

**ORGANISATION OF TEACHING AND LEARNING
ENVIRONMENT TO ATTRACT, RETAIN AND IMPROVE
PERFORMANCE OF CHILDREN ENROLLED IN THE LCBPs
IN KAJIADO COUNTY, KENYA**

¹*Onesmus M. A. Kiminza, ²Prof. Paul Ogula & ³Prof. Mary Getui

¹PhD Candidate, the Catholic University of Eastern Africa, Nairobi-Kenya

²Professor of education, the Catholic University of Eastern Africa, Nairobi-Kenya

³Professor of education, the Catholic University of Eastern Africa, Nairobi-Kenya

*E-mail of the Corresponding Author: okiminza@tusome.rti.org

ABSTRACT

Purpose of the Study: The study aimed at establishing how the teaching and learning environment in the LCBPs in Kajiado had been organized to attract, retain and improve performance of children enrolled. Kenya's Education has performed relatively well against most of the education performance indicators set to achieve Education for All (EFA), the Millennium Development Goals (MDGs) targets and the Education for Sustainable Development goals (SDGs) in the last decade. Gender parity in access also improved at primary level, increasing from 0.95 in 2005 to stabilize at 0.97 (2016).

Statement of the Problem: It is estimated that 21% of school going age children are out of school in Kajiado County and all the LCBPs are under enrolled (Republic of Kenya, 2019). The education sector is faced with regional and gender disparities in most of the education performance indicators with Arid and Semi-Arid Lands (ASAL) counties registering the lowest performances. Majority of the ASAL Counties have continued to register a Net Enrolment Rate of below 50%; against the best performing county of that posted NER of 107.5% (2016). The county of Kajiado had a NER of 79.1% in 2016 which is below the national average of 91.1%.

Methodology: This process evaluation of the LCBPs used Sequential Mixed method, cross sectional and a case study designs. The sample of the study was drawn from all pupils, teachers, and head teachers in low-cost boarding primary schools in Kajiado County. Education officials and representatives of development partners supporting provision of education in Kajiado County provided useful information. Data was collected using questionnaires, interview schedules as well as observation of facilities.

Result: The findings of the evaluation established that LCBPs their present form did not respond to the educational needs of the nomadic and pastoral communities of Kajiado County.

Conclusion: The education curriculum did not appreciate the nomadic way of life, respect culture, traditional systems of knowledge and skills preservation. The food served was of low quality and inadequate.

Recommendation: The already established low-cost boarding need to be rehabilitated and equipped with facilities that reverberate with the needs and aspirations of the nomadic –pastoral way of life. Such improvements would make the LCBPs more attractive to nomadic-pastoralists by improving the boarding facilities.

Keywords: *Organization, Teaching, Learning, Environment, Attraction, Retention, Performance, LCBPS, Kajiado, Kenya.*

1.1 BACKGROUND TO THE STUDY

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

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

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

schooling could promote retention for boys (Leach, 2013). Most education systems worldwide have undergone.

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

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

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

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

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

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

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

The LCBPs in Kenya and in Kajiado County were essentially started to achieve the following objectives: Provide educational access to children from nomadic and pastoral communities; encourage children from the pastoral communities to attend, participate and remain in school; assemble large population of children to allow easy access by National and County government to provide school supplies, food and nutritional supplement; reduce daily travelling distances from home to school; provide security to the girl child and protect her from early marriage and female circumcision; accommodate children of the nomadic and pastoral communities as their parents moved with livestock in search of water and pasture. (Republic of Kenya, 1994;

Ibrahim, 2012, Republic of Kenya, 1999). The initiative of establishment of LCBPs was first provided for by Government and mainstreamed in the National development plans of 1970-1974 and recommended by most of the educational commissions and committees appointed in Kenya since independence.

The LCBPs that were initially reserved for the children from the nomadic and pastoral communities were later opened to rest of Kenyan children when the Parliament of Kenya amended the Anglo-Masai Agreement that had kept the reserves closed out to non-Masai populations in 1974. The amendment saw infiltration of non-Masai populations into areas initially occupied by nomadic pastoral communities. This resulted to the establishment of more LCBPs through initiatives like the Remote Area Boarding Program (RABP) that was a collaboration between the Government of Kenya, UNICEF, and the World Bank. The RABP initiatives was a response to the provisions of the (1970-74) National Development Plan that provided for the establishment of LCBPs to serve the arid and semi-arid lands. The RABP was basically meant to enable the pastoralist households to continue with their mobile lifestyle while their children were left behind in school. The Government implemented the recommendation of the working party but there were no modalities put in place to regulate levies charged in the LCBPs. Majority of the LCBPs then un-procedurally introduced levies for all children and all children admitted enjoy the Government subsidy irrespective of their background. These charges pushed children from the nomadic-pastoral communities out of LCBPs because their parents either could not afford or they were not familiar with payment of fees and other user charges for education.

