



EXPANSION OF "OPERATION COME-TO-SCHOOL" PROGRAMME IN KENYA

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Baseline Survey on Out-Of-School Children

Final Report

Acknowledgements



The **Out-of-School Children (OOSC)** baseline survey report is the product of a close collaboration of UNICEF, Ministry of Education and the National Council for Nomadic Education in Kenya (NACONEK). The findings from this baseline survey benefited immensely from the invaluable contribution, guidance and insights of many individuals and organizations working directly or indirectly with the education sector in Kenya.

This report has been prepared by a **Technical Working Group (TWG)** on the OOSC baseline survey. The TWG is composed of officers drawn from **NACONEK**, various **Directorates** of the **Ministry of Education-Headquarters, Kenya Institute of Curriculum Development** and the **Teachers Service Commission**.

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List of Abbreviations and Acronyms

ALP	Accelerated learning programs
ASAL	Arid and Semi-Arid Lands
CBC	Competence Based Curriculum
DBE	Department of Basic Education
DHS	Demographic Health Survey
DRR	Disaster Risk Reduction
EAC	Educate-A-Child
ECLT	Eliminate Child Labor in Tobacco Growing Foundation
EU	European Union
FDSE	Free Day Secondary Education
FGD	Focus Group Discussions
FGM	Female Genital Mutilation
FPE	Free Primary Education
GBV	Gender Based Violence
IDP	Internally Displaced Persons
ISCED	International Standard Classification of Education
KII	Key Informant Interviews
KPHC	Kenya Population and Housing Census
LCB	Low-Cost Boarding Schools
MENA	Middle East and North Africa
MICS	Multiple Indicator Cluster Surveys
MoE	Ministry of Education
NACONEK	National Council for Nomadic Education in Kenya
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
OOSC	Out of School Children
OOSCI	Out-of-School Children Initiative
PTA	Parent Teacher Associations
PWD	Person with Disability
SDG 4	Sustainable Development Goal number 4
SMC	School Management Committees
TAC	Teachers' Advisory Centre
TWG	Technical Working Group
UIS	UNESCO Institute of Statistics
WFP	World Food Program

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Operational Definitions of Key Terms

Table 1: Operational Definitions of Key Terms

Access	Refers to: (a) a school/learning site available for children to attend within 3 km or less; (b) reduced opportunity costs so children can go to school; and (c) lack of discrimination or other barriers.
Attendance	Being present to participate in activities of a learning program in school or learning site on regular basis with no more than 30 consecutive learning days of unexcused absence.
Child	Any individual under the age of 18, irrespective of local community definitions of when a child reaches adulthood.
Dropout	A learner who leaves a school/education programme; in the Kenyan context, absence from school for a three-month period in a given academic year equals to be considered drop out.
Enrolled	Individual officially registered in a given educational programme, or stage or module thereof, regardless of age.
Gender	The social differences between men and women that are learned, changeable over time and have wide variations both within and between cultures. Gender affects roles, responsibilities, constraints, opportunities and needs of men and women in any context.
Out-Of-School Children	Children who are not benefitting from education and can be divided into two groups based on their exposure to education: those who entered school in the past and dropped out, and those who have not entered school.
Quality Education	One that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing.
Refugee	A person who (a) owing to a well-founded fear of being persecuted for reasons of race, religion, sex, nationality, membership of a particular social group or political opinion is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or (b) not having a nationality and being outside the country of his former habitual residence, is unable or, owing to a well-founded fear of being persecuted for any of the aforesaid reasons, is unwilling to return to it.
School/ Learning Site	This is a service point that provides instructional or education related services to a group of pupils.

Executive Summary



Basic education being the minimum that every Kenyan must have for progressive existence in society is a crucial factor. That is why Kenya subscribes to the international protocol that established Education for All (EFA) in Jomtien, Thailand 1990 and the world education forum in Dakar, Senegal, 2000. Since then, the Kenya Government in her education Sector Strategic Plans has articulated how to attain goals for education.

Despite the overall progress in access, there are still issues of inequity among marginalized groups. About 262 million children and youth are out of school, according to UNESCO Institute of Statistics (UIS) data for the school year ending in 2017. The total includes 64 million children of primary school age out of which 34.1 million are from sub-Saharan Africa.

The 2019 KPHC estimated at more than 1 million the number of children age from 6 to 13 years old who have never been in school or have dropped out of school. This number represents 10 percent of this range of age and more boys (52 percent for boys) than girls (48 percent for girls) are out of school. Further, the 2019 Kenya Population and Housing Census (KPHC) indicates that 90 percent of these Out-of-School Children (OOSC) are found in the Arid and Semi-Arid Lands (ASAL) of Kenya with frequent crises and conflicts.

In support of the Ministry of Education (MoE) efforts to address the issue of OOSC; **UNICEF** and **Education Above All/Educate-A-Child** proposed the expansion of "Operation Come-to-School, Kenya" programme. The programme seeks to increase the number of children enrolled in the education system and enhance their retention across the target counties considered to have highest OOSC.

To increase the number of children enrolled in the education system and enhance their retention there is need to understand the specific inhibiting factors at county level. This is aimed at determining what contributes to these children to be out of school at the baseline of this programme. At the baseline of the programme, it is crucial to investigate the dimensions of OOSC, identify the OOSC children in the targeted areas and the needs of the schools that will host them, and more importantly to help determine the priority areas.

The report is based on a one-month intensive field work undertaken by a Technical Working Group on OOSC baseline survey. Its primary purpose is to provide information on the current status of the OOSC in the target sixteen (16) counties considered to have higher number of OOSC in Kenya. These counties include **Baringo, Bungoma, Garissa, Isiolo, Kajiado, Kilifi, Kwale, Mandera, Marsabit, Nairobi City, Narok, Samburu, Tana River, Turkana, Wajir and West Pokot,**

Key Findings

The findings in this report provide information base on prevalence of OOSC and factors that influence children to be out of school in the selected sixteen (16) counties. This information will establish a basis against which to monitor progress and effectiveness of the programme “Operation Come-to-School, Kenya”.

1. Mapping OOSC including those with disabilities

Findings from the baseline survey clearly indicate that there are children who are out of school in all the sampled counties.

- An estimated 947,413 OOSC (452,229 boys, 495,184 girls) are within the 16 counties. A majority of OOSC are in Mandera (170,050), Garissa (166,010), Wajir (152,130) and Turkana (144,520) counties. These counties collectively comprise 632,710 OOSC.
- In all the 16 counties except Mandera and Kwale, there is a notable higher percentage of OOSC boys compared to girls.
- The counties with the lowest number of OOSC are Tana River, Bungoma and Kilifi.
- A total of 27,555 (11,108 girls) children living with disabilities within the 16 select counties. The counties with the highest number of identified OOSC include Turkana 4573 (2351 girls), Mandera 10,082(3248 girls), Garissa 4317(1728girls) and Wajir 2874 (1144 girls).
- Across the 16 counties, the most common locations to find out of school children are in the pastoral grazing fields (17%), market places (13%), public transport businesses (12%), on the streets (11%) and in entertainment places (10%).
- The most common grazing fields to find out of school children are located in Marsabit, Mandera, Kajiado, Garissa, Narok, West Pokot and Isiolo. While in Nairobi city county most of the OOSC are found either on the streets or in the garbage dumping sites. However, in Bungoma, OOSC are mostly found in farm (maize and sugar cane) plantations as well as on the streets of urban centers.
- In Kwale and Kilifi counties, a majority of the OOSC are found on the beach and in entertainment places as compared to Turkana where a majority of the OOSC are found in market places and carrying out boda boda business.
- Overall, within the 16 counties for every 100 OOSC there are 48 girls and 52 boys.
- Out of the 16 counties herding, casual labour, boda boda business and house chores accounted for at least 50% of all the activities carried out by out of school children on average, except for Nairobi County where Boda boda business took precedence.

2. Factors contributing to children being out of school including those with disabilities.

- The major school factors contributing to children dropping out of school include the poor learning environment, low academic performance, dilapidated infrastructure, lack of the school feeding programmes, poor teaching-learning approaches and corporal punishment. Collectively these factors accounted for approximately 60% of all factors.
- Among the major home factors mentioned that contributed to out of school children are poverty, parental negligence, family conflict and drug abuse. Collectively these factors accounted for 58% of factors.
- Community factors that contribute to out of school children include cultural practices, negative attitudes, peer pressure and nomadic lifestyle. These factors collectively accounted for approximately 54% of all responses.
- The head teachers singled out uncooperative parents, negative attitudes, poverty, insecurity and nomadic lifestyle among the main challenges of bringing OOSC back to school.
- In the sixteen counties, the main reasons for girls not attending school include teenage pregnancies and early marriage, peer pressure, performing household chores and cultural practices. However, for boys, the main reasons for them not attending school include running boda boda businesses, peer pressure, parental negligence, nomadic lifestyle, child labor and insecurity.

3. Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

- Most of the respondents (15%) singled out school feeding programs as one of the major existing initiatives in mitigating and reducing the number of out of school children within the counties. Other initiatives included; use of the local administration/chiefs 11%, law enforcement 8%, sanitary towels 7% and awareness campaigns 7%.
- A number of interventions currently being undertaken to bring children back to school include provision of school meals, advocacy, location-to-location sensitization and summons of OOSC parents.
- Additional successful initiatives singled out by respondents include collaboration with the market master to identify children loitering within markets and taken to the chief, CDF to build a rescue center for dropouts as well as provision of bursaries and scholarships.
- The 100% transition policy; a government directive and law enforcement by the local administration came out as some of the key successful initiatives in brining children back to school.
- The leading impediments to the successful initiatives towards bringing and retaining OOSC in school revolved around lack of sensitization programmes on value of education to parents. Additionally, lack of cooperation from parents and the community as well as retrogressive cultural practices, poverty, and insecurity were singled out as deterrents in getting OOSC back to school.

4. Innovative interventions that can be put in place to have all children in school.

- The new and innovative approaches that can be put in place include the use of local youth as community champions and empowering of Education Assessment Resource Centers within the counties. Further, there is need to empower divorced women, continue to work with the office of the county commissioner through the chiefs to bring OOSC back to school. Other innovative approaches mentioned within the ASAL zones include introduction of low cost boarding schools, school feeding program as well as sensitization campaigns.
- Most of the respondents appreciated the current existing initiatives but wished for more engagement of the local leaders and parents in order to create interest and awareness on the importance of education. The local leadership “Nyumba Kumi” initiative is another avenue that can be utilized on a regular basis in conjunction with local administration in identifying OOSC in the community as well as encouraging parents to take their children to school while also carrying out law enforcement. A key resonating improvement that was notable was the need for consistent provision of food through the school feeding program. It was noted that in a number of regions this programme is either not consistent, has delays in food disbursement or has stopped completely.

The findings are premised against this backdrop, that interventions should avoid the well-trodden path. Noting from the current trends, community involvement and partnerships with civil society are increasingly being recognized as indispensable, there is clearly a growing potential for cooperative development and renewal across the globe. An analysis of the findings indicate that most respondents provide recommendations that encourage collaboration to avoid tasking the errand of educating the teeming numbers of out of school children in the country to the government alone.



1.1 Introduction

Education is at the heart of the transformation of society. This is evident from the way global nations ushered in new commitments to expand access to education following the setting of the Six Education for All (EFA) targets in Jomtien (1990). In Africa, several countries established free basic education programs in effort to resuscitate the deteriorating participation in education. This was along fulfilling other commitments contained in the United Nations Convention on the Rights of the Child.

In Kenya, education is a key social imperative and a building block of development to improve equitable economic outcomes of the population (Kenya, Vision 2030). According to the 2019 Kenya Population and Housing Census (KPHC), the current school age population (3-17 years old) in Kenya is approximately 18.3 million. The school-age population grew by almost 13 percent between 2013 and 2018. This has had an implication on the provision of education in the country.

In census 2019 it is indicated that the net enrolment rate (NER) in primary increased from 88.2% in 2014 to 92.4% in 2018. The growth in enrolment may have been facilitated by expansion in capacity, with the numbers of primary schools growing from 31,333 in 2015 to 32,344 in 2020.

The great success in terms of increasing access to education, reflects government's commitment to free primary and day secondary education as envisioned in the Big 4 Agenda.

In spite of all these progressive dynamics in education, it is estimated that nearly 2.4 million of 4- to 17-year-old school-age children had never been to school in Kenya (Kenya Population and Housing Census (2019). Data reveals that 28% and 25% of 4- to 5-year-old males and females, respectively, compared to 10% and 8% of 14- to 17-year-old males and females, respectively, had never been to school in 2019. For 6-13 years old children, 10% of boys and 9% of girls have never been in school.

Significant disparities at county levels exist, particularly, between children that have never attended school and living in Arid Lands compared to children resident in non-Arid and other geographical locations. Further, according to Out of School Children Initiative Kenya Country Study (2021), in 2019, Primary net attendance rate stood at 76% with notable regional disparities. Fewer than 3 out of 10 children aged 6- to 13-year were attending school at the right age. In some arid counties, more than one-half of Primary school-age children were found to be out-of-school.

1.2 Expansion of Operation "Come-to-School" Programme in Kenya

The UNICEF and Education-Above-All/Educate-A-Child implemented a 4-year project **"Operation Come-to-School Kenya"** between July 2015 and June 2019. The project enrolled 349,460 Out-of-school Children (OOSC) from nine (9) counties. These counties included Turkana, Nairobi, Mombasa, Garissa, Kajiado, Lamu, Wajir, Marsabit and West Pokot.

Following the successful implementation of the first phase, UNICEF and Education-Above-All/Educate-A-Child are expanding the project. The "Operation Come-to-School Programme in Kenya" is a three-year project which is an expansion of the first phase. This phase of the project seeks to increase the number of Out-Of-School children enrolled in the education system and enhance their retention across sixteen counties with the highest number of OOSC.

The project has an overall objective/goal of providing equitable access to quality primary education opportunities to 250,000 (50% girls and 5% children with disability) Out-Of-School Children in Kenya. The project targets to bring 250,000 OOSC (50% girls, 50% boys and 5% children with disabilities) to school within 3 years, this comprises 125,000 boys and 125,000 girls including 12,500 children with disabilities by 2023. According to the Out-Of-School study report (document used to select the 16 counties) counties with the highest number of OOSC include Garissa, Wajir, Turkana, Marsabit, Samburu, Isiolo, West Pokot, Tana River, Mandera, Nairobi, Kilifi, Kwale, Kajiado, Narok, Baringo and Bungoma.

The programme has the following five outcomes:

- (i) *Parents, communities and other partners have increased capacity and accountability to enhance the enrolment and retention of 250,000 OOS girls and boys.*
- (ii) *OOS girls and boys including children with disability have improved access to learning in a child-friendly environment.*
- (iii) *Quality of teaching and learning is strengthened in OOSC hosting schools.*
- (iv) *Opportunities that promote equity and role modelling in the provision of education increased for OOS girls and boys.*

- (v) *Education system has strengthened capacities to provide equitable access to quality education and quality data for OOSC.*

The baseline survey is one of the three outputs under outcome five with two specific activities; first is to review the status of OOSC in the 16 target Counties and second is to conduct a mapping and identification of OOSC in target counties.

1.3 Objectives of the Baseline

The main objective of this baseline survey is to establish information base on factors that influence children to be out of school in the selected 16 counties. The specific objectives are to:

- (i) Map OOSC in the 16 selected counties including children with disabilities.
- (ii) Identify factors contributing to children being out of school such as defined by EAC (status of schools, parents).
- (iii) Assess friendliness of schools towards children with disabilities.
- (iv) Assess the socio-economic and health factors of OOSC households in the targeted counties.
- (v) Assess success of interventions put in place to enhance access, retention and completion in the ASALs.
- (vi) Identify appropriate interventions to have all children access education in the ASALs.

1.4 Scope and Profile of OOSC in the Study Location

This study seeks to map and identify the salient barriers that prevent children from attending school or push children out of school in spite of the government's huge investment and determination to achieve EFA and SDGs. This baseline is focused on determining who the OOSC are, where they are located, what barriers they face, what interventions will ensure their participation, and how to track their progress in an education programme across the sixteen target counties.

1.4.1 Baringo County

Baringo County is situated in the Rift Valley Region and shares borders with 8 counties namely, West Pokot to the North West, Turkana to the North, Samburu to the North East, Laikipia to the East, Nakuru to the South, Kericho and Uasin-Gishu Counties to the South West, and Elgeyo-Marakwet to the West. Baringo covers an area of 11,015.3 sq. km of which 165 sq. km is covered by surface water from Lake Baringo, Lake Bogoria, and Lake Kamnarok. The County is divided into six (6) Sub-Counties, namely Baringo South, Mogotio, Eldama Ravine, Baringo Central, Baringo North and Tiaty.

According to 2019 KPHC, Baringo County is among the marginalized counties in Kenya with a poverty incidence of 52.2% against 45.2% nationally and a contribution of 1.7% to the National poverty. Baringo County is endowed with many wide spread tourist attraction sites across the County with accessibility challenges but with many mapped airstrips and airfields. The bubbling waters, hot springs, gushing geysers, flamingoes and ostriches are among the major attractions in Lake Bogoria and Kapedo hot springs.

The Baringo CIDP 2018-2022 indicates that the county has 681 primary schools with total enrolment of 143,445 pupils. The county has 2030 pupils with special needs enrolled in primary schools since the introduction of Free Primary Education, remarkable improvement in enrolment has been observed.

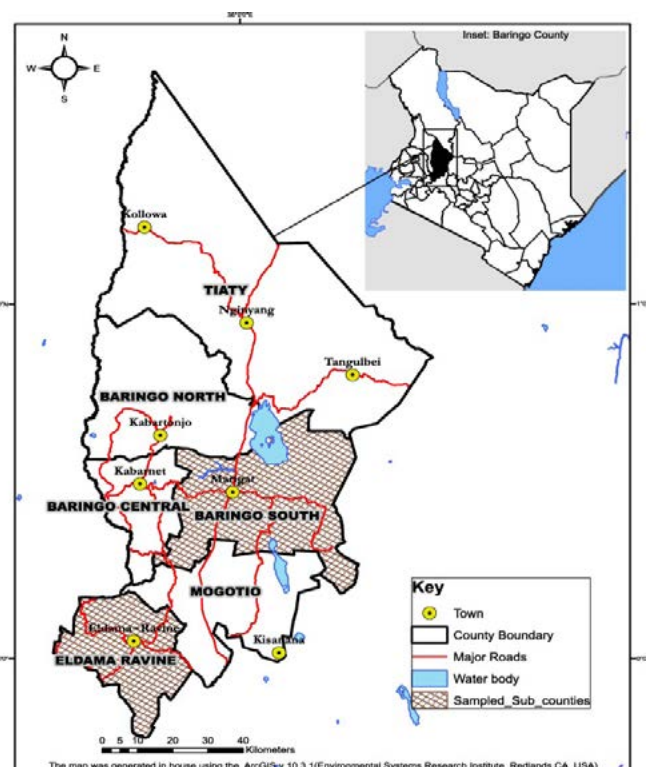


Figure 1: Map of Baringo County

The high number of OOSC especially in East Pokot in Baringo County is due to outdated practices like cattle rustling and banditry. Further, Children walk from as far as ten kilometres, crossing seasonal rivers to get to school, unsure of their security.

1.4.2 Bungoma County

An analysis of the Bungoma CIDP 2018-2022 indicates that the County covers an area of 3032.4 Km². Bungoma County borders the republic of Uganda to the North West, Trans-Nzoia County to the North-East, Kakamega County to the East and South East, and Busia County to the West and South West. Bungoma County is divided into 12 Sub-Counties, 45 wards and 149 sub-locations. The County has 2,880.78 Km² of arable land mainly for crop farming and livestock production. County land uses include agriculture, forestry, mining, construction of human settlements, business, social and public amenities.

The County has mining potentials in the following areas; sand harvesting, murram/gravel, quarrying for ballast, stones and clay. The County has various tourist attraction sites such as; scenic hills (Chetambe, Sang'alo and Kabuchai) and perennial rivers (Nzoia, Sosio, Kibisi, Kuywa, Lwakhakha, Malakisi, Sio and Khalaba). Eco-tourism and cultural heritage tourism (circumcision ceremonies, songs and dances) form part of the rich industry.

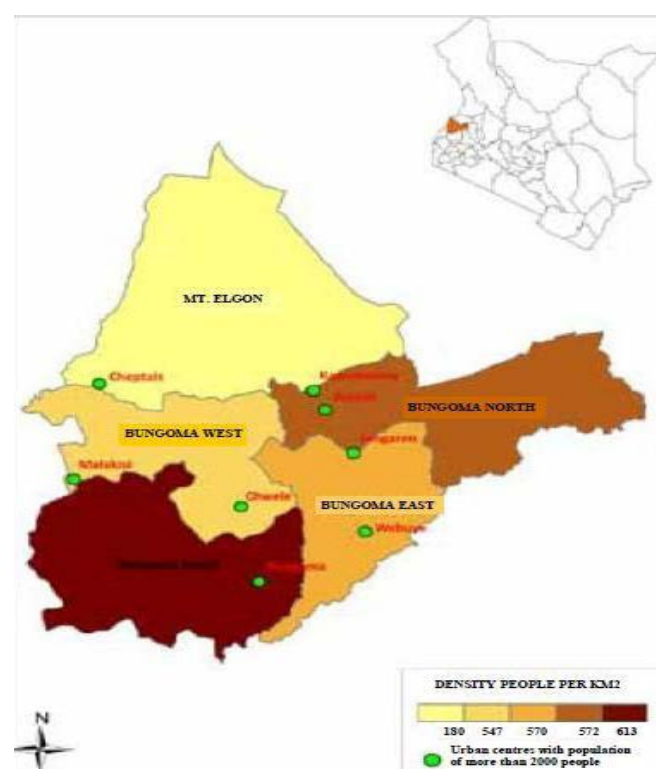


Figure 2: Map of Bungoma County

From the 2019 Kenya Population and Housing Census (KPHC), the county's population-age structure is youthful with 48.4 percent of the total population comprising of the people of below age 15. The County has high poverty and a dependency ratio of 105.8. The county is faced with limited/scarce employment opportunities for the youthful population. The main economic activities young people are engaged in are small scale business such as "boda boda", casual jobs and domestic work.

According to the County Integrated Development Plan (2018-2022), the high number of the OOSC in the county is associated with various factors including cross border small trades, the collapse of Webuye Paper Industry, insecurity provoked by emerging "boda boda" business operators, banditry towards Mt. Elgon area, high pregnancy rate among teenagers due to low levels of literacy which leaves girls with limited exposure to contraceptives; cultural practices such as male circumcision ceremonies and night discos locally known as disco "matangas" (funeral vigils).

1.4.3 Garissa County

Garissa County is one of the three counties in the North Eastern region of Kenya. It covers an area of 44,174.1Km² and lies between latitude 10 58'N and 20 1' S and longitude 380 34' E and 410 32' E. The county borders the Republic of Somalia to the east, Lamu County to the south, Tana River County to the west, Isiolo County to the North West and Wajir County to the north. Garissa County is principally a semi-arid area falling within ecological zone V-VI and receives an average rainfall of 275 mm per year. The County has seven sub counties including Fafi, Ijara, Dadaab, Garissa, Balambala, Lagdera and Hulugho. However, there is a new Sub County recently created; Liboi.

Enrolment in schools has continued to sharply drop as many of the pastoralists migrate with their children. Transporting learning materials to where the pastoralists migrate remains one of the biggest challenges. This is further exacerbated by cross-border activities as well as the alternative education system from Dugsi and Madrassa that are dotted across all urban centers. Additionally, Garissa County is home to the Dadaab refugee complex which has a population of 218,873 registered refugees and asylum seekers as at the end of July 2020. Dadaab refugee complex consists of three camps. According to the 2019 Kenya Population and Housing Census (KPHC), Garissa has the third highest number of OOSC with 8.9 percent of the more than 850,000 children aged between six and 17 years are out of school in Kenya.

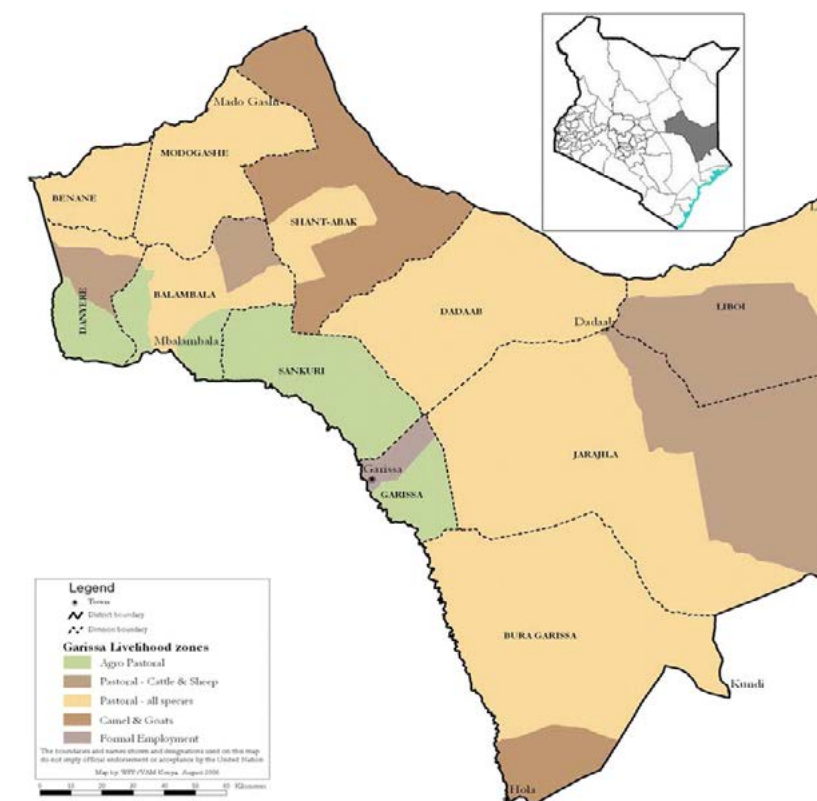


Figure 3: Map of Garissa County

1.4.4 Isiolo County

Isiolo County borders Marsabit County to the North, Samburu and Laikipia Counties to the West, Garissa County to the South East, Wajir County to the North East, Tana River and Kitui Counties to the south and Meru and Tharaka Nithi Counties to the south West. It covers an area of approximately 25,700 km² with a total population of 268,002 persons as 2019 census. The County has two constituencies (Isiolo North Constituency and Isiolo South Constituency) and three sub-counties. Isiolo County is predominantly ASAL; rainfall is low and erratic. The county experiences frequent droughts and extreme vulnerability to climate change that present severe economic and social consequences for the whole county.

The Isiolo CIDP 2018-2022 indicates that the increasing number of OOSC in the county is due to rampant violent extremism that is taking hold in the County, positioning the vast area as the centre of youth radicalization in the country.

The growing youthful population and increasing use of drugs in Isiolo have made the job of extremists easier, as drug dens are used to recruit and radicalize targets. The primary school net enrolment rate is 85 percent. This means that about 15 percent of the primary school age children are out of school in the county. It is estimated that 5,487 primary school age and 11,993 secondary school age children are out of school in the county. The main challenges affecting the education of young people in the county include lack of school fees,



Figure 4: Map of Isiolo County

drug and substance abuse, inadequate teachers, inadequate schools, absenteeism of teachers and students and child labour. As a result of these issues, a large number of students drop out school and school performance in the county has been adversely affected.

1.4.5 Kajiado County

Kajiado County is located in the Southern part of Kenya. It borders Nairobi County to the North East, Narok County to the West, Nakuru and Kiambu Counties to the North, Taita Taveta County to the South East, Machakos and Makueni Counties to the North East and East respectively, and the Republic of Tanzania to the South. Kajiado County is characterized by plains, valleys and occasional volcanic hills. The lowest altitude is about 500 metres above sea level at Lake Magadi while the highest is 2500 metres above sea level in Ngong Hills. Kajiado County is divided into 5 sub-counties and 25 Wards with Kajiado West being the largest and Kajiado North Sub-County being the smallest in terms of area in Km².

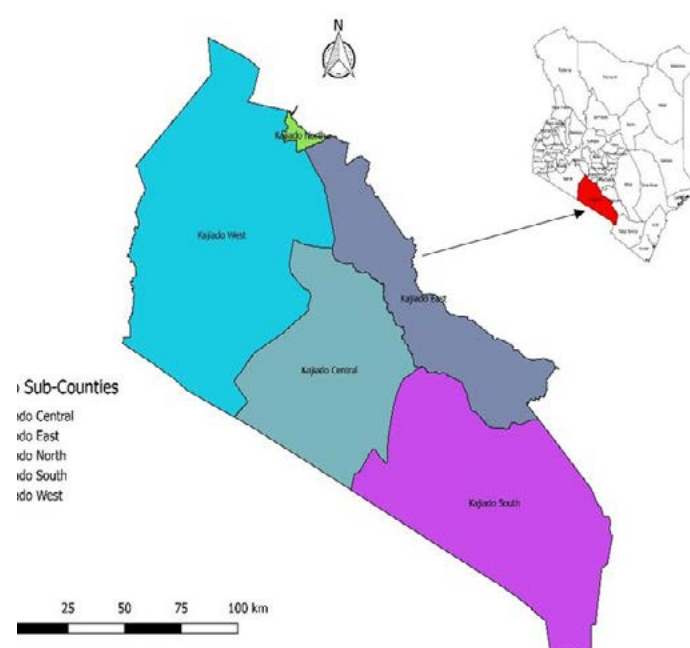


Figure 5: Map of Kajiado County

From the Kajiado CIDP 2018-2022, it is evident that tourism in Kajiado is mainly an economic and social occurrence coupled with hospitality industry, wildlife, mining and urban housing that pushes lots of movement of different people in and out of Kajiado County. Further, county CIDP indicates that the County has a total of 771 primary schools comprising of 446 public and 325 private schools. The total population of pupil stands at 154,677 translating to a teacher / pupil ratio of 1:43. The net enrolment rate is substantial at 77 percent with the highest record in Kajiado North.

1.4.6 Kilifi County

Kilifi County is among the six counties in the Coast region of Kenya. Covering an area measuring 12,370.8Km², the County is composed of seven administrative sub-counties namely; Kilifi South, Kilifi North, Ganze, Malindi, Magarini, Kaloleni and Rabai and thirty-five (35) devolved political units (Wards). The Kilifi CIDP 2018-2022 indicates that the county has a massive blue economy investment potential arising from is 265km long Indian Ocean coastline and its 200 nautical County borders to its East. Beyond tourism and rich cultural heritage, Kilifi County boasts of Betting, Casinos and other forms of Gambling, which play a major role in Socio-Economic activities at the County. According to the 2019 Kenya Population and Housing Census (KPHC), Kilifi is among the least developed Counties in the country with government statistics showing that at least 66 percent of the population lives in poverty.

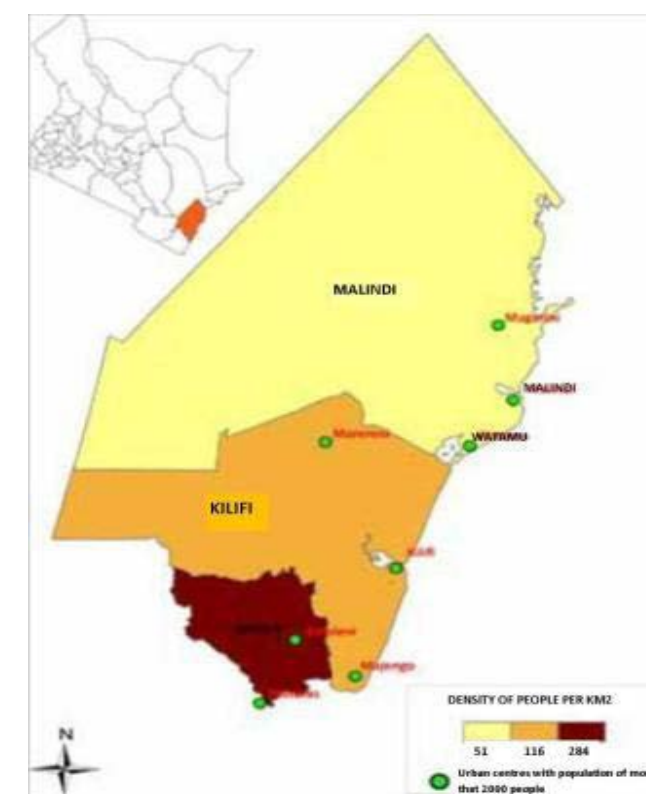


Figure 6: Map of Kilifi County

The retention and completion rates stand at 63 percent and 77 percent. The sizeable number of OOSC in the County is attributed to the distribution of distance to nearest public primary schools which shows a population of over 60 percent trek between 1.1-4.9 Kms. Lack of mobile school programme attributes to the high dropout rate especially during the drought seasons.

Kilifi CIDP 2018-2022 shows that the county has a total of 756 primary schools comprising of 543 public and 213 private. Enrolment at public primary school is 255,552 pupils i.e., 126,771 boys and 128,781 girls while enrolment at the private schools stand at 32010, thus 15922 boys and 16142 girls. Based on data from the most recent census, child population is about 47 percent of the 1.1 million people who live in Kilifi County. Out of the 517,000 children in Kilifi only about 155,000 are going to school. Kilifi is dotted with lots of OOSC due to retrogressive cultural and traditional practices, poverty, teenage pregnancies or child marriages.

The County planning document indicates that the high pregnancy rate among teenagers in Kilifi is associated with three factors that include low levels of literacy which leaves girls with limited exposure to contraceptives; cultural practices such as night discos locally known as disco "matangas" (funeral vigils); and poverty which makes young girls vulnerable to sexual abuse. Night discos commonly known as 'Usiniriche' have also contributed to early pregnancies, this has led to a high number of School drop-outs among schoolgirls.

1.4.7 Kwale County

Kwale County is one of the six counties in the coastal region of Kenya. It borders Taita Taveta County to the North West, Kilifi County to the North and North East, Mombasa County and Indian Ocean to the East and South East and the United Republic of Tanzania to the South West. The County is located in the Southern tip of Kenya and covers an area of about 8,270.2 Square Kilometres, of which 62 is water surface. Kwale has a wide variety of natural resources ranging from mangrove forests, marine products and mining, through to diverse land resources including agriculture, lime production, and food crop farming.

The county is divided into four sub-counties namely; Kinango, Matuga, Msambweni and Lunga-Lunga. An international trunk road traverses the county from Mombasa to Lunga-Lunga on the Kenya – Tanzania border. On the northern side the Mombasa – Nairobi Highway virtually forms the boundary of Kwale and Kilifi County. There are 4 Km of railway line and four (4) airstrips at Ukunda/Diani, Shimba Hills National Reserve, Msambweni and Kinango although only Ukunda/Diani is operational. Air transport has contributed to the growth of tourism sector, which significantly contributes to the economic growth of the county. There is a small port at Shimoni which is mostly used for water transport by boats controlled by Kenya Wildlife Service. Tourism, Marine, wildlife, agriculture and minerals are key economic pillars of Kwale County

According to the Kwale CIDP (2018-2022), Kwale County has total of 471 primary schools comprising of 392 and 79 public and private primary schools respectively with a total enrolment of 178,166 pupils which constitute a gross enrolment rate



Figure 7: Map of Kwale County

of 107.5 percent and a net enrolment rate of 76.1 percent. The primary school net enrolment rate is 76 percent. This means that about 24 percent of the primary school age children are out of school in the county. The main challenges alluded to high numbers of OOSC in the county are drugs and subsistence abuse, child prostitution leading to sexually transmitted infections and teenage pregnancies which are attributed to by peer pressure, poverty, lack of parental guidance.

