AN EVALUATION OF THE IMPLEMENTATION OF LOW-COST BOARDING PRIMARY SCHOOLS PROGRAMME IN KAJIADO COUNTY OF KENYA

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DECLARATION

I, the undersigned, declare that this report is my original work developed through reading research, and reflections and to the best of my knowledge it has not been presented to any other university for academic credit. Information from other sources has been duly acknowledged.

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ABSTRACT

The Government of Kenya established low-cost boarding primary schools (LCBPs) in the ASAL regions in the 1970 and committed to provide boarding facilities, food items and all other supplies while the parents provide students personal effects to operationalize the LCBPs initiative. Eleven (11) of the (392) Kenya's LCBPs were in Kajiado County with an enrollment of 4,176 in 2016 and were under enrolled by the national standards. The Low-cost boarding schools have however, helped in addressing the County education performance indicators. Over the years the county of Kajiado had its NER improved to 79.1% in 2016 which was still below the national average of 91.1%.The low-cost boarding schools programme in Kajiado County has not been comprehensively evaluated to establish its efficacy. There was, therefore, need to evaluate the LCBPs program in Kajiado County to propose strategies that respond to the educational needs of the Nomadic-pastoral communities. This process evaluation of the LCBPs used Sequential Mixed method approach. 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. Data was analyzed using appropriate analysis techniques. Qualitative data was coded and collapsed to establish emerging themes or patterns in relationship to the evaluation questions. Quantitative data was coded, summarized, and analyzed using descriptive statistics. Emerging trends were related to the evaluation questions, data was interpret involving frequencies, percentage, means, and standard deviation. The qualitative information from the different instruments were used to discuss, and report findings as well as guide recommendations and conclusions of the study. The findings of the evaluation established that LCBPs in their present form did not respond to the educational needs of the nomadic and pastoral communities of Kajiado County. Most of the schools were under-enrolled, underfunded, had inadequate facilities, understaffed with both teachers and support staff. The food served was of low quality and inadequate. This study recommends review the concept of LCBPs, with a view to establishment of LCBPs institutional funding framework paying special attention to the development of financing strategy guided by a rationalized unit cost of maintaining a child in the school.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Lands
DEB	District Education Board
EFA	Education for All
EMACK	Education for Marginalized Children in Kenya
ETR	Education Training and Research
FPE	Free Primary Education
GER	Gross Enrolment Rate
CIPP	Context Input Process Product
CSOs	Curriculum support officers
GoK	Government of Kenya
IDS	Institute of Development Studies
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KESSP	Kenya Education Sector Support Program
Ksh	Kenya Shilling
LCBPs	Low-cost Boarding Primary Schools
MoE	Ministry of Education
NER	Net Enrollment Rate
ODL	Open and Distance Learning
RABP	Remote Area Boarding Programme
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UPE	Universal Primary Education
UK	United Kingdom (Great Britain and Northern Ireland)

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in the 21st century is expected to be focused on the achievements of the sustainable development goals (SDGs) in line with Kenya's Vision 2030 (Treatment, Kim, Vista & Anderson, 2018). This requires streamlining the education and training sector towards increased retention and improvement of quality of education. For increased retention and improvement of quality of education in any kind of education system there should be interest in the social life of the large population of school-aged children enroll in educational institutions. Because these children mainly enroll to seek knowledge through the schooling process, it is essential to consider the effect schooling will have on their mental development. Poor nutrition, drug abuse, mother's depression, direct exposure to environmental toxic substances, injury as well as low quality daycare are likely adversely influence the intellectual development in young children (Elmassah, Biltagy & Gamal, 2021).

All over the globe, various federal governments have started initiatives to make sure that all Children especially those from marginalized and hard-to reach areas have access to quality basic education and training (Rose & Malkani, 2020). For example, in the United States of America, the government put in place a cost sharing policy in education and training programs to cushion the education cost to the poor families living in the low-income parts of the cities and urban areas (Lunnenburg, 2019). Sabates, Carter and Stern (2021) suggested that there is a significant

distinction of family's income in urban areas where there's blooming income generation activities in contrast to those poor families living in rural or marginalized areas which cannot afford education for their children or even offer support to school feeding programs that support school to run well. It has been suggested that provision of education and training to nomadic and pastoral communities in the world is among the most challenging and immediate concern that education planners, practitioners, and other actors in the field of education are currently dealing with (UNESCO, 2017).

Many African nations are engulfed in poverty, where poverty appears to inhibit education and training opportunity for their children and youth (Dollebo, 2020). As children get older, the cost accrued by missing education is higher, but this is the time of high demand by the community for children to work and supplement the household earning against them staying in school (Quest, 2018). The Long distances to school, poor quality of education and training, inappropriate facilities, congested classrooms, poor language of curriculum delivery and teacher absenteeism are reasons for low learner retention and poor quality of education among the hard -to- reach populations of the world (Pov, Kawai & Murakami, 2020). Similarly, the interplay between low income and other social factors puts pressure on the ability of children from hard-to-reach background to enroll, participate and complete a cycle of basic education and training. Gendered social methods within households and communities influence varying patterns of education access for all children irrespective of gender.

In most social setting girls are more susceptible to fail to complete an education program although, in the informal settlements in the cities boys seem to be more pressurized to drop out. Social factors

and school safety along with personal security are crucial for safeguarding the girl child at institution level. Similarly, it has been argued that stable family income generating strategies as well as flexible seasonal education calendar can improve education retention and enhanced education quality for the boy child (Leach, 2013). In the recent times, many education systems worldwide have initiated educational reforms to respond to the pertinent and contemporary needs of the 21st century.

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 hosting 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 both the EFA goals and the MDGs by the set period of 2010. Subsequently the world community's forum reviewed the challenges that inhibited most countries from achieving the MDGs targets and developed the sustainable development goals (SDGs) with a time frame of 2030 (UNESCO, 2014).

According to the Global monitoring report (GMR, 2014) the populations most at risk of not achieving the SDGs are the hard-to-reach, the marginalized, those affected by conflicts, as well as those living in the informal settlements. The same Global Monitoring Report pointed out that attaining the two education MDGs of Universal Primary Education (UPE) and Eliminating Gender Disparities at all levels of education by 2015 was not only depended on mass enrolment drives, but also required retargeting to reach the marginalized groups who were unable to access the

education opportunities. The global monitoring report 2014 recommended initiating interventions that focus on these groups of the population at risk to address the challenges they face towards the achievement of improved education performance.

The works by SOS Sahel (2009) on education for the pastoral and nomadic groups similarly showed that the attitude of the nomadic –pastoralist communities towards formal education has changed over time and is now positive. Both the children and adults seem to have understood the importance of education and are enthusiastic about learning. According to the SOS Sahel report the main obstacle to effective access to education for pastoralists remains the packaging of the education programs that are anchored on model of sedentary populations and classroom.

There are many different models on provision of education to the nomadic and pastoral communities that have been tried across the world which 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) boarding primary schools were found to adequately respond to the challenges of high rate of drop out among the sparsely populated regions of Mongolia and Central China. Similarly, 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 requires to be developed in conjunction with the respective nomadic and pastoral communities of the world.

Swift and Kratli (2000), However, casted doubts in the whole idea of low-cost boarding primary schools (LCBPs) by observing that Boarding schools were a good option for a small minority of

nomadic- pastoral children. Many active nomadic pastoralists who used school services preferred them for a few of their children because they allowed the communities more independence with their livestock while the rest of the children provided support. As a corollary to this argument Swift and Kratli found Girl's only boarding schools more favorable to the ASAL communities and are said to increase the enrolment of girls in the catchment areas. The LCBPs have also been found to be effective socializing agents for nomadic children away from their own communities.

In an effort to address education for the Marginalized and hard to reach, nomadic pastoralists included, the World Education forum 2015, agreed to refocus education to sustainable development by setting one goal for education with seven targets and seventeen indicators. Goal four (4) of the sustainable development focuses on guaranteeing comprehensive and top-quality education for all as well as promotion of long-lasting learning chances for all by 2030. The targets for the initiative include, making sure that all girls and boys at least complete free, relevant and top quality basic education and training; all boys and girls have accessibility to quality early school readiness programs, and pre-primary education and learning so that they are ready for the basic education and training programs; eliminating gender differences in education and training; making sure equal access to all levels of education and training for the population at risk; including individuals with special needs, indigenous populations as well as children in hardship situations by 2030.

Five out of the seven education outcomes under the SDGs concentrate on improved learning performance which is a shift from the just concluded development Goals of the Millennium (MDGs) that concentrated on ensuring access, retention as well as completion of primary

education and ensuring gender equality at all levels of education. The SDGs targets highlight that enrolment and retention are the paths of ensuring improved learning outcomes at all levels of education and training. The SDG schedule requires a specific focus on equity, consisting of equity-specific objectives such as Objective 5 on equity for all gender and goal 10 on reductions in inequalities. The World community forum then meeting in Korea in 2015 adopted education performance benchmarks that enable the measurement and comparing the learning performances at all levels of education and training. This would capture the National performance levels as well as point out variations throughout various sections of the population defined by the attributes of sex, social class, location, ethnicity, culture, language, or disability and also combinations of these qualities (UNESO, 2015).

Munene (2016) re-confirmed the earlier government conviction that the construction and operationalization of low-cost boarding schools in the marginal nomadic pastoralist areas would assure parents the safety and the wellbeing of their children. This was made to persuade them to enroll the children in boarding schools instead of moving with them during their seasonal migration. Munene further inveterate that the Government intention of construction of boarding schools was to enhance access, retention, and attendance and was an appropriate endeavor.

Despite these numerous interventions and initiatives by Government of Kenya and development partners to enhance access, equity, and top quality of education and training to the ASAL regions, close to 2 million children aged between 6-14 years were out of formal schooling in 2019 in Kenya (KHPC, 2019). Available evidence indicates that the number of out of school children in Kenya is distributed in isolated pockets, from which the dry and Semi-arid regions claim a lion's share

(Department of Education-ILO application method for IPEC/APBET, 2012). The elements influencing low educational participation by learners with ASAL background range from the expense of education, the insensitive nature of the National education to Kenyan nomadic as well as pastoral communities, reduced interest of family members to invest in education which they view as irrelevant and also of poor quality (ILO, 2009).

1.1.1 Implementation Strategies

The initiative of establishing Low-cost Boarding Primary Schools (LCBPs) was basically championed by host communities or development partners and in several cases initially supported by the 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 the categories of mixed day and boarding, mixed boarding, and single sex boarding schools.

The Kenya National education sector strategic plan 2018-22, highlighted the Challenges facing the ASAL region in relation to provision of education to include: the mobile nature of the community which make the provision of formal learning in fixed schools difficult; Persistent insecurity 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 social techniques that impact adversely on access to top quality education and learning as well as high levels of poverty that makes it hard to pay for the concealed educational expenses (Republic of Kenya, 2013). The sector plan further notes that despite the establishment of LCBPs and the heavy resource investment by Government, development partners and the community over time, the educational participation of children from the local nomadic and pastoral communities has remained low and the LCBPs schools have remained under-enrolled.

The Government and development partners have continued to be innovative and initiated more targeted intervention in provision of education to the ASAL communities. The mobile schools were for example started 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 flagship project under vision 2030 further re-affirmed its commitment to addressing the unique education needs of the pastoral communities by stipulating that, at least one low-cost boarding primary school was proposed to be built in each Constituency in the pastoral counties. (Republic of Kenya, 2017).

1.1.2 Distribution of Low-cost Boarding Schools and enrollment in Kenya

There were about 3261 LCBPs established across the country as of 2009 as shown in table 1.1.

Table 1.1: Distribution of the LCBPs in the Kenya ASAL Regions

County/District	Number of LCBPS	Enrollment
North Pokot	3	1,100
West Pokot	34	12,357
Central Pokot	08	3,008
Kajiado	11	5,233

Narok	16	7,037
Turkana	54	23,101
Turkana south	03	1,000
Samburu	37	19,573
Baringo	29	2,661
Koibatek	07	1,450
Transmara	03	1,451
Keiyo	02	785
Usain Gishu	01	342
Narok South	04	1,954
Mandera	25	9262
Mandera west	04	480
Mandera central	04	710
Wajir	27	3,786
Wajir west	02	160
Ijara	10	2,712
Garrissa	19	6,885
Fafi	02	318
Kilifi	02	191
Kwale	01	100
Tana River	10	1,110
Lamu	02	445
Tharaka	03	1,482
Meru south	01	145
Moyale	10	965
Isiolo	10	3,861
Marsabit	27	3,522
Mbeere	06	557
Lagdera	06	2,151
Laikipia north	04	407
Total	3261	120,301

MoE, 2009

Majority of the 3261 LCBPs were established by the Communities in collaboration with development partners and well-wishers and do not benefit from Government subsidy.

The Gross Net Enrollment in both public and private primary schools Kajiado county stood at 92.7% and the Net enrollment was 79.1% against the National NER enrollment of 91.1% in 2016.

The Kajiado NER was comparatively low when compared to the national NER. The enrollment rate for public and private primary schools in Kajiado County was as shown in tables 1.2

Table 1.2: Primary Enrolment, Gross and Net Enrolment Rates (public &private) (2016)

	Enrollment			Gross Enrollment rate (GER)			Net Enrollment rate (NER)		
COUNTY	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**	**Boys**	**Girls**	**Total**
Kajiado	85,426	81,622	167,048	95.3%	90.2%	92.7%	80.4%	77.7%	79.1%

Enrolment in Public Primary Schools per Sub-County in Kajiado by Gender Disaggregated sub-county enrollment for both public and private schools including the LCBPs has been skewed over the years in favor of the girl child as can be seen in table1.3.

Table 1.3: Enrolment in Public Primary Schools per Sub-County in Kajiado by Gender

	Public Primary Schools (Enrolment)	
Sub County	**Boys**	**Girls**
Isinya	4252	3832
Kajiado Central	16203	14610
Kajiado North	18888	17029
Loitoktok	19276	17381
Mashuuru	8181	7375
Total	**66800**	**60227**

MoE 2016 Statistical document.

1.1.3 Distribution of LCBPs in Kajiado County and Their Disaggregated Enrolment

The Eleven Low-cost boarding schools are distributed across the 5 sub-counties and enrolment in most low-cost boarding public primary schools in Kajiado County is skewed against the boy child as shown in Tables 1.4. This supports the objectives of establishing the LCBPs whose main interest was to enroll the girl in school and protect them from early marriages and other cultural factors as well as encouraging them to remain in school and complete a full cycle of education. This study was a process evaluation on the implementation of the Low -Cost Boarding Primary Schools in Kajiado County, Kenya.

The study recommends strategies aimed at addressing the challenges that affect the operations in the implementation of the Low-boarding schools in order to realize returns on investment in the schools.

Table 1.4: Distribution of LCBPs in Kajiado County

S/No.	Sub- County	School	Enrolment	Boys	Girls
1	Isinya	Kimelok Primary	237	36	201
2		Isinya Primary	560	560	-
3	Kajiado Central	Ilbissil	455	197	258
4		Ole-Kejuado Primary	360	-	-
5		Naningoi	388	-	388
6	Kajiado North	Olkiramatian A. Z.	546	306	240
7		AIC, Kajiado	650	-	650
8	Mashuuru	Mashuuru Primary	420	190	230
9	Loitoktok	DEB Loitoktok	804	417	387
. 10		Rombo Girls	537	-	537

. 11	Olgulului Primary	418	238	180
	Total	**5375**	**1944**	**3071**

Source: MoE 2016

Expected outputs

The immediate outputs of the initiative of education provision to the nomadic pastoral communities were the availability of operational LCBPs with the necessary infrastructure, staffing, that would attract, enroll, and retain learners. A functional LCBPs requires to be registered upon satisfying the requirement for registration which include availability of classrooms, dormitories, sanitation facilities, staffing as well as an operational school board of management and evidence of community support.

Outcome

The expected outcomes of establishing Low-cost boarding primary schools are that the Government would work with communities to build schools that have adequate infrastructure. The Boards of management would employ support staff while the Teacher's service commission would post appropriate teaching staff to the schools. Communities would be sensitized and enroll their children who would stay in school to finish the primary education course. The schools would organize the learning and teaching environment to attract, retain and graduate learners with quality grades. The non-teaching staff and the teachers would be motivated to provide a secure school Environment particularly for Girls. The school calendar would be reorganized to respond to the pastoral and nomadic lifestyle.

Activities

The main activities are to operationalization of Low-cost boarding school which includes, mobilizing the communities to identify a school site and supporting the construction of the infrastructure of the school. Other activities include staffing of the school by Teacher's service commission, appointments of the school board of management, securing funding from government, community, and other well-wishers for operational and maintenance cost of the school as well as sensitization of the local communities to support the school. Organizing enrolment drives within the communities is also a necessary condition to ensure availability of children to the LCBPs.

Evaluation Studies

The Low-cost boarding primary schools in Kenya are those boarding primary schools established with minimum basic boarding facilities by the community, Government or by development partners to serve the hard-to reach and the marginalized communities Their operations are subsidized by Government or development partners and serve children from nomadic and pastoral background.

Review of Literature has not identified any comprehensive evaluation studies undertaken on the low-cost boarding primary schools' program in Kenya. There are, however, isolated case studies that have reviewed provision of education to the nomadic pastoral communities in Kenya that have made reference to the Low-cost boarding primary schools' program. The Ministry of education in collaboration with UNICEF for example commissioned a study to put together information for to

support the development of the nomadic education policy in Kenya. The study referred to the Low-cost boarding primary school's program and observed that the low-cost boarding schools in their present form were not supporting children enrolled adequately (Republic of Kenya, 2009).

Similarly, Ruto et al., (2009) in a background paper prepared for Global Monitoring Report 2010 on Education for All (EFA) that focused on educational marginalization in Northern Kenya referred to low-cost boarding primary schools. Although the report was not evaluating the low-cost boarding program in Kenya, it referred to the low-cost boarding schools and indicated that they were the preferred solution available to enhance school participation in arid and semi-arid districts.

Kratli and Dyer (2009) in their research paper addressing the challenges of educating the nomadic people mapped out the conceptual terrain of education and highlighted successful and innovative approaches that guide the provision of education to the nomadic communities around the world. In reference to the low-cost boarding primary schools in Kenya, the paper indicated that boarding schools are preferred by those pastoralists who can release only some of their children while they move with the rest. The study indicated that girls' only boarding schools with good management are preferred by majority of nomadic households. The study further retaliated that boarding schools are getting popular with households because children in boarding school appear to perform better than those in day schools.

Sifuna (2005) examined the interventions introduced by Government to support provision of education to the nomadic and pastoral communities to enhance educational access. The

interventions considered included establishment of boarding schools. Sifuna's paper proposed that, the government needs to engage the nomadic and pastoral communities in planning, development and implementation of realistic educational interventions and policies that incorporates elements of their existing traditional education and knowledge.

Hussein (2016) in his study on Effects of Quality Education to Pastoralists Community of Mandera County-Kenya also showed that the Boarding schools were operating below capacity. Hussein asserted that the low-cost boarding schools were not serving children of the pastoralists appropriately. The study recommended that to make boarding schools more attractive to nomadic pastoralists, the Government need to improve the boarding facilities and the living conditions of children within the school.

Ayiro et al., (2016) undertook a study on provision of education to the 'hard to Reach' Amidst Discontinuity in Nomadic Communities in Kenya Nomadic. The findings of the study showed that provision of education to nomadic pastoralist children in the ASAL counties is constrained by many school and non-school factors, as such the study proposed establishment of low-cost boarding schools as a viable option towards increasing educational access to nomadic pastoralists.

Swift (2009) during the scenario planning as part their work engaged ASAL communities in scenario planning for education and observed that the nomadic pastoral communities were progressively appreciating education, but they need to be involved in the planning so that they can articulate their needs and interest.

Similarly, Dyer (2016) examined the dynamics of providing formal education to pastoralist livelihoods and the supplementary role indigenous knowledge plays across the models of formal and non-formal education service provision for pastoralists. Dyer observed that the Pastoralists who wish to participate in schooling will curtail their mobility or split household to allow some members to move with animals while others attend school.

The Global monitoring report (2015) noted that Legislative as well as policy interventions for several deprived groups since the start of the EFA activity enhanced enrolment in schools, however numerous essential barriers to education and learning for marginalized communities were not adequately addressed and the sluggish rate of advancement showed deep-rooted practices of social exemption.

In efforts to accomplish the national, local, and worldwide commitments of provision of high-quality education and training to all residents, the Government of Kenya over time took affirmative action to ensure the minority as well as the marginalized groups are accorded access to education as well as in economic development. The Government paid special attention to education for ASAL by providing for it in the first and the second National development plans of 1970-1974&1974-1978. The development plans committed the Government by providing budgets for establishment and support of low-cost boarding primary schools (Republic of Kenya, 1970&1974).) This initiative has continued to be supported by most of the educational commissions and committee appointed in Kenya since the second national development plan.

After the second National development plan, the Government of Kenya initiated national policies supporting provision of education to the vulnerable groups including the nomadic and pastoral communities. Evidence available however, indicate that most of these interventions did not address the real factors inhibiting education access for children from nomadic and pastoral background. For example, Dyer (2015 observed that the capitation grants provided by the Government 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.

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).

Consequently, the government of Kenya in consultation with 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 policy established the National Council for Nomadic Education

(NACONEK) to operationalize the policy on Nomadic Education 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).

To reaffirm the government commitment to addressing the challenges of provision of education to nomadic pastoral communities, Article 43 of the Constitution of Kenya, 2010 on the bill of rights declared education as a right to every person while article 53 (1) (b) provides for free and compulsory basic education for every child. Article 2(b) of the same Constitution upholds those treaties and conventions ratified by Kenya form part of the laws of Kenya. Accordingly, Kenya has over the years ratified several key regional and international conventions and treaties which provide guidance to the provision of education.

The regional and international conventions and treaties signed by Kenya include the African Charter on Human and also Individuals' Legal rights whose provision in section 7 offers that every

individual shall have a right to education and training; section 11 on the rights and also welfare of the youth offers cost-free primary and secondary education and also obligates states towards this right. This is in line with the Universal Declaration of Human Rights (UDHR) (1948) which similarly provides a right to education to every child. The Kenya Basic Education Act (2013) actualizes the right of every child to free and compulsory education and criminalizes denial of admission to basic education institution as well as holding back a child and failure to present a child to school (Republic of Kenya, 2013).

Despite the many targeted interventions put in place 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 , 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.

1.2 Purpose of the evaluation

The purpose of this process evaluation was to establish the status of implementation of the low - cost boarding primary schools programme in Kajiado County. The areas of focus included extent of achievement of the objectives, conceptualization, resources provision, Perception of stakeholders on the programme, the primary activities as well as factors that affected the implementation of the low – cost boarding primary school program in Kajiado.

Kajiado County hosted eleven (11) of the 392 national low-cost boarding primary schools in 2019. These 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 an average Government support capitation grant of Ksh. 3,307 for boarding, a further Ksh. 3,000 per pupil per year for support staff. Additionally, all learner enjoyed a capitation of Ksh. 1420. (Republic of Kenya, 2018).

Despite the establishment of LCBPs in Kajiado and the heavy investment by both Government, Development partners and other stakeholders there are still many children out of school 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).

Wambiya, 2013, Ogoti, 2015, Unicef, 2020, studies on LCBPs did not capture what goes on about them in Kajiado county. The purpose of this study therefore was therefore to undertake a process evaluation of the implementation of the LCBPs programme in Kajiado to establish whether the

low-cost primary school program was achieving the purpose for which it was started to serve. The study provides 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.

1.3 Evaluation Questions

This process evaluation attempts to establish how well the Low-cost Boarding Primary schools (LCBPSs programme has supported educational access and participation of children from nomadic and pastoral community of Kajiado County. It pays special attention to the programme conceptualization, design, implementation as well as the outcomes, and recommends the way forward towards the improvement of the performance of the programme.

The evaluation responded to the following questions:

i. To what extent are the objectives of the LCBPs in Kajiado County realistic and achievable?
ii. What resources are available for the implementation of the Low-cost boarding primary schools programme (LCBPs) in Kajiado County?
iii. To what extent have the primary activities of the low- cost boarding schools programme been implemented in Kajiado County?
iv. What is the perception of stakeholders on the implementation of LCBPs in Kajiado county?
v. What factors affect effective implementation of the Low -cost boarding primary school programme in Kajiado county?

1.4 Significance of the Study

The findings of this study are significant in several ways. In the first place they provide information that help to fill in the knowledge gap on the status of implementation of the LCBPs programme. They also bring out the factors that affect the enrolment in LCBPs under the present arrangements and propose strategies to address the challenges. The study also examines the challenges faced by the management in operationalization of the LCBPs in Kajiado County.

This study established that the present model of the LCBPs in Kajiado is not the most appropriate for the nomadic and pastoralist communities. The study further brings out internal inefficiency in the management of LCBPs as serious inhibition to access. It also brings out the need for improved school-based quality assurance. It further identifies gaps in the operationalization of NACONEK for purposes of spearheading the provision of education in ASAL. It relates the theory of human capital development to education provision and advocates for education planners to leverage on the strong social bonds existing within the nomadic-pastoral communities to plan educational programmes.

It also advocates for provision of education as human right which obligates the Government to provide education to nomadic and pastoral communities. The study further appreciates that education provision has valuables returns on investment which is worth the opportunity cost by the pastoral groups. Finally, the study provides information to policy makers on the LCBPs to support in making informed decisions on the LCBPs program in Kajiado County.

1.5 Scope and Delimitations of the Study

This process evaluation of the implementation of low-cost boarding primary schools focused on t 7 of the 11public LCBPs that are supported by the national Government in Kajiado County. The 7 schools represent the four main operational categories of (Mixed day and boarding, girls boarding, boys boarding and mixed boarding. The functional operation of low-cost boarding primary schools in Kajiado County have evolved since their inception in status and category of operations. The LCBPs are operated as public schools and can be categorized as a mixed day and boarding, mixed boarding (boys and girls) and single sex boarding schools. There are 11 LCBPs in Kajiado.

The study interviewed all the head teachers, and selected education officers at both the county and Ministry of education headquarters as well as representatives of Nongovernmental organization supporting education provision in Kajiado county. Teachers serving the LCBPs, and grades 5,6 and 7 learners responded to a questionnaire and rating scale on the status of implementation of the LCBPs. The study was undertaken during the second term of the school year 2015. The study was grounded on the human capital theories of development and sampled schools from the Five sub-counties of Kajiado namely Isinya, Kajiado north, Kajiado central, Loitoktok and Mashuuru. It was not possible to use all the 11 low-cost boarding schools because they were located far deep inside the county with very poor terrain and long distances. The data collection could only be done during the last month of second term when the researcher took leave because the researcher was a full-time employee.

1.6 Theoretical Framework

This research was primarily based on the theory of human capital. A theory is an effort to establish a basic description of a phenomenon. It defines non-observable facts and events that are thought to affect the elements of research study. A theory therefore explains the relationship amongst the essential variables to clarify an existing status, predicting future incidents or focus on determining cause effect relationship. The theory of human capital development considers educational provision as a human right and is used to propose innovative strategies to guide educational investment and development for the nomadic pastoral communities of Kajiado County.

The human capital theory was conceptualized many centuries ago but formally evolved in the 20th century. The first group of Scholars that formalized the theory were Schultz and Heller whose version of the human capital idea can be viewed as reaction to efforts by economists in the 1950s to identify the sources of economic growth, a reaction molded by research strategies and interests Schultz had developed over his career. Schultz with other scholars' redefinition of education as investment in human capital, and their propositions about the relationship between human capital accumulation and aggregate economic growth, formed the basis for the call for increased funding for education a responsibility that was best placed in the docket of state Governments. (Schultz, 1962). The human capital theory posits that human beings can increase their productive capacity through greater education and skills training and its components include factors like education, training, intelligence, skills, health, and other things employers value such as loyalty and punctuality.

The theory of human capital is necessary in guiding educational investment and development around the world. The human capital theory holds that formal education and training are essential for improved production capacity of a population and presupposes economic returns on investment in education (Ukwuaba, 2015.

Human Capital Theory has been arguably identified as the theoretical structure most responsible for the wholesome adoption of education and learning to advancement. (Olaniyan & Okemakinde, 2008). Based upon the works of Schultz (1971), Human Capital theory rests on the assumption that formal education is extremely important as well as essential to enhance the production capability of a population. The theorists associated with Human development assert that an enlightened populace is an efficient population. The provision of education and training is for that reason viewed as an efficient financial investment in human capital which the supporters of the theory consider instrumental to development.

Woodhall (1987) believed that the upcoming generation needs to be taught how existing knowledge must be utilized to create new items, introduce new processes as well as production approaches and social solutions, which individuals are able to originate through imaginative techniques. Almendarez (2013) as a result, said that the theory that focuses on development of the human resource offers a basic justification for large public expenditure on education and the appeals of the theory are based on the assumed financial benefits in education and training both at the macro-and micro-levels.

Robert (1991) advanced the human capital model which reveals that education and training creates human resources and is responsible for both the differences in labor efficiency as well as the differences in overall levels of modern technology that we observe worldwide. Various theorists have thus made use of various methods to model exactly how expansion of education accelerate financial development and general development, such versions view education as a financial investment in human resources that creates favorable externalities in financial success and support human capital as a critical input for innovations, research, and development activities. 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 (Augustine & George, 2013). It does not also appreciate the circumstances under which these communities operate and the utility value of the graduates to nomadic pastoral economy. This, therefore, calls for the need to relate education to the needs of nomadic communities.

To enhance human development in the basic society, it is essential to apply the theory that propagates the develop of human resource to education provision (Kuzminov, Sorokin & Froumin, 2019). By such methods, performance is boosted and sustained based on an educated workforce. This concept on investment on human has been used by financial experts and federal governments to make policies that have an impact on populations, it also has an extensive effect at policy level in education because the demand generally exceeds the supply (Atalay, 2015). The idea, however, has several presumptions; first, education and training can predict one's earning. This is an undetermined argument considering that there are numerous non-education elements that dictate

what a person would earn. These include gender, family background, colleges attended, geographical location of the individual as well as personal networks. (Bjorklund & Kjellstrom, 2002).

The theory presumes that one's earnings are associated to prescribed education and training while ignoring the responsibility of numerous other learning methods that promote as well as infuse knowledge much like official education. There are other frameworks such as informal education and training, experiential learning through interactions with the environment, home-based education and craft work that have an impact on the rate of returns (Keeley, 2007a). Regardless of the arguments the proponents of the development of human theory gives a considerable structure in which the proportion of returns to education and learning can be warranted. It is against this background that human capital theory is used to guide this evaluation and the proposed education investment for the pastoral -nomadic populations of Kajiado county -Kenya.

It has certainly been confirmed that the principles that prioritize investments in human resources as well as educational systems function perfectly for the development of individuals in nation states especially the low-income nations (Way, 2018). Nevertheless, there are ramifications related to the variations and, in policies as well as national investments in education and training. The human capital theory emphasizes the need for policy makers to set aside substantial funds towards the provision of education and training facilities (Lepak & Snell, 1999). While some federal governments might be reluctant to provide adequate resources to fund education, the beneficial returns from this financial investment will substantially outweigh the investment. Most of the developing countries have hence recognized that the main catalyst for empowering the human

population is education and training (Sweetland, 1996). Hence, they invest substantial resources in education and training, not only in an effort to provide knowledge and skills to individuals, but additionally to inculcate values and attitudes that are in the nation's best developmental priorities. In reference to the numerous scholars whose viewpoints have been discussed, countries of the world are faced by challenges that might restrict their ability to expand education to promote development and innovation. This theory was therefore found to be relevant to the current study since it explains how the governments and policy makers can stimulate the provision of quality education in Kajiado County by allocating resources to fill in the existing financial gaps.

Further, the human capital theory holds that formal education is essential for improved production capacity of a population and presupposes economic returns on investment in education. This theory needs to be viewed against education as a human right and guide education planners and policy makers to leverage on the social and administrative structures of nomadic-pastoral populations to design educational programs that address the needs of the nomadic-pastoral communities. This paper argues that there is a high rate of return on investment in education initiatives for the nomadic pastoral groups.

This study therefore contends that governments can use the theory of human capital development in the provision of education as a basic human right to the nomadic and pastoral communities. The interplay between various elements in the daily operations in the nomadic and pastoral way of life particularly the social and administrative structures are important in planning education for the ASALs. An attempt is made to discuss the circumstances under which these communities must compromise to release their children to enroll in LCBPs.

The human capital theory similarly holds that formal education is a necessary condition for improving the production capacity of a population. The theory maintains that new generation requires transfer of appropriate knowledge accumulated by previous generations. In this study the theory of Human capital is viewed against provision of education as a basic human right and hence the nations states need to put in place adequate resources to develop the ASAL populations for their own good and for the good of the nation state. Provision of quality relevant education to the nomadic pastoral communities is a right and a necessary condition for development of the ASAL.

The theory however does not zero down 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 schooling 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.

Human Capital Theory has been perhaps viewed as the theoretical framework most appropriate for the wholesome adoption of education to advancement. (Olaniyan & Okemakinde, 2008). The

human capital philosophers insist that an enlightened population is an efficient population. The arrangement of official education is for that reason viewed as a productive investment in human funding which the advocates of the concept see as critical to growth.

Robert (1991) created a human funding model which reveals that education and learning develops human capital and is responsible for both the distinctions in labor performance and the distinctions in overall degrees of innovation that we observe worldwide. Different theorists have for this reason utilized different approaches to model how substantial expansion of education and learning increase economic growth and advancement, such versions see education and learning as a financial investment in human capital and produces positive services in financial success and maintain human resources as a crucial input for advancements in development activities.

Additionally, Odekunle (2001) verified that financial investment in human funding has positive impacts on the supply of entrepreneurial activity and technical advancement. 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. It does not also appreciate the circumstances under which these communities operate and the utility value of the graduates to nomadic pastoral economy. This, therefore, calls for the need to relate education to the needs of nomadic communities.

The Kenya national curriculum reform policy (2015) acknowledges this gap and allowed the 10% of the national curriculum to be county specific. Review of the initial curriculum designs and the

process of the Kenya curriculum reform process, it is not explicit how county inputs will find their way into the national curriculum as required by the policy. Since the Government has made commitment in the reform process that started in 2015 and runs through to 2023 the actualization may only be feasible at the school, through teacher in-service training and during the actual teaching in the classroom. The counties will also need to put in deliberate efforts to constitute county subject technical teams to develop the county specific content and engage the national government on the integration of such content to the national curriculum.

Further literature on nomadic education asserts that there is slow growth in the demand for educated labor to support the nomadic economies in Kajiado County and similarly educated population among the nomadic communities do not easily fit in the nomadic economies. This beckons the need to rethink the educational approaches used to open the areas occupied by nomadic and pastoral communities.

Education in general and schooling as presently packaged therefore may not aid the achievement of the aspirations of the nomadic society without structural reforms. Similarly, it has been argued that the greatest increase in learning efforts among the nomadic pastoralist has not led to commensurate economic gains because of the declining quality and relevance of education to the economic prospects of the nomadic communities (Kratli, 2001). The human capital model in addition predicts that there is initial heavy investment in education which translates into acquisition of skills that increases productivity and returns on investment (Anubama & Ramachadra, 2003) as shown in the Human capital model in Figure 1.1.

