THE EFFECTS OF AFFIRMATIVE ACTION IN EDUCATION ON ENROLLMENT AND RETENTION OF BOYS IN SECONDARY SCHOOL IN MBITA DISTRICT, WESTERN KENYA
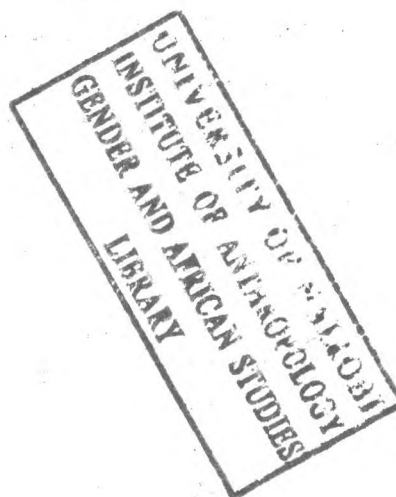
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A PROJECT PAPER SUBMITTED TO THE INSTITUTE OF ANTHROPOLOGY, GENDER AND AFRICAN STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN GENDER AND DEVELOPMENT STUDIES OF THE UNIVERSITY OF NAIROBI

2011

DECLARATION

This project paper is my original work and has not been presented for the award of a degree in any institution.

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This project paper has been submitted with my approval as the University Supervisor.

Signature... Date.....28/11/11...............

Professor SimiyuWandibba

DEDICATION

It is with humility that I dedicate this project paper to my mother and father, for encouraging me ceaselessly to carry on with my research, my brothers and sisters for always urging me on during the entire process. To the University of Nairobi Master of Arts Gender and Development Studies class of 2011 for being my inspiration and providing insights whenever needed. And most importantly, to the Almighty God, for giving me the strength I needed to see this degree through to the end.

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ABSTRACT

This study was aimed at investigating the effects of affirmative action in education on boys in secondary school in Mbita district. Specifically, the study sought to determine whether the implementation of the affirmative action policy has impacted negatively on the enrollment and retention rates of boys in secondary school, and to determine whether there is need to re-evaluate the implementation of the affirmative action policy in education to enhance gender equality.

Purposive sampling was used to select and analyze the enrolment and retention documents for Form I to Form IV for the purpose of content analysis of enrolment and retention documents from five preselected schools within the district spanning from 2006 to 2010.

The study findings indicate that there is need for a shift in focus from girl-centred affirmative action to a more inclusive version of the same policy to accommodate the needs of the boy child both in education and in society as a whole. While there is justifiable need to continue the quest to elevate the status of the girl child in matters development, the boy child seems to be slowly slipping through the cracks. Policy interventions are an almost sure way of ensuring the scale does not tip to the disadvantage of either gender.

The government of Kenya has taken a step towards achieving this goal by drafting and enforcing the Gender Policy in Education (MOE, 2004) to streamline gender equality in learning institutions. It is still necessary to realize that the plight of the boy child is slowly slipping into the position of the girl child years ago when they were discriminated against. Though one cannot term it discrimination, the trends emerging from the findings of this study strongly suggest that the boy child is feeling the pressure of girl-centred affirmative action.

In conclusion, all the stakeholders including policy makers and implementers need to make a conscious effort to address the need for conscious focus on the boy child. Awareness needs to be created to enlighten the implementers on the basic tenets of affirmative action to avoid over emphasis on either gender as has been the practice for years. In addition, boys and girls need to be involved in the implementation, perhaps even formulation, of the policies that ensure development of gender equity not only in education but in other aspects of development as well.

The study recommends that there be action taken to improve the status of the boys in secondary school in Mbita district as well as the community as a whole. Economic and physical infrastructure improvement will first and foremost ensure the sustainability of the access to school fees and other levies by the guardians and the parents thus easing the need or the burden on the students to drop out of school to pursue income generating activities. Among other recommendations is the maintaining of the boys' schools in the district to ensure accommodation for the male students. If properly implemented, the recommendations will facilitate the increase in the enrolment and retention of students in secondary school in then district and also ensure that girl-centred affirmative action does not sideline the boy child.

LIST OF ABBREVIATIONS

DEO	District Education Office
MDG	Millennium Development Goals
MOE	Ministry of Education
MOEST	Ministry of Higher Education, Science & Technology
NACC	National Aids Control Council
RH	Reproductive Health
SEC.	Secondary
SCH.	School
UN	United Nations
UNICEF	United Nations Children's Fund

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

The United Nations Millennium Development Goal (MDG) number 2 is targeted towards achieving universal primary education. However, with the rise of affirmative action, the gap in education between boys and girls has widened with the girls being urged to enroll and stay in school while the boys are assumed to have a high enrollment and retention rate. Sommers (2000) argues that policies such as affirmative action have a far more discriminatory effect than is widely reported or acknowledged. Often the application of the tenets of policies such as these leave out the possible or imminent disadvantages to the parties considered more fortunate

In addition, Article 43 of the current Constitution of Kenya provides for the right to education. Articles 54, 55 and 56 empower the state to take special action to promote the rights of specific groups, namely the disabled, minorities and marginalized groups (Government of Kenya, 2010). This includes affirmative action. The Ministry of Higher Education, Science and Technology (MOEST) in 2004 recorded an increase of up to 700,000 in the rate of enrollment in secondary schools. While this is plausible, the current retention rate of the male secondary school students is dwindling (MOEST, 2004 (a)).

According to UNICEF's country information on Kenya's education, while the male secondary school enrolment ratio between 2005 and 2009 was 50 compared to 48 for females, the attendance ratio was 40 as compared to 42 for females (http://www.unicef.org/infobycountry/kenya_statistics). This research was conducted in Mbita district, in Nyanza Province.

1.2 Statement of the problem

One of the challenges to the achievement of equity in the provision of secondary education in Kenya is the deliberate focus on the girl child and the consequent sidetracking of the boy child's education. There are constant lobby attempts directed at improving the education of female students as opposed to male students. Since the introduction of the gender policy in education by the Ministry of Education, the gender equality scale seems to have tilted in favour of females (MOE, 2004). This research sought to find out what the policy of affirmative action has brought to the proverbial table in Mbita district and whether or not it is a positive policy.

Affirmative action in education is driven by the fact that there are disparities in the quest for equity in the Kenyan education system. The Ministry of Education has instituted mechanisms to try and ensure that the boy and girl child are educated on an equal platform. Much as there are concerted efforts to see this through, there is laxity in the implementation of this noble decision and this has called for the introduction of affirmative action in the education system. However, this has not yet provided the balance that is sought and has seemingly created imbalance between girls' education and boys' education.

The research therefore sought to answer the following questions:

- What is the enrolment and retention rate of the boy child in secondary school in Mbita?
- What are the effects of affirmative action on the enrolment and retention of boys in secondary school in Mbita?

1.3 Research objectives

1.3.1 General objective

- To explore the effects of affirmative action on the enrollment and retention of boys in secondary schools in Mbita.

1.3.2 Specific objectives

- To investigate the effects of affirmative action on boys education in Mbita district.
- To describe how affirmative action is affecting enrollment and retention of the boy child in secondary schools in Mbita.

