



**NGEC**

National Gender and  
Equality Commission

# THE STATUS OF THE BOY CHILD IN KENYA

*A Report of emerging perception on the exclusion of the boy child in the gender equality agenda.*



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# FOREWORD

The National Gender and Equality Commission (NGEC) was established through the National Gender and Equality Commission Act No. 15 of 2011. The Commission's core mandate is to promote gender equality and freedom from discrimination. Gender equality describes a social relationship where men, women, boys and girls enjoy equal opportunities and have protection to enjoy their basic rights in all spheres of life.

Emerging perceptions and public debate in Kenya suggest that the boy child is left behind in the gender equality agenda. To validate these perceptions, the Commission conducted an assessment in eight counties in Kenya. The commission also sought to identify key drivers of exclusion of the boy child. The assessment involved county and national government officers, community leaders, heads of schools and the youth. .

The general perception in all counties was that the boy child faces challenges that tend to hinder his enjoyment of opportunities for progress especially in education. The assessment identified the key drivers of exclusion of the boy child to include issues related to homes and families, socialization process, cultural and traditional factors. The assessment makes key recommendations on how drivers of exclusion of the boy child can be addressed so that both the boy child and the girl child enjoy equal opportunities in society. This will require concerted efforts and effective collaboration between the national and county governments and all other stakeholders if gender parity is to be achieved.

I wish to thank Commissioner Dr. Florence Nyokabi and Head of Programs and Research, Mr. Paul Kuria who led the NGEC team that conducted the assessment and compiled this report, and all stakeholders who participated in the audit for their commitment to this assessment.



**Mrs. Winfred Osimbo Lichuma, EBS**

**Chairperson, National Gender and Equality Commission**

# ACKNOWLEDGEMENT

The National Gender and Equality Commission (NGEC) would like to acknowledge all respondents who participated and gave valuable information in this assessment. The Commission is especially grateful to the county governments of Embu, Kisumu, Kakamega, Garissa, Kericho Kiambu, Kilifi and Mombasa for their cooperation.

The commission wishes to thank all County Commissioners, Children Officers, Youth County Coordinators, Non-Governmental Organizations, Faith Based organizations, youth groups, and heads of schools who spared time to respond to questionnaires and to participate in interviews. NGEC thanks the following staff who conducted the study: Goretty Osur, Fredrick Lumiti, Joshua Ogembo, Lilian Ogutu, Alice Njeri, Freshiah Njoroge, Alfred Mango and Josephat Lekirmui.

Finally, the commission is grateful to United Nations Development Programme (UNDP) and the Governments of Finland and Sweden for financial support towards this assessment.



**Mr. Paul Kuria**

**Ag. Commission Secretary/CEO**

**National Gender and Equality Commission**

# ABBREVIATIONS AND ACRONYMS

ACRWC	-	African Charter on the Rights and Welfare of the Child
CCIs	-	Charitable children Institutions
ECD	-	Early Childhood Education
GBV	-	Gender Based Violence
ICT	-	Information Communication Technology
NCCS	-	National Council for Children Services
NGEC	-	National Gender and Equality Commission
NGOs	-	Non-Governmental Organizations
OCPD	-	Officers Commanding Police Station
SIGs	-	Special Interest Groups
UNCRC	-	United Nations Convention on the Rights of Children
Disco-Matanga	-	A funeral night vigil gathering
Usiniriche	-	Implies am 'adult' and can take care of myself



# EXECUTIVE SUMMARY

The National Gender and Equality Commission conducted an assessment in eight counties in Kenya to find out if emerging perceptions on the exclusions of the boy child in the gender equality agenda are valid and to identify the key drivers of this exclusion. The assessment was conducted in Kiambu, Kakamega, Kisumu, Embu, Garissa, Kericho, Mombasa and Kilifi. The assessment involved administering of questionnaires to county commissioners, county children coordinators, labour officers, probation officers, county executive officers responsible for gender, education, and culture, county directors of education and OCPDs. Focus group discussions were also held with youth, religious leaders, chiefs and teachers and head teachers of various schools.

According to the results of the assessment, the boy child is perceived to be lagging behind the girl child in the gender equality agenda. Majority of the respondents expressed fear that if there are no interventions, the boy child will be left behind especially in education since there has been over-emphasis on the education of the girl child. The assessment identified the key drivers of exclusion of the boy child to include those related to homes and families, the socialization process, cultural and traditional factors and peer pressure.

The report recommends that the National Government enforce relevant laws and policies that protect the rights of the child. The government should monitor implementation of the said laws and policies, and develop localized strategies to address challenges affecting the boy child. Affirmative action initiatives by governments should be based on consideration of sex – disaggregated data to identify proper beneficiaries (boy or girl). Poverty reduction strategies should be focused on the most needy in the society. County Governments should support national initiatives to address the plight of the child. They should seek to build a strong foundation through Early Childhood Development, create awareness of rights of the child at grass-root levels and ensure that cultural practices do not interfere with boy child's enjoyment of their rights. Churches and relevant Civil Society Organizations should work to strengthen the family unit

as the right environment to nurture children. Non – state actors should initiate programs to empower the boy child. The National Gender and Equality Commission should collaborate with others to demystify the concepts of gender equality for society to understand that that it is about relationships that enhance socio-economic and political developments.

# 1.0 INTRODUCTION

## 1.1 Background

The National Gender and Equality Commission (NGEC) is a constitutional commission established through an Act of Parliament in 2011 pursuant to Article 59 of the Constitution. The Commission's core mandate is to promote gender equality and freedom from discrimination in line with Article 27 of the Constitution. The commission coordinates, monitors, audits, facilitates and advises on the integration of principles of equality and inclusion in national and county government and in the public and private sector. The commission's special interest groups (SIGs) include; women, youth, children, the elderly, persons with disabilities, minorities groups and marginalized communities. To achieve gender equality there is need to ensure that men, women, boys and girls enjoy equal opportunities in all spheres of life; social, economic and political spheres.

The gender equality debate took shape with the fourth conference on the status of women held in Beijing, China in 1995. The primary objective of the conference was to strategize on measures to ensure women's equal access to and full participation in power structures and decision-making. The empowerment and autonomy of women, the improvement of women's social, economic and political status is essential for the achievement of both transparent and accountable governance and administration for sustainable development in all areas of life. The expectations of achieving the goal of equal participation of women and men in decision-making will provide a balance that more accurately reflects the composition of society and is needed in order to strengthen democracy and promote its proper functioning.

In addressing the inequality between men and women in the sharing of power and decision-making at all levels, Governments and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes. The recommendations from the Beijing conference required that governments establish legal and policy frameworks and structures to ensure that all women, especially

young women, have equal access to opportunities for advancement in all spheres; social, economic and political. Gender equality initiatives have primarily focused on empowering women since men globally have benefited from the patriarchal society enjoying more rights than women including the right to education and inheritance amongst others. In terms of numerical strength, men still dominate in board rooms, in political and leadership positions.

Recent trends in Kenyan society have led to increased perceptions that in the spirit of empowering women and girls, boys and men are being marginalized and trying to validate this perception was the subject of this assessment. The assessment examined the legal and policy frameworks existing to find out if there are gaps leading to the perception and involved stakeholders from both levels of Government, parents, the youth, religious leaders and teachers to determine what could be the basis of the perception.

## **1.2 The Legal and Policy Framework**

### **1.2.1 Legal Framework**

The Constitution as well as local statutes provide for protection of Children's rights in Kenya. Article 53 of the Constitution of Kenya provides for the rights of children to free and compulsory basic education, basic nutrition, shelter and health care, protection from abuse, neglect, harmful cultural practices and all forms of violence, inhuman treatment, punishment, and hazardous or exploitative labour; parental care and protection, which includes equal responsibility of the mother and father to provide for the child, whether they are married to each other or not. It prohibits detention of children except as a measure of last resort, and provides that if a child was to be detained, they should be held for the shortest period of time, separate from adults and in conditions that take account of the child's sex and age. The Constitution provides that a child's best interest is of paramount importance in every matter concerning the child.

