REPUBLIC OF KENYA

Ministry of Education

National Guidelines for School Re-Entry in Early Learning and Basic Education

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Foreword

The Government is committed to providing quality, relevant and inclusive education, training and research to all learners for sustainable development. Education and training equips learners with the requisite knowledge, skills and attitudes for building self-reliance, as well as values for constructive intrapersonal, interpersonal and intergroup relations at the national and international levels.

The National Education Curriculum seeks to address issues such as ethical values, equity, diversity, equality of opportunities and excellence for all children. It emphasizes the need to produce an engaged, empowered, and ethical citizen through nurturing every learner's potential. It is important to note that effective mentorship is a requisite service for the acquisition of some of the competencies, such as collaboration and communication, citizenship and self-efficacy. This is in line with the aspirations of the Constitution of Kenya 2010, Kenya Vision 2030, the Basic Education Act (2013) and Sustainable Development Goal number 4 (SDG 4) on inclusive education.

Despite the government's initiatives to promote quality and affordable education to all Kenyan children, access, retention, transition and completion remain a challenge and a concern. Although the number of learners enrolled in school has improved over the years, school dropout rates are significant, leading to low transition and completion rates and rising illiteracy levels.

The Education Sector is committed to ensuring that the school re-entry guidelines steer the development and implementation of interventions for learners who drop out of school. The comprehensive guidelines are necessary to provide these learners with an opportunity to continue with education. This is line with the Basic Education Act (2013), which requires all children of school-going age to be in school. The Constitution of Kenya 2010 provides that every child has a right to free and compulsory basic education, and that the state shall take measures, including affirmative action programmes, to ensure that children access relevant education and training.

These guidelines have been developed with a focus on learners who drop out of school for various reasons, including but not limited to early pregnancies, drug and substance abuse, HIV and AIDS, Gender Based Violence, inhibitive cultural practices, child labour, special needs and disabilities. The guidelines clearly state the roles and responsibilities of various actors in the education sector, including the school management, parents/guardians, the community and various government agencies and departments.

I call upon the entire education sector fraternity and other stakeholders to take full charge of the implementation of these guidelines in order to fulfil our goal and aspirations to enhance access to education, retention, transition and completion.

Prof. George A. O. Magoha, CBS
Cabinet Secretary
Ministry of Education

Preface

The Ministry of Education, in collaboration with UNESCO, UNFPA, Population Council and Sexual Reproductive Health and Rights Alliance (SRHR), has developed these National Guidelines for School Re-Entry in Basic Education through a participatory process.

The purpose of these guidelines is to provide a framework of enhancing re-entry for learners who drop out of school, including those with special needs and disabilities, in order to improve retention, transition and completion rates at all levels of basic education. They provide an opportunity for all learners to progress and access quality education in Basic Education institutions. The guidelines are also a prevention and response resource for addressing school dropout for various reasons.

These guidelines outline the ministry's commitment to the realization of re-entry into learning institutions of learners who drop out of school. It is organized into four chapters. Chapter one discusses the background, rationale, legal and policy context. Chapter two outlines the goal, objectives, target groups, scope and the guiding principles of the guideline. Chapter three provides guidelines for implementation of the school re-entry by thematic areas (early pregnancy, HIV and AIDS, gender based violence, inhibitive cultural practices, child labour and trafficking, drug and substance abuse, mental health, education in emergencies and special needs and disability). Chapter four outlines the implementation framework, including reporting mechanisms.

The school re-entry guidelines provide modalities and stipulates the mandate of all stakeholders involved in implementation at all institutions of Early Learning and Basic Education. The Ministry of Education shall spearhead a multi-agency collaboration to ensure that these guidelines are effectively implemented.

I urge all stakeholders in education to focus on the implementation of these guidelines in order to promote access to quality and inclusive education for all learners.

Dr Bello R. Kipsang, CBS
Principal Secretary
State Department of Early Learning and Basic Education

Acknowledgements

The development of the National Guidelines for School Re-entry in Basic Education has been an inclusive and intensive process involving a wide range of stakeholders, culminating into this final document.

Elyas Abdi, OGW
Director General
State Department of Early Learning and Basic Education

Abbreviations & Acronyms

ADHD	Attention Deficit Hyperactivity Disorder
AIDS	Acquired Immune Deficiency Syndrome
ASAL	Arid and Semi-Arid Land
AYP	Adolescents and Young People
BOM	Board of Management
CBO	Community Based Organization
CDF	Constituency Development Fund
CSO	Civil Society Organization
DLP	Digital Literacy Programme
DSA	Drug and Substance Abuse
EARC	Education Assessment and Resource Centers
ECDE	Early Childhood Development Education
EFA	Education for All
FBO	Faith Based Organization
FDSE	Free Day Secondary School
FGM/C	Female Genital Cutting/Female Genital Mutilation
FPE	Free Primary Education
GBV	Gender Based Violence
GER	Gross Enrolment Ratio
HIV	Human Immunodeficiency Virus
ILO	International Labour Organization
KAIS	Kenya AIDS Indicator Survey
KASF	Kenya Aids Strategic Framework
KDHS	Kenya Demographic and Health Survey
KNALS	Kenya National Adult Literacy Survey
KNEC	Kenya National Examination Council
MDA	Ministries, Departments and Agencies
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoH	Ministry of Health

NACADA	National Authority for the Campaign Against Alcohol and Drug Abuse
NACC	National AIDS Control Council
NACONEK	National Council for Nomadic Education in Kenya
NASCOP	National AIDS and STIs Control Program
NGO	Non-Governmental Organization
OVC	Orphaned and Vulnerable Children
PRIEDE	Primary Education Development project
SAGA	Semi-Autonomous Government Agency
SMASSE	Strengthening of Mathematics and Sciences in Secondary Education
SDG	Sustainable Development Goals
SRHR	Sexual Reproductive Health and Rights
SRGBV	School Related Gender Based Violence
TSC	Teachers Service Commission
TWG	Technical Working Group
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UPE	Universal Primary Education
VACS	Violence against Children Surveys

Definition of Terms

Adherence: The degree to which the behavior corresponds with the agreed recommendations/expectations.

Bullying: Repeated or habitual use of violence, coercion or threats to harm others. This could be manifested through physical violence, corporal punishment, psychological violence, verbal abuse or cyber bullying.

Child labour: The employment of children, both girls and boys, in any work that deprives them of their childhood, their potential, their dignity, and that is harmful to their physical and/or mental development.

Child marriage: A situation where marriage, cohabitation or any arrangement made for such marriage of cohabitation is with someone below the age of 18 years.