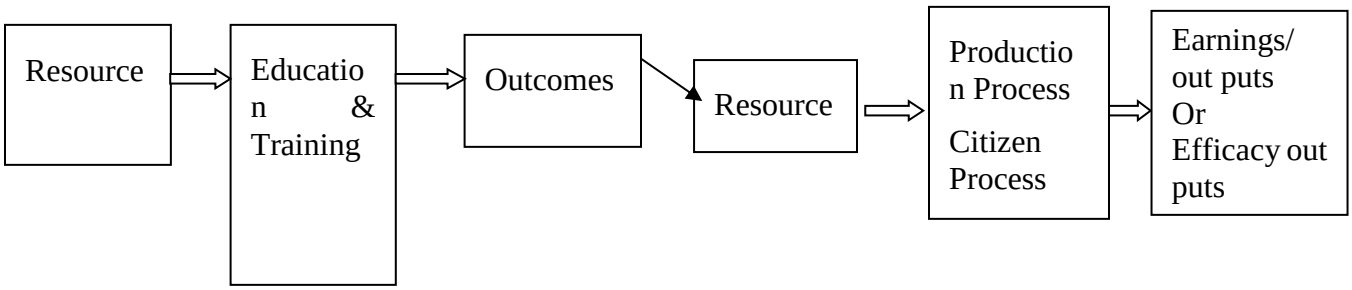


Figure 1.1: Human Capital Model

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

The human capital theory consequently is premised on the benefits of provisions of education that transforms individuals. In the context of the nomadic groups, the theory shows clear benefits of education and tradeoff between the provisions of labour as opposed to acquisition of the skills, knowledge and values that are necessary to the general and specific welfare of the families and communities. Education must, therefore, be made relevant and its benefits feasible to the pastoral communities. The low-cost boarding schools should be used to sensitize the communities on the possible link between education and improved outputs besides producing graduates with basic skills to fit and improve the living conditions of their communities.

World Bank, (1999) argued that Human capital assumes that formal education is an instrument in production capacity of a population and an educated person is a productive person. It also holds that expansion of education accelerates economic growth and development. It further presupposes that an educated population is innovative and spurs development. Education contributes to improving people's lives and reducing poverty; helps people to become more productive and earn

more, improves health and nutrition, and promotes social development through strengthening social cohesion. While this argument may be generally true it needs to be treated with caution when applied to support communities that have not being exposed to new ways of doing business. The policy makers need to undertake social mobilization to progressively engage the opinion leaders within the nomadic and pastoral communities to sensitize them on the values of the education and relate education to their way of life.

Since the Human Capital theory is based on assumed economic returns on investment at micro and macro-levels the formal education needs to be packaged in a way it can produce positive impact on economic growth for nomadic communities.

There is a mismatch between skills acquired through education as currently provided and the practical skills required by the communities and hence the argument that non-schooled nomadic children have been found to perform prescribed traditional tasks better than their schooled nomadic children. The educated nomads are not easily accommodated in the nomadic economies. This is a strong consideration in planning education for nomadic and pastoral communities. Since Kenya operates a national education system with a national curriculum and has allowed counties to domesticate the national curriculum with 10% of county specific content. This study recommends that ASAL counties be pro-active to develop the 10% county concerns and call for county teacher orientation on the county specific content.

1.7 Evaluation model

This process evaluation used the Context, Input, Process and Product (CIPP) evaluation model of (Stufflebeam, 1973(a)). In the (CIPP) evaluation model, the context evaluation was used to cross check whether the needs for which the LCBPs were initiated have been realized; the Input evaluation was used to help establish whether the model of LCBPs is the most appropriate strategy of providing education to the ASAL communities; while the process evaluation facilitated the determination on how well the LCBPs program has been implemented and the obstacles that affect the performance of the programme. Finally, the product evaluation helped establish the results realized and whether the needs of the clients have been met. The CIPP Model as used to guide this evaluation is presented in figure 1.2.

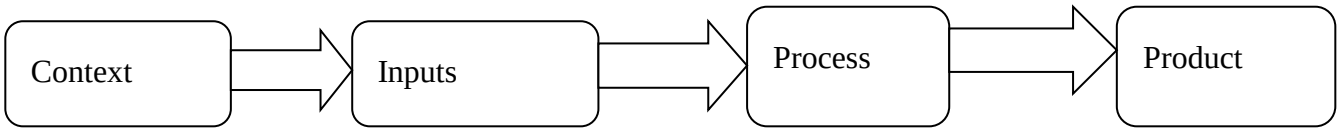


Figure 1.2: Influence of Independent Variable on the Dependent

The CIPP model in this process evaluation study explains how the elements of the model relate to process of conceptualization and of the LCBPs and the steps in policy implementation through program design, implementation, and management for optimization of results. In general, national program are designed, implemented, and managed based on well-articulated policies and strategies.

The starting of low-cost boarding school program is based on the concept that the lifestyle and cultural practices of the nomadic and pastoral communities would not allow their children access to education in day schools because of the household movement patterns. The Government, therefore, developed a subsidized education program that would enable children stay in school as

their parents wondered with the animals. The program anticipated that, the numerous program inputs and interventions would support children from the nomadic and pastoral lifestyle to access and participate in education to achieve the desired results. The interaction between the independent and the depended variables in the LCBPs constituted the main performance indicators of this process evaluation.

The input variables are processed through interventions to produce outputs which in return produce outcome or behavior. The interplay between inputs variables at the level of government intervention and household inputs results in established LCBPs that should ideally produce the expected outcomes.

Input

The input variables start with policy provision on establishment of LCBPs, the policy statement is complemented by advocacy and social mobilization through activities such as enrolment drives and sensitization of parents and households. The second level of input is the resource mobilization from Government, development partners and all other education stakeholders. Household also contribute at this level either in kind or financially. The results of interventions at the next level is the provision of infrastructure that includes classrooms, dormitories, dining hall and kitchen.

Process

The intervention at process level leads to the establishment of the physical structures in the LCBPs. These entails, staffing with both teaching and support staff. Enrolment of learners culminates to an operational school. Based on enrolment, the Government provides capitation grant for each

learner to support provision of instructional materials. Funds are also provided for repair and maintenance and to cater for operational costs. There is further provision of an infrastructure grant for provision of additional infrastructure. The low-cost boarding schools enjoy a further support for provision of food items and other boarding consumer levels.

Parents provide personal effects for their children as well as paid examination fees and examination registration until 2016 when Government took up the payments of examination fees for all children. Parents also provide for other indirect costs that include medical care, transport, and other recurrent costs. LCBPs are managed by Boards of Management who help the head teacher to run the school on behalf of the Ministry. It is the responsibilities of the head teacher through the parent's association to mobilize parents and communities to present children to school as well as organize the teaching-learning environment to deliver results. Head teachers are trained on financial management while sub-committees of the board are sensitized on procurement as well as pupil's and teacher's discipline. The success of LCBPs is then dependent on how well the Board of Management works with the teaching, support staff and parents to manage the physical, financial, and human resources as well as the process of teaching and learning.

Output

The immediate outputs of the interaction of the input and process variables is the existence of physical LCBPs that enrolls learners and is staffed and operational. A functional LCBPs requires classrooms, dormitories, instructional materials, food items and community support.

Outcome

The expected outcome of the input - process - output variables is well-established low-cost boarding primary school supported by parents who allow children to enroll; motivated teaching and non-teaching staff; a school calendar that is responsive to the pastoral and nomadic lifestyle; high gender parity in enrollment and improved performance in all educational indicators.

1.8 Conceptual Framework

Figure 1.3 represents the Conceptualization of independent, intervening, and dependent variables in the implementation of the low-cost boarding primary schools in Kajiado County. The independent variables of the evaluation exercise included appropriate organization and interplay of implementation guidelines of the low-cost boarding schools and the immediate inputs from the Government, development partners and households. Such inputs include provision of the necessary infrastructure in terms of classrooms, boarding facilities as well as sanitary facilities. These facilities are put in place from the financial resources provided by the government, development partners and households. Low-cost boarding schools require the establishment of a board of management, provision of both teaching and support staff including the school head teacher. The provision of teaching and learning materials are also essential input elements for the smooth operation of a school. Boarding schools require food supply as well as supply of clean water and good lighting. Parents will need to be mobilized to enroll their children and provide personal items. Teacher instructional support by both curriculum support officers and quality assurance and standards officers in curriculum delivery was also an independent variable of the evaluation exercise. Another such variable was the registration of the Low-cost boarding school as a legal entity for smooth operation. Such variables like school audit, parents' participation, and support

by picking and dropping children promptly when school close and open were important input variables for smooth operations of LCBPs.

When these independent variables are positively manipulated, low-cost boarding primary schools are in operation and are well enrolled and produced graduates with the necessary Knowledge, attitude and skilled that would support lifestyle of the nomadic and pastoral communities. This would also equip the graduates with the 21st century skills such as problem solving, innovativeness, and creativity as depicted in the dependent variables. The bold dark arrows show strong direct interplay which is very essential for establishment of LCBPs. The dotted arrows show continuous direct linkage between independent and dependent variables and possible interference by intervening variables of the Conceptual framework that will require to be mitigated for the success of LCBPs.

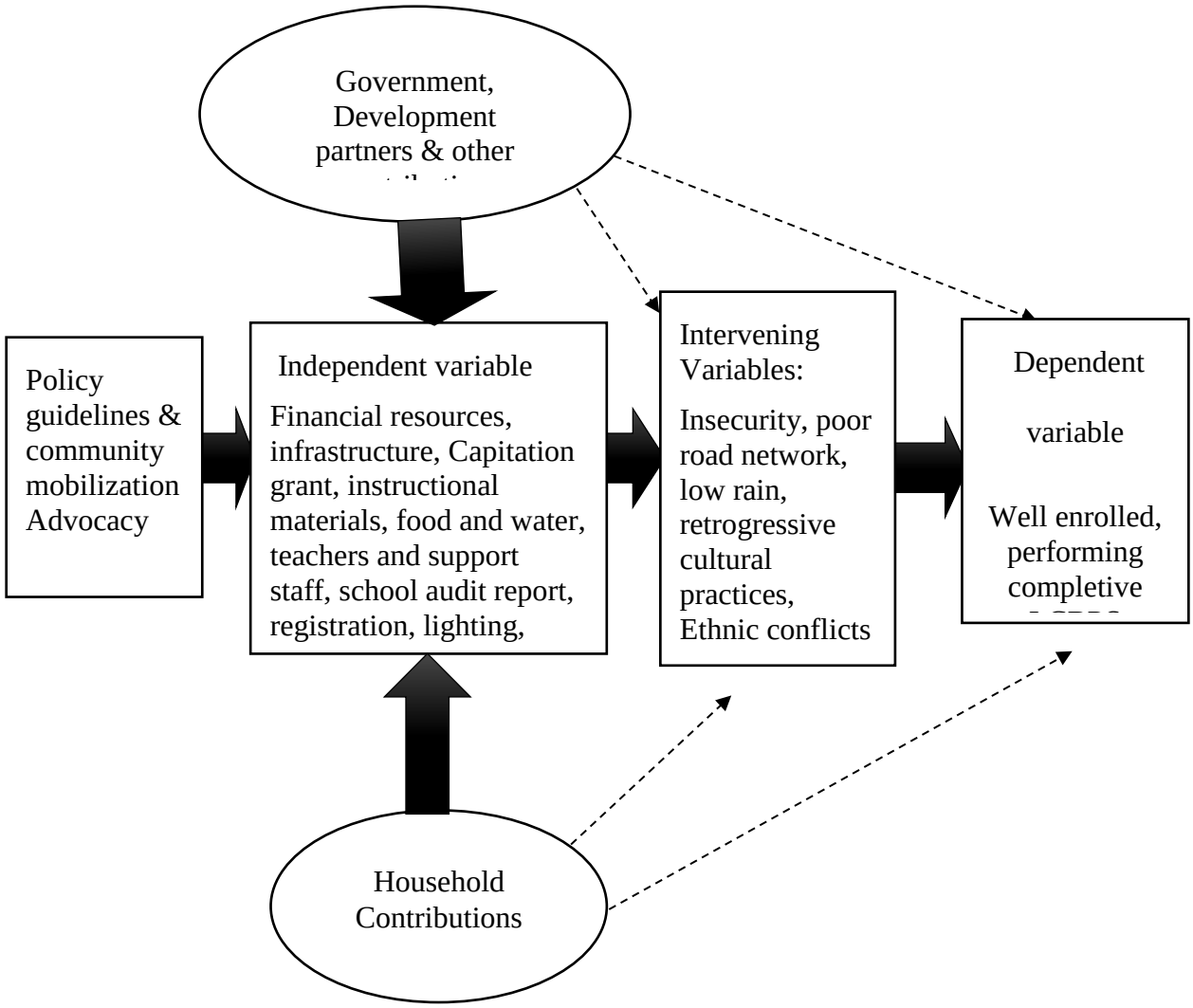


Figure 1.3: Conceptual Framework

1.9 Operational definition of Key Terms

Adapted school calendar: This is a school calendar adjusted to suit the lifestyle patterns of pastoral nomadic to allow children to be with parents when they need them and in school when required.

Capitation: Standard amounts of money released by government targeting each pupil with prescribed criteria on spending.

Enrolment: This is the absolute number of learners attending a school.

Formative evaluation: Evaluation undertaken on an ongoing programmer and individuals involved in the programme design and implementation.

Household costs to education: These are costs incurred by parents/guardians direct to the leaner in school.

Low-cost boarding primary schools: Are boarding primary schools established by the either the community or Government which are subsidized by Government or development partners to serve children of pastoral nomadic.

Minimum boarding facilities: Are the bare minimum facilities including infrastructure, human and food resource provided in a school to enable pupils to be boarded.

Nomadic communities: These are communities that move from place to place.

Pastoral Community: These are communities that keep livestock for livelihood.

Pastoral Nomadic: Communities that keep livestock and move from place to place in search of pasture and water.

Regular Public Primary Schools: These are public primary schools established by the community and supported by Government and operated as day schools.

CHAPTER TWO

DESCRIPTION OF THE LOW-COST BOARDING SCHOOLS

2.1 Description of the low-cost boarding schools in Kenya - Kajiado county

2.2.1 The LCBPs in Kenya

The low-cost boarding schools are boarding schools established by the nomadic- pastoral communities living in the ASAL regions and supported by the Government of Kenya. Majority of the ASAL Counties have continued to register a Net Enrolment Rate of below 50%; against the best performing county that posted NER of 100% (2016). The county of Kajiado had a NER of 79.1% in 2016 which is below the national average of 91.1%. (Rep of Kenya, 2016).

To address the regional education discrepancies, most of the Education commissions and task forces appointed by the Government of Kenya recommended policy shift in educational access particularly for children from the Arid and Semi-arid areas (Republic of Kenya, 1963; 1976; 1988; 2005&2012). Among the interventions proposed was the establishment of low-cost boarding schools. LCBPs were formally conceptualized and actualized in the first Kenya National Development Plan (1970-1974). The plan provided a budget line for establishment and support of LCBPs and defined their objectives.

The LCBPs in Kenya and in Kajiado County were essentially started to achieve the following objectives:

1. Provide educational access to children from nomadic and pastoral communities.

2. Encourage children from the pastoral communities to attend, participate and remain in school.
3. Assemble large population of children to allow easy access by National and County government to provide school supplies, food, and nutritional supplement.
4. Reduce daily travelling distances from home to school.
5. Provide security to the girl child and protect her from early marriage.
6. 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 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)

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.

The second Kenya National Development Plan (1974-1978) however, identified challenges in the operationalization of the LCBPs program and proposed reduction of funding to the program until an evaluation to establish its viability was undertaken. The main concern was why the low boarding schools remained under-enrolled despite the heavy funding as well as the model being highly recommended as the most appropriate for the nomadic pastoral communities. The Resources allocation to the LCBPs from the National Government were neither reduced as earlier recommended by the second national Development plan nor were the funds reviewed upwards. Similarly, there are no comprehensive evaluation studies that have been undertaken to establish the efficacy of the LCBPs as recommended by the second development plan. There are, however, few isolated studies that have been undertaken to evaluate or assess different aspects of the low-cost boarding schools in the ASAL region.

The National council for nomadic education in Kenya (NACONEK) for example, undertook an assessment of the impact of climate change on the sustainability of the low-cost boarding schools in the arid and semi-arid lands. The NACONEK study collected data from the counties of Turkana, Narok, Kajiado, Garissa, Tana River, Taita Taveta, Kwale and Kilifi counties. The report noted that although the government effort has greatly improved access and quality of education to children in nomadic-pastoral communities, about two million children of school going age remained out of school in Kenya Majority of whom are in the ASAL.

According to the report school infrastructure, toilets were inadequate and unfriendly and lacked safety and privacy. The NACONEK report recommended improved facilities through increased funding from Government and other stakeholders. Studies have shown that despite, the numerous

policy commitments by the Government of Kenya to address the educational needs of the pastoral nomadic communities, the policies enacted have not provided education responsive to needs of the nomadic pastoral communities. The form in which it is provided contradicts the nomadic way of life that requires each member of the family to give a helping hand in the provision of labour and other services for the survival of the entire family (Sifuna, 2005& Republic of Kenya, 2020).

The LCBPs that were initially reserved for the children from the nomadic and pastoral communities were later opened to the 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 the ASAL counties that were initially occupied by nomadic- pastoral communities by people from the rest of Kenya who were not necessarily practicing nomadic pastoralism.

To address the anticipated educational needs of the ASAL populations the government in liaison with development partners established more LCBPs through initiatives like the Remote Area Boarding Program (RABP). The RABP initiative was a collaboration between the Government of Kenya, UNICEF, and the World Bank and was a response to the commitments of the National Development initiative that emphasized the need to support and accelerated development of the arid and semi-arid lands. The RABP was basically meant to support the pastoralist households to continue with their mobile lifestyle while their children were left behind in boarding school.

Subsequently the presidential working party on education and manpower planning ten years after the second national development plan challenged the policy decision that established low-cost

boarding primary schools by observing that the objectives of providing boarding schools were unlikely to be achieved in decades because of the operational apprehensions. The working party recommended to the government to progressively align the management of such boarding schools with other boarding schools in the country and have them supported by the communities and parents. The working party further recommended that parents from non- ASAL areas who choose to enroll their children in low-cost boarding primary schools should pay the full cost of boarding and feeding while the Government continues to meet the cost of boarding for children from arid and semi-arid districts (Rep Kenya, 1988.).

The Government implemented the recommendation of the working party but there were no guidelines provided for running the LCBPs including those established by development partners and communities. Because of the inadequate funding and in the absence of an institutional framework for the operationalization of the LCBPs, the living conditions in the LCBPs deteriorated and facilities got dilapidated over time. This saw majority of the LCBPs introduce levies for all children. These charges pushed many 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.

By 2016 the Government supported 392 LCBPs with an enrollment of 129,396 across the country. Similarly, there were also other 214 LCBPs with an enrollment of 61,664 established by communities and other stakeholders that were provisionally operating looking forward to 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 capitation to LCBPs 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 were in Kajiado County. From 2015 to 2018 Kajiado County received Kshs 66,807,763 to support the LCBPs. The seven LCBPs sampled for this study received approximately Kshs 38,256,735 against their average enrollment of 3,049.

2.1.2 Low-cost Boarding Schools in Kajiado County

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 Southeast, 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 had 795 Early Childhood Development and Education (ECDE) centers, 672 primary school (11LCBPs &661regular primary schools), 23 special needs education institution and 147 secondary schools in 2016

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 very close to national average of 0.98 over the same period. The Gender Parity index for Kajiado is close to the National average though slightly skilled 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 41persons 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)

2.2 Background to arid and semi-arid lands in Kenya

The way of living of the nomadic- pastoral communities is characterized by a migratory lifestyle that is dictated by climatic conditions that often occasion famine and drought. The severe climatic conditions often result to loss of human life and death of livestock. The Arid and Semi-Arid lands in Kenya constitute 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 29 counties include: Kwale, Kilifi, Tana River, Lamu, Taita Taveta, Garissa, Wajir, Mandera, Marsabit, Isiolo, Kitui, Machakos, Makueni, Turkana, West-Pokot, Samburu, Elgeyo-Marakwet, Baringo, Laikipia, Narok, Kajiado, Nyeri (Kieni), Tharaka-Nithi, Embu, Meru, Migori, Homabay, Nakuru and Kiambu. As show in Appendix 1X. The ASAL Regions are characterized by very high

temperatures, low and erratic rainfall that is highly varied in both space and time. The regions receive between 450mm – 850mm of rainfall annually. The ASALs also have varied ecological characteristics with pockets of mixed rain fed and irrigation agriculture. The areas are also encroached by small holders for agro-pastoral use. These regions also host protected areas such as game reserves, national parks, and forest areas (ASAL Development Policy, 1992).

The communities living in the ASALs maintain a strong social system of resource sharing, borrowing, lending and gift exchange. The communities enjoy a well designated and comprehensive institutional frameworks for sharing resources and restocking of livestock when some members of the community lose their animals to drought, illness, or burglary. The majority of the ASAL population is organized into extended families as well as clans, with strong support structures to each other during the times of hardship. (Republic of Kenya, 2012).

The ASAL conditions seems to have been comparatively propelled by some conscious public policy decisions taken in the past by the Government of Kenya. For example, the Sessional Paper No. 10 of 1965 on African Socialism stated that one of national challenge was deciding how much priority should be given to investing in less developed provinces to make the economy as a whole grow as fast as possible. The paper further asserted that development money should be invested where it will yield the largest increase in Net output.

Based on the afore discussed background and information about Low-cost boarding schools in Kajiado county, it is apparent they are not operating at the optimal capacity, and this is now evidence of a comprehensive evaluation of the program to document the status of implementation, the challenges that influence their performance as well as make proposals for the improvement of the operations of the program. This evaluation of the program has discussed the status of implementation of the program, the factors affecting the program roll out and made recommendations foe the improvement of the Low-cost boarding program in Kajiado County.

CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

This chapter reviews theories and literature related to the provision of primary education to children from Nomadic-pastoral communities. It covers different models proposed and applied in the provision of education to migratory groups. The implementation of the Low-cost boarding primary schools programme remains the focus. Although this study is grounded on the theory of human capital other related theories like the social capital theories and those of development have also been reviewed. The chapter presents review and critique of theories, empirical studies and proposes strategies for enhancing participation of the nomadic and pastoral communities in education

Empirical studies reviewed bring out international, regional, and national perspectives in the provision of education to nomadic and pastoral communities. More specifically, studies focusing on provision of education through the low-cost boarding primary schools' program have been analyzed. Review of various studies indicate that there are inevitable knowledge gaps on the most appropriate models to address the educational needs of the nomadic and pastoral communities of Kenya and specifically in Kajiado County.

3.2 Critical Review of Theories

A theory is a collection of related ideas which assist research study to determine what variables to determine as well as what statistical relationships to try to find (Defee et al., 2010). Good research should be anchored theoretically (Mentzer et al., 2008). This study refers to social and

development theories as complementary to the Human capital theory on which the study has been grounded on.

3.2.1 Social Capital Theory

Woodcock and Narayan (2000) defined the theory of social capital as being the standards and the networks that make it possible for people to act collectively as well as clarified that social capital is not a solitary entity, yet a variety of various entities having various characteristics which are alike that consist of the social structures which promote activities of individuals who are within the structure. The term social capital has as a result been commonly used to refer to the stock of social connections including the trust, good understanding, shared values, and actions that tie individuals to each other, urge cooperation and produce sense of neighborhood. The networks connect to established roles of actions and requirements of conduct and the shared understanding or values held by a team of individuals (Jochum, 2003). Jochum (2003) continued to say that both standards and networks are installed in the social structure and are mutually interdependent; while networks and the social interactions associated to them enable common standards to be developed. Shared norms encourage social communications as well as enhance networks.

Kratli (2000) related education to Social Capital by arguing that social norms, networks, and relationships of authority play a crucial duty in nomadic income systems. He observed that formal education that divides the family members presents new divides within households and neighborhoods threatening popular types of social capital without producing brand-new ones.

Kratli, (2001) also suggested that social resources exist along with other forms of investment namely, physical, financial, and human which are inter-related and influence each other.

Putman, (1993) however compared two forms of social capital by defining binding social resources to involve closed networks as well as solid connections within homogenous teams such as relative, friends and next-door neighbors; and bonding social capital as that which unifies groups and relates to common identification with team members sharing one or several factors. Similarly, social capital is attached to diversity and entails overlapping networks where a member of one group accesses the sources of one more group through overlapping membership (Jochum, 2003). A third dimension of social resources is the linking capital which has an upright dimension and is the social relationship with those responsible and focuses on ability to take advantage of resources, ideas, as well as information from formal institutions past the community.

Woodcock (2001) presented empirical evidence revealing that social capital can have a variety of positive influence ranging from economic development, federal government performance to enhanced labour market engagement as well as educational accomplishment. Studies at the macro-level have established that social resources contribute straight and indirectly to long-term lasting advancement while research at household and neighborhood degree have shown that the well attached to the leaders are more likely to be housed, healthy, educated, and happy (Portes ,1998). On the contrary it is important to caution that it is problematic to establish the causal link between social capital and its positive outcomes because of difficulties of disentangling cause and effect particularly on collective social capital at national level.

Portes and Landolt (1996) further argued that besides the positive effects of social capital, there are also potential negative implications. For example, a community with vibrant social resources can exercise tight control over its members which may boost the degree of conformity and lower the degree of privacy and freedom. It can for that reason be determined that although bonding connections provide areas and individuals with a sense of identification as well as purpose, without the necessary cross-cutting ties to go beyond ethnic, religious, social, and other splits, they can likewise cause the search of selfish self-interest as well as or the denial of outsiders resulting to marginalization as is held true in a lot of nomadic and pastoral neighborhoods. Narayan (1999) said that the idea of social resources and social segregation raise the inquiry of power differentials, previously disregarded by very early social resources philosophers. Narayan also observed that social connections are claimed to bind but additionally exclude and can result in unequal possibilities to participate and those who have access to resources as well as decision-making process are likely to continue doing so to the disadvantage of those who are not connected.

This argument on the negative implication on the application of social capital theory presents itself very well in the context of conceptualization of educational programmes for the nomadic communities and how the communities detest the programmes because they do not seem to address their real issues. This process evaluation of the low-cost boarding primary schools programme in Kajiado therefore used both the positive and negative elements of social capital to determine omissions that may have been overlooked in the design and conceptualization of the LCBPs programme. It considered the strong administrative and social networks of the nomadic communities. The study proposes how social capital can be used to enhance the performance of

the programme. The social capital theory is therefore essential in determining the kind and nature of educational programmes appropriate to the nomadic groups. The intrinsic value of education in developing social capital in the context of the social administrative structures of the nomadic communities is used to recommend the entry point of education to the communities. On the other hand, the social administrative structures of the nomadic –pastoral communities provide the necessary bonding for the communities to guide new generation of knowledge already accumulated by the previous generations. New generations learn how existing knowledge should be used to develop new products for the benefit of the society. On the other hand, the social capital theorists propagate that the nomadic communities have very strong and elaborate social structures that hold them together. Education planners and policy makers need to leverage on these social and administrative structures in designing educational programs that address the needs of the communities. The corollary to this argument is that the elaborate social structures have often been used by the communities to stifle the provision of formal education particularly if it does not seem to relate to their needs and is planned without their adequate consultation and involvement. This argument is supported by the Kenya national curriculum reform policy 2015 that allows 10% of curriculum content to be drawn from the counties to allow for diversity of the cultural back grounds within the counties to be included in the national education.

3.2.2 Theory of modernization

The theory modernization also provides necessary literature for this study because it is used to relate the development of education among the nomadic and pastoralists' communities of Kenya

in the face of modernization. This study reviewed the modernization theory as it relates to development of the human capital.

According to Vijayalakshmi (2016) Modernization theory is a theory used to explain the process of transformation within societies. It refers to a model of a dynamic transition from a 'pre-modern' or 'traditional 'to a 'contemporary' culture. Modernization theory holds that it is essential to identify the social variables that add to social development and development of societies and describe the procedure of social evolution. This theory worries both the procedure of modification and reacts to the anticipated modification. It considers internal characteristics while describing social and social frameworks as well as the adaptation of new innovations.

Development theory maintains that typical cultures will b enhanced by taking on more contemporary practices. Advocates of modernization concept argue that modern states are wealthier, much more effective, and their locals are freer to indulge in a greater standard of living. This view makes critique of innovation challenging, given that it suggests these developments manage the limits of human communication. It additionally recommends that human being should take care of the swiftness and intensity of modernization. Common religious beliefs as well social characteristics typically become less important as technology holds. This debate negates the concept of social capital in the context of nomadic pastoralism that respects their ideas as well as social standards.

According to Kendall (2007) when modernization is enhanced within a culture, the individual end up being far more crucial, eventually replacing the family as the basic element of society. On the

other hand, the Political measurements of innovation involve development of a modern state as well as the advancement of vital institutions such as political parties, governmental frameworks, legislative bodies as well as a system of elections based on universal contract and secret ballot. Social modernization entails adherence to patriotic ideological background, equality, flexibility, and humanism. Similarly Economic innovation entails automation accompanied by money making in economic situation, raising need to reassign labor roles, use of management strategies and enhanced technology as well as the growth of service industry. Social modernization involves universalistic values, achievement motivation, raised mobility both social and geographic, raised proficiency, urbanization, as well as the reduction of the old-style authority. In the development and implementation of an appropriate education outfit for the Nomadic- pastoralist all these aspects will be at play and must be put into consideration.

Vijayalakshmi (2016) asserts that Modernization helps a nation to establish its own identity and to meet the needs of the people. It brings a change in the outlook of the people and enriches the physical and economic life of the people's Characteristics such as acceptance of New Ideas and curiosity to acquiring new knowledge. It also increases social mobility and helps in embracing new work values. Modernization Increases social interaction and enhances Mass education through mass communication and relates Education to productivity that enhances production. It motivates Social and nationwide combination as well as holds that the dynamism in education and learning ought to bring about adjustments which sustain the procedure of modernization. The proponents of the modernization theory say that Education and training needs to create social, ethical, as well as spiritual values so that the individuals accept them in practical form as well as

develops their personality. The theory holds that contemporary societies are extra effective, children are much better educated, and the needy individuals enjoy better services.

Based on these perceived influence and value of modernization to the development of a society through education, the anticipated education must be purposively designed to progressively respond and be within the institutional framework of the society it purports to influence. Nomadic pastoralism is interpreted as the very contrast of modernity and is associated with 'backwardness. Positioning the nomadic pastoralism livelihood as in need of modernization at the very least and, at worst, as a practice best left behind puts formal education in conflict with the interest of pastoralism and is perhaps why education in its present form has been resisted.

3.3 Review of Empirical Studies

This section provides a short overview of general studies on provision of education to the hard-to reach and marginalize communities of the world and also deals with review of empirical studies on provision of education to the Kenya nomadic pastoralists in line with the Evaluation questions.

The nomadic populations have been included under the category of world's disadvantaged and hard-to-reach groups and present a challenge to 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 seem 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 both gender and 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 certainly send their children to school under conditions and circumstances because boys and girls are treated differently according to the ideal system and social values of the pastoral neighborhoods. This increases interest on issues of gender inequalities that are not likely to be efficiently resolved by isolated initiatives and will call for an extensive targeted approach. Ezeomah (1990) believed that it is very important to acknowledge that, to survive in the dry lands, pastoralists need high degree of privacy as well as social specialization. They are extremely positive, articulate, and entrepreneurial, have good reconciliation and supervisory abilities and show a solid sense of dignity and veneration to their social inclination. It is important therefore for education policy makers and decision makers to capitalize on the pastoralists very organized social structures. The review of the rest of the literature for this evaluation is based on the research questions.

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 as currently provided has 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 started to acknowledge education as a strategy out of poverty and a method to diversify sources of incomes and as a way of enhancing pastoralist expertise. The pastoralists' populations, however, stay amongst one of the most underserved by education worldwide (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).

Swift (2009) during the scenario planning with pastoralists in Kenya observed that mobile pastoralism is a major income system in Africa, among the few efficient in making financial use of dry lands. Yet it has undergone numerous misconceptions, based on presumptions that

nomadism is inherently archaic, and pastoralism is economically irrational. Therefore, plans established to deal with pastoralism have been basically negative, driven by the conviction that the communities cannot benefit from solutions which hold that pastoralists are poor custodians of land, contributing little to the national economy. The planning created a framework that helped pastoralists to critically examine their scenario, 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 or had close relatives among the nomads.

The Kratli (2001) study also noted that life in the dormitories was described as happy and the school culture was modelled to reflect the nomadic culture. This Mongolian Model provided some indicative direction for the Kenyan, scenario.

3.3.1 Objectives of the LCBPs in Kajiado County

The first commitment of the Government of Kenya towards aiding education access to the ASAL regions was the establishment of the Remote Areas Boarding Programme provided in the Kenya national development plan (1970-1974). The plan committed Government to aid the provision of boarding and other physical facilities in the schools. The development plan that followed however, observed that the Program has not been cost-effective and recommended its re-evaluation before the Government could commit more resources (Kenya National development plan, 1974-78).

In a survey undertaken in Kenya in 2012, it was reported that the living conditions in the dormitories in majority of the LCBPs in Kenya was in poor state, the teachers are drawn from non-nomadic communities and only motivated to serve through a token payment referred to as hardship allowance over and above their salaries (Republic of Kenya , 2012).This keeps them serving but without commitment and understanding of the nomadic background through which the children and parents agonize before they make a decision to enroll in school. It was important therefore to undertake this evaluation of the status of implementation of the low-cost boarding schools in Kenya to inform intervention for improvement, of the programmes using the best practices from other parts of the world.

Carr-hill and Peart (2005) in another research study entitled the Education of Nomadic People in East Africa commissioned by the African Financial Institution and various other development associates concentrated on difficulties, limitations, and opportunities for utilizing education as part of an inter-sectorial method to fulfill the development demands of nomadic neighborhoods. In the

review of literature, Carr-hill and Peart (2005) observed that the pastoralists in Kenya shunned enrolling their children in boarding schools because they associated the phenomenon with the Colonial Government that did not appreciate that pastoralist households needed their children to help with herds. The report suggests that such is the reason why the (LCBP) schools established Kenya in the 1970 remained unattractive and under enrolled.

Despite the boarding schools being under-enrolled in Kenya, Kratli (2001) explained that boarding schools were the solution to the high dropout rate of children from the very sparsely populated areas of the world like Tibet. Kratli further observed that primary boarding schools succeeded in different parts of China because they had been modelled around the culture of people. The study also referred to the Camel School Programme in Samburu-Kenya as a successful school programme because it was crafted around the cultural practices of the people. The camel school programme established herds of 10 camels three of which were provided by the families while the rest belonged to the school. The programme trained the enrolled girls and boys and one teacher in camel husbandry. The camels were being used as practical learning aids (Republic of Kenya, 1999).

Kratli (2001) referring to Wajir and Samburu Districts in Kenya noted that, although pastoralism remains the foundation of the people's economy in these districts, the perception of the people is changing because stocks are getting depleted due to drought and raids. Carr-hill et al, (2005) opined that the primary school boarding approach largely failed to recognize the ecological diversities of the host region and that what works for sedentary- agricultural groups may not necessarily work in pastoral groups.