1.4.8 Mandera County

Mandera County is located in the North Eastern part of Kenya and borders Ethiopia to the North, Somalia Republic to the East and Wajir County to the South. The county has an approximate population of 1,025,756 and covers an area of 25,991.5 km². The County Administratively is sub divided into six Sub Counties namely: Mandera West, Mandera South, Banisa, Mandera North, Mandera East and Lafey and further to 30 administrative wards.

According to the 2019 Kenya Population and Housing Census (KPHC), Mandera is part of the arid rangelands of North Eastern Kenya, situated along the country's restive tri-border with Ethiopia and Somalia. Although it has a near-homogenous ethnic Somali population, conflicts between the various Somali clans often degenerate into internecine violence, many times with cross border spill overs. Mandera County faces high rates of poverty and unemployment. The mainstay of the economy is subsistence agriculture which is heavily dependent on rain. The main economic activities young people are engaged in are business, domestic work, herding and charcoal burning

According to the Ministry of Education, more than 850,000 children aged between six and 17 years are out of school in Kenya. Mandera County tops a list of nine counties with the highest number with a staggering 124,000 children out of school. Mandera represent 15 percent of the children who do not go to school in Kenya.

Issues that push the high number of OOSC in Mandera County revolve around proximity to the porous borders of Ethiopia and Somalia, nomadic lifestyle, rampant Duksi and Madrassa schools, vulnerability to extremism as well as poverty.

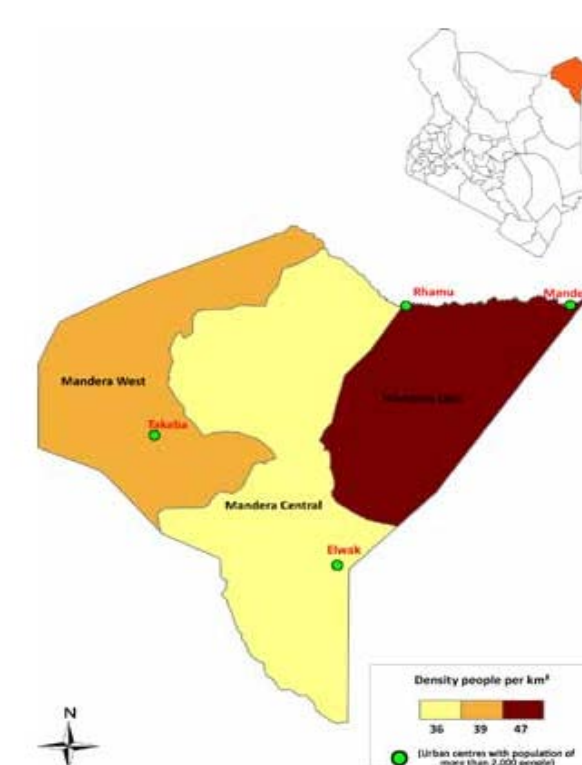


Figure 8: Map of Mandera County

1.4.9 Marsabit County

Marsabit County is located in the extreme part of northern Kenya and has a total area of 70,961.2 sq. km. It has an international boundary with Ethiopia to the north, borders Turkana County to the west, Samburu County to the south and Wajir and Isiolo counties to the east. Most of the county constitutes an extensive plain lying between 300m and 900m above sea level, sloping gently towards the south east. The county comprises four constituencies (Saku, North Horr, Laisamis and Moyale) which serve as well as the administrative zones (sub counties). According to the 2019 Kenya Population and Housing Census (KPHC), Marsabit is classified as one of the poorest counties after Turkana with a poverty rate of 83.5% higher than the national poverty rate of 45.9%.

According to the Marsabit CIDP (2018-2022), the main economic activity is pastoralism with minority of the population practicing agro-pastoralism in Moyale and Central Marsabit. 15% of the population in need of immediate food assistance. Children under the age of 5 years at risk of malnutrition including acute and severe malnutrition. School going children 47.0% who are between 15-18 years are out of school. The high number of OOSC is due to early girl child marriages and pregnancies as a result of cultures and traditions. Boys dropping out of school due to cultural practices and herding. Additional factors that contribute to high number of OOSC include frequent Flash floods in Olturot

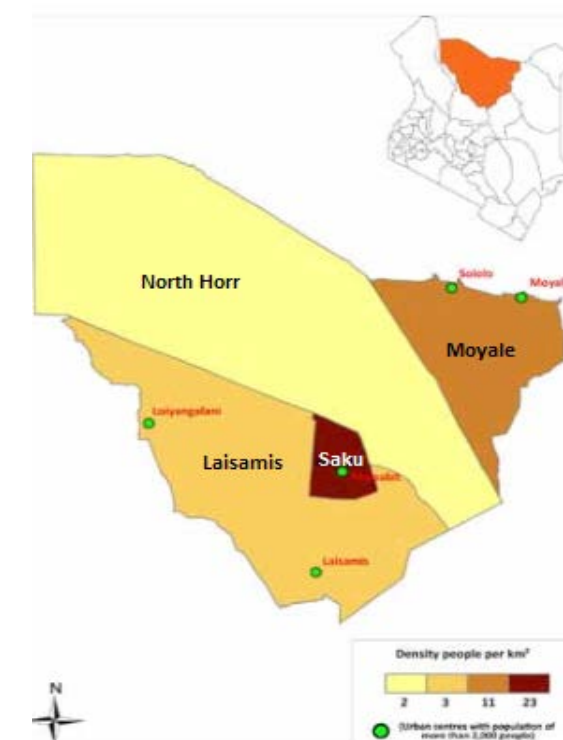


Figure 9: Map of Marsabit County

in Loiyangalani, and Namarei in Laisamis which lead to loss of lives and livestock, unreliable rainfall performance, Cross border and intercommunal conflicts poses a threat to the county's security, drought induced by climate change increases vulnerability and intensify conflict over scarce resource in the course of the event.

1.4.10 Nairobi City County

Nairobi City County is one of the 47 counties of Kenya. The third smallest yet the most populous of the counties. Urban informal settlements are a feature of Kenya's urban centres such as Nairobi, Mombasa and Kisumu, with Nairobi having the longest history of all. Urban informal settlements were conceived from a position of disadvantage, with non-existent or very limited general amenities, poor schools (if any) and a general lack of resources. The growth of urban informal settlements in major towns and cities still continues unabated.

Considering the socio-economic and socio-historical contexts of informal settlements in Kenya, it is concluded that while government

efforts towards the provision of education are appreciated, it has not been sufficiently sensitive to the circumstances of the children learning in institutions in these settlements. According to the 2019 Kenya Population and Housing Census (KPHC), the provision of basic education in urban informal settlements in Kenya has invariably been described as poorly organized, less equitable and hence, one that is in crisis. Children living in Nairobi's informal settlements not only face greater risks to their well-being, but are typically excluded from government's provision of health and education services. According to the Nairobi City CIDP (2018-2022), only 37% of Nairobi's slum population can access public schools thus pushing high numbers of OOSC.

Nairobi City County Map - Constituency Boundary

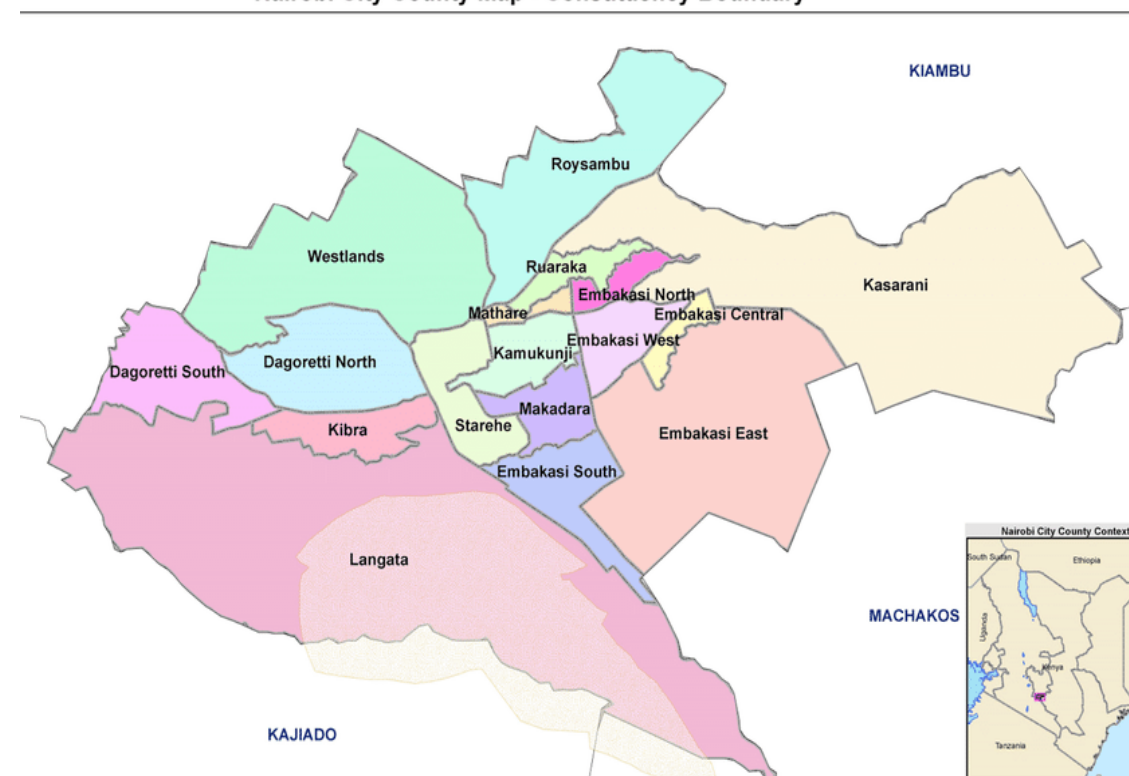


Figure 10: Map of Nairobi City County

1.4.11 Narok County

Narok County borders the Republic of Tanzania to the South, Kisii, Migori, Yajira and Bomet counties to the West, Nakuru County to the North and Kajiado County to the East. The county covers an area of 17,933.1 Km² representing 3.1 per cent of the total area in Kenya and hence the eleventh largest county in the country. Administratively, Narok County is divided into six sub- counties namely; Trans Mara West, Trans Mara East, Narok North, Narok South, Narok West and Narok East. The sub-counties are further sub- divided into 16 divisions. The county

lies within the Great Rift Valley, and is serviced by several rivers, flowing from highlands through arid and undulating landscapes. It is home to numerous volcanic landforms with areas of prominent geothermal activities. Narok County is home to the world renowned Maasai Mara Game Reserve which is considered Kenya's jewel when it comes to wildlife. Two-thirds of the county is classified as semi-arid however, the County is endowed with a few mineral resources, vast land for field crops and quarrying activities. The main cash crop grown in Narok County is wheat alongside maize in Trans Mara.

There are two urban centers in the county namely; Kiligoris town and Narok town. The two urban areas are highly cosmopolitan and are fairly developed in terms of socio-economic infrastructure. As a result, population in the urban centers is high and is growing at a relatively higher rate as compared to the other areas in the county. Narok County has been identified as having the highest level of practice of female genital cutting in the country. According to the Narok CIDP (2018-2022), there are public 664 primary schools including 19 special schools with an enrolment of 239,948 across the County. The transition rate from primary to secondary schools currently stands at 11%. The primary school net enrolment rate is 85 percent. This means that about 2 percent of the primary school age children are out of school in the county. A large number of school children drop out of school immediately they complete primary education. It is estimated that 36,656 primary school age are not in school due to many reasons including retrogressive cultures including GFM, moranism, cross border trade, negative effects of tourism etc.

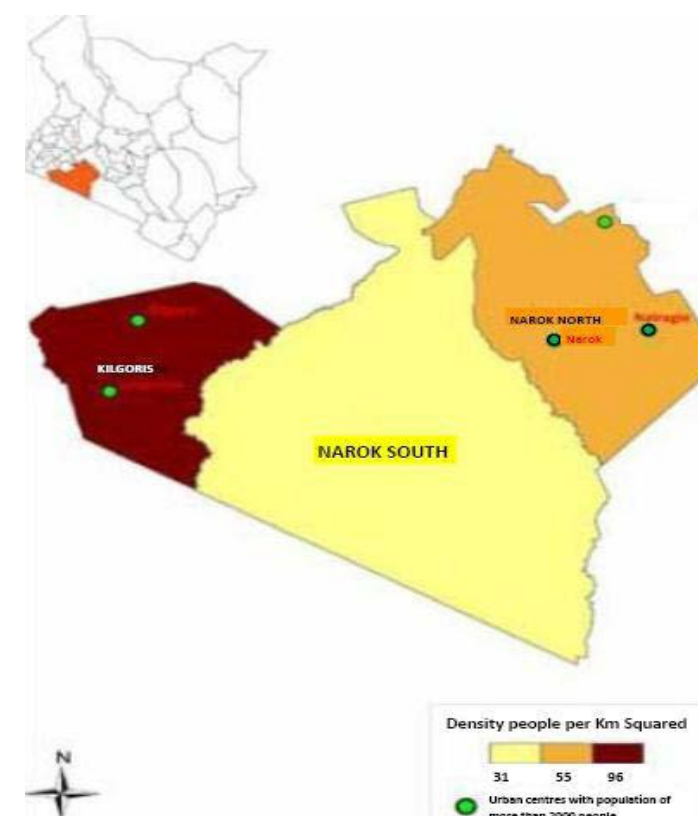


Figure 11: Map of Narok County

1.4.12 Samburu County

With a population of 310, 327 people, Samburu County covers an area of roughly 21,000 km² in northern Kenya where the Samburu, Turkana and many other tribes live. It stretches north from the Wuaso Ng'iro River to the south of Lake Turkana. It has three sub-counties (Samburu East, Samburu North and Samburu West) and is located in the arid and semi-arid lands (ASALs) of Kenya. Main economic activities are tourism, pastoralism and small commercial businesses.

Drawing analysis from the County Integrated Development Plan, CIDP 2018-2022, enrolment in Samburu County is adversely affected by insecurity, food scarcity and traditional attitudes. Much of the insecurity is due to cattle-rustling between the Samburu, Pokot, Turkana and Borana communities. Insecurity is worse in Pura and Ngano areas with frequent banditry activities. Food scarcity tends to drive up school attendance. Most schools and families rely on food aid from agencies like the UN World Food Programme (WFP).

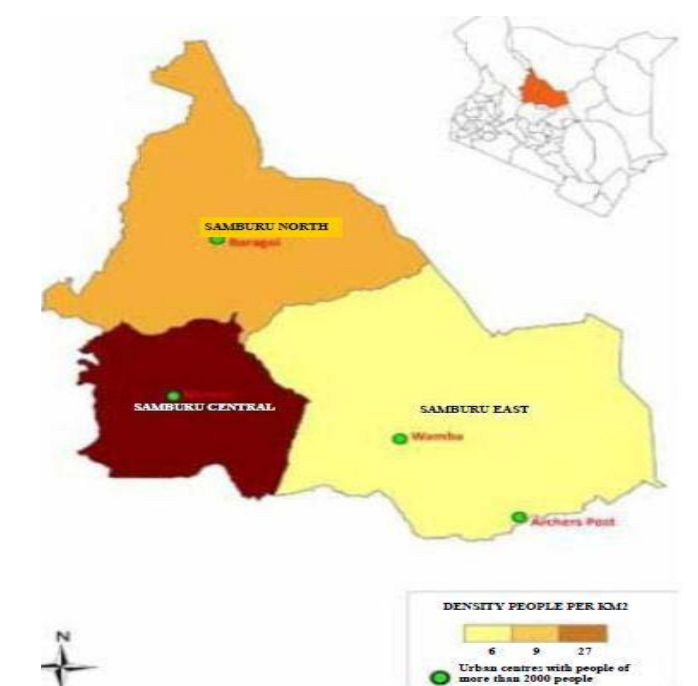


Figure 12: Map of Samburu County

1.4.13 Tana River County

Tana River County is one of the six Counties in the Coast region. It borders Kitui County to the West, Garissa County to the North East, Isiolo County to the North, Lamu County to the South East and Kilifi County to the South. The county has a total area of 38,862.2 Km² and covers about 76 kms of the coastal strip. The County is composed of three administrative Sub-Counties namely; Bura, Galole, Tana Delta, while the three constituencies are namely; Galole, Bura and Garsen and 15 electoral wards. According to the County Integrated Development Plan, CIDP 2018-2022; Tana River County with 62.2 per cent of the population living in absolute poverty, and with the population growth rate of 2.8 per cent, the projected increase in population has a major and direct impact on the basic needs such as food, water, health and education for all ages.

From the CIDP 2018-2022, the county has 165 primary schools with the current enrolment standing at 50,348 for public schools and 1,450 for private primary schools, with a total enrolment of 51,798. The teacher-pupil ratio in primary level is 1:55 while the dropout rate stands at 40 per cent. The average years of attendance for primary school is 8, the retention rate is 60 per cent while the transition rate to secondary level is 48 per cent. The pre-primary retention rate is 87 per cent with a

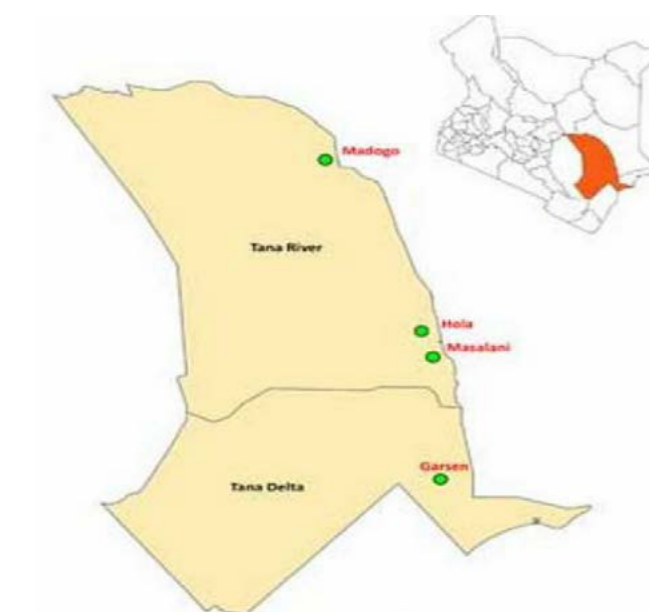


Figure 13: Map of Tana River County

drop-out rate of 13 per cent while the transition rate is 87 per cent. However, this indicates that about 60 per cent of the pre-primary school-aged children is at home. The primary school net enrolment rate is 63 percent. This means that about 33 percent of the primary school age children are out of school in the county. The main education issues facing young people in the county include absenteeism of teachers, drug and substance abuse, lack of school fees and peer pressure.

1.4.14 Turkana County

According to the 2019 Kenya Population and Housing Census (KPHC), Turkana County covers 77,000 sq. km, and is the second largest county, covering more than 13% of Kenya's surface. This vast land in the northwest of Kenya is an awakening economic giant, for beneath its surface lie huge oil deposits that are currently being explored and will see extraction in an industrial scale during the years to come – a windfall for a county with a population of slightly over 1 million. Turkana County boasts plenty of wind, sun, flowing water and underground steam for geothermal power which could make it literally a powerhouse in sustainable energies.

The majority of Turkana people depend entirely on relief food provided by the government and non-governmental organizations (NGOs). As a result of poverty, Turkana people have remained behind in education as families cannot afford to pay school levies or build schools for children.

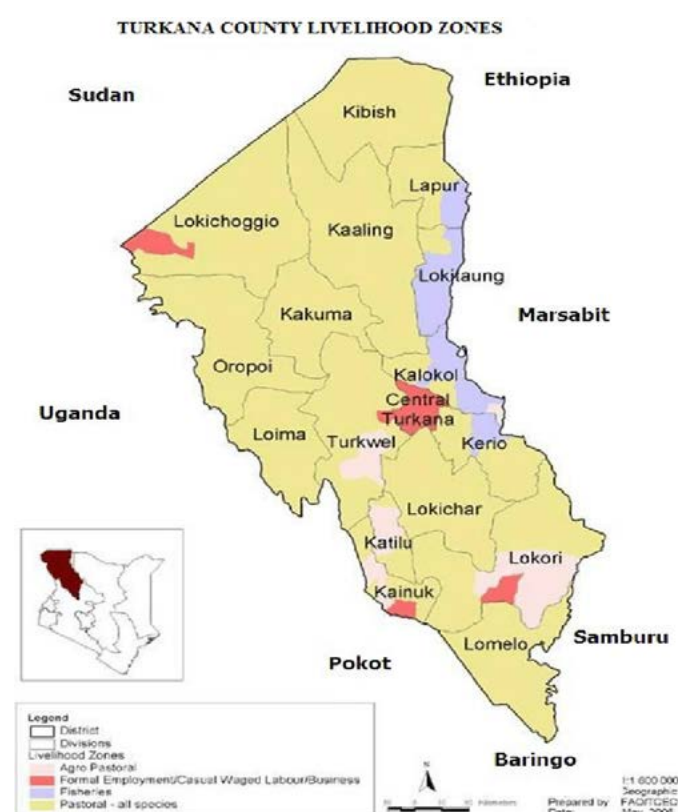


Figure 14: Map of Turkana County

Turkana people naturally have to rely on their traditional cultural practices such as nomadism to ensure their livestock survive for the sustenance of food security of the families and children. In reference to the Turkana CIDP 2018-2022, it is estimated that 109,414 primary school age and 106,368 secondary school age children are out of school in the county. Turkana people's culture is one of the causes of their resistance to education. Other factors often cited for high dropouts in the nomadic environment are a lack of teachers, nomadic lifestyles of the families, insecurity due to ethnic conflicts, early marriages, long distances between schools, and lack of sanitary towels for girls.

1.4.15 Wajir County

Wajir is a cross border county located in the north eastern region of Kenya. It borders Republic of Ethiopia to the North and Somalia to the East, Mandera County to the North East, Marsabit to the West, Isiolo to the South West and Garissa to the South. Administratively, the county has eight sub counties namely; Wajir East, Wajir West, Wajir South, Wajir North, Buna, Tarbaj, Eldas and Habaswein all which are within regional stock and livestock marketing routes.

In Turkana most of the OOSC may be found everywhere with their families, looking after animals, hunting, swimming, fishing, weaving, helping adults etc. In such nomadic communities the survival of families is critical and every member of the household must contribute to the welfare and support of the family.

According to the 2019 Kenya Population and Housing Census (KPHC), the county is classified as ASAL and is within ecological zones V and VI. Characteristic to Wajir is frequent droughts which are increasing in intensity and magnitude increasing stress and scarcity in pastures and water resources. As a result, there is increasing land degradation, inter and intra community conflicts and threatened loss of livelihoods.

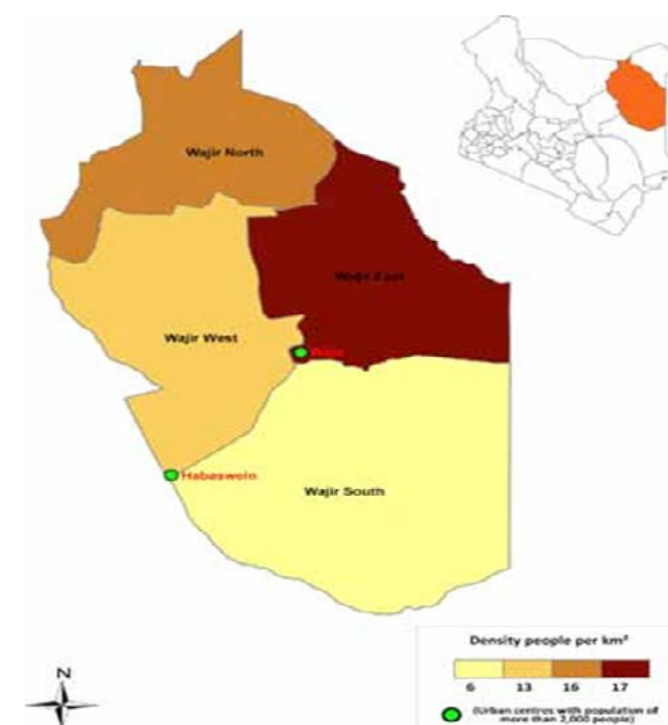


Figure 15: Map of Wajir County

According to the Ministry of Education, (Education Statistical Report 2019), more than 850,000 children aged between six and 17 years are out of school in Kenya. Wajir has the third in terms of the highest number of OOSC with 6.7% of this population. Wajir County has one of the lowest retention rates in Kenya. Pastoralist families dot the county moving from their original homes to look for pastures, water and food. It is said "Six out 10 children are out of school due to poverty, long distances to schools, violence, cross-border activities and the fact is that education is not a priority in these families.

1.4.16 West Pokot County

West Pokot County is one of the 14 Counties in the Rift Valley region. It is situated in the North Rift along Kenya's Western boundary with Uganda border. It borders Turkana County to the North and North East, Trans Nzoia County to the South, Elgeyo Marakwet County and Baringo County to the South East and East respectively. According to KNBS Census 2019 report, the County lies within Longitudes 34° 47' and 35° 49' East and Latitude 1° and 2° North and covers an area of approximately 9,169.4 km². The county has four constituencies namely: Kapenguria, Kacheliba, Sigor and Pokot South with four sub counties and a total of twenty county wards. Droughts are also prevalent in the County affecting an estimated 70% of total land area. As a result of climate change frequent flash floods also occur. The areas mostly affected are Mtembur, Senetwo and Sigor.

The West Pokot CIDP 2018-2022, estimates the population of Primary school age group (6-13yrs) to grow from 208,651 in 2018 to 265,247 in 2022 and 359,482 in 2030. This age 26.8 group accounts for per cent of the total population. Free Primary Education has had a positive impact on enrolment and completion rates in the county. Despite this improved performance, primary education continues to experience a number of challenges such as overstretched facilities, overcrowding in schools, low teacher- pupil ratio, retrogressive cultures, nomadic lifestyle and inaccessibility of education facilities. There's low enrolment in pre-school which is contributed by nomadic lifestyle, long distances to schools and lack of enough feeding program. There are 554 primary schools with total enrolment of 186,708 pupils in the county.

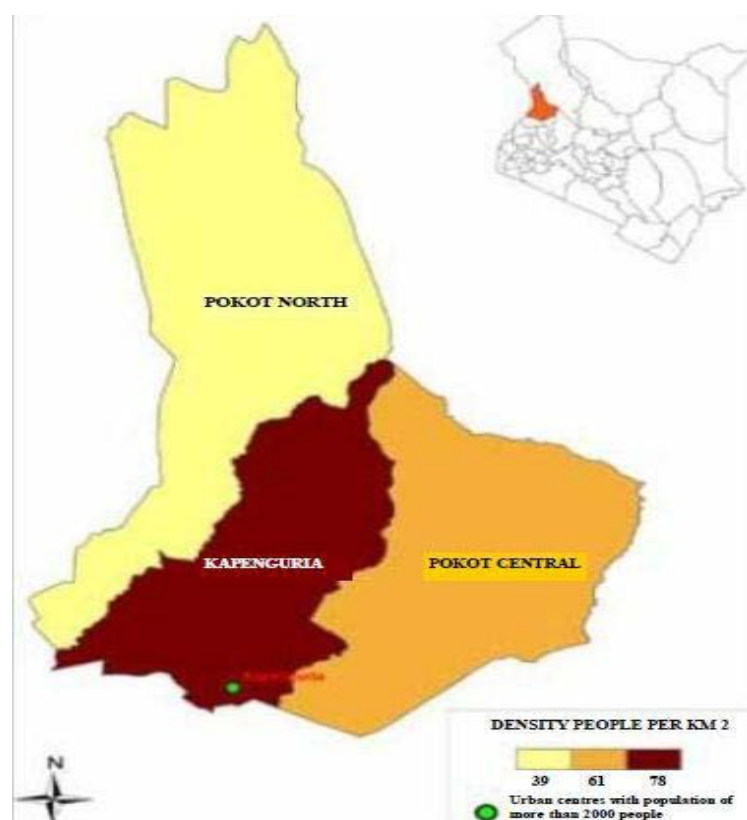


Figure 16: Map of West Pokot County

Currently, there are 3005 teachers (West Pokot CIDP 2019-2022) giving teacher pupil ratio of 1:52. According to the Ministry of Education (Education Statistical Report, 2018), the county has a gross primary school enrolment of 89 percent and a transition rate of 66 percent to secondary schools. Issues affecting primary school going children in the county include lack of sanitary pads, inadequate teaching staff, early marriages, female genital mutilation, child labour, sexual abuse, inadequate learning and reading materials, inadequate access to water and healthcare, insecurity, high household poverty levels, inadequate parental care and lack of electricity connections in some schools.



1.5 Structure of the Report

The report is structured according to the initial literature review and field level data collection. This study is one of the many contributions to the educational gaps in the larger access, retention, transition and completion of learners Kenya. It complements the findings of the OOSC Study which focused on the analysis of household survey and administrative data. The baseline survey process provided an important space for discussion and dialogue with key stakeholders and various actors on the context-specific dynamics that seek to address the ever-growing number of OOSC in Kenya.

Given the approach and methodology considerations in this study, the following structure is used to provide a clear narrative of the report of findings of this action research:

- **Chapter One: Introduction** – gives an outline of the background and context to the OOSC, discusses the study objectives, process, and organization.
- **Chapter Two: Literature Review** – outlines the existing policies in Kenya that support enrolment of children in schools and other literature on the issue of OOSC.
- **Chapter Three: Methodology** – describes the mix of approaches to capture information on the baseline survey, with a specific focus on the OOSC bulges against the décor of achieving SDG-4 and Education-for-All goals and in Kenya.
- **Chapter Four: Findings** – provide an analysis of the baseline study findings by county as well as the comparative analysis of the counties with a specific focus on the factors that influence children to be out of school in the selected 16 counties in Kenya.
- **Chapter Five: Lessons learned, Conclusion and Recommendations** – gives lessons learning while conducting the exercise, summarize the analyses on the baseline survey and gives way forward for the implementation of the OOSC programme as well as on future investment.



2.1 Introduction

This section introduces major discussions and literature on the determinants of out-of-school children across the globe in terms of poverty, gender, child labor, conflict-affected fragile situations and partly with focus on disabilities. The review discusses trends and definitions of out-of-school children and further explores major approaches to the issue and empirical studies on factors to determine children's out-of-school. Review of literature mainly focused on comprehensive review and analysis of information from relevant reports and publications relating to the OOSC project in Kenya. A summary of the discussions and implications for future studies are briefly outlined.

2.2 Out-of-School Children

Access to primary education is a basic right of every child. An effective primary education can build a solid foundation and open avenues for future success. With its profound implications on both the individual and society, primary education plays a crucial role in reducing extreme poverty and promoting social changes. The Sustainable Development Agenda acknowledges the importance of primary education in Goal 4 which stipulates that by 2030, the world should ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, including a target on universal access to primary education. Though there are varying standards, primary education is typically designed for children 6 to 11 years of age.

According to the World Development Indicator 2019 report, significant progress has been made towards achieving universal primary education. Globally, the adjusted net attendance rate reached 87 per cent in 2019, and about four out of five children attending primary education completed it. Additionally, over the past two decades, the number of out-of-school children was reduced by over 40 per cent (World Development Indicator 2019). However, there is still a long way to go: 58 million children of primary school age remain out of school, with the majority of them coming from marginalized groups.

In the past 20 years, the number of out-of-school children of primary education age fell by more than 40 per cent, from 99 million in 2000 to 58 million in 2019. However, 54 per cent of these out-of-school children were girls. Despite this tremendous progress, the world must accelerate the pace at which the number of

out-of-school children is reduced, as the total has remained stagnant since 2007. In the past two decades, the global out-of-school rate decreased by 7 percentage points, with the largest improvements observed in West and Central Africa and Eastern and Southern Africa. However, inequalities and regional disparities persist in out-of-school rates. Globally, only 3 per cent of children from the richest families were out of school, but more than 20 per cent from the poorest families were (World Development Indicator 2019).

In Kenya, at the time of the Census 2019, an estimated 3.2 million and 10 million were attending pre-primary and primary schools, respectively, while 3.4 million and 506,109 were attending secondary and Technical and Vocational colleges respectively. At least 470,983 persons were attending Universities. The most populous counties were reported to be Nairobi, Kakamega, Bungoma, Nakuru and Kiambu while Lamu, Isiolo, Samburu, Tana River and Taita Taveta counties were the least populous (KNBS, 2019).

A reflection on the census, (KNBS, 2019) nationally, in 2019, at least 707,000 children of pre-primary age (4- and 5-year-olds), over 1.1 million primary school-age children (6 to 13 years old) and at least 650,000 secondary school-age adolescents and youth (14 to 17 years old) were estimated to be out-of-school in Kenya. Additionally, those excluded from education in all parts of the country are grappling with disabilities, live in poor or rural communities, live and work on the streets, are boys and girls from marginalized communities, are working children, and are hosted in Kenya as asylum seekers and refugees.

2.2.1 Definitions of Out-Of-School Children and Typology

The definition of out-of-school children has been debated in the global community for quite a while. United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute of Statistics (UIS) (2005) explain that the complexity of defining out-of-school children and different data sources and methodologies cause differences in the numbers of out-of-school children indicated by international organizations. Under such circumstances, the UNICEF and UIS tried to refine the definition for out-of-school children to provide comparable worldwide data.

The global initiative on out-of-school children led by UNICEF and UIS categorizes children into two groups: "presently out-of-school" and "at risk of being out-of-school". "Presently out-of-school" are those who are primary and lower secondary school ages but are not enrolled either in primary or lower secondary schools for more than a year 3 (UNICEF 2015). Those who are in the range of age groups, but enrolled in pre-primary school or non-formal education are also considered to be out-of-school.

Children and adolescents considered "at risk of being out-of-school" are those who attend school but do not receive high-quality education (Kit 2012). This group also includes adolescents in the 5th and 6th grades who are stamped as failures and who feel uncomfortable in lower secondary school due to their compiled failures. Among those children and adolescents at risk, the global initiative on out-of-school children considers those who are more than two years older than their grade level as serious risk and those who are one year over age as moderate risk (Kit 2012, 7). Although those children are still in school, they have high risk of becoming out-of-school children in the future if no action is taken.

The five dimensions of exclusions presents group of children highlighted below for analysis and interventions:

- *Dimension 1: Children of pre-primary school age who are not in pre-primary or primary school.*
- *Dimension 2: Children of primary school age who are not in primary or secondary school.*
- *Dimension 3: Children of lower secondary school age who are not in primary or secondary school.*
- *Dimensions 4: Children who are in primary school but at risk of dropping out.*
- *Dimensions 5: Children who are in lower secondary school but at risk of dropping out*

The EAC working definition of OOSC which builds on the UNESCO Dimensions 2 and 3 of out of school children, expanded to include the following groups or types of OOSC:

- Children who do not have access to a school: These children will never attend unless they gain access.
- Children who have access to school but who are not enrolled: These children either never enter school or will enter school late.
- Children who have access and have enrolled in school but who do not attend.
- Children who have dropped out of the education system.

The report references the dimensions of OOSC defined by Educate-A-Child (EAC) and also the five dimensions of exclusion as defined in the Global Initiative on Out-of-School Children, an operational manual developed by UNICEF and UNESCO-UIS. The Operational Manual of the Global Out-Of-School Children Initiative defines the out-of-children according to their exposure to Education. The manual mentions that “out-of-school children can be divided into two groups based on their exposure to education: those who entered school in the past and dropped out, and those who have not entered school.