Confidentiality: The right of an individual to privacy of personal information.

Dropout: A learner of school-going age who is out of school due to various reasons and has not completed the full cycle of basic education level.

Drug abuse: Also referred to as substance abuse, drug abuse is the habitual consumption of certain substances or chemicals for the purpose of creating pleasurable effects on the brain. These include prescription medicines, alcohol, tobacco, kuber, khat, heroin and cocaine, among others.

Early pregnancy: In Kenya, early pregnancy refers to pregnancy that occurs in the life of a girl below the country's age of consent, which is 18 years.

Female Genital Mutilation (FGM): Comprises all procedures involving partial or total removal of the female genitalia, or any other injury to the female genital organs, or any harmful procedure to the female genitalia for non-medical reasons. It includes: clitoridectomy, excision and infibulations, but does not include a sexual reassignment procedure or a medical procedure that has a genuine therapeutic purpose.

Gender Based Violence (GBV): Violence as a result of gender norms and roles as well as from unequal power relations between men and women. It includes physical, sexual and psychological harm.

Gender equality: The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources.

Gender: Socially determined power relations, roles, responsibilities and privileges for both men and women.

Health: A state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity.

Humanitarian setting: An environment in which an event or series of events results in a critical threat to the health, safety, security or well-being of a community or other large groups of people.

Interventions: A set of age-appropriate actions for implementation among certain populations meant to induce positive change.

Learner: Any person receiving education or obliged to receive education according to the Basic Education Act (2013).

Person with disability: Any person with physical, sensory, mental, psychological or any other impairment, condition or illness that has, or is perceived by significant sectors of the society to have a substantial or long- term effect on their ability to carry out ordinary day-to-day activities.

Reasonable accommodation: Modifications or adjustments to the education environment to enable a learner with special needs to participate.

Re-entry: The process of returning to a learning institution for the purpose of continuing with education

School community: Refers to the various individuals, groups, businesses, and institutions that are invested in the welfare and vitality of a school and its community. It encompasses the teaching and non-teaching staff, students, parents and families, local community, school board members and any other entity involved in the operations of the school.

School related gender-based violence (SRGBV)**:** This involves acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated because of gender norms and stereotypes, and enforced by unequal power dynamics.

Vulnerability: The probability that an individual (or group of people) may be harmed as a result of being in a situation or engaging in a behavior that exposes them to exploitation.

CHAPTER 1: BACKGROUND AND RATIONALE

1.1 Introduction

Education offers an opportunity for people to realize their fundamental human rights. It is an important vehicle for addressing inequality and marginalization, hence promoting social and economic equality. The social pillar of Kenya's Vision 2030 positions education and training as essential vehicles for the country's attainment of middle-income status.

The Basic Education Curriculum seeks to promote ethical values, equity, diversity, equality of opportunities and excellence for all children. This is in line with the aspirations of the Constitution of Kenya 2010, Kenya Vision 2030, the Basic Education Act (2013) and Sustainable Development Goal number 4 (SDG 4) Sessional Paper No.1 of 2019 and the National Education Sector Strategic Plan (NESSP) 2018-2022. Further, the government operationalized Free Primary Education (FPE 2003) and Free Day Secondary Education (FDSE 2008) to enhance access to quality education and to improve school retention and completion rates. These interventions have had a significant impact on increasing school enrollment rates, improving gender parity, and enhancing educational opportunities for boys and girls in the country. Despite these achievements, issues pertaining to access, retention, transition, performance and completion of education for all eligible children remain a challenge. Although the number of learners enrolled in school has increased over the years, school dropout rates have significantly increased, especially in Arid and Semi-Arid Lands (ASALs), low-income areas and pockets of poverty.

Some of the factors that predispose learners to dropping out of school include early pregnancy, inhibitive cultural practices such as child marriages and Female Genital Mutilation (FGM), unmet special needs for the gifted and those with disabilities, HIV and AIDS, drugs and substance abuse, bullying and Gender Based Violence (GBV). Other factors include corporal punishment, forced repetition of classes, child labour, human and natural disasters, indiscipline, persistent poor performance, peer pressure, lack of parental involvement and recruitment into violent extremism.

School dropout wastes human and financial resources, hence impeding the country's socio-economic and political development. To address these issues, school re-entry guidelines for learners who drop out of school at different levels of basic education are necessary. The school re-entry guidelines are organized into four chapters. Chapter one discusses the background, rationale, legal and policy context. Chapter two outlines the goal, objectives, target groups, scope and the guiding principles of the guideline. Chapter

three provides guidelines for implementation of the school re-entry guidelines by thematic areas (early pregnancy, HIV and AIDS, gender based violence, inhibitive cultural practices, child labour and trafficking, drug and substance abuse, mental health and education in emergencies). Chapter four outlines the implementation framework, including reporting mechanisms.

1.2 Situation Analysis

According to the Kenya Economic Survey 2017 (KNBS, 2017), Kenya's enrolment rate in primary school was at 89.2%, and the retention rate in class 8 was 78.9% for boys compared to 77.0% for girls. On the other hand, transition rate from primary to secondary dropped from 81.9% in 2015 to 81.3% in 2016. The 2014 Kenya Demographic Health Survey (KDHS) showed that 1 in 5 (18%) adolescent girls aged 15-19 years were either pregnant or have given birth (KNBS *et al*, 2014). Early pregnancy and motherhood rates have remained unchanged since 2008, an indication that many girls continue to drop out of school. Early pregnancy also exposes young girls to health-related challenges, including mortality and morbidity due to birth-related complications and unsafe abortion. Besides, early marriage is a major reason for learners dropping out of school. According to KDHS, about 13.6% of adolescent girls and 0.7% of adolescent boys aged 15-19 years were married. The same report showed that 33% of adolescent mothers aged 15-19 years did not have any education. The net effect of this is that the prospects of girls securing decent economic opportunities are greatly compromised, and this in turn jeopardizes the country's potential for reaping the demographic dividend.

The 2015/16 Kenya Integrated Household and Budget Survey estimated that there are about 773,696 child labourers in Kenya. Out of these, 19,542 children were engaged in the worst forms of child labour (e.g. child trafficking, slavery, forced labour, sexual exploitation) (KNBS, 2018). Child labour negatively impacts their academic progression, health, achievement and physical development.