In response to the challenges of relevance of interventions, the policy framework for Nomadic Education in Kenya advocates that, enrolment in low-cost boarding schools can be enhanced through targeted interventions. The policy recommends and costs strategic options to address the challenges of provision of nomadic education (Republic of Kenya, 2010).

Ruto et al., (2009) in the background paper prepared for Global Monitoring Report 2010 on Education for All (EFA) indicated that low-cost boarding primary schools were the preferred solution available to enhance school participation in arid and semi-arid districts. The report further noted that low -Cost boarding schools in their present form failed to address educational marginalization. It explained that lack of an appropriate school system targeting the school going age nomadic children had encouraged their increased enrolment in the Koranic schools, Madrassa and the Duksi school system in the Muslim catchment areas. These religious schools predominantly focus on literacy along the Islamic religious teachings with little integration of secular education except the Madrassa which have integrated secular education in their program. The Kenya basic education act (2013) addresses this challenge by allowing integration of secular education into the Islamic Religious School. Similarly, the policy on the nomadic education in Kenya actualizes this provision of the basic education act by committing the Government to develop a working model of a school system ideal for nomadic communities (Republic of Kenya, 2012). This evaluation of the LCBPs collected views from stakeholders to help isolate the pillars that support the Islamic religious schools and assess if they can be applied to improve enrolment in the secular low-cost boarding schools among the Muslim in Kajiado County.

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, show that although the LCBPs program have been affected by several challenges, their demand has been steadily increasing with 29% of LCBPs in Rift Valley region, 13% of LCBPs in Eastern region of Kenya14% of LCBPs in Northeastern parts 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. This evaluation therefore isolated the factors that have influence on school attendance and proposed interventions that can be replicated to make the LCBPs more effective. Such interventions recognize the concerns raised by a senior official of government serving in the nomadic –pastoral region who 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.

Ouda *et al.* (2015) in a study on the Quality Education for the Pastoralist in Public Primary Schools in Kajiado County- Kenya concluded that the Dupoto-E-Maa education project had greatly improved the quality of education in Kajiado through institutional capacity building as well as through rehabilitation of the existing facilities. This study was a case study that evaluated the

Dupoto-E-Maa Education Project in Kajiado Central District. The evaluation study used both cross-sectional survey and phenomenological research designs. The study collected both qualitative and quantitative data from head teachers, School Management Committees (SMC), teachers, pupils, Quality Assurance and Standards Officer (QASO) and project staff. The instruments used in the study for data collection included questionnaires, interview guide, document analysis guide, Focus Group Discussion (FGD) guide as well as observation guide.

Among the project activities was teacher support to improve their teaching skills through in-service teacher training programs while school management boards had their capacity enhanced through benchmarking visits to successful schools. The study recommended increased financial resources to address the inadequacy of facilities in project supported schools. The study also recommended establishment of linkage of project activities to national programmes and the County development fund processes within the County Government of Kajiado to sustain the project gains. Although the focus of this study was public primary schools, the findings support the evaluation of the Low-cost boarding schools in Kajiado that their objectives are not achievable because of under provision of physical, human, and financial resources.

3.3.2 Resources available for the implementation of the LCBPs in Kajiado County

It is important to start this section by highlighting the varied levels of participation by different stakeholders in the development and provision of education in different parts of Kenya. The study on financing and expenditure in education in Kenya (MoE/UNESCO, 2013) identified the national government, communities, households, and the private sector as the main entities financing

education in Kenya. However, the contributions of these different stakeholders towards education financing vary from region to region. For example, in the non-ASAL parts of Kenya education is financed collaboratively between Government, parents, school communities and partners at different levels, the parents and school communities finance most of the infrastructure at primary education level. This situation has seen the ASAL regions with few poorly distributed primary schools because their infrastructure is either provided by Government and development partners or sometimes by both. To address these disparities the Government in the 1971-74 development plan deliberately provided a budget line to fund establishment of low-cost boarding schools across northern Kenya. Similarly, the Government abolished fees for districts with unfavorable geographic conditions majority of which were in the ASAL regions. As observed elsewhere in this report, these strategies did not have significant impact on the overall school participation in the Northern Kenya. Instead, a trend emerged where children from non- ASAL regions were enrolled in Low- cost boarding schools taking advantage of the education provision targeting pastoral nomadic communities. This led to the disenchantment expressed by Government in the 1974-78 development plan that stated:

> The experience to date is that the cost per child in the low-cost boarding schools has been extremely high and the actual response has been disappointing with low enrollment of children from the indigenous ASAL population. The Government therefore shall reduce the scope of this program until its effectiveness has been demonstrated.

The resources made available to LCBPs from whatever source were spent on a variety of activities that included provision of infrastructure, payment of salaries for non-teaching staff, procurement

of instructional materials, provision of boarding facilities, food and transport, water and lighting, assessments, and medical costs. The households in majority of the low-cost boarding schools supported the upkeep of learners by providing uniform, personal clothing, and other personal effects to the children.

3.3.2.1 Education Financing: Public Expenditure to Education

Dyer (2016) argued that Boarding schools were established as a large-scale state-driven initiative to enable children from mobile pastoralists to access formal provision in Mongolia, Iran, and Nigeria. The report noted that the Mongolia and Iran models were state funded efforts to integrate the pastoral production system within the national economy. The success of the Mongolia and Iran models was attributed to the state recognition of pastoralism as a legitimate livelihood. Dyer in the paper indicated that the same delivery system will fail where the state does not appreciate the contributions of the society. On the Nigerian case the residential school have challenges of under-enrolment because they are not adequately funded.

Dyer (2016) referring to studies by Sifuna, 2005&Tahir, 2006 observed that although Boarding schools have been tried in several Commonwealth countries including Kenya and Nigeria, the African experiences suggest that this design of provision is hard to handle and fund. It is hard to hire and retain instructors who have both appropriate certifications as well as agree to work in harsh, remote environments, where both assistance and instructional resources are lacking. Dyer similarly noted that the models of LCBPs that have worked well in the world have worked because the state governments funds them well and appreciates the contribution of the host community to

the national economy. The paper further argued that there is scanty information on the alternative successful models of provision education to nomadic and pastoral communities and the few models that have been tried have not been evaluated to establish their efficacy.

The Recurrent education expenditure as a share of total recurrent expenditure for the Government of Kenya averaged 24 percent before 2009 and was on an increase trend during the 2010-2018 medium term planning period. This trend is associated with the increased recruitment of teachers, the increased per pupil/student capitation in primary and secondary education subsidy programs as well as the payment of examination registration fees for all learners. On average, Kenya spent 25 percent of its domestic revenue on education recurrent expenditure as shown in table 3.1 (Rep of Kenya, 2018). The information in table 3.1 show that education is highly prioritized by the Government of Kenya.

Table 3.1: Government Recurrent Expenditure on Education, 2010/11-2015/16

	2010/11	**2011/12**	**2012/13**	**2013/14**	**2014/15**	**2015/16**
Education Recurrent expenditure *as* a share of total recurrent expenditure	22.4%	25.7%	23.4%	23.1%	24.6%	24.3%
as a share of domestic revenue (Excluding grants)	25.9%	26.8%	27.4%	26.5%	25.4%	-
as share of GDP	5.0%	5.2%	5.2%	5.0%	4.9%	4.8%

Republic of Kenya, 2018.Education Sector Analysis

The total expenditure in education over the years grew in nominal terms with the Government and household contributing bulk of the total expenditure in education at 87.8 % in 2010 and other stake holders financing the balance. (Republic of Kenya, 2013)

Muhammad, (2010) in a paper presented at the writer's workshop organized by Commonwealth secretariat and the National commission for nomadic education in Nigeria to prepare guidelines for provision of quality education to Nomads in Africa discussed strategies of financing nomadic education in times of financial crisis. Muhammad noted that availability of accurate and reliable data is a necessary condition to enable national governments to make projections on staffing and provision of teaching and learning facilities. In the absence of real time basic enrollment data education managers are handicapped in seeking to improve cost effectiveness and to explore alternatives options of assuring quality learning outcomes with limited financial resources. According to Muhammad the use of reliable data is paramount in projecting funding to nomadic education programs to minimize wastage. The paper also noted that funding nomadic education within the national education budgets is often under provided and hence may require innovative ways like creation of an education Levy for nomadic education. Other strategies of funding nomadic education proposed by Muhammad include, private sector contributions, cost reduction and cost saving measures, community mobilization and financing through collaboration with international/intra-national agencies and non-governmental organizations.

Hussein (2016) in his study on Effects of Quality Education to Pastoralists Community of Mandera County-Kenya, showed that the Boarding schools were operating below capacity. The low-cost boarding schools were not serving children of the pastoralists appropriately because of

underfunding and other provisions. The study recommended that to make boarding schools more attractive to nomadic pastoralists, the Government need to improve the boarding facilities and improve the living conditions of children within the school.

Hussein (2016) further noted that prior to the introduction of the cost-sharing policy, the government fully funded LCBPs and the enrolment was above average. However, the introduction of cost-sharing in 1988 lead to deterioration of the diet and other inputs and in return the living standards and enrolment went down drastically. The study proposed a variety of option for improved provision of education to the pastoral –nomadic that include Mobile-tented semi-permanent and fixed schooling. According to Hussein (2016) the most appropriate model for provision of education to children from Nomadic and pastoral backgrounds is that which will allow them to easily move between systems and institutions and that which pays special recognition to traditional values and is able to preserve the culture of the people.

The policy framework for nomadic education proposed interventions that would make school environments more child friendly and improve management of existing schools (Republic of Kenya, 2009). Another survey to support the development of the nomadic policy noted that, long distances from home to school and poor public transport in ASAL regions has forced the communities to initiate innovative program to respond to the challenges. Such innovations include establishment of kienyeji" boarding schools where communities allow their children to stay in school late and organized to pick them children from school after evening programmes or made arrangements for children to sleep in the classrooms for the night. The study further observed that growing interest in boarding schools varied from region to region with the predominantly Somali

communities still showing some resistance, particularly with reference to the security of their girls. To respond to this concern, the study that informed the development of Policy on Nomadic education in Kenya recommended starting purely girl's only boarding schools particularly for the regions predominantly occupied by the Somali community (Republic of Kenya, 2009).

UNICEF and World Bank had already constructed the first set of girls only Arid Model schools in ASAL counties within the Somali community. School enrolment data in early 2000 confirm the need for this initiative because the enrolment of girls was much lower than boys depicting a gender stereotype in girl's enrolment. Majority of Mixed Gender boarding Schools had the places reserved for girls taken up by boys. For Example, Maikona Mixed day and boarding had an enrolment of 150 boarders and only 35 (23%) were girls while Suguta Marmar with an enrolment of 323 boarders had only 74 girls (23%) (Ruto et al., 2009).

Kratli and Dyer (2009) in their research paper that set to address the challenges of educating the nomadic people mapped out the conceptual terrain of education as well as highlighted successful and innovative approaches that guide the provision of education to the nomadic communities around the world. In reference to the low-cost boarding primary schools in Kenya, the paper indicated that boarding schools are preferred by those pastoralists who can release and leave behind only some of their children while they move with the rest. The study indicated that well managed girls' only boarding schools are preferred by majority of households. The study further retaliated that boarding schools are getting popular with households because children in boarding school appear to perform better than those in day schools. The report however, brought out the challenges of increased cost of education in boarding schools. According to the study some parents are unable

to pay the school charges and at the same time provide for other personal effects of the children. The study further showed that it was challenging to manage boarding schools when the food supply from the government was erratic.

Similarly, the strategic option of provision of education to the pastoral communities observed that although boarding primary schools in Kenya's Turkana and Marsabit districts seem to be the best option for providing education to children of the mobile population; it is important to adopt other options like mobile schools, Open and Distance Learning (ODL) and home schooling (Kratli & Dyer, 2009).

This process evaluation recommends some of the best practices that can be used to address the challenges of low enrolment in low- Cost boarding schools among the nomadic communities.

3.3.3 Implementation of the primary activities of the LCBPs in Kajiado County

Literature reviewed under this section focused on the extent to which the primary activities of the Low-cost boarding schools in the region and in Kenya and Kajiado County have been implemented.

Dyer (2016) examined the dynamics of providing formal education to pastoralist livelihoods and supplementary role indigenous knowledge plays across the models of formal and non-formal education service provision for pastoralists. Dyer identified innovative models that offer prospects to nomadic pastoralism education as Alternative Basic Education, Open and Distance Learning, and Pastoralist Field Schools. According to Dyer these models require in-depth analysis to address the real issues of nomadic pastoralists. Dyer retaliated that the day schooling which is the dominant

mode of providing formal education to young children across many economies forces the mobile pastoralist's households to diversify their lifestyle to allow children access to such education.

Dyer was quick to observe that the low rates of participation, retention, and achievement of children from pastoral background in day schools are lower than national averages reflecting general systemic failure to relate to the needs of the sparsely populated rural areas inhabited by pastoralists. Dyer observed that to access sedentary schooling, children need to be available for most of the day and daily. The Pastoralists who therefore wish to participate in schooling will curtail their mobility or split household to allow some members to move with animals while others attend school.

Augustine and George (2013) conducted a study on promotion, access, and participation in basic education among nomadic pastoralists in Northeastern Province, Kenya which established that the resources dedicated to education have other competing usages. The study recommended prioritized utilization of such resources in education where they would have more benefit than putting them in the provision of various other competing social amenities. The research concluded that, the cost of devoting resources to education in the northeastern Kenya has had considerable monetary and non-monetary benefits to the region.

As reported elsewhere in this paper there is evidence that investment in education and training has faster returns when contrasted with investments in the provision of other social amenities.

Additionally, education is a fundamental human right and all individuals are qualified to it no matter their geo-physical conditions. The national government being the duty holder to these legal

rights has a responsibility to make sure that they are honored. Some practical actions that can be embraced include the re-establishment of boarding institutions, establishment of a regular institutional feeding program, improved remuneration of teachers working in the ASAL regions, as well providing targeted support to mobile and satellite schools. In addition, the study recommended initiation of an effective educational policy that addresses the problems related to pastoralists as well as nomadic communities.

The Commonwealth of Learning organized an education forum in Garissa – Kenya in 2006 whose themes was reaching nomadic populations in Africa through flexible education programs". Scholars drawn from different parts of Africa with experience in provision of education to nomadic population made presentations during the forum. Kakonge (2006) in a paper entitled incorporating nomadic education delivery within education sector plans in Kenya referred to low-cost boarding schools. The paper reaffirmed that the rationale for establishment of low-cost boarding schools was to allow children continue with education as their families moved with animals in search of pasture and water. Low-cost boarding schools also save the learners from walking long distances daily between school and homes in sparsely populated areas. Majority of the presentations in the forum asserted that performance in the Low-cost Boarding Schools was better than in the regular schools and more girls are able to attend school. Further the forum observed that LCBPs saved the girls from early marriages and female circumcision and the pupils were fed on a well-balanced diet.

Reports from the forum further affirmed that establishment of girls only boarding schools have increased the average enrolment of girls in the catchment areas and recommended LCBPs as the

best option in the provision of education for the ASAL. Other presentation in the forum by scholars like Tahir (2006) for example observed that most of the education program for nomadic communities have failed to register appreciable progress largely due to poor program design and delivery challenges. According to Tahir there are some LCBPs program that do not suit the interests and aspirations of the target beneficiaries. Similarly, Ezeomah and Souza (2006) argued that nomads resisted formal education because they feared that it tended to alienate their children from pastoral life and pushed the communities towards sedentary life.

Ezeomah and Souza (2006) further observed that LCBPs were insecure for children, the cost of education was high for the nomadic-pastoral communities; educated girls are spoilt; they get pregnant and failed to get married. The participants also noted that graduates from the LCBPs are not guaranteed formal employment after acquiring the education qualification and yet the skills acquired by the graduates do not support them in their nomadic way of life. The Africa educational trust, a non-Governmental organization (NGO) operating in Kenya from 2014 understudied the educational needs of the nomadic and pastoral communities in Kenya with particular focus to the Masai community of Kenya.

The education trust observed that although the Masai community in Kenya are losing their traditional pastoralist livelihood, they have remained isolated from education. The NGO argued that the education policy provisions in Kenya do not address the actual challenges of educational access to the Nomadic pastoral communities as well as their way of life. For example, the provision of free public primary education among pastoralist communities only raised enrolment from 45% to 50% in 2012. The African education trust in their study established that the lack of regional

language of guideline as well as instructional materials in the local languages in early grade was one considerable barrier to education and learning for the Masai in Laikipia North. From the language of delivery to the place of schools, as well as the hours of the classes, traditional institutions don't fit within pastoralists' lifestyle (African education trust, 2014).

The study by Sifuna (2005) appraised national and regional interventions instituted to address the education participation disparities. These included official policy documents and existing studies on education development. The Sifuna (2005) study collected data from selected ASAL districts. The districts visited included: Narok, Samburu and Turkana in the Rift Valley Province; Marsabit in Eastern Province; Wajir and Mandera in the North-eastern Province and Tana River in the Coast Province. The study established that the waiving of school fees, introduction of the free primary education programme, abolition of tuition fees for the districts having unfavorable geographical conditions did not favor educational provision for the nomadic and pastoral communities. The subsequent abolition of fees in classes' I–IV in all districts of Kenya and eventual elimination of school fees in primary education had little impact on educational access and participation for the pastoral nomadic groups. The study further observed that the free primary education programme was plagued with many challenges that would not allow nomadic- pastoral children access to education. The challenges highlighted by the study included inadequate facilities as well as inadequate provision of learning and teaching materials in the existing primary schools.

Sifuna (2005) explained that the low education engagement by pastoralist individuals was acerbated by their failure to pay the reasonably high school customer fees besides satisfying various other costs for taking part in the boarding institutions set up for them. In many of them,

boarding fees as well as other incidentals were unaffordable. The youngsters were expected to bring their own bed linens materials and utensils for serving their meals. These became severe obstacles for their continued stay in school. There were likewise issues associating with institution food procurement and also transportation. In 1977, for example, all boarding institutions in Turkana District temporary closed due to lack of food. The study further found out that the restrictions on upper-primary repetition and competitiveness of the secondary-school selection also forced children from the agricultural districts to transfer to the pastoral districts to repeat so that they could be favored during placement to secondary schools. These children ideally took the places meant for pastoralist children who were not as competitive. Sifuna (2005) further noted that to enroll some children from the agricultural communities, the children disguised their identity by changing names.

The study established that in Kajiado and Turkana, school attendance was very low in schools without school feeding program. During severe droughts when food was provided enrollment increased. Sometimes the food provided at school was the only meal that children got, the individual child's portion also fed the young siblings who were brought to school during mealtime. However, participation and enrolments tended to fall sharply when the stormy period set in, since it enhanced food situation. Subsequently, in actual terms the School Feeding Programme had minimal influence on school attendance as well as retention in a lot of the ASAL districts in which enrolments hardly consist of greater than 20% of age going children.

3.3.4 The perception of stakeholders on the implementation of LCBPs in Kajiado county

Were (2011) in a study on the influence of low-cost boarding primary schools on access and retention in arid and semi-arid lands: a case of Lomelo division; Turkana county-Kenya found out that access and retention in Low-cost boarding schools was affected by inadequate resources, mismanagement, and delay in funding by the government. The study was a descriptive survey whose sample included respondents from 5 primary schools that included 5 head teachers, 10 SMCs, 15 parents and a sample size of 120 pupils from a target population of 1200 pupils. The study recommended increase stakeholder participation in the planning educational provision for ASAL regions as well as enhanced financial resources allocation and improved accountability by the school management boards.

Ngugi (2016) in a study on the Challenges Facing Mobile Schools among Nomadic Pastoralists: A Case Study of Turkana County, Kenya found out that the implementing environment of the mobile school requires a multifaceted approach and, in some cases, working together with other players in other sectors such as in health, water and livestock so that the policy may be implemented effectively. Generally, the study concludes that the education sector on its own may not promote the sustainability of effective implementation mobile schools' programs unless they interact with other actors in the context of the implementation environment.

The study used multiple case study design and targeted the 61 mobile school Centers in Turkana County (Ministry of Education -NFE information desk, 2013). The sampling frame for the study included all the parents of the enrolled learners in the 61 mobile school Centers and also the

teachers in the mobile schools in Turkana County (from Turkana County education office, The researcher selected the schools purposively from two out of the six divisions of Turkana County. used, a non-probability sampling approach to purposively and non-randomly select a set of cases which exhibit maximal differences on the variables of interest, the choice schools was based on the number of years the school has been in existence, the distance of the school from the main road, demographic characteristics such as population size; in terms of enrolments, sustaining students through to graduation and the number of clusters that it serves, accessibility in terms of means of transport and security of the area.

This study also collected qualitative data through Focus Group Discussions (FGDs) with learners in the third grade and from their parents. The researcher in-depth interviews on teachers and the County education officers and conducted observation to cross-check the information obtained through the interviews and focus group discussions. The researcher gathered data using interviews, observations, and document analysis. Credibility of the instruments was established through triangulation while dependability of the study findings, through several ways, such as, detailed field notes and the review of these field notes for accuracy by participants through member checking. It thus means that for any equity concerns to be addressed in the provision of education in this area, access, and participation of the children in Turkana should be addressed in a deliberate policy enactment. This can only be realized through consultations with the actors at the grass root level to enable inform the actors at the top levels of management.

3.3.5 Factors affecting effective implementation of the LCBPs in Kajiado County

Ayiro et al. (2015) in his study on provision of education to the 'hard to Reach' in nomadic communities in Kenya explores why nomadic children in the counties of Turkana and West Pokot still lag in access and participation in the primary education process despite the Free Primary Education (FPE) initiative by the government of Kenya. The study considered variables of low enrolment, poor attendance, and unsatisfactory academic achievement as contributors to low uptake of education by the communities of Turkana and West Pokot. The findings of the study showed that provision of education to nomadic pastoralist children in these counties is mainly constrained by the long distances between schools and low population densities that make it difficult to attract enough numbers in classrooms; the inadequacy of education infrastructures; education curricula that is not adapted to pastoral modes of life; scarcity of teachers and absenteeism of children. In addition, insecurity was found to be a major threat to school attendance in both Turkana and West Pokot.

The study noted that although the government has established both fixed and mobile community schools for pastoral communities in Turkana and West Pokot, the interventions have not yielded the expected outcomes and enrollment among the pastoral-nomads have remained low. The study cautioned that introduction of levies by school's management boards inhibited access and recommended that charges by LCBPs need to be regulated to affordable levels. Ayiro (2015) further suggested establishment of Low-cost boarding schools combined with distance learning through radio as some proven viable alternatives for education delivery to nomadic and pastoral communities.

It is however cautioned that the recommendation from the Ayiro (2015) study should be used cautiously because although some of the findings are based on mixed method research design that used qualitative data the sample was a bit small and included 10 parents, 1 male and 1 female primary school teacher, and one school head teacher, 2 administrators (District Education Officer-DEO & District Officer-DO), 4 local leaders (Chief, Assistant Chief, Woman Leader and Church Leader) and interviewed 10 children in each of the two counties. There were 2 focus groups of 8 persons per county comprising of 2 administrators, 2 local leaders and 4 parents (2 male and 2 female).

The study used a mixed method approach collecting both qualitative and quantitative data and concluded that the factors that inhibit access and participation of nomadic-pastoral children to education include inadequate funding by Government, introduction of school levies by schools, inadequate teaching and support staff, facilities and inadequate supply of water and food.

The National council for Nomadic education in Kenya (NACONEK) (2020) undertook a study on the Assessment of the Impact of climate Change on Sustainability of Low-Cost Boarding Schools in the Arid and Semi-Arid Lands. The focus of the assessment was to establish the status of resources provision as well as adequacy, safety of facilities and meals provided among other school factors in relation to climate change relevant adaptive capacity models for ending drought emergencies in LCBS in the ASALs and pockets of poverty.

The study used a mixed method design and Data was collected using questionnaires, focus group discussions and observation guides from the counties of Turkana, Narok, Kajiado, Garissa, Tana

River, Taita Taveta, Kwale and Kilifi. The study findings indicated that most schools had no valid registration certificates, title deeds, official postal and email address and were understaffed. Facilities in most schools were not friendly to people living with disabilities and majority of the schools had no green school programs. The regular LCBs grants did not match the enrolment. Boarding facilities were inadequate, inappropriate, and unsafe; learners, especially boys were sharing beds while others slept on the floor. The study recommended that those LCBPs struggling with registration and title deeds need to be supported to fast track the registration and acquisition of title deeds.

Further the Ministry of Education and its partners should increase budget allocation to improve schools' infrastructures to ensure conformity to safety standards and a friendly learning environment. Although this is one of the very few studies on low- cost boarding primary schools in Kenya, its focus was education and climate change, and hance did not provide detailed analysis of the conditions that affect enrollment in LCBPs in Kajiado County. The study did not explain who the sample of 191 schools and 218respondents were selected from the 8 counties. The study also was not very clear on the research design and the data analysis approaches used.

Most of the studies on Low-cost boarding reviewed point to enormous challenges affecting provision of education to the nomadic pastoralist communities. The main solutions proposed point to the need of a rationalized resourcing strategy of the LCBPs as well as appropriate involvement of the local communities in the planning of education for their children. These solutions proposed are in line with the findings of this process evaluation as shown in chapter five.

3.4 Summary and Knowledge Gap

The literature reviewed for this study on the low-cost boarding primary school program does not bring out any specific study that evaluated the program in Kajiado County since the inception of the program in the 1940(s). Similarly, the studies reviewed are general and indicate that the program as currently presented has been faced with several challenges which have seen the enrollment remain quite low despite the heavy investment by both Government and Development partners (Carr-hill & Peart, 2005; Kratli, 2000; & Ruto et al., 2009). The situational analysis report on the low-cost boarding and the mobile schools in Kenya (Republic of Kenya, 2012) and the report on Nomadic Education in Kenya (2009) described the challenges facing the provision of Education to the nomadic communities in the ASAL and recommended some isolated interventions for improving the performance of the LCBPs program.

The nomadic education policy in Kenya, the policy for development of Northern Kenya and Vision 2030: Development strategy for northern Kenya and other ASAL lands and are perhaps the three documents that propose strategic interventions for operationalization of the LCBPs. These policy documents do make specific focus to the process of implementation of the LCBPs, but their recommendations have no timeline and are not costed. There is therefore lack of comprehensive evaluative information on the low-cost boarding primary school program against the objectives for which it was established to facilitate decisions making for improvement. This evaluation therefore collected information to inform the status of implementation of the LCBPS in Kajiado County against the set-out objectives at conceptualization and solicited views for the program improvement.

The literature review for this process evaluation of LCBPs in Kajiado County similarly brought to the fore that there was limited information on evaluation of LCBPs in Kenya in general and none in Kajiado County was found. Proponents of nomadic –pastoral education like Kratli (2001) in the IDS working paper 126 on education provision to nomadic pastoralists developed for the Institute of Development Studies (IDS) reviewed several works on education provision to nomadic pastoralists but did not identify any specific studies that evaluated the low-cost boarding schools in Kenya. Kratli (2001) using the extensive literature on low-cost boarding schools in other parts of the world explained that boarding schools are generally unpopular among the pastoral-nomads. The study observed that, neither nomadic parents nor nomadic children like being separated for long periods, without a way of communicating.

Other studies found on nomadic-pastoral education were general studies commissioned for specific purposes. There was no single study found on evaluation of the impact of various inputs in the LCBPs in Kenya since the inception of the program. There is therefore limited data on the program in terms of numbers of the schools, funding levels and enrolment by gender and category of school. The scanty information available however, indicate that LCBPs have enrolled both day scholars and private boarding learners alongside the official admissions by government without clear guidelines and requirements for disclosure. The LCBPs have correspondingly enrolled many learners from non-ASAL counties as borders who enjoy the Government boarding supplement against the recommendation of the 1988 education committee on education.

It is important therefore to have real time data on actual enrollment in LCBPs. There is also information that there are several partners supporting LCBPs but there is inadequate information

at school level on what partners are supporting which schools. There is further no clear national strategy and standards to guide establishment of LCBPs, even the Ministry of education statistical booklets (2016) does not isolate LCBPs as a category that requires actual data to inform policy and budgeting decisions. It is likewise necessary to establish through research a standard Unit cost of keeping a child in LCBPs to facilitate adequate resource allocation and planning.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

This chapter discusses the evaluation design and methodology. It covers evaluation design, target population, description of sample and sampling procedure, description of research instruments, procedures of establishing the validity and reliability of evaluation instruments, data collection tools and data analysis procedures. The chapter also discussed ethical consideration undertaken in the study.

4.2 Research Design

This study used an explanatory sequential mixed methods approach which is a design in mixed. Methods. Mixed methods research design involves the collection of both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions. It includes data analysis, and interpretation of both quantitative and qualitative data. The two forms of data are combined in the analysis through merging, explaining, and building from one database to another. Mixed methods approach as methodology originated in late 1980s though early 1990s in its current form in diverse fields and has gone through periodic development and growth, and it continues to evolve, particularly in procedures as outlined in (Creswell & Plano Clark, 2011, 2018; Teddlie & Tashakkori, 2009).

Mixed methods approach was chosen for this study because of its strength in the application of on both qualitative and quantitative research. Mixed methods provide an opportunity to researchers

to access both quantitative and qualitative data. It is a useful strategy that facilitates a more complete understanding of research problems and questions. The approach also supports in Comparing different perspectives drawn from quantitative and qualitative data. It further supports the development of a more complete understanding of changes needed for a marginalized group through the combination of qualitative and quantitative data. It was appropriate in supporting the Evaluation of both the processes and the outcomes of the low-cost boarding primary school program and aid in proposing policy decision. (Creswell & Creswell 2018)

The explanatory sequential mixed methods approach involved a two-phase data collection in which the evaluator collected quantitative data in the first phase, carried out the analysis and then used the results to plan the second, qualitative phase. The quantitative results were used to guide on the types of participants to be purposefully selected for the qualitative phase and the types of questions necessary for follow on with the participants. The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results. It therefore becomes essential to tie together the quantitative results to the qualitative data collection. This helps to explain unusual responses and clarifies contradictions.

Both data sets were given equal weight and quantitative data was initially analyzed, the results used to support qualitative data analysis and the data sets were integrated during the interpretation phase to answer the research questions. The evaluation was guided by the pragmatism knowledge claim which according to Creswell (2003) holds that knowledge arises out of action, situation, and consequences rather than antecedent. The paradigm advocates that researcher should focus on the process and reflect more on the problem at hand rather than the methodology. According to this

knowledge claims, researchers consequently should use a varied of approaches to understand the problem. The paradigm further embraces the fact that research occurs in a social, historical, political, and other context. The evaluation further employed a context, input, process, and product (CIPP) evaluation model to establish how the linear relation of the model applied to the government initiative in the establishment of low-cost boarding primary schools in the ASALs.

4.3 Target Population

The evaluation 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 education leadership in Kajiado County, Education officials at the County, the Sub-Counties, and the MOE headquarters. All non-governmental organization and development partners participating in provision of education in Kajiado County were also targeted as shown in Table 4.1.

Table 4.1: Target Population Distribution

Category	Number
All low-cost boarding primary schools in Kajiado County	11
All pupils in LCBPS in Kajiado County	5425
All teachers in LCBPs	2853
All Head teachers in LCBP public primary schools in Kajiado County	11
All Education field officer	10
All MoE Education Officers	300
All development partners and non-governmental organizations supporting Education in Kajiado	14

Source: Report on Basic Education Training and Service Delivery – Kajiado County (2014)

4.4 Description of Sample and Sampling Techniques

The sample for the study was identified using both probability and non-probability sampling techniques. The Low-cost schools are spread across all the five sub counties of Kajiado county. The cluster group of low-cost boarding schools was selected from the other schools using cluster sampling. The sub counties and the LCBPs were used as the sampling units. The sample was selected as follows.

4.4.1 Schools

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. At least one LCBPs was purposefully selected from each cluster in the sub county. Table 4.2 shows the distribution of LCBPs based on the criteria.

Table 4.2: Schedule of Schools

Sub-County	School
Isinya	Isinya
	Ole Kejuado
	Ilbisil
Kajiado Central	AIC Kajiado
Kajiado North	
	Rombo primary
Loitoktok	Loitoktok DEB
Mashuuru	Mashuuru primary

4.4.2 Head teachers

Seven out of the eleven head teachers of the low cost boarding schools in Kajiado County were purposively selected to participated in the study. These happened to be the head teachers of the already sampled schools.

4.4.3 Teachers

From each sampled school, teachers were stratified as male and female and four teachers including the boarding teacher were selected. The Boarding master was purposively selected, and another three teachers were selected using simple random sampling to participate in the study.

4.4.4 Pupil

Using the class register which stratifies learners as boys and girls, from each class register 12pupils (6 boys and 6 girls) were selected from grades 5, 6 &7 using simple random sampling. Class eight learners were not included because they were preparing for the end of the year examinations. All the selected pupils were put in the same class and responded to the study rating scale.

4.4.5 Education managers

Education officers were purposefully selected from the Ministry of education head quarter and from the county and Sub County. In the Ministry of Education headquarter, officers were selected from the Directorate of Policy and partnerships, primary education and from National council for Nomadic education. The sub county education officers included Curriculum support officers who

are based at the Education zonal level. Development partners and non-governmental organizations at both the national and county levels were also purposefully identified as shown in table 4.3. The following was the distribution of the respondents.

Table 4.3: Schedule of Respondents

Category	Respondents
National	5 Directorate of Policy and partnerships
	5Directorate of basic education
	3 NACONEK
	2 UNICEF
	2 Safe the Children
	2 Girl Child Network
	02 County education field officers
County	5Sub- County education field officers (including CSOs)
	5 County Representative of Development partners/NGOs
School	7 Head teachers
	28 Teachers
	84pupils in (07 Groups)

4.5 Description of Research Instruments

Data collection instruments were developed and used to gather information from respondents and answer the evaluation questions. This study used the following data collection instruments, questionnaire, interview guide, and a rating scale. The decision on the type of instruments was based on the type of data required to respond to the evaluation questions. Observation check list was developed and used to guide in identification of facility availability at school level. The specific instruments are described in the following sub-sections:

4.5.1 Questionnaires

According to Best et al, (2001) questionnaires are used to collect information from, or respondents or respondents respond to statements in writing. This study used questionnaires that had both closed and open-ended questions. The questionnaire was used to solicit information from both head teachers and teachers.

Questionnaire for Head Teachers

The questionnaire for Head teachers had six parts. Part I (a) solicited for the demographic information from the head teacher, Part 1(b) required background information about the school, Part II targeted resources and facilities to support enrolment of pupils, Part III aimed to get information on organization of teaching and learning environment to attract, retain and improve performance, Part IV assessed the effectiveness in the implementation of LCBPs, Part V assessed the cost of keeping children in LCBPs and finally Part VI had questions addressing challenges facing LCBPs. A sample of the questionnaires for head teacher and teachers is attached as Annex I.

Questionnaire for Teachers

The questionnaire for teachers contained Part I (a) and (b) soliciting demographic information of the teacher and about the school respectively, Part II collected information on the adequacy of resources and facilities to support enrolment of pupils, Part III aimed at getting information on organization of teaching and learning environment to attract, retain and improve performance, Part

IV appraised the effectiveness in the implementation of LCBPs, Part V focused challenges facing LCBPs. A sample of the questionnaires for head teacher and teachers is attached as Annex II.