According to International Standard Classification of Education (ISCED 2011); a framework for assembling, compiling and analyzing cross-nationally comparable statistics on education it stipulates that out-of-school children visibility model highlights gaps in data on out-of-school children and children at risk of dropping out and provide a framework to improve data coverage and quality. According to OOSC visibility model, children facing a high risk of being out of school are often omitted from household survey and administrative data – most often homeless, institutionalized, and nomadic children and children with disabilities.

The model provides methods for collecting and analyzing information on children ‘invisible’ in data. It allows researchers to estimate the number of out-of-school children and uses multiple data sources on children in addition to household surveys and administrative records to determine which children are out of school and, when possible, why.

Out of school-children visibility model highlights three groups of visibility:

- **Visible out-of-school children:** Out-of-school children who can be identified using the Ministry of Education database (EMIS) or other government education databases. Visible out-of-school children typically are school leavers (dropouts).
- **Semi-invisible out-of-school children:** Invisible out-of-school children who could be visible by cross-referencing government databases and checking school records. They consist of the following two groups: i. Unrecorded dropouts: Children who dropped out but were never recorded as such and who could be identified using improved vertical flows of information from the school level to the national level, in particular using student absenteeism records. ii. Out-of-school children who never enrolled in school: Children who never enrolled but for whom information can be obtained from horizontal, cross-sector information flows (information sharing). Records on children can be linked through a unique ID, such as a birth certificate number, to identify those who are not recorded in the Ministry of Education database, but are recorded in other databases such as civil or local registries, whether electronic or paper based.
- **Invisible out-of-school children:** Children who are not recorded in any government, administrative or school records and who are thus completely invisible. They generally represent the most vulnerable and disadvantaged children. It is therefore important for government to consider multiple reliable data base to ensure credible information for visible, semi-visible and invisible out of school children.

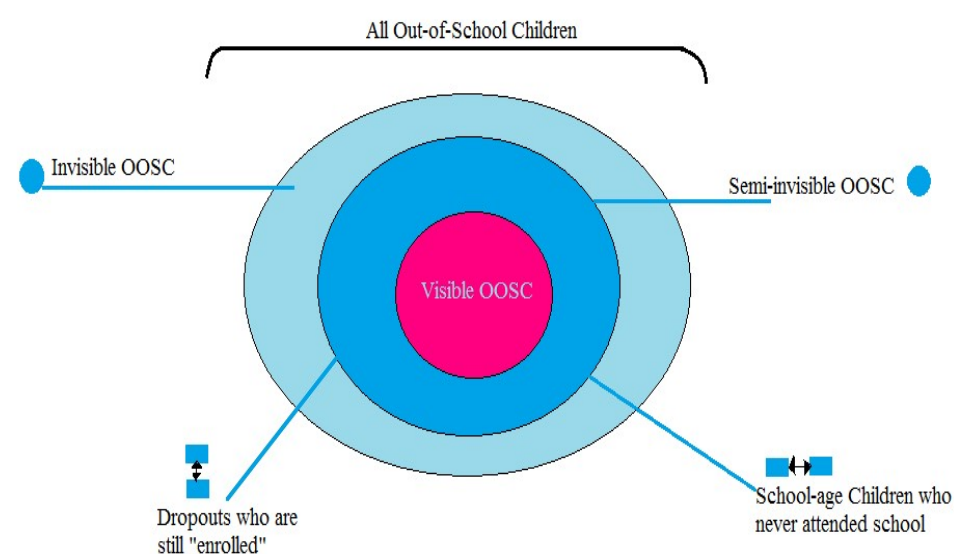


Figure 17: Visible, semi-invisible and invisible out-of-school children (OOSC)

Not all out-of-school children are permanently excluded from education, and those who have not entered school can be divided into two subgroups: children who will enter school in the future and children who will never enter school. The relative size of these three mutually exclusive groups of out-of-school children varies from country to country. Children who never enter school will, by definition, have no exposure to formal education at all – and will bear the attendant lifelong consequences. All school leavers can, in theory, return to school in the future, but very few early school leavers continue their formal education. Among children who will enter school in the future, their participation in primary education may be delayed by years after they reach the appropriate age for enrolment. An increase in this delay has been shown to place children at increased risk of dropout and low academic achievement.

2.2.2 Number of Out-Of-School Children and their Trends

Based on the 2018 data reported by UNESCO Institute of Statistics or UIS (2019), there is no progress in reducing out of school rates. This harsh reality is apparent, especially in low-income countries. A total of 258.4 million individuals (children, adolescents, and youth) are out of school in 2018. In low-income countries, 68.2 million do not attend school compared to 5.7 million in high-income countries. Lower-middle-income countries, however, have the highest number of out-of-school population at 148.9 million.

By region, Sub-Saharan Africa has the highest out-of-school rate across all age groups (primary school age, lower secondary school age, and upper secondary school age) in 2018 (UNESCO Institute for Statistics, 2019, p. 4). According to the United Nations Children's Fund (UNICEF, 2014, cited in Nazir & Hameed 2019), the reasons why children and adolescents are out-of-school fall under four major categories, (education) quality, supply, demand, and environment. Worldwide, the total number of out-of-school youth is 63 million, while there are currently 58 million children of primary school age are out of school (Shanker et al., 2015).

Sub-Saharan Africa's out-of-school rate in 2018 reached 31.2% or 97.5 million of the region's population. Southern Asian region follows Sub-Saharan Africa with 21.5% out of school rate, which represents 93 million children, adolescents, and adults who are not in school. South Sudan has the highest out-of-school rate for children in the primary level at 62%, followed by Equatorial Guinea (55%), Eritrea (47%), and Mali (41%). The rate of exclusion in Sub-Saharan Africa is also the highest with 19% of children denied the right to attend primary school. Northern Africa and Western Asia are reported to have a 9% exclusion rate, followed by Southern Asia.

20% or 12 million primary-age children across the globe have not attended school as of 2018. 1/3 of the recorded out-of-school children have attended school in the past and dropped out. 45% of out-of-school children who are likely to attend school late will be overage for their grade level. Globally, the out-of-school rate for lower secondary school age group (15.6%) is twice as high as the primary school age group (8.2%). The upper secondary school level has the highest out-of-school rate with 138 million youth not attending upper secondary school in 2018. In the Sub-Saharan region, 58% of the youth population are out of school, followed by Southern Asia with an out-of-school youth population of 46%.

UNESCO's data also shows the apparent gender disparity among out-of-school children, adolescents, and youth. In most regions, the number of out-of-school girls is often larger than the number of out-of-school boys (UNESCO Institute for Statistics, 2019, p. 8-9). Central Asia is reported to have the widest gender disparity rate (GPI) of 1.27. Central Asia also has the widest gender disparity at the lower secondary school level with 28.5% out-school-rate for girls compared to 25% for boys. Northern Africa and Western Asia are the regions where girls are more likely to be denied the right to attend school than boys across every school-age group.

2.2.3 Number of Out-Of-School Children with Disabilities

The goal to enhance inclusivity and provide equal access to education benefits children, youth, and adults with disabilities. According to a report by UNESCO (2018), the average percentage of non-disabled persons and disabled persons between the age of 15 and 29 who attend school yields a disability disparity index of 0.89.

77% of persons with disabilities attend school compared to 87% of persons without disabilities. In Cuba, an annual report (Pasquali, 2019) shows that the number of students enrolled in schools for children with

special needs continued to decrease from 2014 to 2019. The number of special education schools in Cuba has also decreased from 363 in 2014 to 342 in 2019. In the U.S., there are 1,903 special education schools recorded during the school year 2017-2018 (NCES, n.d.). In Japan, there are 1,141 schools for children with special needs, the majority of these schools are public institutions.

The Kenya National Survey on Persons with Disabilities (2017) reported the incidence of children aged 0-14 years with disabilities, at 23%. Among these, 54% were reported to be females while 45% were males. About two in every ten (22%) of Children with Disabilities of school going age of between the ages 5-14 years were reported to have some level of education, with 81.1% having attained primary level education and 15.8% having attained Nursery or kindergarten level.

Over half of Children with Disabilities across other age cohorts above age 14 were equally reported to have mainly attained primary level education, followed by secondary level education with less than a quarter incidence across each age cohort above age 14. Data reveals that 42% and 29% of male Primary school-age children and 42% and 34% of female Primary school-age children with self-care and communication impairments, respectively, had never attended school in Kenya. Children of both sexes with hearing and seeing impairments had much lower non-attendance rates than those with other impairments including walking and cognition.

2.2.4 Profiles and Patterns of Drop outs

By examining the dropout issue globally, it becomes clear that many of the challenges around completing school are the same—what varies is the scope and depth of the problem. Common patterns of primary school progression are important as they highlight key points where children are most at risk of dropping out from school. Although patterns of enrolment by grade differ markedly between countries.

Lewin conducted studies on the drop-out patterns of over-age and under-age children in grades, using the data from UIS. From analysis of cross-national data, 40% of six-year-old children are not enrolled in grade one (2007, 25). Nearly 40% of children in grade one were below five or older than eight years old (Lewin 2007, 27). For example, about 49% of children aged 13 (Lewin 2007, 27) were enrolled in grade three to six in primary schools in many countries. Despite being enrolled in school, these children carry considerable risks of dropping out of schools.

The problem of over- and under-aged children in grades occurs as a result of the convenience to parents of enrolling siblings together (Lewin 2007, 27). This could lead to multiple repetitions and to the incompleteness of education cycles (Lewin 2007, 27). Children who drop out in early grades are unlikely to have acquired even the most basic mastery of reading and writing, numeracy and other skills. Some children may complete the primary cycle but do not continue their education to the secondary level. Similarly, some children may leave school before or after completion of lower secondary education.

The high rates of school dropout worldwide and their relevance highlight the need for a close study of its causes and consequences. Literature has suggested that school dropout might be explained by multiple causes at different levels (individual, family, school, and neighborhood). The aim of the current study is to examine the relation between individual (defiant attitude, irresponsibility, alcohol abuse, and illegal drugs use), family (educational figure absent and parental monitoring), school factors (truancy and school conflict) and school dropout.



2.3 Factors for Out-of-School Children

Across the globe in studies of school enrolment in basic education, a number of studies have analysed the determinants of non-enrolment in school to include poverty, gender, and child labour. Further Conflict Affected and Fragile States (CAFS) and disability have been recently recognized as characteristics of out-of-school children.

Although the UN Convention on the Rights of Persons with Disabilities¹⁶ (CRPD) was initiated in 2006 and enforced in 2008, the literature on out-of-school children with disabilities are only slowly emerging.

While research on schooling for children with disabilities using quantitative data in developing countries are impacted by the aforementioned issues of defining and underestimating disability, empirical studies on out-of-school children with disabilities have emerged since 2000. Plan International (2013) surveyed the living circumstances for children with disabilities, including their reasons for not attending formal schools in 30 countries in Latin America, Africa, and Asia. The results revealed that being impaired was the top reason for children with disabilities to be out of school. For example, data from Egypt showed that the disability was a cause to not attending school. While 80% of out-of-school children with disabilities do not attend school due to their impairment, 75% of children without disabilities do not attend due to their young age.

A number of studies determined that poverty has been a significant factor in school enrolment for decades. Literature at the macro analysis point out the negative relationship between poverty and school enrolment; the higher the poverty level, the lower the school enrolment. At the household level, studies indicate similar findings in various economic circumstances. Becker (1994) developed a household production framework. He indicated that the family decision to send children to school was based on the theory that the family as an economic actor would utilize their resources at maximum capacity. The family is the decision maker regarding what kinds of activities children will undertake, considering the families' current and future needs.

Although the percentages are varied, many out-of-school children work outside and inside their homes. Worldwide, 15% of children ages 5 to 14, some types of work²¹ (UNICEF 2014b, 83). The majority of those children are also enrolled in school (UNICEF 2014b). For a few decades, the studies on child labour and their schooling identified child labour as a fundamental "push factor" for dropping out of school and

school as a “pull factor” for children who were out-of-school (e.g., Bequele and Boyden 1988; Coulombe and Canagaajah 1999). Ray and Lancaster (2003) analysed ILO’s data from seven countries 23 and indicate that child labour from ages 12 to 14 is detrimental to children’s learning, and they eventually drop out from school. Akabayashi and Psachaloulos (1999) indicated a trade-off relationship between children’s work and school attainment and achievement. The study found that long working hours was negatively related with reading and mathematical skills. In general, children’s work hindered school attendance by making it difficult to attend to school or concentrate in class. Children who feel left behind are at risk of leaving from school. Children’s work is also related to fatigue and absenteeism which lead to drop outs (UNICEF 2015).

The factors leading to the “push out” effect from schools include issues of safety attending school (Stromquist 2014), no installation of separated toilets, no female teachers, inflexible non-formal education opportunities, and a biased curriculum and learning process (UNICEF 2015). The factors of “pull” out of schools are combined factors of poverty and gender, early marriage and female genital mutilation/cutting (FGM/C), child labour, girls of a minor ethnicity and girls living in remote areas combined with poverty and girls with only one or no parents (UNICEF 2015), girls with disabilities and girls in CAFS (Stromquist 2014). For example, as much as 40% of women ages 20 to 49 were married as children in the poorest quintile whereas only 16% of those were from the wealthiest quintile (UNICEF 2015, 60). Parents sometimes consider child marriage to be a way to protect girls from premarital relationship or pregnancy before marriage (UNICEF 2015). There are additional difficulties for girls; for instance, girls who are menstruating are not allowed to go outside in Indian cultures. Monthly absence from school pushes girls behind in learning (UNICEF 2015). Gender issues in education appear to be tangled with cultural norms and beliefs, which makes it difficult to gender equity.

In the recent past, children in CAFS have been increasingly discussed in global communities. Twenty-two percent of all children in the world are living in CAFS (UNICEF 2015, 45). However, a half of all out-of-school children lived in CAFS in 2011, which has increased from 42% in 2008 (UNESCO 2014, 3) and the primary completion rate in these countries is 69%.26 Global communities are concerned about “a lost generation” in areas impacted by long-term conflict, such as Syria. The destruction of infrastructure and displacement and disruption of service delivery are identified as barriers to education in conflict-impacted areas (UNICEF 2015; Justino 2014). Infrastructure including houses, communities and school buildings are affected. Consequently, schools play roles as shelters for people evacuated from their houses and communities. Moreover, schools themselves become targets of fire. Under such circumstances, keeping up a regular curriculum and teaching quality becomes difficult (Dryden-Peterson 2009).

2.4 Summary

Significant studies have been conducted on access to education in both the academic and global communities for decades. However, after mapping that literature in relation to this study, a few issues emerged for further study on out-of-school children including those with disability. Despite global efforts to streamline the definition of OOSC and disability, there are difficulties in collecting the worldwide comparable data for out-of-school children with disability due to questions about how to define disabilities. Several studies pointed out that disability is the strongest factor for not enrolling in school, while some argue that disability is not a direct factor. Consequently, it is necessary to uncover critical factors on enrolment of children with disabilities and accumulate enough evidence to build a foundation for policy dialogue for improving access to education for children with disabilities.

Chapter 3

Methodology of the Baseline



3.1 Introduction

The methodology for the baseline survey involved firstly, a comprehensive literature review, which drew on systematic reference of both project documents and other various materials on OOSC across the globe impacting on the Kenyan context. Secondly, an advance administrative survey was conducted with the County Directors of Education to capture current information available on primary school participation in the sixteen (16) target counties as well as key contributing factors to the rising numbers of OOSC. Thirdly, conducted field study by administering interviews, questionnaires and holding focus group discussions. This phase involved interaction with CDEs, CD-TSC, County Commissioners, heads of schools, teachers, community leaders, parents, children in school and children not in school across the target sub counties within the sixteen (16) counties.

3.2 Data Collection Tools Used in the Baseline

The Ministry of Education in Kenya has the responsibility of bringing out annual publications with detailed education statistics in the series ‘Basic Education Statistical Booklet’. The Booklet is primarily based on the NEMIS data that is captured at the basic education institutions namely, primary and secondary schools.

Following the on-going education and training reforms in Kenya, there is emerging need for new data and information. This study was designed primarily as an in-depth exploration of alternative sources of data to compliment the NEMIS as regards the status of OOSC. Using a multi-method, rights-based gender sensitive and participatory approaches helped to comprehensively provide further understanding not only of what education stakeholders think and do in relation to OOSC, but also what informs their thoughts. In some cases, perceptions may not necessarily reflect an objective reality, but they are nevertheless equally valid and useful.

The methodological mix comprised of a literature review; key informant interviews, use of questionnaires, focus group discussions and on-site observations. At the onset of the task; there was an inception

meeting between NACONEK, UNICEF and various MoE Directorates as well as KICD, KNATCOM and TSC that highlighted the overall scope, focus, timeframe and instruments for the baseline survey. There was a workshop meeting with all the TWG and other key institutions with intention of developing and enriching the study tools.

The multi-method approach which comprises qualitative and quantitative research design was most appropriate in providing a combination of statistical and experiential data that captured the voices of key players around the OOSC context in the target counties.

The Technical Working Group: tasked with this baseline survey was able to review various documents provided by UNICEF as well as other relevant literature within the OOSC sphere in context with the target sixteen (16) counties. The inception report from the preliminary discussions, desk review highlighted the overall scope, focus, timeframe and instruments for the baseline survey. This was followed by field visits across the Sixteen (16) counties that significantly provided an important space for field level data collection, observations and discussions with key stakeholders and various actors.

The study used both quantitative and qualitative tools. On the quantitative phase, the team used a questionnaire guide to capture information from heads of schools and Interview guide to collect the views of key informants from various government institutions, NGOs/INGOs etc. The field team comprising thirty-five (35) data supervisors and one hundred and fifteen (115) data enumerators used an online tool; **ODK** through questionnaires, interviews and Focus Group Discussions alongside field level observations to collect and collate information from various respondents. The field staff (data enumerators) had gone through a comprehensive two-day training on the tools and data mining approaches in the field

a) Interviews

On the basis of the role played in the communities, the baseline survey attracted two hundred and nineteen (219) key stakeholders through Key Informant interviews (KIIs) drawn from the government Ministries, Counties, Departments and Agencies as well as from the Civil society organizations including INGOs/NGOs.

Table 2: Target Respondents

S/No.	Type of Tool	Target Respondent
1	Focus Group Discussion (FGD)	<ul style="list-style-type: none"> OOS Children (6-13yrs) including those with disabilities Children in School Parents/Caregivers of OOS Children (6-13yrs) including those with disabilities Parents/Caregivers of Children in School Local Administrators including Heads of Nyumba Kumi, Local Area Chiefs, Community Health volunteers and religious leaders
2	Questionnaire Guide	Heads of Schools
3	Interview Guide (KII)	<ul style="list-style-type: none"> Government Officials including County Commissioner, County Director of Education, County Director-TSC, County Quality Assurance & Standards Officer, Deputy County Commissioner, Sub County Director of Education, Curriculum Support Officers (CSOs), Children Officers etc. Civil Society Organizations, INGOs/NGOs and FBOs
4	Advance Administrative Questionnaire	County Director of Education (CDE)
5	Observation Grid	Field Mission Team

Overall, the data enumeration methods managed to establish the overall perception of OOSC while qualitative methods explored the context in which OOSC impacts on the community at large.

b) Questionnaire

Structured questionnaires were administered to the following total cumulative population of five hundred and fifty-five (555) heads of schools across the target sixteen (16) counties.

c) Focus Group Discussions

During the Focus Group Discussion (FGDs) sessions, the study attracted a total population of five hundred and forty-one (541) respondents drawn from various groups of OOSC including children in school, parents/caregivers of OOSC, parents/caregivers of children in school and religious leaders/local administrators.

d) Field Level Observations

The baseline survey benefitted from interactions with stakeholders within the OOSC context through field level observations in the sixteen (16) project defined counties namely Garissa, Wajir, Turkana, Marsabit, Samburu, Isiolo, West Pokot, Tana River, Mandera, Nairobi, Kilifi, Kwale, Kajiado, Narok, Baringo and Bungoma.

3.3 Sampling

The “Expansion of Operation Come-to-School programme in Kenya” has the following five outcomes with an overall objective/goal of providing equitable access to quality primary education opportunities to 250,000 (50% girls and 5% children with disability) Out-Of-School Children in Kenya. The baseline survey is one of the three outputs under outcome five with two specific activities; review the status of OOSC in the 16 target Counties and conduct a mapping and identification of OOSC in target counties.

- Parents, communities and other partners have increased capacity and accountability to enhance the enrolment and retention of 250,000 OOS girls and boys.
- OOS girls and boys including children with disability have improved access to learning in a child-friendly environment.
- Quality of teaching and learning is strengthened in OOSC hosting schools.
- Opportunities that promote equity and role modelling in the provision of education increased for OOS girls and boys.
- Education system has strengthened capacities to provide equitable access to quality education and quality data for OOSC.

Sample size defines a function of homogeneity or heterogeneity of the population, desired precision, type of sampling design, sub-strata sizes acceptable at analysis, availability of resources and logistics. Based on the population index of the target project’s total population of 250,000 OOSC, a purposive sampling of specific respondents from the target sixteen (16) counties was surveyed during the month of May 2021.

A sample size of two thousand five hundred (2,500) was arrived at, which was to adequately give a clear representation of the respondents within the set target coverage sites of this study, overall, targeting 1% of the total population of 250,000 to be reached by the three-year programme. This sample size provides for a 95% level of confidence with a minimum error of + 2.73 and ensure adequate representation of the survey population and sub strata analysis. The study reached respective respondents based on the following data collection methods.

The clear survey sample was arrived at based on the discussions from the workshop to design the study tools. Structured questionnaires were administered to a total population of 12,500 mix of respondents which was 5% of the total target number of the OOSC to be reached during the life of the project. These target respondents included the OOSC, parents/caregivers and key government officials as well as CSOs in the 16 project defined counties namely Garissa, Wajir, Turkana, Marsabit, Samburu, Isiolo, West Pokot, Tana River, Mandera, Nairobi, Kilifi, Kwale, Kajiado, Narok, Baringo and Bungoma. In the course of the baseline survey, a number of key findings emerged on OOSC to be addressed in future similar interventions.

3.4 Baseline Data Collection Process and Organization

The study was conducted within a period of one month in the month of May 2021. The TWG adopted participatory approaches which combined both qualitative and quantitative study methods. These were triangulated through institutional surveys (quantitative); Key Informants Interviews, Questionnaires, as well as Focus Group Discussions, and field level observations (qualitative). In addition, supportive literature reviews, case studies and school/community visits (observations) were also carried out.

A five-day training workshop was held in Machakos to develop the survey tools and a pre-test/pilot of the tools conducted in Nairobi with intention to perfect the data flow from all the study tools. The actual field study was conducted across the sixteen (16) target counties (Garissa, Wajir, Turkana, Marsabit, Samburu, Isiolo, West Pokot, Tana River, Mandera, Nairobi, Kilifi, Kwale, Kajiado, Narok, Baringo and Bungoma) of Kenya. Beyond use of the questionnaires and interviews, the field study phase provided an important opportunity to capture information from field level observations and discussions with key stakeholders within the OOSC context.

The entire exercise was conducted in two phases; first phase entailed the review of initial documents and other relevant literature on OOSC to among other issues to inform the development of the baseline survey tools. While the second phase entailed quantitative and qualitative data collection in the sixteen project sites using structured questionnaires - Key Informant Interviews, observation, and discussion guides in the 16 counties.

3.5 Quality of Information

Ethical Considerations: From the onset, the field mission teams adopted key ethical responsibilities which were open and explicit about the purpose of the programme, obtained informed consent in form of advance meetings held at the CDE offices, promoted inclusion and maintain confidentiality of participants.

3.6 Limitation

In the course of conducting the study, there were various challenges encountered which included the following among others:

- *At the time of the study, the security situation in parts of the counties of Marsabit, Mandera, Samburu and Tana Delta was quite fragile. This presented a challenge and limited free movements; though no major incidence took place during the time of study;*
- *Organization challenges in accessing the OOSC especially those in the vast grazing fields in the Northern Kenya region including Marsabit, Samburu, Isiolo, Mandera, Wajir, Garissa, Turkana and West Pokot;*
- *The low-keyed response rate from respondents from heads of schools and community members. This was caused by interview fatigue which is a significant problem in some locations arising from the frequency with which populations are "assessed" by organizations conducting research. Some respondents accessed did not have much energy and enthusiasm to engage in the assessment exercise; this was typical of Mandera, Wajir, Garissa, Tana River, West Pokot and Turkana counties.*

In overall, these challenges did not hamper the validity of the assessment. The study team using local enumerators established goodwill and networking to reach the remote parts of study locations. This long-term good rapport built across the community enabled us to counter any low response rate from respondents. To counter these challenges during the field level collection, the study team held discussions with local gate keepers (CDE, County Commissioner, Chiefs, Head Teachers and Community leaders) to gain easy entry into the community.

Chapter 4 Findings and Discussions



4.1 Introduction

This section documents the findings from the baseline survey that identified a wide range of issues on the Out-Of-School Children including those with disabilities in the target counties. The respondents included all the key categories of the study focus i.e., the individual key informant interviews, focused group discussions and institutional level Interviews. The complete findings per county are here analyzed.

4.2 OOSC Status and Mapping

The high numbers of OOSC including those with disabilities across the sixteen (16) target counties highlight the need for a close study of its causes and consequences. Literature review has suggested multiple causes of the high numbers of OOSC at different levels including individual, family, school, and neighborhood. The aim of this section of the report is the current OOSC status and factors impeding children from attending school at specific county context and then give a comparative analysis of the sixteen counties.

4.2.1 Baringo County

Status and Mapping of OOSC in including those with disabilities

Knowledge on existence of OOSC including those with disabilities

The study revealed that the county had a total of 35,000 out of school with 16,030 of them being girls. This total number of girls accounted for 45.8% of out of school children in the county.

Sub counties/areas with more OOSC

Drawing from analysis of figure 7, Tiaty and East Pokot sub-counties were noted to have the highest number of out of school children with 15,720 (6,830 girls) and 16,500 (7,950 girls) respectively. Baringo Central and Koibatek sub counties have the lowest numbers with two hundred and ninety 290 (120 girls) and three hundred and twenty 320 (140 girls) out of school children.

OOSC - Baringo County

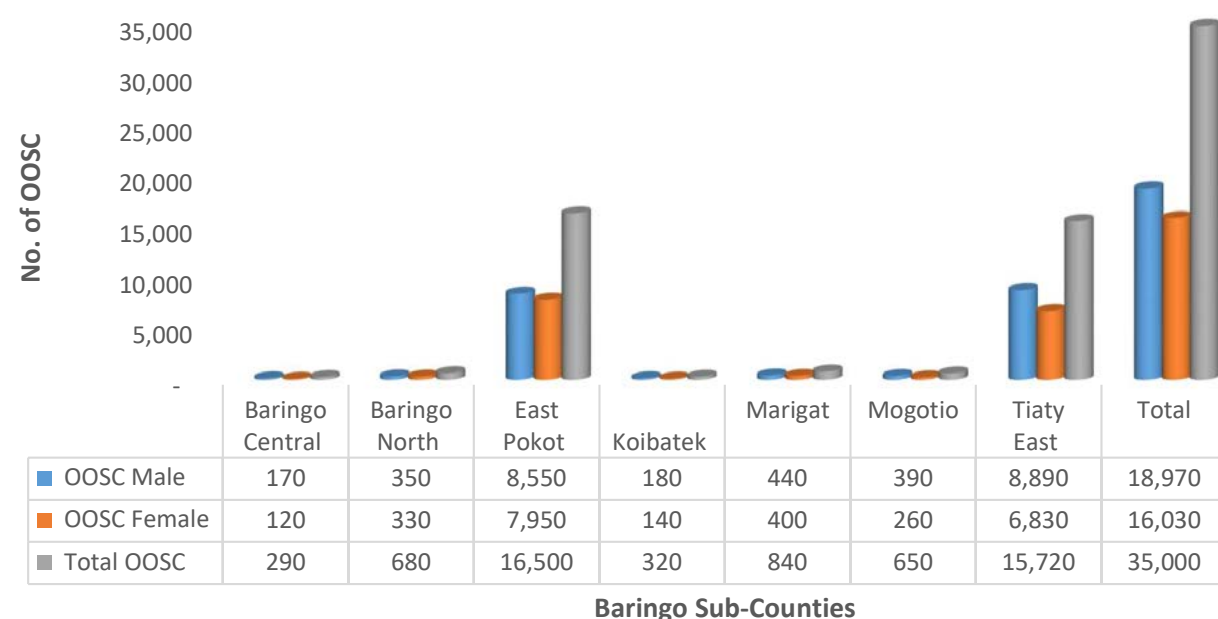


Figure 18: Number of OOSC in Baringo County

The study reveals that at the end of the year-end of 2020, out of the high numbers of OOSC in Baringo County, one thousand two hundred and four (1,204) children (665 boys and 539 girls) were recorded as having dropped out of school. From this number of children who dropped out of school, Tiaty sub-County recorded a high of one thousand and fifty-nine (1,059). The number of school drop outs in Baringo North stood at one hundred and forty (140), while Mogotio recorded One Hundred and thirty-one (131). In comparison with the other sub counties, Baringo North reported the least number of school dropouts. It was noted that some of the children who had dropped out of school worked in sisal plantations, carried out boda boda business and herding of cattle.

Location of OOSC in Baringo county

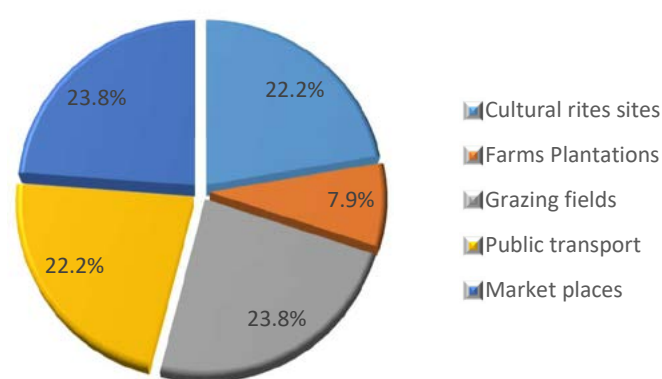


Figure 19: Places in the community with high numbers of OOSC

Activities that OOSC engage in on a daily basis

Out of the sampled sub-counties in Baringo County, herding (11.8%) was one of the leading activities that preoccupy the OOSC while some OOSC were engaged in casual jobs (9.2%), boda business (11.2%) and house chores (9.2%), child labour (9.2%).

Factors contributing to children being out of school including those with disabilities

Factors contributing to children being out of school including those with disabilities

The key factors mentioned that contribute to out of school children within the county include peer pressure (20.0%), Child pregnancies (10.8%), Drug abuse (10.0%), Boda boda business (9.8%) and poverty (8.5%). These factors collectively accounted for 58.7% of all factors mentioned by the respondents.

School Factors: The major school factors contributing to children dropping out of school mentioned including poor learning environment (13.5%), Poor performance (11.3%), poor infrastructure (10.3%), and school feeding program (10.3%), poor learning approaches (7.9%) and corporal punishment (7.1%). Collectively these factors accounted for 60.4% of all factors mentioned by the respondents.

Home Factors: An analysis of responses on some of the major home factors contributing to out of school children included poverty (26.4%), parental negligence (22.3%), family conflict 10.7% and drug abuse at 8.3%. Collectively these factors accounted for 67.9% of factors mentioned by the respondents.

Community Factors: Within the community, the major contributing factors of out of school children include cultural practices (23.8%), negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%). These factors collectively accounted for 63.4% of all responses.

Challenges encountered when trying to bring back OOSC to school

Reflecting on the challenges to bring back OOSC to school in Garissa County; among them included lack of cooperation from the community, hiding the children, communication challenges, insecurity, unreachable places due to harsh terrains and bad roads. These sentiments came from both the offices of County Director of education and county commissioner who both lamented that the community is not receptive to education. Additionally, children who were out of school singled out challenges encountered which include poverty, early marriage as well as the notion that the economic status of the family is made worse through education.

"There is a lot of poverty here; worsening our household economic status. Parents sell their livestock to take their children to school but see no immediate benefit. Most homes here cannot afford to purchase uniforms their children to school and sadly they cannot afford basic needs at home" An OOSC in Baringo

It was noted that the frequent tension between the Tugens and Njemps tribes breeds insecurity as well as the difficult terrain between schools and homes exacerbate the situation of children accessing education in the county.

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Interventions currently being undertaken to ensure all out of school children are attending school.

Some of the interventions the county is currently undertaking to bring children back to school include provision of school meals, advocacy, location-to-location sensitization and summons to OOSC parents. There are new schools being established in conflict areas to reduce long distance travelled by children to get to school.

I am aware of new schools that have been opened in conflict areas to reduce the distance they travel to school, sending teachers to those areas and coding the schools, local leadership and administration are funding for schools near children through capitation by ministry and bursaries. I believe the successful existing interventions include school feeding programme, security operation in the areas, holding public forums-barazas with locals, continuous improvement of road networks facilitating easy access; - County Director, Teacher Service Commission

There are significant concerted efforts by government agencies within the county led by the Ministry of interior to identify OOSC.

"We are working with the Interior Ministry to identify the out of school children. We are also working with the County commissioner to provide security to insecure areas. In addition, we are also working with NGOs to provide learning materials for children while sensitization of communities on the need to take children to school is carried out." - **County Director of Education**

Parents of children in school acknowledged the existence of boarding schools, which help to keep OOSC in school, while others hailed the school feeding program. However, the same parents lamented on the state of the boarding schools.

"I really appreciate the presence of Low Cost Boarding schools but since we began as a local community initiative, they have remained without adequate/appropriate facilities; I really appreciate the fact children are able to get food in school. Food is a magnet"; - **A parent of children in school**

Most effective interventions undertaken to ensure all out of school children are attending school.

Among the most successful interventions singled out by the respondents include working with the interior ministry to identify the children, provision of learning materials by NGOs and security restored by the interior ministry. In addition, several informants including CSOs, sub county directors of education and NGOs and FBOs noted that school feeding program was one of the most effective intervention being carried out within the county.

Factors contributing to successful interventions towards bringing children to school.

The factors that contributed to the success in bringing back OOSC to school included community and school feeding program, good relationship with stakeholders, sensitization of parents through artwork and media such as radio. Furthermore, the Counties and government are availing funds for the schools and security for teachers and learners so that they can be comfortable working in those risky areas within the county.

"The Administration helps in getting information on children out of school. This engagement with the community members helps in sensitizing them on the need for education. I have seen the fruits of cooperative stakeholders who help in engaging with parents of OOSC"; - **County children officer**

Moreover, insecurity is being addressed through constant dialogue with conflicting communities through barazas in order to create safer learning spaces for the children in school.

Reasons for factors impeding the success of interventions to bring children to school.

Within Baringo County, several reasons emerge on why it is a challenge to bring back OOSC, among them include lack of water in most schools as well as lack of girl-friendly toilets. Further, negative cultural practices contribute to high numbers of OOSC.

"Negative cultural practices that place premium on pastoralism and the fact that most parents do not see the value of education is a key contributor to the high numbers of OOSC"; - **County Director TSC**

The exodus of teachers from the insecure parts of the county, poverty and insecurity were singled out by the Curriculum Support Officers (CSO) as deterrents in getting OOSC back to school. Others mentioned the terrain and long distances children have to traverse to get to school. A curriculum support officer mentioned that FPE funds were a major concern in a number of schools where parents are affected and become uncooperative in bringing their children to school.

"FPE funds at times get to the schools very late making some children and parents to give up, some parents are very uncooperative and are not willing to let children go to school, weather effects like flooded rivers make children to stop going to school."; - **A representative of Civil Society Organization**

Innovative interventions that can be put in place to have all children in school

New innovative approaches to bring out of school children to school.

