

University of Nairobi

INSTITUTE OF ANTHROPOLOGY, GENDER AND AFRICAN STUDIES

Master of Arts in Gender and Development Studies

Research Project Report

Universal Primary Education:

Assessment of Barriers to Girls' Access to Education

"Listening to the Views of Women and Girls"

A study carried out at Muthaiga Primary School, Nairobi

by

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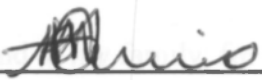
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DECLARATION

This study is my own original work. It has not been submitted to any other university for a degree



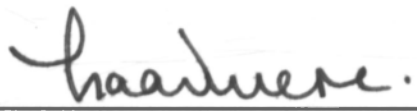
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ACKNOWLEDGMENTS

This work could not have been accomplished without the support I got from family and friends.

Dedication

This work is dedicated to my mother, my mentor and friend, Mrs. Kanini Ngui, for her continued support and guidance throughout my education and life;
And to my family; for their encouragement, their patience and understanding;

Special gratitude goes to my supervisor, Mr. Isaac Amboseli Wero, for providing me with the guidance and counsel, support and encouragement which made me believe that I could make it through the postgraduate programme, and has enabled me to complete my research project.

May the Almighty God bless them always.

Acknowledged also are the pupils, teachers, parents, and all other members of staff of Muthaiga Primary School for their support in project development, especially those who directly or indirectly, provided information of various other forms of assistance.

I would also like to thank the Department of Education for its contribution for the project to be carried out at Muthaiga Primary School.

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ACRONYMS

AIDS: Acquired Immunity Deficiency Syndrome

ASALs: Arid-and-Semi-Arid Lands

AU: African Union

BPfA: Beijing Platform for Action

BOG: Board of Governors

CSO: Civil Society Organizations

CBOs: Community-Based Organizations

CDF: Constituency Development Fund

CEDAW: Convention on the Elimination of All forms of Discrimination against Women

ECE/ECD: Early Child Education/Early Child Development

EFA: Education for All

ELP: Essential Learning Package

FBOs: Faith-Based Organizations

FGDs: Focus Group Discussions

FPE: Free Primary Education

GAD: Gender and Development

GBV: Gender-Based Violence

GER: Gross Enrolment Ratio

GOK: Government of Kenya

HIV: Human Immunodeficiency Virus

IGAs: Income-Generating Activities

IT: Information Technology

K.C.P.E.: Kenya Certificate of Primary Education

KESSP: Kenya Education Sector Support Programme

LATF: Local Authority Transfer Fund

MDGs: Millennium Development Goals

MoEST: Ministry of Education Science and Technology

NGOs: Non-Governmental Organizations

OVC: Orphans and Vulnerable Children

PTA: Parents'-Teachers' Association

PIM: Participatory Impact Monitoring

PRS: Poverty Reduction Strategy

RH: Reproductive Health

SES: Socio-Economic Status

SFP: School Feeding Programme

SIMBA: School Instructional Materials Bank Account

SWAP: Sector Wide Approach

UPE: Universal Primary Education

WID: Women in Development

WFP: World Food Programme

ABSTRACT

The basic underlying variable of the FPE program, which was implemented in 2003 in Kenya, is SES (socio-economic status) of families, since it was intended to ensure that all children, especially those from poor households, access primary education.

To enable gains in access, equity and quality to be maintained in the second year of implementation of FPE, the GOK in conjunction with The World Food Programme (WFP) introduced the School Feeding Programme (SFP) as one of the GOK's Core Poverty Programmes within the Economic Recovery Strategy in 2004. The programme, whose time frame is 2004-8, reaches one million children attending school within the arid and semi-arid lands (ASALs) and various Nairobi slums. The pre-primary and primary children are provided with a daily midday meal and optional mid-morning snack. The de-worming component of the SFP led to a reduction in worm infestation amongst pupils (WFP, 2005).

Studies and statistics from various other sub-Saharan countries show that the net enrolment of girls is still lower than that of boys, despite the FPE and SFP programmes. The educational disadvantages faced by girls are varied and deeply rooted in cultural practices and traditional attitudes (Elimu Yetu Coalition, ACTIONAID, 2005).

Muthaiga Primary School, in which the study was carried out, is situated within the up-market Muthaiga residential area. At its inception, the school used to cater for children from well-to-do families, but it currently caters for many children from poor households. Despite this, the school is not classified within the category of schools that benefit from such GOK interventions as the SFP.

Therefore, the school's PTA initiated its own SFP for two reasons:

- 1. There are no canteens or shops near the school for the children to buy lunch from;*
- 2. To provide pupils with subsidized meals, hygienically prepared by persons employed by the PTA, with OVC/children from very poor households receiving free meals.*

The study, therefore, intended to identify strengths and weaknesses or bottlenecks of the FPE programme and give recommendations as regards *improving girls' access to education*. This was done by collecting the views of all girls in Standard 8 and twenty-

four boys chosen at random from the three Standard 8 streams; views of female parents; and views of key informants (members of staff, especially female teachers) on various other variables that might also have an impact on girls, access to education e.g. age; family background (living with both biological parents; living with one biological parent and a step-parent; from a female-headed household); violence in the family; etc.

The study's findings will be used to make parents and communities understand their roles and responsibilities, bearing in mind that the resources allocated for FPE are not adequate to offer quality education for all.

Chapter One

INTRODUCTION

1.1 BACKGROUND INFORMATION

“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor; that the son of a mineworker can become the head of the mine; that the child of farm workers can become the president of a great nation”. Nelson Mandela (News and Views on Africa from Africa, 2006).

“Education is a universal right, a prerequisite for democracy, a path out of material and spiritual poverty”. MDGs (News and Views on Africa from Africa, 2006)

Education – specifically free primary school for all children – is a fundamental right to which governments committed themselves under the 1989 Convention of the Rights of the Child.

The World Conference on Education for All (EFA), held in Jomtien, Thailand (World Declaration on Education for All, 1990) resolved, through an international commitment, to bring the benefits of education to “every citizen in every society.” This was further amplified by the Dakar Conference of 2000 that reviewed developments in achieving UPE in the African continent and set the following as one of the EFA goals: *“eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015”*. Such a perception was further endorsed by the Millennium Development Goals (MDGs), which among other things target to *ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”*.

To enable gains in access, equity and quality to be maintained in the second year of implementation of FPE in Kenya, the *Country Programme Action Plan 2004-8*, was agreed upon between GOK and UN WFP, involving a School Feeding Programme in schools situated within the ASALs and in slum areas (WFP, 2004).

The World Bank supports EFA primarily through multi-dimensional efforts aimed at: Increasing *access and equity* in primary schooling as well as better quality and learning outcomes; Focusing on *girls’ education* to improve dropout and retention rates, as well as learning outcomes; Helping education systems cope with *HIV/AIDS*; and Promoting *early childhood development* (World Bank, 2007).

Despite increasing enrolment, quality of education and retention remain low for the girl child. Health indicators have worsened. HIV/AIDS pandemic is affecting women more acutely than men. Violence against women is still a big problem especially at the domestic level. Poverty, violence and HIV/AIDS are interlinked, and impact negatively on affected children's (especially girls') access to education. In addition, HIV-AIDS has decimated communities, and families around the world, creating orphans and other vulnerable children; and has a negative impact on education systems, as it also results in frequent absenteeism by affected and infected teachers. Thousands of HIV/AIDS orphans are in school, some are HIV-positive and others take care of their sick family members (News and Views on Africa from Africa, 2006). HIV/AIDS also contributes to rising drop out rates, absenteeism, repetition and poor academic performance.

1.2 PROBLEM STATEMENT

At its inception, Muthaiga Primary School used to cater for children from well-to-do families, but it currently caters for many children from poor households. Despite this, the school is not classified within the category of schools that benefit from such interventions as the government supported SFP.

Therefore, the school's PTA initiated its own SFP for two reasons:

1. There are no canteens or shops near the school for the children to buy lunch from;
2. To provide subsidized meals, hygienically prepared by persons employed by the PTA, with OVC/children from very poor households receiving free meals.

However, the SFP is a "means towards an end"; it *aims at ensuring that the FPE programme benefits children from all backgrounds* and should *not be taken as the only strategy that needs to be taken towards that end*.

As one of the goals of EFA is to achieve gender equity in primary schools by 2005, the study sought to assess the barriers to education that girls face despite SFP and FPE, besides evaluating the impact of the 2 programmes and giving recommendations.

1.3 PURPOSE OF STUDY

The study purposed to involve the girl child and female parents, in identifying some of the concerns that impact negatively on children's pursuit of education, focusing more on the issues that affect the girl child's access to education, despite the FPE and SFP programmes.

The study also sought to identify how best to instruct children on the issue of HIV/AIDS and how to handle RH issues for adolescent girls in primary school. *Giving teenage pupils the space to explore, debate and ask questions is just as important as checking that they know how HIV is transmitted and avoided* (Institute of Development Studies, 2005).

The findings of the study were to be used to encourage participants (communities) to establish “family-school-society” networks, to strengthen multi-sectoral collaboration for empowerment of the most vulnerable women and girls in poverty regions; and also to lobby policy-makers to plan for use of schools, not only as centres of learning, but also for the delivery of essential services for children (including care and support of OVC), in circumstances where normal provision of these services by families and communities are under threat from major challenges, especially poverty.

1.4 OBJECTIVES OF THE STUDY

- i. To find out the effectiveness of FPE in achieving gender equality in schools;
- ii. To identify strengths and weaknesses or bottlenecks of the FPE programme by collecting subjective experiences and views of pupils (mostly girls), their parents and teachers (female), and give recommendations;
- iii. To find out the effectiveness of the SFP in increasing retention and improving learning, especially for children from nutritionally challenged households;
- iv. To reinforce community interest, participation and responsibility; - by making parents and communities understand their roles and responsibilities, bearing in mind that the allocated resources for FPE are not adequate to offer quality education for all;

1.5 RESEARCH QUESTIONS

- i. Can systems of support be set up within schools for the benefit of OVC, the girl child and children from poor households?
- ii. Is the “non-formal emotional support” provided by teachers effective in helping pupils to deal with stress and anger; trauma; poor relationships at home domestic violence, and broken families; households headed by single parents?
- iii. Is there a place for peer guidance and mentoring within primary schools?
- iv. Is there need to implement formal guidance and counseling that will also address the issues of “Early Child and Adolescent Development”?
- v. Which pupils (amongst the Standard 8 pupils sampled) joined/re-joined the school at

- the upper primary level after implementation of the FPE programme?
- vi. What has been the impact of the SFP on learning?
 - vii. Is the reproductive health of adolescent girls in primary school being neglected?
 - viii. Can teachers help in the fight against AIDS and gender stereotypes?

1.6 RESEARCH HYPOTHESES

The following 2 were adopted as the study's hypotheses:

- i. *Teaching more than the basics of reading, writing and arithmetic is one of the most critical areas; the school syllabus must give room for discussion or asking questions. This would make pupils to learn how to be problem solvers;*
- ii. *Educational concerns of parents can serve as a means of mobilizing neighborhoods, since schools embody a potentially unifying purpose of meeting the needs of children, and providing them with a capacity to overcome poverty and disadvantage;*

1.7 RESEARCH RATIONALE/JUSTIFICATION.

In many ways, *schools are a natural focus for community development efforts.* As social institutions, *schools have sustained contact with children and their families,* and thus have the means by which *they can enable the residents of the less wealthy areas not only to improve their individual skills, but also to develop their capacity to act on community concerns.* Schools possess a large store of useful physical and material assets. Most important, charged with educating the young, *schools also embody a potentially unifying purpose of meeting the needs of children, and providing them with a capacity to overcome poverty and disadvantage.* In some cities, community organizers have found that *the educational concerns of parents can serve as a means of mobilizing neighborhoods* (Ferguson, 1999).

It is hoped that community participation in the process and their access to the findings of the study will help them to identify and help implement programmes within the school, not only for enhancing children's cognitive development, but programmes that will lead to the holistic (i.e. intellectual, psychosocial and moral) development of children, especially the girl-child.

Chapter Two

LITERATURE REVIEW

2.1 BACKGROUND

The right to a basic education for all children is a global commitment enshrined in numerous human rights treaties. The 1948 Universal Declaration of Human Rights acknowledged the right to education for all people: — *free and compulsory elementary education and, on the basis of merit, higher levels of education*. Article 26 of the Universal Declaration of Human Rights proclaims that “Everyone has the right to education...Education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedoms”.

A recent publication by the Global EFA Campaign cites then following “*examples of success resulting from the abolition of school fees*”:

- i. In Kenya, 1.3 million children were enrolled in schools for the first time in 2003;
- ii. In Malawi, enrolment grew from 1.9 million to 3 million;
- iii. Tanzania’s enrolment doubled from 1.4 to 3 million;
- iv. In Uganda, enrolment jumped from 2.5 million to over 6 million between 1997 and 2000 (Obanya, 2005).

2.2 FREE PRIMARY EDUCATION IN KENYA: HISTORICAL REVIEW

Primary school enrolment in Kenya increased from around 900,000 in 1963 to about 7.2 million in 2004. A presidential decree on *December 12, 1973*, during the celebration of the “Ten Great Years of Independence”, provided *free education for children in standards I-IV in all districts of the country*. It went further and *provided a uniform fee structure for those in standards V-VII in the whole country*. They all had to pay sixty Kenya shillings per child per annum. *Subsequent directives* went further and “*abolished school fees in primary education*”. In January 1974, pupil enrolment in standard one classes rose by million pupils above the estimated figure of about 400,000. The total enrolment figure for standards one to six children increased from 1.8 million in 1973 to nearly 2.8 million in January 1974 (Elimu Yetu Coalition, ACTIONAID, 2004).

The presidential decree providing free education in the early classes was, however, one of the most dramatic political pronouncements of the Kenyatta era, since it took planners and the public unaware. Therefore, *the financial implications as well as the various methods for its introduction were not subjected to a close scrutiny*. At the time of the

abolition of school fees, *no counter measures were announced about how to replace the lost revenue collected through school fees*. After failing to get clear directives as to what they could do about this lost revenue, *school management committees resorted to raising school revenue under the guise of a “building levy” ostensibly aimed at putting up new facilities*. The building levy varied from one district to another, *but in most cases it turned out to be higher than the school fees charged prior to the decree*. This frustrated many parents who had little alternative but to withdraw their children. Thereafter the situation reverted to what it had been before the abolition of school fees (Elimu Yetu Coalition, ACTIONAID, 2004).

In another political move, *the government abolished all forms of school levies in all public primary schools country wide in 1978*. In the following year, *the government introduced the free milk programme for primary school children*. These two measures increased primary school enrolment from 2,994,000 in 1978 to 3,698,246 in 1979, an increase of over 23% compared to the previous normal annual increase of 0.67%. Abolition of school levies put primary schools in a very serious dilemma.

As schools pondered on some viable ways generating funds, *another presidential statement in 1985 ordered schools to stop collecting what had become known as activity fees*. The activity fees should not be the responsibility of individual parents, but rather should be collected on “*harambee*” basis (i.e. public fund-raising drives) because some schools had wide catchments areas (Elimu Yetu Coalition, ACTIONAID, 2004).

The directive to abolish activity fees coincided with the launching of the new 8-4-4 School system of education. For the new education system to function over 13,370 standard eight streams and a corresponding set of classrooms were required. Each of the 12,493 primary schools also needed home science rooms and workshops in order to effectively teach *new examinable subjects* which had been introduced in the curriculum. This considerably increased the cost, *forcing schools to resort to “donations” from parents, which donations were not voluntary*. The manner in which they were collected caused an unjustifiable strain on poor family finances. *The requirement for fixed donations from parents did not take into account their different incomes*. Primary education became extremely unaffordable for many of the parents; *many withdrew their children from school* (Elimu Yetu Coalition, ACTIONAID, 2004).

The *Sessional Paper No. 6 on Education and Training for the Next Decade and Beyond* (Republic of Kenya, 1988) saw the government shifting expenditure on education onto the beneficiaries by *introducing what came to be known as “the cost-sharing policies” in 1988*. The transfer of extra costs to parents, at a time when they were still struggling to meet increased education costs brought about by the implementation of the new education system (8-4-4), was ill-advised. There were no clear guidelines as to the extent to which parents and communities were expected to share costs. Given the differential economic endowment of regions and even social groups, there were bound to be *disparities in terms of access and quality of education since not all groups could marshal the necessary resources on an equal footing* (Elimu Yetu Coalition, ACTIONAID, 2004). Another concern was the gradual reallocation of public financial resources away from primary education towards tertiary education. In the early 1980s, *60% of the recurrent budget in education went to primary education and 14% to secondary and university levels*. But as tertiary education expanded, the government spent only Ksh. 2,774 per primary school pupil and Ksh. 9,418 per secondary school student while expenditure per university student was Ksh. 115,812. As a result, *parents were forced to assume greater responsibility for financing primary education*. The increased burden of cost-sharing had become too heavy on some parents and communities, particularly in the arid and semi-arid areas (Elimu Yetu Coalition, ACTIONAID, 2004).

2.3 KENYA EDUCATION SECTOR SUPPORT PROGRAMME 2005 – 2010

Beginning June 2004 the Ministry of Education Science and Technology (MoEST) worked closely with a wide range of stakeholders in the education sector in the development of a Sector Wide Approach (SWAP) for the development of the education sector in Kenya for the five years that followed. The overall aim of MoEST’s SWAP is to develop and secure funding for the Kenya Education Sector Support Programme (KESSP), which will be the basis upon which the Government, individuals, communities, the private sector, Non-Governmental Organizations (NGOs) and development partners, will jointly support the education sector during the period 2005/06 to 2009/10. KESSP is based on the rationale of the overall policy goal of achieving EFA and the Government’s commitment to the attainment of the MDGs (MoEST, 2005).

One objective identified by stakeholders was the need of introducing HIV/AIDS

education at the primary schools level. On community involvement, the chapter on co-ordination of the programme gives guidelines: For example Section (10) Sub-section (3) which, under the title of “*KESSP Coordination, Implementation, and Accountability Structures*” defines the role of parents and teachers at the “Institutional Level” in making universal basic education a reality in Kenya; *Parents-Teachers' Associations* (PTA) are given the role of: monitoring implementation of school programmes; monitoring education services; and mobilising additional resources (MoEST, 2005).

2.4 SCHOOL FEEDING PROGRAMME

To enable gains in access, equity and quality to be maintained in the second year of implementation of FPE in Kenya, the *Country Programme Action Plan 2004-8*, was agreed upon between GOK and UN WFP, involving a School Feeding Programme – SFP - in schools situated within the ASALs and in slum areas. The SFP is one of the GOK’s Core Poverty Programmes within the Economic Recovery Strategy, supported by the Ministry of Education, Science and Technology (MoEST). This relates directly to the GOK’s goals of achieving UPE by 2005 and EFA by 2015 (WFP, 2004).