1.4 Justification of the study

Ayob (2005) contends that affirmative action has produced some unintended side effects such as depriving a few people of their deserved rewards. This is unavoidable in any social policy, since in any process of change there are always gainers and losers. Currently in Kenya, the shift to girl-centred affirmative action has taken centre stage, leaving the boy child needing attention. The education system is one of the areas where affirmative action has put more emphasis on the girl over the years, leading to concern on the part of the boy child.

The findings of this research are intended to assist in the assessment and implementation of affirmative action policies and improve, advocate for and implement better and less discriminatory policies within all sectors. It is hoped that the outcome will provide policy makers and implementers as well as other researchers a guide to chart a way forward in making and implementing education policies that are beneficial to both boys and girls in Kenya.

1.5 Scope and limitations of the study

The study focused on the trends in secondary education in Mbita, with emphasis on enrolment and retention rates of boys in secondary school. It was guided by the naturalistic paradigm.

The limitation with the research design lay in the fact that there is little or no other data to compare to due to its exploratory nature. To this end, the findings of the study were limited to the information given by the key informants and the enrolment and retention data collected from the DEO's office. There was a challenge also in the content analysis as the data at the DEO's office was predominantly presented in form of tables as opposed to essay form. This prompted the change in analysis technique from thematic coding to trend observation.

Another limitation presented in the unavailability of a number of key informants; the initial number was set at 10, 2 picked from each of 5 pre selected schools. However, as the research process peaked, two of the key informants could not avail themselves for the interview therefore holding the total number of key informants at 8 (2 from each of 4 schools).

1.6 Definition of terms

Affirmative action: Refers to the deliberate bias and action to increase representation from under-represented groups. This often applies in the area of gender, when one sex is not equally represented.

Gender: Refers to the different social and cultural roles, expectations and constraints placed upon men and women because of their sex.

Sex: Identifies the biological differences between men and women.

Gender equality: Refers to the equal valuing of the roles of women and men.

Girl-centred affirmative action: Affirmative action addressing the discrimination of the girl child.

LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature relevant to the research problem. The review is done using the following sub-headings: affirmative action in education in general; affirmative action in education in Southern Africa; affirmative action in education in Kenya; girl-centred affirmative action and the reforms that have taken place in Sub Saharan Africa. The chapter also discusses the research paradigm that guided the study.

2.2 Literature Review

2.2.1 Affirmative action in context

Robbins et al. (1998) hold that our environment informs our decisions. There are instances where circumstances will force certain decisions. In an environment where affirmative action tends to be applicable selectively or in a biased manner, the aftermath can be said to be involuntary subjection to the adversity of the situation. The male child in the secondary education system has not been shielded from the converse effects of female centered affirmative action. This supports Sommers (2000) assertion that the negative impact of affirmative action is more than meets the eye and hence needs to be addressed.

Sutherland-Addy (2008) contends that there are socio-cultural relationships to the ability of a student to go through the education system and this plays a major-role in either encouraging or discouraging retention in school. In the African setting, the girl child and the boy child were brought up to know their roles in society and therefore subjected to biased submissions. In present day societies, the girl child's yoke of societal conformity is slowly being lifted while that of the boy

seems to be weighted down.

In America, according to a poll taken by *USA Today* (2005), most Americans support affirmative action for women; with minorities, it is more split. Men are only slightly more likely to support affirmative action for women, though a majority of both do. In the same study done by *USA Today* *(2005)*, the results show that a slight majority of Americans do believe that affirmative action goes beyond ensuring access and enters the realm of preferential treatment.

In Kenya, men are still struggling to adjust to the call for affirmative action and the benefits it has, both individually and nationally with regard to access to basic human rights. And while there are efforts to ensure that everyone is on board on the agenda, there is evidence of over-emphasis on the girl child and seeming neglect of the boy child.

2.2.2 Affirmative Action in education

Affirmative action is an attempt to promote equal opportunity. It is often instituted in government and educational settings to ensure that minority groups within a society are included in all programmes. The justification for affirmative action is to compensate for past discrimination, persecution or exploitation by the ruling class of a culture (Sowell, 2004).

Affirmative action in all sectors of government plays a major role in the realization of the full potential of citizens. In the education sector, it provides for adequate capacity building to the individuals and ensures that sustainable development is henceforth achieved. The Ministry of Education's Gender in Policy Education (MOE, 2004) addresses the imbalances in education by acting as an affirmative action tool. This policy, however, is currently more biased towards girls. Section 82 of the current Kenyan Constitution provides for the protection of individuals from

discrimination on the grounds of race, tribe, place of origin or residence or local connection, political opinions, colour, creed or sex (Government of Kenya, 2010).

Farrell (1994) draws attention to the fact that men are the disposable sex. This focuses on how far affirmative action has been propagated in favour of girls, leading to the neglect of boys. Subrahmanian (2002) also holds that in many countries boys are falling out of the education system. This could also be happening in Kenya. It is on this basis that this research was conceived.

In the same light, this research brought to the fore areas where affirmative action policies in education have either worked in favour of boys or against them and, as Sommers (2000) puts it, examine the possibility of there being more than meets the eye with regard to these policies. In 2004, the Ministry of Higher Education, Science and Technology published a document on the development of the education system in Kenya which focused on the various steps taken by the Kenyan government to ensure equal chance and opportunity in education for all (MOEST, 2004). This research has shed light on the trends in the education system as well as areas that need further attention.

2.2.3 Affirmative action in education in South Africa

Affirmative action in African education is a venture that spans over 50 years. In South Africa the Bantu Education Act of 1953 (No. 47) was a law which codified several aspects of the apartheid system. Its major provision was enforced separation of races in all educational institutions (Clark and Worger, 2004). According to Giliomee (2009), the introduction of Bantu Education led to a substantial increase of government funding to the learning institutions of Black Africans, but it did not keep up with population increase.

2.2.4 Affirmative action in education in Kenya

Currently in Kenya where affirmative action is centred on women and girls, boys may feel the need to explore faster means of economic leverage such as manual labour and so drop out of school. One may argue that there is no motivation to keep the boys in school mainly due to the prevalence of diseases and declining economy. The World Bank's Sessional Paper on the transitions in secondary education in Sub-Saharan Africa (World Bank, 2008), notes that many of the promising practices show that the efforts to enhance girls' access and retention in secondary school need to be sensitive to how factors may have different impacts on girls' as opposed to boys' participation. Hindrances for schooling are gender specific due to the gendered division of labour in the local context, as well as the cultural acceptance of girls' need for education. The Kenyan Gender Policy in Education (2004) has provided structure to the goal of ensuring girls are catered for in the education system hence making gender parity possible.

2.2.5 Affirmative action reforms

Changes in education generally need a long-time perspective. This is a lesson also from educational reforms in industrialized countries. Rapid change in quantitative terms, like increasing enrollment, is possible, especially if the starting level is very low. At a Regional Conference on Education for All for Sub-Saharan Africa held in Johannesburg, South Africa in 1999, it was noted that girls represented 56 per cent of the estimated 41 million school-age children who were out of school (Sub-Saharan Africa Regional Framework for Action, 1999).

There has been a worldwide call for women to be present in leadership positions in education systems to provide a gendered perspective on educational change and development, and to ensure social justice through gender equity at leadership and decision making levels (Brown and Irby, 2005).

