs to allow children from ASAL more access to education.

Parents from other communities who send children to boarding primary schools will pay for the full cost of boarding and feeding and the Government will continue to meet the cost of boarding in Arid and Semi-Arid Regions but review the policy periodically. (Republic of Kenya, 1988).

In line with the interest of attracting children from hard-to reach areas, the Government further introduced a school feeding program targeting the enrolled children to sustain them in school. This study sought to find out whether the LCBPs were well resourced and whether they had adequate facilities.

Respondents were asked to indicate the level of adequacy of facilities in a scale of 1-5, 1 being very inadequate and 5 showing very adequate. The respondents indicated that majority of schools had either inadequate facilities or the facilities were unavailable. Out of the seven

schools visited, all of them indicated that their facilities were greatly inadequate. One Boarding master in one of the schools said:

If there is one thing the Government has not rationalized; it is the provision of boarding facilities in majority of the LCBPs. Walk to any and you find the situations in the Dormitories really bad.

During the observation of facilities and interviews with teachers on the facilities, it emerged that some pupils shared a bed and a mattress. School dormitories are congested, and some mattresses are torn as can be seen in the photography of a dormitory in one of the schools visited. Based on the information obtained from the observation of facilities in the LCBPs there were instances where pupils slept on the floor of the dormitory. The mattresses stacked on one of the Beds in the photo shows that they were perhaps the ones children slept on the floor at night.

When asked whether parents were aware of the pupil's living conditions in the dormitories, a teacher from one of the schools said:

I am not sure because parents were only allowed access up to the head teacher's office during school visit. But I think they talk to their children, so I suppose they are aware of the living conditions in the dormitories.



**Photo 1 of a congested dormitory in one of the LCBPs**



**Photo 2 of mattresses used by learners in one of the LCBPs**

The photo 2 shows torn mattress aired to dry from one of the Dormitories of schools visited for the evaluation. It is clear from the photo that the living conditions in the dormitories are wanting, and children are living under bad conditions. Similarly, there were a few LCBPs that had no dining hall, and the learners took their meals under trees and or in the classrooms in case of Rain. In other schools the water taps were dry and when asked where they got their water from a Matron from one of the said “the children fetched from a nearby stream after school.” This situation makes life hard for children because they must spare time to draw water for the school’s domestic use and their personal use. All Schools indicated that parents and the school community provided for the classrooms, dining hall, dormitories, beds, and mattresses. This scenario negated the initial concept of starting low-cost boarding schools’ program where the Government and the Development Partners committed to provide infrastructure. In all the schools visited the management boards had initiated additional charges for boarding inputs on all children to supplement the Government grant.

According to information from the respondents, the LCBPs are highly under provided and are unable to enroll pupil from the local nomadic communities because most of them are unable to pay the required charges. To date LCBPs in Kajiado County have admitted children from non-nomadic regions to fill in places otherwise made for locals. These children are admitted at a fee though not commensurate to the total cost of keeping a child in a boarding school. Such children are also supplemented by government grant at the expense of the children from nomadic pastoral background who do not enroll. This situation was not anticipated at conceptualization of LCBPs and the working party on education and manpower training for the next decade and beyond in (1988) hinted to it when it proposed that the parents from non-nomadic backgrounds will pay full fees for their children to enroll in LCBPs.

One head teacher from one of the LCBPs said:

We admit children in LCBPs from outside the Nomadic areas to fill in vacant places not taken up by children from nomadic communities because many nomadic children are not presented for enrollment and the schools are uneconomical to operate with low enrolment. Worse still those children enrolled from Nomadic communities often drop out of school.

In most of LCBPs visited however, these facilities are provided by parents and communities who in most cases unable to afford to pay the required funds and in return the schools provide the bear minimum facilities to facilitate registration. The LCBPs are hardest hit because in the first place they are situated in regions where the communities are nomadic- pastoralists and do not traditionally prioritize provision of sanitary facilities because of their migratory lifestyle. The photograph 4 displays some toilet blocks for both boys and girls in one of the LCBP School visited for this study with *(197 boys and 258 girls enrolled)*.



**Photo 3: Toilets for both girls and boys**

As can be seen in the photo the Boys toilet block has no shutters while the girl's toilet block though new has only two closets. These facilities are grossly inadequate based standards specified by Directorate of quality assurance and standards and in real life. During the visit to the school, girls were seen queuing to access the toilets especially during the long break when most of the children are out.

