

**FACTORS INFLUENCING THE GIRL CHILD ACCESS TO PRIMARY
EDUCATION IN CONFLICT PRONE ZONES OF TANA RIVER COUNTY,
KENYA**

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degree of Master of Education in Education in Emergencies.**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university

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DEDICATION

This Research project is dedicated to my husband Dr. Patrick Muthengi Maluki and our lovely children; Uniter, Brian, Anita and Gift.

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ABBREVIATIONS AND ACRONYMNS

AIDS	Acquired Immuno-Deficiency Syndrome
CRC	Convention on the Rights of the Child
DEO	District Education Officer
EFA	Education for All
FDG	Focus Group Discussion
GBV	Gender Based Violence
HIV	Human Immune-Deficiency Virus
KNHRC	Kenya National Human Rights Commission
KNHRC	Kenya National Human Rights Commission
KNUT	Kenya National Union of Teachers
KRC	Kenya Red-Cross
MDG	Millennium Development Goals
TSC	Teachers Service Commission
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural
UNICEF	United Nations Children & Education Fund

ABSTRACT

Conflict is any disagreement between two or more parties which distabilizes the normal routine of those affected. In Kenya, there are conflict prone areas for example Mt. Elgon, Molo, Mandera, Tana River County among others. Armed conflict has been persistent in Tana River County for years over natural resources. This has greatly affected girl child access to primary education in the area. Girls become more vulnerable during conflict where they are raped, injured, maimed, impregnated or made care givers of their siblings when their parents are killed. The study findings may be used to develop principles and policies of universal application in improving girl child access to primary education in conflict prone areas in Kenya and Africa. The study adopted descriptive survey research design. The target population was all primary school girls in the Tana Delta District, teachers, the DEO Tana Delta district and the community in the District. Target population was 1785 girls, 67 teachers of the affected schools and the DEO Tana Delta district and a few community members. The study targeted 20 teachers and 250 girls. The study used purposive sampling technique to come up with the sample size. The study used questionnaire for data collection and data was analyzed using descriptive statistics. From the findings, the study showed that armed conflict in Tana River County was highly prevalent and negatively affected girl child access to primary education. Gender Based Violence (GBV) was a significant factor influencing the girl child access to primary education in conflict prone zones. Through the armed conflict most of the girls were sexually abused resulting to them having early and unwanted pregnancies and others contracted HIV/AIDS. Through GBV the girl child suffered greatly both physically and psychologically and greatly reduced the possibility of returning to school to continue with their education. Child headed families in conflict prone zones such as Tana River County influences girl child access to primary education to a great extent because many girls take up motherly roles and forgo school. All these interfere with the provision of education to girls violating their right to access education. The study recommends the government through the security agencies to work with the local community of Tana River County to come up with a lasting solution to the problem of armed conflicts and ensure lasting peace. The government through the ministry of education should initiate a special kitty to take care of the education of pupils heading their families. Further study should be carried out to assess the factors that influence girl child access to secondary education in conflict prone zones of Tana River County. It is hoped the findings of this study will be of benefit to the Ministry of education, TSC and other education managers in designing ways of improving girl child access to primary education during and after conflict in the conflict prone zones like Tana River County.

CHAPTER ONE:

INTRODUCTION

1.1 Background of the Study

The world is dotted with several conflict areas across all the continents. Some of the conflict spots are Sierra Leone, Northern Uganda, Liberia, Lebanon and the Middle East, Afghanistan and Pakistan among many others in the world. United Nations Educational, Scientific and Cultural Organization (UNESCO) Report (2007) indicates that since 1990, there have been over 60 armed conflicts in 48 locations, and with the exception of four of these conflicts, all were intrastate conflicts. Of the sixty armed conflicts, more than one thousand conflict-related fatalities per year were recorded in fifty seven of them. Currently there are over thirty situations of concern where the rights of children are being violated. In the last decade, two million children have been killed in situations of armed conflict, six million children have been permanently disabled or injured, over fourteen million children have been displaced, and over one million have been orphaned and separated from the parents and care givers (UNESCO-2007).

During armed conflict, children are greatly affected by what happens to the adults in their lives. Teachers are targeted and maimed, schools close down, health care workers are killed or flee, and clinics close their doors or provide only rudimentary services. Teachers, health and social workers are a frontline of defence for protecting children

from the ravages of armed conflict (Machel's Report, 1996). When they are not there, children are increasingly at risk.

Additionally, the death, disappearance, detention or flight of parents and caregivers results in hundreds-of-thousands of single parent households and tens-of-thousands of street children, orphans and child-headed households, some headed by children as young as eight years of age (Susan & Dyan 2004). Though both girls and boys have their rights violated during armed conflicts, girls' rights are comparatively more violated and hence their education is more disrupted or even terminated.

In Kenya there are number of conflict spots for example, Mt Elgon, Isiolo, Mandera, Molo and Naivasha. The post election violence of 2007 /2008 was a conflict situation that affected many parts of the country. The sources of conflict are to an extent unique to a locality. They are largely caused by inter-community rivalry, cultural differences, competition for scarce natural resources, political and religious factors. Conflicts have disrupted the education system bringing grave consequences to the girl child (Kenya Red-cross Report, September 2004).

Tana River County is in the coast region of Kenya in a semi-arid area. It borders Garissa County to the north, Isiolo County to the North West, Lamu County to the north east, Kilifi County to the south east, Taita Taveta to the south and Kitui County to the west. The area is traversed by Tana River which acts as a source of livelihood to the communities living in the area. The three major communities are the Wardei, Pokomo

and Orma. Other communities include the Giriama, Gosi, Watta, Meru, Luo and Somali. The Pokomo are predominantly farmers while Orma and Wardei are pastoralists. Since their arrival in the region, their different lifestyles have seen the Pokomo and Orma engage in recurrent conflicts over ownership and use of land, pasture and water (Kenya National Human Rights Report, 2012).

Due to persistent conflict between the two communities, the colonial administration tried to resolve the conflict through a negotiated engagement where during the dry spell, the Pokomo would allow the Orma and Wardei access to pasture land and water through corridors called “Malkas” but when the dry spell were over, the Orma and Wardei would go back to their communal areas in the hinterland (Richard, A. 1975). Political dimensions have recently been added as a catalyst to the conflict. Cyclic conflicts have been noted to coincide with a general election in the country. Martin (2007) has noted that the conflicts between the communities and their different yet uncompromising lifestyles have lead to death through the use of crude weapons such as clubs, spears, bows and arrows and for some time now firearms.

The conflict of 2012 was the worst in the history of Tana River County. This conflict left 118 people dead and more than 13,500 displaced and another 30,000 people affected by the ethno-political clashes. Over 50% of 13,500 displaced persons are children, the rest being women and elderly (Kenya Red Cross Report, 2012).

Davies (2004) has defined conflict as being questioning, dialogue, struggle or debate and can be universal, found within families, communities or nations. Tawil (1997), states that conflict is inherent to social dynamics and therefore peace is made where conflict is managed through non-violent means. It is not the existence of conflict that is good or bad, but rather how it is resolved and how change is achieved. However, conflict for the purpose of this study is taken to refer to violent conflict between representatives or members of groups. Today's armed conflict increasingly involves non-state actors as well as "non- conventional" weaponry and strategies of warfare. The casualties in these attacks include institutions of learning, homes and other social institutions that cater for the girl child education. The UNESCO report (2007) "Education under attack" highlights the increasing military and political activities targeting education institution, students and teaching personnel during the conflicts.

Conflict affects education through displacement of population (whether to another country or internally, return to home area, and or population that did not return to the home area). Sinclair (2004) views conflict to involve the stages of acute early phase, prolonged crisis or reconstruction with each phase impacting education differently. Dayne and Kristopher (2006) observe that during conflict, the girl child undergoes trauma which extends to post conflict period. The girl is prone to sexual abuse including rape, abduction, forced marriage, killing, recruitment or conscription in armed conflicts or groups. The girl child plays the role of the mother during post conflict especially where the parents have died during conflict, rendered disabled or disappeared.

1.2 Statement of the Problem

During the 2012 conflict, 12 primary schools were adversely affected in Tana Delta with a total enrollment of 3722 pupils. One secondary school – Buyani Secondary School was also directly affected and 120 students had to be transferred to Garsen High School. Apart from Kibusu and Kikomo, all the other primary schools and Buyani Secondary School still remain closed as at February, 2013.

During the clashes teachers from either of the conflicting communities withdrew from the schools of their perceived opponents. After the clashes when teachers were expected to resume their duties in their respective stations, KNUT made an announcement absolving the teachers from a compulsory return to schools where they suffered from violence. There are teachers who had been directly affected by the clashes in which some lost virtually everything, hence refused to go back and were instead deployed to schools of their choice in order to help them to heal as they taught (D.E.O, Tana Delta District, 2013).

Tana River County is a perpetual conflict zone due to historical issues of land and pastures (KNHRC Report 2012). Insecurity is a major factor which affects education enrolment, access and quality to the detriment of the girl child Allan (2009). Vulnerability of the girl child increases during conflict times where, the girl can be raped, become head of family and takes over household roles which can keep her out of school.

The impact of conflict on education is an emerging issue in the development of education (Kathryn & Pauline, 2005). Conflict destroys learning facilities, disrupts learning and instills fear in learners, teachers and the whole school community. Conflict is an obstacle to achievement of the goals of Education for All (EFA) recognized at the World Education forum at Dakar, 2000 and Millennium Development Goals.

The effect of conflict to education has henceforth been a subject of wide discussion in major international forums. The urge for better understanding of the interrelationship between education and armed conflict is not limited to the international development, but simultaneously pertains to the world of academia. Several studies undertaken locally to reinforce this understanding have however failed to adequately separate the gender. As such the plight of the girl child access to education during and after conflict has been inadequately researched on despite her unique natural circumstances. The study therefore intended to fill the gap left by the other researchers by investigating the influence of conflict on girl child access to primary education in persistent conflict areas like Tana River County.

1.3 Purpose of the Study

The purpose of the study was to investigate factors influencing the girl child's access to primary education in Tana River County, Kenya.