Inhibitive social and cultural practices such as FGM, child marriage and GBV also have a direct impact on learners' achievement of educational outcomes. According to KDHS (2014) estimates, 6.5% of girls and 2.7% of boys between the ages of 15 and 19 years had experienced sexual violence. Besides, 31.6% of girls and 42.2% of boys between the ages of 15 to 19 were reported to have experienced physical violence (KNBS *et al*, 2014). According to the same report, the prevalence of FGM among adolescents aged 15-19 was

notably high at 11%. Girls who have undergone FGM as a rite of passage are more likely to drop out of school and to experience child marriage and early child-bearing.

The 2010 Kenya Violence Against Children Study (VACS) indicated that violence against children is a major concern in Kenya. Prior to age 18, reports by 18- to 24-year-olds (lifetime experiences) indicated that during childhood, 32% of females and 18% of males experience sexual violence; 66% of females and 73% of males experience physical violence; and 26% of females while 32% of males experience other forms of violence (UNICEF *et al.*, 2012). According to this survey "three out of every ten females (30%) aged 18-24 who reported experiencing unwanted completed intercourse before the age of 18 (i.e. sex that was physically forced or pressured) became pregnant as a result." The Rapid Assessment on Gender Based Violence in Schools Report (2016) indicates that 70.8% of teachers interviewed stated there had been incidences of GBV in their respective schools in the previous three years. Specifically, the report noted that the forms of GBV occurring in schools included bullying, rape, attempted rape, verbal abuse, corporal punishment, defilement, sexual harassment, sodomy, lesbianism, pornography and cyber bullying. The report further indicated that some of the perpetrators included teaching staff, learners, non-teaching staff, community members, parents and relatives.

HIV and AIDS remain the leading cause of death and morbidity among adolescents and young people in Kenya (NASCOP, 2015). Approximately, 42% of all new HIV infections in Kenya occurred among adolescents and young people aged 15-24 in 2015 (NACC, 2017). The Kenya AIDS Strategic Framework (KASF) 2014/15 – 2018/19 identifies adolescents and young people (AYP) as a priority population for the HIV response (NACC, 2014). HIV and AIDS has far-reaching implications on learners who may be infected or affected. Infected learners may be kept out of school by HIV- related ailments, stigma and discrimination in the school and in the community. Affected learners may be forced to stay at home to take care of ailing family members.

Approximately 1.7 million people in Kenya live with disability. The Kenya National Survey for Persons with Disabilities (2008) contends that only 39% of this population has attended a mainstream primary school, and that a mere 9% had attended high school (NCPD, 2008). Such exclusion from education further perpetuates the cycle of poverty and disability.

According to the 2009 Kenya Population and Housing Census (2009 KPHC), approximately 3.5% of Kenyans have some form of disability (KNBS, 2009) As a result of their conditions and situations, learners with special needs and disabilities face challenges which hinder their participation in education. This deters them from actualizing their full potential in life.

The 2006 Kenya National Adult Literacy Survey (KNALS) indicated that the adult illiteracy level was 38.5%, and that among those, 3.6% had special needs and disabilities. It also revealed that only 29.6% of the Kenyan adult population had attained desired mastery literacy competency. The illiteracy level among the youth (15 – 24 years) was 29.2% (KNBS, 2006). There is evidence indicating that the literacy level of parents contributes to the achievement, retention and completion by learners.

Kenya is prone to natural disasters, particularly drought, floods and other emergencies that disrupt learners' education. During these emergencies, learners lose learning time, are traumatized and are deprived of a safe environment. Learners in emergency situations face a higher risk of dropping out of school.

These guidelines shall facilitate re-entry into learning institutions for learners who dropped out of school for various reasons, including learners with special needs and disabilities.

1.3 Legal and Policy Context
International and Regional instruments
Kenya has ratified international and regional instruments that protect the right to education, and which form part of the country's laws. These instruments include: 2030 Agenda for Sustainable Development; Africa Union Agenda 2063; AU Road Map on Harnessing the Demographic Dividend through Investments in Youth (2017); Convention on the Rights of the Child (1990); Convention on the Rights of Persons with Disabilities (2008); the Worst Forms of Child Labour Convention (1999); African Charter on the Rights and Welfare of the Child (2001); Convention on the Elimination of All Forms of Discrimination against Women (1979); and Protocol to the African Charter on the Rights of Women in Africa (2003), among others.

National Laws, Policies and Programmes
At the national level, the Constitution of Kenya 2010, in Article 53 (1) (b) states that every child has a right to free and compulsory basic education. In Article 55 (a) it requires the State to take measures, including affirmative action programs, to ensure that the youth access relevant education and training. Minorities and marginalized groups under Article

56 (b) have a right to be provided with special opportunities in the field of education. To give effect to the Constitution, the Basic Education Act (2013) regulates the provision of basic education and adult basic education in the country. The Children's Act (2001) also acknowledges and protects every child's right to education. Other pertinent legislation includes the Persons with Disabilities Act (2003), the Kenya Institute of Curriculum Development Act (2013), the Teachers Service Commission Act (2012), the Sexual Offences Act (2006, revised 2014), the Penal Code, and the Employment Act (2007).

Further, Kenya has in place various policy frameworks that seek to enhance education retention, transition and completion. These policy frameworks include: Education and Training Sector Policy for Learners and Trainees with Disabilities (2018); The National Adolescent Sexual and Reproductive Health Policy (2015); National Guidelines for Provision of Adolescent and Youth Friendly Services In Kenya (2016); Policy Framework for Nomadic Education (2009); Education Sector Policy on HIV and AIDS (2013); The Kenya AIDS Strategic Framework (KASF) 2014/15 – 2018/19; Kenya's Fast-Track Plan to End HIV and Aids among Adolescents and Young People (2015); Education and Training Sector Gender Policy (2015); Education Sector Policy on Peace Education (2014); Registration Guidelines for Alternative Provision of Basic Education and Training (2015); National School Health Policy (2009); Adult and Continuing Education Policy (2010); and School Re-Entry Policy for Girls (1994).

The Government of Kenya has also established various programmes to promote access, retention and quality of education, such as: Free Primary Education (FPE), Free Day Secondary Education (FDSE), low-cost boarding schools and mobile schools in ASALs; Digital Literacy Programme (DLP), which is under implementation; School Health and Nutrition Programme; Sanitary towels programmes; infrastructural development interventions (C.D.F schools and Centers of Excellence); Tusome Project (2015-2018); and Kenya Primary Education Development (PRIEDE) Project (2016-2019). They are provided for in the Kenya Education Sector Support Programme (2005-2010) and in the National Education Sector Strategic Plan (NESSP) 2018-2022.