4.5.2 Interview Guide

An interview guide was used to solicit information from various respondents who included the Education officers, representatives of development partners, and non-governmental organization supporting provision of primary education in Kajiado County. The interview method is a useful tool in collecting qualitative aspects of information given orally and face to face with the respondent. This instrument was used because of its power to collect in-depth information from respondents. The interview guide had four parts: Part I required demographic information about the respondent, Part II focused on facilities and resources supporting enrolment in LCBPs, Part III required information on organization of teaching learning environment while Part IV assessed the effectiveness in the implementation of LCBPs. The interview guide is attached to Annex III.

4.5.3 Observation Check List

According to Best et al. (2001) direct observation is a useful tool for data gathering because certain information can superlatively be obtained through direct examination by the researcher. The information required for this process evaluation concerned material objects whose process entails classifying, measuring, estimation, observation and counting. The characteristics studied here were school buildings where such aspects as number of rooms, size of rooms, amount of furniture and other facilities including presence or absence of certain facilities were determined. The observation checklist was in two parts, part one required biodata about the school, while part two

called for general information on facilities. A sample of the observation checklist is attached as Annex IV.

4.5.4 Pupils' Rating Scale

Pupils from the seven schools were presented with low-cost boarding primary schools rating scales that assessed different aspects of LCBPs. The rating scale was constructed by developing several statements about low-cost boarding primary schools. The rating scales were piloted by administering to several standard eight learners in two of the LCBPs. The standard eight learners were not used for the final study because they were preparing for examinations. The Scale values were assigned to each of the five responses leading to the instrument yielding a total score for each respondent. Point of view of statements favoring the position were scored while statements opposing this point of view had items scored to the opposite order. The rating scale contained two parts, Part I that required demographic information of participants and Part II scales focused on resources and facilities that support enrolment of learners, organization of the teaching and learning environment to attract, retain and improve performance of LCBPs and effectiveness in the implementation of the LCBPs in Kajiado County. A sample of the LCBPs rating scale is Annex as IV.

4.6 Validity, Pilot Testing and Reliability of Research Instruments

4.6.1 Validity Testing

Validity refers to the degree to which an instrument accurately measures what it intends to measure. Data collection instruments are valid if the inferences and use of results collected are appropriate. The instruments content validity was established through expert review. Several research and evaluation experts from Research triangle institute (international) went through the instruments to ascertain they measured what they were supposed to measure.

4.6.2 Pilot Testing the Instruments

The instruments were pilot tested in two LCBPs which were not used for the study to remove any ambiguities and determine the level of validity and reliability. Expert opinion was sought to validate the interview schedules, Observation check lists and rating scales.

4.6.3 Reliability of Quantitative Instruments

The reliability of the instrument was estimated through split- half technique. Experts raters were also used to review and apply some of the instruments to establish Reliability by estimating the consistency of responses.

The reliability of the head teacher and teacher's questionnaire as well as the pupil's rating scale was estimated using split-half reliability estimate. All Items in each instrument were randomly divided into two sets. The instruments were administered to respondents in two pilot schools and the total score for each instrument randomly divided into halves. The split-half correlation between

the two total scores for the instruments was estimated at 0.78, 0.8 and 0.83 respectively using the Cronbach's Alpha (a) formula (Croswell, 2018).

Similarly, the reliability of the qualitative research tools was established through Triangulation of data sources where data from the qualitative part of the tools were analyzed and the congruence among the data sources was established by rates and research experts. This approach addressed the likely personal biases of investigators and overcome the deficiencies intrinsic to single investigator (Denzil, 1970).

4.6.4 Description of Data Collection Procedures

Permission was sought from the university to start data collection. The authority was granted through the attached letter from the university. Based on the authority from the university authority was further sought from the Ministry of education to collect data from the county and Low-cost boarding schools. Permission was granted by both the Director General of education and the County Director of education Kajiado through the letters annex V11. Permission was also sought from the national commission for science and innovation (NACOSTI).

4.7 Data Analysis Procedures

Data collected was analyzed using appropriate analysis techniques. Qualitative data was coded and collapsed to establish emerging themes or patterns in relationship to the evaluation questions. Quantitative data was coded, summarized, and analyzed using both descriptive statistics. Emerging trends were related to the evaluation questions, data was interpret involving frequencies, percentage, means, and standard deviation. The qualitative information from the different

instruments were used to discuss, and report findings as well as guide recommendations and conclusions of the study. This process evaluation was constraint by inadequate financial resources to reach out to a larger sample. The LCBPs are also spread very thinly across Kajiado County. At least each of the sub- County in Kajiado County has a LCBPs and the sub counties are widely spread. Transport within the county from one sub-county to the other is also unreliable.

4.8 Ethical Consideration

According to Fraenkel and Wallen (2000), research or evaluation studies must be carried out with respect and concern for the dignity and welfare of the participants and with cognizance of regulations. Research and evaluation studies should adhere to professional standards governing the conduct of research or evaluation with human participants. The instruments did not require identity of the participant to ensure anonymity and participants were free to express their honest opinion.

This evaluation therefore safeguarded the rights of all participants and the evaluator upheld high ethical values and respected respondent's views. Authority was obtained from the Director General of education in the Ministry of Education to conduct the evaluation in schools. Consent was further sought from head teachers to deal with children on behalf of parents and respondents were informed of all aspects of the study that may reasonably influence their participation. Special safeguard was considered for participants who had impairment. The evaluator protected the participants from harm and ensured confidentiality of data. The data collected was treated with utmost confidentiality to protect individual invasion of privacy.

CHAPTER FIVE

PRESENTATION AND DISCUSSIONS OF FINDINGS

5.1 Introduction

This chapter focuses on presentation and discussion of findings of the study whose purpose is to evaluate the implementation of the low-cost boarding primary schools (LCBPs) program in the county of Kajiado. As indicated in chapter three quantitative data is discussed and summarized in the rest of this chapter. Similarly, qualitative data is interpreted and discussed according to emerging themes and trends.

The following sub-section discusses the response rate and the demographic characteristics of the respondents who included head teachers, teachers, pupils, education officers as well as representatives of development partners.

5.2 Categories of the respondents sampled actual responses

The categories of the respondents sampled and those who actual participated in the study are shown in Table 5.1 As can be seen in table 5.1 the categories of respondents sampled were reached except two representatives of non-governmental organization and one representative of development partners who had travelled out of the country on assignment. This was good response rate for the study.

Table 5.1: categories of the respondents sampled actual Reponses

Category	Sampled	Actual response
Head teachers	07	07
Teachers & Senior teachers	24	24
MoE officials including CSOs	20	20
Non-Governmental organization & Development partners	11	08
Pupils	84	84

Source: Research Data

5.3 Demographic Information of the Respondents

Ministry of Education (MoE) officials

Out of the twenty educational officials sampled from both the Ministry of education Headquarter, the County and sub- counties, 60% were males and 40% were females, as shown in Figure 4.1. All the officers had a bachelor's degree with 65% having a master's degree and 35 % with a first degree. Similarly, 64% of the representatives of the Development partners and non-governmental organizations reached were females and 36% males. All of them had at least a first degree.

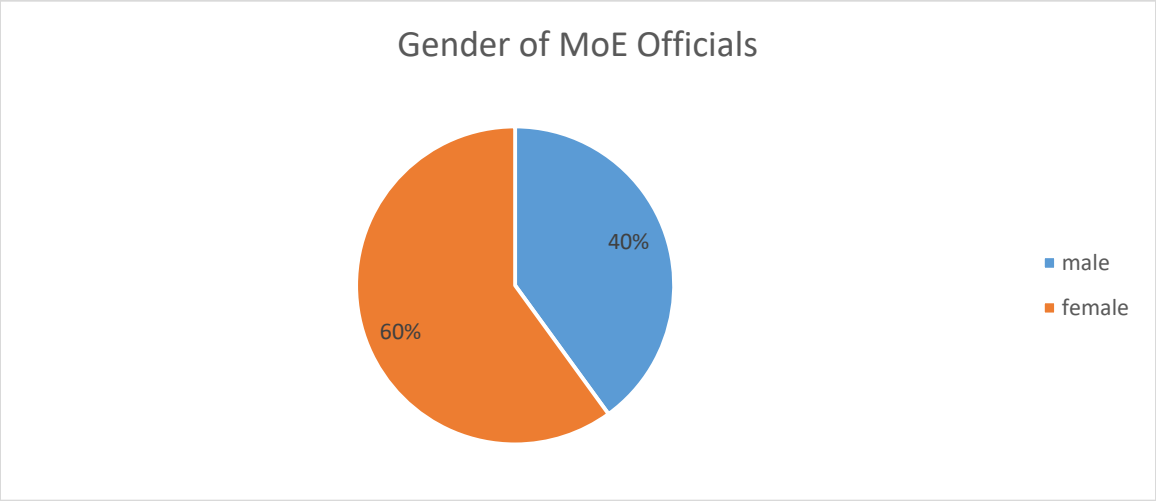


Figure 5.1: Gender of the MoE officials

5.3.1 Head teachers

Results presented in Figure 5.2 show that 71.4% of the head teachers that took part in this study were male's while 28.6 % were female. This distribution indicates that the appointments to school management continues to perpetuate gender discrimination with fewer female teachers taking position of school headship.

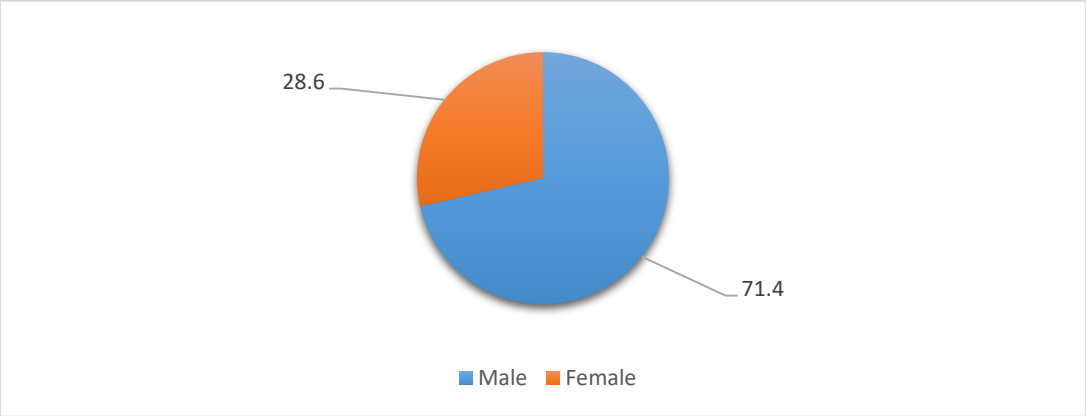


Figure 5.2: Gender of the Head teacher

Head teacher's professional qualifications

The information collected from Head teachers show that the highest education qualification of the head teachers of the LCBPs was a Master of Education degree while the lowest was P1 certificate and other qualification as shown in figure 5.3.

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 that the primary schools are headed by administrators with qualifications higher than the basic P1 certificate.

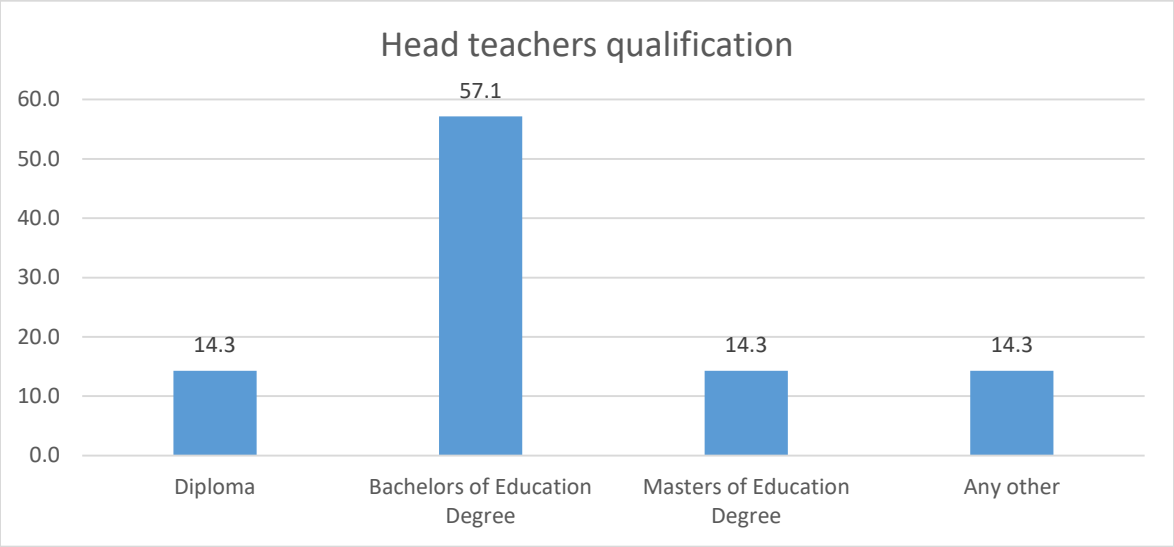


Figure 5.3: Head Teacher's Highest Professional Qualifications

5.3.2 Teachers

As depicted by results presented in Figure 5.4, on Gender distribution of teachers, 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 low-cost boarding schools in the County are male teachers.

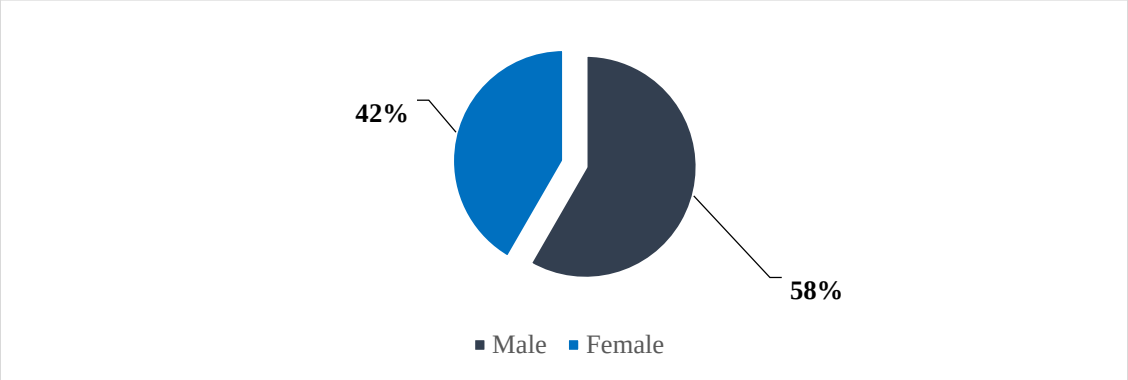


Figure 5.4: Gender Distribution of Teachers

Teacher highest professional qualifications

The results in figure 5.5 show that most (42%) of the teachers had P1 certificate as the highest level of professional qualification in teaching, 25% of the teachers had diploma as the highest-level professional qualification, while 21% had a bachelor's degree and 13% had a master's in education degree. The teacher's working experience varied from seven (7) to 30 years of service. The study further found that over 50% of the teachers had acquired qualifications beyond the entry P1 certificate course an indication that the primary schools are taught by teachers who are professionally highly qualified and highly experienced.

The other respondents of the study were curriculum support officers, Education Officers from the sub-counties, county, and the Ministry of education Headquarters as well as representatives of non-governmental organizations who were equally qualified for the management positions they held.

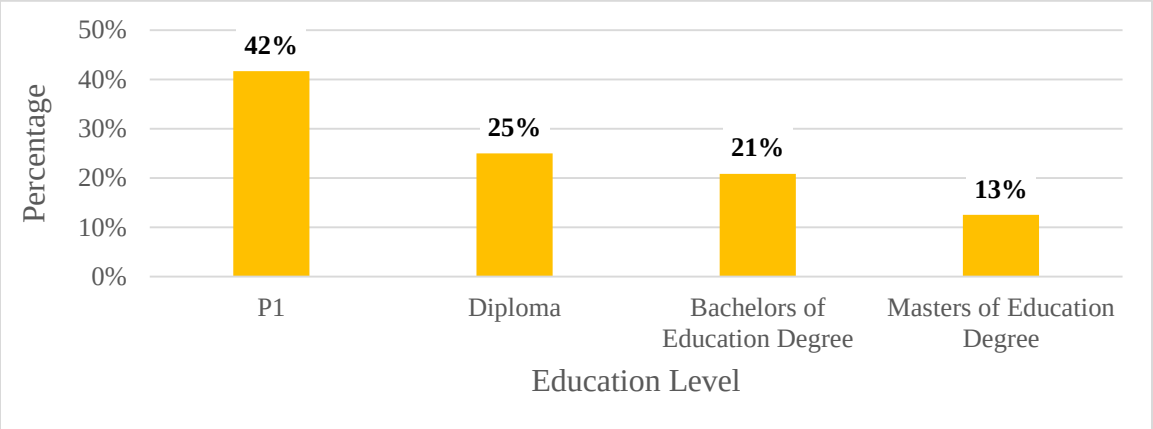


Figure 5.5: Highest Teacher Professional Qualifications

5.3.3 Demographic Information of the Pupils

The pupils were drawn from classes five, six and seven. Based on the results in Figure 5.6, most of the pupils (57%) were girls, while 43% were boys. The results imply that the LCBPs in the county have not achieved the gender parity and majority of the learners in the schools were girls. This skewed gender distribution was in support of the idea that the nomadic pastoral communities preferred to enroll their girls to LCBPs.

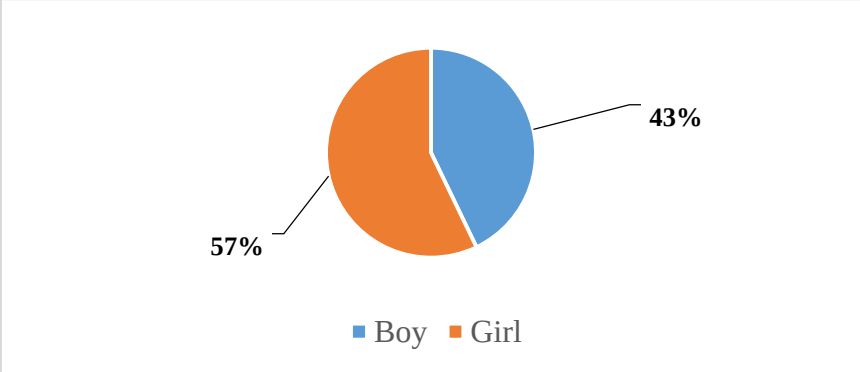


Figure 5.6: Gender of Learners

Distribution of LCBPs by Sub-County and Category

The seven schools sampled represented the national categorization of low-cost boarding in Kenya as shown in the table 5.2. Review of Information on low-cost boarding primary school's categorization indicate that although majority LCBPs were established as purely boarding schools for grades 4 to 8, the schools have introduced day wing facilities and opened lower primary level for day scholars. This implies that the communities served by the LCBPs may have either settled in villages near the schools or the schools are within the urban settlements enabling some pupils

to commute from home as day scholars. The official age for school enrollment in grade1 is 6 years however, in the ASAL counties there are some learners who are held up herding or doing other family duties and enroll when they are slightly older than the official entry age at grade 1 of 6 years old.

Table 5.2: Distribution of LCBPs by Sub-County and Category

Sub- County	School	Category
Isinya	Isinya	Mixed day &boarding
	Ilbissil	
	PBS-Kajiado	Mixed boarding
Kajiado central	AIC- Kajiado	Mixed day &boarding
		Girls boarding
Kajiado North	Loitoktok DE	Mixed boarding
Loitoktok	Rombo Girls	Mixed day& boarding
Mashuuru	Mashuru primary	Mixed day& boarding

The rest of the sections in this chapter presents and discusses the findings based on the following evaluation questions.

i. To what extent are the objectives of the LCBPs in Kajiado County realistic and achievable?
ii. What resources are available for the implementation of the Low-cost boarding primary schools programme (LCBPs) in Kajiado County.?

iii. To what extent have the primary activities of the low-cost boarding schools programme been implemented in Kajiado County?

iv. What is the perception of stakeholders on the implementation of LCBPs in Kajiado County?

v. What factors affect effective implementation of the Low- cost boarding primary school programme in Kajiado County?

5.4 Extent to which the objectives of LCBPs Program are being Achieved

This section presents information on the first objective of the study which seeks to establish the extent to which the objectives of LCBPs Program are being achieved and whether they were realistic.

5.4.1 Whether the Objectives of LCBPs were being achieved

This study sought to establish whether the objectives of LCBPs were achieved. It was important to start by ask the Headteachers, the Education officers and representatives of development partners if they knew the objectives of the low-cost boarding schools' program in Kajiado and whether they were being achieved. Majority of the Headteachers, the Education officers and representatives of development partners reached listed the objectives of establishing LCBPs as shown in Table 5.3.

Table 5.3: Objectives of establishing LCBPs

Head teachers	**Education officers and Development partners**
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 lace 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 Headteachers, the Education officers and representatives of development partners as shown in table 5.3, 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 most of the objectives were achievable, but they were not being achieved because the schools were faced by some challenges. When the Headteachers, the Education officers and representatives of development partners were probed for reasons why the objectives were not being achieved, they explained that, the facilities including infrastructure particularly dormitories were inadequate hence limiting access; the LCBPs were also 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 Head teachers, the Education officers and representatives of development partners 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; provide more resources to the LCBPs 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 Head teachers, the Education officers and representatives of development partners 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 framework informed by empirical evidence on the actual cost of keeping a child in a boarding school. A representative 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. (Nairobi-Girl Child network, 2015)

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 strategic plans, policy guidelines and national 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 senior sub- county education officer 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. **(**Sub county education officer, Kajiado 2015)

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 national salary for domestic workers which has been pegged at between Ksh 7,240.95-Ksh 8,636.30 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 (Headteacher, Kajiado LCBP)

Based on the information adduced from the both the headteachers and the Education officers it emerges that 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 and need to be revised.

The teachers were also asked whether the Dining halls were available and adequate in their schools, and they said that they were available in 62% of the schools and unavailable in 38% of the schools. Similarly, they said that the dining halls were adequate in 42% of the schools, inadequate in 25% and 23% did not provide any response as shown in figure 5.7.

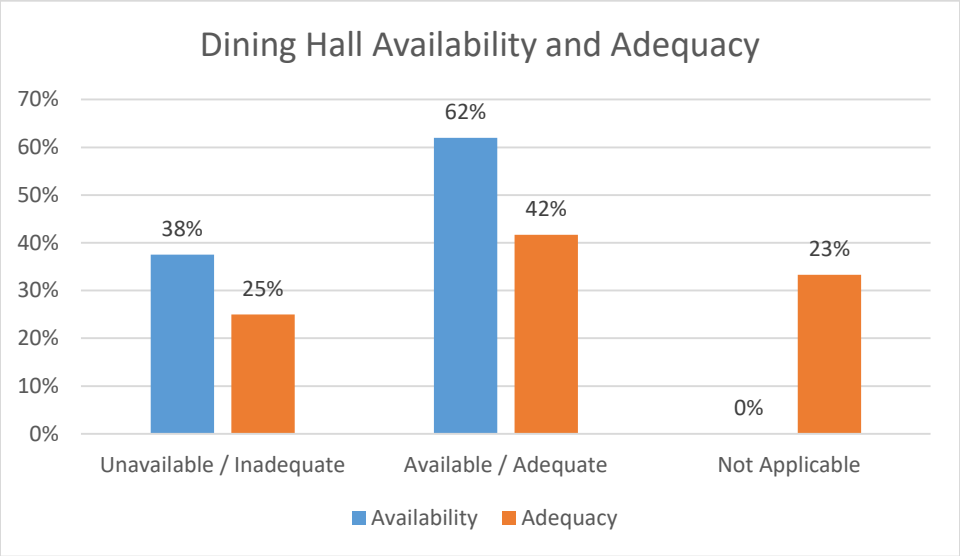


Figure 5.7: Dining hall availability and adequacy

Similarly, teachers were asked whether beds for boarders were available and adequate in the low-cost boarding schools and they said the Beds were available in 87% of the schools and unavailable in 13% of the schools. The beds are however inadequate in 42% of the schools and adequate in 46% of the school while 12% did not respond to the question as shown in Figure 5.8

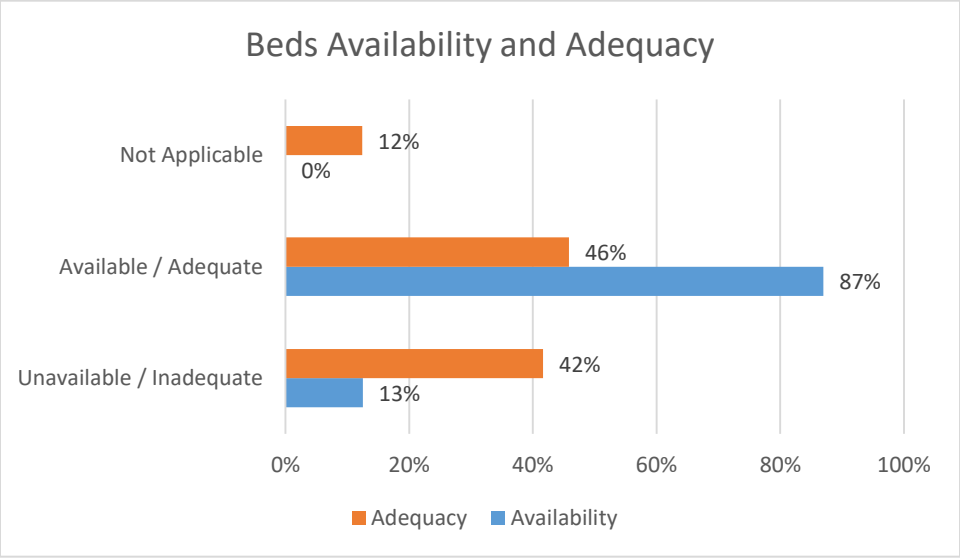


Figure 5.8: Beds availability and adequacy

Based on the teacher's response on availability of facilities dining hall and beds several schools are strangling with both inadequate and unavailable facilities which affects the quality of delivery of services.

5.5 Resources and facilities available for the implementation of LCBPs in Kajiado County

This section presents and discusses findings on the resources and facilities available for the implementation of the Low-cost boarding primary schools programme (LCBPs) in Kajiado County.

5.5.1 Financial Resource provided to LCBPs by Government, Households and Stakeholders

Based on the 2016-2019 enrolment in LCBPs, the National Government per child capitation for boarding supplies was Kshs.3070 (2016-7) financial years which was increased to kshs.4000 (2018/2019 (FY) as shown in table 5.4. The actual amounts made available to schools is pegged

on enrolment which seems to have been unstable over the years. This fluctuation in enrollment was a concern among the low-cost boarding schools because the capitation by Government in the LCBPs has been decreasing over the years. It looks like there is need for further study to establish the other competing interests over the child against education so that they can be allayed.

The Government also released half yearly Kshs.3000 per month towards the salaries of support staff in the LCBPs, Schools have been advised to top up the support staff salaries from operations and maintenance portion of the Government per pupil capitation grant of Kshs.1020 per year which was shared as Kshs.650 for instructional materials and Kshs.370 for operations and maintenance up to 2018 that was revised to Ksh.1420 shared (kshs.731 for instructional materials and kshs.689 for operations and maintenance in 2018.

Table 5.4: LCBP Government Funding Levels 2016-2018

	Non-Teaching Staff	**Non-teaching staff salary**	**Tranche based on enrolment**	**Enrolment 2016/2017FY**	**Enrolment 2017/2018FY**	**Enrolment 2018/2019FY**
			Capitation Per Year in Ksh	**3070**	**3070**	**4000**
Isinya	**4**	Each ksh3000 Per month	1st Tranche	860	395	392
			2nd Tranche	860	392	385
Ilbissil		Each 3000 Per month	1st Tranche	595	580	577
	5		2nd Tranche	595	577	568
PBS Kajiado		Each ksh3000 Per month	1st Tranche	355	350	347
	6		2nd Tranche	355	347	340

AIC Kajiado		Each ksh3000 Per month	1st Tranche	489	484	481
	4		2nd Tranche	489	481	474
Mashuuru		Each ksh3000 Per month	1st Tranche	354	349	346
	4		2nd Tranche	354	346	340
Deb Loitoktok		Each ksh3000 Per month	1st Tranche	813	500	240
	3		2nd Tranche	813	240	234
Rombo Girls		Each ksh3000 per month	1st Tranche	378	373	370
	4		2nd Tranche	378	370	363

Source MOE 2019

The low-cost boarding primary school's capitation per child in table 5.4 is based on enrollment and was released in two tranches of Ksh.1535 in 2016/17 and 2017/18 and Ksh 2000 in 2018/19.

Literature available does not indicate whether a unit cost of keeping a child in a LCBPs has been computed rationally. This would be the best basis for funding LCBPs and providing rationalized capitation for boarding schools. Some attempts to estimate the unit cost per child have however, been proposed through several studies. The study on assessment of LCBPs and mobile schools initiated by Ministry of education and UNICEF recommended a unit cost of Ksh.25000 per child per year. (Ministry of Education, 2009).

The Task Force on realignment of education to the constitution (Odhiambo task force) did not focus on LCBPs but proposed an enhanced capitation unit cost of Kshs 6855 to cater for one lunch meal for day scholars. The Odhiambo task force did not consider breakfast and supper for boarders in their report. This is normally a cost borne by parents or households (Rep of Kenya, 2012).

Another study by MOE with technical support from UNESCO focused on financing and expenditure of education in Kenya and put the unit cost of keeping a child in a boarding school at Kshs.23,882 (Rep of Kenya &UNESCO, 2010). The UNESCO study was detailed and had made heavy stakeholder consultation. Respondents in this evaluation were asked several questions to elicit information on the extent to which the funds provided by government and other stakeholders were adequate to sustain children in LCBPs. Head teachers from the low-cost boarding schools visited for example provided a three-year indicative annual budget (2015-2018) indicating the proportions of the budgets funded by different stakeholders.

A comparison between the school's budgets provided by Head teachers and the funding available from all sources indicated a huge discrepancy between the proposed school budget and the funding levels by government and households. A scrutiny of the school's budgets however, brought out cases of unrealistic budgeting by majority of schools. In all cases the school budget did not clearly indicate the sources of funding particularly parental and household contribution. In the schools none had done appropriate budgeting, they had a huge budget deficit which they said was never serviced and goods and services obtained were carried forward as a pending bill. This implied that either schools borrowed from suppliers and carried forward a pending bill year in year out or some services were never provided compromising the quality-of-service provision at the LCBPs.

Informed by the fact that funding from Government was not enough, Boards of Management (BOMs) needed to do realistic budgeting clearly indicating the source of funding. Similarly, a analysis of the schools' budgets further indicated that parents funded a large portion of the budget. This placed, a big burden of financing school to parents implying that children from the Nomadic

Communities whose parents did not appreciate the value of education might be denied access to education through LCBPs if their parents did not pay the additional cost required to keep children in school. The main cost driver to boarding appears to be food provision. This study sought to run a projection to estimate the cost of feeding children in the LCBPs that estimated what should be provided to keep a child in the school at the minimum cost. The following sections estimates the cost inputs towards the unit cost of keeping a child in LCBPs with realistic feeding and builds a case for a revised feeding model in LCBPs.

5.5.2 Food served in LCBPs

The main cost driver of education in LCBPs is the boarding facility whose main cost is food for feeding the learners. Literature available does not show any study or any attempt that has established the cost of feeding learners in LCBPs. To establish the cost of feeding children in LCBPs, this study sought to know from teachers the typical menu in a LCBPs. Teachers reported that most LCBPs served learners a combination of common foods as shown in figure 5.9.

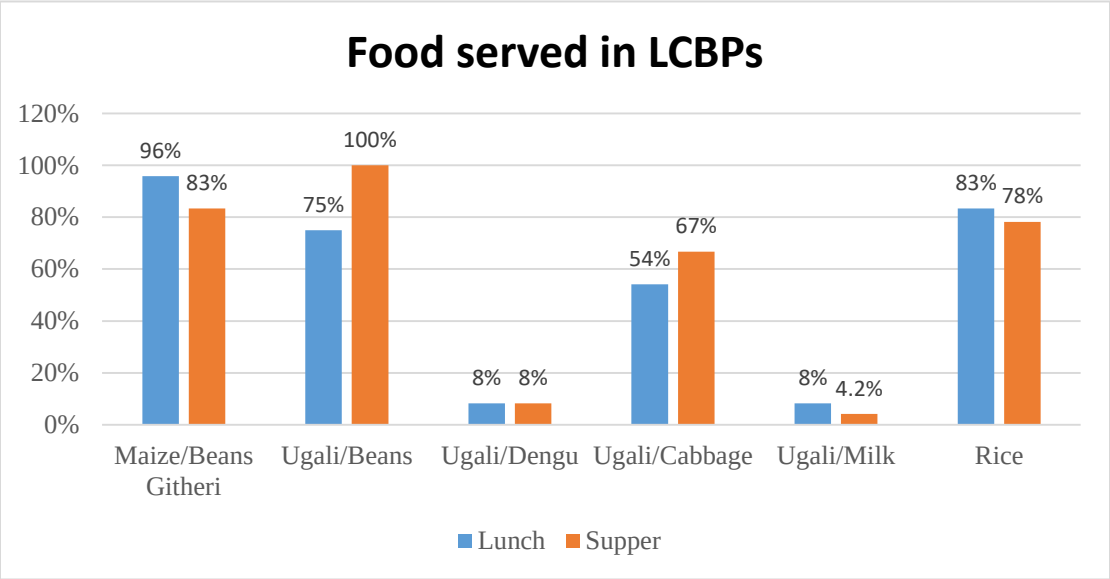


Figure 5.9: Foods served in LCBPs

A review of the information provided by teachers on the common menu served in Low-cost boarding schools indicate besides Rice, majority of schools are served regular foods consumed in the non ASAL regions. This indicates that the learners have adjusted to sedentary feeding habits otherwise the main meals served in the ASAL environment is Rice, meat, and milk.

5.5.3 Adequacy of Food served in LCBPs

Literature available indicate that the living conditions in majority of LCBPs are very poor and the food served is inadequate and of low dietary value. To establish what learners felt on the quality of food served as well as the quantity. A rating scale with statement on food was presented to learners. They were asked to respond to a statement on whether the food served in the school were balanced with protein, starch and vitamins, majority (53%) of the learners indicated that meals

served in their schools were not balanced with proteins, starch and vitamins, a significant 41% indicated that food was balanced while 6% were undecided as shown in figure 5.10.