The Children's Act, 2001 provides a legal framework for the promotion and the protection of children's rights and welfare in Kenya. It protects the rights of the child especially survival, protection, development and participation. The Act makes provi-

sion for parental responsibility, fostering, adoption, custody, maintenance, guardianship, care and protection of children and also makes provision for the administration of children's institutions. It gives effect to the principles in the Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child (ACRWC), (1990). No child shall be subjected to discrimination on the ground of origin, sex, religion, creed, custom, language, opinion, conscience, colour, birth, social, political, economic or other status, race, disability, tribe, residence or local connection.

The Basic Education Act No. 14 of 2013 spells out the right of a child to free and compulsory basic education and prohibits payment of tuition fees. The Act spells out the duty of parents and guardians to present their child or cause their child to be admitted to a basic education institution failure to which they shall be deemed to have committed an offence. The Act bans payment of fees for admission; removes need for proof of age as a criterion for admission. It prohibits physical punishment and mental harassment to the child and employment of a child of compulsory school age.

Kenya is a signatory to the Convention on the Rights of the Child (CRC, 1989) which provides the most expansive assertion of children's rights. The Charter recognizes that children are not possessions but people with human rights. It recognizes the incredible importance of parents and families in providing the best environment for children to grow. The convention is based on four foundational principles: children should be free from discrimination; Government policies should be based on the best interests of the child; children should survive and develop to their full potential, and children's views and perspectives are important and need to be heard. By ratifying it, Kenya undertook to ensure child protection and care as is necessary for their well-being taking into account the rights and duties of their parents, legal guardians, or other individuals legally responsible for them. The Convention refers to the family as the fundamental group of society and the natural environment for the growth and well-being of its members particularly children.

Article 5 of the Convention provides for protection of children from drugs and substance abuse, physical abuse, child labour, child trafficking, child sexual abuse and exploitation,

child neglect, children of internally displaced families and refugees, children affected by disasters, wars and conflicts, children and law, negative impact of Information Communication Technology (ICT) and Media, retrogressive cultural, beliefs and practices, negative influences and harm by caregivers, Orphans & Vulnerable Children, children under community care, adoption, foster care and Charitable Children Institutions (CCIs).

The African Charter on Rights and Welfare of Children (1990) apportions children duties and responsibilities to cohesion of the family, respect for parents, superiors and elders at all times and service to the community. It calls for preservation and strengthening of social and national solidarity including responsible citizenship and preservation and strengthening of the positive cultural values of the community.

## **1.3 The Policy and Institutional Framework**

### **1.3.1 Policy Framework**

The Sessional Paper on African Socialism and its application to planning in Kenya (1965) outlawed discrimination on the basis of gender and emphasized social justice and equal opportunities with regard to education.

#### **Kenya's Vision 2030**

Kenya's Vision 2030 aims to create a globally competitive and prosperous nation with a high quality of life by 2030. Under the social pillar, the vision proposes to create a just and cohesive society enjoying equitable social development in a clean and secure environment. The overall goal of education under the vision is to reduce illiteracy by increasing access to education, improving the transition rates from primary to secondary schools and raising the quality and relevance of education. For youth and vulnerable groups, the vision is equity in power and resource distribution between sexes, improved livelihoods for all vulnerable groups and responsible, globally competitive and prosperous youth.

#### **Free Primary Education Policy, 2003**

The Government introduced Free Primary Education in 2003 to ensure that school fees

requirement no longer blocked children from poor family's access to primary education. The specific goals were to ensure attainment of Education for All by 2015, attain Universal Primary Education by 2005, increase transition from primary to secondary by 70% by 2007, reduce disparities in participation, increase quality and relevance to National Development and improve access.

### **Session Paper No. 1 of 2005**

Sessional Paper 1, 2005 defined equity in education and training as embracing issues such as equal opportunities for all, access, retention and completion. The government was emphatic that it will take affirmative action to compensate for historical and emerging inequalities and disparities in all areas in Nation Building.

### **National Children's Policy 2010**

Today, the policy framework on child matters is domiciled in the Department of Children services in the Ministry of Labour, Social Security and Services. The overall goal of the National Children's Policy developed in 2010 is to realize and safeguard the rights and welfare of the child. The policy aims at fulfillment of a child rights in the broad elements of survival, development, protection and participation. The vision of this policy is to create an environment where all children in Kenya enjoy their basic rights. The policy provides a framework for addressing issues related to children's rights and welfare in a holistic and focused manner. It provides a regulatory framework to coordinate the many related policies and legislations that are geared towards the promotion of children's rights by providing direction and purpose in establishing social and child protection mechanisms while mobilizing resources for action.

It provides for equitable access to quality and adequate educational facilities, with safe drinking water and separate sanitation facilities for boys and girls, standardization of the early childhood curriculum while ensuring relevance, quality and a responsive school curriculum at all levels. It calls for elimination of hidden barriers to accessing free basic education, calls for provision for free feeding programs for the needy and vulnerable children in schools, promotion of appropriate and child friendly physical education (games, sports) and other types of recreational, cultural and scientific activities in schools, community centers and other institutions.

## **Gender Policy in Education (2007)**

In 2007, the Gender policy in Education was officially launched. The general objective of the policy is to provide guidelines for elimination of all gender disparities in education, training and research in relation to access, enrolment, retention, completion, performance, transition, quality and outcome. The policy highlights the major causes of disparity and proposed various targeted initiatives to promote girls and women attendance, participation and retention in schools and in education.

### **1.3.2 Institutional framework**

The Ministry of Education is responsible for education of all children in Kenya. It has a network that stretches down to location level to ensure proper implementation of policies made at the headquarters. The Teachers Service Commission is responsible for teacher management. The 2010 Constitution has devolved early childhood education to county level. The Ministry of Labour Social Security and Services has a department of children services and the National Council for Children Services. It also has staff deployed at County and District levels as Children's Officers to monitor implementation of the policy and all relevant laws in collaboration with the stakeholders.

### **The National Council for Children Services**

The National Council for Children Services (NCCS) was established under Section 30 of the Children Act 2001. The Council has the mandate to exercise general supervision and control over the planning, financing and coordination of child rights and welfare activities whilst it advises the government on all aspects thereof. The primary functions are to protect rights and welfare of children in their jurisdiction, supervise and regulate planning, financing and coordination of children's welfare programmes, mobilize resources and facilitate funding; promote and create public awareness on child rights and child protection; and facilitate partnerships, linkages and networking.

## **1.4 Objectives of the Assessment**

### **1.4.1 General Objective**

The general objective was to assess the status of the boy child in the gender equality agenda in Kenya.

### 1.4.2 Specific Objectives

The specific objectives of the assessment were to:

- a) Assess perceptions of various stakeholders on exclusion of the boy child.
- b) Identify factors leading to exclusion of the boy child.
- c) Establish whether there are any gaps in laws and policies on the rights of the child.

## 1.5 Methodology

The assessment adopted a descriptive survey design involving many stakeholders. Data was collected using a questionnaire administered to respondents that included county commissioners, county children officers, labour officers, probation officers, county directors of education and Officers Commanding Police Divisions (OCPDs). Focus Group Discussions were held with chiefs, head teachers and teachers and the youth. The study also collected secondary data mainly statistics from various county offices and schools.

The responses were collated and analyzed for each of the specific objectives. Since this was a preliminary survey, analysis was done quantitatively and qualitatively using simple percentages to draw inferences.



## 2.0 FINDINGS

This section has the study findings on the perceptions on exclusion of the boy child and the factors responsible for the exclusion.