1.4 Justification

Education is a fundamental human right. The Government of Kenya has put in place national commitments and legislation to ensure 100% transition of learners. These efforts have improved the number of children enrolled in school over the years. However, a significant proportion of children who start schooling are not able to complete the basic

education cycle. As a result, many learners leave school without acquiring the most basic skills for a variety of reasons, including early pregnancies, forced marriages, gender based violence, and child labour, among others. Failure to complete a basic education cycle not only limits future opportunities for learners but also represents a significant drain on the limited resources that the government has put in place for provision of basic education.

Kenya has established an enabling policy environment that supports provision of education to all eligible learners. The focus of the national education curriculum provides pathways that will accommodate learners with different abilities, facilitate completion of the education cycle, and enable them to acquire the relevant competencies. In the past, some learners who dropped out of school managed to re-enter and continue with schooling. However, a formal and structured mechanism to guide the re-entry process has been lacking.

The Re-entry guidelines, therefore, are aimed at enhancing access, retention, transition, relevance, equity, quality, safety and security in education as per the Basic Education Act (2013). The guidelines provide an opportunity for all learners to progress and access quality education in basic education institutions. These re-entry guidelines are a prevention and response resource for addressing school dropout for various reasons.

CHAPTER 2: GOAL, OBJECTIVES AND TARGET GROUPS

2.1 Purpose of the Guidelines

The purpose of these guidelines is to provide a framework for enhancing re-entry of learners who drop out of school, including those with special needs and disabilities, in order to improve retention, transition and completion rates at all levels of basic education.

2.2 Goal

To promote learner retention, transition and completion by formalizing the re-entry process.

2.3 Objectives

1. To provide re-entry process guidelines for all learners who drop out of school at basic education level.
2. To reinforce the existing legislation, policies and guidelines on access to quality basic education.
3. To outline the roles and responsibilities of key stakeholders in the school re-entry process.
4. To improve performance monitoring of the school re-entry system.

2.4 Target Group

Direct Beneficiaries

a. Learners in basic education

Key Stakeholders

a. Ministry of Education
b. Line Ministries and relevant agencies responsible for education, children, health, labour, youth, gender, justice, law enforcement and county governments
c. County education boards, school administration, Boards of Management (BOM), teaching and non-teaching staff
d. Schools and learning institutions
e. School heads associations and teachers trade unions
f. Parents/guardians, the community
g. Parents' associations, teachers' associations, Faith Based Organizations (FBOs), Civil Society Organizations (CSOs), Community Based Organizations (CBOs) and development partners
h. Media

2.5 Guiding Principles

The following principles express the concepts and values which guide the implementation process of these school re-entry guidelines for the basic level of education.

2.5.1 Inclusion and Non-discrimination

Inclusion involves addressing and responding to the diverse needs of all leaners in order to eliminate exclusion or marginalization based on age, gender, special needs and disabilities, culture and geographical region. Some learners find themselves excluded from basic education institutions due to early pregnancy, substance abuse, child labour, child trafficking, disasters, inhibitive cultural practices, HIV and AIDS, violence, and unconducive learning environments.

Discrimination includes any distinction, exclusion, limitation or preference which, being based on race, color, sex, special needs and disabilities, language, religion, political affiliations, national or social origin, economic condition or birth, has the purpose or effect of nullifying or impairing equality of treatment in education.

Non-discrimination ensures that mechanisms, structures and adaptations are in place to ensure that no learner is discriminated or left behind.

2.5.2. Gender Equality

Gender equality refers to women and men, girls and boys having equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to and/or benefiting from economic, social, cultural and political development. All learners are entitled to an equal opportunity to access and complete their education irrespective of their gender.

2.5.3. Equity

Educational equity is a measure of achievement, fairness, and opportunity in education. It provides for the best opportunities for all learners to achieve their full potential. Equity in education involves special treatment/action to reverse the historical and social disadvantages that prevent learners from accessing and benefiting from education.

2.5.4 Child Protection

Child protection entails safeguarding children from all forms of abuse at school, at home or in the society. Abuse entails neglect, exploitation, violence and bullying, among others. Child protection helps children learn, develop and receive quality education from childhood through adulthood.

2.5.5 Observing the Best Interest of the Child

The principle of observing the best interest of the child underscores the need to ensure that all actions undertaken are in the best interest of the child. It provides basic rights such as the right to be wanted, right to be healthy, right to live in a healthy and friendly environment and the right to receive care and parental love.

CHAPTER 3: THEMATIC AREAS OF IMPLEMENTATION GUIDELINES

3.1 Introduction

This section identifies the thematic areas of the guidelines and expounds on key actions and responsibilities guiding implementation of school re-entry and completion for all learners in basic education. The thematic areas include early pregnancy; HIV and AIDS; GBV; inhibitive cultural practices; child labour; child trafficking; special needs and disabilities; drugs and substance abuse; mental health; and education in emergencies.

The following considerations cut across all thematic areas and shall be observed in the implementation of these guidelines:

- Sensitization of the learners, parents/guardians and the school community on children's rights and protection
- Confidentiality in matters affecting learners
- Re-entry at the same grade after assessment
- Unconditional re-admission unless stated otherwise
- Recovery of missed lessons to facilitate progression if possible
- Re-entry period shall be at the beginning of every school calendar year
- Re-entry to the same school or transfer to another school of the learner's choice
- Collection and maintenance of re-entry data

3.2 Early Pregnancy

In Kenya, early pregnancy refers to pregnancy that occurs in the life of a girl below the country's age of consent (which is 18 years). Circumstances that could lead to early pregnancy include but are not limited to: lack of self-awareness or sexuality education, peer pressure, poverty, drugs and substance abuse, defilement and early marriages. Early pregnancy has been shown to be the main reason for school drop-out of adolescent girls. For example, approximately 70% of out-of-school girls aged 13 -- 19 in Homa Bay County reported having dropped out of school due to pregnancy (Undie et al, 2016).

Steps to be taken if a learner is confirmed pregnant at school

The following steps shall be followed to attend to a learner who becomes pregnant while in school:

1. The school shall inform the parent/guardian as soon as possible if they are not already aware.
2. The pregnant learner shall be put in a guidance and counselling programme by the guidance and counselling teacher, or through referral to appropriate services. The

school and the parents/guardians, in collaboration with a nearby health facility, should ensure she has access to age-appropriate reproductive health services such as antenatal care.

3. Schools shall document communication with the concerned learner and parents/guardians explaining the school re-entry policy.

4. The school, the learner and parents/guardians shall sign a committal letter for the pregnant learner to re-enter school six (6) months after delivery, which provides time to nurse the baby. The learner shall re-enter school at the beginning of the next calendar year.