1.4 Objectives of the Study

The study sought to establish the factors influencing girl child access to primary education during conflict in Tana River County;

- i. To establish in which ways armed conflicts influences girl child access to primary education in conflict prone zones of Tana River County.
- ii. To examine how gender based violence affects girl child access to primary education in conflict prone zones of Tana River County.
- iii. To examine the extent to which child headed families influences girl child access to primary education in conflict prone zones in Tana River County.
- iv. To identify the challenges faced by the girl child in accessing primary education in conflict prone zones in Tana River County.

1.5 Research Questions

The study sought to answer the following questions;

- i. In which ways does armed conflict influence girl child's access to primary education in conflict prone zones in Tana River County?
- ii. How does gender based violence affect girl child's access to primary education in conflict prone zones in Tana River County?

- iii. To what extent does child headed families influence the girl child's access to primary education in conflict prone zones in Tana River County?
- iv. What are the challenges faced by the girl child in accessing primary education during conflict in the conflict prone zones of Tana River County?

1.6 Significance of Study

The findings of the study may be relevant to several players in the education sector: - Ministry of education, Teachers Service Commission (TSC), Education managers and other trainers. Ministry of education may use the study to design training programs on Healing Processes, handling traumatized children. TSC may use the findings of the study in deploying teachers to Tana-River. It might be also important to the head teachers to do a follow up of those children who have not reported back after schools resume.

Researchers and scholars may find the study useful as a basis of further research. General and contextual problems in the education- conflict interrelationship in Tana River County may be applied by researchers to other conflict areas in Kenya and Africa. Conclusion and statistical data and girl child education in the conflict in Tana River County may be applied to develop principles, theories and policies of universal application in improving girl child access to education in conflict areas.

1.7 Limitations of the Study

In the process of collecting data some difficulties were experienced; accessing schools in Tana River County was a challenge due to poor road network and distance from one primary school to the other. The nature of study was sensitive and respondents were not willing to give information due to suspicion or trauma. Respondents were not willing to talk about sexual violence which is not culturally accepted. Due to young age of the girls English language was also a limitation. To solve this problem the researcher had to give the girls more time to fill the questionnaires. The feeling of insecurity was also a limitation and this was solved by utilizing a local guide who is known by the local people. The distances were covered by use of motorbikes and on foot. Much explanation was given to the teachers and other people to eliminate doubts. The permit and authority from the National Council of Science and Technology was evidence that the research was educational and genuine.

1.8 Delimitation of the Study

The study area was limited to Tana River County in order to make the research manageable. The study concentrated in the areas largely affected by the conflicts specifically to primary schools, District education officers and some community members in the Tana delta District.

1.9 Basic Assumptions of the study

- i. A major assumption was that the respondents would be honest and truthful.
- ii. It was also assumed that peace and tranquility or absence of conflict shall prevail in the period of the study.
- iii. The assumption was also made about co-operation from the County education officials, school head teachers and other respondents regarding the required information.

1.10 Definition of Significant terms

Armed violence - Refers to intentional use of illegitimate force with arms or explosives, against a person, group, community or state that undermines security or sustainable develop.

Child headed families – Families without parents or caregivers where older children assume the role of caregivers to their siblings.

Conflict –A situation of disagreement and largely volatile and may result to war.

Education in Emergencies – Provision of quality education opportunities that meet the physical, psychosocial, developmental and cognitive need of people affected by emergencies which can be both life sustaining and life-saving.

Emergency - A crisis situation that overwhelms the capacity of the society to cope by using its own resource alone.

Gender - Roles and responsibilities and identities of women and men and how these are valued in society.

Gender Based Violence - Any harmful act that is perpetuated against a person's will and that is based on socially ascribed differences between males and females.

Girl Child- Female child below majority age of 18 years.

“Malkas” - Designed animals migratory paths to access water in Tana Delta.

Psychosocial effects - Mental effects brought by environmental factors such as conflict cognitive needs of people affected by emergencies which can be both life sustaining and life saving.

Right -Entitlement that belong to all human beings regardless race ethnicity, sex or social economic class.

Security- Environmental conditions that expose persons to risks leading to harm, mental stress, displacement or death.

Sexual slavery- Forced prostitution activities.

Trauma-Mental condition characterized by confusion arising of memory instability or natural disasters.

Violence -Psychological or physical force in responding to differences which breeds conflict.

1.1.1 Organization of the Study

The study is divided into five chapters. Chapter one is the introduction and covers background to the study, statement of the problem, objectives, research questions and significance. Chapter two is literature review dealing with detailed study of existing literature on education and conflict with emphasis on Tana River County. Chapter three is research methodology and covers data collection procedures and analysis techniques. Chapter four is data analysis and presentation of findings of the study. Chapter five is conclusion, summary and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents the Literature Review and a detailed study of the topic. Literature was reviewed from all possible sources of information; books, policy papers, journals, internet and other materials relevant to the subject of study. The literature review is thematically presented under the following titles; Concept of Conflict, conflict and the girl child access to education, Security and girl child access to education, Gender based violence (GBV), Child headed families and girl child access to education, summary of Literature Review and theoretical frame work.

2.2. Concept of Conflict

Conflict is any disagreement involving two or more parties who perceive a threat to their common interest or concerns (Galtung 2000) and (Mitchell 1980). The parties could be individuals, small or large groups or countries. Interests could be personal ones or could be over resources, time, energy, money etc with each of the parties seeking to gain control or impose its will over the other party.

Conflict and peace are intertwined whereby absence of conflict does not imply presence of peace neither does presence of peace indicate absence of conflict. This brings about the concept of negative peace and positive peace. Negative peace refers to absence of

violence while positive peace refers to an enabling environment where people would live a fulfilled life.

Since conflict is inevitable in society where we have competing interests and diversity, management of conflict and how to carefully root it out is the major concern for 21st century social researchers.

2.3 Conflicts and Girl Child Access to Education

During and after conflicts girls are subjected to widespread and, at times, systematic processes of human rights violations that have mental, emotional, spiritual, physical and material repercussions. While it is true that girls and boys have their rights violated during armed conflicts, the girl child position is unique because she suffers from both “*Sexism*” and “*childism*” for she is at the intersection of women’s rights and children rights (Dyan & Kristopher (2006). The girl child is defined by international law as a female who has not attained the majority age of 18 years. In social terms, the girl child is at age of dependence, emotional development, vulnerable to exploitation and in a state of life confusion which requires skill management and guidance.

The girl child’s access to education is affected by conflict through killing or maiming, recruiting/conscription or enlisting girls in armed forces or groups, rape or other grave sexual violence against girls, sexual exploitation, abduction, forced marriage, increased girls exposure to HIV/AIDS. The post conflicts effects which hinders girl child access to

education includes psychosocial effects, child headed families, culture and taboos and male dominance.

Girls are killed or maimed during air bombings and other military operations or by land mines and unexploded ordinance used by conflicting forces. They are easy targets who rely on their male counterparts for protection. At extreme points, the male counterparts usually father or elder brothers are overwhelmed, subdued or killed leaving the girl child helpless.

Feliaciti (2006) on the Rwanda conflict indicates that rape and other grave sexual violence against girls are carried out during conflicts as a weapon of war. Rape has been used to terrorize and control communities and individuals in many armed conflicts. Girls are abducted for sexual purposes and sexual slavery. The effects of rape and other sexual crimes is forced pregnancies, psychological trauma, discontinuation of girl from normal life like schooling.

In post conflict situations, the girl child usually finds herself as the head of the family sometimes after losing the parents. She foregoes her education to cater for the siblings by taking care of and feeding them. In most of such situations, the male child is likely to continue with his education while the girl undertakes the motherly roles.

2.4 Security and Girl Child Access to Education

Girl child is usually a victim of abduction during conflict (Feliaciti, 2006). Abductions are forcibly done from homes or when going to school. During conflict abducted girls are either recruited as child soldiers or for forced physical labour, forced marriage and sexual exploitation. In other situations, abductors traffic the girls and sell them as slaves to perform illicit commercial activities in war camps. Abducted girls are at times used as “*rewards*” to gallant rebels or members of the group who classify them as their “*wives*” Such girls are forced to bear children for soldiers hence they graduate to motherhood instead of continuing with education.

The abducted girls are also used in trafficking drugs. Trafficking of drugs usually leads them to imprisonment in foreign country (Dyan & Kristopher, 2006). Abductions separate the girl child from families and disconnect her from schooling or education.

Machine, (2001) on conflict in Sierra Leone indicates that land mines are a great threat to girl child security. The girl child carries out her chores of fetching water, firewood or food in the fields. This exposes her to land mines which are usually strategically placed by fighting groups. Bodily harm from the land mines to the girl child includes serious injuries, amputation and at times death. Injuries and amputations affect the girl child school attendance patterns. At times she is forced to terminate her education due to permanent disability.

Girls are also recruited, conscripted in armed forces and groups. Such recruitments or conscription are either after forceful abduction or enticement on promises of protection. Prolonged stay in the war zone affects their emotional and mental stability. The girls presume war/conflict to be a way of life and education is disregarded. Bragin, (2004) on conflict in Northern Uganda indicates that girls conscripted by Lord Resistance Army fail to resume in their education once rescued because they return being mothers or they are not socially accepted.

2.5 Gender Based Violence and Access to Girl Child Education

Girls are subjected to gender based violations during armed conflict. After abduction or during conscription, girl child is subjected to gender based violence of rape, force marriage and sexual exploitation. Such violations are inflicted to girls who are in refugee camps or internally displaced camps.

Sexual exploitation and sexual slavery against girls is common during conflict. Sexual slavery encompasses most, if not all, forms of forced prostitution. Sexual exploitation is any abuse of a position of vulnerability, differential power or trust for sexual purposes. Mazurana and Kristopher (2006) have indicated that girl child is at times forced by the family to seek sexually exploitative alliances with armed forces and groups, including peace keepers, humanitarian personnel, government officials and other local personnel with the objective of ensuring their safety and that of their families. Such sexual relationships are also meant to ensure access to basic needs.

Gender based violence leads to uncounted pregnancies or early graduation to motherhood by girls at the expense of education. The girls take care of their young children and fail to attend school. The violence is also associated with rapid spread of HIV/AIDS during and after conflict. Armed conflicts breaks down social structures, community protection networks and legal protection mechanisms and foster an environment where sexual violation and exploitation is increasing leading to HIV/AIDS for the vulnerable group of girl child.

