

# **Implementation Gaps in Re-Entry Policy in Primary Schools in Kenya, the Case of Muhoroni Sub County, Kisumu County, Western Kenya**

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## **Abstract**

School Re-entry Policy has been adopted as a key measure to improving gender equity in education by minimizing pregnancy related wastage. However, its impact on mitigation of exclusion of teenage mothers from education in the developing world has remained rather minimal. The purpose of the study was to examine the gaps and assess ways of addressing the emerging re-entry policy implementation challenges in Muhoroni Sub County, Kisumu County, Western Kenya. Cross sectional study design combining qualitative and quantitative approaches was used in the study. The study population included teachers, parents/guardians, teenage mothers, pupils and other education stakeholders from whom the sample was drawn. Questionnaires, key informant interviews and focus group discussions (FGD) were used in collecting data. Content analysis was used together with the SPSS version 19.0 to analyze and to interpret the data. The study established that the re-entry policy process had several inadequacies leading to negative attitude and poor implementation in the area. The intended beneficiary of this policy experienced several schooling challenges both within the school and at home, hence inability to return to school. Further, the policy lacked legal backing and had neither been monitored nor evaluated since its inception. The study recommended a policy review that would be inclusive and realistic to the challenges of the young mother wishing to return to school.

**Keywords:** Teenage mothers, re-entry policy, gender equity

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