5. A learner who is pregnant shall be allowed to remain in school as long as possible in line with existing education policies in Kenya.

6. A learner who is pregnant shall be allowed to sit for national examinations if her health condition permits. The school head and staff in collaboration with parents/guardians shall take all reasonable steps to accommodate the learner's learning, health and maternal needs during the examination period.

Re-entry of learners who dropped out of school due to pregnancy

7. Learners who become pregnant shall be re-admitted to the same class/form/grade they were in before they left the school to deliver the baby unconditionally. However, if the learner wishes to join another school, she will be supported by the school head through the Sub-County Director of Education to gain admission into another school. In case of a problem, county education officers will be required to assist in the placement.

8. In case a learner becomes pregnant more than once, she shall be allowed re-entry into a learning institution as long as she is within the mandatory schooling age. The institution will provide the concerned learner and parents/guardians with necessary guidance.

9. Learners who have attained the age of 18 years shall be advised to enroll in Adult and Continuing Education or vocational training centres to complete their schooling.

Steps to be taken in regard to the person responsible for the pregnancy

10. A pregnant learner shall be encouraged to disclose the identity of the person responsible for the pregnancy.

    If the person responsible for the pregnancy is a schoolboy or is under the age of 18 years, he shall be given guidance and counselling about his responsibilities by the guidance and counseling teacher, or through referral to appropriate services.

11. If the person responsible for the pregnancy is an adult (above 18 years), the school head shall report the case to the Ministry of Education office, police and the Children's Department. The school head shall also advise the learner and parent/guardian to report the case to these and other relevant agencies.

12. If the responsible person is a teacher, disciplinary measures shall be taken in accordance with the TSC Code of Conduct and Ethics (COCE) and Code of Regulations for Techers (CORT). In addition, the school management will advise the learner and the parent/guardian to take legal action.

13. If the responsible person is a caregiver, the school management shall report to the Ministry of Education office and Department of Children Services and other relevant agencies for further action.

3.3 HIV and AIDS

Learners are vulnerable to various health problems, including HIV and AIDS. Learners living with or affected by HIV and AIDS have the same right as other children to receive education. 'Learners living with or affected by HIV' refers to all learners who are HIV positive, irrespective of mode of infection, and those with close family members who are infected with HIV. No learner will be denied access to education on the basis of his or her actual or perceived HIV status.

The Ministry of Education in collaboration with key stakeholders shall ensure that:

1. Learners living with or affected by HIV shall not be discriminated against and shall continue with schooling without hindrance until they complete their education.

2. Learners living with or affected by HIV shall not be forced to disclose their status.

3. Records and information regarding the HIV status of a learner shall be kept confidential and may be shared only with the written consent of the learner's parent or guardian for the purposes of obtaining health care or educational support.

4. Learners living with or affected by HIV shall be supported by the school to access treatment and care services, including referral.

5. Learners living with HIV shall be allowed to carry and keep their medication with them, or have it kept by the school nurse or any other authorized personnel.

6. Learners living with or affected by HIV shall be provided with confidential guidance and counseling.

7. All learners will be encouraged to undergo voluntary HIV counselling and testing.

8. Schools shall ensure a conducive learning environment free of stigma and discrimination by sensitizing the school community on HIV and AIDS prevention information, treatment and care services.

9. Learners living with or affected by HIV who have dropped out of school due to illness or for psychological reasons shall be readmitted to school at the beginning of the next calendar year, in the same class/form/grade they were in before they left.

3.4 Gender Based Violence

Gender Based Violence (GBV) refers to any physical, sexual or emotional harm suffered based on gender. Any form of violence negatively affects learning and is an infringement on the learner's fundamental right to education and to a safe learning environment.

To address GBV, the Ministry of Education in collaboration with key stakeholders shall ensure that:

1. All learners shall be sensitized on forms of GBV, prevention and reporting mechanisms.
2. A conducive environment shall be provided for prevention and response to GBV, for confidential reporting, psychosocial support and referrals at the school level
3. Where necessary, a learner exposed to GBV shall be taken to a rescue center for further care and support.
4. In case of defilement or rape, immediate referrals for psychosocial support, clinical management and legal support shall be provided.

School-related GBV

School-Related Gender-Based Violence (SRGBV) includes physical violence, bullying, sexual violence, corporal punishment, psychological violence, verbal abuse and cyber-bullying among others.

To address SRGBV, the Ministry of Education in collaboration with key stakeholders shall ensure that:

1. Schools provide and promote a conducive environment to enhance reporting and disclosure of incidences of all forms of SRGBV.
2. A learner exposed to any form of school-related violence shall be provided with psychosocial support and facilitated to access appropriate health-related and legal services.
3. Any member of the school community who perpetrates violence on learners shall be dealt with in accordance with established guidelines, policies and legal provisions.
4. A learner affected by SRGBV shall be supported to transfer to a different school if need be.

Emerging Forms of Violence in Schools

Some of the emerging forms of violence are as a result of individuals embracing various radical ideologies, including use of violence as a means of achieving their objectives. In Kenya, this is manifested through emergence of criminal gangs, extreme ethnic violence, religious-based radicalization, cyber-bullying and violent extremism. These forms of violence have affected teaching, learning and discipline in schools.

To address emerging forms of violence in schools, the Ministry of Education, in collaboration with the security agencies and key stakeholders, shall ensure that:

1. All learners shall be sensitized on emerging forms of violence and their effects.
2. A learner affected by emerging forms of violence shall be provided with a safe environment and appropriate referral services, including psychosocial support.
3. A learner who is involved in emerging forms of violence shall be subjected to appropriate corrective measures.
4. A learner who drops out of school due to emerging forms of violence shall be allowed to re-enter after rehabilitation and vetting.

3.5 Inhibitive Cultural Practices

'Inhibitive cultural practices' refers to practices that violate the fundamental rights of children and affect the child's life, health, social welfare, dignity, or physical and psychological development. Inhibitive cultural practices include female genital mutilation or cutting (FGM/C) and child marriage, among others. These practices have negative effects on school attendance and achievements.

To address inhibitive cultural practices, the Ministry of Education, in collaboration with the Department of Children Services, other line ministries/agencies and other stakeholders, shall ensure that:

1. All learners, parents/guardians and the school community shall be sensitized using relevant and age-appropriate information regarding FGM and child marriage.
2. A learner exposed to FGM or child marriage shall be rescued and necessary measures taken, including legal action, to ensure the learner's safety and continuation of learning.
3. A learner exposed to FGM or child marriage shall be supported to access appropriate health, psychosocial and legal, referral services and continuation of learning.
4. A learner exposed to FGM or child marriage shall be provided with a child-appropriate and conducive environment for confidential reporting and disclosure.