Gender based violence have deep psychosocial effects to the girl child. The girl is traumatized, dehumanized and suffers a lot of emotional disorder. Feliaciti C, (2006) on the girl child and Rwanda conflict notes that such effects are more felt by the girl child in situations where the society fails to accept her, or assist in rebuilding her personality that is severely daunted or destroyed. Traumatized girl child has discomfort in association with peers at school, has no trust to teachers and doesn't attach a lot of meaning to education and may opt out of education.

2.6 Child Headed Families and Girl Child Access to Education

Conflict leads to loss of parents or the heads of the families. Girls readily step in to offer parental role to their siblings by ensuring their safety, provision of necessities and emotional supports to the young ones. In some cases girls are pulled out of school due to lack of resources or the need for them to engage in livelihood to help support their families.

Girls as heads of families experiences higher levels of sexual abuse and exploitation as they try to provide for their siblings, thus increasing their risk of exposure to HIV/AIDS. UNICEF (2003) on children, armed conflict and HIV/AIDS indicate that adult take advantage of such needy situations to exploit the girl in the name of “*providing.*” Girl child as the head of the family is involved in non-education activities, usually domestic ones like cooking, fetching water and fire wood, laundry, etc which take a lot of her time that should be otherwise used in education. The girl child as head of family or where parents are absent or killed is more psychologically disturbed even when at school.

2.7 Summary of Literature Review

Several studies have been undertaken locally to bring to an understanding of the effect of conflicts to the education of the girl child. Gathinja (2012) studied the factors influencing girls child access to primary education for the internally displaced persons (IDPs) in Naivasha District of Kenya. Her findings were largely based on post conflict situations within a controlled and monitored area. Chepsoit (2011) studied on the impact of insecurity on access to primary school education in Pokot Central District, Kenya. The findings focused on the whole spectrum of insecurity and not conflict. According to these studies, there is an agreement that the girl child access to education is influenced by conflict. Though many studies have been done, there has not been any study on the influence of conflict on the girl child access to primary education specifically, and also in an area of recurrent conflict like Tana River County. The County has different communities with different lifestyles, religious backgrounds and is marginalized.

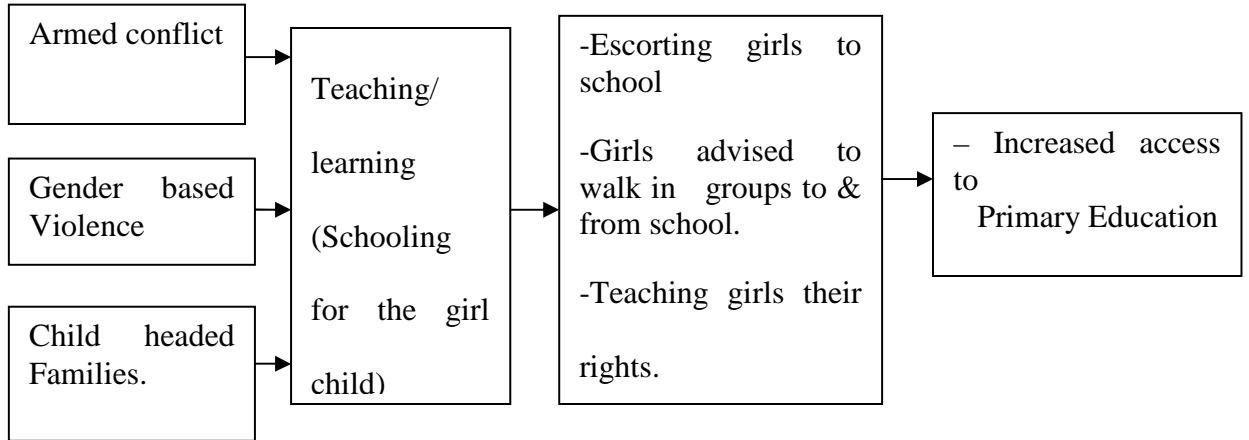
2.8 Theoretical Framework

This study adopts the Human Rights theory which says all human beings have rights which are inalienable, meaning rights should not be denied to rights holders. Education is a right to all children of school going age hence should be accessible. Human rights are universal and inalienable entitlements which inhere in being human. Human Rights are non-discriminatory and should not be influenced by sex, ethnicity, nationality, gender, etc. (Universal Declaration of Human Rights, 1948). Right based theorists see Education in Emergencies as a human right. It is a fundamental right that cannot be derogated even during crisis. Therefore education being a right should be offered to all children including girls and more so those affected by conflict (Convention on Rights of the Child, 1981). Education is perceived as a key ingredient in peace building strategies. Further the theory argues that education can be used to teach tolerance through peace education and also education can be used to cultivate active citizenship and to claim the other rights of human beings.

The right to education in times of conflict, post conflict reconstruction and natural disasters focuses on distinguishing and using the international Human Rights law (the law of peace) and international Humanitarian law (the law of war and refugees). The rights based approach is relevant to this study as it is concerned with the conformity with international law, national laws and how keep check on the government (prime duty bearer) with support from international community as needed so that they do not change their commitment to providing education.

2.9 Conceptual Framework

Figure 2.1 Conceptual Framework



If girls are protected during and after conflict from harm, abduction, rape and other forms of violence their access to primary education would be increased. This can be done through community participation where community members can escort girls to school, provide advice to girls to walk in groups to and from school, and teachers teach girls on their rights.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers; research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study adopted a survey research design. Survey collects data about variables as they are found in a social system or in society, Mwiria and Wamahiu (1995). Survey design was adopted in this study because it permitted the researcher to obtain useful data in a relatively short period of time, could be used to seek public opinion regarding issues affecting society such as establishing students' behavior. In this case it was adopted to find out factors influencing girl child access to education.

3.3 Target Population

Target population of this study was primary school girl pupils, District education officer, head teachers, teachers, and some members of the community. The population was drawn from the primary schools adversely affected by the 2012 conflict. Target

population was 1785 girls, 67 teachers from the affected schools the DEO Tana delta District and a few community members.

3.4 Sample size and Sampling Procedures

Mugenda (1999) indicates a sample size of 10% to 30% of a population as appropriate. Hence this sample was arrived at using 14% of the total population of girls, and 30% of teachers. The sample was extracted from nine schools out of the twelve mostly affected by conflict. 250 girls out of 1785 girls were targeted but only 200 were studied. 20 teachers out of 67 in were studied from the most affected schools. The D.E.O was interviewed and a FGD done with some community members.. Purposive sampling method was used to select the respondents. The procedure was appropriate because it concentrated more on areas prone to conflict and targeted the girl child.

3.5 Research Instruments

Questionnaires, interview schedule and focus group discussions were used to collect data from the respondents. The questionnaire items were guided by the research objectives. There were two questionnaires, one for the pupils and another for the teachers. Both questionnaires had five sections; background; which dealt with personal information, security and girl child education, gender based violence, child headed families; and how they affect girl child access to education and the open ended questions which allowed the respondent to give more information. The questionnaires are easy to administer and can cover a wide population in a relatively short time. The data in the questionnaires were

also easy to analyze because it is in a systematic form. Interview guide was used for the DEO to get in-depth information on enrollment of girls before and after conflict. FGD were from community members to provide information on gender based violations on girls, those who died; those not in schools due to loss of parents, trauma and injuries.

3.6 Instrument Validity

Instrument validity refers to the extent to which an instrument measures what it purports to measure. To ensure validity of the instrument the items discussed with the two supervisors who are experts in the field. The study adopted content validity which was used to show whether the test represented the content it was designed to measure. A pilot study was carried out in one of the school which was not in the sample. This enabled the researcher to ascertain validity of the questionnaire. Mistakes realized were corrected through consulting the supervisors before doing the main research. The questionnaires were made simple and clear. The Interview and Focus Group Discussion guides were also clear since the researcher constructed the in consultation with the supervisors. The researcher led the sections for further clarifications.

3.7 Instrument Reliability

Reliability is a measure of degree to which research instrument yields consistent results after repeated tests when administered a number of times. Mugenda & Mugenda (1999). To enhance reliability of the instrument a pilot study was conducted in two schools which were not included in the main study. The aim of pretesting was to gauge the clarity and

relevance of the instrument items so that those found inadequate for study were modified or discarded. This was to ensure that the instrument captured all the required data. Same instruments were administered in the same manner as for the major research in same group twice with time lapse between the first and second test. A pearson's product correlation coefficient formula was used.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where x = first set of scores; y = second set of scores; $\sum x$ = the sum of the first set of scores; $\sum y$ =the sum of second set of scores; $\sum x^2$ = the sum square of first set of scores; $\sum y^2$ =the sum square of second set of scores; $\sum xy$ =the sum of cross product of x and y and n =total number of respondents.

From the findings the determined correlation coefficients for teachers and pupils were 0.703 and 0.792 respectively in first test and 0.698 and 0.782 respectively in the second test. According to Mugenda and Mugenda (1999), reliability coefficient above + 0.6 is satisfactory. Therefore based on these results, the tools used in data collection were deemed highly reliable.

3.8 Data Collection Procedures

The researcher obtained permit from National Council of Science and Technology. Also the researcher paid a courtesy call to the Tana County Education Officer before

embarking on data collection. A letter of introduction was written to all head teachers requesting for permission to carry out the study in their schools. The researcher delivered to the respondents the questionnaire and held interviews with divisional education officer and the head teachers.

3.9 Data analysis techniques

Before analysis, data was processed to eliminate unusable data. Data was organized according to objectives, coded and stored electronically statistical package for social sciences (SPSS) version 18 was used to analyze the coded data. Data was analyzed quantitatively and qualitatively. Quantitative data was obtained from close ended questions questionnaire, tabulations made and frequencies calculated. Percentages were computed and presented in tables and figures. The analysis was also segment data given by age. Qualitative data was obtained from open ended questions in the questionnaire and the interviews and was analyzed thematically.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The main objective of the study was to investigate factors influencing the girl child access to primary education in conflict prone zones of Tana River County, Kenya. The study objectives were; to establish in which ways armed conflicts influences girl child access to primary education in conflict prone zones of Tana River County; to examine how gender based violence influences girl child access to primary education in conflict prone zones of Tana River County; to examine the extent to which child headed families influences girl child access to primary education in conflict prone zones in Tana River County; and to establish the challenges faced by the girl child in accessing primary education in conflict prone zones in Tana River County.

