

**FACTORS INFLUENCING GIRLS' ACCESS TO PRIMARY
EDUCATION: A CASE OF MAAI-MAHIU INTERNALLY DISPLACED
PERSONS (IDPS) SETTLEMENTS, NAIVASHA DISTRICT, KENYA**

By

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**A Research Project Submitted in Partial Fulfillment of the Requirements for
Award of the Degree of Master of Education in Emergencies of the
University of Nairobi**

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DECLARATION

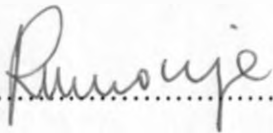
This research project is my original work and has not been submitted for any award or degree in any other University.

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DEDICATION

This research project is dedicated to my husband Paul Kagiri, our son Dennis Gathinye, our daughters Cynthia Nduta and Ivy Wanjiru. It is also dedicated to all the Internally Displaced Persons in Kenya with the hope that their former lives will come to be.

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I would like to thank the Almighty God because without His blessings it would not have been possible for all my wishes to come to reality. I wish to express my heartfelt gratitude to all the university lecturers who participated in the teaching of the course of my study. Special thanks go to my project Supervisors Dr. Rosemary Imonje and Gakunga D.K for their earnest guidance, critical comments, encouragement and timely suggestions that made this research a success. Their support and advice made me motivated and energetic all the way through this study.

I also wish to express my appreciation to my husband Paul Kagiri for his support and encouragement, my children for their moral support and understanding while I studied. Finally, I would like in a special way to thank all the pupils, teachers and headteachers who were my respondents for sacrificing their valuable time to share their views and experiences during my data collection.

ABSTRACT

Kenya has made progress in narrowing the gap of girls' access to education in primary schools. However, there seems to be issues in provision of education to girls in IDP camps and settlements and in particular, in Maai – Mahiu IDP settlements. The purpose of the study was to examine factors influencing access of primary education among the girl child in Maai-Mahiu internally displaced camps, Naivasha District, Kenya. To achieve this, research objectives of the study were formulated. The research objective sought to establish the influence of household factors, school-based factors and government policy factors on girls' access to primary education in Maai-Mahiu IDP camps.

Literature review was based on household factors, school based factors and policy factors affecting girls' access to education. The study was based on the Liberal feminism theory as espoused by Alison (1983) and grounded in a human rights frame work guided by a Right-Based Approach (RBA). The study adopted a descriptive survey design and targeted a population of 3 head teachers, 28 teachers and 217 pupils in Maai- Mahiu IDP camps. A sample of 3 head teachers, 28 teachers and 105 pupils was selected for the study using simple random sampling technique. Data was collected using questionnaires for teachers and pupils and an interview schedule for headteachers which had both closed and open ended questions.

Data was coded and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by tables, pie-charts, frequency distributions and percentages. Data analyzed formed the basis for the research findings, conclusions and recommendations for the study.

The findings on the influence of household factors on girls' education revealed that poverty, child labour, early marriages and pregnancies are some of the leading contributors to girls dropping out of school hence key barriers to access to education. The findings further revealed that school factors such as long distance to school, inadequate facilities, few female teachers and lack of sanitary pads have impeded on the girls' access to primary education. Further, the findings revealed that there is lack of implementation of existing laws and policies relating to compulsory and free primary education and those committed to elimination of all forms of discrimination against girls such as child labour, early/ forced marriages and readmission after child birth greatly influence girls' access to education. The study recommends that there should be commitments to eliminate all forms of discrimination and violence to create a pillar for countering the barriers to access of education by girls.

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LIST OF ABBREVIATIONS AND ACRONYMS

DC	District Commissioner
DEO	District Education Officer
EFA	Education For All
EIE	Education in Emergencies
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome
IASC	Inter- Agency Standing Committee
IDPs	Internally Displaced Persons
INEE	Inter- Agency Network for Education in Emergencies
KHCR	Kenya Human Rights Commission
MDG	Millennium Development Goals
MoE	Ministry of Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations Children’s Fund
USAID	United Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The study is grounded in the conviction that education is both a fundamental human right and an indispensable means of realizing other human rights. It has been argued that investing in girls' education may well be the highest return on investment available in the developing world (Summers, 1992). Upholding human rights and dignity, fostering social justice and improving social development and contributing to economic growth, are all compelling reasons to promote girls' education (Singh, 2011).

When governments adopted the Dakar Framework for Action in 2000, they identified conflicts as a major barrier towards attaining Education For All (EFA) goals. 180 countries committed to "ensuring that by 2015 all children, particularly girls, children in difficult circumstances (including those affected by war) and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality" (UNESCO, 2000). Despite this commitment, Education in Emergencies (EIE) remains under supported. With the 2015 target date approaching, violent conflict is still one of the greatest obstacles to accelerated progress in education as girls are left furthest behind. For too long, those affected by humanitarian emergencies especially girls and women have been deprived of an education and the tremendous long opportunities in life.

These include situations where refugees and Internally Displaced Persons (IDP) are uprooted for many years and have long-term educational needs.

Inter-Agency Network for Education in Emergencies (INEE) has facilitated the development of the minimum standards for Education in Emergencies (EIE), chronic crisis and early reconstruction to promote access to quality education for all persons including educational programming for refugees and IDPs. EIE is a critical intervention in the promotion of gender equality and covers activities in post-emergency recovery, reconstruction and peace-building. It can create opportunities for women and girls for cognitive development and can also help improve their status in society. Ensuring equal access to education for girls is clearly a priority issue, (INEE, 2004. Access category: Standard 1).

According to EFA Global Monitoring Report (2011), data collected in 127 camps in 2008 documented wide variations in education indicators. High level of gender disparities are a feature of many camps. On average, there are around eight girls in school for every ten boys at primary level. Gender disparities are particularly wide in camps in South and West Asia, especially in Pakistan, where four girls are enrolled for every ten boys at primary level. In Sub-Saharan Africa, nine girls are enrolled for every ten boys at primary level.

The reports of Global Survey on EIE (2011) has found that underfunding of educational services is particularly acute for IDPs and that their education also suffer from lack of a systematic international response to internal displacement as opposed to refugees who have crossed an internationally recognized border and are able to avail themselves of other protection mechanisms. As a result, an ad hoc framework of assistance often emerges and it is difficult to develop a complete picture of education for IDPs. According to Asoka (1998), there has been low access and poor attendance in education by the girl child in IDPs camps.

The case of Afghanistan illustrates that, over one-third of parents reported being unable to send girls to schools, often citing the absence of a safely accessible school (Koser and Schmeidl 2009). Threats to sexual violence en route to school also kept many IDP girls at home. Under the Taliban, public schooling for girls was banned and it was estimated that only 39% of boys and 3% of girls had access to education. In three of the southern provinces which used to be Taliban strongholds, the figures are even more alarming with only 3% in Zabul, 5% in Helmand and 7% in Khost (World Bank, 2004).

The crisis in Sudan similarly illustrate that it has the highest number of IDPs in the world as a result of reoccurring civil conflicts and estimates put the number of IDPs to five million (Internal Displacement Monitoring Center, 2010). According to a report by the women's Refugee Council in 2003, education indicators in

Southern Sudan were among the worst in world. Girls were particularly disadvantaged as they made up only 27% of total enrollment. Three times more boys than girls attended school and dropout rates were the highest in the world. Extreme poverty forced many parents to marry their daughter young in order to receive cows or other forms of dowry payment. Girls were traditionally responsible for household chores and care of younger siblings, making it difficult to attend school. Overcrowding and untrained teachers were characteristic of most schools throughout Sudan. There were few female teachers and when faced with potential safety concerns and required school fees, parents were far more likely to send their sons to school as opposed to their daughters (Ibid).

The government of Kenya is a signatory to International conventions and agreements that address human rights and gender equality such as Millennium Development Goals 2 and 3 which aim to ensure that all children have access to and complete a full course of primary schooling by 2005, and to eliminate gender disparity in education by 2015 (UNESCO, 2002) and World Education Forum's Dakar Platform (World Education Forum, 2002). The government also subscribes to the aspirations of the Elimination of all Forms of Discrimination Against Women (CEDAW), the Elimination of the Worst Forms of Child Labour, the Convention on the Rights of the Child (CRC) among others. This is a clear indication that the government is committed to pursuing gender equality in all spheres of development, and in establishing mechanisms to re-dress the existing

inequalities as indicated by Ministry of Education (MoE) Gender Policy in Education (2007). Nevertheless, there remain areas of the country, including Internally Displaced Persons (IDPs) camps and settlements where significant gender disparities in enrolment endure.

After the December 2007 general election in Kenya, the country witnessed an unprecedented degree of post election violence that has produced large numbers of victims, including hundreds of thousands of IDPs (Mwiandi, 2008). Kenya Human Rights Commission (2009) report shows that boys were given priority in accessing and completing their primary education over girls. In addition, the makeshift, overcrowded classrooms (like those found in Eldoret showground camp) made children to squeeze together on a few desks and created conditions that increased vulnerability of young girls to sexual abuse. Also, lack of proper sanitation and unavailability of sanitary pads was distressful for girls, and some remained at home during the days of their menstruation (KHRC, 2009).

Majority of the problems experienced with education of girls in many IDP camps are not an exception in Maai-Mahiu IDP settlements. There are ten villages in these settlements which are situated 5 Km North West of Maai-Mahiu. They consist of 674 families comprising of 3665 members. These IDPs were among the first to accept relocation plan by the government that offered Kshs. 10,000 as an initial fund (KHCR, 2009). It is from the amount that the IDPs contributed and

bought a piece of land. The IDPs have settled in area without any social amenities within. An interview with a community leader showed that there is no single public (government owned) primary school within the settlements but only two private(individually owned) schools by a Non-Governmental Organization (NGO) which provide education only up to standard three and charge a monthly fees of 300 shillings. This means that children who are in standard four to standard eight cannot access education within the camp. Those who manage to go to school have to walk for five kilometers to the nearby government host school (Maai – Mahiu primary school). Also, for IDPs who have lost their primary source of income, even nominal fees can be prohibitive.