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

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

According to the Kenya National education sector strategic plan 2018-22, the Challenges highlighted as facing the ASAL region in relation to provision of education include: the mobile nature of the community which make the provision of formal learning difficult; Persistent security issues in some ASAL regions that frequently interrupt learning; inadequate boarding facilities in the Low-cost Boarding Schools; Geographic barriers such as the rough terrain and long distances to the existing schools; Weak management and capacity of school

boards of management; weak co-ordination frame work between various stakeholders that support education provision in ASAL regions; Poor school performance in national examinations; Inhibitive cultural practices that impact negatively on access to quality education and High levels of poverty that makes it difficult to provide for hidden educational costs (Republic of Kenya, 2013). Despite the establishment of LCBPs and the heavy resource investment by Government, development partners and the community over time the enrolment of children from the local nomadic and pastoral communities has remained low and the LCBPs schools have remained under-enrolled.

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

After the second National development plan 1974-78 the Government of Kenya initiated national policies supporting provision of education to the vulnerable groups including the nomadic and pastoral communities. Evidence available however, indicate that most of these interventions did not address the real factors inhibiting education access for children from nomadic and pastoral background. For instance, the capitation grants provided to support participation assumed a fixed school for children and did not attract learners whose parents were moving with animals in search of pasture and water as observed by Dyer, 2015

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

Correspondingly government of Kenya in consultation to the ASAL communities deliberately developed the Nomadic Education Policy Framework in 2009. The policy targets children from nomadic and other disadvantaged communities, children living with disabilities, as well as learners in informal settlements. The National Council for Nomadic Education (NACONEK) was established to operationalize the policy and support and coordinate all Government and stakeholder initiatives in addressing the education challenges among marginalized groups and regions. As indicated elsewhere in this report the national council for Nomadic education has not quite picked up its mandate, and its operations have remained in Nairobi and a few ASAL counties.

The government of Kenya in 2015 retaliated its earlier commitment and proposed a range of new strategies made to attract more children from nomadic and pastoral communities to school; these included: Establishment of more LCBPs, rehabilitation and equipping existing low-cost

boarding with facilities that resonate with the needs and aspirations pastoralists; Enhanced monitoring of the operations of mobile schools and low-cost boarding schools for improved quality and standards of education as well as augmenting education access through mobilizing and sensitizing communities through enrolment drives (Republic of Kenya, 2015).

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

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

1.2 Purpose of the study

Kajiado County is one of the Arid and Semi-Arid counties in Kenya that benefited from the Government initiative of establishment of (LCBPs) and had eleven (11) of the 392 national low-cost boarding primary schools in 2019. The Low-cost Boarding Primary Schools (LCBPs) were established in Kajiado County just like in the rest of Kenya to address the challenges of educational access by children from the nomadic and pastoral communities living in the County. The LCBPs in Kajiado enjoyed Government support of a capitation grant of Ksh. 3,307 for boarding, a further Ksh. 3,000 per pupil per year for support staff in addition to the capitation provided for every child of Ksh. 1420 (Republic of Kenya, 2018)

It is estimated that 21% of school going age children are out of school in Kajiado County and all the LCBPs are under enrolled (Republic of Kenya, 2019). The data from the school mapping

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

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

1.3 RESEARCH OBJECTIVES

- i. To determine the extent to which LCBPS in Kajiado County are achieving the objectives for which they were started to achieve.
- ii. To establish how the teaching and learning environment in the LCBPS in Kajiado has been organized to attract, retain and improve performance of children enrolled.

1.4 RESEARCH QUESTIONS

- i. To what extent are LCBPS in Kajiado County achieving the objectives for which they were started to achieve?
- ii. How has the teaching and learning environment in the LCBPS in Kajiado been organized to attract, retain, and improve performance of children enrolled?