The background data of the respondents is given first, followed by the analysis and discussion of each of the four research questions/ objectives.

4.1.1 Questionnaire Return Rate

As shown in Table 4.1, the study targeted 20 teachers and 250 girls out of which 20 teachers and 200 pupils responded and returned their questionnaires contributing to the response rates of 100% for teachers and 80% for the pupils.

Table 4.1 Questionnaire Return Rate Rates

Return Rate	Targeted	Returned	Returned
Teachers	20	20	100%,
Pupils	250	200	80%
Totals	270	220	180%

4.2 Demographic Information

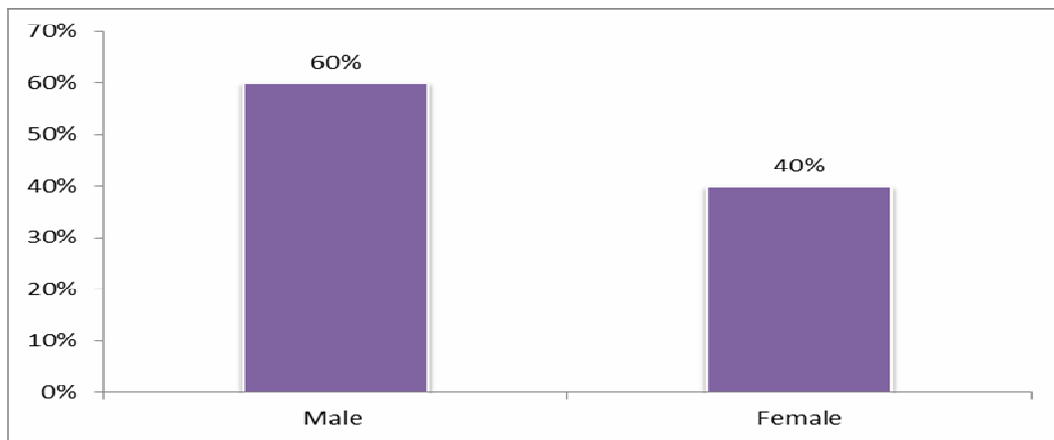
These response rates were sufficient and representative and conform to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

The study sought to establish information on various aspects of respondents' background such as age, academic/professional qualification, designation, teaching experience in years. This information aimed at testing the appropriateness of the respondent in answering the questions regarding factors influencing the girl child access to primary education in conflict prone zones of Tana River County, Kenya.

4.2.1 Gender of the teachers

The study sought to find out the gender of the teachers and the findings are as shown in Figure 4.2.

Figure 4.2 Gender of the teachers



From the findings in Figure 4.2, majority of the teachers were male (60%) while minorities were female (40%). These findings indicate that there is unequal distribution of human resources in Tana River County. In addition, majority of the teachers being more male than female depict gender disparity in deployment of teachers in Tana River County.

4.2.2 Academic Qualifications of the Teachers

The study sought to find the academic qualifications of the teachers and the findings are as shown in Table 4.2

Table 4.2 Academic Qualifications of the Teachers

Certificate	Frequency	Percent
P1	12	60.0
Diploma	8	40.0
Total	20	100.0

From the Table 4.2, majority of the teachers had P1 level of education (60%). This means that teachers in Tana River County have the required TSC training. On the other hand, few had diploma (40%). Therefore it means that not many of the teachers in schools in the County have advanced their education, beyond the P1 level of education. This information shows that the teachers were knowledgeable enough and could give valid and reliable information based on their good level of education.

4.2.3 Designation

The teachers were requested to indicate their designation in their current school.

Table 4.3 Designation

Designation	Frequency	Percent
Head teacher	1	5.0
Deputy	1	5.0
Head of department	10	50.0
class teacher	8	40.0
Total	20	100.0

From the findings in Table 4.3, the majority of the teachers were heads of department, few were class teachers while very few were either deputies or head teachers. This implies that the teachers were involved in the management of the pupils' affairs and therefore were reliable in informing the study on factors influencing the girl child access to primary education in conflict prone zones.

4.2.4 Experience of the teachers

The study also sought to find out the experience of the teachers by asking them the

Table 4.4 Experience of the teachers

Experience	frequency	Percentage
Less than 1 year	2	10
1 to 5 years	7	35
6 to 10 years	1	5
16 to 20 years	4	20
Above 20 years	6	30
Total	20	100

From the Table most of the teachers (50%) had over 16 years of experience, few (10%) had less than 1 year in teaching in Tana River County. Therefore it can be noted that most of the teachers had over 16 years in teaching and thus would provide valid and consistent information about girl child access to primary education in the area.

4.2.5 Age of the pupils

The study sought to find out the age of the pupils and the findings are as shown in Table 4.5.

Table 4.5 Age of the Girls'

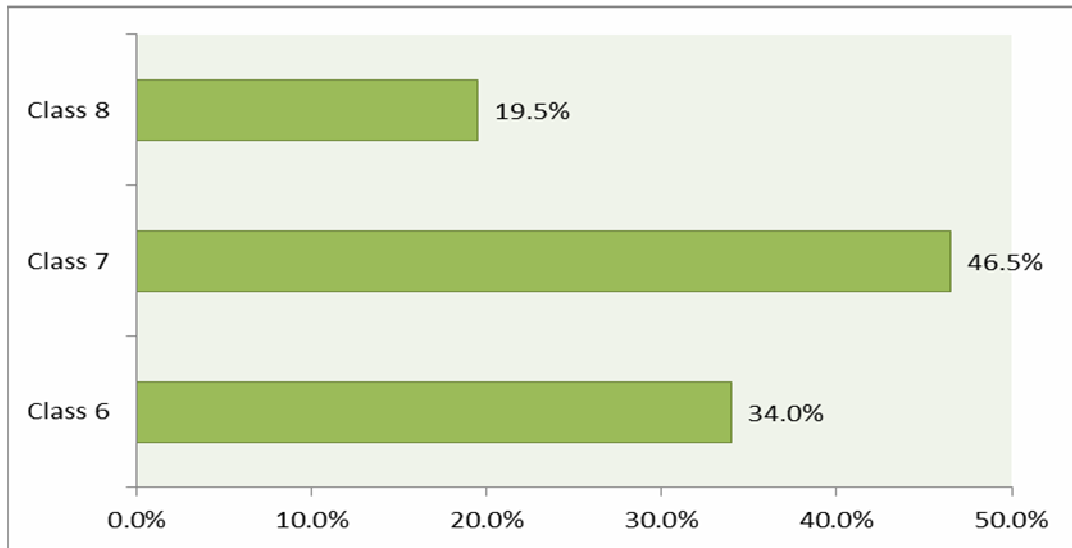
Age	Frequency	Percent
10-12 years	49	24.5
13-15 years	134	67.0
16-18 years	16	8.0
>18 years	1	.5
Total	200	100.0

From the findings in Table 4.5, majority of the pupils were 13-15 years old. Therefore the pupils were old enough to give credible information on effects of armed conflict on access to education.

4.2.6 Distribution of girls according to classes

The study in this part aimed at inquiring the academic level of the pupils. This would enhance in finding out the appropriateness of the respondents in answering the questions.

Figure 4.3 Distribution of girls' according to class



From the Figure 4.3, most of the pupils were in class seven (46.5%). The pupils had been in school for a long time to understand their school operations and comment on girl child dropping out of school owing to conflict in their locality.

4.2.7 Girls' response about their siblings

The girls were required to indicate whether they had siblings.

Table 4.6 Sister and Brothers

	Sisters		Brothers	
	Frequency	Percent	Frequency	Percent
None	7	3.5	12	6.0
1-3	136	68.0	145	72.5
4-6	53	26.5	37	18.5
7 and above	4	2.0	6	3.0
Total	200	100.0	200	100

From the study findings in Table 4.6, the majority (94%) of the pupils indicated that they have siblings. Thus the pupils come from large families and could explain the effect of conflict on the wellbeing of their siblings some of whom were victims of the armed conflicts.

4.2.8 Parents

The girls were also to indicate whether they had both parents.

Table 4.7 Having both parents

Both parents	Frequency	Percent
No	24	12.0
Yes	176	88.0
Total	200	100.0

From the results of the study in Table 4.6, the majority of the pupils reported that they had both parents (88%). This depicts that the majority of the pupils come from families with both parents. Therefore they could clearly explain the effect of conflict to their parents and families.

4.2.9 Parents' Occupation

The girls were further to identify the occupation of their parents.

Table 4.8 Parents' Occupation

Parents occupation	Frequency	Percent
Farmer	117	58.5
Herder	3	1.5
Government employee	34	17.0
Business	36	18.0
Jobless	10	5.0
Total	200	100

According to the findings in Table 4.7 majority of the pupils' parents were farmers (58.5). Therefore majority of the families that the pupils came from relied on farming which was adversely affected by the armed conflicts and reduced their financial capability to educate their children. The changing weather patterns also made the families very vulnerable as farming they relied on was negatively affected. These indicated some of the sources of conflict.

4.3 Armed conflicts and girl child access to primary education

The first objective was to establish in which ways armed conflicts influences girl child access to primary education in conflict prone zones of Tana River County.

4.3.1 Conflict in Tana River County

The study inquired from the teachers on whether there has been conflict in Tana River County. According to the findings, the majority of the teachers unanimously indicated that there has been armed conflict in Tana River County. This implies that armed conflict in Tana River County negatively affected girl child access to primary education.

4.3.2 Girls' response on occurrence of conflict in Tana River County

The study also inquired from the pupils on whether there has been conflict in Tana River County.

Table 4.9 Girls' response on occurrence of conflict in Tana River County

Occurrence of conflict	Frequency	Percent
Yes	181	90.5
No	13	6.5
Do not know	6	3.0
Total	200	100

According to Table 4.8 majority (90.5%) of the pupils there has been armed conflict in Tana River County.

From the FGD, conflict in Tana Delta has been due to fighting between two communities [Pokomo and Orma] over access to resources in the area i.e. land, water and grazing rights. It has also been due to politics of access to resources between the farming and pastoralist communities and owing to reprisal attacks between the communities.