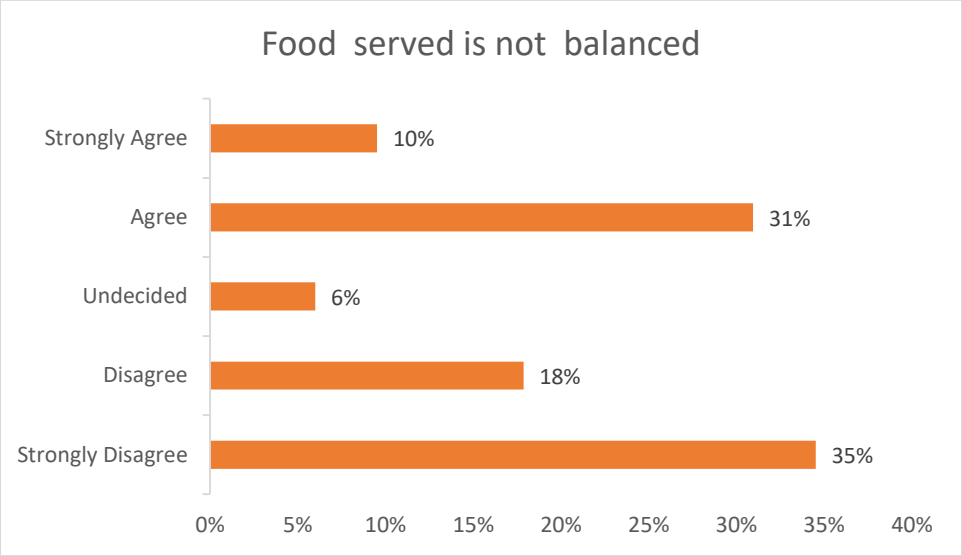


Figure 5.10: Food served in the LCBPs not balanced diet

A further statement was presented to find out if the quantity of food served was enough and (47%) of the learners indicated that the food served in their schools was not enough while 41 % said it was enough and 12% were undecided as shown in figure 5.11

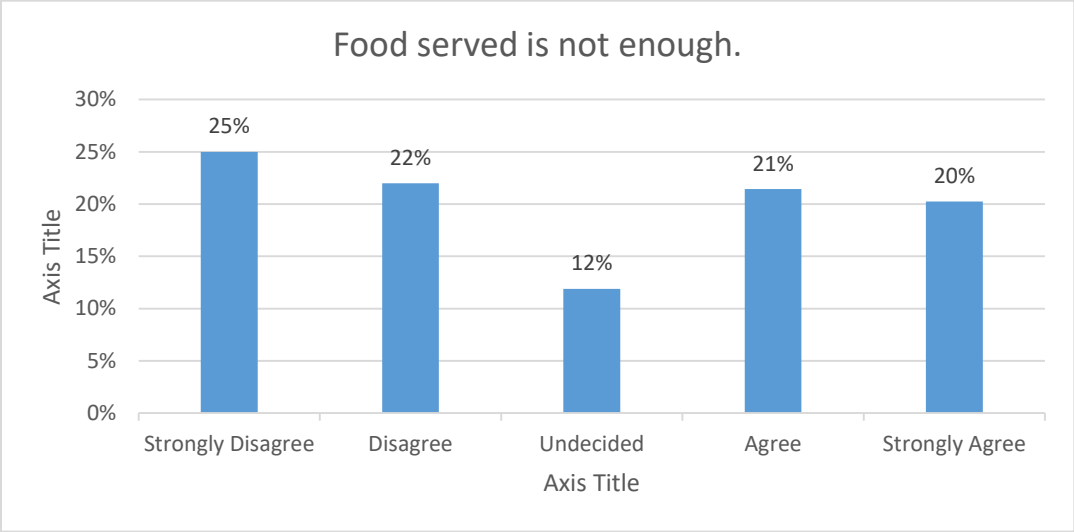


Figure 5.11 Food served is not enough reported by learners

Based on information on foods served in LCBPs as reported by learners and confirmed by teacher, it was clear that the food served to learners in the low-cost boarding schools was inadequate and did not have ingredients of a balance diet. This study therefore attempted to rationalize the cost of feeding children in LCBPs by running some estimates based on the Ministry of education's Home-Grown School Meals program (HGSMP) Implementation guidelines. The Home-grown school meals provides a daily Nutritious mid-day meal to pre-primary and primary school children. The HGSMP food basket comprises of: Cereals (maize, rice, sorghum, and millet) which is supplied at 150 grams per child per day; Pulses (beans, pigeon peas and cowpeas) supplied at 40grams per child per day; vegetable oil supplied at 5 grams per child per day and iodized salt at 2 grams per child per day.

This package is provided to schools in ASAL and other disadvantaged areas to be served for lunch to all children in school including the LCBPs. The estimates amount to 706 kilo calories, 23 grams

of protein and 11 grams of fat per pupil per day which accounts for 33 percent or 1/3 of the daily nutritional requirement. These estimates were extrapolated to provide an estimated cost for food provision in LCBPs. The same proportions were worked for breakfast and supper for a whole school term and different options calculated to develop an estimate meals package for boarding schools to enable simulate a unit cost of keeping a child in LCBPs. Different combinations were developed, and average cost worked out in Kenya shillings as shown on Table 5.5.

Table 5.5: Feeding Options

Breakfast/lunch/Supper	Option	Amounts
23Break Fast	A1	150 gms of millet, sorghum, or maize flour @ ksh 50 per kg =ksh 7.50.25gms of white sugar @125 per kg =ksh 3.50 Subtotal =ksh 11
	A2	125gms of Bread @ksh 90 per 800gms =ksh 14 25gms of sugar @125 per KG=ksh 3.50 25mls of milk @50 per 500mls=ksh 1.25 Subtotal ksh 18 Average (11+18)/2=Ksh 14.50
	B1	150gms of maize flour @ksh 50 per kg =ksh 7.50 40gms of beans @ ksh 75 per kg =ksh 3 5gms of fat @ 166 per kg =ksh 1 2gms of salt = ksh 0.10 Subtotal ksh 11
Lunch	B2	Githeri 150 gms of maize @khs33 per kg =ksh 5 40gms of beans@ksh75 per kg =ksh3 Salt 2gms@ksh10 per kg= ksh 0.10 5gms of fat @ksh 166 per kg=ksh 1 Subtotal =ksh 10
	B2	Ugali with meat 150gms of maize flour @ksh 50 per kg =ksh 7.50

		60gms of meat @ksh 500 per kg =ksh 30 5gms of fat @ksh 166 per kg=ksh 1 2gms of salt=ksh 0.10 Subtotal ksh 38.10 Average (10+38.10 +11)/3 = 20
Supper	C1	Rice 150gms of rice @ ksh 170 per kg =ksh 25 40gms of Ndegu @ksh 100 per kg=ksh 4 5gms fat @ksh 166 per kg =ksh 1 2gms of Salt @ksh 10 =ksh 0.10 Subtotal ksh 30.10
	C2	Ugali with Beans 150gms of maize flour @ksh 50 per kg =ksh 7.50 40gms of beans @ ksh 75 per kg =ksh 3 5gms of fat @ 166 per kg =ksh 1 2gms of salt = ksh 0.10 Subtotal =ksh 11 Average (30.10+11)/2=20.55
Combinations per day	A1+B1+C1	ksh 11+10+30.10 =ksh 51.10
	A1+B1+C2	ksh 11+10+11=ksh 32
	A1+B2+C1	ksh 11+38.10+30.10=ksh79.2
	A1+B2+C2	ksh 11+38.1o+11=ksh 60.10
	A2+B1+C1	Ksh18+10+30.10=Ksh58.10
	A2+B1+C2	Ksh18+10+11=Ksh39
	A2+B2+C1	Ksh18+38.10+30.10=ksh86.20
	A2+B2+C2	Ksh 18+38.10+11=Ksh=67.10
		Average daily meal cost ksh 59.1 KSH 59.1 per day (for 39-week x7days in a year) = 59.10x273 days =ksh 16134.30 Per Pupil Per Year Plus, water and firewood estimated at 2% of total cost =Ksh323 Total cost Ksh 16,456

Besides the estimated cost of food in table 5.5 on feeding options, there are other cost that need to be included which include: Salaries of PA teachers, top up for support staff salaries, lighting and other operational overheads estimated at Ksh 4000 per child per year in a single streamed school. This gives an estimate of Ksh.20, 456 per child per year. As indicated elsewhere in this report, the

Head teacher's estimate of the funding for all other cost drivers in LCBPs varied from school to school and compared very unfavorably with government capitation per child. The figures presented by Head teachers are presented in table 5.6 and were not found useful to inform decisions on funding low-cost boarding schools.

Table 5.6: Unit Cost of Funding Learners in LCBPs

School	Unit cost in Ksh.
DEB Loitoktok	15,000
AIC Kajiado	16,000
Rombo Girls	4,261
Isinya	6,800
Ilbissil	9,000
Olekejuado	19,200
Mashuuru	17,000

It is important to observe that while the cost of inputs vary from region to region depending on food production cost, it is possible to develop an average cost based on the national food pricing index. A comparison between the Government provision for boarding against what school charge and the estimates in this study, indicate that LCBPs cannot realistically operate their boarding wing on the government capitation. The different proposals from the available studies on the unit cost of keeping a learner in a LCBPs are suggested as shown in table 5.7.

Table 5.7: Proposed Estimates of Keeping a Child in a LCBPS for A Year

Source	Unit cost of keeping a child in LCBPs
Researcher's costing	20,456
UNESCO Costing	23,882
MoE/UNICEF Costing	25,000
Recommended charge/capitation per child per year	24,000

Analysis of Tables 5.7 against Government per child provisions of Ksh.4000 for boarding per year indicates that the households still contribute substantial amounts of money to supplement government capitation to learners in LCBPs. These estimates indicate that LCBPs may not survive on government capitation as provided. If pupils therefore will attend LCBPs without paying to supplement government, the government needs to review the capitation grant to at least Ksh.24, 000. This estimate may be reviewed after every three years.

5.5.4 Facilities available for implementation of the LCBPs in Kajiado County

The Kenya government has invested over Ksh.3 billion in LCBPs across the county since 2003 to improve educational enrolment, retention and learning outcomes. This has led to the growth of LCBPs with a varied degree of standards of infrastructure. The Ministry of Education department of primary education convened a stakeholder's consultative meeting in 2009 to deliberate on the situation obtaining in LCBPs. The stakeholders in the meeting made recommendations to Government on the necessary requirements for improvement of service delivery by Low boarding

schools. The forum proposed the minimum standards of facilities and resources required for an ideal LCBP. (Republic of Kenya, 2009). The recommendations are as shown in table 5.8.

Table 5.8: Recommended minimum facilities for LCBPs

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

Source: Republic of Kenya, 2009

Initially LCBPs were established for nomadic and pastoral communities only. They were supposed to operate purely as boarding schools for children from these communities. This situation has since changed and LCBPs have been opened to children from non-nomadic and pastoral communities at a cost. Some pastoral and nomadic groups have begun settling down allowing the old, women and children and girls to stay behind while the youth and adults moved with animals. These

circumstances have affected the operations of the initial conceptual model of LCBPs. The LCBPs Model has been modified to operate in four categories namely mixed day and boarding, girls boarding, boys boarding and mixed boarding. This situation presents a challenge to the funding of LCBPs by the Government.

The Government funding is based on enrollment data collected annually from schools which does require a distinction to show the category each pupil is enrolled under, and all learners enrolled enjoy a standard capitation irrespective of their enrollment status. This perhaps is a gray area that requires to be reviewed so that the government funding is properly targeted. Despite these challenges in the operationalization of the LCBPs programme, and the minimum facilities requirement as recommended by the 2009 stakeholder forum, the Government continues funding LCBPs in ASAL region as originally planned. For Example, the Second Midterm expenditure review 2013-2017 and the National Education Sector plan (NESP) of 2013-2018 committed the Government to develop and operationalize the National Council for Nomadic Education in Kenya (NACONEK) by popularizing the LCBPs through recruitment of more teachers for the educational institutions in arid and pastoral regions to get to the preferable ratio at key level of 1:25, develop one computer lab in each ASALs primary school as well as construction and rehabilitation of 140 low-cost boarding schools within pastoral counties (Republic of Kenya, 2013).

The proposed interventions in the sector plan were made to supplement the existing educational development frameworks during the period under review. The construction/rehabilitation of low-cost boarding (LCB) schools in each constituency in ASAL County was tied to the primary school's

infrastructure funding program that was operational then. The primary school's strategy determined primary schools in ASAL locations that were scheduled for infrastructure refurbishing on an annual basis. A total of Kshs. 18,851,400 was disbursed to 21 institutions to facilitate construction of low-priced boarding facilities during this plan period. (Republic of Kenya, 2012).

Teachers are deployed to all public primary schools by TSC at the formula of one teacher per class plus 2½%. Staffing levels based on this formula is hardly realized because of inadequate resources. The ASAL counties do not have enough local qualified teachers and those qualified do not serve for long before getting other more paying jobs. The Counties are also unable to attract and retain qualified teachers from other parts of Kenya because of insecurity and a hostile environment.

Besides the provision of personal effects to children by parents; every child enrolled in public primary schools in Kenya until 2013 was allocated a capitation of Ksh.1020 per year broken down as Kshs.650 for instructional materials, and Kshs.370 for operations and maintenance. This capitation was revised in 2013 to Ksh 1420 broken down as ksh.731 for instructional materials, and Kshs.689 for operations and maintenance. The initial admission criterion to LCBPs was free of charge for children of nomadic origin. This condition was adhered to until 1988 when Kenya adopted the structural adjustment strategy in funding social services that required household to cost share with the National Government in provision of social services. The working party on education and manpower training for the next decade and beyond that recommended cost sharing provided a rationale for its recommendation and noted that; while the Government of Kenya established LCBPs to allow children from ASAL more access to education:

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

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

Both the headteachers and the teachers were asked to indicate the level of adequacy of the basic facilities in the schools using a scale of 1-5, 1- being very inadequate and 5- showing very adequate. Some of the facilities called for included, classrooms, dormitories, dining hall, toilets and staff houses. The head teachers and the teachers indicated that majority of schools had either inadequate facilities or the facilities were unavailable. Out of the seven schools visited, the teachers from all the schools indicated that 79% of the schools had toilets for girls while 21% did not have. 62% of the schools had toilets for boys while 38% did not have. Toilets for girls were adequate in 50% of the schools while toilets for boys were adequate in 69% of the schools as shown in figure 5.12.

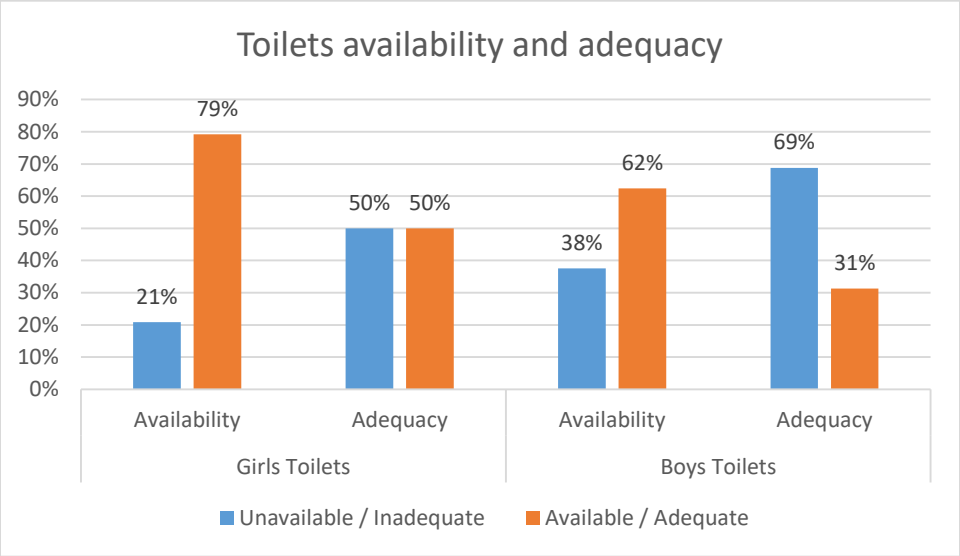


Figure 5.12: Availability and adequacy of toilets in LCBPs in Kajiado County

As it is discussed as where in this report. Based on the observations made by the researcher it was found that most schools had converted some rooms to be used as dormitories. These rooms in majority of schools were small, poorly ventilated and congested.

Similarly, the teachers were asked to indicate the availability and adequacy of beds in the Girls dormitories, and they indicated that the Beds were available in 87% of the schools and unavailable in 13% of the schools. The beds were, however, inadequate in 42% of the schools and adequate in 46% of the low -cost boarding schools visited as shown in figure 5.13.

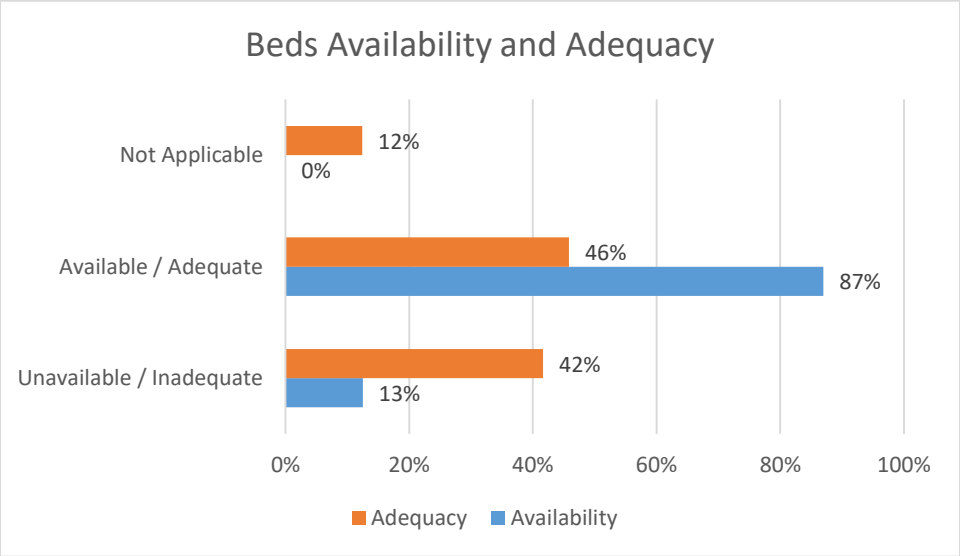


Figure 5.13: Availability and adequacy of beds in Girl's dormitories

As can be seen in figure 4.13, and in reference to the responses on availability of beds in the girls' dormitories, information obtained from the observations of the facilities during the data collection showed that some schools had a few good beds and majority of the other bed were old and dilapidated.

One Boarding master in one of the schools said:

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

During the observation of facilities and interviews with teachers on the facilities, it emerged that some pupils shared a bed and a mattress. School dormitories are congested, and some mattresses

were worn out as can be seen in figures 5.13 which is photograph taken from a dormitory in one of the schools visited. Based on the information obtained from the observation of facilities in the LCBPs there were instances where pupils slept on the floor of the dormitory. The mattresses stalked on one of the beds as can be seen in Figure 5.14 revealing that they were perhaps the ones for those who slept on the floor at night.



Figure 5.14: Photo of a congested dormitory in one of the LCBPs

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

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

The figure 5.15 shows torn mattress aired to dry from one of the Dormitories of schools visited for the evaluation. It is clear from the photo that the living conditions in the dormitories are wanting, and children are living under bad conditions.



Figure 5.15 Photo of mattresses used by learners in one of the LCBPs

Similarly, there were a few LCBPs that had no dining hall, and the learners took their meals under trees and or in the classrooms in case of Rain. In other schools the water taps were dry and when asked where they got their water from, a senior teacher from one of the schools said, "*The children fetched from a nearby stream after school."* Water shortage was a big challenge in majority of LCBPs a situation that made life hard for children because they had to spare time to draw water for the school's domestic use and their personal use.

When asked who provided the basic resources to support the boarding cost in the LCBPs, education officers and the head teachers from all the LCBPs indicated that parents and the school community provided for the classrooms, dining hall, dormitories, beds, and mattresses while the Government provided staff salaries and instructional materials. There are few schools however where development partners and government had built some classrooms. This scenario negated the initial concept of starting low-cost boarding schools' program where the Government and the Development Partners committed to provide infrastructure along other mandatory provisions in all

the schools visited the management boards had initiated additional charges for boarding inputs on all children to supplement the Government grant.

According to information from representative of development partners and non-governmental organizations supporting provision of Education in Kajiado County, the LCBPs are highly under provided and are unable to enroll pupil from the local nomadic communities because most parents are unable to pay the required charges required by schools to supplement Government funding. One officer from NACONEK who was interviewed for this study had this to say:

> To date LCBPs in Kajiado County have admitted children from non-nomadic regions to fill in places otherwise made for locals. These children are admitted at a fee though not commensurate to the total cost of keeping a child in a boarding school. Such children are also supplemented by government grant at the expense of the children from nomadic pastoral background who do not enroll. (Senior NACONEK staff, 2015)

This situation was of course not anticipated at conceptualization of LCBPs although the working party on education and manpower training for the next decade and beyond in (1988) implied to it when it proposed that the parents from non-nomadic backgrounds will pay full fees for their children to enroll in LCBPs.

One head teacher from one of the LCBPs said:

> We admit children in LCBPs from outside the Nomadic-pastoral areas to fill in vacant places not taken up by children from nomadic communities because many nomadic

children are not presented for enrollment and the schools are uneconomical to operate with low enrolment. Worse still those children enrolled from Nomadic communities often drop out of school (Head teacher, from a LCBPs-Kajiado 2015)

Safety standards at the LCBPs

According to the Ministry of education safety and standards manual, for all basic education institutions the following are the recommended safety standards for sanitary facilities in primary schools:

- In mixed schools, girls' sanitation areas must be separate and offer complete privacy.
- Each school should ensure safe and effective disposal of sanitary wear.
- In the construction of sanitary facilities, the following are the necessary conditions in relation to numbers:
- The Four (4) closets (holes) should be provided for the first 30 learners
- One extra closet for every 30 learners of the next 270 learners and (every additional learner over 270 learners: 1 closet per 50 learners)
- All closets must be clean, well-ventilated, and properly maintained.
- At least one third of the fittings for boys should be closets and the rest urinals. If a urinal is a trough, then 0.6m (2 ft.) of the trough is equivalent to one fitting.
- In all schools, appropriate provisions should be given to learners with special needs and very young learners in pre-unit and lower primary. For example, passageways

should be accessible and toilet facilities should be suitable for use by special needs learners and very young school children.

- Proper consideration should be given for staff sanitation, with at least one closet for 12 persons and with separate provision for ladies and gentlemen. (Republic of Kenya, 2008).

These are the standard best practices in provision of sanitary facilities for schools. In most of LCBPs visited however, these facilities are provided by parents and communities who in most cases are unable to afford to pay the required funds and in return the schools provide the bear minimum facilities to facilitate registration. The LCBPs are hardest hit because in the first place they are situated in regions where the communities are nomadic- pastoralists and do not traditionally prioritize provision of sanitary facilities because of their migratory lifestyle. The Figure 5.16 displays some toilet blocks for both boys and girls in one of the LCBP School visited for this study with ***(197 boys and 258 girls enrolled).***



Figure 5.16: Toilets for both girls and boys

As can be seen in the photo in Figure 5.16 the Boys toilet block has no shutters while the girl's toilet block though new has only two closets. These facilities are grossly inadequate based standards specified by Directorate of quality assurance and standards and in real life. During the visit to the school, girls were seen queuing to access the toilets especially during the long break when most of the children are out.

The findings of this evaluation indicate that all the LCBPs visited did not have adequate facilities and are under resourced. This situation seems to affirm the recommendations of the working party, when it observed that while LCBPs were established to provide educational access to the children from nomadic and pastoral communities, the objective may not be met in the next decade and the government will progressively review the support to bring such boarding schools in line with other boarding schools in the other parts of the country which are maintained by Local Communities and parents. (Rep of Kenya 1988). This recommendation by the working party fails to appreciate

why LCBPs were initiated in the first place and failed to put in place regulatory and financial framework to support the initial commitment by Government on LCBPs. The recommendation also creates a lacuna in its implementation and affects children from the Nomadic –pastoralist's communities because majority of the parents are not used to paying for education of their children leave alone providing for other expenses. The working party instead should have among other things proposed a strategy to progressively socialize the Parents from these nomadic and pastoral communities to education since majority of them do not seem to appreciate the value for education in its current form. The head teachers indicated that social mobilization of parents and stakeholders is a necessary condition for enhanced enrollment and supporting children to complete their primary education. This the head teachers said should be made an agenda in all parents' meetings.

4.5.5 Adequacy of Classrooms

Information was sought to find out from learners the extent to which the classrooms were adequate and a large majority (95%) of the learners in the schools sampled indicated that the schools had adequate classrooms and a small percentage (5%) indicate that classrooms were inadequate as shown in figure 5.17. The observation Data from the schools by the researcher confirmed that all schools visited had standard permanent classrooms which adequately accommodated all learners enrolled. The classrooms appeared to have been constructed following the guidelines provided by the Ministry of Education and all of them were of the prescribed size of 8meters by 9meters and had doors opening outside.

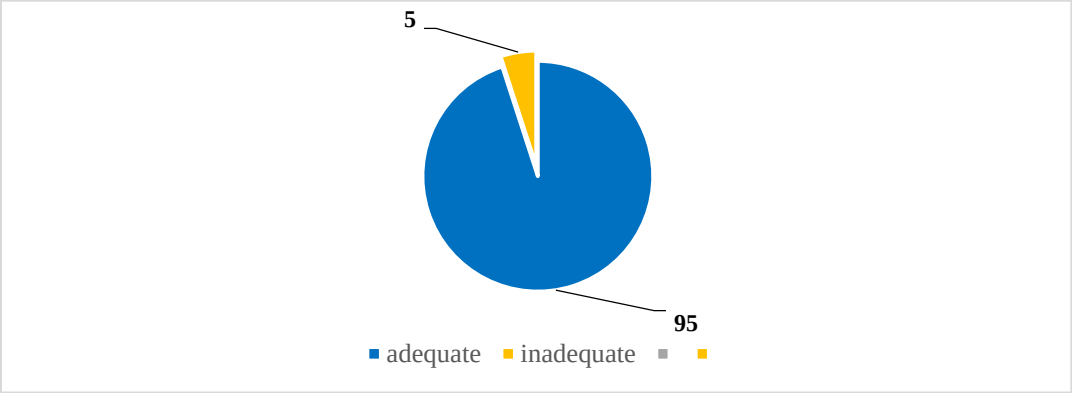


Figure 5.17: Adequacy of Classrooms

5.5.6 Adequacy of Dormitories

Literature available indicate that majority of LCBPs do not have adequate dormitories and those that are available are congested. Learners were presented with a scale to assess adequacy of facilities in LCBPs to corroborate the information collected from the other respondents and the observation, 32% of the learners indicated that the schools have inadequate dormitories while 68% indicated that schools had adequate dormitories as shown in figure 5.18.

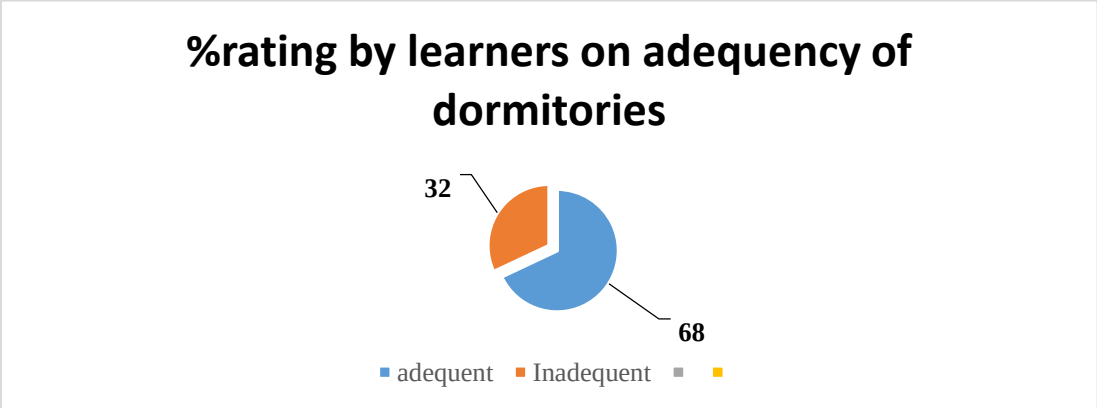


Figure 5.18: Adequacy of Dormitories as reported by Learners

Availability of Girls Dormitories

The responses from majority of learners seems to contradict the literature and what was established through observation of facilities in the schools during the visit. Information from observation of facilities during the study and responses from the teachers indicated that Dormitories were inadequate in a significant large number of LCBPs and those that were available were congested. Teachers indicated that Girl's dormitories were available in 96% of the schools and unavailable in 4% of the schools. The dormitories were adequate in 52% of the schools and inadequate in 48%. As indicated in figure 5.19.

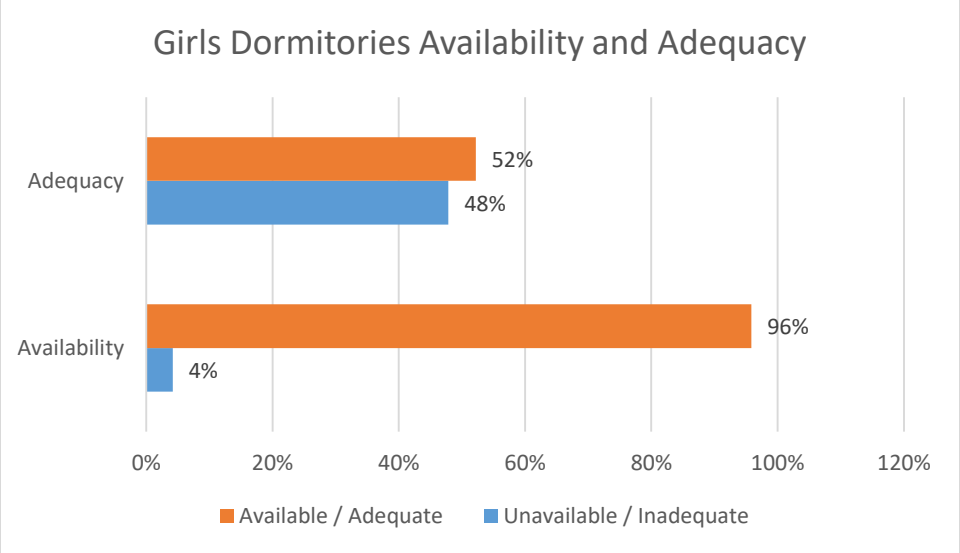


Figure 5.19: Availability of Girls Dormitories

The teacher reached indicated that Boy's dormitories were available in 67% of the schools and unavailable in 33% of the schools. Similarly, dormitories were adequate in 42% of the schools and inadequate in 29%. As shown in figure 5.20.

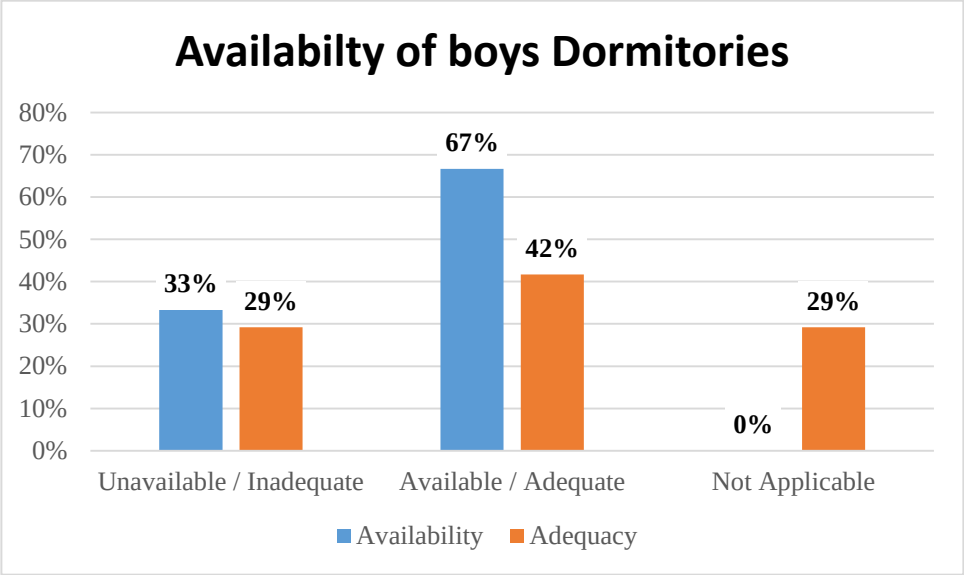


Figure 5.20: Boys Dormitories Availability and Adequacy by teachers

Similarly Head teachers also indicated that most of the LCBPs had inadequate dormitories, and this was corroborated by our observations that found learners sharing beds and the dormitories being very congested in over 65% of the schools visited. The inadequacy of dormitories in majority of schools visited is a serious challenge since the schools were established as boarding. It is the view of the researcher in this study that the issues of adequacy of sleeping facilities in the boarding schools be reviewed because the congestion witnessed in many of the dormitories observed is against the heath and sanitation requirements which are mandatory requirements for registration of a boarding school.

5.5.7 Availability of the Mattresses in the Dormitories

Teachers had mixed feeling on availability and adequacy of mattresses in the Dormitories. They said that Mattresses were available in 87% of the schools and unavailable in 13% of the schools.

The mattresses were also adequate in 46% of the schools and inadequate in 42% of the schools as reported by teachers and represented in figure 5.21.

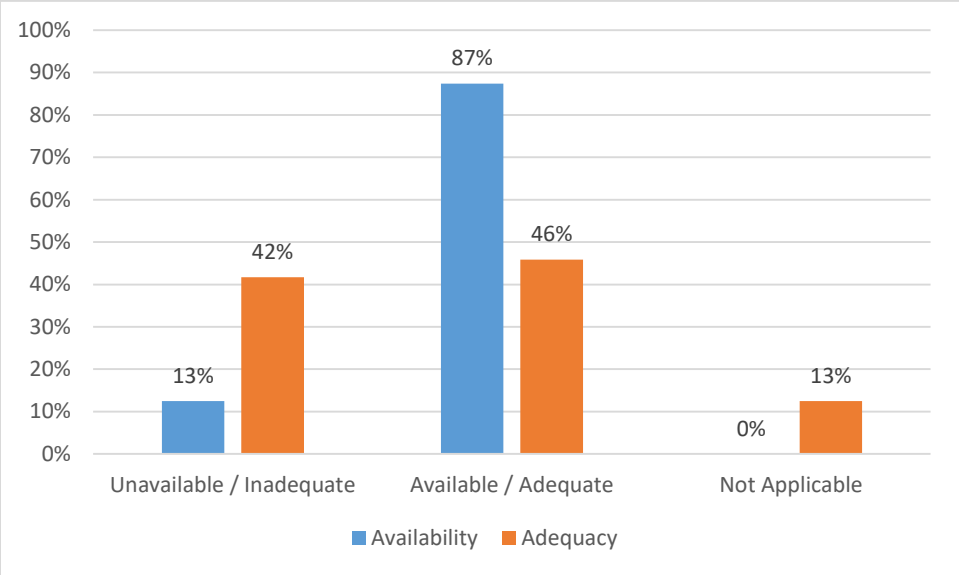


Figure 5.21: Availability and Adequacy of Mattresses by Teachers

Based on the Data adduced from teachers, head teachers and the observation made, it appears like inadequacy is the main challenge in relationship to learners' comfort and most schools did not adhere to the prescribed safety standards by the Ministries of education and that of public health and sanitation. The public health and sanitation require every child to use their own mattress and Bed. In majority of schools, it was reported by the head teachers that parents are required to provide mattress for their learners as they report in school. From observation of the items in majority of dormitories, most mattress appeared old and torn. These perhaps were the mattresses brought in by learners who were currently in grades 7 and 8 because they were now more than four years old.