An analysis of some of the new innovative approaches in bringing back OOSC to school places premium on the prudent management of school resources, integration of Madrassa and formal into formal education, empowering of EARCs as well as empowering divorced women, effective use of the local administrative power of Chiefs. The children who are out of school mentioned the need for regular supply of water and food that would motivate them to come to school. Additionally, the children wished that they would have child-friendly teachers within their schools and adequate child-play materials/facilities.

"Prudent management of resources by teachers and BOM to ensure what they utilize what they receive. Government should send the resources in time to avoid shortages"; - **County Director of TSC**

Continuous government support, increase FPE funds to these areas with more OOSC, times disbursement of government grants and school feeding delivery"; **A representative of Civil Society Organization**

"We need water, teachers, meals, good toilets for Girls and boys separately; integrate Dugsi and Madrassa." **A curriculum Support Officer**

Improvements on the current initiatives towards more success in bringing OOSC to school

It was established that most respondents felt the need to improve on the current existing innovations towards increasing the number of OOSC returning to school. The School feeding program was singled out as one of the attractions to OOSC to get back to school and thus there is need for it to be available. Additionally, there is need for steady provision of water and well-equipped boarding schools so as to increase the number of schools to reduce distance travelled by children to school from their homes.

4.2.2 Bungoma County

Mapping OOSC including those with disabilities

At the time of study, Bungoma County recorded 15,680 OOSC; out of this, 7,510 being girls accounting for 47.8% of all out of school children population within the county. Bungoma South was noted as the leading sub county with the highest number of out of school children with two thousand nine hundred and sixty, 2,960 (1,390 girls). This was closely followed by Bumula with two thousand seven hundred and sixty 2,760 (1,340 girls) and Kimilili with two thousand two hundred 2,200 (1,020 girls). Mt Elgon Forest sub-county, had the least out of school children.

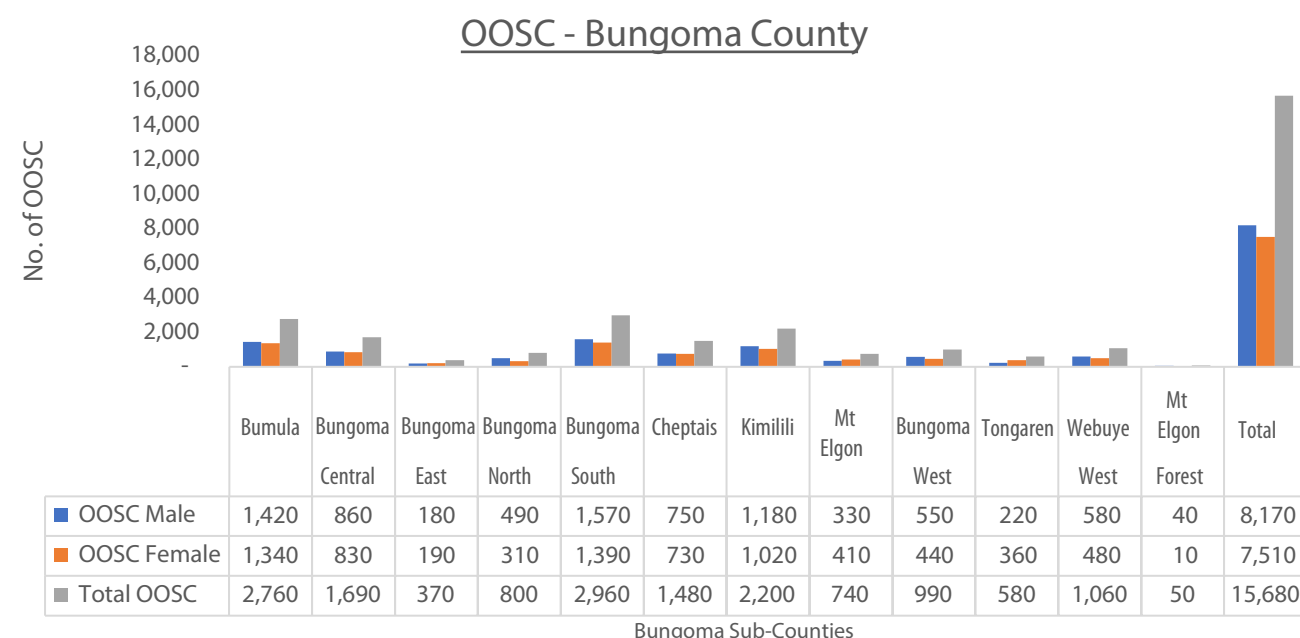


Figure 20: Number of OOSC in Bungoma County

A total of seven thousand three hundred and eighty-six 551 of the children (269 boys and 282 girls) were recorded as having dropped out of school. From this number of children who had dropped out of school, Kabuchai sub-county recorded one hundred and forty-eight dropouts (148), Kanduyi sub-county recorded one hundred and fifty-four (154), and Mt Elgon Sub County recorded two hundred and thirteen (213) and Sirisia sub-county (36).

Places in the community with high numbers of OOSC

In Bungoma County, the out of school children were mainly found in farms/plantations; open maize and sugarcane fields left for grazing livestock and notably at market places.

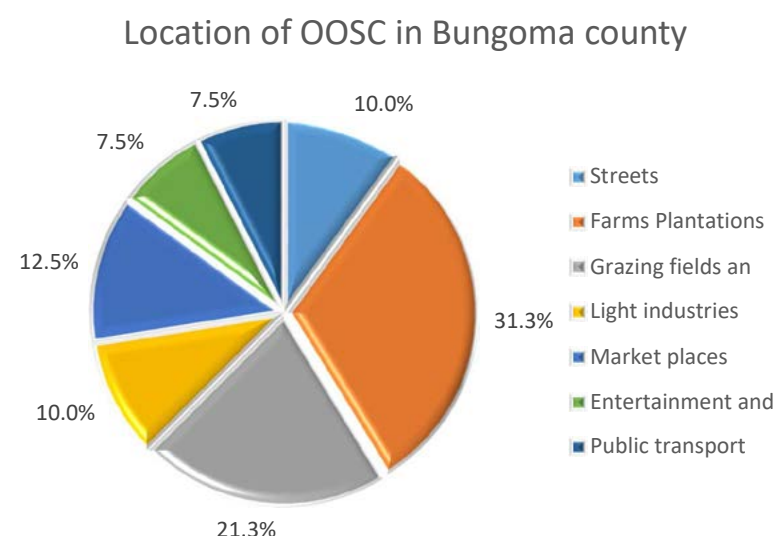


Figure 21: Location of OOSC in Bungoma County

Reflecting on the locations that are frequented by the OOSC, it is evident from the above distribution that these are found on the streets (10.0%), farms and plantations (31.3%), grazing fields (21.3%) and working in market places (12.5%). Other OOSC are located in light industries (7.5%) and in public transport businesses (7.5%).

Mt Elgon sub-county had the highest out of school children in grazing fields and farms while Kanduyi and Kabuchai had farms and public transport as leading locations for out of school children

Ratio of boys to girls of the OOSC

The ratio of boys to girls was interpreted at every one hundred (100) OOSC there are 52 boys and 48 girls in Bungoma County.

Activities that OOSC engage in on a daily basis

Out of the sampled sub-counties in Bungoma, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

Factors contributing to children being out of school including those with disabilities.

Among the factors that greatly contributed to out of school children within the county included peer pressure 20.0%, Child pregnancies 10.8%, Drug abuse 10.0%, Boda boda business 9.8% and poverty 8.5%. These factors collectively accounted for 58.7% of all factors mentioned by the respondents.

School Factors: Among the major school factors that contributed to children dropping out of school, strongly mentioned was the poor learning environment 13.5%, followed by poor performance 11.3%, poor infrastructure 10.3%, and school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned by the respondents. A parent with a child in school-sited infrastructure as a contributing factor in children being out of school saying, "Lack of proper infrastructure to suit the disabled, harsh learning environment" Parent with a child in school

Home Factors: Among the major home factors mentioned by the respondents that contributed to out of school children included poverty 26.4%, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3%; cumulatively accounting for 67.9% of these factors.

"Conflicts between parents, poverty at home, poor parental guidance are major contributing factors of OOSC in this county" Parent with a child in school.

Community Factors: In terms of the community, the major contributors to out of school children include cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%; these factors collectively accounted for 63.4% of all responses.

Challenges encountered when trying to bring back OOSC to school

When trying to bring back OOSC back to school, the challenges encountered across the county include resistance from parents as well as the children themselves who are already contributing to the household economy through petty jobs. Other challenges mentioned include stigmatization and lack of finance within the families as well as insecurity in some parts of the county.

"Resistance from both children and parents from going back to school because they are used to handouts or some upkeep money from the conducting petty jobs/business" Deputy County Commissioner

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Interventions currently being undertaken to ensure all out of school children are attending school. Among the interventions the county is currently undertaking to bring children back to school include the use of local administration to bring OOSC back to school. Further, other successful initiatives include collaboration with the market master to identify children loitering within markets and have them identified and taken to the chief. In addition to this the 100% transition directive as well as enforcement by the local administration is seen as a successful initiative in bringing children back to school.

Most effective interventions undertaken to ensure all out of school children are attending school.

Among the most successful interventions as mentioned by the respondents, include enforcement through the local administration/chiefs, provision of basic needs and school fees to families with OOSC. The CSOs reiterated that sensitization and awareness creation has been effective in bringing OOSC back to school. Provision of food and water was mentioned as one of the effective undertaking in bringing OOSC back to school from the Mt. Elgon sub-county.

Factors contributing to successful interventions towards bringing children to school.

Factors that contributed to the success in bringing back OOSC to school include the use of local administration as enforcement agents and to encourage parents. The provision of food through the school feeding program as well as the provision of basic needs for learners have jointly contributed to OOSC retained in schools. The respondents noted the need for parents to uphold their responsibility coupled with sound financial and moral support from various stakeholders to be drivers of change in the high numbers of OOSC in the county.

“Financial and moral support from all stake holders has been successful contributing factor to children attending school” Curriculum Support Officer, Bungoma County

Reasons for factors impeding the success of interventions to bring children to school.

Within Bungoma County, one of the key challenges to bring back OOSC include irresponsible parents as well as high teenage pregnancies among girls.

“Most of parents here are involved in drinking the local brew thus remain irresponsible. Additionally, early pregnancies and child marriage, child labour- especially house helps/maids come from here, negative attitudes by both parents and children...all these lead to the high number of OOSC” A parent of children in school, Kanduyi

The CSOs and FBOs operating in the county singled out lack of sensitization on value for education to parents, community and children as well as lack of cooperation from parents and the community greatly impede the success of bringing and retaining OOSC in school. In addition to cultural practices, poverty and insecurity as key deterrents in getting OOSC back to school.

Innovative interventions that can be put in place to have all children in school

In the county, the new innovative approaches to bring back OOSC to school included the provision of water and food through the School feeding programs. The office of Deputy County Commissioner emphasized on extracurricular activities since the county has an array of talents that need to be exploited. Additionally, the county quality assurance officer emphasized on organizing frequent sessions with parents to discuss their needs, while also emphasizing on the consideration of the rite of passage for teenage girls where they can be self-aware as well as utilizing several community groups in creating a culture of dialogue on the menace of OOSC.

In Bungoma County, several improvements to existing innovations can be put in place in order to increase the number of OOSC returning to school, these included community mobilization, provision of school uniforms as well as law enforcement of the 100% transition, timely disbursement of funds meant for school as well as regular reporting and use of whistle blowers on OOSC to the local administration.

“Investing in co-curricular activities, revamping the school feeding programs, provision of sanitary towels are innovations that can increase and retain OOSC in schools” Deputy Commissioner.

“Facilitating regular parenting sessions, structuring rite of passage for teenage girls to respond to their needs, self-awareness, and establishing psychosocial support center. Additionally, having regular sensitization to parents on sexuality through churches, barazas, funerals, woman groups as well as teachers’ service commission to improve on staffing with professional teachers, creation of toll free number for reporting out of school children.....all these efforts can bear fruit in reducing the high numbers of OOSC in the county” Quality Assurance & Standards Officer.

“Law enforcement on 100%. Transition, benchmarking programs with others that work elsewhere, increased funding to vulnerable persons, and enforcement of tracking school registers in primary schools, regular capacity building for head teachers and teachers on how to motivate new children.” Local Area Chief.

“Timely disbursement of funds meant for schools, deployment of more teachers especially for the special needs children, improving infrastructure in schools to suit the disabled children...can reduce cases of OOSC” A parent of a CWD.

4.2.3 Garissa County
Mapping OOSC including those with disabilities

The study noted that Garissa has highest number of OOSC from six to 13 years old with 75% percent of the children of this range of age not in school. An estimated number of 166,100 children (90,100 boys and 75,910 girls) are out-of-school.

Drawing analysis from Figure 22, the study singles out Daadab Sub County to have the highest number of OOSC in the county. The Sub County recorded thirty-six thousand seven hundred and sixty (36,760) of children not in school. Hulugho Sub County is second with thirty-one thousand two hundred (31,200) while Ijara comes in third with twenty-nine thousand four hundred and ten (29,410). Fafi Sub County is at position four with twenty-seven thousand three hundred and thirty-three (27,330), while the Sub Counties of Lagdera and Garissa Township closed in with twenty-three thousand two hundred and fifty (23,250) and twenty-three thousand two hundred (23,200) respectively. Balambala Sub County recorded six thousand eight hundred and twenty (6,820); this presents the least number of out of school children as compared to the rest of the county.

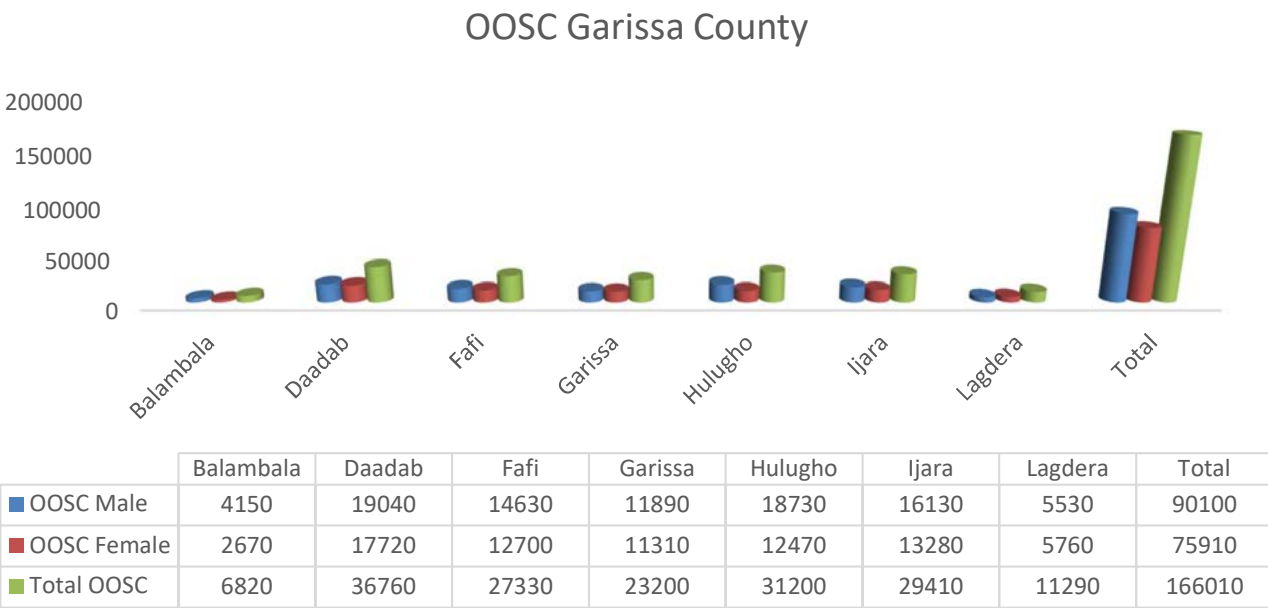


Figure 22: Number of OOSC in Garissa County

The study reveals that at the end of the year ending 2020, out of the high numbers of OOSC in Garissa County, a total of seven thousand three hundred and eighty-six 7,386 of the children (4,035 boys and 3,351 boys) were recorded as having dropped out of school. From this number of children who dropped out of school, Ijara sub-County recorded a high of three thousand two hundred and eighty-three (3,283). Dadaab the numbers stood at One thousand nine hundred and seventy-seven (1977), while Garissa Township recorded One Thousand Three Hundred and thirty-eight (1,338). In comparison with the other sub counties, Fafi had the least number of school dropouts, recording seven hundred and eighty-eight (788) of these learners.

Location of OOSC in Garissa

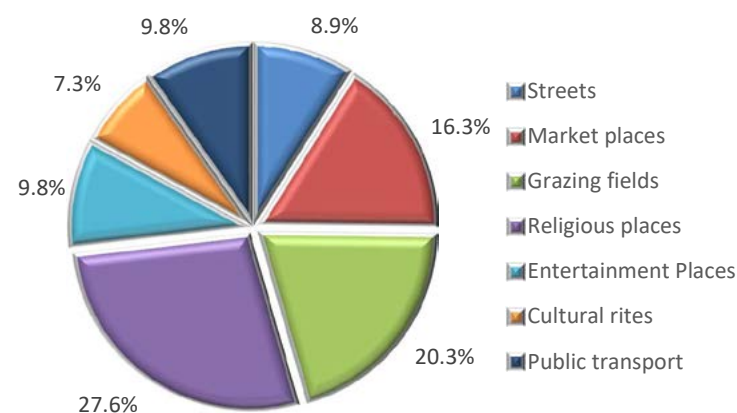


Figure 23: Location of OOSC in Garissa County

In Garissa County, as represented in Figure 23; the respondents single out the religious places harbor a high percentage (27.6%) of the OOSC, followed by the grazing fields at 20.0% and 16.3% are to be spotted in market places. It is evident from the distribution of places where OOSC are found, the lowest places that OOSC frequent are on streets represent (8.9%), entertainment places (9.8%), performing cultural rites (7.3%) and working in public transport (9.8%). In regard to gender, the ratio of boys to girls indicates that for every 100 OOSC there are 54 boys and 46 girls. Out of the sampled sub-counties in Garissa, it was observed that engaging in herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

Among the factors that greatly contributed to out of school children within the county included peer pressure at 20.0%, Child pregnancies at 10.8%, Drug abuse at 10.0%, Boda boda business at 9.8% and poverty at 8.4%. These factors collectively accounted for 58.7% of all factors mentioned by the respondents.

School Factors: Among the major school factors that contributed to children dropping out of school are, lack of teachers (90% of the respondents), inadequate toilets (67%) that are not gender sensitive (65%) and disability friendly (65% of the respondents). In addition to these, respondents also mentioned inadequate and lack of disability friendly furniture-tables, chairs and blackboards (85% of the respondents), inadequate facilities in the low- Cost Boarding (70%) inexistence of and lack of adequate facilities for mobile schools (95% of the respondents). Children who were in school on the other hand mentioned that the reasons their peers do not go to school to include lack of teachers, food and water in schools. The OOSC when interviewed mentioned that they do not attend school due various factors which include unfavorable learning environment with no fence, dilapidated classrooms and lack of toilets.

"Some of us do not attend school...yes...because....like this school nearby... lacks water, the school has no fence, no enough classrooms and no toilets." An OOSC, Fafi Sub County.

Home Factors: Among the major home factors mentioned by the respondents that contributed to out of school children included poverty 25.6%, parental negligence 21.6%, family conflict 10.4% and involvement in drug abuse (miraa) 8.0%. Collectively these factors accounted for 65.6% of factors mentioned by the respondents. Most of the OOSC mentioned that they were never taken to school by their parents and that they had to do domestic chores. Further, the OOSC emphasized that parental ignorance as well as poverty and financial situation impede their access to education.

Community Factors: The major contributors to out of school children were mentioned to include cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%. These factors collectively accounted for 63.4% of all responses.

"Parents do not see the value of taking, us girls to school, they prefer us herding goats...when we get grown up, and they get us husbands"

"Our parents complain that there is no money for school fees, there is a lot of hunger at home, poverty."

*"Nobody looks after goats apart from us, girls; school is far."***Voices of OOSC Girls; Daadab Sub County**

Challenges encountered when trying to bring back OOSC to school

To bring back OOSC back to school in Garissa County, various challenges impede these efforts, key among them included conflict and resistance from the Sheikhs, insecurity within some areas as well as vastness and long distance to schools coupled with lack of teachers and characterized with nomadic lifestyles. The FBOs and CSOs reiterated that key contributing challenges to OOSC include lack of water in schools as well as parents refusing to take their children to school preferring Madrassa or Duksi. Funding to improve schools is a reality to face coupled with negative attitude towards formal education by parents which presents great challenges to bringing children back to school.

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

The CSOs noted that the interventions the county is currently undertaking to bring children back to school include School meals, provision of learning materials as well as increasing the number of teachers. Additionally, the FBOs and NGOs singled out the benefits of cash transfers as an initiative carried out by NGOs in the county to reduce the number of OOSC.

Among the most successful interventions that are critical in bringing OOSC back to school include the use of Chiefs, the provision of school meals, provision of bursaries and school uniforms.

The factors that contributed to the success in bringing back OOSC to school included among others local community and political goodwill, provision of learning infrastructure as well as creating awareness as mentioned by the NGOs, FBOs, INGO and CSOs. It was noted that the school feeding program attracts and brings children to school. Further, this is enhanced by encouraging parents to bring their children to school and explain to them the importance of education.

There were several reasons that present a challenge to bringing back to school OOSC among them include lack of water in most schools as well as lack of girl-friendly toilets. Negative cultural practices such as FGM, not educating girls among others were mentioned as a key deterrents to OOSC attending school. Additionally, the exodus of teachers from the county sometime back, poverty and insecurity were seen as major contributors to OOSC not getting back to school.

*"The Ministry of Education in collaboration with UNICEF, National Government Administrative Officers, NGOs and our Department are engaged in programs and projects to reach out of school children in the County."***County Director of Education.**

*"Use of chiefs is effective and consistent in bringing OOSC to school"***Local Area Chief**

*"Food reduces the nomadic lifestyle and encourages learners to stay at one point"***County QASO**

*"Negative cultural practices that place premium on pastoralism and the fact that most parents do not see the value of education"***County Director TSC**

Innovative interventions that can be put in place to have all children in school

The new innovative approaches to bring back OOSC to schools mentioned include the use of role model youth as champions. The integration of Madrassa and formal education took center stage towards reducing the high number of OOSC in the county.

The Curriculum Support Officers singled out the need to empower the EARCs within the county as well as empowering divorced women. Further, they mentioned the need to use the administrative power of Chiefs in mapping and bringing OOSC back to schools. Children who were out of school mentioned that they would be attracted to school if there was availability of water and food. The OOSC emphasized the need to have good teachers within their school who understand their context while providing time to hone their class and outdoor potentials.

There were several existing innovations that needed to be put in place in order to increase the number of OOSC returning to school among them the development of a joint action plan by all partners to work in synergy in building schools, while supporting chiefs in seeking OOSC in remote villages.

"More funding on quality education which is sustainable. Use of Local community youth champions who have attended school and graduated from university can be used as a role model to encourage the children to take their education seriously." **Voices of the local FBOs, NGOs & CSOs**

"Establish madrassa within the school compounds and share time of teaching will reduce the high number of OOSC who frequent Dugsi and Madrassa classes.....Have an integrated time table which caters for both secular and religious education." **County QASO**

"All schools should have a permanent source of water so that this attracts both parents and learner." **Local areas chief**

"Streamline, the supply chain to make distribution of food to schools faster and timely." **Sub County Director of Education**

Overall, great emphasis needs to be put in place to address the OOSC issue early by providing adequate teachers, child friendly schools and facilitating integration of Madrassa into formal schooling. Parents of school going children mentioned the need to create awareness on the importance of education as one of the initiatives that would help in reducing the number of OOSC within the county.

4.2.4 Isiolo County

Mapping OOSC including those with disabilities

The study established that the number of OOSC between 6 to 13 years old are estimated to be 22,080 Out of this number, ten thousand one hundred and fifty (10,150 girls) were girls accounting for 45.9% of the total population of the OOSC. Drawing analysis of the number of OOSC, the survey revealed that out of a total of 22,080 OOSC, Garbatulla sub-county had the highest number with 12,150 (5,440 girls) children are out of school, while in Isiolo and Merti sub counties, recorded 5,060 (2,420 girls) and 4,870 (2,290 girls) respectively.

OOSC - Isiolo County



Isiolo Sub Counties

Figure 24: Number of OOSC in Isiolo County

A total of six hundred and seventeen 617 children (405 boys and 212 girls) were recorded as having dropped out of school by the end of year, 2020. From this number of children who dropped out of school, Merti Sub-County recorded a high of four hundred and twenty-nine (429), in Isiolo the numbers stood ninety-nine (99), while Garbatulla recorded eighty-nine (89). In comparison with the other sub counties, Merti had the least number of school drop-outs, recording seven hundred and eighty-eight (429) of these learners.

Location of OOSC in Isiolo county

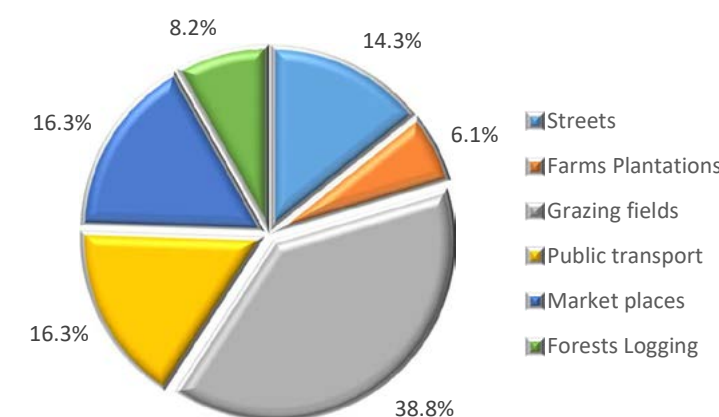


Figure 25: Location of OOSC in Isiolo County

The respondents singled out the grazing fields as one of the places to have a high percentage (38.8%) of the OOSC, followed by public transport (16.3%) and market places (16.3%). About 8.3% of OOSC are found in forests logging trees while 6.1% are in farm plantations. From the distribution of places that OOSC frequent, it is evident that majority of them are found in the grazing fields, market places and operating public transport businesses. However, the ratio of boys to girls as among those defined as OOSC, indicate that for every 100 OOSC there are 54 boys and 46 girls.

Out of the sampled sub-counties in Garissa, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

Out of the sampled sub-counties in Isiolo County, it was observed that herding 11.8%, casual jobs (9.2%), boda boda business 11.2% and house chores 9.2%, child labour 9.2%, accounted for 50.7% of the activities carried out by out of school children. Among the factors that greatly contributed to out of school children within the county included peer pressure 20.0% , Child pregnancies at 10.8%, Drug abuse at 10.0%, Boda boda business 9.8% and poverty 8.5%. These factors collectively accounted for 58.7% of all factors mentioned by the respondents.

School Factors: Among the major school factors that contributed to children dropping out of school, the respondents mentioned learning environment 13.5%, Poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned by the respondents. Some of parents of children in school mentioned poor infrastructure and poor school facilities to be among the factors contributing to OOSC.

"There are various factors at school make some children leave school.....true, some teachers are very being harsh and using abusive language to children.... This is further exacerbated by remote bullying among the pupils in some of our schools" **A parent of child in school.**

Home Factors: The major home factors mentioned by the respondents that contribute to out of school children include poverty 26.4%, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3%. Collectively these factors accounted for 67.9% of factors mentioned by the respondents. Other parents on the other hand spoke of no role models in school, while illiterate parents also contributed to children being out of school.

"Pastoralism and nomadic lifestyle hinder many children from attending school" **Parent with children in school**

Community Factors: The emerging community based major contributors to out of school children include cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%. These factors collectively accounted for 63.4% of all responses. Parents of children in school mentioned community factors include nomadic lifestyle, lack knowledge for education and broken families contributed to OOSC.

Challenges encountered when trying to bring back OOSC to school

The challenges encountered when trying to bring back OOSC back to school in Isiolo County include resistance from parents, lack of accommodation in schools, the absence of boarding schools and rescue centers as well as a negative attitude from the community.

"Parental resistance, sporadic community attacks, cultural barriers, in adequate resources"
CSO Isiolo County

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Among the interventions the county is currently undertaking to bring children back to school include the introduction of low-cost boarding schools, school feeding program as well as sensitization campaigns. Apart from these, other interventions mentioned included imposing penalties to parents or guardians not taking their children to school, conducting rescue drives using multi-sectoral approaches, mapping out and monitoring OOSC using the local administration as well as targeting and utilizing women champions across the community.

"A lot of sensitization through multi stakeholder approach. Public Barazas, Boarding facilities in the schools, Rescue centres." **CSO**

Among the most successful interventions as mentioned by the respondents include the use of low-cost boarding schools as well as the local administration in locating and encouraging OOSC to go to schools. School feeding programmes within Isiolo County has also been effective, coupled with provision of learning materials in the school.

"Boarding schools, Rescue centers, mobile schools, school feeding program have been instrumental in ensuring all OOSC attend school" **A local area Chief**

The factors that contribute to the success in bringing back OOSC to school among the mentioned ones include the low cost boarding schools. Additionally, inadequacy of funding and resources contribute to the challenges of these successes alongside cultural factors, nomadic lifestyle, poverty as well as parental ignorance.

"Low-cost Boarding schools enhances the learning environment of learners as there is adequate provision for shelter, safety, it avoids long distances to schools, improved feeding and nutrition, whereas school feeding programs attracts most learners to school." **A Curriculum Support Officer**

"Inadequate resources, delays in disbursements, negative cultural barriers, high poverty levels, Insecurity, negative parental perception of Education are key factors that contribute to the success in bringing back OOSC to school." **A Community Mobiliser**

Innovative interventions that can be put in place to have all children in school

The new innovative approaches to bring back OOSC to schools mentioned include among others were the use of local models in the community to explain the value of education. The FBOs/CSOs and NGOs suggested the importance of having all stakeholders on board, having sustained sensitization drives, increase the low-cost boarding schools as well as establishing rescue centres in every zone. Children who were out of school mentioned the need for availability of basic needs e.g. water and food provided in school. Further the OOSC emphasized on economic empowerment of their families.

"Provide uniform and books, provide good food in school and there should be no punishment in the school"
an Out of School child

"Establishment of Mobile schools, adequate measures to ensure water availability in schools, strengthen the school feeding programs, Rescue centers will help reduce the issue of OOSC." **A Development worker**

In Isiolo County, several improvements to existing innovations needed to be put in place in order to increase the number of OOSC returning to school among then as mentioned was the need to revamp the existing initiatives.

Some of the suggestions mentioned provided included government agencies to provide support to OOSC as well as engaging of the local leaders with parents in order to create interest and awareness on the importance of education. Guidance and counseling as well as parents' cooperation will go a long way in reducing the number of OOSC within the county. Additionally, the availability of food in schools was mentioned as key innovative interventions coupled with building more boarding schools while continuing the school feeding program.

"Mobile schools, school feeding programs, enrollment drives, active sensitization of the community, improving security in the zones, strengthening parental engagements on the importance of schools, punctuality in disbursements of FPE funds to schools, gender balancing of teaching staff-we have more female teachers in schools with proximity to urban areas while majority Male teachers in the remote areas."
CSO Isiolo Sub County

"Boarding facilities in schools should be improved with readily available food."
A parent of OOSC

4.2.5 Kajiado County

Mapping OOSC including those with disabilities

The baseline study established that there is an estimated number of twenty one thousand one-hundred and twenty 21,120(9,950 girls) OOSC between the age of 6 to 13 years old. Out of this number, girls account for 47.1% of the total population out of school children.

Kajiado West Sub County had the highest number of OOSC in the county recording seven thousand seven hundred and sixty 7,760 (3,190 girls) of children not in school. Loitokitok Sub-County came second with six thousand nine hundred and eighty 6,980 (3,190 girls) while Kajiado central was third with three thousand six hundred and twenty (3,620). The Sub Counties with the lowest number of OOSC include Isinya Sub County one thousand four hundred and thirty (1,430), Kajiado North and Mashuuru seven hundred and ten (710) children out of school.

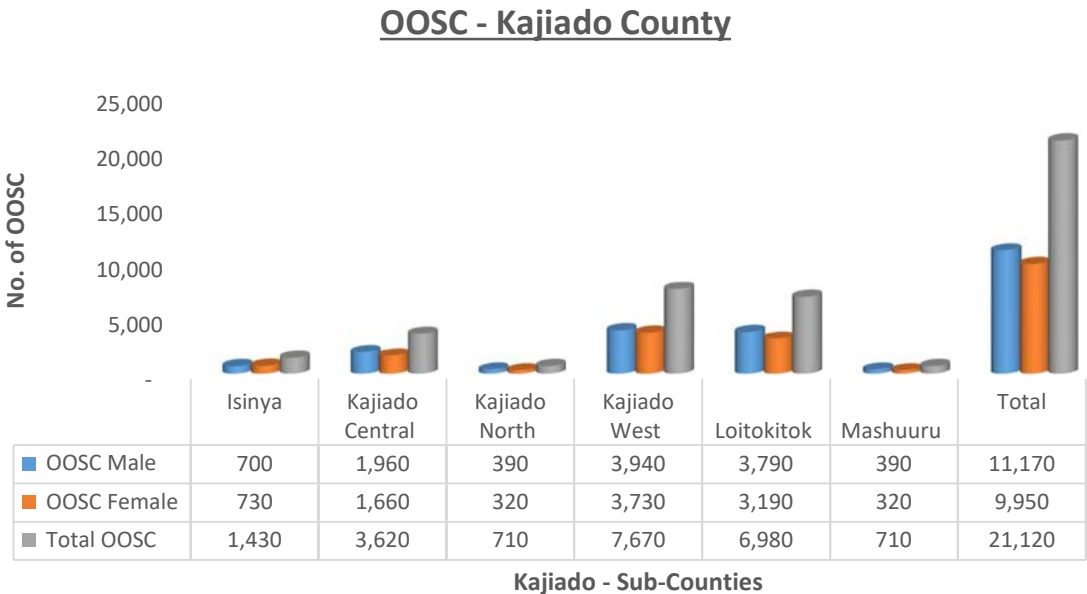


Figure 26: Number of OOSC in Kajiado County

The study reveals that at the end of the year end of 2020, out of the high numbers of OOSC in Kajiado County, a total of one thousand two hundred and sixty-three 1,263 children (721 boys and 542 girls) were recorded as having dropped out of school. From this number of children who dropped out of school, Kajiado North sub-County recorded a high of seven hundred and three (703), while Isinya the numbers stood at three hundred and twenty-five (325), while Mashuuru recorded one hundred and twenty (120). In comparison with the other sub counties, Kajiado West had the least number of school drop-outs, recording one hundred and fifteen (115) of these OOSC.