1.2 Statement of the Problem

Kenya has made progress in narrowing the gap of gender participation in primary schools. However, there seems to be issues in provision of education to girls in IDP camps and settlements and in particular, in Maai – Mahiu IDP settlements. Recent school level educational statistics show that, the total enrollment in the three schools selected for this study were 207 girls and 277 boys. This translated to 48% and 61% respectively. This shows that there is unequal access to education in favour of boys. It is against this background that the study, sought to establish the factors that affect girls' access to primary school education in Maai-Mahiu IDP camps in Naivasha District.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing girls' access to primary education in Maai-Mahiu Internally Displaced Persons (IDPs) camps, Naivasha District, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To establish the influence of household factors on girls' access to primary education in Maai - Mahiu IDP camps.
- ii. To examine the relationship between school factors and girls' access to primary education in Maai - Mahiu IDP camps.
- iii. To determine how government policy influences girls' access to primary education in Maai - Mahiu IDP camps.

1.5 Research Questions

The research answered the following research questions:

- i. To what extent do household factors influence girls' access to primary education in Maai - Mahiu IDP camps?
- ii. How do school based factors influence girls' access to primary education in Maai - Mahiu IDP camps?
- iii. To what extent does the government policy influence girls' access to primary education in Maai - Mahiu IDP camps?

1.6 Significance of the Study

The findings of this study may be of great significance to the Ministry of education and education planners as it will enable them to take challenges faced by girls in accessing education in IDPs settlements as of urgent need, hence, formulate gender responsive policies and set strategies in place in order to help solve the challenges. The findings may help teachers to create a girl friendly environment at school while the parents and the society in general will be sensitized to understand the positive aspects of female education. The findings will also provide a useful source of reference for future research in related areas.

1.7 Limitations of the Study

There was lack of capacity at the school level to gather and disaggregate data by gender for IDPs. This did not allow analysis of trend over time. It was also not possible to control the attitudes and feelings of the respondents during the study due to fear of victimization; hence socially undesirable responses may have been given. However, to mitigate this potential bias, the researcher assured the respondents of their privacy and confidentiality so as to increase the accuracy of the findings.

1.8 Delimitation of the Study

This study was carried out in Maai- Mahiu IDP camps which are situated five Kilometers North West of Maai-Mahiu. The camps consist of ten IDP re-

settlement villages with 674 families comprising of 3665 members. In as much as education in IDPs camps may be facing several challenges for male and female, this study was limited to the girl child. The study did not include education for the girl child in totality (basic, elementary and tertiary) but focused on primary education only. There are also many factors that affect girls' access to education in IDP camps but this study focused on a few.

1.9 Basic Assumptions

The study was based on the assumption that the education of the girl child in IDPs settlements has not been given priority that it deserves and that most of the girls in such situations have no access to basic education. It was also assumed that the respondents were willing to cooperate and give honest, accurate and truthful responses to the items in the questionnaires.

1.10 Definitions of Operational Terms

The following terms were defined in the context of study:

Access refers to the extent to which potential learners in the intended age groups for the proposed education actually receive that education.

Barriers refer to factors that make it impossible for girls to access primary education in IDP camps.

Education in Emergencies refers to provision of quality education opportunities that meet the physical protection, psychosocial, developmental and cognitive

needs of people affected by emergencies, which can be both life sustaining and life saving.

Emergency refers to a situation where a community has been disrupted and has yet to return to stability.

Gender – based violence refers to an umbrella term for any harmful act that is perpetrated against a person's will, and based on socially ascribed (gender) differences.

Girl- child refers to a young girl who is of the primary school going age.

Internally Displaced Persons refer to persons or groups of persons forced or obliged to flee or to leave their homes or places of habitual residence in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or human made or natural disasters and who have not crossed an internationally recognized state border.

Sustainable frame work refers to suitable strategies that should be used to promote girl-child education.

1.11 Organization of the Study

The study was organized into five chapters. In the introduction, the background of the study, statement of the problem, the purpose of the study, the objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms were examined. In the second chapter, literature review has

household factors, school based and policy factors. The theoretical and conceptual frameworks are also included. Chapter three contains the research methodology which has the research design, target population, sample and sampling procedure, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis. The fourth chapter contains data analysis, interpretations and discussions of research findings. Chapter five covers the summary of the entire study with conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relating to household factors, school based factors and policy factors as some of the factors that affect girls' access to primary education in IDP camps. The summary of reviewed literature, conceptual and theoretical frameworks are also presented.

2.2 Factors Affecting Girls' Education in IDP Camps

In the study of Girls' and Women's Education in Kenya, Chege and Sifuna (2006) argue that in view of global problems of gender disparities in the field of education and many opportunities that the girl child is denied in education and human development, there seem to be gender gap. Gender disparities and inequalities in education are a glaring reminder of failed objectives and missed targets as expressed by the international conferences, conventions and declarations which many countries in the world have ratified.

Chege and Sifuna (2006) continue to argue that in countries where gender issues have been given a lip service for a long time, accelerating girls' education has remained a mirage that continues to pose serious challenges. A vicious circle has ensued whereby communities continue to reproduce uneducated women, who in turn bring forth generations of uneducated girls, who also reproduce the role of

their mothers. Interventions for gender equality often tend to be superficial and illusive. There is lack of evidence based interventions that target specific groups, regions and cultural settings, hence, the countries have yet to record gender parity in all the regions. Asoka (1998) highlights how the situation in IDPs camps is even worse as far as provision of primary education among the girl child is concerned.

A report by Machel (1996) highlights the disproportionate impacts of conflicts on girls and in particular on girls' access to education. Piagozzi, (1999) also argues that the presence of armed conflict or a crisis greatly affects girls. In most emergency situations, girls' educational opportunities are more limited than boys. Girls suffer gender specific effects such as force early marriage, they are often targeted for sexual violence, rape and forced prostitution. This gender –based violence as a tactic of war perpetrated along with other human rights violations seems to be wide spread in today's conflicts and occur when girls are in their communities as well as when they are displaced or become refugees.

Factors that limit girls' educational opportunities in stable contexts often intensify in crisis and post - crisis situations. According to UNICEF (2007), generic factors to educating girls include: family poverty, weak legal framework around education, uneven playing field from the start, issues of safety and security around school and lack of relevance of school to the lives of children. In this study, these

factors have been categorized as household factors, school based factors and policy level factors.

2.2.1 Household Factors Influencing Girls' Access to Primary Education

There are many home factors that either enhance or limit girls' access to education in IDPs settlements but this study will focus on poverty, child labour, early marriages and teenage pregnancies.

Northern Uganda is a home of 1.6 million IDPs displaced by war. Official government figures for the three Northern districts of Kitgum, Gulu and Pader show that girls represent approximately 44% of total primary school enrollment. Historically, fewer girls than boys have attended school. Elbow and Lange (2002) reported in 1999, in Gulu district 90% of dropout were girls. Family poverty has remained one of the main hindrances to education among girls when the family is faced with economic problems. Poverty at household level forces the parents to make choices as to which child to enroll in school. In most cases, it is the daughter who has to make the sacrifices. There is greater preference given to sons when family resources are limited by reduced access to income to pay fees, buy uniforms or supplies. Parents feel that given the traditional role of women marrying, tending crops and raising children, they do not need education as much as their male siblings.

Lowick and Anderson (2001) explain that girls often miss school because their labour is needed at home to generate household income to ensure their families' economic survival. There is also often extremely unbalanced demographics with large numbers of women-headed and child-headed households, family often rely on girls to do household chores, care for siblings and/or agricultural responsibilities to generate family income. The high opportunity cost of sending girls to school affects female enrolment, participation and completion (Pamela and Lynne B. 2009). Poverty drives many IDP girls out of school to seek alternative means of survival. They are forced to make sexual favours for food in what is described as transactional sex where they are at risk of trafficking (Lacey, 2003). Poverty therefore is more of a barrier for schooling of girls than of boys.

The prevalence of child marriage is another hindering factor in the IDPs camp in Northern Uganda. Traditional marriage practices of dowries given to the parents lead to girls being married off early, at age 12 or 13. Marriages are arranged by families and in many cases without prior consent of the girl. With early and sometimes forced marriage and teenage pregnancy, the girl is compelled to abandon school to take up wifely and parental responsibilities at the expense of her education. Even if a teacher intervenes, the parents will often ask "Why spend money on a girl when we are in such poverty and the family can benefit from the dowry from her marriage?" Some parents believe that a girl who is educated might not get babies. Others believe that if they stay at home, they may begin to engage in

sex ,become pregnant and then do not go to school (Ibid). Education is a huge determinant in preventing early marriages (UNICEF, 2005).

2.2.2 School Based Factors Affecting Girls' Access to Education

School based factors are the conditions inherent to the school that either limit or enhance the involvement of girls in primary school such as availability of school places, security, school infrastructure, quality of the curriculum content, teachers and school environment among others.

According to a UNICEF study, (1998) the proximity and access to primary school is a pre-determining factor to enrolment and retention. Global survey on EIE (2004) shows that schools are frequently lacking in IDPs settlements and local schools may lack the capacity to integrate influxes of displaced children leading to overcrowding. Where schools do exist, they lack basic supplies such as blackboards, chalks and books. According to women's commission for Refugees Women and children (2004), in the IDP camps visited in Liberia, more than half of the children had no access to schooling whatsoever, school that had been established, often by the IDPs themselves were makeshifts, overcrowded and lacked most basic supplies, such as blackboards, chalks, books and even roofs.

When educational services are not available in IDPs settlements, the nearest schools may be located at considerable distance and walking to and from school

may not be safe for girls. Traveling to school may require transversing areas where girls may be subjected to harassment and at a greater risk of abduction (UNHCR, 2007). In Afghanistan for example, threats to sexual violence en route to school kept IDP girls at home.