### 2.1 Perceptions of the Status of the Boy Child in the Gender Agenda

Majority (92%) of the respondents agreed that the boy child is lagging in the gender equality agenda whereas 8% disagreed. According to the respondents, the boy is lagging behind because there has been over-focus on the girl child by the Government and NGOs in terms of programmes and interventions to empower the girl child.

One concerned parent in Embu said:

*“You have concentrated on the girl child to the extent that the boy child has been turned into an avocado...we now educate our girls for outsiders to marry because there is no boy here to marry them’.*

In most Counties, informants expressed concern that the boy child was being excluded in the gender agenda due to persistent campaigns that focused on the protection of the girl child. They argued that even in addressing public gathering, society and political leaders emphasized education for the girl child only.

In focus group discussions with the youth, the girls expressed concern about the plight of the boy child. They argued that mothers are more concerned about the girl’s whereabouts especially in the evenings than they are about the boys. Majority of the parents assume that boys can take care of themselves and they are not bothered about the activities they engage themselves in. The youth reported that some boys had been asked to drop out of school to let their sisters’ further their education when parents found the fee burden too high.

The assessment found there is too much expectation on the boy child with regard to good behavior but little evidence was found that they are able to handle it. Some boys are given family responsibilities at an early age and are often urged on with words like *“men are born to suffer”*. Generally, the respondents agreed that the boy child was being

left behind. They felt that increased focus on the girl child was enhancing the perception that boys do not have problems.

## 2.2 Factors Leading to Exclusion of the Boy Child

### Family related issues

According to the Convention on the rights of the child, CRC (1989) parents and family provide the best environment for children to grow. In a family where the father is often absent from home or is alcoholic, boys lack role models and parental guidance and this affects their development and even behavior.

When the family unit breaks due to divorce, and the children are left with the mother, the boy child in some communities is expected to take on the responsibilities of '*head of family*'. Such responsibilities often make the boy to drop out of school to engage in economic activities to support siblings. If the divorced mother re-marries and carries the children to a new home, the boy faces additional challenge of being denied access to their biological father. In many instances, the boy is not accepted in the new family set up and is often left with grandparents. This causes stress and many result in the boys being rebellious and truant.

According to Children's Officers in Counties, where there is an option of adoption, most people preferred to adopt girls rather than boys. This denies the boy child an opportunity of being brought up in homes under the care of family and many often end up in Charitable Children's Institutions (CCIs).

### Drug and substance abuse

Drug abuse was identified as a major issue of concern by all respondents. Majority of those affected are the boys. The drugs often abused include bhang, heroin, cocaine, illicit brews, Khat and tobacco. Boys were initiated to drugs and consumption of alcohol at an early age by their peers in Embu. In Kakamega County, boys are introduced to and engage in drug and alcohol abuse during ceremonies like bull fighting, *disco matanga* and this affected their school attendance and ultimately their retention and completion of school.

### Peer pressure

Peer influence among teenage boys was said to be very strong in all counties. Many boys drop out of school because their friends have done the same. Likewise others engage in economic activities that keep them out of school because they see their friends doing so and making money. Many boys are inducted into drugs and alcohol abuse, criminal activities and illicit sex by their peers.



*NGEC staff with security staff in Embu County*

### Early marriages

In parts of Kilifi County, boys are forced to get married when they impregnate a girl, regardless of their age. Again, if parents die, the older boy is expected to start a family and take care of siblings. In Kericho County, some respondents said that once a boy was circumcised, they were considered adult and were expected to behave like adults and probably settle down to a family life.

### Cultural Beliefs and Practices

The assessment found that some traditional cultural beliefs placed a lot of responsibility on the boy child even at an early age. The traditional society perceives the boy of 8-10 years to be 'a man' and therefore was expected to contribute to providing basic needs in the household.

In Kakamega County, traditional norms and beliefs socialized the boys to believe they were ‘men’ at an early age.

They were expected to participate in decision making in family matters and in provision of basic household needs.

A director in one of the institutions rehabilitating street children in Kisumu

reported that in most cases it was easier for a woman to remarry with a girl child than with a boy child. The boy is seen as a threat to inheritance of property but girls are viewed as less of a risk since they marry and leave the home. Many boys in such circumstances are left with grandparents and often drop out of school.

In Kericho, once a boy has attained the age of fifteen years, they no longer sleep in the same

house with the mother and sisters. In spite of them being of tender age, they are no longer under the mother’s direct supervision. This hinders mentorship relationship and the boy misses on guidance by parents. Their living apart also exposes the boy child to freedom



*NGECC Chairperson with school children in Kakamega County*



*NGECC staff in a focus group discussion with school head teachers*

that may translate to early involvement in sexual activity and abuse of drugs and alcohol.

Among communities that circumcise boys to mark the rite of passage from childhood to adulthood, after circumcision, boys were perceived as adult and therefore expected to take responsibilities of the adult men after circumcision.

The circumcised boys are not supposed to mingle with the uncircumcised. This often makes the school environment unfavourable to them since majority of pupils in primary schools are not circumcised. The boys also do not wish to receive instructions from women teachers (often the majority) and often drop out of school. Cultural practices like “*usiniriche*” and “*disco Matangas*” often held at night pre-dispose the boy child to experimentation with sex, drugs, and use of alcohol.



*NGEK staff after a focus group discussion with chiefs*

### **Changes in societal norms and values**

In the traditional society, a child’s proper upbringing was everyone’s responsibility. He/she belonged to society and was expected to listen and follow guidelines given by adults. Any adult would correct and guide a wayward child without being required to

get parental consent. Today, society has shifted towards individualism. Many adults will watch a boy go 'wayward' and do nothing about it. Even Chiefs often cannot interfere or take action without the necessary cooperation with police if parents do not discipline their children or if they keep them out of school or abuse them.

The traditional role of religion was to shape a society to uphold good morals and values. This role has since been eroded leaving a society that lacks basic foundations for raising up responsible children. Church leaders in this assessment admitted that all was not well and that the church was no longer the bedrock of morality in society. Some respondents reported that some mosques were used to influence young boys to enroll in groupings that adopted radical beliefs (radicalization) and engagement in illegal activities.

### **Poverty**

Due to poverty, families exert a lot of pressure to its members irrespective of age to provide food, water, clothing and other essential needs. Unfortunately, informal businesses provide escape to this pressure by providing opportunities for boys to engage in illegal labour practices. Most '*boda bodas*' in the country are operated by young boys who should be in school. These boys do not own the bicycles and motorcycles they ride. Adults lend out to the young boys to run transport business at a commission. The fact that boys love riding the motorcycles, earn money, and join the informal working class is a strong motivator for many boys to drop out of school. To this end, the boy is excluded from enjoying fundamental rights and privileges such as education, protection from family, but is instead exposed to child labour and exploitation

## **2.3 Gaps in Laws and Policies on the Rights of the Child**

The assessment did not establish any serious gaps in existing laws and policies on the rights of the child. Article 27 of the constitution provides that every person is equal before the law and has the rights to equal protection and equal benefit of the law. This means that both the boy and the girl child should enjoy equal protection and enjoy all the rights. Article 53 of the Constitution of Kenya also provide that every child has the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment and hazardous or exploitative labour.

However, Section 8(1) of the Sexual Offences Act states that ‘a person who commits an act which causes penetration with a child is guilty of an offence termed defilement’. Young boys who engage in sexual relations with equally young girls are increasingly being arrested and charged with defilement mostly at the behest of the girl’s parents. The courts sticking with the law are sending boys to prison or to Borstal homes while the girls go back to school under the Ministry of Education ‘re-entry policy’.