The presence of women in leadership roles at the secondary school level and above contributes to sensitivity within schools for the well-being of adolescent girls and provides girls beginning to consider career choices with role models of women decision- makers and leaders (Sperandio and Kagoda, 2008). Perhaps it is also time there arose role models for the boy child to emulate them in embracing affirmative action. This could act as a tool to build the self esteem and interpersonal relationships between boys and girls and encourage them to be responsible for ensuring that their fundamental rights, especially education, are guarded.

2.3 Research Paradigm

This section elaborates the paradigm used to guide the study.

2.3.1 Naturalistic Paradigm

This research employed the naturalistic paradigm which, according to Creswell (2003), assumes that there are multiple interpretations of reality and that the goal of researchers working within this perspective is to understand how individuals construct their own reality within their social context. The naturalistic paradigm provides a complex, multi-faceted view of small groups that situates groups in their natural settings (Fred, 1994). Research within the naturalistic paradigm is qualitative and assumes that researchers' values and biases are part of the research process. The focus of the naturalistic paradigm is the study of human communication as it naturally occurs.

The naturalistic paradigm uses naturally occurring small groups, as was the focus of this research, and it has greatly broadened the conceptualization of small groups and moved the study of small groups outside of corporate contexts and traditional task groups. It has also advanced theory and practice with its studies of how small groups work in their natural contexts (Fred, 1994).

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2.3.2 Relevance of the paradigm

Affirmative action policies in Kenya have been focused on the girl child, paving way for gender equality. The resulting scenario is on where the boy child needs attention to ensure that the social scale does not remain imbalanced. The economic and social circumstances in Mbita district have played a major role in the secondary education of boys. Phenomena such as poverty and disease have both economic and social implications on those affected.

Naturalism in the context of this research applies to the mechanisms adopted by the Mbita community and especially the boy child in coping with the gap that is inherent in the pursuit for gender equality. This paradigm helped identify the effects that this scenario has had on the boy child with regard to enrollment and retention in school in the district.

2.4 Hypotheses

This research hypothesized that:

- Girl-centred affirmative action has affected enrollment and retention rates of boys in secondary schools in Mbita.
- There are areas that need to be explored in order to come up with a balanced affirmative action implementation strategy.

Chapter Three

METHODOLOGY

3.1 Introduction

This chapter describes the methodology used in the study. It provides information on the research site, research design, study population, sample population, sampling procedure, data collection methods, data processing and analysis as well as ethical issues.

3.2 Research site

The research was conducted in Mbita district, located along the shores of Lake Victoria, 30 km from Homa Bay town and 71 km from Kisumu (Fig. 3.1).
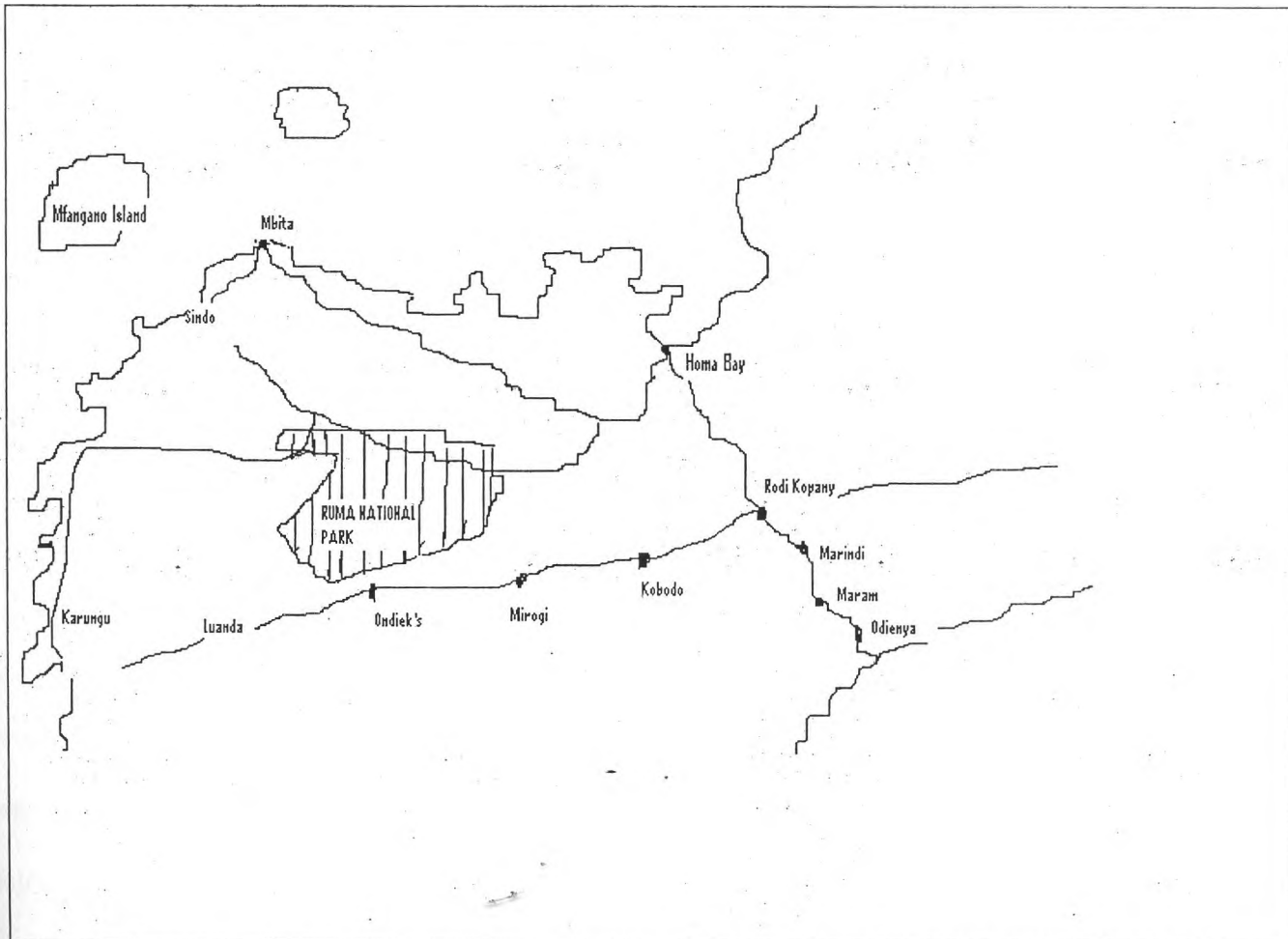
Figure 3.1: Map of Mbita and its environs   *(Source: Adapted from Google Maps)*

3.2.1 Health

There are 2 sub-district hospitals in the district and 1 VCT centre. Mbita community faces numerous health-related problems due to lack of safe drinking water. The most common diseases are malaria, respiratory tract infections, urinary tract infections, skin diseases and diarrhea. It is an HIV and AIDS ravaged society with a prevalence rate of 41.6% (NACC, 2010). This is the highest HIV prevalence rate in Kenya. High maternal mortality, low contraceptive prevalence, early childbearing and low utilization of reproductive health (RH) services characterize the district's reproductive health profile (http://edteckenya.com/wheretofindus.html). Given the high prevalence of HIV/AIDS in the district, many children have dropped out of school to take care of their parents. The death of parents is therefore another factor contributing to the high rate of school drop-outs in the district.