4.3.3 Armed conflict and access to education by the girl child

The study further inquired from the teachers on whether armed conflict influence access to education by the girl child.

Table 4.10 Armed conflict and access to education by the girl child

Conflict affects access to education	Frequency	Percent
Does	18	90.0
Does not	1	5.0
Do not know	1	5.0
Total	20	100

From the findings in Table 4.9, the majority (90%) of the teachers posited that armed conflict influence access to education by the girl child. This illustrates that armed conflict negatively affected access to education by the girl child and therefore a major factor hindering girl child access to education in the region.

4.3.4 Girls' response on whether conflict influence access to education by the girl child

The pupils were asked to indicate whether the conflict influenced access to education by the girl child.

Table 4.11 Girls’ response on whether conflict influence access to education by the girl child

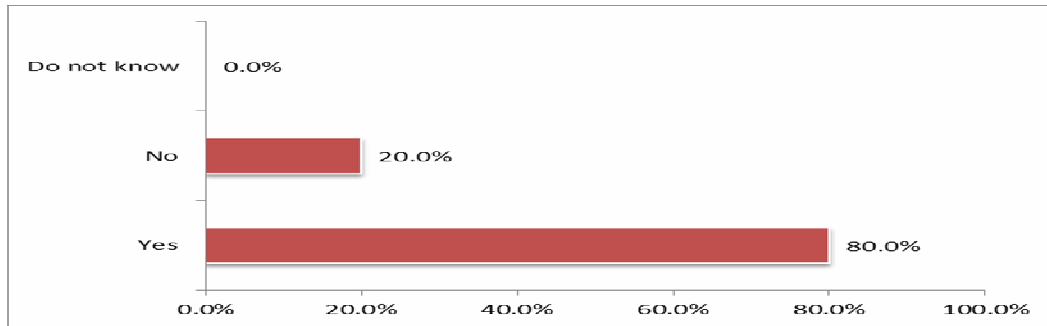
Conflict affects access to education	Frequency	Percent
Does	163	81.5
Does not	35	17.5
Do not know	2	1.0
Total	200	100

From the findings in Table 4.11 the majority (81.5%) of the pupils posited that conflict influenced access to education by the girl child. The findings are similar to teachers’ findings that armed conflict denied the girls access to education which their right.

4.3.5 Whether girls are affected directly during conflict

On whether girls were affected directly during conflict, the findings are as shown in Figure 4.9.

Figure 4.4 Whether girls are affected directly during conflict



As shown in Figure 4.4, the majority (80%) of the teachers attested that girls were affected directly during conflict. The results depicts that the armed conflicts had adverse effects on the girl child in the region as they were more vulnerable. They were physically, psychologically and emotionally violated during the conflict and this had far reaching effect on their education.

4.3.6 Girls’ response on whether girls are affected directly during conflict

The pupils were to indicate whether girls were affected directly during conflict, the findings are as shown in Table 4.12,

Table 4.12 Girls’ response on whether girls are affected directly during conflict

Girls are affected directly	Frequency	Percent
Affected	157	78.5
Not affected	42	21.0
Do not know	1	.5
Total	200	100

As shown in Table 4.12, the majority (78.5%) of the pupils attested that girls were affected directly during conflict. The findings corroborate earlier findings by the teachers that the armed conflicts had adverse effects on the girl child through physical, psychological and emotional violations which consequently had far reaching effect on their education.

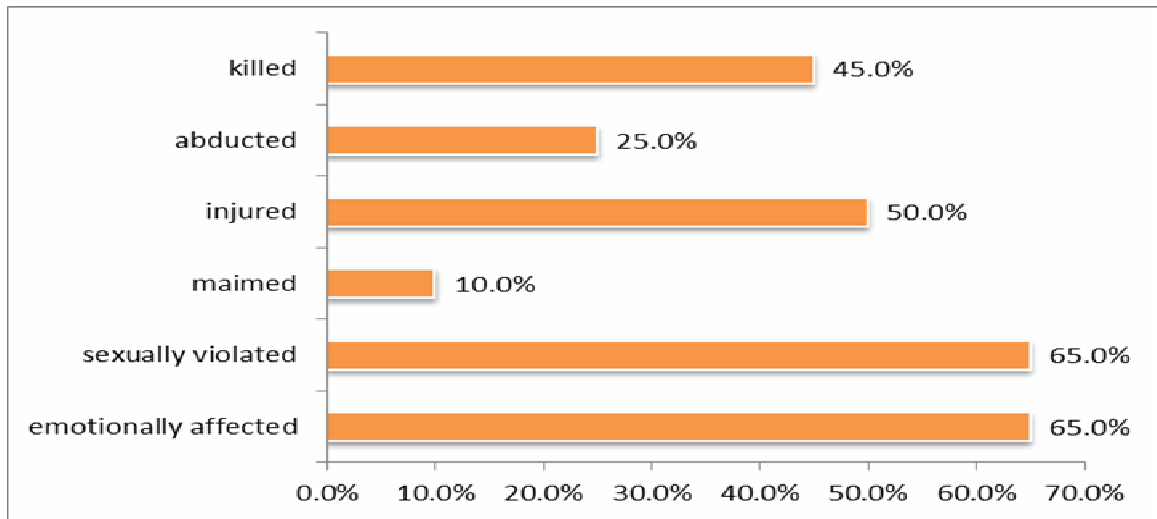
From the FGD, the respondents indicated that when the clashes emerge, most people in the area including girls are displaced and live in hideouts until the situation goes back to normal. Similarly properties are destroyed during the clashes; homes are looted and destroyed while schools are destroyed leading to disruption of normal learning.

The findings augment those of Kristopher (2006) who indicated that during and after conflicts girls are subjected to widespread and, at times, systematic processes of human rights violations that have mental, emotional, spiritual, physical and material repercussions.

4.3.7 Consequences of conflict

The study required the teachers to indicate the various effects of armed conflict.

Figure 4.5 Consequences of conflict



From the results of the study in Figure 4.10, the majority of the teachers posited that the armed conflicts in Tana River County resulted to sexual violence, injuries, negative emotional effects and death respectively among the girl child. Few of the teachers also indicated that the armed conflicts resulted in abduction of girls. Therefore the armed conflict had fatal effects on the wellbeing of the girl child and the entire community. From the FGD, the effects of armed conflicts include; sexual violations, abduction, deaths, destruction of property among other atrocities. It was further evident that the girls were more affected by the conflicts through sexual violations by both members of their community and security personnel deployed to restore peace and the attackers.

From the interviews the study established that the armed conflicts in the region led to killings of innocent people, very low turnout in schools, closure of some schools, attacks and injuries. The schools were targeted by the attackers where they were looted, burnt

and destroyed thereby halting any learning activities. Teachers and students were either maimed or killed. Other effects were rape, killings, abductions and lynching.

The findings are in line with Feliaciti (2006) who indicated that the girl child’s access to education is affected by conflict through killing or maiming, recruiting/conscription or enlisting girls in armed forces or groups, rape or other grave sexual violence against girls, sexual exploitation, abduction, forced marriage, increased girls exposure to HIV/AIDS. The post conflicts effects which hinders girl child access to education includes psychosocial effects, child headed families, culture and taboos and male dominance.

4.3.8 Girls’ response on consequences of conflict

The study required the pupils to indicate the various effects of armed conflict.

Table 4.13 Girls’ response on consequences of conflict

Consequences	Frequency	Percent
Killed	112	56
Abducted	69	34.5
Injured	84	42.0
Maimed	38	19.0
Sexually violated	103	51.5
Emotionally affected	70	35.0
Total	200	100.0

From the results of the study in Table 4.13, the majority of the pupils posited that the armed conflicts in Tana River County resulted to sexual violence, deaths, injuries, and

negative emotional effects respectively among the girl child. Few of the pupils also indicated that the armed conflicts resulted in abduction of girls. Thus majority of the girls were violated during the armed conflicts and therefore their access to education was greatly affected.

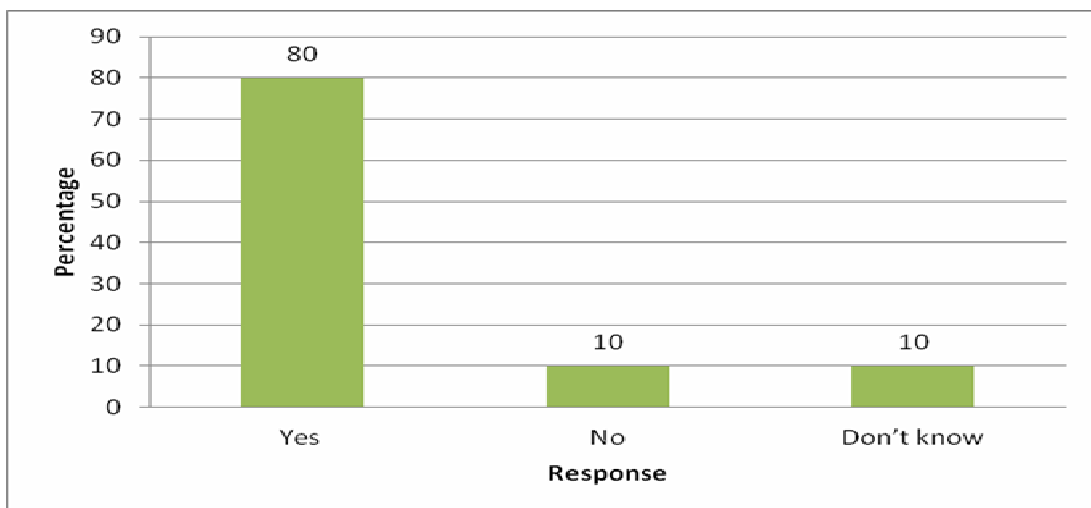
4.4 Gender based violence and girl child access to primary education

The second objective was to examine how gender based violence influences girl child access to primary education in conflict prone zones of Tana River County.

4.4.1 Girls being highly subjected to gender violence and abuse during conflict

The teachers were also requested to indicate whether girls were highly subjected to gender violence and abuse during conflict.