The assessment established that the boy child has been exposed to many challenges and may not be said to be enjoying this protection when compared to the girl child. People with the duty to ensure this protection are parents and guardians and they appear to have failed the boy child. Chiefs indicated that although they are aware of these happenings in their locality, the law does not empower them to do anything about it except to report to the police, who often want somebody to have complained for them to take action and the chief cannot be a complainant in a matter affecting members of a household.

The fact that the constitution allows that all accused persons be released on bail also poses additional challenge in getting justice for children especially in cases of defilement and abuse. The offenders are released on bail and of necessity interfere with witnesses making the completion of juvenile cases very complicated.

The Basic Education Act (2013) section 31 places the responsibility of presenting children for admission or to cause to be admitted to school on parents/guardians. The assessment found that education enrolment of boys to class one in all counties was at par or even higher than that of the girl child. However, from class four (4) and five (5) dropout rates for boys are higher than of the girls. The table below showing trends in a primary school in Embu could be replicated in all counties

**Table 1: Enrolment Trends for a cohort between 2009-2013**

YEAR	CLASS	BOYS	GIRLS
2013	STD 8	6	8
2012	STD 7	14	19
2011	STD 6	23	19
2010	STD 5	22	17
2009	STD 4	24	21

*Data source: Gituraya primary school register, Embu*

Section 32 of the Basic Education Act provides for free (no fees payable) admission to Public Schools. The responsibility for attendance is placed on the Principal or Head Teacher. The survey did not find any evidence that this provision on attendance is being strictly enforced. The survey found that the boy child has higher dropout rates than girls.

Section 38 of the Basic Education Act, 2013 expressly prohibits employment of children of compulsory school age and even providing for stiff sentencing on conviction. However, labour officers said they are unable to stop child labour due to resistance and lack of cooperation by adults and parents.

## 3.0 CONCLUSION AND RECOMMENDATIONS

### 3.1 Conclusions

The assessment concludes that the perception that the boy child is being excluded in the gender equality agenda is valid while the patriarchal society places a high premium on the boy child, over-focus on the girl child through selective programmes and interventions was pushing the boy to lose confidence and develop low self-esteem. The impact of the boy child being excluded in the gender equality agenda is likely to manifest itself in increased conflicts with law, an illiterate population, increase in crime and low self-esteem leading to violence, truancy, drug and substance abuse. The net effect will be that development of the country will be impaired by having a large number of dependents, low skills development and little entrepreneurship. Socially, there will be failed marriages, dysfunctional families and high incidences of Gender Based Violence (GBV). According to the survey findings, there are no gaps in the laws and policies with regard to rights of the child but there is poor enforcement and laxity in the society.

### 3.2 Recommendations

To address exclusion of the boy child, both national and county Governments and the society need to work in collaboration. The assessment makes the following recommendations to State and Non-State Actors.

## National Government

### The study recommends to the National Government that:

1. Affirmative action initiatives by governments should be based on consideration of sex – disaggregated data to identify beneficiaries and differential impact on boys and girls.
2. There should be regular reviews to find out whether it is the boy or girl who needs an intervention based on varying cultural, economic and regional consideration.
3. The programmes and intervention that support empowering of women and girls must engage men and boys as well.
4. Poverty reduction strategies should be focused on the needy especially to ensure children are not the ones earning income for the parents. Such strategies should address parental capacity to retain children in school.
5. Use of existing structures including “*nyumba kumi*” initiatives to monitor the boy child activities and ensure they are going to school.
6. Strengthen enforcement of laws at the lowest levels and empowering chiefs and other law enforcers to monitor enrolment and retention in schools and to give regular reports.
7. Enforce implementation of relevant laws and policies that protect the rights of the child and monitor to identify specific challenges likely to impact negatively on boys schooling and develop localized strategies to address them.
8. Ensure the Cabinet Secretary for Education holds Head Teachers responsible for school dropouts as provided in the Basic Education Act, 2013.
9. Strengthen Guidance and Counseling and teaching of life skills in schools.
10. Develop and implement specific programmes focused on enhancing boys schooling especially in areas most affected by boy drop-out.
11. Work with communities, religious organizations and relevant Civil Society Organizations to strengthen the family unit as the right environment to nurture children.
12. Amend the Sexual Offences Act to avoid apparent discrimination of the boy in instances of “consensual” sex by minors.

## County Governments

County Governments should support national initiatives to address the plight of the child. They should;

1. Build a strong foundation through Early Childhood Development.
2. Create awareness of rights of the child at grass-root levels and enforce parental responsibility on education and well-being of the child.
3. Develop pro-family policies to strengthen the family unit as the right environment to nurture children.
4. Enhance family planning initiatives at grass-root levels so that families get children they can bring up properly.
5. Put mechanisms to stop all forms of child labour by ensuring compliance with the law including withdrawal of licenses for businesses employing school-age children.
6. Ensure that cultural rites like circumcision are conducted in a way that does not instill values and freedoms likely to interfere with boys' enjoyment of the right to be children and to enjoy a good education as a solid foundation for future prosperity.
7. Focus bursary and other pro-poor strategies to the most deserving (especially in regard to families' capacity to retain children in school).
8. Conduct more research to identify factors in their county contributing to marginalization of the boy child and to prioritize solutions in programs and other interventions.

## Non-State Actors

1. Should avoid over-focus on girls' programmes and to also initiate programmes to empower the boy child.
2. Civil society organizations should initiate programmes to sensitize communities on gender equality, family values and the rights of the child.

## National Gender And Equality Commission (Ngec)

As a commission whose mandate is to promote gender equality and freedom from discrimination, NGECE should:

1. Demystify the concepts of gender equality for society to understand that it is not about women but it is about relationships that enhance socio-economic and political developments in society.
2. Initiate gender equality campaigns to bring out the role of men in proper parenting and upbringing of the child. There should be active campaigns to empower men to be appropriate role models to their boy children.
3. Develop tools for assisting the National Government and County Government to continuously analyze at all levels the specificities and realities of men and women, boys and girls based on the social construction of their gender roles in order to develop programming and interventions that will address vulnerabilities of the boy child.
4. Develop gender mainstreaming frameworks for adoption by the National and County Governments.
5. Work with men and boys to promote gender equality

# APPENDICES

## Appendix I: Assessment Tool

The National Gender and Equality Commission (NGEC) was established pursuant to Articles 27 and 59 of the Constitution and the NGEC Act, 2011. The mandate of the Commission is to promote gender equality and freedom from discrimination. It does this by monitoring, advising and facilitating the integration of these principles in all national and county policies, laws and administrative regulations in all public and private institutions and to advise the government of all aspects thereof.

In this assessment, the commission wishes to monitor the status of boy child to determine whether perceptions that the boy is left in the gender equality agenda are true. Your input into this process is highly appreciated.

### **PART A. Profile**

1. County \_\_\_\_\_

2. Sub-county \_\_\_\_\_

3. Population of under 18 years \_\_\_\_\_

Boys \_\_\_\_\_

Girls \_\_\_\_\_

Designation \_\_\_\_\_

4. Gender    Male         Female

5. PWD        YES /NO (tick)

## **PART B: Interview Questions (County Commissioners, County Children Officers, LABOUR Officers, Probation Officers)**

1. There is a growing perception that empowerment of girl child is leading to the boy child being left behind. Do you agree with this perception? Yes/ No  
  
If Yes, What do you think are the reasons for this perception?
2. a) What are some of the challenges that the boy child faces today? Socially:  
Economically: Culturally:  
  
b) How do you think each of these categories of challenges can be addressed?
3. (a) Do you know if there are laws in this country to address the plight of the boy child? (Prompt to name these if the answer is Yes)  
  
(b) Are there gaps in these laws?  
  
(c) Does the Government have policies that address the plight of the boy child? (Prompt to name these if the answer is Yes)  
  
(d) Are there gaps in Policy?
5. What can be done to address the gaps mentioned above (4)?
6. What do you think will be the long term effects/impact on the development of the country if the boy child is excluded or left behind by the girl child?