A study conducted by Rowlands (1995) shows that once at school, additional safety concerns can arise. For instance, lack of gender sensitive and culturally appropriate facilities as such as cases where there are no separate lavatories for boys and girls which can put girls at risk to sexual violence. It is also uncomfortable to share toilets with boys especially during menstruation. That has deterred displaced girls from attending school altogether.

Although international law require that education should be free at primary level, school fees are often informally levied to pay teachers' salaries and school upkeep. Additional costs may arise from the purchase of uniforms or school supplies including pencils and books. For IDPs who have lost their primary source of income, even nominal fees can be prohibitive. It is unrealistic to expect that people living IDP camps struggling to make ends meet financially would have funds to pay fees and buy needed scholastic materials and clothing. In Colombia, the UN Special Rapporteur (2004) on right to education reported that IDPs were forced to choose between eating or sending their children to school.

Principle 23 of the UN Guiding Principles provides that:

“The state is obligated to ensure that IDPs and in particular IDP children receive education which shall be free and compulsory at the primary level. The state is also required to ensure availability of education and training facilities to all IDPs and in particular adolescents and women whether or not they are living in camps.”

According to women’s commission interview with DEO in Kitsum (2004), the situation of teachers in Northern Uganda is complicated. Salaries are low, and hours are long. There are not enough classrooms or supply for effective teaching. Many teachers are untrained; others are redundant given the concentration of children and lack of space in learning centers. There are no enough teachers for the number of students, for instances, in Kitgum IDP camp, there are 1,426 teacher and it is estimated that 2000 are needed.

2.2.3 Policy Factors Affecting Girls’ Access to Primary Education

In this study, policy factors affecting girls’ access to education entail weak legal framework around education. A series of laws and policies enshrine girls’ education in Kenya. However, these provisions are far from being implemented and within the wider legal framework, they remain impediments to the realization of girls’ education. There is lack of enforcement of existing laws and policies

relating free and compulsory education, corporal punishment, child labour and re-entry into school for girls after giving birth.

While launching the Free Primary Education (FPE) in January 2003, the Minister of Education stated that:

Both the government and the parents have financial obligations to meet. The government is charged with mobilization of resources, recruitment of teachers and training, paying tuition fees, development of curriculum and provision of the infrastructure and instructional materials. Parents on the other hand provide basic needs for the children, school uniform and other scholastic materials.

It is evident from the above statement that even if education is available, it will remain inaccessible to the lowest income group such as the IDPs due to the additional hidden costs of schooling. In a fee paying context, when faced with economically driven choice between sending boys and girls, such families will choose their sons because of perceived greater economical security it will provide.

According to International Programme for the Elimination of Child Labour, while school fees may have been abolished, other costs continue to make education unaffordable and therefore push girls out of school into labour market. Although the Kenya law requires that education should be free and compulsory at the

primary level, it is only so in principle and but not in practice. Some schools levy fees for teacher's salaries, school upkeep, purchase of textbooks and school supplies. "Son preference" in enrolment, traditional gender division of labour, lack of safe and secure environment, unclear policy on readmission of girls to school after delivery continue to have a disproportionate impact on girls. In most cases pregnant girls are excluded from school and headteachers themselves refuse to allow child mothers to attend school.

2.4 Summary of Literature Reviewed

The literature reviewed shows that a number of gaps need to be filled concerning the girls' access to primary education in IDPs settlements. The review has shown that there are issues within the households, school environment and education policy which discriminate against the pursuit of education by girls in IDP camps. Despite extensive laws, guidelines and principles on achieving gender parity, there remain gaps in policies and implementation. In case studies discussed, there is lack of evidence based interventions and a comprehensive policy and strategic framework designed and geared to target specific groups, regions and cultural settings, for instance, post-crisis context to guide programming to enhance the achievement of EFA targets and MDG goals by 2015.

Each country therefore needs to carry out its own assessment of the barriers to access to education for both boys and girls. A close examination of Sudan shows

several strategies that have worked to increase the number of girls enrolling and staying in school in IDPs camps. Establishing community girls' schools where no primary schools existed and providing scholarship, uniform, sanitary towels and separate latrine; and in-school feeding programs. Additional strategies include the formation of a local women's group, Promotion and Advocacy for Girls' Education, which educates community members about the importance of sending girls to schools (Kirk, 2004).

2.5 Theoretical Framework

This research study is based on the Liberal Feminism Theory by Jaggar Alison (1983) and grounded on human rights framework and guided by Right-Based Approach (RBA). The theory is characterized by its focus on the notion of rationality, education and natural rights that extend to all men and women. It emphasizes equal rights to education irrespective of sex.

This study selects the theory as it allows for an in-depth investigation and reveals diversity in girls' experiences. It generally gives a more real picture on the girls' access to schooling in Maai-Mahiu IDPs settlements. The theory holds also that autonomy deficits are due to gender system (Okin, 1989, 89) or patriarchy nature of inherited traditions and institutions. This can help explain why the literature review for this study ends at listing a combination of factors such as household,

school as well as education policy factors that limit girls' education in the area under study.

Studies of the situation of girls' education show that throughout their lives, girls and women are seen as subordinates and their activities including education, often viewed as less important with parental and societal negative attitudes which stress the value of sons against daughters (Odaga and Hevereld, 1995). As such, gender becomes a crucial factor in making decisions regarding who goes to school and for how long. Before parents make such decisions, a number of considerations concerning family priorities take first chance. In most cases, girls are more disadvantaged by barriers and as a result of the way the home and school environmental characteristics and processes interact to influence their schooling.

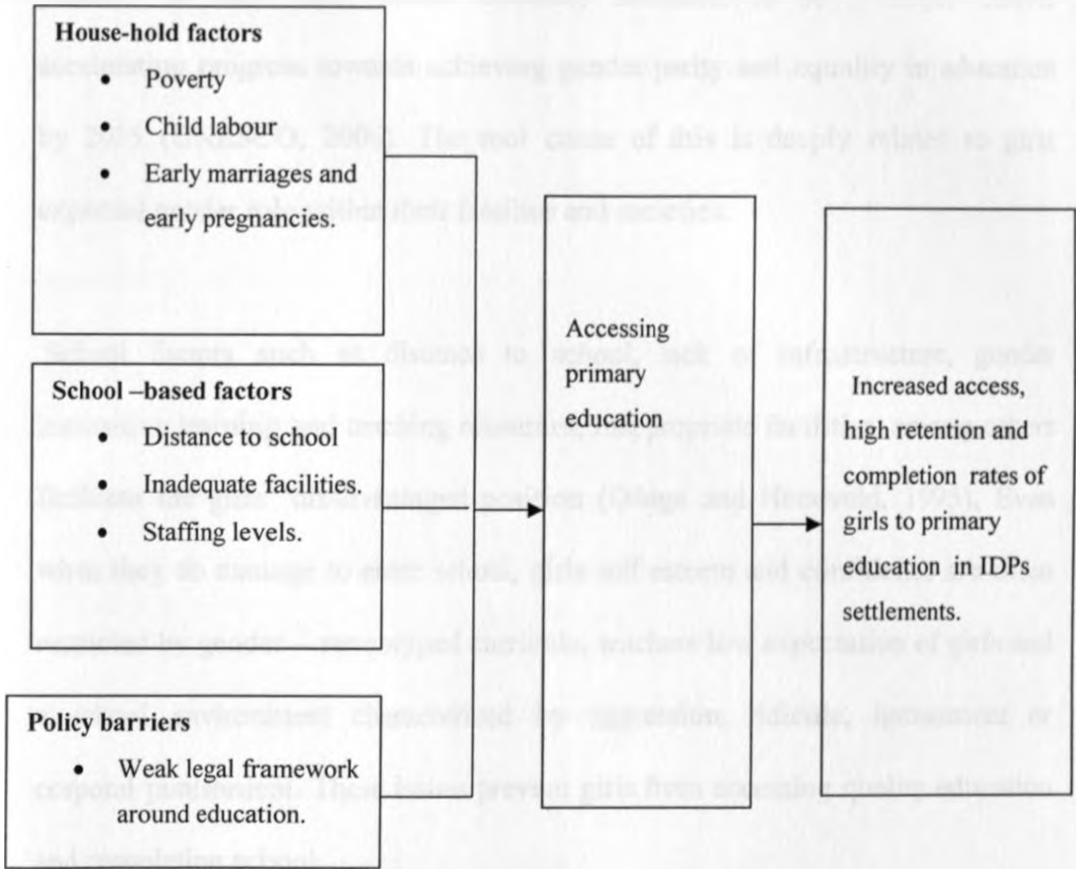
The study is also grounded in human rights framework and guided by Right Based Approach (RBA). The approach necessitates an explicit affirmation that all children are entitled to their education rights without discrimination and have a right to participate in decisions on problems affecting them. It also argues that education is a basic human right and that women's education translates to better health, hygiene, better economy, better education and more awareness in family planning.

According to Katarina (2001), the right to education should embody four elements namely; availability, accessibility, acceptability and adaptability. Within the context of girls' education, the multiple indicators that can be utilized to reflect on the greatest impacts on availability, accessibility, acceptability and adaptability of education for girls are the implications of school fees, sanitation, distance from school, levels of violence and abuse against girls, child labor, child marriage and early pregnancy, administrative rules to expel girls due to pregnancy and gender inequity in curriculum and school personnel.

The theory and the approach therefore point to the need to develop strategies that can remove barriers that exclude girls from participating in education (Davies, 1994).