In 2004, the SFP reached one million children attending school within the arid and semi-arid lands (ASALs) and various Nairobi slums. The pre-primary and primary children were to be provided with a daily midday meal and optional mid-morning snack. The de-worming component of the SFP led to a reduction in incidences of worm infestation amongst pupils (MoEST, 2005).

‘Multiple evaluations of the WFP school feeding projects in Kenya identify that food assistance is instrumental in encouraging attendance, particularly that of girls and orphans and in times of drought, limiting drop-out rates, and for maintaining calorie intake for nutritionally vulnerable students’ (Elimu Yetu Coalition, ACTIONAID, 2004).

IMPROVED SUSTAINABILITY OF SFP

Sustainable SFP options, that are less dependent on unpredictable donor contributions, need to be adopted to address the needs of vulnerable children, so that they can access education. For this to happen, targeted programmes need to be rooted at the local level, with the full participation of communities affected by food insecurity being core to their sustainability (WFP, 2004).

2.5 MONITORING OF FREE PRIMARY EDUCATION IN KENYA

On launching the FPE programme in January 2003, new government made serious its commitment by increasing the education budget by 17.4 percent to 79.4 billion shillings, with Ksh 5.6 billion specifically allocated to the FPE programme (Elimu Yetu Coalition, ACTIONAID, 2004).

SOME OF THE STUDY'S MAJOR FINDINGS

- i. The FPE programme has generally created a positive outcome because it has brought more children to school. In 2003, the total primary school enrolment rose by 17.6% from 6,131,000 in 2002 to 7,208,100 in 2003. The enrolment of girls rose by 17.3% from 2,988,000 in 2002 to 3,505,300 in 2003 while the enrolment of boys rose by 17.8% from 3,143,100 in 2002 to 3,702,800 in 2003.
- ii. The implementation of FPE has negatively affected the Early Childhood Development (ECD) classes. Parents are reluctant to pay fees/levies for their younger children in nursery classes, while the older ones are learning 'free' of charge.
- iii. The quality of primary education is a big worry, especially in schools with shortage of teachers and limited textbooks. In most schools, the teacher-pupil ratio is very high thus making quality teaching difficult (Elimu Yetu Coalition, ACTIONAID, 2004).

THE CHALLENGE FACING THE FPE PROGRAMME

Currently there is confusion as to what FPE is all about in terms of cost and financing. Although the MoEST has provided guidelines on FPE, these guidelines are being misinterpreted to mean that parents should not in any way contribute to their children's education. Most schools no longer receive support from parents for additional funds and facilities. In some districts, parents no longer attend meetings at school. Therefore, the biggest challenge is how to sell FPE and make parents and communities understand their roles and responsibilities, bearing in mind that the allocated resources for FPE are not adequate to offer quality education for all (Elimu Yetu Coalition, ACTIONAID, 2004).

FPE: PROGRAMME INTERVENTIONS AND SUPPORT TO SCHOOLS

Needy and disadvantaged children are many and varied by district and gender. Therefore a mechanism involving the teachers, civic and religious leaders needs to be put in place for identifying and screening needy children to provide them with increased levels of support through access to capitation grants set aside for the purpose

The educational disadvantages faced by girls are varied and deeply rooted in cultural

practices and traditional attitudes. There is therefore the need to specifically sensitise communities in which girls' participation is still low, to address impediments hindering increased enrolments (Elimu Yetu Coalition, ACTIONAID, 2004).

2.6 EDUCATION FOR ALL (EFA)

EFA is an international commitment first launched in Jomtien, Thailand in 1990 to bring the benefits of education to "every citizen in every society". Six goals were set in relation to EFA implementation. These are specifically to:

- i. *Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;*
- ii. *Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;*
- iii. Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs;
- iv. Achieve a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- v. *Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;*
- vi. Improve all aspects of the quality of education and ensure excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills (World Bank, 2007).

UNIVERSAL PRIMARY EDUCATION:

The Dakar Conference (2000) reviewed UPE implementation in Africa and set EFA goals, including: "*eliminating gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015*" (World Bank, 2007).

2.8 THE MILLENNIUM DEVELOPMENT GOALS; CEDAW AND BPFA

Gender equality is a cross-cutting concern for all of the MDGs. The gender equality issues that arise under each of the MDGs are integrally connected to the obligations and commitments embodied in CEDAW (Convention on the Elimination of All forms of Discrimination against Women) and the BPfA (Beijing Platform for Action).

Governments are also obliged under CEDAW and committed under Beijing to ensure gender equality at all levels of education. Articles from CEDAW and strategic objectives from Beijing Platform for Action that address the objectives of MDGs numbers 2, 3, and 6 are shown herein under:

TABLE 1: RELATIONSHIP BETWEEN MDGs, CEDAW, AND BPfA

<p>MDG No 2 <i>Achieve universal primary education</i> TARGET 3 Ensure that all boys and girls complete a full course of primary schooling MDG No 3 <i>Promote gender equality and empower women</i> TARGET 4 Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.</p>	<p>CEDAW (article 10). Eliminate discrimination against women to ensure equal rights between men and women in education</p>	<p>BPfA Ensure equal access to education (strategic objective B.1) Eliminate discrimination against girls in education, skills development and training (strategic objective L.4)</p>
<p>MDG No 6 <i>Combat HIV/AIDS, malaria and other diseases</i> TARGET 7 Halt and reverse the spread of HIV/AIDS.</p>	<p>CEDAW Eliminate social and cultural stereotypes and practices based on gender inequality (article 5.a). Ensure women's equal access to health-care services (article 12.1). Ensure women the right to participate in the formulation and implementation of government policy and to hold public office and perform public functions at all levels of government (article 7.b).</p>	<p>BPfA Eliminate negative cultural attitudes and practices against girls (strategic objective L.2) Increase women's access throughout the life cycle to appropriate, affordable and quality health-care, information and related services (strategic objective C.1) Undertake gender-sensitive initiatives to address sexually transmitted diseases, HIV/AIDS and sexual and reproductive health issues (strategic objective C.3) Take measures to ensure women's equal access to and full participation in power structures and decision-making (strategic objective G.1).</p>

A wide range of economic, social and cultural barriers must be addressed to achieve gender equality in primary education, including demands for girls' labour at home and on farms, and both the reality and the perception that as adults their employment and

income-generating opportunities will be limited. And measures sensitive to the particular obstacles blocking girls' access to education need to be implemented (UNIFEM et al, 2004).

2.9 CHILD PARTICIPATION IS VITAL

“Given the required support, children and especially girls can work to address issues that affect them. Boys need to remain as strategic allies and be mobilized to give space to the girls, while the adults - women and men – provide the wisdom of age”. Various means of involving the young people, such as membership to clubs like school health/sanitation clubs, child rights clubs and Girl's Education Movement (GEM), are being promoted. GEM, an initiative of UNICEF, is a child-centered, girl-led global movement of children and young people whose goal is to bring about positive social transformation in Africa by empowering girls through education. It is a movement that operates through groups of children and young people in schools and communities. These groups make decisions on how to interact with and help one another at community, district, national, regional and international levels, in co-operation with appropriate government, civil society and donor organisations. Through such groups, children have realized that they need a certain degree of self-reliance and have therefore taken on growing of vegetables, which they sell to get money to support their club activities. They also stage drama and music performances for the communities and these too earn them some income out of the money from their income generating activities, buy sanitary pads for managing menstruation and items like soap for their washrooms. The music and drama shows have been very useful tools for mobilisation and sensitisation of the communities on issues such as girls' education hygiene and HIV/AIDS (Barebwoha, 2007).

2.10 SOME FACTORS THAT AFFECT ACCESS TO EDUCATION

“In about one-third of countries with data, less than two-thirds of the pupils enrolled in primary school reach the last grade. The problem is particularly acute in Sub-Saharan Africa, but also severe in Cambodia, India, Nepal and a few countries of Latin America and the Caribbean. Unsurprisingly, household survey data incorporated in the global study show that children of primary school age who live in the poorest 20 percent of households are three times more likely to be out-of-school than children living in the richest 20 percent. Even where education is provided “free of charge” by the state,

families incur substantial expenses in sending children to school. Among these costs are those of transport, uniforms, textbooks, school supplies and ancillary fees charged directly and retained by the school to supplement its budget.

Girls often face many more barriers to learning than boys do. For example, in some circumstances it necessitates some young girls to bring younger siblings to school with them, disrupting not only their own studies but those of other children. Moreover, studies have revealed that on average, girls are likely to have far less time available after school to study. They typically have to assume a multitude of household chores including cooking, cleaning and even serving as a principal caregiver for younger siblings—responsibilities that boys are virtually never expected to assume. These competing demands on girls' time can translate into relatively poorer academic performance than their male counterparts, often leading to high repetition and, ultimately, higher dropout rates. In addition, socio-cultural norms promulgating early marriage and childbirth cut short if not preclude girls' education in many countries. In many countries, girls who become pregnant out of wedlock are not permitted to return to school although no equal sanction is borne by father of such children. *NB one in five pregnancies in Africa occur among teenagers aged 13-19.* These norms become significant obstacles on girls' path to education. Thus, *"the age of a child is one of the most important variables to be considered when analyzing patterns of school (non-)attendance. It matters whether children start school at the prescribed entry age; in evaluating performance of pupils, one needs to consider whether they are in the appropriate grade for their age; when children start late or repeat grades, it increases the likelihood that they will drop out before completion"* (Anonymous writer, Modern Khmer News).

2.11 OTHER FACTORS THAT AFFECT GIRLS' ACCESS TO EDUCATION

Unfriendly school environment also serves to discourage girls from persisting in school. Many girls drop out due to inadequate sanitation and hygiene facilities to cater for their needs during menstruation, few female teachers, inadequate school infrastructure such as classrooms and furniture and sexual harassment by teachers or boys.

Another problem specific to pupils included lack of a senior woman teacher for female pupil guidance on adolescent development (Barebwoha, 2007).

2.12 ENHANCEMENT OF THE QUALITY OF THE LEARNING ENVIRONMENT

Improving quality requires a focus on outcomes. The enhancement of the quality of the school-learning environment may be augmented in an assortment of ways. There is need to develop ‘stop gap’ strategies for off-setting shortages of teachers, learning materials and other educational inputs associated with the budgetary cuts, including the revival of cost-saving organizational and operational innovations. *Recent studies conclude that about half the pupils in Africa have not achieved the minimum skill level defined by the authorities in each country. In some countries less than a third of children at the end of primary school have the skills necessary to perform at the secondary level.*

Parents and teachers need to work with the existing education system to *identify a package of supplies and services* (uniform in “content” for all schools, and with specific focus on girls’ education) *that are essential for getting children into school, making sure they attend regularly, that they stay to completion and that they acquire worthwhile learning and achievements from schooling. ELP comprises immediate, medium term and longer-term interventions* Basic components of the ELP are:

- i. School Infrastructure (buildings, classrooms, furniture)
- ii. School Health, Hygiene and Nutrition (water and sanitation, school feeding, deworming, micronutrients, etc)
- iii. Pedagogical material (exercise books, textbooks and other learning materials, school supplies, didactical materials)
- iv. Educational contents to make them more gender-responsive (improvement of curriculum, textbooks, teacher training)
- v. Teacher training and support (class supervision included)
- vi. Reinforcing the community participation throughout the process (UNGEI, 2005).

2.13 PARTNERSHIP WITH CBOs, NGOs/CSOs, AND FBOs

Local cultures, practices and local politics must be considered for the FPE program to be truly owned by local communities. Thus, building the capacity of communities on know-how related to child survival and development would be an area of co-operation with faith and community-based organizations and the civil society. (Bah-Lalya, 2003)

2.14 EARLY CHILDHOOD DEVELOPMENT

EFA Goal 1: “Develop and improve in all their aspects the protection and education of early childhood and especially of the most vulnerable and disadvantaged children.”

The early childhood years are crucial for the development of the individual. The Dakar Conference recalled that “quality learning begins at birth”. The achievements of science have proved that early childhood years (right from the ante-natal periods) are crucial for the physical as well psychological (cognitive and psychosocial) and of personality development of the child. *(70% of brain development occurs before birth; the brain attains 90% of its development potential at 8 years of age)*. Experience of the past decade confirms that caring for, and adequate education for early childhood, both within the family and within the framework of more structured programs, have a positive impact on the survival, growth, development as well as on the learning capacity of children. These programs must be comprehensive, with particular emphasis on the child’s total needs and take into account health, nutrition, hygiene as well as the cognitive and psychological development. Educating parents and other partners with a view to enhance a better undertaking of the child care based on traditional practices and the systematic resort to early childhood monitoring tests are key aspects in this regard.

Goal 1 of the goals retained by the EFA Conference in Dakar is the foundation for the other educational goals elaborated (UNESCO, 2007).

2.15 EDUCATION: 'AFRICA'S VISION (AFTER DAKAR CONFERENCE OF 2000)

The following are excerpts from the report that was compiled after an *EFA Assessment Exercise* undertaken in 2000 by the *Regional Technical Advisory Groups in Africa*:

- iii. An enlightened Africa; victorious in its struggle for the liberation of the mind;
- iv. A prosperous Africa; with knowledge and skills of its people as its foremost resource;
- vii. Education shall prepare people to take control of their own destiny, liberating them from dependency, and endowing them with initiative, creativity, critical thinking, enterprise, democratic values, pride and appreciation of diversity;
- viii. Access to education will no longer be affected by gender, colour, tribe, ethnic origin, social status, physical and mental ability, religious persuasion or political belief. The education and training sector shall become an integrated system managing knowledge and human resources development;
- x. Education systems shall provide life-long learning opportunities to all, focusing on the learner and the learning process

xi. Safe and inspiring learning environments will enable families and individuals to develop their critical thinking and creativity, and realise their full potential

xii. The major areas of focus are access and equity, quality and relevance, capacity building and partnerships

The *Regional Technical Advisory Groups* proposed action that needs to be taken at the country level in order to make the vision of renaissance a reality. Some of the proposed courses of action include:

- i. Mobilise resources for the restructuring and reallocation of government finances with a view to strengthening basic education;
- ii. Undertake research and develop the use of local alternatives to imported manufacturing inputs for the design and production of cost-effective textbooks and learning materials;
- iii. Develop gender- and rights-responsive education research, in order to develop gender responsive programmes and child-friendly learning environments for ensuring the full participation of the girl child in education
- iv. Create safe learning environments for girls and women, inside and outside the school, and institutionalise affirmative action to enhance their access to education, especially in Math and Sciences;
- v. Conduct gender awareness campaigns and training for parents, teachers and education managers;
- vi. Working partnerships forged with the media, religious organisations, civil society and communities, to build consensus on implementing HIV/AIDS curriculum and develop effective and viable strategies to fight the HIV/AIDS pandemic (Regional Technical Advisory Groups in Africa, 2000).

2.16 THEORETICAL AND CONCEPTUAL FRAMEWORK

Pro-Poor Approach: The basic underlying variable of the FPE and SFP programmes is socio-economic status (SES), thus the study, ideally, should have adopted a pro-poor approach intended for the promotion of economic opportunities for the poor; the promotion of investment in human capital; and the provision of safety nets to protect livelihoods (Mikkelsen, 2001).

Other Theoretical Frameworks (in social sciences) applicable to the study are:

- i. Structural Functionalism: as the study sought to identify the structural obstacles that hinder girls from accessing FPE;
- ii. Symbolic Interactionism: in relation to how gender-based power (behaviour, attitude, practices and gender stereotypes) affect girl's access to FPE (Mikkelsen, 2001).

Gender Analytical Framework: As the study's focus was to identify barriers to girls' access to education (with the views of women and girls being sought for), the Gender Analytical Framework is best suited for analysis or interpretation of information generated. The particular frameworks applicable to the study are:

MOSER/DPU FRAMEWORK: developed by Caroline Moser at London University's Development Planning Unit, the framework is used to demonstrate the need to use development interventions to transform unequal gender relations, highlighting the political nature of gender-sensitive research and planning. The Moser framework recognizes that women's roles in society are differentiated and multiple; describing *women's roles as triple roles, which includes productive, reproductive, and community management. Practical gender needs and strategic gender interests are taken into account* with this framework. It also stresses schematization of policy approaches to women (welfare, equity, efficiency, empowerment) – making explicit the extent to which different policy objectives prioritize the elimination of gender hierarchies.

GENDER ROLES/ HARVARD ANALYTICAL FRAMEWORK: developed by the Harvard Institute for International Development in collaboration with the Women in Development (WID) Office of USAID in 1984, the framework incorporates *the Women in Development (WID) efficiency approach*, which *recognizes women's productive contributions, both actual and possible, and provides the rationale for allocating resources to women and including them in the development process*. With this framework, gender equity is defined in terms of individual access to and control over resources. The framework *recognizes that the household has a gendered system of resource allocation and a gendered division of labour*, which affects distribution of roles and resources within the household. Data on the distribution of roles and resources within the household should be used to overcome the ideologies and stereotypes that render women's work (and contribution to development) invisible.

LONGWE/WOMEN'S EMPOWERMENT FRAMEWORK: developed by Sara Longwe,

views the empowerment of women as central to the development process. The Women's Empowerment Framework recognizes that gender inequities do not merely arise from differences in gender roles, but from the gendered division of labor and the allocation of benefits and resources. The framework operates at five levels:

- I. Welfare:*** zero level of empowerment - women are the passive recipients of benefits from a “top-down” approach
- II. Access:*** first level of empowerment - women improve their own status, relative to men, by increased access to resources
- III. Conscientization:*** second level of empowerment – motivated by women themselves as they realize and attempt to understand the underlying causes of their problems, and to identify strategies for action
- IV. Mobilisation:*** the third level of empowerment – motivated by their awareness, women come together to analyze problems and formulate solutions
- V. Control:*** final level of empowerment - reached when women have taken action towards greater gender equality in decision-making over access to resources, and therefore their socio-economic status (Mikkelsen, 2001).