Figure 4.6 Girls being highly subjected to gender violence and abuse during conflict



According to the findings in Figure 4.11 the majority (80%) of the teachers attested to girls being highly subjected to gender violence and abuse during conflict. Therefore GBV was a significant factor influencing the girl child access to primary education in conflict prone zones. The prevalence of GBV during the armed conflict was very high and reduced girl child access to education as they were victims of the problem due to feeling of shame and stigma. Similarly Mazurana and Kristopher (2006) established that girls are subjected to gender based violations during armed conflict. After abduction or during conscription, girl child is subjected to gender based violence of rape, forced marriage and sexual exploitation. This keeps her out of school.

4.4.2 Girls’ response on girls being highly subjected to gender violence during conflict

The pupils were required to indicate whether girls were highly subjected to gender violence and abuse during conflict.

Table 4.14 Girls’ response on girls being highly subjected to gender violence during conflict

Are girls subjected to GBV	Frequency	Percent
Yes subjected	157	75.5
Not subjected	42	19.0
Do not know	1	5.5
Total	200	100

According to the findings in Table 4.14 the majority (75.5%) of the pupils attested to girls being highly subjected to gender violence and abuse during conflict. The findings are similar to teachers' findings that GBV was a significant factor influencing the girl child access to primary education in conflict prone zones.

4.4.3 Gender based violence and unwanted pregnancies

The teachers were to indicate whether gender based violence resulted to unwanted pregnancies among the school going girls.

Table 4.15 Gender based violence and unwanted pregnancies

Resulted in pregnancies	Frequency	Percent
Yes	157	80.0
No	42	10.0
Do not know	1	10.0
Total	200	100

According to the findings in Table 4.15, majority (80%) of the teachers posited that gender based violence resulted to unwanted pregnancies among the school going girls. The findings depicts that through the armed conflict the majority of girl child were sexually violated resulting to them having early and unwanted pregnancies which led to halting of their education to take care of the pregnancies. Being young mother also led to psychological distress as they were not mature to handle the pregnancies and therefore

could no longer concentrate on their education. According to Feliaciti (2006) the effects of rape and other sexual crimes is forced pregnancies, psychological trauma, discontinuation of girl from normal life like schooling.

4.4.4 Girls’ response on gender based violence and unwanted pregnancies

The study required the pupils to indicate whether gender based violence resulted to unwanted pregnancies among the school going girls.

Table 4.16 Girls’ response on gender based violence and unwanted pregnancies

Resulted in pregnancies	Frequency	Percent
Yes	141	70.5
No	41	20.5
Do not know	18	9.0
Total	200	100.0

According to the findings in Table 4.16, majority (70.5) of the girls posited that gender based violence resulted to unwanted pregnancies among the school going girls. The findings augment earlier findings by the teachers.

According to Feliaciti (2006) gender based violence leads to uncounted pregnancies or early graduation to motherhood by girls at the expense of education. The girls take care of their young children and fail to attend school.

4.4.5 Gender based violence and HIV/AIDS

The teachers were to explain whether gender based violence resulted to infections by HIV/AIDS.

Table 4.17 Gender based violence and HIV/AIDS

Resulted in HIV/AIDS	Frequency	Percent
Yes	15	75.0
No	1	5.0
Do not know	4	20.0
Total	20	100.0

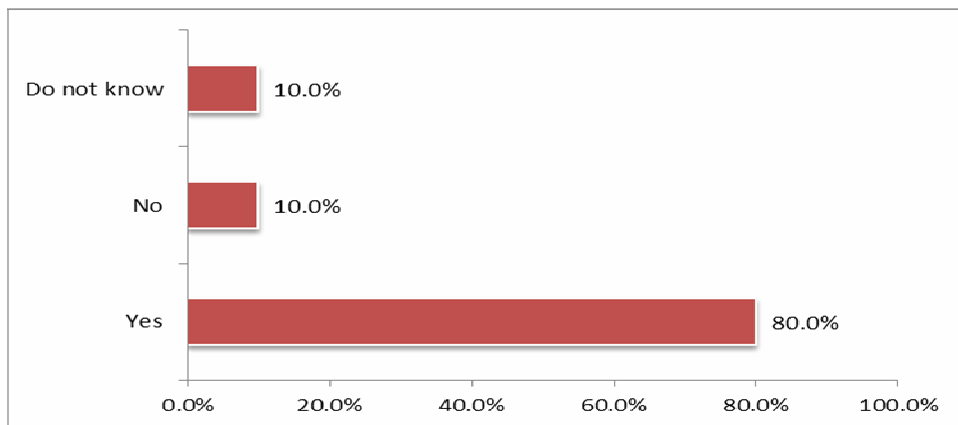
As shown in Table 4.16, the majority of the teachers (75%) agreed that gender based violence resulted to infections by HIV/AIDS among the school going girls. The majority of pupils also agreed that gender based violence resulted to infections by HIV/AIDS among the school going girls. Therefore GBV was a significant barrier on girl child access to education as through the sexual violation that majority of the girls suffered they contracted HIV/AIDS among other sexually transmitted diseases.

The findings are similar to Feliciati (2006) who argued that armed conflicts breaks down social structures, community protection networks and legal protection mechanisms and foster an environment where sexual violation and exploitation is increasing leading to HIV/AIDS for the vulnerable group of girl child.

4.4.6 Whether girls affected by GBV find it difficult to return to school

The study sought to establish whether the girls who underwent gender based violence found it difficult to return to school from the teachers.

Figure 4.7 Whether girls affected by GBV find it difficult to return to school



According to the findings in Figure 4.14, majority (80%) of the teachers posited that the girls who underwent gender based violence found it difficult to return to school. This depicts that through GBV the girl child suffered greatly both physically and psychologically and greatly reduced the possibility of returning to school to continue with their education.

Table 4.18 Girls' response on whether girls affected by GBV find it difficult to return to school

Difficult to return to school	Frequency	Percent
Yes difficult	173	86.5
Not difficult	24	12.0
Do not know	3	1.5
Total	200	

As shown in Table 4.18 majority (86.5) of the pupils posited that the girls who underwent gender based violence found it difficult to return to school. Therefore GBV meted negative effects on the girl child both physically and psychologically consequently reduced the possibility of returning to school to continue with their education.

4.4.7 Reasons that made girls who underwent GBV find it difficult to return to school

The teachers were to explain the reasons that made the girls who underwent GBV found it difficult to return to school. According to the teachers, the girls' feared recurrence of GBV, the encounter with the male teachers reminded them of those who violated them, the girls suffered depression, stigma, isolation and from inferiority complex. They also suffered from low self-esteem. In addition, the girls whose parents were affected remained at home taking care of the younger brothers and sisters. On the other hand, the

girls who underwent GBV found it difficult to return to school since they were impregnated and remained at home to take care of their children

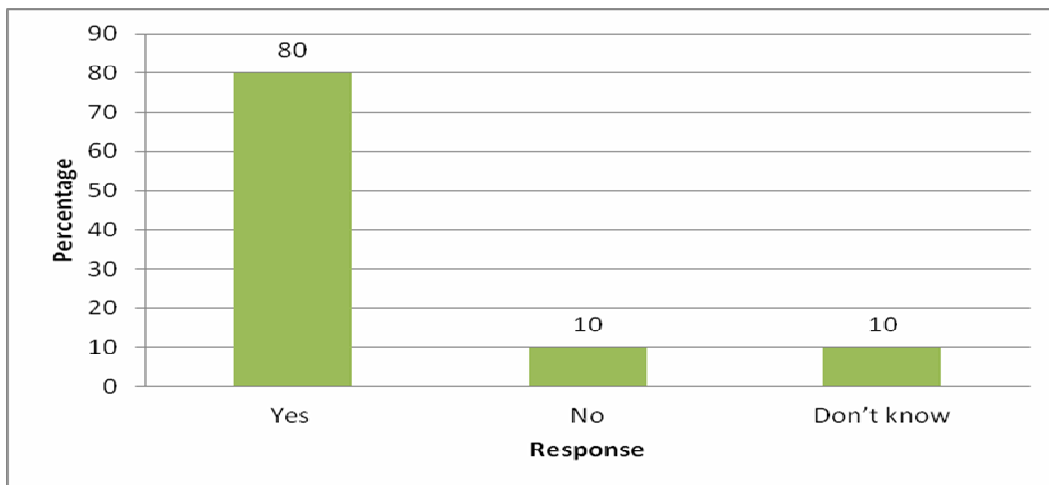
4.5 Child headed families and girl child access to primary education

The third objective was to examine the extent to which child headed families influences girl child access to primary education in conflict prone zones in Tana River County.

4.5.1 Presence of child headed families in Tana River County due to conflict

The study sought to establish whether there were many child headed families in Tana River County due to conflict.

Figure 4.8 Presence of child headed families in Tana River County due to conflict

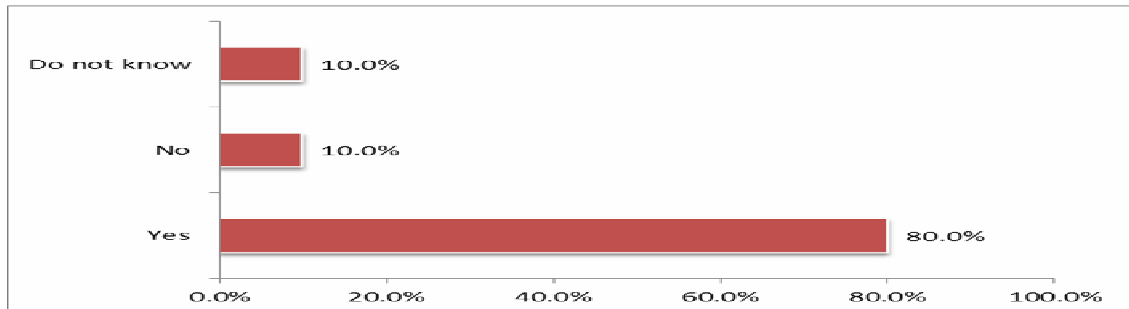


According to the findings in Figure 4.15, majority (80%) of the teachers indicated that there were many child headed families in Tana River County due to conflict.

4.5.2 Girls headed families

The study further investigated whether girls were the ones who usually headed families after conflict since their parents died from the teachers.

Figure 4.9 Girls headed families



As shown in Figure 4.16, the majority (80%) of the teachers were of the opinion that girls were the ones who usually headed families after conflict since their parents died. This depicts that the girl child were adversely affected by the conflicts as the majority were left to head their families and majority of them dropped from their primary education.