3.6 Child Labour

According to the Children Act (2001), child labour refers to any situation where a child provides labour in exchange for payment. This includes any situation where a child provides labour as an assistant to another person who receives the payment for such labour. It includes any situation where a child's labour is used for gain by any individual or institution, whether or not the child benefits directly or indirectly. It also includes any situation where there is a contract for services where the services are being provided by a child, whether the person using the services contracts directly with the child or through an agent.

Some of the activities that involve child labour include transport (boda boda, touting), sand and salt harvesting, mining, agriculture (miraa, coffee, tea, sugar cane, flowers), livestock farming, fishing, hawking, domestic work, street begging, beach boys/girls, and commercial sexual exploitation of children, among others.

The Ministry of Education, in partnership with the Department of Children Services, line ministries/ agencies and key stakeholders, shall ensure that:

1. The school, in collaboration with relevant stakeholders, sensitizes the learners, parents/guardians and the school community concerning the dangers and consequences of child labour.
2. Schools provide a conducive environment and link/refer learners to safe spaces to facilitate re-entry.
3. A learner exposed to child labour is supported with psychosocial support and referral services.
4. A learner exposed to child labour is linked to rehabilitation services to facilitate smooth social reintegration with other learners.
5. Vulnerable learners such as OVCs and children from poor families are supported through available financing mechanisms or by directly providing some materials or supplies (e.g. meals, uniforms, educational supplies or vouchers).

3.7 Child Trafficking

Child trafficking is defined as the act of taking children out of their protective environment and preying on their vulnerability through illegal recruitment, transportation, transfer, harbouring, and/or receipt of the children for the purposes of exploitation. Trafficking of children is both internally and externally interlinked with demand for cheap labour, commercial sexual exploitation, drug couriering, child soldiering, violent extremism and

ritual purposes. It violates the rights and wellbeing of the children and denies them the opportunity to reach their full potential.

The Ministry of Education, in partnership with the Department of Children Services, line ministries/agencies and stakeholders, shall ensure that if a learner has been exposed to child trafficking:

1. Learners, parents/guardians and the school community are sensitized using relevant and appropriate information on child trafficking.
2. The learner is rescued and necessary measures taken to ensure the child's safety and continuation of learning.
3. The learner is provided with a conducive environment for reporting and confidential disclosure to facilitate necessary response mechanisms.
4. The learner is supported to access appropriate rehabilitation services for smooth social reintegration.
5. The learner is supported to access appropriate legal, health and psychosocial support services, including referral.

3.8 Special Needs and Disability

Learners may have special needs because they are talented, gifted, or have a disability. Learners with a disability, due to certain physiological characteristics or restrictions, are unable to attain or perform an activity in a manner within the range considered normal for other children of a similar age. They may have one or a combination of mild or profound learning, cognitive, physical and sensory impairments, emotional and behavioral disorders, and mental health conditions. These can hinder learners from realizing their full education potential.

The Ministry of Education, in collaboration with the Ministry of Health and other key stakeholders, shall ensure that:

1. Learners, parents/guardians and the school community are sensitized on the school re-entry policy for learners with special needs and disabilities.
2. Learners with special needs are not discriminated against and are supported to have equal access to quality and relevant education.
3. Learners are supported and provided with affordable assistive devices, appropriate and protective accessories, and specialized learning materials where applicable.
4. Learners are assessed by an Education Assessment and Resource Centers (EARC) officer and placed and/or referred appropriately.
5. Learners are supported to access health and psychosocial support services within and outside school.

6. A learner who drops out of school due to special needs or disabilities is followed up and, upon assessment, is re-admitted or place appropriately.

7. Learning institutions put in place appropriate mechanisms, structures and adaptations to accommodate learners with special needs and disabilities.

8. Gifted and talented learners are identified, placed appropriately and supported to achieve their full potential.

9. EARC officers conduct outreaches to identify learners with disability and special needs who are not in school and place them appropriately.

3.9 Drug and Substance Abuse

Drug and Substance Abuse (DSA) is the excessive, inappropriate, or illegal use of substances or drugs through methods that are harmful and can alter the normal functioning of the body and can have secondary effects on others. Categories of drugs commonly abused include hallucinogens, narcotics, alcohol, inhalants, tobacco products and psychotropic drugs. These substances can be inhaled, injected, smoked, consumed, absorbed via a patch on the skin, or dissolved under the tongue, causing changes in the body.

Drug and Substance Abuse (DSA) is a major global concern, and young people, both in-school and out-of-school, are more vulnerable.

Steps to be taken if a learner is confirmed to be abusing drugs

1. The school shall inform the parent/guardian as soon as possible.

2. The learner shall be put in a guidance and counselling programme by the guidance and counselling teacher and/or referred to appropriate organisations, which provide professional counselling and rehabilitation services in consultation with parents/guardians.

3. Schools shall document communication with the concerned learner and parents/guardians explaining the school re-entry policy.

In case a learner is found in possession of, or trafficking drugs/substance, the school management shall:

1. Notify the parent/guardian of the learner.

2. Notify relevant authorities such as the Ministry of Education Office, local administration, police and Children's Department to handle the case in accordance with applicable laws.

3. In collaboration with relevant authorities, support the learner in possession of drugs or substances to reveal the source(s) and name other accomplices.

1. A learner shall be re-admitted to the school upon confirmation of rehabilitation and vetting.

2. In case of a relapse, a learner shall be allowed re-entry as long as she/he is within the mandatory schooling age. The school shall provide the concerned learner and parents/guardians with necessary guidance.

3.10 Mental Health

Mental health is a state of well-being whereby individuals recognize and realize their abilities, are able to cope with the normal stresses of life, work productively and fruitfully, and to make a contribution to their communities. If left untreated, the condition of persons with mental health disorders can become debilitating, and even life-threatening. Mental health disorders that affect learners include but are not limited to: depression; disorders related to anxiety; psychosis; bipolar; disruption (Attention Deficiency Hyperactivity Disorder, conduct, and oppositional defiant disorder); drug or substance abuse; eating disorders; and suicidal thoughts.

The Ministry of Education, in collaboration with the Ministry of Health and other stakeholders, shall take the following actions regarding learners with mental health concerns:

Steps to be taken if a learner is assessed and confirmed to have Mental Health challenges

1. Learners shall be sensitized on mental wellbeing and reporting, to ensure that appropriate intervention measures are taken when needed.