## **PART C: Targeted Questions (Discussion about issues in the public domain)**

**For Education officers**

**(Ask for statistics in each case)**

- i) number enrolled to class one?

- ii) Number dropping out of school –who is dropping out more boy or girl? At what classes?
- iii) Number transiting to secondary school-boys and girls?
- iv) What interventions have been taken to address the problem of the boy child's education?

### **For Labour Officers**

The Boy child is increasingly engaged in economic activities. **(Ask for statistics)**

- a) What activities are they involved in?
- b) How is the office addressing the issue especially to avoid child labour?

### **For Security officers (Ask for statistics of children in conflict with the law)**

The Boy child is increasingly being involved in criminal activities

- a) Which activities are they engaging in?
- b) How are you handling this considering that some are minor offenders?

### **For Probation officer**

Is the office playing any role in regard to the boy child's tendency to:

- a) Abuse drugs and alcohol.
- b) Be in conflict with the law
- c) How are they being rehabilitated?

### **For Children's officers**

- a) What are the problems of the boy child in this county?
- b) What is the children's office doing about it?
- c) What are the challenges you face in addressing matters of the boy child if any?

## **PART D: Recommendations (FOR ALL)**

1. To the National Government
2. To County Governments
3. To any Non- state actors (e.g CSOs) e.g Civil Society, the private sector that you think can help.

## **PART E: Questions for Focus Group Discussions.**

**(Chiefs, religious leaders, youth)**

1. Do you believe that the boy child is being left behind in gender equality debate? Why? And how?
2. In your opinion, what factors make the boy child to appear to be left behind by the girl child?
3. What do you think need to be done to stop this exclusion?

## **Part F: Head Teachers and Principals**

1. Is the boy child disadvantaged at enrolment? (Enrolment data)
2. How are the drop-out rates for boys and girls? (Retention data )
3. What are the completion rate of boys and girls (transition data)

What is the performance of boys in comparison with that of girls' at National Examinations? Give an explanation. (Performance data)

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## LIST OF RESPONDENTS

S/No	NAME	COUNTY	ROLE	ORGANIZATION
1.	Mr Maurice Tsuma	Kilifi	County children coordinator	Ministry of Labour and social security services
2.	Mr Albert KobiaWakamau	Kilifi	County commissioner	Ministry of interior and coordination of National Government
3.	Mr Ole Keiss	Kilifi	Director of education	Ministry of Education
4.	Mr Salestine Mwasaru	Kilifi	Education officer	Ministry of Education
5.	Mr Charles Kanga	Kilifi	County probation officer	Ministry of interior and coordination of National Government
6.	Mr Moses Kella	Kilifi	County labour officer	Ministry of Labour , Social security and Services
7.	Mr Ismael Kalume	Kilifi	County executive committee member	County government of Kilifi
8.	Mrs Janet Tsuma	Kilifi	County executive committee member	County government of Kilifi
9.	Mr Elisha K.. Ngetich	Kilifi	Security officer	Ministry of interior and coordination of National Government
10.	Mrs Jocely Katunge	Kilifi	Youth officer	Ministry of Devolution and planning
11.	Walter S. Opinya	Kilifi	Youth	Kilifi Organization Peer Educators
12.	Sifa Nzaro	Kilifi	Youth	House of Talent,
13.	Answar Ahmed Lwambi	Kilifi	Youth	Amkeni Youth
14.	Kaponndo D Jefwa	Kilifi	Youth	WEWA
15.	Claleb Otieno	Kilifi	Youth	Ngumet Youth
16.	Maryam Mweni	Kilifi	Youth	Kilifi GBV Network
17.	Chai Lewa	Kilifi	Youth	Patanani S.Y
18.	Salama Ally	Kilifi	Youth	Kilifi Organization Peer Educators
19.	Rachel Mweni	Kilifi	Youth	Coast Sea Survival
20.	Maureen Salitzo	Kilifi	Youth	Jiendelee Youth
21.	Shadrak Kimue	Kilifi	Youth	Tuonane Youth Group
22.	Mary Mugeze	kilifi	Youth	Tuinuane Youth Group
23.	Jocely Katunge	Kilifi	Youth officer	Ministry of Devolution and Planning,
24.	Mohammed Yusuf	Kilifi	Youth	Patanani
25.	Ben Lusimbi	Kilifi	Youth	Kilifi Organization Peer Educators
26.	Dorothy M. Waije	Kilifi	Teacher	Roka Secondary
27.	Faith Waithaka	Kilifi	Teacher	Fumbini Secondary
28.	Emmanuel Kitsao	Kilifi	Teacher	Barani
29.	Samuel Shena	Kilifi	Teacher	Malindi High School
30.	Haji Ali	Kilifi	Teacher	Masemo Primary School
31.	Christine K. Kahindi	Kilifi	Teacher	Sir Ali Primary
32.	Florence Kazungu	Kilifi	Teacher	Katana Ngala Secondary School

S/No	NAME	COUNTY	ROLE	ORGANIZATION
33.	Mutambuiki Mwatya	Kilifi	Teacher	Dzukunze Primary School
34.	Charo Ali Katana	Kilifi	Teacher	Mnarani Secondary
35.	Ali Nganga	Kilifi	Teacher	Kilifi Township Secondary School
36.	Charo J. Kazungu	Kilifi	Teacher	Kikambala Primary School
37.	Christinne Ngala	Kilifi	Teacher	Ganze Boys Secondary School
38.	Hesbon Nyamu	Kilifi	Teacher	Kibarai Primary School
39.	Daniel N. Mumba	Kilifi	Teacher	Kilimo Secondary School
40.	Leox Baraka	Kilifi	Chief negreya	Ministry of Interior and Coordination of National Government
41.	Raphael B. Karisa	Kilifi	Snr chief, navveni takaungu	Ministry of Interior and Coordination of National Government
42.	Lawrence M. Toya	Kilifi	Religious leader	Supkem Chairman Kilifi
43.	Bakar Ali Hassib	Kilifi	Asst. Chief chumani	Ministry of Interior and Coordination of National Government Chumani
44.	Rukia Khalif	Kilifi	Religious leader	Catholic Church
45.	Rev. Onnesmus Koi	Kilifi	Religious leader	National Council of Churches of Kenya, Kilifi
46.	Dickso Mae	Kilifi	Chief teso location	Ministry of Interior and Coordination of National Government
47.	Awadh Hemed	Kilifi	Asst. Chief teso sub location	Ministry of Interior and Coordination of National Government
48.	Rev. Peter Swale	Kilifi	Religious leader	Redeem Church of God
49.	Pastor Anorld M.	Kilifi	Religious leader	Anglican Church of Kenya,
50.	Mwanasiti Kuoma	Mombasa	Youth	Bocohevo Group
51.	Kare Kgeka	Mombasa	Youth	Kwaca Afrika
52.	Alice Muthui	Mombasa	Youth	Young Women Christian Association
53.	Ismail Musa	Mombasa	Youth	Mvita
54.	Salim Ravino	Mombasa	Youth	KNHAT/Likoni
55.	Wycliffe Oganda	Mombasa	Youth	J.E.N
56.	Anthony Masha	Mombasa	Youth	S.Y.D.G
57.	Dickson Lelo	Mombasa	Youth	Star Tech
58.	Sheila Bonaya	Mombasa	Youth	National Youth Council
59.	Edwine Ademba	Mombasa	Youth	NYC
60.	Ogal David	Mombasa	Youth	SCYGO
61.	Josephine Musa	Mombasa	Youth	J.E.N
62.	Ruth Muoyoki	Mombasa	Teacher	Star of the Sea Primary School
63.	Marengo Muye	Mombasa	Teacher	Mbaraki Girls Secondary School
64.	Suleiman Babu	Mombasa	Teacher	Tom Boya Boys
65.	Juma Mshimu	Mombasa	Teacher	Allidina High
66.	Alamins Takdir	Mombasa	Teacher	Mombasa High School
67.	Veronika Marami	Mombasa	Teacher	Sacred Heart High School
68.	Nuria Wario	Mombasa	Teacher	Tudor High