5.5.8 Adequacy of Desks in Classrooms Desks

The study further sought learner's assessment of adequacy of desks in classrooms and 34% of them disagreed with the statement that classrooms had enough desks, while 59% of them agreed that they had adequate desks while 7% were undecided as shown in figure 5.22.

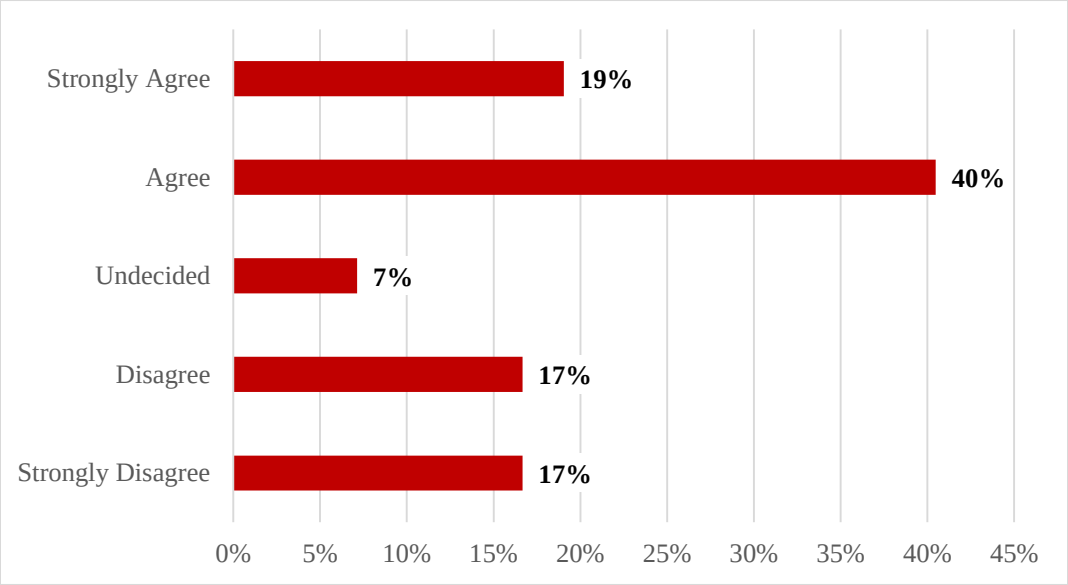


Figure 5.22: Adequacy of desks in Classrooms Desks as reported by learners

The learners did not seem to have understood the meaning of adequacy because our observations during the school visits established that in a few schools, three learners shared a desk while in many schools as many as four learners shared a desk. This was an indication of inadequacy because the learners were sequenced in one desk which made writing on the desks hard.

4.5.9 Adequacy of Water and Lighting of Classrooms during Evening Preparations

Several statements related to adequacy of water and lighting were included in the rating scales to find out the learner's assessment of adequacy of Water and Lighting of Classrooms. 67% of the learners indicated that schools had adequate water. A further 55% of the learners agreed that schools had adequate lighting in the classrooms during evening preparation. The learner's responses were corroborated by the teachers who also confirmed that Electricity was available in 88% of the schools and adequate in 67% of the schools. Water was available in 92% of the schools and adequate 58% of the schools. Based on the teacher's and learner's responses most the LCBPs had adequate water and lighting as shown in figure 5.23. However, as reported elsewhere in this report the observations and interview with the one senior teacher and head teachers from a few of the schools visited indicated that frequency of water supply from the main pipelines was often interrupted forcing schools to source for water from other water supply outlets whenever there was shortage.

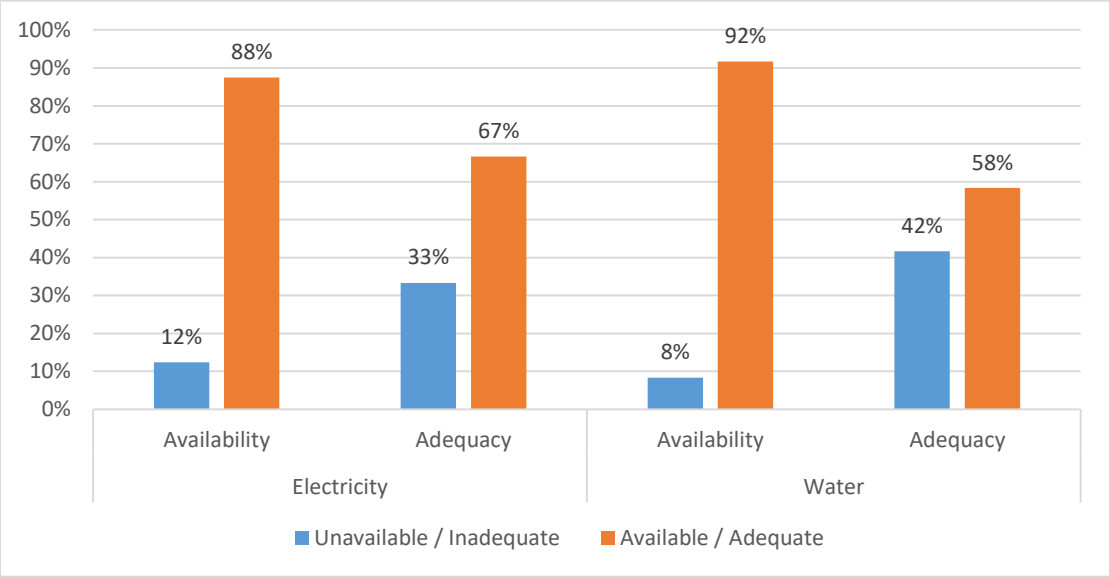


Figure 5.23: Adequacy of water and Lighting of classrooms as reported by learners

Since water and lighting are very essential facilities for improvement of quality life, those schools that indicated inadequacy needs to be supported to improve on both elements. Our observation reviewed that a few schools had standby generators for power while a few others either had school's borehole or got water from a nearby community borehole.

5.5.10 Availability of Beds in the Dormitories

Learners in 50% of the schools visited indicated that their dormitories did not have enough beds while 41% indicated that they had enough beds and 10% were undecided as shown in figure 5.24.

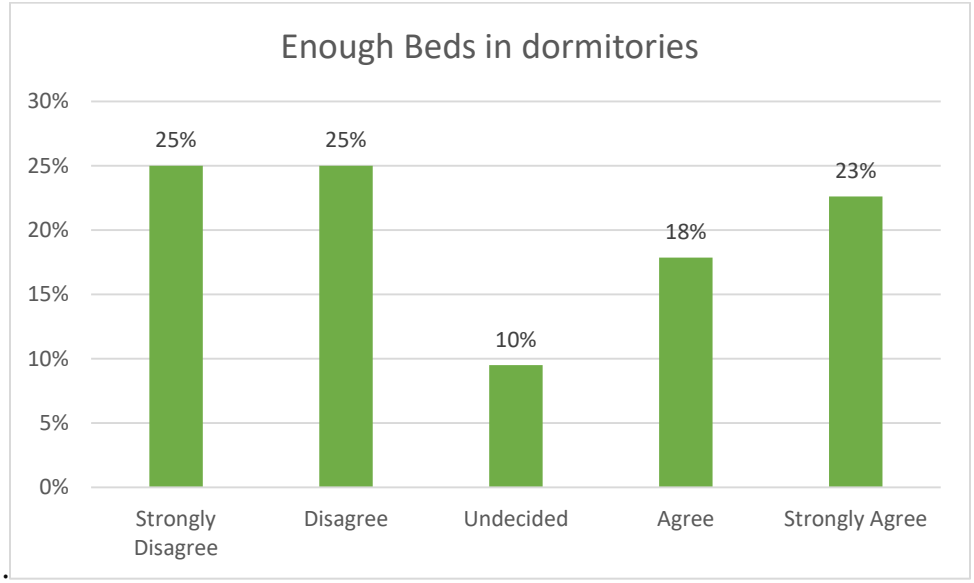


Figure 5.24: Availability of Beds in the Dormitories as indicated by learners

Information collected through observation of the school facilities corroborated the position from learners that many of the dormitories did not have enough beds. The observations reviewed two pieces of mattresses and two boxes on top or under the Beds in the dormitories in one of LCBPs visited. The researcher sought to find out from the Head teachers whether the space in the dormitories was adequate to accommodate the learners and One Head teacher responded "*what is better to deny the learner access to school because there is no space in the dormitory or allow them to share a bed? The learners do not complain. After all they share beds at home at their age"*. This was a very unfortunate statement from a school manager who is made to improve the living conditions of learners in the boarding schools. The statement from the head teacher implies that decongesting the dormitories in the LCBPs may not be an immediate priority in several of the low-cost boarding school.

Information adduced from the respondents indicated that in majority of the LCBPs managers did not adhere to safety standards in the dormitories as prescribed by Government and most of the dormitories were congested, poorly maintained, and poorly ventilated.

5.6 Implementation of the primary activities in the LCBPs in Kajiado County

5.6.1 Introduction

This section discusses the extent of implementation of the primary activities in the low-cost boarding schools programme in Kajiado County. 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. In support of the need for member counties to provide quality education, UNESCO, (2010) guided that provision of quality education to an expanding population and particularly the hard -to- reach and the marginalized require efficient use of available resources.

Similarly, Carr hill, (2005) observed that Pastoral and nomadic communities only enrolled in LCBPs those children they thought would not make excellent shepherds. This view was shared by a local education officer in Kajiado during the interviews who said:

> Most pastoral-nomadic parents start training their children in herding at very early age, part of the training is cultivated and assess the interest of each child in herding and only those who are slow in picking up the art of shepherding are 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 miss out on the skills of herding, and they also do 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 release the lazy children to school while the hardworking are retained to look after animals because they will protect them from wild animals.

Based on the national staffing norm for staffing public schools which prescribe that one streamed primary school should ideally be provided with a teacher per class plus 2½%. Information was sought from Head teachers and teachers on staffing levels showed that all schools visited were glossily understaffed. All schools had a shortage of between 4 to 3 teachers. When asked to explain how schools managed the understaffing situation, the Head teacher's responses were that:

> Schools through the Parents associations raised funds to employ qualified teachers who are still unemployed by teacher's service commission and non-teaching staff. Where this was

not possible schools merged classes or re-organized the teaching timetable to utilize the available teachers. Table 5.9 show the staffing levels as brought out by Head teachers.

Table 5.9: Staffing levels in the LCBPs of Kajiado County as indicated by Head teachers

Sub County	Staffing levels		
	Establishment	**In-post**	**shortage**
Isinya	24	20	04
Ilbissil	22	18	04
PSB Kajiado	22	18	04
AIC Kajiado	25	22	03
Loitoktok	20	17	03
Rombo	19	16	03
Mashuuru	23	20	03

The figures show in table 5.9 and the explanation by head teachers on LCBPs staffing indicate that although education is supposed to be free, parents were tasked to take-up part of the cost supposed to be met by Government. This means that parents contributed towards employment of teachers to address understaffing in LCBPs. The implication to the teacher shortage in the low-cost boarding schools is that 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 funding by paying for the recruitment of additional teachers while 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 complement the family labour. Given a choice they would choose to have their children stay at home. This therefore means that there need for sensitization of parents with pastoral and nomadic background to reinforce the essence of starting Low-cost boarding schools.

5.6.2 Availability of Learning and Teaching Materials in LCBPs

According to the quality assurance and standards guidelines, achievement of quality learning outcomes is depended on 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; this is also tied to provision of other facilitative inputs like stationery and other consumables which are essential enablers to the teaching learning process. (Republic of Kenya, 2018).

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 per child then translated to more than Ksh 4070 over the last 11 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 eleventh 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 free primary education programme since its introduction 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 while 12% were undecided as shown in figure 5.25.

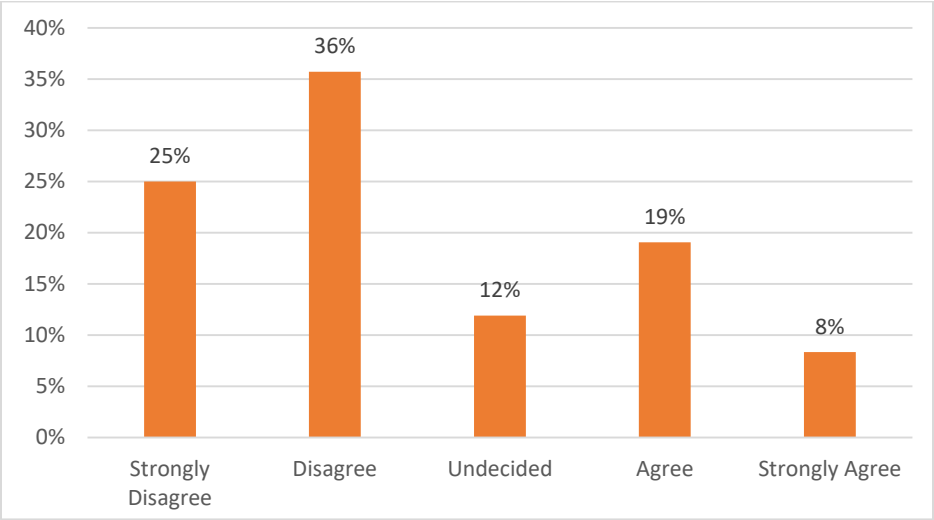


Figure 5.25: Availability of instructional materials as reported by learners

As can be seen in figure 5.25 that, although government provided resources for school based instructional material procurement, many schools did not procure instructional materials as required and this may have been the trigger for the Government revise the guidelines on procurement of books and other instructional materials and adopted a central procurement and distribution of instructional materials from 2018. It is hoped the situation on availability of books in schools has improved by now.

5.6.3 Transfer to another School

To further assess learner's opinion towards the LCBPs a statement on whether they would wish to transfer to another type of School was presented to them and a large majority (84%) of the learners in the sampled school indicated that they did not wish to transfer to any another type of school. A few learners, however (12%) wished to transfer from their current LCBPs and 4% were undecided as shown in figure 5.26.

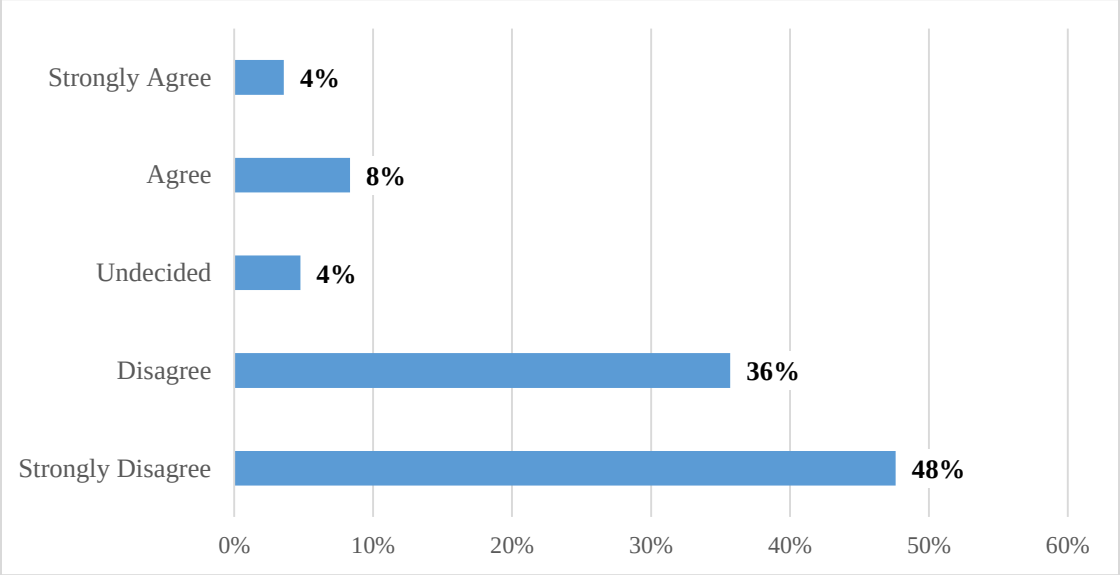


Figure 5.26: Whether learners would wish to Transfer to other school

Information in figure 5.26 show that learners are comfortable in their present Low-cost boarding schools despite the challenges highlighted by other stakeholders.

5.6.4 Organization of Teaching and Learning activities

Learners were presented with several statements to help assess the suitability of the organization of the teaching and learning environment in the LCBPs. One statement sought to find out learners' opinion on whether teachers taught all lesson, and 77% of the learners disagreed with the statement by indicating that majority of the teachers taught all lessons, 13% of the learners however, agreed with the statement while 10% were undecided. The learner's responses are shown in figure 5.27.

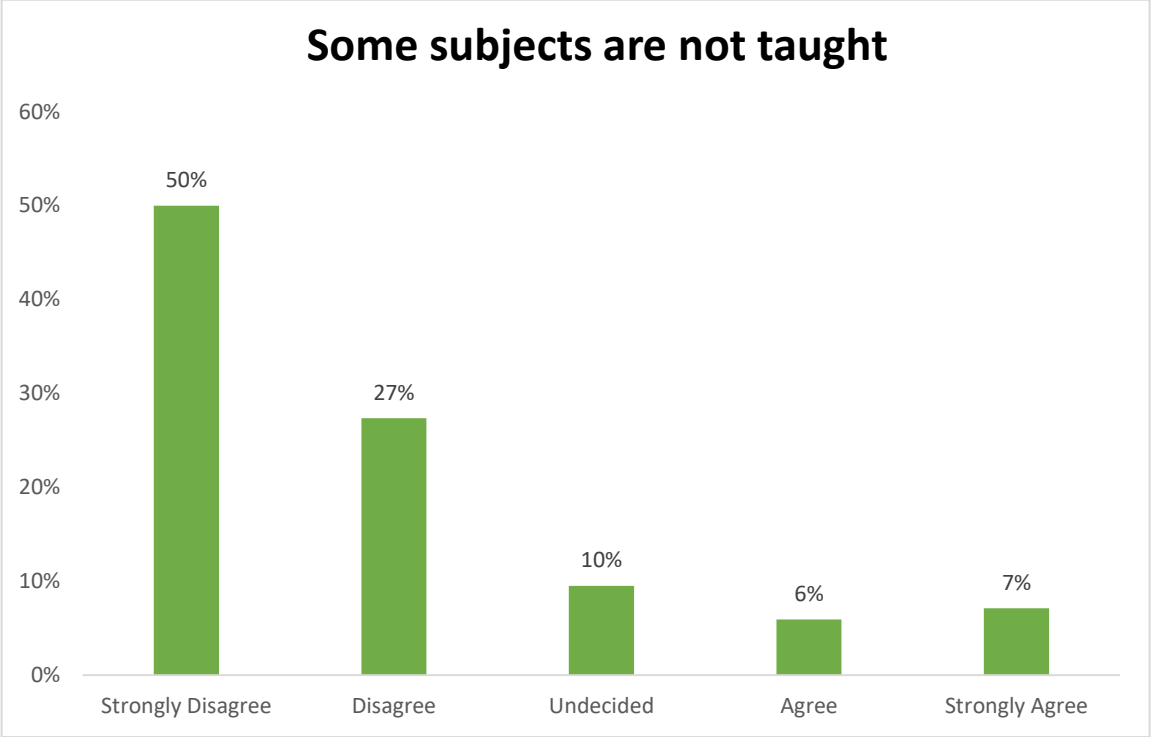


Figure 5.27: Teacher availability in class as reported by learners

Information adduced from learners in this evaluation indicated that teachers were available when required by learners which is a credit to the teachers and a driver of learner performance. Learners

similarly indicated that all lessons were taught as planned. This is reflected in the KCPE performance in some of schools sampled as reported elsewhere in this report. The teacher attendance as reported by learners is against available research evidence which according to world Bank study finding showed that teachers' absenteeism and accountability was serious at about one in five teachers being absent on a typical school day in sub-Saharan Africa while about one in four teachers was absent on a typical day in India. The studies also showed that teacher absenteeism was as high as one in two in the poorest states. According to the study this high absenteeism contributes to about two-thirds of total instructional time not being used in several countries of the world (Abadzi 2009). This contradiction may be because due to the size of the sample and is material for further research.

5.6.5 Marking of Assignments

A statement was included to assess learner's views towards teacher's performance in marking class assignments and 84% of the learners in schools visited indicated that class assignments were always marked by teachers, 8% indicated the contrarily and another 8% were undecided as shown in figure 5.28. The learners said that they revised the marked assignments with teachers in class and class teachers helped the learner with challenges. This is a good indicator of strong pupil - teacher support system that helps the struggling learners in majority of LCBPs.

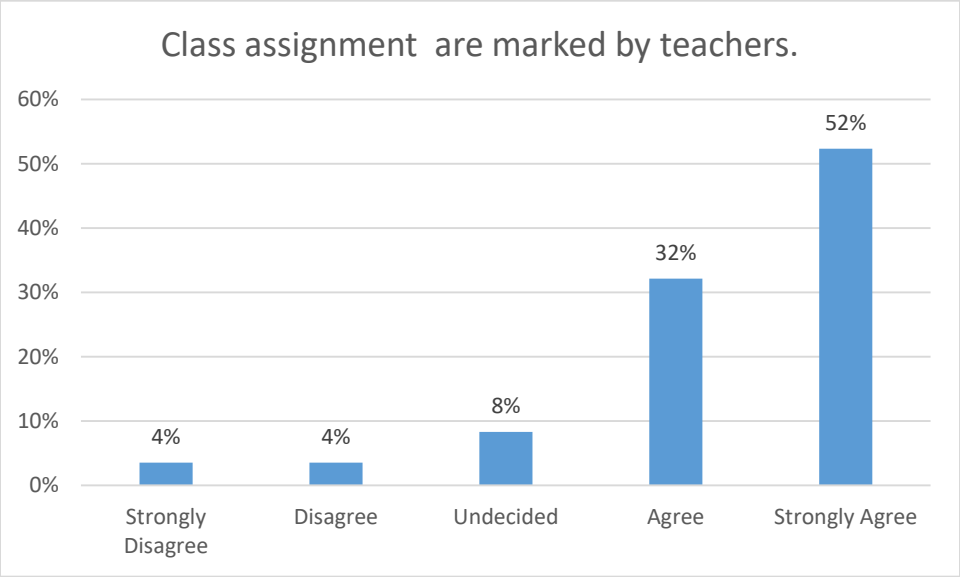


Figure 5.28: Marking of class assignments by teachers as reported by learners

It is against this background that the study solicited information on other performance indicators of education learning outcomes in the LCBPs in Kajiado County. One education performance indicator is increased contact hours between learners and teachers as well as utilization of the increased contact time. Both the Head teachers and the teachers were asked to explain how a school day was organized in a typical LCBP school. This was intended to establish whether school had put in place any innovative strategies to maximize on the increased time available to boarding pupils in a school. Majority of the schools visited indicate that a typical day was organized as shown in Table 5.10.

Table 5.10: Organization of a typical day in LCBPs

Time	**Activity**
Before 8.00 am	Morning preparation.
8.00am – 3.20pm	Normal classes and breaks.
3.20pm – 6pm	Preparations and co-curricular activities.
After 6- 10pm	Supper and preparations
Saturday	Preparations and personal cleaning.
Sunday	Sunday service and general cleaning.

The schedule provided by the respondents on the organization of a day in LCBPs the schools had extra hours every day from 3.20 pm to 10.00pm that were not available to learners in day schools. This indicates that innovative teachers in the LCBPs could provide guided programs for learners to utilize the competitive advantage of the increased availability of pupils in LCBPs. There was, however, no evidence of innovative strategies to improve learning outcomes like targeted remedial coaching, invitations of motivational speakers, organized revision, and supervised discussion groups.

5.7 Stakeholders' perception on the level of implementation of LCBPs in Kajiado county

5.7.1 Introduction

This section attempts to respond to the perception of stakeholders on the implementation of LCBPs in Kajiado County. The research available indicate that the perception of nomadic and pastoralist communities towards enrolling their children in low-cost boarding schools in changing to the positive. Carr hill et al; (2005) argued that Low-cost boarding primary schools (LCBPs) will succeed if the quality of life of learners in the schools is improved by providing basic requirements at the school. A ministry of education report similarly noted that effective implementation of the LCBPs program would assist in enlightening nomadic pastoral communities on the value of education to disabuse the general view held by many nomadic- pastoral- communities that formal educational experiences will alienate pupils from their families and their communities (Ministry of Education, 2010).

Based on the argument by Carr hill and that contained in the MoE of education report, successful implementation of LCBPs is expected to produce graduates who are well rounded, able to use the skills, knowledge and competencies acquired to improve the quality of life of their people and help to rebuild the family herds, support the family during drought and propel the family out of poverty. The study sought information on how effectively the LCBPs program has been implemented in Kajiado County. Effectiveness was assessed in terms of how well the LCBPs attracted learners, whether the programme is operating in line with its stated objectives as well as producing high performance grades in KCPE.

The Head teachers and teacher were further asked whether the LCBPs were achieving the expected results and they were quick to indicate that the majority of the LCBPs were strangling to achieve the expected results because they were faced by a myriad of challenges. Majority of the headteachers of the LCBPs visited indicated that they had introduced a day wing in the school to accommodate pupils who could not pay for boarding facilities but could commute from home. The headteachers also indicated that they had admitted children from the non-pastoral communities who could afford to pay the levies charged. They also indicated that enrolment in majority of the boarding schools was affected negatively by inadequate resources and facilities due to under provision by both the Government, parents, and the communities. One head teacher from one of the schools visited said that:

> If we do not admit children from outside the Nomadic –Pastoral communities, the LCBPs would probably close because the schools progressively lost the children from the Nomadic –Pastoral communities by dropping out.

A scrutiny of the fee's guidelines from majority of the LCBPs visited indicated no difference in charges between children from Nomadic-Pastoral background and those from outside the regions as required by Government and reaffirmed by the working committee on education and training of 1988. The committee recommended that children from outside the nomadic- communities pay the full boarding fees while the others paid the subsidized fees. The fees guidelines held in each low-cost boarding primary school also varied from school to school. The introduction of extra levies made it difficult for parents from Nomadic- pastoral communities to enroll their children in the boarding school. On average boarders were charged Ksh.15, 000 per term irrespective of their

background. This discouraged nomadic- pastoralist and communities from enrolling their children as borders and yet they still moved from place to place with animals. The boarding wing of the LCBPs therefore ended up being occupied by pupils from non- nomadic communities. Asked what should be done to invigorate the LCBPs as initially conceptualized, one head teacher of a LCBPs retorted:

> Government should increase funding; facilities and living conditions in the LCBPs (dormitories, bed, and mattresses) should be improved; more teaching and support staff should employ and deployed as well as the diet provided to children admitted in the boarding wing should be improved.

When probed one head teacher remarked:

> I attended a LCBP, and the conditions were better then, we were provided with all personal effects by the Government and enough and high-quality food was provided regularly. These days most of the LCBPs are struggling to keep learners in school for a full term because often the food supplies are very expensive and Government grants are irregular and inadequate.

5.7.2 Enrolment

The LCBPs visited were established between 1943 and 1973 as purely low-cost boarding schools to cater for children from Nomadic and Pastoral Communities. In the past the Government provided for all boarding requirements including learner's personal effects. Overtime, the Government stopped funding the supply of personal items and Communities opened more

boarding schools without commensurate increase of funding by the Government and development partners. The Government continued to allocate the same funds to be shared between the authorized LCBPs. This led to deterioration of living conditions in the schools and the quality of services went down. Boards of Management of the low-cost boarding schools decided to levy parents to supplement the inadequate government funding. Some parents with Nomadic background were increasingly unable to pay the levies charged by the schools leading to drop out of their children. Many of the places left by the children whose parents could not pay the extra charges were taken by children from non-nomadic backgrounds.

Majority of the LCBPs sampled have also opened day wings in their schools. This implies that some members of the nomadic -pastoral communities may have either settled near the schools or the schools are in urban areas where children from the urban areas could attend as day scholar. One of the focus areas for this study was to establish why majority of low-cost boarding schools have remained under enrolled and the factors that keep children away from school. Teachers were asked to indicate the level of enrollment in the schools they served, and their responses are shown in figure 5.29.

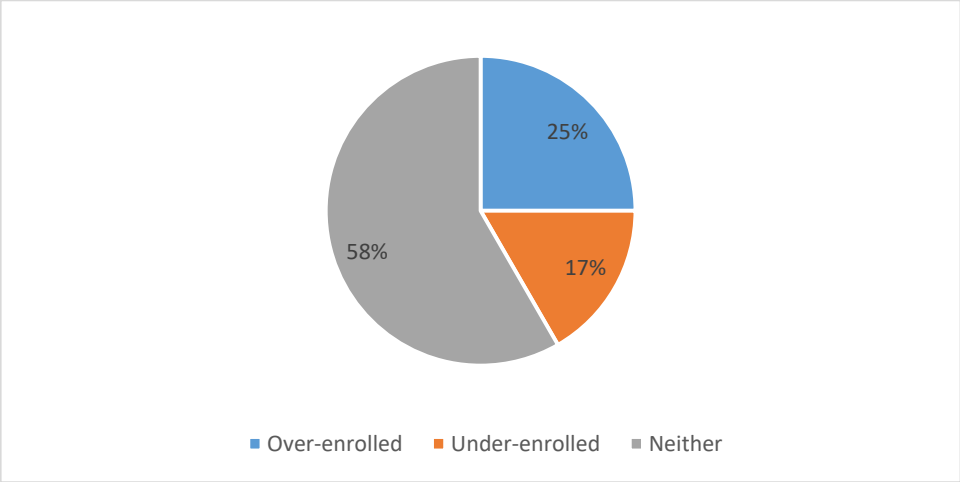


Figure 5.29: Level of enrollment in the LCBPs in Kajiado County

The information from teachers on enrollment in the in figure 5.24 indicated that 25% of the schools were over - enrolled while 17% were under-enrolled and 58% were neither under-enrolled nor over enrolled. A scrutiny of the enrolment data presented by schools and the data held at the ministry of education, however, show some discrepancies. Table 5.11 shows the breakdown and comparison in enrolment between the Governments funded borders and the private ones in the seven schools visited for this study. In majority of the schools there were more learners enrolled than the ones capitated by Government. There were also more borders than the one indicated to be provided for by Government. This confirmed that the initial guidelines of establishing the LCBPs had changed and many of the LCBPs have day scholars, privately enrolled borders as well as those that are funded by Government. These categories were not known by some teachers in the schools visited. The under-enrollment reported by teachers was therefore not necessarily on the over-all enrolment but on the government supported scholars.

The seven low-cost boarding schools sampled for this study represent all the four categories of LCBPs of Girl's Day and boarding, Boy's Day and boarding, Mixed day and boarding and Single Boarding. The schools were registered as two streamed LCBPs and were expected to have an enrollment of about 640 children. The enrollment figures in these schools were therefore low for two streamed schools. In 3 out of the 7 LCBPs visited the boarding wings had fewer leaners than the day wings as shown in table 5.11. This contradicted the essence for which LCBPs were established.

The two data sets from the school and from the MoE directorate of primary education on LCBPs unit show some discrepancies on learners supposed to be supported by Government and those funded. This implies that either schools did not disclose the right data, or the data held at MOE was dated.

In several the LCBPs there were many children enrolled as fees paying borders. This made that the Government in some way may be subsidizing education for non-nomadic communities. While it is true the government grant may be inadequate to provide all the services required the BOMs should engage Government and well-wishers to work out a strategy of subsidizing the needy children from Pastoral-Nomadic communities whose parents are unable to pay the levies charged. The capitation provided by Government is based on actual enrolment, making those LCBPs with low enrolment disadvantaged. It may be necessary for capitation to be provided on a differentiated formula to allow schools a standard amount for the provisions basic operations before the rest is calculated based on enrolment. The compounds in most LCBPs were not fenced exposing the children to enormous insecurity particularly the vulnerable girl child.

Table 5.11: Enrolled as Borders and Enrolment Capitated by Government in 2018

School	Category	Total Enrolment 2018	Children Boarding	Boarding funding by GOK
AIC Kajiado	Girls Day & Boarding School	720	559	481
PBS-Kajiado	Boys Boarding School	491	491	347
Ibissil	Mixed Day and Boarding	634	634	577
Isinya	Mixed Day and Boarding	1069	172	392
Mashuuru	Mixed Day and Boarding	339	109	346
Loitoktok DEB	Mixed day& Boarding	856	183	240
Rombo Girls	Girls Boarding	527	527	370

Source research data: schools &MoE

The enrolment data used for capitation by Government shows fluctuation in enrollment of borders supported by Government over the period 2016-2019 financial years in all the Seven LCBPs as can be seen in table 5.12. There is need to establish the reasons for the unstable Enrolment figures of the borders capitated by Government in LCBPs.

Table 5.12: Enrolment of Government Funded Borders (2016-2019 FY)

	Release of funds	2016/2017Fy	2017/2018Fy	2018/2019Fy	2018 Enrolment data
Isinya	1st Tranche	860	395	392	1069
	2nd Tranche	860	392	385	
Ibissil	1st Tranche	595	580	577	634
	2nd Tranche	595	577	568	
PBS Kajiado	1st Tranche	355	350	347	491

	2nd Tranche	355	347	340	
AIC Kajiado	1st Tranche	489	484	481	641
	2nd Tranche	489	481	474	
Mashuuru	1st Tranche	354	349	346	339
	2nd Tranche	354	346	340	
DEB Loitoktok	1st Tranche	813	500	240	856
	2nd Tranche	813	240	234	
Rombo Girls	1st Tranche	378	373	370	527
	2nd Tranche	378	370	363	

The low-cost boarding capitation per child based on enrollment in table 5.12 were released in two tranches of Ksh.1535 in 2016/17 and 2017/18 and Ksh 2000 in 2018/19. Data obtained from the interviews with the Ministry of education and other stakeholders supporting the provision of education in Kajiado County indicated that the most appropriate education model for nomadic-pastoral communities was the original model of the LCBPs because it was adequately provided for by both Government and stakeholders. When probed to explain why some of the LCBPs were under enrolled they respondents said that:

> The levies charged by the schools were prohibitive to the nomadic and pastoral populations; the facilities like dormitories in the LCBPs are dilapidated and inadequate; food and other supplies are inadequate; most of the Nomadic and pastoral Communities do not understand the Value of Education and therefore fail to pay the charges introduced by the BOM.

Respondents were further asked to state in their opinion what should be done to enroll and retain more children from nomadic and pastoral communities in the LCBPs and they said that:

> The government should increase funding; staffing needs to be improved; levies charged on parents should be regulated; amount of food served to children need to be increased and quality improved; provide more dormitories, beds, and mattresses; provide water and improve sanitation; create awareness to nomadic communities and encourage them enroll children in school and improve performance in KCPE.

The information provided by the respondents on enrollment in LCBPs indicate that enrollment was affected by several factors the most outstanding being under provision both human, financial, and other facilities in the schools.