1.5 Conceptual Framework

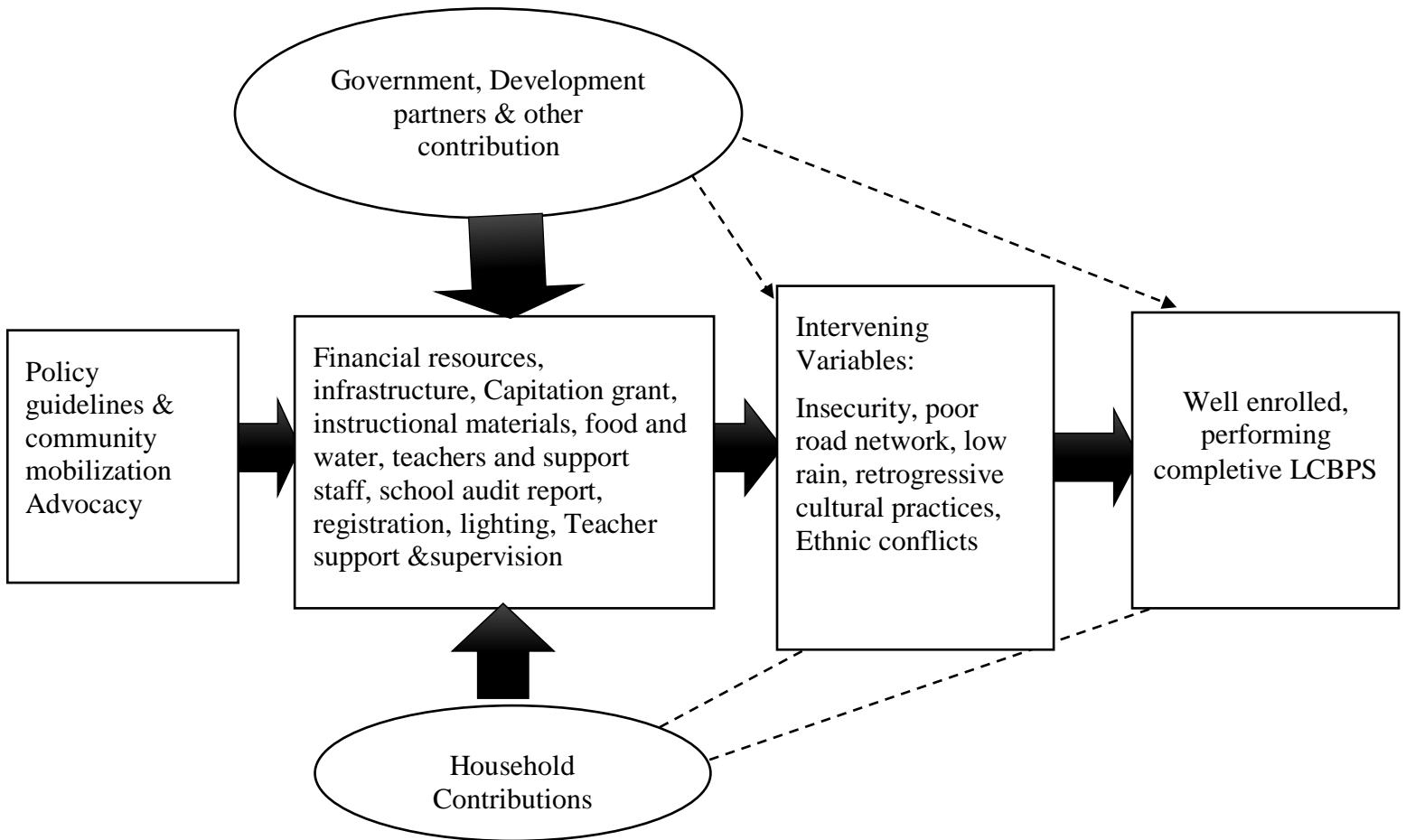


Figure 1: Conceptual Framework

2.1 Theoretical Framework

The theories of human capital and that of social capital development have been applied in this study. These theories propagate the role of education in general development of a society as well as in developing human and social capital using the existing social structures as they relate to the administration of societies. The interplay between these theories under an environment of human rights approach where education is viewed as a basic right within a social environment that lacks clearly defined formal administrative structures is used to explore challenges encountered in the provision of education to nomadic and pastoral communities. An attempt is made to discuss the circumstances and the opportunity cost these communities must compromise to release their children to enroll in LCBPs.

The theories of human capital, social capital have been used in this study to relate development of nomadic pastoral communities and specific educational programs appropriate to the ASALs communities in general and those in Kajiado County specifically. The human capital theory

holds that formal education is a necessary condition for improving the production capacity of a population. The theory argues that new generation requires transfer of appropriate knowledge accumulated by previous generations. This theory presupposes economic returns on investment in education. The theory however fails to explain how a national curriculum can be used to improve on existing traditional knowledge which is very specific to the nomadic communities. For example, the vision 2030 development strategy for Northern Kenya and other arid lands observes that, participation of children of pastoral children in education is particularly low because families must weigh up the relative cost and benefit of denying a child the informal learning that takes place within the community at the expense of formal education that does not appear relevant to the needs of the society (Republic of Kenya, 2012). The human capital theory further fails to show the actual accrued social benefits of a school based formal learning that is not able to provide its graduates with sufficient qualifications and skills to compete in the formal job market and also leaves them without skills necessary to return and support the communities in the nomadic way of life.

Robert (1991) developed a human capital model as shown in figure 1 which shows that education creates human capital and is responsible for both the differences in labor productivity and the differences in overall levels of technology that we observe in the world. Different theorists have hence used different approaches to model how huge expansion of education accelerate economic growth and development, such models view education as an investment in human capital and creates positive externalities in economic success and uphold human capital as a critical input for innovations, research, and development activities. Further, Odekunle (2001) affirmed that investment in human capital has positive effects on the supply of entrepreneurial activity and technological innovation. Based on this argument, it can be contended that, the kind of education provided to the nomadic and pastoral communities of Kenya as packaged in the formal education systems setup does not provide the necessary skills and attitudes for nomadic economic growth.