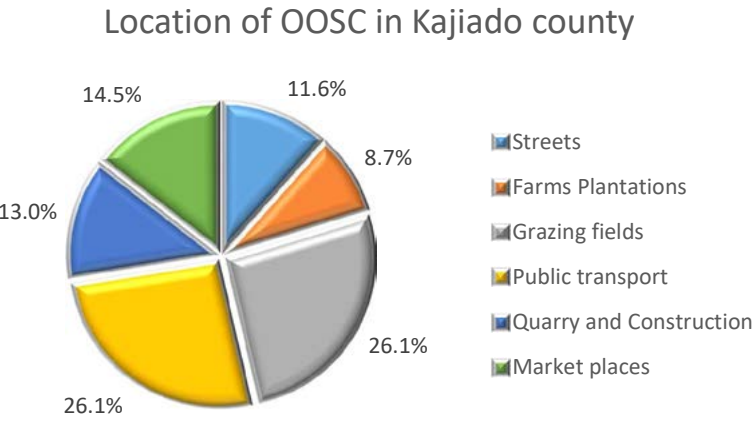


Figure 27: Location of OOSC in Kajiado county

Figure 27 indicates that the respondents singled out the religious places to harbour a high percentage (27.6%) of the OOSC, followed by the grazing fields (26.1%), public transport (26.1%) respectively. Further some of the locations that are frequented by the OOSC, indicate that (14.5%) are spotted in market places and quarry and construction (13.0%). Mashuuru and Kajiado West sub-counties had the highest number of OOSC in grazing fields, while in Kajiado North sub-county a majority of OOSC could be found working in public transport business. The ratio of OOSC boys to girls in Kajiado County indicated that for every 100 OOSC there are 53 boys and 47 girls.

Out of the sampled Sub Counties in Kajiado County, it was observed that herding 11.8%, casual jobs (9.2%), boda boda business 11.2% and house chores 9.2%, child labour 9.2%, all accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

School Factors: Among the major school factors that contribute to children dropping out of school mentioned included poor learning environment 13.5%, Poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively all these factors accounted for 60.4% of all factors mentioned by the respondents. Distance from home to school as well as lack of food at school greatly contributed to OOSC.

"Distance from home to school as well as lack of school feeding program in schools are some of the main issue in OOSC not attending school" Parent with a child in school

Home Factors: Among the major home factors mentioned that contribute to out of school children include poverty 26.4%, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3%. Collectively these factors accounted for 67.9% of factors mentioned by the respondents. Poverty, illiteracy among parents, cultural practices, pastoralism, family labor Poverty were recurrently mentioned by OOSC where parents struggle to take their children to school.

"The reasons we do not go to school is because we are poor and our parents have not gone to school too. Additionally, some of us get married and we stop going to school" An OOSC

Community Factors: The major contributors to out of school children include retrogressive cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%; all these factors collectively accounted for 63.4% of all responses.

The challenges encountered when trying to bring back OOSC back to school in Kajiado County include among others uncooperative administration, lack of funds, lack of cooperation from parents and high poverty levels.

"Poverty whereby parents are not able to provide basic needs for school. Rebellion from parents since the child help in tending cattle are challenges we face when trying to bring back OOSC" County Children Officer

"Some of the challenges encountered when trying to bring OOSC back to school include hostility, lack of cooperation from local leaders, concealing of information by community members, Stigma from families with disabled children" A local leader

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Among the interventions the county is currently undertaking to bring children back to school include, provision of school meals, provision of learning materials as well as utilizing a multi-agency approach to the solutions, as mentioned by CSOs. On the other hand, FBOs and NGOs are currently running advocacy campaigns and working with the interior ministry structures including chiefs to identify and bring OOSC back to school. The infrastructure projects being carried out by the National and County governments are among the most successful interventions coupled with the use of Chiefs. Additionally, the school meals were critical in bringing OOSC back to school.

"School feeding programs, FPE, infrastructural funds, use of Chiefs and Nyumba Kumi initiatives is effective and consistent to bringing back OOSC in school". A Parent of OOSC

"Bursary, uniform and school feeding are key to bring OOSC in school", Deputy County Commissioner.

Factors contributing to successful interventions towards bringing children to school.

The factors that contribute to the success in bringing back OOSC to school include enforcement of the re-entry policy, continuous sensitization of the community, support from school administration and teachers as well as cooperation between government agencies and partners. Additionally, it was noted factors that contribute to the successes of interventions to bring children to school include community participation, timely delivery of GOK Capitation, support for instructional Materials from the government to schools as well as support through bursaries for children in need.

It was noted that poverty and lack of cooperation from parents and law enforcement agencies was impeding efforts to bring OOSC back to school. Further, notable challenges to bring back OOSC to school include among others mentioned to be the COVID-19 pandemic and its impact on the community as well as gender disparity issues.

"Currently, COVID-19 pandemic, poor attendance due to economic level, gender issue where women attend meetings and decision makers are men hinder success to bring children back to school." An FBO representative

Innovative interventions that can be put in place to have all children in school

The new innovative approaches to bring back OOSC to schools mentioned include the introduction of a voucher system for children coming from families in need. Further, notable innovations included conducting home visits to communities with OOSC challenges to encourage them to adopt diversified income generating activities.

The establishment of TVET institutions as well as providing desks and learning materials for OOSC and providing food in schools through the school feeding program was part of remarkable innovations.

Children who were out of school mentioned that they wish their basic needs met in order for them to attend school, this include financial assistance to their parents as well as provision of food in school. It was noted that several improvements to existing innovations can be put in place in order to increase the number of OOSC returning to school key among them include the timely disbursement of FPE.

"Voucher system be introduced for children from poor families, a safe corridor be created in wildlife areas. Establish new schools to beak the long distance covered to next school, low cost boarding to be established." Deputy County Commissioner.

"Visits to communities with similar challenges but have transformed their ways of doings things and improved their income generating for benchmarking purposes." Community leader.

"Timely disbursement of food and FPE, popularize government 100% transition policy, increase FPE capitation" Head Teacher.

Overall, the views of local administrators, educators and the development players singled out the following as major drivers to reduce OOSC in the county. Their views include creation of boarding schools within the county, enhancement of the school feeding program, encouraging the community to diversify their sources of income and increasing the CDF fund while removing hidden costs of education. In addition, the children who were out of school emphasized on addressing the OOSC issue early by providing adequate food and water in schools, child friendly spaces to learn and adequate teachers in schools.

4.2.6 Kilifi County

Mapping OOSC including those with disabilities

In Kilifi county, the number of OOSC from 6 to 13 years old is estimated at 16,310 with girls (7,910) accounting for 46.7% of out of school children population. The study singles out Malindi Sub County to have the highest number of OOSC in the county recording three thousand and fifty, 3,050 (1,670 girls) children not in school.

Kaloleni Sub County recorded 2,950 (1,440 girls) while Magarini had 2,950 (1,280 girls) OOSC children with Ganze Sub County recording two thousand three hundred and forty 2,340 (1,190 girls). The Sub Counties of Kilifi North and Kilifi South had 1,590 (770 girls) and 1,230 (600 girls) respectively while Chonyi Sub County recorded six hundred and thirty 630 (360 girls and Kauma with 280 (80 girls). The Sub Counties with the least number of OOSC were Rabai and Kauma as compared to the rest of the county.

OOSC - Kilifi County

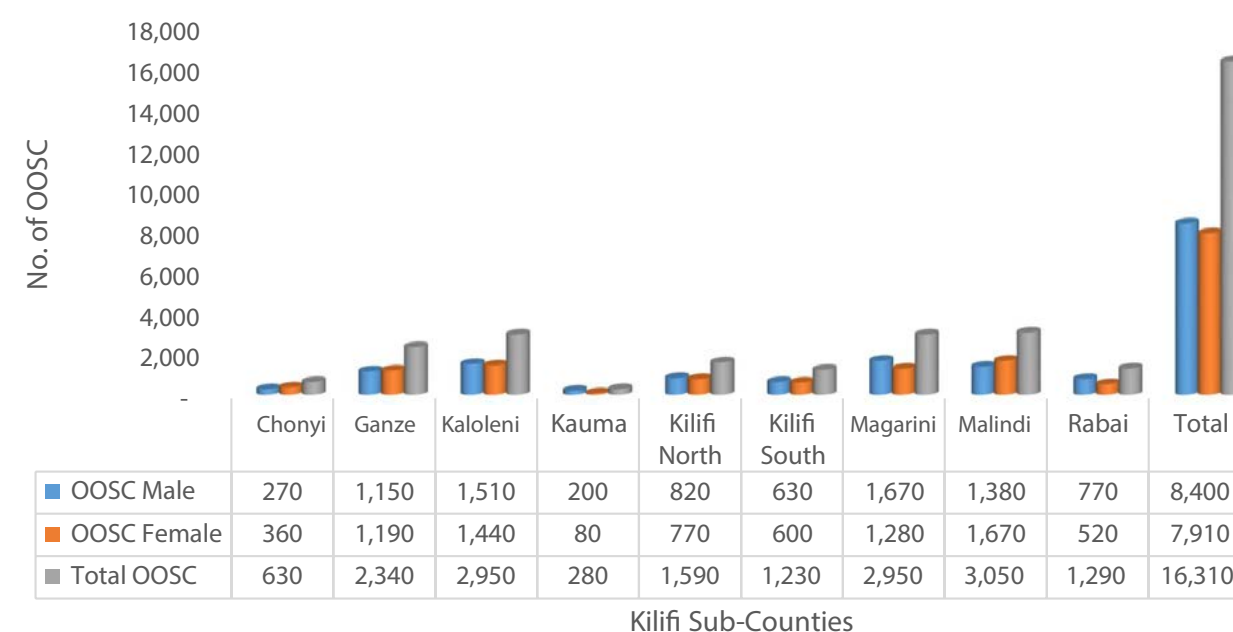


Figure 28: Number of OOSC in Kilifi County

At the end of 2020, out of the number of OOSC in Kilifi County, it was noted that a total of one thousand eight hundred and seventy-nine 1,879 children (970 boys and 909 girls) were recorded as having dropped out of school. From this number, Kaloleni sub-county had nine hundred and seventy-seven (977) dropouts, followed by Malindi Sub County which recorded a total of four hundred and fifty-eight (458) dropouts.

Location of OOSC in Kilifi county

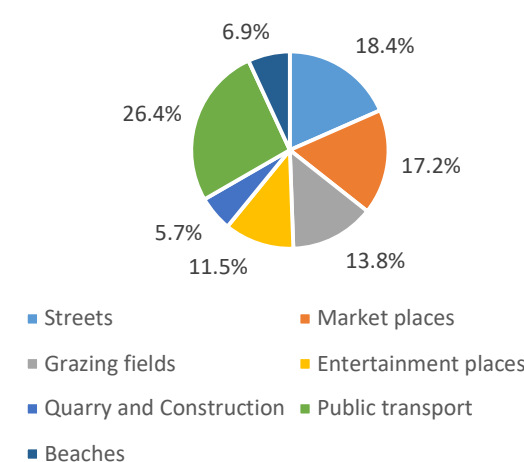


Figure 29: Location of OOSC in Kilifi County

This was closely followed by Kilifi South Sub County which recorded two hundred and sixty-six (266) dropouts, Magarini Sub County at one hundred and six (106) OOSC and Rabai sub-county, which had the least recorded dropouts in comparison to the other sub counties at seventy-two (72).

In the county, the high number of out of school children are found in public transport sector (26.4%), in the streets (18.4%) and in the market places (17.2%). Further 6.9% of OOSC are located in beaches, while 11.5% in entertainment places. The ratio of boys to girls from the distribution of the OOSC indicate that for every 100 OOSC there are 53 boys and 47 girls.

Out of the sampled sub-counties in Kilifi County, the transport sector-boda boda, house helps and hawking among other income generating activities and casual jobs the OOSC engage in. Others areas mentioned that the OOSC are found in the entertainment places as well as the beach in Magarini Sub County. However other OOSC are found on the streets peddling or using drugs while others are found within near sand harvesting areas, others in plantations as well as others selling firewood to enhance their family financial situation.

Factors contributing to children being out of school including those with disabilities

School Factors: Among the major school factors that contribute to children dropping out of school, as mentioned include learning environment 13.5%, poor performance 11.3%, poor infrastructure 10.3%, and school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned by the respondents.

"I wish to single out inadequate toilets with those available having no doors as contributing factors to OOSC, additionally, large class enrolment due to inadequate classrooms, no clean drinking water in schools, no disability friendly facilities as well as no feeding programme in schools as the government had taken long to facilitate the programme" **Parent with child in school**

Home Factors: The major home factors mentioned that contribute to out of school children include poverty 26.4%, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3%. These factors collectively accounted for 67.9% of factors mentioned.

Community Factors: In terms of the community, the major contributors to out of school children include poverty and ignorance on the value of education. There is a lot of ignorance among parents and high poverty rates within several households.

The study revealed that the cultural practices and the use of drugs within the community have adversely affected OOSC in getting back to school. When trying to bring back OOSC back to school in Kilifi County among the challenges mentioned include the financial strain of mothers, especially how to care for their young children when others are school when they leave to go fend for the families. Many of the OOSC are already household heads fending for the families, this and other factors especially the deep cultural values impede OOSC from remaining in school. Additionally, some of challenges mentioned include, access to schools for children who have to traverse difficult terrain in rural areas, the lack of basic needs including uniform and shoes for children, as well as hidden school levies that hinder parents from taking their children to school.

"Ignorance of parents, domestic chores, poverty of parents, lack of role models, drought, lack of water at home, long distance from school as the school covers eight villages, parents are not serious with the girl education and effects of corona pandemic." **A parent with child in school**

"Un-cooperative parents. Parents delegate their roles. - Some parents use children as a source of income and hence do not want them to go back to school." **A Curriculum Support Officer**

"There is also Lack of support from the Ministry of Interior and Coordination of Government. The Ministry is only aggressive to look for out of school for children during examinations since this is usually a directive" **A Sub County Director of Education**

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

There are several interventions the county is currently undertaking to bring children back to school which include enforcement of government policies. In addition to this, other known successful interventions include introduction of home-grown feeding program for sustainable purposes within the schools, as well as establishment of low-cost boarding schools, provision of bursaries in some schools, consistent monitoring of progress of OOSC on a termly basis and allowing some children from poor families to attend school without wearing school uniforms. Most effective interventions undertaken to ensure all out of school children are attending school include the use of local administration and the Nyumba Kumi initiative; which has greatly helped in identifying OOSC within the community.

"Enforcement of government policies and regulations such as free education by the Ministry of Interior and Coordination of National Government have greatly helped to reduce the number of OOSC in the community." **County QASO**

"I acknowledge the idea of Nyumba Kumi where chiefs and elders identify out of school children. Further, Teachers have started sensitizing parents to take their children to school at the appropriate age. This has been supported by the local leaders including the MCAs, area MP who have been on the forefront to sensitize parents to take their children to school to benefit from scholarships and bursaries like Equity Bank's wings to fly, KCB scholarships and Kesho organizations among others. To monitor the new learners on their progress on termly basis." **A local leader, Kaloleni**

"Establishing a sustainable school feeding programme to enable learners to concentrate with their studies. In addition, establishment of boarding schools in remote areas to ensure the learners do not travel long distances to school." **Sub County Director of Education**

"Ensuring that parents are held responsible and are arrested if they fail to enroll their children in school. The involvement of personnel from the Ministry of Interior and Coordination of National Government to enforce government policies and directives." **A Curriculum Support Officer**

Other successful initiatives as mentioned by the respondents included the provision of educational resources, establishment of low-cost boarding schools as well as the school feeding programme. In addition to these, both FPE and one hundred percent transition were as well mentioned as having been very effective in bringing OOSC back to school and retaining them in school.

The respondents singled out some of the key factors that contribute to the success in bringing back OOSC to school which include provision of good infrastructure in schools, abolishment of levies by schools, creating awareness of OOSC, the school feeding program as well as the establishment of mobile schools where children can learn without interruption. Several reasons mentioned as some of the challenges encountered when trying to bring OOSC back to school include among others poverty within the community and the inadequacy of low-cost boarding schools. Additionally, parental negligence, ignorance as well as retrogressive cultural beliefs still impede efforts to take their children to school.

"Inadequate low-cost boarding schools.....Some of the established low-cost boarding schools do not serve the interests of the locals since they admit children from other areas and consequently increase the cost of education in the otherwise perceived low-cost schools. Further effects of unpredictable/harsh weather conditions affects the school feeding programme." **County Director of Education**

"Lack of community buy-inthat they do not see the need to take children to school. This is further complicated by poor communication on the allocation of funds for FPE...Some parents assume that school is absolutely free, yet there some hidden costs that emerge when children report to school. There is need to involve all stakeholders in creating awareness of what the funds are for" **A representative of an FBO**

Innovative interventions that can be put in place to have all children in school

The new innovative approaches to bring back OOSC to schools singled out include among others, the introduction of mentorship programmes where children can learn and get actively involved in school. Further, promotion of income generating activities in schools as well as sensitization of parents within their own peer groups are some of the innovations that can attract children to school. Additionally, Children who were out of school mentioned that when food provided it will attract most of them to attend school. Poverty is rampant in Kilifi and was mentioned severally as one of the drivers of OOSC, since most families need financial assistance for them to attend school.

"Innovations that can attract children to school include mentorship programmes where children can be actively involved for instance in food production to sustain the school feeding programme. Schools should initiate income generating activities. Further to counter the challenges of distance from home to school, there is need to establish common community transport to help all children access schools especially those with special needs" **Local Area Chief**

"Since there is a lot of poverty in this county, there is need to establish parents' peer groups where parents can be sensitized and trained on income generating activities to help uplift their standards of living." **County Director of Education**

"When my mother gets help on funds to enable us to cater for our basic needs and take me to school...I will definitely be on the beaches but in school" **An over age OOSC.**

Towards improving on the existing innovations in order to increase the number of OOSC returning to school, most respondents thought the establishment of all-inclusive inter-agency steering committees as well as community support groups would add value in bring OOSC back to school. Additionally, provision of adequate resources and establishment of new schools were among the existing innovations towards bringing OOSC back to school.

"Establishment all-inclusive interagency steering committee to champion for the education of all children in the community. Establishment of community support groups to ensure that all out of school children in a certain community attend school and consequently help the government for planning purposes."

A County Director Education

"Provision of adequate resources by the government. Establishment of new schools to ensure children do not walk long distances. Young children are unable to walk long distances and hence stay at home. This eventually causes some of them to lose interest in education especially when they are overage." **A Curriculum Support Officer**

4.2.7 Kwale County

Mapping OOSC including those with disabilities

In Kwale County, an estimated number of 18,740 children (9,630 boys and 9,110 girls) are out of school in the county. The number of OOSC children is distributed in the sub-counties as follows: Lunga lunga (7,690), Samburu (4,240), Kinango (2,850), Matuga (2,670) and Msambweni (1,290).

Number of Out of School Children - Kwale County

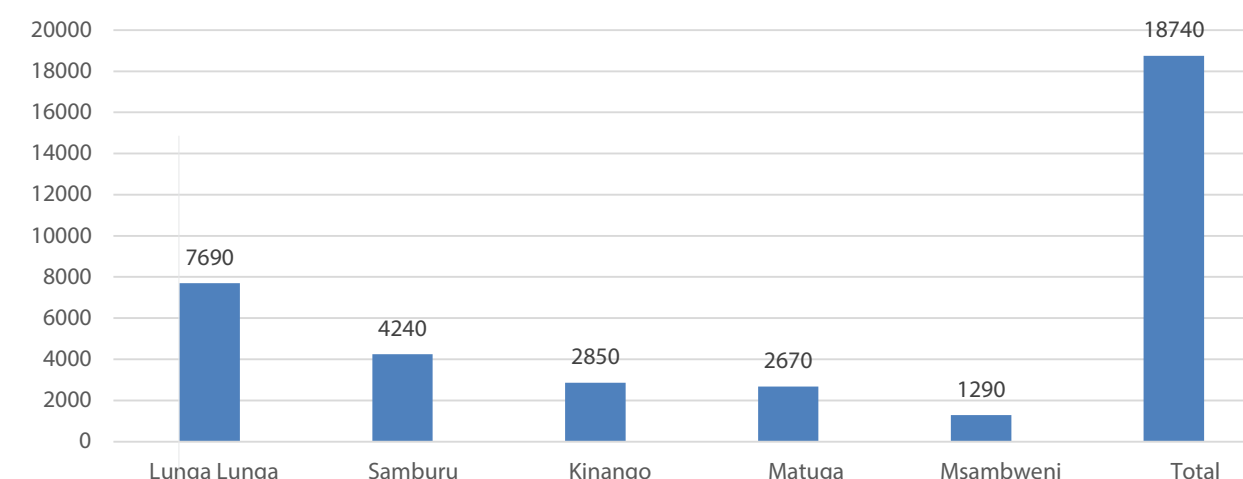


Figure 30: Number of OOSC in Kwale County

The market places were singled as the leading places that harbor a high percentage (22.6%) of the OOSC, grazing fields (18.9%) and on the streets (18.9%). Further, it was observed that public transport (18.9%) and entertainment places (13.2%) harbor a significant number of OOSC as well as in the farm plantations which had 7.5% of OOSC.

The ratio of boys to girls indicated that for every 100 OOSC there are 51 boys and 49 girls. Additionally, Out of the sampled sub-counties in Kwale County, it was observed that boda boda business, casual jobs, selling vegetables, house chores, spending time in entertainment places, accounted for 50.7% of the activities carried out by out of school children.

Location of OOSC in Kwale county

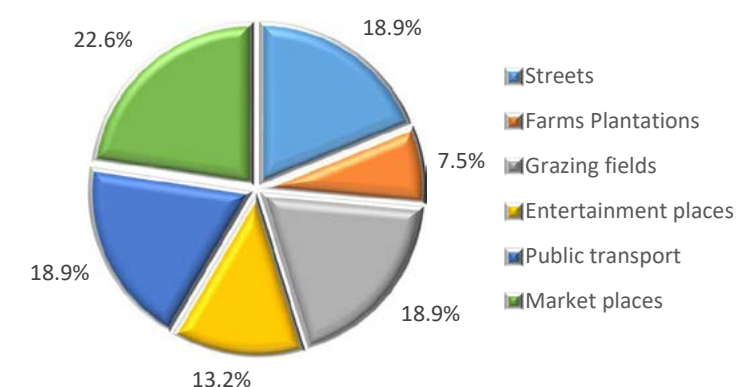


Figure 31: Location of OOSC in Kwale County

Factors contributing to children being out of school including those with disabilities

It was perceived that among the factors that greatly contribute to out of school children within the county include peer pressure 20.0%, child pregnancies 10.8%, drug abuse 10.0%, Boda boda business 9.8% and poverty 8.5%. These factors collectively accounted for 58.7% of all factors mentioned.

School Factors: Among the major school factors that contribute to children being out of school mentioned include poor learning environment 13.5%, poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% as mentioned by the respondents.

"The free food program that stopped as well as poor school infrastructure....all these coupled with lack of proper approaches to teaching children at risk of dropping out of school are some of the school factors that contribute to high numbers of OOSC." A Parent of a child in school

Home Factors: The major home factors mentioned that contribute to out of school children include poverty 26.4%, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3%. All these collectively accounted for 67.9% of factors mentioned.

Community Factors: The community factors that largely contribute to out of school children include retrogressive cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%. These factors collectively accounted for 63.4% of all responses. Additionally, some parents of children in school singled ignorance on the part of parents as regards the value of education as well as the larger community not investing in education.

The challenges encountered when trying to bring back OOSC back to school in Kwale County include resistance from parents, poor strategies of retaining children in school, reaching out to the OOSC as well as enforcement by the local administration. It was noted that the presence of COVID-19 pandemic exacerbated the situation of OOSC coupled with the ever increasing drug and substance abuse. Further, poor parenting and poverty within the households in the community make it a challenge to bring OOSC back to school.

"A challenge is to maintain OOSC in school.... Once they are admitted and readmitted, to sustain them in school is a challenge. In addition, how to reach out to these children is also a challenge since their parents and caregivers do not give out information regarding these children. The enforcement in order to get these children to school rests with the Ministry of Interior and Coordination of National Government." QASO

"Guardians cannot purchase school supplies once the children go back to school.....in addition to this, the very children are not motivated to go back to school. The COVID-19 pandemic has created poverty among the parents....the curfews and restrictions affected work thus it becomes difficult to get children back to school." It's hard to retain children in school if it's done by Nyumba Kumi alone as root cause of the dropout is not addressed" representatives of FBOs/NGOs/CSOs

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Among the interventions the county is currently undertaking to bring children back to school include a multispectral approach through government agencies and partners, sensitization campaigns as well as working with nyumba kumi agents within the community.

The most successful interventions mentioned include the use of catch-up classes and accelerated learning, improving school infrastructure, provision of Bursaries, the school feeding program as well as the Nyumba Kumi initiative and the one hundred percent transition policy.

"Sensitization to the teachers and shared responsibility nyumba kumi and sub chiefs going door to door. Leadership campaigns the president sent PS to hardship. Visited the school across the county to enforce seriousness of going back to schools by nyumba kumi. Multi sectoral approach chiefs were given the mandate to reinforce going back to school. School feeding program was there and it stalled" CDE.

"Catch up acceleration learning brings more girls who are back in school to catch up and finish. Cash transfer." NGO FBO

The factors that contribute to the success in bringing back OOSC to school include among others school infrastructure projects initiated by the government through CDF, government and civil society partnerships. The concept of low-cost boarding schools was lauded as a key contributor of bringing OOSC to school as well as increased parental involvement, mentorship programmes and peer counselling. The reasons given on the factors impeding the success of interventions to bring children to school revolved around a negative attitude from parents and care givers. Other factors impeding the success of the initiatives include lack of law enforcement, peer pressure and parental negligence.

"The situation of OOSC is exacerbated by negative attitude and lack of cooperation by parents and care givers.....further over reliance on support from government and well-wishers....pushes some parents not value education." QASO

Innovative interventions that can be put in place to have all children in school

The new innovative approaches to bring back OOSC to schools mentioned include the need for accurate data from village elders and chiefs on OOSC. Further, more massive campaigns to sensitize parents on OOSC as well as the need to enhance the school feeding program are among the innovations that can increase the efforts of bringing OOSC back in school across the county.



4.2.8 Mandera County

Mapping OOSC including those with disabilities

Mandera county, at the time of study had a total of one hundred and seventy thousand and fifty (170,050) OOSC between 6 to 13 years old. Out of this total population of OOSC, 86,430 were girls. The findings revealed that in Mandera County, out of the 7 sub- sub-counties, Mandera Central and Mandera North sub-counties recorded the highest out of school learners. Mandera Central recorded thirty thousand, three hundred and eight 30,380 (17,030 girls) while Mandera North had thirty thousand eight hundred and eighty 30,880(14,150 girls) out of school children respectively.

On average all sub-counties had more than 16,000 out of school children, with girls accounting for 50.8% of out of school children. The study singled out Mandera West Sub County to have the lowest number of OOSC in the county recording sixteen thousand seven hundred and ten 16710 (8560 girls) of children not in school.

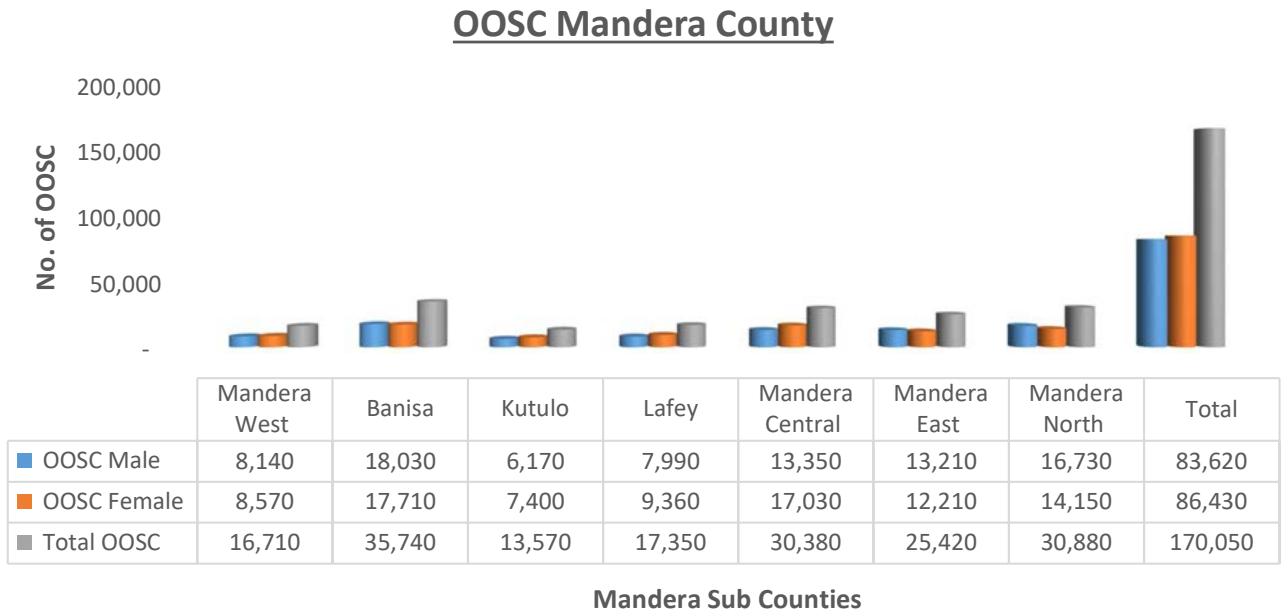
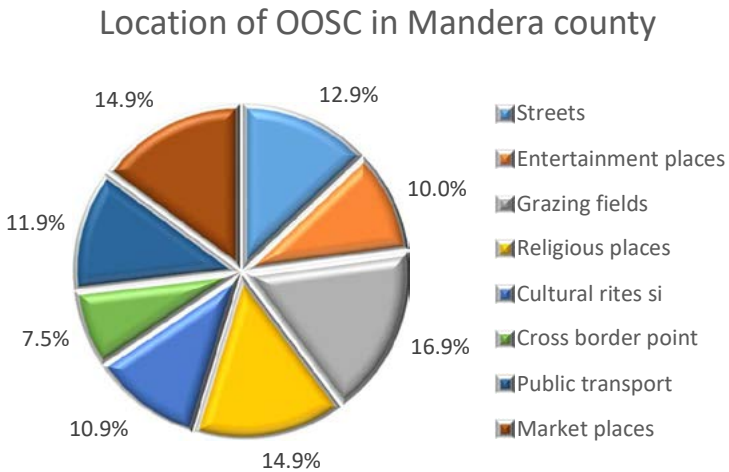


Figure 32: Number of OOSC in Mandera County

At the end of the year 2020, out of the numbers of OOSC in Mandera County, a total of twelve thousand seven hundred and fifteen 12,715 learners (6,452 boys and 6,263 girls) were recorded as having dropped out of school. From this number of children who had dropped out of school, in Lafey Sub County recorded four thousand five hundred (4,500), Mandera East Sub County had three thousand two hundred and thirty (3,230). However, in Mandera South Sub County the number of school dropouts was at two thousand three

hundred and twenty-six (2,326) and Mandera West Sub County recording two thousand six hundred and fifty-nine (2,659). In comparison with the other sub counties, Mandera South had the least number of school drop-outs.

In Mandera County, the respondents singled out the grazing fields to harbour a high percentage (16.9%) of the OOSC, followed by religious places (14.9%) and market places (14.9%) respectively. In addition, other places mentioned include public transport (11.9%), cultural rite sites (10.9%) and entertainment places (10.0%).



An analysis of the places that are frequented by the OOSC, it is evident from the distribution that majority of them dot grazing fields, market places and the streets.

Out of the total number of OOSC, the ratio of boys to girls is estimated that for every 100 OOSC there are 49 boys and 51 girls, making Mandera to be leading County with more OOSC girls than boys.

Out of the sampled sub-counties in Mandera, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

Among the factors that greatly contributed to out of school children within the county included peer pressure 20.0% , child pregnancies 10.8%, drug abuse 10.0%, Boda boda business 9.8% and poverty 8.5%. These factors collectively accounted for 58.7% of all factors mentioned.

School Factors: The major school factors mentioned that contribute to children being out of school include learning environment 13.5%, Poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned. Further, some of the parents of children in school singled out poor infrastructure and dilapidated school facilities making learning unfavourable evident in most schools as a key contributor to OOSC.

Home Factors: Poverty (26.4) was mentioned as of the major home factors contributing to out of school children. Additionally, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3% were mentioned as among key home factors contributing to OOSC. Collectively these factors accounted for 67.9% of factors mentioned by the respondents. Illiteracy levels are very high in this county, thus there are no role models to exhibit the value of education. Mandera County is purely a nomadic region due to this situation, it was evident that pastoralism and nomadic lifestyle hindered children from attending school.

"Pastoralism and nomadic lifestyle hinder many of our children from joining school.....unless the government invests heavily in mobile schools we risk losing a whole generation of children missing out in education in this region" **A parent with children in school**

Community Factors: The leading community factors contributing to out of school children in the county include retrogressive cultural practices 23.8%, negative attitudes towards formal education 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%. These factors collectively accounted for 63.4% of all responses. The parents of children in school singled nomadic lifestyle, lack knowledge regarding the value of education and broken families as key community factors contributing to the high numbers of OOSC in the county.

While interacting with the representatives of the FBOs/NGOs/CBOs, it was evident that the challenges met when trying to bring the OOSC back to school in the county include resistance from parents, inadequate boarding schools and rescue centers as well as a negative attitude from the community.

"Multiple cross border activities, parental resistance to formal education, sporadic community attacks, cultural barriers impede growth of education in the county" **a representative of an international relief and development NGO operating in the county**

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

The interventions currently being undertaken in the county to bring children back to school include the investment in low-cost boarding schools, school feeding program as well as sensitization campaigns.

The other initiatives singled out successful in ensuring children attend school in the county include imposing of penalties to parents or guardians not taking their children to school, conducting rescue drives using multi-sectoral approaches, mapping out and monitoring OOSC using the local administration as well as targeting and utilizing women champions across the community.

The presence of low-cost boarding schools and use of local administration structures were seen as key drivers in locating and encouraging OOSC to attend school. Provision of learning materials coupled with school feeding programmes came out strongly as key factors in bringing OOSC to school in the county.

"A lot of sensitization through multi stakeholder approach.....use of public Barazas, improving Boarding facilities in the schools, building more Rescue centres...will help reduce the ever increasing numbers of OOSC in the county." A Curriculum Support Officer

"Boarding schools, Rescue centers, mobile schools, school feeding program have been instrumental in ensuring all OOSC attend school" A local community leader

"I have gone around this county and surprising the Dugsi and Madrassa are full to capacity with children and youth yet regular schools have no learners" A representative of a Youth organization

"The County has two crucial borders...one with Ethiopia and another with Somalia....they present a lot of challenges regarding overage children and OOSC"A women's group leader

The leading factor mentioned that contribute to the success in bringing OOSC to school is the presence of low-cost boarding schools. However, several reasons came up on the challenges met while trying to bring OOSC to school key among them include inadequacy of funding and resources to improve the low cost boarding schools. Additionally, it was mentioned that retrogressive cultural practices, parental ignorance on value of formal education, nomadic lifestyle, run away insecurity in certain areas as well as the biting poverty increase the numbers of OOSC in the county.

"Low-cost Boarding schools enhances the learning environment of learners as there is adequate provision for shelter, safety, it avoids long distances to schools, improved feeding and nutrition, whereas school feeding programs attracts most learners to school." A Curriculum Support Officer

"Insecurity, high poverty levels and negative parental perception of Education are drivers of the big numbers of OOSC." A local leader.

Innovative interventions that can be put in place to have all children in school

The innovative approaches mentioned that can best bring OOSC to schools include having role models show the value of education. Further, notable innovative interventions include having all stakeholders on board, having sustained sensitization drives as well as increase the low-cost boarding schools and establishing rescue centres in every zone.

Children who were out of school mentioned the need for availability water and provision of food supplies to attract them to attend school. The children singled out poverty at household level as one of the challenges to interventions of having children in school.

On the improvements on the current initiatives towards more success in bringing OOSC to school, a lot of emphasis was given to the need for investing more in low cost boarding schools as well as empowering the community on the value of formal education.