3.2.2 Economy

The main economic activities in the area are fishing and farming. The close proximity to Lake Victoria provides able-bodied residents with the opportunity to fish both for subsistence and for profit. Agricultural practices are often hampered by poor weather patterns, causing most farmers to plant crops for domestic consumption. Other economic engagements in the district include cattle rearing and selling and charcoal burning.

3.2.3 Education

Prevalence of HIV/AIDS that has caused many children to be orphans has led to high rates of dropout and low enrolment rates in schools. This is because many children are forced to assume the adult role of being care givers and breadwinners. The education statistics in the region show that there are growing levels of enrollment and retention of girls in school making them almost at par with boys. The primary gross enrolment rate in 2003 was 124% for boys and 117% for girls

(MOEST, 2004 (b)). According to the UNICEF statistics on the national primary school gross enrolment rates in Kenya in 2005-2009, the boy child's enrolment rate ratio to that of the girl was 113:110, dropping at the net enrollment rate to 81:82 with a net attendance ration of 72:75 respectively (http://www.childinfo.org/education_primary.php).

Primary school enrolment and retention has been recorded to be on the increase from 2000 to 2008 (Suba District Education Office, 2007). From 2000 to 2005, the enrolment and retention of boys in secondary school in the district showed a steady increase then dropped in 2006, only to increase again in 2007 (Suba District Education Office, 2008). The decrease in the number of boys completing secondary school is attributed to the prevalence of HIV/AIDS leading to increased number of orphans, drug abuse, lack of school fees and child labour due to poverty.

3.3 Research design

This was largely an obtrusive study which involved content analysis of existing data on enrolment and retention of boys in secondary school in Mbita district. This design was chosen since the research sought to explore the current situation of the boys in secondary schools in Mbita with regard to affirmative action policy implementation as well as try to find plausible avenues to bridge inherent gaps. Key informant interviews were also conducted for their views on the findings from the content analysis.

3.4 Study population

The study population consisted of the secondary school enrollment and retention documents available at the District Education Office (DEO) in Mbita District. The individual documents were the units of analysis.

3.5 Sample population

The sample population consisted of two documents containing individual records of four secondary schools from the DEO showing enrolment and retention of boys from Form 1-Form 4 between 2006 and 2010.

3.6 Sampling procedure

The sampling method used was purposive sampling. The documents for analysis contained data from five secondary schools that have been operating for 10 years and above. The number of schools was crucial in making the information gathered easier to compile and analyze. The schools were selected using the nature and demographics as a guideline; boys only and mixed schools.

3.7 Data collection methods

3.7.1 Content analysis

The main data collection method was be content analysis, which is the study of data to determine themes/patterns and similarities and frequency of concepts guided by a particular research question. The documents contained information on the enrolment and retention of boys in secondary school in Mbita district from Form I to Form IV from 2006 to 2010.

3.7.2 Key Informant Interviews

The tool used to conduct the key informant interviews was a key informant interview guide (see Appendix 1). The instrument was administered to the deputy heads and guidance and counseling teachers of the 4 schools to supplement data gathered from the documents at the DEO's office.

3.8 Data processing and analysis

The data was clustered using the summative approach of content analysis and giving prominence to themes, patterns and frequency of the same. The data was coded and analyzed using the SPSS 16 data analysis software.

3.9 Ethical Considerations

A research permit was obtained from the Ministry of Higher Education, Science and Technology before commencing the field work. Before beginning the interviews, a consent form was issued to the key informants to enable them decide whether or not to take part in the process (see Appendix 2). Their decisions were respected. The identity of the key informants has been kept anonymous. To this end, an assurance was given to the key informants regarding their anonymity and privacy.

Chapter Four

EFFECTS OF AFFIRMATIVE ACTION IN EDUCATION ON BOYS IN SECONDARY SCHOOL IN MBITA DISTRICT

4.1 Introduction

This chapter presents the study findings. The findings are discussed using the following subject areas; the enrolment and retention status of the boys in the pre-selected schools; the affirmative action programmes in Mbita district; factors hindering or enhancing the possibility of stakeholders to implement the affirmative action strategies and the interest rates of the key informants in implementing the affirmative action policies in education to increase and maintain the enrolment rates of the boy child in secondary school.

4.2 Enrolment and retention of boys between 2006 and 2010

The schools selected for this study were Tom Mboya Secondary School, Bishop Mugendi Mixed Secondary School (formerly purely a boys' school), St. Williams Osodo Mixed Secondary School and Mbita Boys High School. The documents analyzed contained the enrolment and retention data of Form I to IV from 2006 to 2010 of two purely boys' schools and two mixed schools. The mixed secondary schools were included in the process to show comparison between the situation of the boys in a pure boys school and an environment where they learn with girls.

4.2.1 Enrolment rate

In 2007, the enrolment rate increased in all the sampled schools due to the concern raised by the significant drop in numbers from the 2005 figures. Some schools held a steady increase through 2007, unfortunately dropping again in numbers between 2008 and 2009. By 2010, the numbers had significantly gone down again. In comparison to the number of girls who enrolled in secondary school in the same period, boys still recorded an overall high enrolment rate. The overall number of

enrollees in the years in consideration also recorded the same trend. The total number of boys from the sample population who had enrolled in secondary school in 2006 stood at 401, rising significantly to 437 in 2007. Then in 2008, the number dropped again and kept dropping till 2009 (Table 4.1). However, 2010 recorded a slight increase in the enrolment.

Table 4.1: Enrolment of boys in secondary school from 2006 to 2010

SCHOOL	2006		2007		2008		2009		2010	
	M	F	M	F	M	F	M	F	M	F
Tom Mboya High School	79	-	86	-	90	-	87	-	75	-
Bishop Mugendi Mixed Secondary School	28	20	43	35	30	27	35	29	45	37
St. Williams Osodo Mixed Secondary School	44	41	50	43	49	45	40	43	39	28
Mbita High School	250	-	258	-	201	-	180	-	185	-
Total (Boys)	*401*		*437*		*370*		*342*		*344*	

NB: Figures for girls act as comparison hence no totals

That the trend cuts across the four schools sampled is a cause for concern. The schools were sampled from varied locations in the district; St. Williams Osodo Mixed and Bishop Mugendi Mixed Secondary Schools are situated in the heartland of the district while Mbita High School and TomMboya High School are located in the town centre of Mbita. The accessibility, coupled with the availability of opportunities for the parents and guardians to find employment hence keep their children in school, act as factors hindering (in the interior based schools) or assisting (schools based in and aroundthe town centre) the improvement and stability of enrolment and retention rates.

4.2.2 Retention rate from 2006 to 2010

Retention rate for students is measured by the number of students who enrolled versus the number who actually completed Form Four. In mixed schools, the number of boys completing the required four years of secondary education does not have a wide gap in comparison to the number of the girls in the same schools. The figures still show, however, that there is significant drop in the retention of students. Just like the enrolment, the retention dropped between 2006 and 2007, picking up gradually between 2007 and 2008 and then dropping again between 2009 and 2010 (Table 4.2). The drop margins vary from school to school depending on various factors such as location of the school as well as the economic standing of the students. The variance in the total number of students between the enrolment and the retention is as a result of, among other factors, the transfer of students from other schools within the district between the enrolment date (Form I) and the completion time (Form IV). This therefore raises the total number of students completing school.