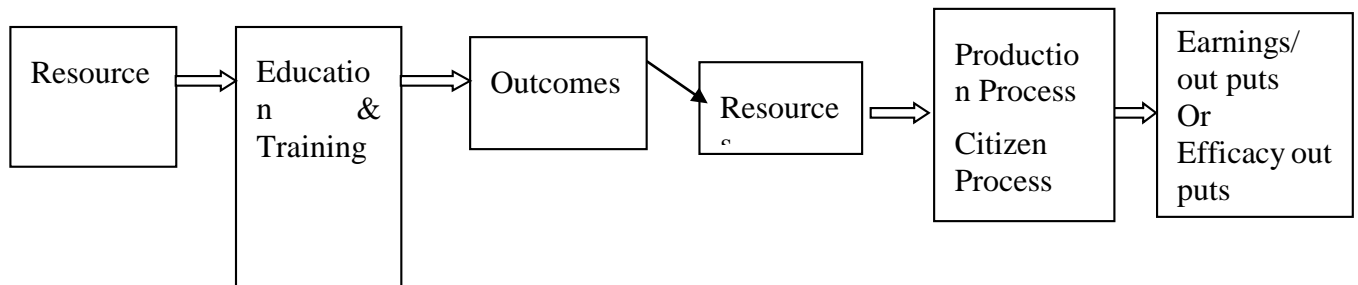


Figure 1: Human Capital Model

Adopted from: Theory and philosophy of HRD; Human Capital Theory: by Anubama A/P Ramachandra, 2003)

2.2 Empirical Review

2.2.1 LCBPS and Achievement of Objectives

The nomadic populations have been included under the category of disadvantaged and hard-to-reach groups and present a challenge for development in general and in education provision (Carr-hills & Peart, 2005). The National Education statistics ranks ASAL regions lowest in most educational performance indicators in Kenya (Republic of Kenya, 2016). Many different

models of provision of education to the nomadic and pastoral communities tried across the world include the multi grade approach in Chad, the mobile school concept in Kenya and Nigeria, the Tent schools of Iran and the low-cost boarding primary schools programme in Kenya. Carr-hill et, al. (2005) observed that None of these models seems to adequately respond to the educational needs of the nomadic pastoralists. Most of the primary schools initiated under these modalities for the Nomadic pastoralists of Kenya operate below capacity and have failed to reduce either gender or regional disparities in educational participation (Carr-hills & Peart, 2005). The boarding primary schools, however, have been found to adequately respond to challenges of high rate of drop out among the sparsely populated regions of Mongolia and Central China (Kratli, 2000). Carr-hills and Peart (2005) proposed that a national pastoral multi sectorial strategy developed in conjunction with respective pastoral communities may be the way out of the problems of provision of education to the nomadic and pastoral communities of the world.

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

2.2.2 Organization of the teaching, learning and living environment in the low-cost boarding primary schools

The Global Monitoring report (GMR) by UNESCO (2015) observes that Nomadic pastoralists' communities had routinely been omitted from the national population counts and ignored in Education planning up to the 1990's. Similarly, nomadic children have had difficulty accessing schools. Formal education has often not been relevant or compatible with the Nomadic lifestyle. Dyer (2015) in a study on nomadic communities observed that recently the Nomadic pastoralists communities have begun to acknowledge education as a means out of poverty and a way to diversify livelihoods and even as a complement to pastoralist knowledge. The pastoralists' populations, however, remain among the most underserved by education globally (Dyer, 2015). The Dyer study noted that since 2000, the visibility of issues concerning provision of education to nomadic communities has increased in countries with substantial pastoralists populations.

Governments and international agencies have increased their support to flexible learning frameworks, which offer learners choices of when, where and how they learn (Dyer 2015). The GMR (2015) further acknowledged that among countries such as Ethiopia, Sudan and Tanzania that have initiated Nomadic specific education plans the Kenya Nomadic initiative is the most developed despite the challenges of under-provision. The Kenya's capitation grant that uses a fixed school as the reference point has not attracted as many children from the mobile communities to school as anticipated (Dyer, 2015). Alternative basic education packages that are expected to serve mobile communities better with flexible curriculum and respect for

community values have mostly helped populations with more predictable mobility patterns (Carr-Hill and Peart, 2006 ;Dyer, 2015).

Swift (2009) during the scenario planning with pastoralists in Kenya observed that mobile pastoralism is a major livelihood system in Africa, one of the few capable of making economic use of dry lands. Yet it has been subjected to many misunderstandings, based on assumptions that mobility is inherently archaic, and pastoralism is economically irrational. As a result, policies developed to address pastoralism have been essentially negative, driven by the conviction that the groups cannot benefit from services and that pastoralists are poor custodians of land, contributing little to the national economy. The Scenario planning developed a framework that helped pastoralists to critically analyze their situation, develop arguments and evidence that help the communities to advocate for the future they desire. This was however a general study which was not specific to the low-cost boarding primary in Kenya. The study did not show the size of the sample and the instruments used for data collection as well as the design used. Its recommendations were not costed but appear relevant to the situation in Kenya.

