

Helpdesk Report: 57. Barriers to Enrolment in Kenya

Date: 21st June 2010

Query: Up to 1.5 million children do not go to school in Kenya. What proportions of these children are expected to be out of school because of the various barriers to enrolment (eg direct or opportunity costs of education, disability, distance to school, etc)?

Enquirer: DFID Kenya and Somalia

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1. Overview

Some proportional statistics on barriers to enrolment were found from differing sources. It is hard to assess the rigour of the different results.

UNICEF (2007) reports reasons for not being in school for 6-14 years olds in Kenya:

- 21% had no money for school costs
- 19% had to work or help at home
- 7% said that school was too far
- 2% reported poor quality of school as the main reason

DPMF (2009) reports that 30.3% of poor households surveyed said that inability to afford school fees was the reason for non-attendance at school in Kenya. Of non-poor households, 21.8% said inability to afford fees was the reason for non-attendance. It is not clear whether these results are from children enrolled or not enrolled in school.

Further references in section 2 give an insight into child labour and it's effect on school participation.

The ILO report, outlined in section 3, gives proportional data showing reasons for absenteeism, drop-out and non-enrolment for 3 districts in Kenya. Reasons for non-enrolment are:

- 68.7% lack of funds
- 7% few admission slots
- 6.1% father/guardian ignorance
- 5.2% under age

- 4.3% distance to school
- 2.6% mental handicap
- 2.6% decision of the father

Some information was found on a child-to-child survey run in Kenya which looks into reasons for out-of-school children (section 4), but results were not found online. Information was also found on surveys carried out in Kenya that may help to answer this query but, again, results were not found to be published on the web.

2. Proportions of children affected by different barriers to education

UNICEF Learning Programme on Evidence Based Analysis to Deliver Results for Children

Hüls V, UNICEF, 2007

<http://www.lawanddevelopment.org/docs/Economicgrowthforthe poor.pdf>

Free primary education serves as an example of the multi-dimensional character of designing policies that benefit the poor. The poor are not reached just because a service itself is free, but services must be delivered nearby, be of sufficient scope and quality, and indirect and opportunity cost required to enjoy the service must be covered. The 2005-6 Integrated Budget Household Survey displays current data on education, with detailed information on the reasons for non-attendance.

Table of data taken from figure 2: Reasons for not being in School, Kenya

No money for school costs	34%
Had to work or help at home	12.5%
School too far	4%
Poor quality of schools	1.5%

The remaining 48% is not referred to in the report.

It is clear that four years after school fees were waived, the direct and opportunity costs of education still keep the majority of those not attending primary school away. This reflects the economic choices poor households must inevitably make to survive, but only shows one facet of the situation.

Social Policy Development and Governance in Kenya, An Evaluation and Profile of Education in Kenya

Keriga L, DPMF, 2009

<http://www.dpmf.org/dpmf/downloads/Evaluation%20&%20Profile%20of%20Education.pdf>

Poverty in Kenya has implications on school enrolment with students from poor household more than those from non-poor households citing the inability to afford school fees as a reason for non-attendance of school (30.3% versus 21.8%). According to the Kenya Integrated Household Budget Survey (KIHBS) basic report 'there still exists a significant group of people who are not taking advantage of free primary education', some of the reasons cited for these include incidental cost to schooling like school uniforms and feeding which present a financial burden to most parents. Children also supplement parental labour, this is because children are compelled to work or help at home.

Understanding Children's Work, An Inter-agency Research Cooperation Programme

<http://ucw-project.org/Pages/Tables.aspx?id=1361>

This website reports statistics from the Kenya Integrated Household Budget Survey which suggests 1.6% of 5-14 year olds are involved in economic activity only compared with 8.7% which are neither in school nor economic activity. Details of the activity of this 8.7% is not given. 85.2% of children were in school and 4.4% were combining school and economic activity.

Impact of Children’s Work on School Attendance and Performance: a Review of School Survey Evidence from Five Countries

Guarcello L, Lyon S & Rosati FC, UCW, 2005

<http://www->

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/06/02/000333037_20080602034612/Rendered/PDF/440030WP0Box321k1schooling01PUBLIC1.pdf

This study helps to understand the nature of the impact of work on the school attendance and performance of children by examining the relationship between children’s involvement in work, on one hand, and levels of school attendance and performance, on the other, using data from school-based surveys conducted with ILO/IPEC support in Brazil, Kenya, Lebanon, Sri Lanka and Turkey.

13% of working children who missed school classes cited work as the reason in Kenya.