Chapter Three

METHODOLOGY

3.1 POPULATION.

The *predominantly female* target population was categorized into three sub-populations:

1. Standard VIII pupils from Muthaiga Primary School: 66 girls and 58 boys;
2. Mothers/Female guardians of girls (and boys) studying in Muthaiga Primary School;
3. Female members of staff (teachers) of Muthaiga Primary School:

3.2 SAMPLE SIZE

STANDARD VIII PUPILS: all Standard VIII girls - *66 in number* - were “sampled”, in addition to *24 boys* selected at random from the three Standard VIII streams of Muthaiga Primary School. During focus group discussions, the participants were divided into 3 groups, such that *each group had 22 girls and 8 boys*);

PARENTS: The researcher had intended to have 12 female parents whose daughters are in Standard 8 class (enrolled in school before the FPE programme was implemented); 12 whose daughters are in Standard 5 class (enrolled in 2003 when FPE was introduced); and 12 parents whose daughters are in Standard 1 class (to help identify the Early Child Education – ECE - concerns affecting the girl child) fill in the questionnaires, and participate in group discussions. *However 27 parents were present during the group discussions and about 40 parents filled and returned the questionnaires.*

KEY INFORMANTS: 22 female teachers of Muthaiga Primary School filled in the questionnaires. 5 of the teachers also participated in the focus group discussions, 2 as parents, one ECD teacher, a Standard V teacher, and an Upper Primary teacher.

3.3 SAMPLING TECHNIQUES

The sampling techniques used in identifying participants include:

Justified sampling. used in identifying (almost) exclusively female participants;

Quota sampling: applied in sampling 8 boys from each of the 3 Standard VIII streams;

Stratified sampling: 8 boys respectively joined the 3 groups each with 22 Standard 8 girls to make the number of participants in each group to be 30 (22 girls and 8 boys);

Convenient Sampling. All Standard 8 girls were taken as a convenient sample;

Purposive/Judgment Sampling. applied for the key informants.

3.4 RESEARCH DESIGNS

As the study's time frame was quite limited, the research can be considered as a *One-shot*

Case Study. The study's design, though basically *Qualitative*, also generated *Quantitative* data, especially by review of existing records and life histories. Other Research Designs also apply to the study, including:

Quasi-experimental Design: as the study lacked random assignment; "intervention or manipulation"; and a control group

Action-oriented: The study intended to find out how the community can help improve girls' access to education; findings can be translated into action, especially when prioritizing projects to be supported by such facilities as the Constituency Bursary Fund, CDF, LATF, HIV/AIDS Fund and such others (in line with GOK's policy of devolved government);

The Before-and-after Study Evaluation Design: reviewing baseline information and analysing the views of parents was done to find out the impact of the FPE programme on girls' access to education.

Summative Evaluation: - The study intended to find out the effectiveness of the FPE programme in achieving gender equality".

Formative Evaluation: – One objective of the study was for participants to identify strengths and weaknesses/bottlenecks of the FPE programme and give recommendations;

Participatory Impact Monitoring (PIM): the study involved parents (the community) in monitoring the impact of the FPE and the SFP programmes.

3.5 RESEARCH ETHICS

CHILDREN (PUPILS)

The 4 Pillars of Children's Rights - Survival; Protection; Participation and Development – were taken into account while laying out the design of the study.

Persons under 18 years of age are "children" for research purposes, and their entry into research requires their parents' consent. However, *as the study was based within an institution that provides care and support for children,* consent from the Muthaiga Primary School and the local educational authorities sufficed.

In addition to this, the researcher also sought the "assent" of the pupils that were involved. Assent is "a child's affirmative agreement to participate in research. 15

In Line with the Ethical Principle of Beneficence: -

Participating pupils were provided with the opportunity to *contribute to society* by giving

their ideas of how to improve girls' access to education (and, by extension, all children's), including access to various other services.

Taking part in research also provided pupils with an active way of learning about service provision (and the issue of access to services), and of gaining a variety of social skills (discussing topical issues as a group).

The experience also helped pupils with articulating issues related to personal development. It is hoped that this experience will translate to increased levels of confidence, self-esteem, and the belief that their views matter and can effect change.¹⁵

The study gave teenage pupils the space (especially through group work) to explore debate and ask questions related to HIV/AIDS prevention, their sexuality, access to RH services and issues that relate to their physical, cognitive, and psychosocial development.

ADULTS (FEMALE PARENTS/MEMBERS OF STAFF)

Consent was sought from participating parents. They were not obliged to fill in and return the questionnaires; that was to be done by one's own volition. The same also applied when they were invited for group discussions. For the purposes of confidentiality, the parents' names were not to be indicated on the questionnaires. The teachers had no problem in participating in an exercise that could lead to an improved learning environment for the girl child and her teacher.

In Line With the Principle of Beneficence:

The study provided an opportunity for parents and teachers to deliberate on making the issue of care and support for girls as a central function of schools; to strategize on how to handle RH issues for adolescent girls in primary school; and to discuss about how best to instruct pupils/children on the issues of sexuality or sexual maturation and HIV/AIDS prevention.

The research process also helped parents (pupils and teachers too) to realize the need of establishing "family-school-society" networks that will address the developmental needs (not only cognitive but also psychosocial) of children within and without the academic institutions.

3.6 DATA COLLECTION PROCEDURES

Semi-structured questionnaires (with open-ended and closed-ended questions) and checklists (participants read a statement on various issues and then tick True/I agree/Yes

or False/I disagree/No) were used to garner information about subjective experiences and the views of the participants. (Samples of the questionnaires used are appended to the report: *Chapter Four: APPENDICES 4.4 Questionnaires*)

Structuring of questionnaires had been done with research assistants in mind; they were semi-structured so as to give one the room to spontaneously re-frame questions, depending on the level of communication between the interviewer and interviewee. The research assistants would have been briefed on the objectives of the study, and any abbreviations, ambiguity or obscurity of the parameter or variable being sought after would have been explained beforehand. However, the principal researcher did not manage to assemble a research team due to limitations in finances and in time.

FEMALE PARENTS:

As the lack of research assistants made it difficult to carry out one-on-one interviews with the parents, the researcher opted to give randomly sampled pupils the questionnaires to pupils for their mother/female guardian to fill. It was difficult to give the questionnaires to pupils from poor households only; this might have sent the wrong signals.

The researcher had intended to have 12 parents from each of the three categories (i.e. daughters in Standards 1, 5 and 8) fill in the questionnaires. However, as some of the Standard 8 boys also requested for questionnaires to take to their parents, it was hard to turn them down; the assumption was that they also had sisters of school-going age. Therefore, more than the 36 originally intended questionnaires were given out. *(As parents were to fill them in at their own pace, this was also a strategy adopted, the assumption being that a significant proportion would have been filled in and returned to allow for analysis within the limited time frame)*

Of the questionnaires that were given to pupils to take to their parents, 15 were randomly sampled for the purpose of analysis from the first batch of 40 questionnaires to be filled and returned.

KEY INFORMANTS

22 female teachers (from all classes: pre-primary to Standard 8 level) were given the questionnaires to fill in at their own pace. From these, 9 were randomly sampled for the purpose of analysis.

PUPILS

Holidays and departmental exams fell within the project's time frame, making it difficult to conduct one-on-one interviews with the pupils; the questionnaires were self-administered. However, unlike with parents and key informants, the pupils filled in the questionnaires at the same time and in the same venue. The researcher was at hand for the pupils to consult on anything they could not understand.

There were 2 sets of questionnaires: one was for all pupils, boys and girls alike; while the other, which dealt with reproductive health concerns, was filled in by girls only

PLENARY AND FOCUS GROUP DISCUSSIONS

The focus group discussions were guided by questionnaires that were provided. Both the pupils and the parents (and teachers) were divided into 3 focus groups. The number of participants in each group of pupils was 30 (22 girls and 8 boys); while the average number of participants in each of the groups of parents was 8 (care was taken to ensure that there was at least one teacher in each group).

The researcher had not planned for a plenary discussion; however, the introductory speech given to the parents teachers resulted in a spontaneous and animated plenary discussion in reaction to issues raised. As all the issues being discussed involved gender and the welfare of the girl child, the researcher chose to let the discussion follow its own course. Issues discussed included equity and affirmative action and various other girl-related (and gender) issues. The discussion wound up with participants agreeing that there was need to do something about the integrity of the family institution, and the need for all women to "have a common map of the way forward".

REVIEW OF EXISTING RECORDS

This was used to compare general performance of pupils and the gender ratio of candidates before and after the introduction of FPE.

Chapter Four

FINDINGS AND DATA ANALYSIS

Almost all findings are presented in tabular form. Where respondents gave views or opinion, the researcher combined their views into one phrase or presented them in point form.

4.1 PUPILS' RESPONSES TO EDUCATIONAL ISSUES

TABLE 2: Pupils' Responses to Educational Issues

Age	
GIRLS	BOYS
Range: 12 - 15 years; Mean: 13.64 years; Median: 14 years; and Mode: 14 years	Range: 12 – 14 years; Mean: 13.63 years; Median: 14 years; and Mode: 14 years
Residence	
GIRLS	BOYS
Low-income neighbourhood: 21.4% Non- Poor Household: 47.2% Outskirts of Nairobi: 31.4%	Low-income neighbourhood: 12.5% Non- Poor Household: 87.5%
Family background	
GIRLS	BOYS
Biological Parents: 65%; Mother: 28%; Father And Step-Mother: 7%	Biological Parents: 75%; Guardians: 12.5%; Mother: 12.5%
Number of siblings	
GIRLS	BOYS
Range: 0 to 6 siblings; Mean: 3 siblings; Median: 4 and Mode: 4 siblings 57% have at least 1 older sibling 21.4% also live with cousins	Range: 1 to 9 siblings; Mean: 4 siblings; Median: 3 and Mode: 3 siblings 75% have at least 1 older sibling 12.5% also live with cousins
Decision-making at home	
GIRLS	BOYS
Children involved: 78.6% Children excluded: 21.4%	Children involved: 62.5% Children excluded: 37.5%
Gender roles at home	
GIRLS	BOYS
Mother and daughters: 43% House help: 7.1% House help, mother, daughters: 14.25% Children: 14.25% Everyone: 21.4%	Mother and sisters: 62.5% House help: 12.5% House help, mother, sisters: 12.5% Everyone: 12.5%
Discussions with parents/guardians on sexual maturation, RH	
GIRLS	BOYS
Never or rarely: 57.1% Only hints: 7.1% When asked: 21.4% Open discussion: 14.4%	Never or rarely: 62.5% Only hints: 12.5% When asked: 12.5% Open discussion: 12.5%

Age at which you started going to school	
GIRLS	BOYS
Range: 2.5 - 6 years; Mean: 4.1 years; Median: 4 years; Mode: 3 and 4 years	Range: 3 - 6 years; Mean: 4.86 years; Median: 5 years; and Mode: 6 years
Nursery school, kindergarten, or formal pre-unit in school	
GIRLS	BOYS
All attended pre-primary education	All attended pre-primary education
Where you attended the pre-primary education	
GIRLS	BOYS
Within Muthaiga P. S.: 21.4% Without Muthaiga P. S.: 78.6%	Within Muthaiga P. S.: 25% Without Muthaiga P. S.: 75%
Year you joined Muthaiga Primary School	
GIRLS	BOYS
Pre-primary level: 21.4% Standard Five: 21.4% Standard Six: 14.2% Standard Seven: 43%	Pre-primary level: 25% Standard Four: 12.5% Standard Six: 25% Standard Seven: 25% Standard Eight: 12.5%
If not from Standard I, which school did you transfer from?	
GIRLS	BOYS
Public Day School: 21.4% (of sample) Private Day School: 28.8% Private Boarding Academy: 28.8%	Public Day School: 37.5% Private Day School: 12.5% Private Boarding Academy: 25%
Have you ever missed attending any classes?	
GIRLS	BOYS
Yes: 78.6% No: 21.4%	Yes: 87.5% No: 12.5%
What prevented you from going to school?	
GIRLS	BOYS
Health problems: 63.4% Other reasons: 14.2% Not applicable: 21.4%	Health problems: 75% Other reasons: 12.5% Not applicable: 12.5%
Has attendance of classes improved after Free Primary Education?	
GIRLS	BOYS
Yes: 85.8% No: 14.2%	Yes: 87.5% No: 12.5%
Has the School Feeding Programme been beneficial to you?	
GIRLS	BOYS
Yes: 64.3% No: 35.7%	Yes: 75% No: 25%
Did your elder brothers or sisters ever fail to attend class due to tuition fees?	
GIRLS	BOYS
Yes: 0 No: 57.2% Not applicable: 42.8%	Yes: 25% No: 50% Not applicable: 25%
Have you ever repeated any class?	
GIRLS	BOYS
Yes: 28.6% No: 71.4%	Yes: 12.5% No: 87.5%
Best subject	

GIRLS	BOYS
English: 21.4% Mathematics: 21.4% Science: 35.7% Social Studies: 14.2% Kiswahili: 7.3%	Science: 50% Mathematics: 37.5% Kiswahili: 12.5%
Favourite teacher	
GIRLS	BOYS
Female teacher: 64.4% Male teacher: 21.4% None: 14.2%	Female teacher: 67.5% Male teacher: 25% None: 12.5%
Sports, clubs and other extra curricular activities within school	
GIRLS	BOYS
Sport(s): 50% Club(s): 92.9% None: 7.1% (28.6% clubs only)	Sport(s): 50% Club(s): 87.5% (25% sports only; 37.5% clubs only)
Sports and other activities outside of school	
GIRLS	BOYS
Sport(s): 64.3% Other activities: 35.7% (<i>Teens Counseling Club; Creative Writing; Charity work; Dancing; Singing; Camping; Baking; Leisure reading; Family outings</i>) None: 21.4%	Sport(s): 75% Other activities: 12.5% (<i>computer games, music</i>) None: 25%
Do children have adequate free time and access to recreational facilities?	
GIRLS	BOYS
Yes: 64.3% No: 35.7%	Yes: 87.5% No: 12.5%

None of the children indicated that they were from poor households, so the researcher chose to group children from low-income areas and those that live outside Nairobi (within commuting distance) as categories of variables.

Gender roles at home: only 7.1% of the girls indicated that they did not have to perform household chores everyday as opposed to the boys, of whom only 12.5% indicated that they performed household chores daily.

Discussions with parents/guardians on reproductive health and sexual maturation: 57.1% of the girls indicated that their parents/guardians never or rarely discussed the issue

Non-attendance: more boys than girls indicated that they had missed classes at one time or another. Almost all cases of absenteeism were occasioned by illness or “family crisis”.

Residence: 21.4% of the girls live in low-income neighbourhoods and 31.4% live in the outskirts of Nairobi. This indicates that their parents commit a significant portion of family income to the girls' education (*poverty levels in low-income neighbourhoods, and the implications of transportation costs for those living in the outskirts of Nairobi*).

Pupils' Average Age		Age at Enrollment		Repeated a Class	
GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS
13.64 years	13.63 years	4.1 years	4.86 years	Yes: 28.6%	Yes: 12.5%

As indicated above, the average age of girls was lower than that of boys at enrollment, but their current average age is higher than that of the boys. This could be attributed to the fact that more girls than boys indicated that they had repeated a class.

4.2 FOCUS GROUP DISCUSSIONS: PUPILS

4.2.1 GROUP I: THERE IS MORE TO EDUCATION THAN READING AND WRITING

TABLE 3: **There Is More to Education than Reading and Writing**

<i>Has the education syllabus prepared you well enough for Secondary School education?</i>
Yes: because of the guidance provided (besides academic tuition)
<i>Is academic education enough to fulfill all of a child's developmental needs?</i>
No: concentrating on academic education only may limit one's social life , more so in boarding schools. NB one also needs extracurricular activities
<i>What else does a child require so as to develop into a responsible member of society?</i>
Guidance and counseling; Care and support; Love and attention; Discipline; Good morals; Rules and regulations
<i>Achievement motivation in girls dampened by the notion that a large part of the job market is "male-oriented"</i>
True: jobs are mainly for men – most parliamentarians, drivers and conductors, mechanics, masons, etc are men. Women strive hard to be accepted into such fields.

4.2.2 GROUP II: CHILD PARTICIPATION: SENSITISING COMMUNITIES ON CHILD-RELATED ISSUES

TABLE 4: **Child Participation: Sensitising Communities on Child-Related Issues**

<i>Syllabus-Related Concerns</i>
Examinations need to be set as per the syllabus and not as a test of how individuals think or to test other (intellectual) ability
The text books provided should only give relevant information; nothing extra
Teachers' focus should not only be on academic tuition, but also on "activities" since pupils have various other talents/abilities that need to be nurtured
Pupils should not be overloaded with much homework, some of which is "irrelevant"; they should only be given work that "their tender minds can cope with"
<i>Concerns Related To Teaching Methodology</i>
Teachers coming late to class or failing in their responsibility to cover syllabus on time;
Teachers' cell phones are an "interference and a barrier to education"

To always learn in classrooms is boring; some studies should be done outdoors
<i>Concerns Related To Leisure, Play and Cultural or Artistic Activities by Pupils</i>
Teachers should not take up time set for pupils' physical education and play for academic tuition, or to cover for lessons they had missed; Pupils need to be exposed to a wide variety of sports such as badminton, lawn tennis, table tennis, basketball, etc; and should be given equal time for play and studies
<i>Concerns Arising as a Result of Over-Strained Resources</i>
We need more books, pencils, etc We need water, soap to wash our hands, tissue paper and electricity in the toilets
<i>Concerns Related To the RH Needs of Adolescent Girls</i>
Sometimes the girls are unable to afford sanitary towels Peer (mostly boys) laugh at young women who are experiencing menstruation Teachers should "be there" for pupils experiencing their first menstruation Teachers should "not announce" the help they give to anyone else.
<i>Concerns Related To Catering</i>
We need more food in the canteen; We a variety of foods and desserts in the menu; Those catering should not cook bland food, but should prepare dishes that are tasty

4.2.3 GROUP III: PERFORMING THE DUTIES AND RESPONSIBILITIES OF A CHILD

TABLE 5: Performing the Duties and Responsibilities of a Child

<i>Work for the Cohesion of the Family</i>
Being obedient and thankful to parents/guardians Being patient and faithful; supportive and responsible well-behaved, kind, honest, tolerant, and hardworking; and being a role model towards one's younger siblings Being positive towards work; doing one's duties well – be it washing clothes, utensils, or performing any other household chores
<i>Respect and Assist Parents, Superiors and Elders</i>
Being attentive to parents, superiors and elders; Being understanding; Helping out with household chores
<i>Place Physical and Intellectual Abilities at the Service of One's Nation</i>
Participating in indoor and outdoor games (development of sports) Excelling in academics/Performing well in exams
<i>Preserve and Strengthen Social and National Solidarity</i>
Reading the Bible (scripture) and praying together Participating in national events; joint/communal activities such as clean-up exercises; cutting grass, and clearing drainages
<i>Preserve and Strengthen the Positive Values of One's Community</i>
Greeting the elderly; Helping the aged to cross the road; Helping the needy; Respecting the opinion of others; Being diligent, prudent, trustworthy and faithful; and Showing self-control