Literature available point to the fact that nomadic and pastoral populations would wish to be involved in the planning and implementation of educational programs and interventions for their communities (Kratli, 2001). This concern if addressed could perhaps enhance ownership, support, and sustainability of the LCBPs. Evidence from engagement with the opinion leaders during this study indicated that LCBPs were likely to be appreciated by the nomadic children if the curriculum they offer appreciates the nomadic indigenous knowledge and relates closely to the pastoral production system as well as the nomadic culture. This situation got complicated when LCBPs were allowed to admit children from non-nomadic communities. It is, however, important to observe that LCBPs were conceptualized to serve the nomadic-pastoral communities against a national framework that is supposed to facilitate national integration and further education and training of all the graduates.

According to the National curriculum reform policy of 2015, the County education boards are allowed to domesticate the national curriculum to their county environment by creating 15% content from the county. The nomadic environment would therefore contribute this percentage of the county curriculum by integrating any aspects that would align to the needs of the nomadic communities' aspirations. (Republic of Kenya, 2015). This primarily depends on the creativity and innovativeness of the curriculum implementation teams both at the national, county and school levels.

Specifically, the curriculum policy stipulates that; Region Education and learning Boards will research into and suggest content that will certainly connect the national educational program to the regional requirement. Similarly, the education board is motivated to support in the distribution of instructional content unique to their Area. It is important to note that as the ASAL Counties conceptual the county specific content, the graduates of the LCBPs besides being nomadic children are national and global citizens. Such county specific content should not alienate the nomadic-pastoral graduates. It is against this background that this study sought to find out what the learners enrolled in the LCBPs in Kajiado County say about the low-cost boarding schools.

5.8 Factors affecting effective implementation of the LCBPs in Kajiado county

Traditionally in the regular school system, infrastructural facilities such as classrooms, dormitories and toilets are provided by the communities while the Government provides teaching staff salaries and instructional inputs such as teaching and learning materials and other related inputs. The Government of Kenya made a commitment to build, equip and provide the classrooms and

dormitories in LCBPs while the households only enrolled the learners and provide them with their personal effects.

The literature reviewed for this study did not indicate any structural and conceptual framework set up by the Government of Kenya to guide the establishment and operationalization of the LCBPs. The infrastructure put up in majority of schools is therefore not standard and is based on resource that communities or development partners can raise. The infrastructure varies in size and quality from school to school. This scenario is likely to expose the operations and management of LCBPs to enormous challenges.

To establish the factors affecting the implementation of LCBP, the head teachers, through their questionnaires and the Ministry of education, representatives of development partners and non - governmental organization through interview were enumerated the factors facing the implementation of LCBPs in Kajiado County and they listed factors as presented in table 5.9.

Table 5.9; Factors affecting the implementation of the low-cost boarding programme.

- Inadequate funding by the national government.
- Inadequate boarding facilities (both infrastructure and other facilities)
- Inadequate teaching and support staff.
- Delayed disbursements of funds by government.
- The levies charged by School prohibit local pupils from accessing LCBPs.
- Nomadic –pastoral parents are unable to pay the charges by LCBPs.
- None presentation of children to schools by parents.

- Food is inadequate and not balanced.
- Instructional materials are inadequate.
- Most of the LCBPs are staffed with non-local teachers who do not understand the local culture and hence unable to relate the teaching and learning to the local environment.
- The curriculum offered does not relate to nomadic communities' lifestyle and hence many learners find it unfriendly.

A review of the challenges advanced by the respondents indicate that the implementation of the low-cost boarding primary programme as presently presented is faced by both in-school and out of school factors. While the in-school factors can be addressed by the school management boards, the out of school factors require the involvement of parties outside the school management and may require review of the exiting guidelines on the operationalization of the programme. A review of documents did not isolate any documentation prescribing how the program should be implemented and financed. Most of the LCBPs have continued to operate in their original forms despite the educational reforms that have taken place in the country. This presents a case for public awareness on the changing environment under which Education is currently being provided including that of the LCBPs. This also calls for the management boards of LCBPs to be innovative by developing strategies of domestication of the national and county policies and guidelines to their schools.

5.8.1 Institutional Framework for Education to the ASAL

There are numerous legal, policy and institutional frameworks establish to address the challenges of provision of education to the ASAL regions. Many of these have been discussed elsewhere in this report but there is need to isolate the National council for nomadic education. The National council for nomadic education was established to provide targeted interventions in the provision of Education to the hard- to- reach population of Kenya. The National council for nomadic education was established by the Basic education act 2013 schedule six and operationalized by the policy for Nomadic education revised in (2015). The schedule defines the mandate, functions, and the operational framework of the council. The Basic education act 2013 prescribed the following functions for the National council for nomadic education:

- Initiate the development of policies on all matters relating to nomadic education in Kenya,
- Mobilize funds from various sources for the development of nomadic education to support relevant activities of the Council,
- Institutionalize mechanisms for effective coordination, monitoring, and evaluation of the activities of agencies involved in the provision of nomadic education,
- Implement guidelines and ensure geographical spread of nomadic education activities and targets for the nomadic people,
- Establish appropriate linkages and partnerships with other participating departments and agencies,
- Determine standards and skills to be attained in schools and institutions within nomadic communities and review such standards from time to time,

- Prepare reliable statistics of nomads and their school-aged children and establish a data bank, and
- Co-ordinate research activities on nomadic education in Kenya. (Republic of Kenya, 2013).

The information collected from the field, indicate a weak operation of the National council for nomadic education and its presence in the field is minimal in the ASAL regions. There is need therefore to re-activate it.

CHAPTER SIX

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter presents a summary, conclusions, and recommendations of the study. The first part covers the summary of chapters one to four and summarizes the study findings from chapter five. The second part discusses the conclusions and their implications to the findings in response to the study questions. Part three proposes recommendations for the improvement of the performance of the LCBPs programme in Kajiado County based on the findings. It also makes recommendations for further research-based information gaps identified during the study. This process evaluations of the implementation of the LCBPs programme was undertaken in Kajiado County and set to answer the following evaluation questions:

To what extent are the objectives of the LCBPs in Kajiado County realistic and achievable? What resources are available for the implementation of the Low-cost boarding primary schools programme (LCBPs) in Kajiado County?, To what extent have the primary activities of the low-cost boarding schools programme been implemented in Kajiado County?, What is the perception of stakeholders on the implementation of LCBPs in Kajiado County?, and What factors affect effective implementation of the Low -cost boarding primary school programme in Kajiado County?

The study was grounded on the human capital theory observing the human right perspective where education is seen as a basic human right and the state and the households are obligated to provide

it to all learners. The theory of human capital development promulgates that development of human capital increases social interaction and enhances public education through mass communication. The theory also relates Education to production systems for enhanced productivity. The theory further encourages social and national integration and holds that the dynamism in education should bring about changes which supports the process of development. The study reviewed other theories of development whose proponents argue that Education should develop social, moral, and spiritual values so that they are acceptable to the individuals and helps in character development. According to the theories of development, education makes modern societies more productive, children are better educated, and the needy receive better welfare.

The proponents of the development theory also hold that; development which include provision of quality and relevant education is progressive, it takes long to realize, and its impact is felt through time. In the context of development theories, therefore, Nomadic- pastoralism is often interpreted as the very contrast of modernity and is associated with backwardness

These theories, however, fail to create symbiotic loop for development to leverage on the nomadic and pastoral communities own elaborate social and administrative governance and economic structures that educational planners should utilize in planning education for nomadic-pastoral groups. The nomadic and pastoral communities also have very explicit economic structures that the National government should understand before development of policies that affect the production systems

The literature reviewed for this study covered a scope of international, regional, and national studies on provision of education to the pastoral and nomadic groups but found no studies focused on evaluation of the Low-cost boarding schools' programs in Kenya and Kajiado specifically. The researcher adopted a sequential mixed method design that generated both qualitative data and quantitative data. The evaluation design was guided by the pragmatism knowledge claims which holds that knowledge arises out of action, situation, and consequences rather than antecedents. These aspects are used to understand the past and present state of LCBPs and propose strategies for enhanced performance of LCBPs.

The target populations were pupils, teachers, head teachers, education officers drawn from the county, Sub-counties and Ministry of Education headquarter. Representatives of development partners and non-governmental organizations supporting provision of education to nomadic and pastoral communities were also targeted. Both probability and non-probability sampling techniques were used. Stratified sampling technique was used to sample pupils in the schools. Purposive sampling technique was used to sample Schools and education officers from both the field and MoE headquarters as well as representatives of development partners and non-governmental organizations.

Data was collected using questionnaires for teachers and head teachers, interviews were held with education officers and development partners and non-governmental organizations. Facilities were observed using an observation schedule. A rating scale was used to establish learner's assessment of the LCBPs. The instruments were piloted and validated by experts through discussions before they were used for the study. The necessary authority was granted before the data collection

exercise began and ethical requirements in research were observed throughout the study. Data analysis was undertaken based on type and nature of data collected. Descriptive statistics were used to analyze quantitative data. Similarly, qualitative data was coded, and analyzed in line with emerging themes and trends. The findings, conclusions and recommendations are reported based on the evaluation questions

6.2 Summary of Key findings

6.2.1 Extent to which the objective of LCBPs programme are realistic and achievable

The study sought to establish whether the objectives of the LCBPs programme were and achievable and realistic. Objectives of the programme were developed to guide the design, implementation, monitoring, and review of a programme. At the inception of LCBPs the government identified seven objectives against which the LCBPs programme was established. Majority of the respondents in the study indicated that the objectives of establishment of LCBPs programme were achievable but unrealistic; they were unrealistic because of the following challenges:

(i) The government has not established an institutional framework to operationalize the LCBPs programme given that it targeted a specific group of communities with unique challenges different from the challenges faced in the provision of education to sedentary groups.

(ii) The LCBPs were under resourced, and facilities, equipment and supplies are inadequate making the boarding conditions uncomfortable for learners.

(iii) The admission criteria provided by government was not adhered to, and school management boards charge learners' levies which inhibit learners from nomadic-pastoral from educational access.

(iv) The living conditions in the LCBPs were poor and insecure for girls who require to be secured.

(v) The Sanitation facilities are inadequate or of poor quality.

(vi) The planning of the establishment of LCBPs and the educational programs did not seem to have involved the nomadic- pastoral communities.

(vii) There was a miss-match between programs offered and the way of life and the traditional systems of the pastoral and nomadic communities which are depository of Knowledge and skills that need to be preserved and passed through generations.

6.2.2 Resources available for the implementation of the LCBPs in Kajiado County

Interviews with some alumni of the LCBPs indicated that the environment in the initial LCBPs was friendlier because, the schools were well equipped, the food served was balanced and learners were provided with some personal effects like bathing soap, tooth paste and toothbrushes. This has since changed with increased number of schools and enrolment without commensurate increase in funding. The findings of this study indicated that the LCBPs programme are not adequately resourced, and this has affected their operations. The findings further show that there was no real time accurate and reliable enrollment data from the LCBPs to facilitate national projections on staffing and provision of teaching and learning facilities to improve cost effectiveness and to

support exploration of alternative options of assuring quality learning outcomes with limited financial resources.

Funding nomadic education within the national education budgets was under provided despite the significant contributions of nomadic –pastoral economy to the national economy. Based on their contribution the Government requires to develop some innovative ways of funding their education. A creation of an education Levy for nomadic education may be one way of addressing the financing gap. Other alternative options of funding nomadic education include, private sector contributions, institutionalization of cost reduction and cost saving measures, community social mobilization to create awareness and collaboration with international agencies and non-governmental organizations. The livestock economy is vulnerable to the thuggeries of whether and product are often released to an uncoordinated market without value addition. There is need therefore for more central coordination of the market of ASAL livestock economy and value addition to the livestock products for improved returns.

The government has not provided adequate infra-structure as promised and the existing structures are dilapidated. This has compromised the living conditions in the schools in general as well as the living conditions in the new LCBPs. The provisions of both the Sessional paper NO 19 of 2012 on National policy for sustainable development of Northern Kenya and other lands and the policy on nomadic education in Kenya were not costed, and no additional funding was provided to support the commitments advocated within the provided timelines.

On the other hand, the county Government of Kajiado has not supported the provision of any facilities in the LCBPs that serve its children. One reason for this may be because the responsibility of primary education is allocated by the constitution to the National Government. The facilities in majority of the LCBPs were therefore inadequate as confirmed by the head teachers, teachers and through observations during the school visits.

6.2.3 Extent of implementation of the primary activities of the LCBPs in Kajiado County

One of the main emphases of the LCBPs in Kajiado was improvement of learning outcome for the learners enrolled. According to the quality assurance and standards guidelines, achievement of quality learning outcomes is depended on the organization of the Teaching and Learning Environment and provision of teaching and learning resources.

This study established that in majority of the LCBPs in Kajiado County the organization of the Teaching and Learning Environment follow the traditional formal arrangements of regular schools despite the availability of learners for more hours. The organization of the school calendar does not pay any attention to the nomadic pastoral back grounds except for the boarding facilities. This arrangement does not attract the children for which the schools were established to address.

6.2.4 Perception of stakeholders on the implementation of LCBPs in Kajiado county

The success of any programme depends on how well it has been conceptualized, planned, and executed. Such conceptualization defines the specific tasks, activities, and purpose as well as indicative costs of the program. In majority of the cases the LCBPs in their present form have not enrolled as many learners from the nomadic-pastoral communities as anticipated.

For example, most nomadic-pastoral children are required by their faith to attend religious teachings before attending formal school and some miss out secular education all together. The basic education act mandates the Cabinet Secretary to make regulations that facilitate the integration of the *madrassa*, *Duksi* and pastoral programmes of instructions into the formal education system as appropriate to improve access and retention. This provision had not been actualized by the time of this study. Similarly, an education officer from the Ministry of education headquarters interviewed for this study, argued that pastoralist contend that the formal schooling in its present form tends to deskill the pastoralist children and recommended that the educational programs offered in LCBPs repackaging to make them relevant to the pastoral- nomadic communities.

The perception of stakeholders on the implementation of LCBPs in Kajiado County showed that the program was not effective because of the following:

- The LCBPs programme was inadequately resourced and there were no clear conceptualized financing support arrangements.
- There was no national coordination framework for partners investing in provision of education to the nomadic-pastoral groups.
- The nomadic pastoralist's communities had not been involved in the planning of education of their children and hence the programs failed to integrate nomadic -pastoral lifestyle.
- The LCBPs were inadequately staffed by both support and teaching staff and the understaffing hampered provision of quality services.
- The LCBPs did not have adequate instructional materials even in core learning areas.

- LCBP school calendar had not been aligned to the nomadic- pastoral migratory timeline to allow many children to enroll.

6.2.5 Factors affecting effective implementation of the LCBPs in Kajiado county

The findings of this study show that the LCBPs in Kajiado County perform below average in most of education performance indicators. Such indicators include mobilization of community for support to enroll children to increase enrolment, and support to schools by local community as well as academic performance of the LCBPs. The findings of the study indicate that majority of LCBPs did not directly benefit from the County Government resources like the County development fund CDF) and face other numerous problems because of under provision. There was also Inadequate funding by the National Government whose consequence was the introduction of school levies by schools. The staffing levels of both teaching and support staff were low and facilities and supply of water were inadequate.

The National council for nomadic education was established by the Basic education act 2013 schedule six and operationalized by the policy for Nomadic education that was revised in (2015). The policy stipulated the mandate and functions of the National council for Nomadic education. On engagement with the council, it emerged that the council had not been appropriately operationalized, and it has not been able to reach out to the ASAL counties for interventions as required.

6.3 Conclusions

Based on the findings of this study the following conclusions are made on each study question.

6.3.1 Objective of LCBPs programme

The objectives of establishment of LCBPs programme were unrealistic but achievable. They were unrealistic and not being achieved because there was no established institutional framework to guide the implementation of the LCBPs programme.

6.3.2 Provision of Resources and facilities in LCBPS in Kajiado County

Literature indicates that the models of LCBPs that have worked well in the world have worked because the state governments funds them well and appreciate the contribution of the host community to the national economy. The LCBPs programme in Kajiado County was inadequately resourced by both the National Government and the communities. The school's Infrastructure was inadequate, dormitories were congested, and some learners slept on the floor while others share beds. The non-teaching staff were few and overstretched working for long hours. There were no resource guidelines to support resource mobilization. There was also no real time data to facilitate appropriate budgeting

The majority of the LCBPs in Kajiado County had inadequate facilities and resources. The schools lacked operational guidelines to support development of an institutional funding mechanism that is based on a realistic unit cost of keeping a child in LCBPs. There were no guidelines on feeding provision and the food served was inadequate and not balanced. The nomadic-pastoral communities were also not adequately sensitized on value of education. The communities were also not supported to add value to their products and access market for credit facilities and the marketing of their products and services.

The pastoral communities lacked supportive systems that use inter-sectoral and integrated approach where gains in education are supported by other service lines like water, rural development, animal husbandry, agriculture, health, and marketing.

6.3.3 Extent of implementation of the primary activities of the LCBPs in Kajiado County

The teaching and learning environment in the LCBPs programme in Kajiado were 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. This is proposed by the national curriculum reform policy.

6.3.4 Perception of stakeholders on the implementation of LCBPs in Kajiado county

The perception of stakeholders on the implementation of LCBPs in Kajiado county showed that the program has not been implemented as planned because:

- It has not been provided with adequate funding and the infrastructure had been dilapidated for effective program implementation.

- There was no coordination framework to guide stakeholder and partner investment in the provision of education to the nomadic-pastoral groups.
- The Nomadic and pastoral communities had not been involved in the planning of education for their communities and hence education provided failed to integrate nomadic -pastoral lifestyle.

6.3.5 Factors affecting effective implementation of the LCBPs in Kajiado county

The LCBPs in Kajiado County were under- enrolled and perform below average in the education performance indicators of community social mobilization, and support for improvement of academic performance. Most schools had inadequate water and poor sanitary facilities like toilets. The school compounds had no fence around them exposing the learners to insecurity. There were poor transport networks serving the schools and majority of the schools had introduced unregulated levies which had affected enrollments. The educational providers in the county were not coordinated making the county vulnerable to running many overlapping programs. The County did not have a prioritized and coordinated framework for educational investments.

6.4 Recommendation

Based on the conclusions of the study the following recommendations are made:

6.4.1 Objective of LCBPs programme

There is need to develop an intuitional framework to guide the costing and financing of the provision education in the LCBPs so that children from the ASAL are denied access education.

Such framework would facilitate mobilization of nomadic and pastoral communities to participate in the planning of education for ownership and to support.

6.4.2 Provision of Resources and facilities in LCBPs for effective implementation of the programme in Kajiado County

The Nomadic- pastoral communities require basic education packages that resonate more appropriately with their mobile way of life. Such education programs would improve the living conditions in the schools including in the dormitories as well as appreciate the way of life of the nomadic pastoral communities.

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.

6.4.2.1 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. Explore and initiate discussions with local opinion leaders on integration of the Islamic Religious programs of the Madrassa and Duksi to the secular curriculum to allow children who attend the mandatory early morning religious teaching easily transit to secular curriculum.

v. 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.

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.

6.4.2.2 Opinion and religious leaders

ix. The opinion leaders of the nomadic–pastoral communities to develop 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.

6.4.2.3 Education Development partners

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

6.4.3 Extent of implementation of the primary activities of the LCBPs in Kajiado County

Based on the findings of this study it is concluded that that the LCBPs programme are inadequately resourced which has affected their operations and enrolment. Based on this conclusion therefore, the following is recommendations are made.

6.4.3.1 Ministry of education

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

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

schools a standard amount for the basic provisions and for basic operations before the rest is calculated based on enrolment.

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

i. Enhance the capacity of the Boards of Management (BOMs) for improved accountability at school level.
ii. Adopt a more realistic funding formula for LCBPs based on unit cost of supporting a child in school.
iii. Establish a clear coordination and accountability framework for all partners funding education in the ASAL.
iv. Establish strategies for collecting real time data to facilitate informed decision making and appropriate funding projections.

6.4.3.2 Education Development partners

v. Support Government to mobilizing their members to account and report their education activities in the ASAL.
vi. Hold quarterly meetings with Government departments to discuss the quarterly reports and participate in ASAL Education coordination group.

6.4.3.3 Opinion and religious leaders

vii. Mobilize and sensitize nomadic-pastoral communities to supplement government funding to LCBPs.

6.4.4 The perception of stakeholders on the implementation of LCBPs in Kajiado county

There is need for the Ministry of education to review the operational framework of the National council for nomadic education to reinvigorate its service deliver in line with its mandate. The national council for nomadic education: Could work with county education boards to develop the 10% county curriculum contribution as provided by the 2015 national curriculum reform policy and support teachers in-service training to seamlessly integrate the county specific curriculum to the teaching of the national curriculum at school level.

Establish a coordination framework for all development partners investing in the provision of education to ASAL communities. Establish support systems for collection of real time education related data to facilitate making of informed policy decisions. Establish strategies of monitoring the operations of LCBPs. Support resource mobilization for funding education provision to children from the ASAL communities.

6.4.5 Factors affecting effective implementation of the LCBPs in Kajiado county

The findings of this study indicated that the LCBPs in Kajiado County performed below the national average in most of education performance indicators. Such indicators include community support to schools, enrollment drives for enhanced enrollment, as well as academic performance.

Based on the findings of this study on the challenges facing implementation of LCBPs in Kajiado County, the following recommendations are made to respond to the challenges facing the LCBPs in the county.

6.4.5.1 Ministry of education

i. Establish a strategy with a multi- sectorial outlook to coordinate and link up all service provision in the ASAL regions by all Ministries and departments for the benefit of education provision.

ii. Establish model LCBP schools that integrate nomadic pastoral way of life as much as possible with excellent facilities and management to show the nomadic pastoral communities that their children are safe and education in LCBPs is relevant. Such a schools would attract as many learners as possible.

6.4.5.2 National council for Nomadic education of Kenya

iii. Support community opinion leaders to develop communication strategies to popularize the role of education in development and relate it to pastoral means of production for enhanced ownership and increased enrolment.

iv. Sensitize and support the pastoral- nomadic communities to review their way of life in relation to adding value to their products by using improved marketing strategies for the pastoral products including organization for credit facilities.

v. Initiate and support review of the national teacher development and management strategies with a view to developing targeted training, recruitment, deployment, and retention strategy for teachers serving in ASALs.

vi. Coordinate and negotiate for establishment of integrated education scheme with educational supportive systems through a multi-sectorial integrated approach where provision of education is aligned to other services provision like permanent source of

water, enhanced rural development, Animal Husbandry, agriculture public Health and access to market including formation of cooperatives and improvement of access roads.

vii. Establish a strategy with a multi- sectorial outlook to coordinate and link up all service provision in the ASAL regions by Ministries and departments for the benefit of education provision.

viii. Establish model LCBP schools that integrate nomadic pastoral way of life as much as possible with excellent facilities and management to convince the nomadic pastoral communities that their children are relevant and safe. Such a schools would attract as many learners as possible.

ix. In partnership with other stakeholders, the national government to encourage and support using open and distance learning centers, like community radios, for mobilization, sensitization, as well as public education of the nomadic and pastoral communities on the value of education to the nomadic and pastoral communities.

x. In partnership with education stakeholders, and Government departments support the use of open and distance learning centers, radios, for mobilization, sensitization, as well as public education of the nomadic and pastoral communities on the value of education to the populations.

6.4.6 Information gaps

It is recommended that the following information gaps are filled through research studies.

i. Establishment of an appropriate teacher recruitment and staffing model.

ii. Establishment of multi -sectoral development model for ASAL region.

iii. Establishment of funding model for nomadic education.

iv. Establishment of a real time data collection model to inform planning and financing nomadic education.

v. Establishment of framework on how the nomadic economy can support education.

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APPENDICES

Annex I: Questionnaire for Head teachers

Introduction

As part of partial fulfillment of my PhD study, I have selected to undertake a process evaluation of the low-cost boarding primary schools' programs in Kajiado County. The main purpose of the study is to evaluate how well the programme is addressing the objectives for which it was established.

I trust that the findings of this study will guide the development of educational interventions to improve the performance of the low-cost boarding schools programme in Kajiado County. I therefore kindly request you to participate in this study by providing the information required in the questions contained in this questionnaire. I promise that the information provided will be treated confidentially.

Thank you in advance.

PART I (a)

Demographic information of the Head teacher

Please put a tick (√) on the appropriate response or fill the information required in the spaces provided.

1. Name of the low-cost boarding primary school

☐

Isinya Primary

☐

Ilbissil primary

Ole Kejuado Primary ☐

AIC, Kajiado primary ☐

Mashuuru Primary ☐

DEB Loitoktok primary ☐

Rombo Girls primary ☐

2. . Gender of the head teacher (a) Female ☐

   (b) Male ☐

3. Highest professional qualifications of the Head teacher

   (a) P1 ☐

   (b) Diploma in Education ☐

   (c) Bachelor of Education Degree ☐

   (d) Master of Education Degree ☐

   (e) Any other specify……

4. State any other training(s) you may have undertaken …….....

   ……...

5. Years of experience as a:

   (a) Teacher ☐

(b) Head teacher ☐

PART 1 (b)

Information about the school

6. Indicate the category of your school

(a) Mixed day and boarding ☐

(b) Boy's boarding ☐

(c) Girl's boarding ☐

(d) Mixed (boy's & girl's) boarding ☐

(e) Any other specify…….

7. State the year when the school was started……..

8. Indicate the total enrolment broken down by Gender

(a) Total number of boys ☐

(b) Total number of girls ☐

9. Indicate the enrolment in each class in 2018

Class	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Boys								
Girls								

10. Indicate the number of pupils who are boarders in each class and by gender in 2018

Class	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Boarders Boys								
Boarders								

Girls								

PART I1

ADEQUACY OF RESOURCES AND FACILITIES TO SUPPORT ENROLMENT OF PUPILS

11. Please indicate the adequacy of the following listed category of resources in supporting enrolment of boarders in your school (choose the appropriate response)

Resource		**Not Available**	**Inadequate**	**Adequate**	**Reasons**
Classrooms					
Dining Hall					
Girls Dormitories					
Boy's Dormitories					
Beds					
Mattresses					
Girls toilets					
Boy's Toilets					
Teacher's toilets					
Teachers Houses					
Food Store					
Matron's House					
Electricity					
Water					
Any other Specify					

12. Indicate by marking (x) who supported/supports in the provision of the following resources in your school.

Resource	**Government**	**Community**	**Development**	**Civil Society**

Classrooms				
Dining Hall				
Dormitories				
Beds				
Mattresses				
Toilets				

13. Indicate which of the following food items is served in your school menu and how frequent you provide it.

Breakfast

	Indicate whether served	**Frequency e.g. once a week or daily**
Porridge		
Tea with milk		
Tea without milk		
Bread		
Coffee		

Lunch

	Indicate whether served	**Frequency e.g. once a week or daily**
Maize & beans (Githeri)		
Ugali with beans		
Ugali with Ndengu		
Ugali with Cabbage		
Ugali with Milk		
Rice		
Any other specify		

Supper

	Indicate whether served	**Frequency e.g. once a week or daily**
Maize & beans (Githeri)		
Ugali with beans		
Ugali with Ndengu		
Ugali with Cabbage		
Ugali with Milk		
Rice		
Any other specify		

14. Indicate the main source of water in your school

	Borehole	Piped	River	Dam	Any other specify
Water for cooking					
Water for bathing					
Water for drinking					

15. What is the source of lighting in your school?

(a) Main electricity line ☐

(b) Solar ☐

(c) Paraffin lantern ☐

(d) Generator ☐

(e) None ☐

PART III

ORGANIZATION OF TEACHING AND LEARNING ENVIRONMENT TO ATTRACT, RETAIN AND IMPROVE PERFORMANCE

16. Indicate the category of staff available in your school in relationship to the school authorized establishment in 2018

Staff	Authorized	In-post	Shortage
Teaching staff			
Support staff			
Matron			
Housekeeper			
Watchman			
Cleaners			
Accounts Assistant			
Storekeeper			
Any other specify			

17. Explain how you manage the staff shortfall question 16 if any

(a) Teaching staff……

……
(b) Support staff……
……

18. (a) What is your school's average book/pupil ratio in the following subjects in 2018

Class	1	2	3	4	5	6	7	8
English								
Kiswahili								
Mathematics								

(c) Explain your answer if you have not realized an average book: pupil ratio of 1:1 in any of the three subjects in any class.
English…….....
…….
Kiswahili……
…….....
Mathematics……
…….

19. Indicate the activities in a typical school day from Monday to Friday.

Before 8.00 a.m.	
Between 8.00 a.m. to 3.20 p.m.	
Between 3.20 p.m. to 6.00 p.m.	
After 6.00 p.m.	

20. What activities do the boarders engage in on Saturday and Sunday?
Saturday……
……
……
……
Sunday……
……
……
……

21. How far is the nearest Health Care facility to your school?
Less than 1 Kilometer ☐
Between 1km – 4 Km ☐
More than 4 Km ☐

22. How do the learners communicate to their parents during the school term?

(a) Wait for schools parents visit day ☐
(b) School has a mobile phone which learners use ☐
(c) Parents call teachers ☐
(d) Parents write letters ☐
(e) Any other specify……
……..

23. School performance data.
What was the (KCPE) mean grade performance of your school in the last 3 years?

	2015	**2016**	**2017**
KCPE mean grade for the school			
KCPE girls mean grade			
KCPE boys mean grade			
School position in the County			
KCPE mean grade of boarders			
KCPE mean grade of day scholars			

24. How many students from your school got admitted to the following category of secondary schools in last three years?

	2015	**2016**	**2017**
National School			
Ex-County Schools			
County Schools			

PART IV

EFFECTIVENESS IN THE IMPLEMENTATION OF LCBPS

25. List any three objectives why LCBPS were started.
(a) …….
(b) …….....
(c) ……..

26. List any three objectives which the LCBPS are not achieving in your view.

(a) ……
(b) ……
(c) ……
27. In your view what should be done to improve the enrolment in LCBPS.
(a) ……..
(b) ……..
(c) ……..
28. What should be done to improve KCPE mean performance of pupils in your school?
(a) ……..
(b) ……..
(c) …….

PART V: COST OF KEEPING CHILDREN IN LCBPS

29. What has been your school annual budget for the last 3 years

Total Budget	**2016**	**2017**	**2018**

30. State the amount and source of funding for your school in the last 3 years

Source	**2016**	**2017**	**2018**
Government Free Primary Education			
Constituency Development fund			
County Government			
Parents			
Any other Specify			

31. What is your budget shortfall for 2018?
……
32. (a) How are you financing the shortfall?
……
……

(b) How much do you charge pupils per year?
……..
……
(c)What are the main items funded by parents?
……
……

(d) What should be done to improve the funding of activities in the schools?

……

……..

33. Indicate an estimate of the proportion funded by different stakeholders in your school for the following budget items.

Item	**Government**	**Parents**	**Any other**
PTA Teachers			
Non-teaching staff			
Security services			
Electricity			
Water			
Food			
Cleaning			
Infrastructure			
Sanitary towels			
Postage/Telephone			
Official transport including co-curricular activity			
Instructional materials			
Evaluation tests			
Any other			

34. What is the current unit cost of maintaining a pupil in your school for one year in Ksh……

PART VI

34. What would you say about the status of enrolled in your school?

Over-enrolled ☐

Under-enrolled ☐

Neither over-enrolled/under enrolled ☐

35. What are the main challenges that face pupils enrolled in your schools?

……
……
…….

35. In your view how can the challenges facing boarders enrolled in your school be addressed?

……
……
…….

Annex II: Questionnaire for Teachers

Introduction

As part of partial fulfillment of my PhD study, I have selected to undertake a process evaluation of the low-cost boarding primary schools programe in Kajiado County. The main purpose of the study is to evaluate how well the programme is addressing the objectives for which they were established.

I trust that the findings of this study will guide the development of educational interventions to improve the performance of the low-cost boarding schools programme in Kajiado County.

I therefore kindly request you to participate in this study by providing the information required in the questions contained in this questionnaire. I promise that the information provided will be treated confidentially and used for the purpose of the study only.

Thank you in advance.

PART I (a)

Demographic information of the teacher

Please put a tick (√) on the appropriate response or fill the information required in the spaces provided.

1. I teach in

- Isinya Primary
- Ilbissil primary
- OleKejuado Primary
- AIC, Kajiado primary
- Mashuuru Primary
- DEB Loitoktok primary
- Rombo Girls primary

2. Indicate your gender (a) Female ☐

(b) Male ☐

3. Indicate your highest Professional qualifications.

(a) P1 ☐

(b) Diploma in Education ☐

(c) Bachelor of Education Degree ☐

(d) Master of Education Degree ☐

(e) Any other specify……

4. State any other training(s) you may have undertaken specify…….
……...

5. Years of experience ☐

PART 1 (b)

Information about the school

6. Indicate the category of your school

(a) Mixed day and boarding ☐

(b) Boys boarding
(c) Girls boarding
(d) Mixed (boys & girls) boarding
(e) Any other specify…….

7. Please state the class for which you are the class teacher.
8. Indicate your class total enrolment by Gender
(a) Total number of boys
(b) Total number of girls

9. Indicate the number of learners who are boarders in your class and by gender.
(a) Total number of boys
(b) Total number of girls

PART II: ADEQUACY OF RESOURCES AND FACILITIES TO SUPPORT ENROLMENT OF PUPILS

10. Please indicate the adequacy of the following listed category of resources in supporting enrolment of boarders in your school (choose the appropriate response)

Resource		**Not Available**	**Inadequate**	**Adequate**	**Reasons**
Classrooms					
Dining Hall					
Girls Dormitories					
Boy's Dormitories					
Beds					
Mattresses					
Girls toilets					
Boy's Toilets					
Teacher's toilets					
Teachers Houses					
Food Store					
Matron's House					

Electricity					
Water					
Any other Specify					

9. Indicate which of the following food items is served in your school menu and how frequent you provide it.

Breakfast		
	Indicate whether served	**Frequency e.g. once a week or daily**
Porridge		
Tea with milk		
Tea without milk		
Bread		
Coffee		

Lunch		
	Indicate whether served	**Frequency e.g. once a week or daily**
Maize & beans (Githeri)		
Ugali with beans		
Ugali with Ndengu		
Ugali with Cabbage		
Ugali with Milk		
Rice		
Any other specify		

Supper		
	Indicate whether served	**Frequency e.g. once a week or daily**
Maize & beans (Githeri)		
Ugali with beans		
Ugali with Ndengu		
Ugali with Cabbage		
Ugali with Milk		
Rice		
Any other specify		

11. Indicate the main source of water in your school

	Borehole	**Piped**	**River**	**Earth dam**	**Any other specify**
Water for cooking					
Water for bathing					
Water for drinking					

10 (b) what is the source of lighting in your school?

(a) Main electricity line ☐
(b) Solar ☐
(c) Paraffin lantern ☐
(d) Generator ☐
(e) None ☐

PART III: ORGANIZATION OF TEACHING AND LEARNING ENVIRONMENT TO ATTRACT, RETAIN AND IMPROVE PERFORMANCE

11. What is your class book/pupil ratio in the following subjects?

Class	1	2	3	4	5	6	7	8
English								
Kiswahili								
Mathematics								

(c) Explain your answer if you have not realized a Book: Pupil ratio of 1:1 in any of the three subjects.
English…….....
…….
Kiswahili……
…….....
Mathematics……
…….