2.6 Conceptual Framework

Figure 2.1 The Relationship Between the Variables of the Study



The household factors, school-based factors and education policy factors are the independent variables that directly limit or enhance girls' access (dependant variable) to primary education in IDP camps. Household factors include cultural and social beliefs and practices that are expected of women by society such as early marriages, patriarchy and a preference for sons, combined with parental perceptions of the opportunity costs of investing in girls' education, often seen to

have become risk factors for girls' education. The nature of girls' labour, in the form of household chores, agriculture, trafficking of girls for sex is part of the problem as well. Girls labour therefore continues to be a major barrier accelerating progress towards achieving gender parity and equality in education by 2015 (UNESCO, 2006). The root cause of this is deeply related to girls expected gender role within their families and societies.

School factors such as distance to school, lack of infrastructure, gender insensitive learning and teaching resources, inappropriate facilities, among others facilitate the girls' disadvantaged position (Odogo and Heneveld, 1995). Even when they do manage to enter school, girls self esteem and confidence are often restricted by gender – stereotyped curricula, teachers low expectation of girls and a school environment characterized by aggression, ridicule, harassment or corporal punishment. These issues prevent girls from accessing quality education and completing school.

There is lack of enforcement of existing laws and policies relating to free and compulsory education, corporal punishment, child labour and re-entry into school for girls after giving birth. Even if education is available, it remains inaccessible to the lowest income group due to direct and indirect costs.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the techniques and approaches that were used in the study. It describes the research design, target population, sample size and sampling procedures, research instruments, data collection procedure, data analysis and presentation.

3.2 Research Design

The study adopted a descriptive survey research design. The design was ideal because it utilizes a variety of data collection techniques, which envisage wholeness of data. The researcher used triangulation to mitigate for bias and to develop a more fulsome understanding of the issues by using complementary tools and gathering data from informants (headteachers, teacher and pupil). This enabled the researcher to gather qualitative and quantitative data exhaustively and efficiently by exploring the present existing conditions, practices, beliefs, attitudes, opinions held, processes going on and trends for developing interpretation of factors affecting girls' access to primary education in IDPs settlement

3.3 Target Population

The target population for this study comprised of headteachers, teachers and pupils (girls) in two private schools within Maai-Mahiu IDPs settlements and a government local host school (Maai-Mahiu primary school) as shown in the table 3.1 below.

Table 3.1 Target Population

Schools	Head teachers	Teachers	Girls
1. Maai-Mahiu Primary School	1	21	150
2. Shepherd Jikaze Academy	1	3	11
3. Southern Cross Academy	1	4	56
Total	3	28	217

3.4 Sample Size and Sampling Procedure

In order to get a representative sample from the target population, all the 27 girls in standard five, 24 in standard six, 23 seven in standard and 21 in standard eight girls from Maai Mahiu public primary school were randomly selected for the study. The other girls from standard one to three from the two private schools and those in standard one to four in the public school were left out because they may not have been conversant with filling of questionnaires. Three headteachers and twenty eight teachers were purposively included as key informants to participate

in the study. The sample size was therefore, 3 headteachers, 28 teachers and 105 girls, giving a total of 136 respondents.

3.5 Research Instruments of the Study

The researcher collected most of the data required to answer the research questions from primary sources using a qualitative inquiry to gain more in-depth knowledge by using questionnaires and interview guides.

Questionnaires were used to capture information from teachers and pupils (girls) on pupils' background, enrollment, the flow from one class to another and factors affecting girls' access to primary school. Questionnaires were designed for collecting data in accordance with specification of the research questions (Nkapa:14). According to Gay (1992), the questionnaires give respondents freedom to express their views and understanding of issues of girl child education and make suggestions on how they should be addressed.

In-depth interviews encourage and help in capturing of respondents' perceptions in their own words, a very desirable strategy in qualitative data collection. Interview with the three headteachers enabled the researcher to understand the situation from the subject point of view, to unfold the meanings of girls experience and uncover their problems in accessing education in Maai – Mahiu

IDP camps and the possible interventions and responses required to address the issues.

3.6 Instrument Validity

The researcher tested for content validity of the questionnaires. Content validity refers to the degree to which the questionnaire content measures what it is supposed to measure. To enhance content validity, questionnaires were subjected to the scrutiny of competent experts (project writing supervisors) to assess the relevance of the content use. Prior to visiting the schools for data collection, the researcher pre-tested the questionnaires using girls from Maai -Mahiu public primary school who were not included in the final sample. The pilot study enabled the researcher to improve reliability and validity of instruments by ensuring that unclear terms and vague questions are detected and corrections made before the final data collection.

3.7 Reliability

Reliability of the data collection instruments refers to the extent to which an instrument is capable of generating similar results when used more than once to collect data from two samples drawn from the same target population (Mulusa, 1990). To establish reliability of the research instruments, test –retest technique of reliability testing was employed whereby the pilot study respondents were visited twice and the questionnaire administered within two weeks. After the tests were

administered, the Pearson's Product – Moment Correlation was computed for all the questionnaires to determine whether the scores on the two visits correlated. and a correlation coefficient r of 0.7 was considered appropriate.

The formula for determining r is given below

$$R = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where

X - Is the score on test 1 Y - Is the score on test 2

R - Reliability Σ - Sum of the values

ΣXY - Sum of all the gross products of the values of each variable

$(\Sigma X)(\Sigma Y)$ - Products of the sum of x and y .

3.8 Data Collection Procedures

The researcher obtained an introductory letter from the Department of Educational Administration and Planning, University of Nairobi that helped in obtaining a research permit from the National Council of Science and Technology (NCST). The researcher then visited Naivasha District Commissioner's Office (D.C) and District Education Office (D.E.O) to request for a letter of authority. The researcher then visited the selected schools to make appointments and administer the questionnaires to teachers and girls and to conduct the interviews for the headteachers. The targeted respondents were assured of confidentiality of

their identity. The questionnaires were then distributed to the teachers and pupils in their schools and collected after giving them adequate time to respond. Where some respondents had not filled the questionnaire, more time was added.

3.9 Data Analysis Techniques

After collecting all the data, data cleaning was done in order to identify any inaccurate, incomplete, or unreasonable data and then improve the quality through correction of detected errors and omissions. After data cleaning, the data was coded and entered in the computer for analysis. Data analysis procedure that was employed, involved both qualitative and quantitative procedures. Quantitative data was analyzed using descriptive statistics which involved tables, circle graphs, frequencies and percentages derived from using the statistical package for social sciences (SPSS). Qualitative data was analyzed as per study objectives using content analysis based on analysis of themes emanating from respondents' information and comparing responses to documented data.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter presents analysis and presentation of the data collected from the study. This chapter starts with the analysis of the questionnaire return rate and then presents the analysis of the demographic information of the respondents. Tables, graphs, frequencies, and percentages have been used to present the findings of the study. The chapter ends with the summary of the findings.

4.2 Questionnaire Return Rate

A sample of 3 headteachers, 28 teachers and 105 girls were selected for the study. The respondents were given questionnaires which they filled and returned to the researcher. The questionnaire return rate is as presented on Table 4.1.

Table 4.1: Questionnaire Return Rate

Category of Respondents	Sample	Returned	Percentage Return
Headteachers	3	3	100.0
Teachers	28	24	85.7
Pupils	105	100	95.2

According to Table 4.1, all the sampled headteachers returned dully filled questionnaires making 100.0% return rate, 24 teachers out of a sample of 28 returned dully filled questionnaires making a questionnaire return rate of 85.7 percent whereas out of the 105 sampled pupils 100 dully filled and returned the questionnaires making a return rate of 95.2 %. The average questionnaire return rate was calculated as 93.4 percent which was found to be an acceptable representation of the target population.

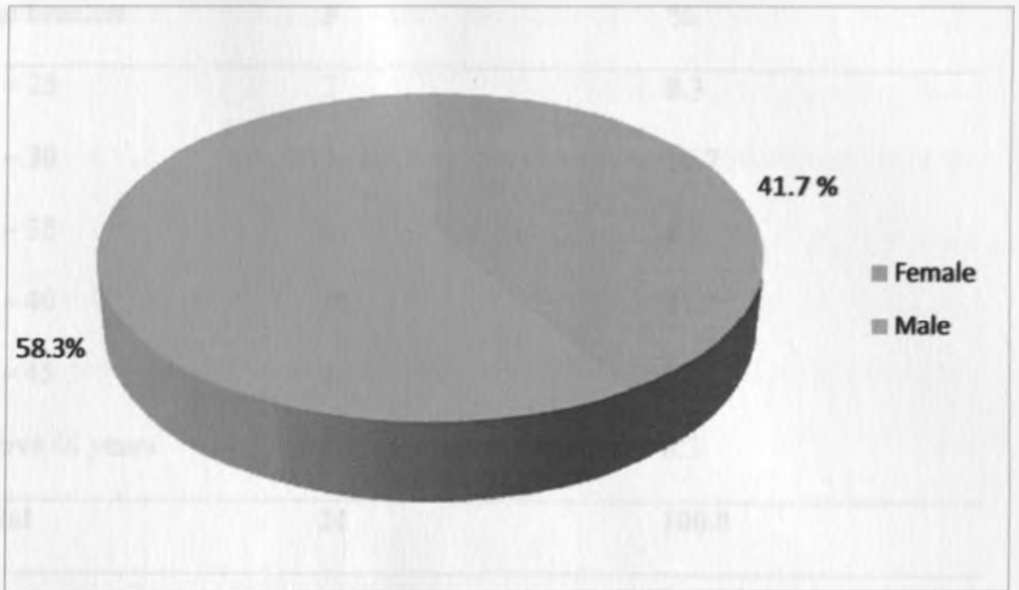
4.3 Demographic Information of Respondents

This section presented the analysis of the demographic information of respondents as revealed from the data collected from head teachers, teachers and pupils in Mai – Mahiu IDP camp, Naivasha District, Kenya. This section includes the respondent's gender, age, bracket academic qualification, professional qualification, respondents' parents' occupation and length of service in teaching.

4.3.1 Gender of Teachers

The study sought to establish from the headteachers of the Internally Displaced Persons (IDPs) camp on their gender. The findings are presented as inn figure 4.1.