2. Parents/guardians shall be encouraged to inform school authorities if a learner has mental health impairment to enable the school to make reasonable accommodation and to ensure that the concerned learner is not placed at a 'substantial disadvantage'.

3. The information about a learner's mental health condition shall be kept confidential and shall only be revealed to those who need to know for purposes of providing assistance.

4. Parental/guardian consent shall be required before revealing information about a learner's mental health condition.

5. The learner shall be supported to access appropriate treatment and care services, including psychosocial support and referral; and

In case of an emergency situation, such as when a learner's behaviour is posing an immediate risk to themselves or to others, the school shall ensure that:

6. The learner is in a safe space and any objects that may cause injury have been taken away.

7. The parent/guardian of the concerned learner is contacted and requested to report to school promptly.

8. The affected learner is continuously monitored and assessed before arrival of external professional help.

Supporting Re-entry for learners with Mental Health impairment

9. A learner who is experiencing grave difficulties with learning on account of mental health problems should be allowed to defer his/her studies and resume after being assessed and confirmed to be in good health by a certified medical practitioner.

10. The learning institutions shall put in place reasonable appropriate mechanisms, structures, and adaptations to help the learner to fully participate in learning while ensuring the safety of other learners.

11. A learner with mental health challenges shall not be discriminated against and shall be supported to have equal access to quality and relevant education.

12. A learner with mental health challenges shall be monitored and supported to ensure adherence to treatment and care.

3.11 Education in Emergencies

Education in emergencies refers to the provision of quality learning opportunities for all ages in situations of crisis. Emergency situations include natural and manmade disasters such as: floods, drought, tribal clashes and election-related violence, among others. The majority of learners are affected during and post-emergency by situations of crisis, which disrupt, deny, hinder progress or delay the realization of the right to quality education.

In emergency situations, the Ministry of Education in collaboration with other line ministries and stakeholders shall ensure:

1. The host communities and schools are sensitized to support learners affected by emergencies.

2. Access to humanitarian emergency response services, including education, psychosocial support and referral services.

3. Learning institutions shall facilitate re-integration, rehabilitation and accommodation of learners.

4. Creation of linkages and partnerships with relevant agencies to support the re-entry programme.
5. Provision of safe spaces for affected learners.
6. Affected learners are not discriminated against and shall be supported to have equal access to quality and relevant education.
7. Provision of information and skills on preparedness, response and recovery.

CHAPTER 4: IMPLEMENTATION FRAMEWORK

4.1: Management and Coordination

The school re-entry guidelines for learners in basic education shall be implemented in line with existing national policies and strategies through a multi-sectoral and interdisciplinary approach. A collaborative effort between the Ministry of Education and other line ministries, County Governments, the school community, SAGAs, private education institutions, Development Partners, NGOs, FBOs, CBOs, parents, and other partners is necessary. However, the primary responsibility and accountability for implementing these guidelines remains with the Ministry of Education. Other line ministries and agencies implementing these guidelines should do so in tandem with the Ministry of Education policies and guidelines.

Below is a list of responsibilities to be undertaken at each level:

4.2: Roles and Responsibilities

	Roles and responsibilities
Ministry of Education	- Implement re-entry guidelines in accordance with the Constitution of Kenya 2010, the Basic Education Act (2013) and other relevant policies and guidelines. - Coordinate key government Ministries, Departments and Agencies (MDAs), and stakeholders responsible for the implementation of the re-entry guidelines. - Disseminate the re-entry guidelines at all levels in collaboration with partners and stakeholders, (national, regional, county, sub-county and learning institutions). - Ensure an enabling environment for implementation of the re-entry guidelines. - Mobilize resources in support of the implementation of the re-entry guidelines. - Enforce the implementation of the school re-entry guidelines. - Carry out continuous sensitization and advocacy on the importance of school re-entry at all levels, including in the community. - Ensure that learners have access to quality Life Skills education. - Build and enhance the capacity of school leadership, teachers, and the school community on their role in re-entry for all learners.

	- Establish and strengthen the pathways for referrals and linkages for provision of legal, health (prevention and response) and psychosocial support services. - Conduct monitoring and evaluation to improve learning and provide best practice for evidence-based interventions for school re-entry. - Ensure provision of counselling and guidance services in learning institutions. - Ensure integration of school re-entry indicators in the National Education Management Information System (NEMIS) and School-based Surveys. - Collect and share data on school dropout and re-entry related issues with other ministries for decision-making. - Develop and co-ordinate the implementation of action plans for the implementation of re-entry guidelines.
Ministry of Health	- Support MoE in the implementation of the re-entry guidelines for learners in basic education. - Sensitize learners, parents and guardians on the importance of re-entry. - Provide appropriate health and social services in learning institutions and health facilities to facilitate implementation of the guidelines. - Strengthen mechanisms for appropriate referrals and linkages for the affected learners to facilitate re-entry. - Collect and share data on school dropout and re-entry related issues with MoE for decision-making. - Conduct regular follow-up on affected learners. - Provide adolescent friendly services.
Ministry of Labour, Social Protection and Senior Citizens Affairs: (State Department for Social Protection; Department of Children Services)	- Advocate for the implementation of the re-entry guidelines. - Identify and support any learner whose right to education has been violated. - Protect learners against practices that predispose them to dropping out of school, including inhibitive cultural practices (FGM/C, early/child marriages), child labour and trafficking. - Facilitate the arrest and prosecution of perpetrators of child abuse. - Collect and share data on school dropout and re-entry related issues with MoE for decision-making.

Ministry of Interior and Coordination of National Government	• Advocate for the implementation of the re-entry guidelines. • Enforce laws that supports school re-entry for learners • Identify and support out-of-school learners with a view to initiating re-entry. • Rescue learners who have been denied the right to education for whatever reason. • Arrest and support prosecution of perpetrators of child abuse. • Ensure security for learners in and outside learning institutions, including during emergency situations. • Support collection and sharing of data on school dropout and re-entry related issues with MoE for decision-making. • Enforce laws and regulations on child protection.
County Government	• Support National Government in sensitization and advocacy on the importance of re-entry. • Support the implementation of the school re-entry guidelines. • Support the process of identification, assessment and placement of learners with special needs and disabilities. • Support education of learners with special needs and disabilities with learning materials, assistive devices and technology. • Provide bursaries in support of school re-entry. • Support establishment of a child-friendly learning environment. • Support establishment of safe spaces, rescue centers and low cost boarding facilities to promote school re-entry. • Support the monitoring and implementation of school re-entry guidelines. • Support collection and sharing of data on school dropout and re-entry related issues with MoE for decision-making. • Sensitization of communities on the value of education and help minimize drop out. • Collaborate with relevant institutions to protect learners from situations that predispose them to drop out.
School Management (Boards of Management)	• Implement the re-entry guidelines. • Establish and strengthen effective mentorship, guidance and counseling services, including peer support.