4.3 STANDARD 8 GIRLS: REPRODUCTIVE HEALTH CONCERNS

TABLE 6: Adolescent Girls' Reproductive Health Concerns

<i>Were you aware about sexual maturation at your</i>	Yes: 81.8%	No: 4.6%
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first experience of menstruation?	Not applicable: 13.6%
Where were you when it happened?	At home: 84.2% In school: 15.8%
How old and in what class were you?	Age: Range: 11 - 14 years; Mean: 12.82 years; Median: 13 years; and Mode: 13 years Class: Range: class 5 - 8; Class 5: 11.1%; Class 7: 61.1%; and Class 8: 27.8%
Who had taught you about sexual maturation?	From peers: 15.8% From parent/guardian: 42.1% From teachers: 47.4% Other: 21.1% "Other" implies next-of-kin, reading about it, etc.
Would it have been easier if older girls in school had taught you? (Peer Counseling)	Yes: 47.4% No: 52.6%
What difficulties do you experience during menstruation?	Cramping: 31.6% Headache: 21.1% Backache: 26.3% Abdominal pain: 73.7% Cost of sanitary towels: 26.3% Participation in class: 26.3% Other: 15.8% (Stress, mood swings, etc)
Should sexual education be part of primary schools' curriculum?	Yes: 100% No: 0

4.4 FEMALE PARENTS' VIEWS ON EDUCATIONAL CONCERNS

TABLE 7: Female Parents' Views on Educational Concerns

BACKGROUND INFORMATION	
Age	Range: 33 – 48; Mean: 39.1; Median: 39; Mode: 36 and 40 years
Residence	Non-Poor Household: 26.7%; Poor Household*: 6.6%; Low-income Neighbourhood: 40%; Outside Nairobi: 26.7%
Education	Primary School Level: 7.1%; Secondary School Level: 42.9%; Tertiary Education: 50%
Occupation	Housewife: 20%; Self-employed: 33.3%; Employed - Formal: 46.7%
Marital Status	Married: 86.6%; Widowed: 7.2%; Separated: 7.2%
No. of Children	Range: 2 – 8; Mean: 3 – 4; Median: 3; and Mode: 3 children Girls: 56.6% (of the total number of sample); and Boys: 43.4%
EDUCATION OF CHILDREN, ESPECIALLY THE GIRL CHILD	
Educational Level of Children	
Educational status for all children of the sample of parents was analysed collectively so as to get the general picture of the girl child's status of education.	
Through with education:	GIRLS 7.54% BOYS 3.77%
In Secondary School:	GIRLS 16.98% BOYS 7.54%

<i>In Primary School:</i>	GIRLS 22.64%	BOYS 22.64%
<i>Pre-primary Level:</i>	GIRLS 5.66%	BOYS 5.66%
<i>Yet to go to school:</i>	GIRLS 1.88%	BOYS 3.77%
<i>Supporting the child's cognitive development at home</i> <i>(From birth to when child starts schooling)</i>		
By buying children enough toys (recreational and those that challenge the mind); initiating activities that help develop fine and gross motor skills through games, songs, poems and stories; and allowing them to see household chores and other social activities being carried out, right from infancy so as to enhance the child's readiness to learn; besides guiding the child in the process of maturation;		
<i>Supporting the child's cognitive development at home</i> <i>(Helping school-going children with their studies)</i>		
Providing motivation and helping the child develop positive personality and positive attitude to studies; identifying and removing barriers to learning at home; constantly providing guidance and counseling; helping directly with homework and assignments, plus giving additional work and initiating games (riddles, puzzles, etc) and activities that promote physical, social, emotional and intellectual growth, and which would enhance self-motivation and responsibility		
<i>Would baby care in primary schools help working mothers?</i>		
Yes: 85.7% <i>(But only if free; families in marginalized areas can not afford to pay for early child education. They wait until the child is of age then enroll her in primary school)</i>		
No: 14.3%		
<i>Age at which mothers could start taking children for baby care</i>		
Statistics for the ages that the respondents suggested are as follows: Range. 1 – 4 years; Mean. 2.73 years; Median. 3 years; Mode. 3 years		
<i>Challenges of educating a girl child before Free Primary Education</i>		
Poverty: Those not on salary and those with “limited pay packets” found it hard to feed the family while still educating children; educational needs of the girl child were not met; Besides tuition fees, a parent had to buy tampons (sanitation products were by then not affordable), buy more than one uniform and other “extra necessities”, provide lunch and transport money, pay various other school levies, and buying learning material for the girl child. This resulted in child labour (within and without the home), poor nutrition/ health		
Household chores: Girls helping in the upkeep of the family at the expense of studying;		
Boys being given preference: where finances were insufficient. Boys had/have more time to study and play (refreshing the mind)		
HIV/AIDS: OVC taking care of the infected and affect becoming infected;		
Traditional beliefs: “confined women to the kitchen”; hence many did not educate girls. Some parents thought that by educating a girl, they would be “enriching potential in-laws”; they assumed that “her lot in life lay with the family she was married into”		
Harmful traditional practices: FGM, early/forced marriage, forced prostitution, etc		
<i>Challenges still being faced in educating a girl child despite FPE</i> <i>(Cost-related challenges)</i>		
Transport:	46.7%	(87.5% of those who responded)
Uniforms:	40%	(50% of those who responded)

Books:	20%	(37.5% of those who responded)
Other educational material:	20%	(37.5% of those who responded)
Tuition:	20%	(37.5% of those who responded)
Any other fees:	13.3%	(25% of those who responded)
No response: 46.7%		

Challenges still being faced in educating a girl child despite FPE
(Challenges not related to finances)

Sexual Maturation: Body changes and associated emotions, including early maturity, early pregnancies (at times resulting in early forced marriage);

Culture, gender inequality and stereotyping: Socialization processes that discriminate against the girl child (e.g. doing household chores and such other responsibilities as taking care of younger siblings that deprive her of time to play and study);

Non-academic concerns in school: Lack of regular medical check up for children, lack of *school transportation*, lack of guidance and counseling (for boys too) and parents neither consulting with nor being supportive of schools;

Vulnerability of the girl child to the various forms of child abuse: at home and in her neighbourhood; lack of properly trained care givers to help the child at home when the mother is away; The culture of explicit audio-visual has resulted in “increased demand for sex”, and hence “general insecurity” for the girl child due to the rise incidences of child sexual abuse and rape, and danger of being infected with HIV/AIDS;

Road Safety: Safety of children while crossing the busy Thika and Kiambu Roads (and other busy streets, roads) to and from school;

Academic concerns: Too many children per class and shortage of teachers; thus less attention to individual needs, homework, and other assigned work. Children who were out of school (hence needing extra attention) joined their colleagues who had been attending school regularly, slowing down the pace of learning for those already in school.

Has SFP been beneficial to your child/children?

Yes: 80%; No: 6.7%; No response: 13.3%

What improvements would you suggest regarding the feeding programme?

SFP should be funded: Children from poor households might not afford to feed every day of the week, therefore all schools should benefit from government support. “Well-to-do” parents could also be mobilized into helping the less privileged;

Meals need to be well-balanced: to improve health, prevent nutritional deficiency diseases, and promote all aspects of child development;

Enforce the feeding programme: make it compulsory to curb tendency of children buying junk food with lunch money;

SFP should be for all children: from nursery to secondary school;

Improve on quality, increase amount: Active, growing children need enough calories; Provide fruits everyday, not on some days only; Children complain that salt is not put to taste and that spaghetti doesn’t taste well;

Introduce cheaper food: with “protein-enriched porridge” as a mid-morning snack to benefit children from nutritionally vulnerable households. The cost (Ksh 30/=) is on the higher side; subsidy or income from other sources needs to be sought for, or maybe food ought to be divided into rations costing less.;

More attention to children at meal times: to ensure hygiene, and to “instill some table manners” (especially with the younger children);

Make children part of the feeding programme: decision on menu, supervision, etc		
Gender roles in the household		
None of the parents indicated any chore as being exclusively for boys, some indicated that they allocate duties to girls only and others to both boys and girls		
Taking care of younger siblings:	GIRLS 73.3%	BOTH 20%
Cooking:	GIRLS 80%	BOTH 13.3%
Cleaning the house:	GIRLS 73.3%	BOTH 20%
Laundry:	GIRLS 73.3%	BOTH 20%
No response: 6.7%		
Are there responsibilities that boys are virtually never expected to assume?		
Yes: 46.7%; No: 46.7%; No response: 6.6%		
Free Secondary Education: Would the following measures enable ALL children to perform well in secondary school?		
Career development: Guiding pupils in identifying their strengths: Yes: 100% No: 0		
Reintroducing technical education: Yes: 92.9% No: 7.1%		
Abolishing the ranking of secondary schools (National, Provincial, etc); then develop all schools equally so that parents can save on transport costs: Yes: 71.4% No: 28.6%		
REASON GIVEN (on the ranking of secondary schools)		
Yes: Naming all schools “National” or “Inter-Province” would expose children to different cultures (children brought up with various forms of parenting)		
No: Having such ranks motivates children to perform well; (if “all was equal there would be no struggle”)		
What other recommendations would you give to ensure that all children perform well in secondary school?		
Build more schools, equip them and employ more trained (competent) teachers, such that all districts have an equal number of girls’ and boys’ boarding schools; and then include the option of being a day scholar even in boarding schools;		
<i>Free tuition and harmonization of all other fees in all schools; increase in and equality in resource provision to schools; and adequate staffing and equality in teacher distribution.</i>		
This would ensure that the quality of education is uniform in all schools. Discipline also needs to be strict in all schools;		
Reduce secondary school curriculum or revert to the 7-4-2-3 system of education, <i>Discuss all the needs of children, understand and treat them equally;</i> Children should also be <i>encouraged to excel in extra-curricular activities</i> (not focusing on academic tuition only); Schools need to <i>initiate mechanisms to gauge abilities of children</i> right from primary level; <i>build on such abilities at secondary level;</i>		
What prevents mothers from adequately discussing the issue of sexual maturation with their daughters?		
Culture and Tradition: As many parents did not discuss the topic with their mothers when young, they assume it is taboo to broach the subject;		
Lack of time, confidence and commitment: some parents are “too shy to broach the issue”. Some mothers wait for their daughters to ask questions on the issue, when this does not happen (mostly because the minors do not know how to raise such issue with their parents) the mother assumes that the girl “knows”;		
Not knowing the right age to start discussing with daughters: or Girls engaging in or knowing about sexual activities “when of tender age”, much earlier than the age their		

facilitator went on to introduce the issue of the development process under patriarchal systems, where planning focuses more on *General Development Needs*, with limited resources being allocated for *Women's Special Needs* (which arise out of the biological role of women), despite the fact that development should be an all-inclusive processes encompassing all of mankind's needs. The rest of the introduction was as follows:

Formal education prepares people to participate effectively in the development process. Education is one of the means by which women can increase their access to and control of property, besides giving them a chance to participate in decision-making processes. Traditionally, many did not see the need to educate girls; hence the education system and the job market were structured generally for boys and men (without adequately factoring in "Women's Special Needs" in planning for educational systems, especially to help the girl child cope with bodily and psychological changes during puberty). It is therefore imperative for women and girls to give their views on specific concerns that adversely affect them, more so regarding access to education by the girl child. The educated women will then be able to articulate clearly the factors that have hindered her from participating fully, and benefiting from the job market and other economic processes, besides also being able to take on the mantle of leadership.

Before going into focus group discussions, participants held a plenary discussion on why patriarchy persists despite the contemporary culture that lays emphasis on information and communication. All issues discussed involved gender and the welfare of the girl child. *As mothers, they felt that the issue of the girl child are tied to other gender and cultural issues, and that the issue cannot be tackled without identifying the factors that result in the differential gender treatment that cuts off women and girls from access to opportunities, facilities and resources, thus causing a gender gap.* Some of the issues discussed are summarized and presented in the following table:

TABLE 8: Parents-Teachers Plenary Discussion

CONCERNS RELATED TO SOCIALIZATION PROCESSES
Men being discouraged from expressing emotions, which bottled up for long sometimes result in violence;
Women being custodians of traditions and practices that impact negatively on the welfare of the girl-child (such as FGM) and also not being supportive of fellow women;
Mothers giving up the dreams they had for their daughters as fathers impose their will even on career choice for the daughters;
Women not realizing the power they have as primary agents of socialization (the first

“educators” of the child) and in the ability to work collectively;
Society (including women) celebrating the birth and social progress of a baby boy more than the birth and (potential) achievement of a baby girl;

CONCERNS RELATED TO PARENTING

Where both parents work away from home and, as a result, have very little time for the family, they end up not knowing their children well (*such children may pick up negative influences from their minders and from the media without their parents noticing*)

Breakdown of the extended family system: traditionally, children spent most of their time with their grandparents, but currently, the extended family system is no longer as effective, besides which there are many female-headed households. (*Parents therefore, as much as is possible, need to help their children cultivate positive relationships with other adults; - a grandfather, an aunt, etc to “complement parenting”*);

Many adolescent girls with “adjustment difficulties” cite conflict with their mothers as the source of their difficulties (*thus a need to focus on “authoritative parenting”; warm with their daughters, but setting well-defined and well-understood limits, and trying to understand the crisis of adolescence as experienced by their daughters*)

CONCERNS RELATED TO EDUCATION

The language used in school: Is it “girl-friendly” or is it “he-language”? Does it demean her? (*Needed are more open parent-teacher fora, and especially with men in attendance to thrash out such and other issues*);

Negative remarks about a girl’s secondary features, especially the early-maturing girl-child, by some teachers and peers;

Parents willing to sell family assets to educate boys, but **not giving girls the same levels of support**, even where girls excel boys

CONCERNS RELATED TO CHILD SEXUAL ABUSE

Concealing violations: thus giving child molesters opportunity to defile other children;
Need to act: on known child defilers in the neighbourhood, more so if such persons are in professions or operate in an environment that gives them time to perpetrate the abuse. (*Studies show that many repeat the offence even after incarceration*);

Being critical of, or blaming children who have been caught up in incidences of child sexual abuse (*thus traumatizing them further, and making those who experience abuse to hesitate to talk about the incidence to parents, teachers, or other care-givers*)

WHAT WOMEN CAN DO

Re-socialize women so that they can use their role as primary agents of socialization (*and such other of their strengths as their ability to work collectively, and the fact that they are the majority amongst congregations of the faithful, and amongst voters*) to liberate boys and girls from gender stereotypes, and to help them understand that the present economic set up requires that both man and woman should collectively provide for the family. Mothers also need to socialize boys so that they grow up understanding RH needs of girls, and cultivate a culture in which families discuss values and sexuality openly, one in which women help their children (especially the girl child) to set very clear limits with male relatives and other men living with or visiting the family. They need to increase the levels of communication within the family, more so on mutual consultation between partners on assets, investments, family values, etc to send the right signals to children;
Women on the look out for men who like using coarse language, or who get intimate in the presence of minors – even if that be one’s spouse (*such behaviour could turn out to*

be abusive, besides influencing the minors negatively);

Women also need to identify and work with men who are willing to support change

4.6 FOCUS GROUP DISCUSSIONS: PARENTS-TEACHERS

4.6.1 GROUP I: THE SCHOOL AS AN INSTITUTION FOR PSYCHOSOCIAL AND MORAL DEVELOPMENT OF PUPILS

TABLE 9: The school also as an institution for psychosocial and moral development of pupils

Promoting Early Childhood Development

ECD begins at conception; what the child learns at home determines how the child copes with academic and other programmes. Parents, as the first educators of the child, need to understand that ECD is not about imparting literacy and numeracy skills to children, but that it involves enhancing the child's capacity to take interest in things; to learn. Thus, violence at home, poverty, and other factors that affect the welfare or integrity of the family all impact negatively on the cognitive development of the child.

Concern was expressed that in MCH programmes, nurses and mid-wives assume that the mothers-to-be are conversant with matters of developmental needs of the child (more so if it be that the mother-to-be is expecting her second child). As female-headed households are on the rise, it was felt that information on the needs of the child ought to be availed for such households, especially on the issue of a "father figure" in the child's life to help in aspects of psychosocial and moral development.

As this is an issue that impacts on the quality of the human resource, it was felt that ECD ought to be incorporated into educational curricula. (*After all, every student is a "parent-in-waiting"*).

Instructing children on the issue of HIV/AIDS

It was felt that children need to understand their sexuality; the fight against HIV/AIDS would then be easier for the child to conceptualize.

Children are not totally ignorant of sexual issues; even at lower primary, many have an idea of sexuality. *Most information about the levels of awareness and even instances of child sexual abuse comes to teachers in schools. (How can teachers use that set up to help parents address the issue of the sexuality of their children?)*

Parents and teachers need to put themselves at the level of the child when broaching on issues involving sexuality. Then, depending on the child's level of understanding, to be as candid with that child as is possible. *This is because giving caution or setting limits for children without their understanding why may lead to "rebellion or experimentation".*

The level of communication between parents and their children is also important, as are the signals (emotional tones, display of anger, affection, etc) that parents sent to children.

Handling RH issues for adolescent girls in primary school

The best approach to handling RH issues is for parents and teachers to prepare girls before-hand, by teaching them about the physiological changes and stage of psychosocial development associated with adolescence/puberty. This would help them view adolescence as a stage of self-acceptance and as a starting point for self-awareness.

At the onset of puberty, all girls should be able to access sanitary towels. (*NB minors do not have legal capacity to enter contracts to transact business. In essence, this means that they DO NOT HAVE PURCHASING POWER; and menstruation is a biological process*

to an end: - the perpetuation of the human race). A policy to regulate waste disposal and to designate areas for refuse collection (including special areas for disposal of sanitary towels) needs to be formulated, then all girls be taught about proper disposal methods. A balanced diet ought to be provided for children at all times, especially at adolescence when their energy demands increase.

Making the SFP sustainable

The government should expand the SFP to include all schools and involve all school-going children (*thus the diet should be made to be as appealing and as nutritious as is possible to get the support of all parents*). The government should also subsidize purchases of foodstuffs, fuel, etc earmarked for the programme (besides having a buffer stock to ensure that supplies are not adversely affected by such factors as weather changes). Communities need to be re-socialized on the need for the “haves” to share with the “have-nots”. This would not only make parents with the ability to contribute more towards such programmes, but would also help inculcate a sense of equality amongst children, irrespective of the socio-economic status of their parents.

However, for the effects of the SFP to be more beneficial to children, parents need to encourage their children to “snack” on more natural foods like fruits, nuts, milk, etc, whenever they have a little pocket money to spare.

Care and support for girls and OVC as a central function of schools

Schools need to adopt and implement mechanisms that will identify OVC (orphans, affected, infected, and nutritionally vulnerable children, including those from “abnormal families”, etc) and handle them more sensitively. Such strategies would involve building the capacity of all teachers in guidance and counseling so that they can provide emotional support, care and love for OVC; acknowledge and empathize with their plight, without sending the wrong signal to the affected child or to her peers (*to avoid stigmatization*).