"Interventions to reduce on the OOSC...include the establishment of Mobile schools, having adequate measures to ensure water availability in schools, enhance the school feeding programs, establishing Rescue centers...." Local Area Chief

"Provide uniform and books, provide food with nutritional value in school....as well as having teachers who understand working with children at risk of dropping out of school" Out of School child

"Enhance monitoring of cross border movements, improve security....strengthening parental engagements on the value of formal education....timely disbursements of FPE funds to schools" A Curriculum Support Officer

"There is need for gender balancing of teaching staff.....advocate for TSC to have more female teachers in schools near urban areas while majority of male teachers in the remote areas, since they are more resilient and cope easily with the harsh terrains." A Sub County Director of Education

"Improve the boarding facilities in schools and enhance security across the county.....this menace of OOSC will a thing of the past." A parent of OOSC

Additionally, engaging the local leaders as well as encouraging parents to value formal education will go a long way in reducing the number of OOSC within the county. Parents of out of school children mentioned the need for establishing more boarding schools as well as strengthen the school feeding program as some key initiatives that would help in reducing the soaring numbers of OOSC n the county

4.2.9 Marsabit County

Mapping OOSC including those with disabilities

An estimated number of 58,820 children (31,040 boys and 27,780 girls) are out of school in the county. The number of OOSC children is distributed in the sub-counties as follows: North Horr (14,260), Moyale (11,810), Marsabit South (11,050), Marsabit North (7,310), Loiyangalani (5,510), Sololo (4,950) and Marsabit Central (3,930).

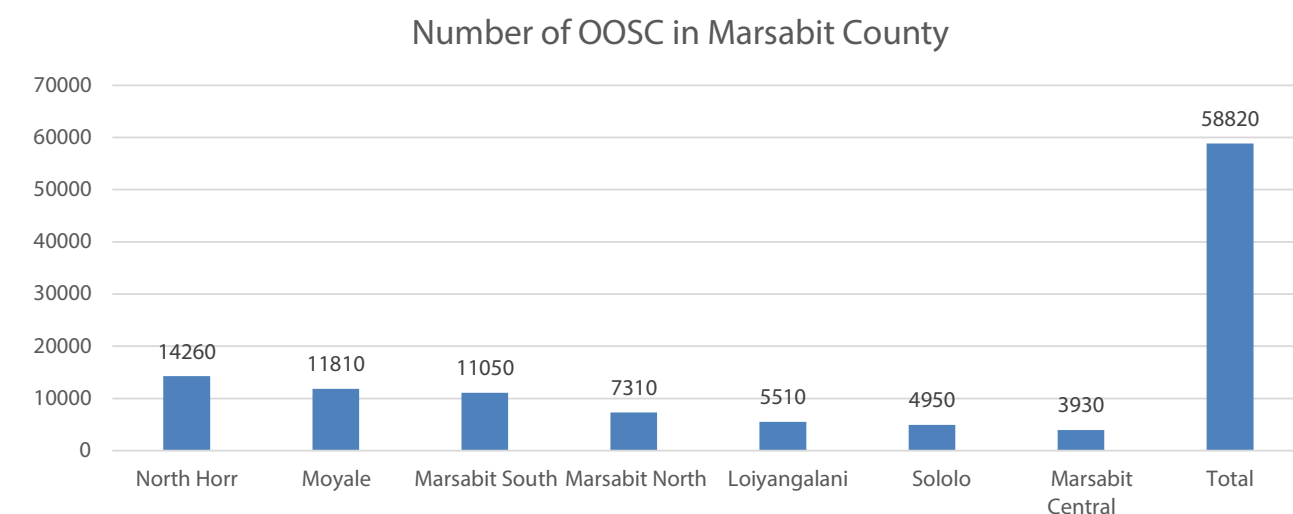


Figure 34: Number of OOSC in Marsabit County

A total of one thousand and eighty-one 1081 learners (647 boys and 434 girls) were recorded as having dropped out of school. From this number of children who dropped out of school, Moyale sub-County recorded a high of seven hundred and seventy four (774), while in Saku the number of dropouts was three hundred and seven (307).

In Marsabit County, the market places were singled out to harbor a high percentage (19.1%) of the OOSC. The OOSC are as well found in the streets (17.4%) and in the livestock grazing fields (17.4%). Additionally, the OOSC can be located religious places (12.2%) including in the Dugsi and Madrassa schools. The other locations that OOSC can be located in the entertainment places (11.3%) as well as in public transport stations/stops (12.2%). It was quite exemplary to note that about (10.4%) of OOSC are found at the cross-border point.

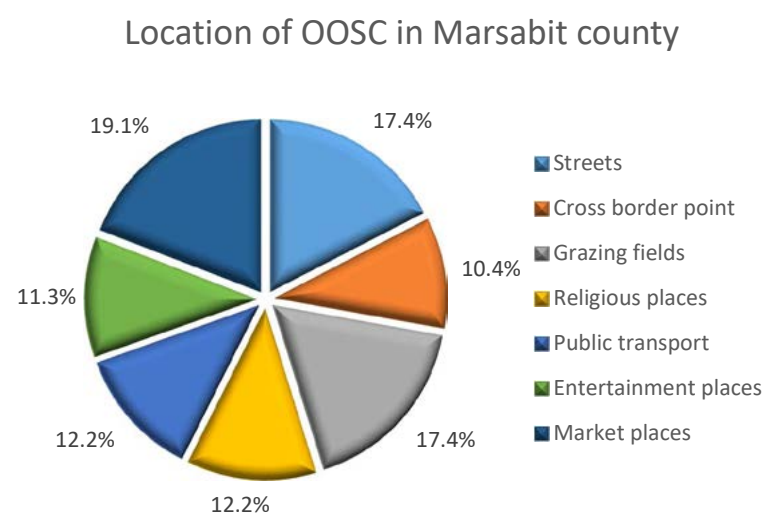


Figure 35: Location of OOSC in Marsabit County

While it is notable that OOSC, dot urban areas especially in the market centers and streets, the ratio of boys to girls is estimated for every 100 OOSC there are 54 boys and 46 girls.

Out of the sampled Sub Counties in Mandera, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Among the factors that greatly contributed to out of school children within the county included peer pressure, child pregnancies, drug abuse, engaging Boda boda business and poverty exhibited at household level. These factors collectively account for 58.7% of all factors mentioned.

Factors contributing to children being out of school including those with disabilities

School Factors: Major school factors mentioned that contribute to children being out of school include learning environment 13.5%, Poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned.

"Understaffing, fear from other children, inadequate meals, corporal punishment, lack playing materials, unfriendly environment, inadequate school meals." Parent of child in school

Home Factors: From the major home factors mentioned by the respondents that contributed to out of school children were poverty (25.6%), parental negligence (21.6%), family conflict (10.4%) and drug abuse (8.0%). Collectively these factors accounted for 65.6% of factors mentioned.

Community Factors: The community factors singled out as the major contributors to out of school children include cultural practices (23.8%), negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%). These factors collectively accounted for 63.4% of all responses.

"Household chores, poverty, ignorance, negative attitude, herding, broken families, cultural beliefs and practices are some of the issues within our community that hinder OOSC from going to school." A parent of Child in school

The challenges encountered when trying to bring OOSC to school in Marsabit County include insecurity in some areas, negative parental and children's attitude towards education and interference of clans. Long distance covered by children from home to school were major contributors to OOSC in the county.

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Among the interventions the county is currently undertaking to bring children to school include the involvement of chiefs to identify OOSC as well as the existence of an adult education centre. Apart from these, other interventions mentioned include improved school environment, provision of food at school, law enforcement as well as the building of a new school for the visually impaired within the county.

"It is crucial to involve chiefs to identify the out of school children and ensure that they are brought to school"; - County commissioner

"Successes to bring OOSC to school include the presence of the Adult education centre; which is used to help parents know the value of education...further involvement of other stakeholders towards enforcement of government policies on the ground as well as helping the community to appreciate the changing dynamics of life..." Deputy Commissioner

Among the most successful interventions noted towards bringing OOSC to school include the building of a new school for the visually impaired in the county. Further, involvement of the chiefs and whole of the local administration in bringing OOSC back to school, through enrollment drives and sensitization of parents have recorded great success.

The factors mentioned that contribute to the success in bringing OOSC to school include support and coordination of all stakeholders in sensitization of parents. Further, involvement of the Ministry of interior through its local administration structures contribute to successful interventions in raising awareness to the public of the need to take children to school.

"Continuous enrolment drives...sensitization on value of education...All stakeholder involvement...government incentives like sanitary towels...school feeding programme will help reduce the OOSC in the county" County Commissioner

Several reasons emerged on why it is a challenge to bring OOSC to school but insecurity stands out as an impediment to the efforts.

"Insecurity; constant inter community conflicts over scarce natural resources as well as ignorance on importance of education coupled with archaic cultural practices impede the success of interventions of bring OOSC to school." A Sub County Director of Education.

Innovative interventions that can be put in place to have all children in school

The current innovative approaches to bring OOSC to school notable in the county include the building of more schools across the county to enable children access school more easily due to the great distances between schools. In this regard, the respondents reiterated the need for establishing more low-cost boarding schools.

Noting that most populations in the county are Muslim, the need for integrated secular education with formal education was raised as a factor to consider in reducing the OOSC who dot Dusgi and Madrassas across the county.

Due to the vastness of the county, to counter the migratory nature of the pastoral populations, establishing mobile schools and enhancing school feeding programmes were singled out as innovations worth considering in having all children access education.

Existing innovations that can be put in place in order to increase the number of OOSC access school as suggested by a cross section of the education officers include enhancing the school feeding program across the county. This effort could be well supported by steady provision of water to schools, enforcement of existing laws and policies as well as investing in incentives for children to go to school.

“Government administrators should enforce existing laws pertaining to children out of schools.” SCDE

Apart from these mentioned innovation improvements, others include, the need for consistent enrollment drives throughout the school calendar year as well as proper funding of boarding schools, adequate staffing of both teachers and non-teaching staff.

4.2.10 Nairobi County

Mapping OOSC including those with disabilities

At the time of study, the targeted urban informal settlements of Nairobi City County recorded a total of seventeen thousand nine hundred and thirty (17,930) out of school children of 6 to 13 years old. From the estimated seventeen thousand nine hundred and thirty (17,930), eight thousand seven hundred and thirty (8,730) were girls who accounted for 48.8% of the total number of out of school children.

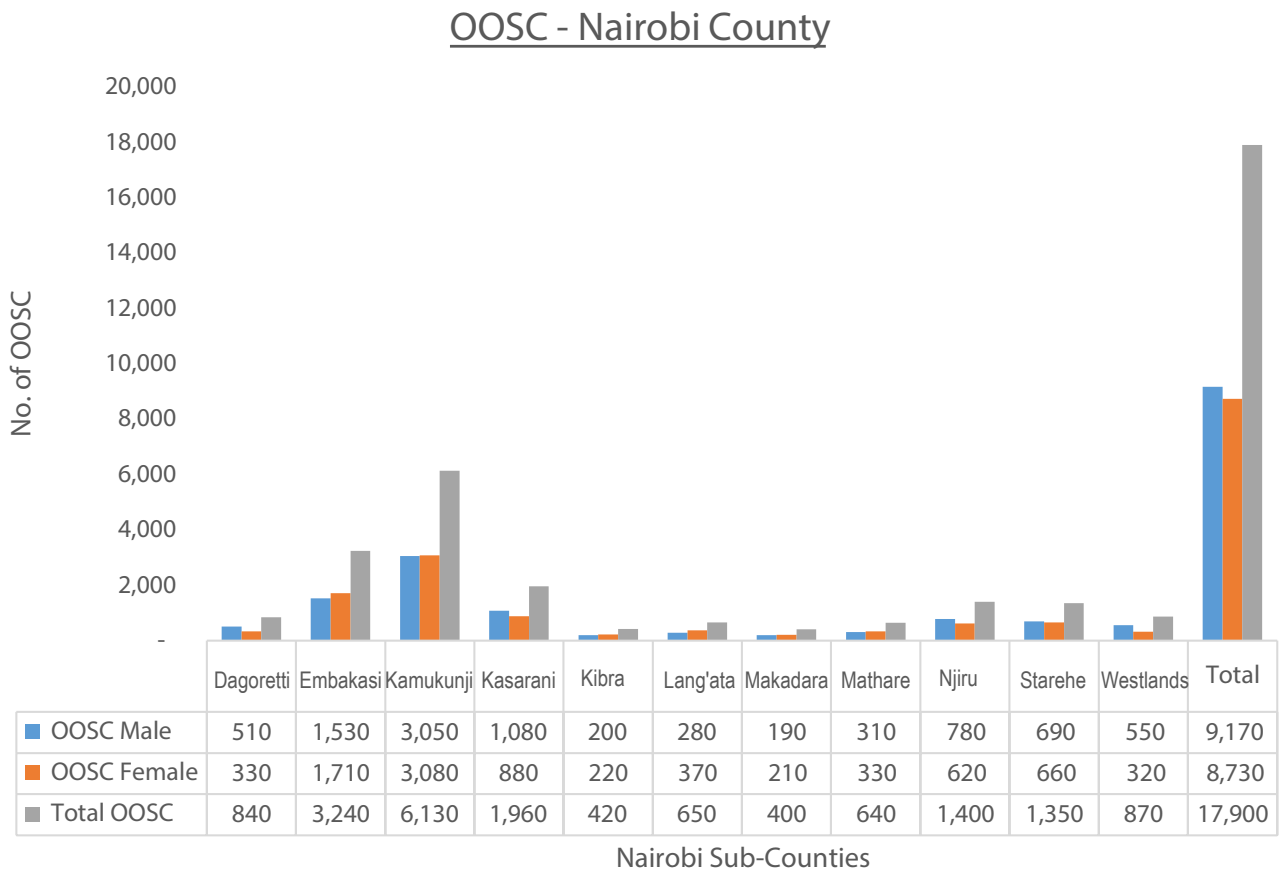


Figure 36: Number of OOSC in Nairobi County

Drawing analysis from the distribution of OOSC in the urban informal settlements of the Nairobi City County, Kamukunji sub-county recorded 6,130 (3080 girls) which was the highest number of out of school children followed by Embakasi Sub County that had 3,240 (1,710 girls). From the total number of OOSC reached, the ratio of boys to girls is estimated that is for every 100 OOSC there are 51 boys and 49 girls.

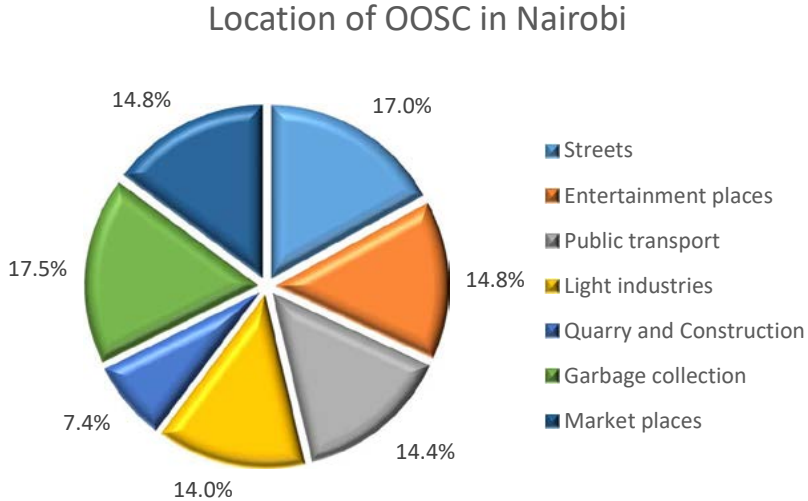


Figure 37: Location of OOSC in Nairobi County

Reflecting on the locations that are frequented by the OOSC, it is evident from the above distribution that majority of OOSC are located on the streets, garbage collection sites, market places and operating public transport businesses. Out of the sampled sub-counties in Nairobi County, it was observed that Boda boda, casual jobs, child labor and begging on the street in entertainment places accounted for 48.2% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

School Factors: Major school factors mentioned that contribute to OOSC include learning environment 13.5%, Poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned by the respondents.

“The irregular inspection of schools by the MoE Quality Assurance Officers has ensured that reemergence of the banned corporal punishment and hidden levies in some of these schools....This is coupled with sexual harassment from teachers.....these among other school factors contribute to OOSC”; - A parent with children in school

Home Factors: The major home factors mentioned that contribute to out of school children include poverty 26.4%, parental negligence 22.3%, family conflict 10.7% and drug abuse 8.3%. Collectively these factors accounted for 67.9% of factors mentioned. Parents with children in school reported that quite a number of parents demand money from their children as part of contribution to household economy. This has led to many children dropping out of school to look for sources of income, while others slide into drugs and substance abuse OOSC. Ignorance and poverty were singled out as home factors that contribute to children being out of school.

Community Factors: The major community factors mentioned to contribute to out of school children comprise cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%. These factors collectively accounted for 63.4% of all responses.

Overall, when trying to bring OOSC to school in Nairobi City County it was established that resistance from parents, financial constraints as well as lack of space within the schools are major impediments.

“Increase in the OOSC....especially in streets, garbage dump sites is as result of many things....Lack of cooperation from some parents, especially in the slums....lack of adequate facilities in the nearby public schools....resistance especially from the children who are already addicted to drugs, some of these children are already in crime circle...” County QASO

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Among the interventions the county is currently undertaking to bring children back to school include working with Nyumba Kumi as well as utilizing a multi-agency collaboration with MoE. Initiatives such as school meal programs, mobilization of OOSC through local administration, while providing bursaries and scholarships were lauded as among the successful interventions in place.

“There is a multi-agency collaboration with the MOE to identify reasons why there are many OOSC....further we are currently developing strategies to counter problems associated with OOSC.”; - **County Commissioner**

Additionally, some of the most successful interventions mentioned include the provision of school meals, FPE, and the help from local administration in identifying OOSC and enforcing the law. The Multi agency approach from various stakeholders has proved effective in brining OOSC to school.

The factors provided that contribute to the success in bringing OOSC to school include multi-sectoral strategy of working together with the Ministry Education, Ministry of Interior & other stakeholders. Further, regular monitoring, enhanced awareness, regular reminders through circulars to schools that minor levies be abolished and collaboration with other stakeholders/donors. In addition, the use of a system to trace and track households with OOSC if put in place could enhance the initiatives to ensure all children access education.

“Elaborate administration system to trace the households, sensitization the people during barazas so as to raise the issues facing then in order to forward them for action.”; - **County commissioner**

There were significant reasons mentioned as among the challenges to bring OOSC to school which include among others relocation of OOSC to safer spaces, unfriendly learning environment, rampant cases of sexual harassment and abuse from teachers as well as poverty and financial constraints. The uncertainty of school feeding program as well as the presence of overage children impede the success of the interventions on OOSC.

Innovative interventions that can be put in place to have all children in school

The innovative approaches currently implemented to bring back OOSC to schools can best be done through the use of rescue centres while providing economic incentives. Further, other suggestions on innovations include ensuring inclusive boarding schools for SNE as well as setting up of rehabilitation centres for OOSC.

In order to increase the number of OOSC in school within Nairobi City County, improvements on the existing innovations need to be put in place. Among the suggested innovations include introduction of school feeding programs with high nutritional value meals, increase bursaries to support OOSC as well as having continuous follow-ups on return school for drop outs. The need to enhance communication channels for parents, children and schools is crucial to address the OOSC situation.

“Rescue centres, economic incentives, rehabilitation centers, income generating activities, provision of uniforms, stationeries & enhancing the feeding programs, mentorship in & out of school, enhance psychosocial support....all these interventions if well done can mitigate on the menace of OOSC”
Regional Director of Education

“The city has unique challenges....the hassle and bustle comes with challenges...that’s why you see many OOSC dotting streets, shopping malls and dump sites....most parents lack time to mold their children into responsible beings..... Despite the hard economic times...especially in the informal settlements...children must be in school” **County QASO**

4.2.11 Narok County

Mapping OOSC including those with disabilities

The study captured thirty two thousand six hundred and eighty (32,680) to be the number of OOSC between 6 to 13 years old in Narok County. This total population comprised sixteen thousand and ninety (16,090) as girls, accounting for to 49.2% of out of school children. The ratio of boys to girls from this total indicates that for every 100 OOSC there are 51 boys and 49 girls.

The baseline survey reveals that in Narok county, within the six sub-counties, Narok South recorded the highest number of out of school children with ten thousand five hundred and eighty 10,580 (5,300 girls) followed by Narok West with nine thousand nine hundred and fifty 9,590 (5,230 girls). In Trans Mara West sub-county, however, it was observed that three thousand and ninety 3,090 (1,320 girls) children were out of school.

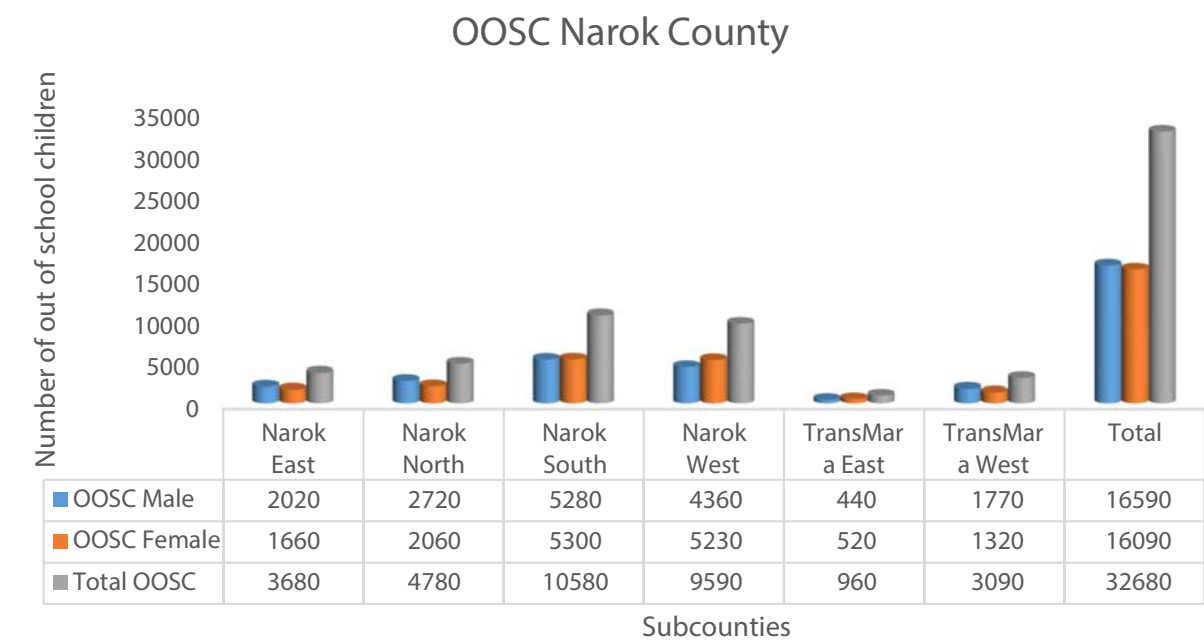


Figure 38: Number of OOSC in Narok County

The study reveals that at the end of the year end of 2020, out of the numbers of OOSC in Narok County, a total of seven hundred and seventy-seven (777) comprising 410 boys and 367 girls recorded as having dropped out of school. From this number who dropped out of school, Narok North sub-County recorded a high of four hundred (400), in Trans Mara West Sub County the numbers stood at two hundred and six (206), while in Narok South the number of dropouts recorded stood at one hundred and seventy-one (171). In comparison with the other sub counties, Narok South Sub County had the least number of recorded school drop-outs.

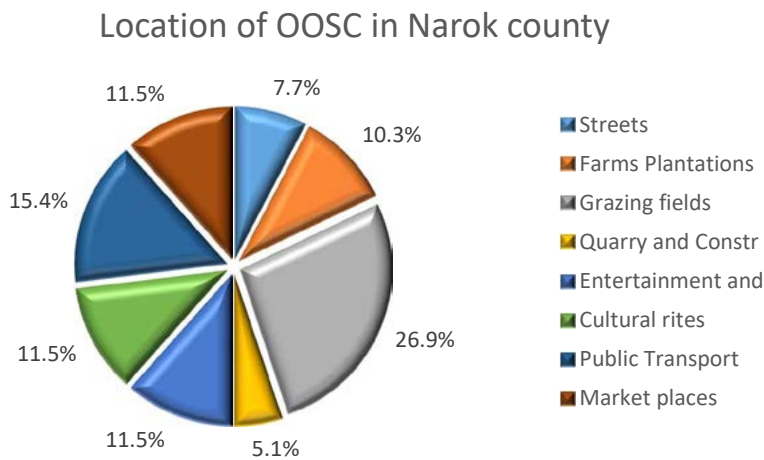


Figure 39: Location of OOSC in Narok County

Places in the community with high numbers of OOSC

In Narok County; the respondents single out the grazing fields to habour a high percentage (26.9%) of the OOSC, followed by public transport (15.4%) and market places (11.5%) and performing cultural rites (15.4%). About 11.5% of OOSC are found in entertainment places while 10.3% are found in farm plantations. It is evident that from the distribution of the places frequented by the OOSC, majority of them are found in the grazing fields, market places and operating public transport businesses.

Out of the sampled sub-counties in Narok County, it was observed that herding at, casual jobs, boda boda business and house chores, child labour, accounted for 63.4% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

School Factors: The major school factors mentioned that contribute to children dropping out of school comprise learning environment (13.5%), Poor performance (11.3%), poor infrastructure (10.3%), school feeding program (10.3%), poor learning approaches (7.9%) and corporal punishment (7.1%). Collectively these factors accounted for 60.4% of all factors mentioned. Lack of food and school uniform as well as fees adversely affect OOSC from joining and remaining in school

Home Factors: Among the major home factors mentioned that contribute to out of school children were poverty (26.4%), parental negligence (22.3%), family conflict (10.7%) and drug abuse (8.3%). Collectively these factors accounted for 67.9% of factors mentioned. Parents of children who were out of school cited school levies, orphanhood as well as herding to be some of the factors that hindered OOSC from attending school.

Community Factors: On the community factors mentioned that contribute to out of school children included cultural practices 23.8%, negative attitudes 16.7%, peer pressure 11.9% and nomadic lifestyle 10.7%. These factors collectively accounted for 63.4% of all responses. Further, parents of OOSC noted that moranism and cultural activities prevented OOSC from joining school. The community leaders mentioned the use of drugs and alcohol as being prevalent within the county slums and adversely affects OOSC from going to school.

"Moranism (culture) and Cultural activities prevent OOSC from participating in education"
A parent of OOSC

The main challenges faced when trying to bring OOSC to school in Narok County include resistance from parents and lack of committed local administration to help in identifying and follow up on OOSC. Further, it was noted that poverty, ignorance as well as negative cultural practices within the community pose significant challenges in bringing OOSC to school.

"Here parental attitude is a big challenge.... parents assume it is the responsibility of government to cater for all expenses once children in to school. Culture is another contributing factor to OOSC....Once girls undergo FGM they feel grown up and unable to mingle with other learners in school... they view them as kids"
County QASO

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

The current interventions being undertaken to bring children back to school in the county include the introduction creation of rescue centres for girls who have undergone FGM as well as accommodating them in schools.

Some of the key successful initiatives in bringing OOSC to school include enhanced guidance and counselling for both parents and children, as well as initiating diversified income generating activities for poverty-stricken households. The presence of the school feeding program in some schools has greatly attributed to the success of the initiatives to bring OOSC to school.

The existing initiatives noted to be drivers of ensuring all children attend school include enhancement of law enforcement, guidance and counselling for OOSC, provision of rescue centers, the school meal programs in some schools and the multi sectoral approach to track children who are out of school.

The factors mentioned that contribute to the success in bringing OOSC to school highlighted the multi-agency approach which has been effective however its sustainability is not certain with ever changing political leadership. Additionally, involvement of all stakeholders including community members, parents, and leaders will ensure success in bringing OOSC to school.

"Interventions owned by the state and the top to bottom approaches gives ownership by government..... In addition to this, multi-agency approach is effective except for its sustainability..... Involvement of all stakeholders including community parents, politicians is key in successfully carrying out the OOSC initiative."
QASO

There were several reasons mentioned as factors impeding the success of the initiatives to bring back OOSC to school which include failure to address the root cause of the problems as well as weak mechanisms and systems to ensure OOSC return and remain in school.

"Consistency of school feeding programs and failure to address root cause of dropouts among learners impedes the progress made in the OOSC interventions.....Weak coordination among actors and failure to put mechanisms to ensure children are retained in school once they're brought back also impedes this progress.....lack of consistency in the school feeding program"
A local community leader

Innovative interventions that can be put in place to have all children in school

The innovative approaches to bring OOSC to school as suggested include among others the need for increased funding from both the government and donors. The need for establishing more rescue and rehabilitation centers as well as implementing context-specific courses/skills in the local TVET institutions were among the key innovative interventions that can be put in place to ensure all children access education.

"Change the definition of a school, demystify the school and teach the children where you find them..... improve the mobile school version. In addition to these, if possible, learn the nomadic patterns and align provision of education along those patterns"
County QASO

Several improvements to existing innovations emerged that can be put in place in order to increase the number of OOSC getting to school. Among the notable suggestions include community sensitization on value of education, implementation and enforcement of the law, provision of alternative learning programs and increase rescue centers in the community. The local education officers indicated the need for establishing more LCBS and having a direct liaison link with NACONEK through a focal point at the county would greatly increase enrolment, retention, transition and completion rates in the county.

4.2.12 Samburu County

Mapping OOSC including those with disabilities

At the time of study, a total of thirty-six thousand, six hundred and ninety (36,690) were captured as the number of OOSC between 6 to 13 years old. This total number includes seventeen thousand five hundred and sixty (17,560) girls, accounting for 47.8% of out of school children. From the total population, the ratio of boys to girls indicated that for every 100 OOSC there are 52 boys and 48 girls.

The baseline survey established that in Samburu County, within the three sub-counties, Samburu Central recorded the highest out of school children with fourteen thousand eight hundred and fifty 14,850 including seven thousand one hundred and thirty (7,130) girls. Samburu North and Samburu East sub counties, recorded eleven thousand three hundred and twenty 11,320 (5,290 girls) and ten thousand five hundred and twenty 10,520 (5,140 girls) respectively.

OOSC - Samburu County

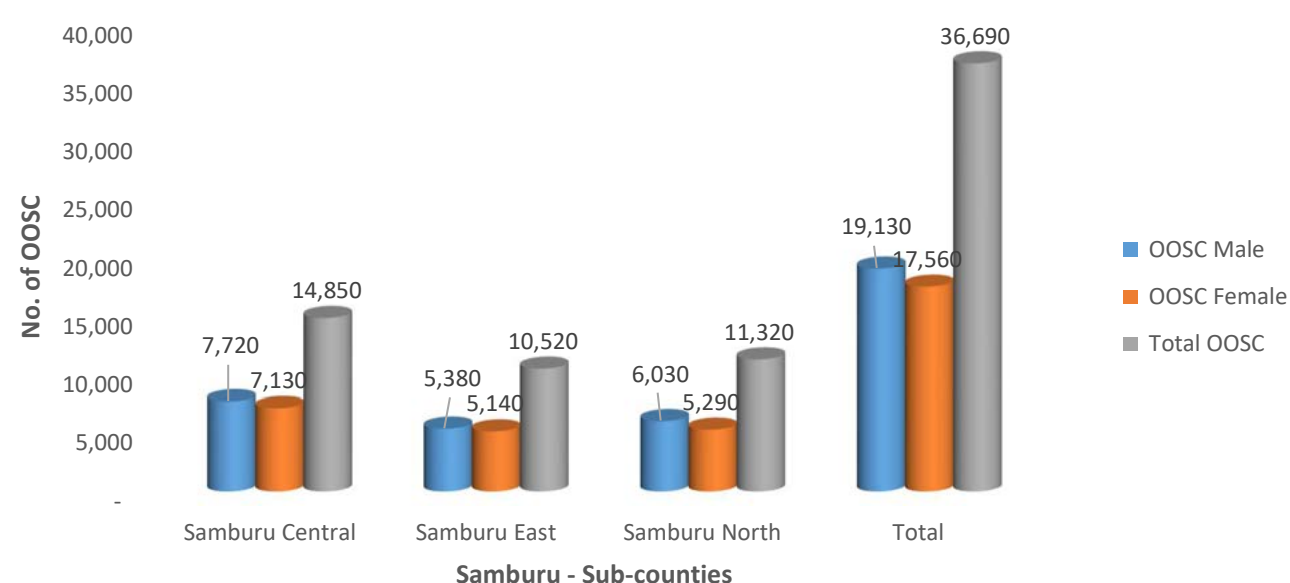


Figure 40: Number of OOSC in Samburu County

Location of OOSC in Samburu county

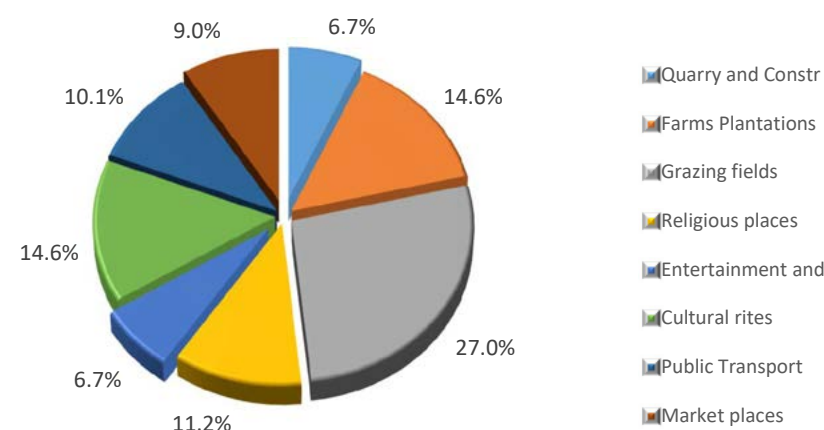


Figure 41: Location of OOSC in Samburu County

At the end of the year 2020, out of the numbers of OOSC in Samburu County, a total of one thousand two hundred and thirty-one (1,231) comprising 673 boys and 558 girls were recorded as having dropped out of school. From this number, Samburu Central Sub County reported two hundred and seventy-one (271), Samburu East sub-county had eight hundred and fifteen (815) while Samburu North Sub County recorded one hundred and forty-five (145) school dropouts. However, Samburu north reported the least number of school drop-outs.

In Samburu County, the respondents singled out the grazing fields to harbour a high percentage (27.0%) of the OOSC. The other places one can locate the OOSC include cultural sites (14.6%), farms/plantations (14.6%), around religious sites (11.2%) as well as engaging in public transportation business (10.1%).

Out of the sampled sub-counties in Samburu County, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

School Factors: The major school factors mentioned that contribute to children dropping out of school, include learning environment 13.5%, poor performance 11.3%, poor infrastructure 10.3%, school feeding program 10.3%, poor learning approaches 7.9% and corporal punishment 7.1%. Collectively these factors accounted for 60.4% of all factors mentioned. Some of the parents of children in school singled out poor school infrastructure as well as lack of Special Needs schools as factors increasing the number of OOSC in the county.

Home Factors: Among the home factors attributed to out of school children were poverty (26.4%), parental negligence (22.3%), family conflict (10.7%) and drug abuse (8.3%). Collectively these factors accounted for 67.9% of responses. Some of the parents with children in school mentioned pastoralism and nomadic lifestyle as some of the general factors hindering children from attending school.