	• Ensure that learners have access to health, legal, psychosocial and referral services. • Create an inclusive environment free of stigma and discrimination. • Establish support structures for learners with disabilities and special needs. • Maintain confidentiality on all issues affecting the learner. • Sensitize the school community on the re-entry guidelines. • Develop, strengthen and monitor implementation of school strategic development plans which foster a safe and inclusive learning environment. • Ensure continuous engagement of parents/guardians throughout the learning cycle. • Facilitate the learners to sit for national or school examinations as long as their health permits and situations allow. • Support any legal process to ensure that the interest of the learner remains paramount. • Collaborate with relevant institutions to prevent and rescue learners exposed to factors that pre-dispose them to drop out. • Monitor the re-entry programme and the progress of the learners after re-entry. • Support collection and sharing of data on school dropout and re-entry related issues with MoE for decision-making.
Parent/Guardian	• Facilitate and support out-of-school learners to re-enter school and resume learning. • Monitor the progress and performance of the learner. • Ensure that the learner attends school regularly, unless there is a valid reason for absence. • Provide a safe and conducive environment for the learner, to avoid unnecessary interruptions. • Encourage and assist the learner to make up for time lost during absences from school. • Ensure that the learner receives appropriate health, legal, psychosocial and referral services. • Provide childcare support for young mothers to facilitate re-entry.

	• Support sharing of data on school dropout and re-entry related issues with MoE for decision-making. • Guide the learner on the importance of avoiding situations that predispose them to drop out.
Community/Local Leaders	• Sensitize communities and support implementation of school re-entry guidelines. • Work with relevant authorities, including community policing, to identify out of school learners and to support the re-entry process. • Support compliance with existing education-related policy frameworks and legislation. • Create a conducive environment for learners after re-entry. • Identify and discourage traditions and norms that encourage inhibitive cultural practices (FGM, early and child marriages, etc.). • In partnership with other stakeholders, provide guidance and counselling, psychosocial, spiritual and material support to learners and parents/guardians.
Role of Public Benefit Organizations (Development Partners, NGOS, CBOS, FBOS and Public Private Partnerships)	• Support the dissemination, sensitization and implementation of the re-entry guidelines. • Support the creation of an inclusive learning environment that supports re-entry. • Provide direct and indirect support to facilitate re-entry. • Provide technical support and capacity building for all stakeholders on school re-entry guidelines. • Support monitoring, evaluation, learning and sharing of best practices for evidence-based interventions. • Mobilize resources for supporting implementation of re-entry. • Advocate for implementation of the re-entry guidelines.

4.3: Monitoring and Evaluation

A comprehensive Monitoring and Evaluation (M&E) framework is required to ensure effective and efficient implementation of the school re-entry guidelines. The framework shall address issues of monitoring processes to collect information/data, analyze, report and recommend necessary action for improvement of school re-entry. The Ministry of Education shall establish monitoring mechanisms to ensure that re-entry guidelines are implemented.

4.3.1 Objectives of M&E

Monitoring will entail the collection, analysis and use of routine data and information to determine the progress of implementation. On the other hand, evaluation will entail periodic systematic and objective examination concerning the relevance, effectiveness, efficiency and impact of activities in light of school re-entry objectives.

An indicator performance monitoring tool shall be developed to track continuous implementation of the school re-entry guidelines at national, county and school level. Specific activities will include identification and development of indicators and targets; building the capacity of the quality assurance and standards team on the indicators, framework concepts and procedures; actual field monitoring; and evaluation and interpretation of findings for use in future planning and improvement.

The coordination of M&E implementation shall be done at three levels—national, county and school.

4.3.2 Coordination at the National Level

The MoE (Directorate of Policy, Partnerships and EACA) will oversee coordination at the national level. MoE, in collaboration with other line ministries and stakeholders, will routinely undertake monitoring and evaluation for data collection, documentation and reporting, and will review the application of the guidelines in a school setting. Data on re-entry of learners in school settings will feed into the monitoring and evaluation of education programs.

Specifically, MoE shall:

- Review the targets and indicators for the implementation of these guidelines.
- Develop and maintain a database on dropout and re-entry at the national level.
- Consolidate feedback on school re-entry.
- Ensure provision of technical support and financial resources for regular monitoring and evaluation of the school re-entry programme.
- Integrate school re-entry targets within the quality assurance and standards guidelines.
- Map and coordinate stakeholders, thus ensuring synergy and continuous improvement of the implementation process based on monitoring and evaluation reports.
- Make field visits to validate that reports tally with what is happening in the field.

4.3.3 Coordination at County Level

Field officers shall:

- Collect and analyze data on school re-entry at the respective levels.
- Give regular reports to stakeholders on dropout and re-entry of learners.
- Provide logistical support to the stakeholders to facilitate collection of data on school re-entry in their areas of jurisdiction.
- Facilitate continuous improvement of the implementation of school re-entry programmes based on the monitoring and evaluation reports.
- Integrate school re-entry guidelines within the regular quality assurance and standards assessments in schools.

4.3.4 Coordination at the School Level

Each school must establish a monitoring and evaluation system. There should be a process of determining the progress the school is making towards the achievement of the objectives relating to school re-entry.

The M&E processes at all levels will ensure that learners meaningfully participate in the implementation of the guidelines. Key feedback mechanisms shall be established to ensure that the interests of learners are well taken care of.

A comprehensive and meaningful monitoring and evaluation should ensure that the school:

- Maintains and provides up-to-date data on learner dropout and re-entry at the school level.
- Puts in place school-based mechanisms for monitoring and evaluation of re-entry.
- Provides necessary resources for guidance and counselling of learners.
- Provides corrective measures and interventions in liaison with other stakeholders.

4.4 Reporting

The schools will report on the number of learners that have dropped out and re-entered every year through the National Education Management Information System (NEMIS).

4.5 Review of the School Re-entry Guidelines

The re-entry guidelines may be reviewed at the discretion of MoE and other ministries, with reference to older versions of the guidelines made in an agreed review cycle, ensuring that the guidelines remain alive, relevant and responsive to changing aspects and needs. Amendments to the guidelines may be proposed and documented for deliberations that result in the improvement of the guidelines to meet needs at various levels. An amendment log and serializing of amended versions of the guidelines shall be determined by the MoE.

Annex 1

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