The findings of this evaluation indicate that all the LCBPs visited do not have adequate facilities and are under resourced. This situation seems to affirm the recommendations of the working party, when it observed that while LCBPs were established to provide educational access to the children from nomadic and pastoral communities, the objective may not be met in the next decade and the government will progressively review the support to bring such boarding schools in line with other boarding schools in the other parts of the country which are maintained by Local Communities and parents. (Rep of Kenya 1988). This recommendation by the working party fails to appreciate why LCBPs were initiated in the first place and failed to put in place regulatory framework to support the initial commitment by Government on LCBPs. The recommendation also creates a lacuna in its implementation and affects children from the Nomadic –pastoralist's communities because majority of the parents were not used to paying for education of their children leave alone providing for other expenses. The working party instead should have proposed a strategy to progressively socialize the Parents from these nomadic and pastoral communities to education since majority of them do not seem to appreciate the value for education in its current form.

Majority (95%) of the learners in the schools sampled indicated that the schools had adequate classrooms and a small percentage (5%) indicate that they were inadequate as shown in figure 4.6. The observation Data from the schools by the researcher confirmed that all schools visited

had enough classrooms. Literature available indicate that majority of LCBPs do not have adequate dormitories and those that are available are congested. When learners were presented with a scale to assess adequacy of facilities in LCBPs; 32% of the learners indicated that the schools have inadequate dormitories while 68% indicated that schools had adequate dormitories. The responses from majority of learners seems to contradict the literature and what was established through observation of facilities in the schools during the visit. Information from observation of facilities during the study and responses from the teachers indicated that Dormitories were inadequate in a significant large number of LCBPs and those that were available were congested. Teachers indicated that Girl's dormitories were available in 96% of the schools and unavailable in 4% of the schools. The dormitories were adequate in 52% of the schools and inadequate in 48%. The teacher reached also indicated that Boy's dormitories were available in 67% of the schools and unavailable in 33% of the schools. The dormitories were adequate in 42% of the schools and inadequate in 29%. Head teachers also indicated that most of the LCBPs had inadequate dormitories, and this was collaborated by our observations that found learners sharing beds and the dormitories being very congested. The inadequacy of dormitories in majority of schools visited is a serious challenge since the schools were established as boarding.

Teachers had mixed feeling on availability and adequacy of mattresses in the Dormitories. They said that Mattresses were available in 87% of the schools and unavailable in 13% of the schools. The mattresses were adequate in 46% of the schools and inadequate in 42% of the schools. This information. Based on the Data adduced from teachers, head teachers and the observation, it appears like inadequacy is the main challenge in relationship to learners' comfort and most schools did not adhere to the prescribed safety standards by the Ministry of education. The existing dormitories were also built for fewer learners and when management boards increase enrolments there was no commensurate expansion of the dormitory facilities. The study further sought learner's assessment of adequacy of desks in classrooms and 34% of them disagreed that classrooms had enough desks, while 59% of them agreed that they had adequate desks. The learners did not seem to have understood the meaning of adequacy because our observations during the school visits established that in a few schools, three learners shared a desk while in many schools as many as four learners shared a desk. This was an indication of inadequacy because the learners were sequenced in one desk which made writing hard. Several statements related to adequacy of water and lighting were included in the rating scales to find out the learner's assessment of adequacy of Water and Lighting of Classrooms. 67% of the learners indicated that schools had adequate water.

A further 55% of the learners agreed that schools had adequate lighting in the classrooms during evening preparation. The learner's responses were collaborated by the teachers who also confirmed that Electricity was available in 88% of the schools and adequate in 67% of the schools. Water was available in 92% of the schools and adequate 58% of the schools. This indicates that most the LCBPs had adequate water and lighting. Since water and lighting are very essential facilities for improvement of quality life, those schools that indicated inadequacy needs to be supported to improve on both elements. Learners in 50% of the schools visited indicated that their dormitories did not have enough beds while 41% indicated that they had enough beds. Information collected through observation of the school facilities collaborated the position from learners that many of the dormitories did not have enough beds. The observations reviewed two pieces of mattresses and two boxes on top or under the Beds in the dormitories

in most of LCBPs visited. The researcher sought to find out from the Head teachers whether the space in the dormitories was adequate to accommodate the learners and One Head teacher responded “*what is better to deny the learner access to school because there is no space in the dormitory or allow them to share a bed! The learners do not complain. After all they share beds at home at their age*”. This was a very unfortunate statement from a school manager who is made to be the custodian. This statement from the head teacher implies that decongesting the dormitories in the LCBPs may not be a priority to several school managers. Information adduced from the respondents indicated that in majority of the LCBPs managers did not adhere to safety standards in the dormitories as prescribed by Government and most of the dormitories were congested, poorly maintained, and poorly ventilated.

## 5.0 Conclusions

The objectives of establishment of LCBPs programme were unrealistic but achievable. They were unrealistic and not being achieved because there was no established institutional framework to guide the implementation of the LCBPs programme. The majority of the LCBPs in Kajiado County had inadequate facilities and resources. The schools lacked operational guidelines to support development of an institutional funding mechanism that is based on a realistic unit cost of keeping a child in LCBPs. There were no guidelines on feeding provision and the food served was inadequate and not balanced. The nomadic-pastoral communities were also not adequately sensitized on value of education. The communities were also not supported to add value to their products and access market for credit facilities and the marketing of their products and services. The pastoral communities lacked supportive systems that use inter-sectoral and integrated approach where gains in education are supported by other service lines like water, rural development, animal husbandry, agriculture, health, and marketing.