Kratli (2001) referred to cases of successful boarding schools in Mongolia, by indicating that Mongolia developed a comprehensive compulsory state Education Policy for Nomadic children aged (8 – 18) years. Dormitories with adequate facilities in all pastoral schools were provided. The Community Education System was teacher-centered, highly academic and used a standard curriculum. The schools were well staffed with highly motivated and comparatively well-paid teachers, most of whom came from nomadic background with close relatives among the nomads.

Enrolment in LCBPs illustrates serious regional disparities with some isolated cases of LCBPs in urban and rural areas posting relatively high enrolment while the rest of the schools post very low enrolment (MoE, 2009). Evidence, however, shows that although the LCBPs program have been affected by several challenges, their demand has been steadily increasing with 29% of LCBPs in Rift Valley, 13% of LCBPs in Eastern province, 14% of LCBPs in Northeastern posting an enrolment of over 400 pupils per school. This presents an average of 50 learners per class (Republic of Kenya, 2009). One of the reasons for this upsurge in enrolment in these isolated cases is associated with urbanization and depletion of livestock caused by frequent drought making children available to attend school as well as opening day wings in LCBPs. It is therefore important to isolate any other factors that have influence on school attendance and develop interventions that can be replicated to make the LCBPs more effective. One of the senior officials of government serving in the nomadic pastoral region remarked that Parents from the nomadic pastoral communities do not like giving custody of their children to people they do not know, or whom they are not related and whose moral integrity they do not know. The officer further observed that, the success of low- cost boarding schools will depend on the quality of life within the school as well as their capacity to recreate a familiar and friendly environment to nomadic –pastoral children.

3.0 RESEARCH METHODOLOGY

The study was carried out in the Arid and Semi-Arid lands in Kenya made up of 29 counties based on the national policy for sustainable development of the arid and semi-arid lands (2017) and the Kilifi ASAL conference declaration of 2018. These counties have the lowest development indicators and the highest incidence of poverty in Kenya. The study adopted mixed-methods sequential explanatory, Cross-sectional and a case study designs. The blending

of these three designs supported each other in exploring the environment in which low-cost boarding primary school program was implemented in Kajiado County. The study targeted the five sub-counties of Kajiado County namely Isinya, Kajiado Central and Kajiado North, Loitoktok and Mashuuru. The targeted population included all low-cost boarding primary schools in Kajiado County, all teachers and head teachers serving in these primary schools, groups of pupils drawn from classes 5-7, and opinion leaders in Kajiado County, Education officials at the County, the Sub-Counties and the MOE headquarters. All non-governmental organization participating in provision of education in Kajiado County were also targeted.

A total of 60% of the low-cost LCBPs were selected from Kajiado County for the purpose of this study. At least one LCBPs was selected from each cluster considering proportional representation. The LCBPs were clustered into their operational categorization of mixed boarding, boys only, girls only and mixed day and boarding. The LCBPs were further clustered into two clusters using enrollment such that LCBPs with an enrolment of more than 400 pupils were considered as two streamed while those with an enrolment of less than 400 were considered as one streamed. Qualitative data was coded and collapsed to establish emerging themes or patterns in relationship to the evaluation questions and hypotheses. Quantitative data was coded, summarized, and analyzed using both descriptive and inferential statistics. Statistical Package for Social Sciences (SPSS) was used to analyze data using frequencies, percentage, means, and standard deviation.

4.0 FINDINGS AND DISCUSSIONS

4.1 Demographic Information

The study found that 71.4% of the head teachers that took part were male's while 28.6 % were female. This distribution was a clear indication that the appointments to school administration was perpetuating gender discrimination with fewer female teachers taking position of school headship. The highest educational qualification of the head teachers of the LCBPs a Master of Education degree while the lowest was P1 certificate and other qualification. The study found that all the head teachers had served in their positions for a period varying from 24 to 29 years and had undertaken professional development courses that varied from diploma in management to Guidance and Counseling as well as courses in Gender responsive pedagogy. Information on experience and qualifications of school heads indicate that many head teachers are old and have undertaken professional development courses for skills upgrading beyond the basic P1 certificate courses. This is encouraging because it indicates the primary schools are headed by administrators with the qualifications higher than the basic P1 certificate. Majority (58%) of the teachers that took part in this study were male, compared to 42% female teachers. The results imply that most of the teachers in schools in the County are male teachers.

Most (42%) of the teachers had P1 as the highest level of academic qualification in teaching, 25% of the teachers had diploma as the highest level of academic qualification. The qualification of the teachers reached varied from P1 certificate to Master of Education degree and their experience varied from seven to 30 years of service. The study further found that over 50% of the teachers have acquired qualifications beyond the entry P1 certificate courses. This is quite encouraging because it indicates the primary schools are taught by teachers who are highly qualified and highly experienced. The pupils were drawn from classes five, six and seven. The study found that most of the pupils (57%) were girls, while 43% were boys. The results imply that the schools in the county have not achieved the gender equality in the

composition of students by gender. The seven schools sampled represented the national categorization of low-cost boarding in Kenya. Information from the school categorization in table 8 indicate that although majority LCBPs had been established as purely boarding schools, the schools have since introduced day wing facilities for day scholars. This implies that the communities served by the LCBPs have either settled in villages near the schools or the schools are within the urban settlement enabling some pupils to commute from home as day scholars.