Table 4.2: Retention of boys in secondary school from 2006 to 2010

Year School	2006		2007		2008		2009		2010	
	M	F	M	F	M	F	M	F	M	F
Tom Mboya High School	89	-	96	-	98	-	95	-	96	-
Bishop Mugendi Mixed Secondary School	35	32	42	36	48	39	47	40	39	35
St. Williams Osodo Mixed Secondary School	40	31	48	40	49	38	38	26	40	37
Mbita High School	252	-	260	-	265	-	263	-	258	-
Total (Boys)	*416*		*446*		*460*		*443*		*433*	

NB: *Figures for girls act as comparison hence no totals*

The figures above support the trend in the recent past of fluctuating numbers. In the 2 mixed schools, the comparison between the number of girls and that of boys does not leave a great margin, even though the number of boys still is on the decrease.

4.3 Justification for the enrolment and retention rates

The enrolment rate of the boys in the study sample is notably on the increase though there is evidence of fluctuation attributed to various factors. From the key informants, the most important reason for this is the subsidized education by the government.

Table 4.3: Reasons for the increase of enrolment of boys in secondary school

Reasons for the increase in enrolment	Key informants
Government subsidies (free secondary education)	6
Additional streams	1
Prospective elevation of school status from provincial to national	1
Total	*8*

NB: variables are not interdependent

Since the inception of the free primary education and the subsidized secondary education policies in Kenya, pupils and students have had the chance to go to school. The subsidized payment of school fees has given most parents and guardians the ability to send their children to secondary school and give them a chance at a sustainable future. Mbita district residents are a community comprised of mostly low income and poor families. Individual sponsors as well as government bursaries have made it possible for the students to stay in school.

According to one key informant, another reason is the increase in the streams for each class. Such is the case in St. Williams Osodo Mixed Secondary School. The increased streams have allowed the administration to increase the intake and in turn encouraged more boys to enroll in school. Though this is a positive outcome of the school development, the key informant in this school explained that being a mixed school, the fact that girls are present in the school has also played a major part in attracting boys to the school. They view that as an opportunity to mingle with the opposite sex more

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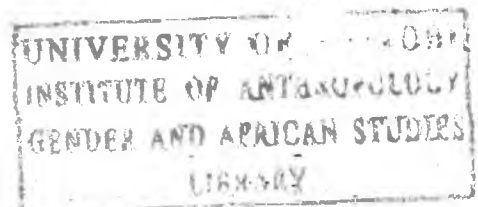
often as compared to the situation in the villages where their association would be frowned upon. In the case of Mbita Boys High school, the increase in the enrolment and retention was attributed to the fact that the school is earmarked for an elevation from a Provincial School to a National School. Being a school situated in Mbita town, accessibility plays a role in enticing parents to enroll their children. Tom Mboya High School also enjoys close proximity to the road and therefore also acting as a better choice for would be students. The remaining two schools are in the heartland of the district, making accessibility a hindrance due to the unpaved roads.

Table 4.4: Reasons for the decrease of retention of boys in secondary school

Reasons for decrease in retention rate	Key informants
Poverty	4
Disinterest in education	2
Disease and pandemics	1
Negative peer influence	1
Total	*8*

Asked for the reasons in the drop in the retention rates for the boys, the key informants gave a number of reasons, the most important of which is poverty. One of the reasons given by one key informant is the prevalence of diseases such as HIV/AIDS which has wiped out many homes within the district and its surroundings. This forces young children, even though most victims are girls, to become custodians and breadwinners to their siblings or the elderly in their families. The boys, because of the need to survive financially and provide for their families, often drop out of school to go and fish to earn an income, however little.

Two key informants stated that there is also an element of disinterest in education exhibited by some of the boys. They do not see the need to sit in a classroom and study while they could be making money and providing for themselves.

Most of them fall prey to poor role models who get them into crime and other anti-social ways of life. The most common forms of earning income considered by these boys is charcoal burning and fishing, though with the recent development projects in the district, many are now venturing into other forms of employment such as motorcycle transportation and minibus touting.

The third factor that contributes to the poor rates of retention in school is poverty. This factor, however, has to some extent been addressed by the availability of the sponsorship and bursary systems in the district geared towards assisting the neediest students. Be that as it may, there are still many students affected by the inability to fund the purchase of amenities such as books and school uniforms and other necessary items.

Negative peer influence was noted by one key informant as yet another factor for decrease in retention rates. This comes into play in instances where older boys in the community manage to convince the boys in school that life outside school is more worthwhile. The selling points are usually the easy and quick access to money, property, and independence. This is made possible through various avenues including employment and crime. Most boys who fall victim to this negative influence are those who feel burdened by the constant picture of their parents struggling to provide for them and therefore feel the need to subsidize or get out of the situation all together.

4.4 View on affirmative action

The view on affirmative action in the district is that it is mostly focused on the girl child. With this focus, the girl child benefits much from the policies and programmes put in place by the government, non governmental organizations and community-based organizations to elevate their status and especially with regards to education and access to modes of income and sustainability. There are various women and young girl groups that have been set up to correct the historical injustices that the girl child has suffered over the years.

Initiatives such as the Kenya Women Finance Trust that encourage women to start their own businesses have been set up in Mbita. Bursary and sponsorship programmes are also being implemented. In addition, there are more girls' schools springing in many parts of the district and some boys' secondary schools have even been converted into mixed schools to be able to accommodate more girls. Such is the case of Bishop Mugendi Mixed Secondary School, which was a boys' school until the end of 2010.

While all these efforts are lauded, the view is that the boy child is being left out. Granted, the boys and men have enjoyed autonomy since time immemorial. However, it is now emerging that perhaps attention needs to be directed to the fact that the increased focus on the girl child is harming the status of the boy child in the society and while affirmative action was aimed at correcting injustices towards the girl child, the boy seems to befalling into the same fate. The guidance and counseling teacher at Bishop Mugendi Mixed Secondary School pointed out that: *"In ten years' time, we may be holding forums to come up with ways to elevate the boy child if we are not careful."*

4.5 Affirmative action implementation programmes in the community

Mbita district is still mainly a rural community. This essentially means that a majority of the population are living in the poverty margin. This makes access to basic necessities such as education some form of hurdle to overcome. The most common efforts to better the situation by the government, non-governmental organizations as well as individual well-wishers have been sponsorship and bursary programmes set in motion and many students benefiting from them. This goes for both the girl and the boy child. Sponsorships and bursaries are awarded to the students who cannot afford school fees and other levies.

Teacher training and sensitization forums and seminars have been held throughout the district. These have been geared towards creating awareness throughout the school system and change attitudes with regard to the equal opportunity and gender parity and equity in the education system. Outcomes from such forums have been the concerted effort to come up with policies that work in the education setting and ensure that no students, especially by gender, are left out. Some schools have embarked on hosting forums where role models in the society have talks with the students on the importance and need to be positive and look towards creating equality in school and in the society as a whole.

4.6 Effects of affirmative action on boys' education

Affirmative action, especially girl-centred affirmative action, has had both positive and negative effects on the situation of boys' enrolment and retention in secondary school in Mbita district. The negative effects that it has had have demoralized some of the boys in their pursuit of an education and ultimately led to them dropping out of school.