Discipline: Some OVC might have problems of fitting or adjusting; others might exhibit truancy or delinquency. The onset of puberty also affects girls psychologically. Teachers thus need to be sensitized so as to understand each case before taking any disciplinary measures, and should adopt other methods of helping the affected to cope, e.g. by giving any “perceived trouble-maker” more responsibility in areas of competence.

Another strategy would involve providing such life skills to OVC/girls as would help enhance their esteem, creativity and critical thinking. This would translate to an improvement in self-esteem, and restore or increase levels of confidence for the pupils. Introducing a “Family Day” in schools, in which the school and the community (parents, teachers and pupils) would participate in activities and eat together as a “family”, would help OVC “fulfill some of their social needs”.

Emotional support

Being friendly with children, and engaging them in open discussion so that they can open up, and then involve more any traumatized children in school activities;

Provide higher levels of emotional support, care and love; including regular counseling (by a department dedicated for that purpose only); complemented by programmes involving group activities (cathartic and therapeutic activities); life skills training by role plays (e.g. how to react to emotionally disturbing or upsetting events and situations, etc) and peer counseling to ensure that a child’s ego or esteem is not crushed;

Having the capacity of class leaders in upper primary (monitors, prefects, etc) built as “peer educators”; so that they can mentor younger children and offer support to peers.

Life skills training

A life skills training programme is already in place at Muthaiga Primary School, however, this needs to be strengthened and made sustainable. One way in which it can be strengthened is by encouraging child participation in the processes of identifying issues and activities to be incorporated into the programme. This could be achieved through holding discussions in class and role plays on how to handle certain situations, and by encouraging the pupils to enhance their creative ability and artistic skills by writing and performing plays, and writing and reciting poetry with topical issues as the central theme.

4.6.2 GROUP II COMMUNITY PARTICIPATION: DEVOLVING POLICY-MAKING ON EDUCATIONAL ISSUES

TABLE 10: Community Participation: Devolving Policy-Making on Educational Issues

An “Essential Learning Package” (ELP) of supplies and services of uniform content for all primary school pupils in Kenya; Basic components of the ELP

SCHOOL INFRASTRUCTURE

The child would need a classroom with a desk, a chair and a locker (right from nursery to Standard 8 level); an administration block that would also cater for needs for the child’s teachers; a well-stocked and regularly updated library; a room for guidance and counseling; a school kitchen and dining room (*to minimize vulnerability of the girl child to sexual harassment in public eating spots*), playing fields, recreation rooms/facilities; toilets (with girls’ rest rooms having facilities for disposing used sanitary towels), a computer room; and an assembly hall.

HEALTH, HYGIENE AND NUTRITION

Each school would need to have a dispensary; pupils need an adequate supply of clean drinking water; availability of soap to wash hands with at water points and in lavatories; availability of sanitary towels; a programme to prepare and counsel the girl child on RH related issues; de-worming and vaccine programmes, check up for and treatment of skin (and other contagious) diseases, provision of mosquito nets (in areas with high incidences of highland fever, etc), and provision of a balanced meal at lunch time and a mid-morning snack.

EDUCATIONAL MATERIAL

Enough exercise books, pencils, erasers and pens for a whole year; rulers, paints and crayons; mathematical sets and appropriate bags (depending on class); text books (returned after each academic year) and other books (both informative and for leisure reading); complete school uniform and shoes, including sports uniform and sports/rubber shoes for physical education.

CURRICULUM, TEXTBOOKS AND TEACHER TRAINING

Many textbooks still use examples and illustrations that perpetuate gender stereotypes. It was felt that textbooks generally use “*he-language*”, besides which most illustrations and examples involve boys. There is need to have more illustrations and examples of girls being “*depicted positively*” in textbooks and educational material processes, to help build their self-esteem and motivate them in career choice and development.

The educational content (in terms of amount of work) might still be weighing down the child; impacting negatively on the child’s right to play and leisure, more so the girl child who also has to perform other chores in the household due to gender stereotypes.

Concern was expressed in that the syllabus is also taught in the evenings, over the weekends, and even when schools break for holidays. Parents have to pay for the extra hours (lest their children miss out on part of the syllabus), and this impacts negatively on the welfare of children (and parents) from poor households. This imbalance is exacerbated by some rich parents who induce teachers with cash rewards for each subject that their child will score grade "A" in exams (resulting in some teachers focusing more on such children, ignoring those that might genuinely require extra attention). *(This could be countered by offering a "good incentive" to teachers – who, in turn, would have to sign performance contracts with the educational authorities and school-community committees - so that there will be no need for them to earn from extra tuition).*

Another imbalance that impacts negatively on the (girl) child from poor households is the setting of exams: most teachers involved in the exercise are from high cost and/or national schools (which schools also receive more educational support). The pupils found in such schools are children from well-to-do families. *(This could be countered by annually sampling teachers at random from the entire schedule of academic staff in learning institutions to set and mark national exams, and working to ensure that all schools in the country offer the same quality of education; thus doing away with the concept of national, provincial, and district schools).*

Teachers need to be more gender-sensitive for the educational system to be more "accommodating" to the girl child. This can be achieved by supplementing teacher training by facilitating workshops and organizing other fora on gender, child rights, and other issues related to the welfare of the (girl) child

CLASS SUPERVISION, TRAINING AND SUPPORT

Concern was expressed about the thousands of children seeking education in neighbouring countries, as their parents feel that supervision, training and support of their children is wanting. Policy-makers in the education sector need to address the factors that lead to the "drain of financial resources", which could have helped developed education locally (or been invested in other sectors of the economy). One way is by increasing the levels of participation of communities in the infrastructural development of schools in their locality. Communities could also identify and seasonally, occasionally, or temporarily employ resource persons (unemployed teachers and other professionals) to be helping the schools in their locality with supervision and marking of exams or in other times of need. *(This would only be possible if funds jointly administered by school committees and community leaders and representatives were set aside for the purpose).*

Teachers need to be friendly to children; not harsh and critical. They should never compare one child to another; each child is unique (ideally, the education process should aim at bringing out the best in each child). Differentiating children as per academic performance should also be discouraged: *some schools put those that perform well in a separate class; sending the wrong signals to children in the other classes, and working against the fact that such children also help their classmates in the learning process*

Urban schools have more female teachers, on average, than rural schools. *(The girl child in the rural setting is thus more disadvantaged. Her urban counterparts have enough female teachers to mentor and to offer guidance, besides having easier access to resource material and information over the multi-media).* Many of their husbands are in formal employment in urban centres, so to be with their families, they also opt to teach in schools within urban centres. Policy-makers ought to factor in the integrity of the family

institution in posting of teachers; this can be made more effective by decentralization of government, military and other institutions and the siting of industries (e.g. more agro-industries in rural areas) to help restore some balance in the distribution of female teachers in urban and rural areas.

COMMUNITY PARTICIPATION

The community needs to be sensitized some more on the concept of devolved government. This will make them call for transparent, accountable all-inclusive mechanisms of prioritizing development needs, including the educational needs of the children. The community also needs to understand the level of resource commitment that is required to ensure that the education offered is of good quality and to be made aware of the resources that the government has committed to FPE; and then be encouraged to come up with innovative income-generation strategies, besides lobbying for support for education related issues from such facilities as the CDF, LATF, Constituency Bursary Fund, Constituency HIV/AIDS fund, and others.

'Stop Gap' Strategies for Off-Setting Shortages of Teachers

This could be achieved by formulating policy that would devolve decision-making in educational issues and help communities to set aside a facility to be co-managed with schools in each locality. The arrangement would allow for schools to hire teachers from indigenous communities on a seasonal or temporary basis to help with supervision and marking of exams or on any other occasion that require increased levels of supervision.

The Media, Religious Institutions, Civil Society and Communities: Consensus on Integrating HIV/AIDS Education into Curriculum

HIV/AIDS and child rights education are emerging issues in schools curricula (i.e. there is room to further develop the content). To supplement this, the Media could regularly (or daily) broadcast programmes that deal with child-related issues. The Media should also be keen on advertisements, especially those in which (woman's) nudity is used to increase the appeal of a product (this is tantamount to equating woman's sexuality to a commodity). Explicit material; songs, videos, films and other programmes should be censored or should not played, aired or screened during prime listening or viewing times. Religious institutions should facilitate the formation of youth-based groups (*one parent gave the example of "Behaviour Change and Sexuality for Life", a programme of the Catholic Church*); which groups would then be sensitized on various aspects of life, including issues to do with human sexuality and the integrity of the family, and be involved in sporting and other creative activities (to "harness the energies of youth" positively). Such groups would provide youth with fora to engage parents in issues that would have been too delicate being broached without moral or spiritual guidance.

The Civil Society would come in handy in sensitization and awareness creation on issues that touch on the rights of the (girl) child, besides helping in lobbying and advocacy for appropriate legislation and policy.

Optimal Age for Children To Start Attending School

The parents felt that it would be more advantageous for the girl child to start her (secondary school) education as early as is possible. The age of menarche would find her in class 7, 8 or already in secondary school (by then she would be well versed with the physiological changes associated with the adolescent stage of development). Thus, children ought to start attending:

Nursery school when 3 - 4 years old;

Pre-primary class when 4 - 5 years old; and
 Primary school (Standard 1) when 5 - 6 years old. (The optimal age could even be lower; depending on the child's level of cognitive development).

Early Child Education Programmes That Need To Be Implemented in Schools

Ideally, early child educators need to be female as their role might involve cleaning up after the children and offering them emotional support (in the absence of their mothers). The environment should be child-friendly, with enough playing materials for the young children, and beddings for their daytime slumber. The early child education programmes also need to include educational and recreational tours, besides visits to other schools to expose the children to other learning environments. The young children need a special diet (separate from older children), consisting of regular snacks, nutritious meals and milk. Separate washrooms also need to be set aside for the very young children. A first-aid box should always be in place to cope with injuries, with a nurse on standby in each school to deal with medical emergencies. *(Parents felt that this would be a more cost-effective option of addressing medical needs of ALL children rather than rushing every child that taken ill to hospital).*

Resource Mobilization for FPE, the SFP and Related Programmes

For communities to be effective in resource mobilization and allocation for FPE and SFP, they need to be educated on the concept of devolved government. They then need to have their capacity built in development planning, investment and financial reporting (accounting). Information of revenues collected by the government should also be available to communities, so that they can effectively plan the utilization of funds available at the local level, by also factoring the educational needs of their children. On its part, the government needs to come up with appropriate policy and legislation targeting all devolved funds in order to regulate expenditure, and to help establish "accountable mechanisms and structures" (e.g. describing the qualifications and criteria of choosing committee members to oversee such funds). Such policy would also ensure that all scholarships awarded locally or internationally are awarded either on merit basis, or on the basis of affirmative action (targeting areas and communities that have been marginalized in the development process).

4.6.3 GROUP III: PARENTS AND GOVERNMENT: RESPONSIBILITY OF PROVIDING FOR CHILDREN

TABLE 11: Parents and Government: Responsibility of Providing for Children

<i>The duty to provide the child with ADEQUATE DIET.</i>	
PARENTS	GOVERNMENT
Care for and feed the children with the right meals at the right time;	Economic empowerment for poor households through women's group, e.g. provision of seeds/seedlings for food and cash crops;
Educate children on good nutrition, and set good eating habits for them to emulate;	Occasionally provide supplementary food and vitamins for the needy e.g. dairy products and fruits;
Rural families to keep poultry and kitchen gardens (to grow vegetables);	Disseminate information on balanced nutrition at the grassroots level; plus education on proper parenting;

Advocate for appropriate early childhood nutrition policies.	Home visits by children's officers to monitor children's welfare, including nutritional status; Lower the rates of cooking fuel, and help rural families identify quick maturing trees/shrubs for fuel needs; Subsidize the cost of basic foodstuffs.
<i>The duty to provide the child with SHELTER</i>	
PARENTS	GOVERNMENT
Parents with access to land should use cheap building material so that they can be able to provide separate rooms for boys, girls and the parents; Parents in urban areas should join housing schemes (and should not lease out or sub-let houses allocated to them)	Encouraging companies to develop housing schemes for the lower cadres of employment (offering tax cuts and other incentives for companies that address workers' housing needs) Cheap government housing schemes; Lowering rates on building materials;
<i>The duty to provide the child with MEDICAL CARE and IMMUNIZATION</i>	
PARENTS	GOVERNMENT
Attend all pre-natal, ante-natal, and child immunization programmes; Keep the home environment clean and free of contamination; Avoid over-the-counter prescriptions, as this could result in misuse or abuse of drugs	Provide parents with information on the health services available; Build the capacity of communities in management of devolved funds so that they can also plan for their health needs; Enact stringent laws to prevent counterfeit drugs from reaching the market; and to curb practices like FGM; Ensure that drugs are available and accessible; Full medical care for those infected by the HIV/AIDS virus; Facilitate free medical check ups in schools, and mobile clinics for communities in remote areas; Train more medical personnel;
<i>The duty to provide the child with CLOTHING</i>	
PARENTS	GOVERNMENT
Provide appropriate clothing; Wash, maintain, repair and replace worn out clothing	Provide school uniforms for free; Allow pupils to wear rubber shoes to school (<i>cost of leather shoes prohibitive</i>) Provide free sanitary towels; Subsidize inputs and build the capacity of schools to make their own uniforms; Boost cotton and silkworm production so that affordable clothing can be made

	locally
<i>The duty to provide the child with EDUCATION AND GUIDANCE</i>	
PARENTS	GOVERNMENT
Ensure that children attend school; Consult with teachers on matters of education, and on how to help children develop morally, cognitively, and psychosocially at home; Advocate for a good schooling environment	Make primary and secondary school education compulsory; Put up more schools, with appropriate educational and other facilities and employ more teaching staff to improve the teacher : student ratio; Train more counselors so that each school can have a guidance and counseling department (<i>to help pupils cope with sexual maturation, violence at home, and other psychosocial issues</i>); Censor material that children watch or read over the electronic and print media respectively
<i>Regulations that would help parents working away from home</i>	
Regulations need to be made on <i>who</i> and <i>how</i> to provide for the needs (material and other) of the child during the period of separation; Regulation needs to be made on <i>how long</i> the parent can be separated from the child, after which the child becomes a ward of the state (<i>care being taken to discourage neglect and abandonment of children</i>)	
<i>Regulations that need to be made on account of parents from poor households</i>	
Economic empowerment programmes targeting poor mothers ought to be started; Village polytechnics ought to be revived and subsidized to provide the spring-board for developing community-based industries as a strategy for poverty reduction	

4.7 TEACHERS' VIEWS ON GIRL CHILD EDUCATION

TABLE 12: ***Teachers' Views on Girl Child Education***

<i>Number of years as a teacher</i>
Range: 15 - 30 years; Mean: 21 years; Median: 20years; Mode: 15 years
<i>Years as a teacher in Muthaiga Primary School</i>
Range: 3 weeks - 20 years; Mean: 8.4 years; Median: 5 years;
<i>Prior posting</i>
Urban Day School: 44.4%; Rural Primary School: 44.4% Not applicable: 11.2% (<i>been teaching Muthaiga P.S. without transfer</i>)
<i>Unique challenges encountered in teaching girls as opposed to boys</i>
Girls mature long before boys. This affects them emotionally, besides which they are exposed to many challenges: increased attention from men (some of whom consider them to be "easy prey"), vulnerability to sexual harassment and violence (rape) and attaining the age of menarche (which might result in absence from school during their menses) Adolescence for girls comes with its own set of challenges: menstruation discomfort, pregnancies, stress and anger (especially at the onset of puberty). Many girls have a problem in coping in handling associated emotional feelings and the attitude, which at times might be negative, especially towards teachers; this is compounded by poor

home-based care and avoiding stigmatization;
<i>How teachers should handle RH issues for adolescent girls in primary school</i>
Teachers should be friendly and understanding; guiding the girls and counseling them; They should encourage the girls to focus on self-development and counsel them
<i>“...the school syllabus must give room for discussion or asking questions. This would make pupils to learn how to be problem solvers”.</i>
True: 100% False: 0
Discussion makes children critical thinkers, for it develops analytical, leadership and writing skills; raises their level of self-confidence and self-esteem; and creates an attitude of cooperation and fairness as they share ideas;
Pupils would be exposed to other issues; not sticking to the syllabus only; Discussions and asking of questions are the foundation of academic learning; Pupils learn better when they get involved in doing something;
Some children do not know how to express themselves; discussions would help; When able to solve problems, they will be prepared to cope with the various challenges they will encounter in life;
They have to think through issues before framing questions; this stimulates their brains
<i>Free Secondary Education: what needs to be done to ensure that all children, at the end of primary school, have the skills necessary to perform at the secondary level?</i>
Teachers must interpret and communicate the syllabus, and involve pupils in the learning process, exposing them to as many learning resources as possible (<i>and learning activities that engage all their 5 or 6 senses</i>);
Besides sitting for written examinations, pupils should also participate in oral interviews or examinations to enhance language skills (Kiswahili and English);
Ensure each child enrolls in school by recommended age, and have primary and secondary education within the same compound for continuity;
Besides teaching “the three R’s” (<i>Reading, wRiting, aRithmetic</i>), schools should also teach technical subjects;
Create time to prepare children for life in secondary school, and undertake proper monitoring of schools to ensure syllabus is covered well;
Only those who score half of the 500 points in K.C.P.E. examinations should proceed to secondary; the rest could repeat;
Employ enough teachers so as to attain a teacher-is-to-pupil ratio of 1:30
<i>Has the SFP been effective in increasing retention and improving learning?</i>
Yes: 87.5% No: 12.5%
<i>Improvements needed to make the feeding programme more effective</i>
It would need to be affordable (if not completely free) so as to benefit the originally targeted population - disadvantaged children from poor households. It should be extended to all schools for the sake of nutritionally vulnerable households;
SFP is geared towards ensuring that children benefit from FPE; thus more educational facilities (to avoid overcrowding in classrooms) should be built, and TSC employing more teachers should be the priority;
<i>Effectiveness of FPE in achieving gender equality in primary education</i>
It allows parents to educate both boys and girls, especially in areas that girl-child education was not taken seriously. FPE has encouraged more girls to enroll, and has discouraged the practice of early child marriages;

2003	99	50	49	49.49%
2004	108	55	53	49.07%
2005	99	47	52	52.52%
2006	103	63	40	38.83%
2007	124	58	66	53.22%

4.8.3 SCHOOL FEEDING PROGRAMME:

About two-thirds (over 660) of the pupils regularly take meals. Milk is a relatively new addition to the programme; slightly less than one-third of the pupils (an average of 300) take milk regularly.