Figure 4.1: Gender of Teachers



The findings on figure 4.1 indicate that majority of teachers 14 (58.3%) were males while 10 (41.7%) were females. The findings indicate that there were fewer female teachers than male teachers. Female teachers are not only role models to girls but also play an important role in guiding and counseling them. They are sensitive to girls' unique problems as girls are not free to share with male teachers. Domination by male teachers was said to worry parents of their daughters' safety and possible pregnancies.

4.3.2 Age of Teachers

The study sought to establish the age bracket of teachers. The findings are presented as shown in table 4.2.

Table 4.2: Age of Teachers

Age bracket	F	%
20 – 25	2	8.3
26 – 30	4	16.7
31 – 35	2	8.3
36 – 40	10	41.7
41 – 45	4	16.7
Above 46 years	2	8.3
Total	24	100.0

The responses on table 4.2 show that majority of teachers 10(41.7%) in the primary schools in Maai – Mahiu IDP camp are in the age bracket of 36 – 40. This is followed by 16.7% of the teachers who are in the age bracket of 41 – 45 years and 2 (8.3%) who are between 20 – 25 years of age. Accordingly, there are 2 (8.3%) teachers above 46 years of age. The findings show that experience of teachers co-relates to their age and further indicate that implementation of education programmes for children in the IDP camps may be successful if the educational institutions benefit from the teachers skills of planning, co-ordination, organization and control of the programmes/ activities to ensure efficiency in the centres.

The study also sought from the headteachers about their age. Their responses indicated that the 3 head teachers who participated in the study were aged between 40 – 45 years of age. The findings indicate that they have gained worthwhile teaching experience and administrative experience which would enable them to work in the institutions to foster the education of pupils and more-so the girl child through advocacy, policy implementation and provision of a conducive learning environment in the school that benefits the education of the girls.

4.3.3 Teacher’s Teaching Experience

The researcher asked teachers to indicate their teaching experience in years. The results are as presented on table 4.3.

Table 4.3: Teacher’s Teaching Experience

No of years	F	%
1 – 5 years	2	8.3
6 – 10 years	6	25.0
Over 10 years	16	66.7
Total	24	100.0

The findings presented in table 4.2 show that majority of teachers 16 (66.7%) had a teaching experience of over ten years. This is followed by 6 (25.0%) of teachers

with teaching experience of 6 – 10 years. The findings is an indication that majority of teachers had relevant information having worked for a lengthy time hence had an experience that can be said to be enough to give clear information and views that ensure that the provision of education to the girls in the IDP camps is successful.

4.3.4 Age of Pupils

The study sought to establish the age bracket of the pupil respondents. The findings were presented in table 4.4.

Table 4.4: Age of Pupils

Age bracket	F	%
10 – 12	10	10.0
13 – 15	80	80.0
16 – 18	15	15.0
Over 18 years	5	5.0
Total	100	100.0

Data presented in table 4.4 indicate that majority of pupils 80 (80.0%) were in the age bracket of 13 – 15 years, 15 (15%) were aged between 16 – 18 years whereas 5 (5.0%) were over 18 years of age. The results of this analysis indicate that majority of the girls are in a position to respond to the questionnaires to provide

pertinent information on the barriers to the access of education among the girl child in the IDP camps. Accordingly, the 5 (5.0%) girls who were over 18 years might have been as a result of grade wastage due to various factors that may have impeded their pursuit of education.

4.3.5 Level of Education of Parents

The researcher asked the pupils to indicate their parents' level of education. Their responses are as shown in table 4.5.

Table 4.5: Parents' Level of Education

Response	F	%
University	-	-
College	10	30.0
Secondary	25	45.0
Primary	65	25.0
Total	100	100.0

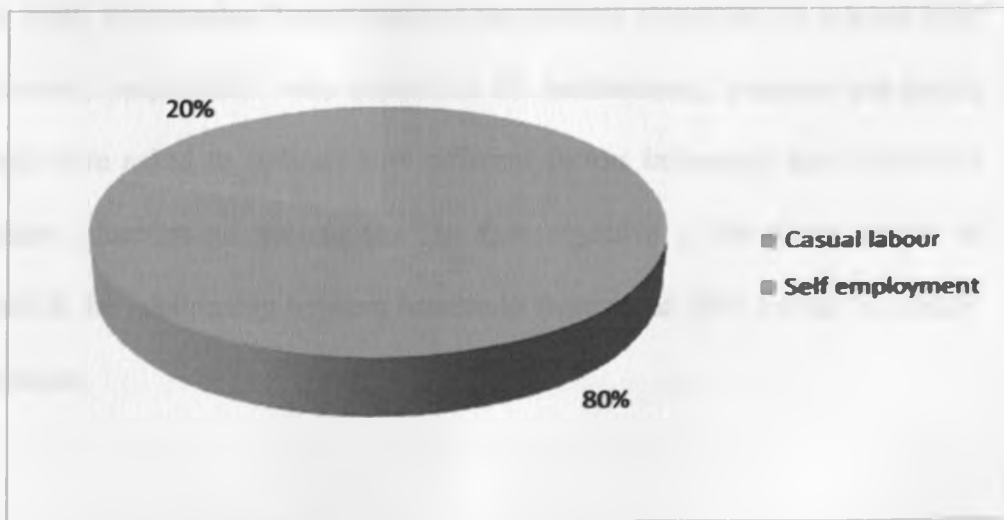
Data in table 4.5 indicate that 65.0% of the parents had attained primary school education, 25.0% had attained secondary education, whereas 10.0 had attained college education but none had attained university education. From the above figures, the findings reveal that majority of parents were of primary level, an indication that parental level of education had implication on girls' education. As

implied, such parents as found in the study are not in a position to encourage and support schooling of their daughters considering that they themselves did not attain high level of education. Furthermore, a girl whose mother is of good education background will have a role model and is likely to be motivated than the one whose mother does not.

4.3.6 Parents' Occupation

The researcher further asked pupils to state the occupation of the parents and their responses were as shown in figure 4.2.

Figure 4.2 Parents' Occupation



Pupils' response on occupation of their parents revealed that 80% of their parents are in casual labour and 20% in self-employment. The findings reveal that the

level of education has a great bearing on employment opportunities and eventually on ones income level. Occupation of parents also greatly influence their ability to make a choice between educating a girl, paying fees, buying uniforms and meet other needs to keep the girl-child in school. The fact that most mothers are jobless could be a major hindrance of girls accessing education in that they do not have role models, they see themselves as people who are destined to stay at home just like their mothers.

4.4 Data Interpretation and Presentation

This section presents the analysis of the data obtained from the respondents' questionnaire as well as the interview guide for the headteachers in Maai-Mahiu IDP camp, in Naivasha District based on the research objectives. To achieve these objectives, respondents who comprised of headteachers, teachers and pupils (girls) were asked to indicate how different factors influenced girls' access to primary education in the region. The first objective of the study sought to establish the relationship between household factors and girls' access to primary education.

4.5 Respondents' Views on the Influence of Household Factors on Girls'

Education

The researcher sought to establish the relationship between household factors and girls' access to education. The teachers interviewed cited various factors that impede girls' access to education as indicated in table 4.6.

Table 4.6: Respondents' Views on Household Factors Influencing Girls' Access to Education

Response	Frequency (F)	Percent (%)
Poverty	42	42.0
Early marriage and teenage pregnancy	10	10.0
Preference for boys	10	10.0
Household chores	20	20.0
Nature of family / family set-up	18	18.0
Total	100	100.0

Data presented in Table 4.6 shows that poverty is the major factor impeding on girls' access to education in the camps. This was represented by 42.0 percent, followed by child labour 20.0 percent, nature of family of family set-up 18.0 percent, early marriages 10.0 percent and preference for boys 10.0 percent respectively.

4.5.1 Implication of Poverty in Girls Access to Education

Out of 24 questionnaires returned by teachers, (66.7%) of teachers cited poverty as a major factor that negatively impact on girls' access to education. These findings were supported by 3 (100%) of headteachers who revealed that livelihood opportunities of the IDPs in these settlements remain extremely limited because the families lost all their property during the politically instigated ethnic clashes. On the other hand, 90(90%) of pupils confessed that they depended on donors for food and other basic requirements. It was found that the support is not always adequate to meet their daily needs, furthermore, the resettlement programme led to the reduction of assistance.

Parents in the region were also said to be jobless as indicated by 100% of pupils. The results also indicated that most of the parents are jobless. As a result, they travel long distances in search of casual employment in towns such as Naivasha, Njambini and Flyover and sometimes it is not forthcoming. Even those who secure casual employment are sometimes exploited by the farm owners.

Further 10% of teachers said that poverty crisis in homes makes girls experienced more discrimination in families. Where a choice was to be made, it is the girl who had to make the sacrifice because the boy would be given precedence hence, locking out girls from any opportunity to access education. When asked to give reasons, 50% of teachers said that parents argued that boys are a better

educational investment than girls. In addition, parents worry about wasting money on the education of girls who are likely to get pregnant or married before completing their schooling. The findings of son preference concur with Odaga and Wamahiu, (1995) who observe that there is a strong belief that once married, girls become part of another family and parental investment is lost.

4.5.2 Nature of Family Set Up

In order to capture data to determine whether the nature of family set up had implication on girls' access to education, pupils were asked to indicate their family set up as follows.