Table 4.5: Effects of affirmative action on boys' education in Mbita district

Effects of affirmative action on boys' education	Key informants
Positive competition between boys and girls	4
Entitlement by the girls (in mixed schools)	3
Violence by the girls against the boys (in mixed schools)	1
Disinterest and demoralization by the boys	1
Animosity between boys and girls	1

NB: Variables are not codependent

One of the negative effects is the violence perpetrated by the girls against the boys. In St. Williams Osodo Mixed Secondary School, a girl reportedly slapped a boy as a sign of what she considered her entitlement. When confronted about it, she simply stated that she was a girl and now that the law recognizes her vulnerability to boys, she can lash out at them too (Guidance Counseling Teacher, St. Williams Osodo Mixed Secondary School). This kind of response may be construed as the girl paying back all the years of subordination and feeling belittled by the boy child's status in society.

There is also a sense of disinterest, demoralization and giving up among the boys. In some scenarios, the boys feel like there is really no need to keep on being in the education system as they view the girls' situation as 'handed to them'. The guidance and counseling teacher at Tom Mboya noted that some of her students feel like the girls get all the attention even when it comes to encouragement to perform well in studies. She quoted one of the students as asking, *"Why should I put any effort when at the end of the day our school will be defeated by a girls' school?"*

The result of the focus on the girl child has led to animosity between the girls and the boys. It is to be noted, however, that the animosity referred to here has not led to either gender harming the other.

On the bright side, there has been positive competition between the girls and boys in the district with regard to academics. The boys feel they have to strive to be better than their female counterparts, especially in disciplines that have been generally considered the stronghold of the boy child such as mathematics and sciences. The main reasons for these effects are mainly social. The feeling of neglect mainly stems from the fact that there is much emphasis on the elevation of the status of the girl child in society.

Naturally, the boy child is bound to feel like his position in society is threatened and as a result withdraw from participating in activities that bring him in contact with the girl child. That girls are urged to go and get an education and make life sustainable for them has brought a perception that the potential wives for the boys once they come of age, are being wiped out. This is mainly because they hold an age-old perception that a man cannot marry a woman who is at per or higher than him in social standing. This has particularly caused ripples within the society and especially with the girls.

4.7 Measures to increase enrolment and retention of boys in secondary school

Policy making and implementation are key components in any aspects of development especially that aimed at individual and ultimately national growth.

Table 4.6: Measures to increase enrolment and retention of boys in secondary school

Measures to increase enrolment and retention of boys in secondary school	Key informants
Interaction with students by teachers, parents and other stakeholders	3
Boy-centered affirmative action	2
Incentives for enrolment and retention	1
Interaction among students on social matters	1
Awareness creation on current trends in economics and society	1
Total	*8*

First, affirmative action should be directed at the boy child as well to ensure that boys and girls are at per in all aspects of development. This will avoid a repeat of the discrimination that the girl child has suffered over the years. Policy makers and implementers should come up with ways and means to ensure that situations where boys feel like they are excluded from the day-to-day interactions and operations of society on matters that involve both they and the girls are avoided. It emerged that the much needed attention by the boy child especially with respect to their education is the main factor for their dropping out of school (Guidance and Counseling teachers, St. Williams Osodo Mixed Sec. Sch and Tom Mboya Sec. Sch).

The second measure that can be undertaken would be the provision of incentives for enrolment of the boys in school. Just like there are school feeding programmes during drought and famine seasons in the country, ways of encouraging boys to enroll and actually stay in school would help improve the rates.

Some of these incentives could be in the form of sports scholarships, student discounts, and job opportunities for parents as well as training programmes for the students such as talent enhancement and skill building. Providing opportunities to enhance talents is a sure way of garnering the interest of the boys, especially for those who drop out to seek a way of earning income. They will, therefore, be encouraged to hone their skills and put them to use that benefits them, their families, their community and the nation as a whole.

Interaction with students by the teachers, parents and other stakeholders is a sign that they are cared for and avoids making them feel neglected or left out. To better achieve this, schools have underway regular education days where the students showcase their academic talents. They get to air their grievances with respect to their difficulties with studies and also interact with their peers, thereby getting a sense of togetherness. With regard to ensuring that the students enroll and stay in school, the regular interaction between parents, teachers and students paves way for the students to justify their presence at school and for the parents and teachers to appreciate those who excel.

The students' interaction with each other outside of academia forms a basis for togetherness and therefore eradicates animosity and acrimony. When they are able to share the various challenges that they go through, their fears and aspirations, they are in turn able to recognize that they are after the same goal which is a better life.

Creating awareness on current trends in economics and general life outside the school environment ensures that the students stay motivated to stay in school, study hard and complete the system in order to have a firm standing in society once the four years are completed. This is effectively done by inviting former students from particular schools, both those who have made it in life and reached

their goals and also those who are struggling to provide a comparison. The Deputy Principal from Tom Mboya High School stated that the school has such an ongoing programme. These measures, if properly implemented, will ensure that boys feel included in the interactions and progress of student life. This is a sure way to ensure that they actually stay in school.

However, there are certain factors that would hinder the implementation of the said measures if vigilance is not kept. One such factor is routinized short term strategies. For instance, an awareness forum held for one a year seldom yields fruit because once the participants leave the forum, very few of them actually practice what they learnt. Such a short-term measure puts a constant pause in the quest to achieve gender parity in the education system (Guidance and Counseling teacher, Bishop Mugendi Mixed Sec. Sch.).

Lack of follow-up on the implementation strategies by the stakeholders, including the students, is another hindering factor. As the government and non-governmental organizations seek to create opportunities for gender equity and equality and to provide the means to achieve the same, they are also obliged to ensure that the programmes actually work and are beneficial. The community cannot achieve much progress if they lack the capacity and the will power to follow up on the strategies that they so aptly advocate for.

For instance, on the matter of involvement in the students school life, parents and guardians need to show concern and follow up that what they students need to do has been done and what they are entitled to from the school has been provided. Sf. Williams Osodo Secondary School has a powerful collaboration with the surrounding community that ensures that the residents can discipline a straying student. *They are mandated to report any misconduct they witness from the students and* this is made easy by the fact it is a community where residents know each other well.

Disease prevalence is a factor that the community rarely has control over. Being in the lake region, diseases such as malaria cholera, typhoid and dysentery are all too common. Having noted that many families in this district are poor and destitute, the access to health facilities becomes difficult and sometimes the consequences are fatal. The HIV/AIDS pandemic does not also help the situation as it has rendered many children of school going age the caretakers for their siblings and elderly relatives. This all makes school retention rather difficult for those affected.

Another hindrance is the cultural practices. The Luo community has an age-old tradition that is rampant, albeit slowly diminishing, which stipulates that in the event of the death of a man in the family his brother inherits his wife and children. In the case of a boy who is still in school and whose brother dies, he may be called upon to inherit the family of the late brother. This would not leave him with any room to continue going to school and therefore adds to the statistics of dropouts in the district.

Financial burdens and responsibilities are often the number one cause for the dropout rate of school-going children. For a family that has seven children, all of school going age and on a megre income, providing education is difficult and sometimes impossible. A boy in secondary school from such a family will enroll into school with the hope that soon the finances will be available to keep him there. Soon, the school will have a heavy financial burden that will render the boy's stay in the school a challenge and he will be sent home. If the fee is not yet available and there is no possible solution in sight, then his education has been cut short.