S/No	NAME	COUNTY	ROLE	ORGANIZATION
69.	Eunice Mwalaa	Mombasa	Teacher	MOEST, Mombasa
70.	Khadija A. Sai	Mombasa	Teacher	Shariff Nassir
71.	Euprassa A. O. Munda	Mombasa	Teacher	Chagamwe High
72.	Hadija Galgalo	Mombasa	Teacher	Mombasa High
73.	Fatuma Khamusi	Mombasa	Snr chief mtogwe	Ministry of Interior and Coordination of National Government
74.	Ahmed Al-Amin	Mombasa	Youth	National Youth Council
75.	Mwichande K. Omar	Mombasa	Snr chief majengo	Ministry of Interior and Coordination of National Government
76.	Swalehe Ahumann	Mombasa	Religious leader	Imam
77.	Narrotham Khatam	Mombasa	Religious leader	Hinduism
78.	Aziz Halfan	Mombasa	Religious leader	K.M.Y.A
79.	Hassan Salim	Mombasa	Religious leader	Anglican Church of Kenya
80.	Abdi Noor	Mombasa	Religious leader	Imam
81.	Halima Mwanahamisi	Mombasa	Youth	National youth council Mombasa
82.	Mrs Rahab Wamboi	Mombasa	County children coordinator	Ministry of Labour and social security services
83.	Mr Nelson Marwa	Mombasa	County commissioner	Ministry of Interior and Coordination of National Government
84.	Mr Jude Wasonga	Mombasa	District officer	Ministry of Interior and Coordination of National Government
85.	Mr Lawrence Kaburu	Mombasa	Deputy county director of education	Ministry of Education
86.	Mr Joel Nyamora	Mombasa	County probation officer	Ministry of Interior and Coordination of National Government
87.	Mrs Eunice Mwala	Mombasa	Sub county education officer	Ministry of Education
88.	Mrs Cecilia Ronga	Mombasa	Labour officer	Ministry of Labour, Social Security and social services
89.	Insp. Muarry Mohammed	Mombasa	Inspector mvita mombasa island	Ministry of Interior and Coordination of National Government
90.	Mrs Tuni Mwalukumbi	Mombasa	County executive committee member	County Government Mombasa
91.	Mr Richard Rwoti	Mombasa	Youth officer	Ministry of Devolution and planning
92.	Caroline Ngini	Kiambu	Youth	Kiakiri Youth Group
93.	Alex Kimani	Kiambu	Youth	Muongoiya Youth
94.	Njogu Grace	Kiambu	Youth	Muchatha Youth Empowerment Centre
95.	Boniface Gachie	Kiambu	Youth	Young achievers
96.	James Gitau	Kiambu	Youth	Muchatha Youth Empowerment Centre
97.	Moses Kinyanjui	Kiambu	Youth	Sambaza Youth Group
98.	Ian K Gitobu	Kiambu	Youth	Kiambu Self-help group
99.	Lydia Warigia	Kiambu	Youth	Immaculate Ambassador

S/No	NAME	COUNTY	ROLE	ORGANIZATION
100.	Serah Kinyanjui	Kiambu	Youth	Unite for Poverty Eradication and Economic Development
101.	Judy Wambui	Kiambu	Youth	Kiambu Red Cross branch
102.	Jeniffer Njihia	Kiambu	Youth officer	Ministry of Devolution and Planning
103.	Philomena Wanjiru	Kiambu	Youth	Magana Youth
104.	Jacinter Kimani	Kiambu	Youth	Kiakiri Youth group
105.	David Githongo	Kiambu	Youth	Sambasa Youth Group
106.	John Kirimi	Kiambu	Youth	Kiambu self help group
107.	Mr Mongare Mugambi	Kiambu	County coordinator for children	Ministry of Labour and social security services
108.	Mr Bomiface Ngige Gitau	Kiambu	County director of education	Ministry of Education
109.	Mr Josephine Murege	Kiambu	County probation officer	Ministry of Interior and Coordination of National Government
110.	Mr Boaz Musandu	Kiambu	County labour officer	Ministry of Labour and social security services
111.	Mr John Ngetich	Kiambu	Security officer	Ministry of Interior and Coordination of National Government
112.	Mrs Nancy Githinji	Kiambu	Youth officer	Ministry of Devolution and planning
113.	Wangombe Paul	Kiambu	Religious leader	ACK
114.	Beatrice Ndichu	Kiambu	Group leader	Mothers Care CBO
115.	Antony Njoroge	Kiambu	Religious leader	Catholic church
116.	John Magure	Kiambu	Chief kaguru	Ministry of Interior and Coordination of National Government
117.	Joshua Kinyua	Kiambu	Religious leader	PEFA Church
118.	Christopher Ngathuma	Kiambu	Chief ndumberi	Ministry of Interior and Coordination of National Government
119.	Snr. Chief J.K Wambai	Kiambu	Snr. Chief ganda location	Ministry of Interior and Coordination of National Government
120.	Maina Wairugi	Kiambu	Religious leader	AIC church
121.	Cecilia Murage	Kiambu	Religious leader	Presbyterian Church of East Africa
122.	George Kibugi	Kiambu	Snr chief ndumberi	Ministry of Interior and Coordination of National Government
123.	David K. Wanga	Kiambu	Opinion leader	Ting'ang'a
124.	Anne Ruguru	Kiambu	Represented asst. Chief ting'ang'a	Ministry of Interior and Coordination of National Government
125.	Charity Mumbi	Kiambu	Tinganga chief	Ministry of Interior and Coordination of National Government
126.	Aloysins Njoroge	Kiambu	Peace committee member	Peace Committee Kiambu
127.	Rembooi Weldon	Kericho	Youth	Kericho County Youth Organization
128.	Mrs Jane Chepkemboi Rono	Kericho	County children coordinator	Ministry of Labour and social security services
129.	Mrs Lucy Mulili	Kericho	County commissioner	Ministry of Interior and Coordination of National Government

S/No	NAME	COUNTY	ROLE	ORGANIZATION
130.	Mrs Alice Kirui	Kericho	County director of education	County Director of Education
131.	Mr Wiliam Olekasimoni	Kericho	Deputy commissioner	Ministry of Interior and Coordination of National Government
132.	Mr John Kirui	Kericho	District quality assurance and standards officer	Ministry of Education
133.	Mr Johnstone Koech	Kericho	County probation officer	Ministry of Interior and Coordination of National Government
134.	Mrs Grace Mweresa	Kericho	County labour officer	Ministry of Labour and social security services
135.	Mr Kipchemoi Ropp	Kericho	Security officer	Security Officer Ministry of Interior and Coordination of National Government
136.	Rembooi Weldon	Kericho	Youth	Kericho County Youth Organization
137.	Harriso Cheruyiot	Kericho	Youth	Queen Yete
138.	Betty Kipkoech	Kericho	Youth	Jomo Kenyatta Foundation
139.	Vincent Kipyegon	Kericho	Youth	National youth Council
140.	Barmasai Rop	Kericho	Youth	Youth Enterprise Development Fund
141.	Richard sigar	Kericho	Youth	Jomo Kenyatta Foundation
142.	Hellen Ngetich	Kericho	Youth	Youth development
143.	Beatrice Chepkemoi	Kericho	Youth	Youth
144.	Florence Mutai	Kericho	Youth officer	Ministry of Devolution and planning
145.	Langat Robert	Kericho	Youth	Kericho Youth group representative
146.	Joel Omwenga	Kericho	Elder	Live with Hope Centre
147.	Mary Kinuthia Koech	Kericho	Elder	Live with Hope Centre
148.	Langat Paul	Kericho	Elder	Kipchichim
149.	Nancy Ruto	Kericho	Snr chief kapsoit location	Ministry of Interior and Coordination of National Government
150.	Joshua Kizuri	Kericho	Snr chief chepkoinik	Ministry of Interior and Coordination of National Government
151.	Boaz Ngeno	Kericho	Religious leader	AIC Church
152.	Philip Tuer	Kericho	Chief koitaburot	Ministry of Interior and Coordination of National Government
153.	Duncan Bii	Kericho	Senior chief	Ministry of Interior and Coordination of National Government
154.	Jeniffer Lelgo	Kericho	Teacher/principal	Kericho Day
155.	Stephen Lelgo	Kericho	Teacher	Chepngobob
156.	Simon K Chepnnikir	Kericho	Teacher	Sitotwet primary
157.	Emanuel Kipchichir	Kericho	Teacher	Kericho Primary
158.	Rachel C. Kerich	Kericho	Teacher	Matobo Primary
159.	Simon K. Sigei	Kericho	Teacher	Otui Primary School
160.	Risper Ngetich	Kericho	Teacher	Kericho School
161.	David Maritim	Kericho	Teacher	Keongo Primary School
162.	David Langat	Kericho	Teacher	Otui school