The findings are similar to Dyan and Kristopher (2006) who identified that in post conflict situations, the girl child usually finds herself as the head of the family sometimes after losing the parents. She foregoes her education to cater for the siblings by taking care of and feeding them. In most of such situations, the male child is likely to continue with his education while the girl undertakes the motherly roles.

4.5.3 Girls' response on Girls headed families

The study further investigated from the pupils on whether girls were the ones who usually headed families after conflict since their parents died.

Table 4.19 Girls' response on Girls headed families

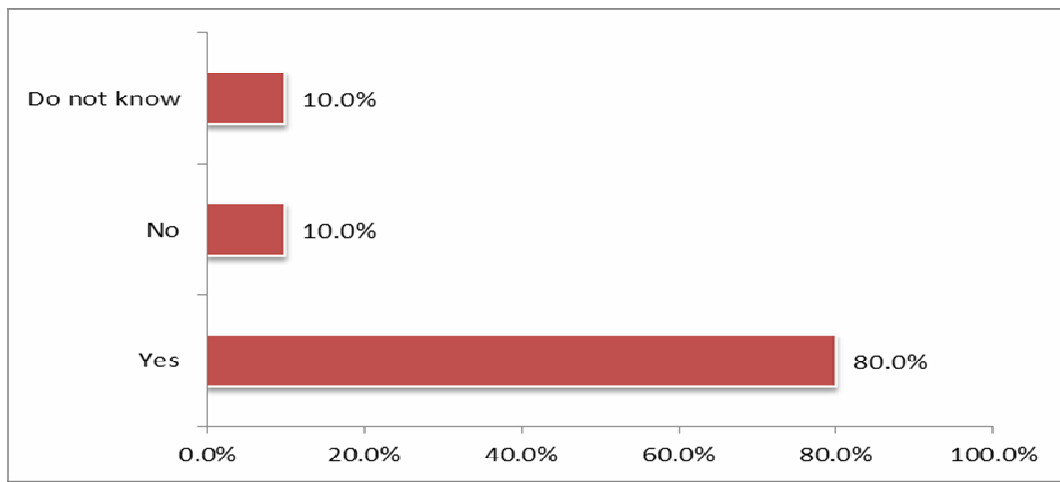
Girls headed families	Frequency	Percent
Yes	146	73.0
No	41	20.5
Do not know	13	6.5
Total	200	100

As shown in Table 4.20 the majority (73%) of the pupils were of the opinion that girls were the ones who usually headed families after conflict since their parents died. This showed many girls assumed parent responsibilities which hindered their access to school.

4.5.4 Girls heading the families drop out of school

The teachers were to indicate if the girls heading the families dropped out of school in most cases.

Figure 4.10 Girls heading the families drop out of school



As shown in Figure 4.17 the majority (80%) of the teachers agreed that the girls heading the families dropped out of school in most cases.

The findings corroborate UNICEF (2003) which indicated that conflict leads to loss of parents or the heads of the families. Girls readily step in to offer parental role to their siblings by ensuring their safety, provision of necessities and emotional supports to the young ones. In some cases girls are pulled out of school due to lack of resources or the need for them to engage in livelihood to help support their families.

4.5.5 Girls' response on girls heading the families drop out of school

The pupils were also to indicate if the girls heading the families dropped out of school.

Table 4.20 Girls' response on girls heading the families drop out of school

Girls heading families drop	Frequency	Percent
Yes	139	69.5
No	55	27.5
Do not know	4	2.0
Total	200	100.0

As shown in Table 4.20 the majority (69.5%) of the pupils agreed that the girls heading the families dropped out of school in most cases. This depicts that the child headed families influences girl child access to primary education in conflict prone zones to a great extent as they were the care givers in their families.

From the FGD conducted, the study revealed that girl child dropped out of school due to lack of school fees, to work in farms, boda-boda business, to be able to take care of their siblings and others being fulltime parents.

4.6 Challenges faced by the girl child in accessing primary education

The fourth objective was to identify the challenges faced by the girl child in accessing primary education in conflict prone zones in Tana River County.

The teachers and girls were to indicate the effects of armed conflict on the girl child access to primary education in Tana River County. According both armed conflict resulted to rape, girls contracting sexually transmitted diseases, early marriages, deaths, school dropout, psychological distress and stigma. Through armed conflict the girl child suffered from fear, depression hatred, tribalism, sectionalism and religious segregation. Other effects of armed conflict were early pregnancies, child labour and poverty. All these effects of armed conflict affected girl child access to primary education in Tana River County.

According to Feliaciti, (2006) girls suffer from abductions which is forcibly done from homes or when going to school. During conflict abducted girls are either recruited as child soldiers or for forced physical labour, forced marriage and sexual exploitation. In other situations, abductors traffic the girls and sell them as slaves to perform illicit commercial activities in war camps.

The teachers were requested to indicate the major security problems to the girl child in Tana River County during the armed conflict. The major security problems to the girl child were lack of parental care, not reporting to the police owing to distance, sexual violence, trauma, child labour, abduction, deaths, injuries, loss of family members and forceful eviction.

Similarly the pupils listed the major security problems to the girl child in Tana River County during conflict. They indicated that the major security problems to the girl child

in Tana River County were lack of parental care, not reporting to the police owing to distance, sexual violence, trauma, child labour, abduction, deaths, injuries, loss of family members and forceful eviction. Other security problems to the girl child in Tana River County during conflict included lack of adequate food supply, lack of water and other basic needs, female genital mutilation, displacement, loss of parents and siblings, loss of property and disruption of education.

The teachers were further to explain the how security influenced access to education by the girl child. According to the findings, insecurity exposed girls to abduction and sexual violence which halted the girls' education. The parents preferred their girls to remain at home owing to insecurity in the region. The conflicts in the region led to destruction of property which resulted to poverty. Consequently, the families lacked financial resources to support their girl child education. According to Feliaciti (2006) traumatized girl child has discomfort in association with peers at school, has no trust to teachers and doesn't attach a lot of meaning to education and may opt out of education.

4.7 Girls' recommendations on improving girl child access to primary education

The study required the pupils to recommend on how girls can be assisted to access primary education during and after conflict. According to the findings, the government should boost security in the conflict areas to bring life to normalcy and facilitate long lasting peace. The government should provide girls with resources such as learning materials, school uniforms, sanitary towels and food. The government should prosecute

those perpetrating conflicts to deter the recurrence. The line ministries should create awareness on the conflict regions with a view to returning the school dropouts back to school. There should be a kitty set aside to assist the child headed households.

From the FGD the study established that security in Tana Delta should be enhanced, and that there should be awareness creation among parents on the need to return girls back to school. From the interview, DEO indicated that although the Kenya Red Cross has been conducting counselling in some areas in the District, the efforts should be enhanced to reach more girls and other people. The government through the relevant ministries should conduct regular seminars and workshops on peace education, come up with boarding schools for girls to save them from abduction, early marriages and other forms of gender based abuses; build safe schools for rescued girls to ensure they attain primary education. The peace clubs initiatives should be introduced in all primary schools to help in the reconciliation process among the two communities as well as creation of community awareness on girl child education.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of study, conclusion and recommendations of the study in line with the study on factors influencing the girl child access to primary education in conflict prone zones of Tana River County, Kenya.

5.2 Summary of the study

The study intended to fill the gap left by other researchers by investigating the influence of conflict on girl child access to primary education in persistent conflict areas like Tana River County. The study used descriptive survey research design.

The target population was primary school girls, District Education Officers, teachers, and some community members. Target population was 1785 girls, the DEO Tana Delta district and 67 teachers of the affected schools. The study targeted 20 teachers and 250 girls. The study used purposive sampling technique to come up with the sample size. The study used questionnaire for data collection, interview guide and focus group discussion guide. Data was analyzed using descriptive statistics.

5.3 Summary of study findings

From the study findings, it was established that there has been armed conflict in Tana River County. Therefore armed conflict in Tana River County was highly prevalent and negatively affected girl child access to primary education. The majority of the teachers and girls were in agreement that armed conflict influence access to education by the girl child. The study found that girls were affected directly during conflict. They were physically, psychologically and emotionally violated during the conflict and this had far reaching effect on their access to education.

From the findings, the study established that the armed conflicts in Tana River County resulted to sexual violence, injuries, negative emotional effects and death among the girl child. Majority of the girls were violated during the armed conflicts and therefore their access to education was greatly affected.

The study found out that girls were highly subjected to gender violence and abuse during conflict. Therefore GBV was a significant factor influencing the girl child access to primary education in conflict prone zones. The prevalence of GBV during the armed conflict was very high and reduced girl child access to education as they were victims of the problem.

The study found out that gender based violence resulted to unwanted pregnancies and contraction of HIV/AIDS among the school going girls. During armed conflict majority of girls were sexually violated resulting to some having early and unwanted pregnancies

which led to halting of their education to take care of the pregnancies. Being young mother also led to psychological distress as they were not mature to handle the pregnancies and therefore could no longer concentrate on their education.

From the findings, it was established that girls were mostly the ones who usually head families after conflict when their parents died. This made them to drop from their primary education to take parent roles. There were girl child headed families in their locality. Therefore, heading the family affected the girl child access to primary education in conflict prone zones to a great extent as the girls were the care givers in their families.

5.4 Conclusions

From the study findings, it was concluded that there has been armed conflict in Tana River County. Therefore armed conflict in Tana River County was highly prevalent and negatively affected girl child access to primary education. Thus armed conflict negatively affects access to education by the girl child and is therefore a major factor hindering girl child education in the region.

The study concluded that girls were affected directly during conflict. The armed conflicts had adverse effects on the girl child in the region as they were more vulnerable. They were physically, psychologically and emotionally violated during the conflict and this had far reaching effect on their education.

From the findings, the study concluded that the armed conflicts in Tana River County resulted to sexual violence, injuries, negative emotional effects and death among the girl child. Majority of the girls were violated during the armed conflict and therefore their access to education was greatly affected.

The study concluded that girls were highly subjected to gender violence and abuse during conflict. Therefore GBV was a significant factor influencing the girl child access to primary education in conflict prone zones. The prevalence of GBV during the armed conflict was very high and reduced girl child access to education as they were victims of the problem.