12. Describe the organization of your typical school day Monday to Friday.

Before 8.00 a.m.	
Between 8.00 a.m. to 3.20 p.m.	
Between 3.20 p.m. to 6.00 p.m.	
After 6.00 p.m.	

12. What activities do the boarders engage in on Saturday and Sunday?
Saturday……
……..……
……
……
Sunday……
……..……
……
……
How far is the nearest Health Care from your school?
Less than 1 Km ☐
Between 1km – 4 Km ☐
More than 4 Km ☐

13. How do the learners communicate to their parents during the school term?

(a) Wait for school's parents visit day ☐
(b) School has a mobile phone which learners use ☐
(c) Parents call class teachers on their mobile ☐
(d) Parents write letters ☐
(e) Any other specify……
……..

PART IV: EFFECTIVENESS IN THE IMPLEMENTATION OF LCBPS

14. List any three objectives why LCBPS were started in Kajiado County.
(a) ……
(b) …….....
(c) ……..
15. List any three objectives which the LCBPS in Kajiado County are not achieving in your view.
(a) ……
(b) ……
(c) ……
16. In your view what should be done to improve the enrolment in LCBPS in Kajiado County.
(a) ……..
(b) ……..
(c) ……..
17. What should be done to improve KCPE mean performance of pupils in LCBPS?
(a) ……..
(b) ……..
(c) ……

PART VI

18. What would say about the level of enrolled in your school?

Over-enrolled ☐

Under-enrolled ☐

Neither over-enrolled/under enrolled ☐

21. What are the main challenges that face pupils enrolled in your schools?

……
……
…….

22.In your view how can the challenges you have raised in 21 be addressed?

……
……
…….

Annex III: Development Partners and Education officers

Introduction

As part of partial fulfillment of my PhD study, I have selected to undertake a process evaluation of the low-cost boarding primary schools progrmme in Kajiado County. The main purpose of the study is to evaluate how well the programme is addressing the objectives for which they were established.

I trust that the findings of this study will guide the development of educational interventions to improve the performance of the low-cost boarding schools programme in Kajiado County.

I therefore kindly request you to participate in this study by providing the information required in the questions contained in this questionnaire. I promise that the information provided will be treated confidentially and used only.

Thank you in advance.

PART I

Demographic Data

1. Designation of respondent……
2. Institution represented by respondent……..
3. Responsibilities of the respondent in relation to low-cost boarding primary schools

(i) ……

(ii) …….

(iii)…….

4. State any four objectives for starting low-cost boarding primary schools in Kajiado County

(i) …….

(ii) …….

(iii)…….

(iv)…….

PART II

ADEQUECY OF FACILITIES AND RESOURCES IN SUPPORTING ENROLMENT IN LCBPS

5. What support does your organization provide to the LCBPS in Kajiado? (Probe for)
   (a) Construction of infrastructure
   (b) Financial
   (c) Employment of teachers
   (d) Employment of support staff
   (e) Provision of food
   (f) Provision of (i) Beds
   (ii) Mattresses
6. (a) In your view, is the Government financial support to LCBPS adequate?
   Yes ☐ No ☐
   (b) Explain your answer to (6a)
   …….....
   …….....
   …….....
7. What would you say about general enrolment in low-cost boarding schools in Kajiado County? (Probe for)

(a) General enrolment

(b) Gender disaggregated enrolment

8. What is the status of enrolment in low-cost boarding schools in Kajiado County?
   Over-enrolled ☐

Under-enrolled ☐

Neither over-enrolled/under enrolled ☐

9. What is the explanation for your answer to question 8 above?

PART III

ORGANIZATION OF TEACHING LEARNING ENVIRONMENT

10. What is the status of staffing of low-cost boarding schools in Kajiado County?

(a) Teachers

Over staffed

Understaffed

Have enough teachers

(b) Support staff

Over staffed

Understaffed

Have enough staff

11. In your view how do the weather patterns influence school calendar and school attendance?

---

12. (a) In your opinion, does the gender of the Head teacher affect enrolment in the LCBPS in Kajiado County?

Yes ☐ No ☐

(b)Explain you answer to 12(a)……

……...

……..

13. How does the learners' performance in KCPE in boarding schools compare to regular schools?

……
……
……

PART IV

EFFECTIVENESS IN THE IMPLEMENTATION OF LCBPS

14. To what extent have the LCBPS in Kajiado County produced the desired results?

……
……

15. To what extent have the LCBPS in Kajiado achieved the set objectives?

……
……

16. How do you rate the amount of resources invested in LCBPS in Kajiado.

Type	adequate	Inadequate

17. (a) In your view, are LCBPS the most appropriate model of providing education to the children from nomadic and pastoral communities?

Yes ☐ No ☐

(b)Explain your answer

……
……

18. What else would you want to say to improve the operations of LCBPS in Kajiado?

……
……

19. What would you say about the relevance of the National Curriculum as presently offered in LCBPS to the Nomadic way of life?

……
……

Annex IV: Observation Schedule of Facilities in LCBPS

Bio Data

1. Name of LCBPS
   - Isinya Primary ☐
   - Ilbissil ☐
   - OleKejuado Primary ☐
   - AIC, Kajiado ☐
   - Mashuuru Primary ☐
   - DEB Loitoktok ☐
   - Rombo Girls ☐

2. School Enrolment: Boys ☐ Girls ☐
3. Number of teacher: Males ☐ Females ☐

4. List the number of support staff in the school in the following categories? –

Staff	**Number**
Support staff	
Matron	
Housekeeper	
Watchman	
Cleaners	
Accounts Assistant	
Storekeeper	
Any other specify	

ADEQUACY OF FACILITIES AND RESOURCES

4. Indicate the availability and adequacy of the facilities listed:

Resource	**Available**	**Not Available**	**Inadequate**	**Adequate**	**Reasons**
Classrooms					
Dining Hall					
Girls Dormitories					
Boy's dormitories					
Beds					
Mattresses					
Girl's toilet					
Boy's Toilets					
Teacher's toilets					
Teacher's Houses					
Food & Store					
Matron's House					
Electricity					
Water					
Any other Specify					

5. Indicate the availability and adequacy of the following: resources/items

Equipment	**Availability**	**Adequate**	**Inadequate**	**Remarks**
Desks				
Books				
Beds				
Mattresses				
Fence				

6. What menu will/has been served today for

Breakfast…….

Lunch……..

Dinner…….

7. Comment on

(a) Adequacy

b) Appropriateness of the menu in 7 above

8. What is the source of the following utilities for the school?

(a) Water

(b) Lighting

9. State the appropriateness of the following facilities

(a) Book store

……
……

(b) Food store

……
……

10. What is displayed on the main school notice board?

……
……

11. Assess the general presentation of the school

……
……

12. State any other concern that may have presented itself during your observation that can affect teaching and learning

……
…….

Annex V: Rating Scale for Learners

Introduction

As part of partial fulfillment of my PhD study, I have selected to undertake a process evaluation of the (LCBPSS in Kajiado County. The main purpose of the study is to evaluate how well the programme is addressing the objectives for which it was established.

I trust that the findings of this study will guide the development of educational interventions to improve the performance of the LCBPS in Kajiado. I therefore kindly request you to participate in this study by providing responses to the statements in this rating scale. I promise that the information provided will be treated confidentially.

Thank you in advance.

PART I

Demographic information of the participants

Please fill in the spaces provided appropriately.

1. Name of the LCBP……
2. Sub-county where the LCBPS is located……...
3. Gender of the learner (a) Female ☐
   (b) Male ☐
4. Class of the learners Class 5 ☐ Class 6 ☐ Class 7 ☐

PART II

5. Adequacy of resources and facilities to support enrolment of learners
   Indicate the extent to which the following Facilities are adequate in your school. (Use the scale 1 to 3 where 3 is for very adequate', 2 is for 'somewhat adequate, 1 is for 'inadequate.

	Statement	Adequacy of facilities
	Classrooms	
	Dormitories	
	Desks	
	Text book in English	
	Food served in the School	
	Clean water	
	Lighting in classrooms during the evening prep	
	Services provided in health center	
	Beds in the dormitories	

6. Organization of the teaching and learning environment to attract, retain and improve performance of LCBPS.

   Indicate how you agree with the following statements by choosing Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) and give reasons where possible:

	Statement	SA	A	U	D	SD
	Our school has enough teachers					
	All lessons in our class are taught					
	Some teachers skip some lessons					
	There are some subjects which are not taught					
	The evening preps help us to revise the topics not clearly understood					
	Our evening preps are not supervised by teachers					
	Our class assignments are always marked					
	We do not revise our assignments with teachers in class					
	Our teachers do not help slow learners					
	Our class has a timetable for morning preps					
	Our school does not perform well in KCPE					
	I wish I could transfer to another school					
	Our teachers are very friendly					

7. Effectiveness in the implementation of the LCBPS in Kajiado County.

Indicate how you agree with the following statements by choosing Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) or Strongly Disagree (SD) and give reasons where possible:

	Statement	**SA**	**A**	**U**	**D**	**SD**
	In our school, we cover the syllabus for each class before the end of the year					
	Our teachers are available to learners when required					
	Our parents pay extra money for our up keep					
	The school requires learners to buy textbooks					
	We close early because food is not enough					
	Leaners share beds at night					
	My parents wish to transfer me from this school					

(8) Suggest what you would want done to improve your school

……..……

……..……

……

……

AnnexVI: Evaluation Methodology Matrix

Evaluation Question	**Type of Data Required**	**Source of Data (unit of measurement)**	**Instrument**	**Data Analysis**
To what extend are the objectives of LCBPS realistic and achievable?	Qualitative Quantitative	Factual Information	Questionnaire	Qualitative Quantitative
To what extent have LCBPS in Kajiado County being provided with adequate facilities and resources to support enrolment of children from pastoral communities?	Qualitative Quantitative	Factual Information	Questionnaire Interview Guides	Qualitative Quantitative
How has the teaching and learning environment in the LCBPS in Kajiado been organized to attract, retain and improve performance of children enrolled?	Qualitative Quantitative	Factual Information	Questionnaire Interview Guides	Qualitative Quantitative
How effectively has the LCBPS programme been implemented in Kajiado County?	Qualitative Quantitative	Factual Information	Questionnaire Interview Guides Observation	Qualitative Quantitative
What are the attitudes of learners towards the LCBPS in Kajiado County?	Quantitative	Likert Scales	Attitude Scales	Quantitative
To what extent are the financial resources provided by both the Government and stakeholders adequate to sustain children in the LCBPS in Kajiado County?	Qualitative Quantitative	Factual Information	Questionnaire Interview Guides Observation	Qualitative Quantitative
What are the challenges, if any faced in the implementation of the LCBPS in Kajiado County and what suggestions may assist improvement of the	Qualitative	Factual Information	Questionnaire Interview Guides Observation	Qualitative

implementation of the programme?				

Appendix VII: County Authorization Letter

MINISTRY OF EDUCATION
State Department for Early Learning and Basic Education

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 318581
Fax: 214287/246011
Email: ps@education.go.ke
When replying please quote
Ref. No.: MOE.HQS/3/13/920

JOGOO HOUSE "B"
HARAMBEE AVENUE
P.O. Box 30040-00100
NAITROBI
4th April 2018

The County Director of Education, Kajiado County

The Sub-County Directors of Education, Kajiado Central, North, Isinya, Mashuuru and Loitoktok

RE: DATA COLLECTION BY ONESMUS M. A. KIMINZA, PHD Ed. 1015666 FOR DISSERTATION RESEARCH

This is to request you to kindly support the above mentioned and his Research assistance to facilitate data collection from selected Low Cost Boarding Schools from you County.

Mr. Onesmus Kiminza is currently working as Senior Technical Adviser to the Tusome-Programme.

As part of fulfillment for the PhD programme, every student is required to conduct research and write a dissertation. Mr. Kiminza's area of specialization is Educational Research and Evaluation and his topic is "An Evaluation of the Low Cost Barding Primary Schools programme in Kajiado County of Kenya".

It is our sincere trust that the research findings will inform the future of the Low Cost Boarding Primary Schools Programme in Kenya.

This is therefore to request you to allow Mr. Kiminza access to data at School, County and Sub-County levels on the respondents during his period of data collection April – September 2018.

It is hoped that the research process will observe strict ethical practices and the data accessed will be treated confidentially and used for the research purpose.

Masese Robert N. W., OGW
Ag. DIRECTOR GENERAL

Copy to: Head teachers of selected schools
Field Officers of sampled Counties and Sub-Counties

Appendix VIII: Authorization by County Director of Education

MINISTRY OF EDUCATION

STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION

E-mail: kajiadocde@gmail.com
When replying please quote

Ref: KJD/C/R.3/VOL. 2/40
and date

County Director of Education
Kajiado County
P. O. Box 33
KAJIADO

Date: 23th July 2018

The Headteachers
Isinya, Ilbissil, Olkejuado, AIC Kajiado,Mashuuru, DEB Loitokitok and Rombo Girls

Curriculum Support Officers
Isinya, Mashuuru, Loitokitok, Rombo,Kajiado and Ilbissil Zones

RE: DATA COLLECTION BY ONESMUS M A KIMINZA
PHD, Ed. 1015666 FOR RESEARCH DISSERTATION

This is to request you to kindly allow the above named and his research assistants access to data from your schools and sub counties on low cost boarding primary schools. Mr Onesmus Kiminza is currently working as a senior technical advisor to the Kenya's early grade literacy programme (Tusome).

As part of the fulfilment for his Phd. Programme, every student is required to carry out research and write a dissertation. Mr. Kiminza's area of specialization is education research and evaluation and his topic is "an evaluation of the low cost boarding primary school programme in Kajiado County of Kenya".

It is my sincere trust that the research findings of this study will inform the future of the low cost boarding school programme in Kenya.

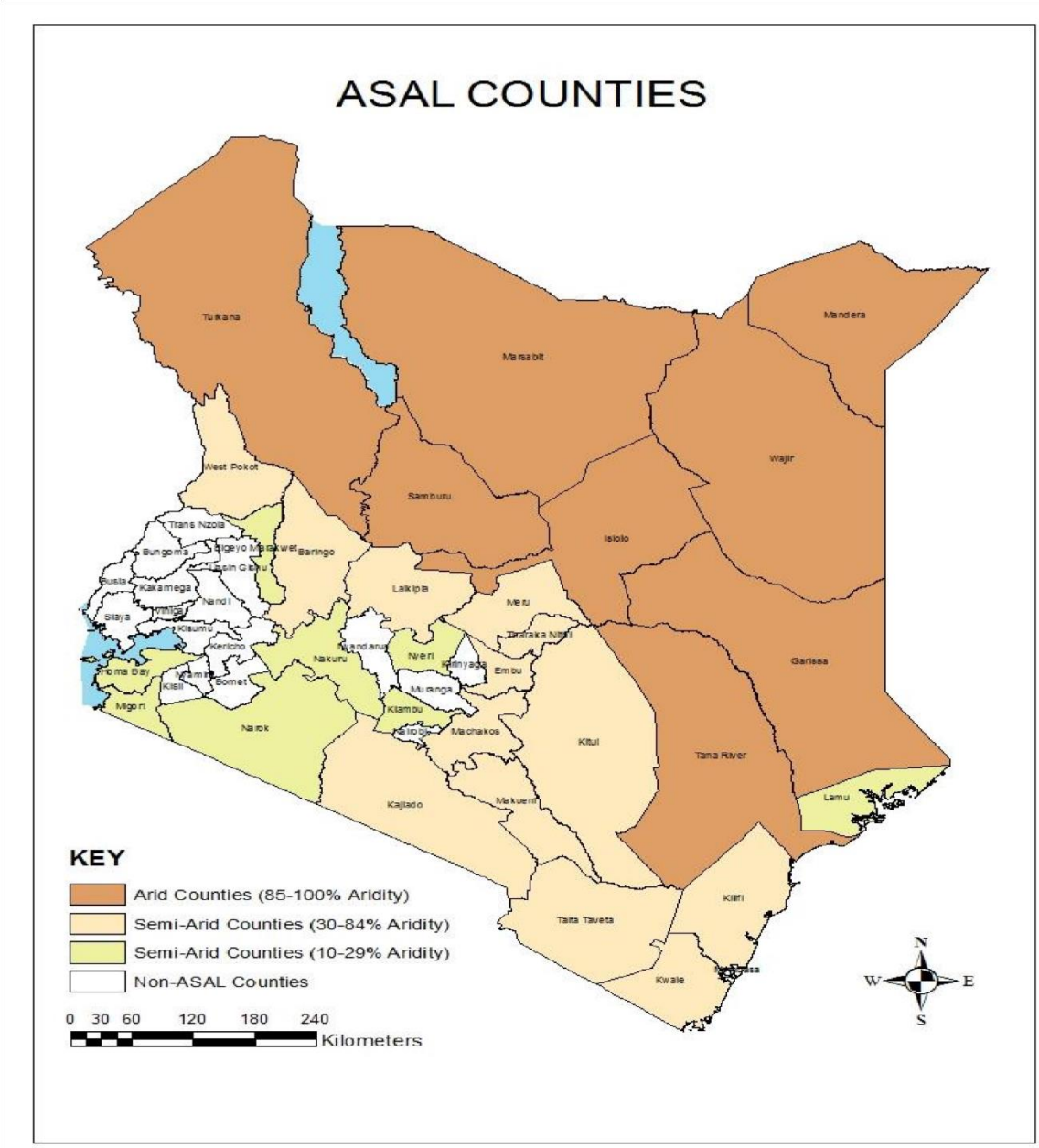
This is therefore to request you to support and facilitate Mr. Onesmus Kiminza and his research assistants to engage with the respondents in the school/sub county during the period of data collection (July 2018 to September 2018).

It is hoped that the research process will observe strict ethical practices and the data collection will be treated with confidentiality and used for the research purpose.

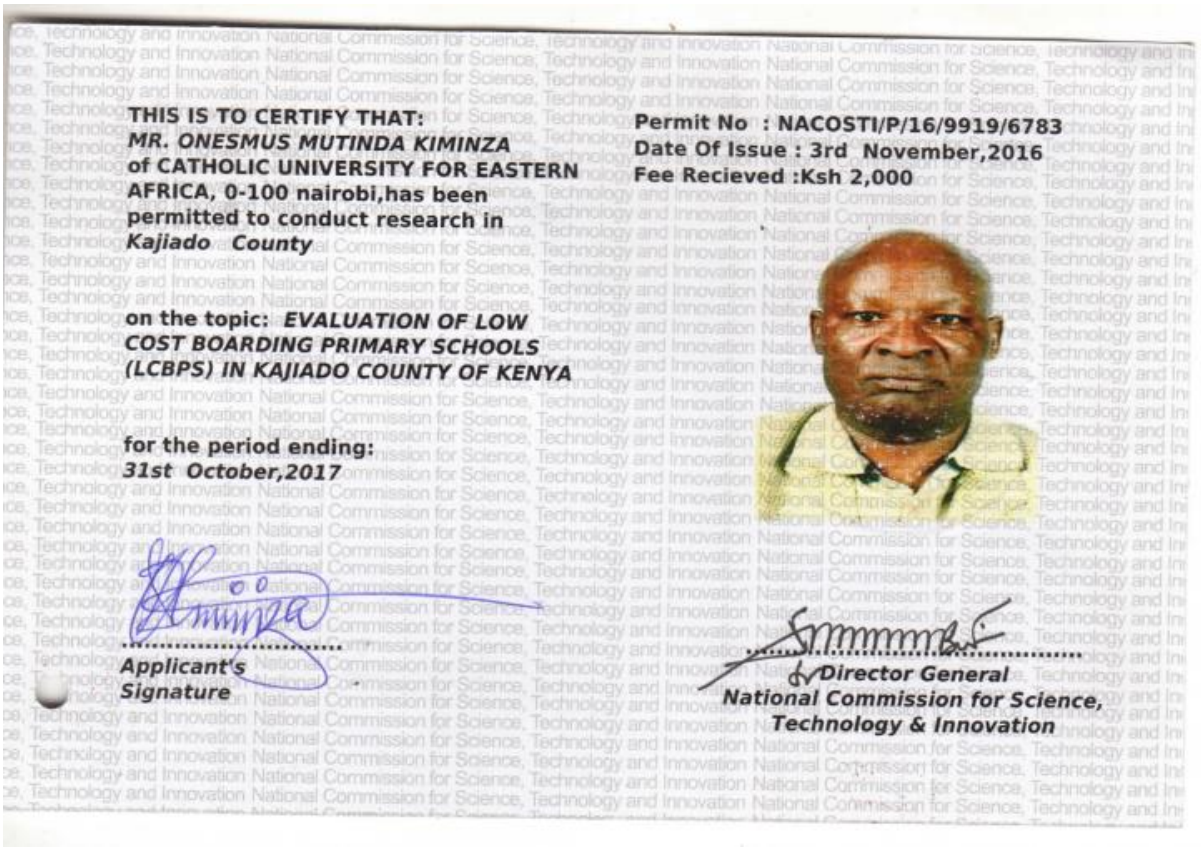
SHAMSA M ADAN
COUNTY DIRECTOR OF EDUCATION
KAJIADO COUNTY

cc
Sub County Directors of Education

Appendix IX: Map of the Study Area



Appendix X: Permit



THIS IS TO CERTIFY THAT:
MR. ONESMUS MUTINDA KIMINZA
of CATHOLIC UNIVERSITY FOR EASTERN AFRICA, 0-100 nairobi,has been permitted to conduct research in *Kajiado County*

on the topic: *EVALUATION OF LOW COST BOARDING PRIMARY SCHOOLS (LCBPS) IN KAJIADO COUNTY OF KENYA*

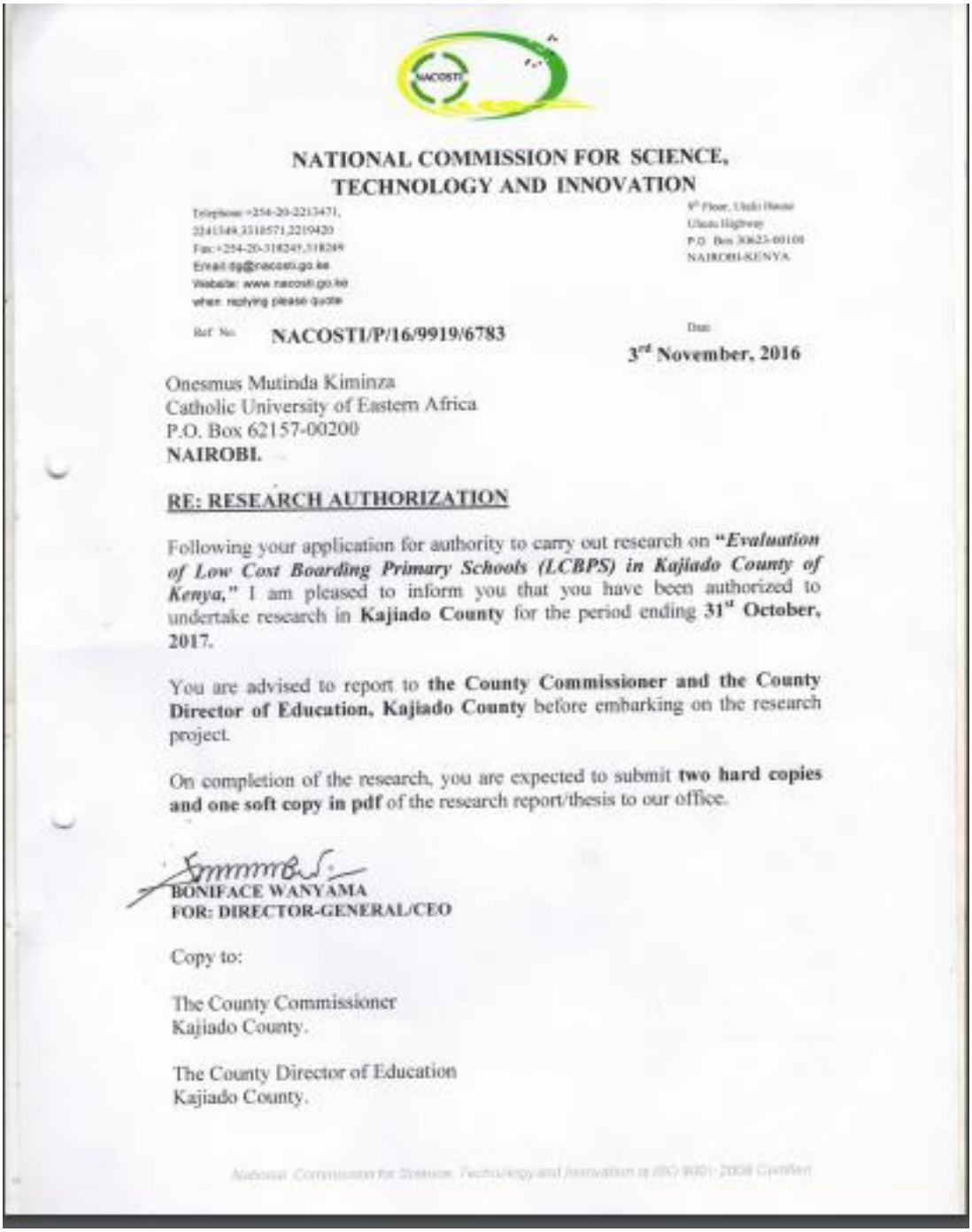
for the period ending:
31st October,2017

Permit No : NACOSTI/P/16/9919/6783
Date Of Issue : 3rd November,2016
Fee Recieved :Ksh 2,000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

Appendix XI: NACOSTI Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/16/9919/6783**

Date: **3rd November, 2016**

Onesmus Mutinda Kiminza
Catholic University of Eastern Africa
P.O. Box 62157-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Evaluation of Low Cost Boarding Primary Schools (LCBPS) in Kajiado County of Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **31st October, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kajiado County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

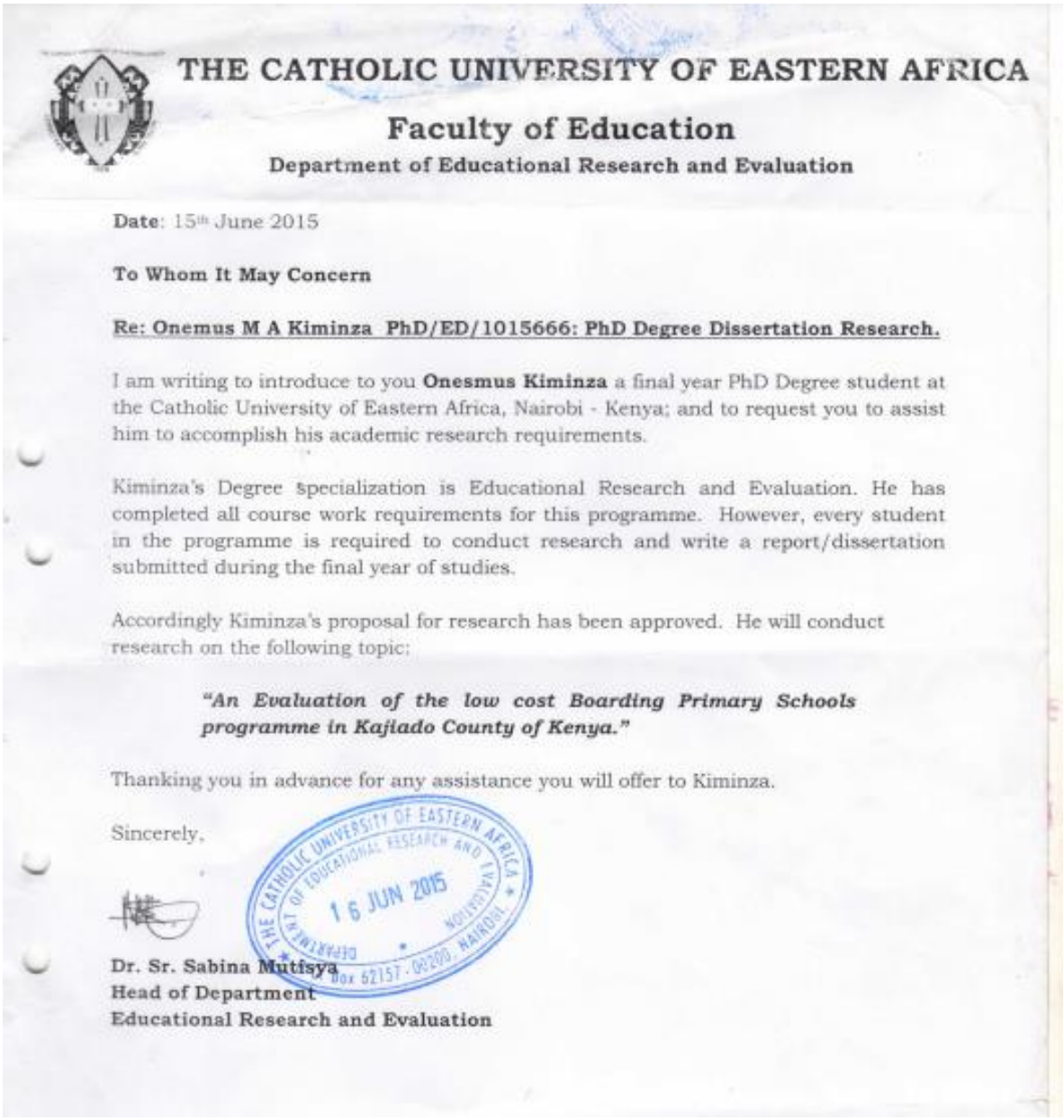
Copy to:

The County Commissioner
Kajiado County.

The County Director of Education
Kajiado County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

Appendix XII: Authorization by the University



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Educational Research and Evaluation

Date: 15th June 2015

To Whom It May Concern

Re: Onemus M A Kiminza PhD/ED/1015666: PhD Degree Dissertation Research.

I am writing to introduce to you **Onesmus Kiminza** a final year PhD Degree student at the Catholic University of Eastern Africa, Nairobi - Kenya; and to request you to assist him to accomplish his academic research requirements.

Kiminza's Degree specialization is Educational Research and Evaluation. He has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final year of studies.

Accordingly Kiminza's proposal for research has been approved. He will conduct research on the following topic:

"An Evaluation of the low cost Boarding Primary Schools programme in Kajiado County of Kenya."

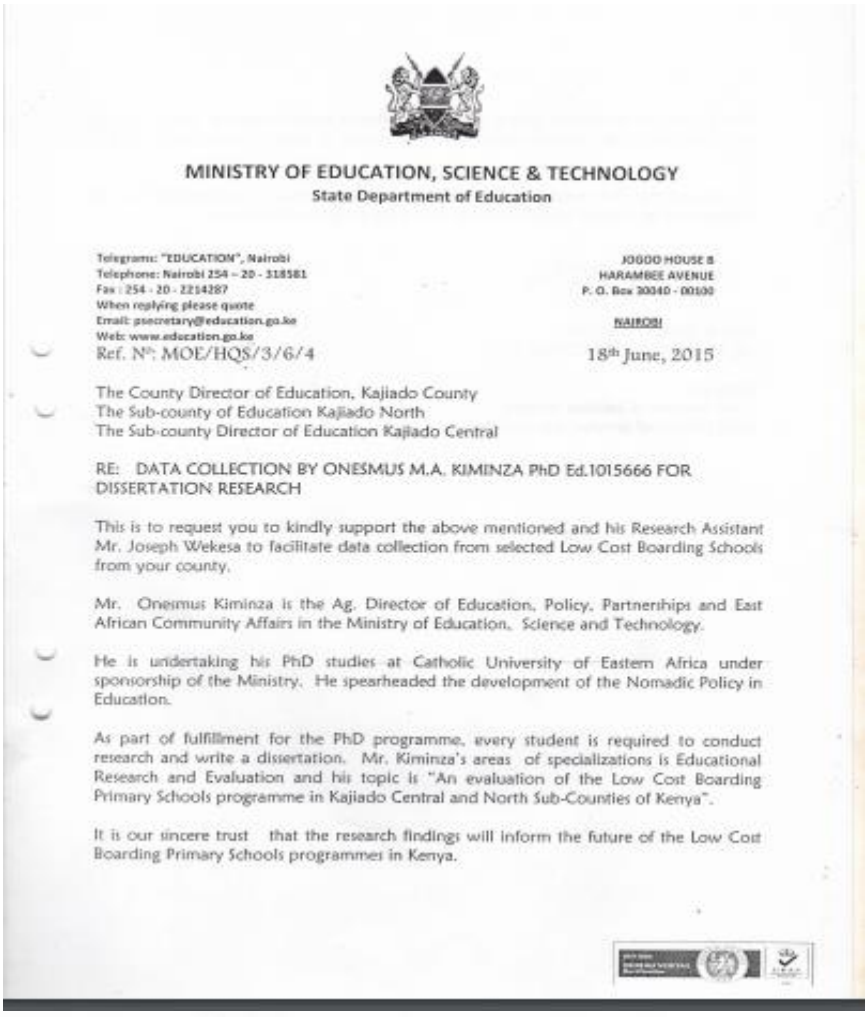
Thanking you in advance for any assistance you will offer to Kiminza.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA
DEPARTMENT OF EDUCATIONAL RESEARCH AND EVALUATION
16 JUN 2015
P.O. Box 62157 - 00200, NAIROBI

Dr. Sr. Sabina Mutisya
Head of Department
Educational Research and Evaluation

Appendix XIII: Clearance by County Director of Education, Kajiado



MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
State Department of Education

Telegrams: "EDUCATION", Nairobi
Telephone: Nairobi 254 – 20 - 318581
Fax : 254 - 20 - 2214287
When replying please quote
Email: psecretary@education.go.ke
Web: www.education.go.ke
Ref. N°: MOE/HQS/3/6/4

JOGOO HOUSE B
HARAMBEE AVENUE
P. O. Box 30040 - 00100
NAIROBI

18th June, 2015

The County Director of Education, Kajiado County
The Sub-county of Education Kajiado North
The Sub-county Director of Education Kajiado Central

RE: DATA COLLECTION BY ONESMUS M.A. KIMINZA PhD Ed.1015666 FOR DISSERTATION RESEARCH

This is to request you to kindly support the above mentioned and his Research Assistant Mr. Joseph Wekesa to facilitate data collection from selected Low Cost Boarding Schools from your county.

Mr. Onesmus Kiminza is the Ag. Director of Education, Policy, Partnerships and East African Community Affairs in the Ministry of Education, Science and Technology.

He is undertaking his PhD studies at Catholic University of Eastern Africa under sponsorship of the Ministry. He spearheaded the development of the Nomadic Policy in Education.

As part of fulfillment for the PhD programme, every student is required to conduct research and write a dissertation. Mr. Kiminza's areas of specializations is Educational Research and Evaluation and his topic is "An evaluation of the Low Cost Boarding Primary Schools programme in Kajiado Central and North Sub-Counties of Kenya".

It is our sincere trust that the research findings will inform the future of the Low Cost Boarding Primary Schools programmes in Kenya.

This is therefore to request you to allow Mr. Kiminza access to data at School, County and Sub-county levels on the subjects during his period of data collection June – August, 2015.

It is hoped that the research process will observe strict ethical practices and the data accessed will be treated confidentially and used for the research purpose.

Leah K. Rotich (Mrs), MBS
Ag. EDUCATION SECRETARY

Copy to:
Head teachers of selected schools
Field Officers of sampled Sub-counties and Counties