S/No	NAME	COUNTY	ROLE	ORGANIZATION
163.	Jane Rotich	Kericho	Teacher	Moi School
164.	Benina Soi	Kericho	Teacher	Kericho Township
165.	Jayne A. Nyagyue	Kericho	Teacher	Kaptesbeswet Secondary School
166.	Hassan Omar	Garissa	Youth	Youth Garissa Town
167.	Adan Fara	Garissa	Youth	Students Organisation
168.	Mr Simon Chege Gishu	Garissa	Children officer	Ministry of Labour and social security services
169.	Mr Rashid Katoo	Garissa	County commissioner	Ministry of Interior and Coordination of National Government
170.	Mr Mohamed Noor	Garissa	County director of education	Ministry of Education
171.	Mr Joseph Muthoka	Garissa	County probation officer	Ministry of Interior and Coordination of National Government
172.	Mr Christopher Muthee	Garissa	Security officer	Ministry of Interior and Coordination of National Government
173.	Mr. Abdinoor Adan	Garissa	Youth officer	Ministry of Devolution and planning
174.	Mohamed Hassan	Garissa	Youth	Ijara Youth Forum
175.	Mogan Farah	Garissa	Youth officer	Ministry of Devolution and planning
176.	Abdinoor Adan	Garissa	County director for youth	Ministry of Devolution and planning
177.	Jane Salano	Garissa	Youth officer	Ministry of Devolution and planning
178.	Maimuna Adan	Garissa	Youth officer	Ministry of Devolution and planning
179.	Maryan Hillow	Garissa	Youth officer	Ministry of Devolution and planning
180.	Hamdi Hussein	Garissa	Youth	Youth Ijara
181.	Hussein Salat	Garissa	Youth	Garissa youth group
182.	Ahmed Abubakar	Garissa	Principal	Garissa High School
183.	Osman Abdi	Garissa	Head teacher	Aphoodwish Primary School
184.	Faith Shamala	Garissa	Teacher	Tumaini primary School
185.	Hassan Ibrahim	Garissa	Teacher	Alfaroug Boys
186.	Fatuma Guyo	Garissa	Teacher	Tumaini primary School
187.	Gura Tauric	Garissa	Teacher	Garissa High School
188.	Mohammed Hassan	Garissa	Head teacher	Tumaini Primary School
189.	Golda Juma	Garissa	Teacher	Alfaroug School
190.	Mohammed Jamaa	Garissa	Head teacher	Boys Town Primary School
191.	Anisa Mohamed	Garissa	Garissa deo office staff	Ministry of Education
192.	Asha Mohammed	Garissa	Garissa deo office staff	Ministry of Education
193.	Feizal Hussein	Garissa	Garissa deo's office staff	Ministry of Education
194.	Mohammud Khaliff	Garissa	Asst. Chief shabaha	Ministry of Interior and Coordination of National Government
195.	Hassan Khalif	Garissa	Chief jasuct	Ministry of Interior and Coordination of National Government

S/No	NAME	COUNTY	ROLE	ORGANIZATION
196.	Salat M Adan	Garissa	Chief township	Ministry of Interior and Coordination of National Government
197.	A.H Isaac	Garissa	Senior chief waseri	Ministry of Interior and Coordination of National Government
198.	Sh. Issack Abdulahi	Garissa	Religious leader	SPKM
199.	Sh. Ibrahim Mase	Garissa	Religious leader	IMAM
200.	Sh. Hassan Abdi	Garissa	Religious leader	SPKM
201.	Mohammed Yusuf	Garissa	Religious leader	SPKM
202.	Mr Charles Okemwa	Kisumu	County coordinator for children	Ministry of Labour and social security services
203.	Mrs Lorna Odero	Kisumu	County commissioner	Ministry of Interior and Coordination of National Government
204.	Mr Silvester Mulambe	Kisumu	County director of education	Ministry of Education
205.	Mr Ole Tutui	Kisumu	Deputy commissioner	Ministry of Interior and Coordination of National Government
206.	Mrs Jane Mtange	Kisumu	District education officer	Ministry of Education
207.	Mrs Mildred Gimonge	Kisumu	Children officer kisumu east	Ministry of Labour, Social Security and services
208.	Mr Denis Mbetera	Kisumu	Probation officer	Ministry of Interior and Coordination of National Government
209.	Mrs Jenipher Atieno kere	Kisumu	County executive committee member	County government Kisumu
210.	Mrs Hellen Maneno	Kisumu	Labour officer	Ministry of Labour and social security services
211.	Benta Wesaya	Kisumu	Security officer	Ministry of Interior and Coordination of National Government
212.	Chepkurui Christine	Kisumu	Staff	Child welfare society of Kenya
213.	Peter owiti	Kisumu	Staff	World vision
214.	Keneth Munene	Kisumu	Staff	Child Welfare Society
215.	Aggrey Nyagweth	Kisumu	Head teacher	Lake primary school
216.	Dorise Achieng	Kisumu	Children department kisumu	Ministry of Labour, Social Security and Services
217.	Derrick Amboko	Kisumu	Parents teachers association	M.M. Shah primary school
218.	Ruth Akomo	Kisumu	Teacher	Joyland Special School
219.	Elijah Omumbo	Kisumu	Chief central kolwal	Ministry of Interior and Coordination of National Government
220.	Salome Alwanda	Kisumu	Staff	Ministry of Information, Communication and Technology-Kisumu
221.	Jane A. Owino	Kisumu	Staff	City Children's desk
222.	Florence A. Odhiambo	Kisumu	Staff	Mama Ngina Children's home
223.	Patrick Ogunde	Kisumu	Staff	Kisumu Development Children Fund
224.	Joseph Cheruiyot	Kisumu	Staff ddo office	Ministry of Devolution and Planning
225.	Leban Onyango	Kisumu	Staff	Agape Christian Ministry