4.2 Extent to which the Objectives Of LCBPS Program were being Achieved

This study sought to establish whether the respondents were aware of the objectives of the low-cost boarding schools’ program in Kenya and whether they were being achieved. Majority of the Head teachers and Opinion leaders reached and listed the objectives of establishing LCBPs as shown in Table 1.

Table 1: Objectives of Establishing LCBPS

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

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

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

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

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

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

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

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

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

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

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

One head teacher of one of the boarding schools remarked:

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

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

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

4.3 Organization of Teaching and Learning Environment in LCBP-Schools

One of the main reasons of introducing LCBPs in Kajiado County was to improve quality of learning outcomes and ensure that those children enrolled completed a full cycle of quality primary education. UNESCO (2010) argued that provision of quality education to an expanding population and particularly the hard -to- reach and the marginalized require efficient use of available resources. Carr hill, (2005) observed that Pastoral and nomadic communities only enrolled in LCBPs those children they thought would not make excellent shepherds. This is a view that was confirmed by a local education officer in Kajiado who said that:

Most pastoral-nomads start training their children in herding at very early age, during this time they can cultivate and assess the interest of the children in herding and only those who were slow in picking up the art of shepherding were released to school.

Unfortunately, according to this education officer, pastoralist argue that the formal schooling in its present form tends to deskill the pastoralist children. This implies that, based on this argument some of the children from Nomadic-pastoral background who attend LCBPs have double disadvantage; they don't get the skills of herding and they also not pass well enough to continue with further education or qualify for post school training.

Based on this argument, the low-cost boarding programs need to be repackaged to make them more relevant to the pastoral- nomadic communities because if schooling is made to support the communities to improve their living conditions, it must relate to the needs of the community. Such education programs should progressively work towards addressing the negative values against formal education currently held by the communities. These views were confirmed by a representative from an NGO supporting education in Kajiado County who said:

Based on my experience in working with nomadic- pastoral communities in Kenya, many nomadic- pastoral cultures only allow the release of the lazy children to school while the hardworking are retained to look after animals because they will protect them from wild animals.

The Government has prescribed the standard national staffing for staffing public schools: according to the national staffing guidelines, one streamed primary school should ideally be provided with a teacher per class plus 2½%. These national guidelines have been seriously compromised in the ASAL regions because of a variety of reasons.

Information was sought from Head teachers on staffing and Head teachers from all schools visited indicated that most of the schools were grossly understaffed. When asked to explain how schools managed the understaffing situation, the Head teacher's responses were that:

Schools raised funds to employ PTA teachers and non-teaching staff; Schools merged classes to use the available teachers; Schools re-organized the teaching timetable against the available teachers.

This explanation by head teachers implied although education is supposed to be free parents were tasked to take-up part of cost supposed to be met by Government. This means that all parents contributed towards employment of teachers to address understaffing in LCBPs. Children in the understaffed LCBPs were denied the pupil contact time other children from better endowed environments enjoyed. This resulted to schools introducing unregulated charges to parents who were already not willing to enroll their children to take an education they did not appreciate. The non-teaching staff were also overstretched by working for long hours. This is enough reasons for Government and teachers service commission to review the staffing conditions in LCBPs. In the non ASAL regions, parents supplement the staffing by paying towards recruitment of additional teachers. In the ASAL regions parents do not understand why the children should go to school in the first place because they need their hands to supplement the family labour. Given a choice they would choose to have their children at home. This also defeats the essence of starting Low-cost boarding schools.

According to the quality assurance and standards guidelines, achievement of quality learning outcomes is depended on the following elements: (Rep of Kenya. 2018). Teacher availability and support to ensure that they prepare and deliver lesson as required; ensuring that all children have access to quality textbooks at a recommended ratio of 1:1 in lower primary and 1:3 in upper primary; Ensuring that teachers are adequate supervised and supported in lesson delivery; Ensuring that the learning is monitored progressively, and appropriate intervention put in place as appropriate. The provision of instructional materials is therefore a key driver of improvement of learning outcomes. The guidelines to the provision of instructional materials under the free primary education gave the responsibility of procurement of instructional materials to the school instructional materials committee whose secretary is the head teacher until 2018 when Government adopted a central procurement and distribution strategy and withheld the capitation for instructional materials.

Prior to the 2018 decision of central procurement and distribution of instructional materials the Government provided a capitation of Ksh 370 per child for textbooks every year in every school since 2003. This figure was revised in 2018 to Ksh 689. The total allocation to instructional materials then translated to more than Ksh 4070 over the last ten years for procurement and maintenance of instructional materials. At an average book cost of Ksh 400 then every child should have had a book for each of the seven 7 learning areas offered in primary school syllabus by the tenth year of implementation of the decision. This would also allow for mitigation against tear and wear.