To make sure that the food is of good quality, members of staff also partake of the food.

4.8.4 EXTRA-CURRICULA ACTIVITIES:

Following are the functional clubs of Muthaiga Primary School: *Bible; Drama; Music; Swimming; Scouts; Wildlife; Debate; Mjadala; Art and Craft; Cookery; Public Speaking; Quiz; and Library clubs.*

Chapter Five

DATA INTERPRETATION AND PRESENTATION

5.1 INTERPRETATION OF RESULTS

As an educationist, the researcher was carrying out a study on matters close to her heart. Thus, in the course of developing the research project, she consulted far and wide on various academic and non-academic concerns pertinent to the local education system. This resulted in the study having too many variables. Rather than whittle them down, the researcher chose to examine the effect of all the variables so raised. This generated a large volume of data. However, as the study's time frame was limited, analysis of all data generated could not be undertaken conclusively. It is the researcher's hope that such will indicate areas of research for future studies in the field of education.

5.1.1 RELATIVE TO STUDY HYPOTHESES

The researcher had formulated 2 hypotheses for this study.

HYPOTHESIS ONE:

Teaching more than the basics of reading, writing and arithmetic is one of the most critical areas; the school syllabus must give room for discussion or asking questions. This would make pupils to learn how to be problem solvers;

TEACHERS' VIEWS: To the teachers, the hypothesis was presented as is; they were then to indicate whether they agreed or disagreed, and give one reason in support of their response. All were in accord. A summary of their views would read as follows: *Encouraging the involvement or participation of pupils in the learning process would make them learn better, since discussion and asking of questions (for clarification) are the foundation of academic learning. Asking of questions stimulates their brains, as they have to think through issues before framing the questions. Through discussion, pupils get exposed to other issues; not sticking to the syllabus only. Discussion also helps pupils to develop to be critical thinkers, besides helping them to develop analytical, leadership and writing skills. It also teaches pupils to express themselves better, improves their ability to solve problems, and prepares them to cope with the various challenges they will encounter in life. As pupils share ideas, they also get to learn and practice cooperation and fairness. This helps inculcate a spirit of teamwork amongst pupils, which in turn raises their self-confidence and self-esteem*

PARENTS – TEACHERS: In one of the parents – teachers’ focus groups, the issue of *life skills training* was discussed. The participants felt that the life skills training programme already in place at Muthaiga Primary School can be strengthened by encouraging child participation; *holding discussions with pupils would be the best way of identifying issues and activities to be incorporated into the programme*, besides encouraging the pupils to enhance their creative ability and artistic skills by writing and performing plays, and writing and reciting poetry on topical issues.

PUPILS: Indirectly, the pupils also tackled the issue of whether academic tuition per se is all that children require in schools curriculum. One focus group answered this question in the negative: *Is academic education enough to fulfill all of a child’s developmental needs?* They felt that one also needs to participate in *extracurricular activities* for wholesome learning; and that concentrating on academic tuition only limits one’s *social life* (interaction, conversation and discussion with others), more so in boarding schools.

Another focus group *expressed concern over teachers’ focus in education, which is predominantly on academic tuition; focus should, ideally, also be on “activities” since pupils have various other abilities that need to be nurtured (including oratory skills).*

HYPOTHESIS TWO:

Educational concerns of parents can serve as a means of mobilizing neighborhoods, since schools embody a potentially unifying purpose of meeting the needs of children, and providing them with a capacity to overcome poverty and disadvantage.

No direct indicators, from participants’ responses to questions posed, are available to help relate this hypothesis to the study’s findings. However the response and levels of participation by parents and teachers in the research process was quite encouraging, despite the fact that the parents had not been given much information on what was required of them. Feedback from parents who missed out on group discussions also indicated that many more would have come for the group discussions but were held up elsewhere, implying that, with proper strategizing, communities can be mobilized into providing support for FPE, SFP, and other “child-related programmes” in school.

From reviewing the questionnaires that were filled individually by the parents, there are various issues which all parents seemed to agree on. Such issues could be identified and used to rally or mobilize parents (the community) into identifying workable solutions.

One such issue involves transport; 87.5% of those parents who responded indicated this as one of the challenges still being faced in educating a girl child despite free primary education. Their sentiments are that *public transport is expensive and frustrating for children, more so when it rains or when the transport sector strikes; children get home very late*. Another issue that parents indicated similar concerns involves the *measures that need to be taken to enable ALL children to perform well in secondary school (after the introduction of free tuition in secondary schools)*.

5.1.2 RELATIVE TO RESEARCH QUESTIONS

Research Question 1

The first question was about *SUPPORT SYSTEMS FOR THE BENEFIT OF OVC, the girl child, and children from poor households that need to be set up within schools*.

One of the parents-teachers' focus groups discussed the issue under the title: *care and support for girls and OVC as a central function of schools*. This group felt that what is needed in schools is a mechanism that would identify OVC (orphans, affected, infected, nutritionally vulnerable, "abnormal families", etc) and empathize with their plight, without sending the wrong signal to the affected child or to her peers (to avoid stigmatization). There is also the need to build the capacity of all teachers in guidance and counseling so that they can provide emotional support, care and love for OVC.

OVC might have problems of coping and exhibit truancy or delinquent behaviour; the onset of puberty also affects some girls thus. Teachers therefore need to be sensitized on the need to take time and understand each case before taking any disciplinary measures. They should be encouraged to adopt other methods of helping the affected to cope, e.g. by giving any "perceived trouble-maker" more responsibility in areas of competence.

Providing life skills training to OVC and girls would help enhance their esteem, creativity and critical thinking, while the introduction of such events as a "Family Day" in schools, in which the community, teachers and pupils would participate in activities and eat together as a "family", can help OVC "fulfill some of their social needs".

Teachers' views on the issue of provision of RH services for girls and support for OVC within schools focused more on policy or role of government. On provision of RH services for girls, the teachers felt that, as part of meeting the health needs of the girl child, policy ought to be formulated to make the availability of sanitary towels mandatory

in all schools. The government and the civil society should also come up and take full responsibility of supporting such students materially and in access to services. On their part, teachers need to provide a lot of encouragement, counseling and emotional support for OVC, and should treat OVC like any other children.

Research Question 2

GUIDANCE AND COUNSELING was the issue the second research question addressed itself to. The question “*Is there a place for peer guidance and mentoring in primary schools?*” was posed to teachers; 44.4% agreed, while 55.6% disagreed. But when asked whether *implementing formal guidance and counseling will help pupils to cope with psychological, emotional issues*, all respondents answered in the affirmative. Standard 8 girls were asked the following question regarding their first experience of menstruation: “*Would it have been easier if older girls in school had prepared you for the experience?*” (In other words, *would peer counseling*) 47.4% agreed; 52.6% disagreed

In one of the parents-teachers’ focus groups, participants discussed the issue of responsibility of parents and the government in providing for children. that under the title “*The duty to provide the child with education and guidance*” participants indicated one responsibility of the government as being: Training more counselors so that each school can have a guidance and counseling department (*to help pupils cope with issues of sexual maturation, violence at home, and other psychosocial issues*);

Another of the parents-teachers’ focus groups, on the issue of *Emotional Support for Pupils*”, indicated that there was need to provide higher levels of emotional support, care and love; including regular counseling (by a *department dedicated for that purpose only*), complemented by role plays (on topical issues) and peer counseling.

The question, “*What else (besides academic tuition) does a child require so as to develop into a responsible member of society?*” was amongst the questions posed to one of the pupils’ focus groups. Their response identifies the following to be what is required to mould children: *Guidance and counseling; Care and support; Love and attention; Discipline; Good morals; Rules and regulations.*

Research Question 3

The third research question read as follows: “*WHICH PUPILS (amongst the Standard 8 pupils sampled) JOINED/RE-JOINED THE SCHOOL AT THE UPPER PRIMARY*

LEVEL, after implementation of the FPE programme?" To generate data on this, one of the questions in the questionnaires that were filled by pupils was intended to elicit information on the *year the pupils joined Muthaiga Primary School*. The responses, disaggregated by gender were as follows:

GIRLS

Pre-primary level: 21.4%

Standard Five: 21.4%

Standard Six: 14.2%

Standard Seven: 43%

BOYS

Pre-primary level: 25%

Standard Four: 12.5%

Standard Six: 25%

Standard Seven: 25%

Standard Eight: 12.5%

The responses indicate that just over one fifth of the girls and a quarter of the boys joined the school for pre-primary education. 78.9% of the girls joined Muthaiga Primary School at the upper primary level, as compared to 62.5% of the boys. A significant proportion of the girls (43%) joined the school at the Standard 7 level. Reviewing existing records revealed that, whereas in other years the gender ratio for candidates sitting for K.C.P.E. was more or less the same, the year 2006 recorded a significantly lower percentage of girls relative to the boys. However, it is also in the same year that most of the girls in Standard 8 class of 2007 joined Muthaiga Primary School. (*Implying that it was more of a remedial measure aimed at "correcting gender imbalance"*).

Year	No. of Candidates	Percentage Girls
2003	99	49.49%
2004	108	49.07%
2005	99	52.52%
2006	103	38.83%
2007	124	53.22%

Research Question 4

The fourth research question was intended to help find out the *IMPACT OF SFP ON LEARNING*. Muthaiga Primary School's PTA implemented its own version of SFP, in which students can get hygienically cooked meals at a cost. From reviewing existing records, it was established that over 660 pupils (two thirds of the student population) regularly take meals (at a cost of Ks 30/=), with over 300 of them also taking milk (at a cost of Ksh 10/=).

The researcher also sought to assess the impact of the programme by getting the subjective experiences of pupils and feedback from their parents. To the pupils, the

question was direct: *“Has the School Feeding Programme been beneficial to you?”* 64.3% of the girls and 75% of the boys answered in the affirmative. Though, in one of the pupils’ focus group discussions, though not part of group’s agenda, *“Concerns Related To Catering”* were mentioned. Participants felt the ratio they were served with was not enough. They also indicated that there is need to have a wider a variety of foods and desserts in the menu, and that *those catering should not cook bland food, but should prepare dishes that are tasty.*

87.5% of the teachers indicated that the SFP has been effective in increasing retention and improving learning. 80% of the parents also, on being asked whether *SFP had been beneficial to their child/children*, answered in the affirmative. The parents’ suggestions regarding *improvements to the feeding programme* were mainly about the cost, quality and quantity of food, and supervision of the younger children. On the cost, the parents felt that Ksh 30/= is on the higher side; some suggested that subsidy or income from other sources needs to be sought for, or that maybe food ought be divided into rations costing less, while others suggested the introduction of cheaper food for the sake of poor parents. They also recommended that SFP ought to be made compulsory so as to curb tendency of children buying junk food with lunch money. However, regarding the issue of quantity, the parents felt that there is to increase the amount served as the pupils are “active and growing children”. More attention should be given to the pupils, especially with the younger children, at meal times to ensure hygiene, and to help “instill some table manners”. (Some felt that this could be easily achieved by make children to be part of the feeding programme; to let them have some say on menu, and for more senior pupils to help in supervision of younger children, etc). The parents also recommended that the school should consider introducing porridge enriched with protein supplements as a mid-morning snack, to benefit children from nutritionally vulnerable households.

On the issue of *making the SFP sustainable*, both parents and teachers, as individuals or through the parents-teachers’ focus group discussions, recommended that the government expand the School Feeding Programme to include all schools and involve all school-going children, from nursery to secondary school. *(Thus the diet should be made to be as appealing and as nutritious as is possible to get the support of all parents)*. It should be completely free so as to benefit the originally targeted population: nutritionally

vulnerable children from poor households. Policy that would help subsidize purchases of foodstuffs, fuel, and other provisions earmarked for the programme needs to be formulated. Such a policy should also create “SFP buffer stocks” to ensure that supplies are not adversely affected by such factors as weather changes.

For the effects of the SFP (even when completely free) to be more beneficial to children, parents need to encourage their children to “snack” on more natural foods like fruits, nuts, milk, etc, whenever they have a little pocket money to spare

Research Question 5

The fifth research question addressed itself to the issue of *REPRODUCTIVE HEALTH OF ADOLESCENT GIRLS IN PRIMARY SCHOOL*. From the girls, it was established that most of those who had attained the age of menarche were aware about sexual maturation at their first experience of menstruation. *However, of concern is the “plight” of those who do not know what to do. Muthaiga Primary School pupils reside in an urban setting with access to information technology. Chances are the proportion of those aware of the process of sexual maturation would be significantly less in the rural setting.* Of those that were aware of the changes associated with puberty, the majority had learnt about sexual maturation from teachers (informally, not as part of schools’ curriculum), others had been instructed on the issue by parents, guardians and next-of-kin, while some had learnt through their peers. A few had learnt of by reading about the process, or getting information from the media. All the girls recommended that sexual education be part of the schools’ curriculum.

One pupils’ focus group identified the following *Concerns Related to the RH Needs of Adolescent Girls*: that sometimes the girls are unable to afford sanitary towels; that *ignorant peers* (mostly boys) laugh at young women who are experiencing menstruation (*implying that there is need to sensitize boys on RH needs of girls*); that teachers should “be there” for pupils experiencing their first menstruation (*implying guidance and counseling*); and that teachers should “not announce the help they give” to anyone else. (*The girls indicated a range of difficulties that they experience during menstruation. Abdominal pain, cramps and backache were cited by most respondents. Several also cited inability to access sanitary towels as a difficulty. When they experience such difficulties when in school, they approach teachers for help*). This would imply that there

is need to institutionalize mechanisms that would provide professional assistance to help ease the difficulties experienced by the girls.

When asked, besides them as mothers/female guardians, who they thought was best placed to teach girls about menstruation, 40% said teachers *preferably female*;

13.3% felt that religious institutions were best placed, while 6.7% cited *counselors, gynaecologists and other resource persons*.

One of the parents-teachers' focus groups discussed "*handling RH issues for adolescent girls in primary school*". Their recommendation was that at the onset of puberty, all girls should be able to access sanitary towels, and should be taught about proper disposal methods. The teachers felt that policy ought to be formulated, making the availability of sanitary towels mandatory in all school as part of meeting the health needs of the girl child

Research Question 6

Can **TEACHERS** help **IN THE FIGHT AGAINST AIDS AND GENDER STEREOTYPES**; was the sixth research question. In response to a question that intended to get their views on the "*best strategy for instructing children on the issue of HIV/AIDS*", the teachers felt that HIV/AIDS and issues of sexual maturation should be a subject in school. However, they felt that parents need to start talking to their children about the issue before they join school; then teachers can continue with education about the dangers of HIV/AIDS throughout the child's school life.

During the parents-teachers' plenary discussion, the issue of gender stereotypes arose as participants were discussing the *impact socialization processes on the girl child's access to education*. Participants felt that women need to be re-socialized so as to realize the power they have as primary agents of socialization (the first "educators" of the child) and in the ability to work collectively. They can then use their role as primary agents of socialization to liberate boys and girls from gender stereotypes, especially given the fact that they are the majority amongst congregations of the faithful, and amongst voters.

5.1.3 RELATIVE TO RESEARCH OBJECTIVES

Objective 1

Effectiveness of FPE in achieving gender equality in primary education:

Direct observation in the "field" (Muthaiga Primary School) and review of records does not indicate any "significant difference" in the enrolment of boys and girls, even before

the introduction of FPE. However, “indirect indicators”, that is the parents-teachers group discussions and response of the key informants (especially teachers recently transferred from rural schools) indicate significant increases in the enrolment, retention and completion of primary education by girls in various parts of the country where education of the girl-child was previously “not a priority”.

Information on the educational status of all children of the sample of female parents was analysed collectively (disaggregated by gender) so as to get the general picture of the girl child’s status of education. *The percentages of the children attending pre-primary education and those enrolled in primary school are the same for both the boys and the girls...In Primary School: Girls 22.64% Boys 22.64%; In Pre-primary Level: Girls 5.66% Boys 5.66%*

The teachers felt that the fact that FPE is compulsory has made it more effective in achieving gender equality in primary education. As many more girls have joined school, especially in areas that girl-child education was not taken seriously, practices such as early child marriage have been discouraged. Boys and girls are now treated equally in schools: The girl-child “has been noticed” and is being encouraged to compete with the boy-child. FPE is also allowing many more girls to attain Standard 8 level of education unlike in the past.

Records Review:

Year	No. of Candidates	Boys	Girls
2003	99	50	49
2004	108	55	53
2005	99	47	52
2006	103	63	40
2007	124	58	66

The gender ratio for candidates sitting for K.C.P.E. was more or less the same over the years (the slight differences being attributed to the fact that the boy-is-to-girl ratio of annual births is not equal every year), except the year 2006, which recorded a significantly lower percentage of girls relative to the boys. This could be attributed to the effect of “arbitrary transfers” after introduction of FPE, because in the same year, most of the girls in Standard 8 joined Muthaiga Primary School (*possibly as a result of the Educational Boards of public schools trying to “correct any gender imbalance”*).

Objective 2

Strengths and Weaknesses of the FPE programme: Subjective experiences and views of pupils, their parents and teachers

In line with the principle of child participation, pupils, in one of their focus group discussions: “*Child Participation: Sensitising Communities on Child-Related Issues*”, were asked to identify education-related concerns. Under the category: “*Syllabus-Related Concerns*”, the pupils recommended that examinations need to be set as per the syllabus and not as a test of how individuals think or to test other (intellectual) ability. They expressed similar sentiments about text books; recommending that text books provided should only give relevant information; nothing extra. The pupils said that teachers’ focus should not only be on academic tuition, but also on “activities” since pupils have various other talents/abilities that need to be nurtured. The pupils also said that they should not be overloaded with much homework, some of which is “irrelevant”; they should only be given work that “their tender minds can cope with”

On “*Concerns Related to Teaching Methodology*”, the pupils said that though the responsibility of teachers is to ensure that the syllabus is covered on time, many fall short of this, with some coming late to class, regardless of the pupils’ sentiments. They expressed concern about teachers’ cell phones, which “are an interference and a barrier to education” (to quote their words), since many teachers cut short what they were teaching whenever their phone rings or signals a “message alert”. “To always learn in classrooms is boring for pupils; some studies should be done outdoors” was the other concern expressed on teaching methodology.

As regards “*Concerns Related To Leisure, Play and Cultural or Artistic Activities by Pupils*”, participants were “up in arms” about the issue of teachers taking up pupils’ leisure time to cover for lessons they had missed; teachers should not take up time set for pupils’ physical education and play and use it for academic tuition. The pupils felt that they need to be exposed to a wider variety of sports disciplines such as badminton, lawn tennis, table tennis, basketball, etc. Ideally, participants recommended, pupils should be given equal time for play and for studies.