"Pastoralism and nomadic lifestyle hinder many children from joining school"

Parent with children in school

"There are no role models in school who have benefitted from education to inspire parents/guardians at the community level to value education.....illiteracy among our people is contributing to these high numbers of OOSC in the County." **Local Area Chief**

Community Factors: The community factors mentioned that contribute to out of school children were cultural practices (23.8%), negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%). These factors collectively accounted for 63.4% of all responses. Parents of children in school listed community factors to include nomadic and cultural lifestyle, lack knowledge for education and broken families as key contributors to OOSC.

The challenges met when trying to bring OOSC to school in Samburu County include resistance from parents who do not see the immediate value of education. The absence of boarding schools and rescue centers contribute to high numbers of OOSC.

"Parental resistance, sporadic community attacks, cultural barriers, inadequate resources exacerbate the numbers of OOSC in the county" **Curriculum Support Officer**

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

The interventions the county is currently undertaking to bring children back to school include the increase in registration of low-cost boarding schools, school feeding program as well as sensitization campaigns.

The most successful interventions mentioned to ensure all children attend school include the use of local administration in locating and encouraging OOSC to go to school. School feeding programmes within Samburu County has been noted as an effective attraction of OOSC, coupled with provision of teaching and learning materials in the school.

Factors contributing to successful interventions towards bringing children to school.

The factors provided that contribute to the success in bringing OOSC to school include supplementing on the cost of education through bursaries.

Several reasons emerged on the challenges of bringing OOSC to school, key among them included illiterate parents, harsh environment and remote areas as well as cattle rustling. Additionally, the absence of SNE schools in the area impeded children with disability from attending school thus increasing the OOSC in the county.

Innovative interventions that can be put in place to have all children in school

The low cost boarding schools were singled as one of the innovative approaches to bring OOSC to schools in the county; since such schools assure increased access, retention, transition and completion of learners.

4.2.13 Tana River County

Mapping OOSC including those with disabilities

At the time of study, Tana River County recorded four Twenty-six thousand eighty (26,080) as the number of OOSC between 6 to 13 years old. This total population included twelve thousand nine hundred forty (12,940) girls accounting for 45.9% of out of school children. The ratio of boys to girls from the entire population is estimated that for every 100 OOSC there are 54 boys and 46 girls.

The number of OOSC children is distributed in the sub-counties as follows: Tana North (13,640), Tana Delta (6,500) and Tana River (5,940).

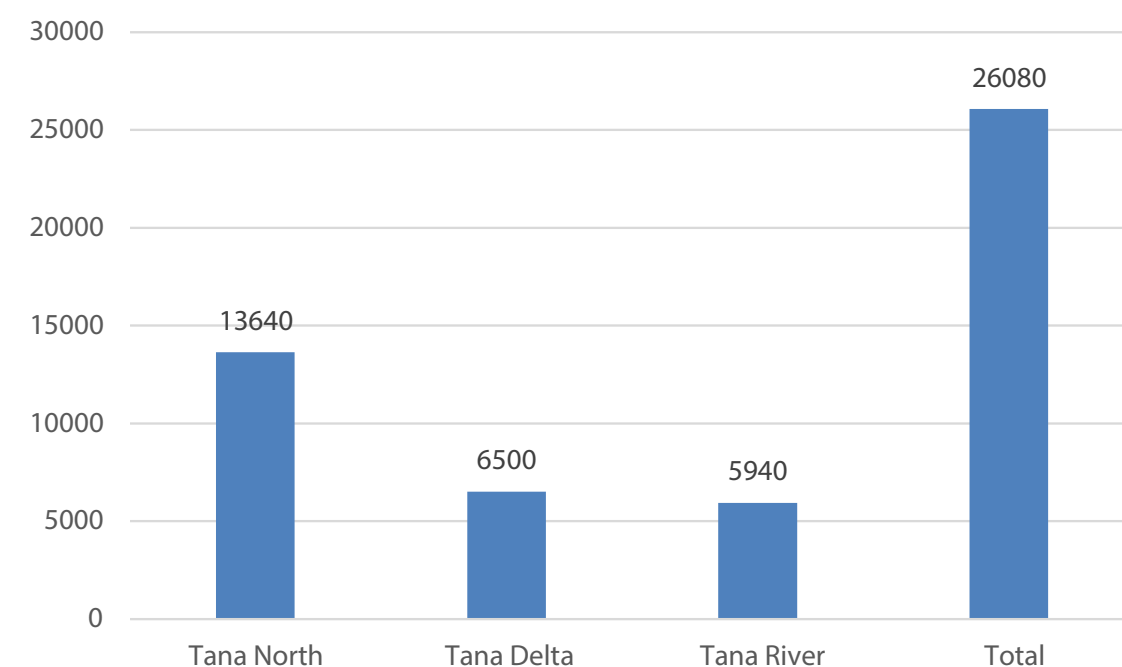


Figure 42: Number of OOSC in Tana River County

At the end of the year 2020, out of the numbers of OOSC in Tana River County, a total of two thousand one hundred and seven 2,107 (1,123 boys and 984 girls) were reported as having dropped out of school. From this number, Tana Delta Sub County reported nine hundred and twenty four (924), Tana North Sub County reported eight hundred and sixteen (816) while Tana River Sub County had one thousand three hundred and sixty-seven (1,367) children who had dropped out of school.

Location of OOSC in Tana River county

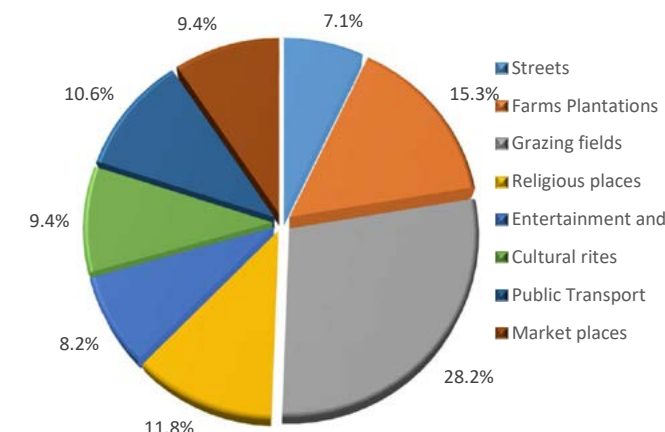


Figure 43: Location of OOSC in Tana River County

In Tana River County, the grazing fields (28.2%) were singled out to harbor a high percentage of the OOSC. Similarly, across the county the OOSC were significantly located in the farms/plantations (15.3%) and religious places (11.8%). Additionally, these OOSC were noted be engaged in public transportation businesses (10.6%), loitering in market places (9.4%) and cultural sites (9.4%). Since the vast part of the county is semi-arid with dotted urban areas thus some of the OOSC were located in the streets (7.1%) in entertainment establishments (8.2%).

It is evident from the above distribution that majority of OOSC were found to be in the grazing fields, market places and operating in public transport businesses.

Out of the sampled sub-counties in Tana River, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

School Factors: The school factors that contribute to children dropping out of school include learning environment (13.5%), poor performance (11.3%), poor infrastructure (10.3%), school feeding program (10.3%), poor learning approaches (7.9%) and corporal punishment (7.1%). Collectively these factors accounted for 60.4% of all factors mentioned.

Home Factors: The major home factors mentioned that contribute to out of school children were poverty (26.4%), parental negligence (22.3%), family conflict (10.7%) and drug abuse (8.3%). Collectively these factors accounted for 67.9% of factors mentioned.

Community Factors: At the community level, some the key factors mentioned that contribute to out of school children were cultural practices (23.8%), negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%). These factors collectively accounted for 63.4% of all responses. Overall, poverty within the community still remains on of the leading factors contributing to OOSC.

The challenges impeding efforts to bring OOSC to school in Tana River County include lack of support, ignorance and resistance from parents. Additionally the vast distances between schools and households, the absence of boarding schools and rescue centers as well as a negative attitude from the community exacerbate the OOSC situation in the county.

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

The interventions currently being undertaken in the county to bring children to school include use of existing local administration structures to locate OOSC. Further, notable success of existing interventions are the provision of food through the school meals programme, awareness campaigns by the local administrators and Civil Society Organizations in organized education forums to educate the community.

"To mitigate on the OOSC situation in the community there is need for concerted efforts....Chiefs to implement Presidential order, Department of Children and the disability Council to provide community education and awareness raising on essential services for vulnerable populations" Children's officer.

The most successful interventions mentioned include the provision of school meals and sanitary towels, sensitization of parents and involvement of parents in effecting existing child rights.

Factors contributing to successful interventions towards bringing children to school.

The factors given that contribute to the success of bringing OOSC to school include provision of cash transfers and bursaries, timely disbursement of FPE grants as well as the school feeding program. Despite the success of the existing interventions, inadequacy of funding came up as one of the leading reasons that present a challenge to bringing OOSC to school.

"In adequate resources, delays in disbursements, negative cultural barriers, high poverty levels, insecurity and negative parental perception of Education....contribute to the high numbers of OOSC in Tana River County." A Representative of a CSO

Innovative interventions that can be put in place to have all children in school

Enforcement of law and improvement of security within the county, especially within Tana Delta Sub County was mentioned to be one of the key innovative approaches to bring OOSC to school. Further. The county falls within the ASALs of Kenya with vast landscape characterized with poverty, the school feeding programme and provision of scholarships for learners remain as crucial interventions to ensure all children benefit from education.

"Provision of teaching and learning materials as well as scholarships to the needy and children with disability.....availability of internships and job opportunities, household strengthening through provision of PSS.....will go a long way in reducing the number of OOSC in the community" - Children Officer.

It emerged that there are several existing innovations can be put in place in order to increase the number of OOSC going to school thus there was need to revamping these initiatives since some of them were collapsing yet were benefiting the community.

"To reduce on the number of OOSC.....NGOs to embrace working in collaboration with relevant government departments e.g. children's (child protection), civil registration for birth certificates, Interior Ministry (county commissioners office and chiefs), recognizing the efforts of Child protection volunteers and Community health volunteers." A Representative of a local NGO

Some of suggestions provided on the innovative interventions that can be put in place to have all children in school include support to OOSC through provision of food, teaching and learning materials. The need to deploy more teachers came up as well as restructuring the schools to be more child friendly. The members of Nyumba Kumi Initiative suggested the need for guidance and counseling forums as well as parents' cooperation would greatly reduce the number of OOSC within the county.

4.2.14 Turkana County

Mapping OOSC including those with disabilities

At the time of study, a total of one hundred and forty-four thousand, five hundred and twenty (144,520) were captured in Turkana County are out of school are out of school. Further, from the total population, sixty eight thousand five hundred and forty (68,540) were girls, accounting for 47.4% of out of school children. The ratio of boys to girls from total population is estimated that for every 100 OOSC there are 53 boys and 47 girls.

Turkana West Sub County recorded the highest number of out of school children 33,420 (15,610 girls), Turkana East 28,490 (13,260 girls), while Loima and Turkana Central recorded 20,110 (9,360 girls) and 17,750 (8,260 girls) out of school children respectively.

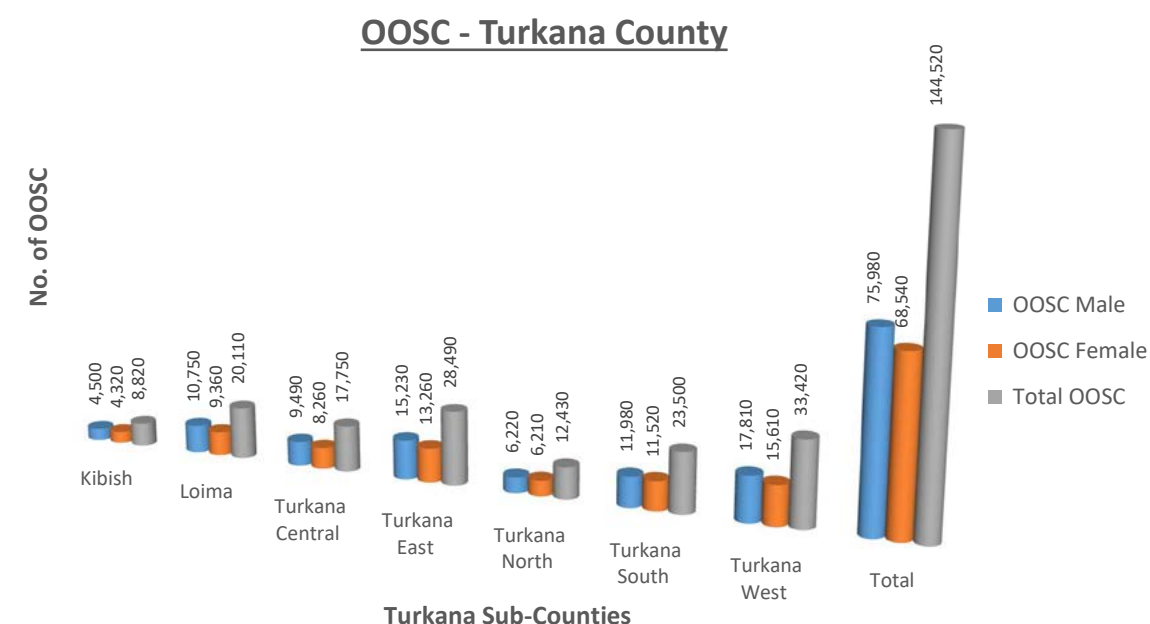


Figure 44: Number of OOSC in Turkana County

At the end of the year end 2020, out of the numbers of OOSC in Turkana County, a total of four thousand eight hundred and seventy-four 4874 (2,701 boys and 2,173 girls) children were recorded as having dropped out of school.

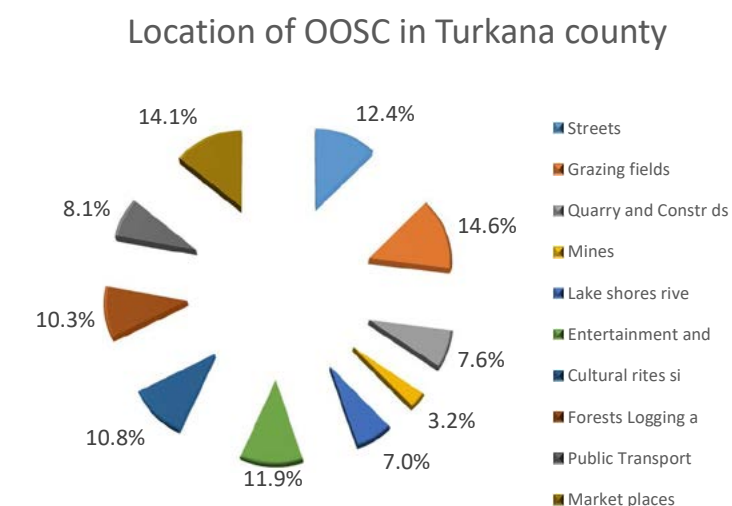


Figure 45: Location of OOSC in Turkana County

Loima Sub County reported five hundred and fifty four (544) dropouts, Turkana Central Sub County reported six hundred and thirty two (632), Turkana South reported two thousand nine hundred and fifty three (2953) and Turkana West sub-county seven hundred and forty five (745) children who had dropped out of school.

In Turkana County, a majority of OOSC are to be in grazing fields (14.6%). In addition, OOSC can be located in market places (14.1%) and on the streets (12.4%) of urban centers.

Similarly, a significant number of OOSC can be found in forests carrying out logging activities (10.3%), in public transportation business (10.8%) and in entertainment establishments (11.9%) with a paltry of them working in mines (3.2%) and on the lake shores (7.0%) engaged in fishing activities.

Out of the sampled sub-counties, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

Some of factors that greatly contribute to out of school children within the county included peer pressure (20.0%), child pregnancies (10.8%), drug abuse (10.0%), Boda boda business (9.8%) and poverty (8.5%). These factors collectively accounted for 59.1% of all factors mentioned.

School Factors: The major school factors that contribute to children dropping out of school include learning environment (13.5%), Poor performance (11.3%), poor infrastructure (10.3%), school feeding program (10.3%), poor learning approaches (7.9%) and corporal punishment (7.1%). Collectively these factors accounted for 60.4% of all factors mentioned.

Some parents of children in school reiterated that the dilapidated school infrastructure, lacked of water and irregular school feeding program and small levies charged by several schools impede the efforts of reducing the soaring number of OOSC in the county. It was noted that despite the vastness of the county, low-cost boarding schools had not been established in a number of areas contributing to high numbers of the OOSC in the pastures/grazing fields.

Home Factors: Key among home factors mentioned contributing to out of school children include poverty (26.4%), parental negligence (22.3%), conflicts at home (10.7%) and drug abuse (8.3%). Collectively these factors accounted for 67.9% of factors mentioned

"There is extreme poverty, mistreatment, alcohol making at home.....all these factors contribute to high numbers of OOSC" Parent of child in school

Community Factors: Main factors singled out that contribute to out of school children include involvement in cultural practices (23.8%), negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%). These factors collectively accounted for 63.4% of all responses.

The significant challenges met when trying to bring OOSC to school in Turkana County include lack of facilitation in terms of transport to find the OOSC. This situation is further compounded by the long distances between villages and uncooperative parents. It was emphasized that the OOSC lack basic needs and are taken care off by illiterate and uncooperative parents who do not value education.

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

The interventions the county is currently undertaking to bring children back to school include the use of Nyumba Kumi initiative and law enforcement. The school feeding program in schools and enhanced deployment of teacher have been key factors in keeping children in school in the county.

Despite the successful interventions, there is need to enhance collaboration with the local administration including chiefs. To ensure all children attend school, there is need to ensure sustainability of the school feeding programme, improved operation of the Nyumba Kumi initiative in the community as well as provision of sanitary towels for girls.

"Boarding schools and school feeding program have been instrumental in ensuring all OOSC attend school"
A Curriculum Support Officer

Factors contributing to successful interventions towards bringing children to school.

Nearness of institutions to communities where young children walk to and from school with ease was singled out as key in attracting OOSC to school. The other factors mentioned to have contributed to successful interventions towards bringing children to school include the availability of low-cost boarding schools.

It was noted that low-cost Boarding schools enhance the learning environment of learners with adequate provision of shelter, safety and avoiding long distances to schools. Further, improved nutrition through regular school feeding programs attracts most children to school. However, several reasons emerged on why it is a challenge to bring OOSC to school but the leading was inadequacy of funding and resources.

"High numbers of OOSC....is caused by inadequate resources, delays in disbursements, negative cultural barriers, high poverty levels, insecurity, and negative parental perception of education."
A representative of CSO

Similarly, the reasons provided for factors impeding the success of the initiatives include insecurity in some areas, cultural factors, nomadic lifestyle, poverty as well as parental ignorance.

Innovative interventions that can be put in place to have all children in school

The innovative approaches to bring back OOSC to schools and several suggestions were provided. The use of community youth champions was viewed as key to mentor the community to value education. The importance of having all stakeholders on board was mentioned to be a big driver of sustained sensitization drives to bring OOSC to school. The presence of low-cost boarding schools as well as establishing rescue centres in every zone are among the interventions mentioned viable in ensure all children are in school.

"Turkana County is vast and falls with the ASALs of Kenya.....most of the population is nomadic in search of pastures thus there is need to establish Mobile schools for migrating learners. Further, with availability of water availability in school and sustainable school feeding programs will reduce the number of OOSC in our community. We also need Rescue centers for those at risk of dropping out of school."
A representative of an FBO

There were notable innovations that need to be put in place in order to increase the number of OOSC to school which include revamping of existing initiatives. Similarly, government and development agencies to provide support to OOSC as well as engage with the local leaders and parents in order to create interest and awareness on the value of education. Further, to reduce the number of OOSC within the count, parents of out of school children mentioned the need to building more boarding schools and continue seeking sustainable solutions on the provision of school feeding program.

4.2.15 Wajir County

Mapping OOSC including those with disabilities

The study captured one hundred and fifty two thousand one hundred and thirty (152,130 OOSC) as the number of OOSC between 6 to 13 years old in Wajir county. From the total number captured, seventy thousand eight hundred and ninety (70,890) were girls who accounted for 45.9% of out of school children. The ratio of boys to girls against the total population, indicates that for every 100 OOSC there are 54 boys and 46 girls.

Habaswein Sub County recorded thirty thousand eight hundred and ten, 30,810 (13,420 girls) as OOSC, while Wajir West had twenty-eight thousand four hundred and thirty, 28,430 (13,560 girls). Further, it was observed that in Buna, Eldas and Wajir North sub-counties each recorded ten thousand nine hundred and ten 10,910 (5050 girls), nineteen thousand seven hundred and sixty -19,760 (9780 girls) and twelve thousand two hundred and seventy - 12,270 (6,330 girls) respectively.

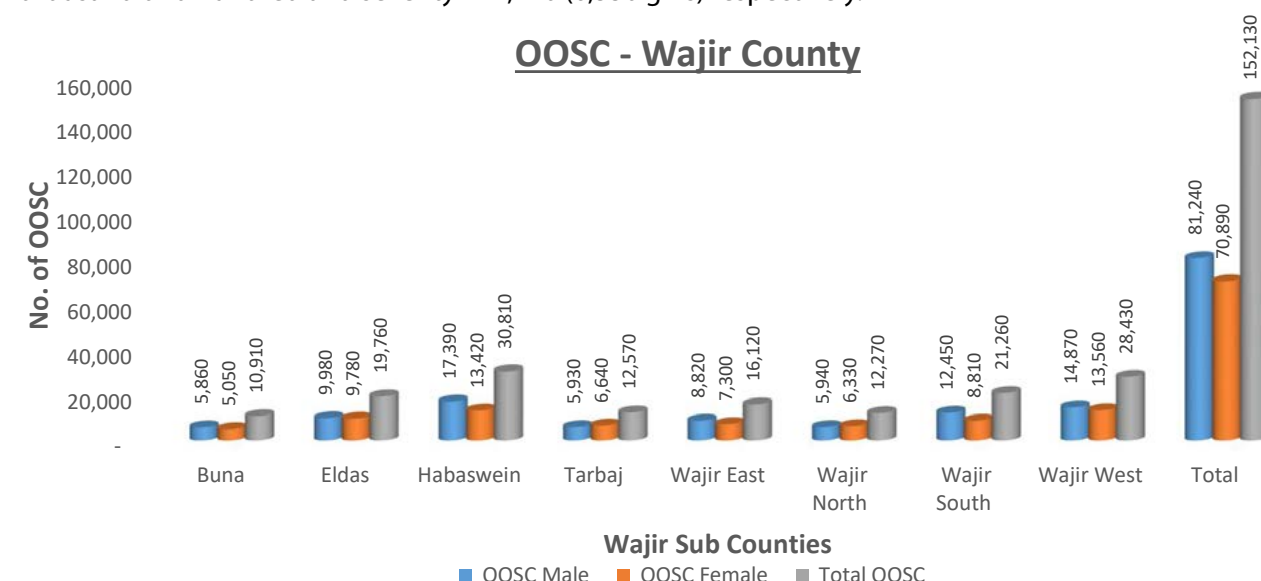


Figure 46: Number of OOSC in Wajir County

The study reveals that at the end of the year 2020, out of the numbers of OOSC in Wajir County, 4,662 learners (2,668 boys and 1,994 girls) were reported as having dropped out of school. From this number of children who dropped out of school, Eldas sub-county had one thousand and ninety-eight (1,098). Similarly, Tarbij sub-county recorded one thousand and seventy five (1,075), Wajir East sub-county reported at one thousand three hundred and sixty seven (1,367) and Wajir West sub-county recorded one thousand one hundred and twenty two (1,122) as drop outs.

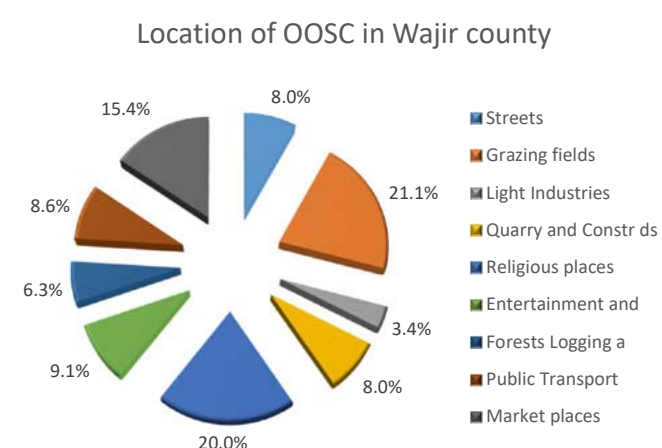


Figure 47: Location of OOSC in Wajir County

In Wajir County, the grazing fields (21.1%) were singled out as one of the leading places with OOSC. Similarly, the OOSC were located in religious places (20.0%), market places (15.4%) and entertainment places (9.3%). It was observed that 8.6% of OOSC are found in working in public transportation businesses while 6.3% are in forests logging trees.

Out of the sampled sub-counties, it was observed that herding, casual labour, boda boda business and house chores accounted for 50.7% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

The factors that greatly contribute to out of school children within the county included peer pressure at 20.0%, child pregnancies at 10.8%, drug abuse at 10.0%, Boda boda business at 9.8% and poverty at 8.5%. These factors collectively accounted for 58.7% of all factors mentioned by the respondents.

School Factors: The major school factors singled out that contribute to children dropping out of school include learning environment (13.5%), Poor performance (11.3%), poor infrastructure (10.3%), school feeding program (10.3%), poor learning approaches (7.9%) and corporal punishment (7.1%). Collectively these factors accounted for 60.4% of all factors mentioned. Parents of children in school looked at poor infrastructure and poor school facilities as key contributors for OOSC.

Home Factors: Poverty (26.4%) was singled out as among the leading home factors that contribute to out of school children. Further, suggestions reveal that parental negligence (22.3%), family conflict at 10.7% and drug abuse at 8.3% were some of the leading home factors contributing to OOSC. Collectively these factors accounted for 67.9% of factors mentioned. The parents with children in school mentioned pastoralism and nomadic lifestyle as one of the main hindrance of children from joining school.

"Wajir County is 100% ASAL and Pastoralism and nomadic lifestyle characterize our day to day lives.... There are many OOSC in pastures, at cross border points and in Madrassa classesmost of do not value education, thus many children do not like formal schooling" **Parent with children in school**

Community Factors: Cultural practices (23.8%) emerge as the leading community factor contributing to out of school children. The negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%) are part of the community factors contributing to OOSC. Nomadic lifestyle, lack knowledge for the value of education and increasing broken families emerge as key community factors that contribute to OOSC. Collectively all the community factors accounted for 63.4% of the responses.

The challenges encountered when trying to bring OOSC to school in Wajir County include the resistance from most parents to formal education. Similarly, the few boarding schools dotted across the county, inadequate rescue centers as well as insecurity impede the interventions of reducing the high numbers of OOSC in the community.

"The county is vast with in adequate resources.... very few low cost boarding school as well as rescue centers.....pose risks to increase OOSC. Further, most of our parent are resistant to change and believe in retrogressive cultural practices.....there are a lot of challenges here....we have frequent sporadic community attacks," **A local Area Chief**

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

There are about thirty five (935) low-cost boarding schools, school feeding program supported by various agencies as well as sensitization campaigns. All these interventions have proved to be one of the successful interventions undertaken to bring children back to school.

Additionally, imposing penalties to parents or guardians for not taking their children to school can increase enrolment. Further, it is largely viewed that conducting rescue drives using multi-sectoral approaches, mapping out and monitoring OOSC using the local administration will ensure all children attend school.

Among the most successful interventions as mentioned by the respondents include the use of low-cost boarding schools as well as the local administration in locating and encouraging OOSC to go to schools. School feeding programmes within Wajir County has also been effective, coupled with provision of learning materials in the school.

"The low cost boarding schools are really attracting children to school...however they are few and are also poorly equipped." **A village elder**

"The school feeding programme for a long time has been attracting children to school but now it is dwindling....it is almost not regular in the schools.... Provision of food in school enhances learning outcomes..." **A youth leader**

"Establishing Rescue centers and Mobile schools will ensure all children at risk of dropping out access education." **A Curriculum Support Officer**

Factors contributing to successful interventions towards bringing children to school.

The presence of low-cost boarding schools was singled out as one of factors that contribute to the success in bringing OOSC to school.

Despite the government's effort to have low cost boarding schools in the county, there are still challenges to bring OOSC to school. Among the reasons mentioned that impede successes of interventions include inadequacy of funding, negative cultural practices, nomadic lifestyle, poverty as well as parental ignorance.

Innovative interventions that can be put in place to have all children in school

The need to structure mentorship programmes that ride on community champions emerge as new innovative approaches to bring OOSC to school. Additionally, suggestions indicated that bringing all stakeholders on board can strengthen efforts of mitigating the OOSC menace.

Towards having sustained sensitization drives, there is need to increase the low-cost boarding schools as well as establish rescue centres in every zone. This is to ensure the influx of OOSC into schools will not overrun the facilities.

Children who were out of school seem to be comfortable with availability of water and food in school for them to attend.

"To reduce on OOSC....there is need to ensure there are stand by mechanism to establish Mobile schools during high migration times.....with availability of water and food in schools, children will regularly attend school." **A representative of an FBO.**

"Education has some hidden costs despite the presence of FPE....In this regard there is need to support poor families with funds to provide uniform, books, sanitary towels and sports gear to support learners with sporting." **A Madrassa Instructor**

"Encourage the local youth to go for teaching career to support our children...since they understand our context....this will encourage our communities to value education....." **A woman leader**

Several suggestions emerged, key among them was for the local leaders to lobby for increased number teachers from the locality. This will create interest and awareness on the value of education. Additionally, members of Nyumba Kumi need to be empowered to offer guidance and counseling to parents on value of education; thus have their cooperation in reducing the number of OOSC within the county.

The need for investing homegrown solutions came up strongly to support sustainability in the provision of school meals. Parents of out of school children mentioned that building more boarding schools will help in reducing the number of OOSC.

4.2.16 West Pokot County

Mapping OOSC including those with disabilities

West Pokot County recorded a total of forty-two thousand seven hundred and seventy 42,770 OOSC. Out of this total population, twenty one thousand three hundred and thirty three (21330) were girls who accounted for 49.9% of out of school children. The ratio of boys to girls is estimated that for every 100 OOSC there are 50 boys and 50 girls.

Pokot North Sub County had the highest out of school children with a total of twenty-two thousand two hundred and ninety 22,920 (11,400 girls). Pokot Central Sub County recorded eight thousand five hundred and ten 8,510 (4,150 girls) OOSC, while the number in West Pokot sub county the OOSC were eight thousand two hundred and ninety 8,290 (4,360 girls). The Sub Counties with the least number of OOSC were Kipkomo Sub County with a total of one thousand, nine hundred and seventy 1907 (870 girls) and Pokot South with one thousand and eighty 1080 (550 girls) respectively.

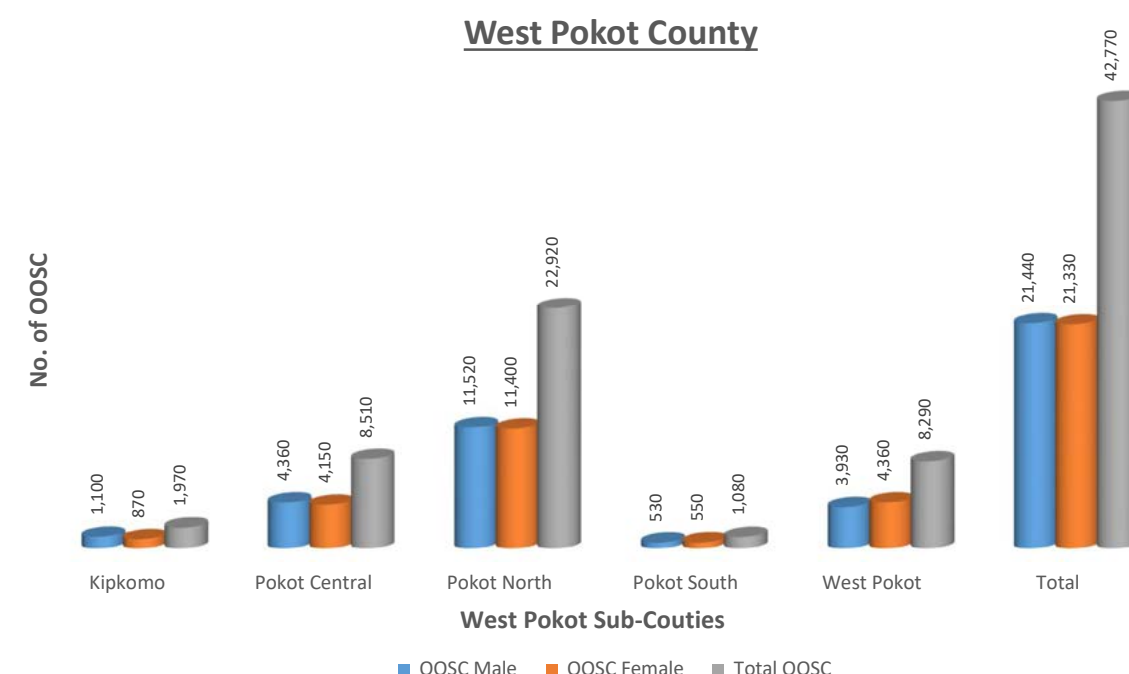


Figure 48: Number of OOSC in West Pokot County

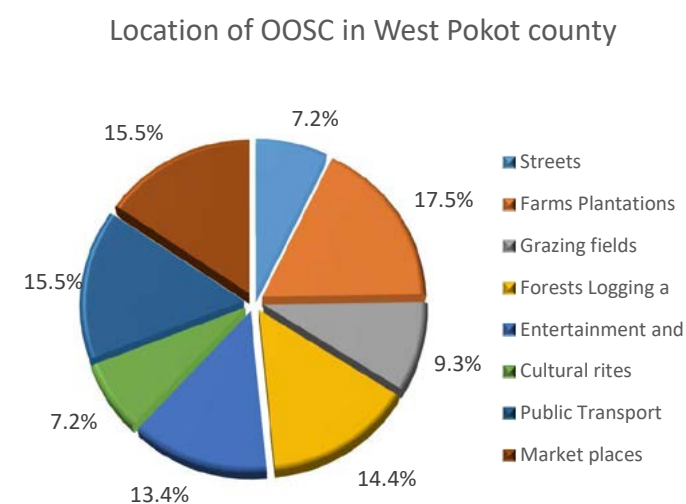


Figure 49: Location of OOSC in West Pokot County

At the end of the year 2020, out of the total number of OOSC in West Pokot County, a total of six hundred and one (601) children (286 boys and 315 girls) were recorded as having dropped out of school. Out of the total number of the school drop outs, West Pokot Sub County recorded two hundred and twenty-two (222) children, while Central Pokot Sub County had two hundred and four (204) and Pokot North recorded one hundred and seventy-five (175). In comparison with the other sub counties, Kipkomo had the least number of school drop-outs.

In West Pokot County, farms and plantations (17.5%) emerged as the leading place that harbor a high percentage of OOSC. Similarly, OOSC were located in market places (15.5%) and entertainment establishments (15.5%). The locations that harbor most OOSC were located in grazing fields rampant in Pokot South as well as in the farms/plantations in both Central and West Pokot.

Out of the sampled sub-counties in West Pokot, it was observed that herding, casual labour, Boda boda business and house chores accounted for 42.8% of the activities carried out by out of school children.

Factors contributing to children being out of school including those with disabilities

School Factors: The major school factors mentioned that contributed to children dropping out of school include learning environment (13.5%), poor performance (11.3%), poor infrastructure (10.3%), school feeding program (10.3%), poor learning approaches (7.9%) and corporal punishment (7.1%). Collectively these factors accounted for 60.4% of all factors mentioned.