Studies have shown that by 2018 most primary schools had not realized a pupil; book ratio of 1:1 in the core subjects as anticipated by the programme since the introduction of the free primary program in 2003 (Rep of Kenya, 2018). Additional evidence from the Kenya early grade literacy programme (Tusome) show that provision of instructional materials as well as availability of teachers and teacher support and supervision are key drivers of improved learning outcomes (RTI /Kenya, 2012). The Tusome national pilot in early grade literacy from 2015-2019 developed and provided each learner in public primary schools in grades 1-3 with a high quality cheap instructional material in English and Kiswahili. This evidence was used

by the Ministry of education to guide the 2018-19 decision on central procurement and distribution of instructional materials. This study sought to find out from learners in the schools visited whether the schools had realized the required pupil: book ratio of 1:1 in core- subjects. A statement was included in the rating scale to find out learners' assessment of availability instructional materials in the core subjects like English. The majority (61%) of the learners who responded indicated that they did not have English textbooks and only 27% of the pupils have English textbooks and 12% did not respond.

Learners were presented with statements to help assess the suitability of the organization of the teaching learning environment in the LCBPs and 76% of the learners indicated that majority of teachers taught all lessons and did not skip any lessons. Information adduced from learners further indicated that teachers are available when required by learners which is a credit to the teachers and a driver of learner performance. Learners therefore indicated that all subjects were taught as planned. A statement was included to assess learner's views towards teacher's performance and 84% of the learners in schools visited indicated that class assignments were always marked by teachers as shown in figure 4.16. The learners said that they revised the marked assignments with teachers in class and class teachers help slow learner. This is a good indicator of strong pupil -teacher support system that helps the learners with challenges in majority of LCBPs.

5.0 CONCLUSIONS

The objectives of establishment of LCBPs programme were unrealistic but achievable. They were unrealistic and not being achieved because there was no established institutional and funding framework to guide the implementation of the LCBPs programme. The teaching and learning environment in the LCBPs programme in Kajiado was affected by inadequate staffing of both support and teaching staff. The schools also did not have adequate instructional materials in core learning areas. The LCBP school calendar had not been align to the nomadic-pastoral migratory timeline to allow many children to enroll and ensure the parents that their children are safe while they move with animals.

The secular curriculum had not integrated the Islamic Religious programs of the Madrassa and Duksi that offer Islamic teaching to allow the Muslim children access the mandatory Islamic teaching. The education curriculum did not appreciate the nomadic way of life, respect culture, traditional systems of knowledge and skills preservation. The national curriculum reform policy that county education allows can contribute 10% of content of the national curriculum. The National council for nomadic education was established by the Basic education act 2013 to help address challenges affecting achievement of educational performance in ASAL. The schedule provides clear mandate, functions, and the operational framework. The Council has not reached out to ASAL regions as envisaged in the legal provision and its operations were limited in the field.

6.0 RECOMMENDATION

Based on the finding of the study the following recommendations are made: There is need to develop an intuitional and funding framework to guide the costing of the provision education in the LCBPs so that children from the ASAL are comfortably accommodated. Such framework would facilitate mobilization of nomadic and pastoral communities to participate in the planning of education for ownership and support the Government and development partners to

adequately resource the LCBPs with Human, facilities, and equipment for decent boarding living conditions. The Nomadic- pastoral communities require basic education packages that resonate more appropriately with their mobile way of life. Such education programs would integrate the mandatory religious teachings such as Duksi and Madrassa into secular education. The organization of educational programmes should also appreciate the mobility of the communities and their cultural values. To ensure effective implementation of the LCBPs, it is recommended that the following arrangements are put in place by the respective ministries and departments of Government as well as the development partners and communities.

Ministry of education

- i. The already established low-cost boarding need to be rehabilitated and equipped with facilities that reverberate with the needs and aspirations of the nomadic –pastoral way of life. Such improvements would make the LCBPs more attractive to nomadic-pastoralists by improving the boarding facilities
- ii. The operations of the low-cost boarding schools to be monitored and supervised more closely for improved quality and standards of education.
- iii. Successful institutional managers to be Identify, incentivized, and deployed to the LCBPs for improved management that will in turn improve performance and enrollment.
- iv. Establish a data base with real time data updates for the children of nomadic and pastoral background to facilitate appropriate planning by both Government and partners.
- v. Involve the nomadic-pastoral communities in planning the education of their children.
- vi. Use educated Elite from the nomadic-pastoral communities as role models on the value of education.
- vii. Establish structures for orientation of teachers deployed to ASAL regions on the nomadic culture and encourage the communities to accept them.
- viii. Review the incentives offered to teachers posted to teach in ASAL areas to make them more attractive.