When asked about “*Concerns Arising as a Result of Over-Strained Resources*”, the participants said that pupils need more instructional material, books, pencils, etc.

“We need water, soap to wash our hands, tissue paper and electricity in the toilets”, was

the other concern raised by the pupils.

On their part, parents and teachers felt that learning institutions focus on academic tuition (literacy and numeracy) only, and have not set or created time to develop effective *Early Child and Adolescent Development programmes*. Schools also need to construct ECD classes and have enough teachers trained in ECD, enough playing facilities and ECD learning resources to enhance children's creativity. Implementing formal guidance and counseling programmes in school and provision of RH services for adolescent girls are imperative if schools are to implement adolescent development programmes.

The parents and teachers also expressed concern about the educational content (in terms of amount of work), which they felt might still be weighing down the child; impacting negatively on the child's right to play and leisure. Another concern is the teacher-is-to-pupils ratio after the GER increased on abolition of tuition fees in primary schools; this impacts negatively on class supervision. The participants felt that schools and the community ought to come up with innovative ways of getting round the problem, including community volunteers and the temporary hiring of qualified persons to help supervise and grade examinations, and to prepare pupils for their final examinations.

Concern was also expressed about text books which, participants said, still use examples and illustrations that perpetuate gender stereotypes. It was felt that textbooks generally use "*he-language*", besides which most illustrations and examples involve boys/men. They recommended that textbooks need to have more illustrations and examples in educational material (and the processes too) of girls being "*depicted positively*", to help build their self-esteem and motivate them in career choice and development.

Objective 3

To reinforce community interest, participation and responsibility

As regards community participation, one of the parents-teachers' focus groups recommended that the community needs be sensitized some more on the concept of devolved government. A policy aimed at devolving decision-making in educational issues ought to be formulated, which policy would also help communities to set aside a transparent, accountable and all-inclusive "facility" to be co-managed with schools in each locality. They then need to have their capacity built in development planning, investment and financial reporting (accounting). Information of revenues collected by the

government should also be available to communities, so that they can effectively plan the utilization of funds available at the local level, by also factoring the educational needs of their children. This will make them call for mechanisms of prioritizing development needs, including the educational needs of the children.

The arrangement would also allow for schools to hire community-based informal teachers to complement those involved in mainstream education on a seasonal or temporary basis, especially to help with supervision and marking of exams or on any other occasion that require increased levels of supervision.

5.1.4 RELATIVE TO THEORETICAL FRAMEWORKS

As the basic underlying variable of the FPE and SFP programmes is socio-economic status (SES), the researcher had intended to focus more on the *Pro-Poor Approach* to social studies, however, getting an exclusive sample of female parents from poor households proved difficult. All the same, in line with one of the objectives of a pro-poor approach - *investment in human capital* -, response by virtually all parents and teachers was in concord on implementing support systems in schools for the benefit of children from poor and nutritionally vulnerable households. The effect of poverty on access to education by the girl child was captured (indirectly) through the questionnaires filled by the key informants. A teacher who had transferred from a school situated in an informal settlement cited regular absenteeism by girls during “that time of the month”, as many of them, being from poor households, can hardly afford sanitary towels. Another teacher, recently transferred from a school within the ASALs said that most girls consulted with her and other female teachers over sanitary towels, which are unaffordable and inaccessible in remote parts of the country.

Questions that intended to find out participants’ views on the effectiveness and strengths, weaknesses and bottlenecks of FPE, and those that sought to find out other challenges that impact negatively on girls’ access to education, were in line with two of the theoretical frameworks applied in social sciences: *Structural Functionalism* (identifying the structural obstacles that hinder girls from accessing FPE) and *Symbolic Interactionism* (examining how gender-based power - behaviour, attitude, practices and gender stereotypes - affects girl's access to FPE). Violence against women, child abuse, poverty, and HIV/AIDS were identified as some of the issues that impact negatively on

girls' access to education. The researcher experienced some difficulty in measuring such variables. For instance, as the questionnaires were self-administered, none of the children indicated that they are from poor households. This would have been captured better if the questionnaires had been administered by an interviewer.

Some of the other concerns that participants identified as impacting negatively on the girl child's access to education, despite the FPE and SFP programmes include the issue of transportation; *only 5% of both boy and girl pupils live within "comfortable walking distance", the rest have to travel by public or private means; with 27% of both boy and girl pupils having to take 2 "matatus" (public transport vehicles) to school.* Social expectations and perceptions, to some extent, also affect the girl child's access to and motivation to perform well in education. In one of the pupils' focus groups, the participants were asked about the validity of the following statement: *"Achievement motivation in girls dampened by the notion that a large part of the job market is "male-oriented"*. The pupils said that the statement was valid. The reason they gave was that, generally, the perception that jobs are mainly for men; – most parliamentarians, drivers and conductors, mechanics, masons, etc are men, makes women to strive hard so to be accepted into such fields.

Other structural obstacles and socio-economic barriers that impact negatively on the girl child's education include: reproductive Health concerns of adolescent girls in primary school; care and support for girls and OVC within school; early child education; class supervision (on account of an increase in GER in schools without a corresponding increase in the recruitment of teachers); limited instructional materials and overstrained resources. A wide range of economic, social and cultural barriers also need to be addressed to achieve gender equality in primary education, including demands for girls' labour at home and on farms, cooking, cleaning and even serving as a principal caregiver for younger siblings, all of which create competing demands on girls' time.

However, as the primary objective of the study was to identify *barriers to girls' access to education*, with the *views of women and girls* being sought for, the **Gender Analytical Framework** is suited for the study; particularly the *Longwe or Women's Empowerment*; the *Moser or DPU*; and the *Gender Roles or Harvard Analytical Frameworks*.

The "spontaneous" parents-teachers' plenary discussion was sparked off by the issue of

patriarchy; it was felt that the development process is under patriarchal systems, planning focuses more on *General Development Needs*, with limited resources being allocated for *Women's Special Needs*, which arise out of the biological role of women. Participants felt that the issues affecting the girl child are tied to other gender and cultural issues, and that the issues cannot be tackled without identifying the factors that result in the differential gender treatment that cuts off women and girls from access to opportunities, facilities and resources, thus causing a gender gap

In relation to the "*Longwe or Women's Empowerment Framework*", which views the empowerment of women as central to the development process, patriarchy would be categorized as the first level; that is the *Welfare Level* or "*zero level of empowerment*", in which women are "*passive recipients*" and not "*active players*" in decision-making and resource allocation. From the quality of debate of, and from the ideas, issues and concerns that were raised by participants, it was evident that they are not at this level of empowerment.

The next level of empowerment is the *Access Level: the "first level of empowerment"* which is characterized by women having *increased access to resources*. Data regarding the *educational background* of the sample of female parents indicates that 50% of the respondents had attained tertiary level of education; 42.9% were educated to the secondary school level; and 7.1% to the primary school level. Only 20% of the respondents indicated that they were unemployed; two-thirds of whom had attained O-level (secondary school) education, and the other one third tertiary education. (*The ages of these respondents lie within the upper limit of respondents' range of ages; implying that theirs is more of a "traditional marriage set up": a working husband and a housewife*). About 32% of pupils sampled live outside Nairobi (within commuting distance): *all of these are girls, an indicator that parents are investing more and more in the education of the girl child*. From this data, it can be inferred that the respondents had, to a significant extent, attained this level of empowerment.

From observing levels of participation in group discussions, and from reviewing data from questionnaires, it can be surmised that most respondents were at the "*second level of empowerment*", which is the *Conscientization Level: - Characterized by women attempting to understand the underlying causes of their problems, and to identify*

strategies for action. This was clearly captured by the conclusion to the parents-teachers' plenary discussion; participants proposed the way forward, which involved women collectively using their role as primary agents of socialization. The achievement of such solidarity would put women at "*the third level of empowerment*"; the *Mobilisation Level: – motivated by their awareness, women come together to analyze problems and formulate solutions.* This, in turn, would lead to the "*final level of empowerment*"; the *Control Level: - attained when women take action towards greater gender equality in decision-making over access to resources, and therefore their socio-economic status.*

The "***Moser or DPU Framework***" describes women's roles as "***triple roles***": *productive, reproductive, and community management.* It also examines the extent to which different policy objectives prioritize the elimination of gender hierarchies. When the parents and teachers met for the plenary and focus group discussions, a motion that proposed the "*Affirmative Action Bill*" (*which sought to have one third of legislative seats being reserved for women in parliament*) be adopted by parliament had been recently defeated. The participants expressed their concerns, saying decision-making was almost an all-male affair; but were glad that the government was starting to recognize and support women's biological or reproductive role. *The government had just declared that delivery of children would be free in all public hospitals, dispensaries and health centres; with later pronouncements making free women's access to ante-natal and post-natal services in all clinics and free healthcare for all children less than 5 years of age.*

The "***Gender Roles or Harvard Analytical Framework***" recognizes women's *productive contributions*, both *actual* and *possible*. It also recognizes that the *household has a gendered system of resource allocation* and a *gendered division of labour*. Much of the work done by women (reproductive role and community management, which includes welfare of the family) is "invisible"; i.e. it is not rewarded monetarily, contrary to *the human right to work and receive wages that contribute to an adequate standard of living.* Information about the occupation and education levels of respondents revealed that 20% of them were unemployed (housewives). Two-thirds of the housewives had attained O-level education, with the other one-third having attained tertiary education (*despite their education and professional status, they had been relegated to managing the household only*). Respondents who were educated only to the primary level also seemed to have

started bearing children earlier relative that the others; some had more than one child who are through with their education despite being in the lower quartile of respondents' range of ages

When asked who is responsible for performing *gender roles* at home (cooking, laundry, washing the house and dishes), the pupils' responses were as follows:

	GIRLS	BOYS
<i>Mother and daughters</i>	43%	62.5%
<i>House help</i>	7.1%	12.5%
<i>House help, mother, daughters</i>	14.25%	12.5%
<i>Children</i>	14.25%	-
<i>Everyone</i>	21.4%	12.5%

This indicates that only 12.5% of the boys help out with household chores on a day-to-day basis. Similarly, of the sample of female parents, it only between 13.3% and 20% of respondents who indicated that they treat boys and girls equally when it comes to performing household chores and taking care of younger siblings. All the rest indicated that they allocate the duty of performing most of the household chores to their daughters.

Despite this, when asked about *challenges (not related to finances) that are still being faced in educating a girl child despite FPE*, the parents identified culture, gender inequality and stereotyping as some of the challenges; including socialization processes that discriminate against the girl child (*e.g. doing household chores and such other responsibilities as taking care of younger siblings that deprive her of time to play and study*).

5.2 LIMITATIONS AND CHALLENGES

CHALLENGES

Though the researcher had originally intended to get views from an exclusive sample of female parents from poor households, especially those residing in slums and informal settlements, the challenge of giving letters of invitation and questionnaires to daughters of that intended sub-population only arose; it could not be done without sending the wrong signals to affected pupils. The other challenge was in getting a sample of female parents of Standard 8 girls only; some of the Standard 8 boys also requested for questionnaires to take to their parents, it was hard for the researcher to turn them down (*the assumption being that they had sisters and, if not, their mothers could still give meaningful input on the subject of girl child education*).

The study that ended up having too many variables as a result of consulting far and wide on various academic and non-academic concerns that pertain to the local education system. Thus, a challenge of “manageability” of the study arose; the variables generated a large volume of data whose analysis could not be conclusively undertaken within the given time frame.

The researcher had also intended to carry out group and individual interviews on the same day. She had anticipated a sample size of 36 female parents or guardians for focus group discussions; 12 parents whose daughters were in Standard 8, 12 others whose daughters were in Standard 5, and 12 whose daughters were in Standard 1, and was expecting them to start arriving by 8:00 a.m. in the morning. However a challenge arose, probably as a result of women’s “triple roles” (*the findings indicate that over 33% of respondents are self-employed and 20% are housewives; Saturday morning is usually set aside for general clean up, washing of children’s uniforms, and such other chores; and there is the possibility that some of those in formal employment also work on Saturdays*); By 11 O’clock, about 25 parents arrived. The researcher chose to begin with group work, which went on till 4:00 p.m. in the afternoon.

The other challenge is about “*Adult Learning*”: adults’ views have to be constantly accommodated so as to encourage continued participation. Thus, the researcher chose to let the unanticipated plenary discussion that was sparked by the issue of patriarchy be carried on to a logical conclusion.

As for the pupils, the challenge that arose was their availability, given that they were busy with preparation for K.C.P.E., by sitting for internal and departmental examinations (set collectively by schools in a given area). This resulted in the inability to conduct one-on-one interviews with the pupils, thus the individual questionnaires were self-administered

Structuring of questionnaires had been done with research assistants in mind. This posed a great challenge as the questions were semi-structured and had various abbreviations. The research assistants would have been briefed beforehand on the objectives of the study, and of the variables being sought after. They then would have been in a position to explain or clarify any abbreviations and ambiguity or obscurity. (*The researcher was at hand to clarify issues that pupils could not understand, as they filled in the individual*

questionnaires and held group discussions in her presence, but the response by some parents and teachers to some of the questions indicated that they did not get to fully understand the question, or did not know what some abbreviation meant)

LIMITATIONS

The main limitation in carrying out this study was time: to enable meaningful analysis, inference and interpretation of the large volume of data generated in the course of the research. The other major limitation was finances: to incorporate technical tools such as IT into the research, and to assemble a research team

Time is essential to such a study as it can enable a researcher to increase the scope so that it would involve longitudinal studies that will identify the challenges faced by girls, right from the pre-primary to the Standard 8 level, besides analysing how such other parameters as politico-legal reforms impact on the girl child's access to education.

With ample time and adequate finances, a researcher would be in a position to comparatively assess the factors that impact negatively on girls' access to education in the various categories of schools; that is urban schools; rural schools; schools affiliated to government; schools initiated or owned by the community; schools run by religious denominations; and schools owned by private individuals.

5.3 RECOMMENDATIONS

One issue that calls for research is that of peer educators; their impact on educational systems; the best ways of identifying and building the capacity of peer educators; the performance of peer educators in exams and at higher levels of education; and why receptivity to the concept is not "universal".

After the "*EFA Assessment Exercise*" undertaken in 2000 by the *Regional Technical Advisory Groups in Africa*, action that needs to be taken at the country level was proposed. One of the proposed courses of action is to "***undertake research and develop the use of local alternatives to imported manufacturing inputs for the design and production of cost-effective textbooks and learning materials***". This is also an area of research that needs to be followed up, as it also gives room for community participation.

Another area of research that needs following up is the plight of the girl child residing in slums and informal settlements; longitudinal studies would help identify the challenges faced by such girls, right from the pre-primary to the Standard 8 level.

Comparative assessment of the factors that impact negatively on girls' access to education in the various categories of schools; that is urban schools; rural schools; schools affiliated to government; schools initiated or owned by the community; schools run by religious denominations; and schools owned by private individuals needs to be undertaken, besides undertaking analyses of how such other influences as politico-legal and socio-economic reforms impact on the girl child's access to education

The other area of study that needs following up on is that of early child education: *What is the earliest age at which children can join education systems?* Previous research in the area has focused on individuals who enroll for education at an early age. (NB such studies involve individuals learning amongst older classmates). Needed therefore are longitudinal studies that would trace academic performance and social adjustment of a cohort of children who start formal education (literacy and numeracy) at an early age.

"Schools need to initiate mechanisms to gauge latent abilities of children right from primary level; build on such abilities at secondary level." This recommendation was given by all participants; pupils, parents, and teachers alike. Human resource development, ideally, requires more than literacy and numeracy. Stakeholders in the education sector and the community ought to consult on the abilities that need to be identified and developed, relative to the job market and other "social responsibilities".

The government should formulate policy to facilitate collective investment all monies collected by any public institution of learning in a national educational trust (*unit trust*) and give guidelines of apportioning "units" of the trust to individual schools/institutions based on their respective. This would require community support, hence sensitization on the same needs to be done at the community level to enhance its success rate. The government should also subsidize purchases of foodstuffs, fuel, etc earmarked for the SFP, besides having a buffer stock to ensure that supplies are not adversely affected by such factors as weather changes.

5.4 CONCLUSIONS

In a space of less than 20 years, the education system in Kenya had undergone major transformation; starting with the switch from the "7-6-3" system of education to the "8-4-4" system in 1985; the dropping of some examinable subjects in 2001 (*after it was felt that the syllabus was too broad*); and then the introduction of FPE in 2003. Different

people hold different views on the pros and cons of these reforms. However, none of the changes addressed the issue of girls' access to education (*given that various socio-cultural factors that perpetuate gender discrimination also impact negatively on girls' access to education*). It was on this premise that the researcher sought clearance and support from the school's and the local educational authorities.

The focus of previous reviews on EFA (locally and internationally) was primarily on the GER, the quality of education and the retention rate for the girl child. Very few of the reviews, if any, focused primarily on pupils' subjective experiences, especially those of the girl child, and also on the perception (and, hence, potential input) of the community, especially by documenting the views and experiences of female parents or guardians on the challenges faced in educating the girl child; both within and without the school.

As per the Longwe or Women's Empowerment framework, "*the third level of empowerment*" is the *Mobilisation Level*. At this level women, motivated by their awareness, come together to analyze problems and formulate solutions. The study "*Listening to the Views of Women and Girls*" was developed with the principle of **mobilization as a means of empowering women** in mind; its participants were female pupils (predominantly) and female parents and teachers, who gave their views and subjective experiences on the issue of girl child education, also giving recommendations on how to improve standards of education and pupil welfare within schools.

The principle of **child participation** was also taken into account because children are the experts in the issues that concern them. However, after going through reports on reviews of the *Girl's Education Movement* (GEM) clubs, an initiative of UNICEF, the concept of "*boys acting as strategic allies*" made the researcher realize that incorporating boys into the study would be the way forward in *liberating boys and girls from gender stereotypes*, as the parents-teachers put it, when they were discussing the way forward for women living in a patriarchal society.

Though the researcher had originally planned for group interviews of participants, the lack of research assistants made her recourse to the concept of focus group discussions. This proved to have its own benefits; response from the pupils, for example, was much more "candid" as would have been the case if an adult had facilitated the discussions; *by the time the pupils met for focus group discussions, they had by then filled in the*

individual questionnaires and had taken questionnaires to their parents. The pupils were also constantly reminded of the need for “confidentiality in research”; being informed that the reason behind it was to get an “honest opinion” of participants on issues that affect their lives. Thus, when compared to their responses to questions in the self-administered individual questionnaires, pupils’ discussions in their respective focus groups were “less inhibited”.

The researcher saw no need of investigating the drop out rates after the introduction of FPE. This was due to the fact that primary education is compulsory; parents or guardians can be prosecuted for not taking a child to school. It was also difficult to analyse the gender ratio for pupils who completed Standard 8 education between the years 2003 and 2006; there were a lot of transfers over the same period after the introduction of FPE.