It helps to have a positive attitude and a willingness to participate in order to make headway in whatever aspects of life. At times, however, there are elements of negative attitude and unwillingness to come out of the comfort zones in order to achieve a goal. Affirmative action has been mainly focused on the girl child for a long time. This has inevitably caused the formation of the opinion that affirmative action equates to women and as a result men have tended to distance themselves from the topic. Unwillingness of stakeholders to look for solutions and to implement measures that keep the boy child from the brink of discrimination will hinder the quest for gender equality.

4.8 Collaboration in choosing and implementing measure to increase enrolment and retention

Within the community of Mbita district, there are those who are of good standing in the community. As such, they are obliged to lend a helping hand to those around them who are in need. One such way that they would be willing to assist would be providing financial support to ensure that the boys stay in school and that their future is secure. This is generally done through bursaries, sponsorships and fund raising to provide school fees.

Another way that the community is willing to collaborate with the policy makers and state agencies is to provide material and non material resources. Material resources include books, school uniforms, bedding for those in boarding school as well as giving donations to the schools to ensure that there are no strains on the school budget, which force schools to send the students away. Non-material resources come in the form of guidance and counseling staff for the schools to curb the shortage. The community is also interested in hearing government train members to be counselors in order to provide solace for the students who need that kind of assistance as often as possible.

Follow-up on students' school attendance and performance is another area of collaboration. According to three key informants, the community members are willing to play a major part in the growth of the students. This is only possible if and when they are involved in the students' education. The state could be approached to organize fund-raising activities that promote awareness of affirmative action and its importance. Further, role models from both the community and the state should interact with the students to provide insights into their experiences and allow the students to relate and hopefully learn from them.

The community would be willing to get involved in state policy implementation through government representatives on the ground in order to be well vast in the modalities of education policies and to be able to see the implementation strategies through. This would provide ample opportunity for awareness creation on government policies with regard to education and gender equality in the country.

4.9 Recommended implementation strategies

A number of implementation strategies were put forward by the key informants that they felt would improve the enrolment and retention of boys in secondary school in the district.

Table 4.7: Recommended implementation strategies to increase enrolment and retention rates

Recommended implementation strategies	Number of key informants
Encourage student involvement in school activities	6
Institute exchange programs	4
Introduce mentorship programs	3
Maintain consistency in education and gender policies	3
Hold regular stakeholder meetings	2
Hold regular Parent Teacher Association meetings	2
Institute reward systems for enrolment and retention	1

NB: Response categories are not codependent.

One such strategy is the organization of regular Parents Teachers Association meetings. This strategy provides a platform for the parents to seek the help of the teachers and the school administration regarding the difficulties that they may be facing and also provide a sure way of getting involved in the students' lives in school. In turn, the teachers get to report back to the parents on the students' performance in school and their participation in their education and so come up with possible ways to keep them in school. While holding these meetings, the students should also be allowed to give their feedback on matters that are of concern to them.

Secondly, stakeholder meetings should be held regularly to take stock of the progress so far and to chart ways forward. These meetings allow all those who have a hand in the academic well-being of the students to compare notes, pin-point areas that need work, commend progress and keep the best interest of the students at heart. So far, the district has not had much of these meetings in relation to the status and situation of the boy child in secondary school and to address the rates of drop-outs.

Student involvement in school activities is a third strategy in the implementation of the intervention strategies. Students will feel neglected if their opinion is not sought, if their interests are not put into consideration, if their views are not included in deliberations and if the general outcome of any convention does not benefit them. The education process is critical in any child's life and especially with the United Nations Millennium Development Goal number 5 advocating for gender equality. This does not only mean that the status of the woman and the girl child should be considered, rather there should be provision for gender equity. Students should be able to identify problem areas and be willing to address them following the policies that are stipulated and meant to be implemented as per the government directives.

Rewards are a general form of motivation to any stakeholder. Students in particular relate to the benefits they get after doing a certain thing. If the outcome of a certain action is good then they will keep at it. Enrolment into secondary school should follow somewhat the same trend. The reward systems open to students who enroll into school may include certain community roles such as youth leadership, recruitment agents for the various schools or student assistant positions in the school. This system acts as a spring board for students who aspire to be leaders especially and also help to build character. Those who stay in school to completion should be rewarded with incentives such as scholarships to university by the government. The key is to keep them consistent and also to create awareness on the importance and benefits of holding these positions.

Exchange programmes, similar to the ones sponsored by universities, serve as the fifth recommended strategy. Having students from other schools visit each other's school and compare notes on the experiences with the learning both inside and outside the classrooms is a step in the right direction. One motivating factor to implement this strategy is the fact that students rarely interact while school is in session because they are in different schools. Exchange programmes provide opportunities for boys and girls to share their experiences more often.

In addition to the above, mentorship programmes are a strong point. The mentors could be from the student body, the teachers, community members, government agents or staff from development agencies. The introduction of mentorship programs in the secondary schools in the district will carry advantages such as character building and aspects that would help the boys who had given up in their education to rethink their stance as regards going to school.

Consistency in policies is the final recommended strategy to be employed to increase the enrolment and retention rate of boys in secondary school in Mbita district. Three of the key informants held the opinion that policies need to be consistent and followed through to ensure full realization of the set goals.

Chapter Five
DISCUSSION AND CONCLUSION

5.1 Introduction

This chapter discusses the findings, draws conclusion and makes recommendations.

5.2 Discussion

The inception of the concept of affirmative action came at a time when the common dilemma in the world was discrimination against women, often culminating in violent acts perpetrated by men. This was in social as well as economic sectors. Access to amenities such as education was considered a privilege in the event that a girl or woman would even be allowed to attend school. In the recent years, girls' education has taken the front banner and gained steady momentum especially in developing countries such as Kenya. Government agencies are working tirelessly to ensure the realization of policies such as the Gender Policy in Education developed by the Ministry of Education, (MOE, 2004).

While this effort is plausible, the underlying consequences need not go unrecognized. Continued focus on the girl child in a bid to correct historical injustices has evidently caused a tilt in the equality scale as regards access to education and the general advocacy for gender equality. Secondary schools in the Mbita district are perhaps an attestation to the situation that may be manifesting across the nation. From the study, the boy child is on the brink of being termed an endangered species due to what may be loosely termed as neglect of the male gender.

Sommers (2000) captures the plight of the boy child as he explores the scenario caused by what he terms as misguided feminism. Perhaps it is high time policy makers and the community as a whole reconsidered the implementation of the concept of affirmative action. Suffice it to say that in

time, if the trend continues where the focus keeps a centre on the girl child, the boy child will need affirmative action to gain par with the girl child. This is not to say that the focus on the girl child and her well- being is not important today; the intentional consideration needs to be equalized to ensure that neither gender is at a disadvantage.

As was highlighted by the key informants in this research, the boys in Mbita district secondary education system feel neglected by the system. The government and non-governmental policy makers and implementers should come up with policies and strategies that will minimize the negative effects of girl-centred affirmative action, not only in Mbita district but also in other parts of the country. Be that as it may, there is one important positive effect that should be given precedence; the encouragement of positive competition between the girls and the boys in academics. This serves to ensure that there is meaningful outcome of the secondary education and if kept up, will see the performance of the various schools in the district improve.