"The challenge of the OOSC issue is presented by various factors.....Lack of food, no sanitary towels, poor learning environment, lack of water" A parent of child in school

Home Factors: It emerged that, key home factors that contribute to out of school children were poverty (26.4%), parental negligence (22.3%), family conflict (10.7%) and drug abuse (8.3%). Collectively these factors accounted for 67.9% of factors mentioned. It was noted by parents of children in school that early marriage and pregnancies contribute immensely to children not being in school.

"Parents conflict, movements of parents, early pregnancies and early marriages increase the number of OOSC in the community." A parent of child in school

Community Factors: Main community factors that emerged to be contributing to out of school children include cultural practices (23.8%), negative attitudes (16.7%), peer pressure (11.9%) and nomadic lifestyle (10.7%). These factors collectively accounted for 63.4% of all responses.

The challenges mentioned to impede efforts of trying to bring OOSC to school in West Pokot County among others include resistance from parents who still are engulfed in retrogressive cultural practices. Further, inadequate support from the administration emerges as a hindrance to efforts of bringing OOSC to school.

Additionally, lack of food to keep children in school and other challenges including difficulty in accessing the out of school children, vast terrain between homes and schools impede interventions of bringing OOSC to school. The other factors that impede OOSC going to school is the fact that the county is dotted with huge population of pastoral nomads who migrate from time to time coupled with many households adversely affect with poverty.

Successes of the various existing initiatives to ensure all children attend school including those with disabilities.

Key successful interventions the county is currently undertaking to bring children back to school include utilizing the local administration, providing civic education and calling barazas from time to time to address OOSC issues. The other interventions mentioned included building of EARC centers as well as enforcing the law on education for all that have ensured all children attend school in the county.

"It is remarkable that we use the chiefs, conduct civic education, support the provision of food, sponsor the needy and provide sanitary towels to ensure all children attend school....though it is quite challenging." Deputy County Commissioner

"The successes notable to ensure all children include calling barazas by chiefs, using head teachers to trace the OOSC, working with the county Government structures..... The opening of more rescue centers, offering food, giving cash to the needy and routinely warning under age children in towns to go school"

County Director TSC

"The campaign for ensuring OOSC go to school has immensely benefitted from the anti-FGM advocacy programs/activities that have helped a lot since many perpetrators have been taken to court."

Children officer

Some of the most successful interventions mentioned include the presence of many low-cost boarding schools. Significant efforts were noted from the local administration in locating and encouraging OOSC to go to schools. School feeding programmes within West Pokot County has proved effective, coupled with provision of learning materials to schools.

The factors that contribute to the success in bringing back OOSC to school among those mentioned include the building and use of rescue centres as well as supporting EARCS. The presence of low cost boarding schools and the school feeding programme were synonymous with success in bringing OOSC to school. further, law enforcement as well as working with the local administration in getting OOSC back to school emerged as key successes behind bring OOSC to school.

"To reduce on the numbers of OOSC dotting our grazing fields, streets etc....We are working with government, police, office of interior, the local Mukasas (council of elders) and the Nyumba Kumi initiative."

A representative of a Civil Society Organization

The following reasons were given by a cross section of respondents to be impeding the success of bring children to school across the county;

- Long distances to schools coupled with hash terrain that impede mobility
- Hostile parents engulfed in retrogressive cultural practices impacting on parental guidance,
- Lack of EARCs in the Sub Counties,
- Delay in the disbursement of FPE grants,
- Lack of rescue centres to mitigate on retrogressive cultural practices.
- Lack of cooperation from the chiefs as well as head teachers who do not giving right information to track the OOSC
- Presence of high numbers of over age OOSC,
- Insecurity occasioned by intercounty and cross border migration

Several reasons emerged on the challenge encountered impeding bringing OOSC to school, key among them is the lack of EARCs thus most CWDs do not access school. Further, the lack of rescue centres as well as FPE not coming in on time impede efforts to bring OOSC to school. Other reasons provided as factors impeding the success of the initiatives include lack of funding, peer pressure, insecurity, migration, poor parenting and wrong information provided on OOSC.

Innovative interventions that can be put in place to have all children in school

The innovative approaches to bring back OOSC to schools as suggested include among others home grown food solutions to sustain school feeding programs, expansion of learning facilities and supplying of learning materials for OOSC. Provision of learning materials, school uniforms and food in school emerged as an attraction for OOSC to attend school.

Several innovations exist in West Pokot County can be put in place in order to increase the number of OOSC get to school among them, increasing the number of boarding schools, increase the school feeding programme, enforcing the law on parents who are not taking their children to school and carrying out anti-FGM campaigns.

“Interventions to reduce OOSC in the county include arresting those who practice FGM, education officers to move to villages to empower community members on the value of education”

A representative of a local NGO

Additionally, interventions that would add value to ensuring all children are in school include providing clean water to schools, increase in FPE grants, a concerted working group of local community members charged with identifying OOSC as well as the use of media to encourage parents to take children to school.

“Using social media platforms to encourage parents and guardians to re-enroll their children back to School can help reduce the OOSC numbers.....continuous sensitization of parents and guardians as well as provision of more bursary opportunities to needy children...are among the interventions that can help bring OOSC to school” **County Director of Education.**

4.3 Comparative analysis on findings across the target sixteen (16) counties

This table gives the current status of the select 16 counties in terms of enrolment, the number of schools (private and public), GER, GPI, the number of teachers as well as the number of schools with electricity and distributed digital devices. The compressed information is sourced from the basic Statistical booklet 2019 as the questionnaire filled by the head teacher as well as the administrative questionnaire administered to the CDEs. This information provides a basis for comparison across counties and provides baseline indicators/starting point for the **“Operation come to school programme, Kenya.”**

Table 3: Summary of Number of OOSC by county

County	OOSC Total	Percent of OOSC Girls	Percent of OOSC Boys	Number of OOSC Girls	Number of OOSC Boys	Number of Schools	Total Enrolment	Percent of OOSC of all 6–13-year-olds
Baringo	35000	45.8%	54.2%	16030	18970	841	161919	17.8%
Bungoma	15680	47.8%	52.2%	7495	8185	1115	500157	3.0%
Garissa	166010	45.7%	54.3%	75867	90143	304	77465	68.2%
Isiolo	22080	45.9%	54.1%	10135	11945	163	35221	38.5%
Kajiado	21130	47.0%	53.0%	9931	11199	792	191184	10.0%
Kilifi	16310	46.7%	53.3%	7617	8693	842	353254	4.4%
Kwale	18740	51.4%	48.6%	9630	9110	532	203634	8.4%
Mandera	170050	51.0%	49.0%	86726	83325	333	102503	62.4%
Marsabit	67383	46.9%	53.1%	31603	35780	247	64787	51.0%
Nairobi	17930	48.8%	51.2%	8750	9180	1105	414045	4.2%
Narok	16090	49.2%	50.8%	7916	8174	940	297685	5.1%
Samburu	36690	47.8%	52.2%	17538	19152	188	56468	39.4%
Tana River	4900	46.9%	53.1%	2298	2602	213	59674	7.6%
Turkana	144520	47.4%	52.6%	68502	76018	469	162543	47.1%
Wajir	152130	46.6%	53.4%	70893	81237	306	76959	66.4%
West Pokot	42770	49.8%	50.2%	21299	21471	690	195379	18.0%

It is evident from the table that a majority of OOSC are located in the counties of Mandera (170,050), Garissa (166,010), Wajir (152,130) and Turkana (144,520). These counties collectively comprise 632,710 of the OOSC population. Similarly, in all the 16 counties except Mandera and Kwale, there is a noted higher percentage of OOSC boys compared to girls. The counties with the lowest number of OOSC include Tana River, Bungoma and Kilifi. Overall, an estimated 947,413 OOSC (452,229 boys, 495,184 girls are within the 16 counties.

Out of school children with disabilities

Table 4: OOSC with Disabilities by county

County	Sum of Boys	Sum of Girls	Total
Baringo	425	362	787
Bungoma	538	450	988
Garissa	2589	1728	4317
Kilifi	236	223	459
Kwale	987	712	1699
Mandera	6834	3248	10082
Marsabit	65	51	116
Nairobi	97	146	243
Narok	224	198	422
Samburu	117	94	211
Tana River	360	383	743
Turkana	2222	2351	4573
Wajir	1730	1144	2874
West Pokot	23	18	41
Grand Total	16447	11108	27555

The OOSC baseline study revealed that there are a total of 27,555 (11,108 girls) children living with disabilities within the 16 select counties. The counties with the highest number of identified OOSC include Turkana 4573 (2351 girls), Mandera 10,082(3248 girls), Garissa 4317(1728girls) and Wajir 2874 (1144 girls). It emerged that in Marsabit and Mandera counties there are no EARC centers at the some sub county levels, impacting on early identification and referral of CWDs thus many are missing out on education. Further, the two counties have locatable mobile schools that and thus the need to ensure inclusion of CWDs within mobile schools.

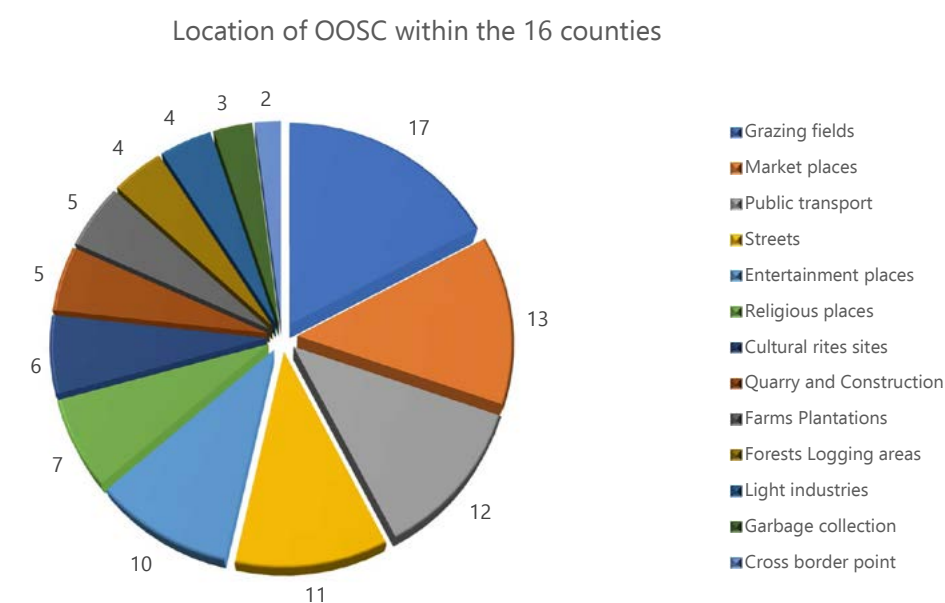


Figure 50: Location of OOSC in the select 16 counties

Location of OOSC across the 16 counties

A cross the sixteen (16) counties, the most common places to find out of school children include grazing fields (17%), market places (13%), public transport businesses (12%), on the streets (11%) and in entertainment places (10%). Various reasons explain the presence of children in these locations which include but not limited to the fact that most of these counties fall within the ASALs of Kenya. Similarly, factors such as food security, socio-economic status of the family, participation in paid work, high illiteracy levels of parents, preference of Duksi or madrasa as opposed to the formal schools in in counties with predominantly Muslim populations.

Herding within Marsabit, Mandera, Kajiado, Garissa, Narok, West Pokot and Isiolo was the most common place to find out of school children. In Nairobi City County most OOSC are located either on the streets or in garbage dumping sites. In Bungoma however, the OOSC are mostly located in farms/plantations as well as on the streets of urban centers. While in Kwale and Kilifi counties a majority of the OOSC are found loitering on the beaches and in entertainment places compared to Turkana where a majority of the OOSC are found in market places and carrying out boda boda business.

Factors contributing to children being out of school

Out of the 16 counties, it was observed that herding, casual labour, boda boda business and house chores accounted for at least 50% of all the activities carried out by out of school children on average, except for Nairobi County where Boda boda business took precedence. Among the major factors that greatly contributed to out of school children within these counties included peer pressure, child pregnancies, drug abuse, Boda boda business and poverty.

In the sixteen counties, the main school factors contributing to children dropping out of school, that emerged included learning environment at 13.5%, Poor performance at 11.3%, poor infrastructure at 10.3%, school feeding program at 10.3%, poor learning approaches at 7.9% and corporal punishment at 7.1%.

The major home factors that contributed to out of school children included poverty, parental negligence, family conflict and drug abuse. On the contrary, the community factors, that contributed to out of school children placed premium on cultural practices, negative attitudes, peer pressure and nomadic lifestyle.

The main reason for girls not attending school included teenage pregnancies (21.6%), early marriage (16.4%) peer pressure (8.9%), performing household chores (8.6%) and cultural practices (7.8%). On the contrary, the main reasons given for boys not attending school included running boda boda businesses (11.2%), peer pressure (7.7%), parental negligence (7.3%), nomadic lifestyle (7.3%), child labor (6.6%) and insecurity 6.3%).

From the study, the head teachers singled out uncooperative parents (14.3%), negative attitudes (12.7%), poverty (9.8%), insecurity (9.8%) and nomadic lifestyle (6.6%) to be the main challenges of bringing OOSC to school. The graph below gives a clear distribution across the sixteen counties what activities preoccupy the daily activities of the OOSC. It is evident that most of the activities the OOSC engage are characterized with contributing to their household finances.

Daily activities of OOSC

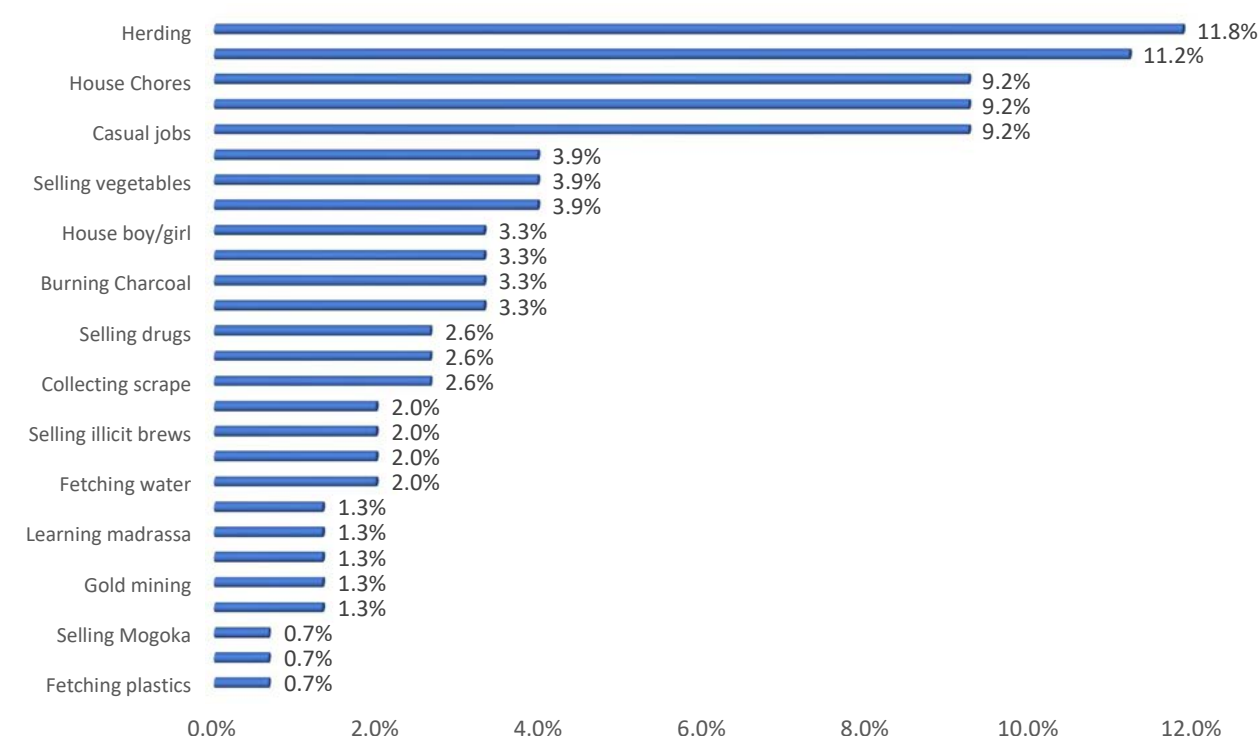


Figure 51: Daily activities of OOSC

A majority of the OOSC in the 16 counties frequently engage in herding (11.8%), operating boda boda businesses (11.5%), running house chores, casual jobs and selling goods (9.2%).

Reasons girls drop out of school

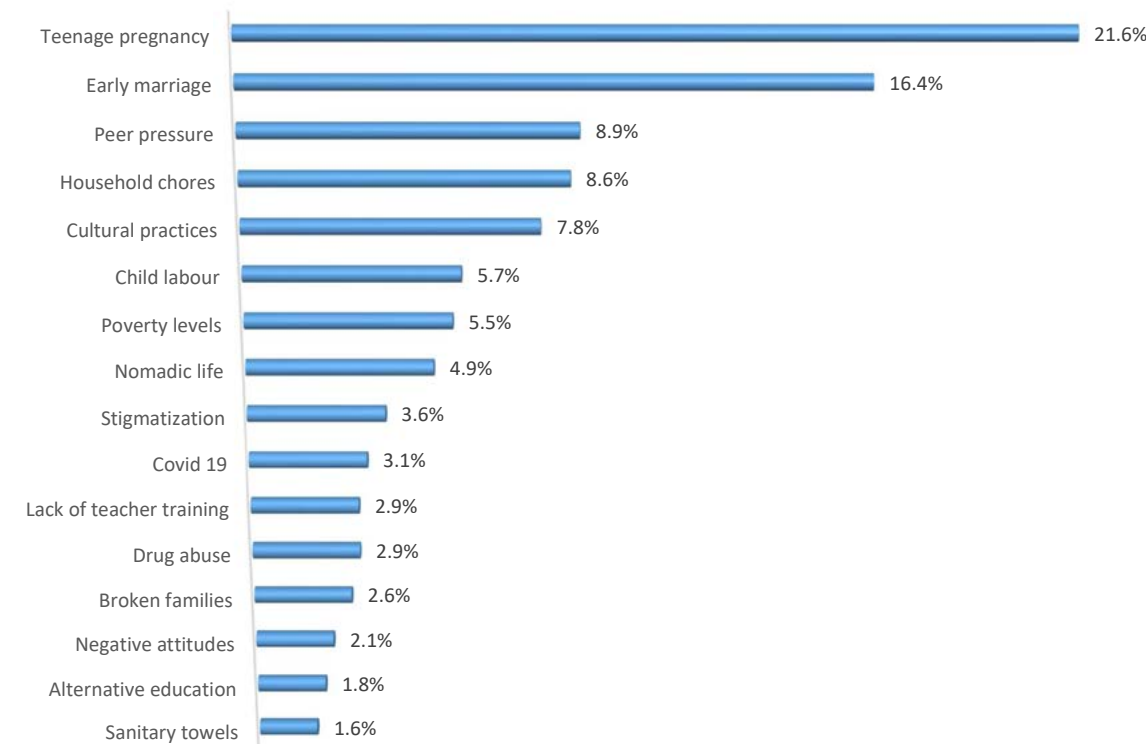


Figure 52: Reasons Girls drop out of school

The main reasons given for girls not attending school are teenage pregnancies (21.6%), early marriage (16.4%) peer pressure (8.9%), performing household chores (8.6%) and cultural practices (7.8%). For example early marriages, early pregnancies and young mothers are a major concern in the counties of Kilifi, Kwale and Bungoma. In these counties, it is evident that parents give less value to education of a girl child coupled with strong retrogressive practices of night funeral vigils “disco matangas”.

In the counties clustered as Northern Kenya that are primarily ASAL, include Turkana, Marsabit, Samburu, Isiolo, Mandera, Wajir and Garissa are characterized with various vulnerabilities that increase the OOSC numbers. What exacerbate the situation of OOSC include nomadism and pastoralism lifestyle, lack of sanitary towels, rampant early marriages, preference of Madrassa to formal education as well as inadequate boarding facilities for SNE. These are some of the reasons that lead to many girls dropping out of school. Significant examples can be drawn in Turkana County, marriage and overage were the main reasons for girls not to return to school. Similarly, in Narok county marriage was a key factor in girls not returning to school.

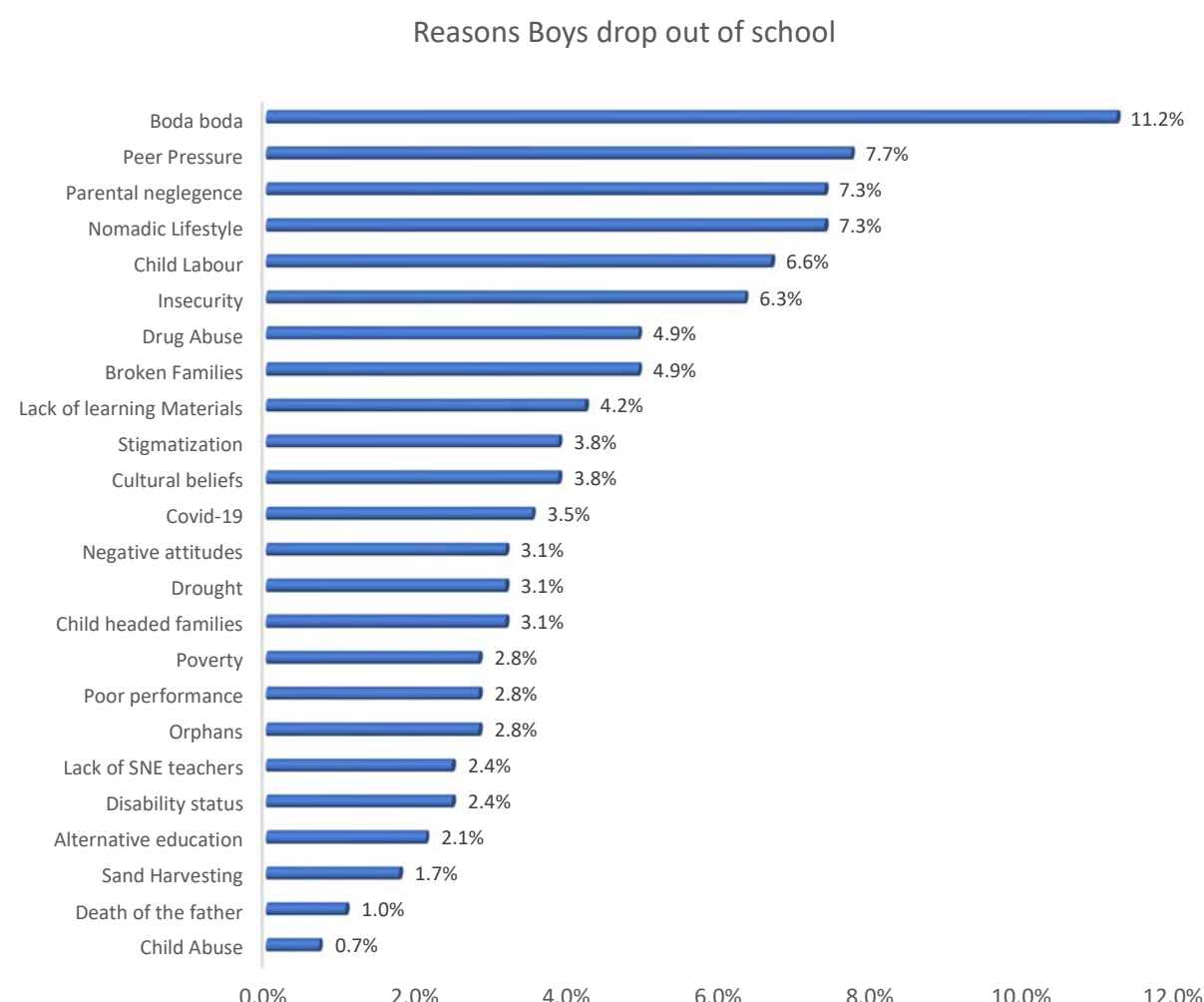


Figure 53: Reasons boys drop out of school

Emerging trends reveal that the main reasons given for boys not attending school include running boda boda businesses (11.2%), peer pressure (7.7%), parental negligence (7.3%), nomadic lifestyle (7.3%), child labor (6.6%) and insecurity (6.3%).

Existing Initiatives

An analysis of the responses on the major existing initiatives in the counties towards mitigating and reducing the number of OOSC place premium on school feeding programs (15%), use of the structures of the local administration/chiefs (11%), law enforcement (8%), provision of sanitary towels (7%) and awareness campaigns (7%). Significant examples in this regard single out West Pokot County for holding several sensitization initiatives involving parents, facilitating provision of bursary for children in need while supporting non-state actors in upgrading schools to accommodate OOSC and providing relief food.

A cross the sixteen counties, the Leaders emphasized on the need for continuous sensitization by National Government Administration Officers to parents and guardians to ensure all children are in school. Additionally, the leaders reiterated the need for provision of bursaries for needy children. The leaders emphasized on the needed to support state and non-state actors to upgrade schools to accommodate all learns i.e. mobilization of funds to improve boarding facilities. Some section of local leaders lauded the provision of relief food and non-food items to schools as a magnet to attract children to school.

Recommended interventions

The main recommendations that emerged across the sixteen counties revolved around effective utilization of Nyumba Kumi (13%), awareness raising (10%), enhancing the school feeding programs (10%), improving the low cost boarding schools (10%) as well as utilizing law enforcement (8%) and working with village elder structures (8%). Depending with the context of each of the target sixteen counties, all these recommended avenues are effective in identifying and encouraging parents and children to go to school. One of the key interventions emphasized was the need for increased school feeding programs with sustainable home grown solutions.

“In this county School feeding program and back to school campaigns are essential in bringing OOSC and retaining them in school” Curriculum support officer, Mandera county

School feeding programme has been with us for many years through World Food programme....now it is quite irregular....there is need to establish sustainable home grown solutions.”

A Representative of an NGO, Turkana County

“If we can have enough low cost boarding schools in all sub counties, we shall finish this issue of OOSC.”

A local area chief, Tana River County

In the counties of Turkana, Baringo, Marsabit, Kwale and Narok there were concerns on the need for more SNE schools to cater for the increasing number of CWD. Additionally, it emerged that the use of administration including Nyumba Kumi was significant in intervening and championing back to school campaigns as well as enforcing the law on compulsory education for children within their communities.

“The use of Nyumba Kumi has been very successful.....for the parents who do not take their children to school, when they are reported to the local administration....they respond very fast” CSO

Magarini, Kilifi County

Notable factors that hinder the OOSC return to school initiatives by the governments within the counties from succeeding include the issue of guardians and parents either not being cooperative or not valuing education. It emerged that the Mobile schools especially within the nomadic communities enable the OOSC access education despite their nomadic lifestyle.

“Nomadism and pastoralism lifestyle, requires availability of mobile schools in order not to leave any child out school” - Curriculum support officer, Samburu County

"In the remote ASAL regions, mobile schools for nomads and pastoralists as well as drilling of boreholes lead to permanent settlement reducing the number of OOSC in the community"
– A local leader, Garissa County

"Establishment of mobile schools, adequate measures to ensure water availability in schools, and strengthen the school feeding programs will reduce the number of OOSC in the county"
– A Representative of a local FBO, Mandera County.

"Mobile schools and low-cost schools are instrumental in increasing access for nomadic learners....further there is need to leverage on the big numbers in Madrassa and duksi to bring OOSC to school, provide them with uniforms and other learning needs, educate the sheikhs on the importance of education, support the TSC in recruiting more teachers including those for SNE" **- CDE Marsabit county;**

"School feeding program to be enhanced, Mobile schools for herdsme....as well as creating an enabling environment in schools i.e., adequate classroom will help reduce this menace of OOSC";
- Deputy Commissioner Narok county

"Through sensitization, opening up schools near their settlement area where mobile schools had been established ... Integration of Dugsi and Madrassa will help reduce OOSC" - CDE Mandera county

In overall, key strategies to mitigate on the soaring numbers of OOSC include firstly, effective utilization of the county commission administration structures (13.8%) and Nyumba Kumi (12.6%) in consistently seeking and identifying OOSC. Secondly, the need for parental engagement forums to encourage parents to take their children to school. Thirdly, introduction or expansion of the school feeding program in its various forms be it home grown, regular meals or supplemented from the community of schools in order to attract but more so retain OOSC in school. Lastly, utilizing law enforcement agencies in ensuring that guardians and parents as well as school officials adhere to the law in retaining OOSC in school.



Chapter 5

Conclusion and Recommendations



The study findings are a joint product of NACONEK/Ministry of Education (MOE) and UNICEF in Kenya, drawing on the context of the expansion of "Operation Come-To-School" programme in Kenya. Based on the literature reviewed and the findings accumulated from the study, the following conclusions are drawn reflecting the OOSC profile and trends across the sixteen target counties.

5.1 Conclusions

The findings from the baseline survey clearly indicate that there are a significant number of children who are out of school in all the sixteen counties which presents various challenges to the households, community and the government at large. There are notable achievements and challenges associated with vulnerable children who are out of school and at risk of dropping across the sixteen (16) counties.

- 1. Low Cost Boarding Schools:** To ensure access, retention, completion and transition among learners in ASAL communities, the government established the low cost boarding schools in these regions. However, the study reveals that these schools are inadequate, under-funded and are currently reeling under the effects of climate change and food insecurity thus influencing enrolment.
- 2. School Meals:** School feeding has immense benefits including alleviating hunger, reducing micronutrient deficiency and anemia, preventing overweight and obesity, improving school enrollment and attendance, increasing cognitive and academic performance, and contributing to gender equity in access to education. The findings indicate the need for expansion and innovative approaches in the school feeding programmes served as incentives and have positive impact in influencing access and retention in education.

3. **Law Enforcement:** The 2010 Constitution of Kenya (Article 53) recognizes the right of all children to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhumane treatment and punishment, and hazardous or exploitative labour. The study revealed that the implementation of the sanctions by law enforcement agents have been low and inadequate to enforce the Universal Basic Education (UBE) system in the country. Implementing the sanctions will ensure the resistant and ignorant parents send their children to school, as well as ensure effective monitoring and evaluation activities.
4. **Dugsi and Madrassa Schools:** The five counties in the study including Garissa, Wajir, Mandera, Marsabit and Isiolo have populations predominantly Muslim. It is evident in the study that most parents refuse to send their children to school on the basis that those who have gone to school have nothing to show for and thus prefer attending Dugsi and Madrassa. Efforts should be made to reduce widespread misinterpretation of on the benefit of formal education to children.
5. **Child Labour:** The participation of children in household financing has led to decline in pupils' academic performance, drop out from schools, decreased levels of literacy in the sixteen counties, and increase in gender disparity in education. There is need to prohibit child labour and promote the interests of children. There are several cases of child labour evidenced in the grazing fields, farms/plantations, public transport business as well workers in homes as house-helpers across all the sixteen counties.
6. **Safety net:** Most of the out of school children from the study are as a result of the inability of their parents to fund their schooling as well as meeting the hidden costs associated. There is absolute necessity to put in place safety net to improve economic opportunities of parents/guardians of OOSC.
7. **Insecurity:** Most children especially in the conflict prone regions among the sixteen counties are out of school due insurgency and security problems while those that are not displaced are afraid of attending school. The findings indicate the need for adequate security measures to be put in place in the regions to protect children and their family as well as create conducive environment for schooling.

These findings, underpinned by quantitative data, are envisaged to stimulate education policy dialogue amongst stakeholders and strengthen evidence-informed and equity-focused education planning and programming.

5.2 Recommendations

From the findings of this study, it is evident that there is not one single intervention that will solve the complexity of the process of OOSC. It is important to take into account the possible externalities of different interventions. The following suggestions are hereby recommended:

1. **Providing micro-enterprise support for poor households is necessary for improving school access, retention and completion:** With ever rising household level poverty levels across the sixteen counties, there is need to invest interventions which give households and children support, either monetary or in-kind, and these could be linked to the condition that households enrol children in school and ensure that they attend regularly. Attending regularly ensures that learning is sustained to achieve academic progress which reduces the likelihood of drop out due to poor progress in learning and achievement. From the views of many respondents in this study, it is evident that unconditional social support, for instance income grants for children, is likely to empower households in their decision making towards children's schooling and help reduce drop-out rates.

2. **Establish flexible schooling hours and systems such as accelerated education programmes:** From the study many children, particularly those in rural, agricultural areas and pastoral communities are already in household income generation continuum. In this regard, they have pressures on them to work which often clash with traditional schooling timetables. Like in Bungoma, West Pokot and Narok that have huge tracks of maize plantations there are temporary withdrawals in harvest times and similarly to pastoral/migrating communities pull children away from school, often leading to more permanent drop out. In this regard, use of flexible schooling timetables have been known to cut drop outs in areas where outside social and economic factors pose a serious threat to consistent attendance. In practice, schooling times might be adjusted during peak harvest periods or when local economic activity is highest to limit interference with children's work duties, shift systems and evening classes might be introduced to reduce the likelihood of drop-out due to lack of academic progress.
3. **Improved child health and nutrition as well as tackling the gendered nature of OOSC:** To improve retention and completion of primary school, there is need to support government efforts for improving school access, retention and achievement by early and continuous health interventions to tackle nutritional deficiencies and other health related illness and conditions that impact on children's school absenteeism and their overall cognitive development. This will include tackling issues of gender disparities that cuts across a wide range of constraints that lead to drop out. There are gendered cultural practices that impede the girl child, school safety issues and teenage pregnancy that affect the opportunities of girls and boys to complete primary school.
4. **Working with local actors and sector wide approach with interconnectivity between relevant government departments:** Use of community gatekeepers may be useful, given the range of factors – economic, social, health which are likely to interact to impact participation and completion of schooling. This can be strengthened with a comprehensive sector wide approach with interconnectivity between relevant government departments would achieve more sustainable impact on eliminating or drastically reducing OOSC.
5. **Effective measures to tackle drop-out:** This can be enhanced by inculcating the following approaches;

a) School Related Measures

- Pre-school centres
- Flexible schooling hours and systems
- Automatic promotion
- Language of instruction
- Multi-grade and multi-age teaching approaches
- Availability of post-primary school opportunities
- Monitoring, accountability and incentives
- Scholastic Material support (Teaching & Learning Materials)
- School feeding programmes
- Dignity Kits
- Digital literacy

b) Financial Measures

- Access to credit
- Conditional cash support
- Food for education
- School infrastructural support

c) Other measures

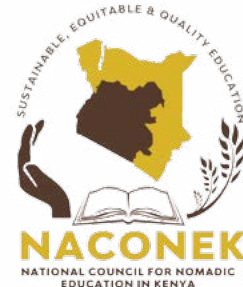
- Health interventions
- Community involvement
- Adult education programmes
- Alternative forms of educational provision (e.g., NGO)

6.1 List of Technical Working Group on OOSC

S/No.	Name	Organization
1	EMIS NJERU	NACONEK - Policy and Partnerships
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3	MOLLY GAWO	NACONEK – Planning
4	JOYCE AMUGA	NACONEK – Low Cost Boarding Schools
5	KEVIN KWEYU	NACONEK - M&E and Strategic Initiatives
6	OSCAR MARIESCO MAKOKHA	NACONEK - Resource Mobilization
7	EDWINS L. SAKA	NACONEK - M&E and Strategic Initiatives
8	VALENTINE KAMAU	NACONEK – ICT
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10	NELLY MARETE	MOE - Directorate of Policy, Partnerships & EAC Affairs
11	CATHERINE MATARA	MOE - Directorate of Policy, Partnerships & EAC Affairs
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EXPANSION OF "OPERATION COME-TO-SCHOOL" PROGRAMME IN KENYA

Baseline Survey on
Out-Of-School Children

Final Report