The limited time frame could not allow for the researcher to capture such variables as age of pupil relative to performance, especially in mathematics and sciences (ideally, that requires longitudinal studies).

Muthaiga Primary School’s feeding programme is an example of a “sustainable SFP option”, that is less dependent on unpredictable donor contributions. However, for their success, such programmes not only need to be rooted at the local level (community participation and support), but also need to get such support by the government as subsidies or price discrimination for fuel and foodstuff destined to such programmes. In the absence of full support by the government, the option of implementing school-based and community-based income generation activities that would help support the programme ought to be factored as the country prepares its budget. What the government could do in the short-run is to introduce of the “health-related component” (e.g. deworming) of the SFP to schools like Muthaiga Primary School, which have implemented their own feeding programmes.

The previous presidential decrees providing free education took planners and the public unaware. Therefore, *the financial implications* as well as the *various methods for its introduction* were not subjected to a close scrutiny. No counter measures were announced about how to replace the lost revenue collected through school fees. However, much more planning seems to have gone into ensuring that FPE becomes a “permanent feature” of the local system of education. Besides committing a significant amount of money

towards the programme, the government (*the Ministry of Education Science and Technology*), beginning June 2004, worked closely with a wide range of stakeholders in the education sector in the development of a Sector Wide Approach (SWAP) to develop and secure funding for the Kenya Education Sector Support Programme (KESSP), for the development of the education sector for the five years that followed; 2005/6 – 2009/10.

On community involvement, the chapter on co-ordination of the programme gives guidelines: For example section (10) sub-section (3) which, under the title of

“KESSP Coordination, Implementation, and Accountability Structures” defines the role of parents and teachers in making universal basic education a reality in Kenya. However, there exists the need to sensitize parents (community) on the same. *One of the parents-teachers' focus groups discussed the respective roles and responsibility of providing for the child by the parents and government, guided by the Children's Act; 2001. Community participation can be enhanced by establishing community-based education management systems and enhancing local capacity to manage and account for use of funds.*

Local cultures, practices and local politics must be considered for the FPE program to be truly owned by local communities. This would enable communities to mould the education system to their local needs; e.g. the amongst the Turkana and other pastoral communities where “evening or night learning” was introduced as the whole community (parents and their children alike) is involved in various day-to-day activities necessary for life in those environs; or the introduction of mobile libraries, for the benefit of children from nomadic communities.

Chapter Six

APPENDICES

6.1 TIME SCHEDULE

Following is a schedule of some project activities, or a rough outline of the work plan

SEPTEMBER
Week 3/4
Formal approval of the study, including consent on behalf of the minors, was sought from the appropriate District Education Office, followed by sampling of 24 Standard VIII boys for the study;
Assent was sought from all Standard VIII girls and the boys sampled for purposes of the study;
Standard VIII pupils (and several boys) and other pupils were randomly selected from Standards I and V respectively were given letters to take to their mother or female guardian, requesting her to take part in the study.
OCTOBER
Week1/2
The female parents sampled attended meeting in response to letters given to their children. Participants was briefed on the purpose of the study, after which they held a plenary discussion after which they were divided into 3 focus groups, which went on to discuss various educational and other concerns affecting the girl child.
The pupils sampled were also briefed on the scope and the purpose of the study, and the filled the individual questionnaires.
Various pupils were given questionnaires to take to their mothers to fill in.
Week 3/4
Focus group discussions by pupils were held;
Questionnaires filled by parents started being received.
NOVEMBER/DECEMBER
Data analysis
Report-writing
Presentation of Research findings

6.2 PROPOSAL BUDGET.

Item	Cost
1 gross biro pens; 2 Reams foolscap and 4 Reams plain paper	Ksh 2,750/-
Catering	Ksh 3,000/-
Transport token for parents (Ksh 200/- per parent)	Ksh 5,400/-
Typing services for questionnaires and report	Ksh 3,000/-
Token for facilitator of parents-teachers' group discussions	Ksh 3,000/-
Printing questionnaires:	Ksh 300/-
Photocopy:	Ksh 972/-
Printing of Research Report	Ksh 1,200/-
Binding of Research Report	Ksh 1,000/-
Engraving on cover of Research Report	Ksh 1,000/-
Total	Ksh 21,622/-

6.3 QUESTIONNAIRES

6.3.1 STANDARD 8 PUPILS

1. Age _____
2. Where do you reside?
 - i. _____
 - ii. Poor Household /Non- Poor Household _____
3. Family background: Who do you live with?
 - i. Lives with both biological parents
 - ii. Lives with father and step-mother
 - iii. Lives with mother and step-father
 - iv. Lives with one biological parent: Mother Father
 - v. Lives with guardians
4. Number of siblings; Birth order; other children that you live with:
 - i. Number of brothers: Older _____ Younger _____
 - ii. Number of sisters: Older _____ Younger _____
 - iii. Number of step-brothers: Older _____ Younger _____
 - iv. Number of step-sisters: Older _____ Younger _____
 - v. Other children (cousins, etc) _____
5. Decision-making at home
 - i. Decisions made by the father/step-father/male guardian _____
 - ii. Decisions made by either parent/guardian, in consultation with the other _____
 - iii. Children excluded from decision-making _____
 - iv. Children involved in decision-making _____
6. Gender roles at home
 - i. All domestic chores done by the mother _____
 - ii. Domestic chores done by the mother assisted by sister(s) _____
 - iii. Domestic chores done by sister(s) _____
 - iv. Domestic chores done by all children _____
 - v. Domestic chores done by house help _____
 - vi. All members of the household help with domestic chores _____
7. Do you hold discussions with parents/guardians on sexual maturation, RH and related issues?
 - i. Rarely/Never _____
 - ii. Only veiled hints made at matters touching on sexuality _____
 - iii. Parents/Guardians only discusses when asked questions _____
 - iv. Parents/Guardians discuss issues openly _____
8. Age at which you started going to school _____
9. Pre-primary experience: Did you attend nursery school, kindergarten, or formal pre-unit in school? Yes ___ No ___
10. Where did you attend the pre-primary education? _____
11. Which year did you join Muthaiga Primary School? _____
12. If not from Standard I, which school did you transfer from? _____
13. Have you ever missed attending any classes? Yes ___ No ___
14. What prevented you from going to school?
 - i. Health problems _____

- ii. Lack of tuition fees _____
 - iii. Lack of transport, books, uniform _____
 - iv. Other reasons _____
15. Has your attendance of classes improved after the introduction of Free Primary Education? Yes ___ No ___
16. Has the School Feeding Programme been beneficial to you, compared to when it was not there? Yes ___ No ___
17. Did you elder brothers or sisters ever fail to attend class regularly due to tuition fees? Yes ___ No ___
18. Have you ever repeated any class? Yes ___ No ___
19. Which is your best subject? _____
20. Who is your favourite teacher? _____
21. Which sports, clubs and other extra curricular activities do you participate in?
- i. _____
 - ii. _____
 - iii. _____
21. Do you participate in sports and other activities outside of school? Yes ___ No ___.
- Which sports/activities?
- i. _____
 - ii. _____
 - iii. _____
22. Do children have adequate free time and access to recreational facilities (both at school and at home)? Yes ___ No ___

6.3.2 FEMALE PARENTS

1. Age _____
2. Residential Area _____
3. Level of Education
 - i. Primary School Level _____
 - ii. Secondary School Level _____
 - iii. Tertiary Education/Vocational Training _____
4. Occupation
 - i. Unemployed/Housewife _____
 - ii. Self-employed _____
 - iii. Casual Work _____
 - iv. Formal Employment _____
5. Marital Status
 - i. Married _____
 - iii. Single Mother/Separated/Divorced _____
6. No. of Children _____ Girls ___ Boys ___
7. How many of your children are:
 - i. Through with their education Girls ___ Boys ___
 - ii. Out of school? Girls ___ Boys ___
8. Are any of your children currently in Secondary School? Girls ___ Boys ___
9. How many other children do you have in Primary School? Girls ___ Boys ___

10. Are any of your children currently in nursery/pre-primary/baby class? Girls ____
Boys ____
11. How many yet to go to school? Girls ____ Boys ____
12. Supporting the child's cognitive development at home
- i. Preparing the children for education (from birth to when child starts schooling) _____
 - ii. Helping school-going children with their studies (Directly or Indirectly) _____
13. As the cost of living rises, mothers have to spend more time working, and less taking care of children, especially those too young to attend school. Do you feel that introduction of baby care in primary schools would help? Yes ____ No ____
14. At which age should mothers start taking children for baby care? _____
15. Challenges/Experiences faced in educating a girl child before introduction of Free Primary Education
- i. _____
 - ii. _____
14. Challenges/Experiences still being faced in educating a girl child despite the FPE programme. Cost-related
- i. Transport
 - ii. Uniforms
 - iii. Books
 - iv. Other educational material
 - v. Tuition
 - vi. Any other fees
- Challenges not related to finances
- i. _____
 - ii. _____
15. Has the School Feeding Programme been beneficial to your child/children? Yes ____
No ____
16. What improvements would you suggest regarding the feeding programme?
- i. _____
 - ii. _____
17. Gender roles: In the household, who generally does chores such as the following?
- i. *Taking care of younger siblings* Girls ____ Boys ____
 - ii. *Cooking* Girls ____ Boys ____
 - iii. *Cleaning the house* Girls ____ Boys ____
 - iv. *Laundry* Girls ____ Boys ____
18. *Are there responsibilities that boys are virtually never expected to assume?* Yes ____
No ____
19. With the introduction of free secondary education, what needs to be done to ensure that all children, at the end of primary school, have the skills necessary to perform at the secondary level? Do you think that the following measures would enable all children to perform well in secondary school?
- i. Guiding pupils in identifying their strengths or career development Yes ____
No ____

- ii. *Reintroducing technical education* Guiding pupils in identifying their strengths or career development Yes ___ No ___
 - iii. *Abolishing the ranking of secondary schools (National, Provincial, etc); then develop all schools equally so that parents can save on transport costs* Guiding pupils in identifying their strengths or career development Yes ___ No ___
20. What other recommendations would you give to ensure that all children perform well in secondary school?
- i. _____
 - ii. _____
21. What prevents mothers from adequately discussing the issue of sexual maturation with their daughters? _____
22. Who is best placed to teach girls about menstruation?
- i. Mother/female guardian
 - ii. Teachers
 - iii. Religious institutions
 - iv. Other
23. Should sexual education be part of primary schools' curriculum? Yes ___ No ___

6.3.3 STANDARD 8 GIRLS

1. Were you aware about sexual maturation and puberty-related issues at your first experience of menstruation? Yes ___ No ___
2. Where were you when it happened?
 - i. At home _____
 - ii. In school _____
 - iii. Elsewhere _____
3. How old and in what class were you?
 - i. Age _____
 - ii. Class _____
4. Where had you learnt about sexual maturation/puberty (taught by whom)?
 - i. From peers _____
 - ii. From parent/guardian _____
 - iii. From teachers _____
 - iv. Other _____
5. *Training some girls (such as prefects and monitors in upper primary) in basic counseling girls so that they can mentor other girls on RH and other issues is one way of helping girls in school to cope with their first experience of menstruation. Would you have found it easier if the older girls in school had prepared you for the experience?* Yes ___ No ___
6. What difficulties do you experience during menstruation?
 - i. Cramping
 - ii. Headache
 - iii. Backache
 - iv. Abdominal pain
 - v. Cost of sanitary towels/tampons
 - vi. Participation in class

- vii. Performance in exams _____
 viii. Other _____
7. Should sexual education be part of primary schools' curriculum? Yes ___ No ___

6.3.4 KEY INFORMANTS

1. How many years have you been a teacher? _____
2. How long have you been teaching in this school? _____
3. Where were you teaching prior to being posted here? _____
4. What unique challenges does a teacher encounter in teaching girls as opposed to boys? _____
5. Have you ever handled or known of a case involving a pupil (or pupils) who became pregnant? Yes ___ No ___
6. Did the pupil(s) continue with her/their education? Yes ___ No ___
7. What do you think would be the best way of handling teen pregnancies in primary school? _____
8. What kind of policy would you recommend for the issue of providing RH services for girls, and support for vulnerable students within schools? _____
9. Do you feel that there are effective Early Child and Adolescent Development programmes in schools? Yes ___ No ___
 Reason: _____
10. Most young people learn about sexuality and HIV/AIDS in school. Giving teenage pupils the space to explore, debate and ask questions is just as important as checking that they know how HIV is transmitted and avoided.
 - i. Based on this statement, what strategy would be best for instructing children on the issue of HIV/AIDS? _____
 - ii. And how should teachers handle RH issues for adolescent girls in primary school? _____
11. "Teaching more than the basics of reading, writing and arithmetic is one of the most critical areas; the school syllabus must give room for discussion or asking questions. This would make pupils to learn how to be problem solvers". True ___ False ___
 Reason _____
12. With the introduction of free secondary education, what needs to be done to ensure that all children, at the end of primary school, have the skills necessary to perform at the secondary level?
 - i. _____
 - ii. _____
13. Has the SFP programme been effective in increasing retention and improving learning, especially for children from nutritionally challenged households? Yes ___ No ___
 What improvements need to be made to make the programme more effective? _____
14. How effective has the FPE programme been in achieving gender equality in primary education? _____
15. Is there a place for peer guidance and mentoring within primary schools? Yes ___ No ___
16. Is there need to implement a formal guidance and counseling to help pupils to deal

- i. Syllabus-related concerns - _____
- ii. Concerns related to teaching methodology _____
- iii. Concerns arising as a result of over-strained resources _____
- iv. Concerns related to leisure, play and participation in cultural and artistic activities by pupils _____
- v. Concerns relate to the RH needs of adolescent girls _____

GROUP III

The Children's Act defines the rights of children and the duty and responsibility of parents and other care givers towards children.

The Act also lays out some duties and responsibilities for children. In what ways can a child perform those duties and responsibilities?

21. Duties and Responsibilities of a Child

- i. Work for the cohesion of the family _____
- ii. Respect parents, superiors and elders at all times and assist them in case of need _____
- iii. Serve his national community by placing his physical and intellectual abilities at its service _____
- iv. Preserve and strengthen social and national solidarity _____
- v. Preserve and strengthen the positive values of his community in his relations with other members of that community _____

6.3.6 GROUP WORK: PARENTS – TEACHERS

Participants were divided into 3 groups; each with specific issues to discuss:

GROUP I

Educational concerns of parents can serve as a means of mobilizing neighborhoods, since schools embody a potentially unifying purpose of meeting the needs of children, and providing them with a capacity to overcome poverty and disadvantage.

Suggest ways of utilizing the school as an institution, not only for literacy and numeracy, but for other aspects of psychosocial and moral development of the pupils, including

- i. Promoting Early Childhood Development _____
- ii. How best to instruct children on the issue of HIV/AIDS _____
- iii. How to handle RH issues for adolescent girls in primary school, including the issue of girls who need counseling about issues like menstruation and adequate sanitation and hygiene facilities to cater for girls' needs during menstruation _____
- iv. Making the SFP sustainable, especially for the benefit of nutritionally vulnerable children _____
- v. The issue of care and support for girls and OVC should be developed to be a central function of schools _____
- vi. Emotional support: Helping pupils to deal with; stress and anger; trauma; poor relationships at home domestic violence, and broken families; households headed by single parents; or children affected by disaster or conflict _____
- vii. Life skills training for primary school pupils _____

GROUP II

Community participation can be enhanced by establishing devolved structures or mechanisms to manage various educational issues at the district/constituency level, and enhancing local capacity to manage funds from the central government, and strengthening tendering mechanisms, accountability of funds, and education management information systems encouraging the participation of communities and women's groups in education policy-making.

Through community-owned and community-based "educational/teaching assets", parents can be directly involved in making decisions about the welfare of their children in academic institutions.

Assuming this has taken effect, and you are part of the decision-making organ of your community, deliberate and make presentations on the following issues:

A. The efficient and equitable distribution of an "Essential Learning Package" (ELP) of supplies and services of uniform content for all primary school pupils in Kenya

Basic components of the ELP: What are the basic requirements for each school?

1. *School Infrastructure (buildings, classrooms, furniture)* _____
 2. *School Health, Hygiene and Nutrition (water and sanitation, school feeding, de-worming, micronutrients, etc)* _____
 3. *Pedagogical material (exercise books, textbooks and other learning materials, school supplies, didactical materials)* _____
 4. *Educational contents to make them more gender-responsive (improvement of curriculum, textbooks, teacher training)* _____
 5. *Teacher training and support (class supervision included)* _____
 6. *Reinforcing the community participation throughout the process* _____
- B. Develop 'stop gap' strategies for off-setting shortages of teachers by tapping on the community's human resource pool _____
- C. Working partnerships forged with the media, religious organisations, civil society and communities, to build consensus on implementing HIV/AIDS curriculum and other child-related services in school _____
- D. What is the optimal age for children to start attending school, given the fact that starting late increases the chance of a pupil dropping out of school? _____
- E. What Early Child Education programmes that need to be implemented in schools to lay an effective foundation for the pupils' learning? _____
- F. Resource mobilization for FPE, the SFP and related programmes from such facilities as the School Instructional Materials Bank Account (SIMBA); Constituency Bursary Fund, CDF, LATF, HIV/AIDS Fund and such others _____

GROUP III

The following articles are excerpts from *The Children's Act; 2001*.

7. Right to Education

(1) Every child shall be entitled to education, the provision of which shall be the responsibility of the Government and parents

8. Right to Religious Education

(1) Every child shall have a right to religious education subject to appropriate parental guidance

9. Right to Health Care

Every child shall have a right to health and medical care, the provision of which shall be the responsibility of the parents and the Government

As the articles place the responsibility of providing for the children lies on both the parents and the government, how exactly is the government to execute its obligation, given that the parents are of differing socio-economic status? For each of the needs of the child, indicate what the parents (especially those from poor households) should provide, and what the government's contribution should be.

23. Definition of Parental Responsibility

(2) The duties referred to in subsection (1) include in particular –

a. The duty to maintain the child and in particular to provide him with –

i. Adequate diet

Parents _____

Government _____

ii. Shelter

Parents _____

Government _____

iii. Clothing

Parents _____

Government _____

iv. Medical care including immunization

Parents _____

Government _____

v. Education and guidance

Parents _____

Government _____

(3) *The Minister may make regulations for the better discharge of parental responsibility by parents whose work conditions result in the separation from their children for prolonged periods*

This clause only makes mention of parents whose work separates them from their children, without citing the specific measures that need to be taken.

What kind of regulations would help such parents?

What kind of regulations need to be made on account of parents from poor households?

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