Table of data represented in figure 16: Main reasons cited for missing class, Kenya

Had to work to earn money	7%
Had to work	5%
Sickness	8%
Others’ sickness	14%
Other reasons	66%

School-based Schistosomiasis Control Programmes: a Comparative Study on the Prevalence and Intensity of Urinary Schistosomiasis among Nigerian School-age Children In and Out of School

Useh MF & Ejezie GC, *Transactions of the Royal Society of Tropical Medicine and Hygiene* 93(4), 1999

Abstract <http://www.sciencedirect.com/science/article/pii/S003592039990127X>

A cross-sectional study was conducted in February 1998 on the prevalence and intensity of urinary schistosomiasis among school-age children in and out of school at Adim village in Nigeria to test the objective of delivering a control programme through the school system. School enrolment figures and non-attendance rate were collated from questionnaires that were self-administered by heads of families. The rates of regular school attendance, irregular attendance and non-attendance were 69.1%, 5.1%, and 25.8%, respectively. The principal reasons proffered for the high rate of non-attendance listed in their order of importance were: economic, sickness, poor performance, refusal, farming and fishing. A dual method of control that would incorporate the integration of recognised local authorities is suggested in areas with moderate school attendance rate like Adim, as lack of treatment of infected out-of-school children ensures continuous contamination and re-infection.

Family study of Kenyan children with school refusal

Obondo A & Dhadphale M, *East African Medical Journal* 67(2), 1990

Abstract <http://www.ncbi.nlm.nih.gov/pubmed/2361442>

This document is on non-attendance of children enrolled in school rather than barriers to enrolment but may be of interest.

The problem of school non-attendance is an increasing one in our setting and yet its cause has not been established. Out of the ten cases sampled for the study, nine were of school phobia and one of conduct disorder (truancy). Generally, family characteristics significantly associated with school non-attendance in this study were neuroticism in parents, unstable family relationships occasioned by marital discord, parental expectations of high academic performance by the child and, to some extent, poverty. The common management approaches used were family therapy, counselling and anti-depressant pharmacotherapy.

Obstacles and Barriers

<http://www.equip123.net/webarticles/anmviewer.asp?a=578>

This web page discusses absenteeism rather than non-enrolment but may be useful for reference. Countries discussed are Nigeria, Kenya, Zambia, China, Tanzania and Fiji.

User fees negatively affect attendance rates in Kenya with 31% of an average student's absenteeism being attributable to school fee-related issues. On average, students in one rural community of Kenya missed 3.26 school days in a school term for non-payment of fees (Mukudi, 2004).

Improving Access to Secondary Education in Kenya: What Can Be Done?

Moses W et al., *Equal Opportunities International* 25(7), 2006

Abstract <http://www.emeraldinsight.com/journals.htm?articleid=1583818&show=html>

This study found the main determinants of access to secondary school education at household level to be household's income, education level of household head, household residence, sex of child, availability of schools, and age of student.

Further details are not available in the abstract.

3. ILO report on access to education in Kenya

Micro Factors Inhibiting Education Access, Retention and Completion by Children from Vulnerable Communities in Kenya

Ruto SJ, Mugo JK & Kipserum T, ILO/IPEC/MOE, 2010

The research was conducted in the constituencies of Kinango, Msambweni and Matuga in the Kwale district in Kenya.

The study employed a mixed method research design situated within both the qualitative and quantitative research paradigms. The study adopted a "District Case study" approach which sought varied data on the Out of School (OOS) children. Hence, rather than select and address different labels of children known to be OOS (e.g. herders, domestic workers etc) the study captured more holistic data as evident in the study districts, be they numbers of OOS or reasons for their exclusion. The central and focal point of targeting this information was the household where the school/non-schooling status of all children aged 5-17 was captured. Selected variables in the school, that contribute to pushing children out of school were further isolated for study. This approach allowed in-depth description. The study design therefore bridged the school and the household in an effort to further unravel the factors.

Methods of data collection used were:

- Key informant interviews
- Class Teacher and Girl Questionnaires

- Household Survey Questionnaires
- Data/Fact sheets designed to capture data from schools, classes and education offices concerning the various indicators including enrolment, attendance, retention, costs and other integral themes of the study.