S/No	NAME	COUNTY	ROLE	ORGANIZATION
226.	Phillip Onyina	Kisumu	Chief kondele location	Ministry of Interior and Coordination of National Government
227.	John Ouma	Kisumu	Head teacher	Arya Primary School
228.	Marcellus Okweya	Kisumu	Head teacher	M.M. Shah
229.	Evan Gichana	Kisumu	Ddo office staff	Ministry of devolution and Planning
230.	Otieno Kabisai	Kisumu	Chief west. Komoa	Ministry of Interior and Coordination of National Government
231.	Alice Nambuya	Kisumu	Health officer kisumu	Ministry of Health
232.	Albert Matayo	Kisumu	Deo's office	Ministry of Education
233.	Benta Ochieng	Kisumu	Probation officer	Ministry of devolution and planning
234.	Canon Mildred Amadi	Kisumu	Smc chairman	Lake primary school
235.	Willis Onyona Ochieng	Kisumu	Chief township	Ministry of Interior and Coordination of National Government
236.	Bishop Joshua Koyo	Kisumu	Ncck/interfaith	NCCCK office Kisumu
237.	Christine Etakwa	Kisumu	Religious leader	Apostolate programme Kisumu
238.	Mildred Gimonge	Kisumu	Children officer	Ministry of Labour, Social security and services
239.	Jenipher Kosomu	Kisumu	Chief east kolwal	Ministry of Interior and Coordination of National Government
240.	Mwanjilwa Philemon	Kakamega	Youth	Youth Enterprise Development Fund
241.	Mose Ichingwa	Kakamega	Youth	Lirembhe youth group
242.	Hussen Musa	Kakamega	Youth	Inuka mission youth group
243.	Anita Chivoga	Kakamega	Youth	Inuka mission youth group
244.	Joyce Khakuli	Kakamega	Youth	Lurambi youth group
245.	Edith Simuyu	Kakamega	Youth	Lurambi youth group
246.	Mbalitsi Ann	Kakamega	Youth	Ikolomani youth group
247.	Francis Munya	Kakamega	Youth	Mumias east
248.	Ochieng Stella	Kakamega	Youth	Mumias west
249.	Hesbon Masiga	Kakamega	Youth	Kakamega west
250.	Ingati A. Edwin	Kakamega	Youth	Gurambi central
251.	Maurice N. Masoni	Kakamega	Youth	Mumias west
252.	Alice Ongabo	Kakamega	Youth	Lurambi central
253.	Vincent Were	Kakamega	Youth	Kakamega
254.	Dau Mariga	Kakamega	Youth	Kakamega
255.	Richard Masita	Kakamega	County children coordinator	Ministry of Labour and social security services
256.	Mr Tom Mongo Chimwaga	Kakamega	Deputy county commissioner	Ministry of Interior and Coordination of National Government
257.	Mr Alex Majani	Kakamega	County director of education	Ministry of Education
258.	Mr Issac Indiatsi	Kakamega	District education officer	Ministry of Education

S/No	NAME	COUNTY	ROLE	ORGANIZATION
259.	Mrs Rosemary Munjal	Kakamega	County probation officer	Ministry of Interior and Coordination of National Government
260.	Mr Martin Waititu	Kakamega	Security officer	Ministry of Interior and Coordination of National Government
261.	Irene Wakere	Embu	Parents teachers association	School management Committee
262.	James Kinyua	Embu	Parents teachers association	School Management Committee
263.	Rose M Barine	Embu	Children officer	Ministry of Labour ,Social Security and services
264.	John N. Mugo	Embu	Parents teachers association	School Management Committee
265.	Margeret machaki	Embu	Head teacher	Witwa primary school
266.	Emilio Nyaga	Embu	Head teacher	Gitiburi primary school
267.	Nathan Kariuki	Embu	Parents teachers association (chairman)	Biandu primary school
268.	Herman Kinyau	Embu	Head teacher	Giandu primary school
269.	Christopher Ireri	Embu	Parents teachers association	Kepsha-Uman Mbeere North School
270.	Placida Njeru	Embu	Parents teachers association	School Management Committee
271.	James Munga	Embu	Religious leader	ACK
272.	Rose Wandeti	Embu	Chief	Ministry of Interior and Coordination of National Government
273.	Conseta G. Njiru	Embu	Chief	Ministry of Interior and Coordination of National Government
274.	Rev. Harrison Kingangi	Embu	Religious leader	CFF
275.	Imam Amani Juma	Embu	Religious leader	Stadium Mosque
276.	Rev. Joseph Muriithi	Embu	Religious leader	FGCK
277.	Joseph K Njiru	Embu	Teacher	Mjukiri primary school
278.	Jeniel Njugi Elijah	Embu	Teacher	Gatondo primary School
279.	Francis N. Karanja	Embu	Teacher	St. Michael primary school.
280.	Jonah N. Njiru	Embu	Youth	High Hope SHG
281.	Jackline wanyaga	Embu	Youth	Youth Rep siakago
282.	Elly D. Fundi	Embu	Youth	Youth Group
283.	Lucy Ndei	Embu	Youth	YEDF
284.	Nicholas Kimathi	Embu	Youth	Self-HELP group
285.	Lucy Muthoni	Embu	Youth	Brethren Group
286.	Mary wambogo	Embu	Youth	Dynamic Youth Group
287.	Timothy Gatimu	Embu	Youth	Siakago Visionable
288.	Ephantus Njue	Embu	Youth	Youth group
289.	Ezekiel N. Nyaga	Embu	Youth	Jijenge youth group
290.	Joseph Mwoniki	Embu	Youth	Jubilee
291.	Philomena Wanjiru	Embu	Youth officer siakago	Ministry of Devolution and Planning
292.	Rose Nyaga	Embu	Youth officer siakago	Ministry of Devolution and Planning
293.	Judith Lusenaka	Embu	Youth	Riandu Jubilee

S/No	NAME	COUNTY	ROLE	ORGANIZATION
294.	Silas KinyuaNthiga	Embu	Youth	Green Searcher Youth Group
295.	Elias Njeru Njuki	Embu	Youth	Riandu Jubilee
296.	Elizabeth Nyaga	Embu	Youth	Riandu Jubilee
297.	John Kamau	Embu	Youth	Tuongane self help
298.	Faith Wanja Njagi	Embu	Youth	Riandu Producer Group
299.	Mrs Jane Nzisa Muyanga	Embu	Children officer	Ministry of Labour and social security services
300.	Mr Amos Gathecha	Embu	County commissioner	Ministry of Interior and Coordination of National Government
301.	Mrs Roseline Nguu	Embu	Probation officer	Ministry of Interior and Coordination of National Government
302.	William Micheni	Embu	District education officer	Ministry of Education
303.	Mr Pascalia Kiruki	Embu	Labour officer	Ministry of Labour and social security services
304.	Mrs Pamela Kiarie	Embu	County executive committee member	County government of Embu
305.	Mrs Dorothy Migarsa	Embu	Security officer	Ministry of Interior and Coordination of National Government

## LIST OF PARTICIPANTS WHO GAVE INPUT DURING VALIDATION

Name	Organization
1. Commissioner Dr Florence Wachira	National Gender and Equality Commission
2. Paul Kuria	National Gender and Equality Commission
3. George Wanyonyi	National Gender and Equality Commission
4. Joseph Mulei	National Gender and Equality Commission
5. Timothy Kajwang Nyakwamba	Ministry of Devolution and planning
6. Darus Olayo	Ministry of Devolution and planning
7. Ahmad Rashid	Kenya Council of Imam and Ulama
8. Teresa Nyaga	Ministry of Education
9. Jackline Chebet	Mid Rift Human Rights Network
10. Angela Gamba	Makuti Youth group
11. Maimuna Mwinyi	Kenya Muslim Youth Alliance
12. Peter Oluoch	Persons with Disability Network
13. Kevin Onyango	Elredo (CBO)
14. Tom Mboya	Gaplink International
15. Collins Omari	Family Health Option Kenya
16. Abdi Yusif	Ministry of Labour and social Services
17. William Migwe	Ministry of Devolution and planning
18. George Nganga	Ministry of Interior and Coordination of National Government
19. Magaret Mwara	National Empowerment Network of people living with HIV/AIDS in Kenya





The views and opinions expressed in this report are those of the Commission and do not necessarily reflect the views of the funding agencies or their associates.