## 6.0 Recommendation

Based on the finding of the study the following recommendations are made: There is need to develop an intuitional financial framework to guide the costing of the provision education in the LCBPs so that children from the ASAL are comfortably accommodated. Such framework would facilitate mobilization of nomadic and pastoral communities to participate in the planning of education for ownership to support the Government and development partners to adequately resource the LCBPs with Human, facilities, and equipment for decent boarding living conditions. The study recommended that the Nomadic- pastoral communities require basic education packages that resonate more appropriately with their mobile way of life. Such education programs would integrate the mandatory religious teachings for school going age children. The organization of educational programmes should also appreciate the mobility of the communities and their cultural values. To ensure effective implementation of the LCBPs, it further recommended that the respective ministries and departments of Government as well as the development partners and communities consider the following:

### Ministry of education.

An appropriate model for funding provision of education to children from Nomadic and pastoral communities needs to be developed. The model to contain a well-defined resource mobilization strategy. Other parts of the world have introduced a tax levy to fund nomadic education. This could be established for Kenya and be supported by the by the rich ASAL production system. The approved model should allow learners to movement between systems and institutions and

recognize the traditional values that the nomadic pastoralist embrace and cherished as well as preserve the culture of the people.

The extra levies charged by the schools need to be regulated and supported by appropriate guidelines. Since the constitution commits the state and the parents to provide free and compulsory basic education to all children, it is essential for the government to review the capitation to LCBPs with a view to establishing a differentiated formula for capitating children in LCBPs to allow schools a standard amount for the basic provisions and for basic operations before the rest is calculated based on enrolment.

The following considerations are also critical for improved efficiency of LCBPs.

- i. Enhance the capacity of the Boards of Management (BOMs) for improved accountability at school level.
- ii. Adopt a more realistic funding formula for LCBPs based on unit cost of supporting a child in school.
- iii. Establish a clear coordination and accountability framework for all partners funding education in the ASAL.
- iv. Establish strategies for collecting real time data to facilitate informed decision making and appropriate funding projections.
- v. Establish a clear coordination and accountability framework for all partners funding education in the ASAL and hold regular coordination meetings.
- vi. The already established low-cost boarding need to be rehabilitated and equipped with facilities that reverberate with the needs and aspirations of the nomadic –pastoral way of life. Such improvements would make the LCBPs more attractive to nomadic-pastoralists by improving the boarding facilities.
- vii. The operations of the low-cost boarding schools to be monitored and supervised more closely for improved quality and standards of education.
- viii. Successful institutional managers to be Identify, incentivized, and deployed to the LCBPs for improved management that will in turn improve performance and enrollment.
- ix. Explore and initiate discussions with local opinion leaders on integration of the Islamic Religious programs of the Madrassa and Duksi to the secular curriculum to allow children who attend the mandatory early morning religious teaching easily transit to secular curriculum.
- x. Establish a data base with real time data updates for the children of nomadic and pastoral background to facilitate appropriate planning by both Government and partners
- xi. Involve the nomadic-pastoral communities in planning the education of their children.
- xii. Use educated Elite from the nomadic-pastoral communities as role models on the value of education.
- xiii. Establish structures for orientation of teachers deployed to ASAL regions on the nomadic culture and encourage the communities to accept them.
- xiv. Review the incentives offered to teachers posted to teach in ASAL areas to make them more attractive.

**Opinion and religious leaders**

- i. The opinion leaders of the nomadic–pastoral communities to development of strategies for sensitization of the local communities through enrolment drives to allow more children access education in the LCBPs.
  - ii. Organize school and community mentorship programs by local educated Elite from the nomadic-pastoral communities to talk to both the parents/ community and children in school on the value of education.
  - iii. Organize and identify local experts for orientation of teachers deployed to ASAL regions on the nomadic culture and encourage the communities to accept them.
  - iv. Participate in discussions with Government to explore strategies of support and integration of the Islamic Religious programs of the Madrassa and Duksi to the secular education programs to allow children who attend the mandatory early morning religious teaching easily transit to schools for secular curriculum.
  - v. Mobilize and sensitize nomadic-pastoral communities to supplement government funding to LCBPs.
- Education Development partners.**
- vi. Consider expanding school feeding programs to more children in nomadic communities to supplement the school’s food supply by Government.
  - vii. Support Government to establish a coordination, accountability, and reporting framework for all partners funding education in the ASAL.
  - viii. Submit quarterly reports and participate in ASAL Education coordination group.



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