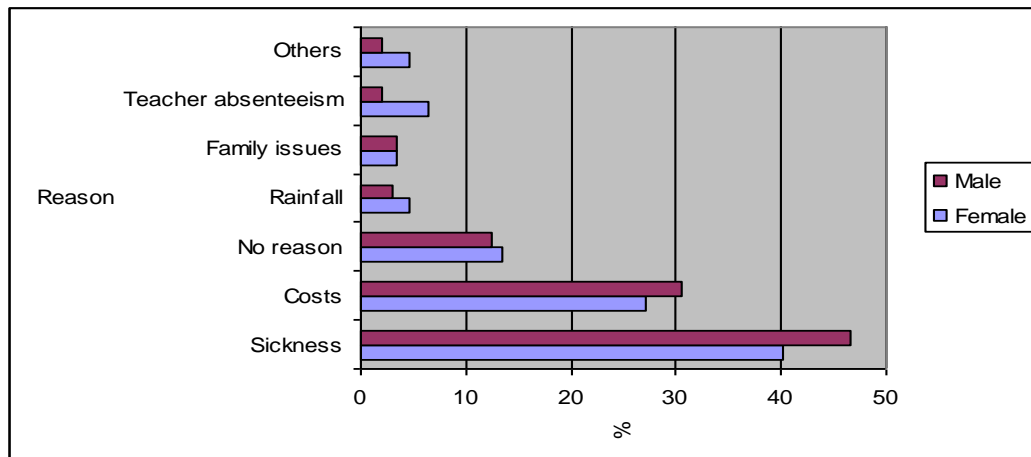
There were ethical considerations such as obtaining adult consent for interviewing children and language barriers in some villages. Challenges in data collection and lessons learnt are discussed in the report.

A total of 807 households participated in the study. Data were collected from 11 primary and 6 secondary schools. The study involved children in Class five in primary schools, and Form two in the secondary schools. 2422 children participated in this study (2164 children in the households, and 258 girls in Class 5 and Form 2).

The study reports on findings regarding absenteeism and dropouts which may be useful when considering barriers to enrolment.

While quantitative inquiry indicates that sickness and schooling costs claim up to 75% of reasons for absenteeism, in-depth data reveal that children miss school also due to lack of strictness and proper monitoring in schools (like cases where children don't go to school during first and second weeks of opening or after midterm), drought and lack of food, distances to school, beliefs around witchcraft and evil spirits, cultural practices especially funerals, drug abuse (in secondary schools) and grade repetition, where children who are overage lack motivation to attend school.

Figure 5.2: Reasons for missing school



Though some reasons would vary from district to district, and from one village to the next, the issues of sickness and costs were rather uniform. Notably, 13.4% of girls and 12.5% of boys said that they had missed school for no reason, implying that either they didn't want to disclose the reason, or that they would belong to the category of truants. Rainfall was an issue in Msambweni, but not in the other two districts. 8% of children in Kwale had missed school because of family issues, which included attending to siblings. Other reasons included school phobia (2 girls), attending funerals (3 children), taking care of family, going to the beach, farming and monthly periods, which had one case each. Some children claimed that they had missed school because their teacher was not there.

Both the household and school studies established various factors that lead to children dropping out. School costs, often referred to as indirect (non-fees) costs were identified as the leading factor. Other factors included truancy (child does not want to learn), negative

attitudes towards education and poor role modelling, pregnancy and early marriage, child labour and HIV and AIDS.

Table 5.18: Major reasons why children dropped out

Reasons for X dropping out	District						Total	%
	Kinango		Msambweni		Kwale			
	Male	Female	Male	Female	Male	Female		
Sickness	-	2	1	2	-	-	5	6.8
Lack of funds (PTA)	18	14	11	5	-	-	48	65.8
Peer influence	-	2	1	-	-	-	3	4.1
Does not want to learn	-	-	2	3	6	2	13	17.8
Lack of food	-	-	1	1	-	-	2	2.7
Pregnancy	-	-	-	2	-	-	2	2.7

Probably, the most un-investigated category of out of school children are those that have never enrolled in school. Children who have never attended school constitute a unique category, and their descriptions of schooling are indeed complex. The Education Officers regretted that the Ministry of Education was unable to capture this category, since the records of schools start when a child has enrolled. As such, this question was rated as most important in describing schooling in the districts.

Like absenteeism and dropout, the main reason given as to why 115 children had never enrolled in a school was lack of funds, cited by around 70% of the respondents. Other reasons included ignorance and beliefs held by parents, distance to school, disability as well as the conflicting religious values and Islamic bias against secular education. Table 5.21 summarises responses on why children had never enrolled in any school.