Table 4.7: Responses on Family Set up

Nature of family set up	Frequency (f)	Percentage (%)
Both parents	48	48.0
Women-headed	44	44.0
Child –headed	8	8.0
Total	100	100

Data in table 4.7 indicates that 48(48.0%) of pupils indicated that they had both parents, 38 (38%) came from that they headed their families. 9 (37.5%) of teachers concurred with the 1 (33.3%) headteacher that the nature of family set up greatly impedes the chances of girls accessing to primary education in Maai –

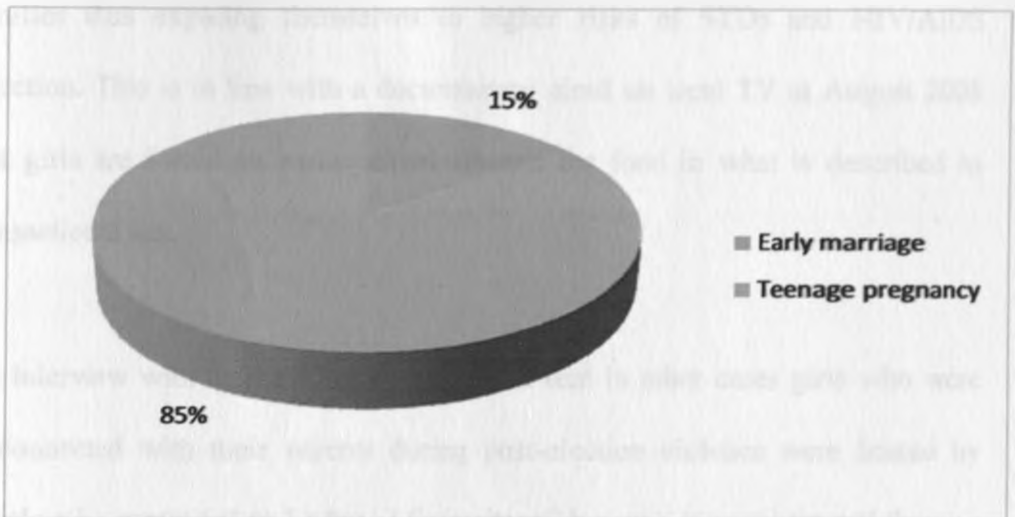
Mahiu IDP camp. All the headteachers (100%) also indicated that the situation of IDPs as a result of instability caused by post-election violence resulted in separation of children from their families. For instance, the researcher established that large numbers of women-headed and child-headed households have their girl-child out of school. 50% of teachers stated that these families rely on the girls for household chores / duties, care for siblings and / or agricultural responsibilities to generate income. The findings indicate that the disruption of family structures as a result of violence coupled by the nature of the living environment in the IDP settlements accelerated the drop out rate of the girl- child who could not sustain themselves in such learning institution.

4.5.3 Implication of Early Marriage and Early Pregnancy on Girls' Access

The study also endeavored to determine the implication of early marriage and early pregnancy on girls' access to primary education from pupils and teachers.

The responses are illustrated in figure 4.3.

Figure 4.3: A Pie Chart showing Responses on the Implication of Early Marriage and Teenage Pregnancy



In response to this, out of 100 pupils, 15(15%) stated that drop out among girls was due to early marriage, while 85(85%) reported that it was due to teenage pregnancies. On the other hand, out of 10 teachers, 4(4%) indicated that the drop out was due to early marriage while 6 (60%) stated that it was due to teenage pregnancy.

Data gathered revealed that pregnancies and early marriages had taken toll on the girls' access to education in the camps. Many families view their daughters as a source of wealth and girls are married off when they should be in school. Discussions with the girls also revealed that 20% of girls had eloped against the wish of their parents because they could not stand poverty at home. With early and sometimes forced marriage, the girls were compelled to leave school to take

up wifely and parental responsibilities at the expense of their education. Others engage in commercial sex to seek alternative means of survival and sustain their families thus exposing themselves to higher risks of STDs and HIV/AIDS infection. This is in line with a documentary aired on local TV in August 2008 that girls are forced to make sexual favours for food in what is described as transactional sex.

An interview with the headteachers revealed that in other cases girls who were disconnected with their parents during post-election violence were hosted by people who pretended to be “good Samaritans” but who later mistreated them or converted them into wives which concurred with a study by Youth Alive Kenya (2011) who found out that the IDP camps have become a source of cheap labour and marriages targeting minors. Further the East African Standard (2008) reported that young girls in the IDP camps in Naivasha District were being lured out of the camps and promised well paying jobs only to find themselves victims of pre-arranged marriages or working as domestic servants.

4.6 Influence of School Based Factors on Girls' Access to Education

The second objective of the study sought to establish how school based factors influence girls' access to education in Maai-Mahiu IDP camps. It was noted that schools provide conditions that favour or hamper the access to primary education of the girl-child. The researcher asked the respondents to identify the school-

based factors that hamper girls' active participation in education. In this regard, pupils gave the following responses.

Table 4.8 Pupils' Responses on School-Based Factors Influencing Girls' Access to Primary Education

Response	F	%
Distance to school	100	100
School fees	20	20
School environment	40	40
Challenges of menstruation	75	75
Discrimination	10	10

N = 100

Data presented in table 4.8 shows that 100% of pupils indicated distance from home, 20% indicated school fees, 40% indicated school environment, 75% indicated challenges of menstruation and 10% discrimination as school factors influencing girls' access to primary education.

4.6.1 Implication of Distance to School to Girls Access to Education

All the pupils, (100%) revealed that distance from home to school was featured as the main challenge. They further said that there is no single government primary school within the ten settlements. On the contrary, there are two private

(individually owned) schools by a Non-Governmental Organization (NGO) within the camp which provide education only up to standard three and charge a monthly fee of 300 shillings. For IDPs who have lost their primary source of income, even nominal fees can be prohibitive. This also means that children who are in standard four to standard eight cannot access education within the settlements. 33% of head teachers responded that these children walked for five kilometers to the nearby government host school (Maai – Mahiu primary school). During an interview with a headteacher, he quoted what a girl had reported.

“In order to reach school in good time, I am forced to wake up between 4.00 and 5.00 am at dawn. I usually arrive late and I am not allowed to enter class before doing punishment. When I enter class, am often tired and hungry and it is difficult to concentrate. Since I don't eat lunch at school, I get home very tired and hungry too in the evening. Sometimes I miss school when I see that I will be late.

It was therefore discovered that most of the girls are not able to manage such strain, bearing in mind that some girls had to work before going to school, and therefore gave up schooling.

Out of 100 (100%) pupils, 50 (50%) expressed that because of long distance between home and school, girls were the most disadvantaged because the

pathways and roads in most cases were not safe when girls were alone. Parents therefore expressed fears of their daughters' safety as girls were exposed to being lured or raped. The findings therefore showed that there were cases of frequent absenteeism and eventually dropout cases because of the long distance that girls had to walk, safety reasons, exhaustion and even hunger. The findings are in line with Odaga and Henveld, (1995) who observe that girls' access to education was influenced by availability of place and proximity of school to home. The closer the school, the less fear parents have for their daughters' safety.

4.7 Implication of School Environment on Girls Access to Education

The researcher sought to establish the implication of school environment on girls' access to education from headteachers and teachers. The responses were as follows:

Table 4.9 Response on School Environment Implication on Girls' Access to Education

School Environment	Frequency	Percentage
Lack of adequate facilities	24	100
Poor working conditions	6	25
Lack of trained teachers	8	33.3
Low percentage of female teachers	10	41.7

N=24

The findings revealed that 24% of teachers indicated lack of adequate facilities, 6% poor working conditions, 8% lack of trained teachers, 10 low percentage of female teachers. An interview with one of the headteachers revealed that, without a school in the IDPs settlement, his school had taken the burden of increased pupil population and this stretched teachers and facilities well beyond their appropriate ability and capacity; hence, there was increased teacher – pupil ratio affecting the quality of education. Physical facilities play an important role in the life of pupils. Availability of facilities may encourage pupils to learn while lack of them limits pupils' participation and achievement. As a result, most parents were reported to have opted to engage girls in household chores and income generating activities for they see school as not having immediate investment benefit. These findings concur with the global survey on EIE (2004) which shows that schools are frequently lacking in IDPs settlement and any local schools in the neighbourhood may lack the capacity to integrate influxes of the displaced children leading to overcrowding.

Poor working conditions was reported by six percent of teachers and this made the retention of qualified teachers a challenge. In one of the schools, findings showed that there was overcrowding due to lack of desks in the school, had very small blackboards, classes were not cemented and lacked enough textbooks, chinks, cupboards and bookshelves, instead, teachers used a sack and a polythene

paper bag to store learning materials. This resulted in increased non-attendance and dropping out of girls coupled with poor achievement in school.

Table 4.10: Response on Qualification of Teachers

School	Trained		Untrained	
	Frequency	Percentage	Frequency	Percentage
1. Maai – Mahiu primary school	13	61.9	8	38.1
2. Jikaze Academy	2	66.7	1	33.3
3. Southern Cross Academy	1	25.0	3	75.0

8% of teachers reported that lack of trained teachers posed one of the most significant obstacles for girls' education. Similarly 50% of teachers reported low percentage of female teachers to act as mentors and role models

4.7.1 Implication of Discrimination on Girls Access to Education

10% of girls reported that they suffered and faced open discrimination, inhuman treatment and insults on basis of being IDPs. Some pupils were joking and teasing them which did not seem taken well by girls. It instilled fear, traumatized them, lowered their self esteem and some opted to drop out of school. 50% of teachers also noted that they face additional challenges as a result of the difficult

experiences due to psycho-social trauma and cognitive disorders they suffered during the violence. Half of the teachers (50%) also indicated that others reported experiences of discrimination in regard to loss of documentation without which the girls were unable to register for national exam. This required them to travel to their area of origin even if the areas remained unsafe and obtaining replacement documentation was often very difficult. Parents argued that there is no need of sending their children if when they reach standard eight they will not be allowed to sit for examination.