Opinion and religious leaders

- ix. The opinion leaders of the nomadic–pastoral communities to development of strategies for sensitization of the local communities through enrolment drives to allow more children access education in the LCBPs.
- x. Organize school and community mentorship programs by local educated Elite from the nomadic-pastoral communities to talk to both the parents/ community and children in school on the value of education.
- xi. Organize and identify local experts for orientation of teachers deployed to ASAL regions on the nomadic culture and encourage the communities to accept them.
- xii. Participate in discussions with Government to explore strategies of support and integration of the Islamic Religious programs of the Madrassa and Duksi to the secular education programs to allow children who attend the mandatory early morning religious teaching easily transit to schools for secular curriculum.

Education Development partners

- xiii. Consider expanding school feeding programs to more children in nomadic communities to supplement the school’s food supply by Government.

REFERENCES

- Anubama, A.P, Ramachadra. (2003): *Theory and philosophy of HRD human capital theory. University of technology Malaysia; faculty of management and Human Resource development.*
- Care, E., Kim, H., Vista, A., & Anderson, K. (2018). Education System Alignment for 21st Century Skills: Focus on Assessment. *Center for Universal Education at The Brookings Institution.*
- Carr-Hill, R., & Peart, E. (2005). *The education of nomadic peoples in East Africa.* African Development Bank: UNESCO.
- Dollebo, M. M. (2020). *Using community structures to support inclusive basic education provision in urbanized vulnerable settings: the case in Wolayta Soddo, South Ethiopia* (Doctoral dissertation, University of the Free State).
- Dyer, C. (2016). Approaches to education provision for mobile pastoralists. *Revue scientifique et technique, International Office of Epizootics*, 35(2), 631-638.
- Elmassah, S., Biltagy, M., & Gamal, D. (2021). Framing the role of higher education in sustainable development: a case study analysis. *International Journal of Sustainability in Higher Education* 19(7), 201-213.
- Ezeomah, C. (Ed.). (1997). *The Education of Nomadic Populations in Africa: Papers Presented at the UNESCO (Breda) Regional Seminar on the Education of Nomadic Populations in Africa, 11-15 December, 1995, Kaduna, Nigeria.*
- Hunt, T. L. (2021). Teacher perceptions of effective professional development: insights for design. *Professional Development in Education*, 4(1) 1-14.
- Ibrahim, M.H. et al, (2012) *Shariff Shibly and the development of education in northern Kenya: Recollections and reflections by its pioneers.* RED Design and printing, Nairobi – Kenya.
- Kenya National Bureau of Statistics. (2019). *The 2019 Kenya population and housing census.* Nairobi: Kenya National Bureau of Statistics.

Ministry of Education (MoE), (2008). Safety and standards manual for schools in Kenya.

Odekunle, S. O. (2001). *Training and skill development as determinant of workers' productivity in the Oyo State Public Service*. Unpublished Ph. D Thesis, University of Ibadan.

Raymond, A. (2021). Girls' participation in formal education: a case of Maasai pastoralists in Tanzania. *Educational Research for Policy and Practice*, 20(2), 165-185.

Republic of Kenya (2007). *Vision 2030: A competitive and prosperous Kenya*. Nairobi: Government Printer.

Republic of Kenya&USAID. (2012). *The base line survey of early grade literacy programme (Tusome)* (Unpublished report).

Republic of Kenya, (2018). National education sector strategic plan. Ministry Of Education.

Republic of Kenya. (1963). *Kenya Education Commission Report Part I & II*. Nairobi: Government Printer.

Republic of Kenya. (2012). *Vision 2030: Development strategy for northern Kenya and other ASAL lands*. Nairobi: Government Printer.

Republic of Kenya. (2012). *The Task Force on realignment of education to the constitution (Odhiambo Task Force)*. Ministry Of Education.

Republic of Kenya. (2013). *Sector plan for financial services, second medium term plan 2013-2017*. Nairobi, Kenya: Principal Secretary, the National Treasury.

Republic of Kenya. (2015). National education sector plan. Ministry Of Education.

Republic of Kenya. (2016). Facts and figures. Ministry of Education, NEMIS.

Republic of Kenya. (2018). ASAL Conference 2018. Ministry of devolution and ASALS.

Republic of Kenya. (2019). ASAL Conference 2019 held in Amboseli National park 'Kajiado county. Ministry of devolution and ASALS.

Rose, R., & Malkani, R. (2020). Policies and practices that foster education for all: Implications for economically poor nations. In *Oxford Research Encyclopedia of Education*.

Sabates, R., Carter, E., & Stern, J. M. (2021). Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana. *International Journal of Educational Development*, 82, 102377.

UNESCO, (2011). *The Hidden Crisis: Armed Conflict and Education; [Education for All (EFA) Global Monitoring Report 2011]*. Paris: UNESCO Publishing. Oxford University press.

Vijayalakshmi. M. (2016). Modernization and the role of Education in the process of Modernization.

Wallerstein, I. (1984). *The politics of the world-economy: The states, the movements and the civilizations*. Cambridge University Press.

Woolcock, M., & Narayan, D. (2000). Social capital: Implications for development theory, research, and policy. *The World Bank research observer*, 15(2), 225-249.