Table 5.21: Reasons for non-enrolment

Reasons for never enrolling	District						Total	%
	Kinango		Msambweni		Kwale			
	Male	Female	Male	Female	Male	Female		
Lack of funds	5	-	27	31	4	12	79	68.7
Under age	4	-	0	2	-	-	6	5.2
Mental handicap	-	2	0	1	-	-	3	2.6
Father/guardian ignorance	-	-	3	4	-	-	7	6.1
No reason	-	-	4	0	-	-	4	3.5
Distance to school	-	-	3	1	1	-	5	4.3
Few admission slots	-	-	5	3	-	-	8	7
Decision of the father	-	-	2	1	-	-	3	2.6
Total	9	2	44	43	5	12	115	

4. Surveys

Girls' Education Campaigns, Child-to-Child Survey

http://www.unicef.org/education/campaign_Child_to_ChildSurvey.html

As part of its acceleration strategy for girls' education, UNICEF launched its global Child-to-Child Survey on 16 June 2004. The Child-to-Child Survey aims at putting names and faces to the 121 million children out of school. It will help girls and boys to become more than statistics and come alive as someone's sibling, cousin, friend or community member. Children in school will identify the reasons other children might be out of school and suggest what can be done to help them get the education that is their right.

Children in Ethiopia, Kenya, Malawi, Chad, Zambia and Sudan are taking part.

Kenya, The child-to-child survey-“Let's Go to School” Campaign

UNICEF

<http://bit.ly/jR7BVY>

This document contains some information on the rolling out of the UNICEF Child-to-Child in Kenya.

Children who are in school are trained to search for children in their neighbourhoods who are not in school, find out what is stopping them from going to school and working with them, sometimes with the support of the parent/teacher associations to look for a local solution to get them going to school. To gain experience with this strategy and see if lasting results can be achieved in Kenya the activity was carried out in three very different areas, a poor coastal area, Kwale District (27 schools), the slums of Nairobi (160 schools) and a market town and surrounding areas in the arid north of Kenya, Garissa (22 schools); 460 teachers were trained as facilitators for the activity. Children were very much involved in developing and testing survey instruments and other procedures before implanting the full exercise. A Child-to-child survey training video was produced (with additional production costs from ESARO). This has proved effective as a tool for sensitising and training teachers on the child-to-child survey.

Kenya Integrated Household Budget Survey (KIHBS), 2004/5 Household Questionnaire

<http://www.knbs.or.ke/surveys/kihbs2004/doc/kihbs%20questionnaire.pdf>

This document shows the questions asked in this survey. Section C is on education. Question C11 asks for reasons why a child may have stopped or never attended school.

Kenya, 1997 - Welfare Monitoring Survey III (WMSIII)

<http://surveynetwork.org/home/index.php?q=activities/catalog/surveys/ihsn/404-1997-001>

This webpage contains background information on this survey. This is a potentially useful resource however results of the survey are unavailable online.

Barriers to Education National Household Survey, South Africa

<http://www.wits.ac.za/academic/clm/law/cals/education/11212/barrierstoeducation.html>

The University of Witwatersrand Centre for Applied Legal Studies is working with Social Surveys on a National Household Survey of 5400 households looking at the barriers children face in accessing education in South Africa.

The survey aims to identify and quantify at a national and provincial scale, the different factors existing at the household, school and social level which to stop children from accessing schooling.

The Barriers Survey comprises two research components:

- 1) A household survey of 5400 households across South Africa to measure the barriers of access to education.
- 2) A survey of adolescents in the above households on their experiences of accessing education. We expect to have an additional 1300 interviews from this portion of the project.

5. Related information

EFA FTI GRA thematic paper on out-of-school children First consultation

Comments by the UNESCO Education Sector, UIS and IIEP

<http://www.educationfasttrack.org/media/GRA/FTI%20out%20of%20school%20children%20-%20contribution%20by%20UNESCO%20%28UIS%20ED%20HQ%20IIEP%29.pdf>

UIS recommends using data on the characteristics of children and their households to build detailed profiles of out-of-school children, as described in the framework for the Global Initiative by UNICEF and UIS. Such profiles, mentioned on pages 6 and 7 of the thematic paper, can be used to identify children that are excluded from education in order to draft appropriate policy responses.

Background paper prepared for the Education for All Global Monitoring Report 2010 Reaching the marginalized Educational Marginalisation in Northern Kenya

Ruto SR, Ongwenyi ZN & Mugo JK, UNESCO EFA GMR, 2009

<http://unesdoc.unesco.org/images/0018/001866/186617e.pdf>

This may be useful background reading but does not contain proportions data on enrolment barriers.