4.8 Challenges of Menstruation and its Implication

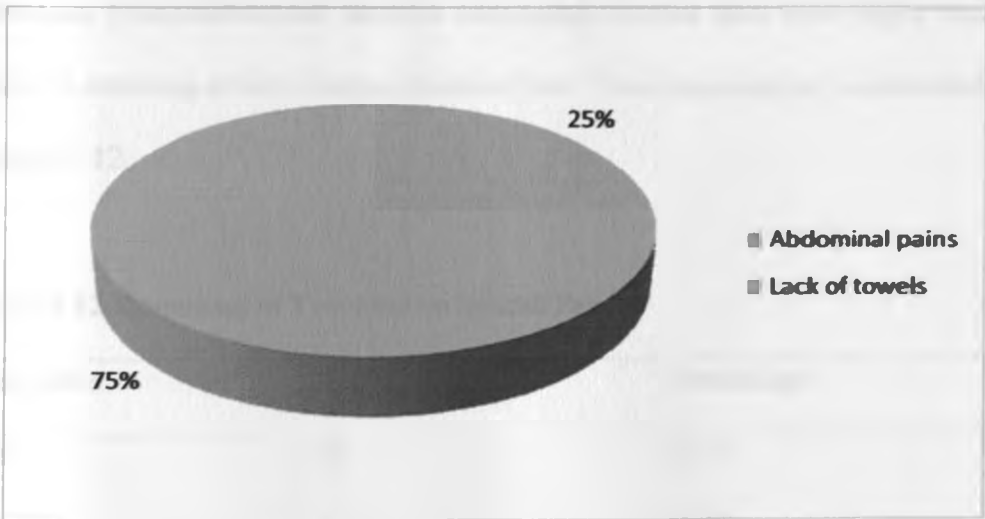
The study endeavored to determine the implication of challenges of menstruation on access of girls in primary education. Pupils were asked to indicate the duration of their menses. Their responses were as indicated in table 4.11.

Table 4.11 Duration of Menstruation

Duration of menses(days)	Frequency (f)	%
1	6	8
2	15	20
3	36	48
4	18	24
N= 75	75	100.0

Table 4.11 indicates that 6 (6%) girls' menstruation lasts for 1 day, 15 (15%) for 2 days, 36 (36%) for 3 days while 18 (18%) last for 4 days. The rest of the girls, 25 (25%) had not started menstruation. This corresponds with the number of days in which girls miss school due to challenges faced during menstruation. Girls were further asked to indicate the reasons as to why they miss school. Their responses were as follows:

Figure 4.4 : Reasons for Absenteeism



Absenteeism as reported by 25% of the girls was as a result of abdominal pain while 75% said it was as a result of lack of sanitary towels to effectively manage their menses in a safe way. 50% of teacher also confirmed that due to poverty, parents cannot afford to buy sanitary towels; hence, menstrual cycles put girls in precarious situations such as embarrassment and loss of self esteem. This created

a monthly cycle of absenteeism or complete desertion from school. Teachers further said that many girls resorted into use of unhygienic materials that put their health at risk.

4.8.1 Influence of Policy on Girls' Access to Education

The third objective sought to establish the influence policy factors on girls' participation in primary education in Maai – Mahiu IDP camps in Naivasha District. To determine the influence of policy factors on girls' access to primary education, head teachers and teachers were asked whether there were pupils who were not attending school because of school fees. Their responses are summarized in table 4.12.

Table 4.12 Responses of Teachers on School Fees

Responses	Frequency (f)	Percentage
Yes	20	83.33
No	4	16.67
Total	24	100

Table 4.12 indicates that 20 (83.3%) of teachers responded that there were pupils who were not attending school because of lack of school fees while 4 (16.67%) confirmed they were not. The headteachers confirmed the findings of the teachers with 3 (100%) of them saying that they had cases of girls having difficulty in

paying school fees. These findings confirmed that the education is not free in principle and practice. This meant that girls in this region had difficulty in the payment of school thus affecting their access to education.

4.8.2 Child Labour and Access of Girls Education

In response to child labour as a reason for girls dropping out of school, girls gave the nature of work they engage in at home as follows:

Table 4.13 Nature of Work Girls Engage in at home

Type of work	Frequency (f)	Percentage (%)
Household chores	50	50
Caring for siblings	25	25
Employed as house helps	15	15
Agricultural activities	10	10
Total	100	100

Data presented in table 4.13 indicates that majority of pupils, 50% were engaged in household chores, 25 % in caring for siblings, 15% employed as house helps and 10% in agricultural activities. 100% of head teachers reported high rate of absenteeism in the months of March and April being a planting season when children stay away from school to become a source of cheap labour

The result of this analysis revealed that child labour especially for girls in IDP settlements remain unacceptably high. 90 % of teachers reported that child labour is critical for survival of most households and sending girls to school in IDP families with low socio-economic status is regarded a high opportunity cost. The findings concur with Pamela and Lynne (2009) who opines that such families present a high opportunity cost of sending girls to school which affects female enrolment, participation and completion. It was found that girls are overburdened with the household duties such as fetching water and firewood, cooking, caring for their siblings and attend to other household chores. These activities rob girls of adequate time to study and dissuade them from accessing school regularly. This supports the contribution by UN (2001) that division of labour in the home favoured males leaving time and energy consuming work to mothers and daughters. This kind of violence manifestation also puts the girls under risk of abusive conditions such as confinement, longer hours of work and food deprivations that are inappropriate to their age and physical strength which impact heavily on their concentration in school. In worse circumstances girls in domestic work are sexually abused and raped. This was compounded by cases of child abuse especially using children in IDP settlements as cheap labour.

4.8.3 Re- admission After Pregnancy

Teachers were also asked to give their views on readmission of girls after giving birth. They responded as indicated in table 4.14

Table 4.14 Responses to Readmission after Pregnancy

Teacher's responses	Frequency (f)	Percentage (%)
Yes	18	75
No	6	25
Total	24	100

The data in table 4.14 indicates that 18 (75%) of the teachers did not wish for readmission of girls after delivery but 6 (25%) agreed.. 33% of headteachers stated that although the Ministry of Education's policy is to allow girls who give birth to resume their studies, teachers were not willing to implement it. This has forced many girls to drop out of school and only a small number of girls return to school. These findings proved that lack of implementation of existing laws and policies relating to compulsory and free education, child labour, child prostitution, re-admission of young mothers, forced and early marriage have been ignored by parents in this region and this has led to increased likelihood of non-enrollment, non-attendance and dropping out of girls from the primary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings as obtained from respondents who included headteachers, teachers and pupils of Maai-Mahiu IDP camps in Naivasha District. It also contains the conclusions of the study, recommendations and suggestions for further research.

5.2 Summary of the Findings

The purpose of the study was to examine factors influencing girls' access to primary education in Maai-Mahiu internally displaced camps, Naivasha District, Kenya. To achieve this, research objectives of the study were formulated. Research objective one sought to establish the influence of household factors on girls' access to primary education in Maai-Mahiu IDP camps. Research objective two sought to determine the influence of school school-based factors on girls' access to primary education while research objective three sought to determine the extent to which government policy influences girls' access to primary education in Maai-Mahiu IDP camps.

Literature was reviewed on the household factors, school based factors and policy factors affecting girls' access to education. The study was based on the Liberal feminism theory as espoused by Alison (1983). The study adopted a descriptive

survey design to establish the factors influencing girls' access to primary education in IDP camps in Maai-Mahiu, Naivasha District. The study targeted a population of 3 head teachers, 28 teachers and 217 pupils in Maai- Mahiu IDP camps out of which a sample of 3 head teachers, 28 teachers and 105 pupils were selected for the study.

Data was collected using questionnaires for teachers and pupils and an interview schedule, coded and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by tables, pie-charts, frequency distributions and percentages. Data analyzed formed the basis for the research findings, conclusions and recommendations for the study.

5.3 Findings of the Study

The findings of the study revealed that a substantial number of girls were not accessing primary education due to pressure emanating from impeding household, school based and policy factors.

(a) The findings on the influence of household factors on girls' access to education revealed that poverty is a major factor that negatively impact on girls' access to education. This was attributed to many parents being unemployed, hence face challenges of earning a livelihood. These impoverished families gave

greater preference to sons and prioritized their education as opposed to girls' because family resources were limited by reduced access to income.

(b) Finding also revealed that emergency situation had created particular disadvantages for girls such as extremely unbalanced demographics with large number of women headed households. When these women had to take work outside home, they relied on girls to do household chores, care for siblings and generate family income, all which prevent girls from attending school.

(c) Early marriages are additional barriers because some families view their daughters as a source of wealth. Teenage pregnancy rate were very high and this had forced many girls to drop out of schools to go and give birth and look after their young ones. It was also revealed that girls who had given birth were not able to attend school due to exclusionary policies, social stigma with no extended family to provide child care. This shows that even when girls enrolled in large numbers, drop out rates towards the end of primary school are usually high.

(d) The findings further revealed a host of school factors that hindered girls' access to education in the region. Schools were very far and travelling to and from schools put girls at considerable risk from dangers such as sexual violence, abuse and exploitation. Once at school, additional concerns such as inadequate facilities,

demotivated teachers, school fees and lack of sanitary towels arose. All these factors impeded on the girls' access to primary education.

e) Further, the findings revealed that government policy greatly influences girls' access to education. All the three headteachers indicated that some of the key education policy guidelines such as free and compulsory education, child labour, re-admission of young mothers; eliminating all forms of discrimination against girls such as early marriages, forced marriage and other forms of violence are only in principle but not in practice. Many girls in IDPs settlement were not accessing schools due to lack of school fees, child labour, early and forced marriages, teenage pregnancies and discrimination.

5.4 Conclusions

Based on research findings, it was concluded that the girl child education is influenced by several factors such as household, school based and policy factors. These factors are therefore a hindrance to the efforts to have girls' access education as stipulated in the Millennium Development Goals (MDGs), Education For All (EFA) goals and the various government policies and policy frameworks. the drop-out rates of girls in primary education is still worrying. Worse still, those who live in IDP camps are yet to redeem their former lives and settle to carryout their day to day activities.