Implementation of the strategies that would increase the enrolment and retention of boys in secondary school in Mbita district will see to the hastening of the realization of gender equity and equality in the education sector. There are factors that hinder and those that assist in the realization of this goal.

Culture is the greatest hindrance to the realization of progress in many aspects of development. The implementation of the strategies to increase the enrolment and retention rates in Mbita district secondary schools is affected by negative cultural practices. Such practices include the inheritance of the wife of a deceased male family member by the brother of the deceased. While the practice of this particular tradition has diminished over the years, there are still a number of families within the

Luo community that carry it on, as was pointed out by the guidance and counseling teacher at Tom Mboya High School. She spoke of a student who had to drop out of school to inherit his deceased brother's family. This affects the retention rate of boys in school.

Another factor is poor policies or lack thereof that can boost the realization of boys' education. Education policies put into place by the government as governed by the United Nations under the Millennium Development Goals should be proper and sufficient. Sufficiency spans across aspects such as availability of the said policies, the awareness creation on the proper implementation as well as the adequate training of the policy implementers.

Low income, brought about by the fact that many households in the district live in poverty has affected the ability of the students to enroll in school. On the other hand, even if the boy makes it to school with the help of the parent or guardian, in the event that there is not a steady income base, the student is sent away. However, this factor was not given much prominence due to the rising number of students currently getting sponsorships and scholarships to join secondary school.

Other factors that hinder the implementation of strategies are lack of knowledge on the benefits of education as it were, unwillingness to go to school, poor attitude towards education, and disinterest in the academic learning process. Though these were not given prominence by the key respondents, they have a grave effect on the realization of education in the district. Lack of knowledge is not only on the part of the children of school going age but also of their parents. There are families where the parents or guardians either do not value education or do not simply see the value it adds to their children's lives. This goes hand in hand with the poor attitude with regard to education. Such households are sometimes characterized by heads of the family who did not go to school themselves therefore have no exposure to the concept of education or just shun any interaction with

such institutions. On the other hand, there are factors that assist in the execution of the strategies. These include government intervention, local government involvement, development agency involvement as well as drafting of school policies to change attitudes of both the students and teachers.

The Kenyan government in 2004 came up with a gender policy in education to address the issue of gender inequality in the education sector nationwide. At the time, prominence was given to the plight of the girl child and to the fact that over a long period of time, school programs and facilities have been in favor of the boy child. It is however emerging that the gender equality scale is slowly but surely tilting in favor of the girl child thereby leaving the boy child a potential victim of inequality.

A third factor that would assist in strategy implementation is the involvement of Development agencies in both policy formation and implementation. These agencies should continue their involvement, albeit allowing the country to maintain a level of autonomy. This helps to compare scenarios and provides ample opportunity to chart a way forward as regards policy formulation and implementation.

5.3 Conclusion

All stakeholders have a part to play in the realization of academic excellence of the students, including the students. The relationship between academia and other aspects of social life is not to be taken lightly as factors such as poverty, disease prevalence, culture as well as peer influence have a lasting impact on the interest, willingness and ability of the boy child to enroll and complete their secondary education.

5.4 Recommendations

The recommendations emerging from the research process on the effects of affirmative action on the education of boys in secondary school in Mbita district cover individual, community, government and international community aspects.

- Formulate and implement consistent Policies

Policies should be formulated with the consideration of all parties involved and especially the recipients of the benefits of the said policies.

- Maintaining boys' schools

The government needs to facilitate the maintenance of boys' schools in their current status and girls' schools and/or mixed schools built separately. This will reduce and possibly eradicate the current trend of transforming boys' secondary schools into mixed schools to accommodate girls.

- Create awareness on the importance of affirmative action

Government and non-government agencies both locally and internationally must create awareness on affirmative action and its tenets. This should be a continuous process to ensure sustainability.

- Identify role models

The community should identify role models in different sectors and levels of society to guide the boys through their academic and social life and provide examples to encourage and act as reference points.

- Develop infrastructure and industry to provide employment

Community members, in conjunction with the government, should set in place infrastructure and build industries other than the fishing to create employment opportunities for parents and guardians to increase or change their sources of income and therefore be able to fund their children's education.

- Provide rehabilitation options for those who drop out of school

Drop outs need to be shown that there is value in pursuing education to the highest level. Rehabilitation should be implemented to provide an option to joining crime and other anti social behavior.

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APPENDICES

Appendix 1: Key Informant Interview Guide

Respondent Name_____ Title_____

Address_____

Date of Contact_____   Date Completed_____

I am working on a research on the effects of affirmative action in education on the boys in secondary school in Mbita District. Your input will provide further information on the situation in secondary schools and help to determine the way forward with regard to better implementation of affirmative action.

Before we get started, I want to let you know that your responses will be confidential.

First of all I would like to ask you a few questions about your duration in the school and your experience with the enrolment and retention of students.

1. How long have you worked in this institution?

2. Has there been an increase or a reduction in the enrolment and retention of boys in the school?

Why do you think that is the case?

3. What would you say about affirmative action in education in Mbita?

4. What are the affirmative action implementation programs in your community?

The next few questions are going to be related specifically to the research.

5. How has affirmative action affected boys' education in the district?

What are some of the problems girl-centred affirmative action has brought in your community?

Why do you think this is?

6. What measures would policy makers in your community be willing to take to help increase the enrollment and retention of boys in secondary school?

How do you think they could help?
What would make it difficult or impossible for them to help?

7. In what areas would members of your community be willing to work with your community's policy makers and state agencies to choose and implement the measures?

8. What long term and short term implementation strategies would you advocate for?

9. What are the factors would hinder or assist the execution of the strategies?

10. On a scale of 1 to 10 (with 10 being the highest), what is your level of interest in taking part in the implementation of better policies in boys' education?

(CIRCLE RESPONSE AND RECORD COMMENTS) 1 2 3 4 5 6 7 8 9 10

THANK YOU for taking the time to participate in this interview. I appreciate your help in this process.

Appendix 2: Informed Consent Form

Student Researcher: Eva J. A. Aura

Title of Project: The Effects of Affirmative Action in Education on Enrollment and Retention of Boys in Secondary School in Mbita District, Western Kenya

I am asking for your voluntary participation in my research project. Please read the following information about the project. If you would like to participate, please sign below.

Purpose of the project: The purpose of this research project is to investigate the inherent effects of affirmative action on the boys in secondary school in the Mbita district.

Time required for participation: This process will take not more than one hour.

Risks:

Benefits: There will be no financial benefits for participating in this project. However, you will contribute in reforming policies in the education sector leading to gender parity in the district.

How confidentiality will be maintained: Any information given will be kept in the possession of the researcher until such a time as the final report has been compiled. Your identity will be kept anonymous during the entire process.

If you have any questions about this study, feel free to contact:

Supervisor: _____ **Phone/email:** _____

Voluntary Participation:
Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question.

By signing this form I am attesting that I have read and understand the information above and I freely give my consent/assent to participate or permission for my child to participate.

Adult Informed Consent Date Reviewed & Signed:

Name of Respondent:　　　　　**Signature:**　　　　　**Date:**

_____　　　_____　　　_____