The purpose of this paper is to explore the extents of educational marginalization in arid districts in Kenya. Specifically, the paper seeks to:

- analyse the social, cultural, political and economic factors driving educational marginalisation in Northern Kenya
- evaluate the extent to which the policy environment in Kenya has been pro-northern districts, especially in regard to access to schooling and appropriate learning opportunities
- conduct a statistical analysis of the education situation in Northern Kenya
- Assess interventions that have targeted the reduction of marginalisation in education and their effectiveness.

Education for all and child labour in Kenya: A conflict of capabilities?

Githitho-Muriithi A, *Social and Behavioural Sciences* 2(2), 2009

<http://www.sciencedirect.com/science/article/pii/S1877042810007792>

Child labour remains an enormous challenge to the achievement of Education For All in developing countries. This paper explores the subject of child labour in Kenya in the context of the national and global push towards Education For All. Based on a year's ethnography of a poor community in Kiambu district in Kenya, the paper explores the tension between child labour and schooling using the language of capabilities. The capability approach focuses on the freedoms that people have to live the life that they value. As there is a strong relationship between poverty and child labour, this paper argues that there is tension between the capability (freedom) to be educated and other basic capabilities such as being well fed and

housed. Therefore, substantively empowering poor communities would be a positive step towards easing these tensions and ultimately achieving Education For All.

PTA 16 Dropping Out from School: A Cross Country Review of the Literature

http://www.create-rpc.org/pdf_documents/PTA16.pdf

[Summary](#)

Hunt F, CREATE, 2008

PTA 55 Dropping Out of School in Southern Ghana: The Push-out and Pull-out Factors

http://www.create-rpc.org/pdf_documents/PTA55.pdf

Ananga E, CREATE, 2011

PTA 51 Poverty, Equity and Access to Education in Bangladesh

http://www.create-rpc.org/pdf_documents/PTA51.pdf

Hossain A & Zeitlyn B, CREATE, 2010

Naomi Hossain from IDS has also done some work on this which I believe comes to the same conclusions. See:

School Exclusion as Social Exclusion: the Practices and Effects of a Conditional Cash Transfer Programme for the Poor in Bangladesh

http://www.chronicpoverty.org/uploads/publication_files/WP148%20Hossain.pdf

Hossain N, CPRC, 2009

The Impact of Governance on Education Inequality: Evidence from Bangladesh

Al-Samarrai S, *Public Administration and Development* 28(1), 2009

Abstract <http://onlinelibrary.wiley.com/doi/10.1002/pad.529/abstract>

PTA 37 Free Primary Education and After in Kenya: Enrolment Impact, Quality Effects, and the Transition to Secondary School

Oketch M & Somerset A, 2010

http://www.create-rpc.org/pdf_documents/PTA37.pdf

PTA 21 Does Free Secondary Education Enable the Poor to Gain Access? A Study from Rural Kenya

Ohba A, 2009

http://www.create-rpc.org/pdf_documents/PTA21.pdf

PTA 10 Policies on Free Primary and Secondary Education in East Africa

Oketch M & Rolleston C, 2007

http://www.create-rpc.org/pdf_documents/PTA10.pdf

PTA 9 A Preliminary Note on Kenya Primary School Enrolment Trends over Four Decades

Somerset A, 2007

http://www.create-rpc.org/pdf_documents/PTA9.pdf

6. Resources on barriers to education

Breaking Barriers, Education Innovation and Reform in Africa

<http://www.changemakers.com/groups/breaking-barriers-education-innovation-and-reform>

This group brainstorms, collaborates, and shares innovative solutions dedicated to breaking down barriers to education in Africa. Breaking Barriers provides a forum for an exchange of best practices, successful teaching and learning strategies, and creative approaches to education reform that will open educational opportunities for African students.

Overcoming Barriers to Girls Education in South Asia, Deepening the Analysis

Chitraker R, UNICEF, 2009

http://www.unicef.org/rosa/whole_book_b.pdf

Several studies have looked at the aspects influencing progress in girls' education. This study goes a step further by a deeper analysis of the ways in which the countries of the South Asia region are working towards enabling girls to overcome barriers.

The study brings together the results of the available literature showing the status of girls' education in South Asia, emphasising that girls frequently suffer from multiple disparities – the barrier to education for girls is often compounded by other issues including caste, ethnicity, religion, poverty and remoteness. The study offers a critical analysis of the steps that countries are taking to overcome these barriers, as well as feasible policy options and tools for advocacy.

7. Additional information

Author

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