The study therefore makes the following conclusions:

1. Most parents had low levels of education and the implication was that parents with little education least valued education of their daughter and also discriminated against their education most. They were therefore reluctant to send them to school.
2. It was also concluded that majority of parents were disadvantages in terms of employment. Farming and casual labour were the main activities in the IDP settlement. The fact that most mothers were jobless could also have been a major hindrance of girls accessing education in that, they do not have role models, they see themselves as destined to stay at home just as their mothers.
3. That poverty is rife in the IDP settlements hence, these families cannot meet direct costs of schooling such as school fees, clothing, books and other scholastic materials. If a choice had to be made between sending a boy or a girl to school, the boy will always be given precedence so girls are not enrolled in school.
4. Due to poverty, families cannot afford the loss of income or labour contribution of their girls.
5. Parents were less likely to send their daughters to school as there was no safety and security. The only schools available in the settlements were charging fees. For internally displaced families struggling to make ends

meet financially, such costs can prevent them from sending their children to school.

6. Girls have unmet needs and psychological pressure. They therefore fail to attend school in pursuit of ways to fulfill themselves. For instance engaging themselves in commercial sex and early marriages.
7. The study further concludes that teenage pregnancy rates are often very high in IDP camps, and girls with their own babies may not be able to attend school because of exclusionary policies, social stigmas, lack of extended families to provide child-care or lack of appropriate facilities.
8. Poor learning environment such as lack of adequate facilities, separate latrines few female teachers to act as mentors and role models might have discouraged parents to send girls to school.
9. While the government has committed itself to a gender sensitive policy, there are still barriers to girls' access to primary education. Inadequate legal framework in such areas as compulsory education, child labour, re-entry into school and also lack of enforcement of existing laws and policies relating to child labour, corporal punishment and school fees lock many girls out of school.
10. In view of this analysis the study concludes that gender-responsive measures are required to ensure that girls in IDP camps have access to education.

5.5 Recommendations of the Study

In view of the findings discussed, this study makes recommendations geared towards ensuring girls have access to education based on INEE minimum standards as follows:

Household Factors

- There should be concerted community mobilization and sensitization campaigns in all the ten camps with a view to enrolling more girls. This is to help raise awareness about the importance of girls' education and the harmful effects of practices such as early marriages.
- Involving community members to ensure safe travel to and from school. Engaging boys and girls in the preparation of missing – out map; that is, a map of children in the community who are currently not in school. (INEE, 2004: Community Participation Standard).

School Based Factors

- The government should consider building schools within the IDPs resettlement areas. It must also act to make education not only available but also accessible, acceptable and adaptable. This will ensure that girls have opportunity to stay and learn in school up to primary completion and progress to secondary and tertiary levels.

- It is important to ensure that learning environment are secure and promote the protection of physical, mental and well-being of girls.

Supporting programmes that enhance girls' attendance and retention in towels and school feeding programmes and support girls' realization of their intellectual potential (INEE, 2004: Access and Learning Standards).

Education Policy Factors

- Supporting and promoting education policies and laws that protect against gender discrimination in education.
- Government should table and enact laws to prohibit discriminatory practices in school administration such as exclusion on ground of pregnancy or child marriage.
- Establishing early childhood development programmes to prepare girls four school and to help relieve older girls of responsibility for the care of younger siblings so that they can attend school.
- Re-issuing copies of documents lost in course of displacement without having to return to their areas of origin (INEE, 2004 Education Policy and Co-ordinations standards).

5.6 Suggestions for Further Research

In view of the summary, conclusions and recommendations of the study the study makes the following suggestions for further research;

1. Since the study targeted Maai-Mahiu IDP camp in Naivasha District, a similar study should be carried out in other counties where there are IDP camps to get a picture of the situation in the whole country.
2. Similar study should be carried out to establish the factors influencing boys' access to primary education in IDP camps to provide data for purposes of generalization and comparisons.

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APPENDICES

APPENDIX 1

Letter of Introduction

Joan Muthoni Gathinye

University of Nairobi,

P. O. Box 30197-00100,

Nairobi.

Dear Sir/ Madam,

I am a Master's student at the University of Nairobi in the Department of Education Administration and Planning. As part of my Master's programme, I am investigating some of the barriers facing the girl child in accessing primary education in IDP camps. The intention is to provide information that will assist policymakers and education practitioners to implement policies and programmes that will promote girl's participation in schooling.

The identity given will be treated with utmost confidentiality. I believe that your responses will help in providing solutions to some of the challenges facing the girl child in accessing primary education in IDP camps. Your cooperation will be highly appreciated.

Yours faithfully,

Joan Muthoni Gathinye

APPENDIX II

Pupil's Questionnaire

The purpose of this questionnaire is to gather information on the problems facing girl child access to primary education in Maai – Mahiu IDP camps. Your identity in the questionnaire will be accorded great confidentiality and will only be used for academic purposes.

Tick or fill in the blank spaces where appropriate

1. Name of school.....
2. Class.....
3. Age of the student
4. Name of your camp
5. What is the level of your parents / guardian education

	Mother	Father	Guardian
Primary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What do your parents do to earn a living?
 - a) Self employment
 - (b) Formal employment

- (c) Casual labourer
- (d) Subsistence / livestock farming
7. Do your parents /guardian meet all your educational needs? Yes No
8. If No, what are the reasons?
- (i) Lack of money (ii) Prefer to provide for my brother
- (iii) No good reasons (iv) Other reasons
9. Who performs most duties at home? Boys Girls
10. When do you perform your duties at home?
- Before school After School Weekends
- Holidays
11. Are there children of school going age within the camps who are not enrolled? Yes No
12. How many of your brothers and sisters are presently in school?
- (a) Primary Boys Girls
- (b) Secondary Boys Girls
- (c) College / University Boys Girls
13. How many of your brothers and sisters do not go to school?
- Boys Girls
14. What are the reasons of not being in school?
- (a) Lack of school fees (b) Lack of uniform
- (c) Lack of textbooks

15. How many of your brothers and sisters have dropped out at primary school level? Boys Girls
16. Are there cases of students who have dropped out of school? No Yes
17. What are the causes of dropouts?
- a) Lack of school funds (b) Pregnancy
- c) Early marriage d) HIV/AIDS
- e) Child labour
18. Does gender violence exist in school? Yes No
19. Which gender violence do you face at school?
- (a) Harassment by male teachers (b) Female teachers despise us
- (c) Harassment by boys (d) Child labour
20. Have you began menstruation? Yes No
21. What is the duration of your menstruation?
- 1 day 2 days 3 days 4 days
22. Are there times you are absent during menstruation?
- Yes No
23. If yes, how many days are you absent?
- 1 day 2 days 3 day 4 days
24. Why do you miss school?
- (a) Abdominal pains (b) Headache
- (c) Lack of sanitary towels (d) Backache

Thanks for your cooperation and may God bless you

APPENDIX III

Teacher's Questionnaire

The purpose of this questionnaire is to gather information on the barriers influencing girl child access to primary education in Maai – Mahiu IDP camps. Your identity in this questionnaire will be accorded great confidentiality and the information will only be used for academic purposes.

Tick or fill in the blank spaces where appropriate

1. Name of school.....
2. Age.....
3. Gender.....
4. Are there cases of absenteeism in your school?
Yes No
5. What are the likely causes?
(a) Lack of school funds (b) Lack of uniform
(c) Lack of textbooks (d) Hunger
(e) Lack of sanitary towels
6. How often does your school experience drop out?
Very often Occasionally Never
7. What are the likely causes of drop out ?
(a) Lack of school funds
(b) Pregnancy
(c) Early marriage

(d) HIV/AIDS

(e) Take care of ailing parents

(f) Child Labour

(g) Head household

(h) Negative attitude

8. Between boys and girls, who drop out most? Boys Girls

9. What levels are girls likely to drop out?

Lower primary Upper primary

10. In your opinion, are you in favour of the idea of re-admitting a girl who had previously dropped out because of pregnancy?

Yes No

Thanks for your cooperation and may God bless you.

APPENDIX IV

Headteacher's Interview Guide

The purpose of this interview is to gather information on the barriers influencing girl child access to primary education in Maai – Mahiu IDP camps. This information will only be used for academic purposes.

1. For how long have you been teaching?
2. Are there cases of absenteeism in your school?
3. Give reasons for the absenteeism in your school.
4. How many girls have dropped out of school between year 2008 – 2012?
5. What are the reasons for this situation?
6. What are the home based factors that influence girls' access and drop out in primary school education?
7. What school based factors do you think hamper girls active participation in education and completion as compared to boys?

Thanks for your cooperation and may God bless you.

APPENDIX V

IDENTIFICATION DETAILS FOR RESEARCHER

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/012/751

Date of issue

11th June 2012

Fee received

KSH.1000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Joan Muthoni Gathinye

Of (Address) University of Nairobi

P.O BOX 30197-00200

NAIROBI

Has been permitted to conduct research in

Location

District

Province

Nairobi



On the topic: Factors influencing access of primary education among the girl child. A case of Maai Mahii

internally displaced persons (IDPs) camp, Nakuru County

Kenya

[Handwritten Signature]

Applicant's
Signature

[Handwritten Signature]

Secretary
National Council for
Science and Technology

For a period ending: 30th September 2012

APPENDIX VI

CONDITIONS TO CARRY OUT THE RESEARCH

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

GPK6055t3mt10/2011

(CONDITIONS see back page)

APPENDIX VII
RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/754**

Date: **11th June, 2012**

Joan Muthoni Gathinye
University of Nairobi
P.O.Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Factors influencing access of primary education among the girl child. A case of Maai-Mahiu internally displaced persons (IDPs) camp, Nakuru County, Kenya." I am pleased to inform you that you have been authorized to undertake research in Nakuru County for a period ending *30th September, 2012*.

You are advised to report to the District Commissioners and the District Education Officers, Nakuru County 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 Commissioners
The District Education Officers
Nakuru County