The study concluded that gender based violence resulted to unwanted pregnancies and contraction of HIV/AIDS among the school going girls. GBV resulted to early and unwanted pregnancies among the girls which led to halting of their education to take care of the pregnancies. Being young mother also led to psychological distress as they were not mature to handle the pregnancies and therefore could no longer concentrate on their education.

The girls who underwent GBV found it difficult to return to school as they feared recurrence of GBV, they suffered depression, stigma, isolation and from inferiority complex and low self-esteem. Therefore their access to education was greatly affected.

The study concluded that there were many child headed families in Tana River County due to conflict. Thus, child headed families influence girl child access to primary

education in conflict prone zones. The role of heading the families deprived the girls adequate time to concentrate on their studies. In most cases girls are the ones who usually head families after conflict when their parents died. Thus, the girls were adversely affected by the conflicts as the majority was left to provide for their siblings hence majority of them dropped from school.

From the findings, it was concluded that, armed conflict resulted to rape, girls contracting HIV/AIDS, early marriages, deaths, school dropout, psychological distress and stigma. Through armed conflict the girl child suffered from fear, depression hatred, tribalism, sectionalism and religious segregation. Other effects of armed conflict were early pregnancies, child labour and poverty. All these effects of armed conflict had a negative effect on girl child access to primary education in Tana River County. The major security problems to the girl child in Tana River County during the armed conflict included lack of parental care, long distance from the police posts, sexual violence, trauma, child labour, abduction, deaths, injuries, loss of family members, forceful eviction, inadequate food supply, lack of water and other basic needs, displacement, loss of property and disruption of education. All these affected girls access to primary education.

The girls had fear of going back to school due what they witnessed. Others found it a challenge to be care givers of their siblings and attend school at the same time. They also lacked resources eg uniform, sanitary towels and support especially the ones who lost parents and relatives.

5.5 Recommendations

The study recommends that:

- i. The government through the security agencies should work with the local community of Tana River County to come up with a lasting solution on the problem of armed conflicts and ensure lasting peace.
- ii. The government should formulate policies to reduce the high incidence of gender based violence in the region. This should be compounded by ensuring that the violated girls gain justice from the perpetrators.
- iii. The government through the ministry of education should initiate a special kitty to take care of the education of child headed families.
- iv. The government line ministries should create awareness among the conflict affected communities to return to their homes to allow the girls resume their studies.

5.6 Recommendations for further study

Having explored factors influencing the girl child access to primary education in conflict prone zones of Tana River County, Kenya;

- i. A similar study is recommended in other conflict prone areas in the country to assess the validity of the research findings.

- ii. A similar study is recommended to compare effects of conflict in urban and rural schools.
- iii. Further, a similar study is recommended in secondary schools since this study focussed on primary schools.
- iv. The study isolated the boy child access to primary education in conflict prone zones and therefore a similar study should be conducted to cater for boys.

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APPENDICES

Appendix A : Introduction Letter

Jane Mwikali Muthengi

University of Nairobi, Department of Educational

Administration and Planning : Education in Emergencies

P.O. Box 30197-00100

Nairobi.

Dear Sir/ Madam,

RE : REQUEST FOR COLLECTION OF DATA

I am a Master of Education in Emergencies student at the University of Nairobi. As part of the requirement for the award of the degree, I am expected to undertake a research study. I am requesting for your permission to carry out the study titled “ **The individual factors influencing girl child access to education in conflict prone zones in Tana River County** “

Your co-operation Will be highly appreciated.

Yours sincerely,

Jane Muthengi.

Appendix B:

Teacher Questionnaire

You have been selected as a respondent in the study: Factors influencing girl child access to education in conflict prone zones of Tana River County. Kindly spare a few minutes to respond to this questionnaire. Your sincere responses will be highly appreciated and treated in confidence. Please do not indicate your name anywhere in this questionnaire.

Part A: Background information

Please tick (✓) appropriately in the spaces provided

1. The person completing the questionnaire is:

Male Female

2. Professional qualifications

P1 Diploma Degree Masters

Others (please specify) _____.

3. Designation

Head teacher Deputy Head of Dept Class teacher

Teacher union official

4. Working experience in Tana River County

Less than 1 year 1 to 5 years 6 to 10 years

11 to 15 years 16 to 20 years Above 20 years

Part B – Security and Girl Child Education

(Tick the most appropriate)

6 (a) Has there been armed conflict in Tana River County?

Yes No Do not know

(b) Does armed conflict influence access to education of the girl child?

Yes No Do not know

(c) Are girls affected directly during conflict?

Yes No Do not know

(d) If Yes in how? (Tick many)

Killed Abducted Injured

Maimed Sexually violated Emotionally

Part C - Gender Based Violence

(Tick the most appropriate)

(a) Are girls highly subjected to gender violence and abuse during conflict?

Yes No Do not know

(b) Does Gender based violence result to many unwanted pregnancies?

Yes No Do not know

(c) Does Gender Based Violence result to HIV/AIDS infections?

Yes

No

Do not know

(d) Do girls who undergo gender based violence find it difficult to return to school?

Yes

No

Do not know

(e) If yes, why? Please explain.....

.....

Part D – Child Headed Families

(Tick the most appropriate)

8. (a) Are there many child headed families in Tana River County due to conflict?

Yes

No

Do not know

(b) Are girls the ones who usually head families when their parents die during
conflict?

Yes

No

Do not know

(c) Do girls heading the families drop out of school?

Yes

No

Do not know

(e) If yes, why?.....

.....

Part E: Open ended questions

Please mention any other effects of armed conflict on the girl child access to primary education in Tana River County.....

.....

What are the major security problems to the girl child in Tana River County during conflict?.....

.....

How does security influence access to education by the girl child?

.....

How does sexual violence influence access of education to girl child in Tana River County?

How many child headed families do you know in this area due to conflict?

How many of these families are headed by the girl child?.....

In your view, how can girls be helped to access primary education during and after conflict in Tana River County?

.....

.....

Please give any other relevant information to this study.

.....

Thank you for your responses!

APENDIX C:

Pupil Questionnaire

You have been selected as a respondent in the study: **Factors influencing girl child access to primary education in conflict prone zones of Tana River County.** Kindly spare a few minutes to respond to this questionnaire. Your sincere responses will be highly appreciated and treated in confidence. Please do not indicate your name anywhere in this questionnaire.

Part A – Background

(Tick where appropriate)

1. How old are you (in years)

10-12 13-15 16-18 Over 18 years

2. In what class are you in?

Six Seven Eight

3. Do you have sisters and brothers? How many? Write in the boxes provided.

Sisters Brothers

4. Do you have both parents?

Yes No

If no, tick the parent available.

Mother Father

5. What is the occupation of your parents?

Father

Mother

Farmer

Herder

Government employee

Business

Others (Specify).....

Part B – Security and Girl Child Education

(Tick the most appropriate)

8(a) Is there human conflict in Tana River County?

Yes

No

Do not know

(b) Does conflict affect access to primary education of the girl child?

Yes

No

Do not know

(c) Are girls affected directly during conflict?

Yes

No

Do not know

(d) If yes in which ways? *(tick many)*

Killed

Abducted

Injured

Maimed

Sexually violated

Emotionally

Part C - Gender Based Violence

(Tick the most appropriate)

9. (a) Are girls mostly subjected to gender violence and abuse during conflict?

Yes No Do not know

(b) Does gender based violence result to unwanted pregnancies during conflict? In Tana

River County?

Yes No Do not know

(c) Does gender based abuse result in contraction of HIV/AIDS by girls during conflict in Tana River County?

(c) Do girls who undergo gender based violence find it difficult to return to

School?

Yes No Do not know

Part D - Child Headed Families

(Tick the most appropriate)

10. (a) Are there many child headed families in Tana River County due to conflict?

Yes No Do not know

(b) Are girls the ones who usually head families after parents die during conflict?

Yes

No

Do not know

(c) Do girl heading the families drop out of school?

Yes

No

Do not know

Part E: Open ended question

List the major security problems to the girl child in Tana River County during conflict.

.....

List the effects of conflict on girls in Tana River County

.....

How many child headed families do you know in your locality?

How many of these homes are headed by girls?

Give recommendations on how girls can be assisted to access primary education during and after conflict.....

.....

.....

Thank you for responses!

APPENDIX D:

Interview Guide for the D.E.O.

1. Comment on the security situation in Tana River County?
2. Do you think security situation has influenced education in Tana River County?
3. If yes explain how?
4. In your view has conflict affected access to primary education by girls in Tana River County?
5. Which group of children in Tana River County do you think suffers more Gender Based Violence?
6. Which types of Gender based violations are prevalent in Tana River County during conflict?
7. Who are the main perpetrators of Gender Based Violence in Tana River County during conflict?
8. What can be done to improve girl child access to education in Tana River County during and after conflict?

APPENDIX E:

Focus Group Discussion Guide for the community

1. What are the causes of conflict in this area?
2. Does conflict affect education in Tana River County? How?
3. Does conflict affect girl child access to primary education?
4. What are some of the Gender Based Violations experienced by the girl child in this area during conflict?
5. Who are the main perpetrators of Gender Based Violence during the conflict?
6. Which group of children is mostly affected by Gender Based Violence?
7. With regard conflict, comment on the child headed families in this area. Describe the school attendance pattern of such children.
8. What do you think should be done to improve girl child access to education during and after conflict in Tana River County?

APPENDIX F

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/810


THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Jane Mwikali Muthengi
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi.
has been permitted to conduct research in

Location	Date of issue
Tana Delta	24th May, 2013
Coast	Province
District	Fee received
Province	KSH. 1000

on the topic: Factors influencing the girl child access to primary education in conflict prone zones of Tana River County, Kenya.

for a period ending: 30th June, 2013.

[Signature]
Applicant's Signature



[Signature]
Secretary
National Council for Science & Technology

CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
RESEARCH CLEARANCE PERMIT

(CONDITIONS - see back page)

GPk0553mt10/2011

APPENDIX G

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/810**

Date: **24th May 2013**

Jane Mwikali Muthengi
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 15th May, 2013 for authority to carry out research on "*Factors influencing the girl child access to primary education in conflict prone zones of Tana River County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Tana Delta District** for a period ending **30th June, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Tana Delta District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Tana Delta District

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".